

## NNDSB Mental Health Annual Action Plan 2025 - 2026

The Near North District School Board (NNDSB) recognizes that mental health and well-being are fundamental to student success and impact academic achievement and social and emotional development. Our [2022 – 2025 Mental Health and Addiction Strategy](#) outlines our commitment to creating a culture of caring, where students thrive in mentally healthy classrooms that focus on supporting the well-being of students and developing their sense of belonging in their school community.

The 2024 – 2025 Annual Action Plan outlines our framework for the upcoming school year and is aligned with [Policy/Program Memorandum 169: Student Mental Health](#).

### Priorities for a Mentally Healthy School Year

**Service Pathways and Meaningful Collaboration.** Best outcomes for students and families are ensured through collaboration with community partners to develop clear processes for accessing mental health services within the school board and in the broader community.

**Professional Learning and Training.** Prepare staff for supporting student mental health and well-being with appropriate training for their role.

**Communication.** Clear and timely communication with students, families, staff, and system partners to ensure cohesive and effective connections and pathways.

**Tiered Model of Mental Health Programming that is evidence and culturally informed.** The tiered model allows for effective design and monitoring of mental health services at the system and school level. Evidence-based tools and approaches help ensure positive outcomes.



Key Actions	Audience	Timeline	Anticipated Outcomes and Indicators of Success	AIM Tier	Resources	PPM 169 Requirements
<b>Priority 1: Service Pathways and Meaningful Collaboration</b>						
Implement a revised mental health referral process for elementary school students.	Principals, vice-principals, DLRTs, Teachers, Mental Health Team.	September 2025	Improved access to mental health support by reducing wait times for school-based services and ensuring students receive timely, appropriate care aligned with their individual needs.	All		#3: Multi-tiered system of supports.
Continued membership and participation in standing local committee meetings and structures for child and youth well-being, such as the "Right Time, Right Care Implementation Committee."	Co-terminus school boards, community agencies and partners.	Ongoing	Development of a community framework for child and youth well-being and a community-wide continuum of care for child and youth mental health.	1		#2: Joint local planning with community partners.



Conduct comprehensive stakeholder and rightsholder consultations—including students, staff, families, and community partners—to guide the development of a new multi-year strategic plan.	School and board staff.  Students.  Parents and Caregivers.  Community partners.	September 2025 – June 2026	A multi-year strategic plan that reflects the needs, values, and priorities of the school community.	1		#1 Three-Year Mental Health and Addictions Strategy and One-Year Action Plan
Revised community agency partnership agreements protocol.	Community agencies, administrators.	November 2025	Updated protocol and documentation for community partners delivering mental health services within schools.	1	Interdepartmental collaboration (Mental health, Special Education, Indigenous Education).	#3: Multi-tiered system of supports
Update and implement comprehensive suicide prevention, intervention, postvention, and life promotion protocols across all schools.	All staff.	June 2026.	All schools follow a clear, standardized protocol for prevention, crisis response, and postvention.  Students receive timely, appropriate support when experiencing mental health crises. School staff feel more	All	Collaboration with community partners (Hands, hospital, Mental Health and Addiction Nurses).  SMHO resources.	#5 Suicide Prevention, Intervention, and Postvention Protocols.



			confident and capable of recognizing and responding to students at risk.			
<b>Priority 2: Professional Learning and Training</b>						
Professional development opportunities for school staff to increase capacity to support foundational Tier 1 mental health promotion.	School administrators  Educators  Educational Assistants	Ongoing	Staff demonstrate a clear understanding of using Emotion Coaching with students to support a relationship-based approach to student well-being and achievement.  Increased principal knowledge of the Leading Mentally Healthy Schools resource tool.	1	SMH-ON resources such as Emotion Coaching Training Module, Leading Mentally Healthy Schools.	#3 Multi-Tiered System of Support  #7 Enhanced educator and staff mental health literacy  #10 Social Emotional Learning



Increased professional development and training opportunities for mental health team staff that are trauma informed, culturally responsive, and in alignment with regulations for regulated and nonregulated professionals.	Mental Health Team	Ongoing	<p>All mental health team members trained in Single Session Counselling.</p> <p>All mental health team members implement Single Session Counselling with students and parents/caregivers.</p> <p>Regulated mental health professionals implement Solutions Focused Brief Therapy.</p>	All	<p>Training.</p> <p>Clinical Supervision for implementation support.</p>	<p>#7 Enhanced educator and staff mental health literacy</p> <p>#4 Consistent use of evidence - informed brief interventions and standardized measurement</p>
<p><b>Priority 3: Communication.</b></p>						
Enhance and implement a clear, accessible communication plan to inform families about mental health and well-being resources available for children and youth.	Parents, caregivers, and families.	Ongoing	<p>Resources made available on NNDSB mental health website and promoted on social media and in newsletters.</p> <p>Monthly Student Wellbeing newsletter.</p> <p>Letter to Families updates.</p>	1	Interdepartmental collaboration (IT, Communications, Equity and Student Well-being, Library).	#9: Family mental health literacy and awareness



Further refinement of a communication plan for schools on resources to support mental health and well-being of children and youth.	Administrators  Educators		Monthly mental health information modules for administrators/well-being champions to present in staff meetings.			
<b>Priority 4: Tiered model of mental health programming that is evidence and culturally informed.</b>						
Increase consistent, school-wide implementation of evidence-based classroom programs that build mental health literacy for all students, such as SNAP.	Educators, mental health staff, administrators, elementary students, families.	September 2025 to June 2026	<p>Increased number of classrooms at each school receiving mental health literacy programming.</p> <p>Student and staff surveys indicate satisfaction with the program and perceived impact.</p>	1	Experience and Outcomes Surveys for students and staff.	<p>#3 Multi-tiered System of Support.</p> <p>#7 Enhanced educator and student mental health literacy.</p> <p>#10 Social Emotional Learning.</p>



Expand on the 2024–2025 PreVenture pilot by broadening implementation to support mental health and reduce substance use risk among Grade 8 students.	Mental health staff, administrators, teachers, and grade 8 students.	September to December 2025	Completion of modules with grade 8 students at select pilot expansion schools.	1	Student manuals.  Training with YWHO and SMHO.	#3 Multi-tiered System of Support.  #4 Consistent use of evidence - informed brief interventions and standardized measurement. #7 Enhanced educator and student mental health literacy.
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Implementation of the <a href="#">Kids in the Know</a> program across all Grade 7 classrooms in collaboration with educators to strengthen students' personal safety skills and reduce their risk of victimization in both online and offline environments.	Grade 7 educators.  Grade 7 students.  Child Development Counsellors	September 2025 to June 2026	Increased student awareness of personal safety strategies.  Enhanced educator confidence in delivering safety education and responding to student concerns.  Families are engaged in conversations about safety and digital citizenship.	1	Pre- and post-program surveys show increased knowledge of safety concepts.	#7 Enhanced educator and student mental health literacy.
Launch the Educator Well-being Champions Project.	K – 12 Educators  Mental Health Staff	September 2025	Increased mental health promotion in all schools.  Increased educator awareness of mental health supports and resources.	1	Pre- and post-surveys.  Supply educators.	#3 Multi-tiered System of Support.  #7 Enhanced educator and student mental health literacy.





Launch the Student Well-being Champions Project.	<p>7 – 12 Educators.</p> <p>7 – 12 student champions.</p> <p>7 – 12 mental health staff.</p>	September 2025	<p>Increased student-led mental health promotion in all secondary schools.</p> <p>Greater awareness of mental health supports and resources.</p>	1	Pre- and post-surveys	<p>#3 Multi-tiered System of Support.</p> <p>#7 Enhanced educator and student mental health literacy.</p>
Support educators in delivering mandatory mental health lessons to all grade 7/8 and 10 students.	Careers teachers, 7/8 teachers, department heads, principals.	Ongoing	100% implementation of mandatory grade 10 careers and 7/8 mental health literacy modules.	1	SMH-ON implementation support materials VLE modules	#8 Mandatory Mental Health Literacy Learning for Students

