



**DISTRICT EDUCATION COUNCIL
Superintendent Monitoring Report**

POLICY NAME	Visions / Beliefs		
POLICY NUMBER	ASD-W-ER4	Number of Reports per year	1
Date of Report	October 29, 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:	N/A		

Current Situation

- **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) has created new Mission and Vision Statements as well as a set of Core Values that will guide all staff in their daily work. The vision of our district is to see “all individuals engaged within our system (be) empowered to assist in building resilient, confident and contributing members of our communities”. Core values of engagement, shared leadership, support & recognition, collaborative relationships, trust, openness & transparency and a pursuit of excellence have been defined (Appendix A).**

POLICY NAME**Visions / Beliefs**

- **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.**
- **ASD-W and the schools engage members of the community for a variety of different initiatives and activities. In particular, ASD-W has 7 community schools coordinators (in 9 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 and stakeholders (UNB, for example) who invest in our schools, financially, through service 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. The Superintendent has recently been named to TLP National Board of Directors.**
- **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. Further to this, a new leadership development initiative has been launched this year in conjunction with the University of New Brunswick – Fredericton (Appendix B). ASD-W meets with school leadership regularly in formal settings and through personal visits.**
- **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 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.**

POLICY NAME**Visions / Beliefs**

- **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, under “About Us”).**
- **School Administration meetings are balanced with professional development / continued learning and necessary business.**
- **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. Specific professional learning days are a part of the School Calendar (Appendix C).**
- **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). The DEC hosts public meetings around the district, abiding by policy and posting public meeting minutes. 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.**

Looking Ahead

- **ASD-W district leadership will continue to use the new Mission, Vision and Core Values to guide practices and daily routines.**
- **DEC will support engagement from stakeholders in support of the building of the Provincial 10 Year Education Plan. District and school staff also have opportunities to contribute.**
- **Efforts to engage district and school leaderships will continue through the formation of a “Culture Committee” and “School Leadership Liaison Committee”, all in the name of improving ASD-W.**
- **It is recommended that the DEC revise DEC Policy ASD-W-ER4 to reflect the new Mission, Vision and Core Values document.**

Challenges

- **It can be challenging to remain focused on educational leadership when there are so many managerial tasks that can over-shadow the leadership responsibility.**
- **A reduction in funding for the Leadership Development program has led ASD-W to re-think its method of providing this professional learning responsibility.**

POLICY NAME**Visions / Beliefs**

- **The DEC has also faced annual responsibilities that are managerial as opposed to educational; the management tasks take sufficient time and energy.**
- **Professional Development days sometimes face criticism from the public as time away from teaching children.**
- **Costs associated with release time and travel for professional development opportunities have risen over time, making it more challenging to offer inservice, learning and training.**
- **A loss in staff under the umbrella of subject coordinators and teacher leads has lead these groups to refocus their strategies for supporting teachers.**

Addressing the Challenges

- **Leadership will remain committed to the new Mission, Vision and Core Values.**
- **Leadership will continue to think unconventionally when trying to provide professional learning in leadership development.**
- **Financial investment will be sought through other means, including the use of self-sustaining dollars, as required.**
- **A temporary reduction in the number of Professional Development days is currently in place. Should days be reinstated, it is recommend that they have a clear and focused purpose (ie. positive learning, mental health).**
- **Flexibility on the part of curriculum leaders and using the expertise that has been reassigned to the classroom is allowing for continued attention to teacher growth.**

Appendices

- **Appendix A - Mission, Vision, Core Values**
- **Appendix B - UNB Leadership Initiative**
- **Appendix C – School Calendar and Professional Learning Opportunities**
- **Appendix D – DEC Annual Planning Cycle**

Superintendent's Signature: _____**DEC Chair Signature:** _____**Date:** _____



ANGLOPHONE WEST SCHOOL DISTRICT

Our Mission

Excited. Involved. Prepared.

Core Values

Pursuit of Excellence

- Act consistently with our values
- Commit to continuous learning and teaching
- Identify strengths, weaknesses and opportunities to ensure improvement
- Welcome performance feedback

Trust, Openness and Transparency

- Act in a manner that is honest, trustworthy and with integrity
- Act in a professional and respectful manner
- Communicate challenges, difficulties and expectations openly and constructively

Collaborative Relationships

- Invest in people
- Promote teaming
- Support group decision-making and problem solving
- Welcome and encourage participation

Support and Recognition

- Express concern for others
- Recognize progress
- Celebrate achievements
- Build and leverage strengths

Shared Leadership

- Structure an environment of shared decision making
- Focus on building capacity
- Share responsibility
- Address difficult situations

Engagement

- Commit to the vision
- Collaborate to move forward
- Focus on solutions
- Support a culture of creativity

Our Vision

All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.

Learning to Lead – Leading to Learn 2015/2016

After consultation with our school leaders and further collaboration with UNB, we are pleased to share the details of our partnership between the Faculty of Education at UNB and ASD-W: “Learning to Lead- Leading to Learn”.

As you know this initiative was created to support schools in finding an effective balance between management and leadership functions in our schools by learning about, and leading the development of strong school improvement processes and increased leadership capacity.

Opportunities for learning have been developed based on feedback from the system, as well as EECED’s **revised School Improvement Indicators (2015-2016)**, which emphasize self-directed school improvement at the local school level. The agenda will also align with the **CAMET Leadership Standards**. The agenda will be primarily focused on these two domains:

- Leadership & Teaming
- Systemic School Planning

The format includes four sessions--two in Fall 2015 and two in Winter/Spring 2016.

The schedule will be:

4 Days: 2-Fridays (Oct. 23, May 13) and 2-Saturdays (Dec. 5, Feb. 20)

Sessions will be, **for the most part**, facilitated by UNB Faculty and staff, with assistance from ASDW District leaders. Participants will also be encouraged to consider sharing their expertise and facilitating sessions. Sessions will be highly interactive; including brief presentations on focus topics and then participant engagement in working groups. The goal is to support school staffs in designing school improvement processes, implementing school improvement activities and building capacity for school improvement in future. Schools will have an opportunity to develop improvement targets that are specific to their buildings.

The target audience is school lead teams of at least one assigned school leader (principal or vice-principal) plus up to three other lead teacher members. Subject Coordinators and Directors are invited to participate as well.

The sessions are being sponsored by the Faculty of Education, UNB, in collaboration with ASDW. There is no cost to participants unless participants wish to consider participation for course credit. **Course credit at the graduate level from UNB is possible if participants meet the following criteria:**

- register in an assigned course and pay course tuition fees
- attend all sessions
- complete an academic component (such as review assigned readings and submit an academic report relating to their school improvement efforts)

School costs: Schools must use their own budgets to cover all travel costs associated with attending the sessions, with the exception of lunch (provided by the district). Schools are to pay for half of the release time needed to cover supplies. For example, if a school requires 4 supply days—2 are to be paid for by school and the other 2 are coded to the district for meetings.

Part 1: Leadership and Teaming

October 23 (9:00-4:00) at Marshall D'Avray Hall, UNB, Fredericton

Topics:

- Leadership styles
- Understanding ourselves as leaders
- Collaborative/shared leadership
- Culture of leadership and learning
- Leading through change processes

Part 2: Leadership and Teaming

December 5 (9:00 – 4:00) at Marshall D'Avray Hall, UNB, Fredericton

Topics:

- Action research
- Culture of trust
- Cycles of inquiry
- PLCs/collaborative planning
- Topics proposed by participants in Part 1

Part 3: Systemic School Planning

February 20, 2016 (9:00-4:00) at Marshall D'Avray Hall, UNB, Fredericton

Topics:

- Evidence based planning
- Instructional Coaching
- Peer Coaching
- Implementing and monitoring school improvement plans
- Developing community support

Part 4: TBD

May 13, 2016 (9:00-4:00) at Marshall D'Avray Hall, UNB, Fredericton

Topics:

To be determined based on the needs, interests and requests of participants

****To indicate your participation, SCHOOL PRINCIPALS: please email your Director of Schools by **Wednesday, October 7** with a list of your team members. SUBJECT COORDINATORS: please email a Director of Schools and indicate your interest and school level preference****

Thank you!

Prepared by:

ASDW: Tanya Whitney, Jay Colpitts, Rick Demmings, Gina Dunnett

UNB: Dr. Ann Sherman, Dr. Ken Brien, Dr. Lyle Hamm, Steve Pierce



Use of Professional Learning Days in School Calendar – 2015-2016

Planning for Professional Learning 2015-2016: Proposed

Month	Dates	Event	Number of Days for Students	Number of Days for Teachers
August	26-27 31	End of Year Professional Learning Operating Meetings Full Administration Day - School Based	0	1
September	1-8	NBTA Council Day - District Based NBTA Council Day - School Based Full Administration Day - School Based Labour Day First Day for Students	17	20
October	8-12	Professional Learning Day #1 Professional Learning Day #2 Thanksgiving Day	19	21
November	11-20	High School Report Card Year Remembrance Day Parent Teacher Interview Day - Full Day Professional Learning K-8 Reporting Time	19	20
December	18	Last Day Before Christmas Holidays	14	14
January	4-5	Professional Learning Day #3 First Day for Students - Application Start	19	20
February	3-12	High School Semester 2 Begins High School Semester 1 Report Card Week	21	23
March	7-11 21-24 25	March Break K-8 Reporting Time Good Friday Easter Monday	15	16
April	6-16	High School Report Card Time Parent Teacher Interview Day - Half Day Professional Learning	25	21
May	6-16 20-23	NBTA Council Day - Reporting Based NBTA ACPUB Branch Meeting Day (Full Day for St. Mary's Academy & St. Mary's) NBTA Branch Learning Day - St. Mary's Academy ONLY in Education	19	23
June	24-28	Thanksgiving Day Last Day for Students - Final Report Card Day (K-8) Last Day for Teachers	18	20
Total Number of Days for Students			387	
Total Number of Days for Teachers				395

STATUS OF PROFESSIONAL LEARNING DAYS STILL TO BE DETERMINED

Day/Date	What	Who (Owner of the Day)	Organized By (Responsible for Delivery)	Possible Content/Topic
August 31st	Admin Day		Principal	
Sept 1st	Council Day	NBTF collective agreement	Branch PD Committee may partner with Districts	
Sept 2nd	NBTA Council Day	NBTF collective agreement	NBTA Councils	
Sept 3rd	Admin Day		Principal	
Sept 7th	Labour Day			
Sept 8th	Classes - First Day			
Sept 8th	Curriculum Day	NBTF collective agreement	School / District	
Sept 8th	• School Based • Linked to SLP/PEP/DIP			
Oct 9th	Curriculum Day			
Oct 12th	Thanksgiving Day			
Nov 11th	Remembrance Day			
Nov 20th	Parent Teacher		Principal	
Dec 18th	Classes - Last Day			
Jan 4th	Exemption Day		Principal (EECD will provide resources for SLP sessions & resources for school-based PL - organization of the day is at the discretion of the principal)	School improvement planning and Monitoring / Positive Learning Environment Planning and Monitoring
Jan 5th	Classes - First Day			
Apr 8th	Parent Teacher		Principal	

Day/Date	What	Who (Owner of the Day)	Organized By (Responsible for Delivery)	Possible Content/Topic
Mar 7, 11th	March Break			
Mar 25th	Good Friday			
Mar 28th	Easter Monday			
May 6th	NBTA Council Day	NBTF collective agreement	NBTA Councils - Alternate Proposal process for teachers unable to attend - School based PD Committee.	
May 16th (May 20th St. Mary's Academy)	Branch AGM Multiple within May		NBTA Branch PD committee in consultation with Branch Executive	
May 23rd	Victoria Day			
May 24th	Classes - Last Day			
June 28th	Teachers - Last Day			



ASDW — LEARN EAST

AUGUST 17, 2015

BLISS CARMAN MIDDLE SCHOOL

FREDERICTON, NB

LearnEast 2015 is a professional development 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.

Why attend?

As we move forward into the heart of the 21st Century, there's a demand for rich conversations around just what the new information-rich, global community means for us as learning leaders. While many questions remain to be answered one thing is for certain: the way we access knowledge, interact with information and communicate our understandings within this interconnected digital landscape will shape our roles as learners. New Brunswick has been a world leader in leveraging technology for learning. Initiatives at the provincial, district and school levels have included innovative learning programs and the introduction of mobile computing while other schools have seen a dramatic rise in access to technology that has the power to change the learning narrative for our students. We are pleased to announce that the Fine Arts stream will be a key part of LearnEast 2015.

The event is hosted by Anglophone West School District, but we extend an open invitation to other educators from around Atlantic Canada (and beyond!), especially those interested in digital-enriched learning environments, to join us in the conversations about a new story of learning.

Registration is **FREE** for everyone but out-of-town participants are responsible for their own accommodations and/or travel.



EDTECHTEAM

ATLANTIC CANADA SUMMIT

AUGUST 20-21 2015

ROTHERSAY NETHERWOOD SCHOOL

AC.GAFESUMMIT.COM

You are invited to join this high-intensity two-day event focused on deploying, integrating, and using Google Apps for Education and other Google Tools to promote student learning in K-12 and higher education.

Registration Fee: \$275 USD Early Bird

OTHER UPCOMING

OPPORTUNITIES—SPRING 2015

◇ APRIL 18, 25, MAY 2, 9, 16, 2015

ENRICHMENT TRIAD TRAINING COURSE

Saturdays (9am to 3pm) (7+hours outside of class)
Registration Deadline: Wednesday, April 1, 2015

OR JULY 6-10, 2015

Monday-Friday (9am to 3pm) (7+ hours outside of class)

Registration Deadline: Monday, June 15, 2015

Target Audience: Elementary Teachers K-5
Location: NBTF Building, 650 Montgomery Street

◇ APRIL 25, 2015 — FIERCE

NEGOTIATIONS—FREDERICTON, NB

Target Audience: Any NB educator who has received the certificate for completion of training in Fierce Conversations.

◇ APRIL 26, 2015—FIERCE GENERATIONS—

FREDERICTON, NB

Target Audience: Any NB educator who has received the certificate for completion of training in Fierce Conversations.

◇ MAY 2016—C.A.P. (CANADIAN ASSOCIATION OF PRINCIPALS) SAINT JOHN, NB



ANGLOPHONE WEST SCHOOL DISTRICT

Professional

Learning

Opportunities

Spring and Summer 2015

University of New Brunswick
New Brunswick Teachers' Association
Second Language Research Institute of Canada
Anglophone West School District

March 17, 2015

Professional Learning Opportunities—Summer 2015



UNB—LEARN 2 LEARN

www.learn2learn.ca

JUNE 28-30, 2015

ROTHESAY NETHERWOOD SCHOOL

This year's conference focuses on the *Pedagogy and Assessment of Creativity and Innovation*. Join educators across the country as we explore education through the lens of student-centered learning and powerful classroom models. Experience visionary keynotes, practical workshops and a range of sessions led by innovative educators.

Keynotes and Speakers:

Joseph Boyden

Canadian novelist, short story writer and teacher of creative writing. His first novel, *Three Day Road* won the First Novel Award and the Rogers Writers' Trust Fiction Prize. His second novel, *Through Black Spruce*, won the 2008 Giller Prize, and his third book, *The Orenda* was named the winner of the 2014 edition of *Canada Reads*.

Born in 1966 in Willowdale, Ontario Joseph Boyden is of Irish, Scottish and Métis descent and currently resides in both Louisiana and Ontario. He teaches creative writing at the University of New Orleans and frequently travels back to Ontario to spend time with his family. Boyden attended the Jesuit-run Brebeuf College School in Toronto while growing up. Afterwards he worked on his creative writing degree at both York University and at the University of New Orleans. He has spent time teaching in the Aboriginal Student Program at Northern College.

Anne-Marie Kee

Anne-Marie completed a B.A. in English, a B.Ed. and an M.Ed. from Queen's University in Kingston. Her Additional Qualifications include Special Education, Design & Technology and Principals Qualifications Parts One and Two. She taught for the Lennox and Addington School Board for six years before moving to Montreal. At Lower Canada College, Anne-Marie was a Senior English teacher, the Dean of Studies and Chair of the Integrated Technology Implementation program.

In 2006, she became Executive Director of the Canadian Educational Standards Institute (CESI) where she initiated the National Tracking Project, co-authored the National Technology Project: A Report on Effective Practice and led the organization through a national collaborative review of the standards and procedures of accreditation, which eventually led to recognition by the NAIS International Commission of Accreditation and the Association of Accrediting Agencies of Canada.

NBTA— (DSS) DEVELOPING SUCCESSFUL SCHOOLS CONFERENCE

www.nbta.ca

JULY 6-9, 2015

MOUNT ALLISON UNIVERSITY

Cognitive Coaching for Educational Leaders—An Instructional Leadership Institute

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.

Institute Resource Person—John Clarke. John

Clarke has facilitated programs that promote the development of enhanced teaching practice, the creation and maintenance of positive and successful school cultures and the establishment of quality work environments.

UNB—SUPPORTING FRENCH IMMERSION WRITERS

<https://www.smcore.com/ezxad>

JULY 7, 8, 9, 2015

WU CENTRE, FREDERICTON

Target Audience: French Immersion teachers from all grade levels

L'Institut d'été 2015 aura comme thème l'enseignement de l'écriture dans les contextes d'immersion française. Un accent particulier sera accordé aux aspects suivants :

- pratiques exemplaires de l'écriture en immersion
- activités axées sur les traits d'écriture
- différenciation dans la classe diversifiée
- écriture dans diverses matières
- évaluation formative de textes écrits

ALL THINGS MARINE

huntstmannmarine.ca/subcontents/id/17/sid/48

JULY 20-24, 2015

ST. ANDREWS, NB

There is no better outdoor marine classroom than the Canada's own Bay of Fundy. Twice a day the tide at the mouth of the Bay rise and fall eight meters stirring up nutrients that have drifted to the ocean floor. Join us as we explore this unique and diverse environment. What we catch and collect is what we will study!

NBTA—CONTACT

(CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING)

www.nbta.ca

AUGUST 4-7, 2015

UNIVERSITY OF NB—SAINT JOHN

Theme: Waves of Change—Oceans of Opportunity!

This conference is designed for teachers of any stage or role from the four Atlantic Provinces.

UNB—ASSESSMENT WITH ANNE DAVIES AND SANDRA HERBST

AUGUST 12, 13, 14, 2015

UNIVERSITY OF NEW BRUNSWICK FREDERICTON, NB

Target Audience: Teachers K-12

Leaders Making a Difference: Using Assessment in the Service of Learning

Designed for secondary and elementary teachers, school leaders, and PD leaders, this Institute will explore issues at the secondary level, working with elementary students, and facing leadership challenges. Attend this two-and-a-half-day Institute to consider ways to model the principles of assessment for learning in your own leadership practice.

March 17, 2015



Anglophone West School District District Education Council Planning Cycle 2015-2016

The Annual "Must Do's"

July

- Rest

August

- Planning Priorities for the Year – DEC Strategic Planning Session

September

- Superintendent Report (1 of 1) – ASD-W-EL1: Emergency Superintendent Succession
- Superintendent Report (1 of 4) – ASD-W-EL4: Budgeting/Forecasting (2nd Quarter Report)
- Superintendent Report (1 of 2) – ASD-W-EL6: Effective Use of Schools
- Superintendent Report (1 of 2) – ASD-W-EL7: Sustainability of Schools

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
- ASD-W-CSR6 – Annual Summative Evaluation of the Superintendent

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

- Governance Process ASD-W-GP1 to ASD-W-GP10 – Council Self Evaluation
- Curricular or Program Presentation

January

- Superintendent Report (1 of 1) – ASD-W-EL2: Staff Treatment
- Superintendent Report (2 of 4) – ASD-W-EL4: Budgeting/Forecasting (3rd Quarter Report)
- Superintendent Report (1 of 1) – ASD-W-ER6: Quality High School Program
- Superintendent Report (1 of 2) – ASD-W-EL7: Sustainability of Schools
- Curricular or Program Presentation

February

- 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 (3 of 4) – ASD-W-EL4: Budgeting/Forecasting (4th Quarter Report)
- Superintendent Report (2 of 2) – ASD-W-EL6: Effective Use of Schools
- Superintendent Report (2 of 2) – ASD-W-EL7: Sustainability 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***