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CASS 2026







Advancing School-Based Mental Health Decision-Making: A Collaborative Screening and Referral Project

learning | as unique | as every student

WERKLUND INSTITUTE

THE MATHISON CENTRE for MENTAL HEALTH RESEARCH & EDUCATION

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Professional Practice Standards



Addressing the Assessment Gap with Partners

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Who We Are: As the largest school district in Western Canada, we offer a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. We focus on personalizing the learning experience so that each student is engaged, inspired and learning to their full potential.We are a leader in education and are proud of our students and the outstanding results they continue to achieve.

Werklund Institute for Social and Emotional Intelligence Canada

www.werklundsei.com/

Who We Are: A national non-profit organization dedicated to strengthening universal school mental health and well-being for all.

Focus Areas:

- Universal Mental Health Strategies
- Emotional intelligence
- Social and Emotional Learning
- Mental Health & Well-being
- Belonging, Mattering & Connection
- Compassionate Leadership
- Implementation Science
- System and Workplace Wellbeing

Mathison Centre for Mental Health Research and Education

THE MATHISON CENTRE for MENTAL HEALTH RESEARCH & EDUCATION

Who We Are: A centre dedicated to advancing research and education on early identification, treatment, and prevention of mental illness.

Focus Areas:

- multidisciplinary approach from basic science through to clinical, health services and population health.
- working closely with academic and community partners to advance mental health across the lifespan with particular focus on children, youth and emerging adults.

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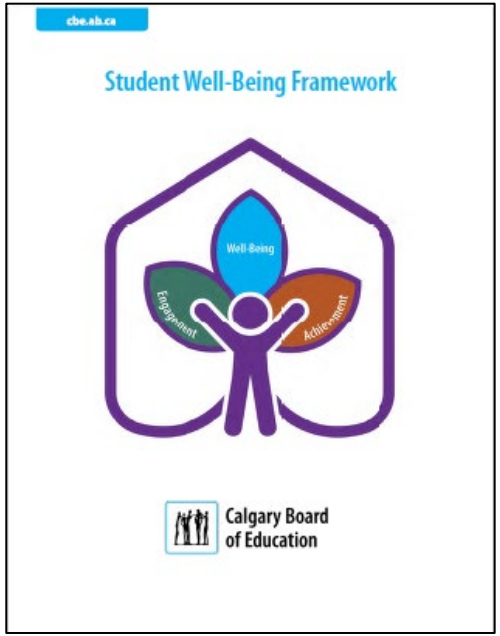
From Framework to Practice

- Use information already available to schools more intentionally
- Develop stronger teacher-based screening opportunities with research and community partners.
- Develop referral pathways responsive to teacher-based screening

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CBE Student Well-Being Framework



Holistic Lens

We see and support the whole child — social, emotional, physical, cultural and academic.

To Be - Spirit • To Belong - Heart • To Do - Body • To Know - Mind

Active Leadership

Leaders model, champion and sustain a culture of well-being.

Student-Centred Practice

We create equitable environments that are responsive to student needs. We value and support each learner while maintaining high expectations.

Continuous Improvement

We use data and research to understand needs, measure impact, guide decisions and inform learning refinement and future action.

Student Voice

Student voice and agency are welcomed, valued and acted upon.

Role Clarity

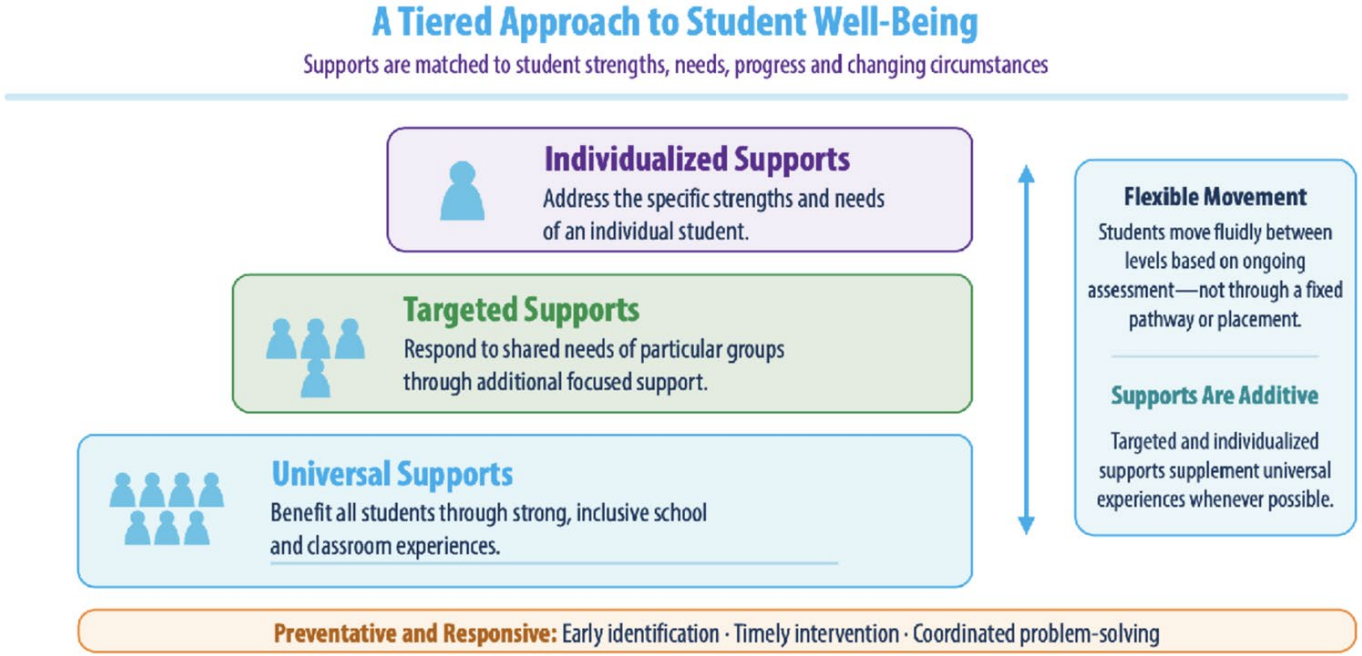
We clearly define who is responsible for what, when action is required and how staff collaborate to support students and respond when concerns arise.

Embodying Visionary Leadership: a shared approach to student well-being
Leading a Learning Community: critically reviewing research and using evidence

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CBE Student Well-Being Framework: A Tiered Approach

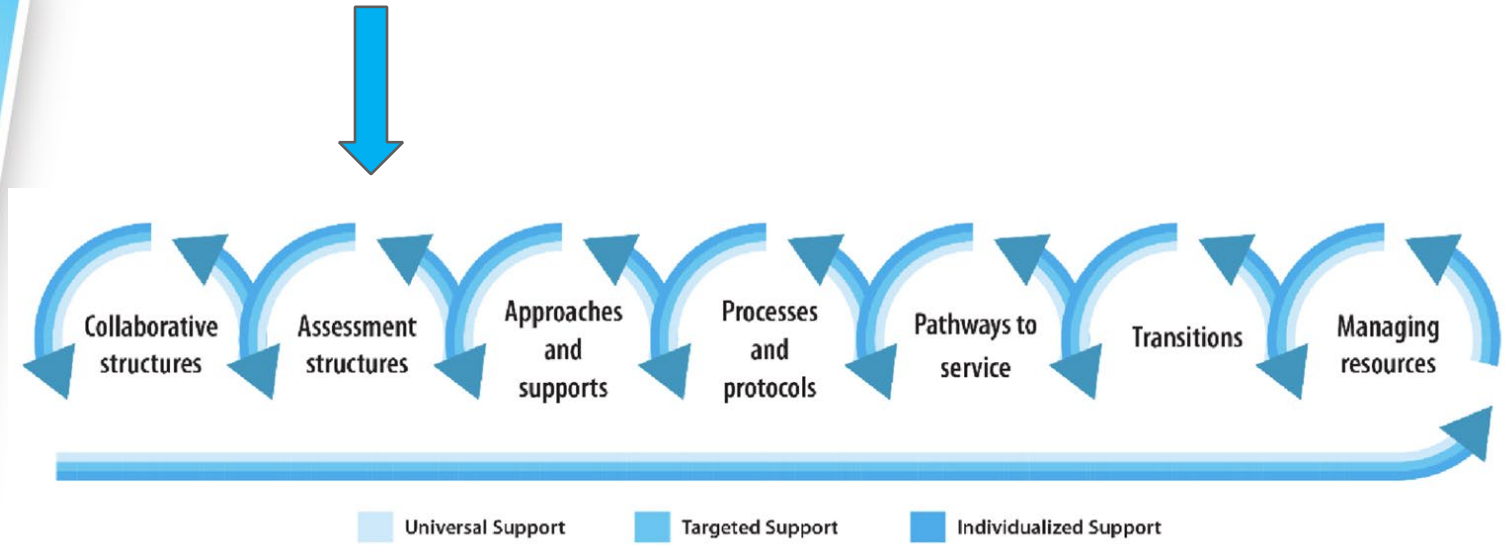


Embodying Visionary Leadership: a shared approach to student well-being
Leading a Learning Community: critically reviewing research and using evidence

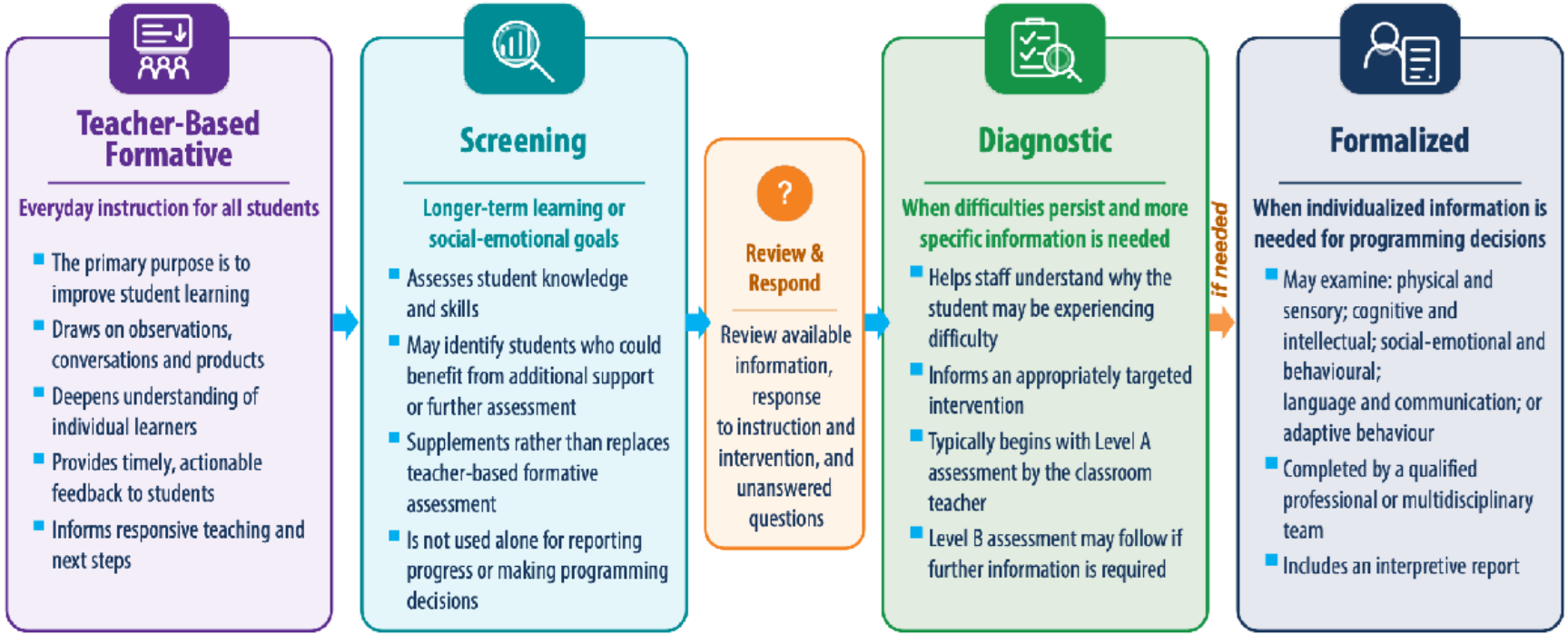
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CBE Student Well-Being Framework: Element of Assessment



Embodying Visionary Leadership: a shared approach to student well-being
Leading a Learning Community: critically reviewing research and using evidence



Providing Instructional Leadership: using assessment to improve teaching and learning

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Assessing Context: Mapping Assessment

Initial Inventory: Looking at assessment through the continuum, map current practices in your school authority.

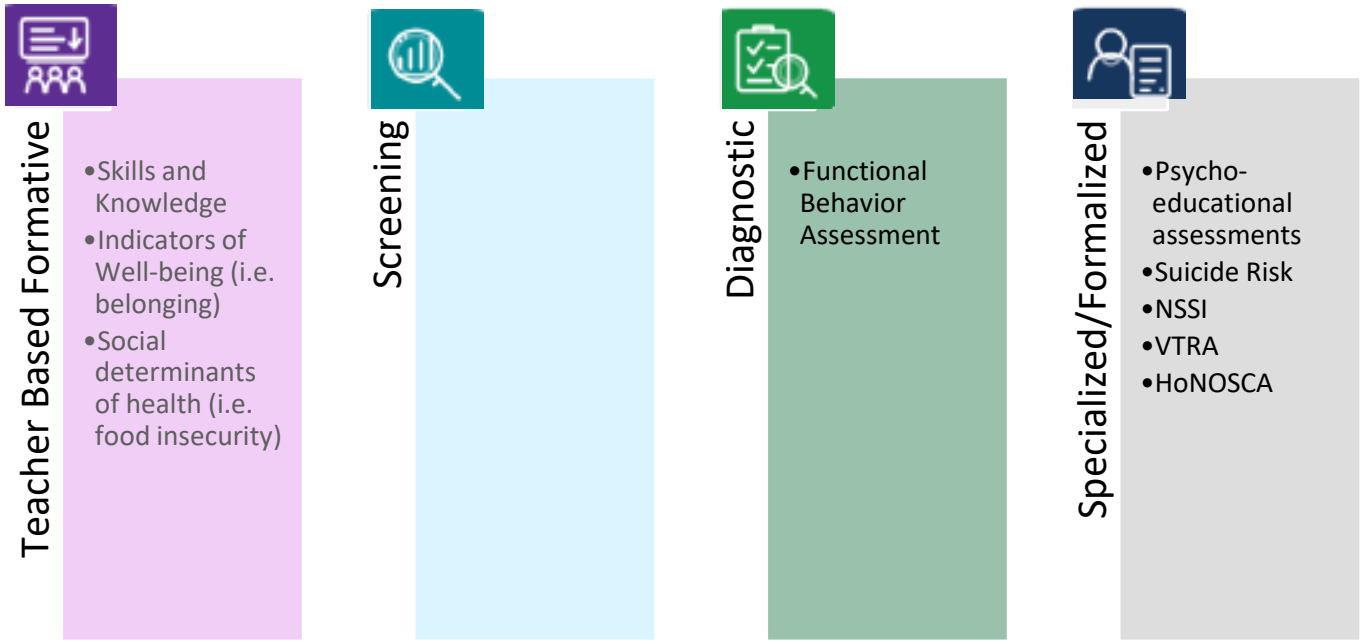
What do you notice?

Where is your assessment challenge?

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The Assessment Challenge in the Middle



Providing Instructional Leadership: using assessment to improve teaching and learning

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Being Intentional: Criteria for Review

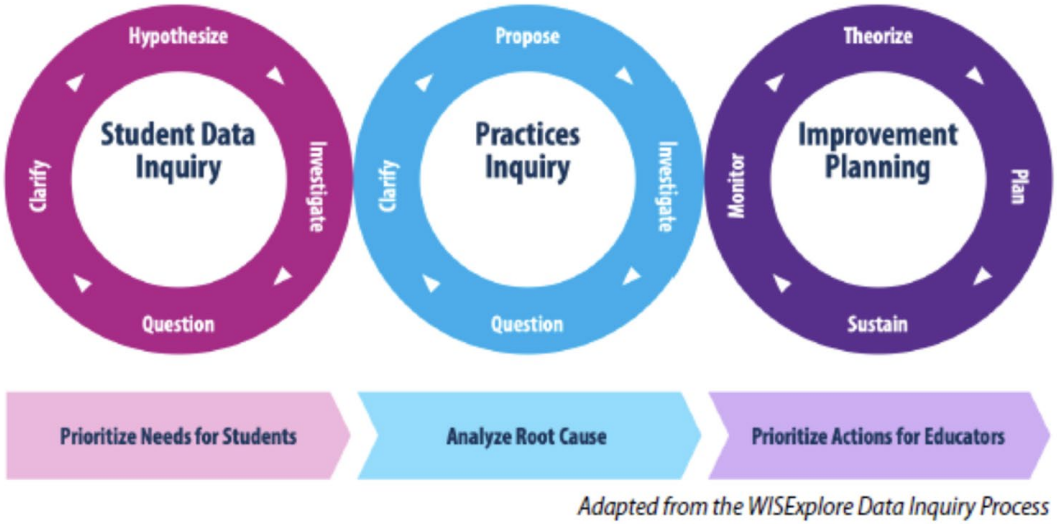
- Clear purpose
- Relevance to a decision
- Research support
- Feasibility for teachers
- Cultural and developmental appropriateness
- Student and family voice
- Privacy
- Defined response – pathway to service

Providing Instructional Leadership: using assessment to improve teaching and learning
Fostering Effective Relationships: working with students, families and partners

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Continuous Improvement Cycle



Adapted from the WISExplore Data Inquiry Process

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Addressing the Assessment Gap: Develop Teacher Based Screeners with Partners

- Collaborative inquiry
- Inventory of current practice
- Review the research with partners
- Test feasibility with teachers
- Establish response pathways
- Evaluate usefulness before scaling

Providing Instructional Leadership: using assessment to improve teaching and learning
Fostering Effective Relationships: working with students, families and partners

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Enabling Conditions: Leadership

What information would help our teams act earlier, and what must be in place before we ask teachers to gather it?

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Thank You

learning | as unique | as every student

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