


# Christ the Teacher Catholic Schools Level 2 Action Plan: Mental Health and Well-Being

		<b>Priority Action:</b> Enrich and enhance mental health and well-being capacity in students.		<b>Which PEP Areas of Focus does this action plan support?</b> <ul style="list-style-type: none"><li>○ <b>Mental Health and Well-Being</b></li><li>○ <b>Connections and Relationships</b></li><li>○ <b>Inclusive, Safe and Welcoming</b></li></ul>	
<b>Leader:</b> Chad Holinaty		<b>Secondary Leader:</b> Trevor Baker, Ashley Benko		<b>Team Members:</b> School-based Administrators, school counsellors	
<b>1. Where We Are: Current Situation</b>		<b>2. What Will Influence Our Actions: Effective Practices and Research</b>		<b>3. What Will Be Different</b>	
<ul style="list-style-type: none"><li>From the 2021-22 OurSCHOOL perceptual survey results, Saskatchewan students reported an overall decrease in positive well- being and inclusion.</li><li>Through the OurSCHOOL perceptual survey, it is reported that Saskatchewan students experience moderate to high levels of anxiety and depression at rates higher than the national average.</li><li>In 2022-23, CTTCS students who participated in the OurSCHOOL perceptual survey at the secondary level (Grades 7-12), 39% of students reported moderate to high levels of anxiety, 14% more than the national average. 48% of girls and 25% of boys in CTTCS reported moderate to high levels of anxiety. The national norm for girls is 34% and for boys is 16%.</li><li>There has been a decline in the percentage of students with at least 80% attendance. For example, year-to-date attendance results in March 2023 were 76.0% overall and 52.5% for FNMI students compared to 85.5% and 66.4%, respectively, in March 2019. (Ministry of Education)</li></ul>		<ul style="list-style-type: none"><li>Utilize culturally responsive supports and resources that reflect:<ul style="list-style-type: none"><li>○ the diversity of cultures in schools; and,</li><li>○ parent knowledge and insights.</li></ul></li><li>Recognize that Indigenous practices and knowledge, including land-based learning and language are integral to supporting the mental health and well-being of students.</li><li>Use holistic approaches that:<ul style="list-style-type: none"><li>○ encompass mental, spiritual, emotional and physical health and well-being; and,</li><li>○ are situated in the context of family and community.</li></ul></li><li>Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes.</li><li>Engage students in planning to ensure students’ voices are incorporated.</li><li>Use strengths-based approaches, seeking to build resilience and knowledge and reduce stigma about mental health.</li><li>Understand Saskatchewan’s language and cultural diversity will impact learning and programming.</li><li>Enhance mental health literacy among students, staff, parents and families to provide supportive environments.</li><li>Recognize students’ diverse life experiences, incorporating trauma-informed practice as appropriate.</li><li>Emphasize actions related to students at higher risk for mental health concerns.</li><li>Support and enhance this work through relationships, communication and collaboration among school systems, Indigenous partners and other stakeholders.</li></ul>		<p><b>(From Provincial Education Council Areas of Focus)</b></p> <ul style="list-style-type: none"><li>Improving student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.</li><li>Enhancing mental health literacy among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.</li><li>Co-creating supportive cultures and environments in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.</li><li>Implementing trauma-informed practices.</li><li>Deepening relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.</li><li>Enhancing the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families.</li><li>Increasing opportunities for students to strengthen their connection to the land through experiential land-based learning</li></ul>	
				<b>Division Targets</b> <ul style="list-style-type: none"><li>By 2030, all CTTCS students will experience a positive sense of belonging and connection while feeling safe in their school.</li></ul>	<b>Measures</b> <p>The following measures may be considered:</p> <ul style="list-style-type: none"><li>Measures from student perceptual survey, such as:<ul style="list-style-type: none"><li>○ sense of belonging</li><li>○ connection to at least one adult in the school</li><li>○ physical safety</li><li>○ psychological safety</li><li>○ cultural safety</li></ul></li><li>involvement in extra curricular activities</li><li>students lost list</li><li>attendance</li><li>anecdotal data – i.e., storytelling, student, parent, &amp; community meetings</li><li>survey for families</li><li>serious incident data in schools</li></ul>

Date Last Updated: August 28, 2023

		<b>Progress Monitoring</b> – Data will be collected and reviewed on an ongoing basis (i.e., attendance data) and following collection periods (i.e. student perception data & parent surveys).			
Milestones What sequence of milestones are required to complete the outcome and move the project forward?	Steps/Deliverables What are the <b>key</b> actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables		Action Leads Who among the PEPIT will provide leadership/ management of the work related to each action?	
		Start Month/Year	End Month/Year		
1. Create shared understanding for students, families, parents, teachers, administrators and others by: <ul style="list-style-type: none"><li>Support staff in understanding common definitions of key terms and concepts; and,</li><li>providing professional development to teachers and administrators.</li></ul>	1.1 Review resources related to common mental health terminology and identified key concepts and processes.  1.2 Provide professional development on curriculum alignment and common social and emotional learning resources and exemplars.  1.3 Promote the use of the provincial shared space for resources, professional development opportunities and collaboration regarding mental health and well-being. <ul style="list-style-type: none"><li>Provide professional development for teachers to actualize curricular outcomes regarding mental health and well-being.</li></ul> 1.4 Participate in a mental health and well-being symposium.	February 2024   September 2024   September 2024   Spring 2024	June 2024   June 2025   Ongoing   Ongoing	Chad Holinaty	
2. Collaborate with community partners and critical friends to explore access to available mental health and well-being supports.	2.1 Work with local health providers to: <ul style="list-style-type: none"><li>determine how we can partner to support children and youth access to services.</li><li>promote supports and services for CTTCS employee wellness.</li></ul>	September 2023	Ongoing	Ashley Benko	
	2.2 Continue to collaborate with community partners to actualize local guidelines for threat response assessments.	September 2023	Ongoing	Chad Holinaty	
3. Identify and extend high-quality and culturally responsive programs and practices.	3.1 Working with the provincial mental health and well-being subcommittee, identify and recommend relevant, equitable and recent trauma-informed mental health and well-being practices and provide training.	September 2024	Ongoing	Chad Holinaty	
4. Implement the self-reflection tool for school systems to assess plans and progress at the system level.	4.1 Utilize the wholistic assessment tool (i.e., rubric) to review mental health and well-being plans and to update action plans.	September 2025	June 2026	Chad Holinaty	