

**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>POLICY NAME</b>	<b>School Culture</b>		
<b>POLICY NUMBER</b>	<b>ASD-W-ER3</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Date of Report</b>	<b>April 28, 2016</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<b>Dianne Kay, Director of Curriculum and Instruction Catherine Blaney, Director of Education Support Services Valerie Carmichael, Community Schools Program Coordinator Ross Campbell, Subject Coordinator Physical Education/Health Andrea Penney, Subject Coordinator Fine Arts Bryan Facey, Subject Coordinator Technology and Skilled Trades Karla Deweyert, Subject Coordinator Guidance Tami Mutch-Ketch, Subject Coordinator PLEP Gina Dunnett, Supervisor of Data and Accountability</b>		

**POLICY NAME**

School Culture

**Current Situation**

- **Policy calls for the Anglophone West School District (ASD-W) to foster an inclusive school culture that promotes a passion for learning among students and staff, with priorities including a) partnerships, b) celebrations of success, and c) student voice.**
- **ASD-W has a Community Schools Program Coordinator, a Community Schools Liaison, and five additional Community Schools Coordinators that serve nine officially designated community schools and a district community engagement office. The total FTE for the community schools program is 6.0. Appendix A reports on the tremendous successes of this program in terms of volunteer engagement, financial contributions, business and service group partnerships. The community schools staff track data and initiatives in an electronic fashion. 9 633 volunteer hours and almost \$185 000 in financial and in-kind contributions have been provided in 2015-16, as of March 4. The team often writes grant proposals in an effort to support their school.**
- **A number of community partnerships have been established to support curricular priorities. These partnerships are with educational organizations, local universities, and special service and community groups (Appendix B).**
- **Within specific curricular areas, there are a number of wonderful partnerships that have been established with a goal of enhancing opportunities for all our students. Appendix C (Physical Education and Health), Appendix D (Fine Arts and Enrichment) and Appendix E (Technology and Skilled Trades) show many examples of partnerships and activities to celebrate.**
- **There are three annual surveys that occur, providing students with a voice across the district and the province (Appendix F). Likewise, many schools empower student input formally (through student councils, forums and school based initiatives) and informally.**
- **ASD-W manages health and safety in schools through the mandated site based committees, regular reporting and professional learning. The facilities team addresses concerns that are raised in an effort to ensure work-place safety.**
- **ASD-W District and School staff make significant investment into creating and supporting a positive learning and working environment. The district and schools have Positive Learning Environment Plans with specific goals and monitoring responsibilities. There are a number of district-based and school-based initiatives that support a positive learning and working environment and help address bullying. ASD-W and schools also collect data that helps inform decision making and planning. Appendix G provides great details on the positive learning and working environment and also serves as the annual report to DEC on the progress and effectiveness of the Positive Learning Environment plans, in compliance with Section 48 (2)(i) of the Education Act.**

**POLICY NAME****School Culture**

- **ASD-W has established a Culture Committee that has membership from across educational and business portfolios, all in the aim of improving district and school culture within ASD-W as an organization.**

**Looking Ahead**

- **ASD-W will continue with the Culture Change Committee and examine feedback that will help guide leadership in developing a culture where the vision, mission and core values are realized.**
- **ASD-W will continue to maintain, foster and build relationships with stakeholders all in the name of improving educational opportunities for students.**
- **ASD-W will work with the Department of Education and Early Childhood Development and other government agencies to ensure appropriate mandates surrounding facility safety are met.**

**Challenges**

- **School and district leaders need to ensure that they don't become overwhelmed with initiatives, becoming spread too thin.**

**Addressing the Challenges**

- **Proper monitoring and supportive decision making by the Superintendent and Director Leadership team is essential.**

**Appendices:**

- **A – Community Schools Partnerships and Initiatives**
- **B – Community Partnerships – Curricular Areas**
- **C – Physical Education and Health Partnerships and Initiatives**
- **D – Fine Arts Community Partnerships and Initiatives**
- **E – Skilled Trades and Technology Partnerships and Initiatives**
- **F - Data Sources Available to Enhance School Culture Through Student Voice**
- **G – Annual Report on the Positive Learning and Work Environment Plan**

**Superintendent's Signature:** \_\_\_\_\_**DEC Chair Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_

**ASDW Community Schools Report: September 1, 2015- March 4, 2016**

Summary of Activities, Partnerships & Programs facilitated by Community School Coordinators

**Schools Included in Report:**

Andover Elementary (AES), Perth Middle (PAMS), Centreville Community (CCS), Florenceville Elementary (FES), Meduxnekeag Consolidated (MCS), Towns View School (TVS), Lincoln Elementary Community (LECS), Geary Elementary Community (GECS), Cambridge Narrows Community (CNCS),

**Community School Coordinator Role:**

There are currently 6 Community School Coordinators working out of OEC and WEC with a total of 5 FTE.

Coordinator led activities support school staff and students. The Coordinators match a request, need or opportunity for the school with available resources that can make the project a reality.

ASD-W Community School Coordinators maintain a record of activities on a Community School Site on the Portal. The activities support:

- Wellness & Citizenship,
- Literacy,
- Numeracy,
- Science (Sustainable, Outdoor Learning),
- Extended Hours (Enrichment & Art).

These activities are realized by engaging sponsors, partners and volunteers who can offer the needed balance of financial contribution, in kind support and volunteer time. Each Community School Coordinator looks first to the assets and resources available in the local community: potential partners, and volunteers. ASDW has provided a budget to each coordinator to support some activity costs. When financial assistance is essential to the project, they most often leverage that budget by looking outward to funding sources provincially and nationally.

**Summary of Data as per ASD-W Community Schools Portal Site:**

Number of activities delivered by ASD-W Community School Coordinators: **180**

Volunteer Hours: **9,633**

Volunteer Value @ \$15/hour: \$144,495

Outside Financial Contributions: \$136,403

In Kind Contribution: \$ 48,280

**Total Program value: \$329,178**

Participation in activities (by totaling each activity):

Community Members: 1600; Family Members: 1885; Students: 20,090; Staff Members: 1810

**Total Participants: 225,373**

**Partnerships & Community Participation:**

This school year each ASD-W Community School has:

- 50-100 volunteers,
  - 15-30 partners
  - 10-15 sponsors or funders
- to deliver 180 activities.

**Volunteers:** are recruited in the community by contacting church groups, seniors, parents, service clubs, and local businesses, University, College and High school students, and Junior Hockey Teams. "Success" is matching expertise and interest of the community member with a need or opportunity at the school to offer clubs, literacy supports, mentoring, special activities and programs.

Local organizations and businesses become **Project Partners** when the Coordinator can create a win/ win for school and partner. Partners offer programming, expertise, funding and volunteer time. School partners include Village Councils, LDSs, Chambers of Commerce, Recreation Councils, Hockey Teams, Libraries, Multi-Cultural Associations, Art Galleries; Service Clubs as Rotary, Kinsmen, Lions, Legions, or Toy Run; Local Businesses and Banks; Non Profit groups as Falls Brook Centre, GAIA Project, Nature NB, Ducks

Unlimited , Nature Conservancy, Watershed Groups, Parks Canada and Government Services as RCMP, Health, Wellness, Tourism, Recreation, Heritage.

**Sponsors or Project Funders** that provide financial contribution come through Business & Business Foundations, like RBC and Staples, TD Friends of The Environment, Indigo, Crayola; Non Profit Special Interest Foundations like Breakfast For Learning, Breakfast Clubs of Canada, Farm to Cafeteria Canada, Carleton North & Sussex Area Community Foundations, United Way, Economic Social Inclusion Corporation and Government agencies or Departments like PHE, Health, Wellness NB, GO NB, Recreation, Environmental Trust Fund,.

**Creating, maintaining and growing these partnerships through ongoing , timely communication is crucial to keeping the volunteer, partner and sponsor base . This is one of the key components for Community School Coordinators.**

### **Sample Project Profiles**

**WELLNESS: Food & Nutrition Programs** supported by Food Banks, Rotary Clubs, Toy Run, Businesses, BFL, BCC Show Kids You Care, Home & School , ESIC, Wellness and delivered by community volunteers, in many different models (all schools). These include Community Food Smart Programs (CNCS, GCS); Backpack Program (AES); Cafeteria Hot Lunch Program( CCS, GCS), Smoothie Days, Gardening (FES, CCS, CNCS, GCS,LECS); Growing vegetables in school under grow lights (CCS, AES), Greenhouses (FES) Growth Chambers (CNCS), DISH Program; Universal Breakfast Programs ( all schools); Farm to School Pilot Project (CCS, CNCS); Farm tours (CNCS, CCS); Big Crunch Event ( apples for all students); Student Hunger Program (LECS), Wellness Fairs (TVS). Coordinators often lead the school wellness teams and apply for Wellness Grants.

**CITIZENSHIP: WE ACT** Middle School Community Service Clubs , supporting to get to WE Day, community service activities; (PAMS,CCS, MCS, TVS), Other Community Service with clothing and food drives, cleanups, volunteering at community events; Terry Fox Run, (all schools)

Native Cultural Awareness Day ( CCS), MACC Culture Club, High School Students working with elementary students; Roots Of Empathy (AES, CCS, FES), Volunteer Appreciations Celebrations (all schools); Spring Fling for Staff & Students (PAMS); Health Promoting School Pilot ( LECS); Family Wellness Nights ( AES), Whole School Breakfast

**Math & Science:** Creating the first elementary Makerspace Room (Geary); Robotics (CCS); Math/ Science Nights (CCS); Math Fair (PAMS), Coding (FES); Science Fairs, Meduxnekeag Show Case (TVS, MCS, CCS, FES);

**Sustainable Projects:** Creating Outdoor Classrooms and Green Spaces (all), Earth Day Plastic Bag Grab (CCS, MCS), Litterless Lunch Containers (FES), Playground & Community Cleanup (all); Daily Composting; Falls-Brook offering sessions on Energy to middle school classes (CCS); Grade 1-2 Agri Clubs ( CCS); ECO Clubs supported by Falls-Brook (AES, PAMS); GAIA Club (FES), Garden Club The GAIA Project provides a school waste audit experience for grade 3 & 4 students providing resources, staff, facilitators, results and follow up leadership to build a School Sustainable Management Team: . (LECS, FES, CCS, MCS) Mobile Energy Unit for middle schools (CCS), Calithumpians hosted with workshops (AES, PAMS, CCS, FES); National Tree Day (LECS, FES); STAPLES Earth Day Grant of \$25,000 (several submitted application, CNCS won \$25,000);

**Literacy Supports:** Elementary Literacy Friends as a partner offers training and literacy resources to community based volunteers who each give 20 hours of literacy support with a selected grade 2 student (AES,FES, CCS, MCS,TVS ) School Based Volunteer Reading Buddies, Reading Coaches (AES, CCS, FES), Mentors (all schools) ; School Literacy days/ evenings (AES, TVS); Woodstock Rotary Club as a partner for "Thunderstruck on Reading" purchases one book for all students and staff to read and discuss (MCS, TVS), Hackmatack Reading Club ( FES); Heritage Fairs; Manor Reading ( 5 schools); Organizing Book Fairs, TOP COP Reading Program;

**ENRICHMENT: Volunteer Led Noon Hour & After School Clubs:** Examples are Lego, Playdough, Art Classes, Music Classes, Running Club, Yoga, Biz, Music, Summer Camps, Babysitting Course(PAMS), Community Wellness Evening (CCS), Paper Recycling, Music Program & Music Counts Grant ( LECS); Native Drumming (AES), Garden, Drama,

**Prepared by**

**Valerie Carmichael,**

**ASD-W Community Engagement Coordinator**

**A Sample of Community Partnerships Through Specific Programs and Celebrations  
2015-2016**

**The Learning Partnership**

➤ ***Entrepreneurial Adventures***

The Entrepreneurial Adventures Program is a hands-on entrepreneurial journey for students in Grades K-8. Eight schools from across ASD-W are participating in this program.

➤ ***Turning Points***

The Turning Points Program is a character development and literacy program that provides opportunities for students in Grades 6-12 to read, write and think about their fundamental values. For the 2015-16 school year, ASD-W had 7 schools and 1124 English students, as well as 2 French Immersion schools and 69 French Immersion students, participate in the program.

**University of New Brunswick**

➤ ***Faculty of Education***

Dr. Ann Sherman partners with ASD-W on various professional learning initiatives and speakers. This year we have partnered and provided professional learning to educators particularly in the areas of assessment and school leadership. Presenters include Anne Davies and the UNB Faculty of Education with the *Learning to Lead* initiative. ASD-W has 25 schools and over 125 educational leaders participating.

➤ ***L2RIC - French Immersion Second Language Research Institute of Canada***

Collaborative initiatives include research-focused opportunities on Universal Pedagogical Actions in French Immersion and Intervention and Remedial help to support oral language development. Other project areas included resource development, such as the Grade 6 Late French Immersion pedagogical resource aimed at teaching French high frequency words and sounds in late French Immersion.

L2RIC partnered with ASD-W French Immersion Subject Coordinators to provide professional learning for ASD-W French Immersion teachers. Over 300 ASD-W teachers participated in a variety of opportunities on topics such as: Running Records and Guided Reading; Reading Interventions in French Immersion; Integrating Literacy in Content Areas; Supporting Immersion Reading in Middle School French Immersion; Teaching the Traits of Writing in French Immersion; Formative Assessment in Writing in French Immersion; Guided Reading, Sound Work and High Frequency Words in Middle School; and Universal Pedagogical Actions in French Immersion.

➤ ***L2RIC – English as an Additional Language (EAL)***

The Second Language Research Institute (L2RIC) has partnered with ASD-W in the following areas to support EAL:

- collaborative support to EAL subject coordinator, EAL Itinerant teacher, classroom teachers, and tutors
- the development of materials that have been used to support the work of tutors and classroom teachers
- supporting Professional Learning opportunities for classroom teachers and tutors
- TESL (Teachers of English as a Second Language) Canada Conference
- L2RIC provided funding for a team of teachers from FHS to present at the Fall conference
- L2RIC hosted the Reading Horizons Professional Learning session
- CTESL interns are hosted by various teachers and tutors in our district
- Research conducted by L2RIC with English Language Learners at FHS last spring will be featured in the upcoming CASLT magazine

➤ **Positive Mental Health (DHAC Initiative)**

Working with Dr. Bill Morrison, Associate Professor in the Faculty of Education, and founder of the Health and Education Research Group (HERG), ASD-W has partnered to initiate a project in three schools (2015-16) and training on Positive Mental Health. This project will be expanded for the 2016-17 school year.

**Science East**

- *Illuminate!* raises awareness of careers in fields related to Science, Technology, Engineering and Math (STEM) by bringing companies and students together to explore linkages between these subjects and possible regional career options.

**GAIA Project**

- The Gaia Project engages students in Project-Based Learning, and empowers them to find a creative solution to a problems related to energy, climate change and sustainability issues. The Gaia Project is hosting a Sustainability Summit, April 28-30, 2016 at the Crown Plaza, Fredericton to create conversations between high school students and experts in the fields of energy and the environment - <http://thegaiaproject.ca/summit2016>

**Meduxnekeag River Association**

- The Meduxnekeag River Association has partnered with local elementary schools in the Woodstock Education Centre to host the Meduxnekeag Environmental Awareness Showcase to create awareness and educate students, parents and the local community about the uniqueness and importance of our natural environment. This partnership culminates each year with the Grand Showcase which is held in Woodstock at the end of April.

**Canadian Meteorological and Oceanographic Society**

- The Canadian Meteorological and Oceanographic Society is hosting their 50<sup>th</sup> Annual Congress in Fredericton from May 30<sup>th</sup> – June 2<sup>nd</sup> and have partnered with ASDW to host an Educators Day (May 31<sup>st</sup>) in conjunction with this event. The focus of this Day is to promote educational awareness of the impacts of climate change and severe weather events and to connect educators with community partners and stakeholders from around the province, such as the Fundy Biosphere Reserve, Huntsman Marine Sciences Centre and the Department of Environment and Local Government.

**UNB Physics Department**

- Dan Trojand, the Outreach Coordinator for the UNB Physics Department, has partnered with ASDW on a number of initiatives this year, including the upcoming Physics Olympics which UNB will be hosting on May 26<sup>th</sup> for High School students from across the province and our recent STEAM Expo where Dan hosting an exhibit that highlighted the practical applications of physics in students' everyday lives. This partnership also bodes the possibility of access to telescopes, astronomy and other classroom based lessons and kits for students, not only in Fredericton, but throughout the District.

**Natural Resources Canada**

- Natural Resources Canada and ASDW have partnered to bring students and scientist together through a series of interactive *Live Chats*. The first installment is in support of Science Odyssey Week (replacing National Science and Technology Week) with Dr. Maurice Lamontagne, a seismologists who investigated the recent swarm of earthquakes in the McAdam area. Approximately 250 students in Middle school classrooms from around the District will have an opportunity to ask questions and interact with Dr. Lamontagne as they explore the impacts of seismic events in NB and around the world. This is a new partnership that we look forward to continuing to grow in the new school year.

**Fine Arts Partnerships**

- Several partnership are formed in the area of Fine Arts, such as Kiwanis, St. Thomas University, The Playhouse, Beaverbrook Art Gallery, NB Choral Federation, NB Band Association, Canadian Band Association, Canadian Music Educators' Association, NB Youth Orchestra & Sistema. (Appendix D)



## DEC Monitoring Report 2015-2016

### Physical Education/Health and Healthy Learners

#### PHYSICAL EDUCATION:

- **Hathaway Orthodontics**: Monetary partnership to support Middle Level sports program in Fredericton and surrounding areas.
- **Rhinehart Orthodontics**: Monetary grants to Oromocto Education Centre schools for various community projects including support to Middle Level athletics and to school-based physical activity programs like Spin Brain Bikes.
- **University of New Brunswick**: In-kind donation of facility usage (Currie Center). This facility hosts the Fredericton Education Centre Catch Catch Hit, NBA 2 Ball, Elementary Badminton events for a total of 5 events on 5 different occasions.
- **Go Golf Foundation**: Program that partners with schools to allow lower socio-economic students from schools in ASD-W to become junior members at various golf clubs. The program provides transportation, food, membership (from participating golf course) and clubs for the students.
- **NB Rugby Association**: NB Rugby has partnered with ASD-W to go into schools and train and assist Physical Education teachers (who are interested in developing their skills) in the skill development associated with rugby. This group has developed a minor program that would allow students in Grades 3-8 to play rugby, and coordinates and operates the Middle Level rugby season.
- **Reebok Canada**: The Boks program is a free program that trains volunteers and provides equipment to schools for engagement of student physical activity before school starts.
- **NB Disc Golf Association**: This organization has purchased equipment for schools and has developed lesson plans for teachers to utilize with students around the game of disc golf. Interested teachers can borrow the equipment for use with their students. They will also be hosting a year-end jamboree for the students. The equipment will be donated to the district equipment library at end of year.
- **Volleyball NB**: This organization has been visiting schools upon request to assist in the teacher's skill development in the sport of volleyball. They have assisted with the operation of the Catch Catch Hit events and have donated t-shirts and equipment at various schools.
- **Cricket NB**: Have worked with interested Physical Education teachers in the instruction of cricket to our students. These sessions are week long and allow the Physical Education specialists an opportunity to develop their skill set for instruction. The group has also donated equipment to the schools.
- **Para NB/Ability NB**: Have created the Para Sport Equipment Loan Library where sport wheel chairs, sledges, boccia sets, hand cycles and other assorted equipment can be borrowed by schools to utilize in their classes. This program will also connect the Physical Education teachers with para sport groups so they have an opportunity to learn how to instruct skills required to use the gear. This partnership provides assistance in the adapted PE world for Physical Education teachers so they are more prepared and skilled at inclusionary practice.
- **Special Olympics NB**: They have developed training modules for Educational Assistants and deliver these over a 2 week period in a school working with the Physical Education specialists and Educational Assistants in the gymnasium. A follow-up session takes place 2 months later. They provide assistive equipment and resource planning manuals.

- **NBPES**: The NB Physical Education Society has assisted with release time for teachers to work on assessment practices using technology (iPAD Assessment for Learning). They also assist in the leadership development of Physical Education teachers by organizing conferences and Professional Learning Days for EECD/NBTA using ASD-W Physical Education teachers as leaders. NBPES has a long standing partnership with ASD-W supporting and leading many of the projects that have impacted youth.
- **PHE Canada**: PHE Canada offers our schools programs, teaching resources and equipment through various programs and pilots.
- **Golf NB**: This association goes into schools and assists teacher development in teaching skills related to golf. This group donates equipment to schools to continue the program.
- **UNB Athletics**: UNB Athletics Program partners with the District on several projects throughout the year. Student Athletes assist the district with the *Read with the Reds* program... reading about healthy lifestyles and physical activity. This program is aimed at Kindergarten classes in the Fredericton and Oromocto Education Centres. The student athletes volunteer for the district at all major sporting events. UNB Hockey has hosted students from the Oromocto and Woodstock Education Centres for ASD-W Hockey Nights.
- **Woodstock Slammer Hockey Inc.**: In the same fashion as UNB, the Slammer organization partners with Woodstock area schools on Hockey Nights.
- **St. Thomas University**: This program has partnered with ASD-W to have various sporting nights for our children to attend.
- **Booster Juice**: Provided product prizes for sport events.
- **Fredericton Indoor Pool**: This organization operates the *Learn to Swim* and *Water Safety* programs for elementary and middle school children.
- **YMCA**: Providing assistance for middle school non-contact boxing training programs as well as working with low socio-economic students with their programming.
- **Tourism, Culture and Sport**: Grants for school and community linked projects.
- **Crabb Mountain Ski Program**: Free ski instruction and coaching for students in ASD-W.
- **CFB Gagetown Fieldhouse/Pool**: In partnership with the Base, there have been numerous events and activities held or hosted at the Gymnasium facility.

## HEALTH

- **Vogue Optical**: Provides eye wear to low socio-economic students in ASD-W.
- **PHE Canada**: PHE Canada has assisted ASD-W in expanding and creating the *Health Promoting Schools* network. Ten (10) schools from ASD-W are being assisted in developing local grass root teams that can action change using the Comprehensive School Health model. This process has met with 100% success and has begun to inform Positive Learning Plans in these schools. PHE also offer *At MY Best* resources which are in all elementary schools in ASD-W.
- **District Health Advisory Committee**: Stakeholders represent various health areas.
- **Anglophone West School District**: Partnership for healthy learners program.
- **Healthy Inclusive Communities**: Wellness grants, expertise and support.
- **Joint Consortium of School Health**: Information re Comprehensive School Health and support for the JCSH School Planner, assessment for the four pillars of wellness for schools.
- **Heart and Stroke Foundation**: Information and expertise regarding prevention of heart and stroke.
- **Department of Education and Early Childhood Development**: Support for Health curriculum, and Healthy Living. Feedback/input is provided into the pilot Grades 3-5 Personal Wellness curriculum.
- **Horizon Health**: Partnership for Healthy Living and for Nurse Practitioner program, dietitian expertise and Addiction Services counselling for students.

- **Department of Health**: Expertise, advice and information on all things health related
- **Fredericton Sexual Assault Center**: Guidance, training and expertise regarding prevention of sexual assault, and treatment.
- **UNB Nursing Faculty**: Partnership with 3rd and 4th year university students giving quality health sessions for K-5 Health PIES (promotion in Elementary Schools).
- **UNB Technology**: Doing professional quality videos for Healthy Learners program.
- **NB Health Council**: NBSW surveys and data for communities at a glance.
- **Canadian Cancer Association**: Information and expertise.
- **Child Safety Link**: Information on injury prevention.
- **Doctors for You**: *Move this Way* for selected schools, also included a pharmacist (Keswick Pharmacy).
- **Pearle Vision and Dr. Lee**: *One Sight* program for students in need.
- **The Medicine Shoppe**: Pharmacist will do epi-pen training for staff.
- **Red Cross**: *Be Safe* program for Grades K-3, personal safety education, support to *You and Your World* curriculum, and *Beyond the Hurt Bullying Program*.
- **Roots of Empathy**: In a few elementary and middle classrooms throughout ASD-W.
- **Fredericton Community Foundation**: Has given grant money to train instructors for Roots of Empathy, and also working with them to assist with feeding hungry children.
- **City of Fredericton**: Mayor's Office for their Fitness Challenge, Green Matters essay contest and other support.
- **YMCA**: Gym access for Fun Fab and Fit.
- **Dental Association of Canada/NB**: Offering curriculum and school visits to inform students of good oral health.
- **Breakfast for Learning**: Grants for healthy snacks and breakfast for students.
- **Breakfast Clubs of Canada**: Equipment for breakfast programs.
- **Dairy Farmers of Canada**: Education and free educational information for students.
- **Public Health Agency of Canada**: *Re Quit for Life* Program and expertise on Health Promotion, Disease and Injury Prevention.
- **NB Environmental Network**: Collaboration and expertise regarding children's health and the environment.
- **Nature NB**: Supporting nature education for our schools.
- **Canadian Mental Health Association**: Information regarding mental health, particularly for Mental Health Week
- **NBTA Wellness Reps**
- **Social Inclusion**: Scott MacAfee works with Healthy Learners schools assisting with goal setting and strategic planning.
- **Medical Alert**: *No Child Left Without*, elementary children can receive medic alert bracelets at no cost, older student can receive bracelets at a reduced cost.
- **The Iris Centre**: Offering training for staff for Mindfulness to help reduce stress for staff and students.
- **Diabetes Resource Centre**: Training for staff regarding insulin and glucagon.

## Fine Arts & Enrichment (2015 – 2016)

### GOVERNMENT AND COMMUNITY PARTNERSHIPS:

- **Department of Education and Early Childhood Development Grants and Programs:**
  - ArtsSmarts
    - Ongoing partnership
    - Funding totaling \$15,000
    - 1 in WEC, 4 in FEC (1 FI project)
  - Elementary Drama Festivals
    - Ongoing partnership
    - Funding totaling \$6000
    - 1 in WEC: 250 students, 1 in OEC for both OEC & FEC: 250 students
    - Possibility of a pilot program for next year where Theatre Professionals visit individual schools rather than having a performance based festival.
  - Writers in Schools Program
    - Ongoing partnership
    - 18 visits by writers in 13 schools (7 in WEC, 3 in OEC and 3 in FEC)
  - Mount Allison Art Camps
    - Ongoing partnership (program did not go ahead last year due to lack of funding)
    - Waiting on confirmation for this program
    - Up to 10 Grade 11 students will participate in a 4 day intensive art camp
- **Department of Tourism, Heritage and Culture Grants and Programs**
  - Heritage Fair Funding
    - Ongoing partnership
    - 24 schools in ASD-W received funding for local (school level) Heritage Fairs
    - 23 of these schools received further funding to participate in the regional (district level) Heritage Fair
    - Regional planning committee received \$500 support
    - Also received funding from Dr. Rinehart (Health Sciences Award) and Sunrise Rotary Club (Fine Arts Award)
  - VanGO!
    - Ongoing partnership – Year 2 of programming
    - 4 schools in ASD-W hosted a mobile exhibit of NB visual artists
    - Aim was to provide access to elementary, middle and high school levels.
    - 1 in WEC, 1 in OEC, 2 in FEC
  - Artist in Residence
    - Ongoing partnership
    - Funding totaling \$20,000
    - 3 in WEC, 1 in OEC, 3 in FEC

- **The Learning Partnership**
  - Entrepreneurial Adventures
    - Ongoing participation
  - Turning Points Essay Contest
    - Ongoing participation
    - Over 1100 students participated in this opportunity from FEC and WEC
    - English and French Immersion program participation.
- **Fredericton Arts Alliance Grants**
  - Ongoing partnership – Year 3 of programming
  - 1 in FEC, 3 in OEC
  - Funding totaling nearly \$5000
- **Harvest Jazz and Blues Grants**
  - Ongoing partnership – Year 4 of Music in the Schools 50/50 Fundraiser
  - Over \$1300 to each of the 11 participating concert band programs in the Greater Fredericton area this year
  - Blues in the Schools program also provides performers to local schools based on application
- **Kiwanis Club of Fredericton & Sistema NB**
  - 2<sup>nd</sup> event since amalgamation – aiming for this to become a biannual event
  - Approximately 100 concert band students from Woodstock, Nackawic, Fredericton, Leo Hayes and Oromocto High Schools will be participating with a visiting band program from Lethbridge, AB
  - Event will feature a full day of professional development and workshops for both teachers and students
  - Kiwanis is providing funding totally nearly \$8000 for the event
  - Sistema is donating workshop time in kind for our mentoring partnership
- **The Fredericton Playhouse Grants & Subsidies**
  - Ongoing partnership
  - Schools from all three Centres have attended
  - Again this year, a \$100 subsidy was offered for transportation costs
  - This year, ticket price was subsidized for schools through a separate grant program. Nashwaak Valley, Lincoln Elementary, Harvey Elementary and Minto Memorial High Schools were all awarded grant funding to attend performances
- **NB Choral Federation**
  - Ongoing partnership
  - Offered Professional Development to ASD-W teachers
  - Specifically offering PD for classroom teachers without any music specialty
  - Providing enrichment to rural schools such as Harvey Elementary where there is no music specialist

- **NB Band Association**
  - Ongoing partnership
  - Offering Band Blast – Professional Development for Band directors (October 2015)
  
- **NB Music Festival Association**
  - Ongoing partnership
  - Currently looking at the possibility for learning opportunities for middle and high school level bands and choirs in addition to local music festivals
  
- **Fine Arts Stream for LearnEast in August 2014, 2015 and 2016**
  - Last year, we offered sessions titled “How to Successfully Implement Curriculum” in and Music focusing on K – 5
  - This year, we plan to offer sessions in Music, Visual art and possibly Creating Rubrics for Formative Assessment
  - Invites to ASD-W Fine Arts specialists to share knowledge
  
- **Schools out Tours (NS/PEI)**
  - Ongoing partnership
  - Schools from NS and PEI perform at local schools in their way through to locations in the US
  
- **Debut Atlantic (NS)**
  - Ongoing partnership
  - Providing opportunities for professional classical musicians to perform in schools across ASD-W at no cost.
  - Schools in each of the three Centres have had performances
  - Input from ASD-W to the “Performers Guide to Curriculum” – this document provides performers some ideas as to how to link performance with current curriculum standards across the Atlantic provinces
  
- **NB Youth Orchestra & Sistema**
  - Ongoing partnerships
  - Sistema is in its 3<sup>rd</sup> year in ASD-W: includes students from Andover Elementary and Saint Mary’s Academy
  - NBYO has performed at schools in each of the three Centres
  - Sistema teachers are being mentored by ASD-W music specialists to provide consistency in lesson planning and classroom management strategies.
  
- **Nature Trust of NB and the Andrew & Laura McCain Gallery**
  - Ongoing partnership
  - Continued offerings of art workshops integrating land conservation in WEC schools
  
- **Andrew and Laura McCain Gallery**
  - Ongoing partnership
  - Offering Art Afternoons and professional development for teachers in the area of visual art skill building

- **Fredericton Chess Society**
  - Ongoing partnership
  - Members of FCS help organize and run our district level tournaments (one for each education centre)
  - Registration: FEC = 41 students, WEC = 39 students, OEC = 62 students
  - This year, there was also an offer of a professional learning opportunity for teachers – cancelled due to lack of enrollment. However, the offer will be extended again in Fall, 2016
  
- **Dr. Mary Blatherwick and Dr. Joanna Black**
  - Application has been made to Social Sciences & Humanities Research Council Development Grant: Bridging the Gap Between Art Education and Contemporary Canadian Art.
  - This grant will provide professional development for Visual Art specialists in ASD-W
  - Awaiting confirmation on funding received and viability of the project from SSHRC

**OTHER INFORMATION:**

- As part of our ongoing goals, there are professional development sessions being offered through the NBTA Subject Council Day in partnership with NB Visual Arts Educators Association and Orff Nova Scotia.
- Curriculum Resources available on the Portal continue to grow and develop.
- Partnerships with local artists in visual art, music, drama and dance continue to develop.
- Since amalgamation, model Lessons and/or Professional Learning opportunities have been provided at almost all of ASD-W schools.

## SUMMARY TECHNOLOGY (K-12) & SKILLED TRADES SUMMARY

### Skilled Trades, Coop Education & Middle Level Technology Partnerships (6-12)

- Construction Association of New Brunswick & Fredericton Northwest Construction Association “Build for the Future” Partnership – Provide upgrades that support student learning in Skilled Trades and Middle Level Technology Programs (<http://www.fnwca.ca/build-for-future.php>)
- Apprenticeship New Brunswick “Pre-apprenticeship Program” – provides students with the opportunity to obtain credits towards an apprenticeship while being enrolled in High School Skilled Trade and Coop Education Program
- New Brunswick Teen Apprenticeship Program (NBTAAP) – a 3 year program for students in grade 10. While still in high school, qualifying students begin to learn a skilled trade over three paid summer work terms (<https://www.nbtap.ca/>)
- Coop Education Partnerships – numerous partnerships in all high schools in ASD-W that expose students to the world of work
- Skills New Brunswick Competition – April 16, 2016
- Skills Canada National Competition – June 6 – 7, 2016
- Canadian Welding Association – Sponsor for Teacher Professional Learning and equipment for schools that offer welding programs

### Technology (K-12)

- Brilliant Labs – support for innovative projects that engage students in learning (<http://brilliantlabs.ca>)
- Hour of Code – Hour of Code activities in K-12 Schools (<http://hourofcode.com/ca>)
- UNBSJ High School Coding Competition – Friday, May 6, 2016 (<http://www.unb.ca/saintjohn/sase/dept/csas/competitions/high-school-competitions/index.html>)
- Middle School Scratch Coding Competition – June 4, 2016 ([http://brilliantlabs.ca/en\\_US/scratch/](http://brilliantlabs.ca/en_US/scratch/))
- IT Mentorship Program – IT private sector companies have been supporting mentoring programs in schools for students who are interested in Information Technology. Examples, school based coding clubs
- Maker Spaces – through partnerships and grants, two schools have developed “Maker Space” Labs to support innovative learning. Several other schools are pursuing similar types of opportunities
- Staples Power Your School Grant (2016) – One of our schools received a \$25,000 grant from Staples Canada to support innovative teaching and learning



## Data Sources Available to Enhance School Culture Through Student Voice

As schools in Anglophone School District West work toward enhancing school cultures, they have a variety of data sources available that allow student voices to be heard. Each year students across the district are provided the opportunity to participate in variety of perception surveys. The results of these surveys are used at the provincial, district, and school level to assist in improvement planning.

These surveys include:

### Data Sources

#### Our School Survey (Formerly known as Tell Them From Me)

The Our School Student Survey (Tell Them From Me - TTFM) measures factors that are known to affect academic achievement and other outcomes. It is a web based evaluation system that provides data on student engagement to meet the ongoing planning needs of teachers, school administrators and the district.

Link to School Based Reports

[http://www1.gnb.ca/0000/results/district\\_west.asp](http://www1.gnb.ca/0000/results/district_west.asp)

#### New Brunswick Student Wellness Survey

The New Brunswick Student Wellness Survey is a key project of the *NB Wellness Strategy* and is conducted with students in Grades 4-12 and parents of students in Kindergarten to Grade 5. It addresses four pillars of wellness: Healthy Eating, Physical Activity, Tobacco-Free Living and Mental Fitness. Student wellness is important to both wellness and education, as research has demonstrated the relationship between academic achievement and student wellness – healthy students are better learners.

Link to Provincial Reports

[http://www2.gnb.ca/content/gnb/en/departments/social\\_development/wellness/content/research.html](http://www2.gnb.ca/content/gnb/en/departments/social_development/wellness/content/research.html)

#### Grade 12 Exit Survey

The Grade 12 Exit Survey is administered by the Department of Education and Early Childhood Development to a sample of high school students concerning their experience at school, as well as their plans for the future.

Link to Provincial Reports

[Exit Survey 2015](#)

<http://www2.gnb.ca/content/gnb/en/departments/education/publications.html>

School teams are also encouraged to provide opportunities for students to be involved in the following:

- Student forums
- School based surveys with specific purpose, i.e. potential activities to be hosted at noon.
- Leadership and decision making through school based clubs and or student government.



## Annual Report Positive Learning and Work Environment Plan 2015-2016

The Education Act lists the duties of the Superintendent which include “making an annual report to the District Education Council at the end of each school year with respect to the progress and effectiveness of the positive learning and working environment plan in the school district.” (48 (2)(i))

The two goals in the 2015-2016 Anglophone West School District (ASD-W) Positive Learning Environment (PLE) plan are directly linked to priority 2, *Enhance Positive Learning and Working Environment*, in the District Improvement Plan.

A positive learning environment is described as the overall school climate and culture that provides a caring, supportive, safe, and academically robust environment for students and staff to learn and work. A safe and orderly environment is a necessary condition for learning to occur. (Marzano, Waters, McNulty, 2005)

### District PLE Goal/Focus 1

*Anglophone West Schools will enhance the Positive Learning Environment to increase student connectedness. School Connectedness is defined as “an academic environment in which students believe the adults in the school care about their learning and about them as individuals.” (ASCD)*

#### School PLE Plans

- 32 schools developed a PLEP goal directly linked to increasing connectedness
- School goals indirectly supporting connectedness included: decreasing incidents of bullying; improving processes for documenting behavioural data; developing school wide responses to behavioural interventions; improving school climate and culture; strengthening mental fitness among students and staff; implementation of programs for developing self-regulation skills and to decrease anxiety

#### District Support

- 13 schools received imbedded training and coaching in Positive Behavioural Interventions and Supports (PBIS)

### PLE Goal/Focus 2:

*Anglophone West schools will demonstrate shared decision making in the development of Positive Learning Environments. Shared decision making is an ongoing process that brings a number of educators together to make decisions in a collaborative manner. (Education Resources Information Centre, 1994).*

#### School PLE Plans

- 26 schools requested support from the PLE and Behaviour Coordinator in developing their PLEP
- Of the 66 plans submitted, 64 schools used the district PLEP template for planning
- 68 schools demonstrated shared decision making in the PLE planning process
- 49 schools demonstrated incremental planning to meet their three year improvement strategy
- 55 plans embedded opportunities for shared leadership

#### District Support

- Of the 70 ASD-W schools, 66 submitted a Positive Learning Environment Plan (PLEP) and received written feedback. The remaining 4 schools have collaborated with the PLEP and Behaviour Coordinator and are in the process of refining their PLE planning process with target preparation for next year's planning by June 2016



The district and school based PLE plans list a number of strategies that are being explored to enhance the learning environment. These plans do not represent all of the initiatives that are currently happening within the district or school. Examples of these include....

<b>DISTRICT WIDE INITIATIVES</b>		
<ul style="list-style-type: none"> <li>• Diversity &amp; Respect Week (EECD changed the name from Bullying Awareness Week to better reflect the work being done within our schools to support successful inclusion of all students)</li> <li>• List of resources to support the theme of "Diversity &amp; Respect" shared with schools and uploaded to Guidance Shared portal</li> <li>• <i>School Culture Rewired</i> book study with 9 Vice Principals- (4 elementary, 1 K-8, 2 middle, 2 high)</li> <li>• Positive Mental Health Toolkit – Pilot (Saint Mary's Academy, Nashwaaksis Memorial, Oromocto High School)</li> <li>• District training for EST – Resource, EST – Guidance, and Principals on Compassion Fatigue</li> <li>• District training for EST – Resource, EST – Guidance, Subject Coordinators, Paraprofessionals and Principals on Trauma Informed Schools</li> </ul>		
<p>April 18<sup>th</sup> Professional Learning Day, school based focused on Positive Learning Environments and Mental Health</p>	<p>Use of OurSCHOOL data (formerly TTFM) to determine and support decisions to develop PLEPs and targeted bullying interventions</p>	<p>"DESS Speaks Out" Newsletter to all staff.</p> <ul style="list-style-type: none"> <li>• Compassion Fatigue- December 2015</li> <li>• Trauma Informed Schools- March 2016</li> </ul>
<p>PBIS (Positive Behavioural Interventions and Support)</p> <ul style="list-style-type: none"> <li>• 13 schools received training and sustained coaching support (3 elementary, 2 middle, 1 K-8, 2 6-12, 1 K-12, 2 high). This training occurred at the school and encompassed a variety of individuals including whole staff, leadership teams and administration. The intent is for schools to lead the change in their building with the ongoing coaching of the Positive Learning Environment and Behaviour Coordinator</li> <li>• Release time and resources provided to PBIS Leadership Teams for planning implementation with whole staff</li> </ul>		
<p>Promotion of Theme Weeks and National event days:</p> <ul style="list-style-type: none"> <li>• International Day of the Girl -October 2015</li> <li>• Focus on Resiliency-School Psychology Awareness Week-November 2015</li> <li>• Diversity &amp; Respect Week -November 2015</li> <li>• Awareness of Children's Rights-November 2015</li> <li>• Ring A Bell-December 2015</li> <li>• Bell Let's Talk Day-January 2016</li> <li>• Yellow Shirt Day- February 2016</li> <li>• Pink Shirt Day-February 2016</li> <li>• International Day Against Homophobia &amp; Transphobia-May 2016</li> </ul>		



**SCHOOL WIDE INITIATIVES**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• WITS Program</li> <li>• Don't Laugh at Me</li> <li>• Roots of Empathy</li> <li>• PAUSE Before You Post-Jostens</li> <li>• At My Best</li> <li>• Bully Smart Program</li> <li>• WE Day / Me to WE activities/clubs</li> <li>• How Full Is Your Bucket?</li> <li>• Peaceful Schools Initiatives</li> <li>• Focus on Bullying</li> <li>• Mean Girls Program</li> <li>• GSA Groups-Safe Spaces</li> <li>• Post the Positives</li> <li>• Finding Your Greatness</li> <li>• Feel Good Files</li> </ul> | <ul style="list-style-type: none"> <li>• RCMP Cyberbullying presentations</li> <li>• ZONES of Regulation</li> <li>• Girl's Circle program</li> <li>• Boy's Council program</li> <li>• Respect ED (Red Cross)</li> <li>• Beyond the Hurt</li> <li>• Making Waves</li> <li>• Peer Helpers</li> <li>• Peacemaking and classroom kindness lessons</li> <li>• Random Acts of Kindness</li> <li>• 7 Habits of Happy Kids</li> <li>• Warm Fuzzy Week</li> <li>• Wellness Week</li> <li>• Middle School Girls' Retreat Night</li> <li>• International Club</li> </ul> |
|---|---|

**School Connectedness Activities:**

- Grandmother's Group
- Grand Buddies (reading to seniors)
- Cross-age Mentoring
- Intentional Adult-Student Connections-SOS (Saving One Student)
- Care Survey
- Student Voice
- Student Leadership Opportunities-Assemblies, Panels, Announcements, etc.
- Family Engagement
- Strengths-Based Clubs
- Wellness Week
- Looping
- PBIS
- Mental Fitness Activities
- Learning Styles
- Peer Mentors
- Activity Fairs
- Utilize OUR School Data for goal setting
- Caught Doing Good
- Thankful Thursdays
- Mindful Mondays
- Peer Mediation
- School Spirit/Songs
- Staff Gatherings
- Pay It Forward
- Give to Your Community Initiatives
- Cultural Events
- Playground Pals
- Positive School Messaging in Social Media
- Community Schools
- Invite Mystery Guests/Readers



<p><b>Diversity &amp; Respect Week Activities:</b></p> <ul style="list-style-type: none"> <li>·Tree of Respect</li> <li>·First Nation Dancers and Drummers</li> <li>·Song written around the topic of respect to share with students</li> <li>·Information on the week and activities being sent home to parents and guardians</li> <li>·Daily announcements about students and their respectful behaviours</li> <li>·Assemblies</li> <li>·Classroom activities</li> <li>-Only One You activity</li> </ul>	
<p><b>Lessons in Comprehensive Health/Guidance Curriculum:</b></p> <ul style="list-style-type: none"> <li>• You &amp; Your World</li> <li>• Personal Wellness 3-5 (Pilot)</li> <li>• PDCP</li> <li>• Literacy:             <ul style="list-style-type: none"> <li>How Full is Your Bucket? (self-esteem)</li> <li>My Secret Bully (relational aggression)</li> <li>Nobody Knew (the difference between tattling and telling)</li> <li>Simon's Hook (assertiveness skills)</li> <li>Mean Jean the Recess Queen (roles in bullying situations)</li> <li>HB Wigglebottom (bullying)</li> <li>Learning to Get Along series</li> <li>Don't Laugh at Me</li> </ul> </li> </ul>	
<p><b>Small Groups:</b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Self-worth (mental health)</li> <li>• Social Skills</li> <li>• Lunch Bunch</li> <li>• Early Morning Games Club</li> <li>• PTSD Support Group</li> </ul>	<p><b>Class lessons—sample topics:</b></p> <ul style="list-style-type: none"> <li>• Accepting each other</li> <li>• Bullying Awareness</li> <li>• Conflict vs. Bullying</li> <li>• Conflict resolution</li> </ul>

**Summary**

District results indicate that 63 of the 70 schools used data to determine their strategies and actions while 4 schools are demonstrating use of data while continuing to develop their PLE planning process. In the 2014-15 school year baseline data indicated 60% of schools made decisions informed by data. In 2015-16, 95% of schools demonstrated the practice of making data informed decisions to determine targets for PLE improvements.

Baseline Data used to determine Strategies/Actions within school based PLEP 2015-2016		
Yes	No	Somewhat
63	3	4
2014-2015		
Yes	No	Somewhat
42	21	7
<p><b>Examples of data sources used by schools:</b>            OurSCHOOL (TTFM), NB Wellness Survey, Teacher Perception Survey, school based behavioral data, school based survey data</p>		



# ANGLOPHONE WEST SCHOOL DISTRICT

OurSCHOOL (TTFM) survey results indicate slight increase in the area of Positive Teacher Student Relations and Advocacy at the Secondary level. Grade 6-12 students reported a slight decrease in bullying of all types reported; while elementary students reported an increase in physical and verbal.

ASD-W Results				
Positive Teacher Student Relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	8.6/10	8.1/10	6.1/10	6.2/10
2014-15	8.8/10	8.1/10	6.1/10	6.2/10
2015-16	8.8/10	8.1/10	6.3/10	6.2/10
Advocacy at School – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	6.1/10	5.1/10	2.8/10	2.8/10
2014-15	6.9/10	5.1/10	2.7/10	2.8/10
2015-16	6.8/10	5.1/10	2.9/10	2.8/10

Types of Bullying – Grades 4-5				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	17.0%	30.0%	27.0%	5.0%
2014-15	18.0%	30.0%	30.0%	7.0%
2015-16	19.0%	33.0%	30.0%	6.0%

Types of Bullying – Middle and High				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	14.0%	31.0%	27.0%	15.0%
2014-15	10.1%	28.6%	24.1%	13.9%
2015-16	9.8%	27.4%	23.7	12.9%

❖ Results of the 2015-16 Wellness Survey will be available during the 2016-17 school year.

		2010-11 Elementary					N/A
		ASDW	Prov	ASDW	Prov	ASDW	
2012-13 Secondary	ASDW	78.0%	84.0%	82.0%	85.0%	88.0%	76.0%
	Prov	77.0%	83.0%	79.0%	85.0%	87.0%	
2014-15 Elementary	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	79.0%
	Prov	78.0%	76.0%	73.0%	77.0%	81.0%	
2014-15 Elementary	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	

Strong Level of School Connectedness			
*Responses based on a 20 point scale with students scoring 10 or above			
		ASD-W	Provincial Results
2010-11	Elementary	85.0%	83.0%
2012-13	Secondary	87.0%	89.0%
2014-15	Elementary	87.0%	88.0%

Mental Fitness						
	2010-11 - Gr. K-5		2012-13 - Gr. 6-12		2014-15 - K-5	
	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.
Low	20.0%	20.0%	25.0%	22.0%	17.0%	16.0%
Medium	63.0%	61.0%	52.0%	53.0%	65.0%	64.0%
High	17.0%	19.0%	23.0%	25.0%	17.0%	16.0%



Next Steps for the District Positive Learning Environment Plan

1. Information gathered from school based plans has provided the district with comparative data. Systemic gains have been demonstrated. Direct support, coaching, and training to Administrators, leadership teams and whole staff relative to strategically creating a positive learning environment should continue.
2. Involve individuals from the operational side of the district in the identification of appropriate targets for year 3 district PLEP goals.
3. Enhance school based PLE development by targeting the use of evidence-based strategies in response to data informed decision making.
4. OurSchool 2015-2016 data and Exit Survey results demonstrate a decrease in student engagement throughout the high school years. Continue the 2015-2016 PBIS training and coaching model by focusing resources and release time to high school Administrators and leadership teams, with the purpose of developing capacity for school based teams to train and support whole staff in developing a school wide positive behavioural intervention framework. In addition, impact ASD-W culture and build systems leadership capacity by partnering high school teams involved in the 2015-2016 process with mentoring teams new to the PBIS mindset in 2016-2017.
5. Support overall ASD-W improvement planning by targeted communication focused on the link between School Improvement Plans and Positive Learning and Environment Plans

**References**

Education Act, 1997, New Brunswick.

Marzano, Robert J, Waters, Timothy & McNulty, Brian A. (2005). *School Leadership that Works From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.