



# STUDENT WELLNESS FRAMEWORK

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Nanaimo Ladysmith Public Schools  
2026

# Executive Summary

Nanaimo Ladysmith Public Schools recognizes that student wellness and learning are deeply interconnected, as students who feel safe, welcome, and a sense of belonging at school can grow and thrive in their educational experiences. The purpose of this framework is to establish collective responsibility for the wellness of our learners across educators, parents/caregivers, and students, through shared understanding and supportive practices across schools. Coast Salish knowledge keepers remind us that wellness on this land involves the interconnection of all living beings. Wellness is a lifelong pursuit of balance across physical, mental, emotional, and spiritual domains. In schools, this requires intentional planning of a continuum of supports within learning environments, teaching and learning practices, and partnerships between the people who support students. This framework guides planning for student wellness through application of evidence-informed strategies and tools. Through consistent implementation, it aims to improve student wellness through strengthened school environments and aligned support systems across school, home, and the community.



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NANAIMO LADYSMITH PUBLIC SCHOOLS

All our students deserve to...



## Belong

You are welcomed and appreciated for who you are. We aspire to have every student and staff member feel connected to others and the world around them.



## Grow

Embrace a well-rounded education that inspires you to discover your potential. For staff, growing involves developing professionally and deepening their knowledge to enhance student learning.



## Thrive

Do well or flourish. It is about being fulfilled, confident, and engaged as a responsible citizen of the local territory and global community.



# WHAT IS WELLNESS?



## **Holistic Wellness**

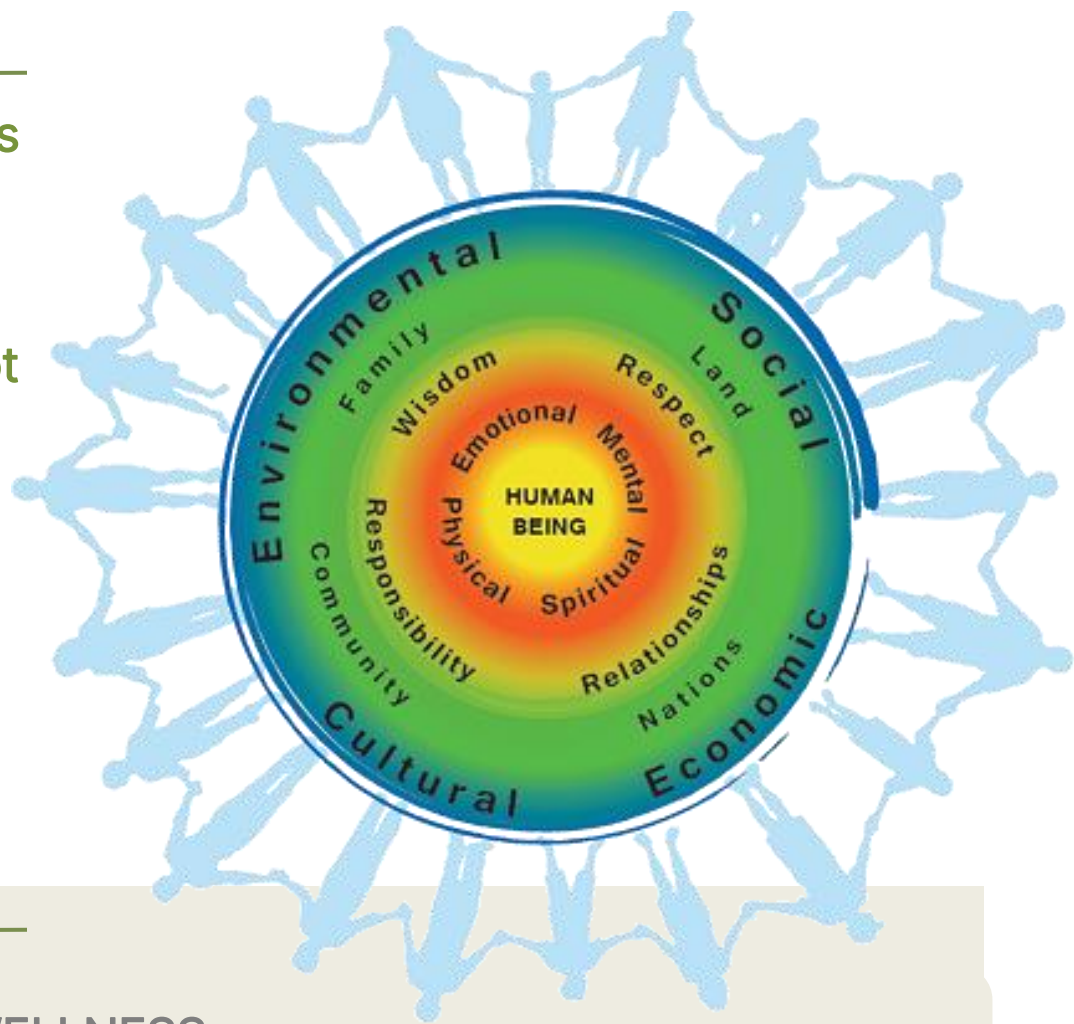
**Physical Wellness** – Caring for your body through nutrition, exercise, sleep, and regular medical checkups. Healthy habits in this area support energy, immunity, and longevity.

**Mental Wellness** – Maintaining cognitive health, learning, problem-solving, and decision-making. It involves staying engaged, curious, and adaptable.

**Emotional Wellness** – Recognizing, understanding, and managing your emotions. This includes coping with stress, building resilience, and forming healthy relationships.

**Spiritual Wellness** – Engaging with arts and culture, mindfulness and meditation, time in nature. These practices support connection beyond oneself.

Holistic wellness is an approach to health that considers the whole person—not just the absence of illness. It emphasizes that balance across various areas supports overall health.



## CIRCLES OF WELLNESS

### Human Beings

Each person must take responsibility for their own wellness.

### Mental Emotional, Spiritual and Physical

Wellness comes from balance between these four parts.

### Respect, Wisdom, Responsibility and Relationships

These four values support wellness.

### Land, Community, Family and Nations

The people who surround us and the land from which we come shape our wellness.

### Social, Environmental, Cultural and Economic

We live in both natural and human-created environments that influence wellness.

## WELLNESS ON THIS LAND

Hul'q'umi'num' language is the language of this land. It connects the people of this place to culture, and to the wellbeing of the whole community.

Passed down from elders and traditional healers, First Peoples' understanding of wellness focuses on the interconnection of people with not only one another, but also with the land, water, and all living things.

Listen to the Voices of Knowledge Keepers:



[Our Ways of Being Together](#)



## CULTURAL SAFETY

Honouring Indigenous identity, traditions, and ways of knowing is an important part of supporting all students to feel safe, welcome, and a sense of belonging at school.



# SUPPORTING STUDENT WELLNESS IN NLPS

NLPS provides a multi-tiered system of supports (MTSS) for student wellness that follows a continuum:

**Tier 1:**

Universal  
supports for  
all students

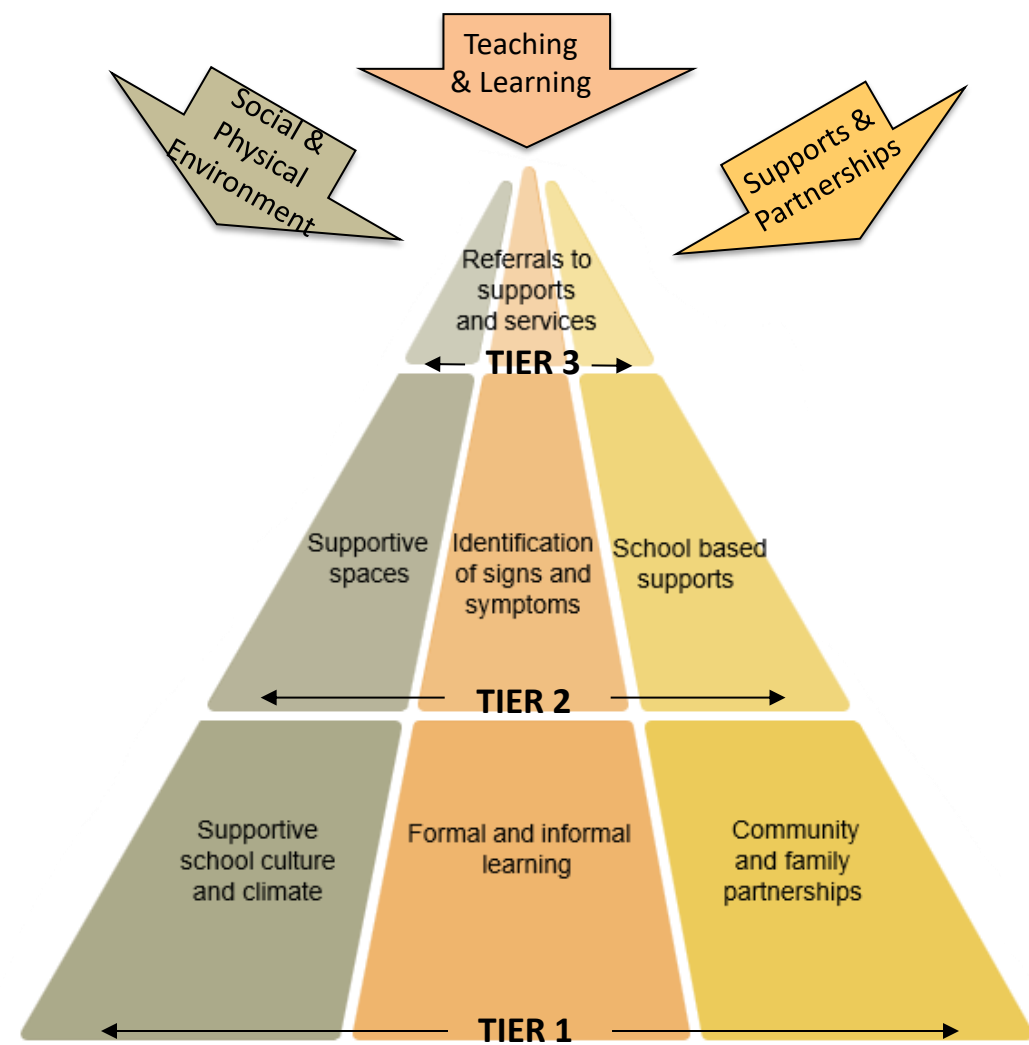
**Tier 2:**

Targeted  
supports for  
some  
students

**Tier 3:**

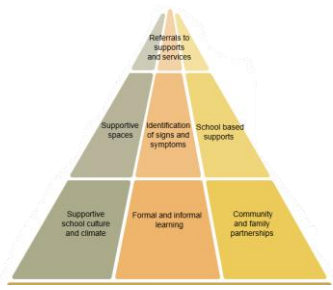
Personalized  
supports for  
few students

## Multi-Tiered System of Supports



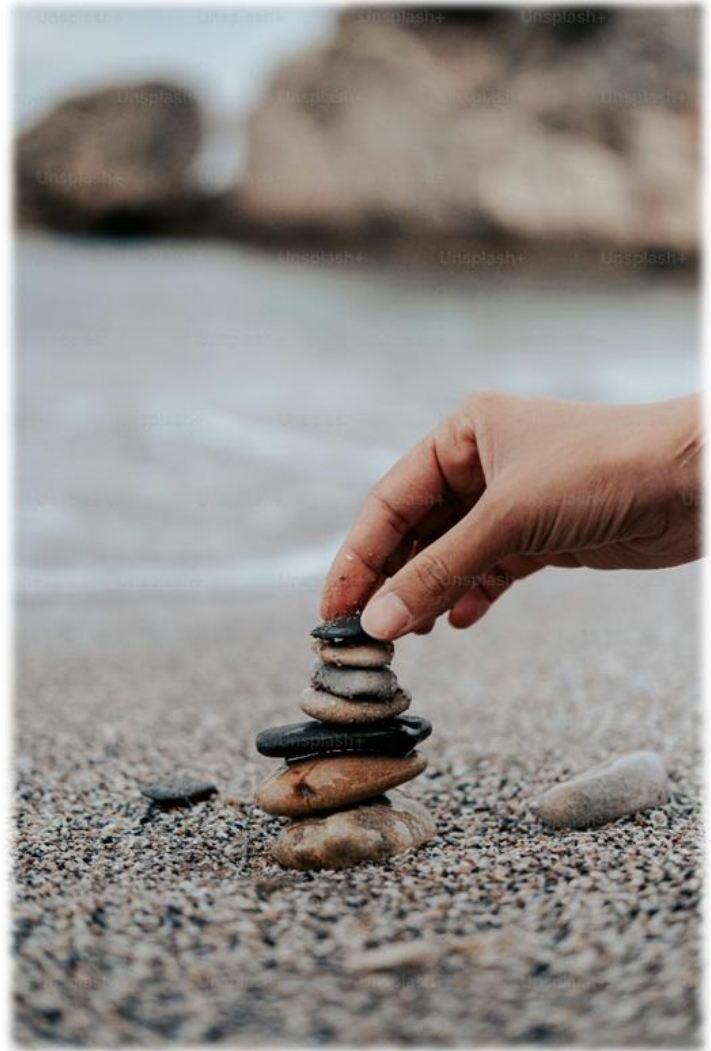
Adapted from: Healthy Schools BC *Comprehensive School Health Framework* and Kelty Mental Health & Well-being in Schools: A Model for BC School Communities





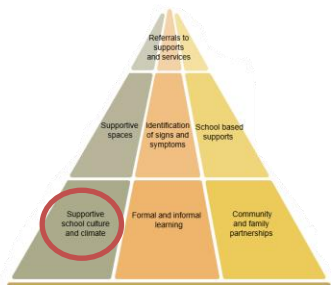
# FOUNDATION: HEALTHY POLICY AND PROCEDURES

The tiered continuum of supports for student wellness is built on the foundation of the [Guiding Wisdom](#) that underpins the NLPS strategic plan. This foundation, supported by the district's Justice, Equity, Diversity, and Inclusion Policy and the NLPS Student Code of Conduct emphasizes that student wellbeing is embedded within community.

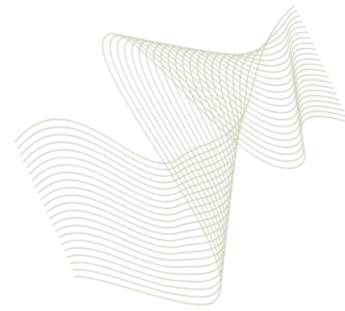


## Supportive NLPS Policy & Administrative Procedures:

- Policy 105 [Justice, Equity, Diversity, Inclusion \(JEDI\)](#)
- 602.1AP [Code of Conduct](#)
- 602.19AP [Anti-Racism and Cultural Safety](#)
- 602.18AP [Sexual Orientation and Gender Identity](#)
- 602.6AP [Harassment, Intimidation and Bullying Students](#)



# TIER 1: UNIVERSAL



## ENVIRONMENT: SCHOOL CULTURE AND CLIMATE

### Social Environment

#### Emotional Safety

- ☐ Connected relationships with at least two adults at school.
- ☐ Explicit and intentional opportunities to create relationships with adults and peers.
- ☐ Opportunities to participate in decision making around practices influencing healthy relationships.
- ☐ A well-known code of conduct that fosters connectedness.



**PAUSE AND REFLECT:**  
*What Trauma-Informed Practices can support a compassionate and connected response for students?*

*Trauma-Informed Practice*

[Tips for Creating a Psychologically Safe Classroom Environment](#)

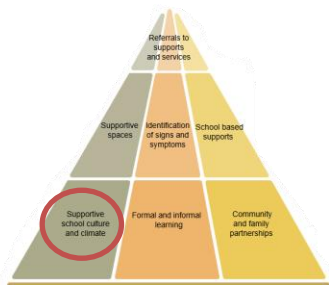
#### Digital Safety [BC's Digital Literacy Framework](#)

- ☐ Tell your students how you use social media as a teaching tool and how you expect them to use social media
- ☐ Ask your students to return your school's media consent forms
- ☐ Keep your personal and professional profiles separate and don't add your students as friends on social media websites
- ☐ If a student discloses to you that they are being extorted or otherwise harmed online, report it to local police or through [Cybertip.ca](#)
- ☐ Help is available through the [Intimate Images Protection Service](#) for young people who have had their intimate images shared online without their consent

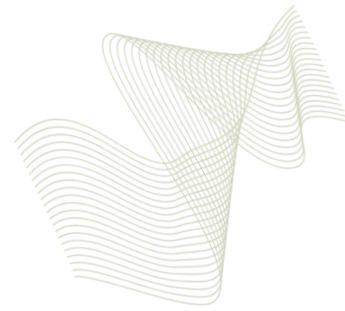


**TOOL:**  
[Erase Report It Tool.](#)





# TIER 1: UNIVERSAL



## ENVIRONMENT: SCHOOL CULTURE AND CLIMATE

### Physical Environment

To be physically safe at school, students have access to:

#### School Spaces

- ☐ Safe spaces and equipment for daily physical activity
- ☐ Opportunities to participate in active living
- ☐ Designated clean, safe spaces for eating
- ☐ Opportunities to participate in decision making around healthy food choices and eating environments
- ☐ Display diverse languages, books, images, and materials that reflect the community
- ☐ Visible, student-friendly signage for help (counsellor, office, safe adult)
- ☐ Clear hallway supervision and calm common-area routines

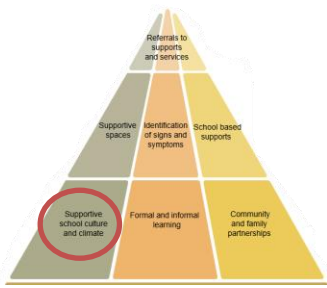
#### Classroom Spaces

- ☐ Flexible arrangement of furniture and equipment
- ☐ Purposeful seating plans that support interaction
- ☐ Balanced design that considers levels of stimulation
- ☐ Clearly established routines
  - ✓ Instruction
  - ✓ Transitions
  - ✓ Movement
- ☐ Space that reflects and honours diverse cultural backgrounds
- ☐ Sensory and classroom tools for success are readily available (supplies, technology, materials)

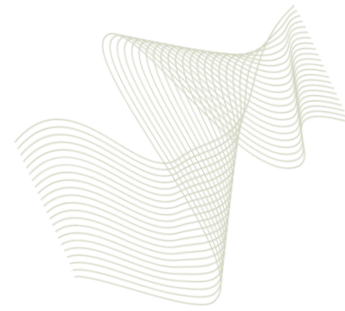
[Tips for Creating a Psychologically Safe Classroom Environment](#)

[Elementary Tier One Matrix](#)

[Secondary Tier One Matrix](#)



# TIER 1: UNIVERSAL



## ENVIRONMENT: SCHOOL CULTURE AND CLIMATE

### Anti- Racism

Recognizing racist incidents is an important step to responding them:

#### Types of racist incidents

- Microaggressions/Macroaggressions
- Non-verbal harm
- Music, multimedia and social media
- Graffiti and other acts of vandalism
- Verbal hate and/or harassment
- Physical violence and threats of violence

*Racism is rooted in the belief that a person or group of people is inferior to others based on their race or ethnic background.*

[Racism Response Guidelines 2025](#)

District policies, including codes of conduct, outline appropriate responses to incidents or allegations of racism, discrimination, threats or other safety concerns.

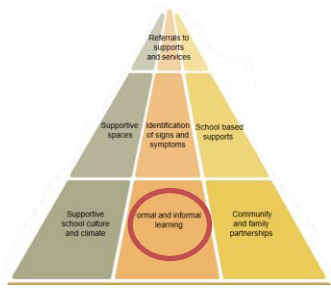
#### Responding to all types of racism

*For further explanation of concepts on this page, use this resource developed by the Ministry of Education and Child Care. The framework identifies incidents of racism and hate and is intended for use alongside existing district and school policies.*

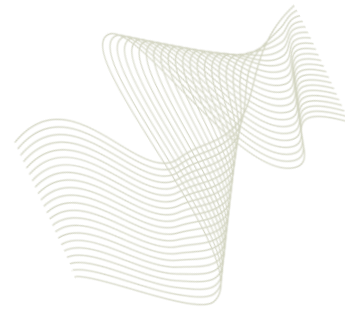
[Racism Response Guidelines 2025](#)

- Stop the incident
- Centre the harmed person
- Seek, find and document
- Ensure accountability
- Restore community
- Reflect and resource





# TIER 1: UNIVERSAL



## TEACHING AND LEARNING: INSTRUCTION

### Instructional Practice

#### Modelling

Embed wellness into instructional practices such as explicit teaching/modelling of:

- ☐ Healthy eating
- ☐ Active living
- ☐ Respect for diversity, representation in content
- ☐ Respectful communication
- ☐ Sexual health



#### PAUSE AND REFLECT:

*How are core competencies woven into all instructional planning?*

[Core Competencies](#)

#### Daily practices for Social Emotional Learning (SEL)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive welcoming routines               <ul style="list-style-type: none"> <li>✓ Using preferred names</li> <li>✓ Sharing circles</li> <li>✓ Group check ins</li> </ul> </li> <li><input type="checkbox"/> Optimistic closures to reflect and identify next steps               <ul style="list-style-type: none"> <li>✓ Something I learned today...</li> <li>✓ I am still curious about...</li> <li>✓ Something I will take away and try because of today...</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging strategies including brain breaks to anchor thinking               <ul style="list-style-type: none"> <li>✓ Turn and talk</li> <li>✓ Think, pair, share</li> <li>✓ Mindful minute</li> </ul> </li> </ul> |
|--|---|

#### Physical and Health Education curriculum:

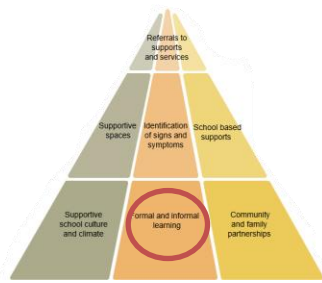
These guides, designed in collaboration by the Ministry of Education and Child Care and BC teachers, is meant to provide a useful starting point for teaching a variety of health education topics.



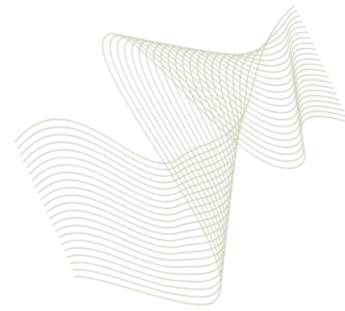
[Elementary](#)



[Secondary](#)



# TIER 1: UNIVERSAL



## TEACHING AND LEARNING: NEURODIVERSITY

### Neurodiversity and Mental Health

#### Healthy Minds BC

Culturally relevant video resources that reduce stigma and increase mental health literacy:

- [Neurodivergent in a Neurotypical World](#)
- [Neurodiversity and Mental Health in Schools](#)
- [Promoting Inclusion and Belonging](#)
- [Universal Design for Learning](#)
- [Building School–Family Connections](#)



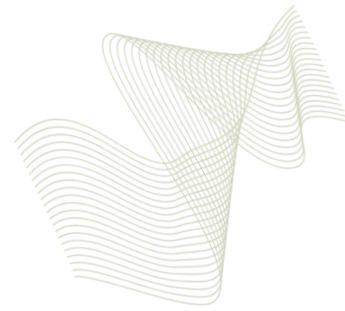
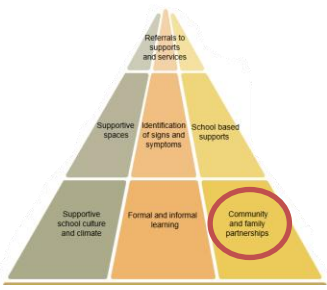
#### VIDEO SERIES

[Healthy Minds BC: Neurodiversity and Mental Health](#)

#### Universal design for neurodiverse learners

- ☐ Multiple ways to access instruction:
  - ✓ Present information in different formats (e.g., text, audio, visuals)
  - ✓ Providing options for language, symbols and comprehension (e.g., clarifying vocabulary, providing background knowledge)
- ☐ Multiple ways to show what they know:
  - ✓ Through writing, speech, art or other forms of communication
  - ✓ Provide options for physical activity
  - ✓ Options for building executive function skills (assistive technology, guiding goal setting, progress monitoring)
- ☐ Multiple ways to engage:
  - ✓ Offer choices to work in groups, pairs, alone or with support
  - ✓ Opportunities for motivation and self-reflection (self-assessment checklists or journals; connect lessons with lived experience, interests, culture and identities)

# TIER 1: UNIVERSAL



## PARTNERSHIPS: COMMUNITY

NLPS partnerships with community organizations provide access to:

Physical Wellness	Mental Wellness	Emotional Wellness	Spiritual Wellness
<ul style="list-style-type: none"> <li>public health services</li> <li>food security</li> <li>recreation access</li> <li>substance use</li> <li>health promotion</li> </ul>	<ul style="list-style-type: none"> <li>primary healthcare &amp; pediatrics</li> <li>disability &amp; diverse abilities supports</li> <li>post-secondary supports</li> </ul>	<ul style="list-style-type: none"> <li>counselling access</li> <li>parenting supports</li> <li>safety planning</li> </ul>	<ul style="list-style-type: none"> <li>cultural opportunities</li> <li>parks access</li> <li>2SLGBTQIA+ community</li> </ul>



### Community Partnerships

#### Indigenous Partners

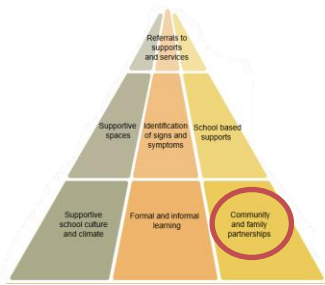
Teachers connect with families of students they are teaching. Indigenous Education Leads or the Indigenous Education Council are the first point of connection to local Nations or cultural advisors.

- Snuneymuxw First Nation
- Snaw-naw-as First Nation
- Stzuminus First Nation
- Mid Island Metis Nation
- Tillicum Lelum Aboriginal Friendship Centre
- Kwumut Lelum

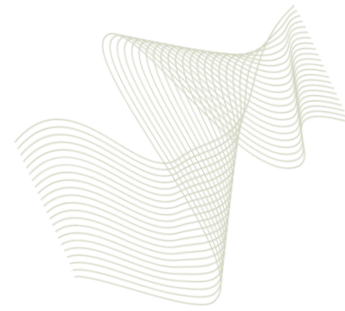
#### Health and Wellness Partners

Teachers should involve parents/guardians and follow district protocols before contacting external agencies.

- Island Health
- First Nations Health Authority
- Nanaimo Child Development Centre
- Ministry of Children and Family Development
- Nanaimo Community Hospice



# TIER 1: UNIVERSAL



## PARTNERSHIPS: FAMILY

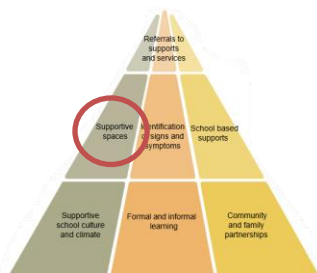
Effective strategies to foster positive school-family partnerships include:

- ☐ ongoing communication of student learning (e.g., formative assessment conferences)
- ☐ parent workshops
- ☐ communication systems (e.g., utilizing apps, regular check-ins, or newsletters)
- ☐ family engagement events (e.g., culture nights, open houses)
- ☐ accessible volunteer opportunities & committees (e.g., Parent Advisory Council, classroom & fieldtrip volunteers, school event committees)

### Family Partnerships

- ☐ To support newcomer or refugee families with settlement services:  
[Central Vancouver Island Multicultural Society](#)
- ☐ To support families with significant life challenges:  
[Nanaimo Family Life](#)
- ☐ To support families with mentorship for a child 5-18:  
[Big Brothers and Big Sisters of Central Vancouver Island](#)
- ☐ To support families with services such as child, youth, and family counselling:  
[Nanaimo and Area Resource Services for Families/Hollyburn](#)
- ☐ To support families with food security:  
[Nanaimo FoodShare Society](#)
- ☐ To support families experiencing domestic violence:  
[Haven Society](#)





# TIER 2: PREVENTION AND INTERVENTION



## ENVIRONMENT: SUPPORTIVE SPACES

When designing your support space for mental health and wellness, ensure these considerations:

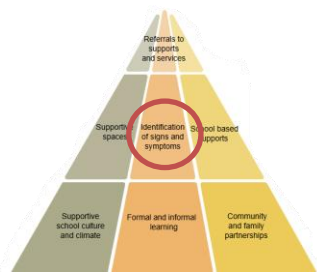
- Purpose & Function
  - Location
  - Environment & Atmosphere
  - Furniture & Layout
  - Regulation Tools
  - Visual Supports
  - Staffing & Supervision
  - Consistency & Structure
  - Cultural Safety & Inclusion
  - Data & Progress Monitoring
  - Transitions Back to Class
- ☐ Skill-building groups, regulation, social-emotional check-ins
  - ☐ Near counselling/learning services, not isolated
  - ☐ Soft lighting, neutral colours, minimal clutter
  - ☐ Small table for groups, beanbags, chairs, open floor area
  - ☐ Fidgets, visuals, breathing cards, timers, noise-reduction tools
  - ☐ Visual routines, expectations, emotion scales
  - ☐ Teacher, EA, IST, counsellor, CYFSW, ICSSW
  - ☐ Entry routine, goal setting, reflection before transition
  - ☐ Consider diverse identities, trauma-informed approaches
  - ☐ Attendance, skill progress, goal check-ins
  - ☐ Debrief prompts, transition cards, teacher communication

[Classroom Environment Reflection Tool](#)



### TOOL:

*Helpful checklist to support design of supportive classroom spaces.*



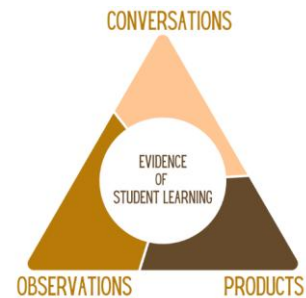
## TIER 2: PREVENTION AND INTERVENTION

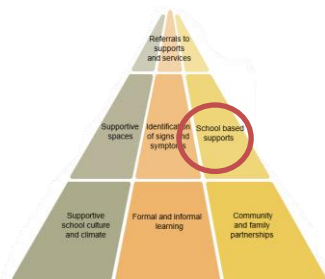


### TEACHING AND LEARNING: INFORMATION SOURCES

Before planning tier 2 supports for a student, seek information from these sources:

- ☐ **Triangulate data**
  - Use multiple sources to cross-reference findings, such as combining produced work, observations, and conversations about what students have learned.
- ☐ **NLPS Green/Yellow/Red data**
  - Collaborative team process to identify context and insights about students in multiple domains
  - Available on E-Assess
- ☐ **Learning Updates**
  - Written learning reports in each subject area to communicate student learning
  - Available in Elementary Reporting (ERC) K-7 and MyEducation BC (8-12)
- ☐ **IEP/AIP/LP**
  - Learning Plans like Annual Instructional Plans for ELLs and Individual Education Plans for students with designations are available in MyEducation BC for 8-12 and in ERC for K-7
- ☐ **Permanent Student Record (PSR) Card**
  - Contains a student's academic history, including marks, attendance, and other information about their program of instruction.
  - Found on MyEducation BC or in the office
- ☐ **Student File**
  - Located with office records, the student file will document records that are relevant to historical information about the student's education journey
- ☐ **Assessments**
  - Previous assessment history, including literacy, numeracy, and any other archived academic testing will be located either in MyEducation BC, ERC or in the student file





## TIER 2: PREVENTION AND INTERVENTION

### SCHOOL BASED SUPPORTS

These strategies provide small-group for specific skills such as executive functions, emotional regulation, conflict resolution, social skills, or personal supports.

#### Support Area:

#### Examples of Tier 2 Supports:

- Emotional Regulation
- Skill-Building
- Relationship-Based Supports
- Academic Supports
- Mental Health Promotion
- Attendance & Engagement
- Collaboration With Families
- Cultural Safety & Inclusion
- Monitoring & Review

- ☐ Small-group SEL lessons, check-in/check-out, emotion coaching
- ☐ Executive function groups, social skills groups, problem-solving lessons
- ☐ Assigned mentor/coach, regular adult check-ins, lunch groups
- ☐ Organizational support, guided study hall, targeted skill groups
- ☐ Coping workshops, mindfulness groups, psychoeducation sessions
- ☐ Attendance check-ins, engagement goals, re-entry support
- ☐ Sharing strategies, communication updates, parent resource referrals
- ☐ Trauma-informed practice, inclusive materials, identity-affirming spaces
- ☐ Teacher feedback, observational data tracking, student reflection tools

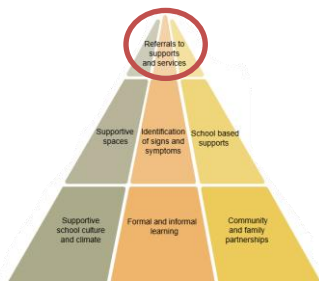
The Ministry of Education and Child Care identifies Indigenous learners, children and youth in care, and students with disabilities or diverse abilities as Priority Populations to consider in planning supports for student wellness.



#### Priority Populations

*What equity outcomes are your schools committed to?*

# TIER 3: SUPPORTS AND SERVICES



## INDIVIDUAL LEARNING PLANS

To support individualized student wellness goals, planning may include:

### Individual Education Plan (IEP)

- ☐ Thorough understanding of the student's profile
  - ✓ Anticipate situations that may trigger stress
  - ✓ Plan lessons with supports in place
  - ✓ Adjust expectations compassionately
- ☐ Implement behaviour and regulation supports:
  - ✓ Build routines into classroom culture
  - ✓ Teach the student how to use break options and tools
  - ✓ Track patterns (which times are hardest)
- ☐ Ensure safety and crisis planning
  - ✓ Know warning signs and response
  - ✓ Use predictable calm support to help re-regulate
  - ✓ Follow communication protocols with counsellors, admin and family



[Inclusion  
Support in NLPS](#)

### Annual Instructional Plan (AIP) for English Language Learners (ELLs)

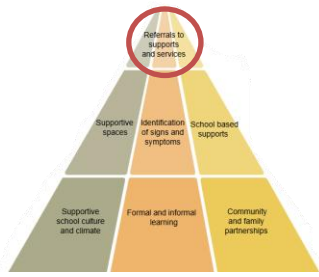
- ☐ Learn student's background and context:
  - ✓ History of time in Canada, time learning English
  - ✓ Prior schooling or gaps, literacy skills in first language
  - ✓ Situations that may impact stress or trauma (refugee experience, family separation)
- ☐ Create a culturally safe classroom
  - ✓ Include texts, examples, and celebrations from the student's culture
  - ✓ Recognizing culturally influenced behaviours (eye contact, participation style, tone)



[ELL in NLPS](#)



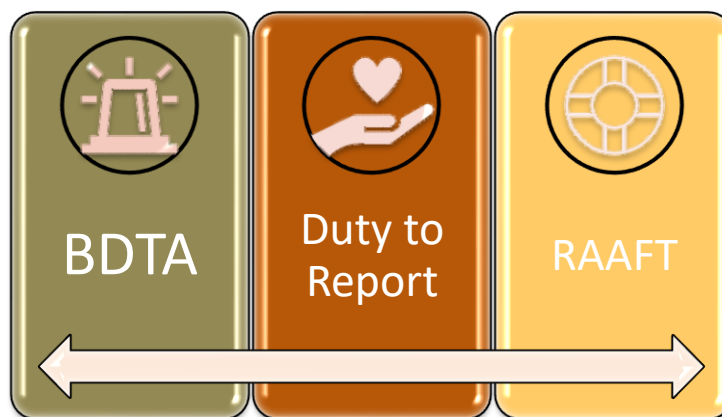
# TIER 3: SUPPORTS AND SERVICES



## TIER 3 SUPPORTS

The protocols for responding to student support at this level include expansion of the student's care team to include relevant community professionals and family/caregivers.

Examples of Tier 3 processes include:



### BDTA (Behaviour and Digital Threat Assessment)

The BDTA process is a proactive, team-based approach to identify and respond to behaviours or digital communications that may pose a threat to safety or wellbeing.

- *BDTA teams are initiated by the school principals and may involve other relevant community professionals such as RCMP or community mental health clinicians.*

### Duty to Report

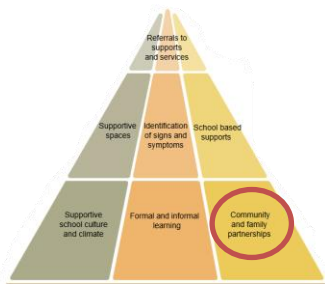
All Nanaimo Ladysmith Public Schools staff are legally required to report any disclosures or suspicion that a child is being abused or neglected. Reports must be made immediately to the **MCFD Central Screening Centre (1-800-663-9122)**. Failure to report is an offense.

- *All NLPS counsellors and Child, Youth, Family Support Workers are trained annually.*

### RAAFT (Rapport-Ask-Assess-Follow-through-Teamwork)

The RAAFT is a structured, trauma-informed protocol used by NLPS staff to assess and respond to student suicide risk.

- *In NLPS, only counsellors and Child, Youth, Family Support Workers conduct suicide risk assessments.*



# TIER 3: SUPPORTS AND SERVICES



## TIER 3 SERVICES

Some students need extra help with their mental health, called Tier 3 support. Schools are an important part of the community's mental health system and often help connect students who are struggling with the right supports and services in the community.

### Tier 3 supports in NLPS

Always start with the school or district counsellor, school-based team or administrator when you are concerned about a student's mental health.

- ☐ Integrated Child and Youth Team (ICY) – Mild to moderate mental health challenges supported by both clinical counselling and non-clinical supports together in a multidisciplinary team setting. In NLPS, your school counsellor will be the contact for referral to the ICY team. Access is free and voluntary.
- ☐ Child and Youth Mental Health (CYMH) – Moderate to severe mental health challenges supported by clinical counsellors. Access is free and voluntary for community-based mental health supports and services in B.C. with walk-in access weekly.

CYMH Nanaimo: 301-190 Wallace Street, 250-741-5701

- ☐ Discovery Youth & Family Substance Use Services are available to youth (13 to 19) directly or indirectly impacted by substance use who have concerns about alcohol or drug use. Access is free and voluntary.

Central Island Discovery Youth and Family Substance Use Referral

### CRISIS

- ☐ Kids Help Phone    ☐ Suicide Crisis Line    ☐ Kuu-us Crisis Line
- Call: 1-800-668-6868    ➤ Text or Call 988    ➤ Call: 1-800-588-8717
- Text: 686868



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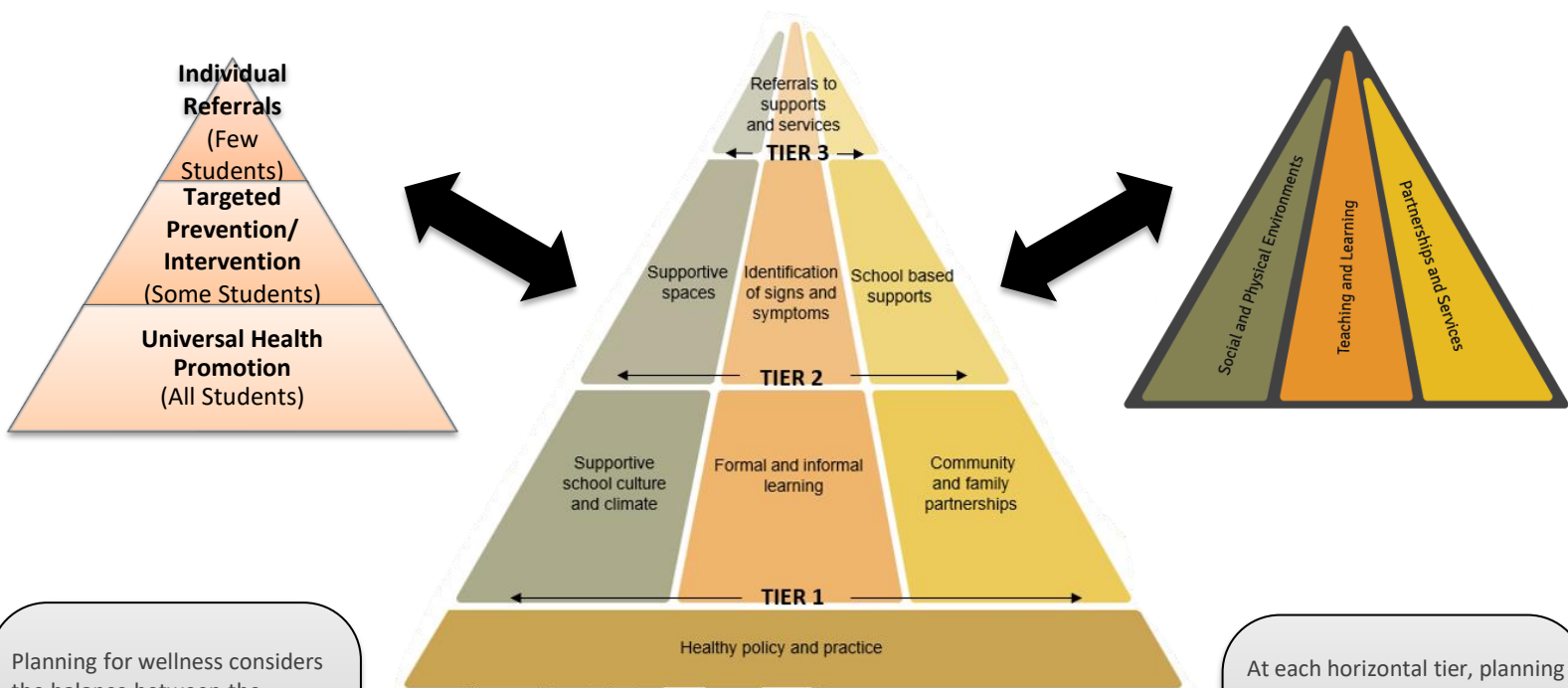
# Educator Resources



# Student Wellness Planning Tool

## Purpose:

School staff planning supports for student wellness will use this model to understand and communicate strategies at a whole school, classroom, or individual student level.



Planning for wellness considers the balance between the following parts:

- physical (body)
- mental (mind)
- emotional (feelings)
- spiritual (purpose).

At each horizontal tier, planning for supports considers the vertical pillars of:

- social & physical environment
- teaching & learning
- partnerships & supports.



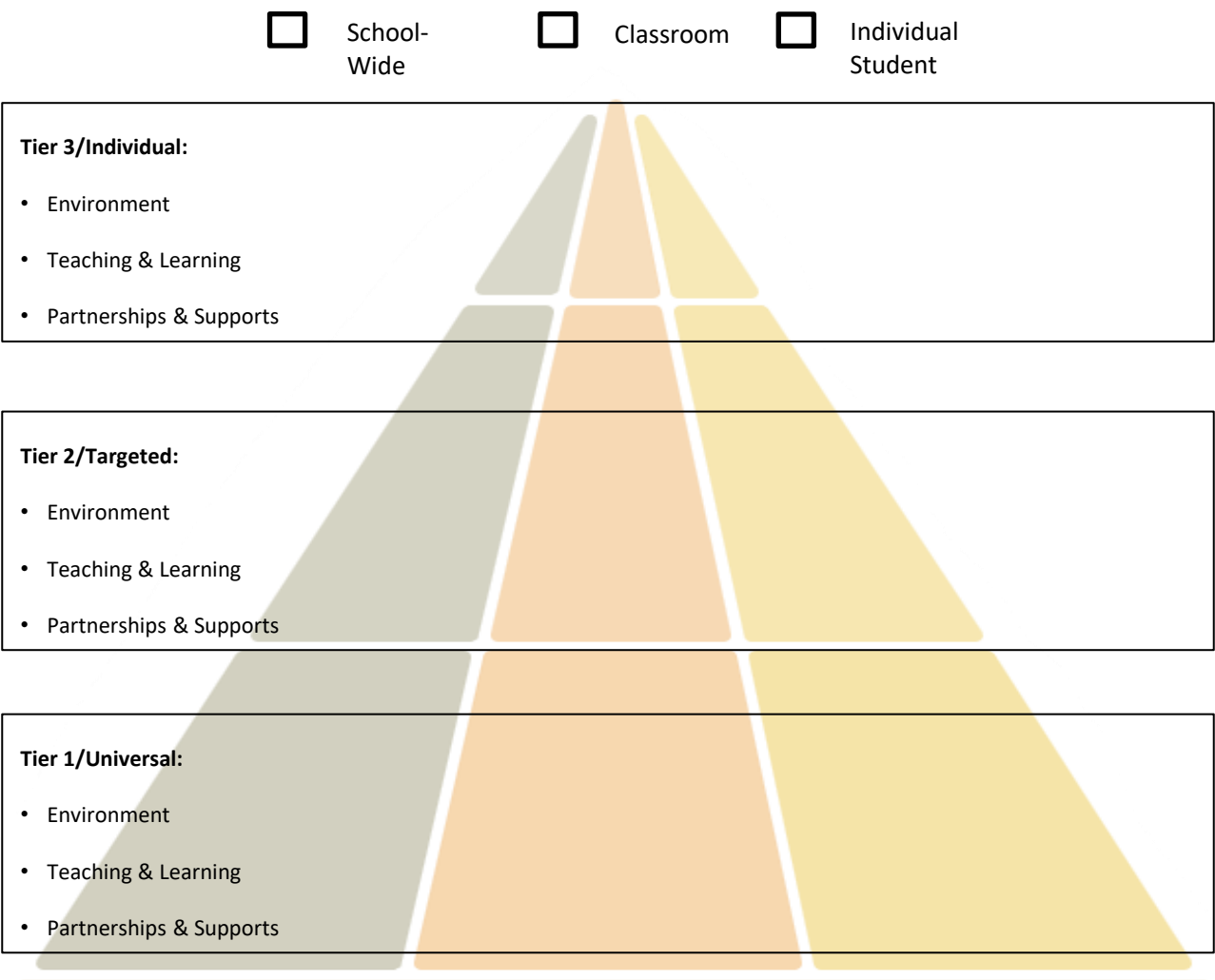
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# What supports can be put in place to support student wellness?







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# Student Resources



it's okay to not be  
okay sometimes.



Reaching out is a sign of strength.

KIDS HELP PHONE (24/7)

Call 1-800-668-6868 Text 686868

VANCOUVER ISLAND CRISIS LINE

1-888-494-3888

KUU-US CRISIS LINE

1-800-588-8717

SUICIDE CRISIS HELP LINE

Text or Call 988

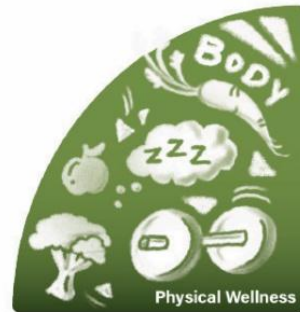
ERASE REPORT IT TOOL

[erasereportit.gov.bc.ca](http://erasereportit.gov.bc.ca)

# Student WELLNESS Guide

What is  
Wellness?

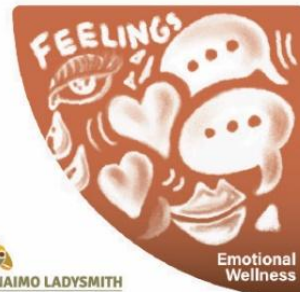
Wellness means taking care  
of yourself so that you can  
be the best you possible.



Physical Wellness



Mental Wellness



Emotional Wellness



Spiritual Wellness



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PUBLIC SCHOOLS

[www.sd68.bc.ca](http://www.sd68.bc.ca)

More supports here



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[www.sd68.bc.ca/wellness-guide](http://www.sd68.bc.ca/wellness-guide)

## Should I Ask?



You are important.  
And life can be hard.  
Things come up and you  
might feel embarrassed  
or scared to ask for help.  
Anything you need to say,  
we are here to listen.



## WHO CAN I ASK AT MY SCHOOL?

The adults at your school will  
work with you to find the support that's  
right for you. Along with your teachers and  
education assistants, these are helping  
adults at your school:

Counsellor

Child, Youth & Family  
Support Worker

Indigenous Cultural &  
Student Support Worker

Principal/Vice Principal

Secretary



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the fillable  
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**Parent/  
Caregiver  
Resources**



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ERASE REPORT IT TOOL  
[erasereportit.gov.bc.ca](http://erasereportit.gov.bc.ca)

# Parent & Caregiver **Guide** TO STUDENT WELLNESS

How can I support  
my child's wellness?



More supports here



[www.sd68.bc.ca/wellness-guide](http://www.sd68.bc.ca/wellness-guide)



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[www.sd68.bc.ca](http://www.sd68.bc.ca)

## Can I ask school staff for help?

School staff are your teammates in your child's educational experiences. If you are struggling to support your child's wellness, don't hesitate to reach out -we will do our best to connect you with resources.



## Who can I ask at my child's school?

Along with your child's teachers and education assistants, supporting staff at the school can help, or put you in touch with someone who can.



Counsellor

Child, Youth & Family  
Support Worker

Indigenous Cultural &  
Student Support Worker

Principal/Vice Principal

Secretary

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## References

Healthy Schools BC Comprehensive School Health Framework

<https://healthyschoolsbc.ca/healthy-schools-bc-resources/assessment-tools/>

Kelty Mental Health & Well-being in Schools: A Model for BC School Communities

<https://keltymentalhealth.ca/school-professionals/our-approach-supporting-schools>

Key Principles and Strategies for K-12 Mental Health Promotion in Schools

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/key-principles-and-strategies-for-k-12-mental-health-promotion.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>