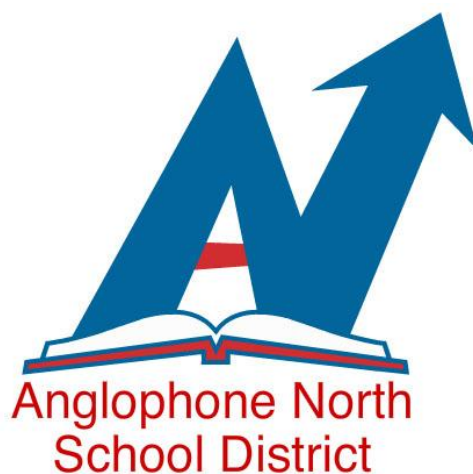


**ANNUAL PUBLIC REPORT TO THE  
DISTRICT EDUCATION COUNCIL  
ANGLOPHONE NORTH SCHOOL DISTRICT**

**AUGUST 19, 2013**



**PREPARED BY  
NANCY BOUCHER-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**

This has been a year of consolidation, renewal and rebuilding. With the July 1, 2012 reorganization to seven school districts, from the former fourteen, School Districts 15 and 16 were amalgamated to become Anglophone North School District. Reflecting on the past year, I am mindful of the many ways that we have succeeded to create a new identity, and restructure policies and procedures that are both fiscally responsible and meet the needs of our learners. This has included the alignment of DEC policies, district regulations, budget and accounting procedures, human resource practices and educational planning; to name but a few.

With change comes opportunity! The students and parents of Anglophone North School District are indeed fortunate as we have inherited two high performing districts (former 15 and 16) that have the success of students as a central goal. I am reminded of Michael Fullan's concept of *collective capacity* as defined in his 2010 publication, *All Systems Go: The Change Imperative for Whole System Reform*. Fullan defines collective capacity when, "...groups get better-school cultures, district cultures, and government cultures" (p. xii). Throughout this year of consolidation and collaboration, we have worked diligently to build on our own collective capacity as educators, support staff and community members.

Although there is work that remains to be done, much has been accomplished to forge a new identity. Challenges to our original plan of establishment were addressed and ASD-N is well positioned for the upcoming academic year. ASD-N has a new logo, created in a school-wide competition to students, a new mission statement and we are currently engaging stakeholders in a visioning process. Our technology team has diligently worked to optimize the use of district and school websites to maintain community engagement. Further information regarding Anglophone North School District 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 student progress toward accomplishing the DEC's Ends policies.*
- 2. Information about school district strategies, programs and operations intended to accomplish the DEC's Ends policies.*

This report provides an overview of the district in terms of student achievement and our strategies for improvement. The information in this report informs the creation and implementation of the *Anglophone North School District Improvement Plan* which will be presented to the DEC for consideration in September 2013. 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 the Senior Education Officer are located in Bathurst. The Dalhousie Education Center is currently being relocated to a wing of Dalhousie Regional High School. It is anticipated that the building that formerly housed this office will be declared surplus pending DEC approval. In addition, the Learning Center in Miramichi was declared surplus by the District Education Council in March 2013 and the Rexton Learning Center, housed in a rented space, has been relocated to Bonar Law Memorial High School. With declining student population it is critical that we optimize available space in our schools.

As of September 30, 2012, our student population was 8,323. With the closing of industries in northern New Brunswick, both former districts have shown decreasing student population for the past several years. The following table illustrates a decrease of 13.7% in student population since 2008. This decline poses a significant challenge as much of our funding is tied to student enrolment. We are not daunted by this challenge and continue to strive to provide quality programming to all students. I am also most appreciative that the government has been able to maintain many teaching positions in the province regardless of the decline in student population.

<b>YEAR</b>	<b>STUDENT POPULATION</b>
2008	9646
2009	9346
2010	8977
2011	8569
2012	8323

Recognizing this decline, we continue to build a strong International Student Program. In partnership with AEI (Atlantic Education International), we hosted 98

students in our district from China, Germany, Mexico, Brazil, Columbia and the Netherlands. Visiting students were placed with host families across our district and attended 12 of our middle and high schools. We have developed a strong program that showcases our district and all that northern New Brunswick has to offer. In addition, two of our high schools (Miramichi Valley and Bathurst High) hosted thirty students and three teachers visiting from the Netherlands; a partnership that has been on-going for several years. 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 general sense of the schools in the district. The enrolment numbers have been taken from the September 30, 2012 data capture. Included in these numbers are high schools that operate alternative education centers in Campbellton, Dalhousie, Bathurst and Rexton.

<b>SCHOOL</b>	<b>STUDENT POPULATION</b>
Bathurst High (9-12)	628
Blackville (K-12)	472
Bonar Law Memorial (9-12)	393
Campbellton Middle (5-8)	241
Croft Elementary (K-5)	197
Dalhousie Middle (6-8)	93
Dalhousie Regional High (9-12)	267
Dr. Losier Middle (6-8)	244
Eleanor W. Graham Middle (6-8)	174
Gretna Green Elementary (K-5)	201
Harcourt (K-5)	24
Harkins Elementary (K-5)	151
Harkins Middle (6-8)	313
Ian Baillie Primary (K-3)	104
Jacquet River (K-8)	136
James M. Hill (9-12)	679
Janeville (K-5)	40
L. E. Reinsborough (K-5)	156
Lord Beaverbrook (K-4)	201
Millerton (K-8)	107
Miramichi Rural (K-8)	75
Miramichi Valley High (9-12)	781
Napan (K-5)	63
Nelson Rural (K-8)	307
North & South Esk Elementary (K-6)	194
North & South Esk High (7-12)	248
Parkwood Heights (K-5)	212
Rexton Elementary (K-5)	264
St. Andrews (K-5)	275
Sugarloaf Senior High (9-12)	405
Superior Middle (6-8)	343
Tabusintac Rural (K-8)	46
Terry Fox (K-5)	252
Tide Head (K-5)	37
<b>TOTAL</b>	<b>8323</b>

Anglophone North School District is also fortunate to work 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 have also benefited from the support of the Education Partnership Program (EPP) and 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. This information is communicated in a separate report.

<b>Community</b>	<b>Location</b>	<b>Band Operated School</b>
Buctouche First Nation	Buctouche, NB	
Eel Ground First Nation	Eel Ground, NB	Eel Ground School (K-8)
Eel River Bar First Nation	Eel River Bar, NB	
Elsipogtog First Nation (Big Cove)	Elsipogtog First Nation, NB	Elsipogtog School (K-8)
Esgenoopetitj First Nation (Burnt Church)	Burnt Church, NB	Esgenoopetitj School (K-8)
Indian Island	Indian Island, NB	
Metepenagiag Mi'kmaq Nation (Red Bank)	Metepenagiag Nation, NB	Metepenagiag School (K-6)
Pabineau First Nation	Pabineau First Nation, NB	
Listuguj First Nation	Listuguj, PQ	Alaqsite'w Gitpu School (K-8)

### **Student Achievement**

Overall, we are pleased with student achievement in our district. We have a dedicated team of professionals and paraprofessionals who ensure quality programming. Our main educational challenges continue to center on accumulated learning deficits that many students experience upon entry to Kindergarten as well as meeting the needs of an ever-expanding group of exceptional learners. The amalgamation of the departments of Early Childhood and Education will offer an opportunity to provide seamless support to children and students in New Brunswick. As a long time educator, I feel that we are at the precipice of exciting work and applaud the government for this change. A Director of Early Childhood oversees staff throughout the district that is in place to meet the needs of children who will enter Public and Band Operated School systems.

I must also acknowledge our team of Education Support staff who have worked diligently this year to implement year one action plans of the Porter/Aucoin report, *Strengthening Inclusion, Strengthening Schools* with the support of staff at the Department of Education and Early Childhood Education. It has been an extremely busy year for this team as they redefined the role of Education Support Teachers

(Resource Teachers) and provided professional learning opportunities in many areas including Universal Design for Learning (UDL), professional learning for administrators and coaching models for teachers.

The following chart provides comparative data of district student achievement in provincial assessments. Reports are not ready for assessments written in May or June of this academic year. Data from 2011-12 is used.

<b>Grade Level</b>	<b>Subject Area</b>	<b>District</b>	<b>Province</b>
<b>2</b>	<b>Reading</b>	84.4% Appropriate or Above	79.1 % Appropriate or Above
	<b>Writing</b>	84.8% Appropriate or Above	77.5 % Appropriate or Above
<b>3</b>	<b>Numeracy</b>	73.4% Appropriate or Above	75% Appropriate or Above
<b>4</b>	<b>Reading</b>	84.4% Appropriate or Above	79.1% Appropriate or Above
	<b>Writing</b>	59.8% Appropriate or Above	58.2% Appropriate or Above
<b>5</b>	<b>Numeracy</b>	64.2% Appropriate or Above	63.7% Appropriate or Above
<b>7</b>	<b>Reading</b>	69.3% Appropriate or Above	69.4% Appropriate or Above
	<b>Writing</b>	63.6% Appropriate or Above	64.5% Appropriate or Above
<b>8</b>	<b>Numeracy</b>	61.6% Appropriate or Above	57.5% Appropriate or Above
<b>9</b>	<b>ELPA Reading</b>	72.9% Appropriate or Above	73.5% Appropriate or Above
	<b>ELPA Writing</b>	82% Appropriate or Above	82.2% Appropriate or Above
<b>10</b>	<b>French Immersion Reading</b>	79.9% Appropriate or Above	78.4% Appropriate or Above
	<b>French Immersion Writing</b>	48.1% Appropriate or Above	46.4% Appropriate or Above

It is encouraging that over time, gaps between district and provincial results have narrowed and that we now surpass provincial averages at numerous levels. In the early years, students exceed the provincial average for literacy but are slightly below the provincial average by the time they reach the middle/high school years. It is our continued goal to focus on quality instruction and timely intervention to have our students reach or exceed the provincial average throughout the assessment cycle. In the middle and high school years, we continue to focus on cross-curricular literacy initiatives such as *Stepping Out* that empowers all teachers to be teachers of literacy regardless of the subject that they teach. Currently, all middle and high school teachers have received training. All teachers continue to use assessment data (Aims Web, Running Records, and Writing Samples) formatively to inform teaching and learning. Looking ahead, workshops in best practices in writing

have been developed and will be videotaped to be used for on-going professional learning. We will be introducing a K-12 Literacy Vision for the district, new tracking of assessment data for K-3 and realigning district assessments.

Results in numeracy are encouraging as we have not only narrowed the gap but have exceeded the provincial results at the grades 5 and 8 levels. However, there is still much work to do in this area. We have had a renewed focus on the early years to identify deficits and gaps in understanding of mathematics. Key Skills Math Assessments have been used at the K-2 levels to identify these areas. Also, this data is used to identify and communicate those skills in mathematics that are critical to success at the next level. In addition, the work of lead teachers has been realigned to introduce a coaching model that will have direct impact on classroom practices.

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 Environment**

We believe that 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 in classrooms that are inclusive, safe and free from bullying. To this end we have introduced and maintained several key initiatives:

- Anti-Bullying website for Restigouche Area schools ([www.intimidationrestigouche.com](http://www.intimidationrestigouche.com))
- Development 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)

### **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 and initiatives. A brief overview of efforts to achieve each Ends 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.*

This is a critical Ends Policy as it defines our belief in education and guides our day to day work. ASD-N exists to educate students and this mission statement articulates our commitment to student excellence in fair and equitable environments. Evidence of our work to meet our mission can be found throughout this report. In 2013-14, the new logo and mission statement will be posted in each district building.

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

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

ASD-N embraces a broad breadth of 'community' that includes our First Nation communities, Francophone communities and each community in our district that is distinct in its own identity. The following is a sampling of various efforts that have taken place to nurture on-going, meaningful communication:

- ✓ Turnaround Achievement Awards for Chaleur and Miramichi
- ✓ Regular Parent School Support Committee (PSSC) meetings and cluster meetings by sub-district
- ✓ *School Connects* in all schools
- ✓ Close working relationship with the Department of Education and Early Childhood Development
- ✓ On-going communication with municipal and provincial governments
- ✓ Introduction to Kindergarten sessions; *Teddy Bears Picnic* in Miramichi
- ✓ French Immersion information sessions
- ✓ Volunteer Recognition at each monthly DEC meeting
- ✓ Participation in provincial networks: Council of DEC Chairs, NB Superintendents' Association, and other focus groups



Two First Nation Coordinators have worked closely as liaison personnel with our First Nation communities. Our Community Engagement Coordinator and three Community School Coordinators continue to reach out to all partners in our area. Their work and the level of engagement with numerous stakeholders are stellar. Projects are too numerous to include in this report. Photo galleries and reports are archived on our district website.

As mentioned, the district and school websites continue to provide a rapid and meaningful mechanism for engagement. Much work has been done this year to expand the Drupal platform to the northern portion of our district to provide ASD-N with one consistent website format.

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

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

We continue to implement this policy and monitor it regularly. There is widespread knowledge and understanding of this policy and we have not dealt with any major violations. This policy dovetails with provincial policy and we act in the best interest of both.

### ***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 shall 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 shall 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 shall be in place that are consistent with 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 shall be reviewed with school principals at least once each school year.*

Both policies align with provincial policies and we monitor this closely. The Transportation Manager and Assistant Manager audit schools on an annual basis and provide me with a report. There is a widespread understanding of this policy and any questions that principals may have are directed to the Transportation Manager and Superintendent. Much has been done this past year to align practices across our newly amalgamated district and the principals have been most cooperative as we work together to ensure the safety of all students.

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

*Students will be well supervised on all trips outside the school. 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 travelled.*

The Senior Education Officers in both Education Centers review all requests for class trips, and if there are any concerns they contact the principals involved. In the past year, all trips were conducted in accordance with this policy and the implementation plan that each organizer must submit. This policy was new to the Miramichi Education Center and was one that was adopted immediately.

#### ***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 school teams and activity groups, the following ends shall be achieved:*

1. *Students shall be free from all 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 will conduct themselves in a dignified manner so as to model appropriate behavior.*
4. *Students will conduct themselves in a dignified manner.*
5. *There shall 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 students and is reviewed at the beginning of each academic year and/or season. This year, there were two violations by students (hazing and criminal action) that were dealt with swiftly by the high school principals, Subject Coordinator for Student Services 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.*

ASD-N relies greatly on the volunteer support of our community and is thankful for the level of engagement that we receive. Volunteers are active throughout our district and the following is a sampling of several areas:

- ✓ Breakfast programs in schools
- ✓ Coaching sports teams
- ✓ ELF (Early Literacy Foundation) program
- ✓ Activity Centers and tutoring
- ✓ Home and School events
- ✓ Coaching school teams
- ✓ Parent School Support Committee (PSSC)
- ✓ Safe Grad
- ✓ Chaperones on field trips

Monthly, nominations for recognition are submitted to the DEC. Volunteers are acknowledged with a certificate of appreciation signed by the DEC Chair and Superintendent. This year, we will be expanding two programs from former districts 15 and 16: 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.*

Violence, Threat and Risk Assessment (VTRA) is an integral component of the work of our Student Services team. The Coordinator and Lead in this area monitor and assess all reported cases. Knowledge of this policy is widespread and annual sessions are provided as refreshers for administration and training for 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.*

Work continues in this area to guide healthy food choices. This policy is aligned with provincial policy. In concert with Healthy Learners Nurses, local Health Authorities and other stakeholders, this is part of the work plan for the District Health Advisory Committee. This year, the committee met twice and it is felt that more work is needed to amalgamate practices and expectations. Several regions have opted to use local service providers. These menus along with our main service provider are monitored annually.

***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 shall be for extenuating circumstances only.*
- 3. The Superintendent shall not authorize out-of-zone placements that allow class sizes to exceed enrolment norms.*
- 4. A minimum of five (5) spaces must be available in a class prior to the consideration of an out-of-zone placement.*

This is a new policy to ASD-N and was created as part of our review of school catchment areas. In order to identify if school zones are current and appropriate, it is important to understand how many students are attending out-of-zone schools. As ASD-N moves to Versa trans, a new transportation system, this policy is timely.

This year the Office of the Superintendent received many out-of-zone requests and each was reviewed in light of this policy. Whenever possible,

families that have students in out-of-zone schools will be grandfathered out. It must be noted that this policy has been challenging to families in the Miramichi area in particular as out-of-zone placements were commonplace.

### **2013-14: A Look Ahead**

As we begin each school year we concentrate on ways to improve student achievement. Specifically, we focus on the goals of the provincial and district improvement plans:

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

We continue to implement provincial initiatives and work closely with our colleagues at the Department of Education and Early Childhood Development. We will continue to use technology to enhance student learning. In addition, we will continue to provide our students with new and emerging technologies which will direct their own learning.

Professional learning opportunities this year will be focused on Universal Design for Learning and Assessment Practices. Our district has always been a leader in innovation and we will continue to provide staff with professional development to support the important work that is done in all subject areas. ASD-N has a staff that is hard working, willing to take on new challenges and a District Education Council that leads and supports the important work that we do.

We continue to work very hard to address the deficits that our children face as we overcome socio-economic barriers experienced in northern New Brunswick. We believe that if we remain focused on our goals, support students with world-class classroom instruction and timely interventions; ASD-N will graduate students who are able to compete in a global economy.

In closing, I would like to once again refer to the work of Fullan in his book, *All Systems Go: The Change Imperative for Whole System Reform (2010)*. Fullan coins the term *All Systems Go*. Fullan explains that all systems go means, "...that every vital part of the whole system-school, community, district and government contributes individually and in concert to forward movement and success (p. 3). Indeed, this is our goal.

Respectfully Submitted,

A handwritten signature in black ink that reads "Nancy Boucher". The signature is written in a cursive style with a long, sweeping underline.

Nancy Boucher-Superintendent

Anglophone North School District