

Superintendent's Report for DEC February 8, 2023

ENDS #1: Provide a safe, healthy, and welcoming educational environment for learners, staff, families, and partners

See this month's presentation.

ENDS #2: Improve student engagement and achievement by embedding research based best practices in a variety of learning environments.

- All elementary schools are focusing on reading comprehension. Student data is being collected and used to identify vulnerable, on track, and accelerated readers when they transition to middle school. All schools will have year-end data to share with middle schools and ten elementary schools will collect pre and post data to measure student progress.
- A number of literacy and numeracy projects are under way using Accelerated Learning funds provided by EECD. Teachers are collecting pre and post-assessment data tracking measures ranging from change in teacher practice to student literacy and numeracy achievement. Final project data is due at the end of April.
- Seven high schools and five middle schools are participating in a Plan, Do, Check, Act cycle focused on learning transfer to improve student engagement and overall achievement.
- Nine middle schools are learning how to use math running records to personalize student learning.
- Three elementary schools are working on a project to improve math fluency instruction and assessment.

ENDS #3: Engage system's leaders in improving mental health and resiliency for both learners and staff through proactive strategies such as Positive Education and Social Emotional learning.

- ASD-S is joining other "coalition partners" in Saint John in a project called Planet Youth. Planet Youth is provincial initiative to address substance use among adolescents. Saint John is one of the four provincial pilot sites for the five-year project. The project aims to find community-driven solutions that are specific to the needs in Saint John, based on the Icelandic Prevention Model, a highly successful evidence-based and community-based model of harm reduction used in that country.
- Ten high school counsellors and guidance teachers are enrolled in a five-day training by Sexual Violence New Brunswick called Sexual Assault Crisis Intervention Training. This will help school counsellors and guidance teachers better support students who have experienced sexual abuse, including better preparing those staff to work with disclosures of sexual abuse. The training begins in February and ends in March.
- The Education Support Services Teams at all high schools and seven elementary schools have been offered the opportunity to complete a two-day, self-paced, online training in the ARC Framework. This model of creating trauma-informed systems is based on Attachment, Regulation, and Competency. Our Child & Youth Teams have been trained in this framework as a trauma treatment model, and our school teams will be able to use the same principles to help incorporate more trauma-informed practices in their schools. This training is also being made available to all school counsellors. The training was developed by Dr. Margaret Blaustein, the psychologist who co-developed the ARC Framework.
- A number of administrators and counsellors from each high school is receiving a one-day training in Digital Threat Assessment. This training is a live, online training run by Safer Schools Together, a Canadian organization specializing in threat assessment and is complimentary to our current Violent Threat Risk Assessment training. When collecting data to assess a threat made

to a school or the risk an individual may present, each high school will have staff with the skills to screen the social media platforms that youth currently use. One of our guiding principles is “The better the data, the better the assessment. The better the assessment, the better the intervention.” This training will allow us to collect more data.

- Todd Cormier, School Counselling Coordinator, is completing training with Kevin Cameron in the new Violent Threat Risk Assessment model at the Center for Trauma Informed Practices in Lethbridge. Todd will be a certified VTRA trainer and will take on responsibilities training our district and partner agencies in the VTRA model.

ENDS #4: Ensure all members of the school and district community are welcomed, respected, accepted, and supported.

- Our Welcoming Schools Initiative is making great progress. 23 schools have done an environmental scan and have chosen areas of growth to work on. Environment/inclusion tends to be a popular one. This week, we have the generic binder created and have been sending them out to the contact at each school. Schools will be provided time to personalize it to their school.
- Finalized a drum program – includes a series of lesson plans, World-of-wisdom visit, authentic music, and actual drums for students to use. The program is enhanced by a visit from knowledgekeeper Greg Mansfield who will visit each class and do a Wabanaki presentation, songs, drums and dance. During February, Greg Mansfield is visiting classrooms of teachers who participated in our K-5/6-12 Professional Learning Communities.

OTHER:

- Ann Hogan, Healthy Learners Nurse, Hampton Education Centre, was awarded a Queen Elizabeth II Platinum Jubilee award for her contribution to our schools throughout the COVID-19 pandemic.
- **Early Childhood – Call for proposals for designated preschool space**
Press Release: https://www2.gnb.ca/content/gnb/en/news/news_release.2023.01.0041.html
Website: www.gnb.ca/childcare
- Additional staff in the Welcome Centre - English as an Additional Language (EAL) Coordinator in funded partially by EECD (February 1 – August 25).