Thames Valley
District School Board

Mental Health and Addictions Strategy Plan (2026-2029)

& One-Year Action Plan(2026-2027)

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Thames Valley
District School Board

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Introduction

In June 2024, the Ministries of Education and Health released a joint Policy/Program Memorandum (P/PM-169) outlining requirements for school boards and school authorities to "provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention supports and services that respect students as individuals with diverse needs and experiences. The P/PM-169 outlines 11 requirements that school boards must undertake:

1. Three-Year Mental Health and Addictions Strategy and One-Year Action Plan
2. Joint Local Planning with Community-based Child and Youth Mental Health Providers
3. Multi-Tiered System of Supports
4. Consistent Use of Evidence-Informed Brief Interventions and Standardized Measurement
5. Suicide Prevention, Intervention and Postvention Protocols
6. Virtual Care Delivery
7. Enhanced Educator and Staff Mental Health Literacy
8. Mandatory Mental Health Literacy Learning for Students
9. Family Mental Health Literacy and Awareness
10. Social-Emotional Learning
11. Mental Health Absences

"Every school board must develop and implement a three-year mental health and addictions strategy and one-year action plan that includes at a minimum, a comprehensive framework that includes the requirements outlined in this PPM and how each component will be evaluated and measured. The board's mental health and addictions strategy and action plan must be made publicly available on its website by June 30th of the prior school year and reflect input from key partners including students, families and local community-based child and youth mental health providers" (P/PM-169).

In addition to legislated requirements under P/PM-169, all school boards must adopt provincial priority areas, outlined in the Student Achievement Plan (SAP), into their board's multi-year plans. In Thames Valley District School Board TVDSB, the SAP priority areas and related goals are integrated into the 2024-2028 Multi-Year Strategic Plan (MYSP), which serves as a roadmap for the work being undertaken across the district. The strategic directions, goals, and outcomes outlined in the board's MYSP provided important guidance in the development of the mental health and addictions strategy and action plan.

The Council of the Ontario College of Teachers reiterate this perspective, stating that the responsibility of Ontario Certified Teachers to support students' mental health "...exists in the profession's ethics and lives in its practices...it entails knowing how to recognize and address signs of mental illness, understanding where to turn for help, and working to avoid stigmatization while promoting wellness..."[1]

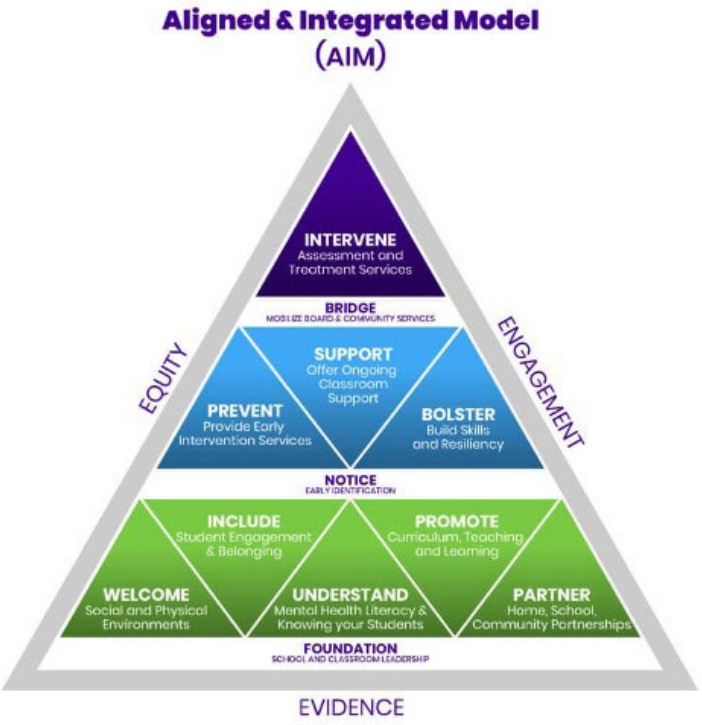
TVDSB schools actively engage in universal mental health promotion, early identification, prevention, and intervention services. We work in partnership with community and health partners, as part of the system of care. This updated 3-year Mental Health and Addictions Strategy and related One-Year Action Plan reflects current trends, identified needs, and available resources. The strategic plan is rooted in the following School Mental Health Ontario (SMHO) frameworks, which are further explained below:

1. Aligned and Integrated Model
2. Identity-affirming School Based Frame for Reflection and Action
3. Mental Health Continuum

[1] Ontario College of Teachers. (2018). Supporting students' mental health – professional advisory. Retrieved on February 19, 2025, from https://www.oct.ca/resources/advisories/mental-health?sc_lang=en&

School-Based Tiered-Model of Mental Health Support and Interventions

Thames Valley District School Board (TVDSB) works in partnership with School Mental Health Ontario (SMHO) and has adopted the "Aligned & Integrative Model" (illustrated below) in providing school mental health supports and services. Thinking in tiers leads to effective design and monitoring of mental health services at the district and school level.



School Mental Health Ontario | Santé mentale en milieu scolaire Ontario

Tier 1 – is good for all students.

Tier-1 is the foundational everyday work TVDSB staff do to welcome and include students, to understand them and build knowledge of mental health, to promote mentally healthy habits and to partner with parents and caregivers, students, and other staff to create a supportive environment.

Tier 2 – is necessary for some students.

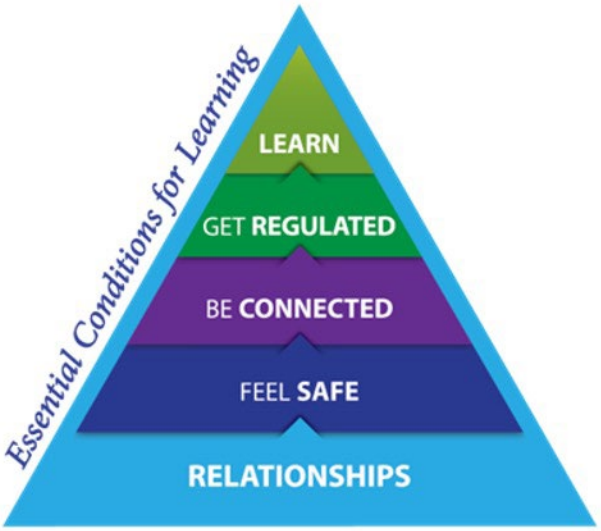
Tier-2 focuses on targeted prevention and early intervention for students who would benefit from additional support.

Tier 3 – is essential for few students.

Tier-3 services support students requiring more intensive assessment and intervention services.

TVDSB has developed and continues to implement the ***Essential Conditions for Learning*** framework to support Tier-1 strategies and approaches. Caring and consistent relationships between students and staff act as the foundation when creating a classroom where students feel safe and are connected. These conditions support regulation and are essential for learning. This is done by knowing the students, affirming their identities, responding to cues, and adjusting support and interventions. When Tier-1 classroom strategies and practices are aligned with the *Essential Conditions for Learning*, the mental health and well-being of students is supported, allowing them to be available to learn.

TVDSB's Essential Conditions for Learning Framework



School Mental Health Ontario's

Identity-Affirming School Mental Health: A Frame for Reflection and Action

Effective school mental health affirms every student's identity, recognizing its deep connection to well-being. When students see their identity reflected, celebrated, and respected, they're more likely to feel hope, purpose, and belonging. In contrast, when identity is ignored or marginalized—especially through racism or oppression—emotional harm can occur, making well-being harder to achieve. By creating inclusive, identity-affirming environments, we help every student thrive.

What is identity-affirming school mental health?

School mental health done well recognizes and affirms the identity of every student. Identity and mental health are inextricably linked. Who you are impacts how you feel. When your identity is affirmed, reflected and celebrated, and feelings of hope, purpose, belonging and meaning are experienced, you're more likely to feel a strong sense of positive mental health, well-being and connection. If your identity is ignored, excluded, or misunderstood, or if you experience racism or oppression, you can suffer emotionally and must work much harder than others to gain a sense of well-being.

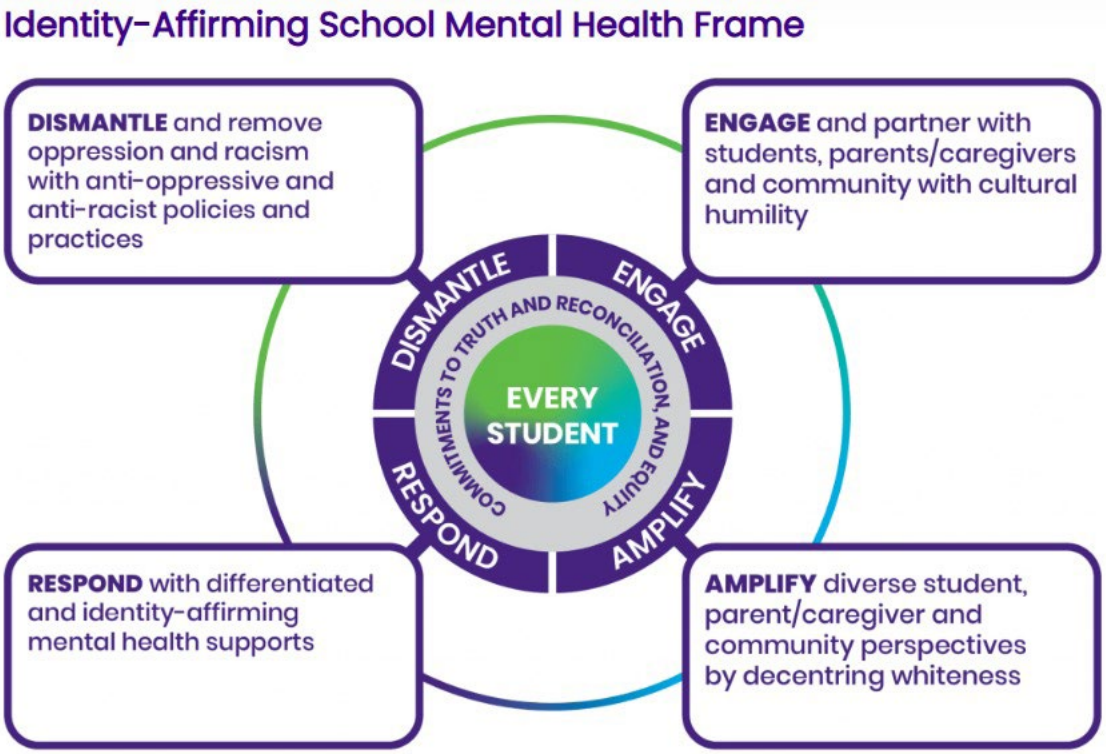
Identity-affirming school mental health:

- places the student, with their unique and intersecting identities, at the centre of mental health support at school.
- recognizes and builds upon individual, cultural and community strengths.
- adapts or accentuates mental health programming and services to meet each student's identified needs, in a respectful, humble, and collaborative manner.
- emphasizes the importance of every staff, critically reflecting on their practice, exploring and understanding their identities and how who they are impacts the work they do and the relationships they have.
- ensures that service delivery across the tiers of intervention (mental health promotion, prevention, early intervention) is accessible, inclusive, culturally relevant and responsive.
- is offered in partnership with communities and organizations with unique expertise in equity, reconciliation, and mental wellness, amplifying the good work, and ways of knowing and being of others.

This work is a critical part of ensuring equity of access and outcomes in mental health for those who experience disproportionalities and disparities because of factors related to the wider social determinants of health (e.g., race, ability, sexual orientation, income, etc.). Student's identities impacted by historic and current unequal treatment, systemic barriers, and colonial legacies disproportionally experience poor mental health and well-being; and require fair (equitable) and intentional anti-oppressive and approaches to supporting mental health.

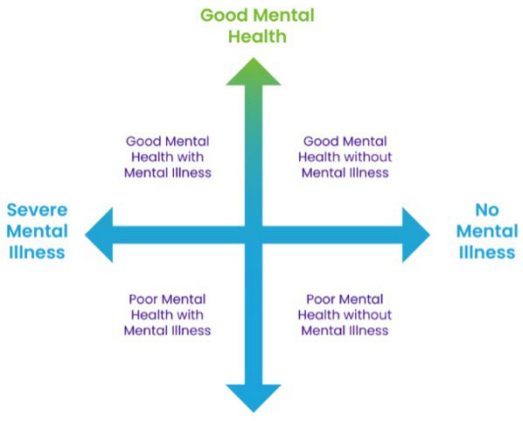
Reference: https://smho-smso.ca/about-us/identity-affirming/

To address oppression and marginalization, different approaches to mental health are necessary. TVDSB's Equity Action Plan identifies strategies to remove barriers for Indigenous, Black, and racialized students, those experiencing poverty, newcomers, marginalized religious and linguistic communities, students with disabilities or special education needs, and 2SLGBTQIA+ students, recognizing the intersectionality of these identities.



Mental Health Continuum

Everyone has mental health, which can be viewed as a spectrum from good to poor. We all move along this continuum, experiencing varying levels of mental health depending on life circumstances. Not everyone has a mental illness, but mental illnesses can also fluctuate. They range from no diagnosable illness to severe illness. Mental health and mental illness are separate yet intersecting concepts, forming a dual continuum that we all navigate. The TVDSB Mental Health Action Plan's goal is to provide school-based mental health support wherever a student is on the mental health continuum.



Student Mental Health & Addictions: Current Needs and Trends

Key Points from Community Engagement Sessions

Engagement sessions have occurred with families and other interest holders from various communities over the past 3 years. These sessions have been facilitated by the Equity, Indigenous Education, and Special Education portfolios. As part of these sessions, caregivers and students were invited to provide feedback about how schools can support the mental health and well-being of students. The following themes were identified based on the feedback from participants:

- The importance of fostering connection with and among students, staff and community.
- Need for improved consistency of both relationships with educators and the implementation of strategies included in Individual Education Plans for students with special education needs.
- More opportunities for students to develop social and emotional skills as part of their educational journey, specifically stress management and coping skills.
- Greater diversity of identities reflected for employees providing mental health support
- Increased counseling services to support student mental health with a focus on diversity in hiring practices.
- Improved communication with and amongst all members of the school community (employees, families, students, community members).
- Greater representation of diverse identities and cultures in instructional practices and school-wide initiatives.
- Consistent accountability for incidents that affect safety and connection. Ensuring caregivers are included in the restorative approaches implemented
- More chances for students to share their perspectives and ensure their ideas and experiences are considered and acted upon.

[1] Centre for Addiction and Mental Health. (n.d.). Mental illness and addiction: Facts and Statistics. Retrieved on February 19, 2025, from https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics.

[2] Government of Ontario. (2015). Children and youth mental health: signs and symptoms. Retrieved on February 19, 2025, from https://www.ontario.ca/page/children-and-youth-mental-health-signs-and-symptoms

[3] Statistics Canada. (2022). Canadian Community Health Survey, 2018, 2019, September to December 2020, and September 2021 to February 2022. Retrieved from https://www150.statcan.gc.ca/n1/daily-quotidien/220607/cg-e001-eng.htm.

[4] Boak, A., & Hamilton, H. A. (2024). The mental health and well-being of Ontario students, 1991-2023: Findings from the Ontario Student Drug Use and Health Survey (OSDUHS). Toronto, ON: Centre for Addiction and Mental Health. Retrieved from https://www.camh.ca/-/media/research-files/osduhs-mental-health-and-wellbeing-report_2023.pdf

Key Points from Research

Rising Mental Health Concerns

- Studies show that children and adolescents in Canada are facing an increased risk of mental health issues.
- Reports indicate that young people are more likely to experience mental illness or substance use disorders than any other age group, with as many as one-in-five children and youth in Ontario experiencing some form of mental health challenge. [1,2]
- Statistics Canada reports that the percentage of 12 to 17-year-olds rating their mental health as very good or excellent fell from 74% in 2018 to 61% in 2022 . [3]
- In the 2023 Ontario Student Drug Use and Health Survey (OSDUHS) about **one-in-two** students reported symptoms of moderate-to-serious psychological distress, more than double the rate from ten years ago. [4]
- The 2023 OSDUHS report also states that about **one-in-three** students report **fair or poor mental health** and that they **needed mental health support, but did not seek it**. The two most common reasons for not seeking support selected by students include: *"I thought I could manage it myself"* and *"I was afraid of what others would think of me."* [3]
- Locally, the London Health Sciences Centre reported an increase in youth hospital admissions for mental health care and more complex needs in 2024. This indicates a need to support youth earlier by improving mental health literacy and access to support. [5]

Importance of Early Identification and Intervention

- According to research and health professionals, about 70% of mental illnesses have their onset during childhood or adolescence. [2]
- Early identification and intervention are crucial for supporting youth in terms of achievement and well-being at school, as well as better long-term health outcomes.

[5] Author. (2025, Mar. 19). CBC News. More youth being admitted to London's ER for mental health treatment. CBC https://www.cbc.ca/news/canada/london/more-youth-being-admitted-to-london-s-er-for-mental-health-treatment-1.7487833.
[6] Ontario College of Teachers. (2018). Supporting students' mental health – professional advisory. Retrieved on February 19, 2025, from https://www.oct.ca/resources/advisories/mental-health?sc_lang=en&

Student Mental Health & Addictions: Current Needs and Trends

Areas of Need and Recommended Actions

- In 2021, School Mental Health Ontario partnered with Wisdom2Action to gather feedback from over 2,400 Ontario secondary students about their priorities for mental health learning and programming in their schools. The 2021 #HearNowON initiative, first launched in 2019 and currently underway in 2025, consist of an online survey and virtual forums.
- In 2025, TVDSB conducted a voluntary and anonymous survey to assess school climate. Students in grades 5-12, parents and caregivers, and school-based staff were invited to complete the survey. The survey included several questions that asked about mental health related topics.
- Beginning in spring 2024, information about student awareness of mental health support and services is being gathered through the EQAO student questionnaire (i.e., Grade 6, 9, and 10 assessments). This data is one of the 11 Student Achievement Plan (SAP) indicators and has been integrated into TVDSB's Multi-Year Strategic Plan.

- Summary of key areas of need based on findings and recommended actions from 2021 #HearNowON, the 2025 TVDSB School Climate Survey, and 2024 EQAO student questionnaire results:
    - Strengthen student-staff relationships to help ensure that students feel comfortable speaking with one or more adults at school about mental health related issues.
    - Enhance materials, resources, and training to better support educators to deliver mental health literacy lessons and support student mental health.
    - Raise awareness among students about mental health initiatives taking place within their schools and across the district.
    - Enhance awareness among students of mental health supports and services in order to seek supports for mental health.
    - Raise awareness among parents and caregivers about mental health literacy; specifically, strategies and skills being taught in school and ways that families can support their children at home.
    - Continue to support educators with delivering mental health literacy curriculum, including the following topics:
        - coping with daily hassles and minor stress
        - coping with transitions and major stress
        - promoting positive mental health emotional self-care
        - identifying and controlling emotions
        - active listening skills
        - managing and resolving conflict with others

Key Points from TVDSB's Service Delivery Data

TVDSB employs mental health clinicians to offer direct support and interventions to students. Psychological Services and School Counseling and Social Work Team provide consultation to school teams, individual counseling, group intervention and work in collaboration with community partners. The following program data reflects an increase in the number of referrals for students to receive school-based mental health supports.

- 30% increase in the number of student referrals in 2023-2024 for SCSW services compared to 2017-2018.
- During the 2023-2024 school year, 11,545 students participated in SCSW services.
- Student attendance related referrals increased by 38.5 % between 2017-2018 and 2023-2024.
- During the 2023-2024 school year the number of contacts that SCSW employees had with students who are experiencing anxiety and depression increased by 20% compared to 2017-2018 school year.
- Violent and Threat Risk Assessments referrals in 2024-2025 is trending to double as compared to 2023-2024.
- The number of contacts SCSW employees had with students who are suicidal increased by 21% in 2023-2024 compared to 2017-2018.

- Enhance programs, resources, policies, and community collaborations to prevent substance use among students.
- Students want to learn about mental health at school and prefer that this learning be frequent, early, and varied.
- Students want greater access to tools & resources to support their mental health, cope with stress and navigate peer support safely.
- Students want strong equity-based & culturally responsive mental health resources and support.
- Students want leadership opportunities to be more accessible to every student and to create space for different leadership styles. [7]

[7] Centre for Addiction and Mental Health. (n.d.). Mental illness and addiction: Facts and Statistics. Retrieved on February 19, 2025, from https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics.

TVDSB's 2026-2029 Mental Health and Addictions Strategy & One-Year Plan

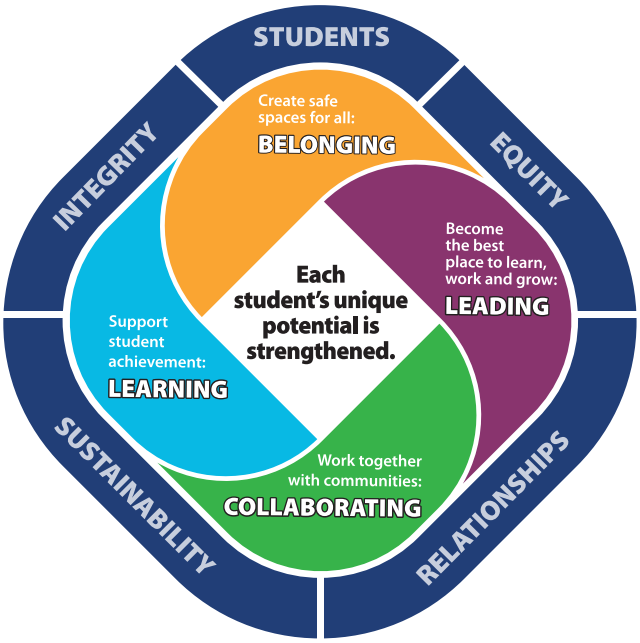
The Mental Health and Addictions Strategy and One-Year Plan aligns with the overarching vision, mission, and strategic directions of Thames Valley District School Board's Multi-Year Strategic Plan (MYSP). The objectives and related actions outlined in the 2026-2029 Mental Health and Addictions Strategy and the 2025-2026 Plan contribute to achieving the following MYSP outcomes:

Learning

1.1d Students have access to learning opportunities beyond the core academic subjects.
1.2c Students have access to additional initiatives to support their achievement.
1.3c Students leave Thames Valley Schools with the education required to be successful in their future.

Belonging

2.1a Students and staff feel safe at school and work.
2.2a Students, families, and staff feel connected to school and work.
2.2b Students are engaged in their learning.
2.3a Staff have the skills to create supportive, inclusive, and respectful classroom environments.
2.3b Students and staff feel like they belong and are comfortable expressing their identities at school and at work.



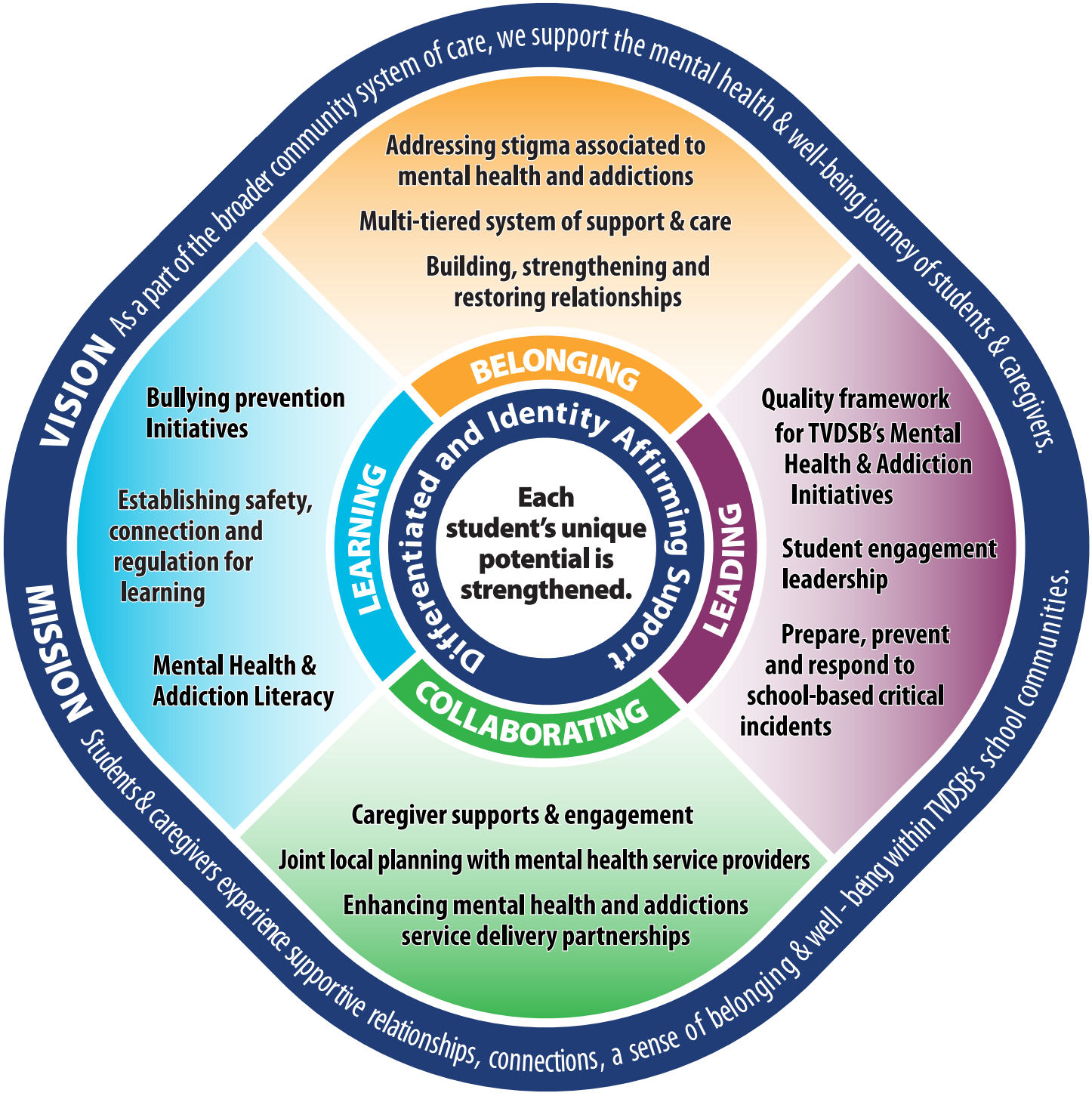
Leading

3.1a Staff participate in regular professional learning on evidence-based, high-impact practices.
3.1b Staff are satisfied with professional learning on evidence-based, high-impact practices.
3.1c Staff use evidence-based, high-impact practices.
3.1d Student voice is used to optimize excellence in educational experiences and outcomes.
3.2b Staff and students feel heard, valued, respected, and psychologically safe to engage in decision-making processes.
3.3a Staff, students, and families have leadership opportunities and supports to excel in their roles.

Collaborating

4.1a Families have the information needed to navigate easily processes and resources within the district.
4.1c Families are provided with information, resources, and supports needed to be actively engaged in their children's education.
4.2c Indigenous perspectives are represented and have an impact on board decisions.
4.3b Students are supported through enhanced community-collaborative projects and programs.

TVDSB's Mental Health and Addiction Strategy for 2026-2029



TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

2025-2026 Strategic Objectives and One-Year Action Plan

Multi-Year Strategic Direction #1: Learning: We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs. Focusing on the strengths of students allows them to experience personal growth and well-being, while reaching their full potential. Specifically, we aim to have high expectations to narrow student achievement gaps, increase graduation rates, and improve student outcomes.

STRATEGIC OBJECTIVES

Mental Health & Addictions Literacy

TVDSB is committed to support educators in the delivery of mental health literacy curriculum and to provide programs and resources to prevent substance use among students. TVDSB seeks opportunities through the school year to draw attention to the importance of mental wellness and how to seek support.

ACTIVITIES

Enhance the resources for Physical Education and Careers teachers to support mental health and addiction literacy through the implementation of SMHO's required lesson plans.

Update mental health resource posters and provided templates to all school buildings.

Distribute Bullying Prevention and Awareness Cards to staff and families that highlighting mental wellness strategies.

Support Elementary Administrators through the Leading Mentally Healthy Summer Conference to support the implementation of the SMHO's Tiered Intervention Model (AIM) for school-based mental health and well-being supports.

MONITORING OUTCOMES

% of grade 6, 9, and 10 students who report being aware of mental health support and services to seek support for mental health.

STRATEGIC OBJECTIVES

Establishing safety, connection and regulation for learning

TVDSB's Tier-1 Mental Health and Well-Being framework is referred to as the Essential Conditions for Learning (ECL). When students feel safe and connected to their educators, their learning, their peers and school community, they are better able to regulate, interact with others in a healthy way and learn. TVDSB is committed to supporting educators in establishing the ECL in every classroom across the system.

MONITORING OUTCOMES

% of students in grades 5-12 and staff who feel safe at school and work

% of students in grades 5-12 who feel like they are a part of their school

% of students in grades 7-12 and staff who feel comfortable expressing their identities at school and work

ACTIVITIES

Professional development opportunities provided for staff related to the following topics:

- Restorative Practices
- Essential Conditions for Learning
- Healthy Relationships, Consent and Anti-Sex Trafficking

Develop and distribute educator resources to support the implementation of strategies that establish safety, connection and support regulation for students and staff.

Provide resources to schools to support building and maintaining relationships (e.g., Welcome to Kindergarten, First 10-Days, transitions to high school, Implementation Coaching Support).

Provide mentorship and network opportunities for administrators to share best practices in Progressive Discipline, Code of Conduct, and Essential Conditions for Learning.

Implementation coaching support for staff to learn about and implement evidence-based strategies that foster safety and connection for regulation.

Provide Tier 1 mental health and well-being presentations in classrooms that model using mental health literacy with students.

Promote and provide learning opportunities for educators to explore Mental Health Literacy for Guidance and Special Education Teachers (SMHO).

Support RECEs in using the Ages and Stages Questionnaires (developmental screening tool) in their practice.

Provide professional learning and consultation related to supporting students with neurodiverge needs.

TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

STRATEGIC OBJECTIVES

Bullying Prevention Initiatives

The Essential Conditions for Learning is TVDSB's plan to address bullying. Resources are provided to schools to support their efforts in bullying prevention.

ACTIVITIES

Safe and Inclusive School Plan goals developed by every school in TVDSB to support establishing, strengthening and repairing relationships with and among staff and students.

Implement the updated Creating Safe and Caring School Policy and related Procedure through the development and distribution of resources and the delivery of professional learning for TVDSB staff.

Develop and implement a board-wide anti-bullying campaign in November and February to promote bullying prevention and awareness among students, staff and families and caregivers.

Identify and spotlight the efforts of schools to create a positive school climate in their buildings.

Provide implementation coaching support with educators.

MONITORING OUTCOMES

% of students in grades 5-12, school staff and families who feel that bullying/ cyberbullying is a problem at their/their child's school

Multi-Year Strategic Direction #2: Belonging: To support student achievement, our schools and workplaces must be safe spaces for all. We prioritize the physical, emotional, and mental health and well-being of students and staff. We create working and learning environments that give students and staff a greater sense of connection, safety, and well-being. This includes affirming the identities and abilities of all students and staff.

STRATEGIC OBJECTIVES

Addressing Stigma Associated to Mental Health and Addictions

TVDSB is dedicated to reducing stigma around mental health and addiction. This involves raising awareness, educating staff, and creating a safe, welcoming environment for students, both in school and when returning from a mental health absence.

MONITORING OUTCOMES

of awareness and stigma reduction campaigns.

# of professional learning sessions related to student attendance best practices.

% of students in grades 1-8 whose Emotional Safety Suptopic - % favourable and more favourable.

% of students in grades 1-8 whose individual attendance rate is equal to or greater than 90 percent.

ACTIVITIES

System-wide mental health awareness and stigma reduction campaigns.

System support for school-wide student leadership teams to develop and implement their mental health action plan.

Professional learning with school-based employees (ex: office staff, Student Success Teachers) related to their role in establishing a sense of belonging for every student.

Facilitate system-level student attendance task force and implement the action plan identified in TVDSB's Student Achievement Plan.

In collaboration with educators, provide resources and professional learning requiring a trama sensitive approach in recognizing student participation and engagement in class.

System-wide implementation of the Elementary Student Attendance Dashboard initiative for Administrators.

Develop and distribute district wide guidelines related to non-consecutive referrals to Social Workers / Attendance Counselors.

TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

STRATEGIC OBJECTIVES

Multi-Tiered System of Support and Care

TVDSB offers culturally responsive, evidence-based services, including group interventions, individual counseling, crisis intervention, service coordination, and caregiver support. The annual action plan will reflect program changes based on the needs of schools, students, and caregivers.

ACTIVITIES

Implement a campaign to raise awareness related to the referral process for school-based mental health supports across the system.

The School Counseling and Social Work Team to expand the menu of small group interventions available across the district.

Enhance the capacity of Professional Student Services (PSS) to deliver clinical supports in an anti-oppressive and anti-racist manner through professional learning and critical reflection on practices.

Enhance School Counselling and Social Work staff capacity to provide single-session goal-oriented counselling through department-wide clinical training and ongoing community of practice.

The Professional Student Services Equity Committee to develop and implement actions to align TVDSB's practices with School Mental Health Ontario's Identity-Affirming Student Mental Health framework.

MONITORING OUTCOMES

of promotional resources developed about accessing school-based mental health supports.

% of grade 6, 9, and 10 students who report being aware of mental health supports and services to seek supports for mental health.

# of small group interventions provided.

# of quality improvement recommendations implemented related to the School Counseling and Social Work service delivery model review process.

# of school-based mental health professionals who participated in professional learning related to brief services.

Professional Student Services program data related to service utilization and trends.

STRATEGIC OBJECTIVES

Building, Strengthening and Restoring Relationships

TVDSB has created the Essential Conditions for Learning framework, which aligns with restorative approaches to support staff with building, strengthening, and restoring relationships and implementing progressive discipline.

ACTIVITIES

Responsive community collaboration with St. Leonard's Society:

- Restorative Approaches
- Peer Power

Provide focused professional learning implementation support and resources on 80% preventative nature of a Restorative Approach by:

- Affirming identities
- Co-creating classroom practices
- Building community

Develop and implement restorative approach model to support restoring relationship after a critical incident.

Implement guidelines to support the updated Creating Safe and Caring Schools policy and related procedures.

MONITORING OUTCOMES

of employees who participated in professional learning

% of students in grades 4-12 who were suspended at least once

Disproportionality Indices in suspension rates for students in equity-deserving groups

TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

Multi-Year Strategic Direction #3: Leading: Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence. We are committed to open communication, engagement, trust, mutual respect, and shared responsibilities. This will empower our staff to excel and focus on our primary mission of centering student achievement and well-being.

STRATEGIC OBJECTIVES

Quality Framework for Mental Health & Addictions

TVDSB is in the process of developing a quality framework to understand the impact of school-based mental health and addiction initiatives and supports as part of our commitment to continuous quality improvement. This framework will inform our multi-tiered system of support, annual action plan, and will incorporate the use of measurement-based care.

ACTIVITIES

Enhance Professional Student Services capacity in understanding and developing practices that align with quality improvement frameworks, and measurement-based care.

Professional Student Services Leadership team, in consultation with employees, develop a clinical supervision framework, which embeds continuous quality improvement.

Integrate existing system data reports in an ongoing manner for continuous quality improvement initiatives.

Enhance CMS to develop additional system data reports.

MONITORING OUTCOMES

Clinical Supervision Model developed and implemented

Additional System-Wide data reports developed

STRATEGIC OBJECTIVES

Student Engagement & Leadership

TVDSB values the contributions of student voice and leadership in with a variety of areas. Students will play an active role in the creation and implementation of universal school-wide strategies and initiatives that promote mental health and well-being.

ACTIVITIES

Host a Student Mental Health Leadership Conference Mental Health Week in May 2027.

Enhance student engagement in relation to mental health initiatives by leveraging existing leadership forums.

Develop and distribute resources to support adult allies involved in supporting affinity groups.

Support the development of mental health leadership student groups within Elementary and Secondary schools.

MONITORING OUTCOMES

% of school staff who report that students have leadership opportunities at school

TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

STRATEGIC OBJECTIVES

Prepare, Prevent, & Respond to Critical Incidents

TVDSB employees play an integral role in responding to critical incidents that occur within the school and school communities. This includes responding to traumatic events, threats of violence, and student suicide risk. Emphasis will be placed on ensuring staff are provided with the tools and resources to implement proactive strategies and to respond effectively in the face of critical incidents happening.

ACTIVITIES

Provide professional learning opportunities to TVDSB staff related to suicide prevention, postvention and responding to student risk of suicide.

Provide professional learning opportunities for TVDSB staff regarding Violent Threat Risk Assessment (VTRA) and Assessment of Risk to Others (ARTO).

Develop and implement an updated process to respond to elevated risk situations in schools which includes a Professional Student Services System-Level interdisciplinary team available to be deployed to offer short-term wraparound supports to schools.

Develop and distribute resources for administrators related to debriefing with staff following an critical incident.

Recruit and onboard VTRA/ARTO and TERT Clinical Leads.

Provide professional learning and related resources to Administrators and Professional Student Services related to responding to disclosures of gender-based violence and sexual assaults.

ImplementTVDSB's updated Anti-Sex Trafficking Protocol.

MONITORING OUTCOMES

of staff registered for professional learning sessions on evidence-based, high-impact practices.

% of participating staff who are satisfied with professional learning on evidence-based, high-impact practices

System level Violence and Theat Assessment/ Assessment of Risk to Others and Traumatic Event Response Team data

Multi-Year Strategic Direction #4: Collaborating: To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent. We will increase collaborative dialogue and work together with families, staff, and communities to support students, their achievement and well-being.

STRATEGIC OBJECTIVES

Enhancing Service Delivery Partnerships

TVDSB values working with community partners and is committed to promoting available services across all regions of the Valley. Partnering with providers to streamline referral pathways and support summer mental health initiatives is a district priority.

ACTIVITIES

Expand summer mental health and wellbeing partnerships.

Facilitate learning modules related to the Essential Conditions for Learning framework with before and after school program partners.

Continue to be an active participant on cross-sector community planning committees related to gender-based violence and anti-sex trafficking and suicide prevention.

MONITORING OUTCOMES

of community collaboration partnerships

# of community collaborative projects and programs for Indigenous students

TVDSB's 2026-2029 Mental Health and Addictions Strategy (2026-2029)

STRATEGIC OBJECTIVES

Joint Local Planning (Pathways)

In collaboration with the Child and Youth Mental Health lead agencies, TVDSB is committed to implementing the Right Time, Right Care provincial initiative. This planning strives to minimize duplication of services between sectors to maximize resources available to our students and families.

ACTIVITIES

Increase awareness and use of the Joint Protocol for Student Achievement (JPSA) for students involved with Children's Aid Societies.

Establish leadership tables to implement the Right Time, Right Care initiative in partnership with Welkin and Vanier.

Provide administrators with updated resources related to implementing the joint protocol for student achievement in partnership with Children's Aid societies.

MONITORING OUTCOMES

Number of students participating in Joint Protocol for Student Achievement.

Right Time, Right Care leadership committees established

STRATEGIC OBJECTIVES

Caregiver Support & Engagement

TVDSB recognizes that engaging with families and providing families with the mental health resources they need to support their child, is an integral part of supporting student mental health and well-being. TVDSB is committed to engaging with caregivers around the topic of mental health and addiction to both gather insights about the needs of caregivers and to increase caregiver mental health literacy and awareness.

ACTIVITIES

Lead and promote the Caregiver Wellbeing Community Workshop Series initiative.

Provide caregiver information workshops to support the transition from elementary to secondary school.

Support caregivers' mental health awareness through the Family Wellbeing Community Summer Conference.

Continue and expand partnerships for caregivers to receive mental health & wellbeing supports utilizing the summer mental health grant.

MONITORING OUTCOMES

of resources available for TVDSB families (e.g., parent guides)

# of views of caregiver workshops

Caregiver and community engagement feedback summaries