



Carleton North High School

30 School Street, Florenceville-Bristol, N.B.

PSSC Minutes

Date: February 8, 2021 Time: 7:00 pm

Location: MS Teams Virtual Meeting

PSSC Members Present:

Tanya Mitham
Andrea Callahan
Heather Chase
Sherry Brennan
Karen Guest
Sarah Oakes
Tara Orchard
Elliot Derrah – SRC Rep.
Shelley Hunter, Teacher Rep.

PSSC Members Regrets:

Monica O’Neill
Lisa Wolverton
Brian McLean

School/DEC Representation Present:

Jason Smith, Principal
Jana Brennan, Vice-principal

School/DEC Representation Regrets:

Andy Saunders

Call to Order: Meeting called to order by Jason Smith at 7:03 pm.

Approval of the Agenda: Tara Orchard moved to accept the agenda as circulated; Sherry Brennan seconded. Motion carried.

Approval of the Minutes from Previous Meeting: Tara Orchard moved to accept the minutes as circulated and seconded by Sherry Brennan.

Celebrations: Staff Appreciation - “All that and a Bag of Chips” was greatly appreciated by the staff. S. Hunter – Students are happy to be back after the break.

Correspondence:

None at this time

Business Arising from the Minutes:

I. Our School (Homework) – Areas of success/needs. Tara Orchard presented a power point (attached) in this matter. Communication from the school, needs to be consistent. Some messages are coming through Talk mail, email, Facebook, Twitter, Instagram and website and the next time only through email. Karen G. said communication was good with academics but not with anything related to sports. Jay Doherty communicates all sports through Instagram (requested by students). Jana Brennan thoughts were maybe just voice mail to email. Make everything simple.

Metal Fitness & Resiliency – In Grade 9 mental health is discussed in PDCP. Does every teacher discuss mental health? No. Is there support for these students – yes in the Zen Den in the Guidance office. Need to promote more knowledge among students. Do a PL day with Staff on anxious/nervous.

Connectedness – There are lots of opportunities for committee based projects. A small kitchenette set was made for FES. Lunch meals are made by the Culinary Tech class and delivered to FES (Feed the Foxes). Discussion was had about a credit for high school students completing volunteer hours to graduate. At this time it is not a graduation requirement.

New Business:

- I.** Chair: Nomination for Chair/Co-Chair – Sarah Oakes and Tanya Mitham are not able to continue as Chair/Co-Chair. Sherry Brennan and Tara Orchard will take over as Co-Chairs.
- II.** Policy Updates & PL (attached) – Sexual Orientation and Gender Identity – policy was a long time coming to create a positive working environment. All schools work towards having a safe and inclusive environment.
- III.** Staff Appreciation Update – For Wednesday the fridges will be stocked with beverages. Thursday lunch will be provided by Betty-Jo (cafeteria) and Friday our MLA, Margaret Johnson will provide pizza for lunch.
- IV.** Choice Center Update – Mr. Carswell has the Choice Center fully functional. It has been modeled after six other schools in the Province.
- V. School Report**
 - a) Principals Report (see attached document)
 - b) SRC Report (see attached document)
 - c) Staff Report (see attached document)

Date of Next Meeting: April 6, 2021 at 7:00 pm.

Adjournment: Meeting adjourned at 8:24 pm.

PSSC Chair

Date

PSSC Secretary

Date

School Improvement Plan

Feedback from CNHS Parent Community

Feb 2021

Communication

- **Positive** – the school uses many methods of communication (Email, Voicemail, Website, Twitter, Instagram, etc.)
- **Opportunity for Improvement** – How information is being communicated isn't consistent and therefore becomes confusing when the same information isn't being communicated across all communication channels, or when one time information is communicated one way and the next time it is communicated using a different channel.
- **Request** – Provide consistency around how and when information is being communicated. If several methods of communication are used, ensure the same message is delivered across all channels. First preference is email.

Mental Fitness & Resiliency

- **Positive** – Mental health information is available through Teams.
- **Opportunity for Improvement** –
 - Are teachers discussing mental health in the classroom?
 - Do students know where to go if they need help?
 - Do students know the difference between being nervous and being anxious?
 - Do teachers know the difference between being nervous and being anxious?
 - Do teachers know how to help students who are struggling with anxiety?
 - Is there a safe place in the school for students who are struggling? (i.e. if a student is having an anxiety attack)
- **Request** – Can additional resources be provided and tools implemented to help students and teachers?

Connectedness

- **Positive** – CNHS students attending cooking classes are currently delivering meals on Wednesday and Thursday to FES.
- **Opportunity for Improvement** – Is there an opportunity to get CNHS students more connected to the Elementary and Middle schools in the area through volunteering or even class work that could provide some value to younger students and be counted as credits to high school students?
- **Request** – Could the current program be expanded to include activities that could involve reading, art, etc?

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.

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Gender Identity refers to an individual's internal sense of their gender, which may or may not align with their sex assigned at birth and is not visible to others.

Homophobia/transphobia refers to negative attitudes, feelings, discrimination, and behaviours towards individuals who identify or are perceived to be a member of the LGBTQI2S+ community.

Legal name refers to the name that appears on a birth certificate.

LGBTQI2S+ is a commonly used acronym that represents different identities within society. The acronym refers to an individual who identifies as: lesbian, gay, bisexual, transgender, queer, intersex and two-spirited. The acronym ends with a plus symbol to reflect that in society there are many more identities that could be represented.

Members of the school environment refer to all students who are registered in the public school system in New Brunswick, all school personnel, contract and casual employees, visiting professionals, student teachers, parents, visitors, and volunteers.

Non-binary gender refers to an individual whose gender identity is neither exclusively male nor female or is in between or beyond both genders.

Parents refer to parents or guardians, as defined in the *Education Act*.

Preferred first name refers to a name that has been identified by a transgender or non-binary student to be used in place of their legal first name.

Preferred pronoun refers to a pronoun that has been identified by a transgender or non-binary student that aligns with their gender identity.

Sexual orientation refers to an individual's psychological, emotional and/or sexual attraction towards another person.

Students refer to pupils, as defined in the *Education Act*.

School Personnel as defined in the *Education Act*. For the purpose of this policy, school personnel also includes volunteers.

Transgender refers to an individual who does not identify either fully or in part with the gender associated with their sex assigned at birth.

4.0 LEGAL CONSIDERATIONS AND AUTHORITY

Education Act, section 6*The Minister...**b.2) may establish provincial policies and guidelines related to public education within the scope of this Act [...]**Education Act*,

Subsection 13(1)(e) and 13(3), Roles of parents

Subsection 27(1), Duties of Teachers

Subsection 48(2)(b), Duties of Superintendent

Paragraphs 28(2)(c), 28(2)(e) and 28(2)(h), Duties of Principals

Paragraphs 33(1.1), Duties of Parent School Support Committees

Paragraphs 36.9(5)(a) and (b), Duties of the District Education Council

5.0 GOALS / PRINCIPLES

The Department of Education and Early Childhood Development (EECD) believes:

- 5.1 All members of the school environment have the right to self identify and express themselves without fear of consequences and with an expectation of dignity, privacy, and confidentiality;
- 5.2 All members of the school environment have the right to learn and work together in an atmosphere that is respectful and free from harassment and discrimination;
- 5.3 It is important that all students have a sense of belonging and connection to their school environment. Students should feel that they are supported by school personnel;
- 5.4 School personnel will create a culture whereby LGBTQI2S+ students see themselves and their lives positively reflected in the school environment;
- 5.5 It is important to collaborate with community stakeholders to support the needs of all LGBTQI2S+ members of the school environment; and
- 5.6 Support groups such as Gender and Sexuality Alliances (GSA) are important and provide a safe space for students. Gender and Sexuality Alliance and school personnel will work together to create a safe and inclusive school environment for LGBTQI2S+ students.

6.0 REQUIREMENTS / STANDARDS

6.1 Supportive School Environment

- 6.1.1 The school principal will ensure that all members of the school environment are aware of the requirements set out in this policy.
- 6.1.2 School personnel will ensure that the school environment respects student's right to self-identify, and appropriate measures are in place to protect personal information and privacy.
- 6.1.3 EECD and school districts will provide professional learning opportunities to school personnel to understand and support the needs of LGBTQI2S+ students.
- 6.1.4 Homophobic/transphobic language, behaviour, or discrimination towards a member of the school environment will not be tolerated and will be immediately reported to the principal or designate. All allegations will be taken seriously and dealt with in a timely and effective manner as per [Policy 703 – Positive Learning and Working Environment](#).
- 6.1.5 All students will be able to participate in curricular, co-curricular, and extracurricular activities that are safe, welcoming, and consistent with their gender identity.
- 6.1.6 EECD, school districts, and school personnel will ensure that classroom materials and activities contain positive and accurate information related to sexual orientation and gender identities.
- 6.1.7 EECD, school districts, and schools will strive to use inclusive and gender-neutral language when communicating with members of the school environment. This includes: classroom instruction, classroom materials, school and school district newsletters, forms, social media, emails, phone calls, and meetings.

6.2 Supportive Alliances

- 6.2.1 All schools will have a designated member of the school environment to act as an advocate for students who identify as LGBTQI2S+ and their families.
- 6.2.2 The school principals and school personnel will support the establishment of a Gender Sexuality Alliance and will support any events and activities organized by the group.
- 6.2.3 Gender Sexuality Alliance membership does not require parental consent and privacy and confidentiality will be respected.

6.3 Self-identification

6.3.1 School personnel will consult with a transgender or non-binary student to determine their preferred first name and pronoun(s). The preferred first name and pronoun(s) will be used consistently in ways that the student has requested.

6.3.2 Transgender or non-binary students under the age of 16 will require parental consent in order for their preferred first name to be officially used for record-keeping purposes and daily management (EECD, school district, and school software applications, report cards, class lists, etc.).

Before contacting a parent, the principal must have the informed consent from the student to discuss their preferred name with the parent. If it is not possible to obtain parental consent for the use of the preferred first name, a plan will be put in place to support the student in managing the use of the preferred name in the learning environment..

6.4. Universal Spaces

6.4.1 All students will have access to washroom facilities that align with their gender identity. The washroom facilities will be available to all students in a non-stigmatizing manner.

6.4.2 All schools will have at least one, universal washroom facility that is accessible at all times.

7.0 GUIDELINES / RECOMMENDATIONS

7.1 Where possible, schools are encouraged to provide more than one, universal washroom facility that is accessible at all time.

7.2 Superintendents will make reasonable efforts to support students who request to transfer schools due to reasons relating to their sexual orientation, gender identity, and gender expression.

7.3 Where possible, student should have access to accommodations that align with their gender identity when travelling off school property. This includes field trips, co-curricular and curricular activities, travelling for competition, or events at another school, etc.

8.0 DISTRICT EDUCATION COUNCIL POLICY-MAKING

A District Education Council may develop policies and procedures that are consistent with, or more comprehensive than, this provincial policy. Their policy must be posted on the school district website, and shared with all members of the school environment at the beginning of every school year.

9.0 REFERENCES

Canadian Charter of Rights and Freedom

Human Rights Act

Education Act

Policy 703 – Positive Learning and Working Environment

New Brunswick LGBTQ Inclusive Education Resource

10.0 CONTACTS FOR MORE INFORMATION

Department of Education and Early Childhood Development, Policy and Planning Division,
506 453-3090

Department of Education and Early Childhood Development, Education and Support Services
Branch (Anglophone Sector), 506 453-2816

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ANGLOPHONE WEST SCHOOL DISTRICT

GOVERNANCE POLICIES

Policy Type

Ends Results

Policy Name

Sexual Orientation and Gender Identities

Policy Number

ASD-W-ER4

Effective Date: February 22, 2018

Revised:

Policy:

The DEC values diversity, safety, and respect in its school communities. The DEC expects all members of the school community to be welcomed, respected, accepted, and supported in every school, and specifically commit to addressing heterosexism within the school community.

The DEC recognizes its obligation to adopt appropriate administrative procedures and strategies to ensure respect for human rights, support diversity, and address discrimination.

Principles of Ends Result:

1. ASD W DEC upholds the principle that its policies, procedures, and strategies will reflect understanding and acceptance of LGBTQ2S school community members inclusive but not limited to those perceived as lesbian, gay, bisexual, trans (trans, transgender, transsexual), two-spirit, queer and those who are questioning their sexual orientation, gender identity or gender expression support diversity, address discrimination, and foster an atmosphere of respect and safety.
2. ASD-W DEC, through the Superintendent, will demonstrate the following outcomes:
 - a. Employees will demonstrate respect for human rights, support diversity and address discrimination against LGBTQ2S individuals.
 - b. The school community is aware of this policy and support for LGBTQ2S in the district as addressed in the Positive Learning and Working Environment Plan (PLWEP).
 - c. District policies reflect respect and consideration of LGBTQ2S school community members.

3. Resources

- a. The **Education Act** provides the following authority for these guidelines:

36.9(5) A District Education shall...

(a) develop school district policies and procedures, not inconsistent with Provincial Policies and Procedures, in matters relating to the authority given to the District Education Council, or the Superintendent of the school district, under this Act and the Regulation.

- b. **New Brunswick LGBTQ2S Inclusive Education Resource**

- c. **EECD Policy 703: Positive Learning and Working Environment.**

MONITORING:

Method(s)	Frequency	Month
<ul style="list-style-type: none">• Superintendent Report	<ul style="list-style-type: none">• 1 Time per year	<ul style="list-style-type: none">• December

Principal's Report by Jason Smith

1. Staff – We have 3 teachers taking leave of absences this semester.

-Adele McCarthy will be taking the full semester off. Her position was split between Ayla Poitras (full time) and Grace Nickerson (1/2 time)

-Susan Galbraith – is taking pre-retirement time in April. Grace Nickerson will be filling her position.

-Jeff Steeves – will be working just half time (afternoons) this semester. Mike Drost is filling his morning position.

2. June – Staff have been asked for their thoughts on June's final assessment week. Can do final projects/assignments instead of exam? Shelley Hunter stated that this would be less stressful for staff and students. Mr. Smith asked the PSSC for their thoughts on what the final week in June could look like for assessments.

SRC Report by Elliott Derrah

Valentine's Day – SRC is selling flowers \$3.00/flower

Teacher Appreciation Week – SRC will be helping with activities at noon time.

PSSC Teacher Representative Report – February 8, 2021

Submitted by Shelley Hunter

Academics:

- Ms. Galbraith has her grade 11 and 12 students in Visual Arts and Graphic Arts & Design classes select some of their work for the Semester 1 showcase. This art exhibit on the upper B wing is a must see!
- Mrs. Kilfoil's and Ms. Mac's English 10 students did a "Body Biography" project; their wonderful results are displayed in the showcase by the C/D wing lockers. Worth seeing!
This project presents a representation of student's analysis on a notable character from their independent novel from Semester 1 – focus on Fictional literature. This project showcases student's ability to infer critical information about who their character is, while also referring to the text as support. The project included all categories of the English Language Arts Curriculum, and truly allowed students to demonstrate their learning.
 - Speaking & Listening: Students presented their biographies to the class; this allowed them time to explain in further detail the choices they made to help shape their character.
 - Reading & Viewing: During the reading process, students tracked information for the biography; this was an ongoing task. The information written on the biography includes literal elements and inferential elements to develop the character through character traits.
 - Writing and Representing: The physical representation of the character is the centerpiece of this project. The majority of students worked extremely hard to ensure accuracy and detail of the physical description.We are pleased with the amount of detail and effort students put into this project; it is definitely a project we will have students complete again.
- Mme Dubois' social studies classes finished strong with a project on the Middle Ages. Students chose to present a subject of their choice (ranging from the seigneurial system, to castles and gothic styled cathedrals). Presentations were wonderfully varied! Minecraft villages from the Dark Ages, Comparison charts and PowerPoints between the Black Plague and COVID-19, feudalism interpreted through LEGO, and a beautifully constructed 3-D model of a 15th century Chateau Fort, by Zoe Broad, currently featured in our art gallery.
- As per the provincial directive, students on their "home learning" days are to join every class via MS Teams for a "synchronous learning activity"

Athletics:

- In the Orange zone, all teams can practice but no games
- Winter sports are nearing an end:
 - Basketball teams can practice until March 7th
 - Cheer end date is February 22nd but will likely be extended
 - Hockey end date is March 21st
- Spring sports - badminton and volleyball - may begin February 22nd but only with athletes NOT on another team (1 team bubbles)
- Track team has ordered new singlets. Mr. Davis is happy to see these new jerseys - first time in his 15 years of coaching.

PSSC Teacher Representative Report – February 8, 2021

Submitted by Shelley Hunter

Guidance:

- Tons of recovery work and plans took place leading up to Semester 1 report cards. Students were coming in and working on projects, assignments, assessments, etc. This took a great deal of planning, organizing, arranging and work.
- We have been busy working at making plans for students with medicals (online learning), and other alternate plans.
- New students attending CNHS this semester (so far) include: Alyssa Wilson-King (from Ontario), Jaheil Ferron and Mekeda Ferron (from Ontario), and Michael Daugherty (from Knowlesville).
- We are in the middle of course changes for semester 2 based on needs for post-secondary schooling. This takes detailed attention; we are picking away through it as quickly as possible to get the classes settled into their routines.
- We will be starting the course request process for next school year this week. We are starting with the current grade 9s, and they select an elective to take in grade 10. They will also select whether they will complete NRF10 math or take a grade 12 math. *There is a new 18 credit system in effect for the current grade 10 students and our grade 9s will have this 18 credit system as well.* This 18 credit system requires 2 maths, either NRF and another math or no NRF and 2 other maths. The current grade 11s and 12s are still in the 17 credit system.
- We will also immediately be looking at the potential grads to see what supports or needs they may require.
- The Youth Empowerment Committee will be meeting to finalize plans for their project. It will be focused on wellness, mental health, and positivity.
- **February 24th** is **Pink Shirt Day** (Kindness and Respect Day) for students and staff. We will make some plans around that day.