

Dufferin-Peel Mental Health and Addictions Annual Action Plan 2024-2025

| Dufferin-Peel Mental Health and Addictions Guiding Framework Priority Statement | Key Actions |
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| Student dignity through equity and inclusion | <p>Promote wellness across the Dufferin-Peel system.</p> <p>Deliver professional development presentations to Educator and Support Services staff based on Ministry of Education and SMHO priorities.</p> <p>Create resource document that charts external pathways to culturally responsive services that can be used by all SSP.</p> <p>Centre Black, Indigenous, racialized, 2SLGBTQ+ youth and diverse learners in well-being programs and services.</p> <p>Promote to staff culturally relevant professional development.</p> <p>Collaborate with DP Equity Department to expand and support Affinity Groups/Clubs.</p> <p>Increased consultation and collaboration with Indigenous Education Team.</p> <p>Increased collaboration with Religious Education and Faith Formation Team.</p> |
| Listening and amplifying | <p>Continue Student Mental Health and Well-Being Champions Project.</p> <p>Continue “Well-Being Challenge” via Well-Being grant to enhance student leadership in well-being activities in schools.</p> <p>Continue to support families by hosting parent/caregiver engagement sessions at school, Family of Schools and/or centrally.</p> <p>Collaborate with community-based child and youth mental health providers.</p> <p>Incorporate feedback from elementary and secondary students in mental health programming.</p> |
| Responding through teaching and doing | <p>Increase students’ sense of belonging and caring at school by including them in well-being initiatives.</p> <p>Show students how to access designated caring adults in each school and community.</p> <p>Collaborate with CCCC School Climate Teams to ensure safe, inclusive, and caring environments for all students.</p> <p>Deliver training on student well-being needs, MH LIT and Suicide Prevention and Life Promotion</p> <p>Consult with Safe Schools Staff.</p> <p>Teach social emotional learning and mental health and well-being strategies in elementary and secondary schools.</p> <p>Respond to mental health needs with prevention and intervention that is evidence and culturally informed.</p> <p>Offer targeted training to specific groups with the expectation of implementation at student level.</p> |
| Reflecting | <p>Seek feedback from students around DP mental health and well-being initiatives and identity-affirming groups.</p> <p>Seek feedback from schools around mental health and well-being initiatives being offered.</p> <p>Consult and collaborate regularly with staff from Safe Schools, Graduation Coaches for Black Students, Indigenous Education Department, and Special Education Department, and Consultant for Student Success, Student Voice, and Specialized Programs.</p> <p>Offer staff opportunities to reflect on the school environment and how they engage with students.</p> <p>Collaborate with Research Department to gather information on student well-being.</p> |