



Ends Policy Goal 3.1

PETER T. SMITH
DIRECTOR
EDUCATION SUPPORT SERVICES

Ends Policy 3

Goal 3: Ensure all members of the school community are welcomed, respected, accepted and supported and to address heterosexism and discrimination.

Goal 3.1: Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.

Strategy 3.1.1: Create a committee of district and school leaders to build and implement, in consultation with community members, a strategic plan to promote diversity and address heterosexism and discrimination in ASD-S culture.

Desired Outcome 3.1.1a: An advisory committee will be created to ensure the diversity of voices of those facing heterosexism and discrimination will be heard and inform our district plans.

Outcome Measure: 3.1.1a1: The advisory committee will be operational by June 2021.

STATUS: Complete

ASD-S LGBTQ+ Advisory Committee

The committee is chaired by Jennifer Grant, School Counselling Coordinator.

District Members

- Megan MacDonald, ESS Coordinator
- Heather Whittaker, School Counselling Lead

Teacher Members

- Christina Barrington, Principal, Rothesay High
- Dan Simard, Teacher, St Malachy's

Student Members

- Morgan Cooke, Student, Fundy Middle & High
- Cameron Rouse, Student, Rothesay High
- Mason James, Student, St Malachy's

Community Members

- Kris Trotter, Counsellor, NBCC
- Darci Northrup, TD Insurance
- Kristyn McDermott, TD Insurance

ASD-S LGBTQ+ Advisory Committee

Recommendations from the first meeting:

1. Review data and policies to identify challenges.
2. Review and promote accessible places in schools for members of the LGBTQ+ community.
3. Instigate ways to ensure the psychological safety of staff who are members of the LGBTQ+ community to choose to be themselves in their workplace.

EECD 713

SEXUAL ORIENTATION AND GENDER IDENTITY

- All principals were given a briefing on EECD 713, which came into effect in August, 2020.
- These briefings were conducted over six small-group principals' meetings by Zoë Watson and Jennifer Grant.
- Principals have a Power Point to help them deliver a briefing on this policy before the end of this school year.

Subject: Sexual Orientation and Gender Identity
Effective: August 17, 2020
Revised:

1.0 PURPOSE

This policy sets minimum requirements for school districts and public schools to create a safe, welcoming, inclusive, and affirming school environment for all students, families, and allies who identify or are perceived as LGBTQI2S+.

2.0 APPLICATION

This policy applies to the school environment, which includes:

- a) all students who are registered in public schools in New Brunswick;
- b) all school personnel, contract/casual employees, visiting professionals, student teachers, parents, visitors, and volunteers;
- c) school transportation: on school buses or other school system-organized transportation;
- d) school sponsored and endorsed events and activities;
- e) all school documents, classroom instruction, forms, report card, classroom materials, and evaluations/tests; and
- f) all communications related to school (e.g. meetings, phone calls, written correspondence, emails, social media messaging, and other instances that could have an impact on the school environment).

3.0 DEFINITIONS

Ally refers to an individual who acknowledges that LGBTQI2S+ people face discrimination and advocates for social justice.

Cisgender refers to an individual whose gender identity corresponds with their sex assigned at birth.

Gender Expression refers to the way an individual express themselves and how they present and communicate their gender to society. An individual can express themselves by using a name, pronoun, or physical appearance that is different from the social normativity. An individual's gender expression is independent from their sex assigned at birth or sexual orientation.

ORIGINAL SIGNED BY

MINISTER

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Goal 3.1: Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.

Strategy 3.1.2: Support curriculum and increase resources that reflect diversity and anti-racism.

Desired Outcome 3.1.2a: An advisory committee will be created to ensure a diversity of voices that reflects our larger community to inform our district anti-racism plans.

Outcome Measure: 3.1.2a1: The advisory committee will be operational by June 2021.

STATUS: Complete

ASD-S Antiracism Advisory Committee

The committee is chaired by Peter T. Smith, Director of Education Support Services.

District Members

- Amy Marshall, Literacy Coordinator
- Tracey Garnett, EAL Coach
- Krystle Hanson, Early Learning Consultant

Teacher Members

- Andre Dumas, Vice Principal, Simonds High
- Louisa Seales, Teacher, Forest Hills School
- Emily Somers, Teacher, St Stephen High

Student Members

- Kaida Garzon-Habacon, St Stephen High School
- Alison Parrell, Kennebecasis Valley High School

Community Members

- Dr Timothy Christie, Horizon Health Network
- Damon Levine, PRUDE
- Matthew Martin, Black Lives Matter Saint John

ASD-S Antiracism Advisory Committee

Recommendations from the first meeting:

1. Investigate how other jurisdictions are taking antiracist action.
2. Develop a district antiracism policy.

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Strategy 3.1.2: Support curriculum and increase resources that reflect diversity and anti-racism.

Desired Outcome 3.1.2b: District Educational Staff will have the skills and tools to make teachers aware of issues of diversity and anti-racism in a variety of curriculum areas.

Outcome Measure: 3.1.2b1: 100% of the District Educational Staff will have the capacity to embed diversity and anti-racism in their practices within their subject area.

Outcome Measure: 3.1.2b2: 5% of Requests for Support will promote the embedding of diversity and anti-racism.

Outcome Measure: 3.1.2c1: 100% of Administrators will be aware of diversity and anti-racism in their schools.

STATUS: Complete

NOT LIGHT, BUT FIRE

HOW TO LEAD MEANINGFUL
RACE CONVERSATIONS
IN THE CLASSROOM

MATTHEW R. KAY

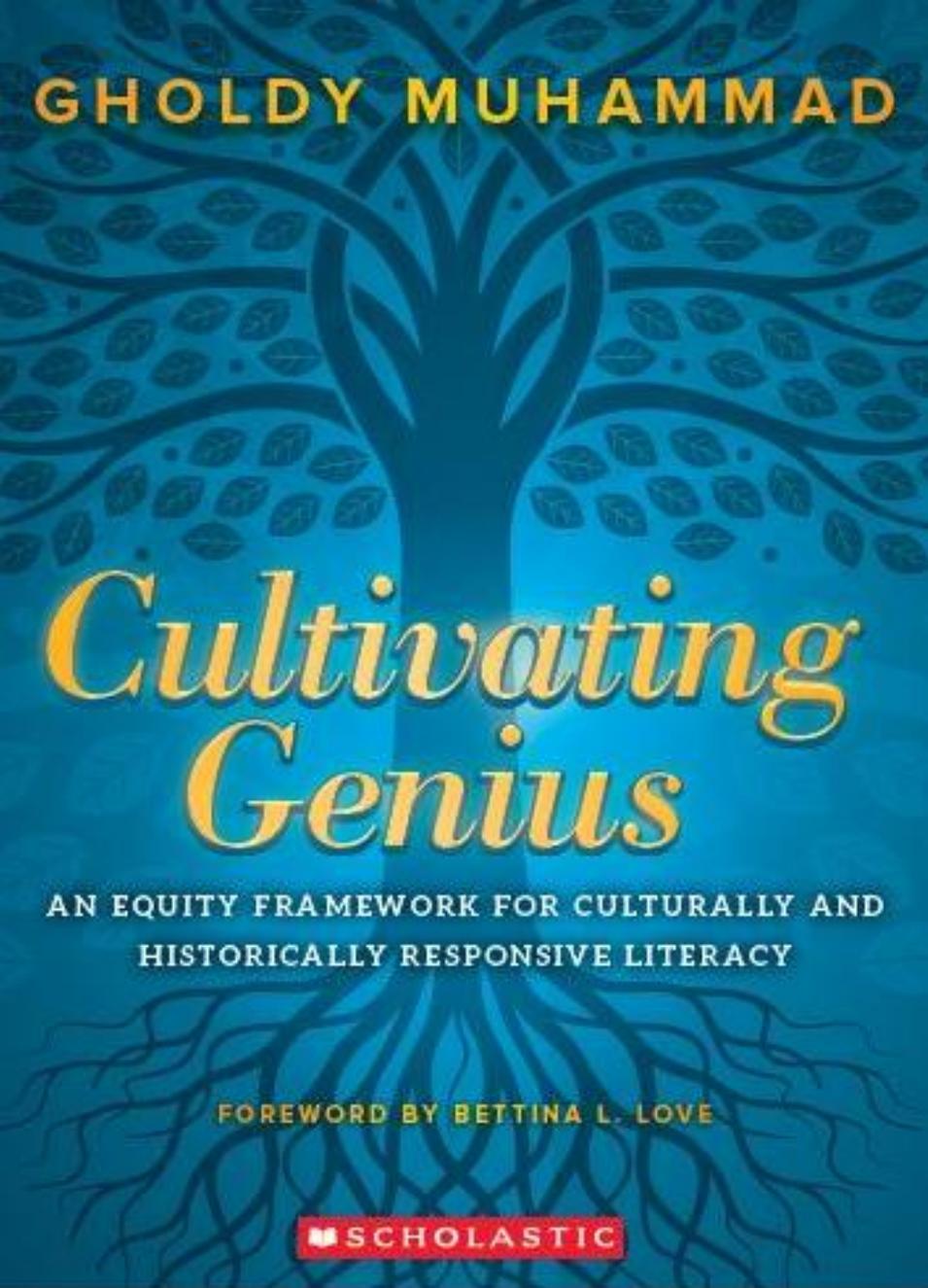
Outcome Measure 3.1.2b1

100% of the District Educational Staff will have the capacity to embed diversity and anti-racism in their practices within their subject area.

District Management Team, coordinators, and curriculum coaches/lead teachers have completed a two-hour antiracism awareness workshop.

Curriculum coordinators and coaches had a two-hour long meeting with Matthew Kay, author of *Not Light but Fire*. The curriculum coordinators are now running a book study of this book.

Amy Marshall, Middle & High School Literacy Coordinator, led a one-hour workshop with curriculum coordinators and coaches on *Courageous Conversations*, a “protocol for effectively engaging, sustaining, and deepening interracial dialogue.”



In addition, Amy Marshall is also running a year-long book study with twenty-five middle and high school teachers on Gholdy Muhammed's *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*.

Amy Marshall has also provided twenty-one teachers with classroom libraries of fifty books each by diverse authors.

Outcome Measure 3.1.2b2

5% of Requests for Support will promote the embedding of diversity and anti-racism.

To date, there have been 37 requests for support which involve embedding diversity and/or antiracism out of a total of 251 requests.

This represents 14.7% of requests.

The greatest number of requests were for middle and high school English language arts.

Outcome Measure 3.1.2c1

100% of Administrators will be aware of diversity and anti-racism in their schools.

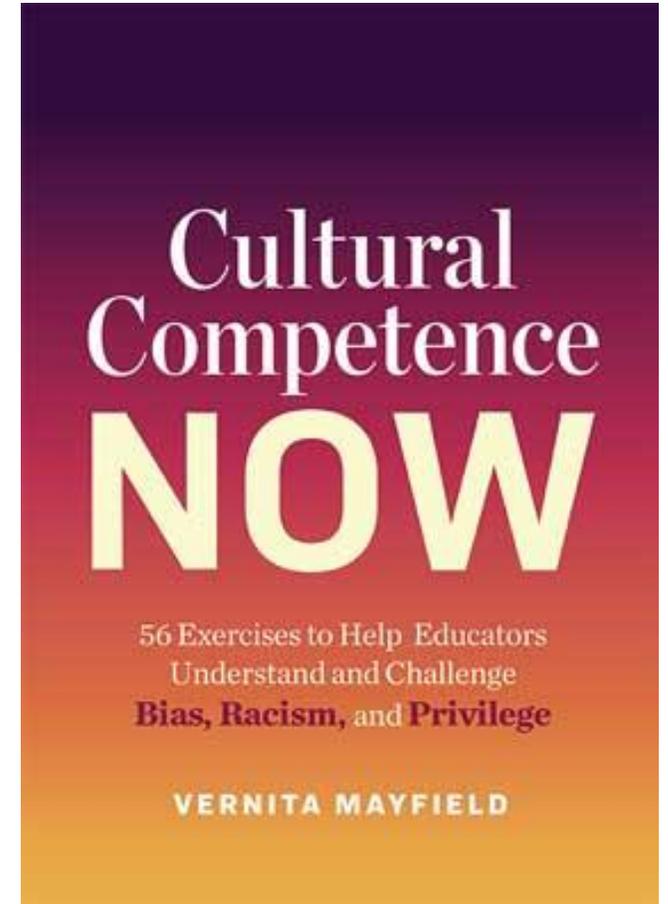
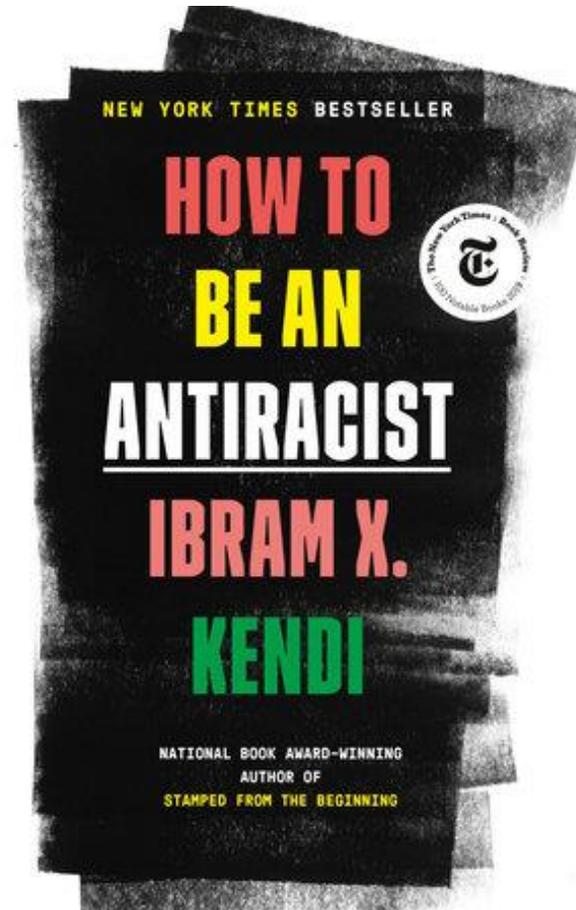
All principals have received the same antiracism awareness workshop the district leadership received.

This professional development was offered in March 2021, with principals divided into small group clusters to encourage sharing and conversation.

The six sessions were two hours in length and feedback was very positive.

Outcome Measure 3.1.2c1

100% of Administrators will be aware of diversity and anti-racism in their schools.



Questions?
