

MENTAL HEALTH & WELL-BEING ANNUAL ACTION PLAN

| 2025-2026

EVERYONE EVERYWHERE



PRIORITY #1

Human Dignity: Social Justice, Equity and Indigenous Rights

Key Actions

- Implement well-being initiatives in schools that are grounded in Catholic Social Teachings to honour and respect dignity for all.
- Promote wellness across the Dufferin-Peel system.
- Prioritize Black, Indigenous, racialized, 2SLGBTQ+ and diverse learners in well-being programs and services.
- Deliver professional development to educators and support services personnel to promote well-being and social justice, in alignment with Ministry of Education and SMHO priorities.
- Maintain up-to-date resource documents that chart external pathways to culturally responsive services that can be used by all schools.
- Support identity-affirming groups and clubs in collaboration with the Equity and Indigenous Education Departments.
- Provide staff with professional development in mental health literacy, utilizing resources that are differentiated, identity-affirming and culturally informed.
- Continue to monitor student well-being data re: attitudes towards general well-being, inclusion, exclusion and school support.
- Continue to collaborate on well-being initiatives and resources with the Indigenous Education Team, Equity Department, Special Education and Program Department.

PRIORITY #2

Student Voice: Listening and Amplifying

Key Actions

- Implement mental health programming to respond to student voice regarding well-being and mentally healthy school environments.
- Amplify the contributions of elementary and secondary student leaders through well-being initiatives that are student centered, with a focus on multiple perspectives and identities.
- Continue to support and empower Mental Health & Well-Being Champions, and enhance student leadership in well-being activities in schools.
- Create conditions where families feel safe to share mental health concerns related to student well-being and provide identity-affirming supports.
- Connect and collaborate with community-based child and youth mental health service providers in order to enhance student access to community-based supports.

PRIORITY #3

Educate: Promote, Prevent and Intervene

Key Actions

- Teach and promote tier-one identity-affirming mental health literacy and social emotional learning in elementary and secondary schools.
- Deliver professional development training to address student well-being needs, such as mental health literacy, suicide prevention and life promotion.
- Strengthen connections with, and pathways to, local children and youth mental health agencies to help students access responsive supports in the Region of Peel and Dufferin County.
- Consult with Safe Schools Staff in the development of appropriate programming related to student safety.
- Provide professional development and support for school staff in addressing student safety.
- Implement programming that prioritizes and addresses topics affecting student safety (e.g. bullying, cyber safety, human trafficking, cellphone use, substance use, suicide prevention).
- Provide guidance to students and families in identifying pathways, and promote help seeking to access mental health supports in schools and in the community.
- Expand capacity of support service staff to offer targeted mental health interventions to students with differing abilities via evidence-informed programming and resources.

PRIORITY #4

Accountability: Reflect and Respond through Action

Key Actions

- Promote the use of the SMHO Cultural Humility Tool for the purpose of self-reflection regarding professional practice and the impact on student engagement and well-being.
- Seek feedback from schools, students, parents and caregivers related to mental health and well-being initiatives, interventions, and identity-affirming groups.
- Respond to student mental health needs with prevention and intervention that is evidence-based, identity-affirming and culturally informed.
- Engage staff from Well-Being, Special Education, Equitable and Inclusive Education, Indigenous Education, Safe Schools and Program Department to inform the development of well-being strategies, initiatives and services.
- Collaborate with Research Department staff to consider available data regarding gaps and disproportionality in the design and delivery of mental health, promotion, prevention and intervention programs.
- Continue to provide parents and caregivers with meaningful, evidence-informed well-being resources and connection to community events.
- Increase capacity among support services staff to deliver identity-affirming professional development to help engage and support the well-being needs of students and families.