

Ends Policy 1 To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science (English and French Immersion).

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.1 Support classroom teachers and teams in developing and implementing routine formative assessment practices to inform both short and long-term planning based on data from ongoing assessment (classroom formative, common, school/district/provincial).</p>	<p>a. Development of a plan by the group of 10 administrators from July 2013 Developing Successful Schools conference in Sackville, which will include timelines, and will implement the sharing of assessment information with administrators.</p>	<ul style="list-style-type: none"> Plan and implementation. 	<p>2013-2016</p>	<p>District Lead, Literacy Subject Coordinator</p>
	<p>b. Provide 2 days of Sandra Herbst workshops on assessment for high school administrators, SPRs, and Subject Coordinators. (approx.. 145)</p>	<ul style="list-style-type: none"> Workshop (September 26 and 27, 2013). Subject Coordinators to follow up with high school teams. 	<p>2013-2014</p>	<p>Director of Curriculum and Instruction Subject Coordinators Data and Accountability Supervisor</p>
	<p>c. Implement the District Assessment Plan and support collaborative teams in analyzing the data and in determining improvement steps.</p>	<ul style="list-style-type: none"> Evidence of formative assessment and data informing instruction (assessment data and applications to lesson plans, student exemplars, videos in classrooms of ASD-S of best practices, sample common/formative assessments). Development of electronic Assessment Dashboard and use in schools (Kindergarten – Grade 8). 	<p>2013-2016</p>	<p>Director of Curriculum and Instruction Literacy and Numeracy, Subject Coordinators Technology Subject Coordinator and Mentors Supervisory of Data and Accountability</p>
	<p>d. Develop effective classroom and common assessment practices.</p>	<ul style="list-style-type: none"> Subject Coordinators participation in school collaborative team meetings that focus on assessment (agendas and notes). 	<p>2013-2016</p>	<p>Subject Coordinators Supervisory Data and Accountability Educational Support Teachers</p>

Ends Policy 1 continued:

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.2 Support classroom teachers and school teams in the planning and implementation of effective instructional practices to meet the diverse needs of students.</p>	<p>a. Develop and foster collaborative teams and core leadership teams in each school.</p>	<ul style="list-style-type: none"> • Professional learning for administrators provided during Administrator meetings. • Use of Professional Learning Community funding. • Collaborative teams established in each school. • Core leadership team in each school. • School improvement plans. • School Education Reviews. 	<p>2013-2015</p>	<p>Superintendent Director of Curriculum and Instruction Director of Education Support Services Senior Education Officers Administrators</p>
	<p>b. Develop the Professional Learning Community framework to share with administrators and promote the use of this framework when Coordinators, Administrators and EST (Education Support Teachers) work with teachers in collaborative teams.</p>	<ul style="list-style-type: none"> • Professional Learning Community framework. • Use of Universal Design for Learning lesson plan templates. • Use of UDL based learning opportunities. • Look For Implementation Plan. 	<p>2013-2014</p>	<p>Subject Coordinators Education Support Services Coordinators</p>
	<p>c. Provide training to teachers with Universal Design for Learning lesson planning using the template.</p>	<ul style="list-style-type: none"> • Administrator Meeting agenda item/ Oct. 10 P.D. • Delivery Plan. • Professional Learning Sessions delivered. 	<p>2013-2014</p>	<p>Subject Coordinators Education Support Services Coordinators Education Support Teachers, Numeracy and Literacy</p>
	<p>d. Provide support to schools with the Provincial <i>Look Fors</i> and provide professional learning sessions for administrators/instructional leads and/or school staffs.</p>	<ul style="list-style-type: none"> • Implementation plan. • Professional Learning Sessions. • Walk-throughs conducted. • Walk-through data collection. • School Reviews / SIP 	<p>2013-2015</p>	<p>Director of Curriculum and Instruction Literacy, Numeracy, and French Second Language Subject Coordinators</p>
	<p>e. Implement Cross-curricular Literacy, Numeracy, and Science initiatives in middle and high schools.</p>	<ul style="list-style-type: none"> • Stepping Out plan. • Model lessons that incorporate key numeracy skills in all subject areas (use of numbers, operations, shapes, graphs, charts, diagrams, and real-world applications). • Model lessons that incorporate key science skills in all subject areas (STSE, skills, knowledge, attitudes, safety, collaboration, inquiry-based learning, problem solving, decision making, critical thinking). 	<p>2013-2016</p>	<p>Literacy, Numeracy, and Science Subject Coordinators</p>

Ends Policy 1 continued:

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	f. Implement the Provincial Coaching Model.	<ul style="list-style-type: none"> • Presentation of the model at a Principals' Meeting. • Presentations of the model by Principals to classroom teachers at a school staff meeting. • Job-embedded professional learning for Educational Support Teachers on the model. • District professional learning plans for Educational Support Teachers. 	2014-2015	Director of Education Support Services Literacy and Numeracy Subject Coordinators Education Support Services Coordinators Principals
	g. Continue to promote on-going initiatives for Literacy, Numeracy, and Science.	<ul style="list-style-type: none"> • Evidence of the use of Cross-curricular "Look For" flip chart and Reading tools in walk-throughs, classroom observations, and School Education Reviews. • Stepping Out training for all teachers new to middle and high schools. • Participation in Elementary Literacy Friends Program. • Participation in UNB Math Competition. • Participation in Science Fairs. 	2013-2016	Administrators Literacy, Numeracy, and Science Subject Coordinators
	h. Provide training in new programs for French Immersion Teachers.	<ul style="list-style-type: none"> • Workshops for French Immersion Teachers (Grades 3-8). 	2013-2014	French Second Language Subject Coordinators
	i. Implement new Provincial Instructional Time Guidelines K-8.	<ul style="list-style-type: none"> • Workshop for administrators to develop schedules that align with the guidelines. • Review of K-8 schedules. 	2013-2015	Director of Curriculum and Instruction Senior Education Officers Subject Coordinators
	j. Provide modeling and support to teachers new to teaching Science.	<ul style="list-style-type: none"> • Lesson modeling. • Peer observation. 	2013-2014	Science Subject Coordinator

Ends Policy 2 To provide positive and safe learning and working environments for children, youth, and staff.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>2.1 Provide positive and safe environments.</p>	<p>a. Development of a District Positive Learning Environment Plan designed to promote, create, and maintain a positive, safe and inclusive environment – each school is required to have a plan.</p>	<ul style="list-style-type: none"> A district plan and a school plans completed as per EECD Policy 703. 	<p>2013 - 2014</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators School administration Senior Education Officers</p>
	<p>b. Introduction and ongoing development of Positive Behavior Intervention and Supports model as well as Response to Intervention model through professional development. Four schools will be involved in a 2013-2014 pilot. (Fundy, Simonds, St. Malachy's and Belleisle).</p>	<ul style="list-style-type: none"> Increase in positive communication and positive interventions in schools as measured by Behaviour Tracking data, "Tell them from Me", and School Education Reviews. Presentation on Pilot schools. 	<p>Pilot: 2013-2014 50%: 2014-2015 All: 2015 - 2016</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Psychologists Social Workers School Administrators School Staff Educational Assistants, School Intervention Workers</p>
	<p>c. Implementation of a school based behavior pyramid of interventions and system to monitor and evaluate its effectiveness on an ongoing basis.</p>	<ul style="list-style-type: none"> Schools have a well-developed and implemented pyramid of interventions. School Education Reviews. Behaviour Data. 	<p>2013-2014</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators School Administrators School Staff</p>
	<p>d. Provide professional learning on analyzing behavior data from Winschool, Tell Them From Me survey, and incorporating it into the planning process.</p>	<ul style="list-style-type: none"> Number of staff trained. Video tutorial created. Positive trend in behaviour data: fewer suspensions, decrease in inappropriate behaviour, and a decrease in reported bullying (behaviour tracking data). 	<p>2013-2016</p>	<p>Director of Education Support Services Supervisor of Data & Accountability Admin Services Staff Positive Learning Environment Coordinators Psychologists School Administrators School Staff</p>
	<p>e. Expand the "Turnaround Achievement Award Program" to Saint John and St. Stephen Education Centres.</p>	<ul style="list-style-type: none"> "Turnaround Achievement Award" Programs in St. Stephen, Saint John, and Hampton Education Centres. 	<p>2014</p>	<p>Superintendent Senior Education Officers Community Engagement Coordinator Positive Learning Coordinators</p>

Ends Policy 2 continued

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	f. Develop a strategy to ensure that Internet safety and digital citizenship is embedded in all 3-12 curriculum and delivered by a designated person. Identify resources schools can use.	<ul style="list-style-type: none"> Strategy developed and shared with school staff – preliminary focus gr. 3-5, then 6-8. 	2013-2014	Director of Curriculum and Instruction Technology Subject Coordinators School staff
	g. Training on PREPARE (Prevent, Reaffirm, Evaluate, Provide & Respond, Examine) program and Crisis Events Protocols.	<ul style="list-style-type: none"> Training for all Education Support Services teams. Presentations to Principals and Vice Principals. All staff familiar with protocol. 	2013-2016	Director of Education Support Services Senior Education Officers Positive Learning Environment Coordinators School Administrators Education Support Services teams Psychologists Social Workers School Staff
	h. Develop a district Emergency Measures Organization team and updated plan.	<ul style="list-style-type: none"> Team identified and plan in place. 	2013-2014	Superintendent Director of Finance and Administration Senior Education Officers
	i. Continue focusing on “WITS” (W alk away: I gnore: T alk it out: S eeK help) Program (K-5) and “Beyond The Hurt” (6-12) by expanding the “WITS” Program to Hampton and Saint John Education Centres and “Beyond The Hurt” to Saint John Education Centre.	<ul style="list-style-type: none"> Increased number of schools involved in the “WITS” and “Beyond the Hurt” programs. Behavioural Tracking data. 	2013-2015	Director of Education Support Services Positive Learning Environment Coordinators School administration School Staff
2.2 Ensure schools have inviting environments that respect diversity and inclusive practices.	a. Develop at the school level 1-2 optional questions on the “Tell Them From Me” student survey related to a positive/inclusive environment.	<ul style="list-style-type: none"> Positive Learning Environment questions are created and included on the survey. 	2013-2014	School Administration School Staff
	b. Revisit high school Gay Straight Alliance groups with a networking opportunity provided.	<ul style="list-style-type: none"> Effective working Gay Straight Alliance groups. A district networking event. 	2013-2016	Positive Learning Environment Coordinators School Administrators / Staff Advisors Guidance Counsellors

Ends Policy 2 continued

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	<p>c. Provide and promote professional learning opportunities for staff to increase their awareness of the scope and impact of the discrimination of Lesbian, Gay, Bisexual, Transgender/Two-Spirited, Questioning/Queer (LGBTQ) individuals and increase staff knowledge and skills in promoting respect for human rights, supporting diversity, and addressing homophobia and heterosexism in our schools.</p>	<ul style="list-style-type: none"> • Resources/workshops will be made available to teachers and administrators. 	2013-2015	<p>Director of Education Support Services Positive Learning Environment Coordinators School administrators</p>
	<p>d. Work in partnership with the Department of Education and Early Childhood Development and Inclusion Facilitators on the Year 2 Inclusion Actions (modules delivered to administrators, education Support Services Teams, Inclusion Policy implementation, and high school triads).</p>	<ul style="list-style-type: none"> • Professional development will be offered. • Inclusion facilitators will be working with specific schools. • 	2013-2015	<p>Director of Education Support Services Education Support Services Coordinators Inclusion Facilitators</p>
	<p>e. Examine student attendance as a follow-up to the 2013 NBTAs Forum – build awareness of the data.</p>	<ul style="list-style-type: none"> • Develop a consistent mean for recording the data. • Communicate the data to families to build awareness. 	2103-2016	<p>Superintendent Data & Accountability Supervisor Senior Education Officers.</p>

Ends Policy 3 To strengthen engagement of families and foster community partnerships.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>3.1 Provide a variety of communication strategies and social media to strengthen connections with family and community.</p>	<p>a. Seek input from parents on how they want to receive information.</p>	<ul style="list-style-type: none"> • School list of identified means of communicating information to families. • Teacher contact with parents through a variety of means including phone calls, personal notes, meetings and via technology. • School Education Review data. • PSSC engagement 	<p>2013-2016</p>	<p>School Administrators District Technology Mentors Technology Subject Coordinator</p>
	<p>b. Develop ASD-S website which is user friendly for families and partners, further improve “Southern Exposure” and update Transportation sites to ensure routes are accurate.</p>	<ul style="list-style-type: none"> • Focus group to seek input. • ASD-S main site up and running with identified links. 	<p>2013-2015</p>	<p>Superintendent and Management Team IT/Community Engagement Coordinator Transportation Teams</p>
	<p>c. The district will enhance school websites and make them a key communication tool for families by identifying the components of a good school website, developing a common template, and providing training and support for identified key person(s) for each school to ensure all schools have current and updated information posted on their websites.</p>	<ul style="list-style-type: none"> • Template developed. • Basic checklist of essential components (include a community connection) for websites used by all schools and template developed. • Identification of key person at each school to maintain the website. • District training and support for schools. 	<p>2013-2015</p>	<p>Technology Subject Coordinator Technology Mentors Community Engagement Coordinator</p>
	<p>d. Promote consistency within a school in use of online communication mediums (eg: Blogs, Wikis).</p>	<ul style="list-style-type: none"> • Identified communication medium for each school. 	<p>2013-2015</p>	<p>Administrators Information Technology Team Technology Subject Coordinator Technology Mentors</p>
	<p>e. Develop guidelines for acceptable and current means of delivering information when using social media forms.</p>	<ul style="list-style-type: none"> • School Education Review data. • School survey of parents. • Use of platforms such as newsletter, Synrevoice, Twitter, and Blogs. 	<p>2013-2015</p>	<p>Community Engagement Coordinator Technology Subject Coordinator Technology Mentors Committee</p>

Ends Policy 3 continued

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	f. Organize annual PSSC and Student Forums to share information and improve communication.	<ul style="list-style-type: none"> • Forum held. • DEC feedback from PSSC's. 	2013-2016	DEC members Senior Education Officers High School Principals High School Students
	e. Increase use of Twitter for district news and updates.	<ul style="list-style-type: none"> • Postings of district communication such as school cancellations and other district information for parents / community. • Number of followers. 	2013-2016	Superintendent and Management Team
3.2. Foster Community Partnerships.	a. Share community initiatives in which schools are participating through websites, media, and Southern Exposure.	<ul style="list-style-type: none"> • Liaison person identified in each school to engage in partnerships based on their School Improvement Plan and Positive Learning Environment Plan. 	2013-2016	Community Engagement Coordinator Community School Coordinators
	b. Update Volunteer Policy and brochure and post on the district website.	<ul style="list-style-type: none"> • Increase in volunteers for different programs. • Updated policy and brochure. 	2013-2014	Community Engagement Coordinator Community School Coordinators Superintendent Director of Human Resources
	c. Liaise with Integrated Service Delivery in St. Stephen Education Centre to link with Community and partners. Participate as a full partner in ISD and encourage expansion to all of ASD-S.	<ul style="list-style-type: none"> • Schools will use the Integrated Service Delivery (ISD) model of connecting with parents and community (e.g. website) as indicated in the ISD evaluation. 	2013-2014	Senior Education Officer, St. Stephen Education Centre Education Support Services Coordinator, St. Stephen Education Centre
3.3 Provide opportunities for students to participate in real – world citizenship building activities and work toward creating a global community.	a. Create and maintain a citizenship Portal site to share initiatives between schools and attempt to collect data on initiatives supporting local, national and international charities and programs.	<ul style="list-style-type: none"> • Initiatives, shareable resources and contact people are listed. 	2014-2016	Technology Subject Coordinator Social Studies Subject Coordinator Community Engagement Coordinator
	b. The District supports schools in identifying new initiatives to enhance Citizenship Education while maintaining successful initiatives and expanding across education centres.	<ul style="list-style-type: none"> • Participation of schools. 	2013-2016	Superintendent Director of Curriculum and Instruction Senior Education Officers Community Engagement Coordinator Social Studies Coordinator Community Schools Coordinators
	c. Work with administrators and community to build capacity for increased numbers of international students (AEI).	<ul style="list-style-type: none"> • Number of students 	2013-2016	Principals International Student Coordinator

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.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.1 Provide opportunities for all school and district educational staff to learn about mental health issues in children and youth.</p>	<p>a. Deliver Changing Minds and/or Mental Health First Aid Training to staff at each school. Continue ASIST (Applied Suicide Intervention Skills Training).</p>	<ul style="list-style-type: none"> • Training sessions offered. • Number of participants • Survey results will indicate that staff are better prepared to support students with mental health challenges. 	2013-2016	<p>Director of Education Support Services Positive Learning Environment Coordinators Canadian Mental Health Association partnership Mindcare partnership</p>
	<p>b. Implement the LINK program in all middle and high schools and provide an orientation to all grade 5 students during middle school transition activities.</p>	<ul style="list-style-type: none"> • Communication to all schools and staff. • In-school assemblies held to inform students. • LINK contact identified in each middle and high school. • Distribution of LINK decisional tree information to all elementary schools. • LINK program is on every middle school transition day agenda. 	2013-2015	<p>Positive Learning Environment Coordinators LINK Committee Health Learners Nurses School Administrators and Staff</p>
	<p>c. Providing training opportunities in the suicide awareness program “Safe TALK” from Livingworks (half day or evening). [Tell: Ask: Listen: Keep safe]</p>	<ul style="list-style-type: none"> • Training completed. • Number of participants tracked. 	2013-2015	<p>Director of Education Support Services Positive Learning Environment Coordinators Middle and High School Administrators</p>
	<p>d. Investigate the possibility of district involvement in the “Gatekeepers” training program for identifying mental health issues (Dr. Stan Kutcher program).</p>	<ul style="list-style-type: none"> • Investigation completed. • Possible training date identified. 	2013-2015	<p>Director of Education Support Services Positive Learning Environment Coordinators</p>

Ends Policy 4 continued:

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.2 Provide opportunities for all school and district staff to learn about and promote mental fitness in the workplace and for children and youth.</p>	<p>a. Offer education, professional development sessions and information related to coping skills and mental fitness in the workplace to all employees through newsletters.</p>	<ul style="list-style-type: none"> • Pamphlets, websites, etc. available. • Number of workshops on work/life balance. • Number of participants. 	<p>2013-2016</p>	<p>Positive Learning Environment Coordinators Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator NBTA Wellness Champions</p>
	<p>b. Promote the NBTA School Based Wellness Program to all teaching staff including a mental fitness component. The District will provide a 0.5 release day for the Wellness Facilitator’s Spring meeting.</p>	<ul style="list-style-type: none"> • Information will be shared at administrator meetings. • Information is passed on to administrators at beginning of school year to share in weekly staff memos. • Number of professional learning sessions offered to each employee group and number of participants. 	<p>2013-2016</p>	<p>NBTA Wellness Champions / NBTA Counsellor Senior Education Officers</p>
	<p>c. The District Health Advisory Committee will focus on mental health and will promote mental fitness in their correspondence to schools.</p>	<ul style="list-style-type: none"> • Number of tips published. • New Brunswick Student Wellness Survey. 	<p>2013-2016</p>	<p>Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator</p>
	<p>d. Pilot the Mental Fitness Tool Kit activities and provide information to PSSC.</p>	<ul style="list-style-type: none"> • PSSC Minutes reflect mental fitness information. 	<p>2013-2016</p>	<p>Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator</p>

Ends Policy 4 continued:

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.3 Promote and facilitate mental fitness activities for the school community.</p>	<p>a. Provide schools with information on mental fitness to share with families.</p>	<ul style="list-style-type: none"> • Distribution of Government Mental Fitness Website information for parents. 	<p>2014-2016</p>	<p>District Health Advisory Committee Health and Phys. Ed. Subject Coordinator</p>
	<p>b. Introduce St. Stephen Education Centre and promote the philosophy of “Celebrate What’s Right With the World”. Participate in initiatives such as “Pay It Forward” that help increase student mental fitness.</p>	<ul style="list-style-type: none"> • Evidence that schools have addressed the mental fitness of students (eg: calendar, newsletter etc.). • An increase of 8 % in the “positive sense of belonging” strand from the 2013 “Tell Them From Me” secondary survey. • Student Wellness Survey 	<p>2013-2016</p>	<p>School administrators Guidance Counselors Resource people at the government Dept. of Healthy and Inclusive Communities District Health Advisory Committee District Celebrate Committee</p>
	<p>c. Create a Portal site for schools to share information pertaining to mental fitness best practices.</p>	<ul style="list-style-type: none"> • Portal site created and shared with all school staffs. • Portal site is current and reflects practices and resources. • Number of schools contributing to the shared site. 	<p>2014-2016</p>	<p>Health and Phys. Ed. Subject Coordinator Supervisor of Data and Accountability</p>
	<p>d. Revisit Provincial Policy 711 (Nutrition) to give the connection between nutrition and physical activity to mental fitness.</p>	<ul style="list-style-type: none"> • Curriculum outcome that shows the connections for <u>mental fitness and nutrition</u> are identified and shared. • Compliance with the policy (vending machines, special events). 	<p>2013-2016</p>	<p>Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator</p>
	<p>e. Create school-based grades 4-12 student focus groups to discuss student needs with respect to mental fitness.</p>	<ul style="list-style-type: none"> • Numbers of focus groups held and feedback collected. • Specific student needs identified. • Student Wellness Survey. 	<p>2014-2016</p>	<p>Senior Education Officers Positive Learning Environment Coordinators Health and Phys. Ed. Subject Coordinator</p>
	<p>f. Facilitate a “Superintendent Information Exchange” annually by Centre to seek staff input on what is going well and what can be improved in ASD-S</p>	<ul style="list-style-type: none"> • 3 sessions annually. • Actions implemented where possible. 	<p>2014-2016</p>	<p>Superintendent and Management Team</p>