

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

POLICY NAME	School Culture		
POLICY NUMBER	ASD-W-ER3	Number of Reports per year	1
Date of Report	April 23, 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:	Dianne Kay, Director of Curriculum and Instruction Catherine Blaney, Director of Education Support Services Shawn Tracey, Director of Finance and Administration Valerie Carmichael, Community Schools Program Coordinator Ross Campbell, Subject Coordinator Physical Education/Health Andrea Penney, Subject Coordinator Fine Arts Bryan Facey, Subject Coordinator Technology and Skilled Trades Karla Deweyert, Subject Coordinator Guidance Tami Mutch-Ketch, Subject Coordinator PLEP Gina Dunnett, Supervisor of Data and Accountability		

POLICY NAME**School Culture****REPORT:**

- **Policy calls for the Anglophone West School District (ASD-W) to foster an inclusive school culture that promotes a passion for learning among students and staff, with priorities including a) partnerships, b) celebrations of success, and c) student voice**
- **ASD-W has a Community Schools Program Coordinator, a Community Schools Liaison, and five additional Community Schools Coordinators that serve nine officially designated community schools and a district community engagement office. The total FTE for the community schools program is 6.0. Appendix A reports on the tremendous successes of this program in terms of volunteer engagement, financial contributions, business and service group partnerships. The community schools staff track data and initiatives in an electronic fashion. Close to 11 000 volunteer hours and over \$170 000 in financial and in-kind contributions have been provide in 2014-15, to date. The team often writes grant proposals in an effort to support their school**
- **A number of community partnerships have been established to support curricular priorities. These partnerships are with educational organizations, local universities, and special service and community groups (Appendix B)**
- **Within specific curricular areas, there are a number of wonderful partnerships that have been established with a goal of enhancing opportunities for all our students. Appendix C (Physical Education and Health), Appendix D (Fine Arts) and Appendix E (Technology and Skilled Trades) show many examples of partnerships and activities to celebrate**
- **There are three annual surveys that occur, providing students with a voice across the district and the province (Appendix F). Likewise, many schools empower student input formally (through student councils, forums and school based initiatives) and informally**
- **ASD-W manages health and safety in schools through the mandated site based committees, regular reporting and professional learning. The facilities team addresses concerns that are raised in an effort to ensure work-place safety (Appendix G)**
- **ASD-W District and School staff make significant investment into creating and supporting a positive learning and working environment. The district and schools have Positive Learning Environment Plans with specific goals and monitoring responsibilities. There are a number of district-based and school-based initiatives that support a positive learning and working environment and help address bullying. ASD-W and schools also collect data that helps inform decision making and planning. Appendix H provides great details on the positive learning and working environment and also serves as the annual report to DEC on the progress and effectiveness of the Positive Learning Environment plans, in compliance with Section 48 (2)(i) of the Education Act**

POLICY NAME	School Culture
<p>Appendices:</p> <ul style="list-style-type: none">• A – Community Schools Partnerships and Initiatives• B – Community Partnerships – Curricular Areas• C – Physical Education and Health Partnerships and Initiatives• D – Fine Arts Community Partnerships and Initiatives• E – Skilled Trades and Technology Partnerships and Initiatives• F - Data Sources Available to Enhance School Culture Through Student Voice• G – Health and Safety• H – Annual Report on the Positive Learning and Work Environment Plan	

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____

ASDW Community Schools Report: September 1, 2014- March 31, 2015

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

Schools Included in Report:

Andover Elementary (AES), Perth Middle (PAMS), Centreville Community (CCS), Florenceville Elementary (FES), Woodstock Middle, (WMS), Meduxnekeag Consolidated (MCS), Lincoln Elementary Community (LECS), Geary Elementary Community (GECS), Cambridge Narrows Community (CNCS), Gagetown (GS)

Community School Coordinator Role:

Coordinator led activities support school staff and students. The Coordinators match a request, need or opportunity for the school with available resources that can make the project a reality.

ASD-W Community School Coordinators maintain a record of activities on a Community School Site on the Portal. The activities support:

- Wellness & Citizenship,
- Literacy,
- Numeracy,
- Science (Sustainable, Outdoor Learning),
- Extended Hours (Enrichment & Art).

These activities are realized by engaging sponsors, partners and volunteers who can offer the needed balance of financial contribution, in kind support and volunteer time. Each Community School Coordinator looks first to the assets and resources available in the local community: potential partners, and volunteers. When financial assistance is essential to the project they most often look outward to funding sources provincially and nationally.

Summary of Data as per ASD-W Community Schools Portal Site September 2014 – March 31 2015

Number of activities delivered by ASD-W Community School Coordinators: **204**

Volunteer Hours: **10,968**

Volunteer Value @ \$15/hour: \$164,520

Outside Financial Contributions: \$122,404

In Kind Contribution: \$ 49,294

Total Program value: \$336,218

Participation in activities:

Community Members: 1256; Family Members: 1964; Students: 19,131; Staff Members: 1744

Total Participants: 24,095

Partnerships & Community Participation:

This school year each ASD-W Community School has:

- 50-100 volunteers,
 - 15-20 partners
 - 10-15 sponsors or funders
- to deliver 204 activities.

Volunteers: are recruited in the community by contacting church groups, seniors, parents, service clubs, and local businesses, University, College and High school students, Junior Hockey Teams. "Success" is matching expertise and interest of the community member with a need or opportunity at the school.

Local organizations and businesses become **Project Partners** when the Coordinator can create a win/ win for school and partner. Partners offer programming, expertise, funding and volunteer time. School partners include Village Councils, Chambers of Commerce, Recreation Councils, Libraries, Multi Cultural Associations; Art Galleries; Service Clubs as Rotary , Kinsmen or Lions; Local Businesses; and Non Profit groups as Falls Brook Centre, GAIA Project, Nature NB, Ducks Unlimited , Nature Conservancy, Watershed Groups, Parks Canada and Government Services as RCMP, Health, Wellness, Tourism, Recreation, Heritage.

Sponsors or Project Funders that provide financial contribution come through Business & Business Foundations, like RBC, TD Friends of The Environment, Indigo, Crayola; Non Profit Special Interest Foundations like Breakfast For Learning, Breakfast Clubs of Canada, Farm to Cafeteria Canada, Carleton North Community Foundation, United Way and Government agencies or Departments like PHE, Health, GO NB, Recreation, Environmental Trust Fund, Economic Social Inclusion Corporation.

Sample Community School Activity Profiles

Elementary Literacy Friends as a partner offers training and literacy resources to community based volunteers who each give 20 hours of literacy support with a selected grade 2 student (AES, FES, CCS, MCS, CNCS, Gagetown)

Universal Breakfast program are supported by Food Banks, Rotary Clubs, Toy Run, Businesses, BFL, BCC Show Kids You Care and delivered by community volunteers, in many different models (all schools)

Woodstock Rotary Club as a partner for "Thunderstruck on Reading" purchases one book for all students and staff to read and discuss as well as hosting the author of the chosen book for student workshops. (WMS)

The GAIA Project provides a school waste audit experience for grade 3 & 4 students providing resources, staff, facilitators, results and follow up leadership to build a School Sustainable Management Team. (LECS, FES, CCS, MCS)

Farm To Cafeteria Canada provided startup funds as a School Pilot to offer students salads and soups prepared on site with local farm partners (CCS, CNCS). ESIC provided an extra \$4000 to enhance the project thru gardening, food tasting & incentives. (CCS) Nutrients For Life offered \$500, resources and staff support to establish a curriculum based Learning Garden for grade 3 & 4 students. (CCS)

IMAGINEACTION provided funding and educational resources to send students to *Keeping The Promise Summit* with follow up school programming throughout the year. (GCES)

New Horizons Seniors funding and local community member volunteers provide a six week afterschool skills teaching knitting, woodworking, crocheting, Chinese character writing (LECS)

Calitumpians partnered with school drama clubs to create scripts and develop skills (Gagetown)

Tri School ECO Club: FallsBrook Centre partners with Community School Coordinator to lead a sustainable project (noon hour club) that benefits each of the three Perth Andover schools (PAMS, AES)

RBC Family Fun Day funded by RBC Sports Grant, organized by Home & School in partnership with and including local Special Olympics (MCS)

PD for teachers on Outdoor Learning planned for April- MAY 2015: Community School Coordinators as partnering with Sustainable Education Alliance members to create an opportunity to offer all school staff PD on meeting curriculum outcomes in an outdoor setting & to acquire funding to build enhanced outdoor learning spaces (CNCS, LECS, FES)

Prepared by

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ASD-W Community Engagement Coordinator

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April 17, 2015

A sample of community partnerships through specific programs and celebrations (2014-15).

The Learning Partnership

➤ **Entrepreneurial Adventures**

The Entrepreneurial Adventures Program is a hands-on entrepreneurial journey for students in Grades K-8. Ten schools from the Fredericton Education Centre are participating in this program.

➤ **Turning Points**

The Turning Points Program is a character development and literacy program that provides opportunities for students in Grades 6-12 to read, write and think about their fundamental values. Approximately 3500 New Brunswick students are participating in this program. ASD-W has over 2000 students registered.

University of New Brunswick

➤ **Faculty of Education**

Dr. Ann Sherman partners with ASDW on various professional learning initiatives and speakers. This year we have partnered and provided professional learning to educators particularly in the areas of assessment. (Presenters include Ruth Sutton, Anne Davies and Sandra Herbst).

➤ **Second Language Research Institute of Canada**

Action research project, led by Dr. Katy Arnett and Renee Bourgoin focusing on better ways to facilitate inclusion within French Immersion contexts. The goal of the project is to develop a resource bank of differentiated activity structures that can be used to support the French Immersion program and provide more support to FI teachers working to make their classrooms as inclusive as can be.

➤ **English as an Additional Language at the Secondary Level**

The Second Language Research Institute has partnered with Fredericton High School to implement various ideas to support EAL students. This includes piloting a new assessment for incoming EAL students and training of teachers to administer the test.

➤ **Positive Mental Health (DHAC initiative)**

Working with Dr. Bill Morrison, Associate professor in the Faculty of Education and founder of the Health and Education Research Group (HERG), ASDW have partnered to initiate a project in three schools (2015- 16) and training on Positive Mental Health. Dr. Morrison is also assisting with the ASDW Mental Fitness campaign and facilitating three webinar sessions.

Social Entrepreneurial Project

- Ries Van Beek, Project Manager for CHAT (**Care and Hope through Adoption of Technology**) to the Future "Setting the Stage for Entrepreneurship" and PETL initiative, has worked as a mentor and has been directly supporting the work of teachers and students to introduce CHAT and the concept of social entrepreneurship to classrooms. In ASDW, he has worked with Entrepreneurship teachers at both FHS and OHS to build cross curricular connections and make entrepreneurship classrooms more engaging and meaningful for students.

Science East

- Illuminate! Raises awareness of careers in fields related to Science, Technology, Engineering and Math (STEM) by bringing companies and students together to explore linkages between these subjects and possible regional career options.

GAIA Project

- The Gaia Project engages students in Project-Based Learning, and empowers them to find a creative solution to a problem that has very little in the way of constraints. Gaia is hosting a Sustainability Summit at UNB to create conversations between high school students and experts in the fields of energy and the environment.

Meduxnekeag River Association

- The Meduxnekeag River Association has partnered with WEC elementary schools to host the Meduxnekeag Environmental Awareness Showcase to create awareness and educate students, parents and the local community about the uniqueness and importance of our natural environment.

Fine Arts Partnerships

- Several partnership are formed in the area of Fine Arts, i.e. with Kiwanis, St. Thomas University, The Playhouse, Beaverbrook Art Gallery, NB Choral Federation, NB Band Association, Canadian Band Association, Canadian Music Educators' Association, NB Youth Orchestra & Sistema.

DECH Monitoring Report
2015
Physical Education/Health and Healthy Learners

Physical Education:

- **Hathaway Orthodontics**: Monetary partnership to support Middle Level sports program in Fredericton and Oromocto.
- **University of New Brunswick**: In-Kind donation of facility usage (Curry Center). This facility hosts Fred Ed Center Catch Catch Hit, NBA 2 Ball, Elementary Badminton events for a total of 5 events on 5 different occasions.
- **Go Golf Foundation**: Program that partners with schools to allow lower socio-economic students from our schools in ASD-W to become junior members at various golf clubs. The program provides transportation, food, membership (from participating golf course) and clubs for the students.
- **NB Rugby Association**: NB Rugby has partnered with ASD-W to go into schools and train and assist PE teachers (who are interested in developing their skills) in the skill development associated with Rugby. Working from grades 3-8 this group has developed a minor program that would allow children to play rugby. As well, coordinate and operate the Middle level rugby season.
- **NB Disc Golf Association**: This organization has purchased equipment for schools and have developed lesson plans for teachers to utilize with students around the game of Disc golf. These teachers if interested can borrow the equipment and use with their students. They will also be hosting a year end jamboree for the students. The equipment will be donated to the district equipment Library at end of year.
- **Volleyball NB**: They have been visiting schools upon request to assist in the teacher's skill development in the sport of volleyball. They have assisted with the operation of the Catch Catch Hit events and have donated T-shirts and equipment at various schools.
- **Cricket NB**: Have offered to and have worked with interested PE teachers in the instruction of cricket to our students. These sessions are week long and

allow the PE specialists an opportunity to develop their skill set for instruction. The group has also donated equipment to the schools.

- **Para NB/Ability NB**: This has been one of the largest and impactful partnerships ASD-W has going on at the current time. They have created the Para sport Equipment Loan Library where \$100,000 worth of sport wheel chairs, sledges, boccia sets, hand cycles and other assorted equipment can be borrowed by schools to utilize in their classes. This program will also connect the PE teachers with Para sport groups so they have an opportunity to learn how to instruct skills required to use the gear. This has been a goal of ASD-W to provide assistance in the Adapted PE world for PE teachers so they are more prepared and skilled at inclusionary practice.
- **NBPES**: The NB Physical Education Society has assisted with release time for teachers to work on assessment practices using technology (IPAD Assessment for Learning). They also assist in the leadership development of PE teachers by organizing conferences and PD days for Dept/NBTA using ASD-W PE teachers as leaders.
- **PHE Canada**: PHE Canada offers our schools programs, teaching resources and equipment through various programs and pilots.
- **Golf NB**: This association goes into schools and assists teacher development in teaching skills related to golf. This group donates equipment to schools to continue the program.
- **UNB Athletics**: UNB Athletics program partners with the District on several projects throughout the year. Student Athletes assist the district with the Read with the Reds program... reading about healthy lifestyles and Physical Activity. This program is aimed at K classes in the FEC and OEC. The student Athletes volunteer for the district at all the major sporting events. The OEC and WEC have been hosted by UNB Hockey for ASD-W Hockey nights.
- **Woodstock Slammer Hockey Inc.**: In the same fashion as UNB, The slammer organization partners with Woodstock area schools on Hockey nights.
- **St Thomas University**: This program has partnered with ASD-W to have various sporting nights for our children to attend.
- **Booster Juice**: Provided product prizes for sport events.

- **Fredericton Indoor Pool:** Through this organization the Learn to swim and water safety programs run for Elementary and Middle school children.
- **YMCA:** Providing assistance for Middle school non-contact boxing training programs. Also involved with working with low socio economic students with their programming.
- **Tourism, Culture and sport:** Grants for school and community linked projects.
- **Crabb Mountain Ski Program:** Free ski instruction and coaching for students in ASD-W.
- **CFB Gagetown Fieldhouse/Pool:** In partnership with the base, there has been numerous events and activities held or hosted at the Gymnasium facility.

Health:

- **Vogue Optical:** Provides eye wear to low socio economic students in ASD-W.
- **PHE Canada:** PHE Canada has Piloted Health Promoting schools project in ASD-W. This took 4 school form all across the district and assisted them in developing local grass root teams that can action change using the Comprehensive School Health Model. Process was absolutely amazing and a 100% success. PHE also offer At MY Best Resources that are in all Elementary school in ASD-W.
- **District Health Advisory Committee:** partners from various backgrounds
- **Anglophone West School District:** partnership for healthy learners program, HUGE support!!!
- **Healthy Inclusive Communities:** wellness grants and expertise and support
- **Bill Morrison and Patty Peterson** UNB Mental Fitness Toolkit, advisor and expert for mental fitness pilot in A-W
- **Joint Consortium of School Health;** Information re Comprehensive School Health and support for the JCSH School Planner, assessment for the four pillars of wellness for schools
- **Heart and Stroke Foundation:** Information and expertise re prevention

- **Department of Education and Early Childhood Development:** support for health curriculum, and HL giving feedback/input into the new grade 3-5 health curriculum
- **Horizon Health:** partnership for HL and for nurse practitioner program, dietitian expertise and addiction services counselling for students
- **Department of Health:** expertise, advice and information on all things health related
- **Fredericton Sexual Assault Center:** guidance, training and expertise re prevention of sexual assault and treatment
- **UNB nursing faculty:** partnership with 3rd and 4th year university students giving quality health sessions for k-5 Health PIES (promotion in elementary schools)
- **UNB technology:** doing professional quality videos for HL program
- **NB Health Council:** NBSW surveys and data for communities at a glance
- **Canadian Cancer Association:** information and expertise
- **Child Safety Link:** information on injury prevention
- **Doctors for You:** Move this Way for selected schools, also included a pharmacist, Keswick Pharmacy
- **Pearle Vision and Dr. Lee:** One Sight Program for our students in need
- **The Medicine Shoppe:** pharmacist will do epi-pen training for staff
- **Red Cross:** Be safe program for K-3, personal safety education, support to health curriculum, and Beyond the Hurt Bullying Program
- **Roots of Empathy:** in elementary classrooms
- **Fredericton Community Foundation:** has given us grant money to train instructors for ROE, and also working with them re feeding hungry children
- **City of Fredericton:** Mayor's Office for their Fitness Challenge, and Green Matters essay contest and other support
- **YMCA** gym access for Fun Fab and Fit
- **Carl Duivenvoorden:** local sustainability expert
- **Breakfast for Learning:** grants for healthy snacks and breakfast for students
- **Breakfast Clubs of Canada:** equipment for breakfast programs
- **Dairy Farmers of Canada:** Education and free educational information for students
- **Public Health Agency of Canada** re Quit for Life Program and expertise on Health Promotion, Disease and Injury Prevention

- **NB Environmental Network:** collaboration and expertise re children's health and the environment
- **Nature NB:** supporting nature education for our schools
- **Canadian Mental Health Association:** information re mental health especially for mental health week
- **NBTA Wellness Reps (Education)**
- **Social Inclusion:** Scott Macafee
- **Medical Alert: No Child Left Without,** children have medic alert bracelets for free for elementary and then a reduced student age for older students
- **The Iris Centre:** offering training for staff for mindfulness to help reduce stress for staff and students
- **Diabetes Resource Centre:** training for staff re insulin and glucagon
- **Many, many individual school partnerships!**

Appendix D

GOVERNMENT AND COMMUNITY PARTNERSHIPS:

- **EECD Grants and Programs:**
 - ArtsSmarts
 - Funding totaling \$15,000
 - 2 in OEC
 - 3 in FEC (1 FI project)
 - Artist in Residence
 - Funding totaling \$15,000
 - 2 in WEC
 - 1 in OEC
 - 2 in FEC
 - Elementary Drama Festivals
 - Funding totaling \$6000
 - 1 in WEC: 150 students
 - 1 in OEC for both OEC & FEC: 650 students
 - Next year will see 1 festival for each centre
 - Mount Allison Art Camps
 - Waiting on confirmation for this program
 - Up to 8 Grade 10 students will participate in a 4 day intensive art camp

- **Fredericton Arts Alliance Grants**
 - 2nd year for the program
 - 9 Grants approved in OEC and FEC schools
 - Funding totaling nearly \$10,000
 - Last year, 8 grants approved totaling \$8,000

- **The Fredericton Playhouse**
 - Ongoing program
 - Schools from all three centres have attended
 - This year, a \$100 subsidy was offered for transportation costs.

- **The Beaverbrook Art Gallery**
 - Ongoing program
 - Schools from FEC and OEC have attended the Education programming

- **NB Choral Federation**
 - Ongoing partnership
 - Offered Professional Development to ASD-W teachers
 - Specifically offering PD for classroom teachers without any music specialty
 - Providing enrichment to rural schools such as Harvey Elementary where there is no music specialist

- **NB Band Association**
 - Ongoing partnership
 - Offering Band Blast – Professional Development for Band directors

- **Fine Arts Stream for LearnEast in August 2014 and 2015**
 - Last year, we offered sessions titled “How to Successfully Implement Curriculum” in Visual Art and Music focusing on K – 5
 - This year, we plan to offer these sessions and others
 - Invites to ASD-W Fine Arts specialists to share knowledge

- **NB College of Craft and Design**
 - Partnership with NBCCD and First Nations Coordinator to offer full day Professional Development to 12 Middle Level Art Teachers of how to incorporate First Nations Culture into Visual Art Curriculum.

- **Schools out Tours**
 - Ongoing partnership
 - Schools from NS and PEI perform at local schools in their way through to locations in the US

- **NB Youth Orchestra & Sistema**
 - Sistema is in its 2nd year and includes students from Andover Elementary
 - We have an ongoing partnerships with NBYO and they have performed at schools in each of the three centres

- **Event Painting with Sharon EP!C**
 - New this year
 - Participating schools included Millville and Lincoln Elementary Community

- **Fine Art Workshops with Jane Leavitt**
 - New this year
 - Incorporate Drama, Music and Movement
 - Participating schools include Montgomery Street and George Street Middle

- **Nature Trust of NB and the Andrew & Laura McCain Gallery**
 - Ongoing partnership
 - With the assistance of Mike McEwing, will be offering a day of art workshops integrating land conservation in WEC schools

- **Andrew and Laura McCain Gallery**
 - Ongoing partnership
 - Offering Art Afternoons and professional development for teachers in the area of visual art skill building

- **Healthy Lifestyles Art Display**
 - Ongoing partnership
 - 11 WEC schools represented at Upper River Valley Hospital

Other Achievements and Partnerships:

- This year, a series Professional Development sessions for Non-Specialist teachers were offered at each centre focusing on K – 5 Fine Arts Curriculum. There are plans in place to offer similar sessions in 2015-2016 school year.
- As part of our ongoing goals, there are professional development sessions being offered through the NBTA Subject Council Day in partnership with NB Visual Arts Educators Association and Orff Nova Scotia.
- This year, we have developed a partnership with ASD-S Subject Coordinator and Fine Arts Lead for support and idea sharing for Professional Development and other opportunities.
- Curriculum Resources available on the Portal continue to grow and develop.
- Since amalgamation, model Lessons and/or Professional Development has been provided at almost all of ASD-W schools.

Upcoming Plans and Partnerships for 2015 – 2016:

- Kiwanis Club of Fredericton & Saint Thomas University
 - Both groups are interested in hosting Band Blast 2016 – an event which brought together all high school band programs to Fredericton High School for a full day of professional development and workshops.
 - There is a plan for this to become a biannual event.
- Canadian Music Educators Association
 - This association would provide new opportunities for music specialists in ASD-W
- Partnership with Physical Education on Music & Movement piece
 - This partnership will bring an elementary school and a high school band program together to highlight the importance of each program
 - Plans to host at Leo Hayes High in December
- Partnership with Drs. Mary Blatherwick and Joanna Black to apply for a Socials Sciences & Humanities Research Council Development Grant: Bridging the Gap Between Art Education and Contemporary Canadian Art.
 - This grant will provide professional development for Visual Art specialists in ASD-W.

Appendix E

Summary Technology (K-12) & Skilled Trades Summary

Skilled Trades, Coop Education & Middle Level Technology Partnerships (6-12)

- Construction Association of New Brunswick & Fredericton Northwest Construction Association “Build for the Future” Partnership – Provide upgrades that support student learning in Skilled Trades and Middle Level Technology Programs (<http://www.fnwca.ca/build-for-future.php>)
- Apprenticeship New Brunswick “Pre-apprenticeship Program” – provides students with the opportunity to obtain credits towards an apprenticeship while being enrolled in High School Skilled Trade and Coop Education Program
- New Brunswick Teen Apprenticeship Program (NBTAP) – a 3 year program for students in grade 10. While still in high school, qualifying students begin to learn a skilled trade over three paid summer work terms (<https://www.nbtap.ca/>)
- Coop Education Partnerships – numerous partnerships in all high schools in ASD-W that expose students to the world of work
- Skills Canada Competition (New Brunswick) – ASD-W Students placed highly in recent competitions, taking the Gold, Silver and Bronze in the Cabinetmaking competition and taking Silver in the Carpentry competition

Technology (K-12)

- Brilliant Labs – support for innovative projects that engage students in learning (<http://brilliantlabs.ca>)
- Hour of Code – recently NB ranked second in Canada for Hour of Code activities in K-12 Schools with ASD-W and ASD-E having the highest classroom participation (<http://hourofcode.com/ca>)
- UNBSJ High School Coding Competition – last year, students from ASD-W placed 1st and 4th in this competition (<http://www.unb.ca/saintjohn/sase/dept/csas/competitions/high-school-competitions/index.html>)
- Middle School Scratch Coding Competition – Last year ASD-W Students placed highly in this event, participation levels are expected to be high again this year (http://brilliantlabs.ca/en_US/scratch/)
- IT Mentorship Program – IT private sector companies have been supporting mentoring programs in schools for students who are interested in Information Technology. Examples, school based coding clubs
- Maker Spaces – through partnerships and grants, two schools have developed “Maker Space” Labs to support innovative learning. Several other schools are pursuing similar types of opportunities
- Future Shop Future Generations Grants – this year, one school in ASD-W received a Future Generations Grants from the Future Shop. Last year, two schools in ASD-W were awarded Future Generations Grants
- Staples Grant (2013-14) – One of our schools received a \$25,000 grant from Staples Canada to support innovative teaching and learning

Data Sources Available to Enhance School Culture Through Student Voice

As schools in Anglophone School District West work towards enhancing school cultures they have a variety of data sources available that allow student voices to be heard. Each year students across the district are provided the opportunity to participate in variety of perception surveys. The results of these surveys are used at the provincial, district, and school level to assist in improvement planning.

These surveys include:

Data Sources
<p style="text-align: center;"><u>Tell Them From Me Survey</u></p> <p>The Tell Them From Me (TTFM) Student Survey measures factors that are known to affect academic achievement and other outcomes. It is a web based evaluation system that provides data on student engagement to meet the ongoing planning needs of teachers, school administrators and the district.</p> <p>Link to School Based Reports http://www.gnb.ca/0000/results/district_west.html</p>
<p style="text-align: center;"><u>New Brunswick Student Wellness Survey</u></p> <p>The New Brunswick Student Wellness Survey is a key project of the <i>NB Wellness Strategy</i> and is conducted with students in Grades 4 - 12 and parents of students in Kindergarten to Grade 5. It addresses four pillars of wellness: Healthy Eating, Physical Activity, Tobacco-Free Living and Mental Fitness. Student wellness is important to both wellness and education, as research has demonstrated the relationship between academic achievement and student wellness — healthy students are better learners.</p> <p>Link to Provincial Reports http://www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/research.html</p>
<p style="text-align: center;"><u>Grade 12 Exit Survey</u></p> <p>The Grade 12 Exit Survey is administered by the Department of Education and Early Childhood Development to a sample of high school students concerning their experience at school, as well as their plans for the future.</p> <p>Link to Provincial Reports http://www.gnb.ca/0000/pub-e.asp http://www.gnb.ca/0000/publications/polplan/2014_Exit_Survey_report.pdf</p>

School teams are also encouraged to provide opportunities for students to be involved in the following:

- Student forums
- School based surveys with specific purpose i.e. potential activities to be hosted at noon.
- Leadership and decision making through school based clubs and or student government.

Appendix G

Anglophone West Health & Safety April 16th, 2015

Under the Occupational Health and Safety Act (OHSA) workplaces with more than 20 staff/volunteers are required to have a Joint Health and Safety Committee (JHSC). Committee members include a cross section of employee groups which includes: Principals or Vice-Principals, Teachers, Custodians, EA's and Admin Support. They are required to meet monthly and submit meeting minutes to WorkSafe and District Personnel.

These minutes are reviewed by Work Safe and the District Committee on Health and Safety which is comprised of the DFA, Facilities Manager and Assistant Managers of Facilities and an HRO. Action items could include maintenance work orders or follow-up on previous orders for completeness. As well as preventative trend analysis of accidents at a workplace that may need further investigation and action.

Training is provided by WorkSafe for JHSC for all members of school committees and expenses are covered by the District. First Aid Training also takes place in our schools with the required amount of staff being trained by site. First Aid is monitored by the Director of Schools in each Education Center.

WorkSafe Compliance orders are sent to DFA and Facilities Manager for review and action if required.

Submitted by:

Shawn Tracey
Director of Finance and Administration
Anglophone West School District



Annual Report Positive Learning and Work Environment Plan 2014-2015

The Education Act lists the duties of the Superintendent which include “making an annual report to the District Education Council at the end of each school year with respect to the progress and effectiveness of the positive learning and working environment plan in the school district.” (48 (2)(i))

The two goals in the 2014-2015 Anglophone West School District (ASD-W) Positive Learning Environment (PLE) plan are directly linked to priority 2, *Enhance Positive Learning and Working Environment*, in the District Improvement Plan. Research indicates; when students are immersed in positive learning environment achievement levels increase. (Buffman, Mattos and Webber, 2009)

PLE Goal 1

By January 2015, all schools will use data effectively to develop and implement a Positive Learning Environment Plan

- Recognizing the essential role of measuring the effectiveness of school programs, the district is focused on using data to develop its Positive Learning Plan which will directly strengthen schools' plans. To this end, a Positive Learning Environment and Behaviour Coordinator position was established to support schools in the promotion of positive learning environments; through the collection, analysis and use of a variety of data sources to strategically implement interventions that promote inclusive and positive climates.
- Within the current school year, 70 out of 75 schools submitted a Positive Learning and Environment plan. Each plan was reviewed by the Coordinator of Positive Learning Environment and Behaviour using a rubric that focused on six different areas; link to the School Improvement Plan, use of SMART goals, evidence of baseline data, strategies and action were targeted, evidence informed, evidence of a lead responsible for monitoring and timeline that includes specific dates for follow up. The purpose of the feedback was to provide information related to strengths of the plans and areas requiring improvement. Within these plans schools have embedded initiatives to support harm reduction and positive peer support through purposeful teaching and practice of behavioral expectations, in addition to implementation of evidence based programs. Experience has shown that clear expectations and recognition of positive student behavior help improve school climate and culture, while punitive measures and reactive interventions can actually decrease students' feelings of safety in school (Kitsantas et al., 2004).

PLE Goal 2:

ASD-W reports will indicate a 5% increase in school connectedness results as reported by students. School connectedness is defined by Association for Supervision and Curriculum Development as “an academic environment in which students believe that adults in the school care about their learning and about them as individuals.

- Schools determined their priority and developed one or two SMART goals. For their support and convenience, a template for Positive Learning Environment Plans was provided. The template required schools to incorporate specific references to baseline data which could include an interactive TTFM graph, teacher perception surveys, NB Wellness Survey information, and school based behavioral data tracking information. Schools also needed to report targeted evidence-based actions used to move the school forward. Schools were encouraged to ask themselves: Can this be measured? If so, how will this be done to demonstrate growth? Has this program/strategy been field tested with a researched base proven track record?



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

District-Wide Initiatives		
<p>Anti-Bullying Week</p> <ul style="list-style-type: none"> List of Bullying Prevention and Intervention resources shared with all schools and uploaded to Guidance shared portal for schools. Encouraged schools to upload the list to their website and paper copies were provided upon request. District development PLE plan and template to guide and support schools' PLEPs 		
Schools supported directly by the Positive Learning Environment Coordinator developing and refining school plans.	Use of TTFM data to determine and support decisions to develop PLEPs and targeted bullying interventions.	Schools encouraged to access Anti-Bullying portal page developed by EECD for resources.
<p>Training for PBIS (Positive Behavioural Interventions and Supports)</p> <ul style="list-style-type: none"> Ten schools were provided a day of training. Teams of three or four were invited to Fredericton. The day consisted of an overview of PBIS and then the school teams used the remaining time to develop a plan for their school. Each team received a new resource, <i>Pyramid of Behaviour Intervention 7 Keys to Positive Learning Environment</i>. Contact was made with schools to offer additional support after the session. Schools trained in 2013-2014 were offered coaching and release time to work. 		
Cybersafe Girls resources – October, 2014	Schools received a manual outlining <i>School and Family Approaches to Intervention and Prevention: Addressing Self/Peer Exploitation</i>	District Wide Guidance Meeting where Elementary School Guidance were introduced to and given a copy of the LGBTQ Inclusive Resource.
<p>EECD forwarded resources to ASD-W to support internet safety education for students in grades 4-10</p> <ul style="list-style-type: none"> <i>Kids in the know</i> Grade 4, 5 and 6 teachers' guide and student workbooks for all grade 4 and 6 students. <i>Addressing Online risks Facing Youth</i> in Gr 7 and 8 and the accompanying student workbooks 9/10 received a teacher manual for <i>Addressing Sexual Violence and Online Risks Facing Youth</i> in Grades 9/10 and the accompanying student workbooks. 		
High School students invited to participate in cyber violence survey by New Brunswick Association of Social Workers, the Muriel McQueen Fergusson Centre, and the Office of Child & Youth Advocate, February, 2015	Supported EECD training for Middle and High School Administration & Guidance in the LGBTQ Inclusive Education Resource	
<p>Promotion of Theme Weeks and National event Days</p> <ul style="list-style-type: none"> Blue Day – December, 2014 Ring A Bell – December, 2014 National Internet Safety Day – February 10, 2015 Pink Shirt Day – February 25, 2015 Random Acts of Kindness Week – February International Day Against Homophobia & Transphobia – May 17, 2015 		



School Based Initiatives		
WITS program	Peaceful Schools	ZONES of Regulation
Roots of Empathy	Focus on Bullying program	Girl's Circle program
Don't Laugh at Me program	Mean Girls program	Respect Ed (through Red Cross)
Pause before you Post – Jostens	GSA Groups – creating safe spaces	Beyond the Hurt (24 programs)
“At My Best” program	Cyber Bullying presentation through RCMP	Making Waves
Bully Smart Skills and Program	Peer Helper Programs	Random Acts of Kindness
We Day Activities	Peacemaking and classroom kindness lessons and language	7 Habits of Happy Kids
How Full is Your Bucket – extending lessons and active ties to language	Warm Fuzzy Week (Priestman St. Elementary) – during Anti-Bullying Week, they put the focus on activities around making others feel good (used pom poms as the “warm fuzzies”, along with a positive comment, kids and adults could give to each other)	
Lessons in Comprehensive Health Curriculum: <ul style="list-style-type: none"> • You and Your World • PDCP • Literacy, <ul style="list-style-type: none"> ○ How Full is Your Bucket (self-esteem) ○ My Secret Bully (teaches about relational aggression) ○ Nobody Knew (children learn the difference between tattling and telling) ○ Simon’s Hook (teaches assertion skills) ○ Mean Jean the Recess Queen (illustrates the different roles people play in bullying situations) ○ HB Wigglebottom (Learn about bullies) ○ Learning to Get Along series ○ Don’t Laugh at Me 		
Small groups: <ul style="list-style-type: none"> • Friendship • Self worth (mental health) • Social Skills 	Class lessons – sample topics: <ul style="list-style-type: none"> • Accepting each other’s differences class lesson • Bully, victim, bystander class lesson • Conflict versus Bullying class lesson (there is also the poster that was sent out by EECD last school year up in many schools) • Conflict resolution 	

Summary

District results indicate that 42 of the 75 schools used data to determine their strategies and actions while 7 schools demonstrated working towards using data. With 60% of schools using data to determine goals it will be important for the district to continue to focus on supporting schools in use of available data to inform their decision making.

Baseline Data used to determine Strategies/Actions within school based PLEP 2014-2015		
Yes	No	Somewhat
42	21	7
Examples of data sources used by schools: TTFM, NB Wellness Survey, Teacher Perception Survey, school based behavioral data, school based survey data		



ANGLOPHONE WEST SCHOOL DISTRICT

Tell Them From Me survey results indicate slight increase in the area of Positive Teacher Student Relations and Advocacy at School. High School students reported a slight decrease in bullying while elementary reported a slight increase.

ASD-W Results				
Positive Teacher Student Relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	8.6/10	8.1/10	6.1/10	6.2/10
2014-15	8.8/10	8.1/10	6.1/10	6.2/10
Advocacy at School – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	6.1/10	5.1/10	2.8/10	2.8/10
2014-15	6.9/10	5.1/10	2.7/10	2.8/10

Types of Bullying – Grades 4-5				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2012-13	15.0%	26.0%	28.0%	6.0%
2013-14	17.0%	30.0%	27.0%	5.0%
2014-15	18.0%	30.0%	30.0%	7.0%

Types of Bullying – Middle and High				
Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2012-13	13.0%	33.0%	28.0%	13.0%
2013-14	14.0%	31.0%	27.0%	15.0%
2014-15	9.8%	28.1%	25.0%	13.9%

New Brunswick Student Wellness Survey results indicate a slight increase in mental fitness among Grades 4-5 students as compared to 2010-2011. Results also indicate an increase in school connectedness as compared to 2010-2011. It should be noted that secondary students were not surveyed during this school year. Results also indicate an increase in school connectedness as compared to 2010-2011

		2010-11					
		Elem		ASDW		Prov	
2010-11	ASDW	78.0%	84.0%	82.0%	85.0%	88.0%	N/A
	Prov	77.0%	83.0%	79.0%	85.0%	87.0%	N/A
2012-13	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	76.0%
	Prov	78.0%	76.0%	73.0%	77.0%	81.0%	79.0%
2014-15	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A

Strong Level of School Connectedness			
*Responses based on a 20 point scale with students scoring 10 or above			
		ASD-W	Provincial Results
2010-11	Elementary	85.0%	83.0%
2013-14	Secondary	87.0%	89.0%
2014-15	Elementary	87.0%	88.0%

Mental Fitness						
	2010-11 - Gr. K-5		2012-13 - Gr. 6-12		2013-14 - K-5	
	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.
Low	20.0%	20.0%	25.0%	22.0%	17.0%	16.0%
Medium	63.0%	61.0%	52.0%	53.0%	65.0%	64.0%
High	17.0%	19.0%	23.0%	25.0%	17.0%	16.0%



Next Steps for the District Positive Learning Environment Plan

1. Data gathered from the School based plans through the use of a rubric has provided the district with base-line data. It will be important for the team to repeat this process in the up-coming school year to determine if the supports put in place to develop plans have been positive impact.
2. Identify appropriate targets for year 2 goals.
3. Investigate the reasons for 5 of the 75 schools not submitting the school based plan with district staff.
4. Results from the Wellness survey indicate the majority of students in both elementary and secondary schools who were surveyed feel safe at school. As the district reviews Goal 2 a number of items will need to be explored. A deeper review of the data to determine if the selected data points provided the necessary information to determine success with the goal. As well, further examination of the strategies to support the indicators of success will need to be completed. What information has been gathered around the indicators of success? Did the schools have the necessary tools in order to put the indicators of success into actions?

References

Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn.

Kitsantas, A., Ware, H.W., & Martinez-Arias, R. (2004). Students' perceptions of school safety: Effects of community, school environment, and substance use variables. *Journal of Early Adolescence*, 24 (4), 412-430.