

**Annual Report to the District Education Council**

**Anglophone North School District**

**August 18, 2014**



**Prepared by**

**Beth Stymiest – Superintendent**

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

## Introduction

It has been two full years since the amalgamation of school districts in the province and a lot of work has been done to bring the stakeholders from former District 15 and 16 together as Anglophone North School District. Creating a new identity takes time, but we are seeing commitment from staff at all levels to make this happen. “We are stronger as one” has been my mantra for the past ten months since taking on the superintendent position, promoting the many opportunities that can be had by pooling our collective knowledge and resources to ensure success for all. We have brought together employees from different departments to restructure policies and procedures that are both fiscally responsible and meet the needs of our learners, and which also ensure effective and efficient use of our time. We have identified our best instructional strategies and created partnerships within clusters across the district so that we can share common practices. We have worked with our principals to continue developing their leadership skills so that they can lead their schools with competence, and with a commitment to district goals.

The success of our students is our key goal, and we are trying to use staff in ways that highlight their strengths and abilities to meet this goal. We have adjusted portfolios of some of the educational leaders in the district and have looked at ways to tie curriculum matter together so that we are meeting students on a variety of levels. Much of the professional growth of staff has to be self-directed due to the budget challenges that the province is facing, but staff are finding the most efficient ways to do things better, faster and with less resources by working together to build collective capacity. We will not let a lack of money or resources stop us from ensuring that the children and youth of Anglophone North School District have the best educational experience.

Although there is work that remains to be done, much has been accomplished in the last ten months. Our Senior Admin Team is working closely together to adapt our processes. We continue to reach out to our community stakeholders as we move the district vision forward. Our website showcases the work that is being done in our schools and across the district and further information can be found at <http://asd-n.nbed.nb.ca>.

## Context

This report has been prepared in accordance with District Education Council Policy EL- 13 which states:

*The Superintendent shall not fail to prepare an annual progress report to the DEC for public presentation that includes the following items:*

- 1. Student performance data indicating progress toward accomplishing the DEC's End policies.*
- 2. Information about school district strategies, programs and operation intended to accomplish the DEC's End policies.*

The report provides an overview of Anglophone North School District in terms of student achievement and our strategies for improvement. The information in this report informs the revision and implementation of the Anglophone North School District Improvement Plan which will be presented to the District Education Council (DEC) for consideration in September 2014. Once approved by the DEC, this report and our improvement plan will be shared with the public through our district website and will be presented to Parent School Support Committees upon request. As required by the Education Act, a copy will be submitted to the Minister of Education and Early Childhood Development.

## District Profile



Anglophone North School District encompasses the regions from St. Quentin to Buctouche and includes the greater communities of Campbellton, Dalhousie, Belledune, Bathurst, Miramichi and Rexton. The Office of the Superintendent is located in Miramichi. We have two Education Centers; one is located in Miramichi and a shared Education Center in Bathurst and Dalhousie. In this center, the main office and Senior Education Officer are located in Bathurst. The Dalhousie Education Center is located in a wing of Dalhousie Regional High School.

As of September 30, 2013 our student population was 8067. With the continued economic down turn in northern New Brunswick, Anglophone North School District has shown a decreasing population over the last two years. Comparison of the student populations of the two former districts that became Anglophone North School District show that this decrease has occurred over several years. The following table illustrates a decrease of 16.3% in student population since 2008 for the area. The decline poses significant challenges for the district as much of our funding is determined by student enrolment. Winston Churchill once said, "Gentlemen we have no money, now we have to think". This decline has caused us to think about the efficacy and effectiveness of services we provide to students, and to better determine root causes of problems so that our money is used more effectively. As a small district with many small rural and isolated schools, this is extremely important.

Year	Student Population
2008	9646
2009	9346
2010	8977
2011	8569
2012	8323
2013	8067

Recognizing this decline, we continue to build a strong International Student Program. In partnership with Atlantic Education International, we hosted 141 students in our district from China, Germany, Mexico, Brazil, Columbia and the Netherlands. Visiting students are placed with host families across the district and attend twelve of our middle and high schools. This year we are branching out to include schools in the Rexton area and have recently hired a home stay worker who will be overseeing the program there. Teachers also take full advantage of technologies to ensure that students are able to participate in collaborative projects with other students around the world.

Although student numbers change on a regular basis, the following table offers a sense of schools in the district. The enrolment numbers have been taken from the September 30, 2013 data capture. Included in these numbers are high schools that operate alternative learning centers in Campbellton, Dalhousie, Bathurst and Rexton.

School	Student Population
Bathurst High School (9-12)	604
Blackville School (K-12)	470
Bonar Law Memorial High School (9-12)	375
Campbellton Middle School (5-8)	223
Croft Elementary School (K-5)	187
Dalhousie Middle School (6-8)	101
Dalhousie Regional High School (9-12)	273
Dr. Losier Middle School (6-8)	230
Eleanor W. Graham Middle School (6-8)	172
Gretna Green Elementary School (K-5)	205
Harcourt School (K-5)	22
Harkins Elementary School (K-5)	149

Harkins Middle School (6-8)	296
Ian Baillie Primary School (K-3)	109
Jacquet River School (K-8)	135
James M. Hill Memorial High School (9-12)	616
Janeville Elementary School (K-5)	43
L. E. Reinsborough School (K-5)	156
Lord Beaverbrook School (K-4)	204
Millerton Elementary and Junior High School (K-8)	100
Miramichi Rural School (K-8)	78
Miramichi Valley High School (9-12)	746
Napan Elementary School (K-5)	66
Nelson Rural School (K-8)	303
North and South Esk Elementary School (K-6)	182
North and South Esk Regional High School (7-12)	242
Parkwood Heights Elementary School (K-5)	206
Rexton Elementary School (K-5)	267
St. Andrews Elementary School (K-5)	271
Sugarloaf Senior High School (9-12)	397
Superior Middle School (6-8)	331
Tabusintac Community School (K-8)	44
Terry Fox Elementary School (K-5)	219
Tide Head School (K-5)	45
<b>Total</b>	<b>8067</b>

Anglophone North School District also works closely with nine First Nation communities and five Band-Operated Schools. Each First Nation community jointly administers a 50% reinvestment of tuition funds with the district to enhance programs and services for First Nation students. First Nation students also benefit from the support of the Education Partnership Program (EPP) and the First Nation Education Initiative Incorporated (FNEII). Numerous programs and support personnel are in place to support students and meet the goals of the enhancement agreements.

Community	Location	Band Operated School
Listiguj First Nation	Listuguj, PQ	Alaqsite'w Gitpu School (K-8)
Eel River Bar First Nation	Eel River Bar, NB	

Pabineau First Nation	Pabineau First Nation, NB	
Esgenoopetitj First Nation	Burnt Church, NB	Esgenoopetitj School (K-8)
Eel Ground First Nation	Eel Ground, NB	Eel Ground School (K-8)
Metepenagiag Mi'kmaq Nation	Metepenagiag Nation, NB	Metepenagiag School (K-6)
Elsipogtog First Nation	Elsipogtog First Nation	Elsipogtog School (K-8)
Buctouche First Nation	Buctouche, NB	
Indian Island	Indian Island, NB	

### **Student Achievement**

Overall, we are pleased with student achievement across the district. We have a dedicated team of professionals who ensure quality programming. We have many students who enter our Kindergarten program with accumulated deficits, as well as an ever-expanding group of exceptional learners. The integration of Early Childhood with Education is offering us the opportunity to identify earlier, the gaps that many of our students face in their learning as well as helping us to provide the best support available. This is a positive move and our Director of Early Childhood is a key member of our Senior Admin Team. Overseeing staff across the district, who are in place to meet the needs of children who will enter the public or Band-Operated schools, our Director works closely with our team to ensure we are providing a seamless experience for all children.

Our Education Support Services team worked diligently this year to move forward the Year 2 Action Plan of the Porter/Aucoin report, *Strengthening Inclusion, Strengthening Schools*. Continuing their work on redefining the role of our Education Support Services teachers in literacy, numeracy, resource and guidance, and with the assistance of provincially appointed Inclusion Facilitators, the team provided many professional learning opportunities in the areas of Universal Design for Learning, Coaching and Positive Behavior Supports. This team continues to look at ways to best support teachers in the classroom as they work to meet the needs of all learners, and I applaud their efforts.

The Director of Curriculum and Instruction has played a key role in determining curriculum direction for the district. Working with very capable Subject Area Coordinators, and maintaining a continued focus on literacy, numeracy and science, we have ensured that instructional practices across the district are being aligned. A district vision for literacy was rolled out in September to all schools, and work on visions for numeracy and science has been undertaken. Articulating our expectations is paramount to achieving a commitment to the goals laid out in our District Improvement Plan.

The following charts provide comparative data of district achievement in provincial assessments. Data from 2012-13 is used. Reports are not ready for assessments written in May or June of this academic year.

**Assessment Results: Literacy**

Grade Level	Subject Area	District (Appropriate or Above)	Province (Appropriate or Above)
2	Reading	83.2 %	79.5%
2	Writing	86.4%	82.3%
7	Reading	78%	76%
7	Writing	63%	63%
9	ELPA Reading	77.9%	78.1%
9	ELPA Writing	79.2%	82.4%

Our literacy results continue to see students in Anglophone North School District achieving at or above provincial averages. Our Literacy Team, under the direction of our Director of Curriculum and Instruction, works closely with our teachers and staff to ensure that teachers have strong instructional and assessment practices. This includes utilization of Aims Web, an early literacy benchmark assessment, running records and writing samples. Our grade 9 results showed a slight dip this year and our Literacy Team is working to ensure that this does not become a trend by analyzing results, identifying areas that require more focus and providing increased support at the middle and high school levels. Key to this is a strong



focus on assessment practices, and we have been fortunate to have some national and international experts in assessment come to our area to provide professional learning opportunities. As well, our Literacy Team continues to follow up with cross curricular literacy strategies that all middle and high school teachers have received training on.

### Assessment Results: Mathematics

Grade Level	Subject Area	District (Appropriate or Above)	Province (Appropriate or Above)
5	Mathematics	58.5%	62.9%
8	Mathematics	63.8%	58.5%

Results in numeracy are encouraging as we have narrowed the gap. Our grade 5 results show a slight dip in comparison to the provincial results while our grade 8 results have our students scoring slightly above the provincial average. There is much work to be done in mathematics, and our Numeracy Team, under the direction of our Director of Curriculum and Instruction, is working diligently to identify deficits and gaps in the understanding of mathematics. We have developed Key Skills Math Assessments for use at the K-3 levels to identify these deficits and gaps, and to communicate to our teachers the skills in mathematics that are essential to success at the next level. Coaching continues to show promise in fine tuning the instructional practices of our mathematics teachers.

### Assessment Results: French Second Language

Grade Level	Subject	District (Appropriate or Above)	Provincial (Appropriate or Above)
4 FI	Reading	58.9%	65.9%
4 FI	Writing	62.3%	59.2%
10 FI	Reading	76.4%	78.3%
10 FI	Writing	36.6%	36.3%

Results on Provincial French Second Language Assessments show students achieving slightly below or at provincial achievement levels. Our French Second

Language Team, under the direction of our Director of Curriculum and Instruction, continue to identify where gaps and deficits are occurring. There is a strong focus on the development of oral language skills, which research has shown are essential for strong achievement in reading and writing, and professional learning activities are focused on this area.

Improved student achievement and the development of strong instructional leaders in our schools go hand in hand. Our Senior Admin Team has identified this as a priority if we are to raise achievement, and we have made a commitment to model the kinds of behaviors we expect our instructional leaders to have. Today's leaders must concentrate on building a vision for their schools, sharing leadership with teachers and influencing schools to operate as learning communities. We have structured our district admin meetings to reflect this reality; rather than focusing on administrivia, we are providing professional learning in the areas of understanding data, leading a learning community, using data to make instructional decisions and monitoring curriculum and instruction. Time is spent collaborating and sharing promising practices that are occurring in schools across Anglophone North School District. Our Senior Education Officers work closely with principals, assisting them in dealing with challenges that arise so that they can focus their time and energy on being instructional leaders.

Detailed information on student achievement regarding school and district performance is available on the government website:

<http://www.gnb.ca/0000/index-e.asp>

### **Positive Learning and Working Environment**

We believe that schools should be orderly, safe places, where relationships between stakeholders demonstrate mutual respect and recognition of shared responsibility for pupil's welfare and educational progress. Student learning best takes place when classroom environments are not compromised by disruptions due to inappropriate behavior. It is our goal to provide students with optimal environments for learning classrooms that are inclusive, safe and free from bullying. To this end, we have several key initiatives we have introduced and/or maintained:

- Anti-Bullying website for Restigouche Area schools (work is being done to have this support available for all ASD-N students) ([www.intimidationrestigouche.com](http://www.intimidationrestigouche.com))
- Implementation of Positive Behavior Support Plans for individual students
- Immediately addressing complaints of bullying
- First Aid Training
- Crisis response planning
- On-going training to help students with Autism Spectrum Disorders
- Training in Violence, Risk and Threat Assessment (VTRA)
- Continued training in Non-Violent Crisis Intervention (NVCi)
- Fierce Conversations training for educational leaders
- Training on RTIPPA (Right to Information, Personal Privacy Act)
- Work Safe NB Training to staff including Right to Refuse Training
- Mediation services directed by our Human Resources department

In ensuring a Positive Learning and Working Environment for students and staff, we work closely with unionized and non-unionized employees to identify root causes of, address concerns about, and employ strategies to solve problems that arise. We also offer an employee recognition award recognizing contributions to our district through our Starfish Award Program. It is important that we model the kinds of behaviors we expect on a daily basis.

### **District Ends Policies**

This report documents our efforts to achieve the goals as established by the District Education Council. There are ten Ends Policies that have been established by our DEC, and we strive to ensure that the spirit behind those policies is evident in our day-to-day operations. A brief overview of our efforts to achieve each End Policy is included below:

#### **Policy E-1: Mission Statement**

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

The Ends policy defines our belief in education and guides our day-to-day work. We are committed to student excellence. Highlights of our work to meet our mission statement are found throughout this report and our logo and mission statement can be found in each district building.

## **Policy E-2: Community Communication**

*The District Education Council will ensure that continuous, active and meaningful communication with the community is established, nurtured and monitored.*

Anglophone North School District's community is made up of many stakeholders including First Nation communities, Francophone communities and each community in our district is distinct in its own identity. The following is a sampling of various ways we nurture on-going, meaningful communication with our communities:

- Turnaround Achievement Awards for Restigouche, Chaleur and Miramichi
- Regular Parent School Support Committee (PSSC) meetings and cluster meetings by sub-district
- School Connects in all schools
- Anglophone North School District Website
- Individual school websites and teacher pages
- Close working relationship with the Department of Education and Early Childhood Development
- On-going communication with municipal and provincial governments
- Orientation to Kindergarten
- French Immersion information sessions
- Provincial Report Card information sessions
- High School Renewal information sessions
- Volunteer Recognition at each monthly DEC meeting
- Celebrate the Spirit Award recognizing community contributions to the district
- Participation in provincial networks: Council of DEC Chairs, New Brunswick Superintendents' Association, and other focus groups

We now have two First Nation Coordinators who work closely as liaison personnel with our First Nation communities. As well, our Community Engagement

Coordinator and her team of Community School Coordinators reach out to all partners in our area. The level of engagement that they provide is exemplary, and evidence of the work they do can be seen in photos and reports archived on our district website.

### **Policy E-3: Tobacco and Smoke Free Environment**

*The District Education Council must ensure that all district schools, buildings, properties and vehicles used for student transportation are alcohol, tobacco, drug and smoke free. This applies to all staff, students, and the general public and relates to owned and leased properties, buildings and vehicles.*

This policy is monitored regularly. There is widespread knowledge and understanding of this policy, and we have not had to deal with any major violations. The policy aligns with provincial policy.

### **Policy E-4: Transportation of Students To and From Off-Site School-Related and Extra-Curricular Activities**

*With respect to the transportation of students to and from off-site school-related activities, the following ends shall be achieved:*

- 1. Standards must be in place that are consistent with the Department of Education and Early Childhood Development Policy 513 (Transportation to and from Off-Site School-Related Extra-Curricular Activities).*
- 2. Schools will ensure that these standards are upheld.*
- 3. The standards will be reviewed with school principals at least once each school year.*

### **Policy E-4a: Student Activity Vehicles**

*With respect to the acquisition, maintenance and operation of extra-curricular activity vehicles, the following ends shall be achieved:*

- 1. Standards must be in place that are consistent with the Department of Education and Early Childhood Development Policy 512 (Extra-Curricular Activity Vehicles).*
- 2. Schools will ensure that these standards are upheld.*

- 3. The standards will be reviewed with school principals at least once each school year.*

Both policies align with provincial policy and we monitor this closely. The Transportation Manager and Assistant Manager audit the schools annually and provide me with a report. We continue to align practices across our amalgamated district and principals are provided with a review of these policies when we meet in August. We work cooperatively to ensure the safety of all students.

#### **Policy E-5: Supervision on Field Trips**

*Students will be well supervised on all trips outside of schools. With student safety being the primary consideration, the number of chaperones on any field trip will reflect the nature of the excursion, the length of the activity, the age and specific needs of the students involved and the distance to be traveled.*

The Director of Curriculum and Instruction reviews all requests for trips, ensuring they align with curriculum outcomes and that they meet the policy requirements. In the past year, all trips were conducted in accordance with this policy.

#### **Policy E-6: Co/Extra-Curricular Activities: Conduct of Students and Supervising Personnel**

*With respect to the conduct of students and supervising personnel involved in schools teams and activity groups, the following ends must be achieved:*

- 1. Students will be free from harassment, intimidation and acts of violence.*
- 2. Schools will ensure adequate supervision to protect students from such acts (including "hazing" or inappropriate initiation rituals).*
- 3. Supervising personnel shall conduct themselves in a dignified manner so as to model appropriate behavior.*
- 4. Students will conduct themselves in a dignified manner.*
- 5. There must be clearly identified consequences for noncompliance, and these will be shared with all students and supervising personnel at the beginning of each season.*

This policy is well known by our staff and is regularly reviewed at the beginning of each academic year and/or session. This year, there were two violations by coaches modeling inappropriate behavior (noncriminal) and they were dealt with swiftly by the high school principals and the Superintendent.

### **Policy E-7: Outstanding Volunteers**

*The Anglophone North School District Education Council encourages teachers, parents and other community members to volunteer within the school system, and recognizes their important contribution.*

Volunteers are active throughout our community and Anglophone North School District is thankful for the level of engagement we receive. The following is a sampling of volunteer activities that happen in the district:

- Breakfast programs in schools
- Coaching of sports teams
- ELF (Early Literacy Foundation) program
- Home and School events
- Parent School Support Committees
- Safe Grad
- Chaperones of field trips
- Contributions to our Skilled Trades classrooms
- Reading programs for students living in poverty

Volunteers are nominated by schools each month to receive recognition by the District Education Council. They receive a framed certificate of appreciation signed by the DEC Chair and the Superintendent. As well, we offer two other recognition programs: Starfish Award and Celebrate the Spirit Award.

### **Policy E-8: Threat Assessment**

*Because the District Education Council is committed to creating and maintaining an environment in schools where students, staff, parents and others feel safe, a protocol will exist whereby all threats will be assessed, and appropriate interventions and disciplinary actions will be taken. Further, parents and students*

*will be given fair notice of Anglophone North's zero tolerance for not responding to serious violence or threat-making behaviors.*

Our Positive Learning Environment Coordinator and Lead, in conjunction with our Education Support Services Team, monitor and assess all reported cases. Knowledge of this policy is widespread and annual training/refresher sessions are offered to school administrators and new teams.

### **Policy E-9: Nutrition Policy**

*Schools will offer healthy food choices to students. The school district will reduce foods high in fat and sugar, and will educate students so they may make healthy lunch and snack choices.*

This policy aligns with provincial policy. Our District Health Advisory Council (DHAC), made up of our Healthy Learners Nurses, local Health Authorities and other stakeholders, meet regularly to discuss this policy as part of their work plan. Healthy eating is one of the DHAC's three main goals for increased student health.

### **Policy E-10: School Catchment Policy**

*With respect to the registration of students in schools in their catchment areas, the following ends shall be achieved:*

- 1. The Superintendent will ensure that parents register their children in the appropriate school in their catchment area.*
- 2. Written requests for out-of-zone placement must be approved by the Superintendent and will be for extenuating circumstances only.*
- 3. Once a request for out-of-zone placement is approved, the student will be considered a student at that school. No further action will have to be taken.*
- 4. The Superintendent must not authorize out-of-zone placements that allow class sizes to exceed enrollment norms.*
- 5. Space must be available in a class prior to the consideration of an out-of-zone placement.*
- 6. Transportation of students to schools that are not in the students' catchment area is the responsibility of parents/guardians.*



This policy was revised this year to reflect feedback about the catchment policy. This year, the Office of the Superintendent received many out-of-zone requests, especially in the Miramichi area, and each was reviewed in light of this policy. Students who are granted an out-of-zone placement will now be considered students in that school and will not have to reapply each year to remain there.

### **2014-15: A Look Ahead**

The beginning of a new school year is an opportunity to reflect on what we have achieved and what we still need to achieve. Spending the last ten months as Superintendent of Anglophone North School District has been exhilarating, but also humbling. Much has been achieved, but there still is much to be done as we strive to bring our mission statement to life:

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

As we concentrate on ways to improve student achievement, we focus on the goals of the provincial and district improvement plans:

- ✓ Continued growth in literacy
- ✓ Continued growth in numeracy
- ✓ Continued growth in science
- ✓ Ensuring a classroom environment that is inclusive and safe

Working closely with the Department of Education and Early Childhood Development, we continue to implement provincial initiatives. We are well situated with technology in the district and can use this as a resource to support teaching and learning. Technology weaves its way through every part of what we do in Anglophone North School District. Many schools are adapting their libraries into learning commons; a hub for work, study and socialization. Schools continue to use technology as a vehicle for opening the world to students in new and exciting ways. Assistive technologies are being implemented with remarkable success. The opportunities that technology affords us are immeasurable, and we have a first-class Technology Team who are leaders provincially and beyond.

Professional learning opportunities this year will focus on the skills of collaboration, connection, cooperation and communication. Universal Design for Learning, Coaching, Leadership and Assessment for Learning are priority areas and we will continue to innovate to find ways to share our expertise across the district. Our goal is to stretch the learning of our professionals, give them new ideas to think about and validate the exceptional practices that are already in place.

We face many challenges in ASD-N as we try to overcome the socio-economic barriers that face our students in northern New Brunswick. Our goal is to prepare every student for life beyond high school and to ensure that all students graduate with the skills they need to compete in a global economy. By focusing on instructional and assessment practices, as well as timely and effective interventions, we will reach this goal.

Anglophone School District North is in its infancy. With the massive change of the provincial district reorganization we have not stepped back, rather we are adjusting our sails and moving forward. We have worked to build a strong and professional learning community that has brought together two districts with unique cultures. Our job is complex with a multi-faceted organization that needs the knowledge, skills and expertise of many people to make it successful. Our District Education Council leads, supports and promotes the important work that we do.