



Ends Policy 3

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ASD-S DISTRICT EDUCATION
COUNCIL

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Ends Policy 3

Engage system's leaders in improving mental health and resiliency for both learners and staff through proactive strategies such as Positive Education and Social & Emotional Learning (SEL).

Goal 3.1: Improve mental health and resilience for both learners and staff through proactive strategies

Our School Reports on Student Outcomes and School Climate, Spring 2021

Students who feel accepted and valued by their peers and by others at their school:

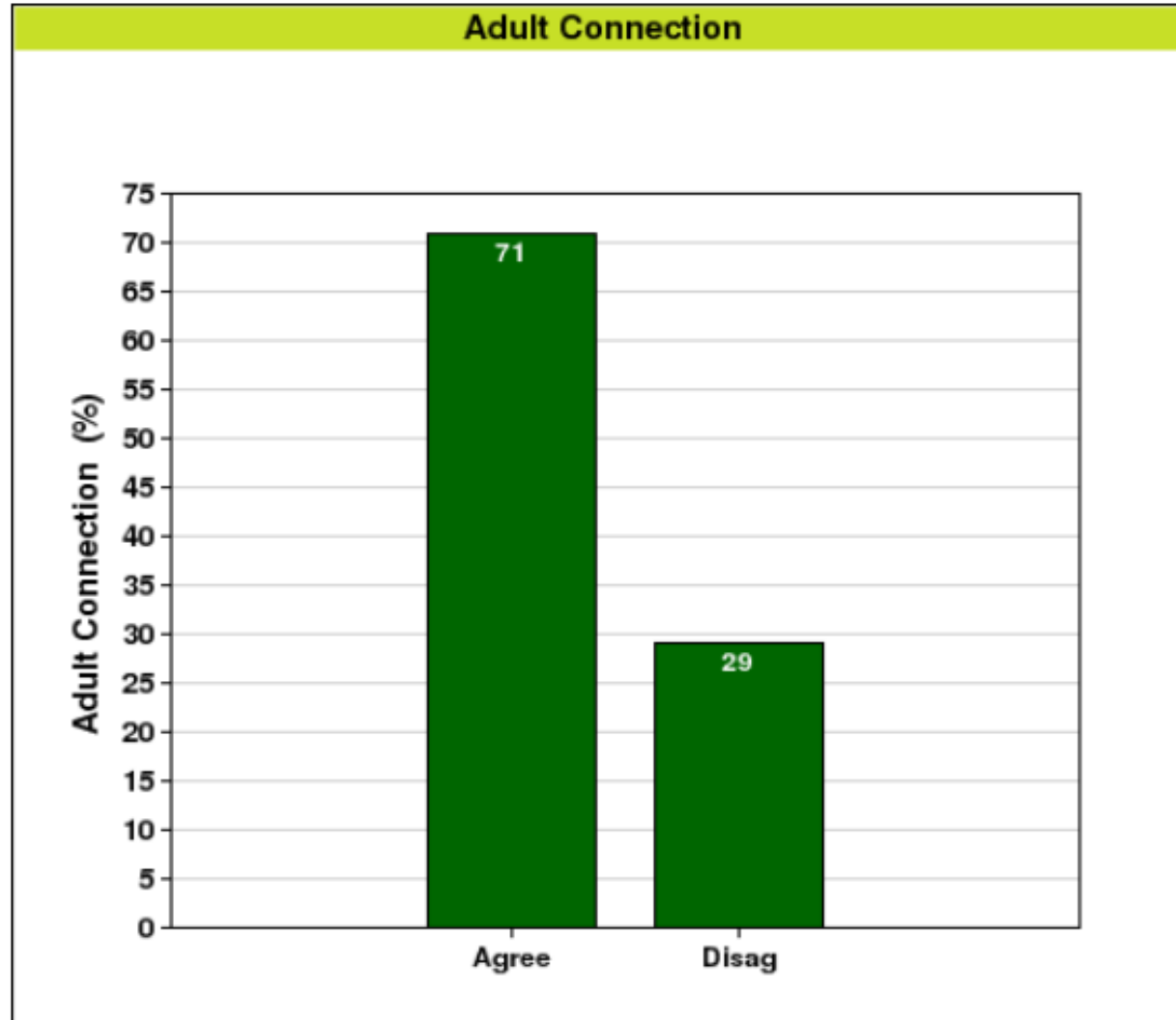
- 73% of students in this district had a high sense of belonging (Grades 4-5)
- 54% of students in this district had a high sense of belonging (Grades 6-12)

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations: 35% of students in this district had moderate to high levels of anxiety (Grades 6-12)

Students who have prolonged periods when they feel sad, discouraged, and inadequate: 36% of students in this district had moderate to high levels of depression (Grades 6-12)

Students were asked: "I feel connected to at least one adult at my school."

- Agree (Agree)
- Disagree (Disag)



Our School Report on Student Outcomes and School Climate, Spring 2021

Grades 6-12

Ends Policy 3: PBIS & Restorative Practices

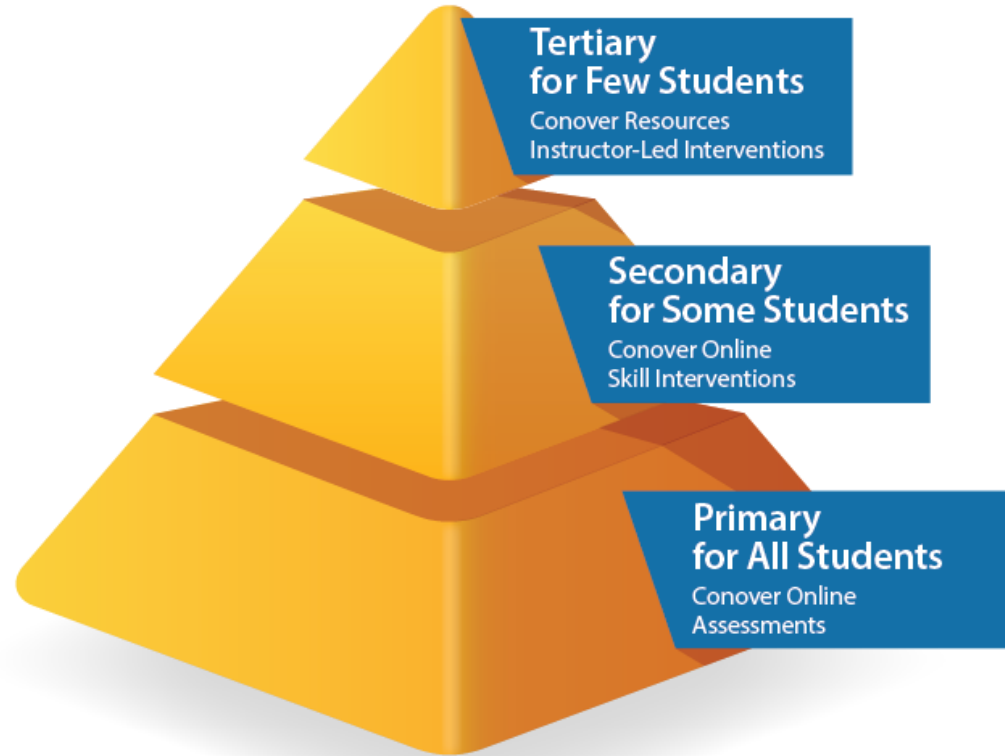
Strategy 3.1.1: Support adoption of PBIS in identified schools.

Strategy 3.1.2: Support adoption of Restorative Practices in identified schools

STATUS: In Progress & Ongoing

PBIS

Positive Behavior Interventions and Supports



Ends Policy 3: Positive Education and Social & Emotional Learning

Strategy 3.1.3: Provide direct support to coordinators and coaches to increase integration of Social Emotional learning into curricular outcomes

Strategy 3.1.4: Provide direct support to teachers to implement Positive Education and Social Emotional Learning into their classroom practices, specifically at the middle school level

STATUS: Ongoing



Ends Policy 3: Positive Education and Social & Emotional Learning

- Positive Education & SEL Coach
- Professional Learning in Positive Education & SEL for beginning teachers,
- Professional Learning in SEL for Personal Development and Career Planning teachers.

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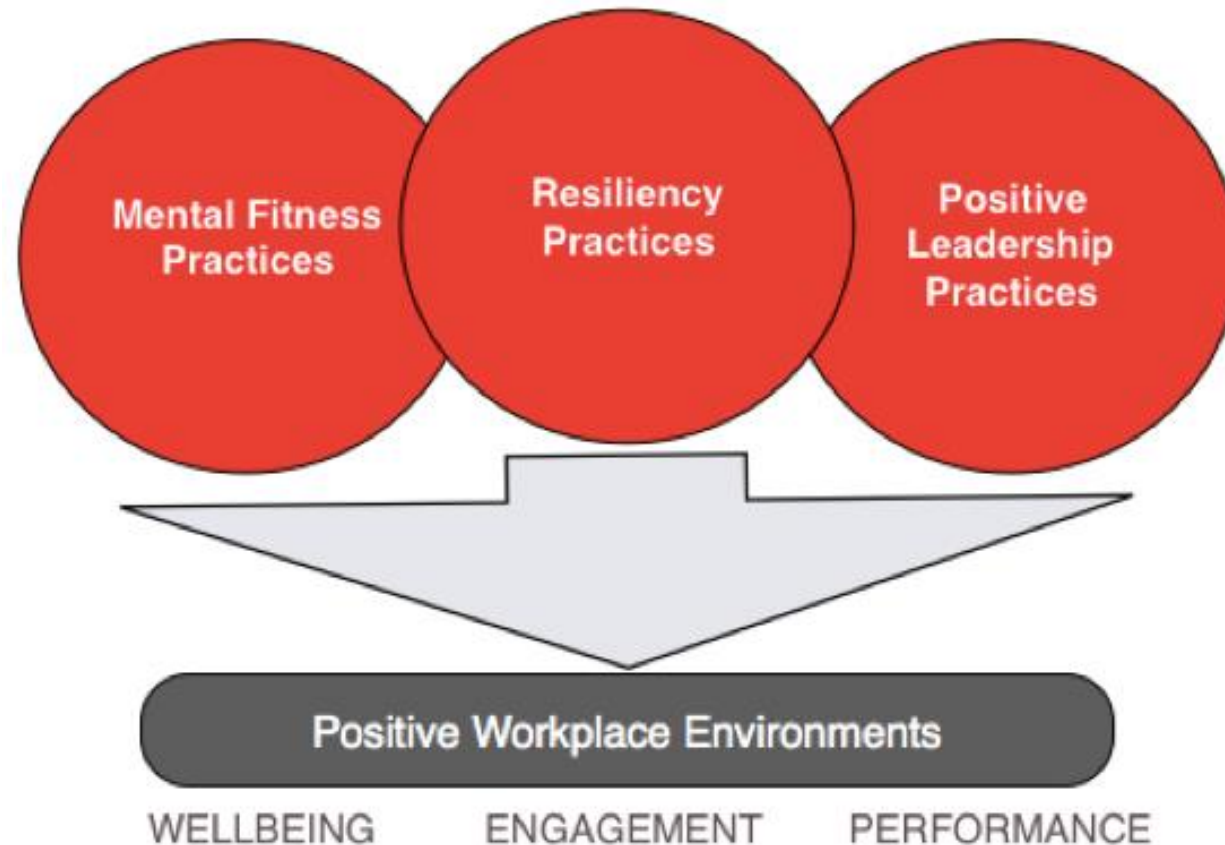
- Professional Learning in Positive Education & SEL for Curriculum Coordinators.
- Professional Learning in Positive Education & SEL for school leaders (Principals, Vice Principals, Supplementary Positions of Responsibility).
- Professional Learning for school and district leaders in promoting mental health during COVID from Kevin Cameron, Executive Director, North American Center for Threat Assessment and Trauma Response (NACTACR).

Ends Policy 3: Positive Workplace Framework

Strategy 3.1.5: Continue to implement the Positive Mental Health Framework with school and district leaders using the Mental Fitness Resiliency Inventory.

STATUS: In Progress & Ongoing

Ends Policy 3: Positive Workplace Framework



Participating Schools (27)

SSEC:

Campobello Island, Milltown Elementary, St. Stephen High, St. Stephen Middle, St. George Elementary, Vincent Massey Elementary

HEC:

Dr. A. T. Leatherbarrow Primary, Hampton Elementary, Hampton High, Harry Miller Middle, Kennebecasis Valley High, Lakefield Elementary, MacDonald Consolidated, Quispamsis Middle, Rothesay High, Rothesay Park

SJEC:

Centennial, Hazen-White, Loch Lomond, Princess Elizabeth, Seaside Park Elementary, Saint Rose, Westfield, Champlain Heights, Lakewood Heights, Simonds High

Ends Policy 3: Additional Initiatives

- UNB Master of Education in Counselling Cohort
- EECD Mental Health & Wellness Action Plan
- Responsive Mental Health Training for staff
- Mental Health Youth Forum & School-Based Initiatives