

Positive Mental Health Detailed Report

[School Name]

November 20, 2013

Your Confidential Report

This Healthy School Planner Feedback Report presents in summary form all of the information that you have entered into the Pan-Canadian Joint Consortium for School Health (JCSH) Healthy School Planner for the module that you have just completed.

The Feedback Report contains:

- the results of the assessment portion of the tool, for each category for your school;
- recommendations for your school addressing each indicator;

The Healthy School Planner is based on the concept of "Comprehensive School Health (CSH)", an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. The Planner was developed by the Propel Centre for Population Health Impact at the University of Waterloo, under the guidance of an Advisory Committee formed by the JCSH.

The primary purpose of the Healthy School Planner is to provide schools with information about the status of the health of their school, and to assist them with their own planning and evaluation efforts. A secondary objective is to gather information on the health of schools at a regional level, to assist education and health program planners and researchers in targeting, planning and evaluating efforts with school aged children, and to facilitate teamwork among schools, school boards and stakeholders in the greater school community.

Individualized information and feedback reports generated through the use of the tool are retained by the Propel Centre for Population Health Impact at the University of Waterloo indefinitely on a secure server, accessible only to research staff assigned to this project. The JCSH, other schools, school boards and government agencies do not have access to school specific information. While your school is in no way obligated to share the results of your assessment or how you have used the results of your assessment to help you plan your improvements, you are encouraged to share your school's feedback report with your school community.

For more information on this report, or the research associated with it, please contact:

Propel Centre for Population Health Impact
200 University Avenue West
Waterloo, ON
N2L 3G1
(519) 888-4520 (tel)
(519) 886-6424 (fax)
jcsh@healthy.uwaterloo.ca

Interpreting your school's rubric

After your school has completed one or more of the Healthy School Planner modules and you have entered your responses online, your school will immediately receive the results of the assessment on a 4-point rubric. Based on how your school responded to each question, an automatic scoring system will place your school at a given level within the 4-point scale on the rubric. This will help your school identify ways in which you can improve in a given area. Below are definitions of each level:

Level 1 (Initiating): With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

Level 2 (Taking Action): With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

Level 3 (Achieving Success): With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

Level 4 (Maintaining Momentum): With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

Positive Mental Health Detailed Rubric & Recommendations

Below are your school's results for the positive mental health detailed of the HSP and corresponding recommendations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school provides universally-designed physical spaces that ensure all students can participate fully as learners in the classroom and school settings.	Physical spaces are not designed to enhance access for all students.	Planning processes include consideration of needed renovation or redesign of school spaces to increase accessibility.	Renovations and upgrades of existing school spaces incorporate the inclusion of accessibility features, but some inaccessible areas remain.	Physical spaces are designed so that all students can access facilities, maneuver within them, and participate fully in planned learning activities.
<p>Recommendations:</p> <p>Take time to observe your school's physical spaces. Identify key space characteristics and features that contribute to positive social interactions and those that could be modified to be more effective in this regard.</p>				
The school appropriately addresses potential safety concerns related to students' online social exchanges and relationships.	The school does not address potential safety concerns related to students' online social exchanges and relationships.	The school minimally addresses potential safety concerns related to students' online social exchanges and relationships.	The school addresses potential safety concerns related to students' online social exchanges and relationships to some extent.	The school routinely addresses potential safety concerns related to students' online social exchanges and relationships.
<p>Recommendations:</p> <p>Devote time at staff meetings to discuss the nature of online social interactions among students and their peers. In these discussions, identify areas of strength and development related to online social interactions.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school offers/adapts learning environments to explicitly include the needs of students with social/emotional concerns.	School staff members are not aware of the impact of designing learning environments for considering the needs of students with social/emotional concerns.	School staff members have an awareness of the impact of designing learning environments for students with social/emotional concerns.	Some school staff members consider ways to design learning environments that meet the needs of students with social/emotional concerns.	Most school staff members routinely design and adapt learning environments to meet the needs of students with social/emotional concerns.
<p>Recommendations:</p> <p>Invite staff members to share successful academic accommodations that have addressed students' learning and social-emotional needs.</p>				
TEACHING AND LEARNING				
Opportunities to understand and appreciate diversity occur during both instructional and non-instructional times.	The school does not provide opportunities for students to gain an understanding and appreciation of diversity.	The school provides minimal opportunities for students to gain an understanding and appreciation of diversity.	The school provides some opportunities for students to gain an understanding and appreciation of diversity.	The school routinely provides opportunities for students to gain an understanding and appreciation of diversity.
<p>Recommendations:</p> <p>Carry out professional learning opportunities on the importance of understanding diversity and culturally responsive educational approaches. Content themes may include de-stigmatization, sensitivity to differences, respectful and equitable participation, and social justice. Ensure that students have opportunities to take part in such presentations.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
The school incorporates culturally-relevant themes in instructional practices.	The school does not incorporate culturally-relevant themes in instructional practices.	The school minimally incorporates culturally-relevant themes in instructional practices.	The school incorporates some culturally-relevant themes in instructional practices.	The school routinely incorporates culturally-relevant themes in instructional practices.
<p>Recommendations:</p> <p>Encourage school staff members to take time to learn about the diverse interests, strengths, and cultural backgrounds of their students.</p>				
The school applies instructional methods that accommodate individual learning needs and preferences.	Staff members are not generally aware of the importance of accommodating individual learning needs or preferences.	Staff members are aware of individual learning needs and preferences, but <i>do not generally accommodate</i> them as part of instructional methods.	<i>Some staff members</i> make efforts to accommodate identified individual learning needs and preferences as they emerge in the classroom context.	<i>Most staff members</i> make efforts to accommodate individual learning needs and preferences to address a wide range of student profiles.
<p>Recommendations:</p> <p>Review policies with school staff related to the need and requirement for accommodations for student learning across curriculum areas.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
The school engages in collaborative home-school relationships that include family members in school initiatives or as volunteers in student learning activities.	The school does not engage in collaborative home-school relationships that include family members in school initiatives or as volunteers in student learning activities.	The school engages in minimal collaborative home-school relationships that include family members in school initiatives or as volunteers in student learning activities.	The school engages in some collaborative home-school relationships that include family members in school initiatives or as volunteers in student learning activities.	The school routinely engages in collaborative home-school relationships that include family members in school initiatives or as volunteers in student learning activities.
<p>Recommendations:</p> <p>Include in public communication, within and outside the school, the importance of positive home and school relationships and the benefits of regular communication and collaboration.</p>				
The school engages in collaborative approaches with community partners or government services to address the needs of students and their families when additional supports are required.	The school does not engage in collaborative approaches with community partners or government services.	The school minimally engages in collaborative approaches with community partners or government services.	The school engages in some collaborative approaches with community partners or government services.	The school routinely engages in collaborative approaches with community partners or government services.
<p>Recommendations:</p> <p>Organize community fairs and open houses where health and educational stakeholders and service providers may promote their services and exchange program information.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
School and community partnership initiatives emphasize active student engagement and participation.	School and community partnership initiatives do not include a focus on student engagement and participation.	School and community stakeholders recognize the importance of hearing student perspectives on setting goals for joint initiatives, but provide minimal opportunities to do so.	School and community stakeholders organize some opportunities for hearing students' perspectives and using their strengths in partnership initiatives.	School and community stakeholders fully collaborate with students to set goals, carry out actions, and evaluate outcomes.
<p>Recommendations:</p> <p>Carry out school-based surveys or focus groups to discuss student perceptions regarding their engagement and leadership within the school and wider community. Use the findings to create awareness regarding the importance of student engagement and active participation as part of their educational development.</p>				
HEALTHY SCHOOL POLICY				
The school adopts educational policies and practices that ensure the inclusion of all students, including those with special needs.	The school does not adopt educational policies and practices that ensure the inclusion of all students, including those with special needs.	The school adopts minimal educational policies and practices that ensure the inclusion of all students, including those with special needs.	The school adopts some educational policies and practices that ensure the inclusion of all students, including those with special needs.	The school routinely adopts educational policies and practices that ensure the inclusion of all students, including those with special needs.
<p>Recommendations:</p> <p>Review with staff members educational policies that underscore the importance of student inclusion. As part of this review, discuss potential strategies for enhancing school connectedness for all students (Refer to <i>Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives</i> for additional strategies for building school connectedness).</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school provides timely intervention services for students with complex learning, health or family needs.	School policies and practices do not include intervention services for students with complex needs.	School staff members recognize the importance of serving students with complex needs, and have undertaken plans to build service capacity in this regard.	School staff members work with school-based professionals to provide support in the development of interventions for students with complex needs as necessary.	Regular student service team meetings apply a problem-solving format to identify and implement timely strategies for students with complex needs.
<p>Recommendations:</p> <p>Develop regional or community resource directories outlining services and support programs for students with complex needs.</p>				

Positive Mental Health Express Rubric & Recommendations

Below are your school's results for the positive mental health express of the HSP and corresponding recommendations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
<p>The school understands positive mental health perspectives and practices, and how they relate to students' social-emotional learning and academic development, and routinely apply such insights in educational plans for students.</p>	<p>Staff members are generally <i>not aware</i> of positive mental health practices.</p>	<p>Staff members are aware of the educational importance of positive mental health practices but <i>are not using this knowledge</i>.</p>	<p>Staff members are knowledgeable of positive mental health practices and <i>sometimes apply</i> such insights in educational plans for students.</p>	<p>Staff members are knowledgeable of positive mental health practices and <i>routinely apply</i> such insights in educational plans for students.</p>
<p>Recommendations:</p> <p>Invite students and staff to design and carry out <i>messaging initiatives in the school that reinforce positive mental health and social-emotional learning concepts</i> (see the <i>Positive Mental Health Toolkit at jcshpositivementalhealthtoolkit.com</i>).</p>				
<p>The school provides accessible social spaces where students feel included.</p>	<p>Students' feelings of inclusion have not been considered in designing or using social spaces.</p>	<p>Discussions of social spaces and students' feelings of inclusion occur, but <i>are not linked to any specific changes in social spaces</i>.</p>	<p><i>Social spaces</i> have been purposefully redesigned to enhance students' feelings of inclusion.</p>	<p>Social spaces are <i>routinely evaluated</i> for their impact on students' feelings of inclusion, and renovations or repurposing of spaces are carried out where necessary.</p>
<p>Recommendations:</p> <p>Encourage teachers to share with each other innovative ways in which they have organized their classroom and other social spaces using Universal Design for Learning principles (refer to <i>JCSH's Schools as a setting for promoting positive mental health perspectives and practices</i>).</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school undertakes initiatives that foster the creation of safe and caring school environments.	School-wide initiatives do not foster the creation of safe and caring environments for students.	School-wide initiatives foster the creation of safe and caring environments for students to a minimal extent.	School-wide initiatives foster the creation of safe and caring environments for students to some extent.	School-wide initiatives routinely foster the creation of safe and caring environments for students.
<p>Recommendations:</p> <p>Collect data from student and parent surveys or focus group consultations to identify areas of concern related to school safety, social relationships or the learning environment. Use findings from these data collection activities to engage the full school community - students, parents and educators - to inform decision-making, and plan to assess the design of social and learning spaces and the adoption of initiatives or programs to promote respectful, safe and caring environments.</p>				
TEACHING AND LEARNING				
The school provides opportunities for students to learn and practice social skills.	School staff members do not purposefully promote positive social skill development among students in classroom and school environments.	School staff members talk to students about the importance of social skills in their relationships with others; however, such content is generally not reflected in learning activities.	Some school staff members incorporate opportunities for the development of social skills within classroom learning activities.	Most school staff members routinely incorporate opportunities for learning and practicing social skills in classroom-based instructional activities.
<p>Recommendations:</p> <p>Engage the commitment of school leadership, staff and other community stakeholders in the development of a vision for social emotional learning. Conduct a needs assessment to increase understanding of the school climate, and to review current social skill-building practices. Develop and implement an action plan based on gathered data (refer to www.casel.org/guide).</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
School staff members apply the exploration and use of students' strengths and interests in planning and delivering instructional activities.	Staff members <i>do not take into consideration</i> the strengths and interests of students when planning instruction.	Staff members are aware of the importance of students' strengths and interests, but <i>do not generally explore or use them in instructional activities.</i>	Staff members <i>sometimes</i> explore and use students' strengths and interests in instructional activities.	Staff members <i>routinely</i> explore and use students' strengths and interests in instructional activities.
<p>Recommendations:</p> <p>Explore students' sources of motivation through the completion of brief inventories or questionnaires, short written passages, or drawings describing their areas of interest, passion or strength. Incorporate students' areas of interest or strength as instructional themes for specific curriculum areas or for project work.</p>				
The school applies instructional approaches that support autonomy through listening to and validating student perspectives.	The school does not apply instructional approaches that support autonomy.	The school applies minimal instructional approaches that support autonomy.	The school applies some instructional approaches that support autonomy.	The school routinely applies instructional approaches that support autonomy by minimizing external control, and by listening to and validating student perspectives.
<p>Recommendations:</p> <p>Provide students with choice in how to complete specific assignments to demonstrate their learning. This could include doing oral presentations, creating artistic works, formulating online presentations, or completing written research reports.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
The school engages in positive school-home interactions that provide regular communications with parents or caregivers.	Staff members <i>generally work independently of the home</i> context with respect to planning and carrying out student learning activities and strategies.	Staff members recognize the value of school-home interactions and make contact with parents or caregivers <i>when problems arise</i> .	<i>Some staff members</i> incorporate communication strategies with parents and caregivers on student progress as part of their regular routines.	<i>Most staff members</i> maintain regular communication with parents or caregivers on student progress and functioning as part of their regular routines.
<p>Recommendations:</p> <p>Make "positive news" phone calls to students' homes. These contacts are intended to share with families something positive that has been noticed or observed about a student. Create biweekly or monthly school newsletters (online or hard copy) highlighting specific opportunities for families to volunteer or participate in events within their children's school or classroom.</p>				
The school provides opportunities for students to engage in mentorship learning activities with community-based organizations or caring adults.	Educational programming does not include opportunities for mentorship learning with community-based organizations or caring adults.	Targeted opportunities for individual students to engage in community-based mentorship activities (with organizations or caring adults) are developed.	Schools create occasional mentorship partnerships with community-based organizations or caring adults.	Mentorship programming with community-based organizations or caring adults are embedded as part of the regular curriculum.
<p>Recommendations:</p> <p>Invite parents or guardians to volunteer as learning mentors. Caregivers possess a wide range of expertise and areas of interest that may be shared with students during structured classroom learning activities, or as part of school-wide educational initiatives. Engage caring adults as mentors for students identified as at risk of leaving school to enhance their school and community connectedness.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school adopts discipline policies and practices that restore and reconnect students to school.	The school does not adopt discipline policies and practices that restore and reconnect students to school.	The school adopts minimal discipline policies and practices that restore and reconnect students to school.	The school adopts some discipline policies and practices that restore and reconnect students to school.	The school routinely adopts discipline policies and practices that restore and reconnect students to school.
<p>Recommendations:</p> <p>Invite students to be collaborators in setting expectations and consequences in the development of behaviour plans. Implement peer mediation, restorative circles and group conferences to address issues of concern. Seek support and consultation from health service providers or student services specialists in developing behaviour or school re-entry plans.</p>				
The school provides professional learning opportunities on positive mental health perspectives and practices.	Professional learning activities do not include components on positive mental health.	School staff members discuss the educational importance of positive mental health practices, but do not have targeted professional learning opportunities in this area.	Some school staff members participate in professional learning sessions on how to incorporate positive mental health perspectives and practices into school policies and in the school environment.	School staff members work together in grade level or curriculum working groups to design innovative approaches or strategies for <i>embedding</i> positive mental health perspectives and practices in the school environment.
<p>Recommendations:</p> <p>Identify local district or regional stakeholders who have knowledge or expertise related to positive mental health. Invite them to present at professional development sessions or learning opportunities for staff. Once positive mental health concepts have been introduced to staff members, hold a discussion to promote increased awareness of educational implications. Include questions such as: <i>How does positive mental health link to our current school mission or improvement goals or policies? What are our existing strengths related to positive mental health? What areas of development do we need to consider related to positive mental health practices within and beyond the school environment?</i></p>				

Taking Action

Now that your school has completed a module of the Healthy School Planner it is time to take action! Based on the rubric and recommendations found in this report, and, where possible other sources of data, your school should begin creating an action plan. Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you reach your objectives. The HSP website has several resources that will help you as you begin developing an action plan for your school.

Resource List

Be sure to visit the Healthy School Planner [resource list](#) for provincial/territorial, pan-Canadian and international resources that may help your school create a healthier school community.

Action Planning Template

The Healthy School Planner action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing. There is an action planning template attached to this report (see next page). However, if you need additional copies of the [template](#) they are available on the HSP website.

Additional Modules

Your school should consider completing additional modules of the Healthy School Planner. There are both express and detailed modules for physical activity, healthy eating and tobacco control. Your school can also complete the express JCSH positive mental health toolkit or the full JCSH positive mental health toolkit.

ACTION PLANNING

Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives. The HSP action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing.

Priority Area

Based on your school's rubric and, where possible, a review of other data sources, select an area for improvement. This will be the focus of your planning.

Why is this a priority area?

Consider the importance, cost, time and effort needed, and support from the school community.

Timeline

Creating a date to complete your goal will help your team stay motivated and focused.

Goal

Define your goal! What does your team plan to do to take action on the priority area selected?

Check each box if your goal meets the criteria. If not, consider changing your goal until it meets all five criteria.

- Specific: Is the goal clear and specific?
- Measurable: Will your school be able to measure progress towards this goal?
- Attainable: Is it possible for your school to achieve this goal?
- Relevant: Does this goal fit with your school's purpose?
- Timely: Is there a time frame for achieving this goal?

Action

What must be done to achieve the goal?
List each action to be taken in order.

Who is responsible?

Who is responsible for making sure the goal is achieved? Who else needs to be involved?

Measures of success

What would achieving the goal look like?

Celebrate!

Plan to celebrate with your school community.