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

<b>Priority Action</b> <b>Control of the second se</b>			nce mental health and well-being		<ul> <li>Which PEP Areas of Focus does this action</li> <li>o Mental Health and Well-Being</li> <li>o Connections and Relationships</li> <li>o Inclusive, Safe and Welcoming</li> </ul>			
Leader:		Secondary Leader	r:	Team Members:	<u> </u>	Project Manager:		
1. Where We Are:	Curre	ent Situation	2. What Will I and Resear	nfluence Our Actions: Effect	ive Practices	3. What Will Be Differen	t	
<ul> <li>From the 2021-22 OurSCHOOL perceptual survey results, Saskatchewan students reported an overall decrease in positive well- being and inclusion.</li> <li>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.</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 by more</li> </ul>		<ul> <li>Utilize culturally responsive supports and resources that resources the diversity of cultures in schools; and,</li> <li>parent knowledge and insights.</li> <li>Recognize that Indigenous practices and knowledge, includ learning and language are integral to supporting the mentativell-being of students.</li> <li>Use holistic approaches that: <ul> <li>encompass mental, spiritual, emotional and physical her 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 put the development of tools and processes.</li> <li>Emphasize actions related to students at higher risk for me concerns (Indigenous students, low SES students, 2SLGBTQ)</li> </ul>		ding land-based al health and ealth and provide guidance to ental health	<ul> <li>Co-creating supportive cultures and enparents, families and communities can reduce stigma and enhance mental he Implementing trauma-informed practi</li> <li>Deepening relationships with parents, foster engagement, belonging and ide</li> <li>Enhancing the overall achievement of affirming wraparound support/service</li> <li>Increasing opportunities for students t through experiential land-based learning</li> </ul>			
<ul> <li>than eight percentage points. The difference is more pronounced for girls at all levels compared to boys.</li> <li>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)</li> <li>Many HS Staff trained in MHFA &amp; VTRA</li> </ul>			• Support and enh	nance this work through relationships, con nong ministries, school systems, Indigenou	nmunication and	Provincial Targets - SMART Goal: Target		
						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	•	
<ul> <li>We promote confidenti (medications)</li> </ul>	ial coun	seling in the school				building (staff) they can trust.		
Working on Response t	o Overv	whelm Modules					•	
							•	

## plan support?

environments in schools where students, an openly discuss and make use of tools to nealth.

ctices. Response to Overwhelm Modules. s, families and community organizations to lentity in education/schools.

of all students by providing direct, culturally ces to students, parents and their families. s to strengthen their connection to the land ming

**leasures -** Measures provide indicators of nange.

chool divisions may consider the following neasures to tell their story:

Measures from student perceptual survey, such as:

- 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



# 4. Implementation, Evidence and Progress Monitoring – To be completed by the Priority Action Team

<b>Milestones</b> What sequence of milestones are required to complete the outcome and move the project forward?	<b>Steps/Deliverables</b> 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 the Action and Milestones, Ste Deliverables	Achieving the	Action Leads Who among the PEPIT will provide leadership/	Resources	
		Start Month/Year	End Month/Year	management of the work related to each action?		
Update Action Plan for Mental Health & Well-Being Framework for 2023-24. Include the newly developed "Response to Overwhelm" modules in the Framework	Use the medicine wheel teachings, land-based learning opportunities, extra-curricular activities, MOGA days to build relationships and foster pride in sense of identity	Year 1 (Sep 2023)	Halfway point of Year 1 (Jan 2024)		<ul><li>Traine</li><li>Profess</li></ul>	
Incorporate traditional values to foster pride in sense of identity	25th Anniversary of the Michif Festival this year Physical Literacy - Functional Fitness Program &					
Use goal setting with students on a regular basis	extra-curricular activities, meditation, yoga, singing, drumming, mindfulness activities					
Create opportunities to develop relationships with all students & families Build on the Annual Mental Health & Well-Being Youth Conference	Health Eating - Nutrition program Social-Emotional wellness - use knowledge keepers and elders to lead sharing circles, smudge ceremonies, medicine wheel teachings, sweats, etc.	Year 1 (Sep 2023)	End of Year 1 (Jun 2024)			
Provide professional development to staff	GSA (Gay Straight Alliance) committee for students to feel sense of belonging					
	Change date of MH&WB Youth Conference and start planning now, include students Round table discussions to open up communication.	ASAP flowing into Year 1 (June/July 2023 to Sep 2023)	End of Year 1 (Jun 2024)			

• anecdotal data – i.e., storytelling, one-on-one student meetings, one-on-one parent meetings, community meetings • credit attainment • graduation rate • survey for families • survey for staff • serious incident data in schools • behaviour data in schools • Indigenous Education Responsibility Framework (IERF)

es Required

ers, financial, stakeholders.

ned staff essional people to help

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<b>Milestones</b> What sequence of milestones are required to complete the outcome and move the project forward?	<b>Steps/Deliverables</b> 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 the Action and Milestones, Ste Deliverables	Achieving the	Action Leads Who among the PEPIT will provide leadership/ management of the work related to each action?	Resources		
		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 practicesdo regularly with all students Monday morning smudging SOS Seven Grandfather Teachings	Year 1	Year 1				

#### 4. Implementation, Evidence and Progress Monitoring – To be completed by the Priority Action Team

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)?

## es Required

pers, financial, stakeholders.