Mental Health and Well-being in School Communities: Self-Reflection Tool

■ Social and Physical Environments
■ Teaching and Learning
■ Partnerships and Services
■ Healthy Policy
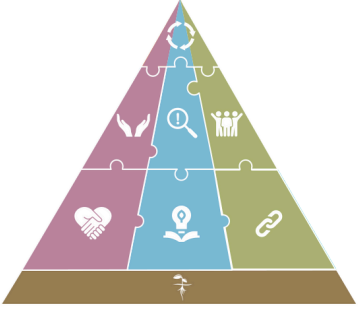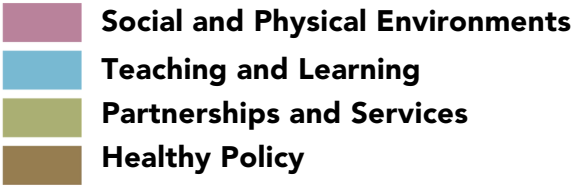
This self-reflection tool is a companion to the Mental Health and Well-Being in School Communties Framework. The Framework provides a model for a comprehensive, whole-school approach to supporting mental health and well-being and preventing harms from substance use. This tool provides questions to consider 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 activities around mental health, well-being, and preventing harms from substance use.		
Staffing and Resources	Our school/district has adequate staffing and resources to support mental health and well-being vision/goals.		
Mental Health and Well-being Data Use	Our school/district has access to and effectively utilizes data on mental health, well-being and substance use.		
Truth and Reconciliation	Our school/district has a commitment to Truth and Reconciliation		
Embedding Indigenous Knowledge and Perspectives	Our school/district works to embed policies/practices that support Indigenous students and Indigenous knowledge and perspectives throughout the system.		
Student Voice and Engagement	Our school/district provides opportunity for authentic student engagement.		

Area	Ideas for Reflection	Strengths	Areas for Improvement
SOGI (Sexual Orientation and Gender Identity) Lens	Our school/district has supportive SOGI policies/practices.		
Compassionate Systems Leadership	Our school/district is integrating Compassionate Systems Leadership into our work.		
Alignment of Policies and Initiatives	Our school/district has strong alignment between mental health, well-being and substance use policies and initiatives.		
Trauma Informed Practice	Our school/district is actively working to integrate trauma-informed practice into approaches to working with students and families & throughout the system.		
Anti-Racism	Our school/district is actively working to eliminate racism and discrimination		
Equity	Our school/district is actively working to promote equity and integrate equity work throughout all levels of the system.		
Inclusion	Our school/district is working to promote inclusion by planning for and listening to all learners so everyone has an opportunity to succeed.		

Universal Health Promotion

Supportive School Culture and Climate			
Area	**Ideas for Reflection**	**Strengths**	**Areas for Improvement**
Staff Well-Being	Our school/district supports the well-being of our staff at the individual, social/work environment and systemic/policy levels.		
Social Environments	Environments at our school(s) are socially, emotionally, and culturally safe and supportive with positive relationships between and among staff and students.		
Physical Environments	Our school(s) have healthy and safe physical spaces and environments.		

Formal and Informal Learning

Area	Ideas for Reflection	Strengths	Areas for Improvement
First Peoples Principles of Learning	Our school/district actively works to incorporate and embed the First Peoples Principles of Learning and Indigenous Knowledge and Perspectives across subjects and in approaches to learning.		
Social Emotional Learning	Our school/district promotes the social and emotional skills and competencies of staff and students.		
Mental Health Literacy	Our school/district supports the mental health and substance use literacy of staff and students.		
Physical Health and Education	Our school/district supports the physical health and education of our students.		
Core Competencies	Our school/district integrates mental health and substance use literacy and social emotional learning into the Core Competencies.		

Community and Family Partnerships

Area	Ideas for Reflection	Strengths	Areas for Improvement
Mental Health Services	Our school/ district has strong partnerships with mental health and substance use services.		
Community Organizations	Our school/district has strong partnerships with community organizations.		
Families	Our school/district makes an effort to build strong relationships with families.		

Targeted Prevention and Early Intervention

Supportive Spaces			
Area	Ideas for Reflection	Strengths	Areas for Improvement
Supportive Spaces	Our school has spaces to support the mental health and well-being of students who need extra or additional support.		

Identification of Signs and Symptoms			
Area	Ideas for Reflection	Strengths	Areas for Improvement
Early Identification	Our school and/or district staff have the mental health literacy to help identify signs and symptoms of mental health and substance use challenges.		

School Based Supports			
Area	Ideas for Reflection	Strengths	Areas for Improvement
Mental Health Staffing	Our school/district has adequate staffing for mental health support roles.		
Targeted Prevention & Early Intervention Programs & Supports	Our school/district has adequate resources to support targeted prevention and early intervention for students with mental health and substance use concerns.		

Intervention/Referrals

Area	Ideas for Reflection	Strengths	Areas for Improvement
Available Services	There are mental health and substance use services available to our school community.		
Awareness and Ease of Access	School staff, students and families are aware of and can easily access mental health and substance use services.		
Crisis Response	Our district has crisis response plans and protocols in place to support and guide staff in the event of a crisis.		
School Re-entry	Our school/district has supportive plans for school re-entry.		