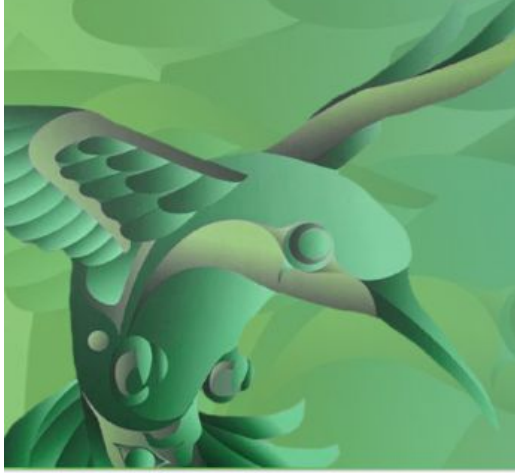
BC Children's Health Promotion & Schools Team

Alex Gist - Health Promotion Specialist, Health Promotion & Schools, BCCH

December 11, 2023

We gratefully acknowledge that we are gathered on the unceded, traditional, and ancestral lands of First Nations in this place currently known as British Columbia where we work, play and live.

First Nations have been responsible for stewarding this land for all time and we give thanks as uninvited guests on these lands.



Provincial Health Services Authority

BCCH Health Promotion & Health Literacy Department

Who we are:

Our team works to enhance the mental health and well-being of BC's children, youth and families through health promotion and health literacy.

What we do:

- Develop, adapt, curate, promote, and navigate resources
- Offer education, peer support, and professional development
- Build capacity across complex systems like schools, communities, and health organizations
- Grow provincial networks and partnerships

BC Children's School Mental Health Promotion Team

The BC Children's School Mental Health Promotion team supports school communities with mental health promotion planning and implementation by providing *coaching*, *resources* and *professional learning*.

For resources and information, visit keltymentalhealth.ca/school-professionals

Kelty Mental Health Resource Centre

We help families across the province navigate the mental health system, connect with peer support, and access resources and tools to support well-being.

Connect with us

Parents & Caregivers | Health Professionals | School Professionals | Youth & Young Adults

My Collections

Goals and Audience

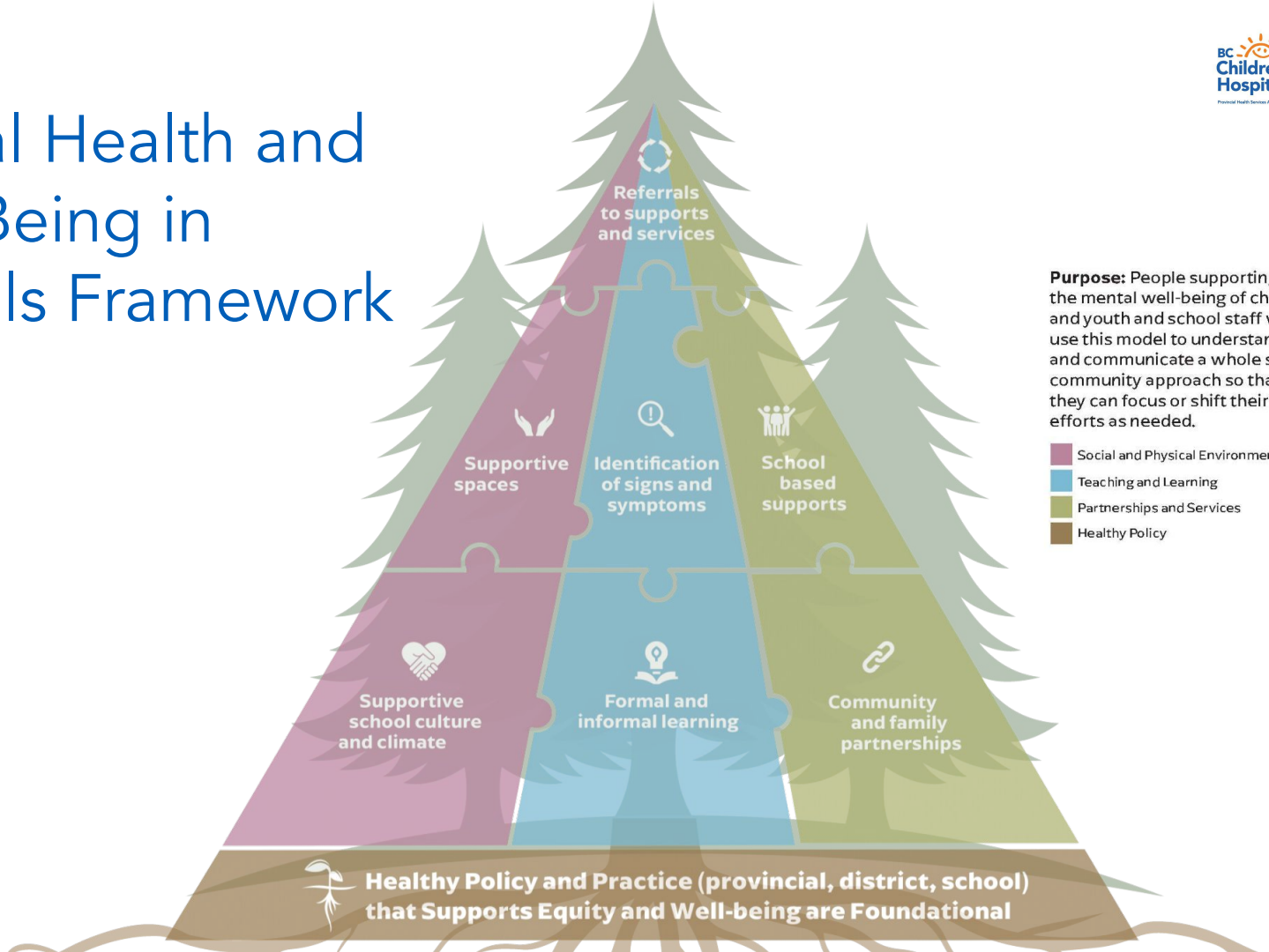
Purpose: To enhance capacity for system-wide changes in school communities that improve student mental health and well-being.

Goals:

- Build on the existing capacity and reduce barriers for school communities to equitably implement mental health promotion activities
- Amplify and enhance the positive work already happening
- Support system-wide changes to improve student mental well-being

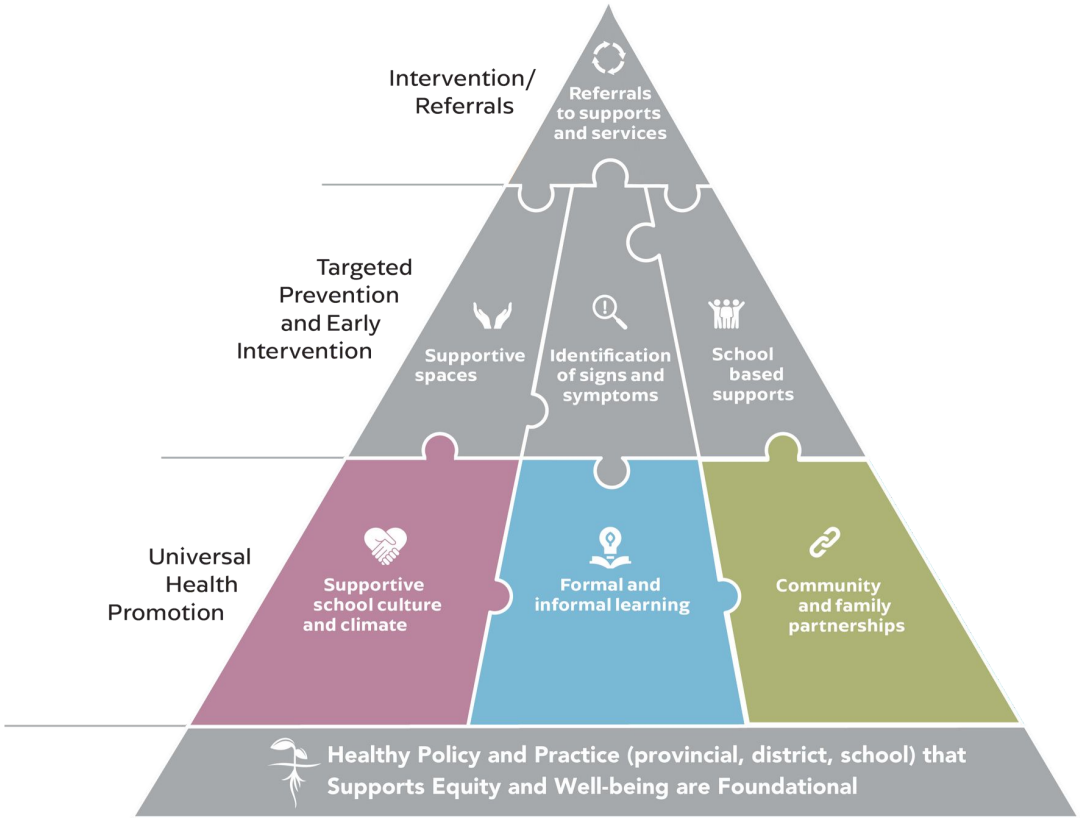
A Pathway to Hope
erase Strategy
MENTAL HEALTH IN SCHOOLS STRATEGY
Compassionate Systems Leadership
Capacity Building
Mental Health in the Classroom

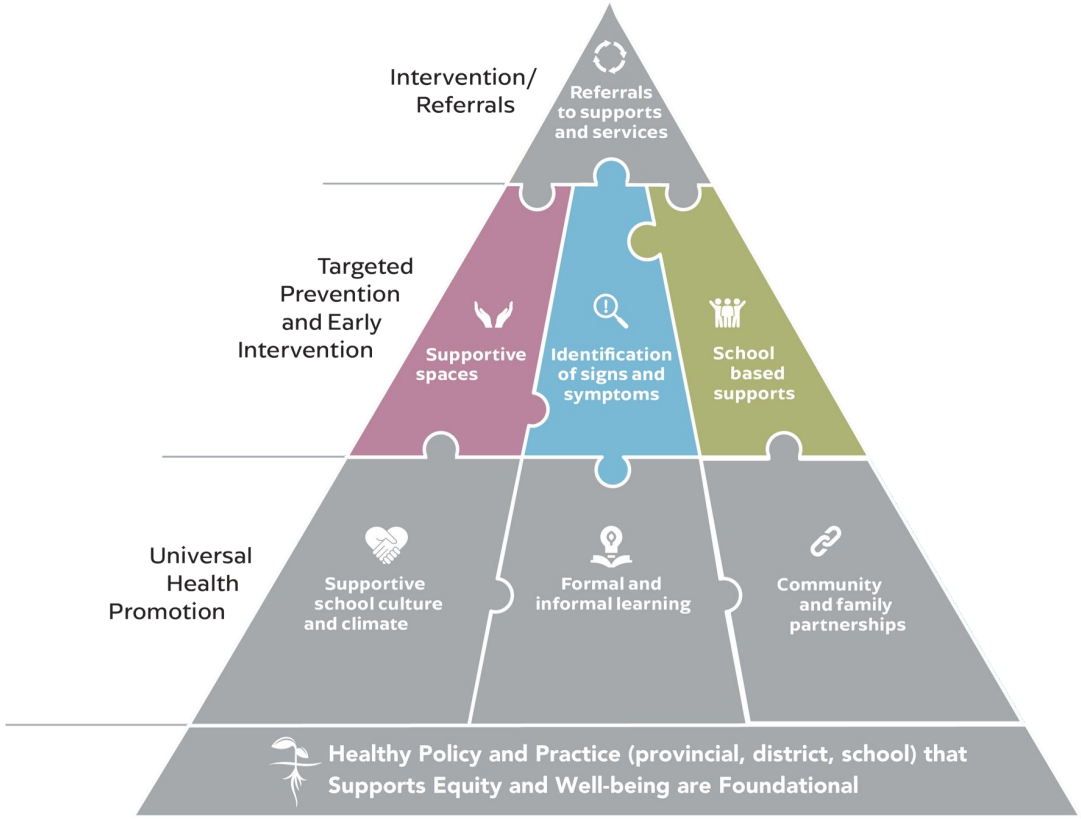
Mental Health and Well-Being in Schools Framework

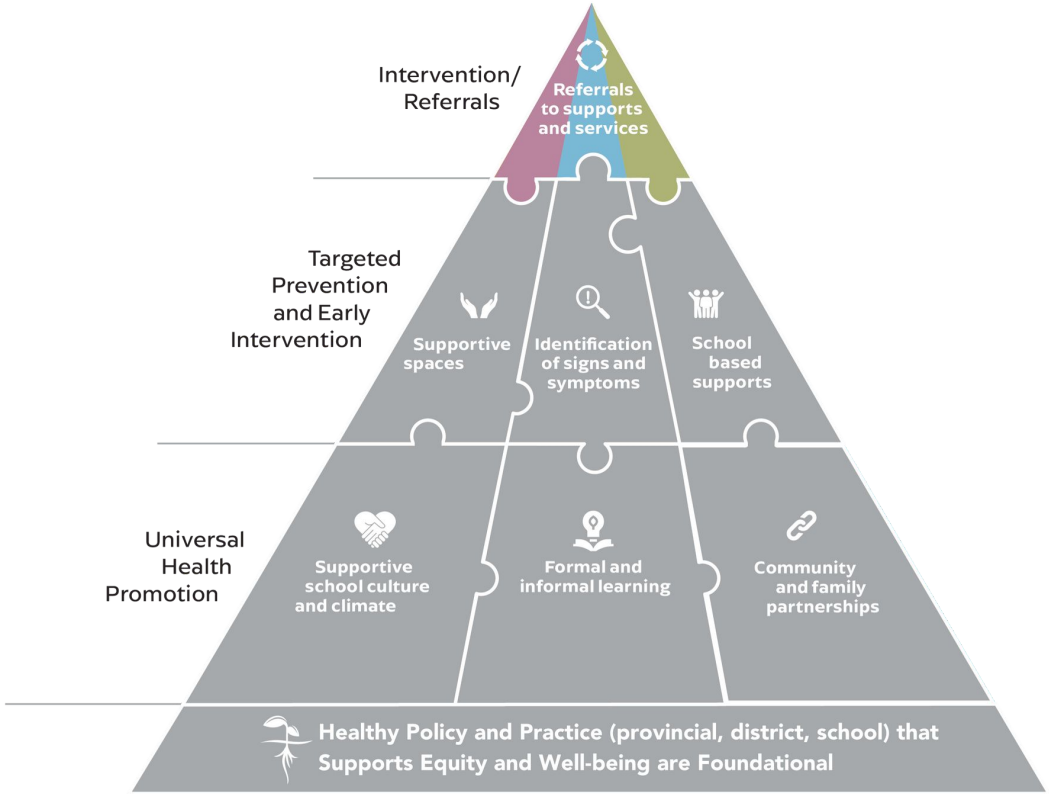


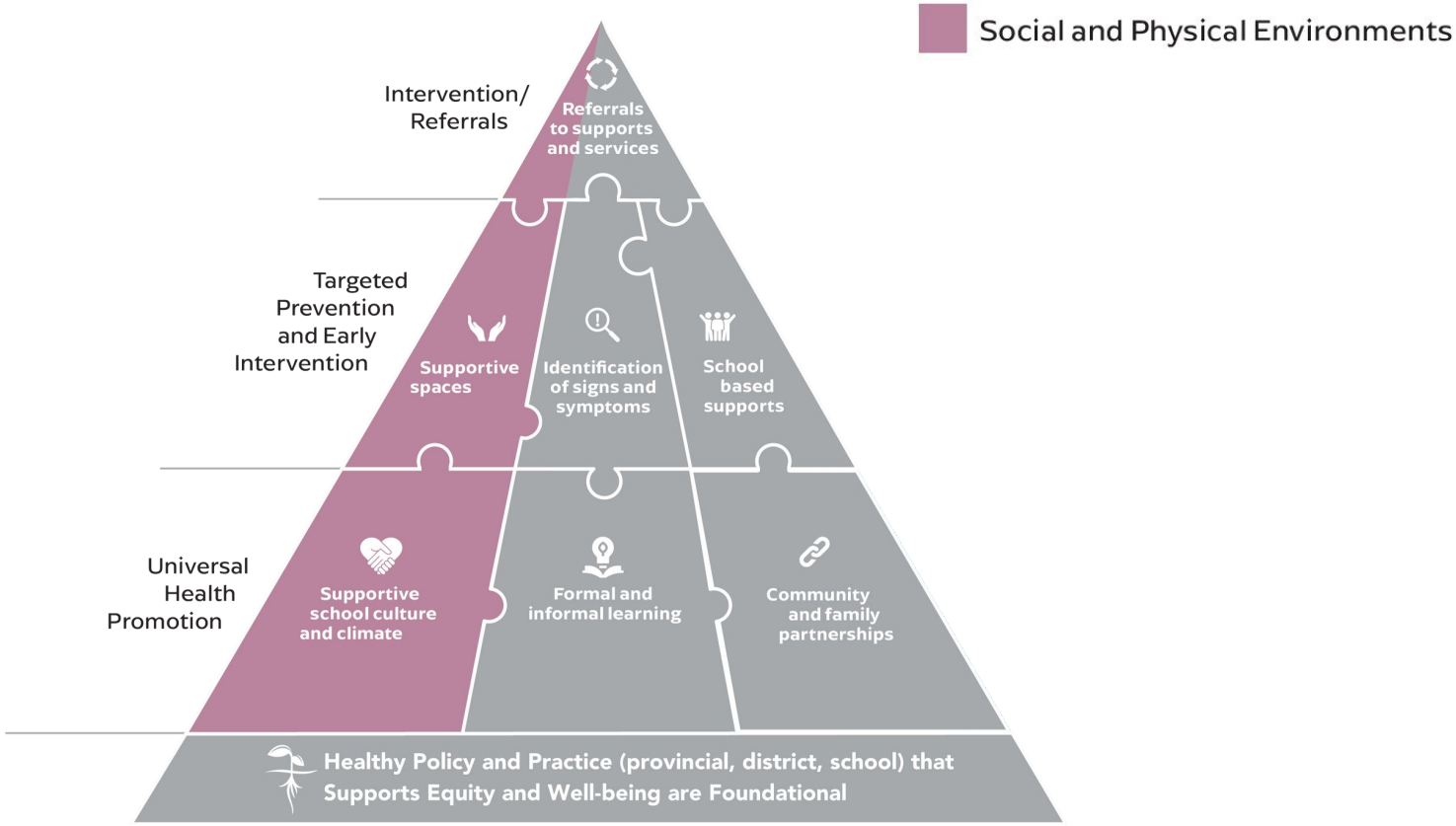
Purpose: People supporting the mental well-being of children and youth and school staff will use this model to understand and communicate a whole school community approach so that they can focus or shift their efforts as needed.

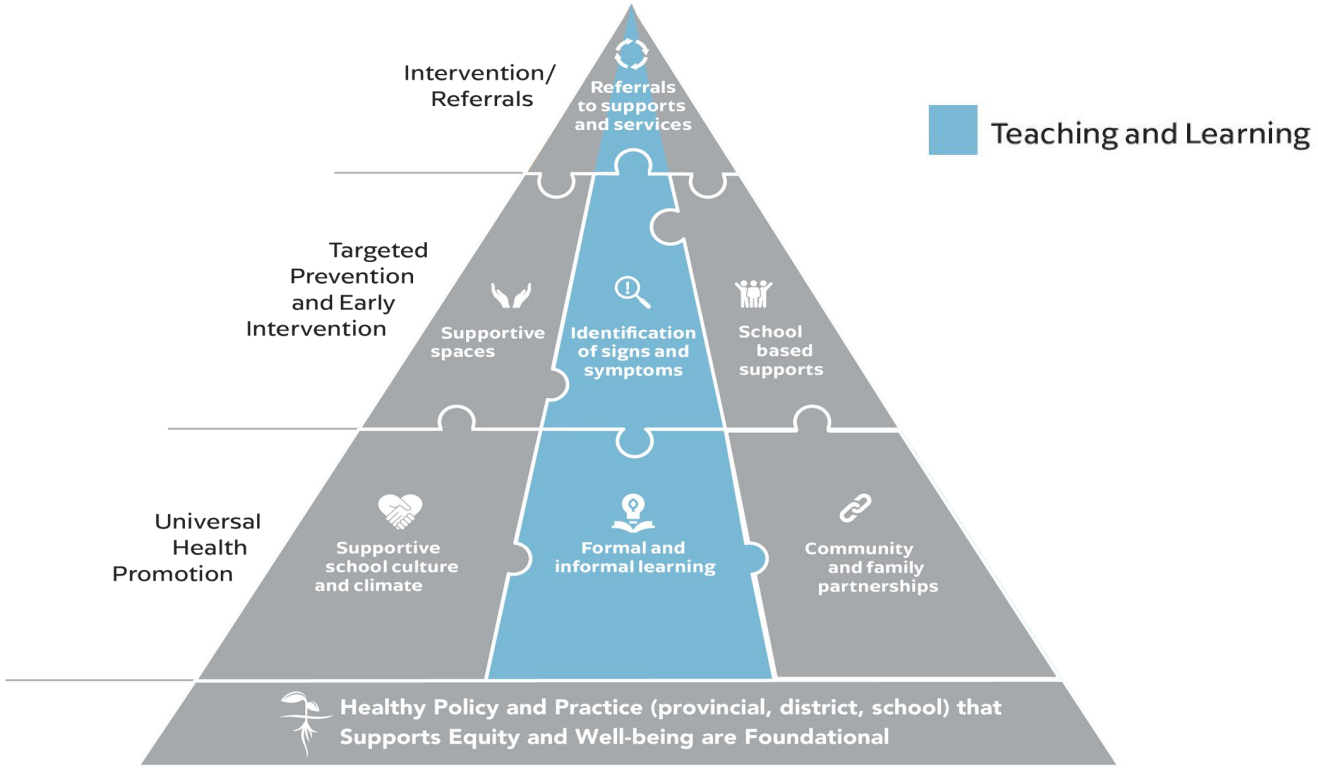
- Social and Physical Environments
- Teaching and Learning
- Partnerships and Services
- Healthy Policy

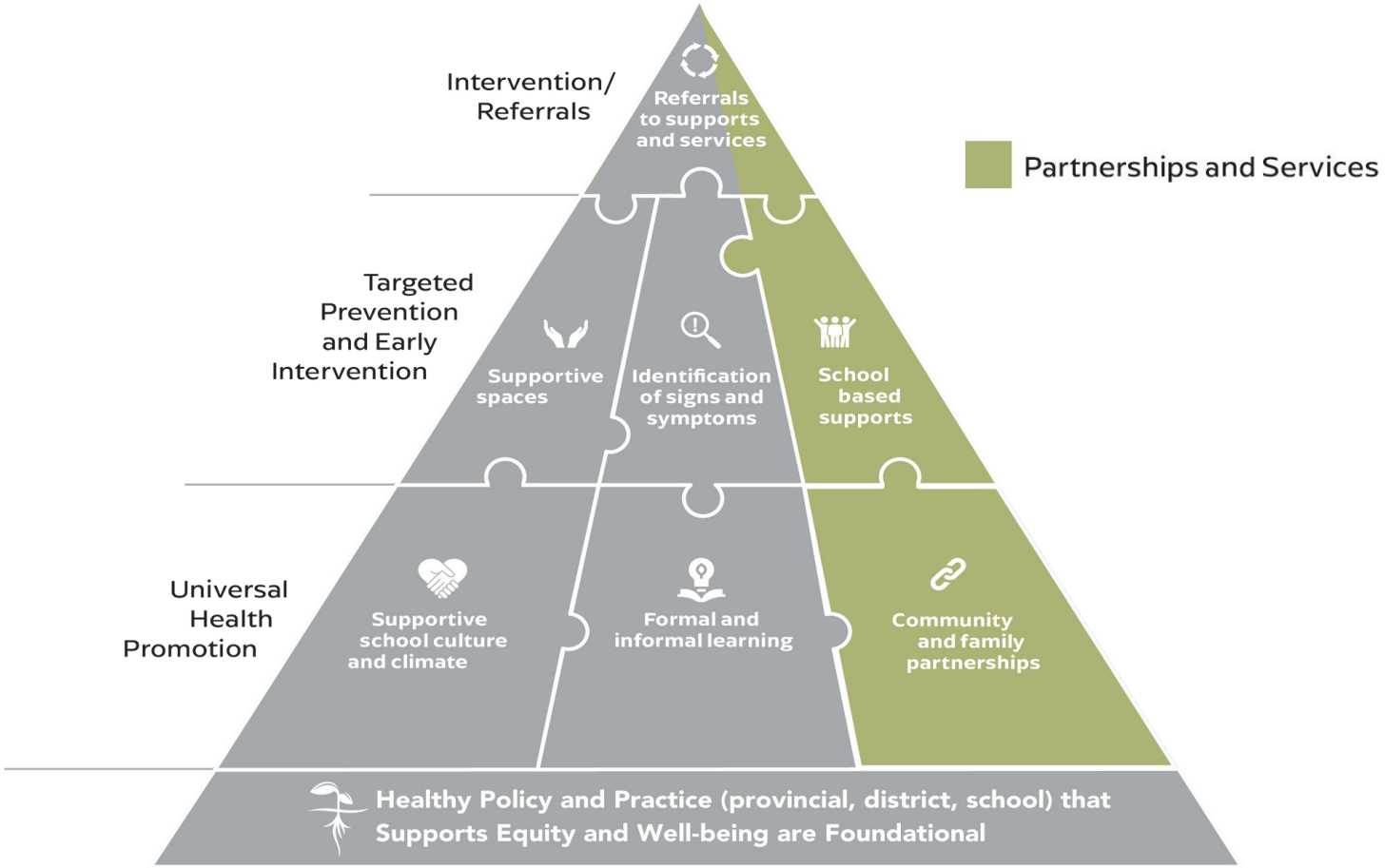

Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational

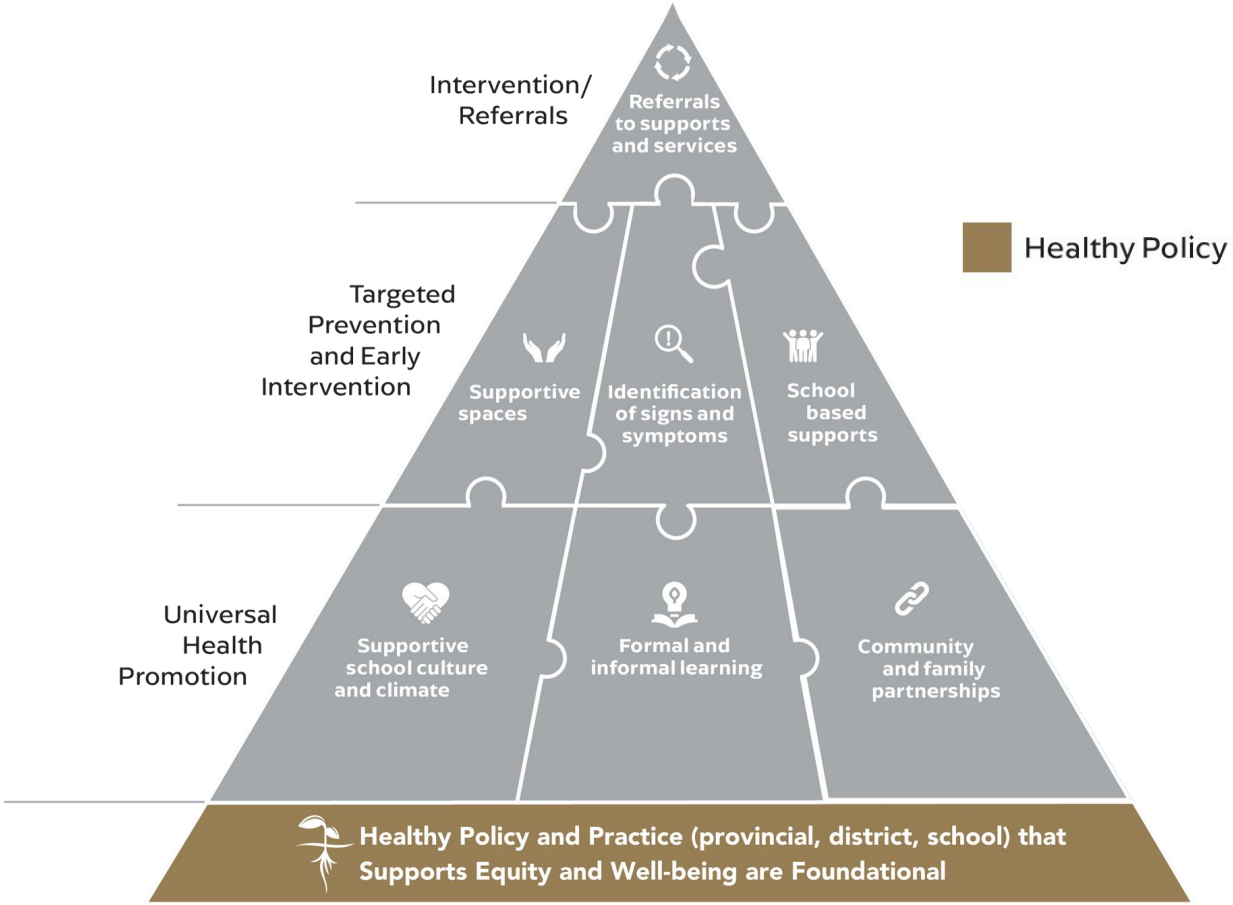

Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational


Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational

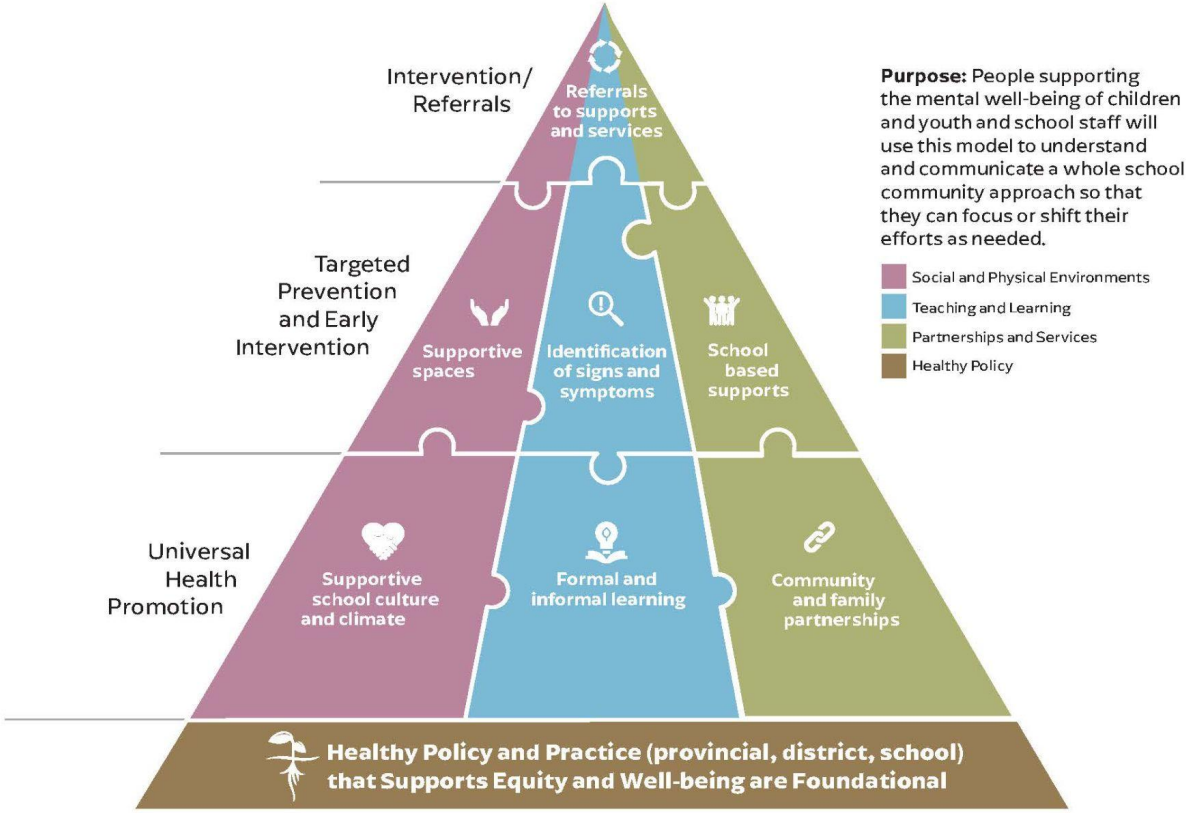

Social and Physical Environments
Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational


Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational
Teaching and Learning


Intervention/
Referrals
Referrals to supports and services
Partnerships and Services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational


Intervention/
Referrals
Referrals to supports and services
Targeted Prevention and Early Intervention
Supportive spaces
Identification of signs and symptoms
School based supports
Universal Health Promotion
Supportive school culture and climate
Formal and informal learning
Community and family partnerships
Healthy Policy
Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being are Foundational

Mental Health and Well-being in Schools



Purpose: People supporting the mental well-being of children and youth and school staff will use this model to understand and communicate a whole school community approach so that they can focus or shift their efforts as needed.

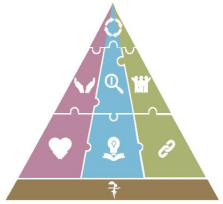
- Social and Physical Environments
- Teaching and Learning
- Partnerships and Services
- Healthy Policy

How the framework has been used to date

- To situate and contextualize efforts to support mental health and well-being and to show how they fit together to support all students
- To identify different efforts and practices currently in place, while also looking at the big picture
- To map existing initiatives
- To identify gaps and areas for opportunity
- Individual school districts have used the model to develop their own mental health frameworks, plans and strategies
- To communicate with partners

Definitions for the Pyramid Framework

Background: This document was developed to provide more information on the content of the Pyramid Framework.



ASPECT OF THE PYRAMID	WHEN WE SAY:	WE MEAN:	THIS IS IMPORTANT BECAUSE:
Foundational Elements	Compassionate Systems Leadership	"Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. It is anchored in self-awareness, social awareness, responsible decision-making, self management and relationship skills." (MHIS,2020, p.7) Compassionate Systems Leadership has three core elements: internal work, relationship work and systems work.	Compassionate systems leadership helps develop system-wide well-being by developing tools and practices for all educators to support their own well-being and, in turn, support student well-being and resiliency.
	Healthy Policy and Practice	"Policies, guidelines, and practices that promote student well-being and achievement and shape a respectful, welcoming and caring school environment for all members of the school community." (JCSH, 2015, p. 2)	Official policies and unofficial policies (guidelines) shape how we act and respond to situations. Therefore, these policies can promote or inhibit mental health and well-being.
Universal Health Promotion Elements	Supportive School Culture and Climate	School culture is the beliefs and behaviours held by school leaders and others within the school.	School culture can either reinforce or contradict health promotion messages learned within the classroom. Students learn best in environments that are trauma informed and that are physically, socially, emotionally,and culturally safe-- when they have positive relationships with the adults in the building and their peers and have had their basic needs met.

ASPECT OF THE PYRAMID	WHEN WE SAY:	WE MEAN:	THIS IS IMPORTANT BECAUSE:
Universal Health Promotion Elements	Formal and Informal Learning	Formal learning includes explicit instruction in areas related to mental health promotion including programs, lesson plans, presentations and resources. Informal learning takes place outside of formal and explicit learning opportunities through avenues such as modeling, teachable moments and student-staff relationships. Social emotional learning and mental health literacy are examples of programs and approaches to mental health promotion.	Mental health promotion activities are most effective when they are both taught explicitly and the key messages and skills are repeated, reinforced and consistent across contexts. Therefore, mental health promotion activities are better if they extend beyond a specific time, period, class or program for SEL or MHL and become embedded in the school culture.
	Community Partnerships	Community partnerships are aligned and effective working relationships between schools/districts and community organizations or the health sector to advance mental health and well-being.	Partnering with community and health organizations provides students access to resources and services that schools do not provide. These partnerships also provide an opportunity to reinforce key mental health promotion messages across contexts.
	Family Partnerships	The supportive and welcoming partnerships between school staff and students' families.	Strong school-family partnerships support students' well-being and academic achievement. These partnerships also provide an opportunity to reinforce key mental health promotion messages across home and school settings.
Targeted Prevention and Early Intervention	Supportive spaces	The school has supportive spaces for students who might need extra support for their mental health and well being.	Physical spaces in the school can promote student social well-being (e.g., peer support rooms, buddy benches) and emotional well-being (e.g., calm down corner) for students who need extra support for their mental health and well-being and contribute to a positive school culture.

ASPECT OF THE PYRAMID	WHEN WE SAY:	WE MEAN:	THIS IS IMPORTANT BECAUSE:
Targeted Prevention and Early Intervention	Identification of signs and symptoms	Educators have the knowledge to identify signs and symptoms of students who might need extra support. Students have the knowledge to identify when they or a friend might need extra support.	The identification of signs and symptoms is an important first step in accessing extra supports for students if needed.
	School based supports	School based supports refers to: ▶ Targeted prevention and early intervention programming offered to select students or groups of students ▶ Counsellors, School Psychologists or other mental health professionals based in the school.	Schools can play an important role in providing targeted prevention and early intervention to students which can support student well-being and prevent worsening mental health challenges. In addition to having programs and other supports available, it is important that students and educators alike are aware of and able to access these extra supports. Mental health services that are offered in schools may reduce barriers to access and aid in system navigation.
Intervention/ Referrals	Referrals to supports and services	Students have clear and accessible pathways to and from supports and services.	When students and their families know about and feel comfortable accessing specialized mental health services provided by mental health professionals, they are more likely to access those services.

REFERENCES

JCSH. (2015). What is Comprehensive School Health? Pan-Canadian Joint Consortium for School Health. http://www.safehaven.ca/images/What_Is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf

Ministry of Education. (2020). Mental Health in Schools Strategy. https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf

Documents Available here: [Our Approach to Supporting Schools | Kelty Mental Health]

Mental Health and Well-being in Schools: Self-Reflection Tool

Social and Physical Environments
Teaching and Learning
Partnerships and Services
Healthy Policy

This self-reflection tool is a companion to the Mental Health and Well-Being in Schools Framework. The Framework provides a model for a comprehensive, whole-school approach to supporting mental health and well-being. This tool provides questions to consider for each of the pieces of the Framework. This tool can be used in planning and assessments to map strengths and areas for improvement in your district or school community.

Healthy Policy and Practice (provincial, district, school) that Supports Equity and Well-being

Area	Ideas for Reflection	Strengths	Areas for Improvement
Vision and Goals	Our school/district has a vision and goals for the mental health and well-being of students and staff.		
Infrastructure for Sustainability	Our school/district has infrastructure for sustainable mental health and well-being activities.		
Staffing and Resources	Our school/district has adequate staffing and resources to support mental health and well-being vision/goals.		
Well-being Data Use	Our school/district has access to and effectively utilizes data on well-being.		

Accompanying Documents - Self-Reflection Detailed

Universal Health Promotion

Supportive school culture and climate

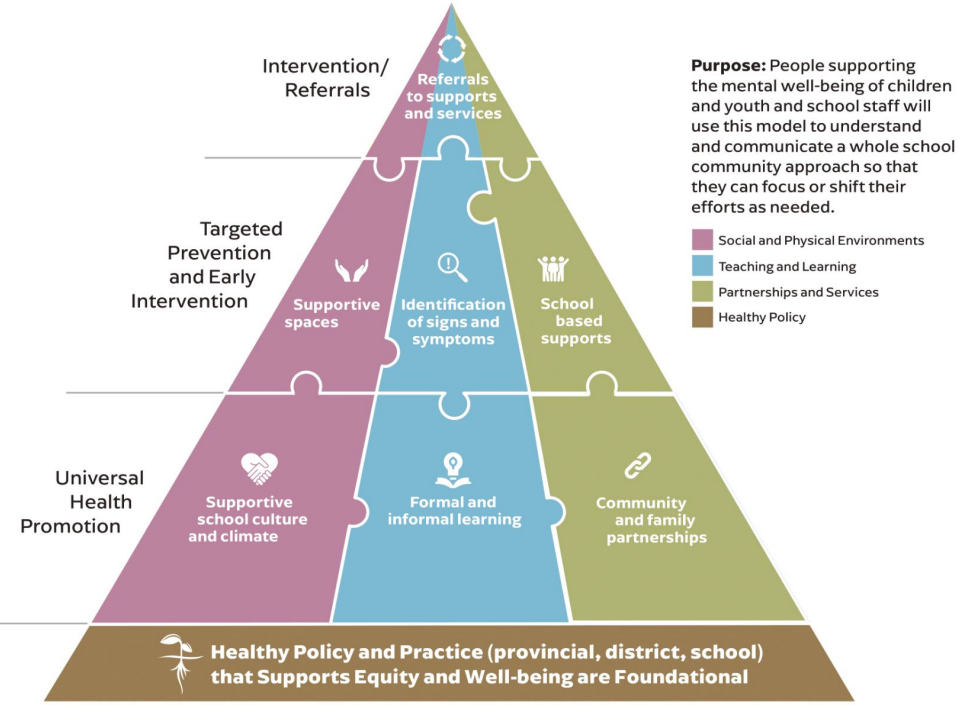
Area	Questions for Reflection	Possible Indicators	Strengths	Areas for improvement	Ideas for Action
Staff Well-being Our school/district supports the well-being of our staff.	**How does your school/district support staff well-being?** ▶ What kinds of supports, policies and practices are embeddedt o support the collective and relational well-being of staff (e.g.,positive, supportive relationships between and among educators and administrators, positive school culture/environment, limiting email, check ins)? ▶ How have systemic stressors that affect staff well-being been addressed (e.g., school/district policies, attitudes toward selfcare/boundary setting)? ▶ What kinds of support are offered to support the well-being of individuals? ▶ Does your district have an ongoing way to assess staff well-being? Is this information communicated and acted upon?	HR Data, Staff Well-being Surveys (e.g., Guarding Minds), Focus Groups			
Social Environments Our school(s) have a healthy culture and	▶ How does the school/district facilitate every child to have a supportive relationship with at least one caring adult in the building? ▶ How does the school/district support positive peer relationships? ▶ How does the school/district seek to address bullying? ▶ What does your school/district do to foster student and staff sense of belonging and connectedness? ▶ Do students and all school community members perceive school as a physically, psychologically, and culturally safe space?	MDI - Connectedness to Adults, Number of Caring Adults, School Climate and Belonging, Peer Relationships SLS - Sense of Belonging, Felt Safety, Caring adults, Bullying YDI-Victimization, Reasons for Being Bullied, Supportive Adults at School, School Caring AHS - Violence and Discrimintation, School Connectedness, Safety, Supportive Adults			
Physical Environments Our school(s) have healthy and safe physical spaces and environments.	▶ Do all our facilities have basic amenities (e.g., sanitation, air quality)? ▶ What spaces do we have for outdoor learning and play? ▶ What physical spaces do we have that help promote connectedness? ▶ How do we support access to healthy foods for those who need it and promote healthy food choices?	MDI - Breakfast Measures, After-School Spaces Measures			

Schoolwide Assessment & Growth Plan Toolkit

Well-Being BC

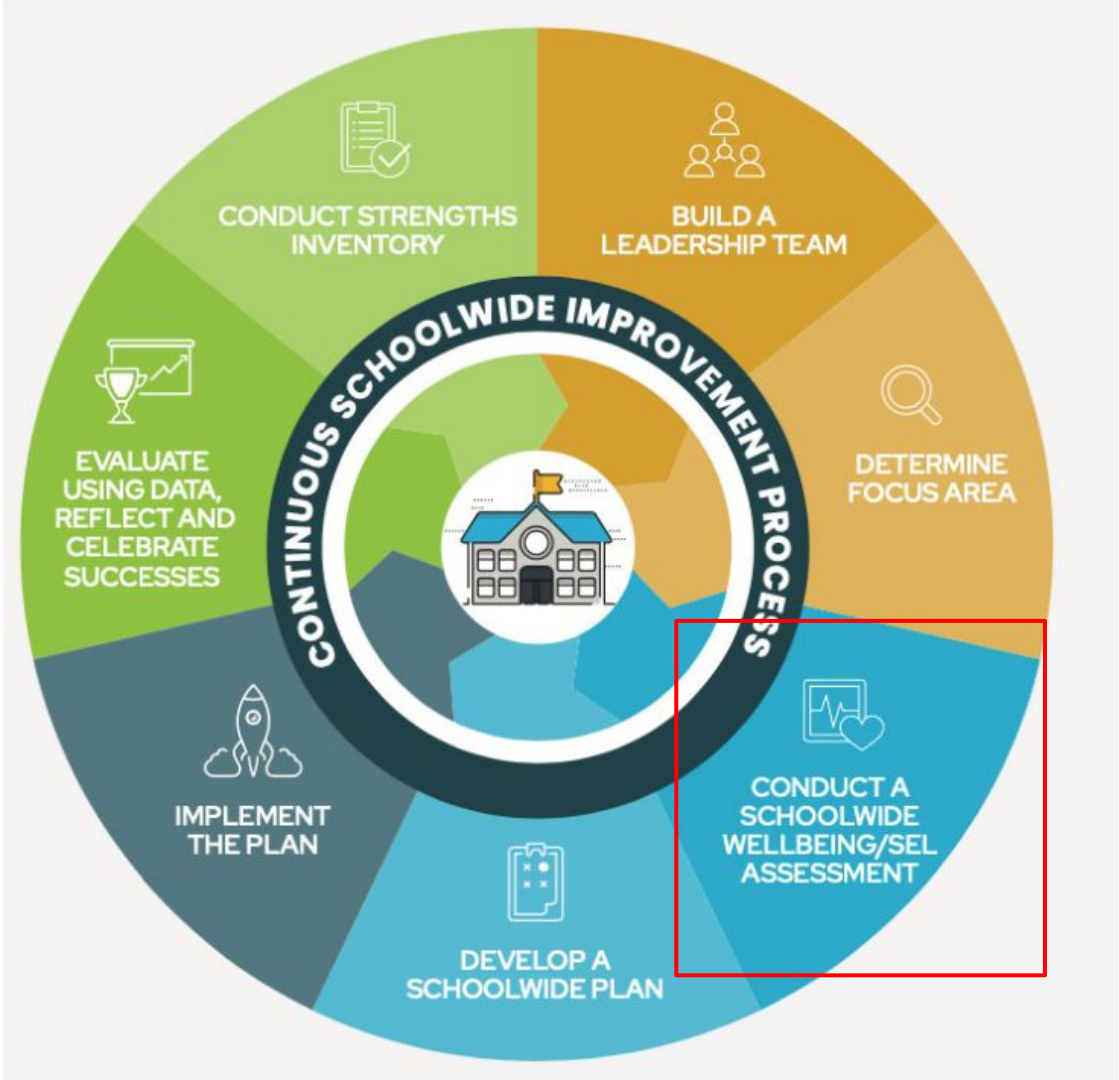
Schoolwide Assessment and Growth Plan Toolkit

The Schoolwide Assessment and Growth Plan Toolkit is one of a number of resources on the wellbeingbc.ca website. The toolkit includes a suite of tools to support school teams in assessing areas of strength and improvement around social-emotional learning and well-being along with links to useful resources to assist in growth planning. This spotlight features one of the creators of the toolkit, Jenny Williams, along with a school principal, Grace Lo-Voo, sharing their experiences both creating the toolkit as well as implementing the toolkit in a school.



Purpose: People supporting the mental well-being of children and youth and school staff will use this model to understand and communicate a whole school community approach so that they can focus or shift their efforts as needed.

- Social and Physical Environments
- Teaching and Learning
- Partnerships and Services
- Healthy Policy



Well-Being BC

Professional Learning

School Spotlights

- Short videos that highlight successful school district practices and policies that support schoolwide mental health.
- Topics include:
  - Universal Elements for Caring and Compassionate Schools (SD44)
  - Framework for Mental Health in Schools (SD45)
  - Schoolwide Assessment and Growth Plan Toolkit (FISA)
  - Schoolwide SEL (SD38)
  - Engaging Youth to Move from Data to Action with the YDI (SD34)

Kelty Where you Are Podcast

- We have produced episodes primarily for school professionals:
  - Promoting Student Well-being: The ABCs of Substance Use Education
  - When School Staff are Well, Students are Too - Strategies to Avoid Burnout
  - Social and Emotional Learning: Supporting Kids at Home and School
  - Stronger Together: Promoting Mental Wellness in Rural and Remote schools

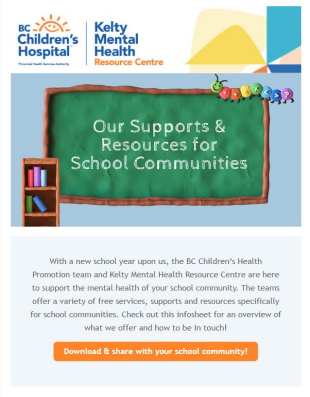
Webinars

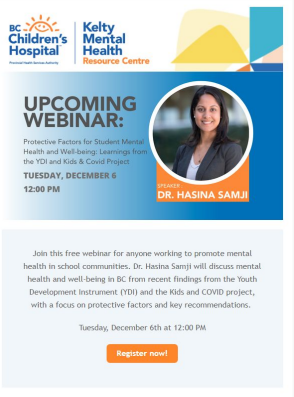
Our teams have hosted a number of webinars relevant to school professionals:

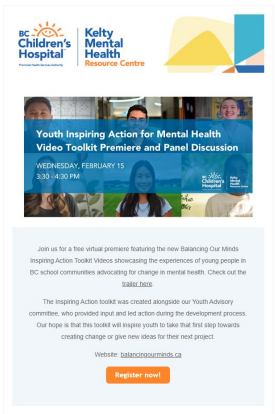
- Protective Factors for Student Well-being: Learnings from the Youth Development Instrument (YDI)
- Balancing our Minds Toolkit Screening
- SEL with a Cultural Lens Series
- School Anxiety & Attendance Challenges
- Selective Mutism & Reluctant Speakers

Newsletters

- We produce a quarterly newsletter for our network of school professionals to share upcoming events and resources. Our mailing list is composed of various school and district educators and health and community partners.

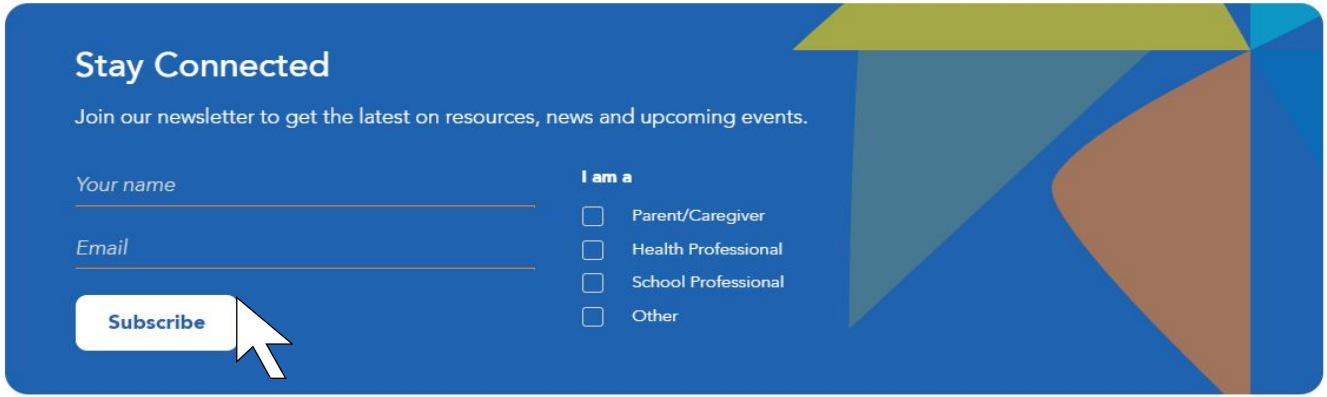






Stay Connected! Newsletter for BC School Communities

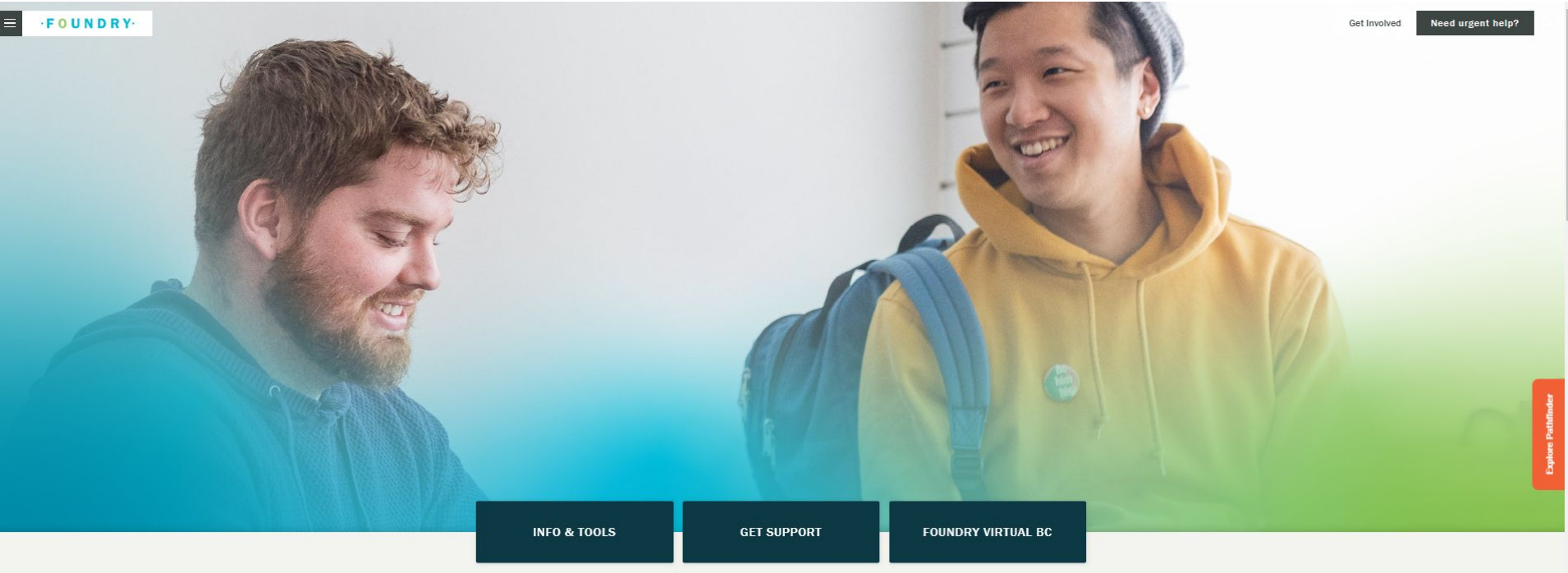
The latest mental health information for BC school communities delivered straight to your inbox.



keltymentalhealth.ca

BC Children's Hospital
Provincial Health Services Authority

Foundrybc.ca



BALANCING OUR MINDS

ABOUT US THEMES

Inspiring Action & Creating Change for Mental Health

A TOOLKIT FOR YOUTH, BY YOUTH

Toolkit Themes

Topics to Explore

HOW TO:

Start advocating for change for mental well-being

HOW TO:

Create a safe space

HOW TO:

Inspire change through storytelling

HOW TO:

Start a mental health event, club or initiative

HOW TO:

Start the conversation about mental health

Thank you!

Questions about mental health promotion in schools?

schoolmentalhealth@cw.bc.ca