



Foundations for System Leaders Reflection Tool

A tool for system leaders to reflect on Foundations for promoting Structures and Processes for Scalable and Sustainable Mental Health Promoting Practices in Schools and School Boards.

- Scale:** 0 – not in place (no work or activity in this area has taken place)
 1 – partially in place (starting to put ideas into effect)
 2 – mostly in place (the area is well underway)
 3 – fully in place (this practice is integrated into regular work)

As system leaders, we...		0	1	2	3
Leadership commitment	collaborate as a team to establish the conditions for effective school mental health and well-being practices across and within schools				
	identify and take action to address disparities and disproportionalities in mental health outcomes for students who are marginalized, racialized or disadvantaged				
	engage in dialogue around findings of data related to mental health and well-being, including the Mental Health and Addictions Scan to assist with decision-making about priorities and goals in student mental health and well-being				
	review and respond to progress indicators in the annual Action Plan so we know if we are on track to reach the goals of the Mental Health and Addictions Strategy				
	use evidence-informed measurement strategies on a cyclical basis to monitor outcomes outlined in our Strategy and Action Plan				
	bring coherence to this iterative work through on-going communication, monitoring and celebration of success				





As system leaders, we...

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Vision and strategy	commit to an aspirational and realistic vision that is student-centred, contextualized and foundational to guide decision making around culturally responsive and identity-affirming mentally healthy schools				
	ensure that the Board’s Mental Health and Addictions Strategy and Action Plan are aligned with the Board’s Strategic Plan and Board Improvement and Equity Plan				
	engage student, staff, and parent/caregiver and community voices in meaningful and authentic ways to honour and affirm lived experiences, diverse identities and cultural assets in supporting the development and review of the Mental Health and Addictions Strategy and Annual Plan				
	review the annual Mental Health Action Plan on a regular basis, and actively participate in renewing the Mental Health and Addictions Strategy every three years, to ensure it remains relevant				

As system leaders, we...

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Infrastructure	engage with and understand the role of the Mental Health Leadership Team which is comprised of a Superintendent with responsibility for mental health, a Mental Health Leader, and in some districts, a Manager of Psychology and/or Social Work.				
	are aware of the role and shared responsibility for all system leaders to support promotion, prevention and early intervention across the system				
	recognize that a Mental Health Advisory Team can provide perspective from board, school and community stakeholders, including students, parents/caregivers, to the Mental Health Leadership Team on the strategic plan, the action plan and other activities of the team				
	contribute to the composition and representation of the Mental Health Advisory Team as appropriate (e.g., a member from the curriculum department, safe schools' representation, equity lead, etc.)				





As system leaders, we...

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Protocols and processes	recognize and support the Mental Health Leadership Team’s work to foster meaningful liaison with district-approved community partners to enhance access to services and supports for students				
	share leadership alongside the Mental Health Leadership Team for effective implementation				
	integrate implementation of the action plan and strategy into existing professional learning (e.g., NTIP, Leadership, Equity, etc.) and cross-departmental work (Safe Schools, Curriculum, Special Education etc.)				
	understand the importance of standard processes and protocols and promote their use, including: <ul style="list-style-type: none"> • clear pathways for students who are vulnerable to, from, and through care that are understood by staff, students, families and community partners • up-to-date protocols for suicide prevention / life promotion, risk management and postvention • decision support tools that provide guidance for the selection of mental health awareness, literacy, promotion and prevention programming in schools 				

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Evidence and monitoring	identify the known conditions for implementation success: <ul style="list-style-type: none"> • know and be clear about the desired outcomes or change • identify how you will know if the desired change is happening • articulate the strategies that will support getting to the desired outcome and share those across departments • identify those with effective and influential links to support with activating the required professional learning • communicate often and clearly about the commitment, strategies professional learning opportunities and desired outcomes • monitor progress toward the desired change 				
	engage in dialogue around findings of data related to mental health and well-being, including the Mental Health and				





	Addictions Scan to assist with decision-making about priorities and goals in student mental health and well-being				
	review and respond to progress indicators in the annual Action Plan so we know if we are on track to reach the goals of the Mental Health and Addictions Strategy				
	use evidence-informed measurement strategies on a cyclical basis to monitor outcomes outlined in our Strategy and Action Plan				
	bring coherence to this iterative work through on-going communication, monitoring and celebration of success				

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Engagement and collaboration	support the system with clear and consistent messaging				
	foster respectful and trusting relationships with community members, families/caregivers, staff and students as foundational to addressing mental health inequities				
	understand, communicate and model meaningful collaboration to establish relationships that foster shared responsibility for mentally healthy schools and classrooms				
	recognize current and historical oppression, systemic racism and disparities and their impact on the mental health of students				
	encourage schools and departments to activate student agency, participation and voice to the ongoing mental health work				
	recognize the varied roles that support mentally healthy schools, learning environments/classrooms and services, and the connections to, through and from care				
	understand the wider community mental health system and can articulate the role of the school board and board professionals within the system of care				





As system leaders, we...

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Internal & external communication	As system leaders, we...				
	establish a shared language about the Board Mental Health Strategy and Action Plan that is communicated clearly within and across schools and with home and community				
	understand, communicate and activate shared responsibility for effective school mental health and well-being. Every leader actively plays a role in the mental health strategy and plan.				
	have regular focused conversations to support the work taking place within departments and/or schools to align the Board's Mental Health Strategy and Action Plan				
	communicate to bring awareness and coherence through the implementation process while monitoring and celebrating successes				
bring coherence to this iterative work through ongoing communication, monitoring and celebration of success					

