

ASD-S District Improvement Plan 2018-2021

Mission:

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.

Vision:

“Shaping a Positive Future for Every Child/Youth”

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 Polices

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)

Ends Policy 2

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

(Links to objectives 2, 3, 4, 5 and 8 of the 10 Year Plan)

Ends Policy 3

To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.

(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)

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)

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)

Ends Policy 6

To coordinate and maximize access to resources to support children, youth & families.

(Links to objectives 2 and 7 of the 10 Year Plan)

Ends Policy 7

To promote the value of education through effective partnerships and positive pro-active communication.

(Links to all objectives 10 Year Plan)

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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)

1.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities	
To improve the quality of the positive learning and working environment.	<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"> ▪ Power School Incident Management ▪ Teacher Perception Survey ▪ Positive Learning Environment Plan Dashboard ▪ PBIS Survey 	2018 - 2021	<ul style="list-style-type: none"> ▪ PLEP Subject Coordinator ▪ Administrators ▪ Supervisor of Data and Accountability ▪ Respect and Diversity Leads 	
		<ul style="list-style-type: none"> ▪ Enhance capacities of school based “Education Student Support Teams” (ESST). 	<ul style="list-style-type: none"> ▪ Overall increased capacity of School Based ESSTs as indicated by ESST Capacity Charts 	2018 - 2021	<ul style="list-style-type: none"> ▪ Director of ESS
	<ul style="list-style-type: none"> ▪ Professional Learning (PL) for guidance and resource staff based on ESST Capacity Charts 		2018 - 2021	<ul style="list-style-type: none"> ▪ Director of ESS ▪ ESS Subject Coordinators 	
	<ul style="list-style-type: none"> ▪ All 0.5 or greater guidance positions staffed by a certified Guidance Counsellor; All 0.4 or smaller guidance positions staffed by a certified Guidance Counsellor or certified Guidance Teacher 		2018 - 2020	<ul style="list-style-type: none"> ▪ Director of Schools ▪ Director of ESS ▪ Administrators 	
	<ul style="list-style-type: none"> ▪ All 0.5 or greater resource positions staffed <i>a)</i> by a teacher with an M.Ed. in Exceptional Learners (or equivalent), or <i>b)</i> by existing resource staff with more than three years successful experience in ESS 		2018 - 2019	<ul style="list-style-type: none"> ▪ Director of ESS ▪ District Alignment Champion 	
	<ul style="list-style-type: none"> ▪ Establish guidelines for combining ESS positions with administrative positions 				
	<ul style="list-style-type: none"> ▪ Improve the quality of alternative education programs 		<ul style="list-style-type: none"> ▪ ESSTs improvement pilot project in 3 schools. 	2018 - 2019	<ul style="list-style-type: none"> ▪ Director of ESS ▪ District Alignment Champion
			<ul style="list-style-type: none"> ▪ Direct support to fifteen ESSTs by District ESS staff annually to improve ESS processes 	2018 - 2019	<ul style="list-style-type: none"> ▪ ESS Subject Coordinators ▪ ESS Leads
			<ul style="list-style-type: none"> ▪ PL for new administrators and resource teachers on effective ESSTs 	2018 - 2021	
		<ul style="list-style-type: none"> ▪ Implement renewed programming of Saint John Education Centre alternate education to improve social & emotional learning (SEL) and set guidelines for alternate education and track data on student success 	2018 - 2019	<ul style="list-style-type: none"> ▪ Director of ESS ▪ Alternative Education Subject Coordinator 	
		<ul style="list-style-type: none"> ▪ Review Hampton Education Centre alternate education program to improve SEL and expand revitalized program to St Stephen Education Centre 	2018 - 2020	<ul style="list-style-type: none"> ▪ High School Administrators 	
1.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities	
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.	<ul style="list-style-type: none"> ▪ Implementation of the updated provincial Nutrition Policy 711 	<ul style="list-style-type: none"> ▪ Provide professional learning for all administrators and support with programs and implementation 	2018 - 2020	<ul style="list-style-type: none"> ▪ Health Learner Nurses ▪ Health and Physical Education Subject Coordinator ▪ Administrators 	
		<ul style="list-style-type: none"> ▪ Establish a District Nutrition Committee 			

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	<ul style="list-style-type: none"> Provide information to students, families and staff on cannabis (medicinal and recreational use) and the health risks Train IT technicians in Social Media Awareness (Safer Schools Together). 	<ul style="list-style-type: none"> Provide professional learning to school educators Provide information to students, families and staff IT technicians will be able to assist school administrators in Violent Threat Risk Assessment by scanning social media. Host provincial “Safe Schools” Conference 	<p>2018 - 2019</p> <ul style="list-style-type: none"> Health Learner Nurses Health and Physical Education Subject Coordinator Administrators Director of Human Resources <p>2018 - 2019</p> <ul style="list-style-type: none"> Director of ESS PLEP Subject Coordinator IT Technicians II 	
1.3 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase the number of international students and provide appropriate support for the integration and retention of all newcomer and international students.	<ul style="list-style-type: none"> Develop and implement a plan with “Atlantic Education International” (AEI) to increase International Student enrollment in schools. Implement the Welcoming Schools Initiative. Support all teachers and schools that are involved with the “English Additional Language” (EAL) students. 	<ul style="list-style-type: none"> Increased communication between AEI personnel and EAL team. The number of students enrolled will increase each semester. School will conduct Self-assessment on becoming a welcoming school annually. Develop and implement a survey to collect information from students and parents regarding their experience. All English language learner Pre-K students receive an alternate assessment to EYE-DA. EAL teachers and other educators who work with English language learners will receive professional learning opportunities and resources. Build strong relationships with stakeholders to leverage additional support for ASD-S increasingly diverse schools 	<p>2018 - 2021</p> <ul style="list-style-type: none"> Newcomer & International Student Coordinator EAL Team Administrators <p>2018 – 2021</p> <ul style="list-style-type: none"> Newcomer & International Student Coordinator EAL Team Administrators Early Childhood Team <p>2018 - 2021</p> <ul style="list-style-type: none"> Newcomer & International Student Coordinator EAL Team Administrators ESS Team Subject Area Coordinators 	

Ends Policy 2

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

(Links to objectives 2, 3, 4, 5 and 8 of the 10 Year Plan)

2.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To build capacity within school communities with balanced assessment across all curricula	<ul style="list-style-type: none"> Create and implement a process improvement plan to measure and improve the consistency of assessing/reporting practices in ASD-S schools. <ul style="list-style-type: none"> Implement the plan 	<ul style="list-style-type: none"> Process improvement plan and measurement tool(s) on balanced assessment are developed Process improvement plan and measurement tool(s) on balanced assessment are implemented Professional learning, based on data findings from measurement tool(s), is provided to all schools 	<p>2018 - 2019</p> <p>2018 - 2019</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> District Alignment Champion Subject Coordinators Supervisor of Data and Accountability Director of Curriculum Administrators Core Leadership Teams

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	<ul style="list-style-type: none"> ○ Analyze school based data ○ Respond appropriately to ensure consistency and growth ○ Support schools’ efforts to educate all stakeholders (children/youth, parent/guardians, staff) about quality assessment and reporting practices 	<ul style="list-style-type: none"> ▪ Consistency within and across schools in assessing and reporting practices ▪ Growth in student achievement will be seen in report card data ▪ Improvement in children/youth and parent/guardian feedback on Tell Them From Me and Parent Perception Survey regarding assessment and reporting practices 	<p>2018 - 2020</p> <p>2018 - 2021</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> ▪ ESS Subject Coordinators ▪ Power School Leads
2.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To have high functioning Professional Learning Communities at the district and in all schools / early learning centers.</p>	<ul style="list-style-type: none"> ▪ Create and implement a process improvement plan to measure the overall functioning of professional learning communities in schools. <ul style="list-style-type: none"> ○ Implement the PLC survey tool in ASD-S schools (district, administrators, school level) ○ Analyze the PLC survey tool data ○ Respond to the PLC survey data to develop/adjust PLC based School Improvement Plan goals and provide support to help schools meet the goals ○ Work directly with school leaders to support the implementation of the Plan, Do, Check, Act framework in Professional Learning Communities ○ Develop and implement an ASD-S ‘PLC Meeting Template’ • Establish a District Community Centres of Excellent in Preschool Education for educators in ASD-S 	<ul style="list-style-type: none"> ▪ All schools complete the PLC survey and submit data for analysis ▪ Professional learning, based on data findings from the PLC survey, is provided to all schools ▪ Scheduled PLC time is established in all schools ▪ Data from PLC survey, and feedback from / observations of PLC groups indicate growth ▪ Better system collaboration will lead to improvements on <ul style="list-style-type: none"> ○ Grade 2 Literacy ○ Grade 2 Common Numeracy Assessment ○ Grade 4,6 &10 provincial assessments ○ Grade 9 English Language Proficiency Assessment ▪ PLC Meeting Template is developed and implemented in schools ▪ Identification of demonstration sites which exemplify excellence in the goals and values of New Brunswick Curriculum Framework for Early Learning (NBCF-E). 	<p>2018 - 2021</p> <p>2018 - 2021</p> <p>2018 - 2019</p> <p>2018 - 2021</p> <p>2018 - 2021</p> <p>2018 - 2019</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> ▪ Administrators ▪ Core Leadership Team ▪ Subject Coordinators ▪ Director of Curriculum ▪ Supervisor of Data & Accountability ▪ Subject Coordinators ▪ Administrators ▪ Supervisor of Data & Accountability ▪ Administrators ▪ Core Leadership Team ▪ Subject Coordinators ▪ Administrators ▪ Director of Curriculum ▪ Director of Early Childhood ▪ Subject Coordinators ▪ Administrators ▪ Teachers

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	<ul style="list-style-type: none"> Implement a Communities of Practice in all designated Early Learning Center to improve educator practice for enhanced learning experiences. 	<ul style="list-style-type: none"> Improved results on the Early Childhood Environment Rating Scale and the Infant/Toddler Environment Rating Scale. 	2018 - 2021	<ul style="list-style-type: none"> Director of Early Childhood Services Early Learning Consultant Literacy Facilitator Quality Assessment Coordinator
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Ends Policy 3
To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.
(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)

3.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To implement the New Brunswick Global Competencies in all ASD-S schools.</p>	<ul style="list-style-type: none"> Develop and implement a professional learning plan for all educators in the New Brunswick Global Competencies. <ul style="list-style-type: none"> Seek and provide professional learning for district leaders about the New Brunswick Global Competencies Provide professional learning for school and early childhood leaders about the implementation of New Brunswick Global Competencies. Create a document to align the goals of the NBCF-E with the NB Global Competencies Work with school leaders to provide PLCs with professional learning about the implementation of New Brunswick Global Competencies in the classroom Support schools' efforts to become proficient at implementing the New Brunswick Global Competencies in the classroom 	<ul style="list-style-type: none"> All educators receive professional learning about the New Brunswick Global competencies PLCs incorporate New Brunswick Global Competencies into the Plan, Do, Check, Act process School review data indicates that schools are applying the competencies at a 'Mostly Evident' level in ASD-S School Improvement Plans will include an objective that focuses on embedding the New Brunswick Global Competencies effectively in the classroom Increased availability of course options and delivery mode. For example distance ed, virtual co-op learning, etc. Improvement in student attendance Improvement in data that indicates student engagement on TTFM survey results Provincial data indicates that ASD-S students are more engaged in their community Improved student achievement on global competency assessment on PISA (comparison 2018-2021) 	<p>2018 - 2019</p> <p>2018 - 2020</p> <p>2018 - 2021</p> <p>2018 - 2020</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> Director of Curriculum Director of Early Childhood Services Director of Schools Director of Curriculum Supervisor of Data & Accountability Subject Coordinators Administrators Core Leadership Team Teacher Leader Teachers

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3.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To Increase engagement of children and youth through the promotion of innovative teaching strategies</p>	<ul style="list-style-type: none"> ▪ Develop and implement a professional learning plan around the “Competence, Autonomy, Relevance and Relatedness” (CARR) model for teachers. <ul style="list-style-type: none"> ○ Deliver to administrators ○ Administrators deliver to teachers ○ Follow-up with administration and provide support with next step ○ Support schools with embedding the tenets of the CARR model through personalized learning. ▪ Make available to teachers an “Innovative Teaching Grant.” <ul style="list-style-type: none"> ○ Plan for allocation funding for innovative teaching initiatives in schools. ▪ Provide access to learning opportunities through the District Community Centres of Excellence at the demonstration sites for Early Childhood Educators 	<ul style="list-style-type: none"> ▪ Measurement tool is developed and implemented (self-assessment & TTFM data provided) – pre & post ▪ Schools supported with specific professional learning based on data from self-assessment ▪ Evidence of CARR tenets collected via conversations, observations and products ▪ Funds accessed and initiatives have a positive impact on student engagement ▪ Improvement in student attendance ▪ Improvement in data that indicates student engagement on TTFM survey results ▪ Evidence of implementation of best practice in teaching and learning in early learning centers 	<p>2018 - 2019</p> <p>2018 - 2020</p> <p>2018 - 2021</p> <p>2018 - 2021</p> <p>2018 - 2021</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> ▪ Director of Curriculum ▪ Supervisor of Data & Accountability ▪ Subject Coordinators ▪ Administrators ▪ Subject Coordinators ▪ Administrators ▪ Subject Coordinators ▪ Administrators ▪ Core Leadership Teams, SPRs ▪ Director of Curriculum ▪ Supervisor of Data & Accountability ▪ Director of Early Childhood Services ▪ Early Learning Consultant
<p>Ends Policy 4</p> <p>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. <i>(Links to objectives 1, 2 and 7 of the 10 Year Plan)</i></p>				
4.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To provide opportunities for staff to learn about mental health issues.</p>	<ul style="list-style-type: none"> ▪ Provide professional learning for guidance staff to meet recommendations of “Education and Early Childhood Department” (EECD). ▪ Train counseling leads to provide clinical supervision. ▪ Expand “Mental Health First Aid” (MHFA) training to school based staff. 	<ul style="list-style-type: none"> ▪ Guidance counsellors will have 36 hours of continuing education every three years ▪ Number of clinical supervision hours and number of clinical meetings ▪ Number of non-administrators (minimum 150 annually, with a stretch goal of 225) 	<p>2018- 2021</p> <p>2018 - 2019</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> ▪ Director of ESS ▪ PLEP Coordinator ▪ Guidance Leads
4.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To support school and district initiatives that promote resilience.</p>	<ul style="list-style-type: none"> ▪ Expand district sponsored initiatives both nationally recognized and district developed. 	<ul style="list-style-type: none"> ▪ Review of nationally recognized programs with recommendations to schools ▪ Establish a program for graduating students to ensure awareness of community mental health resources ▪ High School Youth Forum to support school-based mental health initiatives 	<p>2018 - 2019</p> <p>2018 - 2019</p> <p>2018 - 2021</p>	<ul style="list-style-type: none"> ▪ PLEP Subject coordinator ▪ Guidance Leads ▪ Respect and Diversity Leads

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	<ul style="list-style-type: none"> Promote positive education strategies / celebrate. 	<ul style="list-style-type: none"> Amalgamation of Competence, Autonomy, and Relatedness (CAR) and Celebrate committees to strengthen both initiatives Number of district and school-based staff responding to a baseline “CAR Awareness” survey (facilities and transportation staffs already surveyed) All district department managers and school administrators have received “CAR In the Workplace” resources Number of schools that participate in an awareness session on Positive Education District support to three schools with Positive Education goals in their School Improvement Plan 	<p>2017 - 2017</p> <p>2018 - 2020</p> <p>2018 - 2020</p> <p>2018 - 2019 2018 - 2021</p>	<ul style="list-style-type: none"> CAR / Celebrate Committee CAR / Celebrate Committee Director of ESS
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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	Strategies	Indicators of Success	Timelines	Responsibilities
To reduce inadvertent heterosexism.	<ul style="list-style-type: none"> Provide professional learning for teaching and non-teaching staff on the topics of heterosexism, transgender students, and associated administrative concerns. Specific training for guidance staff. 	<ul style="list-style-type: none"> Completion of professional learning and elimination of heterosexist administrative procedures Completion of professional learning, education and awareness 	2018 - 2019	<ul style="list-style-type: none"> ASD-S Management Team PLEP Subject Coordinator Guidance Leads Respect and Diversity Leads Director of ESS

5.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase capacity of schools to promote affirming cultures.	<ul style="list-style-type: none"> Build capacity of “Gay-Straight Alliance’s” (GSA). Increase diversity of curriculum resources with regards to “Lesbian - Gay - Bisexual - Trans, Queer and Questioning - Plus” (LGBTQ+). 	<ul style="list-style-type: none"> ASD-S Middle school GSA conference Establish best practices for GSAs High participation at provincial high school conference Resource guide by subject and level 	2018 - 2021	<ul style="list-style-type: none"> PLEP Subject coordinator Respect and Diversity Leads Director of Curriculum & Instruction Director of ESS Subject Coordinators PLEP Subject coordinator

Ends Policy 6
To coordinate and maximize access to resources to support children, youth & families.
(Links to objectives 2 and 7 of the 10 Year Plan)

6.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a method to provide families with information on resources available and processes to access available supports for all ages.	<ul style="list-style-type: none"> Develop a user-friendly site on the ASD-S website for District resources available for parents – including information on curriculum (e.g. literacy, numeracy, science, assessment, report cards), early childhood (e.g. programs, daycare), and education support services (e.g. tragic 	<ul style="list-style-type: none"> A user-friendly website will be available for parents and community members to access available information about the different programs offered in ASD-S. 	2018 - 2019	<ul style="list-style-type: none"> Communication Officer Director of ESS Director of Curriculum Director of Early Childhood Community Engagement Coordinator Superintendent

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	<p>response, Integrated Services Delivery, Complex Case, LINK Program).</p> <ul style="list-style-type: none"> Compile a list of community partner agencies that support children, youth and families. 	<ul style="list-style-type: none"> A comprehensive list of community partner agencies will that support children, youth and families will be generated and updated and available to the different ASD-S stakeholders. 		
6.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To work with schools / early childhood facilities and PSSC's to identify effective ways to offer information sessions to support families.	<ul style="list-style-type: none"> Encourage school communities (Administrators and Parent School Support Committee's) to work together in hosting information sessions for families. 	<ul style="list-style-type: none"> Number of partnerships formed across schools to offer parent / family education. Offer opportunities for school leaders to share what has worked 	2018 - 2021	<ul style="list-style-type: none"> Communication Officer DEC members Directors of Schools Superintendent

Ends Policy 7
To promote the value of education through effective partnerships and positive pro-active communication.
(Links to all objectives 10 Year Plan)

7.1 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a communication strategy that reaches beyond traditional media (e.g. web, twitter, and social media).	<ul style="list-style-type: none"> Hire a qualified communication staff person. 	<ul style="list-style-type: none"> Qualified communication staff person hired 	2018 – 2019	<ul style="list-style-type: none"> Superintendent Director of Human Resources
	<ul style="list-style-type: none"> Examination of the website and its effectiveness. 	<ul style="list-style-type: none"> An updated and user friendly website developed 	2018 – 2021	<ul style="list-style-type: none"> Communication Officer
	<ul style="list-style-type: none"> Ensure each change implemented has an intentional communication strategy. 	<ul style="list-style-type: none"> Development of a communication plan for changes, special initiatives and events 	2018 - 2021	<ul style="list-style-type: none"> Communication Officer Management Team
7.2 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To develop a learning focused strategy to publicly recognize and celebrate the work of early learning centres, schools, staff and partners.	<ul style="list-style-type: none"> Promote and celebrate school and district success stories through acknowledgment of students, staff and partners by using de different district social media platforms and encouraging coverage by traditional media outlets. 	<ul style="list-style-type: none"> Information is shared consistently using social media platforms. Traditional media outlets are informed of school and district success stories enabling coverage 	2018 - 2021	<ul style="list-style-type: none"> School Staff Community Engagement Coordinator Communication Officer
7.3 Goal	Strategies	Indicators of Success	Timelines	Responsibilities
To increase community partnerships and connections with outside agencies.	<ul style="list-style-type: none"> Promote and define the role of the PALS and Community Schools initiative to school stakeholders. Expand the PALS and the Community Schools initiative in ASD-S 	<ul style="list-style-type: none"> Information packets/brochures promoting the PALS and Community Schools initiative are widely distributed to all schools. Increase partnerships with schools expressing interest or involvement with either PALS or Community Schools. 	2018 - 2021	<ul style="list-style-type: none"> Community Engagement Coordinator PALS Coordinator Superintendent

ASD-S Ongoing Strategies

Ends 1	Ends 2
<ul style="list-style-type: none"> • Safety <ul style="list-style-type: none"> ○ Crisis Events Protocol (PREpARE), ○ Emergency Management Team ○ Severe Allergies – Epi-Pen training for staff – Allergy Awareness Week – Sweet Caroline Foundation ○ Professional Learning (Non-Violent Crisis Intervention, Violent Threat Risk Assessment) ○ Procedures and drills for lock down and evacuation ○ Liaison with local police forces ○ Procedures and protocols for Non-Violent Crisis Intervention and Violent Threat Risk Assessment • PLEP <ul style="list-style-type: none"> ○ Attendance Matters ○ Integrated Services Delivery ○ School Pyramids of Intervention and codes of conducts ○ Anti-bullying programs (WITS, Beyond the Hurt) ○ Turnaround Achievement Awards ○ Celebrate What’s Right With the World. 	<ul style="list-style-type: none"> • Ongoing professional learning on evidence based balanced literacy. • Continue implementation of the electronic French second language portfolio. • Common European Framework of Reference for Languages training. • Provide training and skill-focused support at the beginning and throughout the year for teachers with new assignments and / or teachers requiring support, in all subject areas. • Numeracy, continue to focus on number sense (mental math/estimation, facts, operations and problem solving). • Align math benchmarks to measure within the scope and sequence of an outcome. • Examine math benchmark results and provide timely interventions. • Encourage the intentional use of subject specific vocabulary. • Continue to upgrade and promote the offering of skilled trades’ courses. • Provide targeted learning experiences to create interest in and increase competencies in coding and cyber-security. • Encourage the development of common assessments in schools. • Maintain a direct line of communication from teachers to Subject Coordinators (Distribution lists and work in schools). • Bridging Project
Ends 3	Ends 4
<ul style="list-style-type: none"> • Pitchfest • Coding Quest • Science Fair • Hour of Code • Entrepreneurial Adventure • Center for Entrepreneurship • IQ’d • Oratorical / Speak Out • FSL oratorical • Chess Tournament • Talk With our kids about money • Attendance Matters initiatives • School-based programs, eg. Athletics, Buddy Benches, Me to We Clubs and Events, etc. • Early Learning Literacy Lead positions working with Early Learning Centers and K-2 teachers of ASD-S • The Bridging Project continues to pair Early Childhood Educators and Kindergarten Teachers 	<ul style="list-style-type: none"> • Objective 7 Initiative • The Link Program • Applied Suicide Intervention Skills Training (ASIST) & Safe Talk • School Wellness Reps, • District Health Advisory Committee • InConfidence Services • The Celebrate Initiative • On the Right Track • The CAR Model (Competence, Autonomy, Relatedness) • Menu of ESS Speakers for schools • Mental Health First Aid (all school administrators trained)
Ends 5	Ends 6
<ul style="list-style-type: none"> • Participation in annual provincial GSA Conference • Professional learning for administrators and district staff on LGBTQ+ issues 	<ul style="list-style-type: none"> • Twitter • ASD-S blog site • ASD-S website • Southern Exposure weekly staff newsletter • Local Media Outlets

Ends 7

- Downey Ford – annual “Drive One for your PALS School”
- Port Saint John –school supplies, supporting families at Christmas, providing volunteers for special days. Donating the proceeds from the Port Community Day, developed an award-winning Education program in partnership with PALS.
- Hatheway Pavilion at Lily Lake Soap Box Derby , *PALS in the Park* program
- Credit Counselling Services- financial literacy program
- St Malachy’s Memorial High School in partnership with J.D. Irving, Limited - *En Route to Success* program
- Basketball & Books – Riptide Basketball team/YMCA
- NBCC- Summer Camp Programming
- Imperial Theatre- tickets to cultural events
- City of Saint John – City Governance Program
- PRUDE Inc. – Cultural Diversity Programs
- Big Brothers/Big Sisters- mentoring
- United Way – grants for summer programming