

District Education Council

Anglophone School District –
North

Annual Report – August 2021

Prepared by

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Superintendent



Geography and Demographics

**Anglophone School District - North (ASD-N)
encompasses the northeast region of New Brunswick.**

**Our district extends from St. Quentin to Bouctouche
and encompasses the greater communities of
Campbellton, Dalhousie, Bathurst, Miramichi and
Rexton.**

**The Office of the Superintendent is located in
Miramichi. There are two Education Centers; one
located in Miramichi and one shared between Bathurst
and Dalhousie.**

**We work closely with nine First Nation Communities
on whose traditional territories we teach, learn and
live.**

Regional Challenges

Provincial health statistics indicate that our region has some of the lowest outcomes in the province. Education statistics are closely aligned with these outcomes and highlight significant deficits with readiness levels of students prior to school entry, a disproportionate number of students with special needs, higher than average incidences of poverty & unemployment, outward migration and a significant drop-out rate among our high school population.

Our staff view these real and/or perceived deficits as opportunities for growth. Schools focus on continuous improvement in all areas. Supports for students, teachers and schools are based on hard data as well as the unique needs of each school. Interventions include extra staff (educational assistants, speech language pathologists, teacher leads, social workers, psychologists and school intervention workers), professional learning/training for teachers/support staff, collaborative planning at all levels and additional resources for schools.

We believe that the best way to mitigate many of these challenges is to build the most highly trained and skilled work force within the field of education. To this end, professional learning and training for all staff is encouraged, promoted and supported on an ongoing basis.

ASD-N Facts and Figures

Number of students	7,014
Number of schools	29
Number of teachers	681.5
Total number of staff	1,645
First Nations communities	9
First Nations students (On reserve)	687

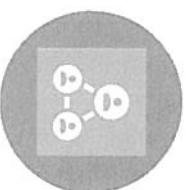
ASD-N Mission Statement

*“Anglophone School District – North
commits to engaging children and
students in an inclusive environment
that embraces teamwork,
responsibility, innovation and
personal excellence.”*

ASD-N Core Values:



TRUST - WE COMMIT TO WORKING WITH INTEGRITY, RESPECT, TRANSPARENCY AND HONESTY, BUILDING TRUST AMONG TEAM MEMBERS.



COLLABORATION - WE COMMIT TO WORKING COLLABORATIVELY, WHICH WILL BUILD TEAM WORK, ENGAGEMENT AND SYNERGY.



EXCELLENCE - WE COMMIT TO STRIVING FOR EXCELLENCE, TAKING OWNERSHIP OF OUR DECISIONS AND WORKING TOWARDS ACHIEVING THE DISTRICT'S PRIORITIES.



BUILDING CAPACITY - WE COMMIT TO BUILDING THE CAPACITY OF ALL EMPLOYEES, EMPOWERING THEM TO SUPPORT CONTINUOUS IMPROVEMENT WITH RESPECT TO THE DISTRICT'S VISION.



COMMUNICATION - WE COMMIT TO HAVING OPEN, RESPECTFUL, HONEST AND TIMELY COMMUNICATION.



INNOVATION - WE COMMIT TO WORKING CREATIVELY, SEEKING DIVERSITY OF IDEAS AND VALUING INNOVATIVE IDEAS.

Educational Leadership & Capacity Building

Educational leadership in ASD-N is provided by the Senior Education Team. This includes the Superintendent, Directors of Schools, Director of Education Support Services, Director of Curriculum and Instruction, Director of Early Childhood Services, Director of Finance and Administration, Director of Human Resources and Director of Communication. Our mandate is to ensure quality education across the curriculum, as well as inclusive programming in all schools.

In addition to the directors, we have nine subject area coordinators. In an effort to ensure effective working relationships, communication and work plan implementation across the district, weekly leadership meetings between directors and subject area coordinators have been embedded into our system. These regularly scheduled meetings have facilitated dialogue, provided opportunities to creatively problem solve and enabled the leadership team to remain on track with district goals and objectives.

Our Directors of Schools also provide ongoing leadership training to teachers interested in future administrative positions or leadership roles. All teachers are encouraged to apply for this program that is designed to build leadership capacity across the district. Weekly meetings with Principals are also held, via Lync calls, to address issues as they arise, provide updates and ensure our educational agenda continually moves forward.

An annual Principals' Retreat is held each August in an effort to further build the capacity of our administrative team, review policies/procedures and clarify goals for the upcoming school year.

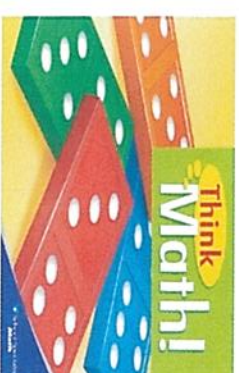
Literacy



- a. Implemented small group Literacy Interventions in 11 Elementary Schools for a length of six weeks (25 days) to solidify the practice of Guided Reading, Word Work and Writing in our grade one and two students. The ongoing skills data indicated a reading gap, therefore our team responded with the Literacy Interventions. Overall results indicated significant improvements in reading levels of 2.4 average in text levels.
- b. PLC meetings were held on a regular basis, in all schools, to support literacy teachers.
- c. Collection of Ongoing Skills data for grades K to 3, including Text Complexity Levels were completed. This year the collection was during the first and second reporting period. The teachers were given release time to provide the data to district.
- d. The Literacy Team supported the Elementary Teachers via teams, the necessary PL for the new Building Blocks of Reading Continuum this year. Teachers in K to 3 were given companion documents to support the new continuum created by the literacy team.
- e. Essential Literacy Framework created to support the reading delay in our K to 3 classrooms. The shift from Balanced Literacy to a Structured Literacy Framework supported teachers in delivering the foundation skills to our children. Research states that reading challenges can be reduced when children experience comprehensive daily instruction with best practices and a double dose of the skills.
- f. A Writing Continuum was developed by our Literacy Team to support Teachers and Students with the Essential Outcomes, Exemplars and training from grades K to 3. All schools will have this resource. All K to 3 children in our schools have the online reading tool Squiggle Park accounts that personalizes reading skills games for learners to succeed on the basic foundational skills of Phonological Awareness, Phonics and Word Work. 92% of our children are using the Squiggle park support in ASD-N.
- g. All K to 3 teachers received four I pads per class to support the Squiggle Park personalized reading program that is used as a learning center in our classroom.
- h. All K to 3 teachers received a bundle of read aloud books with companion documents to support listening comprehension.
- i. PL for our grade four teachers, teaching English to FI Students on a revised document that supported the new revised curriculum. All teachers received a full day release to complete the modules. Each teacher received \$900 for books.

Numeracy

Return to School



A “Soft Launch” document for K-5 numeracy was created to support teachers and students returning to school after the lengthy Covid shutdown of the previous year. Middle school mapping and spreadsheets for formative assessment were created. A Teams site for K-2, 3-5 and Middle School Math was created to share documents, collaborate, and deliver Professional Learning. Dreambox Learning digital math program was offered for all grade levels from K-8 across ASD-N. 2,042 students were active with this online personalized platform and our district attained an overall growth of 45%.

Year One Plan - Outcome Based Model of Instruction

Jacquet River School (K to 8) teachers were in-serviced and supported with the implementation of a Math Workshop model of instruction.

Grade One teachers at King Street Elementary were in-serviced and supported with the implementation of a Math Workshop model of instruction.

Grade 5 Campbellton Middle School was in-serviced and supported with the implementation of a Math Workshop model of instruction.

Middle School teachers at Dalhousie Regional High School were in-serviced and supported with the implementation of a Math Workshop model of instruction.

Supporting Schools/Professional Learning

PL was provided for Grade 5 teachers and teachers who were new to the NB Math Improvement site.

A Dreambox champion for each school was trained to help facilitate the implementation of this technology across our district.

Dreambox--Understanding the Data professional learning was offered for any teacher interested.

Math Workshop Professional Learning was offered to all K-5 Teachers.

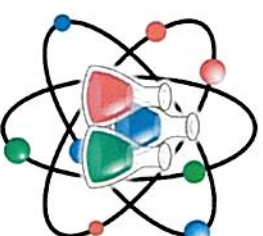
Math Talk Thursday was created and posted regularly to Teams site to help teachers gain an understanding of the importance of Number Talks as a regular part of math class.

The development of Math Moments for Teams sites was initiated and will continue into the new school year.

Support was provided for a numeracy intervention at Dr. Losier Middle School.

Common Benchmark Assessments for thirty five percent of the ASD-N student population (grades k to 5) was completed in the spring 2021 with the goal of finding trends to help identify priority areas for the Fall of 2021. Schools assessed were: Gretna Green School, Nelson Rural School, Millerton School, Tabusintac School, Terry Fox Elementary, Lord Beaverbrook School, Janeville Elementary and Jacquet River School.

Science



- Workplace Hazardous Materials Information System /WorksafenB
- Worked with schools and District OHS Coordinator to ensure we continue working toward safer schools.

Cross-curricular Resource Creation

- ASD-N Discover Monthly: Creation of a monthly interdisciplinary publication taking an inquiry-based challenge and suggesting activities and curriculum outcomes in areas of Science, Literacy, Numeracy, Arts, First Nations Education, French Immersion, Social Studies and Technology. We have received a large amount of positive feedback across the district and province for these publications.

Virtual Learning & Support

- Creation & maintenance of 3 Microsoft Teams for Cross-Curricular and Inquiry-based Science Networking (Gr 3-5 I-B Science / Cross-Curricular, Gr 6-8 Science & Cross-Curricular, Gr 9-12 Science)
- STEM North: Cross-Curricular & Digital Resources
- Support delivered to teachers through Virtual PL and Virtual/in-class coaching at numerous schools.

Inquiry-based Science and Cross-Curricular Classroom and Project Support

- Personalized STEM Projects at MAA
- Cross-Curricular Projects at various schools (Such as: Cricket Farming, Robotics, Stop Motion & Circuits)
- Science East Inquiry-based Gr 4 Pilot at LER
- K-5 Coding support at several schools

Virtual STEM Fair & NB Science Week

- In keeping with highlighting the importance of Science and STEM in our lives, we wanted to still be able to offer an experience for students that was engaging and relevant. Our ideas became two events: Virtual STEM Fair & NB Science Week.
- **Virtual STEM Fair**: We collaborated with our Provincial counterparts and the Regional Coordinator for Science Fairs in NB to host a universal virtual event. Students uploaded pictures, videos and text to the virtual platform for judging. Prize donations by Brilliant Labs have also spun into great new project-based learning opportunities such as 3D printing/design and automated hydroponic gardens.
- **NB Science Week**: We initiated and, in collaboration with all NB Anglophone districts, created the first ever NB Science Week. This event consisted of 39 live, virtual, interactive and inspirational, Science sessions and 4 keynote speakers. Over 800 NB classes participated, reaching 20,000+ students. **Keynote presenters**: Dr. Jennifer Russell (Chief Medical Officer of NB), Michael Edwards (Science East), Jacob Lingley (Brilliant Labs) and Steve Spangler (Science Teacher, Author and TV Personality – Over 25 appearances on the Ellen show). It was a very successful week that we received a tremendous amount of positive feedback on: Selection of Teacher Comments, NB Science Week 2021 Flyer

Brilliant Labs Biomaking Pilot in ASD-N:

- Biomaking is a sustainable way to grow and make your own materials such as Kombucha Leather, Mushroom Paper and Conductive Bioplastics. In April 2021 we began implementation of this pilot project at Superior Middle School and Gretna Green. This project has been very successful so far. These two schools are the only two Anglophone schools in the Atlantic Provinces participating. We have plans to continue working with Brilliant Labs and expand in 2021-2022. Pictures: STEAM in ASD-N Twitter account

French Second Language



Teacher Training - Teachers were able to access training opportunities to improve FSL skills throughout the year. There has been growth in the oral proficiency level in our FI teachers (grades 1 to 8). We will continue to offer different French language sessions with the help of the new Linguistic Coach hired by EECD.

Providing Education Support Services (additional supports) for French Immersion students

- Pl offered by Dre. Renée Bourgoin on inclusion was provided to our ESS team at the district, grade 4 FI teachers, school admin and ESS teachers on how to support FI students. Feedback was positive and I am planning a repeat for next year. This year, I also implemented testing for our FI students. This assessment was approved by Connie Daley and has been implemented in all elementary and middle school with the French Immersion program.

Supporting Middle and High school teachers and students

- Since we have been focusing more on new curriculums for the Elementary level, it has been challenging to provide a comparable level of support to middle and high school teachers.

Retaining Immersion enrollments at the High School level

- The number of withdrawals continues to climb in the High School level, this is alarming to me. In 2019-2020, Gail Craswell and I worked with some High School teacher to try to figure out what the causes of this might be. We had planned on returning to this project in 2020-2021 to see what can be done to reduce the number of withdrawal requests at this level, but we never had the chance. This year, again, the number is rising, not just in ASD-N, but the other districts as well. Provincially we plan on discussing this issue and see what can be done. Gail and I have also talked, and we plan on prioritizing this next year as well.

Successes

- almost 50 percent of ASD-N grade 1 students are enrolled in FI,
- the new grade 5 French Immersion curriculum has been completed and training sessions for grade 5 FI teacher were done in June and will continue in August,
- 3 schools have been approved and will be implementing different projects with the Language Learning Opportunities initiative, and
- collaboration with the other 3 anglophone district has been key to many successful projects this year and we plan to continue doing so next year.



Music and Fine Arts

Due to Covid-19 restrictions, schools were unable to operate extra-curricular programs such as drama, band, & choir. While High Schools could not offer these regular programs due to students attending school in different learning cohorts, social distancing guidelines, and limited group sizes, Elementary schools such as Janeville, King Street, and Terry Fox were able to provide modified drama productions within class and school bubbles. Unable to perform for a live audience these plays were recorded and showcased virtually. Janeville with a Christmas production, King Street with an amazing 45 minute Black Light Show and Terry Fox with an upcoming performance of Aladdin Jr. Bathurst High also created a modified production that was recorded and will be shared in the coming week.

Purchase of new musical instruments and programs. Numerous schools in ASD-N took advantage of this support which included upgraded keyboards, guitars, ukuleles, sound systems, drums, microphones, recording equipment, music web resources and more. Updates were also made to the current District Media and Sound studio located in the JMH building, by way of new recording equipment and sound systems.

Drama programs took advantage of District support as several schools were assisted with the purchase of new costumes, props, scripts, lighting gear, green screens, microphones and sound equipment.

Several ASD-N schools took advantage of the ArtSmart and Artist in Residency programs offered by EECED. With seven successful applications including three ArtSmarts and four Artist in Residency grants being awarded. Despite being done virtually, the Artist in Residency projects proved to be highly successful.

Physical Education



We were able to get the year off to a great start with our fall sports season. We did make some changes to how we ran cross country and our soccer leagues but it was great to just have our students back out competing. We had 18 middle school soccer teams and 15 elementary school soccer teams compete. We ran 5 Middle School cross country races and 4 for elementary. We also held two mountain bike races for students in grades 4 to 8, one at French Fort Cove in Miramichi and the second in Bathurst at Squire Green.

The winter sports season was much more challenging as we spent a lot of time in the "orange". We did have 25 middle school basketball teams register and they were able to play some games but not very many. We also had 15 elementary school basketball teams operating in the Miramichi area schools. Even though much of the season was lost due to not being able to play games on a positive note most teams continued to run skills and drills with their students to keep the kids active and involved.

Fortunately we were able to have a very successful and complete middle school volleyball season. We had 28 middle school volleyball teams register and compete in different leagues within the district. We also ran a virtual archery competition for students in grades 4 to 8. Students competed at their own school and results were then compared to those of other schools. It wasn't quite the same as having the tournament in person however it was great to still be able to offer the archery competition as it is a great sport that a wide range of students can compete in. To end the year off and to take the place of our usual track and field days for both elementary and middle school students, we put together a field day guide with events and activities for schools to use to operate at each school for the students.

The first semester with myself not being able to visit schools there was plenty of planning time. Some of the benefits for Physical Education was that we were able to put together a resource guide using OneNote that all teachers have access too. The guide is filled with activities, lesson plans, outcomes, assessment ideas, games etc. for various grade levels. The curriculum map for physical education is now complete for K-8 with multiple resources available for teachers to use for each outcome.

This year we kept the pools at MVS and the Golden Hawk Recreation Center as busy as possible. The following schools participated in swimming: NSEE, MAA, GG, Nelson, King Street and Napan. We focused on the students in grade 5 but may look at going a little younger next year. This was a great program that we really feel benefitted kids in our district and would like to see grow next year. The school skating program in Miramichi did continue to operate this year even with the hurdles of COVID restrictions but it was on a much smaller scale with some schools opting out and others only bringing their older grades due to the complexities of tying skates for younger students.

The All Kids Bike Program has been a great success and we really look forward to continuing this program with schools in the future. We are so very fortunate to have access to two complete sets of the Strider bikes along with the curriculum and lesson plans. It is amazing to see how fast young students improve on these bikes. We see biking very similar to swimming in being an important life skill. The All Kids Bike Program was used at the following schools: Gretna Green, MAA, Millerton, NSEE, Blackville, RES, Miramichi Rural, Terry Fox, Parkwood Heights, Jacquet River, LER and Nelson. We also purchased 12 BMX bikes that we have been moving around to schools and an introduction to biking unit to go along with them. It was great to see so many students on bikes this year in ASD-N.

A project that got put on hold last spring was the Polar heart rate monitors. This year we did get the Polar heart rate technology out to schools and on kids arms. The heart rate monitors were a big hit with students and teachers. The great thing about the technology is that both students and teachers get instant feedback of where they are in regards to heart rate and heart rate zone when performing an activity. Students were very motivated to spend as much time "In Zone" as possible as they were able to earn badges for doing so. The other nice part is that at the end of the unit each kid can be given a short report on how much time they spent in their zone. Schools that participated this year were: Gretna Green, Max Aitken, Millerton, Blackville, NSEE, Miramichi Rural, RES, Terry Fox.

As stated before if there were positives from this COVID school year, students being outside for many classes and activities was one of them for sure. We had so much interest from schools and teachers for outdoor activities this year and had so many of our PE teachers committed to taking the kids outside as much as possible. We once again had a great amount of interest for the Take Me Outside Day in October and the TMOOC Winter Challenge in February. It was awesome to see so many of our students participating in activities outside, hopefully this is a trend that will continue on moving forward.

Technology/Skilled Trades



Professional Learning - the technology team planned and delivered a series of virtual and face to face professional learning sessions covering Microsoft Office 365 and Teams to hundreds of our teachers. On October 30th, the technology team took the lead on organizing a full day of virtual professional learning for all ASD-N teachers. Over 30 sessions were facilitated by our ASD-N curriculum team, teachers and our partners.

All K-2 teachers were provided with four iPads in their classroom. To support this new infusion of technology, the teachers were provided with a full day of Apple iPad professional learning organized by the tech team and delivered by Apple trainers. Three follow up sessions were offered by Apple to support teachers

Digital Media Studio Revitalization - In the past, the Digital Media Studio (located in James M. Hill High School) had been a hub for digital media skill development, production and curriculum integration. An investment has been made in new technologies to allow teachers and student to explore new media creation. New podcasting, sound recording, and video production equipment has been researched, purchased and installed. In the last 2 months, students have used the space to produce podcasts, green screen videos, vocal and instrument recording, audio commercials and music videos. Our plan is to replicate the success that we have had in the Campbellton area for next year by building a similar studio there.

PowerPlay - Despite numerous barriers due to Covid-19 restrictions Project-Based/Personalized learning approached to education continued to flourish this year in ASD-N.

The technology team supported over a dozen educators that participated in The PowerPlay Young Entrepreneurs (PPYE) project that was forced to go mainly virtual this year. This forced students to think outside the box, up their digital marketing game, and pursue new virtual environments to host their online marketplaces. Students not only created businesses that generated a personal income, but also donated thousands of dollars to local and global charities.

Glowforge - Glowforge 3D printers also had a major impact not only in upping the professionalism of student products in Powerplay but also at the high school level with entrepreneurship, marketing, and passion project classes. ASD-N is proud of the fact that we now have 6 Glowforges (The most of any school board in Atlantic Canada) available to schools throughout our district that will serve to enhance students' entrepreneurial mindset and offer a new platform to showcase their learning.

Skilled Trades:

- Purchased over 30k of safety items and equipment upgrades materials for ASD-N Skilled Trades shops
- Partnered with EECDC to purchase Autel Automotive scanners for all automotive shops
- Partnered with EECDC to purchase Sous Vide machines for Culinary Labs

ASSESSMENTS & DATA

The following information is available from the Assessment, Analysis & Design Services Branch:

- Year-End Family Survey (June 2020)
- Teacher and Administrator Check-In (December 2020)
- Response to Prioritized Curriculum Survey (March-April 2021)
- OURSCHOOL Student Survey Plus COVID and CARR Modules (March-April 2021)*
- Analysis of Report Card Results, Grades 1-3 Mathematics & Literacy: Pre- and During COVID
- Contextual questionnaires included in the Grade 4, 6 and 10 assessments this spring
- Selected Analyses of Inclusion Data: Seven-Year Trends
- Analysis of Bullying Data: Five-Year Trends
- Annual Teacher Survey – not administered, no available data
- Annual Enhancement Monitoring – not administered, no available data

Grades 10 and 12 French Oral Proficiency Interviews

- Grade 12 oral proficiency sent to schools; aggregated school and district results will be available by school start

Grade 9 English Language Proficiency (ELPA)

- Student reports mailed to schools and class summaries were sent by email

Grades 4, 6 English and FSL Reading and Grade 10 FSL Reading

- Student, class and school results will be available by school start

Grade 2 English AimsWebPlus Field Study

- Field study is ongoing; no decision yet for next year

Grades 4, 6, and 10 Mathematics and Scientific Literacy

- Not administered this year – no data

Provincial Assessments (Academic)

Overview: Due to disruptions created by COVID-19, changes were made by EECD with respect to provincial assessments for 2020-21. The Grade 9 ELPA as well as Grades 4, 6, and 10 English and/or FSL Reading continued. French Proficiency Interviews continued for both semesters at the Grade 10 and 12 level. Math and science assessments did not occur. The only results available to date is the ELPA.

English Language Proficiency Assessment (ELPA)

Overview: The ELPA was administered online this year. It was met with success by schools and will continue as an online assessment during semester 1 assessment week.

Year	Successful Students (%)
2019-20	74.7%
2020-21	78.2%

Student Perception Surveys 20/21

Elementary (Grades 4-5)		2020-21		2019-20		Secondary (Grades 6-12)		2020-21		2019-20	
Drivers of Student Outcomes (out of 10)		2020-21	2019-20	Drivers of Student Outcomes (out of 10)		2020-21	2019-20	Drivers of Student Outcomes (out of 10)		2020-21	2019-20
Students who find classroom learning rigorous		8.1/10	8.5/10	Effective learning time		6.9/10	6.9/10	Students who find classroom learning rigorous		6.7/10	6.7/10
Bullying and exclusion (moderate to severe in the previous month)		38%	31%	Students who find classroom learning rigorous		6.7/10	6.7/10	Bullying, exclusion and harassment (moderate to severe)		24%	26%
Feel safe attending this school		57%	65%	Feel safe attending this school		55%	56%	Socio-Economic Measures (%)		2020-21	2019-20
								Students with a positive sense of belonging		55%	59%
								Students that are regularly truant		17%	17%
								Students satisfied with the overall quality of their lives		63%	-
Socio-Economic Measures (%)		2020-21	2019-20	Emotional Health Measures (%)		2020-21	2019-20	Students with moderate or high levels of anxiety		35%	30%
Students with a positive sense of belonging		70%	80%	Students with moderate or high levels of depression		36%	31%	Intellectual Engagement (%)		2020-21	2019-20
								Students who are interested and motivated		32%	39%
								Students who try hard to succeed in their learning		66%	68%

Student Perception Surveys (p.2)

Elementary (Grades 4-5)		2020-21	2019-20	Secondary (Grades 6-12)		2020-21	2019-20
Competence				Competence			
I use my strengths to learn at school	79%	85%	I use my strengths to learn at school	63%	65%		
I can succeed in my school work	81%	85%	I can succeed in my school work	72%	71%		
The work I am given at school is...			The work I am given at school is...				
Too easy	11%	13%	Too easy	10%	22%		
Just right	76%	72%	Just right	64%	64%		
Too hard	13%	16%	Too hard	26%	14%		
I feel I do things well at school	83%	91%	I feel I do things well at school	72%	74%		
I feel my teachers think I am good at things	85%	87%	I feel my teachers think I am good at things	69%	71%		
Autonomy				Autonomy			
I can work at my own pace at school	73%	77%	I can work at my own pace at school	48%	51%		
I have choices in how I show what I have learned	75%	82%	I have choices in how I show what I have learned	47%	50%		
Teachers/adults in this school listen to my ideas and opinions	65%	75%	Teachers/adults in this school listen to my ideas and opinions	50%	51%		
I feel free to express myself at school	67%	76%	I feel free to express myself at school	56%	59%		
I feel I have a choice about when and how to do my schoolwork	71%	75%	I feel I have a choice about when and how to do my schoolwork	50%	52%		
Relatedness				Relatedness			
There is at least one adult at school I can go to for help	86%	86%	There is at least one adult at school I can go to for help	70%	68%		
I feel accepted for who I am	73%	83%	I feel accepted for who I am	54%	58%		
I make friends easily at school	65%	74%	I get along well with others at school	71%	71%		
My teachers like me and care about me	90%	90%	My teachers like me and care about me	72%	71%		
I like to be with my teachers	86%	87%	I like to be with my teachers	62%	64%		
Relevance				Relevance			
The things I learn at school are interesting to me	60%	72%	The things I learn at school are interesting to me	43%	46%		
			What I learn at school is useful in my everyday life	42%	49%		
			I am learning the skills I will need for success later in life	57%	61%		

Student Perception Surveys (p.3)

Elementary (Grades 4-5)		2020-21	2019-20	Secondary (Grades 6-12)		2020-21	2019-20
Education Plan		85%	91%	Education Plan		68%	74%
In general, would you say your health is good to excellent.		42%	55%	In general, would you say your health is good to excellent.		30%	32%
I am comfortable speaking French outside of school				I am comfortable speaking French outside of school			
Self-Regulation		2020-21	2019-20	Self-Regulation		2020-21	2019-20
I can pull myself out of a bad mood		50%	-	I can pull myself out of a bad mood		42%	-
I can shift easily from one activity to another		70%	-	I can shift easily from one activity to another		63%	-
Goal Oriented		2020-21	2019-20	Resiliency		2020-21	2019-20
When I try doing something one way and it doesn't work, I try a different way		72%	-	I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)		51%	53%
				I know where to go in my community to get help		25%	30%
				Getting an education is important to me		49%	56%
				I try to finish what I start		40%	45%
				I have people I look up to		40%	44%
				My parent(s)/caregivers know a lot about me		43%	47%
				My family stands by me at difficult times		44%	48%
				My friends stand by me at difficult times		39%	42%
				I am treated fairly in my community		32%	36%
				I enjoy my culture and family traditions		45%	49%
				When a strategy is not helping me achieve a goal, I try a different one		56%	-
				My knowledge of others' cultures helps me interact with those from other cultures		56%	-

2021-22 ASD-N Teacher Priorities Survey

Executive Summary

General:

- 337 respondents with 50% at K-5 and 50% at 6-12
- 57% of those who teach are responsible for English Prime; 28% teach both English Prime and French Immersion and 15% French Immersion only,
- All three Education Centres are represented in the survey with the majority from Miramichi (62%),
- Over 55% of the respondents have at least 16 years of experience in ASD-N with 61% having at least 16 years' experience in education,
- 51% are relatively new (0-6 years) with their latest teaching assignment,
- Content area that would be most beneficial with professional development was numeracy (19%) and literacy (16%) with the remaining subjects at less than 10%.

Teacher Priorities (cont.)

Professional Development

- *Percentages reflect those who identified a topic as 'important' to 'very important.'*
Progressive, dynamic teaching practices was the highest reported subject of interest to respondents at 74% closely followed by **strategies for supporting multi-level learning in the classroom, sharing/collaborating with colleagues (72%), and content/subject specific** at 71%

ESS

- **Building resiliency skills and techniques** was the highest reported subject for professional development at 78%, followed by **social emotional learning** at 77% and **compassion fatigue and workplace burnout** at 74%

• *Percentages reflect those who identified factor as 'preferred' to 'most preferred'; factors identified below were clear preferences among the respondents.*

- **Delivery Format:** **Active hands-on participation (70%) & instructor-led, face to face (69%)**
- **Location Preference:** **Within the school (87%)**
- **Timing Preference:** **Designated professional learning days throughout the school year (94%)**
- **Provider:** **District coordinators and leads (75%) & teachers/coworkers (72%)**

Teacher Priorities (cont.)

District Priorities

- From most to least important, the following have been identified as those most critical to recovering and rebuilding from covid-19 interruptions:

Student Engagement:	91%
Addressing and supporting student mental health:	85%
Closing learning gaps:	83%
Addressing and supporting staff mental health:	81%
Maintaining and expanding gains in digital learning:	51%

ASD-N Get Fit Program

- Approximately **58%** of respondents indicated that they would be somewhat to very likely to participate in the Get Fit program for 2021-22.

Additional Reports

- ICE Center Report
- Home Learning/Home Schooling Report
- Health & Safety Report



ASD-N ICE CENTRE

INNOVATION | COLLABORATION | EDUCATION

2021-2022 Year in Review

Although this school year presented many challenges and restrictions, the ICE Centre continued to offer ASD-N students' opportunities to explore potential careers. Due to the continued success at the ICE Centre an expansion plan was prepared, and funding was secured to expand the ICE Centre into Bathurst and offer additional options for our students. A new partnership has been established between the ICE Centre and the Office of First Nations Education to offer career pathway courses in three First Nations communities.

Highlights

- ✔ Over 100 applications for 2020-2021
- ✔ 68 students enrolled in 2020-2021
- ✔ 6 courses offered in 2020-2021
- ✔ Over 175 applications for 2021-2022
- ✔ 12 courses to be offered in 2021-2022
- ✔ Expanding Intro to Nursing & Healthcare program to Bathurst
- ✔ Courses to be offered in three first Nations Communities
- ✔ \$230,500 in secured funding through Working New Brunswick
- ✔ Serving 4 High Schools in Miramichi
- ✔ Expanding to serve 6 High Schools in 2021-2022
- ✔ 4 Welding students successfully challenged Canadian Welding Tickets
- ✔ All Nursing students offered summer jobs with Horizon
- ✔ Nursing students spent 50% of time at Miramichi Hospital and Shannex
- ✔ Student businesses generated over \$20,000 in sales
- ✔ 2 Early Childhood students received NB Workplace Certificate
- ✔ Heavy Construction students operated Excavator, Bulldozer and Loader
- ✔ Mechanized Forest Equipment Operators student spend 20 hours in field
- ✔ Forestry 110 Curriculum in progress at Provincial Level
- ✔ Intro to Teaching curriculum in development
- ✔ Intro to Police Foundations curriculum in development

2020-2021 COURSES

 **ENTREPRENEURSHIP
AND BUSINESS PLANNING**

 **NURSING & HEALTHCARE**

 **HEAVY CONSTRUCTION**

 **ADVANCED WELDING**

 **EARLY CHILDHOOD
EDUCATION**

 **MECHANIZED FOREST
EQUIPMENT OPERATOR**

NEW - 2022-2023

 **INTRO TO TEACHING**

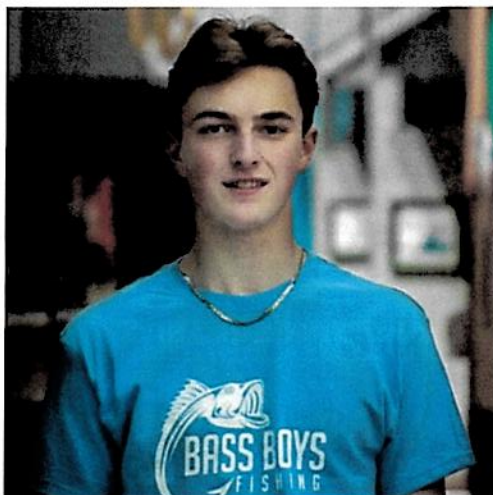
 **POLICE FOUNDATIONS**

FIRST NATIONS COMMUNITY COURSES

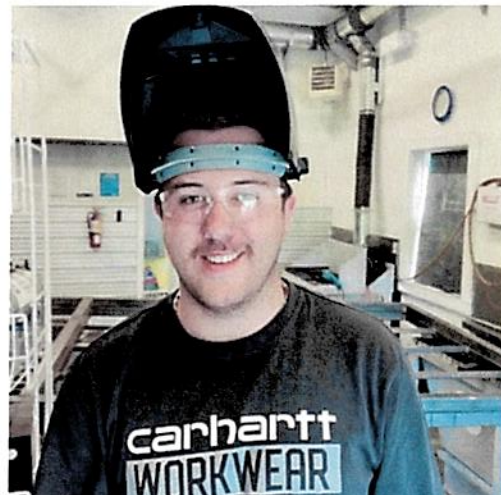
 **ADVANCED
WELDING**

 **ELECTRICAL WIRING &
CONSTRUCTION**

 **FISHERIES, FORESTRY &
ENVIRONMENT**



Braden Bell - MVHS
ICE Centre - Entrepreneurship
Mount Allison University - Commerce



Austin Crosse - NSER
ICE Centre - Advanced Welding
NBCC - Industrial Mechanics



Grace Girouard – MVHS
ICE Centre – Intro to Nursing
U de M – Bachelor of Nursing



Willow Francis - MVHS
ICE Centre – Entrepreneurship
UNB – Business Administration



Reese Urquhart – Blackville School
ICE Centre – Intro to Nursing
UNB – Bachelor of Nursing



Joey Blackmore – NSER
ICE Centre – Heavy Construction
NBCC – Heavy Equipment Operator

Home Learning and Home Schooling in ASD-N

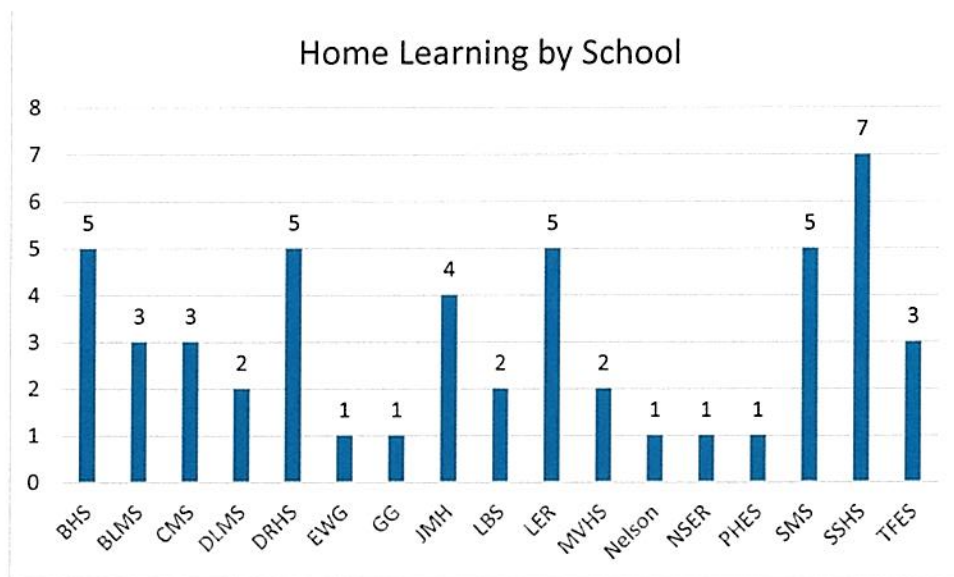
2020-2021

Home Learning

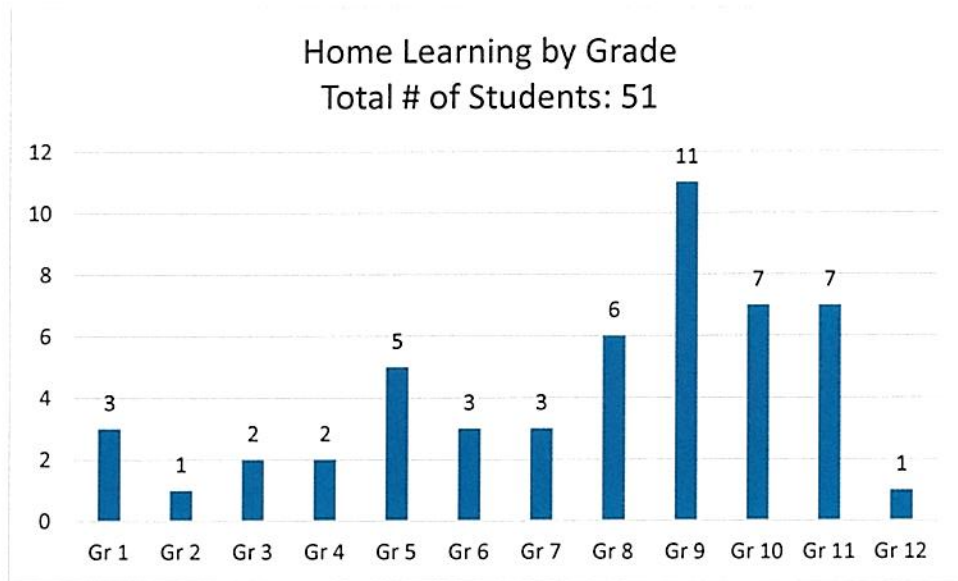
- As per **Appendix C: Guidelines for Vulnerable Students in Return to School: Direction for School Districts and Schools (September 2020)**, a student's needs may require them to be learning at home while their peers are physically present at school. When this is the case, the school based ESS team will develop a learning plan in partnership with the classroom teacher, family, and, where possible, the student.
- Students need to be able to return to class with minimal transition should their situation change. Accordingly, the home learning plan must run parallel with the learning taking place in the classroom.
- To support the higher number of Home Learning plans for this school year, we hired a team of educators to support schools in the development and execution of those learning plans. This team included 3 teachers, 3 tutors, and a team coordinator.

Home Learning by the Numbers (17 of 29 schools served home learning students)

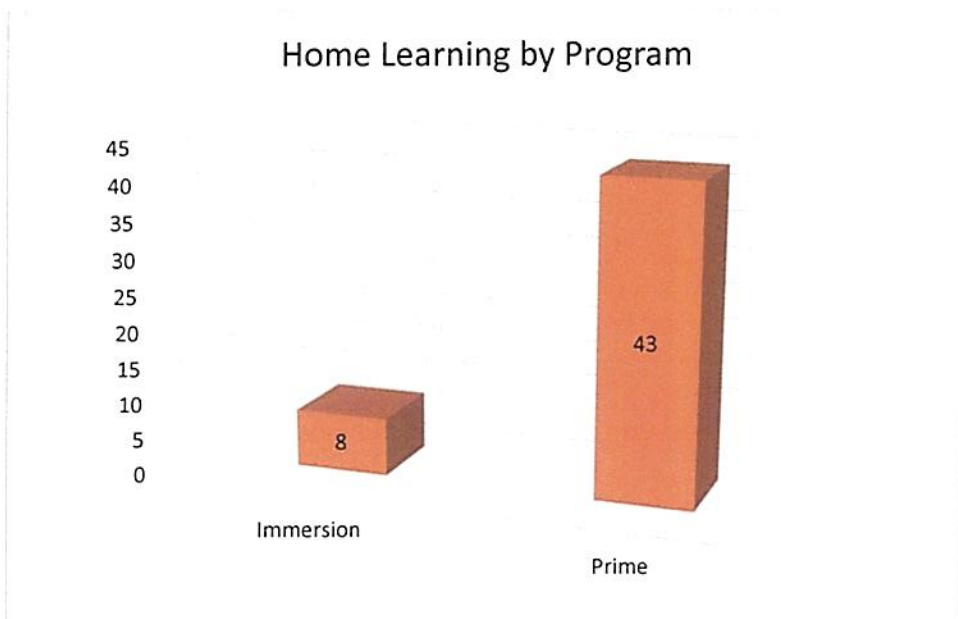
By School



By Grade



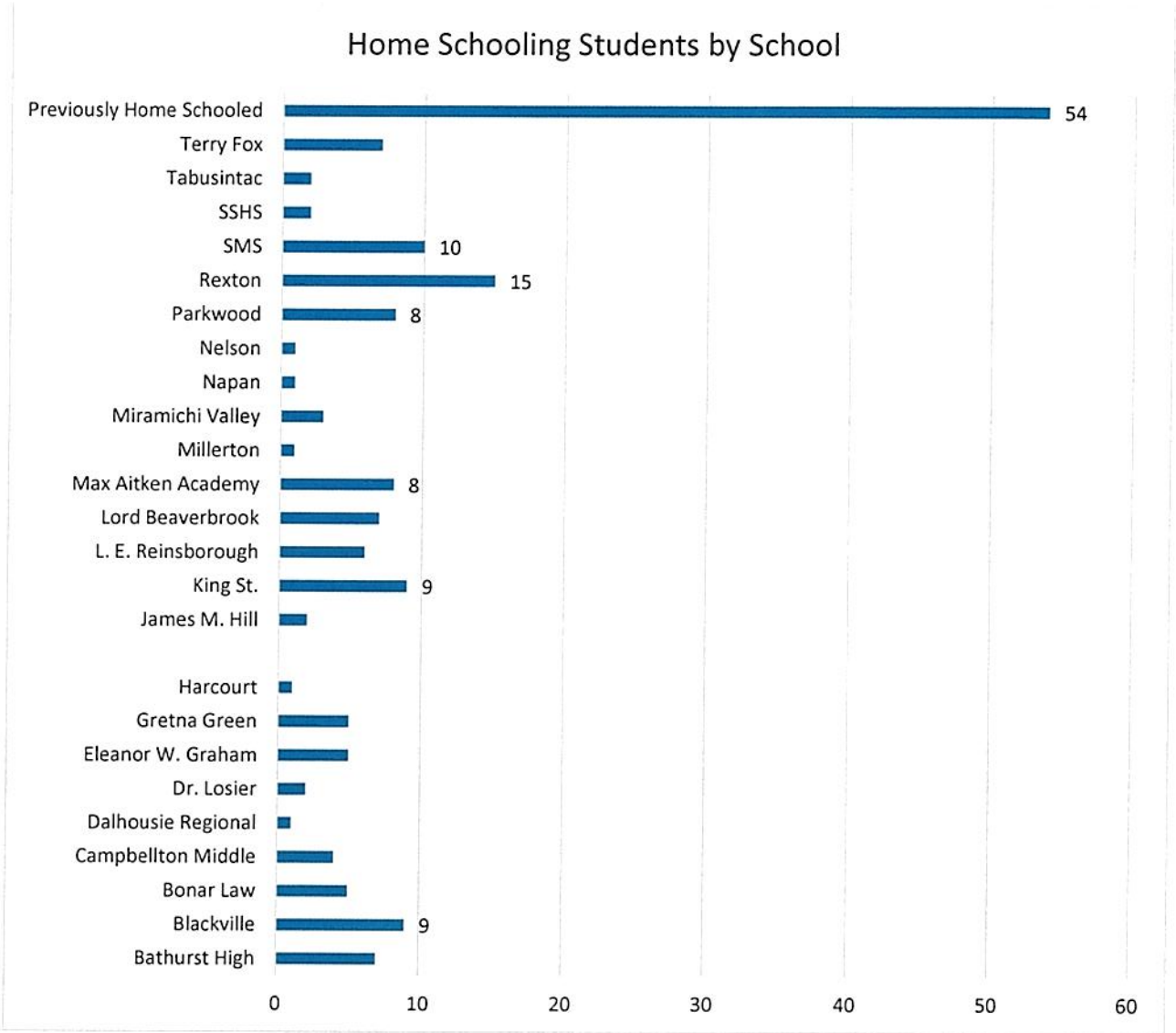
By Program



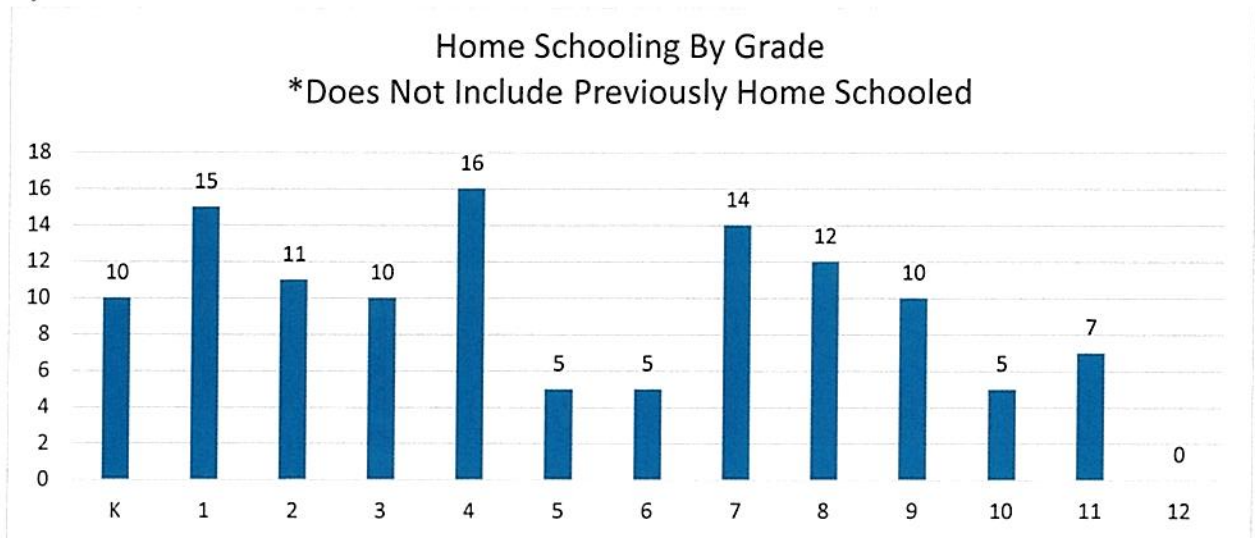
Home Schooling

- In New Brunswick, parents have the right to home school their students.
- When choosing the home-schooling option, the parent or guardian agrees to provide fully for the child’s effective instruction.
- The parent or guardian must obtain an official exemption by completing the Annual Home-Schooling Application Form.
- In instances where there are concerns for the effective instruction of the child, applications are approved “with reservation.” In these cases, there is regular follow-up on the part of the district.

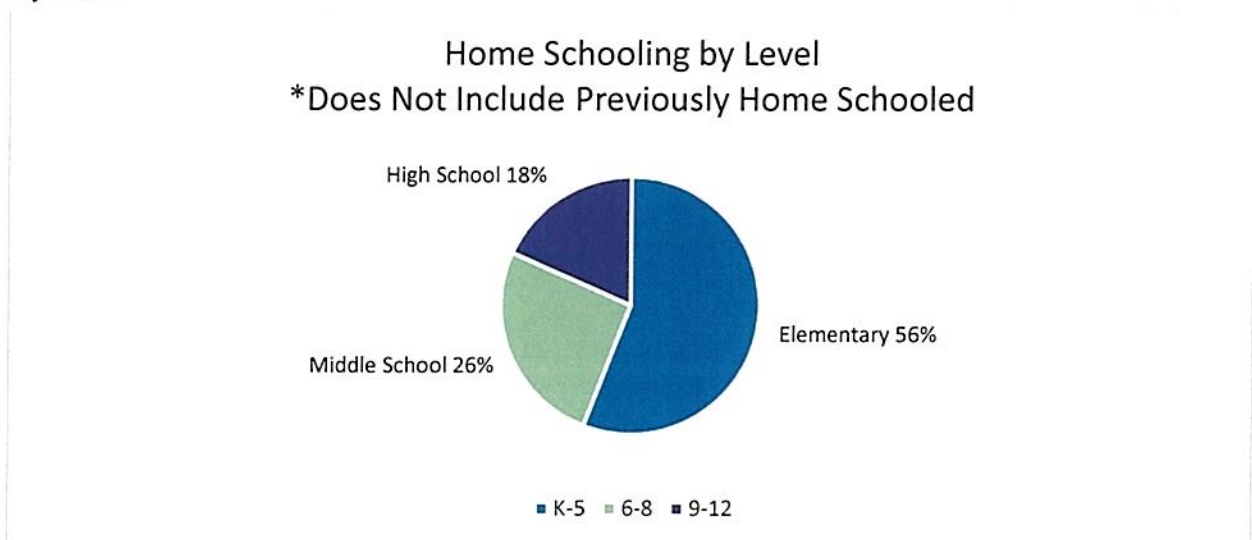
Home Schooling by the numbers (175 students across 24 schools)



By Grade



By Level

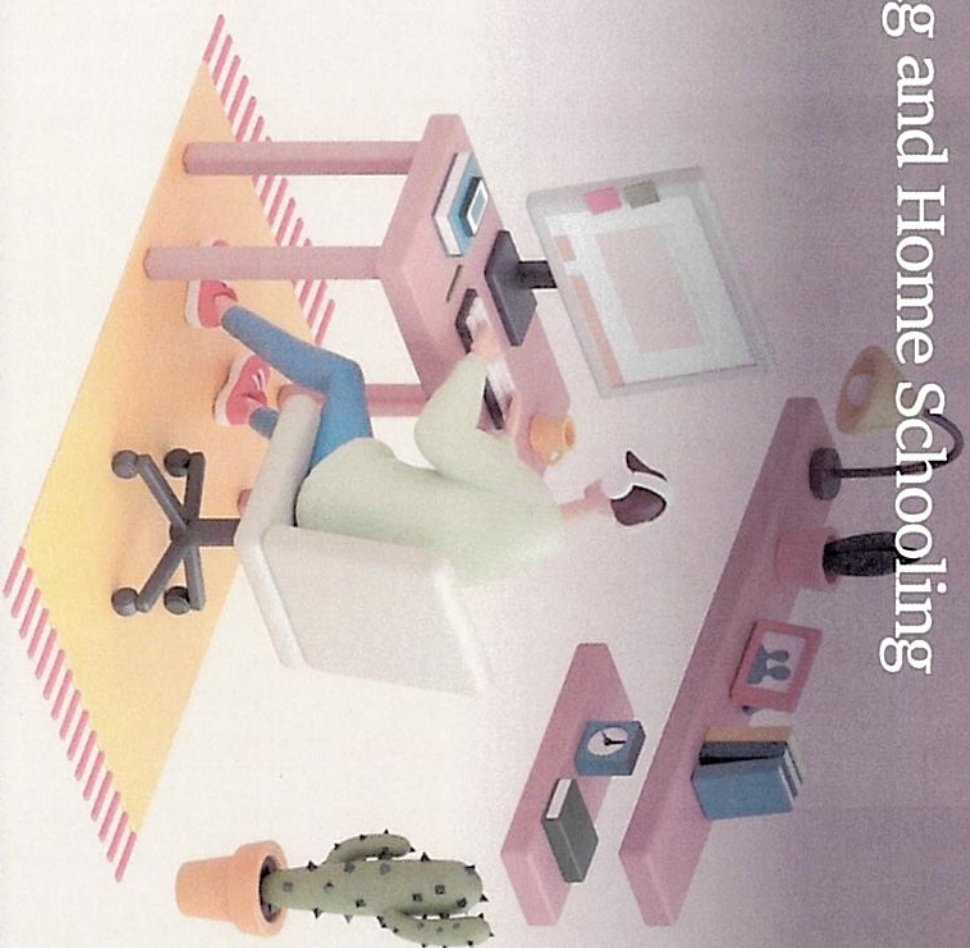


Caveats

- All numbers are as of June 6th
- Home Learning numbers have fluctuated throughout the year from a high of 72
- Home Schooling numbers have been very fluid. The data presented here is based only on the applications that were submitted
- Some families 'home schooled' for brief and sporadic periods of time and then returned to schools and are not reflected in these numbers

Home Learning and Home Schooling Data

ASD-N 2020-2021

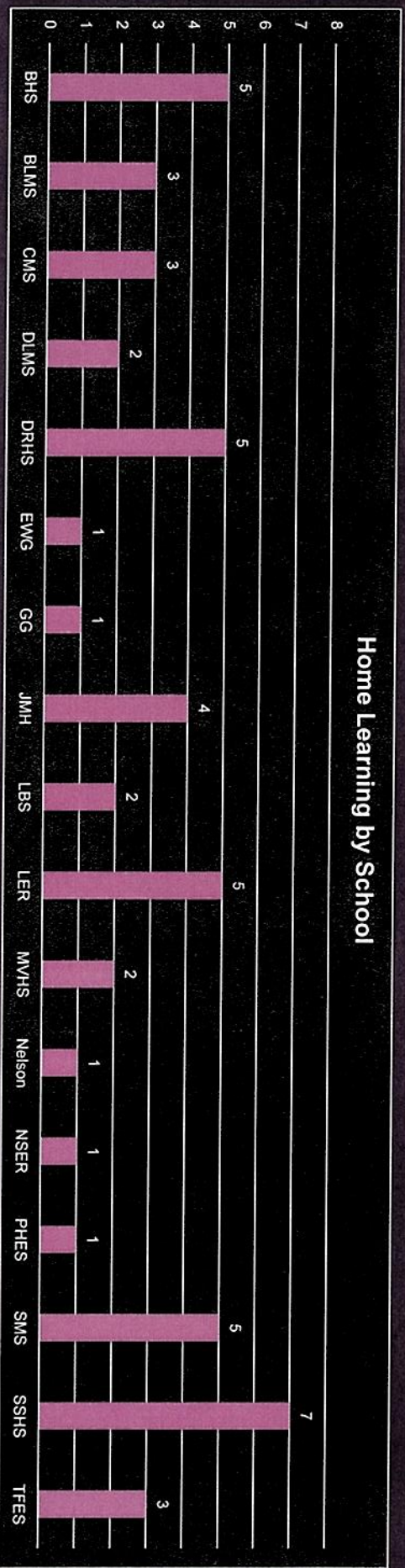


Home Learning

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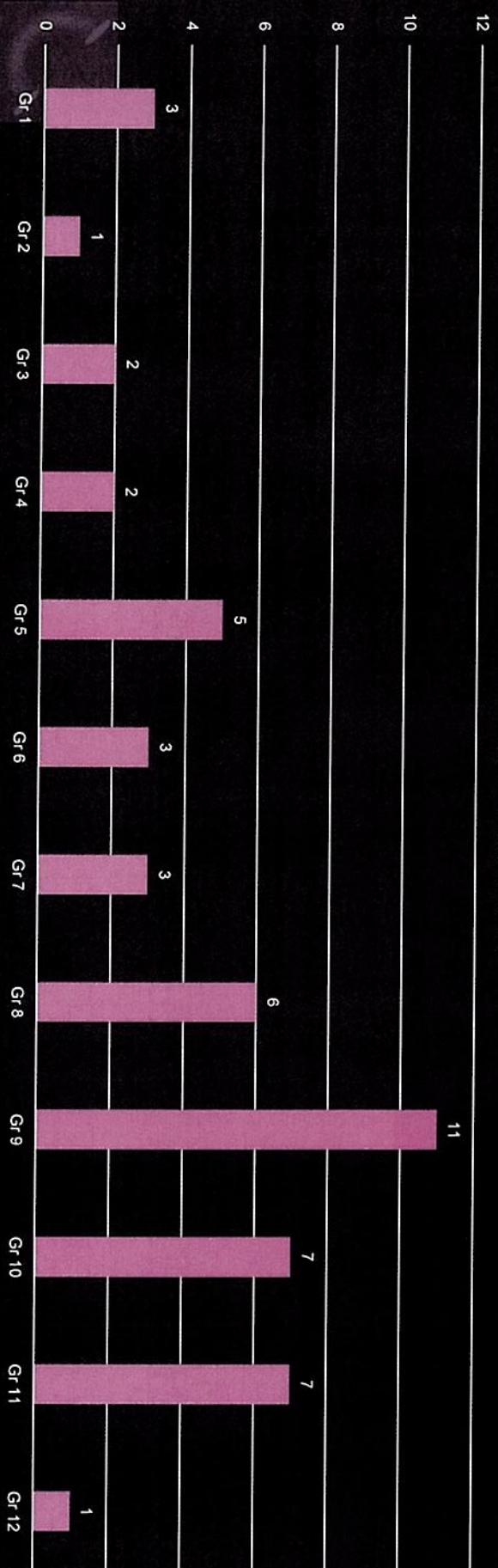
Home Learning by School



Home Learning by the Numbers
(17 of 29 schools reported home learning students)

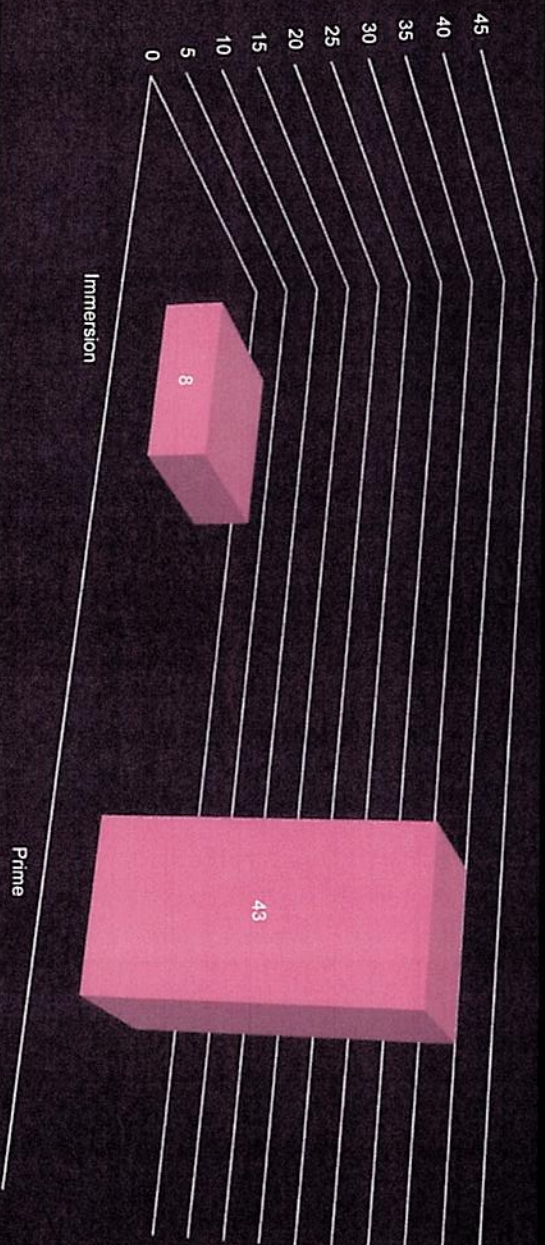
By Grade

Home Learning by Grade
Total # of Students: 51



By Program

Home Learning by Program

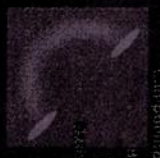


Home Schooling

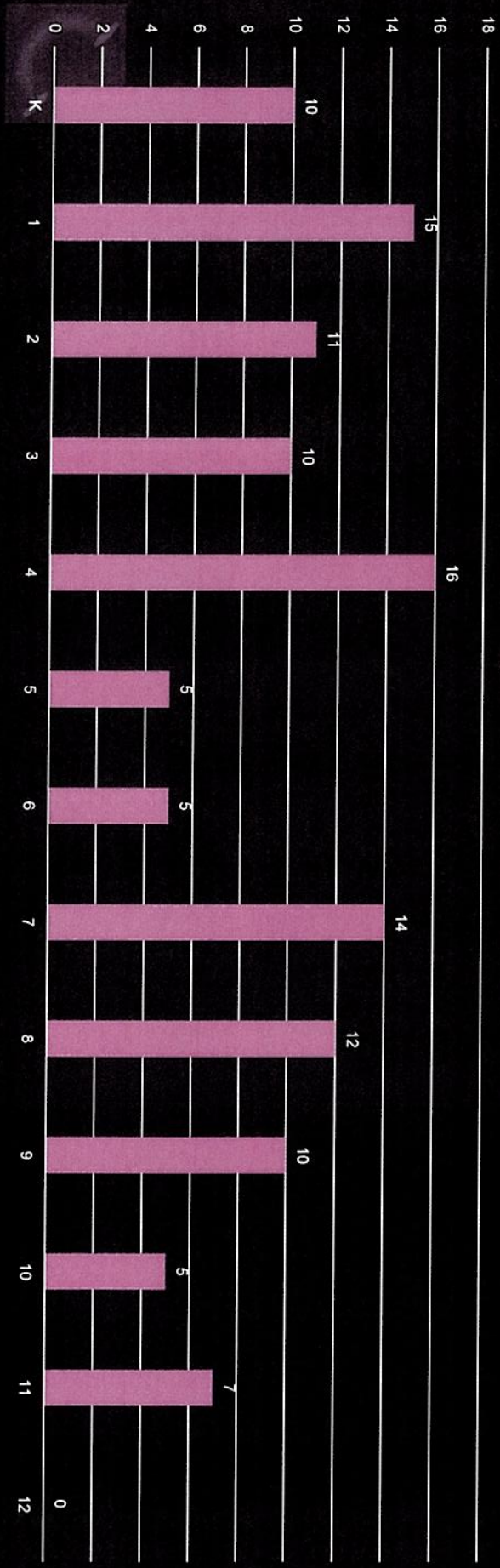
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- In these cases, there is regular follow-up on the part of the district.

Home Schooling by the Numbers: 175 students across 26 Schools

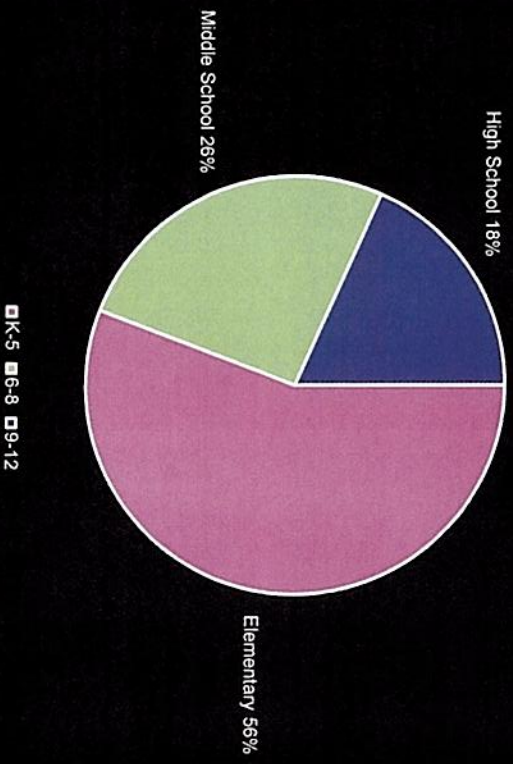
Home Schooling Students by School



Home Schooling By Grade
*Does Not Include Previously Home Schooled



Home Schooling by Level
*Does Not Include Previously Home Schooled



Caveats

- All numbers are as of June 6th
- Home Learning numbers have fluctuated throughout the year from a high of 72
- Home Schooling numbers have been very fluid and the data presented here is based only on the applications that were submitted
- Some families 'home schooled' for brief and sporadic periods of time and then returned to schools and are not reflected in these numbers





Health & Safety

2020-2021

Year In Review

Report to ASDN District Education Council
August 2021

ACHIEVEMENTS

- ☑ Occupational Health & Safety Coordinator hired April 1, 2020.
- ☑ Conducted phone/MS Teams meetings with all principals to introduce self and position and hear concerns (April/May 2020).
- ☑ Participated in inspections by the Office of the Fire Marshal (OFM) in Miramichi area schools.
- ☑ Worked with Facilities staff to address deficiencies reported by OFM. Including the drafting of fire plans for six Miramichi area schools in accordance with the National Fire Code.
- ☑ Participated in the EECD transportation focus group on COVID-19 safety which concluded with the provincial cleaning procedure for school buses.
- ☑ Drafted ASDN COVID-19 Operational Plan template for Schools in compliance with the framework developed by EECD and WorkSafeNB.
- ☑ Provided training to school principals via MS Teams on developing their school-centric COVID-19 Operational Plan and provided ongoing support as needed throughout the year.
- ☑ Reviewed and approved school COVID-19 Operational Plans along with the Superintendent and DFA.
- ☑ Worked with Public Health and District Senior Administration to create a COVID-19 Outbreak Management Plan.
- ☑ Participated in weekly principal calls throughout the school year as a subject matter expert in health and safety with particular emphasis on the Mandatory Order, and Public Health and Public Safety protocols and requirements relating to COVID-19.
- ☑ Created and distributed guidance documents for district leadership and principals to address 'hot button' issues when said material did not yet exist via other channels.

INITIATIVE BACKGROUND

"Following the unfortunate April 2019 workplace fatality of a district maintenance employee. An investigation revealed the deficiencies with respect to school district compliance with the Occupational Health and Safety Act and its Regulations. Further investigation across the province revealed a systemic problem of non-compliance and ignorance creating risks for further tragedies. School districts lacked an appropriate OHS program and the resources to support such a program.

Up until the creation of the OHS Initiative and the hiring of seven OHS Coordinators (1 per district), the focus had been on resolving known school OHS issues and WSNB orders on a case-by-case basis."

"Occupational Health and Safety Initiative"
Department Education and Early Childhood Development
April 22, 2021

- ☑ Assisted Human Resource Director and affected Principals during two *Right to Refuse* processes and offered council when the possibility of others arose.
- ☑ Recognized by WorkSafeNB as an in-house trainer for the legislated Joint Health and Safety Committee training.
- ☑ Certified as a First Aid Instructor through St. John Ambulance.
- ☑ Worked with WorkSafeNB officers and Facilities staff (when applicable) to satisfy non-compliance orders.
- ☑ Completed draft of full Health and Safety program in response to a non-compliance order. Draft program was approved by WorkSafeNB.
- ☑ Initiated Incident/Near miss reporting program.
- ☑ Created databases for training records and incident reporting statistics.
- ☑ Commenced review of previous/current ASDN compensation claims with Health and Wellness Coordinator to identify past trends.

2021-2022 OBJECTIVES

The COVID-19 pandemic shifted focus from the original “Initiative Objectives” as Health & Safety Coordinators in all districts were engaged on a near full time basis in supporting district and school leadership in navigating the ever-changing COVID-19 restrictions and guidelines.

However, as the pandemic began to wind down late in the 2020-2021 school year, the *Initiative* underwent a re-launch in May 2021 with renewed focus on the original objectives of developing and implementing comprehensive district level health and safety programs.

In accordance with the provincial *Initiative*, the objectives for the ASDN health and safety program on behalf of the Health & Safety Coordinator for the 2021-2022 school year include:

- ☐ Provide district level training/orientation to Directors and Principals on the health and safety program.
- ☐ Ensure the ASDN health and safety policy is posted in every ASDN workplace.
- ☐ Monitor and continue supporting the Incident/Near-miss reporting program introduced in March 2021.
- ☐ Ensure all JHSC members are trained in accordance with the requirements set forth by WSNB.
- ☐ Ensure all ASDN worksites meet or exceed legislated requirements for number of designated first aid responders.
- ☐ Implement hazard identification procedure.
- ☐ Address gaps in training and safe work procedures identified from the hazard identification procedure.
- ☐ Create and employ means of effective communication with senior administration and all JHSCs (and health and safety representatives).

*This report has been respectfully prepared and submitted by:
Barbara McFarlane, Health & Safety Coordinator, Anglophone School District North*

INITIATIVE OBJECTIVES

“The goal is to develop and implement a sustainable OHS Program in each school district within a year of the formal launch of the initiative and realize comprehensive school district OHS programs within two years of the launch.

The objective of these programs is for them to be compliant, school environment-centric Occupational Health and Safety (OHS) programs that are sustainably managed with resources in place to continuously improve in a leadership-driven safety culture.

This initiative will also evaluate and provide recommendations for the resources required to meet the goal in each school district.

Specifically, the OHS initiative’s objectives are:

- *To create a comprehensive and sustainable OHS structure and program within the seven school districts*
- *To establish designated EECD support and dedicated OHS position(s) to support each school district*
- *Establish an ongoing, responsive culture of awareness, and training, and best practice*
- *To reduce and eliminate the occurrences and the recurrences of workplace incidents, injuries, and illness, as well as near misses.”*

“Occupational Health and Safety Initiative”
Department Education and Early Childhood Development
April 22, 2021