

Limestone District School Board 2025-2026

Mental Health, Substance Use and Addictions Action Plan

| Area of Focus | Goals | Key Activities | Audience | Timeline | Status | Monitoring and Evaluation |
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| Student Mental Health, Substance Use and Addiction Support | Students will receive teacher-led, culturally-responsive mental health literacy programming. | Support the implementation of new mandatory mental health literacy modules for grade 6. | Grade 6 students Elementary educators Elementary administrators | September 2025 | | |
| | | Provide ongoing support for the implementation of the mandatory grade 7 & 8 mental health literacy modules and the grade 10 mental health literacy modules for <u>Career Studies (GLC20)</u> . | Grades 7, 8 & 10 students Grades 7, 8 & 10 educators K-12 administrators | September 2025 – June 2026 | | |
| | Provide students with resources and programming that will help to prevent, reduce, and address substance use and addiction. | In partnership with School Mental Health Ontario (SMHO) and Youth Wellness Hubs Ontario (YWHO), ongoing implementation and scale-up of <u>PreVenture</u> . | Grade 8 students Administrators & educators Student Support Counsellors & Social Workers | September 2025 – June 2026 | | |
| | | Provide education and support to students around digital media literacy and balanced device use. | All students | September 2025 – June 2026 | | |

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| <p>Provide students with resources and programming across the tiers of intervention.</p> | <p>Provide schools with resources to increase the number of students in grades 6, 9, and 10 who report being aware of mental health supports and services in order to seek supports for mental health.</p> | <p>Provide schools with resources to increase the number of students in grades 6, 9, and 10 who report being aware of mental health supports and services in order to seek supports for mental health.</p> | <p>Grades 6, 9 and 10 students</p> | <p>July 2025 – June 2026</p> | |
| | <p>Revise existing practices related to age of consent for accessing mental health and addiction services in elementary schools, to align with community practices.</p> | <p>Revise existing practices related to age of consent for accessing mental health and addiction services in elementary schools, to align with community practices.</p> | <p>Students age 12 and up Caregivers</p> | <p>September 2025</p> | |
| | <p>Support the redesign of the LINKS classroom for students with a history of significant non-attendance related to mild-to-moderate mental health concerns.</p> | <p>Support the redesign of the LINKS classroom for students with a history of significant non-attendance related to mild-to-moderate mental health concerns.</p> | <p>Grades 9 & 10 students Educational Services staff</p> | <p>September 2025 – June 2026</p> | |
| | <p>Collaborate with the K-12 Experiential Learning Consultant to increase student sense of belonging and engagement through hands-on approaches to learning.</p> | <p>Collaborate with the K-12 Experiential Learning Consultant to increase student sense of belonging and engagement through hands-on approaches to learning.</p> | <p>All students</p> | <p>September 2025 – June 2026</p> | |
| | <p>Promote proactive approaches to fostering daily school attendance with an emphasis on self-care and prioritizing mental health.</p> | <p>Attendance awareness campaign, encouraging accurate reporting of absences due to a mental health concern.</p> | <p>Families/caregivers K-12 students Administrators Attendance Counsellors</p> | <p>September 2025 – June 2026</p> | |
| <p>Engagement and Collaboration</p> | <p>Support opportunities to engage students in meaningful consultation, contribution, partnership and leadership.</p> | <p>Offer schools resources to support diverse student leadership styles and use of identity-affirming mental health promotion and stigma reduction initiatives within schools.</p> | <p>Grades 7-12 students School staff Educational Services staff</p> | <p>September 2025 – June 2026</p> | <p>Offer schools resources to support diverse student leadership styles and use of identity-affirming mental health promotion and stigma reduction initiatives within schools.</p> |

For more information contact [Laura Conboy](#), Mental Health Lead

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| | <p>Support opportunities to engage caregivers in meaningful consultation, contribution, partnership and leadership.</p> | <p>Provide system-wide opportunities for caregivers to increase their awareness of child and youth mental health supports and services.</p> | <p>Caregivers</p> | <p>September 2025 – June 2026</p> | |
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| <p>Pathways To/Through/ From Mental Health, Substance Use, and Addiction Care</p> | <p>Mental health professionals will increase their understanding and utilization of brief, culturally-responsive mental health supports and resources, ensuring that students can access community supports if/when needed.</p> | <p>Regulated school mental health professionals will utilize evidence-informed brief interventions and standardized measurement tools to meet students' goals of improved mental health and substance use in the school setting.</p> | <p>Social Workers, Psychologists K – 12 students</p> | <p>September 2025 – June 2026</p> | |
| | | <p>Non-regulated school mental health professionals will support students in the classroom, or through small groups, with evidence-informed mental health literacy and universal mental health promotion activities.</p> | <p>Adolescent Care Workers & Student Support Counsellors K-12 students</p> | <p>September 2025 – June 2026</p> | |
| | | <p>Contribute to an improved system of care following Right Time, Right Care principles, clarifying roles and responsibilities at each tier of service and communicating about the available capacity of local community-based child and youth agencies.</p> | <p>Lead children's mental health and addiction agencies School boards</p> | <p>July 2025 – July 2026</p> | |
| | | <p>Through a collaborative initiative with Kingston Community Health Centres (KCHC), LDSB will support intermediate students and their families to experience coordinated service provision, better educational and healthcare experiences, and a</p> | <p>Junior/intermediate students at select elementary schools Caregivers</p> | <p>September 2025 – June 2026</p> | |

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| | | sense of connection to community. | | | | |
| School administrators, educators, and mental health support staff will have working knowledge of life promotion/suicide prevention, intervention and postvention protocols. | All staff will have an awareness of the LDSB Suicide Response Protocol and how to access pathways to care for students. Applied Suicide Intervention Skills Training (ASIST). | All staff | September 2025 - June 2026 | | | |
| | | Administrators Educators Educational Services staff | September 2025 | | | |
| | Pilot SMHO Prepare, Prevent, Respond Life Promotion/Suicide Prevention Literacy for School Staff training workshop. | Educators Educational Assistants (EAs) | August 2025 - June 2026 | | | |
| Identity-Affirming Practices | Support schools to recognize the importance of identity-affirming practices and culturally-responsive resources and services across school environments. | Collaborate with Equity Team members around resource development, implementation, and shared training opportunities. | Educators Administrators School staff | September 2025 – June 2026 | | |
| | Ensure all students have a fair and inclusive learning environment. | Review LDSB policies, procedures and guidelines that have a connection to student mental health and substance use, to identify and eliminate discriminatory practices. | K-12 students | September 2025 – June 2026 | | |

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| Equip and Support Staff | Enhance educator and staff mental health literacy so they can embed mental health promotion and substance use prevention into the education experience for students and help to foster safe, and welcoming environments. | Share evidence-informed resources on mental health, substance use and addiction with school staff. | K-12 educators Administrators Educational Services staff | July 2025 – June 2026 | | |
| | | Expand staff's understanding of the origins of trauma and the impact of adversity on the developing brain. | Administrators Educators Educational Assistants Educational Services staff | September 2025 – June 2026 | | |
| | Focus on prevention and early intervention practices. | Provide educator training to recognize signs of mental health concerns and facilitate access to care. | Educators | September 2025 – June 2026 | | |
| | | Support the use of validated screening tools to identify students who may benefit from further assessment and/or intervention. | Students Caregivers Education staff Educational Services staff | September 2025 - June 2026 | | |