



WELL-BEING  
EVERYONE  
EVERY DAY

# 2024-2025 One-Year Mental Health and Well-Being **Action Plan**

The Durham District School Board (DDSB) recognizes that good mental health is an important foundation for connection, well-being and learning. The DDSB 2022-2025 Mental Health and Well-Being Plan reflects our commitment to cultivate the conditions for healthy learning and working environments, where all our students and staff feel they are welcomed and where students in particular are engaged in school life, both in their classroom learning and the larger school environment; where they know they are valued, seen and heard, where their identities are affirmed, where they belong and are connected to adults that care and are present to their lived realities.

At the DDSB, we commit to:

- Supporting the everyday mental health and well-being of students,
- Providing identity affirming supports and resources, as needed, and
- Connecting students and staff to pathways for support.

The 2024-2025 One Year Action Plan supports and guides the implementation of the DDSB 2022-2025 Mental Health and Well-Being Plan.

**Learn to Understand:**  
Mental Health Awareness and Literacy

**Support to Strengthen:**  
Provide identity affirming responsive  
mental health supports and services

**Connect to Pathways:**  
Strong Pathways to, from and through  
identity affirming mental health supports

Our multi-year plan, and the specifics of the 2024-2025 (one-year) action plan are based on the commitments of Learn, Support and Connect which align to the commitments within [PPM 169 Student Mental Health](#).

PPM 169 Student Mental Health	Learn	Support	Connect
Mandatory Mental Health Literacy	✓		
Enhanced Educator and Staff Mental Health Literacy	✓		
Multi-tiered system of supports	✓	✓	✓
Family Mental Health Literacy and Awareness	✓		
Social Emotional Learning (SEL)	✓		
Joint local planning			✓
Suicide Prevention, Intervention and Postvention Protocols		✓	✓
Virtual care delivery		✓	
Evidence informed interventions		✓	✓

## Learn to Understand: Mental Health Awareness and Literacy

### Identity Informed Mental Health Literacy

#### 1. Mental Health Literacy Implementation Support

- Collaborate with Teaching and Learning in support of the implementation of the Grade 7 and 8 mental health literacy modules within the curriculum expectations in the Grades 7 and 8 Health and Physical Education curriculum and related resources. (PPM 169: Mandatory Mental Health Literacy)
- Collaborate with Student Success in support of the implementation of the Grade 10 Careers Studies new curriculum expectations for mental health literacy. (PPM 169: Enhanced Educator and Staff Mental Health Literacy)
- Support the implementation of various 2024-2025 educator lead positions related to the promotion of mental health and well-being;
  - Well-Being Facilitator K-12
  - Apple Facilitator, and
  - Primary Resources Teacher. (PPM 169: Multi-tiered system of supports)

2. In partnership with Inclusive Student Services (ISS) Mental Health Teams, develop and deliver a series of student-focused mental health literacy and awareness modules for staff. (PPM 169: Enhanced Educator and Staff Mental Health Literacy)
3. In partnership with the Family and Community Engagement Department, develop a series of mental health and awareness modules. (PPM 169: Family Mental Health Literacy and Awareness)
4. Collaborate with departments to ensure a collective understanding and practice related to the promotion of well-being and mental health that affirms the intersectional identities and varied lived experiences of students. (PPM 169: Family Mental Health Literacy and Awareness)

### **Setting the everyday conditions that support mental health and well-being for every student**

1. In partnership with the Positive School Climate Department, provide consultation and mentoring/coaching around the implementation of Tier One strategies to school and classroom teams. (PPM 169: Multi-tiered system of supports)
2. Provide Social Emotional Learning (SEL) programming and capacity building. (PPM 169: Social Emotional Learning)
3. Implement Educator and Staff Mental Health Literacy and Awareness professional development opportunities. (PPM 169: Enhanced Educator and Staff Mental Health Literacy and Awareness)
4. In partnership with leadership development, provide consultation and learning support for leading mentally healthy schools for administrators.
5. Collaboration with in-school positive school team around school-based implementation of the Mental Health and Well-Being Action Plan.
6. Develop and implement a monthly communication plan to support the implementation of the 2024-2025 one-year action plan and to enhance Educator and Staff Mental Health Literacy and Awareness.
7. Develop a process for the creation of the 2025-2028 Mental Health and Well-Being Three-Year Plan.
8. In partnership with Indigenous Education, Anti-Oppression, Positive School Climate, and ISS and in alignment to the DDSB 2024-2028 Multi-Year Strategic Plan, support the organization of a series of student affinity groups (BSAs, ISAs, GSAs, students with special education strengths and programming needs) listening circles to develop a shared understanding of what belonging and a sense of community means to students and develop staff capacity to support and honour this.

## **Support to Strengthen:** Provide identity affirming responsive mental health supports and services

### **Provide Targeted Staff Skills Building**

1. Provide mental health training;
  - Mental Health First Aid–Youth,
  - safeTALK training (help identify someone thinking of suicide and connect them to help),
  - Applied Suicide Intervention Skills Training, and
  - Assessment of Risk to Others. (PPM 169: Multi-tiered system of support)
2. Implement Trauma Informed Practice system training plan; prioritizing within the 2024-2025 action plan setting the conditions for Trauma Informed Leadership. (PPM 169: Evidence informed interventions)
3. Provide guidance focused mental health literacy and awareness training in order to support embedding mental health promotion and awareness of support pathways within their role. (PPM 169: Suicide Prevention, Intervention and Postvention Protocols)

### **Identity Informed Responsive Mental Health Supports and Services**

1. Inclusive Student Services Mental Health teams continue to provide evidence-based equity-centred, identity affirming mental health supports and services inclusive of direct service provision to students, support to parents, consultation with school teams, and crisis response. (PPM 169: Virtual care delivery, Evidence informed interventions)
2. Continue to offer affinity spaces and group programming, or school based support. (PPM 169: Multi-tiered system of supports)
  - Affirm (for 2SLGBTQIA+ identifying students),
  - BeMe (Black Excellence Made Evident for Black identifying students),
  - GSAs and BSAs,
  - Trails to Wellness,
  - Student centered groups focusing on mental health, well-being, and skill building.

## **Connect to Pathways: Strong Pathways to, from and through identity affirming mental health supports**

### **Strong Service and Support Pathways**

1. Commit to annual review and board-wide training on the Board's suicide protocols. (PPM 169: Suicide Prevention, Intervention and Postvention Protocols)
2. Provide training and communication to schools around protocols and pathways to care provided by the Inclusive Student Services Mental Health teams. (PPM 169: Evidence Informed interventions)
3. Continue to actively engage with and collaborate in joint local planning related to student mental health and wellness. (PPM 169: Multi-tiered system of support)
4. Strengthen our partnerships with community mental health agencies to enhance communication processes and protocols in order to support improved pathways to service. (PPM 169: Joint local planning)