

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 Formative Assessment:</p> <p>To support Core Leadership Teams in leading their school with best practices with Formative Assessment across subject areas.</p> <p>To operationalize Formative Assessment and routinely use <i>leading</i> data to inform instructional practice.</p> <p>Continued....</p>	<ul style="list-style-type: none">a. Offer Professional Learning for Subject Coordinators regarding Formative Assessment.b. Offer Professional Learning sessions for Core Leadership Teams on Formative Assessment, the new Report Card and rubrics which can be linked to the School Improvement Plan.c. Offer LYNC Professional Learning sessions weekly for teachers, administrators, SPRs on new Report Card rubrics and new Report Card.d. Offer Professional Learning for Education Support Teachers on Formative Assessment Best Practices, the new Report Card and the rubrics for all subject areas.e. All materials needed for every subject area will be provided to all stakeholders - rubrics, templates, handbooks, etc.f. Offer presentations to DEC, PSSCs, parent focus groups on new Report Card and rubrics.g. Offer presentations to focus groups of students on new report card and rubrics.h. Build our inventory of current best practices of formative assessment in ASDS classrooms and share them.i. Create a quick reference document from School Review Data on strengths for schools to partner with other schools who are strong with assessment.	<ul style="list-style-type: none">• Highlight the focus for Subject Coordinators and Schools on Formative Assessment.• Summer Learning Week Session on Walkthroughs which included a section on administrators giving feedback to teachers.• Resources from Bev Freedman were provided to ASD-S regarding Feedback and how to make it effective - administrators to teachers, but will enhance the conversation of feedback from teachers to students.• Anne Davies Professional Learning for Subject Coordinators-November 23, 2015.• Package of resources sent to every Core Leadership Team-February 2015 = 6 resources from Anne Davies/Sandra Herbst.• Professional Learning Sessions for Core Leadership Teams to start in October 2015.• ASDS Professional Learning Plan with all professional learning sessions now available on Sharepoint Site-includes Professional Learning for Formative Assessment and Subject Area Professional Learning will include Formative Assessment.• LYNC Sessions to start in October 2015.• Professional Learning session for Education Support Teachers scheduled for November 27, 2015.	2015-2016	Director of Curriculum, Subject Coordinators, Core Leadership Teams

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	j. Offer support and professional learning around Subject Specific Look Fors for administrators and SPRs to align current walkthrough data with the work of Formative Assessment.	<ul style="list-style-type: none">Schedule of dates for parent presentations.Schedule of dates for student focus group presentations.Create a focus/feedback group of administrators and teachers to revisit items and progress from Ends Policy 1.		

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<p>1.2 Literacy –</p> <p>All ELA and social studies teachers will improve instructional practice and planning through routine use of: Curriculum, Achievement Standards, Look Fors in planning</p> <p>Continued.....</p>	<p>Work with SPR's, EST-L's, Team Leaders</p> <p>Teaming-PLC's</p> <ul style="list-style-type: none">Common planningData collection/AnalysisRTIProfessional Learning <p>Middle Level:</p> <ul style="list-style-type: none">a. Support continual progress monitoring of each tier 2 student in 6-8 in ASD-S a minimum of once every two months.b. Provided middle level look for document to support effective planning using core documents.c. Provided a month by month professional learning plan for building teachers skills in evidence based balanced literacy practice. Providing Lync PL every two weeks.d. Work directly with teachers individually or as part of PLC teams on planning, instruction and assessment.e. Meet monthly with SPRs to provide leadership in the area of planning, instruction, and assessment.f. Meet monthly with SPR team on Lync to discuss progress of teachers in the area of planning, instruction, and assessment.g. Support SPRs with conducting subject specific walk-throughs and providing critical feedback. Professional learning provided in this area.	<ul style="list-style-type: none">Provincial and District Reading and Writing Targets Met.Evidence of tier 2 and tier 3 conferencing in ELA classrooms.Evidence of continual progress monitoring data updated monthly in schools.Evidence of Look For documents in daily lesson planning.Tracking how many teachers are participating in weekly PL on Link for ELA and SS every two weeks.Noted improvement of planning and instruction using the core documents observed during subject specific walk-throughs.Positive feedback from SPRs about ELA standards and curriculum professional learning days.Noted improvement of planning and instruction using the core documents observed during monthly visits to schools for classroom support and PLC support.	<p>2015-2016</p>	<p>Administrators</p> <p>SPR's</p> <p>Literacy Coordinators</p> <p>Directors of Schools</p> <p>Director of Curriculum</p>

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1.2 Literacy continued:	<ul style="list-style-type: none"> h. ELA 9 revised curriculum professional learning will be provided for all high school teachers. i. High school social studies Look-For document will be developed for SPR use during walk-throughs. j. Condensed literacy Look-For document will be developed for SPR use during walk-throughs. k. ELA Standards professional learning will be provided for all high school teachers. 			
Literacy-Learning Commons - To transition school libraries to learning commons as per the provincial Learning Commons Look For document.	Use the following guide to support schools to implement learning commons: http://clatoolbox.ca/casl/slic/lisop.pdf	Evidence of a school based library goal or plan transforming the library into the hub of learning: <ul style="list-style-type: none"> – Frequency of use (teachers and students) – Book sign-out – Magazine/newspaper subscriptions – Multi-modal literacy – Technology rich – Modern furnishings/lighting 	2015-2016	Administrators SPR's Subject-Coordination Librarians Teachers
Literacy-French Second Language To continue to train and support teachers in their delivery of Balanced Literacy in the French Immersion Program. Continued...	<ul style="list-style-type: none"> a. Support and follow-up on integrated units and guided reading in grade 6 classrooms. b. Provide training to grade 7 & 8 teachers with balance literacy and integrated units (sounds, running records, guided reading and Daily 3). c. Provide training in cross-curricular literacy to all teachers. d. Continuing the development of the project Cycle of Support at the provincial level. 	<ul style="list-style-type: none"> • Running record benchmarks (October/April) Implementation of the integrated units in the weekly schedule	2014 – 2016	Subject Coordinator Director of Curriculum & Instruction Principals Leads Teachers

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<p>To improve French proficiency of students in FSL programs by 2% each year in attaining targets at the end of Grade 12 with introduction of the Common European Framework of Reference for Languages (CEFR).</p> <p>To identify and train new teachers (in both FSL programs) maintaining an on-going focus on the specific pedagogy.</p>	<p>a. Implement the electronic portfolio starting at the Grade 9 & 10 level.</p> <p>b. Provide training sessions to Grade 10 teachers on CEFR.</p> <p>c. Supervision of immersion classrooms through visits and walkthroughs to ensure French instruction in the classroom at all times.</p> <p>d. Provide training to Intensive and PIF teachers in French speaking skills through oral activities in the classroom and the knowledge of the oral competency levels.</p> <p>e. Provide training to teachers with the student’s language portfolio at the middle level.</p> <p>Supervision of Intensive, PIF & Immersion classrooms through visits and walkthroughs to ensure French instruction in the classroom at all times.</p> <p>Provide training sessions throughout the year for new teachers in FSL programs.</p>	<ul style="list-style-type: none"> • Training sessions • Use of the electronic portfolio by students • Field testing in ASD-S (5 classes in each center Grade 5 & 8) <ul style="list-style-type: none"> • Training sessions • Teacher’s visit in model classrooms 	<p>2015 – 2016</p> <p>Ongoing, as needed</p>	<p>Teachers</p> <p>Subject Coordinators</p> <p>Directors of Schools</p> <p>Director of Curriculum & Instruction</p> <p>Principals/Vice Principals</p> <p>SPR</p> <p>Subject Coordinators</p> <p>Principals</p> <p>Teachers</p>
<p>1.3 Numeracy –</p> <p>Goal: 90% of students will maintain or improve mathematical achievement from grades 4 – 6</p> <p>Continued.....</p>	<p>a. Identify problem areas, <i>starting in Grade 3.</i></p> <p>b. Number sense</p> <ul style="list-style-type: none"> • Mental math/Estimation • Facts • Operations • Problem solving <p>c. Align the benchmarks so we measure within the scope and sequence of an outcome.</p>	<ul style="list-style-type: none"> • Data is used to drive instruction and support interventions. • Grade 3, 5, 7, and 8 Common Assessment (school-based). • Grade 4 Benchmarks(Nov. and March) <p><u>Grade 4</u> – Increase student achievement by 2% or more from previous year.</p>	<p>2015-2016</p>	<p>Principals</p> <p>Classroom Teachers</p> <p>Subject Coordinators</p> <p>ESS-Numeracy Teacher</p> <p>Parents</p>

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1.3 Numeracy continued –	d. Practice intentional use of vocabulary. e. Encourage the development of common assessments in schools. f. Engage teachers in writing items for the benchmarks. g. Support school-based tracking at Grade 3 and 5. h. Examine results and provide timely interventions.	<ul style="list-style-type: none"> Grade 6 Benchmarks(Nov. and March) <u>Grade 6</u>– Close the gap between grade 4 to 6 by 2% or more/ year. Grade 4, 6, and 10 Provincial Assessments. 	2015-2017	Principals Classroom Teachers Subject Coordinators ESS-Numeracy Teacher Parents
1.4 Science Improve provincial, national and international science achievement results Enhance critical thinking and problem solving based teaching. Strengthen instructional comfort and best instructional practices with all teachers of Science K-12. Focus on science skills. Foster partnerships with outside agencies that will bring real life STEM experiences to students. Continued.....	a. Science Coordinator working with school based Professional Learning Communities that will focus on the implementation of STEM pedagogy to develop students creative and design thinking within and across disciplines of science, technology and numeracy by increasing partnerships with outside agencies that will bring real life STEM experiences to students. b. Professional Learning and access for Grade 3-8 Science teachers on provincial Spotlight on Skills documents and resources for science teachers. c. Professional Learning for Core Leadership Teams in looking at PISA, PCAP and Provincial Assessment results in Science. d. Identify, share and provide Professional Learning on high quality tools and supports such as Science K-8 Report Card rubrics for Core Leadership Teams and science teachers.	<ul style="list-style-type: none"> Number of visits to schools. Minutes, notes and follow up from meetings with schools. Professional Learning calendar dates Knowledge of and use of K-8 science rubrics in all K-8 schools. Current and updated communication with science teachers and Science Coordinator at all levels. Science SPRs meeting notes, minutes and follow up. Increase in Grades 4, 6 and 10 Provincial Assessment results. Increase on PISA and PCAP assessments in Science 	2013 - 2016	Director of Curriculum and Instruction Science Subject Coordinator Administrators Core Leadership Teams SPRs Science Teachers

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1.4 Science continued –	<ul style="list-style-type: none">e. Create a direct line of communication from science teachers to the Science Coordinator for support (Distribution lists and work in schools).f. Science Coordinator directly working with and supporting Science SPRs in high schools.g. Science Coordinator directly working with high schools without SPRs.h. Focus on Grade 6 science teachers for Professional Learning to help prepare for the new Provincial Assessment administered in Grade 6.		2013 - 2016	Director of Curriculum and Instruction Science Subject Coordinator Administrators Core Leadership Teams SPRs Science Teachers

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
2.1 Provide positive and safe environments.	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 and a template will be provided.	<ul style="list-style-type: none"> A district plan and a school plans completed as per EECD Policy 703. 	2013 - 2016	Director of Education Support Services Positive Learning Environment Coordinators Administrators Director of Schools
	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) and four additional schools (Grand Manan, HVHS, Sussex Regional, Sussex Middle). All other middle and high schools will have a one day PD by Centre in 2014-15. On-going PD will take place using EECD funds.	<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 Review follow-up Sharing by Pilot schools. 	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators Behaviour Leads Administrators
	c. Implementation of a school based behavior pyramid of interventions and system to monitor and evaluate its effectiveness on an ongoing basis.	<ul style="list-style-type: none"> Schools have a well-developed and implemented pyramid of interventions uploaded on the e-binder. School Education Reviews/follow-up. Behaviour Data. 	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators Behaviour Leads Administrators
	d. Provide professional learning on analyzing data; behaviour data, Tell Them From Me survey, NB Student Wellness Survey, and Healthy School Planner and incorporating it into the SIP planning process.	<ul style="list-style-type: none"> Number of staff trained. Video tutorial created. Positive trend in behaviour data: fewer suspensions, decrease in inappropriate behaviour. 	2013-2016	Director of Education Support Services Supervisor of Data & Accountability Behaviour Leads Positive Learning Environment Coordinators Administrators
	e. Expand the "Turnaround Achievement Award Program" to Saint John and St. Stephen Education Centres with community sponsors.	<ul style="list-style-type: none"> "Turnaround Achievement Award" Programs in St. Stephen, Saint John, and Hampton Education Centres. 	2013-2016	Community Engagement Coordinator Positive Learning Coordinators Committee Members by Centre

Goals	Strategies	Indicators of Success	Timeline	Responsibility
ENDS 2 CONTINUED:	f. Develop a plan to ensure that internet safety and digital citizenship are part of the delivered curriculum. A District committee will lead, including police, and examine resources for families, administrators, staff and students.	<ul style="list-style-type: none"> Committee formed and active. Plan developed and resources identified. Process for handling incidents developed. 	2013-2016	Technology Subject Coordinator/Mentors Positive Learning Environment Coordinator District Working Committee
	g. Training on PREPARE by Education Centre for Principals (Prevent, Reaffirm, Evaluate, Provide & Respond, Examine) program and Crisis Events Protocols. A check list will be developed (2015-16).	<ul style="list-style-type: none"> Training for all Principals and a staff person. All staff familiar with protocol. 	2014-2016	Director of Education Support Services Positive Learning Environment Coordinators District Trainers
	h. Put in place a district Emergency Measures team and develop an ASD-S plan. School EMO plans posted to the portal; develop an ASD-S school EMO template.	<ul style="list-style-type: none"> Team identified and plan in place. School template developed for consistency. 	2015-2016	Superintendent Director of Finance and Administration Director of Schools
	i. Continue focusing on “WITS” (W alk away: I gnore: T alk it out: S eeK help) Program (K-5) and “Beyond The Hurt”. On-going training is required each year.	<ul style="list-style-type: none"> Increased number of schools involved in the “WITS” and “Beyond the Hurt” programs. Behavioural Tracking data. 	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators
	j. To raise awareness of severe allergies and the impact on students and staff; to examine Policy 704, our training model and to bring consistency to the procedures in place across ASD-S. Partnership with the Sweet Caroline Foundation to bring student training to middle/high schools.	<ul style="list-style-type: none"> Kits sent to each school. Training offered face to face. Consistency of processes and procedures across Centres. Students trained. 	2014-2016	Superintendent Healthy Learners Nurses Health & PEd. Coordinator
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. 	2013-2016	Supervisor Data and Accountability Administration
	b. Revisit and support high school Gay Straight Alliance groups. EECD will provide on-going training on EGALE resources. Schools participate in the annual GSA provincial conference.	<ul style="list-style-type: none"> Effective working Gay Straight Alliance groups. 	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators Guidance Counsellors

Goals	Strategies	Indicators of Success	Timeline	Responsibility
ENDS 2 CONTINUED:	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.	<ul style="list-style-type: none">Resources/workshops will be made available to teachers and administrators.E-packet of K-12 resources supplied to schools.Continued administrator PD.	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators
	d. Work in partnership with the Department of Education and Early Childhood Development and Inclusion Facilitators on the Year 3 Inclusion Actions (school based support, high school triads, PLP development, School Review indicators, high school renewal, assessment, UDL). The role of the Inclusion Facilitators ended June 2015.	<ul style="list-style-type: none">Professional development will be offered.Inclusion facilitators will be working with specific schools.	2013-2015	Director of Education Support Services Education Support Services Coordinators Inclusion Facilitators
	e. Examine student attendance as a follow-up to the 2013 NBTA Forum - consistent reporting of attendance, start-up awareness campaign, administrator focus groups, district guidelines, school pilot projects.	<ul style="list-style-type: none">Develop a consistent means for recording the data.Develop tools to promote good attendance.Improved attendance.District guidelines.	2104-2016	Superintendent Data & Accountability Supervisor District Working Group

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
3.1 Provide a variety of communication strategies and social media to strengthen connections with family and community.	a. Seek input from parents on how they want to receive information – a survey will be developed and available on each school’s website as well as paper copies.	<ul style="list-style-type: none"> Survey completed. Survey results. PSSC engagement. 	2015-2016	Administrators District Technology Mentors Technology Subject Coordinator Community Engagement Coordinator
	b. Develop ASD-S website which is user friendly for families and partners, further improve “Southern Exposure” and up-date Transportation sites to ensure routes are accurate, development of the Blog for external communication.	<ul style="list-style-type: none"> Focus group to seek input. ASD-S main site up and running with identified links. Number of followers on the blog. 	2013-2016	Superintendent and Management Team IT/Community Engagement Coordinator
	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. A “how to” video is available.	<ul style="list-style-type: none"> Template developed. Basic checklist of essential components (include a PSSC connection) for websites used by all schools and template developed. Identification of key person annually at each school to maintain the website. District training and support for schools. 	2013-2016	Technology Subject Coordinator Technology Mentors (2) Admin Services Coordinator (by Centre)
	d. Promote consistency within a school in use of online communication mediums (eg: Weebly, Blogs, Wikis) – support by Mentors.	<ul style="list-style-type: none"> Identified communication medium for each school. Percentage of teachers with on-line communication 	2013-2016	Administrators Technology Subject Coordinator Technology Mentors
	e. Develop guidelines for acceptable ways of delivering information when using social media forms – eg. email protocol, use of social media (texting), posting on-line.	<ul style="list-style-type: none"> Development and implementation of guidelines. 	2013-2016	Community Engagement Coordinator Technology Subject Coordinator Technology Mentors Committee & sub-committees (Administration, PSSC member, NBTA, Guidance representation).

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ENDS 3 CONTINUED:	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 and students. 	2013-2016	Superintendent DEC members High School Student Councils
	g. 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 Transportation Staff Community Engagement Coordinator
3.2. Foster Community Partnerships.	a. Share community initiatives in which schools are participating through websites, media, Southern Exposure and Blog.	<ul style="list-style-type: none"> Frequency in which information is shared. 	2013-2016	Administrators Community Engagement Coordinator Community School Coordinators (for 16 schools)
	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. Continue to seek new community partners; work collaboratively with PALS Coordinator.	<ul style="list-style-type: none"> Number of partners 	2014-2016	Community Engagement Coordinator Community School Coordinator
	d. Provide support to schools in nurturing partnerships within their community; eg. businesses, churches, community capacity groups.	<ul style="list-style-type: none"> Number of schools seeking support. Increased partnerships. 	2013-2016	Community Engagement Coordinator
3.3 Provide opportunities for students to participate in real – world citizenship building activities and work toward creating a global community.	a. Continue meeting with Guiding Coalition and act to build on existing citizenship initiatives – share initiatives.	<ul style="list-style-type: none"> Student Vote initiative 2015. We Day November 27, 2015. Local veteran's project (high school). Community garden projects and outreach. Holocaust Project. Schools sharing initiatives on the EECD Citizenship Portal. 	2014-2016	Director of Curriculum and Instruction Social Studies Coordinator Members of Guiding Coalition

ENDS 3 CONTINUED:	b. Collect data on initiatives supporting local, national and international charities and programs.	<ul style="list-style-type: none"> Initiatives, resources and contact people are shared. 	2014-2016	Technology Subject Coordinator Social Studies Subject Coordinator Community Engagement Coordinator
	c. The District supports schools in identifying new initiatives to enhance Citizenship Education while maintaining successful initiatives and expanding across education Centres. (Eg. Sharing of “Me to We” to initiate social change).	<ul style="list-style-type: none"> SS Lync meetings every two weeks. Meeting with “We Day” School Coordinator October 21st. Schools attending “We Day” in Halifax November 27. Holocaust Study Group 2016. 	2013-2016	Director of Curriculum and Instruction Community Engagement Coordinator Social Studies Coordinator Community Schools Coordinators Social Studies “Guiding Coalition” members
	d. Build capacity for increased numbers of international students (AEI) and follow- up support to schools. We have an EAL Support teacher focused on grades 6-12 schools with high numbers of EAL students.	<ul style="list-style-type: none"> Number of students. Feedback from schools on level of supports. 	2013-2016	Principals International Student Coordinator EAL Support Teacher International Student Mentors

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
4.1 Provide opportunities for all school, early childhood, FACE, (pre-school support staff) and district educational staff to learn about mental health issues in children and youth.	a. Deliver Changing Minds (3 District Trainers will be trained) and/or summer training on Mental Health First Aid. Continue ASIST (Applied Suicide Intervention Skills Training).	<ul style="list-style-type: none"> • Training sessions offered. • Number of participants. • Feedback from training will indicate if staff feel better prepared to support students with mental health challenges. 	2013-2016	Positive Learning Environment Coordinators
	b. Continue the LINK program in all middle and high schools and provide an orientation to all grade 5 students during middle school transition activities. Reminder to school LINK champions in September & February to revisit with their staff. Include the decisional trees on the ASD-S website.	<ul style="list-style-type: none"> • Hits to the website • NB Student Wellness Survey • 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. 	2013-2016	Positive Learning Environment Coordinator LINK Committees (by regions) Healthy Learners Nurses Administrators and School Champions
	c. Provide all ASD-S teachers, EAs, SIWs, FACE staff and District ESS staff an opportunity to hear Dr. Bill Morrison (UNB) on mental health (via technology).	<ul style="list-style-type: none"> • Sharing of Dr. Morrison’s presentation. 	2015-2016	Positive Learning Environment Coordinators
	d. Providing training opportunities in the suicide awareness program “Safe TALK” from Livingworks (half day or evening available for parents). [Tell: Ask: Listen: Keep safe]	<ul style="list-style-type: none"> • Training completed. • Number of participants tracked. 	2013-2016	Positive Learning Environment Coordinators
	e. Investigate the possibility of District involvement in the “Gatekeepers” training program for identifying mental health issues (Dr. Stan Kutcher program).	<ul style="list-style-type: none"> • Investigation completed. • Possible training date identified. 	2013-2016	Director of Education Support Services Positive Learning Environment Coordinators

Goals	Strategies	Indicators of Success	Timeline	Responsibility
ENDS 4 CONTINUED:	e. Introduction of the Healthy School Planner & Mental Health Toolkit. This could link with the provincial Wellness Grant.	<ul style="list-style-type: none"> Use of the tools by schools. Mental Health strategies in SIPs. 	2015-16	District ESS Team
	f. Make available to all schools a menu of presenters and topics for afterschool PD – the presenters will offer a scheduled session monthly in each Centre – last Wednesday of each month.	<ul style="list-style-type: none"> Number of sessions. Participation rates. 	2015-2016	District ESS Team
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.	a. Offer education, professional development sessions and information related to coping skills and mental fitness in the workplace to all employees. (Provincial “In Confidence” program, Centre Wellness Committees, NBTA Wellness Champions, driver & EA sessions focused on wellness, wellness tips in Southern Exposure).	<ul style="list-style-type: none"> Pamphlets, websites, etc. available. Number of workshops on work/life balance. Number of participants. Positive Learning Environment Newsletter (4x per year). 	2013-2016	Positive Learning Environment Coordinators Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator NBTA Wellness Champions
	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.	<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. 	2013-2016	NBTA Wellness Champions / NBTA Counsellor Director of Schools Health and Phys. Ed. Subject Coordinator
	c. The District Health Advisory Committee will partner with various community partners to promote mental fitness.	<ul style="list-style-type: none"> Tips published in staff newsletters. New Brunswick Student Wellness Survey. Notes from Committee meetings. 	2013-2016	Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator
4.3 Promote and facilitate mental fitness activities for the school community.	a. Provide schools with information on mental fitness to share with families.	<ul style="list-style-type: none"> Distribution of Government Mental Fitness Calendar Website information for parents. Tweets 	2014-2016	District Health Advisory Committee Health and Phys. Ed. Subject Coordinator
	b. Expansion of the “Fun Friends” program to primary grades, preschools and other community partners.	<ul style="list-style-type: none"> Number of schools participating 	2014-2016	District Fun Friends Committee

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ENDS 4 CONTINUED:	c. Continue promoting the philosophy of “Celebrate What’s Right With the World”. Participate in initiatives such as “Pay It Forward” that help increase student mental fitness. District committee in place and school reps.	<ul style="list-style-type: none"> Tell Them From Me Survey. Student Wellness Survey. 	2013-2016	Administrators School based Celebrate Champions Guidance Counselors District Health Advisory Committee District Celebrate Committee
	d. Continue use of a Sharepoint site for schools to share information on mental fitness best practices and information for staff on mental health topics.	<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. 	2014-2016	Health and Phys. Ed. Subject Coordinator Supervisor of Data and Accountability
	e. Continued implementation of “On the Right Track”	<ul style="list-style-type: none"> Number of schools participating 	2014-2016	On the Right Track Committee
	f. Participating in grade 6-12 Wellness Survey. Schools will review results of the NB Student Wellness Survey with staff and PSSC. Schools may create school-based grades 4-12 student focus groups to discuss student needs with respect to mental fitness or other aspects of the survey.	<ul style="list-style-type: none"> Numbers of focus groups held and feedback collected. Specific student needs identified. Student Wellness Survey. 	2014-2016	Superintendent Director of Schools Positive Learning Environment Coordinators Health and Phys. Ed. Subject Coordinator