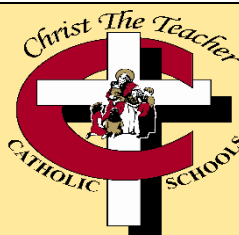


# Christ the Teacher Catholic Schools Level 2 Action Plan: Mental Health and Well-Being

		<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>• In 2024-25, 76% of CTTCS secondary students reported positive relationships at school, compared to the national norm of 75%. This represented 80% of girls and 72% of boys in CTTCS, as compared to the Canadian norms of 77% for girls and 74% for boys.</li><li>• 65% of CTTCS students who completed the Secondary Survey reported feeling safe at school as well as going to and from school (68% of girls and 64% of boys). Nationally, the Canadian norm overall is 58% (54% for girls and 61% for boys).</li><li>• 62% of CTTCS secondary students reported a positive sense of belonging (feeling accepted and valued by their peers and others at school). The national norm is 62%. 59% of CTTCS girls and 67% of CTTCS boys reported a high sense of belonging. The Canadian norm for girls is 57% and for boys is 67%.</li><li>• 24% of CTTCS secondary students reported being subjected to moderate to severe bullying in the past month (subjected to physical, social, or verbal bullying, or are bullied over the internet). The Canadian norm for this cohort is 20%. 23% of the girls and 26% of the boys in CTTCS reported being bullied, compared to the Canadian norms of 21% for girls and 20% for boys.</li><li>• In 2024-25, 65% of CTTCS secondary students reported positive teacher-student relations (65% by both girls and boys). The Canadian norm for this cohort was 63% (63% for girls and 64% for boys).</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>		<b>(From Provincial Education Council Areas of Focus)</b> <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>○ positive student-teacher relations</li><li>○ physical safety</li><li>○ bullying or exclusion</li></ul></li><li>• involvement in extracurricular 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>	
				<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).			

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

<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?	<b>Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables</b>		<b>Action Leads</b> Who among the PEPIT will provide leadership/ management of the work related to each action?
		<b>Start Month/Year</b>	<b>End Month/Year</b>	
<b>1.</b> 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 Share the importance of using proper language related to mental health and well-being: <ul style="list-style-type: none"> <li>Share recommended provincial resources; offer professional learning.</li> </ul> 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 PEPIT focus sessions. These sessions will focus on: <div style="margin-left: 20px;">             1.4.1 Indigenous perspectives              1.4.2 in-school administrators and staff              1.4.3 actualizing cross-curricular outcomes related to mental health and well being           </div>	September 2026	June 2027	Chad Holinaty
		September 2024	Ongoing	
		2024-25	Ongoing	
<b>2.</b> 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
	2.3 Work with the Mental Health Capacity Building (MHCB) program to build capacity for students, families, caregivers, staff, and communities to work towards healthy school environments.	September 2024	June 2027	Trevor Baker
<b>3.</b> 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
<b>4.</b> 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	Ongoing	Chad Holinaty
	4.2 Review OurSCHOOL data to inform progress toward targeted outcomes.			

**Date Last Updated: August 25, 2025**