

ASD-S Improvement Plan Status Report – 2019

<p style="text-align: center;">Mission:</p> <p>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.</p>	<p style="text-align: center;">Vision:</p> <p style="text-align: center;">“Shaping a Positive Future for Every Child/Youth”</p>
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Our Beliefs:					
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.

Ends Policy 1

To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.

(Links to objectives 1, 6 and 7 of the 10 Year Plan)

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1.1 Goal: To improve the quality of the positive learning and working environment.

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> ▪ Expand “Positive Behaviour Intervention and Supports” (PBIS) in 6 schools annually and restorative practices training in 3 schools annually 	<ul style="list-style-type: none"> ▪ New Positive Behaviour Intervention & Supports (PBIS) Schools: Centennial, Milltown Elementary, Morna Heights, Quispamsis Elementary, St George Elementary, & Westfield. The focus for PBIS is at the elementary level. ▪ New Restorative Practice Schools: Bayside Middle, Sir James Dunn, & Quispamsis Middle. The focus for Restorative Practices is at the middle level. 	<ul style="list-style-type: none"> ▪ Positive Behaviour Intervention & Supports: School teams have completed one day of professional learning on Dec 11 and will complete a second day on Feb 5. Diversity & Respect Leads have been coaching the school teams. ▪ Restorative Practices: School teams will complete one day of professional learning (originally scheduled for Jan 22). Diversity & Respect Leads have been coaching the school teams. 	In Progress – On Schedule
<ul style="list-style-type: none"> ▪ Enhance capacities of school based “Education Student Support Teams” (ESST). 	<ul style="list-style-type: none"> ▪ First school-based Education Support Services Team (ESST) Capacity Charts completed in February 2018. ▪ ESST Capacity Charts are being used to ensure our schools have sufficient core training. For example, we know that all principals, vice principals (except one), guidance counsellors, and guidance teachers are trained in Violent Threat Risk Assessment. We will have all guidance counsellors, guidance teachers, and principals of schools larger than 500 trained in Applied Suicide Intervention Skills. ▪ The school-based ESST meeting Improvement project has been completed in three schools. ▪ Professional Learning for new administrators on Educational Support Services issues was completed in August 2018. 	<ul style="list-style-type: none"> ▪ The second annual set of school-based Education Support Services Team Capacity charts will be completed in February/March 2019. ▪ At this time we have 49 guidance positions that are 0.5 FTE or greater. Of those, 36 are certified guidance counsellors, 3 are teachers who are enrolled in a counselling certification program, and 10 are teachers who are not counsellors (two of whom are certified guidance teachers). ▪ At this time, we have 137 resource teachers who are 0.5 FTE or greater. Of those, 112 have at least a graduate degree in exceptional learners or at least three years experience as resource teachers. ▪ We have not yet established guidelines for combining Education Support Services positions with administrative positions. ▪ District-based Education Support Services staff will be providing direct support to twelve more schools beginning in March. 	In Progress – On Schedule
<ul style="list-style-type: none"> ▪ Improve the quality of alternative education programs 	Compass Education Support Program opened in September 2018 in Saint John with a focus on Social & Emotional Learning.	Meetings have started between district staff and school principals to review existing needs and services for alternate education in Hampton, St Andrews, St George, St Stephen, and Sussex.	In Progress – On Schedule

1.2 Goal: To increase capacity in schools / early learning centers by providing current information on topics such as nutrition, physical activity, school safety and current health topics.

Strategies	Results and Outcome Achieved	In Progress	Overall Health
<ul style="list-style-type: none"> ▪ Implementation of the updated provincial Nutrition Policy 711 	<ul style="list-style-type: none"> • Summer/fall updated tools about fundraising, special events and celebrations, breakfast suggestions and vending machines were placed on the ASD-S website under Parent Resources • August principals meeting about June 2018 revisions to Policy 711 • Sept workshop on interpreting Policy 711 for all principals • Oct 2018 and January 2019 ASD-S Nutrition Committee to discuss how to operationalize the policy across ASD-S • High School Food Conference (students) per education centre 	<ul style="list-style-type: none"> • Develop a communication strategy around healthy school food environment • March Nutrition Month – will provide schools with resources such as themes, links to websites and suggestions for newsletters, announcements and social media • May Food Allergy Awareness Month – reminders will be sent to schools • High School Food Conference (SJEC) in March • Ongoing support for schools when requested 	In Progress – On Schedule
<ul style="list-style-type: none"> ▪ Provide information to students, families and staff on cannabis 	<ul style="list-style-type: none"> • Health Canada Cannabis Talk Kits for Parents provided to all middle and 	<ul style="list-style-type: none"> • Horizon Health Network Healthy Learners nurses are gathering 	In Progress – On

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<p>(medicinal and recreational use) and the health risks</p>	<p>high schools</p> <ul style="list-style-type: none"> • Posters for high schools about impaired driving • Links to resources in newsletter 	<p>resources on cannabis and vaping</p> <ul style="list-style-type: none"> • Communication plan for increasing awareness 	<p style="text-align: center;">Schedule</p>
<ul style="list-style-type: none"> • Review concussion documents to streamline the process for schools 	<ul style="list-style-type: none"> • June 2018- final report from high school administrator process review • Summer 2018 review of concussion best practice documents • Sept 2018 - presentation at the principal meeting • Fall 2018 - formed an ASD-S Concussion Committee • December 2018 – resources posted to the ASD-S website under Parent Resources and ASD-S One Site • Concussion information shared with all principals and in the HLN newsletter for schools 	<ul style="list-style-type: none"> • Input on the EEC Physical Education Safety Guidelines NB concussion section revision • Ongoing support for schools 	<p style="text-align: center;">In Progress - On Schedule</p>
<ul style="list-style-type: none"> • Provide information and support for schools around health-related services 	<p>Policy 704 Health Support Services Appendix C Essential Routine Services and Emergency Plan</p> <ul style="list-style-type: none"> • Diabetes education – www.diabetes@school website provides excellent review for assisting students with diabetes including emergency situations. Further support is offered as requested. <p>Appendix D Extreme Allergy Management and Emergency Plan Form</p> <ul style="list-style-type: none"> • Allergy and Anaphylaxis Awareness Committee partnership with the Sweet Caroline Foundation meet regularly to collaborate on allergy awareness initiatives for schools • September/October 2018 every middle and high school delivered allergy awareness sessions for students. Resources were supplied to all elementary schools. <p>Immunization</p> <ul style="list-style-type: none"> • Promotion/awareness of getting immunized for seasonal flu • Support for schools about communicable diseases including a Communicable Disease Manual accessible on the ASD-S website under Parent Resources <p>Winter safety</p> <ul style="list-style-type: none"> • Information in newsletters provided to schools <p>Vaping</p> <ul style="list-style-type: none"> • A working group had one initial meeting, a full communication plan is being developed. We are working with the Fundy Middle & High Student Leaders 		<p style="text-align: center;">Completed – On Schedule</p>
<ul style="list-style-type: none"> ▪ Train IT technicians in Social Media Awareness (Safer Schools Together). 	<p>Six Information Technology technicians were trained in Violent Threat Risk Assessment in September 2018 and in Digital Threat Assessment in October 2018.</p>	<p>Although our IT technicians have taken an active role in assisting in Violent Threat Risk Assessments (VTRAs), we will be revising our VTRA protocols to formalize their involvement in the VTRA process.</p>	<p style="text-align: center;">In Progress – On Schedule</p>

1.3 Goal: To increase the number of international students and provide appropriate support for the integration and retention of all newcomer and international students.

Strategies	Results and Outcome Achieved	In Progress	Overall Health
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<ul style="list-style-type: none"> ▪ Develop and implement a plan with “Atlantic Education International” (AEI) to increase International Student enrollment in schools. 	<ul style="list-style-type: none"> ▪ New AEI District Coordinator on board (Debbie Thomas) ▪ Convened 2 meetings with Homestay Coordinators & District Coordinator to discuss strategies for recruitment ▪ Assigned schools equitably to Homestay Coordinators to facilitate more homestay opportunities 	<ul style="list-style-type: none"> ▪ Work with AEI marketing consultant for recruitment of new host families ▪ Continued meetings with District Coordinator and Homestay Coordinators to develop strategies 	<p>In Progress – On Schedule</p>
<ul style="list-style-type: none"> ▪ Implement the Welcoming Schools Initiative. 	<ul style="list-style-type: none"> ▪ Secured partnership with Y Newcomer Connections for Welcoming Schools Initiative ▪ Draft Welcome Schools Guide completed and distributed to some Principals for input 	<ul style="list-style-type: none"> ▪ Editing of Welcoming Schools Guide in preparation for distribution to schools ▪ PL for Schools on how to use the Guide 	<p>In Progress – Behind Schedule</p>
<ul style="list-style-type: none"> ▪ Support all teachers and schools that are involved with the “English Additional Language” (EAL) students. 	<ul style="list-style-type: none"> ▪ Sept/Oct - Facilitated onsite meetings between classroom teachers/EAL Leads & Mentors @ 7 schools (66 teachers) ▪ English Additional Language PL sessions offered to classroom teachers (69 to date) - focus on high priority schools ▪ Cultural Intelligence PL offered at Hampton High School for staff ▪ Cultural Intelligence PL offered for 300 students at KVHS ▪ Supported development of provincial Newcomer Support Transition Plan (NSTP) that will be housed on ESS Connects to support EAL Students with significant delays ▪ Piloting EAL Curriculum in 3 high schools (KVHS/SJHS/SMMHS) ▪ Increased Settlement Workers (from 2 to 3) from Y Newcomer Connections to support Newcomer students & families (Princess Elizabeth School/ Centennial School/St. Malachy’s Memorial High School/Saint John High School/Hazen-White/St. Francis School/Millidgeville North School/M. Gerald Teed School) ▪ Supported development of Trauma Document to support students & staff where trauma may impact learning ▪ Providing weekly submissions to Southern Exposure newsletter on EAL Tips 	<ul style="list-style-type: none"> ▪ Dates planned for further Professional Learning (98 teachers) - focus on high priority schools ▪ Offer / Facilitate Cultural Intelligence PL – available on request from schools ▪ Identifying infrastructure to support/implement NSTP plan in pilot schools 	<p>In Progress – On Schedule</p>