

A close-up photograph of a wooden pencil with a dark lead tip, resting on a document. The document features a line graph with a grid. The y-axis has labels '100' and '50'. The x-axis has labels '93' and '98'. The pencil is positioned diagonally across the frame, pointing towards the bottom right. The background is softly blurred, showing more of the document and the pencil's body.

# Ends Policy 4

Todd Cormier  
School Counselling & ISD Processes  
Coordinator

ASD-S District Education Council

April 12, 2023

# Ends Policy 4

**Ensure all members of the school and district community are welcomed, respected, accepted, and supported.**

- **Goal 4.1:** Develop a strategic plan to promote diversity and antiracism and to address heterosexism and discrimination by creating affirming cultures

# Definitions: Diversity

**Diversity** includes race, colour, religion, national origin, ancestry, age, disability, marital status, real or perceived sexual orientation, gender identity, sex, social condition, and political belief and must be respected as part of inclusive public education.

--EECD Policy 322

# Definitions: Antiracism

- **Racism** is when one racial group is valued, intentionally or unintentionally, over another racial group.
- **Antiracism** is an active, intentional, and direct effort to identify and change systemic racism.
- *The opposite of “racist” isn’t “not racist.” It is “antiracist.”*  
--Ibrim X. Kendi (2019) *How to Be an Antiracist*
- Antiracism requires organizations to look at their own culture, policies, and practices to identify and reduce systemic racial biases.

# Definitions: Heterosexism

- **Heterosexism** refers to systemic bias in favour of heterosexuality. It may include the presumption that people are heterosexual, valuing heterosexuality above other sexual orientations, or assuming heterosexuality is the only normal sexual orientation.

# Affirming Environments

- “A welcoming and affirming environment feels safe. It is a space where people find themselves represented and reflected, and where they understand that all people are treated with respect and dignity.”
- An affirming culture proactively and publicly promotes a culture of diversity.

# Ends Policy 4: Advisory Committees

**Strategy 1.1:** Consult with the ASD-S Antiracism Advisory Committee to identify strategies to increase racial, ethnic, and cultural equity in school communities and to ensure the voices of students who are Black, Indigenous, and Persons of Colour are heard at the district level.

- **STATUS: In Progress & Ongoing**

# Ends Policy 4: Anti-Racism Advisory Committee

Committee Members includes:

Sarah Braydon, Early Learning Consultant - Inclusion

Amy Marshall, Literacy Coordinator

Emily Somers, Teacher, St Stephen High School

Louisa Seales, Teacher, Barnhill Memorial School

Therese Trofimencoff, Antiracism & Equity Coach

Matthew Martin, Executive Director, Black Lives Matter NB

Brenda Diaz, Antiracism Program Coordinator, PRUDE

Dr Timothy Christie, Regional Director of Ethics, Horizon

Peter T. Smith, Director of Education Support Services (Chair)



# Ends Policy 4: Advisory Committees

**Strategy 1.2:** Consult with the ASD-S LGBTQ+ Inclusion Advisory Committee to identify strategies to increase LGBTQ+ Inclusion and to ensure the voices of students with LGBTQ+ identities are heard at the district level.

- **STATUS: In Progress & Ongoing**

# Ends Policy 4: LGBTQ+ Advisory Committee

- This committee will meet May 12<sup>th</sup>.
- The committee is chaired by Jessica Bellis, School Counselling Lead.

• **STATUS: In Progress & Ongoing**

## Ends Policy 4: Training for Curriculum Coaches

**Strategy 1.3:** Six curriculum coaches completed three days of training with EES coaches on antiracist & SEL classroom practices. This will allow district curriculum staff to incorporate antiracist & SEL coaching into a variety of subject areas, including literacy, numeracy, French, technology, and English as an Additional Language (EAL).

- **STATUS: Complete**

# Ends Policy 4: Newcomers & EAL First Nation Education

- **Strategy 1.4** Support newcomers by creating welcoming environments, providing culturally responsive teaching, and ensuring equity of instruction.
- **Strategy 1.6** Support teacher capacity in embedding First Nations content across the curriculum through the sharing of educational resources and authentic experiences that celebrate and prioritize local First Nations (Wabanaki) cultures, histories, and knowledges.
  - **STATUS: In Progress and Ongoing**

# THE ASD-S EAL TEAM: WELCOME CENTRE

**NEWCOMER &  
INTERNATIONAL STUDENT**

**WELCOME  
CENTER**

**Anglophone South  
School District**



**First Nation and EAL Coordinator: Laura Taylor**

**EAL-Welcome Center Coordinator: Melissa Gavin**

**EAL Coaches: Margo Cochran, Margie Hickey and Tina Doiron-Wilson**

**EST-EAL: serving 13 schools**

**The Bridge Program**

**36 EAL Mentors serving almost 60 schools**

# THE ASD-S EAL TEAM: SCHOOL BASED

**NEWCOMER &  
INTERNATIONAL STUDENT**

**WELCOME  
CENTER**

**Anglophone South  
School District**



**Newcomer Admissions Officer: Nathalie Graham**

**Newcomer Support Officer, Intercultural Support Workers**

**Language Intake Assessments: updated assessments 6-8, 9-12, pilot 3-5 assessment**

**Atlantic Education International (AEI)**

**School Settlement Workers (SWIS)**

**Translator Services – MCIS OPI**

**Settlement Agency Partnerships**



# Welcoming Schools Initiative

- The purpose of this initiative is to help school personnel evaluate the experiences and support they have in place for Newcomer/International students and their families
- To fully integrate Newcomer/International students into our schools, we must ensure that the appropriate academic programs and supports are in place for them
- Schools must be open to looking at their practices through a different cultural lens while helping newcomer students develop an understanding of Canadian culture

# WELCOMING SCHOOLS

Harbour View High School



Seaside Park Elementary School



Simonds High School



Fairvale Elementary



Princess Elizabeth School



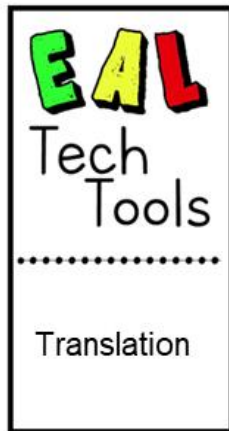


# Critical Reflections for Decolonizing Schools

- The starting point of the decolonizing process is examining one's beliefs about children from cultures other than their own.
- FEATURING DR. WENDY MACKEY
- In this one-day introductory workshop, teachers will participate in activities to help them begin the critical reflection required to understand their personal impact on the students they teach. They will gain an understanding of the concepts of culture and race and the lingering effects of colonialism in schools.
- In partnership with Ed Can (Education Canada)

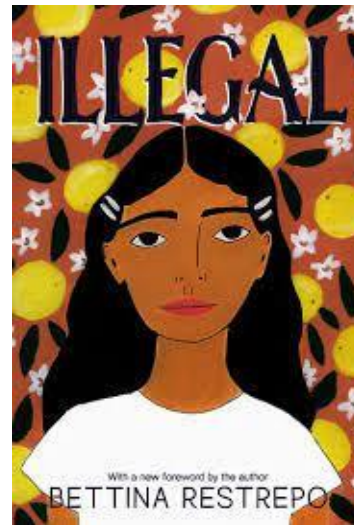
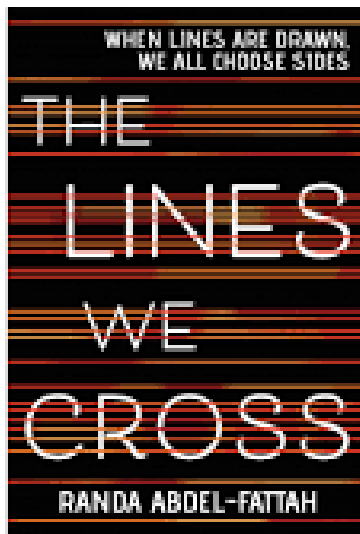
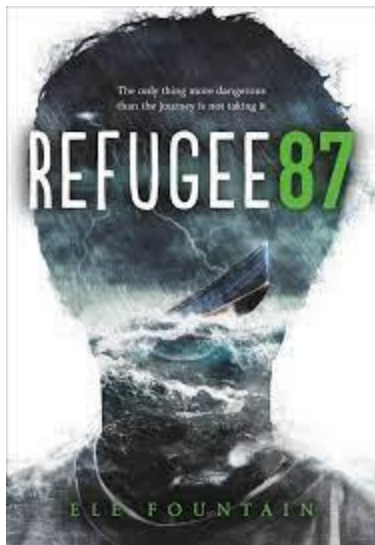
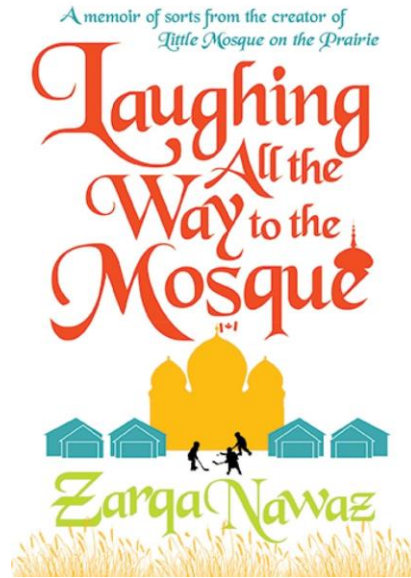
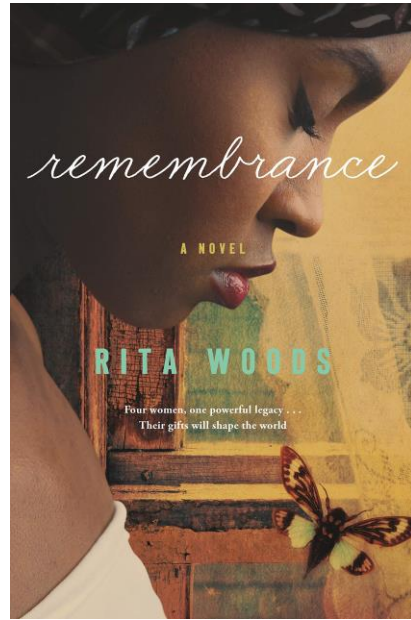
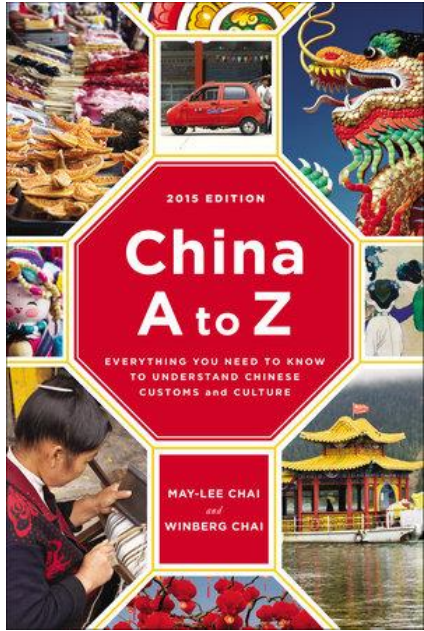


# PROFESSIONAL LEARNING: EAL MENTORS



- Islamophobia 101
- Calming the Storm: Connecting with Agitated Children and Youth
- Anti-Racism
- Behaviour Intervention Coaches (Pyramid of Intervention)
- Adolescent Writing

# BOOK STUDIES and PL





# Black Cultures and Histories of NB PLC

- × August: Day long teacher bus tour with Dr. Ralph Thomas of NB Black History Society
- × Teachers received class sets of Black History Kayak Magazine and NB Black History Posters for the classroom, Blacks in New Brunswick book





# NB Black Cultures and Histories of NB PLC

- × **Book Study:** Blacks in New Brunswick by W.A. Spray
- × **Virtual Presentation:** by Damon Levine (PRUDE)
- × **Field Trip:** Each teacher received a field trip to visit the Black History Museum as well as the Jewish History Museum with their classes

# NB Black Cultures and Histories PL Day

- × Learning about life and cultures in Nigeria with three presenters
- × Anti-racism presentation with Matthew Martin from Black Lives Matter NB
- × Presentation by Dr. Ralph Thomas from New Brunswick Black History Society
- × Each teacher received a binder of lesson ideas
- × Teachers were provided with a box of books to use in their classroom



# EAL "Bridging Cultures" GRANT



St. Rose Elementary School



Books

Embroidery

Holiday Decor

Currency

Dishes



Calligraphy

Red Envelopes

Traditional Fan

Clothing

The Newcomer and International Student Welcome Centre would like to thank all of the educators who put forth submissions for our **2022-2023 EAL Bridging Cultures Grant**. The decision-making process was a difficult one with so many worthwhile proposals being submitted. It is with great pleasure that we announce the successful applicants.

Congratulations to the following schools:

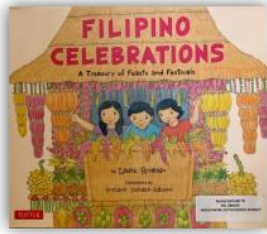
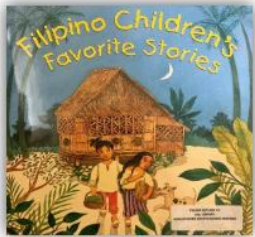
School	Grant Applicant
Princess Elizabeth School	Karen Mannette
Bayside Middle School	Karen Welch
Harbour View High School	Nancy Butler
Bayview Elementary School	Janice Blakely
St. George Elementary School	Matthew Kernighan
St. Rose Elementary School	Victoria Mosely-McAllister
M. Gerald Teed Elementary School	Tanya McGrath
Dr. A. T. Leatherbarrow School	Lisa Jardine

# EAL LIBRARY



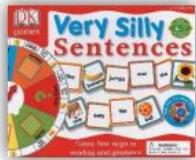
## EAL Lending Library Books of the Month: Philippines

Our EAL Lending Library also has a wide variety of books and resources directly connected to cultures and celebrations around the world.



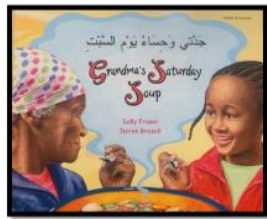
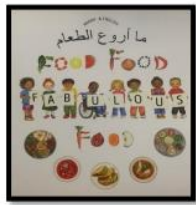
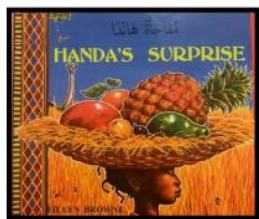
## EAL Lending Library Feature of the Month: Board Games

Our Lending Library has a wide variety of Board Games available for EAL Learners of all ages and grade levels.



## EAL Lending Library Books of the Month: Dual-Language Arabic Books

Our EAL Lending Library also has a wide variety of dual-language books directly connected to cultures and celebrations around the world.



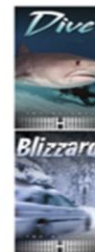
## This month's feature Cultural Diversity Box: Somalia



## SADDEBACK EDUCATIONAL RESOURCES

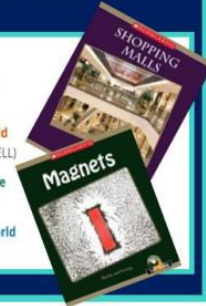


These resources are a great fit for language learners. They provide a collection of fiction and nonfiction books about high-interest topics but written at lower language levels.



## "TALK ABOUT" BOOK SERIES

Jumpstart Oral Language, Reading, and Writing Skills for English Language Learners. Talk About is a series of non-fiction books designed to provide models of everyday English language for students who are learning English or who have limited English language skills, regardless of their age or grade. (Scholastic Education)



### Themes:

- Talk About **Everyday Things** (Beginning ELL)
- Talk About **The Natural World** (Beginning - High-Beginning ELL)
- Talk About **Things Around Me** (High-Beginning ELL)
- Talk About **Science in My World** (Low-Intermediate ELL)

## WORDLESS PICTURE BOOKS

Wordless picture books are universal because readers with differing reading levels and language acquisition stages can enjoy the same book at the same time. (Tinyowl.co.uk)

Choose from these great selections and more! Available through your EAL Library.



The Lion and the Mouse  
By Jerry Pinkney



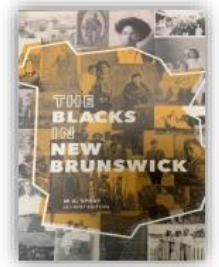
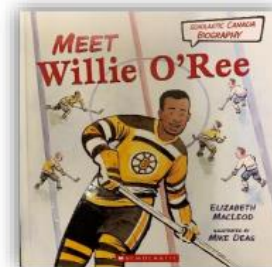
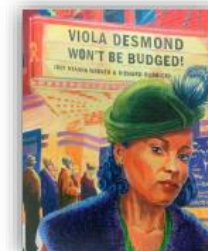
Mirror  
By Jeannie Baker



Here I Am  
By Patti Kim

## EAL Lending Library Feature of the Month: Black History Month

Our Lending Library has a wide variety of resources available for Black History Month. [Click here to view resources.](#)





**BLACK LIVES MATTER  
NEW BRUNSWICK**



# Community Partners



- PRUDE
- Hijabi Project
- New Brunswick Black History Society
- Saint John Multicultural Newcomer Centre
- Sussex Multicultural Newcomer Centre
- Saint John Jewish Historical Museum
- Black Lives Matter New Brunswick
- Chinese Cultural Association of Saint John



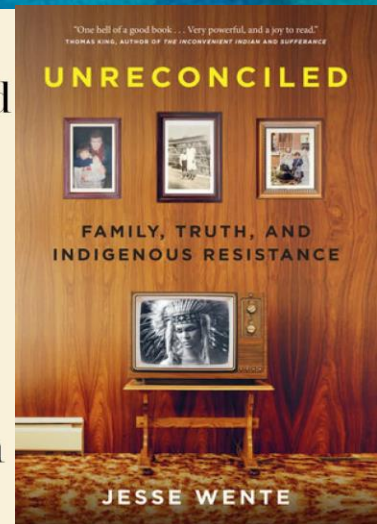
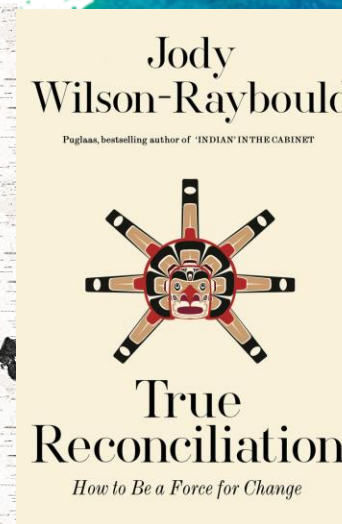
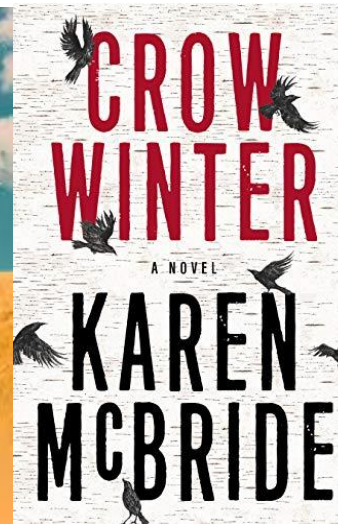
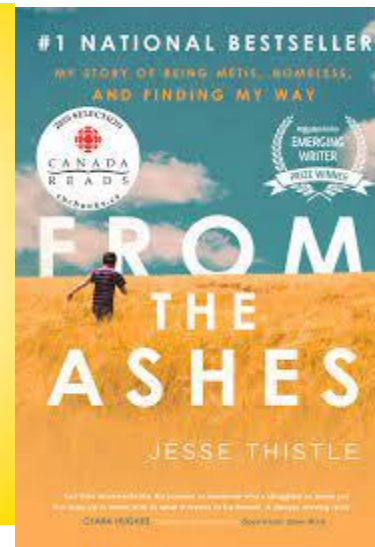
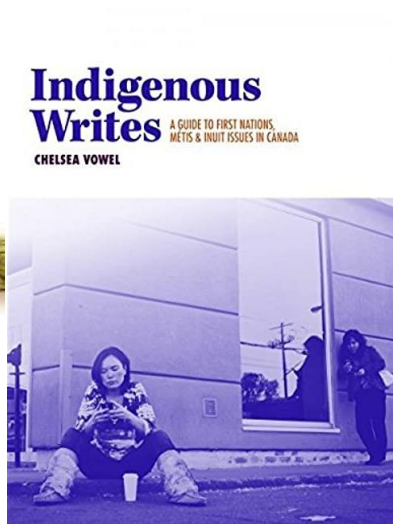
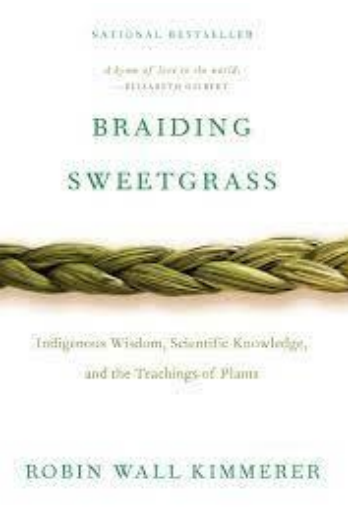
CONS  
MULTI  
NOUV



## Ends Policy 4:

- **Strategy 1.6:** Support teacher capacity in embedding First Nations content across the curriculum through the sharing of educational resources and authentic experiences that celebrate and prioritize local First Nations (Wabanaki) cultures, histories, and knowledges.

# First Nations Education Book Clubs and PL Opportunities



- 200+ participating teachers
  - Virtual meetings
- TEAMS discussion space

# Professional Learning Opportunities



Virtual author visit with Christy Jordan-Fenton (100+ classrooms)



Rebecca Thomas



David A. Robertson

# K-5 Indigenizing the Curriculum PLC

Participants are in second year of professional learning

- 25 K-5 teachers in ASD-S
- Monthly PLC meetings (planning, projects, resources)
- Shaker-making workshop and cultural teachings with Knowledge Keeper Greg Mansfield



## 6-12 Indigenizing the Curriculum PLC

**10 6-12 teachers in ASD-S**

**Monthly PLC meetings  
(planning, projects, resources)**

**Drum-making workshop and  
cultural teachings with  
Knowledge Keeper Greg  
Mansfield**

***First Nations Storytellers –  
David Smith (Mi'kmaq)***



## Blanket Exercises with Wabanaki Elders

- Organized Blanket Exercises for teachers across ASD-South for PL days and voluntary Saturday sessions
- Piloted Blanket Exercises in schools for students:
  - Sir James Dunn Academy
  - MacDonald Consolidated School



# Presenters in Schools

- **Greg Mansfield (Mi'kmaw)**
- **Kate Akagi (Peskotomuhkatiyik)**
- **Charlie Nicolas (Wolastoqewiyik)**
- **Eva Frost (Mi'kmaw)**
- **Tara Francis (Mi'kmaw)**
- **Constance Sewell (Mi'kmaw)**
- **Dave Smith (Mi'kmaw)**





# Teaching Resources



Drum lending library

## First Nations & Math Resource Kit

A collection of activities aligned with  
New Brunswick Math curriculum (K-5)



First Nations & Math Resource Kit



The Bear and the Seven Hunters Exploration K-5

## First Nations in New Brunswick

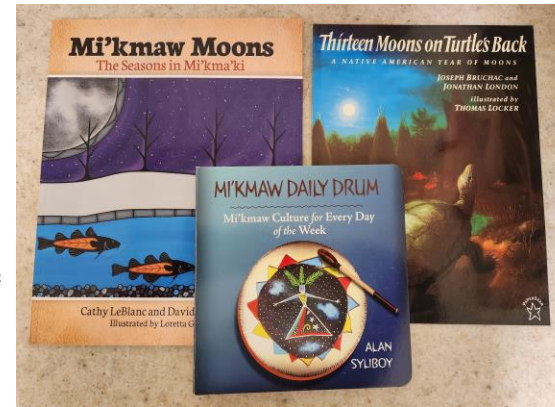
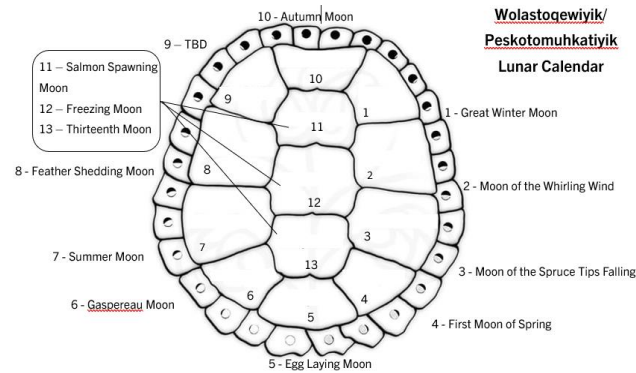


Teachings Along the River by Natalie Sappier (Wolastoqewiyik), 2013

## Foundational Knowledge



# Teaching Resources



## Lunar calendar resources

**Sacred medicines**

- cedar
- sweetgrass
- sage
- tobacco

Elder Donna Augustine (Mi'kmaq) shares teachings on the four sacred medicines (VIDEO 8:36)

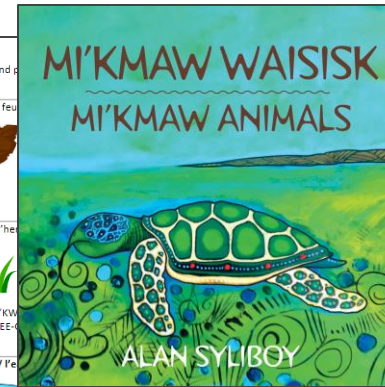
## Sacred Medicines

**WABANAKI LANGUAGES SCAVENGER HUNT** – Find as many as you can and write down the word in your territory, Wolastoqey (W) and Mi'kmaq (M)

<p>cedar / le cèdre</p>  <p>(W) kaksikus [GAK-SKUS] (M) kaqsuksi [GAK-SKU-SEE]</p>	<p>bird / l'oiseau</p>  <p>(W) xips [SIBS] (M) xisip [SIS-IB]</p>	<p>leaf / la feuille</p>  <p>(W) mip [MIB] (M) nipi [NI-B]</p>
<p>small stone / une pierre</p>  <p>(W) ponapsq [PO-NAP-S'Q] (M) gunte' [GUN-DEGGE]</p>	<p>flower / la fleur</p>  <p>(W) pestahsuweesk [PES-GA-SOO-WESK] (M) wasueg [WA-SU-EK]</p>	<p>grass / l'herbe</p>  <p>(W) psikiq [P'S'KW] (M) msiku [M'SEE-KEE]</p>
<p>feather / la plume</p>  <p>(W) wiphun [WEE-FUN] (M) pi'kun [BEE-GOON]</p>	<p>birch tree / le bouleau</p>  <p>(W) Masqemus [MAS-GWE-MUS] (M) maskwi [MAS-KWEE]</p>	<p>water / l'eau</p>  <p>(W) samqwan [SAM-H'WAN] (M) samaqan [SA-MAW-GWAN]</p>
		<p>sun</p>  <p>(W) kisuhs [GI-SOOS] (M) na'ku'set [NA-GOO-ZET]</p>

Sources: Mi'kmaq Online Talking Dictionary; Peskotomuhkatiyik-Mi'kmaq Language Portal

## Wabanaki languages



# Ends Policy 4: Early Childhood

- **Strategy 1.5** Build capacity in early childhood educators by bringing awareness to anti-racism/anti-bias education through communities of practice and by providing resources that support all forms of diversity.

- **STATUS: In Progress & Ongoing**

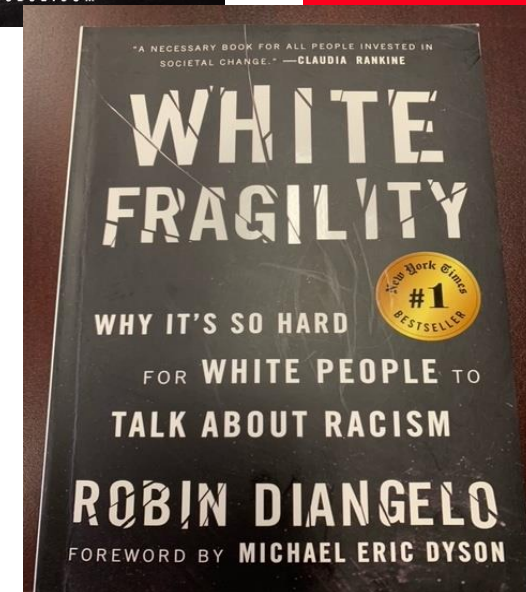
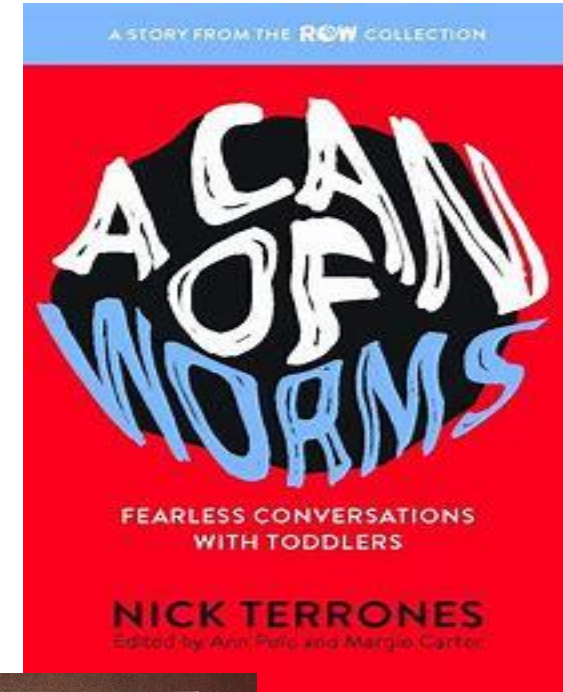
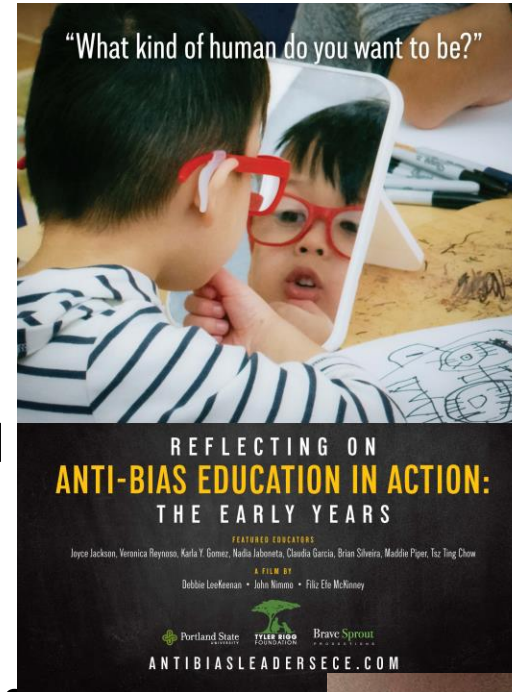
# 2022-2023

## ANTI-BIAS

- Community of Practice - video study, book study and reflective conversations
  - Supporting 60 participants

## CONTINUING the CONVERSATION

- This was a continuation from the 2021-2022 Anti Bias Community of Practice; Previous participants were invited to join in an 8-month book study led by Therese Trofimencoff - *White Fragility*, by Robin Diangelo.
- There are 25 participants in the Continuing the Conversation PL
- Participants received a collection of children's literature to invite the conversation in the early learning environment



# 2022-2023



## **BRIDGING PROGRAM**

- Bridging Program vision statement: literacy through a lens of allyship and anti-bias
- K teachers and Early Childhood Educators partnered to examine how they honour and present anti-bias education
- Knowledge champions have worked alongside participants in various capacities (BIPOC, Indigenous, Inclusion and Diversity).

## **NEW RESOURCES**

- Persona Dolls – to support anti-bias education in ELCC environments
- The Antiracist Deck as well as diverse art materials.

# Ends Policy 4: Additional Initiatives

1. Antiracism & Equity Coach
2. Antiracism Summit (High Schools)
3. Teacher participation in the Educator's Antiracism Conference at York University (High School).
4. *Systemic Racism Commissioner's Final Report.*
5. Middle School GSA Day



Scientific Method  
Observation  
Question  
Plan (materials)  
Hypothesis

**FOREST HILLS**  
**GSA**  
ALWAYS WELCOME

7 Book Safety Strategies  
1. SHOUT, NO! RUN — TELL Someone  
2. KEEP and SPEAK Sevens  
3. Buddy System  
4. Trust Your INSTINCTS  
5. DIGNITY and RESPECT  
6. If you go and your parents don't know, SHOUT NO!  
7. Share and your parents don't know, SAY NO!

BIENVENIDOS  
6 FT

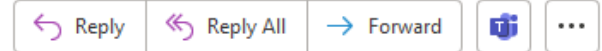
## Diversity and Equity Club



Wright, Kimberly (ASD-S)

To Smith, Peter T. (ASD-S); Trofimencoff, Therese (ASD-S)

Cc MacDonald, Beverlee (ASD-S)



Fri 3/31/2023 2:38 PM

Good afternoon,

I just wanted to follow-up and provide an update on the activities that our diversity club created after the summit last fall. All of our resources have arrived and we were able to complete our first diversity visit with Rothesay Elementary School today. We had 145 children and youth participate in our diversity buddy reading today. We were able to purchase enough books for an entire classroom, books for the RHS library and Colour Wonder markers, crayons and pencil crayons to continue our diversity work with the elementary classes this spring. It was an absolute pleasure to see the excitement on their faces as we presented new diversity reading material to the classes today. A real take away came from one of my grade 10 students when they said "I wish someone had done this for me when I was little". It was wonderful to witness the high level of engagement between students in grades 2,3, 4, 10 and 11 with our new reading material. We are looking forward to continuing our activities with the RES community this spring.

Thank you,

**Kimberly Wright**

**Rothesay High School**

**SPR English/History/Phys. Ed**

**506-847-6204**







Thank you