

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>1.2 Literacy –</p> <p>All ELA 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 Teaming-PLC's</p> <ul style="list-style-type: none"> ▪ Common planning ▪ Data collection/analysis ▪ RTI ▪ Professional Learning <ul style="list-style-type: none"> • Support continual progress monitoring of each tier 2 student in ASD-S twice per month for Grade 2 • Provide level look for document to support effective planning using core documents. • Provide monthly professional learning for building teachers skills in evidence based balanced literacy practice on Lync and in schoolsaw. • Work directly with teachers individually or as part of PLC teams on planning, instruction and assessment. • 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. Grade 2, 4, 6, 9 • Evidence of daily conferencing in all ELA classrooms. • Evidence of continual progress monitoring data updated monthly in schools. • Evidence of Look For documents in daily lesson planning. • Planning and instruction using the core documents is observed during subject specific walk-throughs and PLC's. 	<p>2016-2017</p>	<p>Administrators SPR's Literacy Coordinators Directors of Schools Director of Curriculum EST – L's</p>

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>1.2 Literacy continued:</p>	<ul style="list-style-type: none"> • ELA 9 revised curriculum professional learning will be provided for all high school teachers. • Building adolescent reader professional learning for all 9th grade ELA teachers. 		Fall 2016	
<p>Literacy-Learning Commons</p> <p>To transition school libraries to learning commons as per the provincial Learning Commons Look For document.</p>	<p>Use the following guide to support schools to implement learning commons: http://clatoolbox.ca/casl/slic/lisop.pdf</p> <ul style="list-style-type: none"> • LSW's to create a library improvement plan in collaboration with administrators and school based Literacy teams. • Two PL days / year for LSW's 	<p>Evidence of a school based library goal or plan transforming the library into the hub of learning:</p> <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 – Student learning focused – Climate of inquiry 	2016-2017	<p>Administrators SPR's Subject-Coordinators Librarians Teachers EST-L's</p>
<p>Literacy-French Second Language</p> <p>To continue to train and support teachers in their delivery of Balanced Literacy in the French Immersion Program.</p> <p>Continued...</p>	<p>a. Support and follow-up on integrated units and guided reading in grade 6 classrooms. b. Provide training to grade 7 & 8 teachers with balanced 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.</p>	<ul style="list-style-type: none"> • Running record benchmarks (October/April) Implementation of the integrated units in the weekly schedule 	2014 – 2016	<p>Subject Coordinator Director of Curriculum & Instruction Principals Leads Teachers</p>

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>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 • Teachers observing best practices in other classes. 	<p>2015 – 2016</p> <p>Ongoing, as needed</p>	<p>Teachers Subject Coordinators Directors of Schools Director of Curriculum & Instruction Principals/Vice Principals SPR</p> <p>Subject Coordinators Principals Teachers</p>

<p>1.3 Numeracy – 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) <u>Grade 4</u> – Increase student achievement by 2% or more from previous year. 	<p>2015-2016</p>	<p>Principals Classroom Teachers Subject Coordinators ESS-Numeracy Teacher Parents</p>
--	--	---	------------------	--

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>1.3 Numeracy – continued</p>	<p>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.</p>	<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. 	<p>2015-2017</p>	<p>Principals Classroom Teachers Subject Coordinators ESS-Numeracy Teacher Parents</p>
<p>1.4 Science Improve provincial, national and international science achievement results</p> <p>Enhance critical thinking and problem solving based teaching.</p> <p>Strengthen instructional comfort and best instructional practices with all teachers of Science K-12. Focus on science skills.</p> <p>Foster partnerships with outside agencies that will bring real life STEM experiences to students.</p> <p>Continued.....</p>	<p>a. Science Coordinator & Lead will work with school based Professional Learning Communities and focus on the implementation of STEM pedagogy to develop students creative and design thinking within and across disciplines of science, technology and numeracy. Increase partnerships with outside agencies that will bring real life STEM experiences to students.</p> <p>b. Professional Learning and access for Grade 3-8 Science teachers on provincial “Spotlight on Skills” documents and resources for science teachers.</p> <p>c. Professional Learning for Core Leadership Teams in looking at PISA, PCAP and Provincial Assessment results in Science.</p> <p>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.</p>	<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 • Working in conjunction with the Tech Mentors to strengthen instructional comfort in K-12 (STEM) instructional activities 	<p>2013 - 2016</p>	<p>Director of Curriculum and Instruction</p> <p>Science Subject Coordinator Administrators Core Leadership Teams SPRs Science Teachers</p> <p>Tech Mentors and Science Leads</p>

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>1.5 Science continued –</p>	<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. 		<p>2013 - 2016</p>	<p>Director of Curriculum and Instruction</p> <p>Science Subject Coordinator Administrators</p> <p>Core Leadership Teams</p> <p>SPRs</p> <p>Science Teachers</p> <p>Science Lead</p>

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
<p>2.1 Provide positive and safe environments.</p> <p>Continued</p>	<p>a. Implementation 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.</p>	<ul style="list-style-type: none"> • A district plan and a school plans that reflect Objective #7 of the 10 Year Education Plan emphasizing growth in mental fitness and resiliency as measured by the Wellness Survey. Our School. • Progress based on provincial rubric [rubric in development] 	<p>2013 - 2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Administrators Director of Schools</p>
	<p>b. Continued implementation of Positive Behavior Intervention and Supports model to develop a positive student-centered culture in schools.</p>	<ul style="list-style-type: none"> • Increase in number of schools showing growth in PBIS model as indicated using self-reflection tools • Increase in attendance • Decrease in # of suspensions 	<p>2013-2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Director of Schools Respect & Diversity Leads Administrators</p>
	<p>c. Continued implementation of a school based behavior pyramid of interventions and systems 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/follow-up. • Behaviour Data. 	<p>2013-2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Director of Schools Respect & Diversity Leads Administrators</p>
	<p>d. Introduction of restorative practices in 3 pilot schools and provide opportunities for basic knowledge through professional learning opportunities for other educators.</p>	<ul style="list-style-type: none"> • Involvement of St. Stephen Middle School, Barnhill Middle School and Harry Miller Middle School • Fewer behaviour incidents logged in PowerSchool 	<p>2016-2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Respect & Diversity Leads Administrators</p>

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
	e. Implement 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. Media campaign with posters and magnets.	<ul style="list-style-type: none"> • Committee formed and active. • Plan developed and resources identified. • Process for handling incidents developed. • Posters and magnets displayed within schools • Kids in The Know (K-9) Interactive safety education programme implemented in schools. 	2013-2017	Technology Subject Coordinator/Mentors Positive Learning Environment Coordinator District Working Committee
	f. Refresher training on Crisis Events Protocols.	<ul style="list-style-type: none"> • Training for all Principals. • All staff familiar with protocol and phone tree for Crisis and Trauma events 	2014-2017	Director of Education Support Services Positive Learning Environment Coordinators District Trainers
	g. 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. 	2015-2017	Superintendent Director of Finance and Administration Director of Schools
	h. 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. • Review of Policy 704 at principals' meeting • Consistency of processes and procedures across Centres. • Students trained. 	2014-2017	Superintendent Healthy Learners Nurses Health & PE. Coordinator
2.2 Ensure schools have inviting environments that respect diversity and inclusive practices.	a. Strengthen ESST operations and problem solving skills	<ul style="list-style-type: none"> • Growth shown on the ESST look fors developed by EECD 	2016-2017	Director of Education Support Services Coordinator of Education Support Services Resource Lead Administrators ESSTs
Continued....	b. Implementation of newcomer strategies	<ul style="list-style-type: none"> • Positive inclusion of newcomers 	2016-2017	Coordinator of International Students EAL Leads EAL Tutors

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
	c. Examine student attendance as a follow-up to the 2013 NBTA Forum - consistent reporting of attendance, start-up awareness campaign, administrator focus groups and district guidelines.	<ul style="list-style-type: none"> • Develop a consistent means for recording the data. • Develop tools to promote good attendance. • Improved attendance. • District guidelines. 	2014-2017	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
<p>3.1 Provide a variety of communication strategies and social media to strengthen connections with family and community.</p> <p>Continued....</p>	<p>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.</p>	<ul style="list-style-type: none"> • Survey completed. • Survey results. • PSSC engagement. 	2015-2016	Administrators District Technology Mentors Technology Subject Coordinator Community Engagement Coordinator
	<p>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.</p>	<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. 	2013-2017	Superintendent and Management Team IT/Community Engagement Coordinator
	<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. A “how to” video is available.</p>	<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. 	2013-2017	Technology Subject Coordinator Technology Mentors (2) Admin Services Coordinator (by Centre)
	<p>d. Promote consistency within a school in use of online communication mediums (eg: Weebly, Collaborative Sites, Blogs, Wikis) – support by Mentors.</p>	<ul style="list-style-type: none"> • Identified communication medium for each school. • Percentage of teachers with on-line communication 	2013-2017	Administrators Technology Subject Coordinator Technology Mentors
	<p>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.</p>	<ul style="list-style-type: none"> • Development and implementation of guidelines. 	2013-2017	Community Engagement Coordinator Technology Subject Coordinator Technology Mentors Committee & sub-committees (Administration, PSSC member, NBTA, Guidance representation).
	<p>f. Organize annual PSSC forums to share information and improve communication. Participate in annual Student Council Leadership Workshop.</p>	<ul style="list-style-type: none"> • Forum held. • DEC feedback from PSSC’s and students. 	2013-2017	Superintendent DEC members High School Student Councils

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
	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. 	2013-2017	Superintendent Transportation Staff Community Engagement Coordinator
	h. Provide support for translation and interpretation for Syrian newcomers & others, as required	<ul style="list-style-type: none"> • Numbers of Schools and families seeking support 	2016-2017	International Student Coordinator International Student Mentors Administrators
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"> • Increase in requests from schools to publicize community initiative information. 	2013-2017	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 volunteers requesting information on volunteer opportunities. • Updated policy and brochure. 	2013-2017	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"> • Increase in number of partners, over 150 and growing. 	2014-2017	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 outside the community schools model. • Increased partnerships at these schools • Successful maintenance of existing partnerships and expanding what they offer • Partners continue to return each year 	2013-2017	Community Engagement Coordinator
	e. Work collaboratively with community groups, multicultural associations and settlement agencies to support newcomer families	<ul style="list-style-type: none"> • Increased partnerships. 	2016-2017	International Student Coordinator International Student Mentors Administrators

	f. Initiate communication with community partners supporting Makerspaces.	Creation of the Makerspace Materials received by schools Lessons created Supporting curriculum using materials	2016-2017	Technology Coordinator Science Coordinator Technology Mentors Science Lead
--	---	--	-----------	---

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>3.3 Provide opportunities for students to participate in real – world citizenship building activities and work toward creating a global community.</p>	<p>a. Support We Day and Me to WE. b. Entrepreneurial Achievement pilot in S.J.E.C. K-8 schools. c. Participate in the Big Data Conference</p>	<ul style="list-style-type: none"> • Local veteran’s project (high school). • Community garden projects and outreach. • Holocaust Project. • Schools sharing initiatives on the EECD Citizenship Portal. • 150 year Canada Anniversary Committee. • Well attended by various high schools 	2016-2017	Director of Curriculum and Instruction Social Studies Coordinator
	<p>d. Collect data on initiatives supporting local, national and international charities and programs.</p>	<ul style="list-style-type: none"> • Initiatives, resources and contact people are shared • Schools show a high rate of participation & interest 	2014-2017	Technology Subject Coordinator Social Studies Subject Coordinator Community Engagement Coordinator
	<p>e. 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).</p>	<ul style="list-style-type: none"> • Meeting with “We Day” School Coordinator October 2016. • Schools attending “We Day” in Halifax November (date T.B.D.).. • Holocaust Study Group 2017. • Celebrate Canada 150. Collaboration between PALS & Interaction Theatre Company Students on theatrical showcase June 2017. • Heritage Fair gr. 4-9 2017 	2013-2017	Director of Curriculum and Instruction Community Engagement Coordinator Social Studies Coordinator Community Schools Coordinators Social Studies “Guiding Coalition” members
	<p>f. Provide options for older population (18-21) of International students to support English language acquisition and develop employment skills</p>	<ul style="list-style-type: none"> • Number of students enrolled • Feedback from schools & employers on level of engagement 	2016-2017	International Student Coordinator International Student Leads & Mentors Administrators

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, early childhood, FACE, (pre-school support staff) and district educational staff to learn about mental health issues in children and youth.</p>	<p>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).</p>	<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. • Team of eight Mental Health First Aid “train-the-trainers” to be implemented 2016-17 	2013-2017	Positive Learning Environment Coordinators
	<p>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.</p>	<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. • Roll-out of new branding material • Promotion of LINK contest 	2013-2017	Positive Learning Environment Coordinator LINK Committees (by regions) Healthy Learners Nurses Administrators and School Champions
	<p>c. Providing training opportunities in the suicide awareness program “Safe TALK” from Livingworks (half day or evening available for parents). [Tell: Ask: Listen: Keep safe]</p>	<ul style="list-style-type: none"> • Training completed. • Number of participants tracked. 	2013-2017	Positive Learning Environment Coordinators
	<p>d. Continued implementation and use of Healthy School Planner & Mental Health Toolkit. This links with the provincial Wellness Grant.</p>	<ul style="list-style-type: none"> • Use of the tools by schools. • Mental Health strategies in SIPs. 	2015-2017	District ESS Team
	<p>e. 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.</p>	<ul style="list-style-type: none"> • Number of sessions. • Participation rates. 	2015-2017	District ESS Team

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>4.2 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. (Provincial “In Confidence” program, Centre Wellness Committees, NBTA Wellness Champions, driver & EA sessions focused on wellness, wellness tips in Southern Exposure).</p>	<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). 	2015-2017	<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. 	2015-2017	<p>NBTA Wellness Champions / NBTA Counsellor Director of Schools Health and Phys. Ed. Subject Coordinator</p>
	<p>c. The District Health Advisory Committee will partner with various community partners to promote mental fitness.</p>	<ul style="list-style-type: none"> • Tips published in staff newsletters. • New Brunswick Student Wellness Survey. • Notes from Committee meetings. 	2013-2017	<p>Healthy Learners Nurses Health and Phys. Ed. Subject Coordinator</p>
<p>4.3 Promote and facilitate mental fitness activities for the school community.</p> <p>Continued....</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 Calendar • Website information for parents. • Tweets 	2014-2017	<p>District Health Advisory Committee Health and Phys. Ed. Subject Coordinator</p>
	<p>b. Enhancing and monitoring of the “Fun Friends” program to primary grades, preschools and other community partners.</p>	<ul style="list-style-type: none"> • Number of schools participating • Number of preschool & community partners 	2014-2017	<p>District Fun Friends Committee</p>

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
	c. Continue promoting the philosophy of “Celebrate What’s Right With the World”. Participate in additional initiatives 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. 	2013-2017	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. 	2014-2017	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 	2014-2017	On the Right Track Committee
	f. Participating in grade K-5 and 6-12 Wellness Surveys. 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. 	2014-2017	Superintendent Director of Schools Positive Learning Environment Coordinators Health and Phys. Ed. Subject Coordinator

Ends Policy 5: To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.1 All members of the school community will be welcomed, respected, accepted, and supported in every school, specifically committing to addressing heterosexism within the school community. Administrative procedures and strategies to ensure respect for human rights, support diversity, and address discrimination will be implemented.</p>	<p>a. 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</p>	<ul style="list-style-type: none"> • Middle/high GSA Workshop • Engagement of GSAs in schools 	<p>2016-2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinator Respect & Diversity Leads Administrators</p>
	<p>b. 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, 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 • E-packet and EECD binder provided to schools • Presentation of LGBTQ workshop to principal meeting • Workshop for all staff during fall professional learning 	<p>2016-2017</p>	<p>Director of Education Support Services Positive Learning Environment Coordinators Respect & Diversity Leads</p>