

Anglophone East School District DEC Monitoring Report
Ends Policy: 1.3 Safe and Positive Learning Environment/Mental Health
Monitoring Cycle: September and February

I hereby present my monitoring report on your Ends Policy, Safe and Positive Learning Environment/Mental Health according to the schedule set out. I certify that the information contained in this report is true. Signed: Original signed by Gregg Ingersoll Superintendent Date: February 13, 2020

POLICY STATEMENT:

The District Education Council shall ensure that the Anglophone School District-East promotes responsibility, respect, civility and academic excellence within safe and positive learning environments.

Compliance Indicator	Connection to DEC Policy	Goals for 2018-2019	Compliance																					
	<p>The Anglophone East School District Education Council believes that students, parents, and staff have the right to feel safe in District schools. Accordingly, it is the responsibility of all members of the school community to be accountable for actions that risk safety or learning.</p> <p>The ASD-E District Education Council has recognized the need for improved awareness of mental health within the district for all students and all staff members. The DEC believes that students, staff and parents need reliable and easy to use information to help promote and support a basic understanding of positive mental health.</p>	<p>Last year (2017-2018) we developed an Improvement / Accountability Framework for Positive Learning and Working Environment and we are currently in the process of going through the yearly improvement cycle with our schools for the first time. At this point they have:</p> <ul style="list-style-type: none"> • Completed the self-assessment • Created an evidence-based plan based on the profiles of their students, community and staff • Met with district to discuss plan and identify resources (money, staff and professional learning) needed for their plan • Resources were allocated • Started implementation of plans <p>This Year (2018-2019), our goals are to:</p> <ul style="list-style-type: none"> • Complete the full cycle of the draft Accountability / Improvement Framework for Personalization with all schools and adjust as required. • Develop School / Team Dashboard to enable schools to self-assess and set growth goals based on their ability to effectively use data and process to design and monitor student learning. 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">2017-18</th> </tr> <tr> <th>Goal</th> <th>Yes/No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Y</td> </tr> <tr> <td>2</td> <td>Y</td> </tr> <tr> <td>3</td> <td>Y</td> </tr> <tr> <td>4</td> <td>Y</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">2018-19</th> </tr> <tr> <th>Goal</th> <th>Yes/No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> </tbody> </table>		2017-18		Goal	Yes/No	1	Y	2	Y	3	Y	4	Y	2018-19		Goal	Yes/No	1		2	
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Compliance Indicator	Policy Goals	Evidence	Compliance (Yes/No)																																	
	<p>1.1 Ensure that all students and staff are provided with a safe and positive learning and working environment.</p> <p>1.2 Ensure all students and staff receive mental health education and funding is provided.</p> <p>2.1.1 All schools develop Codes of Conduct which adhere to Policy 703 and be in compliance with participants' responsibilities under the Education Act.</p> <p>2.1.2. Effective implementation and monitoring of Policy 322(Inclusion Policy)</p>	<p style="text-align: center;"><u>New Brunswick Wellness Survey</u> <u>Percentage of Students in the Moderate and High Levels</u></p> <table border="1" data-bbox="876 350 2166 483"> <thead> <tr> <th></th> <th>2013</th> <th>2016</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Mental Fitness</td> <td>75% n=5818</td> <td>77% n=6769</td> <td>74% n=6548</td> <td></td> </tr> <tr> <td>Resiliency</td> <td>NA</td> <td>72% n= 9769</td> <td>69% n=6545</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><u>NB Wellness Survey Participation Rate</u></p> <table border="1" data-bbox="1091 911 1811 1114"> <thead> <tr> <th>Year</th> <th>Participation</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>13/26 50%</td> </tr> <tr> <td>2016</td> <td>23/26 88%</td> </tr> <tr> <td>2019</td> <td>26/26 100%</td> </tr> <tr> <td>2020</td> <td></td> </tr> </tbody> </table>		2013	2016	2019	2020	Mental Fitness	75% n=5818	77% n=6769	74% n=6548		Resiliency	NA	72% n= 9769	69% n=6545		Year	Participation	2013	13/26 50%	2016	23/26 88%	2019	26/26 100%	2020		<p style="text-align: center;">N.B. Wellness Survey</p> <table border="1" data-bbox="2193 358 2532 518"> <thead> <tr> <th>Year</th> <th>Yes/No</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>Y</td> </tr> <tr> <td>2016</td> <td>Y</td> </tr> <tr> <td>2019</td> <td></td> </tr> </tbody> </table>	Year	Yes/No	2013	Y	2016	Y	2019	
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Our School Perception Data (Grades 4 to 12)

Perception Data Percentage(Percentage of Students Who Completed the Survey)
 ie. 70% of students feel accepted and valued and 56% of students completed the survey-The report would be populated with 70% (56%)

Indicator	2015-16		2016-17		2017-18		2018-19		2019-20	
	E	MH	E	MH	E	MH	E	MH	E	MH
Sense of Belonging <i>Students who feel accepted and valued by their peers and by others in the school.</i>	79%	62%	85%	63%	82%	61%	77%	59%	75%	58%
Value Learning <i>Students who believe that education will benefit them personally and economically in the future.</i>	95%	70%	96%	73%	96%	72%	94%	71%	95%	70%
Interested and Motivated <i>Students who are interested and motivated in their learning.</i>	87%	41%	89%	42%	89%	42%	85%	40%	85%	61%
Advocacy at School <i>Students who feel they have someone at school who consistently provides encouragement and advice.</i>	69%	28%	68%	29%	68%	29%	66%	30%	67%	34%

Our School Perception Data School Participation Rate

Year	Elem /MH	
2016-17	23/26	25/25
2017-18	26/26	25/25
2018-19	25/26	25/25
2019-20	25/26	25/25

Our School Perception Data

Year	Yes/No
2016-17	Y
2017-18	Y
2018-19	
2019-20	

		Core Training				Core Training	
		As of 2016-17	2017-18	2018-19	2019-20	Year	Yes/No
	<p>Changing Minds (Number of staff members trained.)</p> <ul style="list-style-type: none"> • 17 schools • District office staff • Speech Language Pathologists • School Intervention Workers • Bus Drivers 	7 schools scheduled for completion	All schools are set to complete training this year. 4 in progress and the last 3 are ready to start	Training will be completed this year. A maintenance program will need to be developed and new modules are also being considered			
Training	2017-18	2018-19	2019-20				
Non-Violent Crisis Intervention(NVCI)- (Percentage of Schools Meeting Requirements)	100 % of our schools have Behavioral Crisis Response teams that are current and up to date with their training.	100 % of our schools have Behavioral Crisis Response teams that are current and up to date with their training.	100 % of our schools have Behavioral Crisis Response teams that are current and up to date with their training.				
Violent Threat Risk Assessment (VTRA)- (Percentage of Schools Meeting Requirements)	100 % of our schools have a minimum of one staff member with VTRA training. All members of the ISD, Child and Youth Team have received VTRA, level 1 training.	100 % of our schools have a minimum of one staff member with VTRA training. All members of the ISD, Child and Youth Team have received VTRA, level 1 training.	100 % of our schools have a minimum of one staff member with VTRA training. All members of the ISD, Child and Youth Team have received VTRA, level 1 training.				
Applied Suicide Intervention Skills Training(ASIST)-	100 % of our schools have a minimum of one staff member with ASIST training	100 % of our schools have a minimum of one staff member with ASIST training	100 % of our schools have a minimum of one				

<i>(Percentage of Schools Meeting Requirements)</i>	and all EST-G's have current ASIST training.	and all EST-G's have current ASIST training.	staff member with ASIST training and all EST-G's have current ASIST training.
Crisis Response Planning(formally PREPARE)- <i>(Percentage of Schools Meeting Requirements)</i>	Our Crisis Response Plan was updated and therefore all administrators are being trained on the updated procedures	Our Crisis Response Plan was updated and therefore all administrators are being trained on the updated procedures	All new administrators received training; invitation extended to all administrators to participate.

Positive Learning and Working Plan Compliance
Percentage of Schools

PLWEP Plans	2016-17	2017-18	2018-19	2019-20
Submitted	38% (15/39)	78% 31/39	95% 38/39	
School Statement outlining respecting human rights and diversity of all students and staff	33% (13/39)	60% 24/39	67% 26/39	
Student Code of Conduct Developed in Collaboration with Students, Staff and Families	7% (3/39)	33% 13/39	46% 18/39	
System for reporting and recording major and minor incidents	5% (2/39)	8% 3/39	7% 3/39	
Continuum of Interventions, supports and consequences	2% (1/39)	15% 6/39	7% 3/39	
Resolution and Prevention Plan for potential conflict between School, Home and Community	0% (0/39)	0% 0/39	2.5% 1/39	
Reviewed with and approved by Parent School Support Committee	0 (0/39)	0% 0/39	NA	

Positive Learning and Working Plan

Year	Yes/No
2016-17	Y
2017-18	Y
2018-19	
2019-20	

Anglophone East School District DEC Monitoring Report
Ends Policy: 1.3 Safe and Positive Learning Environment/Mental Health
Monitoring Update: February 2018

	Goals for 2017-2018	Update: February 2018	Summative Assessment: September 2018
1	Establish a Data Dashboard to support both the district and schools in developing and monitoring the effectiveness of their Positive Working and Learning Environment Plans	A Data Dashboard had been established and all schools received Professional Development on the purpose and use of the dashboard. Appendix A: ASDE Data Dashboard	A District Data Dashboard has been established enabling schools to monitor and intentionally design their environments for foster the mental fitness and resiliency in their students. Appendix A: PLWEP Data Dashboard
2	Establish common measures and data processes for effective monitoring of Policy 703 (Attendance, Behavior, Suspensions)	Establishing common measures and data processes for attendance, behavior and suspensions has become a provincial initiative. Working closely with a committee at EECD, the processes for data collection on attendance is on target to be completed this year and those for behavior slated to be completed in the fall.	Data standards for attendance have been established provincially and to ensure consistency, school staff responsible for entering and monitoring attendance data will be trained this year. The data standards for behavior have been created for our district through our code of conduct and a provincial committee has been established.
3	Develop a self-assessment tool for schools to assist with the development of their Positive Learning and Working Environment Plans	All schools are currently engaged in a self-assessment process that will inform their School Improvement / Positive Learning and Working Environment Plan. This process has all schools examining the strengths and needs of their students (academic and social emotional) and their community and then intentionally designing the learning experiences accordingly. Appendix B: Self-Assessment Exit Slip	All schools in the district engaged in a self-assessment process to examine the strengths and needs of their students (academic and social emotional) and their community and then intentionally designing the learning experiences accordingly. Appendix B: Self-Assessment Tool
4	Determine an Improvement / Accountability Framework for Positive Learning and Working Environment Plans	We are currently in the process of collaborating with our school staff and a provincial committee on an Improvement / Accountability Framework for Positive Learning and Working Environment	We developed an Improvement / Accountability Framework for Positive Learning and Working Environment and we are currently in the process of going through the yearly improvement cycle with our schools for the first time. At this point they have: <ul style="list-style-type: none"> • Completed the self-assessment • Created an evidence-based plan based on the profiles of their students, community and staff • Met with district to discuss plan and identify resources (money, staff and Professional Learning) to their plan • Started implementation of plans

Anglophone East School District DEC Monitoring Report
Ends Policy: 1.3 Safe and Positive Learning Environment/Mental Health
Monitoring Update: September 2019

	Goals for 2018-2019	Update: February 2019	Summative Assessment: September 2019
1	Complete a full cycle of the draft Accountability / Improvement Framework for Personalization with all schools and adjust as required.	<p>Since the Personalization meetings with each school in the spring, we have had two follow up meetings with all school teams. The first meeting in the fall was to confirm / establish the goals and strategies they were committed to this year and ensure resources were allocated appropriately. The second meeting, that just occurred this winter, was a Progress Check, where schools were given time to assess how they are progressing towards their goals and adjust strategies as necessary. It also allows us to align our remaining resources as needed to best support schools in reaching their outcomes. A chart outlining the school plans and progress is included as Appendix A. The Self-Assessment and the Exit Slip from our last meeting are also included as Appendix B and Appendix C respectively.</p>	<p>A full cycle of the draft Accountability/Improvement Framework for Personalization with all schools was completed.</p> <p>We have currently started our second cycle of this framework. Based on feedback from school teams and administrators, the District Leadership Team (Curriculum and ESS Directors and Coordinators), are developing processes to strengthen our personalized support for schools.</p>
2	Develop School / Team Dashboard to enable schools to self-assess and set growth goals based on their ability to effectively use data and process to design and monitor student learning.	<p>To effectively plan for improvement Schools Teams need tools to help them assess and monitor their growth in their ability to use data and processes effectively, to not only ensure they are meeting intended student outcomes but to also help maximize the use of the resources they have.</p> <p>Schools are using two items to assess and monitor their both their skills and knowledge and their effectiveness at using processes. These tools are: The RTI Continuum (Appendix D) and the School Capacity Chart (Appendix E).</p> <p>As schools get proficient in using these tools, we will be able to establish a district dashboard to monitor growth in these areas.</p>	<p>Schools / Team Dashboards in the form of the ASDE Continuum (formally RTI Continuum) and School Capacity Charts have been introduced to all schools.</p> <p>The RTI continuum, is a self-assessment tool for teams to measure their collective effectiveness at using processes to ensure student learning and maximize the use of resources. This tool was reviewed by the District Leadership Team and has now been labeled the ASDE Continuum to be used by all school teams (ESS and Curriculum) to monitor growth.</p> <p>To enhance the ability for schools to understand their collective capacity, individual teacher capacity and growth is being collected electronically. This will automatically populate capacity charts for schools enabling them to see their collective capacity at a glance, even as staff changes occur.</p>

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Monitoring Update: February 2020

	Goals for 2019-2020	Update: February 2020	Summative Assessment: September 2020
1	Complete another full cycle of the draft Accountability / Improvement Framework for Personalization with all schools and continue to adjust as required.	The second cycle of this framework is underway. Resources were allocated based on the spring 2019 personalization meetings held with each school. Schools are presently monitoring the progress of their plans, coupled with the addition of resources (see goal 3).	
2	Strengthen school's ability to use their School / Team Dashboards to self-assess and set growth goals based on their ability to effectively use data and processes to design and monitor student learning. (AESD Continuum	Schools continue to use the ASDE Continuum to assess and monitor growth in their ability to use data and processes effectively in support of student learning. ESS Coordinators attended school-based ESS meetings in November through to January to work with teams as they examine their data, as well as to give teams timely feedback on their processes.	
3	Work with Principals to co-construct a coaching model that better aligns the use of district level resources to improve student learning. (ESS pilot project)	This goal has been revised. We found ourselves with vacant ESS lead positions in the fall. The equivalent of 12 FTE was converted to a cash figure and allocated to our six families of schools. School principals within each family of schools collectively decided how they would use the funding to personalize student learning in their respective schools and communities. The range of personalizing includes increased FTE, purchasing of teaching materials and upgrading technology, hiring of additional behaviour mentors, teacher release time, and the hiring of a strategic coordinator.	

