



**DISTRICT EDUCATION COUNCIL  
Superintendent Monitoring Report**

<b>POLICY NAME</b>	<b>Visions / Beliefs</b>		
<b>POLICY NUMBER</b>	<b>ASD-W-ER4</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Date of Report</b>	<b>October 23, 2014</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<b>N/A</b>		

**REPORT:**

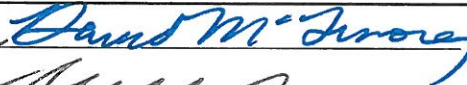
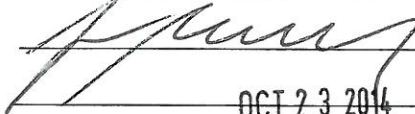
- **Policy states that the Anglophone West District Education Council (DEC) is committed to rigorous and continual improvement of its capacity to govern effectively, using its policies to define its vision in terms of expectation and its concern in terms of values.**
- **The Policy outlines beliefs that it sees as guiding and contributory to a good, quality public education system. These beliefs include: a) all children can learn, b) learning is a lifelong process, c) education is a shared community responsibility, d) strong leadership is critical, e) professional development is essential, and f) the DEC is accountable to the public.**
- **Anglophone West School District (ASD-W) staff at the district and school levels share the belief that all children can learn. District staff promotes and supports effective teaching strategies that support this belief, including the philosophies of differentiation of instruction and universal design for learning. This helps us focus on student access to curriculum and learning for all. School staffs embrace the philosophy and responsibility of leading inclusive environments in their schools and classrooms that promote the belief that all children can learn. Incorporated in this is an effort to ensure a positive and safe learning environment. The district and the schools all prepare improvement plans and positive learning environment plans.**
- **ASD-W staff recognizes that learning is a lifelong process. Staff values the importance of a quality, public school education that helps provide the framework for lifelong learning. The adults in our system model lifelong learning through a commitment to professional development, in-service and specific training in the field.**

**POLICY NAME****Visions / Beliefs**

- **ASD-W and the schools engage members of the community for a variety of different initiatives and activities. In particular, ASD-W has 8 community schools coordinators (in 10 schools) who are responsible for making strong connections with willing community stakeholders and businesses, with the goal of supporting student learning. ASD-W sees many businesses who invest in our schools, financially or in person. ASD-W is an active member of a nationally recognized organization known as The Learning Partnership (TLP). This organization also supports student growth in the areas of literacy, transition to school, entrepreneurship and professional development.**
- **ASD-W hosts a credible leadership development program that sees more than 30 teachers per year enroll. While this program supports teachers in their pursuit of a “principal’s certificate”, it offers quality training in educational leadership and school management skills. ASD-W meets with school leadership regularly in formal settings, electronically, via conference call (Superintendent Conference Call Series) and in person. Formal school reviews help guide school leadership and staff in the process of improvement for all.**
- **ASD-W has a team of educational curriculum leads that support and coach classroom teachers. Likewise, ASD-W has a team of education support services leads that support schools in the areas of resource, guidance and other specific student services areas.**
- **A Subject Coordinator is responsible for supporting beginning teachers through the Early Career Teachers program. Mentoring is a key component of this initiative. School based mentors are very supportive of our beginning teachers.**
- **ASD-W follows a professional growth model for supervision of instruction and has a consistent practice for supporting and evaluation educational staff.**
- **One of the three priorities in the ASD-W District Improvement Plan (DIP) is to build collaborative leadership capacity with the goal of enhancing student success. These priorities will be monitored carefully (please see the ASD-W DIP at [www.asd-w.nbed.nb.ca](http://www.asd-w.nbed.nb.ca), under “About Us”).**
- **The Superintendent has documented in his 2014-15 “Action Plan” goals that are rooted in quality leadership and communications (Appendix A – Superintendent Action Plan).**
- **School Administration meetings are balanced with professional development / continued learning and necessary business (Appendix B – Sample Administrator’s Agenda)**

**POLICY NAME****Visions / Beliefs**

- **ASD-W actively supports professional development opportunities for all staff in a variety of ways, including the offer of financial assistance when possible and applicable. Universal Design for Learning is a key theme this year. Specific professional learning days are a part of the School Calendar (Appendix C – School Calendar).**
- **The Superintendent reports regularly to the District Education Council through a formal reporting structure, as outlined in policy and according to an annual planning cycle (Appendix D – Planning Cycle). The DEC hosts public meetings around the district, abiding by policy and posting public meeting minutes. Public meetings will soon be recorded and posted publically, as well. DEC also communicates and collaborates with Parent School Support Committees (PSSCs) in their districts. The DEC has a specified section on the ASD-W website.**

**Superintendent's Signature:** \_\_\_\_\_**DEC Chair Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_

OCT 23 2014

**2014-15 Action Plan**  
**David McTimoney – Superintendent**  
**Anglophone West School District (ASD-W)**

On July 14, 2014, I met with the evaluation team of the ASD-W District Education Council to review my annual summative evaluation for the 2013-14 school year. For the first time in my four-year career as Superintendent, I was evaluated according to the Policy Governance Model of Superintendent Reports for Executive Limitations Policies and Ends Policies. I am aware that this is the appropriate manner to evaluate a superintendent in our system.

In compliance with DEC Policy ASD-W-CSR6 (Annual Summative Evaluation of the Superintendent) and as a means of continued professional growth, I submit this document as an action plan for the 2014-15 school year.

**Goal #1 – To improve communications with the District Education Council through a formalized reporting structure**

With confirmation on the manner that I will be evaluated on an annual basis, I have begun a formalized process for reporting to Council on the Executive Limitations Policies and the Ends Policies. The Council will see a consistent template and timely reports that provide formal updates based on the policy that DEC has created. This process has already begun and was welcomed by Council at the first public meeting. I will follow the DEC Planning Cycle for ASD-W and, with the support of staff, ensure that relevant information is shared according to the schedule (unless otherwise adjusted). I will track these reports in a concise manner so that the Council can review them at any time or they can be shared publically with anyone who makes the request.

This goal will keep me aligned with my important responsibility of reporting to the DEC in a formal manner, as the Council is my official employer. I will remain accountable to them.

**Goal #2 – To focus on infrastructure stability within Anglophone West School District**

2014-15 is an important year with respect to infrastructure in ASD-W. We will open three new facilities in January, 2015.

Geary Elementary Community School (Grades K-5) was torn down in the summer of 2013 and has been rebuilt from scratch on the same site. A similar, two-story structure has been constructed as well as an additional wing that includes administrative offices and a gymnasium. The 160 students from Geary have been attending school at Gesner Street Elementary School (K-2) and Summerhill Street Elementary School (3-5) for the past one and one-half years.

Meduxnekeag Consolidated School (Grades K-8) will open in January, 2015. This school will house students from Southern Carleton Elementary School (K-5) and Debec Elementary School (K-5), starting in January. These two schools will close and can be declared surplus facilities by DEC for the end of this fiscal year. The students from Woodstock Middle School (WMS) who reside in the Meduxnekeag Consolidated School catchment area will complete their year at WMS and begin at the new school in September, 2015.

Townsvie School (Grades K-8) will open in January, 2015. This school will house students from Woodstock Centennial Elementary School (K-5), starting in January. This school will close and can be declared a surplus facility by DEC for the end of this fiscal year. The students from Woodstock Middle School (WMS) who reside in the Townsvie School catchment area will complete their year at WMS and begin at the new school in September, 2015.

Further to this, and with respect to DEC Policy ASD-W-EL7, formal recommendations for three sustainability studies will be made at the October 23, 2014 Public DEC Meeting. Should these recommendations be followed by an approved motion to proceed with the studies, I will play a lead role with a district team that will follow Provincial Policy 409. I will ensure the DEC has the ability to make informed decisions, rooted in data and rationale, for this important process.

I will also gather information pertaining to the Hanwell area and relevant district demographics associated with schooling for children in this community.

**Goal #3 – To continue working on the unification of Anglophone West School District as one educational entity that consists of unique communities with diverse needs**

Leadership, collaboration and communication will be the key skill sets required for continued improvement in pursuit of this goal. Now into our third year of existence, it will be important to continue building relationships with district staff, school administration, teachers, support staff, District Education Council members and other stakeholders. I believe we have a wonderful and unique district, filled with talented educators and affiliates who share the desire to make our district the best it can possibly be.

I am committed to ensure timely communication on the part of district staff and me when it comes to working with schools, EECD and the DEC. I am committed to providing the leadership necessary to guide our team. I am willing to listen to others who are interested in supporting the growth of our district.

I will also work on a “unifying” initiative that will help bring our district together. This will begin unfolding in early 2015.

**Goal #4 – To find the appropriate balance as educational leader, district operational manager and DEC employee in my role as Superintendent for ASD-W. Within this goal is the desire to have my contract as Superintendent renewed for an additional five year term.**

I will organize my responsibilities in an effective manner and ensure that this balance leads to a job performance that is considered “exceeding expectations”. I will lean on the qualified and talented team that has been assembled and collaborate with DEC, colleagues, schools, EECD and other stakeholders interested in seeing our district stand out as “flying high”. I will review relevant literature and reports and keep current with strategies that will help improve our system.

Appendix B

**ANGLOPHONE WEST SCHOOL DISTRICT  
VICE PRINCIPAL MEETING  
Tuesday, October 21, 2014  
Best Western, Woodstock Hotels and Conference Centers**

**Woodstock, NB**

**AGENDA**

9:30 - Welcome by Superintendent

9:35 - What's On Your Mind – *David McTimoney*

10:00 - Assessment - (*DIP Goal 1*)

10:45 – Break – *on site*

11:00 – Growth Goals, Professional Growth and Walkthroughs - (*DIP Goal 3*)  
(*Please bring Employee Growth Process Binder that was distributed to Principals at August Admin. Meetings*)

12:00 - Cluster Time

12:30 ***Lunch - on site***

1:15 - Behavior, Intervention, Alternate Setting and Suspensions - (*DIP Goal 2*)

2:15 – Break – *on site*

2:30 – Short and Snappy / Other / Questions - Superintendent

3:00 – Closing Comments – Superintendent

3:30 – Adjourn

**NOTES:**





**SCHOOL CALENDAR  
2014-2015**

<u>Month</u>	<u>Dates</u>	<u>Events</u>	<u>Number of Days for Students</u>	<u>Number of Days for Teachers</u>
August 2014	20, 21 25 26 27 28	Principals / Vice-Principals / District Opening Meeting Full Administration Day – School Based Council Day – District Based Council Day – School Based Full Administration Day – School Based	0	4
September 2014	1 2	Labour Day First Day for Students	21	21
October 2014	9 10 13 14-17	Professional Learning Day #1 (EECD) Professional Learning Day #2 (District) Thanksgiving Day Registration for Kindergarten 2015-2016	20	22
November 2014	3-7 10 11	Report Card Week K-12 Parent/Teacher Interviews / Half Day PL K-12 Remembrance Day	18	19
December 2014	19	Last Day Prior to Holidays	15	15
January 2015	5 6 28	Professional Learning Day #3 – SIP (EECD) First Day for Students – Anglophone Sector High School Semester II Begins	19	20
February 2015	2-6 13	Report Card Week K-12 Professional Learning Day #4 (District)	19	20
March 2015	2-6	March Break	17	17
April 2015	3 6 7-10 10 30	Good Friday Easter Monday Report Card Week K-12 Parent/Teacher Interviews / Half Day PL K-12 Professional Learning Day #5 - EECD	18	20
May 2015	1 11 (*15) 18	Council Day – Provincially Based NBTA/AEFNB Branch Meeting Day ( <i>except St Mary's Academy</i> ) NBTA Branch Meeting Day (* <i>St Mary's Academy ONLY</i> ) Victoria Day	18	20
June 2015	19 23	Last Day for Students – Final Report Card Day Last Day for Teachers	15	17
<b>Total Number of Days for Students</b>			<b>180</b>	
<b>Total Number of Days for Teachers</b>				<b>195</b>



**District Education Council Planning Cycle  
Anglophone West School District  
Draft – For Consideration by Council**

*Appendix D*

**The Annual “Must Do’s”**

**July**

- Rest

**August**

- Planning Priorities for the Year – DEC Retreat

**September**

- Superintendent Report (1 of 2) – ASD-W-EL1: Emergency Superintendent Succession
- Superintendent Report (1 of 4) – ASD-W-EL4: Budgeting/Forecasting (2<sup>nd</sup> Quarter Report)
- Superintendent Report (1 of 2) – ASD-W-EL6: Effective Use of Schools
- Superintendent Report (1 of 2) – ASD-W-EL7: Closure of Schools
- Election of Chair and Vice-Chair

**October**

- Superintendent Report (1 of 1) – ASD-W-ER1: Mission Statement
- Superintendent Report (1 of 1) – ASD-W-ER4: Visions/Beliefs
- Superintendent Report (1 of 2) – ASD-W-ER7: Academic Support for Students Involved in Potato Harvest
- Parent School Support Training

**November**

- Superintendent Report (1 of 2) – ASD-W-EL8: Communication to Council
- Superintendent Report (1 of 2) – ASD-W-ER2: Academic Excellence (DIP, Assessment Results)
- Member of Legislative Assembly (MLA) Meeting

**December**

- Superintendent Report (2 of 4) – ASD-W-EL4: Budgeting/Forecasting (3<sup>rd</sup> Quarter Report)
- Governance Process ASD-W-GP1 to ASD-W-GP10 – Council Self Evaluation
- Curricular or Program Presentation

**January**

- Superintendent Report (2 of 2) – ASD-W-EL1: Emergency Superintendent Succession
- Superintendent Report (1 of 1) – ASD-W-EL2: Staff Treatment
- Superintendent Report (1 of 1) – ASD-W-ER6: Quality High School Program
- Curricular or Program Presentation

**February**

- Superintendent Report (3 of 4) – ASD-W-EL4: Budgeting/Forecasting (4<sup>th</sup> Quarter Report)
- Superintendent Report (1 of 1) – ASD-W-ER5: Healthy Living, Nutrition, and Physical Activity
- Council Staff Relations ASD-W-CSR1 to ASD-W-CSR6 – Council Self Evaluation

**March**

- Superintendent Report (2 of 2) – ASD-W-EL6: Effective Use of Schools
- Superintendent Report (2 of 2) – ASD-W-EL7: Closure of Schools
- Capital Improvement Projects and Major Capital Construction Projects - Discussions

**April**

- Superintendent Report (1 of 1) – ASD-W-ER3: School Culture
- Superintendent Report (2 of 2) – ASD-W-ER7: Academic Support for Students Involved in Potato Harvest
- ASD-W-GP10: District Hiring Process - Discussion

## May

- Superintendent Report (1 of 1) – ASD-W-EL3: Employment, Compensation, and Benefits
- Superintendent Report (1 of 1) – ASD-W-EL5: Asset Protection
- Superintendent Report (2 of 2) – ASD-W-ER2: Academic Excellence (DIP, Assessment Results)
- Capital Improvement Projects and Major Capital Construction Projects - Approvals
- Governance Process ASD-W-GP1 to ASD-W-GP10 – Council Self Evaluation

## June

- Superintendent Report (4 of 4) – ASD-W-EL4: Budgeting/Forecasting (Final Report for Fiscal Year, Capital/Major Capital Review, Expenditure Plan Approval)
- Superintendent Report (2 of 2) – ASD-W-EL8: Communication to Council
- ASD-W-CSR6: Evaluation of the Superintendent
- First Nations Tuition Enhancement Report

### **Additional Topics That Could Be Considered For Agenda Items**

- Discussion and Review of Any of the DEC Policies, Including But Not Limited To:
  - ASD-W-GP2/3/4: Role of Council, Chair and Members
  - ASD-W-GP5: Councilor's Code of Conduct
  - ASD-W-GP6: Agenda
  - ASD-W-CSR4: Authority of the Superintendent
- Curricular and Program Presentations
  - Literacy
  - Numeracy
  - Science
  - Social Studies
  - Enrichment
  - French
  - Technology
  - Physical Education and Health
  - Fine Arts
  - First Nations
  - International Programs
  - Education Support Services
  - Community Engagement
- Policy – New and for Review; DEC, School, District or Provincial
- Transportation and Catchment

August 21, 2014