



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

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|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------|
| POLICY NAME | Staff Treatment | | |
| POLICY NUMBER | ASD-W-EL2 | Number of Reports per year | 1 |
| Date of Report | January 22, 2015 | | |
| 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: | Susan Haanstra, Acting Director of Human Resources Dianne Kay, Director of Curriculum and Instruction Catherine Blaney, Director of Education Support Services Daniel Wishart, Transportation Manager | | |

REPORT:


- **Policy calls for the Superintendent to ensure that dealings with staff and volunteers are fair and dignified**
- **Approximately 3000 employees in Anglophone West School District (ASD-W) belong to five collective bargaining units (CBU) and one division of Management Non-Union (MNU) employees. Four of the five CBUs adhere to collective agreements that have been established through negotiations with the Province of New Brunswick (New Brunswick Teacher's Federation – NBTF, CUPE 2745, CUPE 1253, and New Brunswick Union of Professional Public Employees – NBUPPE). The fifth CBU has recently been formed (School Business Officials, Public Service Alliance of Canada – PSAC) and their collective agreement is currently being negotiated**
- **The employer, as represented by the Superintendent, Directors and Human Resources team, have good relationships with union leaders and will often work proactively to settle misunderstandings. ASD-W is committed to following the collective agreements in place and protecting against wrongful conditions. The superintendent has documented in his work plan the desire to continue building and fostering positive relationships**

POLICY NAME**Staff Treatment**

- **A formal process for grievances is in place for employees with collective agreements. Attempts are often made to resolve issues prior to following the formal grievance process, but, if a grievance is launched, it is handled with respect and professionally**
- **ASD-W formally tracks the number of grievances, Policy 701 (Protection of Pupil Policy), Workplace Harassment, Human Rights, and “other” formalized complaints or collective agreement disciplinary situations. These statistics are categorized by CBU. Whereas this is sensitive information pertaining to personnel issues, the cases have not been quantified formally in this report**
- **ASD-W has a district operational policy titled “Employee Concerns” (ASD-W-250-13, Appendix A) that is posted to the district website. This policy guides any employee with the channels to address concerns and acquaints staff with DEC Policy ASD-W-EL2: Staff Treatment**
- **To further acquaint staff with their rights under DEC Policy ASD-W-EL2, the Superintendent has provided a reminder to all staff within the district in an “Information/Reminder” bulletin (Appendix B)**
- **ASD-W has a district operational policy titled “Professional Conduct” (ASD-W-200-16) that is posted to the district website. This policy guides any employee with the standards of professional behavior (Appendix C)**
- **ASD-W offers staff development for all employees. Some examples of this professional learning are found in Appendix D (Teacher Professional Learning Highlights), Appendix E (Professional Learning in Education Support Services for Administration, Teachers and Educators), Appendix F (Cover Page to Professional Learning for Paraprofessionals) and Appendix G (Professional Learning for Bus Drivers). This sample of professional learning in ASD-W is not exhaustive**
- **ASD-W collaborates and partners with other educational stakeholders for professional learning, including the University of New Brunswick, the Department of Education and Early Childhood Development and the New Brunswick Teacher’s Association (among others)**
- **The Superintendent coordinates an online Policy Series and “What’s On Your Mind” Series with educational leaders and management, hosting sessions once per month for each, from January/15 to June/15**
- **The Directors of Schools and staff coordinate quality leadership development sessions within their education centers**

| POLICY NAME | Staff Treatment |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <ul style="list-style-type: none"> • In piloting the K-8 Report Cards and implementing the new “Power School” student information system, there has been considerable professional learning for appropriate staff, including administrative assistants <p>Appendices:</p> <ul style="list-style-type: none"> • Appendix A – ASD-W District Operational Policy ASD-W-250-13: Employee Concerns • Appendix B – Superintendent Information/Reminder Bulletin • Appendix C – ASD-W District Operational Policy ASD-W-200-16: Professional Conduct • Appendix D – Teacher Professional Learning Highlights • Appendix E – Professional Learning in Education Support Services for Administrators Teachers and Educators • Appendix F – Cover Page for Professional Learning Package for Paraprofessionals • Appendix G – Professional Learning for Bus Drivers | |

| | |
|------------------------------------|-------|
| Superintendent’s Signature: | _____ |
| DEC Chair Signature: | _____ |
| Date: | _____ |

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|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |
| Anglophone West School District | POLICY NO. ASD-W-250-13 |
| EMPLOYEE CONCERNS | |
| Category: Human Resources | Draft: October 8, 2014 |

Policy Statement

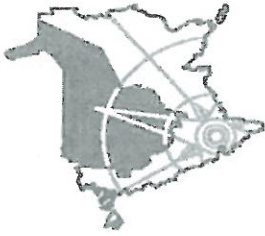
ASD-W believes in fostering open communication with and among its employees. This communication can be achieved through both formal and informal processes. If an employee has a desire to register a specific concern about the School District organization, programs, services or personal wellbeing, they should follow authorized procedures and/or Collective Agreements that outline the regular line / staff channels of communication.

Procedures

1. An employee's first avenue of communication must be to the school administration and / or their immediate supervisor, where appropriate.
2. Every attempt should be made to resolve concerns through informal discussion.
3. In some instances a concern will need to be formally resolved through processes outlined in Collective Agreements or other Government Regulations.
4. An employee's second avenue of communication is to direct concerns to the appropriate Education Centre.
5. Decisions arrived at by the Office of the Superintendent should be considered the final step in a normal complaints process.
6. Notwithstanding the previous statement, an employee may appeal the process of hearing a concern to the District Education Council in accordance with Governance Policy ASD-W-EL-2 Executive Limitations: Staff Treatment.

Reference

- [ASD-W Policy # ASD-W-200-16: Code of Professional Conduct](#)
- District Education Council Governance Policy ASD-W-EL-2 Executive Limitations
- NBTF Policy 43: Teacher – Principal Relationships
- [New Brunswick Teachers' Federation Collective Agreement](#)
- [CUPE 2745 Collective Agreement](#)
- [CUPE 1253 Collective Agreement](#)
- [NBUPPE](#)
- MNU



ANGLOPHONE WEST SCHOOL DISTRICT

Memo

Office of the Superintendent
1135 Prospect Street
Fredericton, NB E3B 3B9
Tel : (506) 453-5454
Fax : (506) 444-5264

Date : January 6, 2015

To : All School Staff
All Staff – Office of the Superintendent
All Staff – Woodstock, Fredericton and Oromocto Education Centers

From : David McTimoney, Superintendent

Subject : Information/Reminders - Storm Days, Policies & Action Plan

I wish to offer you my sincere best wishes for a prosperous New Year! I hope that 2015 offers you satisfaction in both your personal and professional life.

Storm Days

From time to time during the winter season, there is a requirement to “cancel school” for the day due to extreme weather or for other reasons. For employees in our system, this can mean different expectations, depending on the circumstances. Expectations with respect to reporting on storm days may be found in your specific Collective Agreement or Management-Non-Union (MNU) Policies. If there is an occasion where you are expected to be at work despite the fact that students are not in attendance, we always count on you balancing your personal safety with your professional responsibilities of reporting to work. If, for some reason, you can't be there, please be sure to communicate with your immediate supervisor.

Collective Agreements:

<http://web1.nbed.nb.ca/sites/ASD-W/HR/CollectiveAgreements/Forms/AllItems.aspx>

EECD and ASD-W Operational Policies

In our system, there are a variety of policies, collective agreements and Acts that govern our daily work and decisions. I encourage you to review relevant policy as part of your professional growth routines. School and district leaders make decisions rooted in policy and use appropriate documentation when it comes time to describe the rationale behind a decision.

EECD and ASD-W Operational Policies:

<http://www.gnb.ca/0000/policies.asp>

<http://web1.nbed.nb.ca/sites/ASD-W/Policies/Pages/default.aspx>

ASD-W District Education Council Governance Policies

In the organizational structure of school district, a Superintendent reports to a District Education Council (DEC). The DEC is an elected body that follows a “policy governance” model of leadership for the school district. As their only employee, a Superintendent is accountable to the DEC and reports to them monthly by following an annual planning cycle. If you would like to review ASD-W Superintendent reports, they are posted to our district website regularly under the DEC section.

The DEC is not responsible for the day to day operations and the Council counts on the Superintendent to move the district forward as a manager and educational leader. DEC Policy, which differs from the operational policy you may be familiar with, is also posted to our website.

One DEC Policy that is specific to staff is in the “Executive Limitations” section and titled “Staff Treatment” (ASD-W-EL2). ASD-W district operational policy ASD-W-250-13 on “Employee Concerns” (found on our district website under “Employment/HR”, then “Policies”), serves as a great reminder of process when it comes to staff who may have concerns. The connection to ASD-W-EL2 is also provided.

ASD-W DEC Governance Policies:

<http://web1.nbed.nb.ca/sites/ASD-W/DEC/Policies/Forms/AllItems.aspx>

2014-2015 Superintendent Action Plan


As you know, we are a large district that came together on July 1, 2012. We have 75 schools, 23,300 students, and over 3,000 employees. We stretch from Chipman/Minto/Coles Island all the way to the Quebec border, and branch out to Boiestown and Doaktown in the North and Harvey and McAdam in the South-West. As such, one of the goals in the 2014-15 Superintendent Action Plan is *“to continue working on the unification of Anglophone West School District as one educational entity that consists of unique communities with diverse needs”*.

District leadership will continue to build consistency in our practices. All leaders will continue building quality relations with school staff and make meaningful visits to our schools with the goal of helping them in their efforts to provide quality education to our students; however, we all have a role to play in maintaining professionalism and respectful interactions to support our reputation as a quality educational organization.

Personal Note

As mentioned above, we have many employees in our system. I always enjoy meeting you and hearing about where you work and what you are doing in our system. I continue my call for you to introduce yourself to me when we cross paths, anywhere...within the school setting or out and about in our communities.

Thank you for your continued dedication to the students in our system. I appreciate the work that you do.

| | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|  <p>Anglophone West School District</p> | <p>POLICY NO. ASD-W-200-16</p> |
| <p>PROFESSIONAL CONDUCT</p> | |
| <p>Category: Human Resources</p> | <p>Draft: August 26, 2013</p> |

Policy Statement

Anglophone West School District promotes a positive learning and working environment in which individuals are committed to performing their responsibilities according to the highest standards of professional and personal conduct. These individuals are responsible for promoting an environment in which respect for human rights exists and where working relationships can develop in an atmosphere of trust, mutual respect, and dignity.

This policy applies to all individuals who fulfill a job or role in ASD-W. This includes, but is not limited to all employees, contract workers and volunteers, project workers, contracted employees, teacher interns, tutors, and Co-Operative Education students. The policy applies at all times, when an individual represents ASD-W in an official or unofficial capacity.

Standards of Professional Behaviour

1. Accountability
Individuals shall:
 - a. Demonstrate honesty and integrity in the fulfillment of their professional responsibilities.
 - b. Acknowledge and respect the responsibility of ASD-W in their management role.
 - c. Acknowledge that all work produced related to their responsibilities in ASD-W, is the sole property of ASD-W.
 - d. Acknowledge that everyone is responsible for the learning of and/or learning conditions for students within ASD-W.
 - e. Ensure communication in electronic and social media environments is appropriate and models professional and personal conduct reflective of the position of trust held within the public education system.

2. Standards of Work
Individuals shall:
 - a. Endeavour to improve their professional competency.
 - b. Conduct work in an objective, conscientious, effective and efficient manner.
 - c. Perform duties in accordance with the highest standards of their profession and exercise due care.
 - d. Comply with copyright laws and acknowledge the origin of material and concepts incorporated into their work.
 - e. Become knowledgeable of, respect, and adhere to all applicable laws, acts/regulations, policies, and guidelines.
 - f. Show proper care and regard for the property of the Crown, utilizing resources for the purpose of carrying out ASD-W business.



PROFESSIONAL CONDUCT

Category: Human Resources

Draft: August 26, 2013

3. Interpersonal Relationships

Individuals shall:

- a. Treat others with respect, dignity, and fairness at all times.
- b. Resolve conflict using respectful and appropriate means.
- c. Ensure the workplace is free from discrimination and harassment, and that due process and individual human rights are respected.

4. Confidentiality

Individuals shall:

- a. Ensure confidentiality of information acquired in the course of business by exercising due care while collecting, using, disclosing, storing, and disposing of personal data.
- b. Ensure that only essential personal information (defined as information about an identifiable individual) is collected and that consent is obtained from the individual to do so; that information is used and disclosed only for the purpose for which it was collected (unless authorized by law); and that when the information is no longer essential, it is disposed of in a secure manner.
- c. Ensure that information obtained during the administration of school-raised funds is treated in a private and confidential manner.
- d. Be aware that the obligation to comply with the above, continues indefinitely, i.e. even after the relationship between the individual and the School District has been severed.

5. Conflict of Interest

Individuals shall:

- a. Avoid and/or disclose any conflict of interest or potential conflict of interest, which may appear to influence personal actions or judgments.
- b. Refrain from using a position of trust to receive special benefits.

6. Dress Code

Anglophone West School District recognizes the importance of the educational environment in promoting excellence in teaching and learning. The District is responsible for promoting an environment that is safe, nurturing, and supportive of the school system's academic goals and educational responsibilities. Employees of ASD-W serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all individuals working in the District shall:

- a. Dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs, and the community they serve.



PROFESSIONAL CONDUCT

Category: Human Resources

Draft: August 26, 2013

Breach of Policy

Appropriate measures will be taken to address any breach of this policy.

Reference

- AD – 2913 – Provincial Workplace Harassment Policy
- AD – 2915 – Conflict of Interest Policy
- Department of Education and Early Childhood Development [Policy 701 – Policy for the Protection of Pupils](#)
- Department of Education and Early Childhood Development [Policy 703 – Positive Learning Environment](#)
- [N.B. Human Rights Act](#)
- [NBTF Code of Ethics](#)
- [NBTF Code of Conduct](#)
- POPIA – Protection of Personal Information Act
- [New Brunswick Education Act & Regulations](#)
- ASD-W-101-3 - Guidelines and Procedures for School-Raised Funds

Policy Development Sources

- Province of New Brunswick – Code of Conduct – Part I Personnel
- Ontario Ministry of Education – Code of Conduct
- International School Business Management Professionals Standards and Code of Ethics
- CCHRA Code of Ethics

ASD-W – EL-2 (January 2015)

Professional Learning Highlights – 2013-2014

- **August 27, 2013** - ASD-W Opening Day Event, in collaboration with the ASD-W NBTA PD Chairs, and UNB Faculty of Education, saw over 1700 teachers engaged in collaboration, dialogue and participants of the keynote address from Craig Keilburger.
 - As a follow up - 25 schools have active Me to We/Free the Children groups and 11 attended the We Day event in Halifax November 29, 2013 and 18 schools qualified /attended in Halifax November 27th, 2014
 - **October 11, 2013** - The district facilitated professional learning for all educators, educational assistants, school intervention workers, administrative assistants and school library workers. In total, 37 face to face sessions were organized (topics from art to balanced math), and ~ 50 options provided for individual or small group self-directed learning.
 - **January 6, 2014** - The day focused on School Improvement planning.
 - **November 15, 2013** (½ day) and **April 11, 2014** (½ day) - school based professional learning sessions.
 - **October 10, 2013, April 17, 2014** - EECD Professional Learning Modules on topics from Positive Behaviour Supports, to UDL.
 - **April 11th - 2014** - **School Based Professional Learning session.**
 - **April 11-12, 2014** - Approximately 20 educators of ASDW attended a two day International Conference/Workshop on Classroom Assessment.
 - **April 17th, 2014** - Learning Day - topic for the day UDL PBIS (Universal Design for Learning- Positive Behavioral Interventions and Supports) . Material prepared by EECD.
 - **May 2, 2014** - NBTA Council Day in Moncton. Theme was assessment with various keynote presenters from Dylan William to Marcia Tate.
 - **July 7-10th- 2014** Developing Successful Schools. 10 educators of ASDW attended. Focus was on Cognitive Coaching for Educational Leaders.
 - **July 2-4th, 2014** - Approximately 15 educators of ASD-W participated in the Learning 2 Learn Conference , hosted by UNB on the topic of Coaching and Mentoring.
 - **August 13-15, 2014** - Several Educators of ASDW participated in *Leaders Making a Difference: Using Assessment in the Service of Learning* course offered by UNB.
 - **August 18th – 22-, 2014** - Several educators of ASDW participated in a Mathematics Workshop/Course offered by UNB.
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- ASD-W Subject Coordinator offered a variety of sessions to educators and paraprofessional staff on topics such as: curricular topics, instructional strategies, support to students, and assessment.
 - ASD-W Inclusion Facilitators offered various sessions to targeted group of educators during the 2013-14 school year. Topics ranged from the Inclusion Policy to School Based Problem Solving to Coaching.
 - Tech20Tuesdays - 26 sessions were offered
 - Policy Series and What's on your Mind - sessions facilitated by Superintendent
 - First Aid Training was organized and provided to various staff members of ASD-W.
 - PowerSchool Training sessions offered to Administrators, Admin. Assistants, and Educators, in preparation for the implementation of PowerSchool and the ASDW Report Card Pilot K-8.



**ANGLOPHONE WEST SCHOOL DISTRICT
SCHOOL CALENDAR
2013-2014**

| Month | Dates | Events | Number of Days for Students | Number of Days for Teachers |
|------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| August | 21, 22 | Principals/vice-principals/assistant principals Meeting | 0 | 4 |
| | 26 | Full Administration Day - School Based | | |
| | 27 | Council Day - District Based, Fredericton | | |
| | 28 | Council Day - School Based | | |
| September | 29 | Full Administration Day - School Based | 20 | 20 |
| | 2 | Labour Day | | |
| | 3 | First Day for Students | | |
| October | 10 | Professional Learning Day #1 | 20 | 22 |
| | 11 | Professional Learning Day #2 | | |
| | 14 | Thanksgiving Day | | |
| November | 4-8 | High School Report Card Week | 19 | 20 |
| | 11 | Remembrance Day | | |
| | 15 | Parents/Teacher Interview Day | | |
| | 25-29 | Elementary and Middle School Report Card Week | | |
| December | 20 | Last Day of First Term | 15 | 15 |
| January | 6 | Professional Learning Day #3 | 19 | 20 |
| | 7 | First Day for Students - Anglophone Sector | | |
| February | 29 | High School Semester's Report | 19 | 20 |
| | 3-7 | High School Semester's Report Card Week | | |
| March | 17 | Professional Learning Day #4 | 16 | 16 |
| | 3-7 | March Break | | |
| April | 1-4 | Elementary and Middle School Report Card Week | 18 | 20 |
| | 7-11 | High School Report Card Week | | |
| | 11 | Parents/Teacher Interview Day | | |
| | 17 | Professional Learning Day #5 | | |
| | 18 | Good Friday | | |
| May | 21 | Easter Monday | 19 | 21 |
| | 2 | Council Day - Privately Based, Moncton | | |
| | 12 | NBTA/AFNE Branch Meeting Day (for ASD-W except for St Mary's Academy in Edmundston) (St Mary's Academy ONLY in Edmundston - NBTA Branch Meeting Day) | | |
| | 19 | Victoria Day | | |
| June | 20 | Last Day for Students - Final Report Card Day | 15 | 17 |
| | 24 | Last Day for Teachers | | |
| Total Number of Days for Students | | | 180 | |
| Total Number of Days for Teachers | | | | 195 |

School Calendar

Professional Learning Days

Thursday, October 10, 2013
Provincial Professional Learning Day
For All Staff including Paraprofessionals

Administrative Assistants will remain at their home schools on October 10th.
School Library Workers should contact lm.stewart@nbcd.nb.ca for registration and details regarding a networking session on October 10th.

Please note: Staff are on their own for lunch

Sample cover page

Topics

- Instructional Planning
- Positive Behaviour Supports
- Social-Emotional
- Support Staff
- Technology

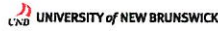
Planning for All Learners: Modules to Support Educators
October 10, 2013

- Mandatory Morning Session (8:30-12)
 - Instructional Planning
- Afternoon Session (1:00-3:30)
 - Continued individual or small group instructional planning
 - Support Staff (Mandatory)
 - Social-Emotional Learning
 - Technology Supports

April 17, 2014

- Mandatory Morning Session (8:30-12)
 - Positive Behaviour Supports
- Afternoon Session (1:00-3:30)
 - Social-Emotional Learning
 - Technology Supports

Professional Learning Opportunities Offered



April 8-12, 2014
International Symposium on Classroom Assessment
The International Symposium will push the integration and the dialogue among experts in the three strands by setting up multiple layers of discussions where academics, policy makers and professional developers will gradually have the opportunity to identify problems, issues and prospective solutions in the use of classroom information to support learning.
www.unb.ca/centres/assessment/2014.html

July 2, 3 and 6, 2014
Learning 2 Learn Conferences
Focusing on Coaching and Mentoring featuring keynote speaker Jim Knight, the author of a recent book on Coaching and Mentoring. We are also looking for other speakers and, like last year, will invite local teachers and administrators to offer sessions during this conference. Jim Knight is a Canadian researcher who lives in the USA now, but is looking forward to coming to Canada for this conference.
www.learn2learn.ca

Professional Learning Opportunities

Spring & Summer 2014

May 2014
Positive Changes in Public Education
A symposium with CEA on how we can work together to make positive changes in public education.
<http://www.unb.ca/fredrieston/education/>

August 13, 14 and 15, 2014
Sandra Herbst and Anne Davies, Leaders Making a Difference: Using Assessment in the Service of Learning
University of New Brunswick
Leaders need support that is specific to their context and work, as they implement quality assessment practices throughout a school or district. In this two and a half day institute, you will gain ideas that will impact your own leadership practice and reflect on your learning and expertise, both on your own and with others.
<http://connect2learning.com/newbrunswick-2014/>

ANGLOPHONE WEST SCHOOL DISTRICT

For additional information contact:
Dianne Kay
Director of Curriculum & Instruction
Anglophone West School District

June 6-10, 2014
CASEA/CCAM (Re)Situation Commonwealth Educational Leadership at a Time of Democratic Change
University of New Brunswick
CASEA is pleased to be the host CCAM affiliate for this CCAM conference. We are planning to blend the best features of our annual CASEA conferences with the longstanding traditions of CCAM. Please see the Call for Papers for the types of presentations and sessions that we hope to offer during this conference. We also look forward to showing off our beautiful campus, city, and province to our visitors from Canada and abroad. Please accept our invitation to enjoy our Maritime hospitality!
<http://www.unb.ca/fredrieston/conferences/2014/events/ceam/>

August 18-22, 2014
Elementary Mathematics Workshop / Graduate's Course
Presented by David DeCoste, David DeCoste is a Mariner who lives in Calgary but was the Provincial Math Consultant in Nova Scotia, at one time, taught at St FX and now does professional development workshops across the west and in Arizona. He has taught at U of C and UAL, for several years, Canada's representative on the National Council of Mathematics Teachers (NCTM).
<http://www.unb.ca/fredrieston/education/>

Anglophone West School District
1135 Prospect Street
Fredericton, NB
E3B 3B9
Phone: 506-453-3454
Fax: 506-444-3244
Prepared March 14, 2014

Sample P.L. pamphlet

Professional Learning Opportunities Offered by Anglophone West School District / EECD

August 18, 2014
LEARNest Conference
Bios Curran Middle School
LEARNest 2014 is a professional learning opportunity for K-12 educators from across New Brunswick, Atlantic Canada and beyond who are involved or interested in student learning environments rich with new digital / social media experiences. New to LEARNest 2014 is a Fine Arts Stream (Art & Music), organized by Andrea Penney (Fine Arts Subject Coordinator, ASD-W). We look forward to seeing you at LEARNest 2014-NB!
Contact: Ryan Facer (ASD-W) ryan.facer@nbcd.nb.ca
<http://learnest.wonderess.com>

August 19, 2014
Sandra Herbst Workshop for Educational Leaders
NBTA Building
(By invitation only - sponsored by ASD-W)
An invitation will be extended to Educational Leaders to attend a one-day professional learning opportunity with Sandra Herbst. Sandra is CEO of Connections Group, is a noted system leader, author, speaker, coach, consultant and educator with extensive experience in assessment, leadership, and adult learning. As a facilitator of workshops, conferences and institutes, Sandra provides educational leaders with strategies and methods to help meet the diverse needs of learners. Additional details to follow.

Professional Learning Opportunities Offered Through New Brunswick Teachers' Association
Visit www.nbta.ca for registration information

May 3-2, 2014
NBTA Combined Council Day Learning Today - Teaching Tomorrow
Mancton Coliseum
Featured Speakers: Dyan William, Andy Hargreaves, Marcia Tate, Jesse Hirsh

August 18, 2014
Sandra Herbst Workshop For Teachers
NBTA Building
(By invitation only - sponsored by ASD-W)
An invitation will be extended to teachers to attend a one-day professional learning opportunity with Sandra Herbst. Sandra is CEO of Connections Group, is a noted system leader, author, speaker, coach, consultant and educator with extensive experience in assessment, leadership, and adult learning. As a facilitator of workshops, conferences and institutes, Sandra provides teachers with strategies and methods to help meet the diverse needs of learners. Additional details to follow.

EECD Education Support Services Summer Professional Learning Opportunities
Information to follow

July 7-10, 2014
Developing Successful Schools
Cognitive Coaching for Educational Leaders
New Brunswick Learning, Sackville, NB
The mission of Cognitive Coaching is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community.
ASD-W Sponsoring 6 seats.
Contact: Dianne Kay before May 15, 2014, if interested in attending

French Second Language Summer Professional Learning Opportunities
Information to follow

August 5-8, 2014
CONTACT 2014
The Conference on New Techniques and Classroom Teaching
Grand Hotel, Cornerbrook, MB
Presented by teacher colleagues from the four Atlantic provinces on a variety of topics including: My Classroom: Creating a "Just" Classroom; Finding Work-life Balance; and more.
Registration Deadline: May 23, 2014
Contact: Ardrish Shirley

Professional Learning Highlights – 2014-2015 (sample to date)

- **August 17- 18th, 2014** - ASD-W hosted two sessions for educators on the topic of Assessment. Sandra Herbst was the presenter. In total 150 educators participated.
 - **August 21st – 22nd** - Opening Administrators Days.
 - **August 26, 2014** – ASD-W Opening Day Event, in collaboration with the ASD-W NBTA PD Chairs – School-based Professional Learning with a focus on Assessment for Learning. Anne Davies and Sandra Herbst, provided videos as an introduction to the day.
 - **October 7-8th** - provincial UDL conference. ~ 150 Educators from ASDW attended.
 - **October 9-10, 2014** – ASD-W Professional Learning Days with a focus on PowerSchool and the Grades K-8 Report Card Pilot.
 - **October 21st** - ASDW Vice Principal Meeting
 - **November 12th, 2015** - One day session for Subject Coordinators by Ruth Sutton; *Developing Leadership, Feedback and Planning in our schools.*
 - **November 26th or Nov. 19th** - Principal Meetings by Centre
 - **January 5, 2015** – School-based Professional Learning opportunity with a focus on School Improvement Planning. A full day Professional Learning session was also held with all ASD-W Subject Leads, with a focus on Assessment for Learning and Coaching.
 - **February 13, 2015** – Combination of Parent/Teacher Interviews and Professional Learning.
 - **March 17th, 2015** - ASDW Principals Meeting
 - **April 30, 2015** - EECD Professional Learning Day.
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- ASD-W Subject Coordinator offered a variety of sessions to educators and paraprofessional staff on topics such as; curricular topics, instructional strategies, support to students, and assessment.
 - Tech20Tuesdays - sessions offered with a focus on PowerSchool and Report Cards K-8
 - Policy Series and What's on your Mind - sessions facilitated by Superintendent
 - First Aid Training is organized and will be provided to various staff members of ASD-W.
 - PowerSchool Training sessions offered and scheduled for Administrators, Admin. Assistants, and Educators, in preparation for the implementation of PowerSchool.
 - ASDW Report Card Pilot K-8 – Information and training sessions for Administrators (Conversations with Administrators Lync sessions and Full Day meetings).

Use of Professional Learning Days in School Calendar – 2014-2015

| Month | Day | Event | Number of Staff | Number of Days |
|---------------|-------------|-----------------------------------------------------|-----------------|----------------|
| August 2014 | 17-18 | Assessment for Learning | 150 | 2 |
| August 2014 | 21-22 | Opening Administrators Days | - | 2 |
| August 2014 | 26 | ASD-W Opening Day Event | - | 1 |
| October 2014 | 7-8 | UDL Conference | 150 | 2 |
| October 2014 | 9-10 | ASD-W Professional Learning Days | - | 2 |
| October 2014 | 21 | ASD-W Vice Principal Meeting | - | 1 |
| November 2014 | 12 | Subject Coordinators Session | - | 1 |
| November 2014 | 26 / Nov 19 | Principal Meetings | - | 2 |
| January 2015 | 5 | School-based Professional Learning | - | 1 |
| February 2015 | 13 | Parent/Teacher Interviews and Professional Learning | - | 1 |
| March 2015 | 17 | ASD-W Principals Meeting | - | 1 |
| April 2015 | 30 | EECD Professional Learning Day | - | 1 |

The dates (and policies) are as follows:

- Wednesday, January 14, 3:45PM – Policy Session: The Education Act and Collective Agreements
- Wednesday, January 28, 3:45PM – "What's On Your Mind"
- Wednesday, February 11, 3:45PM – Policy Session: Right To Information and Protection of Privacy Act (RTIPPA)
- Wednesday, February 25, 3:45PM – "What's On Your Mind"
- Wednesday, March 11, 3:45PM – Policy Session: Policy 322 and Policy 703 – Finding the Balance
- Wednesday, March 25, 3:45PM – "What's On Your Mind"
- Wednesday, April 8, 3:45PM – Policy Session: Operational Policy and DEC Policy – How It Applies
- Wednesday, April 22, 3:45PM – "What's On Your Mind"
- Wednesday, May 13, 3:45PM – Policy Session: 200 Series of ASD-W Operational District Policies
- Wednesday, May 27, 3:45PM – "What's On Your Mind"
- Wednesday, June 10, 3:45PM – Policy Session: Provincial Policy 711 – Healthier Foods and Nutrition in Public Schools
- Wednesday, June 22, 3:00PM – "What's On Your Mind"

School Calendar

Superintendent Series

- Professional Learning Sessions**
1. **Wednesday, January 21, 2015 @ Priestman Elementary School**
Topic: Using Number Lines to Develop K-5 Number Concepts
Time: 1:30-3:00pm
Location: Priestman Elementary School
Target audience: K-5 and Resource teachers
 2. **Wednesday, February 18, 2015 @ TBA**
Topic: Computations and Number Lines
Time: 1:30-3:00pm
Location: TBA
Target audience: Gr. 1-5 and Resource teachers
 3. **Wednesday, March 18, 2015 @ TBA**
Topic: Mental Math Strategies
Time: 1:30-3:00pm
Location: TBA
Target audience: Gr. 2-5 and Resource teachers
 4. **Wednesday, April 15, 2015 @ TBA**
Topic: Equality as Balance
Time: 1:30-3:00pm
Location: TBA

Sample P.L.

Sample of Educational Projects / Partnerships

- *EECD Read 180* at Woodstock High School and Leo Hayes High School - Grade 9/10. Read 180 is an intensive reading intervention program that helps educators meet the needs of struggling readers whose reading achievement is below grade level. (2013-14, 2014-15)
- *EECD System 44* (2015-16) Project at FHS, and Devon . Pilot for Target group of students.
- *Learning Partnership* - Several programs were supported and facilitated in ASD-W. 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. Entrepreneurial Adventures is a program to help young Canadians discover entrepreneurship. Classes are paired with local business mentors. 2013-14 - 10 schools participated. 2014-15 8 schools participating .
- *EECD Action Research Projects* - **UDL Team Action Research** proposals were approved for Central NB Academy, Fredericton High, Harvey High, Nashwaaksis Memorial Elementary, Woodstock Centennial Elementary and a District team (Physical Education). (2013-14, 2014-15) Some projects were shared at the fall 2014 conference.
- NB Teen Apprenticeship Program (NBTAP) – 4 High Schools and 5 students (Fredericton High, Leo Hayes High, Nackawic High, John Caldwell) ..

**ASD-W
Professional Learning
Education Support Services**

2013 – 2014: Full Day or Half Day Sessions

| Title | Target Audience |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive School Safety Plan | Principals, Guidance |
| Applied Suicide Intervention Skills Training | Guidance |
| Violent Threat Risk Assessment | Administrators, Guidance, Partners |
| Non-Violent Crisis Intervention | Administrators, Guidance, Educational Assistants, School Intervention Workers |
| Changing Minds | Administrators, Guidance |
| Intervention Behavior Support Plans | Guidance, Social Workers, School Psychologists, Leads |
| Special Education Plans | Resource |
| Policy 322 | Administrators, Resource, Guidance, Classroom Teachers, Parents, Educational Assistants, Speech Language Pathologists, School Psychologists, Social Workers, District Staff, Literacy Leads, Numeracy Leads |
| Education Support Services Guideline Document | Administrators, Resource, Guidance, Literacy Leads, Numeracy Leads, Speech Language Pathologist, School Psychologists, Social Workers |
| Education Support Team – Instructional Coaching Part I | Administrators, Resource, Literacy Leads, Numeracy Leads |
| Prospective Resource Teachers | Classroom Teachers |

2013 – 2014: Lync or Conference Call

| Title | Target Audience |
|--------------------------------------------------------|------------------------------------|
| Special Education Plan Audit Results | Resource |
| Applied Suicide Intervention Skills Training Refresher | Administrators, Guidance, Resource |

2014 (September to January): Full Day Sessions

| Title | Target Audience |
|--------------------------------------------------------|-------------------------------------------------------------------------------|
| Comprehensive School Safety Plan | Principals, Guidance |
| Applied Suicide Intervention Skills Training | Guidance |
| Violent Threat Risk Assessment | Administrators, Guidance, Partners |
| Non-Violent Crisis Intervention | Administrators, Guidance, Educational Assistants, School Intervention Workers |
| Positive Behavior Intervention and Supports | Administrators, Guidance, Resource, Classroom Teacher |
| Education Support Team – Instructional Coaching Part I | New Resource Teachers |

**ASD-W
Professional Learning
Education Support Services**

| | |
|---------------------------------------------------------------------------------|-----------------------------|
| Prospective Resource Teachers | Classroom Teachers |
| Effective Education Support Services Teams | Principals |
| New Role of School Intervention Workers | School Intervention Workers |
| Behavioral Tracking and Reinforcement | School Intervention Workers |
| Supporting Positive Behavioral Interventions | School Intervention Workers |
| Communication and Behaviour: Getting to the route of some challenging behaviour | School Intervention Workers |
| Emotional Regulation | School Intervention Workers |
| Characteristic of Autism and Supports | Bus Drivers |
| Supporting Behaviour through Trauma | Principals |
| Intervention Behavior Support Plans | New Guidance |

2014 (September to January): Lync or Conference Call

| Title | Target Audience |
|-------------------------------------------------------------------------|------------------------------------|
| Comprehensive School Safety Plan | Administrators, Guidance, Resource |
| New Role of School Intervention Worker | Administrators, Guidance, Resource |
| New Consultation Process | Administrators, Guidance, Resource |
| Positive Learn Environment Plan and School Improvement Plan Development | Administrators, Guidance, Resource |
| Personalized Learning Plans and timelines | Administrators, Guidance |
| Post-Secondary Education and Admission | Guidance |
| Applied Suicide Intervention Skills Training Refresher | Administrators, Guidance, Resource |

Special Project:

- Five of our largest high schools (FHS, Leo Hayes, OHS, WHS, CNHS) have been provided release days to work together to support the Resource teachers and classroom teacher with developing Coaching relationships within their school.

Event:

- On May 1, 2014, Educational Assistants and School Intervention Workers were invited to participate in Face to Face session, self-directed or on-line learning opportunities.

Paraprofessionals

Monday, May 12, 2014
For All Paraprofessionals

All paraprofessionals are encouraged to participate in the most appropriate professional learning opportunity. Options for May 12th include as on sheet:

- District organized **Face-to-Face** initiatives / events. (Unless otherwise indicated in the descriptions below, pre-registration required.)
- Individual or small group **Self-Directed** options.
- Clusters School learning groups. Groups may want to organize meetings to share ideas.

Notes:

- **Paraprofessionals** will be required to indicate their plan for the day to the Resource Teacher **no later than May 5th, 2014**.
- **Resource Teachers** will forward a completed summary to Marlene Moore (marlene.moore@nbed.nb.ca), **no later than May 9th, 2014**.

Anglophone West School District promotes a scent-reduced learning / working environment.

Driver PD Sept 2013 – June 2014

- First-Aid training
- NVCI refresher
- Charlie MacDonald – first contact presentation
- Using the Bus Driver Portal & Respect in Schools
- What Every Driver Should Know
- Backing up training sessions
- Student Management for Drivers

Driver PD Sept 2014 – Dec 2014

- New Pre-trip Inspection
- AVL (GPS) Training
- Driver Attitude
- I Can Ride the Bus (Students Diagnosed with Autism)
- Support strategies to prevent challenging behaviours on the bus
- How to properly load and unload students