

Goals	2025-2026 Key Success Indicators
<b>Goal 1: Sustaining and Enhancing Mental Health Literacy</b>	<i>Comprehensive implementation of mental health literacy and shared language for students, families, and staff.</i>
<p>1. Provided ongoing updated trainings and professional development opportunities for staff to enhance their understanding of shared language mental health literacy grounded in equity, anti-oppression, and anti-racism approaches.</p>	<ul style="list-style-type: none"> <li>• Mental Health Leads to facilitate expanding mental health literacy training to all school staff, including specialized audiences.</li> <li>• Support the mandatory implementation of curriculum integration of MHL in Grades 7, 8, and 10.</li> <li>• Support the Implementation of Mental Health Literacy (MHL) for Grade 6.</li> <li>• Broaden suicide prevention training for students, staff, and parents/caregivers/guardians (i.e. MyOwl Program)</li> <li>• Mental Health leads to facilitate a deepened trauma-informed, equity-centred learning for educators and school staff.</li> <li>• Establish a Mental Health literacy tool specifically for ISP and DD school classes and communities.</li> </ul> <p><b>Resources and Actions 2025–2026</b></p> <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Mental Health Leads to provide MHL presentations for staff, students, and school based staff.</li> <li>• Mental Health &amp; Well-Being Toolkit promoted across all schools</li> <li>• Updated TDSB internal and external Mental Health websites with multilingual resources</li> <li>• Culturally Adaptive Cognitive Behaviour Therapy (CBT) refresher for all social workers</li> <li>• Continue with Bell Let's Talk Day resource kits and mental health campaigns as well as resources for Children's Mental Health Week</li> <li>• Continue to update and share Black Mental Health Resources throughout the year and centred during African Heritage Month as well as Black Mental Health Week in March 2026.</li> <li>• Shared Language MHL sessions by Mental Health Leads for all new Professional Support Services (PSS), Guidance, and school based staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to meet the emerging needs of school communities and provide professional learnings to support trauma informed approaches from an equity, anti-oppression and anti-racist lens.</li> <li>• Continue updating and sharing the Wellbeing Guide -Winter and Summer versions translated into the 23 of TDSB's top spoken languages</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide safeTALK training for staff and parents/caregivers/guardians.</li> <li>• Continue to access suicide awareness and prevention/intervention training for school staff and parents/caregivers/guardians.</li> <li>• Continue to promote identifying affirming resources of support for all students to increase knowledge about identity affirming care that can support wellness.</li> <li>• Suicide prevention and increasing positive mental health, for middle school students, continuation of MyOWL Suicide Prevention in middle schools in collaboration with Sunnybrook Health Sciences.</li> <li>• Continue to provide Anti-Sex Trafficking presentations to all staff to build capacity and re-iterating the Duty to Report.</li> <li>• Erin's Law resources for parents/caregivers/guardians available on websites, provided to schools and all PSS staff.</li> </ul>
<p>2. Continue to develop, update, and implement evidenced-informed awareness, prevention, and intervention that includes training sessions, workshops, and educational materials for staff</p>	<p><b>As we move into the 2025–2026 school year, we will deepen and strengthen</b> our ongoing efforts to foster mentally healthy, inclusive, and identity-affirming school communities by expanding the work already underway in life promotion, trauma-informed care, and mental health literacy. The following goals remain central and will be further developed with a stronger emphasis on integration across school teams, departments, and community partnerships:</p> <ul style="list-style-type: none"> <li>• <b>Enhance and embed evidence-informed prevention, awareness, and intervention efforts</b>, including regular and responsive training opportunities, accessible resource materials, and site-based support strategies tailored to the evolving needs of schools.</li> <li>• <b>Advance Life Promotion and Suicide Prevention/Postvention</b> practices by strengthening school-based circles of care and ensuring staff are well-equipped to respond to students in crisis with compassion, skill, and coordinated care.</li> <li>• <b>Sustain and deepen capacity building for staff</b> around mental health literacy and trauma-informed, healing-centred engagement, including consistent use of shared language and practices rooted in equity and cultural humility.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Continue to build knowledge and response pathways around addictions and substance use</b>, through proactive campaigns, workshops, and partnerships that promote healthy coping, harm reduction, and culturally responsive care. <ul style="list-style-type: none"> <li>◦ Sharing the School Mental Health Ontario (SMHO) resources, learnings and webinars to staff, students and parents/caregivers/guardians.</li> </ul> </li> <li>• <b>Expand support for staff navigating complex concerns</b>, such as duty-to-report obligations and anti-sex trafficking response, ensuring they feel confident and supported in their roles as trusted adults in students' lives.</li> <li>• <b>Strengthen professional learning for Professional Support Services staff</b>, ensuring ongoing access to trauma-informed, evidence-based training that reflects intersectionality, anti-oppression, and identity-affirming practices, in alignment with resources from SMHO.</li> <li>• <b>Intensify integration of trauma-informed frameworks</b> across all tiers of intervention to prioritize wellness and belonging for both students and staff.</li> </ul>
<p>3. Continue to establish a system for monitoring and evaluating the impact of capacity-building initiatives on mental health awareness in collaboration with community identity-affirming agencies that support mentally healthy schools.</p>	<p><b>Building on the extraordinary success of the 2024–2025 Students4Wellbeing (S4W) Focus On Youth Afterschool Leadership Program &amp; Mental Health Student Ambassadors (MHSA) program</b>—where over 455 student-led mental health initiatives were implemented across 50+ schools—we will enhance and expand student leadership in mental health promotion as a central driver of Tier 1 and Tier 2 support.</p> <p><b>In 2025–2026, we aim to:</b></p> <ul style="list-style-type: none"> <li>• <b>Expand the S4W/MHSA program</b> to reach an additional 30 schools (including elementary, secondary, and alternative sites), with a focus on high LOI communities, students with special education needs, students with disabilities, newcomer students and multilingual learners.</li> <li>• <b>Strengthen capacity-building</b> through new S4W&amp;MHSA leadership training modules on identity-affirming practice, trauma-informed care, digital citizenship, and anti-violence education—delivered in partnership with TDSB partners such as Canadian Mental Health Association (CMHA), FlightUnit, and Exercise2Success.</li> <li>• <b>Integrate student-led mental health actions</b> into School Improvement Plans (ISP's), with support from Social Work, Child and Youth Services, and school-based teams to align wellness goals across classrooms, clubs, and community events.</li> <li>• <b>Formalize peer-to-peer mentorship</b> through cross-school collaborations between returning S4W&amp;MHSA students and new participants, building a sustainable, student-run leadership network throughout the district.</li> <li>• <b>Increase S4W&amp;MHSA visibility and voice</b> in public forums—such as the Digital Safety Roadmap for Parents Events, Anti-Sex Trafficking Student Summits, Parent Conferences, and Youth Mental Health</li> </ul>

	<p>Podcasting Studio—ensuring student experiences and voice shape programming, policy, and implementation of mental health initiatives.</p> <ul style="list-style-type: none"> <li>Establish a pre/post evaluation to determine the outcomes of participating as S4W/MHSA with research.</li> </ul> <p><b>Enhanced supports will include:</b></p> <ul style="list-style-type: none"> <li>Dedicated funding and system support for student-led events, campaigns, and wellness resources.</li> <li>A centralized S4W&amp;MHSA Hub with customizable toolkits, initiative templates, and celebration platforms.</li> <li>Trauma-informed and neurodiversity-affirming resources co-created by S4W&amp;MHSA students with PSS support.</li> <li>Centring the creation of resources that continue to meet the needs of students with disabilities and newcomer students.</li> </ul> <p><b>Expected Impact:</b></p> <p>This work will strengthen the TDSB’s system-wide culture of care by:</p> <ul style="list-style-type: none"> <li>Deepening everyday mental health literacy through student voice;</li> <li>Fostering peer leadership in suicide prevention, identity-affirmation, and anti-sex trafficking awareness;</li> <li>Enhancing school-wide belonging, inclusion, and engagement—particularly for Black, Indigenous, students with disabilities, newcomer and racialized students</li> <li>Bridging Tier 1 universal strategies with Tier 2 small-group supports through student-staff-community collaboration.</li> </ul> <p>Together, this enhanced S4W&amp;MHSA program will not only grow in scale, but it will also deepen its roots, becoming a foundational part of what it means to build a mentally healthy, student-centred, and equity-driven school system.</p>
<p>4.Continue to bolster a culture of continuous learning, skill building, and improving access to community supports by promoting access, information sharing, open dialogue and feedback from community partners and organizations to stay</p>	<p>In the 2025–2026 school year, the Toronto District School Board will deepen its commitment to cultivating mentally healthy schools by scaling the impact of the S4W&amp;MHSA program and advancing a system-wide culture of learning, community collaboration, and professional growth.</p> <p><b>1. Bolstering Student Leadership Through S4W&amp;MHSA Expansion</b></p> <p>Building on the success of the 2024–2025 S4W&amp;MHSA pilot—which engaged over 50 schools and generated more than 300 students co-leading over 455 mental health initiatives. We will:</p> <ul style="list-style-type: none"> <li>Expand S4W&amp;MHSA to more schools across all Family of Schools (FOS’s), prioritizing equity-deserving communities.</li> <li>Increase peer-led engagement through a student mentorship model, connecting returning and new ambassadors.</li> </ul>

updated on affirming evidence-informed practices and emerging trends in mental health awareness and support, that is culturally relevant and identity-affirming.

- Embed student voice into school and system decision-making by co-hosting forums, panels, and professional learning sessions for staff, parents/caregivers, and community partners.

## 2. Strengthening a Culture of Continuous Learning for Staff and Community

Professional Support Services will continue to lead system-wide learning rooted in cultural safety, trauma-informed care, and identity-affirming practice. This includes:

- **Train-the-Trainer** Trauma-Informed and Healing Engagement series: 100 PSS staff equipped to lead ongoing learning across schools.
- **Ongoing Suicide Prevention training for staff and parents/caregivers/guardians.**
- **Culturally Adaptive Cognitive Behavioural Therapy (CA-CBT):** Delivered to 90 Social Workers to meet the diverse needs of students and families. With a follow up training to establish and build a community of practice to evaluate and engage in ongoing dialogue around how and why to utilize CA-CBT.
- **SafeTALK Suicide Prevention Literacy:** Expanding train-the-trainer models and youth sessions in collaboration with CMHA.
- **Addictions and Naloxone Training:** Increasing educator access in Guidance and Alternative Programs, with the launch of a TDSB-wide Naloxone Procedure.
- **Anti-Sex Trafficking PD:** Over 200 educators trained in multi-part modules focused on safety, healthy relationships, and centring vulnerable students (i.e. students with disabilities, newcomer students).
- **Urban Indigenous Education Centre (UIEC) Professional Learning Series:** Delivered through Biidaaban and Aanse projects, fostering Indigenous cultural safety and trauma-informed practice through the UIEC.
- **Understanding Neurodivergence in a clinical context** - training with possibility for continued community of practice amongst Social Work Staff
- **Registered Mental Health Staff** will continue to access SMHO training such as Substance Use Modules; learning how to access and utilize the SBIRT tool, etc.

## 3. Enhancing Access to Culturally Relevant, Evidence-Informed Supports

Through sustained community collaboration and knowledge sharing, we will:

- Continue to convene the **Mental Health and Addictions Community Collaborative** (30+ agencies) and the **Anti-Sex Trafficking Collaborative** (22 agencies) to ensure service alignment and timely, identity-affirming support.
- Update and promote the **Indigenous Community Resource Guidebook**, **Mental Health & Well-Being Toolkit**, and **Parent/Caregiver Resources** to improve navigation and engagement. Translation of the Winter/Summer Wellbeing guide into the top 23 languages spoken at TDSB

	<ul style="list-style-type: none"> <li>• Leverage feedback from the <b>Digital Safety: Parent’s Roadmap, Developmental Disabilities Virtual and In Person Community Fairs (DDVC)</b>, and <b>Gender Independent Groups (GIG)</b> programs to tailor supports for students with disabilities, 2SLGBTQ+ youth, and racialized families.</li> </ul> <p><b>4. Deepening Feedback and Co-Learning with Community Partners. Right time, Right Care. In 2025–2026, we will expand opportunities for two-way learning and feedback through:</b></p> <ul style="list-style-type: none"> <li>• Facilitate collaborative committees with community partners to meet the ongoing goals of Right Time/Right Care, in eliminating barriers to access to service for TDSB students</li> <li>• Quarterly S4W&amp;MHSA and PSS Community Learning Exchanges co-hosted with student leaders and external agencies.</li> <li>• Partner engagement in training design (e.g., CAMH, CAFCAN, TAIBU, Victim Services, Toronto Public Health) to ensure content reflects lived experience and emerging practice.</li> <li>• Community co-leadership in events such as the AST Summits, DDVC Fair, and mental health literacy series—ensuring programming is grounded in trust, belonging, and cultural safety.</li> </ul> <p><b>Outcome Statement:</b> By strengthening student-led programming, enhancing professional capacity, and deepening ties with community organizations, the TDSB will create a more agile, responsive, and inclusive mental health system. The 2025–2026 school year will reflect a culture of collective care, where staff and students learn together, community voices shape practice, and every school fosters safety, wellness, and belonging, especially for those who are equity deserving.</p>
<b>Goal 2: Transforming Mental Health Delivery Grounded in Trauma-Informed Care and Equity</b>	<i>Implement stigma-reducing, trauma-informed practices and build systemic capacity.</i>
1. Develop culturally relevant and identity-affirming programming that centres identities, inclusivity which promotes a sense of mattering and	<ul style="list-style-type: none"> <li>• Embed trauma-informed practices into everyday classroom environments</li> <li>• Strengthen identity-affirming supports and student-led wellness leadership</li> <li>• Expand Tier 2 wellness interventions for priority populations</li> </ul> <p><b>Resources and Actions 2025–2026</b> <b>Tier 1:</b></p>



<p>belonging for every student and staff.</p>	<ul style="list-style-type: none"> <li>• <b>Connecting <a href="#">(S4W)-Student for Wellbeing Program</a> with the Mental Health Student Ambassador Program, to build Mental Health Capacity for new student Leaders. Supported by Mental Health Leads-promote peer to peer learning</b></li> <li>• Mental Health Student Ambassador Program expanded to 70-80 schools</li> <li>• Digital Citizenship Teams sustained in all LC1 and LC2 middle and secondary schools</li> <li>• Exercise2Success expanded to 30 schools with new alumni mentors</li> <li>• Farm-to-Cafeteria program added at 2 new schools, including food literacy initiatives</li> <li>• Digital Safety &amp; Cyber Wellness campaigns embedded in school announcements and newsletters</li> <li>• GIG group, lead by Gender and Sexual Diversity Team GSDT), Board wide</li> <li>• Invite PSS to FOS teams to update Mental Health and Addiction Strategy and student engagement strategies</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• Boys' Healthy Masculinity and Mental Health Groups in 10 additional schools</li> <li>• Roots2Rise Conference with City of Toronto, expanded to include elementary students</li> <li>• TEAR (Teens Ending Abusive Relationships) program sustained in 10 congregated schools</li> <li>• School-wide substance use prevention through student-led initiatives (e.g., ChatCVT)</li> <li>• Mental Health Studio/Podcast project at Bickford Centre launched</li> </ul>
<p>2. Continue to build capacity for strategies that promote positive student mental health and engagement, increase student achievement and attendance through culturally relevant and inclusive programming that meets the needs and interests of every student.</p>	<p>The 2025–2026 school year will build on the strong foundations laid in 2024–2025 by expanding student leadership, strengthening professional learning, and deepening access to culturally relevant and identity-affirming supports. These strategies will continue to foster mentally healthy schools where all students feel a sense of belonging, connection, and hope.</p> <p><b>2. Building Capacity to Support Student Mental Health, Engagement, and Achievement</b></p> <p>Through targeted professional learning, summer programming, and system-wide leadership development, the TDSB will continue to increase staff capacity to support student mental health, academic achievement, and regular attendance.</p> <p>Building on:</p> <ul style="list-style-type: none"> <li>• <b>Attendance and Engagement Strategies</b> for System Leaders and Principals via the <a href="#">Attendance Toolkit</a>.</li> <li>• <b>Summer Learning Mental Health Initiatives</b>, co-facilitated by Child and Youth Workers (CYWs), Social Workers, and community agencies (i.e. Healthy Masculinity, Mental Health Student Ambassadors, Healthy Relationship Leadership Program etc.)</li> </ul>
<p>3. Continue to empower student voice and</p>	

perspectives to capture lived experiences through ongoing student informed initiatives and committees that intentionally reflect intersecting identities and uplift student voices focused on equity within mental health and well being, trauma informed care, addictions, suicide awareness, and anti-sex trafficking.

4. Continue to develop mental health identity-affirming toolkits

5. Continue to update and enhance the centralized hub for culturally relevant and inclusive mental health support services and resources that is easily accessible to all students, staff, and families.

6. Continue to ensure that culturally relevant and identity-affirming support services and resources are inclusive of all identities (i.e., Black, Indigenous,

- The expansion of the **Mental Health & Leadership Portal** for school leaders;
- Promote the available tools for School Leaders including the “leading Mentally Healthy schools” ebook and self reflection tool from SMHO
- The creation of identity-affirming external webpages on **Substance Use Awareness** and **Anti-Sex Trafficking**;

We will continue to strengthen Tier 1 and Tier 2 supports to reflect the diverse needs of students with intersecting social identities & equity-deserving groups, including students with special education needs, multilingual learners, and those impacted by poverty, trauma, or social isolation.

- Continue to increase staff knowledge capacity of **Registered Mental Health Staff - SMHO trainings**, such as Substance Use Modules; learning how to access and utilize the SBIRT tool, etc

### 3. Empowering Student Voice Through Identity-Rooted Initiatives

The **Mental Health Student Ambassador (S4W&MHSA)** program will expand its reach and deepen its impact. Through student co-leadership, peer mentoring, and meaningful representation, young people will be empowered to:

- Lead over 600 school-based initiatives across all four Learning Centres;
- Co-create toolkits, public messaging, and digital content focused on mental health literacy, suicide prevention, anti-sex trafficking awareness, addictions, and digital safety;
- Engage in conferences and events such as Students4Wellbeing, DDVC and Digital Safety Summit;
- Contribute to feedback processes and collaborative design with staff and community partners.

In doing so, the TDSB will continue to centre student voice as a driver of equity, belonging, and system transformation.

### 4. Updating Identity-Affirming Mental Health Toolkits by enhancing a [Mental Health Centralised Webpage](#) & Virtual Hubs for Mental Health Supports: [Anti-Sex Trafficking](#); [Digital Safety](#) and [Substance Use](#)

In 2025–2026, we will continue to co-develop and expand a suite of resources to meet the intersectional needs of students, staff, and families. These will include:

- A set of **Identity-Affirming Mental Health Toolkits** developed in collaboration with student leaders, educators, and community partners—centred on the lived experiences of Black, Indigenous, 2SLGBTQ+, newcomer, students with disabilities and neurodiverse youth.
- A newly enhanced **TDSB/CSS Mental Health & Well-Being App** for secondary students, connecting them quickly to relevant supports.
- A refreshed and streamlined **Mental Health & Well-Being Web Hub**, offering accessible, multilingual, and developmentally appropriate resources for students, educators, and families.



2SLGBTQ+ including other marginalized students and students identified with disabilities/special needs) and intersecting identities.

- Tools for educators to support classroom-based wellness, student-led campaigns, and safe conversations around complex mental health topics.

These tools will ensure that mental health supports are **visible, accessible, and relevant** to all members of our school communities.

### 5. Ensuring Supports Reflect All Identities and Intersecting Needs

Every aspect of our strategy is rooted in a commitment to equity and inclusion. We will continue to ensure that services, resources, and learning opportunities reflect the lived realities and intersecting identities of students and families.

Actions include:

- Enhancing Tier 2 programs like the **MyOwl Suicide Prevention Pilot, Exercise2Success, and Healthy Masculinity Workshops**;
- Strengthening partnerships with agencies such as TAIBU, CAMH, CAFCAN, SAPACCY, Boost, Community Living Toronto and Toronto Public Health;
- Enhancing procedures and training on abuse prevention, anti-sex trafficking, and addictions;
- Co-developing mental health literacy and cultural safety training through SMHO, Indigenous community partners, and the Urban Indigenous Education Centre; the Center of Excellence for Black Student Achievement (CEBSA)
- Prioritizing the needs of students with disabilities and special education needs in all mental health planning and implementation.

### Vision for 2025–2026: A Mentally Healthy, Inclusive, and Student-Led System

The 2025–2026 school year will reflect a system that:

- Centres **student voice through expanded S4W & MHSA leadership and youth-led initiatives**.
- Supports staff through **ongoing professional learning** in trauma-informed, culturally relevant, and identity-affirming care;
- Engages families and community partners as **co-learners and co-designers** of wellness strategies;
- Ensures that all students—regardless of intersecting social identities, or background, ability, or identity—feel supported, valued, and connected in their learning environments.

By strengthening our Tier 1 and Tier 2 systems through inclusive, evidence-informed, and relationship-centred approaches, the TDSB will continue to build school communities where **every student belongs and every voice matters**.

<b>Goal 3: Equity in Action for Mentally Healthy Schools</b>	<i>Embed Truth and Reconciliation, equity, anti-racism, anti-oppression and human rights in all mental health strategies.</i>
<p>1. Continue to inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by Indigenous Métis, and Inuit and intersecting social identities.</p>	<ul style="list-style-type: none"> <li>• Strengthen culturally relevant supports and identity-affirming spaces</li> <li>• Deliver targeted supports for students with disabilities, Indigenous students, 2SLGBTQIA+ youth, and racialized communities</li> </ul> <p><b>Resources and Actions 2025–2026</b></p> <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Indigenous-focused wellness events and professional learning through UIEC</li> <li>• Annual Black Mental Health Week and resource campaign and continue to collaborate with CEBSA.</li> <li>• Continue to utilize the “Heritage Month” toolkits with Mental Health and Wellbeing resources</li> <li>• Gender Identity Groups expanded to middle and secondary levels</li> <li>• Mental Health &amp; Belonging Toolkit used to support inclusive classroom practices</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• Transition programming for students in 30 congregated and ISP secondary programs</li> <li>• Substance use education for African and Caribbean Canadian youth in 6 schools with AMANI at the Centre of Addiction and Mental Health.</li> <li>• Culturally responsive programming in partnership with CAMH, Central Toronto Youth Services (CYTS) and OneChild.ca</li> <li>• Neurodiversity-affirming workshops led by PSS staff in collaboration with community partners.</li> </ul>
<p>2. Continue to inform, collaborate, and partner with Black affirming community organizations to inform programming and initiatives that meet the unique mental health and well-being needs and challenges faced by Black and intersecting social identities.</p>	<p>In 2025–2026, the TDSB will continue to strengthen its equity-informed mental health strategy by embedding Indigenous rights, anti-Black racism work, disability inclusion, and 2SLGBTQ+ affirming practice into all tiers of support. Through direct partnerships, co-learning, and identity-affirming programming, we will ensure that student mental health and well-being strategies are responsive, culturally grounded, and inclusive of intersectional experiences.</p> <p><b>1. Partnering with Indigenous-Affirming Organizations</b></p> <p>In collaboration with the <b>Urban Indigenous Education Centre (UIEC)</b> and Indigenous community partners, the TDSB will deepen our shared work by:</p>

<p>3. Continue to inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by 2SLGBTQ+ and intersecting social identities.</p>	<ul style="list-style-type: none"> <li>• Expanding <b>Creating Spaces of Belonging</b> to include youth-led presentations and staff co-learning circles focused on land, identity, and cultural safety.</li> <li>• Increasing staff access to the <b>Trauma-Informed and Culturally Safer Practices Series</b> through school-based training sessions and online modules.</li> <li>• Updating the <b>Indigenous Community Resource Guidebook</b> with student and caregiver input, including Métis and Inuit supports with UIEC leading.</li> <li>• Embedding Indigenous ways of knowing into the <b>S4W&amp;MHSA program</b> and leadership toolkit to guide student wellness actions with cultural humility in collaboration with UIEC.</li> </ul> <p>These initiatives will support Indigenous youth through affirming, relational, and restorative models of care while educating staff and peers on historical and ongoing truths.</p> <p><b>2. Partnering with Black Identifying PSS Staff &amp; Black-Affirming Organizations</b></p> <ul style="list-style-type: none"> <li>• <b>Expanding the Black Mental Health Literacy sessions to include co-facilitation by Staff, youth, caregivers, and community clinicians.</b></li> </ul>
<p>4. Continue to inform, collaborate, and partner with Indigenous affirming community organizations to inform programming and initiatives that meet unique mental health and well-being needs and challenges faced by Students identified with Special Education Needs and intersecting social identities.</p>	<p>We will continue to work closely with Black-led mental health organizations to provide responsive, identity-affirming programming for Black students and families. In 2025–2026, this includes:</p> <ul style="list-style-type: none"> <li>• Scaling up the <b>"Talking About Race and Racism" workshop series</b> to reach additional elementary and secondary schools.</li> <li>• Increasing the reach of the <b>Substance Abuse Program for African and Caribbean Canadian Youth (SAPACCY)/AMANI</b> and related addiction awareness seminars.</li> <li>• Building on the <b>Black Mental Health Talk Series</b>, hosting monthly hybrid events featuring student panels, community knowledge holders, and TDSB staff.</li> <li>• Continuing co-leadership with agencies such as CAFCAN, TAIBU, and Breakaway to ensure wellness programs reflect lived experience and community wisdom.</li> </ul> <p>This work affirms Black student identity while confronting systemic racism through both preventative and targeted mental health supports.</p>
<p>5. Continue to inform, collaborate, and partner with affirming community organizations to inform</p>	<p><b>3. Supporting 2SLGBTQ+ Students through Community Collaboration</b></p> <p>In partnership with identity-affirming community groups, we will:</p> <ul style="list-style-type: none"> <li>• <b>Partner with SMHO, Bridges Field Test Program, with Gender &amp; Sexual Diversity Team</b></li> <li>• Expand access to the <b>Gender Independent Groups (GIG)</b> for students and families navigating mental health, safety, and belonging.</li> </ul>

programming and initiatives that meet unique mental health and well-being needs and challenges faced by students from various racial and social intersecting identities.

- Embed 2SLGBTQ+ inclusive content into the **S4W&MHSA leadership trainings** and school-based student wellness initiatives.
- Host student-led Pride wellness campaigns and support events during Mental Health Week, with representation from 2SLGBTQ+ youth.
- Co-develop toolkits and resources to support mental health for queer and trans students, with guidance from organizations such as The 519 and PFLAG.
- Collaborate with community agencies to build staff capacity around mental health resources, learnings about 2SLGBTQ+ students.

This focus ensures 2SLGBTQ+ students are supported in identity-affirming, caring, and responsive school environments.

#### 4. Supporting Students with Special Education Needs and Intersecting Identities

Mental health support for neurodiverse students and students with disabilities will continue to be shaped by principles of accessibility, strength-based care, and transition planning. In 2025–2026, we will:

- **Mental Health Leads-continuing the training with Special Education and Inclusion Department** around, Mental Health Literacy & Trauma Informed Approaches from an equity, anti-oppression and anti-racism perspectives
- **Continuing the learnings of trauma perspectives to build staff capacity by using the cultural humility self-reflection tool**, in smaller groups for the 25/26 schools year with staff in Special Education and Inclusion Department to
- **Staff Training September 2025** that will build capacity and skills to implement into clinical practice work. Lead to opportunities of community of practice
- Enhance the **Mental Health Transition Supports** initiative to reach all secondary schools and families of students in specialized programs.
- Embed disability inclusion into Tier 1 student initiatives, including **S4W&MHSA**, **SafeTALK for Teens**, and **Healthy Relationships** programming.
- Collaborate with community partners such as Montage Support Services and Community Living to strengthen direct supports for students and their caregivers.
- Include representation from students with disabilities in the development of the **TDSB/CSS Mental Health and Well Being App** and website to ensure inclusive language and accessible navigation.

This work ensures that mental health resources are built with, not just for, students with disabilities and learning differences.

**5. Supporting Students from Newcomer, Muslim, and Other Intersecting Identities. Mental health strategies will continue to reflect the complex realities of students who are racialized, newcomer, multilingual, low-income, or religiously diverse, including Muslim-identifying youth. In 2025–2026, we will:**

- **Mental Health leads continue to contribute & build ESL & LEAP staff capacity** on Trauma Informed Practices for Newcomers from and Equity, Anti-Oppression & Anti-Racist Perspective
- Expand culturally responsive mental health resources in multiple languages and ensure alignment with faith-based mental wellness approaches, in collaboration with agencies like Naseeha.
- **Strengthen trauma-informed supports for newcomer youth, particularly in Alternative and Re-engagement programs**, ESL/ELL settings, and through wraparound programming with STRIDES, FCJ Refugee Centre, and UIEC.
- Host wellness events, prayer-friendly spaces, and culturally safe group supports that reflect Islamic perspectives on care, connection, and mental health.
- Include newcomer and Muslim student representation in the S4W&MHSA program, identity-affirming conferences, and school-wide wellness events.
- Co-developing **culturally responsive toolkits** for schools with community agencies, informed by intersectional data and student voice.
- Child and Youth Services staff hosting **Courageous Conversations** on anti-racism and mental health literacy for staff across Learning Centres.
- Embedding wellness content into **alternative and re-engagement programs**, ensuring wraparound support for students facing complex barriers.
- Strengthening community partnerships through the **Mental Health and Addictions Collaborative** and the **AST Collaborative**, prioritizing responsive service delivery and barrier-free access.

**By building a system that listens to and reflects the lived experiences of all students**, the TDSB continues to place **equity in action** at the heart of our mental health strategy.

**Vision for 2025–2026: Equity in Action for Mentally Healthy Schools**

- The TDSB will lead with care, humility, and courage to ensure that every student, particularly those from intersecting social identities & equity deserving, have access to mental health supports that affirm their identity, reflect their community, and strengthen their well-being.

	<ul style="list-style-type: none"> <li>The 2025–2026 school year will not only sustain these equity-driven actions, but it will also expand and deepen them through ongoing training by the Mental Health Leads to TDSB staff, through student leadership, community co-design, and system-wide learning.</li> </ul>
<b>Goal 4: Positive Engagement for Students</b>	<i>Foster school-wide inclusion, student leadership and celebration of social identity and well-being.</i>
1. Continue to develop and maintain mental health identity-affirming toolkits to support student engagement while updating the centralized hub for mental health support services to enhance accessibility for all stakeholders.	<p><b>Resources and Actions 2025–2026</b></p> <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>CYS Annual Poster Contest ("Your Voice Matters") system-wide circulation</li> <li>Focus on Youth Mental Health Leadership Art Museum -updated annually.</li> <li>Youth wellness fairs, spirit weeks, gratitude events, and kindness campaigns</li> <li>Expand youth-led arts, expression, and wellness-based programs</li> <li>Celebrate student voice in wellness initiatives</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>Alt-9 Zine mental health projects across all alternative secondary programs</li> <li>School-wide student drop-ins and Chill Clubs co-led by MHSA</li> <li>Targeted supports for newcomer and equity-deserving student groups</li> <li>Wellness clubs and lunch groups to support emotional safety and expression</li> </ul>
2. Continue to collaborate with PSS staff and community partners to build capacity for student-led mental health initiatives, addressing various aspects such as mental health, addictions, anti-sex trafficking, and suicide prevention.	<p><b>In 2025–2026, the TDSB will strengthen its culture of care and connection by deepening student and caregiver engagement through inclusive, identity-affirming mental health practices.</b> With students as co-leaders and families as valued partners, the Board will create spaces where mental well-being is nurtured through belonging, visibility, and authentic relationship-building.</p> <p><b>1. Enhancing Identity-Affirming Mental Health Toolkits and a Centralized Hub</b></p> <p><b>Building on work from 2024–2025, the TDSB will:</b></p> <ul style="list-style-type: none"> <li>Continue to <b>develop and maintain student-facing mental health toolkits</b>, rooted in identity, intersectionality, and lived experience.</li> <li>Expand co-designed content by and for students across racial, cultural, gender, religious, newcomer, and disability identities.</li> </ul>



3. Continue to implement inclusive strategies to foster a welcoming environment where every student and staff member feels valued and respected, regardless of their backgrounds or identities, promoting a culture of belonging.

4. Continue to facilitate opportunities for students and staff to engage with one another, fostering supportive relationships within the school community, while ensuring that mental health resources are readily available and easily accessible for their well-being.

5. Continue to organize initiatives and events that celebrate diverse social identities, promote equity and inclusion, and cultivate a culture of respect and understanding within the school environment.

- Update the **TDSB Mental Health & Well-Being Toolkits** and **centralized digital hub**, ensuring multilingual resources, faith- and culture-sensitive supports, and accessibility for students, caregivers, and educators.
- Provide templates and resources to guide school-based student mental health initiatives, campaigns, and announcements.

These tools will ensure that all students and their families see themselves reflected in support and can **easily access information that aligns with their realities**.

## 2. Building Capacity for Student-Led Mental Health Leadership

We will strengthen student agency by:

- Expanding the **Mental Health Student Ambassador (S4W&MHSA) Program** to more elementary, secondary, and alternative schools—with targeted outreach to youth in care, multilingual learners, students with disabilities, and those in underserved communities.
- Increasing training and collaboration between S4W&MHSA youth, **Professional Support Services (PSS)** staff, and community organizations such as CMHA, OneChild.ca, CAMH, and Toronto Public Health.
- Facilitating **student co-leadership** in workshops on addictions, anti-sex trafficking, healthy relationships, suicide prevention, and peer support.

This ensures students are equipped not only to advocate for their well-being but to actively **shape the school environments they are part of**.

## 3. Fostering Welcoming and Inclusive School Environments

To build cultures of belonging across the system, we will:

- Embed identity-affirming practice into all Tier 1 school-wide mental health programming, including Children's Mental Health Week, Staff Wellness Events, and Orientation Week activities.
- Expand initiatives like the **Exercise to Success (E2S)** and **Gender Identity Group (GIG)**, fostering safe spaces and community building among marginalized student populations.
- Integrate belonging, trauma-informed care, and social identity education into student-led conferences and assemblies through S4W&MHSA and student equity teams.

These actions aim to ensure every student feels respected and recognized not despite their identity, but because of it.

## 4. Strengthening Relationships Across Students, Staff, and Families

In 2025–2026, the TDSB will:

- Continue to offer **Mental Health & Well-Being Information, Developmental Disabilities Virtual and in person fairs etc.** for families and caregivers, featuring lived experience, clinical expertise, and student voice.
- Expand **parent/caregiver-facing wellness resources** in multiple languages and formats, co-developed with student and community input.
- Pilot **cross-role wellness dialogues**—bringing together S4W&MHSA students, educators, CYWs, Social Workers, and families in shared spaces of reflection, storytelling, and planning.

These spaces will create a more relational and inclusive approach to mental health, rooted in trust and co-learning.

#### 5. Celebrating Diverse Identities and Promoting System-Wide Inclusion

To embed equity and celebration into school culture, we will:

- Host events and campaigns that **honour the intersectional identities** of TDSB students—e.g., affirming cultural heritage months, youth-led Pride and Black Excellence wellness events, and student co-curated displays of identity and well-being.
- Collaborate with **community cultural and faith partners** (e.g., Naseeha, Native Child, FCJ Refugee Centre, and TAIBU) to offer mental health programming that reflects the languages, beliefs, and histories of students and their families.
- Encourage each school to implement **student-designed Mental Health Days of Action**, rooted in social justice, creative expression, and equity.

**Through these efforts, students will not only learn about mental health they will see their identities, communities, and stories at the centre of school wellness culture.**

#### Vision for 2025–2026: Relationship-Centred Engagement for Mentally Healthy Schools

The 2025–2026 school year will reflect a system where mental health and well-being are advanced through connection, identity, and empowerment. With students leading, families engaged, and staff supported, the TDSB will continue to build mentally healthy schools where:

- Every student and caregiver feels welcomed and valued;
- Mental health supports are inclusive and easy to access;
- Relationships are central to healing, learning, and growth;
- And diverse identities are not just included—they are celebrated.

**Goal 5: Student, Parent/Caregiver/Guardian**

*Co-create solutions through authentic engagement with families and community partners.*

<p><b>and Community Voice</b></p>	
<p>1. Establish a system for monitoring and evaluating the impact of capacity-building initiatives on mental health awareness in collaboration with TDSB Research.</p>	<ul style="list-style-type: none"> <li>• Deepen family-school connections through education, resources, and leadership opportunities</li> <li>• Strengthen community partnerships that reinforce care, belonging, and shared mental health goals</li> </ul> <p><b>Resources and Actions 2025–2026</b></p> <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Mental Health Leads to continue supporting <a href="#">Mental Health Well being Parent Partnership Committee</a></li> <li>• Mental Health Leads _support the MHWB Parent Partnership Committee members who are available to provide presentations to schools on Parent Counsel involvement and Mental Health Literacy for parents &amp; guardians</li> <li>• Impact Parent Sessions (Digital Safety, Social Media &amp; Wellness)</li> <li>• Mental Health information magnets in all secondary schools</li> <li>• Updated mental health supports in 23 languages in the Summer Well-Being Guide</li> <li>• Parents as Partners Conference presentations focused on student mental health and empowering parents/caregivers in knowing how to support their children/youth</li> <li>• Virtual sessions (VOH)</li> <li>• Work with TDSB research to gather data from student, parent/caregivers/guardian feedback and voice</li> <li>• Healthy Relationships-Consent for Parents with children with special education needs</li> <li>• SMHO “By Your Side” online seminar and toolkit access for parent/caregivers</li> <li>• Focus Tables with the City of Toronto -Social Workers and Managers bring forward student cases and co-develop coordinated Circles of Care</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• Continue the DDVC 2025-26 sessions for 750+ parents/caregivers</li> <li>• Monthly Virtual Office Hours for parent and community outreach - system wide support</li> <li>• safeTALK and ASIST offerings extended to community members and caregivers</li> <li>• GIG Parent Support Speaker Series and Advocacy Circle</li> <li>• AST Symposiums (Male/Female/Grade 8) with student co-leads and community support.</li> </ul>
<p>2. Strengthen the Parent as Partners for Mental Health</p>	<p><b>In 2025–2026, the TDSB will deepen its commitment to shared leadership and accountability in student mental health by embedding authentic student, family, and community voices into both program design</b></p>

and Well Being Committee, the Students4WellBeing Committee and the Professional Support Services Mental Health and Well Being Committee.

3. Continue to regularly consult and meet with the Mental Health, Anti-Sex Trafficking and Addictions Community Collaborative composed of community and identity-affirming partners two to three times a year to sustain ongoing communication and feedback about TDSB mental health, addiction and anti-sex trafficking initiatives.

4. Continue to collaborate with external partners and organizations to stay updated on affirming evidence informed practices and emerging trends in mental health awareness and support, that is

**and performance monitoring.** Through collaborative partnerships and data-informed reflection, the system will ensure that mental health actions are transparent, responsive, and aligned to the lived experiences of those they serve.

### 1. Establishing a System to Monitor and Evaluate Impact in Collaboration with TDSB Research

The TDSB will launch a formalized structure for monitoring and evaluating the impact of mental health awareness and capacity-building initiatives, with a focus on disaggregated, equity-informed data collection. This will include:

#### Collaborative Indicator Development

In partnership with **TDSB Research & Development** monitor and assess:

- Awareness of mental health supports (e.g., % of students, parents, and staff who can name a trusted adult or mental health service)
- Attendance data to support positive student engagement/re-engagement
- Participation in Tier 1 & Tier 2 programs
- Belonging and safety metrics (from TDSB Student Census and School Climate Surveys)
- Student-led initiative counts (e.g., S4W&MHSA reach, diversity of themes, and school-wide impact)
- Resource access analytics (e.g., Mental Health Hub visits, toolkit downloads, engagement)
- Collecting qualitative feedback and data from parents/caregivers/guardians, staff and students around tier 1 and tier 2 mental health activities.

**Assess and include Inclusive Data Collection** to understand impact of mental health tier 1 and 2 programming on students/staff and parents/caregivers/guardians.

Consider **pulse checks** and short reflective tools to gather real-time feedback from students and parents, especially in alternative, intensive support, and newcomer programs.

#### Feedback-Driven Program Adjustments

- Use quarterly dashboards to share findings with Learning Centres, Mental Health Leads, Superintendents, and community partners.
- Co-lead data reflection sessions with **student groups, parent councils, and equity advisory committees**, to ensure meaning is interpreted through lived experience—not just statistics.

culturally relevant and identity-affirming for Professional Support Services Staff and Staff.

5. Continue to strengthen collaborative relationships with local community agencies to build ongoing educational initiatives about mental health literacy, trauma-informed care, addictions, suicide awareness, and anti-sex trafficking.

6. Enhance ongoing collaboration with community partners to incorporate accessible pathways to provide access to culturally responsive and identity-affirming services and programming for students and families such as treatments centres, Educational Community Partnership Programs (ECP) and hospitals to enhance bridging of mental health and well being supports.

- Adjust program delivery models based on findings, such as shifting resources, modifying outreach strategies, or strengthening identity-specific supports.

### Embedding Voice and Collaboration Across the System

In 2025–2026, voice will not only inform evaluation, but it will also guide strategy. This includes:

- Hosting **community learning exchanges and roundtables** with students, families, and agency partners to gather recommendations on how to improve access, trust, and relevance.
- Sustaining **student co-design in S4W&MHSA**, ensuring youth inform how initiatives are measured.
- Deepening collaboration with **School Councils, PIAC, SEAC, and TDSB Community Advisory Committees** to review and strengthen mental health practices from their unique lenses.

### Vision for 2025–2026: A Measurable, Responsive, and Shared Approach to Mental Health Equity

By embedding shared voice and collaborative research into the heart of its mental health strategy, the TDSB will:

- **Measure what matters:** Equity, belonging, and impact—not just activity;
- **Respond to what is heard:** Grounding programs in the experiences and needs of students and families;
- **Elevate community wisdom:** Treating community partners and caregivers as co-leaders in system change.

In doing so, we will ensure the 2025–2026 school year is not only about doing more—but doing better, with and for the people most affected by mental health supports and systems.

### **Monitoring and Evaluation (All Goals)**

- Collaborate with Research & Development to measure impact of Tier 1 and Tier 2 initiatives.
  - Enhance centralized data tracking tool to support system-wide monitoring.
  - Use student, staff, and family feedback to shape future programming.