



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

Policy Name	School Culture		
Policy Number	ASD-W-ER3	Number of Reports Per Year	1
Date of Report	April 20, 2017		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by	David McTimoney, Superintendent		
Report Supported by	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 Mariecke Leavitt, Subject Coordinator Fine Arts Bryan Facey, Subject Coordinator Technology and Skilled Trades Amanda Desveaux, Subject Coordinator French Second Language Karla Deweyert, Subject Coordinator Guidance Tami Mutch-Ketch, Subject Coordinator PLEP Susan Young, Supervisor of Data and Accountability Anna Marie Hayes, Director of Early Childhood Services		

POLICY NAME**SCHOOL CULTURE**

- 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 eight officially designated community schools, an additional five Upper River Valley 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, and business and service group partnerships. The community schools staff track data and initiatives in an electronic fashion. Over 10 500 volunteer hours and close to \$230 000 in financial and in-kind contributions have been provided in 2016-17, to date. The team often writes grant proposals in an effort to support their school. A summary on Community Schools is found in Appendix A.
- 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 & 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 and Working 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 and Working Environment plans, in compliance with Section 48 (2)(i) of the Education Act.

ANGLOPHONE WEST SCHOOL DISTRICT

POLICY NAME	SCHOOL CULTURE
<p>Appendices</p> <ul style="list-style-type: none">• 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, 2016- March 6, 2017

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

Schools Included in Report:

Andover Elementary (AES), Perth Middle (PAMS), Meduxnekeag Consolidated (MCS), Towns View School (TVS), Lincoln Elementary Community (LECS), Geary Elementary Community (GECS), Cambridge Narrows Community (CNCS), Carleton North Catchment Schools (Centreville Community, Florenceville Elementary, Florenceville Middle, Bristol Elementary, Bath Community, Carleton North High)

Community School Coordinator Role:

There are currently 5 Community School Coordinators working out of OEC and WEC with a total of 5 FTE. The Coordinators of LECS and GECS are on a one year leave being filled in an acting position.

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: September 2016- March 6, 2017

Number of activities delivered by ASD-W Community School Coordinators: **171**

Volunteer Hours: **10,517**

Volunteer Value @ \$15/hour: \$157,755

Outside Financial Contributions: \$183,846

Outside In Kind Contribution: \$ 45,229

Total Program value: \$386,830

Participation in activities (by totaling each activity):

Community Members: 1932; Family Members: 1784; Students: 21,205; Staff Members: 1550

Total Participants: 26,471

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 171 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, LDS, 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 , growing and celebrating 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.

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Samples of Projects Led By Community School Coordinators

Wellness (Nutrition, Physical Activity, Mental Fitness)

Nutrition Programs are a major focus for Community Coordinators this year. All ASDW Community Schools offer free, universal breakfast programs coordinated by the Community School Coordinators. Coordinators recruit, train and schedule community volunteers to prepare and serve breakfast in the school before class. Outside funders are secured (BFL, BCC, local Food Banks, NB Egg Producers, local nonprofit organizations as Rotary, Toy Run, churches). Coordinators work with local dieticians to build healthy choices in the breakfast menus. The benefits of the Farm to Cafeteria program continue at CCS and CNCS with healthy, affordable, local foods being accessed by students and staff. The CCS Home & School offers a 4 day, full meal service with salad bar and specials each day. CNCS has added a new program called CHEFS. The Grade 11/12 Culinary Arts class works with Elementary students to prepare a family size meal and a healthy dessert which they take home with them.

LECS was very fortunate to have 7 UNB Nursing Students volunteer at their school for 8 weeks from January to March Break, 2017. The students prepared and delivered wellness sessions to all of the students on a weekly basis. The sessions were informative and hands on, making them fun and memorable for the students. The sessions covered Healthy Eating, Proper Hygiene, SIP Smart, Anti-Bullying, Proper Hand Washing.

CNCS is implementing the *RBC Learn to Play* grant. The Community Coordinator works closely with the Phys. Ed. lead to get a variety of sports introduced to all students. So far specialists have come to the school to offer sessions in: Soccer, Indoor tennis, Pickleball, Rocks and Rings, as well as field trips to Treego, Skating and bowling. Upcoming activities include Hip Hop, Archery, Orienteering, Ringette and volleyball.

GO NB

Carleton North area schools have partnered in a project funded through a *GO NB Grant*. The CNHS Leadership Class students are receiving Coaching 1 Certification through 3 training sessions. Grade 5 classes from Bath and Bristol will have three sessions of Badminton at the CNHS gym led by the leadership students. CCS grade K-2 students had three sessions of Jackrabbit cross country skiing lessons. The Leadership students will be offering after school volunteering at the elementary schools to support physical activity opportunities.

Math and Science-

The Coordinator at CNCS is working with the Tech lead and Brilliant Labs to build makerspace type activities into school programming. CNCS staff are collecting a supply of materials that will be for use for all grade levels. A dedicated space has now been assigned for *MakerSpace*. Brilliant Labs is attending the school Science Fair and will be conducting in - class sessions with most grade levels. GECS continues to build on classroom and enrichment activities in their Makerspace room created last year.

LECS offered a series of noon hour clubs and Friday morning clusters in a variety of interest areas identified by the students at the school. Community volunteers were recruited to lead body smart, nature, interpersonal, math, visual spatial, and literacy sessions. Teachers also volunteered to lead sessions. All clubs and clusters were offered to both the K-2 and the 3-5 students and all students participated. *Cooking with Literature* session was led weekly by a teacher and a UNB Nursing students. The students listened to a story and then baked an item that was showcased in the book. The children learned how to read a recipe, measure ingredients, and follow instructions. Of course, sampling the finished product was a highlight of the session.

MCS - 5 visiting Archeologists- 5 First Nations Archeologists (from several of the First Nation Reserves in the Province) visited MCS for a few hours to talk about and teach students about what they do and why it is so important. A drop in session was open to students at noon. A grade 5 class learning about archeology in their class had the opportunity to speak with them. The meeting room was transformed into an archeological dig, where students looked at artifacts and actually dug in dirt using real life archeological tools to find hidden treasure.

Literacy –

Andover Elementary School Community Coordinator recruits, schedules and connects with 16 Reading Buddies (community members), 3 ELF Readers, and 3 Mentors from SVHS, to come into the school to assist in improving literacy at AES.

Townsvew School and Meduxnekeag Consolidated have partnered with the Woodstock Rotary again this year for a middle school literacy project. This is the 5th year for this project. The Rotary has agreed to purchase books for every middle school Language Arts class at each school. The goal of this project is to help grow classroom libraries and put more books in the hands of students. The Rotary Club agreed to donate \$2000 to each school to purchase these books.

The Community Coordinator for Carleton North catchment leads the Carleton North Imagination Library nonprofit agency, affiliated with the Dolly Parton Imagination Library. The group now has 157 children ages 0-5 registered to receive books in the mail every month, free of charge until their 5th birthday. The CNIL members organize family literacy events, fund raise to provide the books and advertise the opportunity to local families

Enrichment and Citizenship-

“Students from Andover Elementary School and Perth Andover Middle School participate in Manor Reading at Victoria Glen Manor once a week. Through the year we have approximately 20 students from each school who volunteer their time to visit Victoria Glen Manor to read, play games, and chat with the residents.”

Enrichment/citizenship at CNCS- “The music enrichment that we are receiving this year from two wonderful volunteers has been tremendous. The music training that the students have been receiving has been shared at the school Remembrance Day concert, Christmas concert, at an event in the Village and now students are preparing for the upcoming music festival in Fredericton, which they have not participated in for many years. With the help of the Art Smart grant, instruments are being purchased that the Elementary teachers will use in years to come”

“Each year at GECS we offer the CARE Club for interested students who want to make a difference in the community they live in and the world around them. We held a showcase for the other students and parents to share the many positive things that are taking place in their child's school on a daily and weekly basis. Parents were invited to make donations with all proceeds going to the IWK in support of a school student. “

Sustainable/ ECO Projects

CNCS Sustainable/ECO projects - We received a Whole Kids Garden Grant and are in the planning stages of expanding our school gardens. 4 raised garden boxes were built by the Cabinetry and Woodworking class. We have our soil on order and waiting for delivery later this spring. The Elementary and MS classes will assist with spring planting. The raised beds were built to accommodate carrots and potatoes, so that we will have some vegetables that we will be able to harvest in the fall when the students are back.

LECS – “Our school partnered with Learning Outside PD to deliver a series of curriculum-linked outdoor sessions with our students each month through-out the school year September 2016-June 2017. Nadine Ives comes to our school to deliver sessions in math, science and literacy focusing on a variety of habitats such as forest, wetland, and the whole eco-system.”

The Community Coordinator at Andover Elementary School and Perth Andover Middle School organizes an ECO CLUB- in partnerships with Falls Brook Centre and Southern Victoria High School. The students are exposed to many concepts about sustainability, water and electrical consumption, providing information for a deeper understanding of their surroundings and how to be active in helping to look after our earth.

The Community Coordinator in partnership with McCain Foods and Memorial University is facilitating the Suc Seed project. Each of the 6 Carleton North area schools has one hydroponic unit growing produce in a classroom. Students are actively involved in the daily requirements of the growth process.

**A Sample of Community Partnerships Through Specific Programs and Celebrations
2016-2017**

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 2016-17 school year, ASD-W had 7 schools and over 1100 students.

➤ ***Welcome to Kindergarten Program***

The Welcome to Kindergarten Program (WKP) helps prepare pre-K children, and their parents / caregivers, for a positive start on their public school journey.

WKP sessions are held at elementary schools, either in the fall or winter, prior to the child coming to school. Children receive a Welcome to K Bag filled with learning and literacy resources that they can take home. Other resources used during the orientation session may include the Welcome to K Video, presentations from other community partners (such as the Talk with Me Speech and Language Program), and an address from the principal, or other school staff.

➤ ***Investigate! Invent! Innovate!, or I³***

A curriculum-aligned program for Grade 7 & 8 students that integrates science, technology, engineering and math (STEM) skills and 21st Century competencies such as critical thinking, creativity, collaboration and communication. Students identify a problem or opportunity in their daily lives and then invent a product or processes to solve the problems, based on concepts they learn in class. This year, schools throughout ASDW, in all 3 Education Centres (OEC, FEC, WEC), participated in this program.

** Also ... Take Our Kids to Work program;
participate each year
(Grade 9)*

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 the use of Universal Pedagogical Actions in our elementary, middle, and high school classrooms.

L2RIC partnered with ASD-W French Immersion Subject Coordinators to provide professional learning for ASD-W French Immersion teachers. Over 100 ASD-W teachers participated in a variety of opportunities in the areas of:

- *Grade 6 Late French Immersion and Grades 4 and 5 French Immersion* pilot on La ville Bons-Sons. A pedagogical resource created in collaboration with L2RIC to support literacy instruction with a focus on systematic sound instruction, vocabulary development, reading and writing tasks.

ASD-W – ER-3**Community Partnerships - Curricular Areas**

- *Grade 5 French Immersion* session with a focus on formative assessment practices in the area of reading, the use of running records, and guided reading.
- *Grades 3-12* session on the Traits of Writing and the importance of vocabulary development in both FILA and content areas for our FSL students.

Our next area of collaborative focus will be on targeting oral language development.

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

The Second Language Research Institute of Canada (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 high school EAL teachers
- TESL (Teachers of English as a Second Language) Canada Conference – Niagara Falls June 2017 (one of our teachers is co-presenting on behalf of L2RIC)
- L2RIC provided funding for a teacher from the EAL team to co-present at the CTESL conference in early April 2017
- 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 at the CTESL conference in April 2017
- Support of the Parent Volunteer Committee at the Newcomer Support Centre
- Partnership with EECD, ASDW and L2RIC to develop videos to support instructional strategies for teachers
- Supported the connection with Katy Arnett, an expert in EAL instruction, with members of the ASDW EAL team

➤ **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 was 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.

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 on April 29th at NBCC.

UNB Physics Department

- Dan Trojand, the Outreach Coordinator for the UNB Physics Department, has again partnered with ASDW on a number of initiatives this year, including the upcoming Physics Olympics which UNB will be hosting in May 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. This year, Dan has also compiled a Mobile Science Kit in support of the Grade 8 Optics Unit.

Great Minds Think Outside

- Great Minds Think Outside has partnered with the ASDW to develop curricular link science activities for K-5 classrooms throughout the province. These activities allow students to discover the real-world connection between and within the concepts they investigate in their classrooms.

Information and Communication Technologies Council - Girls in STEM

- As part of a national project focused on gender diversity and inclusion in technology roles (ATW) across Canada, ICTC spoke with young women in high-schools from the Fredericton and Oromocto area to learn more about their awareness of career opportunities in technical positions. These focus groups were part of a national research initiative to explore and promote women in STEM careers.

Project SucSeed

- Project SucSeed is a partnership between McCain's Foods, Memorial University and ASDW that resulted in the donation of a hydroponics kit to each of the 6 schools in the Florenceville/Bristol area. With the support of students from the Enactus Group at Memorial University, students in ASDW from grade 3-12 have been exploring food safety, food security and the nature of hydroponic growth.

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)

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Physical Education/Health and Healthy Learners

PHYSICAL EDUCATION:

- **Hatheway 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, such as 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 golf clubs for the students.
- **NB Rugby Association:** NB Rugby has partnered with ASD-W to 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:** This organization has 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:** This organization has 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:** This organization has 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. Also the Unified High School Basketball program has partnered with the High School Best Buddies Program to form school teams for students with disabilities. Championship celebration is scheduled for May 6th at the UNB Currie Center,

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Physical Education/Health and Healthy Learners

- **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 organization 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:** This organization provides 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. Twenty (20) 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. Free access to mental fitness resources for schools.
- **Heart and Stroke Foundation:** Information and expertise regarding prevention of heart and stroke. Health Healthy Schools program.

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Physical Education/Health and Healthy Learners

- **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 interning in our schools assisting with the Health Promoting Schools project.
- **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 provide 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:** Program offered 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 (2016 – 2017)

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: 150 students, 1 in OEC for both OEC & FEC: 200 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
 - 5 schools participating (2 in WEC, 2 in OEC and 1 in FEC)
 - Mount Allison Art Camps
 - Ongoing partnership will continue this year again.
 - Spots for at least 6 Grade 11 students to participate in a 4 day intensive art camp.
- **Department of Tourism, Heritage and Culture Grants and Programs**
 - Heritage Fair Funding
 - Ongoing partnership with Dept. of Tourism, Heritage and Culture
 - 25 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)
 - AV Nackawic donated 60 bottles of maple syrup to the event (\$600.00 value)
 - 10 organizations will provide a community display/workshop for participating students
 - AYR will donate the use of tables for the event at NBCC
 - Approximately 1900 students participated in the school based fair across the district
 - Approximately 110 students will present their projects at the Regional Heritage Fair
 - 21 award will be presented along with the Young Citizen Award
 - The top 3 winners of the Regional Fair will advance to the Provincial Showcase in Alma, NB at the end of June
 - Volunteer judges from across ASDW support the school and district fairs

Fine Arts & Enrichment (2016 – 2017)

- VanGO!
 - Ongoing partnership – Year 2 of programming
 - 3 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 (Nackawic Middle), 1 in OEC (Gibson Neil Memorial Elementary), 1 in FEC (Connaught Street Elementary)

- 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 all education centres
 - English and French Immersion program participation.

- **Fredericton Arts Alliance Grants**
 - Ongoing partnership – Year 3 of programming
 - 4 grants in total were awarded this year: Park Street Elementary, Kingsclear consolidated, Stanley consolidated, and Central New Brunswick Academy
 - Funding approximately \$3600

- **Harvest Jazz and Blues Grants**
 - Ongoing partnership – Year 4 of Music in the Schools 50/50 Fundraiser
 - Over \$400 to each of the 10 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

- **Sistema NB**
 - Two sites involved: Andover Elementary to MahSos School and Saint Mary's Academy to Cite des Jeunes.

- **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.

- **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 where there is no music specialist

Fine Arts & Enrichment (2016 – 2017)

- **NB Band Association**
 - Ongoing partnership
 - Offering Band Blast – Professional Development for Band directors (October 2016)

- **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

- **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 3rd 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.

- **Fredericton Chess Society**
 - Ongoing partnership
 - Members of FCS help organize and run our district level tournaments (one for each Education Centre)
 - Registration: FEC = 53 students, , OEC = 64 students
 - This year, there was a professional learning opportunity for teachers on October 22nd, 2016. 11 teachers attended.

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

2016-2017

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 (NBTAP) – 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
- ASD-W (FHS) Hosting the Skills New Brunswick High School Competition – April 22, 2017
- Canadian Welding Association – Upgrades to Welding programs in 4 high schools and sponsorship for Professional Learning for Teachers
- Introduction of a new Production Welding Program 120 at one high school with plans for expanding to two other high schools
- Implementation a new welding program at one high school
- Safety upgrades in all high schools

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 12, 2017 (<http://www.unb.ca/saintjohn/sase/dept/csas/competitions/high-school-competitions/index.html>)
- Middle School Scratch Coding Competition – June 2017 (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 – implementation of a new Maker Space at lab at one district middle school
- Introduction of Computer Science at 2 High Schools
- ASD-W LearnEast Conference – August, 21, 2017
- ASD-W/Brunnet/Microsoft Camp 21 Professional Learning Event – April 1, 2017

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
<p style="text-align: center;"><u>Our School Survey (Formerly known as Tell Them From Me)</u></p> <p>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.</p> <p>Link to School Based Reports http://www1.gnb.ca/0000/results/district_west.asp</p>
<p style="text-align: center;"><u>New Brunswick Student Wellness Survey</u></p> <p>The New Brunswick Student Wellness Survey is a key project of the <i>NB Wellness Strategy</i> 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.</p> <p>Link to Provincial Reports http://www2.gnb.ca/content/gnb/en/departments/social_development/wellness/content/research.html</p>
<p style="text-align: center;"><u>Grade 12 Exit Survey</u></p> <p>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.</p> <p>Link to Provincial Reports Exit Survey 2016 http://www2.gnb.ca/content/gnb/en/departments/education/publications.html</p>

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 2016-2017

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 2016-2017 Anglophone West School District (ASD-W) Positive Learning and Working Environment (PLWE) plan are directly linked to priority 2, *Enhance Positive Learning and Working Environment*, in the District Improvement Plan.

A Positive Learning and Working Environment (PLWE) is described as a culture that provides a caring, supportive, safe and academically robust environment for students and staff to learn and work. Five components influence the creation of such a culture are:

1. Safety (physical, emotional, social and intellectual)
2. Relationships (between staff, students and parents)
3. Teaching and learning (quality of instruction)
4. Institutional Environment (appearance and arrangement)
5. School Improvement Process

All five components should be considered when developing strategies and actions to create the positive learning and working environment that will allow students and staff to reach their potential.

District PLWE 2016-2017 Goal/Focus 1: Anglophone School District West will strengthen the learning and working environment by enhancing conditions to promote student connectedness. *School Connectedness is defined as “an academic environment in which students believe that adults in the school care about their learning and about them as individuals.” (ASCD)*

School PLWE Plans

- 66 schools developed a PLWE goal linked to increasing connectedness
- Strategies to support the promotion of student connectedness include themes of: improving processes for documenting and interpreting behavioural data; strengthening communication processes among staff; developing school wide responses to behavioural interventions; improving school climate and culture; strengthening mental fitness among students and staff; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety; implementing anti-bullying initiatives; teaching cultural sensitivity and respect for diversity among students and adults; increasing development of student forums and leadership groups; increasing staff leadership groups to support positive behavioral interventions and strategies; increasing options for school wide activities and clubs; teaching and applying self-determination theory constructs to students and adults; citizenship; and training in trauma-informed schools

District Support

- 47 schools received embedded training and coaching in Positive Behavioural Interventions and Supports (PBIS) (FEC-16; OEC-14; WEC- 17)



District PLWE 2016-2017 Goal/Focus 2: Anglophone School District West will strengthen the collective understanding of positive learning and working environments.

School PLWE Plans

- 19 schools requested support from the PLWE and Behaviour Coordinator in developing their PLWE plan
- Of the 66 plans submitted, 64 schools used the district PLWE plan template for planning, 2 schools addressed a PLWE goal within their school’s School Improvement Plan
- 58 schools demonstrated shared decision making in the PLWE planning process
- 64 schools demonstrated incremental planning to meet their three-year improvement strategy
- 58 plans embedded opportunities for shared leadership

District Support

- Of the 69 ASD-W schools, 66 submitted a PLWE plans
- 13 schools have shared they are working toward the timeline of completing a DRAFT PLWE plan by June 2017 for the 2017-2018 school year
- 41 schools have received training in the 5 components of a positive learning and working environment (FEC-14; OEC-10; WEC-17)
- 22 schools received support in completing a behavioral data walk (FEC-7; OEC-5; WEC-10)

Along with the emphasis on targeted school strategies and the use of data decision making, the district and schools continued to implement a number of initiatives to further support the creation of a positive learning and working environment. A number of examples are:

DISTRICT WIDE INITIATIVES
<p>PLWE plans created</p> <ul style="list-style-type: none"> • Schools supported directly by the Positive Learning Environment Coordinator developing and refining school plans • Use of OurSCHOOL data (formerly TTFM) to determine and support decisions to develop PLWEs and targeted bullying interventions.
<p>PBIS Support</p>
<p>PLP-Individual Behaviour Support Plans (PLP-IBSP)</p> <ul style="list-style-type: none"> • Ongoing training, support, and consultation with EST-G and ESS teams • Rolled out EECD RTI for Behaviour document and appendices including new PLP-IBSP template to EST-G
<p>Trauma Informed Schools</p> <ul style="list-style-type: none"> • District committee • Committee continued PL focus for EST-G, EST-R, and VP • School-based PL on request • Book studies
<p>Suicide Intervention Process</p> <ul style="list-style-type: none"> • Implemented March 2016 • PL focus on intervention planning with EST-G-March 2017
<p>Core Training</p> <ul style="list-style-type: none"> • ASIST, VTRA, NVC
<p>Preparation for the implementation of Integrated Service Delivery</p>



DISTRICT WIDE INITIATIVES Continued

Promotion of Theme Weeks and National event days:

- Safe Schools Week-September 2016
- International Day of the Girl -October 2016
- Provincial GSA Conference-October 2016
- NB Wellness Week-October 2016
- Atlantic Canada Career Week-November 2016
- Take Our Kids to Work Day-November 2016
- Diversity & Respect Week -November 2016
- Awareness of Children's Rights-November 2016
- Ring A Bell-December 2016
- Bell Let's Talk Day-January 2017
- Suicide Prevention Month-Yellow Shirt Day- February 2017
- Pink Shirt Day-February 2017
- School Psychology Awareness Week-*Increasing Engagement Through Connection*- -November 2016
- Canadian Mental Health Week-May 2017
- International Day Against Homophobia & Transphobia-May 2017

SCHOOL WIDE INITIATIVES

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

School Connectedness Activities:

- Grandmother's Group
- Grand Buddies (reading to seniors)
- Best Buddies
- 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 OURSchool 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

Lessons in Comprehensive Health/Guidance Curriculum:

- You & Your World
- Personal Wellness 3-5
- PDCP
- Cross-curricular connections

Small Groups:

- Friendship
- Self-worth (mental health)
- Social Skills
- Lunch Bunch
- Early Morning Games Club
- PTSD Support Group

Class lessons—sample topics:

- Accepting each other
- Bullying Awareness
- Conflict vs. Bullying
- Conflict resolution



Summary

District results indicate that of the 66 schools that shared their PLWE plan, 66 used data to determine their strategies and actions. 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. In 2016-2017, 100% of schools that submitted their PLWE plan, used data driven practices to inform decision making.

Baseline Data used to determine Strategies/Actions within school based PLEP		
2016-2017		
Yes	No	Somewhat
66	0	0
2015-2016		
Yes	No	Somewhat
63	3	4
2014-2015		
Yes	No	Somewhat
42	21	7
Examples of data sources used by schools: OurSCHOOL (TTFM), NB Wellness Survey, Teacher Perception Survey, school based behavioral data, school based survey data		

OurSCHOOL (TTFM) survey results indicate slight increase in the area of Advocacy at the Elementary and Secondary level. Grade 6-12 students reported a slight decrease in bullying of all types reported with the exception of a slight increase in Social; while elementary students reported an increase in all types reported with the exception of Social.



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
2016-17	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
2016-17	7/10	5.1/10	3/10	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%
2016-17	20.0%	35.0%	23.9%	7.0%

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%
2016-17	9.6%	26.9%	23.9%	12.5%

Strong Level of School Connectedness			
<i>*Responses based on a 20 point scale with students scoring 10 or above</i>			
		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%



ANGLOPHONE WEST SCHOOL DISTRICT

2016-17	Secondary	90.0%	92.0%
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Mental Fitness								
	2010-11 Gr K-5		2012-13 Gr 6-12		2014-15 K-5		2015-16 Gr 6-12	
	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.
Low	20.0%	20.0%	25.0%	22.0%	17.0%	16.0%	24.0%	21.0%
Medium	63.0%	61.0%	52.0%	53.0%	65.0%	64.0%	54.0%	54.0%
High	17.0%	19.0%	23.0%	25.0%	17.0%	16.0%	22.0%	25.0%

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 Elementary	ASDW	78.0%	84.0%	82.0%	85.0%	88.0%	N/A
	Prov	77.0%	83.0%	79.0%	85.0%	87.0%	N/A
2012-13 Secondary	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	76.0%
	Prov	78.0%	76.0%	73.0%	77.0%	81.0%	79.0%
2014-15 Elementary	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16	ASDW	79%	75%	69%	80%	83%	78%
	Prov.	81%	80%	75%	83%	86%	81%

Next Steps for the District Positive Learning Environment Plan

1. Information gathered from school based plans over the last three years has provided the district with comparative data. Systemic gains continue to be demonstrated, specifically within capacity building among teacher and paraprofessional leadership teams. Embedded support and coaching to school based teams should continue.



2. Schools working through a framework for Positive Behavior Intervention and Strategies (PBIS) are reporting gains in student and adult connectedness. Continued focus of embedded support of the PBIS framework with school based Leadership teams should continue.
3. Develop a written ASD-W PBIS model of implementation in collaboration with representatives from school based PBIS Leadership teams which will be shared throughout the district.
4. Support for the process of triangulating behavioral data should continue in order to strengthen data driven decision making.
5. Continue to support improvement planning by demonstrating the link between School Improvement Plans and Positive Learning and Environment Plans.
6. Implement the ASD-W PLWE Framework to strengthen a collective understanding among all staff (district and school based) of how adult behaviour contributes to and impact the positive learning and working environment, for both students and adults.

References

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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.