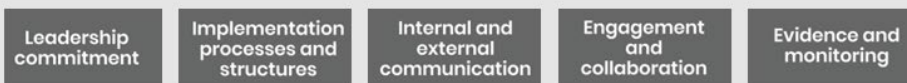




District School Board Ontario North East



FOUNDATIONS:



Student Mental Health and Well-being Strategy 2024-2027

Overview Statement

At District School Board Ontario North East (DSB1), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

DSB1 has created 3 Mental Health and Well-being strategies since 2012. This Strategy (2024–2027) builds on these. It is informed by provincial and local data, DSB1 staff, student, family, and stakeholder voices. The Mental Health Strategy continues to focus on fostering and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students.

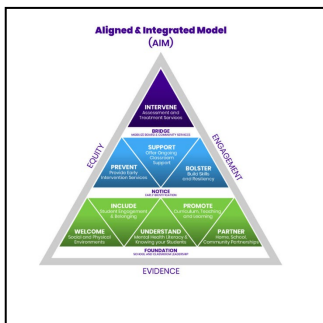
Mission	We create cultures of learning that promote mental health and well-being for all, prevent social and emotional difficulties, and offer those who are struggling clear pathways to the wider system of care.
Vision	We offer consistent access to high-quality, evidence-based mental health information, support, and services. DSB1 students and families know how to care for their mental health, seek help when problems arise, and maintain a strong sense of identity, belonging, confidence and hope even in challenging circumstances.

This Strategy aligns with the DSB1 2021–2025 Strategic Plan in its’ commitment to Equity, Culture, and Innovation.

Equity and student mental health are deeply connected. Schools have an important role in working from an anti-oppressive / anti-racist stance to prioritize equity and inclusion for every student and their families; to dismantle the barriers that reinforce marginalization and oppression, and to ensure that school mental health services are responsive to the unique mental health and well-being needs of each student and family.

Caring school **cultures** are critical in support of student mental health. Caring cultures are based on trust, both with and between students. Leaders are responsible for engendering that trusting relationship and ensuring all staff understand its importance. Caring cultures must also give students a sense of belonging and adequate support to build resilience. Trust, belonging, and support are critical elements that must be ubiquitous and embedded. Students who feel connected to their peers, supported by adults, and a sense of ownership of their schools are more likely to know when and where to seek help when needed.

Innovation is key in enhancing the capacity to support student mental health. As a board, we search for and introduce new approaches to student mental health programming that is by design both evidence-based and implementation-sensitive. These resources and interventions may be universal in nature, designed to promote mental health for every student, or they may be more specifically created to serve students who are at risk, or already struggling with emerging or existing mental health problems (i.e., prevention, promotion, and treatment). This innovative programming approach is key in addressing gaps and leveraging student mental health services and programs.



DSB1 APPROACH TO MENTAL HEALTH AND WELL-BEING AT SCHOOL

The DSB1 Mental Health and Well-being Strategy is organized around a Multi-Tiered System of Support (MTSS). This structure helps to establish priorities, clarify roles, and ensure service coordination and quality within a complex and evolving field. Broadly, it includes a continuum of services: mental health promotion, early identification, prevention and early intervention, as well as service pathways / clinical support for more intensive mental health needs.

Tier One

A MTSS approach begins with, and prioritizes, mental health promotion, highlighting the critical role that schools play in everyday wellness and to enhance student mental health literacy and leadership. This is often referred to as Tier One support and is universally offered at the school and classroom level. Educators have tremendous opportunity to strengthen wellness as part of everyday practice, and to notice and support when students show signs of a mental health problem. Consistent, high-quality educator mental health literacy is a foundational part of the MTSS approach at Tier One. School and system leaders have a key role in creating the conditions for effective student mental health promotion.

Although classroom educators are often the first to note a change in emotions or behaviour that might signal a mental health disorder, any member of the school staff could be the one that a student chooses to connect with for emotional support. As a result, all school staff need some level of mental health awareness, and some, particularly those who support students in a special capacity (e.g., child and youth worker, coach, guidance teacher, special educator, Indigenous Student Advisor) can benefit from specialized mental health literacy focused on early identification and support.

Tier Two

When students are showing signs of an emerging or escalating mental health problem, Tier Two school-based prevention and early intervention services can be introduced. School mental health professionals (SMH) such as Child and Youth Workers as well as Social Workers, are available to provide brief, evidence-informed interventions to help students with mild-to-moderate mental health problems. To assist with consistency and quality in service delivery, a series of lower-to-higher intensity brief evidence-informed practices have been introduced, with ongoing training and consultation support. These supports are organized in a stepped-care fashion, with tools in development to support assessment and ongoing progress monitoring, or measurement-based care, to assist with clinical decision-making related to the level and type of intervention needed.

Tier Three

Some students with significant, acute, or complex mental health needs require more intensive or urgent mental health services, referred to as Tier Three or Tier Four support. In these cases, SMH professionals help with service pathways and clinical support. SMH professionals can assist with clear and seamless transitions to, from, and through more intensive or specialized services, supporting students and their families with access, navigation, and care plans. When students are unable or unwilling to receive these services within community mental health, cultural/faith, or hospital settings, assessment and intervention is provided by SMH professionals.

Findings from Resource Mapping

Areas of Strength

Commitment:

- Senior administrators value mental health as a priority, clearly messaging and modeling the importance of student and staff mental health within the context of mentally healthy learning environments and strong home and community connections.
- The Mental Health and Addiction Strategy and its one-year action plan include all key elements of Policy/Program Memorandum 169.
- Mental health initiatives and capacity building follow a multi-tiered system of support with a focus on mental health promotion, prevention, and intervention programs as well as services.
- Board and school initiatives center the needs of students who have been disproportionately impacted by the social determinants of health, racism, and/or marginalization through an explicit focus on equity, reconciliation, and identity-affirming school mental health.

Mental Health Leadership

- Focus on wellness promotion and mental health literacy within the context of mentally healthy learning environments and strong home and community connections.
- Child and Youth Workers as well as School Social Workers are recognized as mental health champions in their schools, supporting the ongoing communication and implementation of the strategy.
- Student lead groups (Youth Mental Health Champions, Student Senate, GSAs, etc.) are actively involved in increasing mental health awareness and literacy within their school community through a health equity lens, encouraging reaching out behavior and decreasing the stigma attached to mental health and illness.

Clear and Focused Vision

- The Mental Health and Well-being strategy, vision, and goals are developed in alignment with student/family needs, School Improvement Plans, the Board Student Improvement as well as the Board's Strategic Plan, SMH-ON pillars, and PPM 169.

Communication/Shared Language

- The vision for school mental health is communicated across the system for staff, students, parents, and families through the Board website and school websites.
- Key mental health messages are communicated with consistent language for the system and in collaboration with community partners.

Assessment of Initial Capacity

- A variety of assessment data informs the development of the Mental Health and Well-being Strategy.
- Resource mapping and prioritizing areas of need help inform goals.

Standard Processes

- Annual review of protocols, and pathways for internal referrals as well as those to the wider system of care.
- Mental Health Champions in every school.
- Enhanced educator and staff mental health literacy.
- Mandatory mental health literacy learning for students.
- Evidence-based social and emotional learning for students.
- Family mental health literacy and awareness that aligns with mandatory student mental health literacy and socio-emotional learning.
- Conventional and virtual care delivery of all mental health services and programs.
- Consistent use of evidence-informed brief interventions and standardized measurement.
- Clear pathways to internal Tier 1, 2, and 3 supports with pathways to the wider system of care.
- Suicide prevention, intervention, and postvention protocols with specialized training for regulated and non-regulated mental health professionals.
- Student mental health absences are excused under s. 21(2)(b) (“by reason of sickness or other unavoidable cause”) of the Education Act.
- Joint local planning with community-based child and youth mental health providers.

Systematic Professional Learning

- Mental health and well-being are the focus of one Professional Activity Day per year.
- Mental health awareness and literacy resources are available on various platforms for students, parents, and staff.
- Each school has access to staff trained in suicide intervention and a clear understanding of pathways for supporting potentially suicidal students.

Board Mental Health Strategy

- Supports Board and school improvement plans and strategic priorities.
- Aligns with SMH-ON strategy and action plan as well as ministry initiatives.

Broad Collaboration

- Ongoing collaboration with SMH-ON implementation coaches and other initiatives.
- Continue to collaborate with community partners to contribute to an improved system of care for child and youth mental health, following Right Time, Right Care principles.
- Collaboration with other school boards and community agencies to co-create materials, share training, and define clear pathways to care.

Ongoing Quality Improvement

- Continue to implement systemic measurements to ensure quality improvement, such as program/strategy evaluation, board scan, teacher knowledge, student knowledge, student outcomes, school, and administrator assessment tools from Leading Mentally Healthy Schools.
- Target areas of need, including anxiety, depression, addictions, and suicide/self-harm.

Areas of Need

- Continue to build on the organizational structures and foundations that have been established.
- Mobilize existing resources to enhance knowledge access and uptake to equip a larger range of school staff to identify and support students experiencing mental health problems and to help them through service pathways when needed.
- Continue to support school mental health professionals to use brief, evidence-informed prevention and early intervention protocols from an identity-affirming approach, drawing on principles of implementation science.
- Enhance the communication of the vision for school mental health throughout the system for staff, students, parents, and families using social media accounts, professional learning, staff meetings, and within the curriculum.
- Strengthen the embedding of mental health and well-being in our schools and classrooms so that it is reflected in everyday shared language, culture, and pedagogy.
- Maintain momentum with student voice and leadership.
- Enhance opportunities for family voice and leadership.
- Enhance the infrastructure for multi-tiered systems of support and quality of services.
- Enhance support and education related to substance misuse, abuse, and overdose.
- Enhance the communication structures and foundations for safe, healthy, inclusive and accepting learning environments are protective factors to youth suicide.

Areas of Priority

- Mental Health Promotion with a focus on:
 - student Leadership, participation, and agency
 - mental health literacy and stigma reduction
 - strength-based mental health promotion
 - system, school, classroom, mental health leadership
 - parent, caregiver, community connections and support
- Early Identification: Recognizing early signs of mental health issues to provide timely support.
- Prevention and Early Intervention: Implementing strategies to prevent mental health problems and intervene early when they occur.
- Service Pathways/Clinical Support: Providing pathways to more intensive mental health services for those with greater needs.
- Culturally Responsive, Evidence-Informed Strategies: Ensuring that mental health services are inclusive and based on the best available evidence.

Goals

Short

2024-2025

Continue to build organizational structures and foundations for overseeing and advancing mental health initiatives.

Foster a culture where mental health and well-being are embedded into everyday language, culture, and pedagogy, creating a holistic approach that permeates all aspects of school life.

Catalyze momentum with student voice and leadership, involving students in decision-making processes related to mental health initiatives, fostering a sense of ownership and empowerment..

Mobilize existing resources to enhance knowledge access for all school staff, ensuring that educators have the necessary training to identify and support students in need, regardless of their mental health literacy level.

Enhance the infrastructure for multi-tiered systems of support, fostering a seamless and efficient delivery of mental health services in collaboration with system partners.

Medium

2025-2026

Enhance the communication that underscores the foundational structures for safe, healthy, inclusive, and accepting learning environments as protective factors against youth suicide, disseminating this message consistently across the school community.

Enhance opportunities for family voice and leadership, creating channels for families to actively contribute to the development and implementation of early intervention programs.

Conduct regular assessments to evaluate the effectiveness of early intervention programs and make necessary adjustments.

Enhance support and education related to substance misuse, abuse, and overdose, addressing a critical aspect of student well-being and mental health.

Continue to support and encourage a strong home-school circle of support and clear pathways to, from, and through more intensive services when needed.

Long

2026-2027

Build on existing organizational structures to streamline and improve safety net programs, ensuring that they align with the overarching mental health strategy.

Strengthen community engagement by conducting awareness campaigns, workshops, and events related to mental health, involving parents, families, and community members.

Strengthen mental health and well-being in schools through professional development that focuses on identity-affirming approaches, fostering a shared language and understanding among staff.

Mobilize existing resources to provide mental health literacy training for all school staff, focusing on identification and support of students experiencing mental health problems.

Ensure that mental health resources are easily accessible and regularly updated for families and students.

Enhance crisis response protocols, ensuring that they align with the organizational structures and foundational elements.

Core Elements of the 3-Year Strategy

Our Mission:	Support schools in creating cultures of learning that promote mental health and well-being for all, prevent social and emotional difficulties, and offer those who are struggling clear pathways to the wider system of care.						
Our Vision:	Our students are offered consistent access to high-quality, evidence-based mental health information, supports, and services. DSB1 students and families know how to care for their mental health, seek help when problems arise, and maintain a strong sense of identity, belonging, confidence and hope even in challenging circumstances.						
OUR PRIORITIES FOR THE NEXT 3 YEARS							
Student Leadership, Participation, and Agency	Mental Health Literacy and Stigma Reduction	Strength-Based Mental Health Promotion	System, School, Classroom, Mental Health Leadership	Parent, Caregiver, Community Connections and Support	Early Identification and Student Support	Prevention and Early Intervention	Intensive Supports and Service Pathways
Foundations/Organizational Conditions							
Equity	Culture			Innovation			

2024-2025 Action Plan

	Key Activities	Audience	Timeline	Indicators of Success	DSB1 Strategic Action	AIM Tier	PPM 169	Resources
Student Leadership, Participation & Agency	Widen the scope of SEL peer mentor pilot programs in elementary schools.	Elementary students	2024-2025	Engage a diverse group of grade 5-6 students from 8 elementary schools in a pilot program to support SEL. Include qualitative feedback from mentors, mentees, educators and parents.	C2 C3 E3	1, 2	4, 8, 9, 10	DSB1 SEL Peer Mentoring Pilot Program Evaluation Peer Mentoring Peer Support Youth Mentoring Hub Tools for student groups: developing accountable and healthy group norms
	Elevate student participation and leadership in identity affirming mental health promotion and stigma reduction.	Students	Ongoing	Kindness and Friendship clubs offered in elementary schools. Active Jack Chapters or RNAO YMHACs and GSAs in our secondary schools.	C2 C3 E2 E3	1	8	#HearNowON2021 Jack.org COVID-19 Youth Mental Health Resource Hub YMAC Toolkit Youth sports participation may mitigate genetic

				Regional GSA and Mental Health Get Together. Opportunities for mental health literacy and promotion within school sport initiatives and clubs. Student voice is a key component of mental health promotion, learning, help-seeking, and stigma reduction. Partnerships with Health Units to support student lead groups.				risk for mental illness Egale Resources
	Continue to disseminate student focused mental health literacy and reaching out resources.	Students	Ongoing	SEL elementary classes. Resources are visible in all schools and most classrooms. Board website hosts updated resources.	C3 I1 I3	1	8	DSB1 Resources
Mental Health Literacy & Stigma Reduction	Disseminate classroom-ready materials and tools for social-emotional learning.	Students	Ongoing	Educators integrating SEL and instruction – using interactive pedagogy.	E1	1	1, 7, 8, 10	Student Mental Health Action Kit Virtual Field Trips DSB1 Keys to Wellness

				Fidelity to teaching mental health lessons - as part of the mandatory career studies. Enhanced Educator and Staff Mental Health Literacy Ready to go resources available on the Educators' Playground.				Everyday Speech Wayfinder PPM 169
	Establish clear channels for ongoing communication between educators, students, families, and mental health professionals	Educators	Ongoing	Emerging challenges and needs are addressed promptly. MHA Literacy resources are housed on accessible platforms. Enhanced Educator and Staff Mental Health Literacy	E1 I3	1	1, 7, 8, 9	Professional Learning Reflection Tool DSB1's Educator Platform k-6 Resources DSB1's Educator Platform 7-12 Resources PPM 169
	Mandatory, teacher-led modules for Grades 7 and 8 students in alignment with the HPE curriculum to support mental health literacy.	Grade 7/8 HPE educators	Ongoing	Fidelity to the delivery of teacher-led mental health modules for Grades 7 and 8 students. Pre and post-surveys completed by grade 7/8 students.	I3 E1	1	1, 8, 9	PPM 169

	Increase awareness of how the Stepped Care Model aligns with the Tiers of intervention and the need for continuous progress monitoring.	School Community	Ongoing	Organize and deliver evidence-informed mental health services with data that supports continuous progress monitoring.	C1	1,2,3	4	
Strength-Based Mental Health Promotion	Encourage everyday practices that promote a sense of belonging at school and reinforce a sense of wellness.	Every student	Ongoing	Mentally healthy classrooms and schools that help students feel that they are welcome, included, and belong. School activities and initiatives designed to promote positive mental health.	C2 I2	1	8, 10	Student Mental Health Action Kit Mentally Healthy Classroom Reflection Tool Everyday Practices Resource Everyday Speech Social Emotional Learning
	Deliver a range of culturally responsive ways of coping with stress.	Every student	September - December	Fidelity to the delivery of Stress Lessons Board-wide with CYW/teacher co-teaching. Collaborative partnerships between mental health workers and ISA.	C3 I3 E1	1	8, 10	Strong Minds Strong Kids Psychology Canada SMH-ON training opportunities DSB1 SEL Program Brochure

				Mental health and well-being are embedded into everyday language, culture, and pedagogy. Student understanding and use of skills/strategies to manage social and emotional issues/concerns.				
System, School, Classroom Mental Health Promotion	Disseminate <i>Leading Mentally Healthy Schools (LMHS)</i> resources.	All school administrators	2024-2025	Active involvement of DSB1s OPC chair and president in the dissemination of the resource Focus on wellness promotion and mental health literacy within the context of mentally healthy learning environments and strong home and community connections.	C2 C3 I3 E1	1, 2	7	Mentally Healthy Schools (LMHS) resources Leading Mentally health Schools
	School administrators work with educators and student support teams to plan welcoming and caring school	Students and families	Late August to early September	Welcoming environments for every student. Centre the needs of students who have been disproportionately impacted by the	C1 E1 E2	1	7, 8, 9, 10	Cultural Humility Self-Reflection Tool for School Staff DSB1 Every Child Matters Resource

	cultures that are differentiated and identity-affirming to engage every student.			social determinants of health, racism, and/or marginalization through and explicit focus on equity, reconciliation, and identity affirming school mental health. Guidelines and resources are available for schools to incorporate Indigenous perspectives and practices into mental health promotion efforts, ensuring alignment with Truth and Reconciliation Commission Calls to Action. Strong two-way communication with families with an emphasis on what the school is doing to keep students safe. School and classroom schedules/structures that build a sense of stability and security.				Understanding Anti-Black Racism to Support Mental Health and Well-Being of Black and Racialized Students Supporting Mentally Healthy Conversations About Anti-Black Racism with Students Caring Adults: Supporting 2S/LGBTQIA+ Youth During Difficult Times Supporting the Mental Health of Newcomer Students at School
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Parent, Caregiver, Community, Connection & Supports	Readily available SEL resources that align with curriculum are available to students and families.	Students and families	Ongoing	Students and families are engaged in learning about mental health promotion practices and strategies.	C1 I2	1	8, 9, 10	DSB1 Keys to Wellness Toolkit (Aligned with SMH-ON virtual field trips and Stress Lessons) SMH-ON Activities Everyday Speech Social Emotional Learning
	Awareness and Well-being campaigns and presentations are offered in partnership with community partners and co-terminus boards.	School Community	May, 2023	Educators, students, and parents/families are engaged and participate in activities that support mental health and well-being and reinforce resiliency. Actively support Planet Youth implementation throughout the catchment area.	C1 I2	1	7, 8, 9	Mental Health Week campaign (5 Ways to Well-being) Bell Let's Talk Headstrong
	Continue to disseminate mental health literacy and reaching out resources.	Families	Ongoing	Parents receive resources to support students with SEL and MH Literacy modules offered in class. Board website hosts updated resources.	C3 I1 I3	1	8, 9	DSB1 Resources

Early Identification & Student Support	Educators and support staff help in identifying students in need of more support, promoting help-seeking, and reinforcing helpful skills and strategies in the classroom.	Students	Ongoing	Student mental health absences are excused under s. 21(2)(b) ("by reason of sickness or other unavoidable cause") of the Education Act Targeted interventions and resources for students at the elementary level to address emerging mental health concerns and equip educators with strategies for early identification and support. DSB1 Summer Symposium – Mental Health Knowledge Sessions	C2 I1 E1	2	7, 11	Classroom Strategies for Supporting Minds Circle of Support/Service Pathways Checklist ONE-CALL Desk Reference 6 Rs for Guidance Teachers Talking with Parents and Families about Mental Health - Tip Sheet
	Resources to engage students and families in learning to identify emerging and escalating mental health problems as well as help-seeking, and	Students and families	Ongoing	Early identification and support for students with emerging and escalating mental health problems. Partner with Triple P to pilot the Fear-Less Triple P Online program for families.	C1 I2 E1	2	9	Jack.org COVID-19 Youth Mental Health Resource Hub Noticing Mental Health Concerns for Your Child - Info Sheet for Parents and Families

	stigma reduction strategies.							Tip Sheet for Parents and Families: Supporting Mental Health and Wellness During the Return to School DSB1 Mental Health Services Brochure
Prevention & Early Intervention	Ready to use classroom, small group and individualized materials and tools for social communication and social-emotional skills.	Students with emerging mental health problems.	Ongoing	Support staff using full curriculum of social communication and SEL using interactive pedagogy. Students receive mental health support in a manner that best meets their needs.	I3 E1	2	7, 8	Everyday Speech
	In-person and virtual care delivery for mental health supports	Students with emerging mental health problems.	Ongoing	Ensure appropriate triage of student services and needs. Clear protocol for collaboration between school staff and external mental health service providers to ensure seamless transitions for students requiring intensive supports.	E1	2	2, 4, 8, 9	Ontario Health Verified Virtual Visits Solution List ,

				Use of MS Teams for the delivery of virtual care School mental health professionals consistently use identity affirming, brief, evidence-informed prevention, and early intervention protocols as well as standardized measurement tools. Student, family, and educator-reported progress and outcomes are tracked via Power BI				
Intensive Supports & Service Pathways	Role-specific resources, training, and implementation support to respond to serious student mental health and addiction needs in collaboration with system partners	Students in need of more intensive and specialized supports	Ongoing	Clarity concerning the school-based Circle of Support and clear pathways to, from, and through intensive services for students Suicide Intervention training for educators and mental health professionals	C1 I2 E2	2, 3	2, 5, 7	Circle of Support/Service Pathways Checklist ONE-CALL Desk Reference
	Suicide Prevention, Intervention	Mental Health Workers trained in	Ongoing	Ongoing training and professional development	C1 I2 E2	2,3	2, 5	DSB1 Prepare; Prevent; Respond Protocols

	and Postvention Protocols	ASIST as well as Suicide Risk Assessment Management.		opportunities for educators and support staff to enhance their capacity in suicide prevention, intervention, and postvention strategies. Mental Health Workers connect students with appropriate levels of community intervention. Multi-Tiered System of Supports				ASIST and ASIST Tune-Up SMH-ON Suicide Risk Assessment and Management with Youth Webinars Strengthening Our Connections to Promote Life
	In-person and virtual care delivery for mental health supports	Students in need of more intensive and specialized supports	Ongoing	Use of MS Teams for the delivery of virtual care School mental health professionals consistently use identity affirming, brief, evidence-informed prevention, and early intervention protocols as well as standardized measurement tools. Student, family, and educator-reported progress and outcomes are	E1	3	4, 6	Ontario Health Verified Virtual Visits Solution List,

				tracked via Power BI.				
	Strong partnerships with community agencies offering mental health services	Students in need of more intensive and specialized supports	Ongoing	Continue to collaborate with partners and sitting on committees such as <i>Moving on Mental Health</i> led by our Lead Agency to contribute to an improved system of care for child and youth mental health, following <i>Right Time, Right Care</i> principles. Increased number of mental health professionals who graduated from the Indigenous Social Work Program at Laurentian University.		3	2	Right time, Right care. MOMH Cochrane-Timiskaming area Pathways Support Toolkit One Stop Talk

Mental Health & Addiction Leadership Team

Steve Pladzyk

Superintendent of Education

Athletics, Care & Treatment Facilities, Equity, K to 12 Special Education, K to 12

Mental Health & Well-Being, Parent Engagement

Denise Plante-Dupuis

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Child and Youth Worker

Denise Plante-Dupuis

Signature of Mental Health Lead

S. Dadyk

Signature of Responsible Superintendent

Leileigh M. Dye

Signature of Director of Education

June 14, 2024

Date

June 14, 2024

Date

June 14, 2024

Date

Date Strategy added to the board website: June 28, 2024

Key Dates and events 2022-2023			
Date	Event	Location	Activity
August 2024	DSB1 Summer Symposium – Mental Health Knowledge Sessions	Virtual	
September 2024	Orange Shirt Day	All school communities	Promote awareness and education of the residential school system and the impact it has had on Indigenous communities
September 2024	World Suicide Prevention Day	All school communities	Promote hope and reaching out
October 2024	World Mental Health Day	All school communities	Raise awareness of mental health issues around the world and to mobilize efforts in support of mental health
December 2024	Human Rights Day	All school communities	
January 2025	Bell Let's Talk	All school communities	Anti stigma campaigns
February 2025	Pink Shirt Day	All school communities	Anti-bullying awareness campaign
May 2025	Children's Mental Health Week	All school communities	5-Ways to Well-being