Joint Consortium for School Health: Positive Mental Health Indicator Framework

Pillar I: Social and Physical Environment

Program Indicators	Benchmark 1: Pre-Awareness	Benchmark 2: Awareness and Contemplation	Benchmark 3: Capacity-Building: Initial Plans and Actions	Benchmark 4: Capacity-Building: Expanded Plans and Actions	Benchmark 5: Sustained and Embedded Practices
1.1 An understanding of positive mental health perspectives and practices and how they relate to students' social-emotional functioning and academic development	Positive mental health perspectives are not routinely discussed among school stakeholders.	School administrators share information and research with staff members regarding the impact of positive mental health practices in education.	Some educators are knowledgeable about positive mental health perspectives and apply such insights to their plans and activities.	Most educators routinely apply principles of positive mental health to school plans and activities.	Measures are created and implemented that monitor the application and review of positive mental health perspectives and practices in school settings.
1.2 Accessible meeting places and social spaces where students feel safe and valued	School spaces are designed and utilized without specific consideration of students' social-emotional functioning.	School improvement planning processes include consideration of student wellbeing in the design of new or refurbished environments.	Spaces are re-conceptualized or redesigned to enhance social-emotional and positive development of students.	School spaces are evaluated for their impact on student wellbeing, and renovations or repurposing of spaces are carried out where necessary.	Social and physical environments are routinely audited to monitor ongoing suitability, and are found to meet established quality standards.
1.3 School-wide initiatives that foster the creation of safe and caring school environments	School initiatives are planned without explicit consideration of elements and conditions that foster safe and caring environments.	Staff discussions on the importance of safe and caring environments are informal and take place as the need arises.	Some school-based initiatives include a focus on the creation of safe and caring environments prior to their implementation.	Most school initiatives routinely consider the creation of safe and caring environments as a required component prior to their implementation.	Established school practices require that initiatives are examined prior to implementation to ensure that they meet established standards related to safe and caring environments.
1.4 Universally-designed physical spaces that ensure all students can participate fully as learners in the classroom and school settings	Physical spaces are not designed with a view to enhancing universal access.	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.	Physical spaces are designed so that students can access facilities, maneuver within them, and participate fully in planned learning activities.	The needs of individuals with physical challenges and disabilities are effectively addressed through policies and practices that ensure the functionality and universality of physical spaces.
1.5 Awareness of potential safety concerns related to students' online social exchanges and relationships	Online social exchanges and communications are not formally addressed at school.	School staff are provided with information related to the risks of online communication, and encouraged to address these risks with students.	In-service teacher training routinely includes sessions on internet safety.	Teachers and school staff incorporate explicit school policy regarding internet safety and online communication protocols in their classroom learning strategies.	Measures are in place to monitor adherence to internet policies, and to protect children from inappropriate contact and cyber-bullying.
1.6 Positive learning environments that explicitly include the needs of students with social/emotional concerns	The design of learning environments does not explicitly consider the needs of students with social/emotional concerns.	School staff have an awareness of the impact of learning environments on students with social/emotional concerns.	Some school staff consider ways to create learning environments that meet the needs of students with social/emotional concerns.	Most school staff routinely design and adapt learning environments to meet the needs of students with social/emotional concerns.	School administrators and student services personnel utilize evaluation processes to ensure that positive learning environments are accessible to all students, including those with social/emotional concerns.

Pillar II: Teaching and Learning					
Program Indicators	**Benchmark 1: Pre-Awareness**	**Benchmark 2: Awareness and Contemplation**	**Benchmark 3: Capacity-Building: Initial Plans and Actions**	**Benchmark 4: Capacity-Building: Expanded Plans and Actions**	**Benchmark 5: Sustained and Embedded Practices**
2.1 Opportunities for students to gain enhanced understanding and appreciation of diversity	No explicit opportunities to discuss diversity are presented.	Teachers are aware of the importance of discussing issues of diversity as part of classroom learning activities.	Some teachers promote understanding and appreciation of diversity among students in classroom interactions.	Most teachers create opportunities for enhancing students' understanding and appreciation of diversity through planned learning activities.	Creation of learning opportunities on diversity is prioritized and consistently applied within classroom and school-wide planning and programming activities.
2.2 Incorporation of culturally-relevant themes in instructional practices	Cultural contexts are generally not considered in instructional planning.	Teachers are aware of cultural themes that relate to their students, their respective communities and the wider region.	Some teachers incorporate culturally relevant themes in instructional plans and activities.	Most teachers build in culturally relevant themes as part of their classroom learning activities.	Culturally relevant themes are routinely included in the development and application of classroom practices and school-wide initiatives.
2.3 Opportunities for students to learn and practice social skills	Classroom and school environments do not purposefully promote positive social skill development among students.	Teachers talk to students about the importance of social skills in their relationships with others.	Some teachers incorporate opportunities for the development of social skills within classroom learning activities.	Most teachers routinely incorporate opportunities for learning and practicing social skills in classroom-based instructional activities.	Social skill practices are consistently monitored and enhanced across classroom and school-wide routines.
2.4 Exploration of areas of strength, interest and potential to enhance student engagement in educational routines and relationships	Student growth is considered primarily in terms of the identification and remediation of areas of need or challenge.	Teachers have an awareness of students' strengths and personal interests.	Teachers take time to explore in greater depth students' strengths and interests, and ways in which they may be incorporated into instructional or learning activities.	Teachers often use student strengths, interests and potential to personalize learning activities.	Classroom and school-based learning approaches and strategies consistently incorporate practices that emphasize student strengths, interests and potential.
2.5 Teaching methods that accommodate individual learning preferences and needs	Teaching methods and classroom environments are designed without an explicit focus on the individual learning needs and preferences of students.	Teachers are aware of the varied learning needs of students and the necessity of providing accommodations.	Some teachers make efforts to respond to identified learning needs and preferences of students as they emerge in the classroom context.	Most teachers proactively differentiate instructional plans to address a wide range of student learning styles and needs.	Practices are documented and consistently applied to ensure that classroom and school-wide learning activities are designed to address a wide range of learning styles and needs.
2.6 Teaching approaches that support autonomy by minimizing control, listening to and validating student perspectives	Classroom interactions and learning routines are characterized primarily by a focus on behaviour control and limited student choice.	Teachers are aware of the importance of student choice and autonomy to academic motivation and engagement.	Teachers create occasional learning opportunities that incorporate student choice and expression.	Teachers routinely create opportunities for students to experience choice and autonomy within planned learning activities.	Classroom and school-wide practices encourage the implementation of autonomy-supportive environments for students.

Pillar III: Partnerships and Services

Program Indicators	Benchmark 1: Pre-Awareness	Benchmark 2: Awareness and Contemplation	Benchmark 3: Capacity-Building: Initial Plans and Actions	Benchmark 4: Capacity-Building: Expanded Plans and Actions	Benchmark 5: Sustained and Embedded Practices
3.1 Positive school-home interactions that provide early school-year contacts and regular communications with caregivers	School personnel generally work independently of the home context with respect to planning and carrying out student learning activities and strategies.	Teachers recognize the value of school-home interactions and make contacts with caregivers when problems arise.	Some teachers incorporate communication strategies with families on student academic progress as part of their regular routines.	Most teachers maintain regular communication with parents or caregivers on student academic progress and functioning as part of their regular routines.	Classroom and school communication practices are documented and regularly reviewed to proactively explore ways to enhance interactions between school staff and caregivers.
3.2 Collaborative home-school relationships that include family members in school improvement initiatives or as volunteers in student learning activities	School functions, events and initiatives are designed and implemented independently of family input or collaborations.	Teachers and school leaders are aware of the benefits of collaborative approaches that include opportunities for family involvement and input.	School improvement initiatives routinely include family perspectives and input.	Family members are invited to participate in the planning and implementation of school initiatives and learning activities.	School staff and active family volunteers routinely review and jointly revise strategies for engaging family members in the design and implementation of school learning activities and initiatives.
3.3 Opportunities for students to engage in mentorship learning activities with caring adults from community-based youth-serving agencies	Educational programming does not include opportunities for mentorship learning in the community.	Information regarding the benefits of mentorship learning experiences is available to teachers and administrators.	Targeted opportunities for individual learners to engage in community mentorship activities are developed.	Schools create partnerships with youth-serving agencies and community professionals to develop mentorship and cooperative learning experiences.	Community mentorship programming is embedded as part of the regular curriculum and is accessible to all students
3.4 Collaboration approaches among school, community and departmental service providers that ensure the execution of timely responses to the needs of students and their families when additional supports are required	Other than regular academic supports, additional services for students and their families are considered to be the mandates of organizations located outside of the school context.	School staff explore ways to create community and government linkages to support student learning and development.	Informal collaborative relationships among school, community, and departmental services provide a starting point for the initiation of joint case planning activities when additional student or family services are required.	Strong service linkages exist among school, community, and departmental service providers and contribute to greater continuity of service provision for students and families with multiple needs.	Interagency service agreements, policies and review processes contribute to integrative and timely services for students and their families.
3.5 School and community partnerships initiatives that emphasize active student engagement and participation	School and community partnership initiatives do not address student engagement and participation.	School and community stakeholders recognize the importance of hearing student perspectives on setting goals for joint initiatives.	School and community stakeholders organize opportunities for hearing students' perspectives and using their strengths in partnership initiatives.	School and community stakeholders collaborate with students to set initiative goals, carry out actions, and evaluate outcomes.	School and community stakeholders adopt policies that provide students with opportunities to demonstrate leadership skills through participation in joint school-community action groups, advisory committees or training events.

Pillar IV: Healthy School Practices and Policies					
Program Indicators	**Benchmark 1: Pre-Awareness**	**Benchmark 2: Awareness and Contemplation**	**Benchmark 3: Capacity-Building: Initial Plans and Actions**	**Benchmark 4: Capacity-Building: Expanded Plans and Actions**	**Benchmark 5: Sustained and Embedded Practices**
4.1 Leadership support and participation in the design and implementation of positive mental health perspectives and practices	School leadership does not explicitly express interest or commitment to positive mental health perspectives or practices.	School leadership communicates to school staff the importance of positive mental health perspectives and practices	School leadership collaborates with teachers to explore ways in which to embed positive mental health perspectives and practices in classroom interactions and learning routines.	School leadership includes goals and activities associated with positive mental health perspectives and practices as part of school improvement plans.	Formalized or standardized approaches are implemented to monitor the effectiveness of school-wide positive mental health practices.
4.2 School-wide practices that contribute to the creation of safe and caring environment of all students	Existing school practices have not been examined from the perspective of safe and caring school environments.	School leadership and staff recognize the need for school-wide practices that ensure a safe and caring environment for students.	Some staff members model and apply practices that contribute to safe and caring classroom environments	Most school staff model and apply practices that contribute to safe and caring classroom and school-wide environments.	Established school practices on safe and caring school environments are consistently applied, reviewed and refined to reflect the use of current better practices.
4.3 Educational policies that accommodate the learning and social needs of all students, including those with exceptionalities	Curriculum and extracurricular planning activities do not proactively consider the needs of students with exceptionalities.	School staff are aware of educational policies related to the accommodation of student learning and social needs.	Some teachers apply universal educational approaches in their curriculum planning and delivery activities.	Most teachers apply universal instructional approaches that facilitate full class participation in curriculum-based activities.	Documented policies are in place and consistently applied to maximize opportunities for the inclusion of all students in curriculum and extra-curricular activities.
4.4 Discipline policies that restore and reconnect students to school by providing solution-focused responses to resolve areas of student difficulty or challenge	Discipline policies are inflexible and do not focus on restorative measures for students with behavioural challenges.	School staff are aware of the value of solution-focused approaches to discipline concerns, and of maintaining a sense of school connectedness for students with behaviour issues.	School staff consult with one another on approaches for designing and applying restorative strategies to address discipline and behaviour challenges.	School staff identify and implement individualized restorative strategies that restore relationships and ensure continued school connectedness.	Discipline policies that reinforce the restoration of relationships and school connectedness are in place and consistently applied
4.5 Professional development opportunities on positive mental health perspectives and practices	Professional development activities do not include components on positive mental health.	Informal discussions are held by school staff on the educational importance of positive mental health practices.	School staff participate in school or district level professional development sessions on how to incorporate positive mental health perspectives and practices in classroom routines and relationships.	School staff work together in grade level or curriculum working groups to design innovative approaches or strategies for embedding positive mental health perspectives and practices within or across curriculum areas.	Positive mental health perspectives and practices are routinely included as key content in ongoing professional development activities and school-based professional learning team planning processes.
4.6 Documented school practices that support the provision of timely assessment and early response services to students with significant learning and/or social-emotional concerns	School practices do not address the need for timely service responses for students with significant learning and/or social-emotional concerns.	School leadership and student services specialists research methods for building capacity for early response services for students with significant learning and/or social-emotional concerns.	School staff screen and identify students who demonstrate significant learning or social-emotional needs.	Regular student service team meetings employ a problem-solving format to identify and implement timely strategies for students with significant learning and/or social-emotional concerns.	Documented school practices clearly delineate guidelines and evidence of timely provision of services to students with significant learning and/or social-emotional concerns.