

# Superintendent's Report for DEC

## January 11, 2023

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

#### **Joint Health and Safety Committee Training**

- 75 Have been trained in 2022. (This includes ALL employee groups, NBTA, CUPE 2745 and 1253, PSAC, Etc.) – There are also 20 more scheduled for December 8<sup>th</sup>, 2022.
- Clare Tooley, Occupational Health and Safety Coordinator visited 39 of our schools to review their Health and Safety Boards to ensure compliance and to provide feedback.

#### **First Aid Training**

- All middle and high school skilled trades and physical education teachers (December 2, 2022).

#### **Workplace Hazardous Materials Information System (WHMIS) Training**

- Ongoing for all new-hire custodians, provided online and one session for those who were unable to complete it online.

#### **Arc Flash Awareness Training**

- All ASD-S Electricians (7) and their supervisors (December 14, 2022).
- Purchased and distributed recommended safety equipment with staff, as needed.

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

- Bridging participants which include early childhood educators and kindergarten teachers met throughout the month of December to discuss a shared area of passion that they intend to embed in their practice moving forward. These educators have formed a professional learning network based around shared passions, which include LGBTQ+, anti-racism, first nations, and supporting multi-language learners.
- The goal of the work is to build capacity in self-identified areas and build a lasting relationship between early childhood educators and primary teachers framed around shared interests.

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

- Peter Smith, Director Education Support Services, and Todd Cormier, School Counselling Coordinator, led a two-day Mental Health First Aid training for school administrators and counsellors (December 21 and 22) – our goal is that all administrators and guidance staff have this training that is designed by the Mental Health Commission of Canada and delivered only by trainers certified by the Mental Health Commission. The course trains staff in how to support a young person who is developing a mental health problem, experiencing a mental health crisis, or experiencing a decline in their mental health or mental well-being.

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

- ASD-S High School Antiracism Summit was modelled on the successful Youth Mental Health Forum and Middle School Gay Straight Alliance (GSA) Day events implemented in recent years (December 13). Each high school sent a teacher and group of students to work together for a day with leaders in the area, then return to their schools to develop student initiatives. The summit was developed by the Director of Education Support Services and Therese Trofimencoff, Antiracism and Equity Coach. It included activities guest speakers:
  - ❖ Renee Cameron, an Educational Assistant at Bayside Middle School, who spoke about her personal experiences with racism as an Indigenous person
  - ❖ Dr Timothy Christie, Regional Director of Medical Ethics and part-time professor at UNB and Dalhousie, who spoke of systemic racism

- ❖ Matthew Martin, ASD-S District Education Council member and Executive Director of Black Lives Matter NB, who spoke about actions students and teachers can take in their schools.
- NB Systemic Racism Commissioner’s Report noted the work of ASD-S as an example for other districts to emulate (December 16). Recommendation 28 reads: *“Increase the number of Antiracism & Equity Coaches. In August 2021, Anglophone School District South appointed the province’s first Antiracism & Equity Coach, whose role is to build capacity with teachers in addressing systemic and overt racism in their schools. This creative and excellent initiative needs to be replicated in other districts.”* While there is still a great deal of work to be done, it is noted that our district has already provided professional development to staff (Recommendation 29) and is encouraging high schools to include antiracism goals in their School Improvement plans (Recommendation 27) by providing data from the ASD-S systemic racism survey and the support of the Antiracism and Equity Coach.

**OTHER:**

- 40 instructional coaches and coordinators have identified an area of focus outside of their primary portfolio. These areas of focus include many initiatives in the District Improvement Plan including outdoor learning, technology, anti-racism, First Nations’ education, social emotional learning, and multi-language learners. Coaches and coordinators will learn more about these important areas of focus and how they can support teachers through requests for support as they attempt to implement these foci into their subject area practice.
- Congratulations to three ASD-S schools who received The Desjardins Foundation Prizes awarded for driven school and community workers who would benefit from up to \$3,000 in financial assistance to run projects with elementary or high school students.
  - ❖ Glen Falls School – Glen Falls Ninja Stars
  - ❖ Sussex Regional High School - Breakfast Club
  - ❖ Quispamsis Middle School – Bringing Back Lunch Time Fun
- Throughout the month of December schools welcomed families and the community to theatre performances, holiday concerts, theme days, and celebrations of our different cultures and traditions. These make positive school experiences for our learners and are a high point of the season for many. We also note the initiatives schools do with our learners to help our communities; winter coat collections, food drives, Santa’s Helpers, United Way fund raisers, Harbour Lights, Shoe Boxes, and more. Teaching and modelling “giving” are lessons that build character, develop social conscience, and they provide experiences of generosity and kindness that help develop global competencies. This is always a very busy time of year, but our staff across the district work hard to make these times memorable and to create positive school experiences. This is inspiring and energizing work and we appreciate the efforts of all staff.

**District Improvement Plan – DRAFT PLAN**

<b>ACTION</b>	<b>TIMELINE</b>
Collect school goals (Directors of Schools / Marc Godin).	January 2023
Mission and vision <ul style="list-style-type: none"> <li>• Seek feedback on purpose / where we want to be? School principals and staff</li> </ul>	Mid-February / March.
DEC Planning Session <ul style="list-style-type: none"> <li>• Review school mission and vision statements. Develop these for ASD-S.</li> <li>• Review school goals and identify 3-4 district goals.</li> </ul>	April 2023
District Leadership Team <ul style="list-style-type: none"> <li>• Review mission and vision statements with teams.</li> <li>• Review goals with teams and develop strategies.</li> </ul>	April / May 2023
DEC <ul style="list-style-type: none"> <li>• Consider and adopt plan.</li> </ul>	June 2023
Communication and Implementation	August 2023