

RHS Level 3 Action Plan: Mental Health and Well-Being

	<p>Priority Action: Enrich and enhance mental health and well-being capacity in students.</p>	<p>Which PEP Areas of Focus does this action plan support?</p> <ul style="list-style-type: none"> o Mental Health and Well-Being o Connections and Relationships o Inclusive, Safe and Welcoming 			
<p>Leader:</p>	<p>Secondary Leader:</p>	<p>Team Members:</p>	<p>Project Manager:</p>		
<p>1. Where We Are: Current Situation</p>	<p>2. What Will Influence Our Actions: Effective Practices and Research</p>	<p>3. What Will Be Different</p>			
<ul style="list-style-type: none"> • From the 2021-22 OurSCHOOL perceptual survey results, Saskatchewan students reported an overall decrease in positive well-being and inclusion. • Mental health was identified as a primary focus for the interim provincial education plan for the 2021-22 and 2022-23 school years to address the added pressures on mental health and well-being of students and education staff resulting from the COVID 19 pandemic. • 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 by more than eight percentage points. The difference is more pronounced for girls at all levels compared to boys. • There is continued support in 2022-23 for all 27 school divisions to participate in mental health and well-being initiatives that ensure school divisions have staff members in every school trained in Mental Health First Aid. (Ministry of Education) • Many HS Staff trained in MHFA & VTRA • We promote confidential counseling in the school (medications) • Working on Response to Overwhelm Modules 	<ul style="list-style-type: none"> • Utilize culturally responsive supports and resources that reflect: <ul style="list-style-type: none"> o the diversity of cultures in schools; and, o parent knowledge and insights. • Recognize that Indigenous practices and knowledge, including land-based learning and language are integral to supporting the mental health and well-being of students. • Use holistic approaches that: <ul style="list-style-type: none"> o encompass mental, spiritual, emotional and physical health and well-being; and, o are situated in the context of family and community. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Emphasize actions related to students at higher risk for mental health concerns (Indigenous students, low SES students, 2SLGBTQIAP+ students). • Support and enhance this work through relationships, communication and collaboration among ministries, school systems, Indigenous partners and other stakeholders. 	<ul style="list-style-type: none"> • 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. • Implementing trauma-informed practices. Response to Overwhelm Modules. • Deepening relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools. • Enhancing the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families. • Increasing opportunities for students to strengthen their connection to the land through experiential land-based learning <table border="1" data-bbox="1757 1218 2819 1814"> <tr> <td data-bbox="1757 1218 2211 1814"> <p>Provincial Targets - SMART Goal: Target</p> <p>Goal: All students feel a sense of belonging, respected and can develop positive relationships in our high school. All students have 1+ significant other in our building (staff) they can trust.</p> </td> <td data-bbox="2211 1218 2819 1814"> <p>Measures - Measures provide indicators of change. School divisions may consider the following measures to tell their story:</p> <ul style="list-style-type: none"> • Measures from student perceptual survey, such as: <ul style="list-style-type: none"> o sense of belonging o connection to at least one adult in the school o physical safety o psychological safety o cultural safety • involvement in extra curricular activities • students lost list • attendance </td> </tr> </table>		<p>Provincial Targets - SMART Goal: Target</p> <p>Goal: All students feel a sense of belonging, respected and can develop positive relationships in our high school. All students have 1+ significant other in our building (staff) they can trust.</p>	<p>Measures - Measures provide indicators of change. School divisions may consider the following measures to tell their story:</p> <ul style="list-style-type: none"> • Measures from student perceptual survey, such as: <ul style="list-style-type: none"> o sense of belonging o connection to at least one adult in the school o physical safety o psychological safety o cultural safety • involvement in extra curricular activities • students lost list • attendance
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4. Implementation, Evidence and Progress Monitoring – To be completed by the Priority Action Team

Milestones What sequence of milestones are required to complete the outcome and move the project forward?	Steps/Deliverables What are the key 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?	Resources Required Team members, financial, stakeholders.
		Start Month/Year	End Month/Year		
	MH Breaks outside/LBL, walks, meditation, positive notes to one another, positive feedback to students on work projects Daily Response to Overwhelm practices ...do regularly with all students Monday morning smudging SOS Seven Grandfather Teachings	Year 1	Year 1		

Questions left from 1st staff meeting:

1. How do we reduce barriers to accessing help within the school?
2. How do we fairly interpret MH issues with students?
3. How do we ensure students have faith/trust in staff?
4. How do Indigenous practices fit with MH?
5. How do we use ceremony to benefit students?
6. How do we earn trust (some trust no one)?
7. How to support stigma for mental health at home? (Counseling, medications)?