

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 	<p>November 2019 PBIS:</p> <ul style="list-style-type: none"> • 6 elementary schools have rolled out for 2019; St. George Elementary, Milltown Elementary, Westfield Elementary, Morna Heights, Centennial School and Quispamsis Elementary. • 6 more schools will roll out for fall of 2020; St. Stephen Elementary, Bayview Elementary, Apohaqui Elementary, Fairvale Elementary and Beaconsfield Middle School. • With the change management model of Plan-Do-Check-Act, we are doing the Check piece with all of the PBIS schools that have rolled out since PBIS was brought to ASD-S. This is happening to find out where schools are in their PBIS journeys as we know administrators and staff have changed and we would like to know where they fit and if District Support is needed • Professional learning days are planned from November – February to meet the needs of the 2019 roll out, 2020 roll out and to offer for PL for former PBIS Schools who still wish to continue or enhance their PBIS implementation. <p>Restorative Practices:</p> <ul style="list-style-type: none"> • 3 Schools rolled out for the fall of 2019 – Bayside Middle School, Sir James Dunn Academy and Quispamsis Middle School • We are currently trying to recruit 2 more schools; Hampton Middle School is currently on board. Hoping to continue with Middle Schools • 2 Professional Learning days have been planned for the new schools – February and May 2020. <p>4th R:</p> <ul style="list-style-type: none"> • In partnership with the Healthy Learners Nurses, we trained 2 Leads to be master trainers so we can continue bringing this program to our grade 8 students around Healthy Relationships. • We are piloting the LGBTQ+ 4th R Resource with the GSA at St. Malachy’s. • We are piloting the Enhanced Fourth R Healthy Relationship Plus Program at 3 high schools – St Malachy’s, Hampton High and Kennebecasis Valley High (grade 10) in ASD-S, Compass and Portage Atlantic • We have expanded in conjunction with the University of Waterloo to do the enhanced version with grade 9s – currently being piloted in some of our high schools 	<p style="text-align: center;">Nov 22 Training for grade 8 teachers</p>	<p>Not Started – On Schedule</p>
<ul style="list-style-type: none"> ▪ Enhance capacities of school based “Education Student Support Teams” (ESST). 	<ul style="list-style-type: none"> ▪ School Counsellor professional learning twice yearly (2019-2020 focus on Ethics and Brief Solution Focused Counselling) ▪ Resource teachers professional learning three times yearly (2019-2020 focus on complex behaviour) ▪ Educational assistant professional learning three times yearly (2019-2020 focus on complex behaviour) 		<p>Select Status</p>

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	<ul style="list-style-type: none"> ▪ All guidance counsellor positions of 0.5 or higher FTE are staffed by certified guidance counsellors or guidance teachers enrolled in a program to become certified, with the exception of two positions temporarily filled by non-counsellors ▪ “Lean ESST Project” rolled out to 12 more schools—total of 15 ▪ All new administrators received effective ESST briefing in August; new counsellors and administrators slated for VTRA & ASIST and new counsellors scheduled for ASIST 		
<ul style="list-style-type: none"> ▪ Improve the quality of alternative education programs 	<ul style="list-style-type: none"> ▪ Compass in second year and progress to be reviewed; planned colocation of alt ed services at Hampton High School for 2020; program improvement at PALS-Sussex implemented this year 		Select Status
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"> ▪ The resources on the ASD-S Website were updated to reflect the revisions released. ▪ ASD-S Nutrition Committee met to discuss feedback from schools about successes and challenges. ▪ A Provincial Healthy Food Environment committee was formed in September 2019 by the Office of the Chief Medical Officer of Health with representation from all areas of the province. ▪ March Nutrition Month resources were sent to all schools. ▪ Resources were sent to all schools for the new release of Canada Food Guide. Information was provided to all schools about the Farm to School grants. ▪ The Healthy Minds budget allocations were distributed to assist schools to purchase nutritious foods. ▪ Sussex Elementary and Sussex Corner Elementary School grade 5 students participated in the Petitcodiac Progressive Agriculture initiative on May 30. ▪ Grade 5 students from 9 SJEC schools participated in the Progressive Agricultural initiative held at Lord Beaverbrook Rink Sept 24. 	<p>Ongoing support</p> <p>ASD-S Nutrition Committee to meet to follow-up with schools</p>	Select Status
<ul style="list-style-type: none"> ▪ Provide information to students, families and staff on cannabis, vaping and smoking (medicinal and recreational use) and the health risks 	<ul style="list-style-type: none"> ▪ ASD-S committee was formed to discuss planning around vaping. ▪ Updated signage banning cannabis, tobacco and vaping products on school property was installed at the entrance to all schools and in the restrooms of all high schools. ▪ Presentations were done for principals, as well as, support staff about vaping. ▪ A Vape-free Campaign communications tool kit was provided to all middle and high schools with information and resources to support anti-vaping messaging and vaping cessation. 	<p>Exploring options for further cessation support resources.</p>	Select Status

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	<ul style="list-style-type: none"> ▪ A letter about the Vape-free campaign, including vaping and policy information was sent home to all middle and high school families. ▪ A vaping presentation was provided to middle and high school principals to use for student presentations. ▪ Information on cannabis and vaping was included in the 2019 winter, spring and fall school newsletters for principals. ▪ Anti-vaping posters were provided to middle and high schools. ▪ Follow up regarding effectiveness of campaign was conducted at high school principals meeting. 		
<ul style="list-style-type: none"> • Support for concussion Process in school 	<ul style="list-style-type: none"> • We assisted EECED Physical Education Safety Guidelines with the concussion revisions of the Physical Education Safety Guidelines for New Brunswick Schools. • Support documents were shared with all schools in late August. Information was shared about how to access an online concussion module. • A presentations and hard copy resources for elementary and middle school principals was done in Sept. and a sample of forms and resources were provided. • A presentation to high school principals was done in Sept. and a sample of forms and resources were provided. 	<p>Ongoing support</p>	
<ul style="list-style-type: none"> • Policy 704 Health Support Services 	<p>Diabetic education</p> <ul style="list-style-type: none"> • We shared links and provided support to schools, as needed. • We connected the Pediatric Diabetic Clinic nurses with schools who requested more support about diabetes. <p>Allergies and Anaphylaxis</p> <ul style="list-style-type: none"> • All schools completed staff training including hands on auto injector training. • Grade 6 and grade 9 students (including students new to ASD-S) received presentations and auto injector hands on training. • Elementary schools continue to use resources provided including <i>Blue the Monkey</i> book donated by the Sweet Caroline Foundation. • Nut-free schools and Scent free schools signage was replaced by a common Allergy Aware graphic and distributed to all schools. • Notice was sent to all ASD-S employees with information about scent-free workplace and policies. 	<p>Lunch and learn for district staff to be done by May 2020</p>	

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<ul style="list-style-type: none"> • Current Health Topics 	<p>Immunization</p> <ul style="list-style-type: none"> • A measles outbreak summary presentation was done by the Saint John Area director to ASD-S administrators in August and the District Health Advisory Committee in October. • During the week of Sept 9 to 13 public health nurses checked unstamped cumulative at all ASD-S schools for student immunization records. Letters were sent to families with missing or no records. <p>-</p> <p>Bus Safety Campaign</p> <ul style="list-style-type: none"> • A committee was formed to discuss the issues of vehicles passing buses when their red lights are flashing. Planning was done for an awareness campaign. ASD-S management met with local enforcement agencies for support. Information postcards were widely distributed to schools and communities. Social media messaging is ongoing. • Annual school bus safety sessions for students. <p>Physical Activity</p> <ul style="list-style-type: none"> • Physical Education and Health K to 8 Lead involved in the Women and Girls in Sport Recreation Network whose aim is to increase participation and awareness for females. 	<p>Follow up to missing immunization record letters sent to families will be done in December or early in 2020.</p>	
<ul style="list-style-type: none"> ▪ Train IT technicians in Social Media Awareness (Safer Schools Together). 			<p>Select Status</p>
<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.</p>			
<p>Strategies</p>	<p>Results and Outcome Achieved</p>	<p>In Progress</p>	<p>Overall Health</p>
<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"> ▪ Continued meetings with AEI District Coordinator and Homestay Coordinators ▪ Hired new Homestay Coordinator targeting Hampton High School with new students there this year ▪ Added students @ Millidgeville North School 	<p>Ongoing promotion of opportunities to recruit new homestays for students via social media, presentations, attending open house at high schools</p>	<p>In Progress – On Schedule</p>
<ul style="list-style-type: none"> ▪ Implement the Welcoming Schools initiative. 	<ul style="list-style-type: none"> ▪ Soft rollout of what a Welcoming School looks like at Seaside Park Elementary 	<p>Final stages of editing document in preparation for roll-out to select schools in the new year</p>	<p>In Progress – Behind Schedule</p>
<ul style="list-style-type: none"> ▪ Support all teachers and schools that are involved with “English Additional Language” (EAL) students. 	<ul style="list-style-type: none"> • Power of Inclusion Project in partnership with the Atlantic Ballet and MVNS (whole school initiative) 	<ul style="list-style-type: none"> • NSTP training with Kathy Whynot (pedagogical) and Wendy Romeo (ESS-Connect support) scheduled for January 22 (rescheduled; new date TBD) with ESS-R teachers in priority schools and other schools with increased numbers of EAL students. 	<p>In Progress – On Schedule</p>

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| <ul style="list-style-type: none"> • March 15, 2019- Cultural Intelligence with Jeremy McNally-33 educators from high priority schools (27 Grades 3-5 teachers and 6 EAL mentors) • March 25, 2019-Cultural Intelligence with Jeremy McNally-28 educators from high priority schools (20 Grades 6-8 teachers and 1 EAL mentor, 2 coordinators, 5 administrators) • April 2019 Cultural Intelligence presentation to Grade 10 and 11 students at FMHS • January –March 2019- Professional Learning Sessions held with 50 educators (Grade 3-8 teachers and EAL mentors working in priority schools). Sessions focused on language strategies to make content more accessible for language learners. A PLC approach was taken by including educators and EAL mentors who are all supporting our EAL students. • Essential Skills Course Teacher Training Session with Kathy Whynot to support 12 stakeholders involved with the course-May 2019 • EAL Pilot Curriculum Training for teachers from 6 schools offering the course for the 2019-2020 school year- September 2019 • 6 schools (up from 3 schools) piloting the EAL Credit Courses in ASD-S (SJHS, SMMHS, KVHS, HVHS, Simonds, SSHA) • Presentations of the Trauma Document by Guidance Leads to teachers and 25 EAL mentors in ASD-S • Attendance at NB Multicultural Council event – participation in panel discussions and networking • Creation of new EAL Mentor binder with revised/updated information supporting new students • Providing weekly submissions to the Southern Exposure Newsletter (EAL TIPS) | <ul style="list-style-type: none"> • FAQ document being created for ASD-S teachers in collaboration with Kathy Whynot to help educators answer questions they frequently have about their language learners. • Professional learning being planned as a follow up to the FAQ document mentioned above • Offer/facilitate Cultural Intelligence professional learning opportunities-available upon request from schools • Offer/Facilitate onsite meetings between classroom teachers and EAL mentors/coaches-available upon request from schools • 7 Educators participating in EECED online pilot course “Culturally and Linguistically Inclusive Schools” offered through UNB. (After pilot, this course will be available in a number of options for staff in all Education Centers in NB) • Dates planned for future PL with our 25 EAL mentors (topics: presentation by Kathy Whynot on ELLs and content area courses, Building Awareness of Cultures, Technology-Excel and Office 365 Educator Tools, Current Strategies in EAL-presentations from coaches who are attending TESOL) • Professional Learning planned for educators on CEFR (Common European Framework of Reference) • Established new EAL Grant, “Bridging Cultures”, for educators in ASD-S to promote culturally and linguistically inclusive initiatives and establish an increasingly welcoming atmosphere in schools for newcomer and international students. • Working with the NB Multicultural Council and provincial EAL counterparts on an anti-racism grant to address social participation – promoting participation and reducing barriers in community sport, arts and culture |
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