

Dufferin-Peel Mental Health and Addictions Annual Action Plan 2023-2024

Dufferin-Peel Mental Health and Addictions Guiding Framework Priority Statement	Key Actions
Student dignity through equity and inclusion.	<p>Promote mental 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 internal and 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 culturally relevant professional development to staff.</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>
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>
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 MH LIT, anti-Human Trafficking, 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>Monitor student feedback after de-streaming.</p> <p>Collaborate with Math Team regarding de-streaming and well-being.</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.</p>