

<b>ASD-S Improvement Plan Status Report – 2019</b>					
<b>Mission:</b>			<b>Vision:</b>		
The mission of ASD-S is to improve achievement by engaging children and youth and working in collaboration with families, staff and communities to provide safe and inclusive learning and working environments.			“Shaping a Positive Future for Every Child/Youth”		
<b>Our Beliefs:</b>					
We believe in a safe and inclusive learning and working environment.	We believe all children/youth can learn and all schools can improve.	We believe in the importance of mental, physical, social/emotional health.	We believe in family and community involvement in schools.	We believe in on going professional learning for all staff.	We believe children/youth must be engaged in diverse, relevant and contemporary learning experiences.
<b>Ends Policy 4</b>			<b>Ends Policy 5</b>		
To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness.			To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.		
<i>(Links to objectives 1, 2 and 7 of the 10 Year Plan)</i>			<i>(Links to objectives 1 and 7 of the 10 Year Plan)</i>		

## ASD-S Improvement Plan Status Report – 2019

Ends Policy 4

**To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and District wide initiatives that promote mental fitness.**  
*(Links to objectives 1, 2 and 7 of the 10 Year Plan)*

**4.1 Goal: To provide opportunities for staff to learn about mental health issues.**

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> <li>▪ Provide professional learning for guidance staff to meet recommendations of Education and Early Childhood Department.</li> </ul>	School counsellors complete 12 hours (2 days) of professional learning in counselling annually.	School counsellors completed one day of professional learning in counselling in March and a second day is planned for May. Guidance from large high schools had a session with Dr. Chorney.	<b>In Progress – On Schedule</b>
<ul style="list-style-type: none"> <li>▪ Train counseling leads to provide clinical supervision.</li> </ul>	School Counselling Leads trained to provide clinical supervision to school counsellors.	<ul style="list-style-type: none"> <li>▪ School Counselling Leads completed the Crisis &amp; Trauma Resource Institute workshop “Clinical Supervision— Developing Counselling Skills” in January.</li> <li>▪ Three School Counselling Leads have been providing individual support to 18 new school counsellors and guidance teachers 2 or 3 times a month since the beginning of the school year as well as individual support and consultation to 25 experienced school counsellors.</li> </ul>	<b>In Progress – On Schedule</b>
<ul style="list-style-type: none"> <li>▪ Expand “Mental Health First Aid” (MHFA) training to school based staff.</li> </ul>	Train 150 staff in Mental Health First Aid annually.	127 staff have been trained this year through 8 separate training sessions and the program will be offered summer 2019. All custodians had a PD session on mental health.	<b>In Progress – On Schedule</b>

**4.2 Goal: To support school and district initiatives that promote resilience.**

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> <li>▪ Expand district sponsored initiatives both nationally recognized and district developed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ National and local programs are reviewed and recommendations made available to schools.</li> <li>▪ Establish a program for graduating students to ensure awareness of community mental health resources.</li> <li>▪ High School Youth Forum to support school-based mental health initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial review of programs completed. By June, recommendations will be available for schools.</li> <li>▪ Three schools to run Community Resource Events in May.</li> <li>▪ The second annual High School Youth Forum on Mental Health was completed on Nov 22<sup>nd</sup>. High schools created projects and were provided \$500 funding to support those projects. Lead teachers follow up</li> </ul>	<b>In Progress – On Schedule</b>
<ul style="list-style-type: none"> <li>▪ Promote Positive Education strategies/ Celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Amalgamation of Competence, Autonomy, and Relatedness (CAR) and Celebrate committees to strengthen both initiatives.</li> <li>▪ Completion of a “CAR Awareness” survey to establish a baseline.</li> <li>▪ All district department managers and school administrators have received “CAR in the Workplace” resources.</li> <li>▪ Schools interested in Positive Education will receive presentations to educate staff and three schools that wish to incorporate Positive Education into their School improvement Plans will be actively supported by the District Based Education Support Services Team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Amalgamation of CAR and Celebrate Committees completed.</li> <li>▪ Mental Fitness Awareness Surveys were completed in 2017 – 2018 by district employees from a variety of different departments. As a follow up, mental fitness presentations were delivered during Professional Learning Days in 2018-2019.</li> <li>▪ Mental Fitness/Celebrate boxes were delivered to all schools at the start of the school year. Celebrate and mental fitness branded products included cards, tissues, feel good tokens, <i>Book of Awesome II</i>, post it notes, postcards, napkins, coasters, pencils. All these items help to reinforce the mental fitness culture in our school communities.</li> <li>▪ Continued mental fitness support was provided through the “Healthy Learners in School Newsletter” to all administrators to share with their school community.</li> <li>▪ All district department managers and school administrators have received “CAR in the Workplace” resources.</li> </ul>	<b>In Progress – On Schedule</b>

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		<ul style="list-style-type: none"> <li>▪ Implementation of the “Fourth R Healthy Relationship Plus Program” pilot in 12 ASD-S schools with grade 8 classes with plans to expand to the 11 remaining schools in 2019-2020. Fourth R Healthy Relationship Plus Program, which teaches students the knowledge and skills to develop healthy relationships with friends, family, peers and partners.</li> <li>▪ Sixteen schools have received presentations on Positive Education, as have resource teachers from 69 schools. No schools have incorporated Positive Education into their School Improvement Plans yet.</li> </ul>
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**Ends Policy 5**

**To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.**  
*(Links to objectives 1 and 7 of the 10 Year Plan)*

**5.1 Goal: To reduce inadvertent heterosexism.**

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> <li>▪ Provide professional learning for teaching and non-teaching staff on the topics of heterosexism, transgender students, and associated administrative concerns.</li> </ul>	Provide professional learning for teaching and non-teaching staff on the topics of heterosexism, transgender students, and associated administrative concerns.	<ul style="list-style-type: none"> <li>▪ Professional learning for school administrators and administrative assistants to avoid heterosexism is being developed and will be available by June.</li> <li>▪ LGBTQ+ presentations have been completed with Transportation staff; Facilities and Budget &amp; Accounting will receive the same training in May.</li> <li>▪ Professional learning on LGBTQ+ issues will be provided to Early Childhood after school educators in April and Early Childhood teams in May.</li> </ul>	<b>In Progress – On Schedule</b>
<ul style="list-style-type: none"> <li>▪ Specific training for guidance staff.</li> </ul>	Provide specific training for school counsellors on counselling with LGBTQ+ students.	School counsellors (K-12) completed training on counselling with LGBTQ+ students in March.	<b>Completed – On Schedule</b>

**5.2 Goal: To increase capacity of schools to promote affirming cultures.**

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> <li>▪ Build capacity of “Gay-Straight Alliance’s” (GSA).</li> </ul>	ASD-S will hold middle school GSA conferences, establish best practices for GSAs, and promote a high level of participation of the provincial high school GSA conference.	<ul style="list-style-type: none"> <li>▪ The district hosted the ASD-S Middle School GSA Conference on December 12 and middle schools received \$500 in funding to support GSA projects that supported their school’s positive learning environments.</li> <li>▪ Eleven high schools participated in the provincial Pride in Education conference in the fall and nine will participate in the “Outshine” national conference in May in Fredericton.</li> </ul>	<b>In Progress – On Schedule</b>
<ul style="list-style-type: none"> <li>▪ Increase diversity of curriculum resources with regards to “Lesbian - Gay - Bisexual - Trans, Queer and Questioning - Plus” (LGBTQ+).</li> </ul>	ASD-S will develop a resource guide by subject and level.	Elementary school counsellors have been given a chance to review LGBTQ+ resources for their schools.	<b>In Progress – On Schedule</b>