



**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>POLICY NAME</b>	<b>Staff Treatment</b>		
<b>POLICY NUMBER</b>	<b>ASD-W-EL2</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Date of Report</b>	<b>March 16, 2018</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>Catherine Blaney, Acting Superintendent</b>		
<b>Report Supported by:</b>	<b>Shelley McLeod, Acting Director of Human Resources</b> <b>Dianne Kay, Director of Curriculum and Instruction</b> <b>Karla Deweyert, Acting Director of Education Support Services</b> <b>Susan Young, Supervisor of Data and Accountability</b> <b>Mark Manderson, Assistant Manager of Transportation</b> <b>Janice Webber, District Administrative Services (CI)</b> <b>Janice Miller, District Administrative Services (ESS)</b> <b>Julia Woodhouse, District Administrative Services (HR)</b>		

**REPORT:**

- **Policy calls for the Superintendent to ensure that dealings with staff and volunteers are fair and dignified.**
- **Professionalism among employees regardless of role is a focus for 2017-2018. A flyer was distributed to all staff in October 2017 (Appendix K). Employees were encouraged to review policy to increase awareness.**
- **The summary of ASD-W employees (teaching and support staff) was compiled using the Summary Statistics for 2016-2017 as well as information compiled by district staff for 2017-2018. As of September 30, 2017, there are approximately 2958.51 permanent employees (unofficial) in Anglophone West School District (ASD-W). Employees belong to five collective bargaining units (CBU) and one division of Management Non-Union (MNU) employees. All five CBUs adhere to collective agreements that have been established through negotiations with the Province of New Brunswick (New Brunswick Teacher's Federation – NBTF, CUPE 2745, CUPE 1253, New Brunswick Union of Professional Public Employees – NBUPPE, and School Business Officials, Public Service Alliance of Canada – PSAC). In addition, there are approximately 1,305 supply/casuals as of March, 2018, approved to work in the District. Official Summary Statistics for**

**POLICY NAME****Staff Treatment**

**September 30, 2016 are included in Appendices H and I. A summary of staff FTE for September 2017, (unofficial) is included in Appendix J.**

- **The New Brunswick Occupational Health and Safety Act states that all new employees participate in an orientation session. To fulfil the requirement the district implemented online and onsite training for new and existing employees. As well, new casual educational assistants and school administrative assistants participated in a half-day session prior to reporting for replacement work at a school.**
- **The employer, as represented by the Superintendent, Directors and Human Resources team, have good relationships with union leaders and will often work proactively to settle misunderstandings. ASD-W is committed to following the collective agreements in place and protecting against wrongful conditions.**
- **A formal process for grievances is in place for employees with collective agreements. Attempts are often made to resolve issues prior to following the formal grievance process, but, if a grievance is launched, it is handled with respect and professionally.**
- **ASD-W formally tracks the number of grievances, Policy 701 (Protection of Pupil Policy), Workplace Harassment, Human Rights, and "other" formalized complaints or collective agreement disciplinary situations. These statistics are categorized by CBU. Whereas this is sensitive information pertaining to personnel issues, the cases have not been quantified formally in this report.**
- **ASD-W has a district operational policy titled "Employee Concerns" (ASD-W-250-13) that is posted to the district website. This policy guides any employee with the channels to address concerns and acquaints staff with DEC Policy ASD-W-EL2: Staff Treatment (Appendix A)**
- **To further acquaint staff with their rights under DEC Policy ASD-W-EL2, the Director of Human Resources has provided a reminder to all staff within the district (Appendix B).**
- **ASD-W has a district operational policy titled "Professional Conduct" (ASD-W-250-16) that is posted to the district website. This policy guides any employee with the standards of professional behavior (Appendix C). Sign-off acknowledging review of this policy is required during the application process for casual employees or upon hire for employees coming into the district from other jurisdictions.**
- **ASD-W offers staff development for all employees. Some examples of this professional learning are found in Appendix D (Teacher Professional Learning Highlights), Appendix E (Professional Learning in Education Support Services for Administration, Teachers and Educators), Appendix F (Cover Page to Professional Learning for Paraprofessionals) & Professional Development for School Bus Drivers (Appendix G). This sample of professional learning in ASD-W is not exhaustive.**

POLICY NAME	Staff Treatment
<ul style="list-style-type: none"> <li>• <b>ASD-W collaborates and partners with other educational stakeholders for professional learning, including the University of New Brunswick, the Department of Education and Early Childhood Development and the New Brunswick Teacher's Association (among others).</b></li> <li>• <b>The Directors of Schools and staff coordinate quality leadership development sessions within their education centers.</b></li> <li>• <b>As part of Year 4 implementation of PowerSchool, on-line sessions on specific topics (such as working on articulated schedules) have been made available for administrative assistants. Two PowerSchool Leads and two School Information Systems Specialists have provided online and school support and have worked toward enhancing the skill set of teachers and administrative assistants on PowerSchool and Power Teacher Pro features of PowerSchool</b></li> </ul>	
<p><b><u>Appendices:</u></b></p>	
<ul style="list-style-type: none"> <li>• <b>Appendix A – ASD-W District Operational Policy ASD-W-250-13: Employee Concerns</b></li> <li>• <b>Appendix B – ASD-W Memo – Reminder Staff Treatment</b></li> <li>• <b>Appendix C – ASD-W District Operational Policy ASD-W-250-16: Professional Conduct</b></li> <li>• <b>Appendix D – Professional Learning Highlights for Educators and Support Staff</b></li> <li>• <b>Appendix E – Professional Learning in Education Support Services for Administrators Teachers and Educators</b></li> <li>• <b>Appendix F – Cover Page for Professional Learning Package for Paraprofessionals</b></li> <li>• <b>Appendix G – Professional Development – School Bus Drivers</b></li> <li>• <b>Appendix H - Summary Statistics Fulltime Equivalent Educators – Summary September 30, 2015</b></li> <li>• <b>Appendix I - Summary Statistics Fulltime Equivalent – Support Staff – Summary September 30, 2015</b></li> <li>• <b>Appendix J - Anglophone West Permanent Staff Summary – Unofficial – September 30, 2016</b></li> <li>• <b>Appendix K – Professionalism Matters!</b></li> </ul>	
<p><b>Superintendent's Signature:</b> _____</p>	
<p><b>DEC Chair Signature:</b> _____</p>	
<p><b>Date:</b> _____</p>	

**EMPLOYEE CONCERNS**

**Category:** Human Resources **Effective:** October 8, 2014

**Policy Statement**

ASD-W believes in fostering open communication with and among its employees. This communication can be achieved through both formal and informal processes. If an employee has a desire to register a specific concern about the School District organization, programs, services or personal wellbeing, they should follow authorized procedures and/or Collective Agreements that outline the regular line / staff channels of communication.

**Procedures**

1. An employee's first avenue of communication must be to the school administration and / or their immediate supervisor, where appropriate.
2. Every attempt should be made to resolve concerns through informal discussion.
3. In some instances a concern will need to be formally resolved through processes outlined in Collective Agreements or other Government Regulations.
4. An employee's second avenue of communication is to direct concerns to the appropriate Education Centre.
5. Decisions arrived at by the Office of the Superintendent should be considered the final step in a normal complaints process.
6. Notwithstanding the previous statement, an employee may appeal the process of hearing a concern to the District Education Council in accordance with Governance Policy ASD-W-EL-2 Executive Limitations: Staff Treatment.

**Reference**

- [ASD-W Policy # ASD-W-200-16: Code of Professional Conduct](#)
- District Education Council Governance Policy ASD-W-EL-2 Executive Limitations
- NBTF Policy 43: Teacher – Principal Relationships
- [New Brunswick Teachers' Federation Collective Agreement](#)
- [CUPE 2745 Collective Agreement](#)
- [CUPE 1253 Collective Agreement](#)
- [NBUPPE](#)
- [MNU](#)



<b>To:</b>	All Staff
<b>From:</b>	Shelley McLeod, Acting Director of Human Resources
<b>Date:</b>	February 26, 2018
<b>Re:</b>	Reminder: Staff Treatment

In the organizational structure of a school district, a Superintendent reports to a District Education Council (DEC). The DEC is an elected body that follows a “policy governance” model of leadership for the school district. As their only employee, a Superintendent is accountable to the DEC and reports monthly following an annual planning cycle. If you would like to review ASD-W Superintendent reports, they are posted regularly on our district website under the DEC section:

<http://web1.nbed.nb.ca/sites/asd-w/Pages/default.aspx>

The DEC is not responsible for day-to-day operations and the Council relies on the Superintendent to move the district forward as a manager and educational leader. DEC policy, which differs from operational policy with which you may be familiar, is also posted on our website.

One DEC policy specific to staff is in the “Executive Limitations” section - ASD-W-EL2: Staff Treatment. The corresponding district operational policy, ASD-W-250-13: Employee Concerns, serves as a great reminder of the process to follow when staff has concerns.

ASD-W DEC Governance Policies:

<http://web1.nbed.nb.ca/sites/ASD-W/DEC/Policies/Forms/AllItems.aspx>

ASD-W Human Resources Policies:

<http://web1.nbed.nb.ca/sites/ASD-W/Policies/Pages/default.aspx>

**PROFESSIONAL CONDUCT****Category:** Human Resources **Effective:** October 8, 2014**3. Interpersonal Relationships**

Individuals shall:

- a. Treat others with respect, dignity, and fairness at all times.
- b. Resolve conflict using respectful and appropriate means.
- c. Ensure the workplace is free from discrimination and harassment, and that due process and individual human rights are respected.

**4. Confidentiality**

Individuals shall:

- a. Ensure confidentiality of information acquired in the course of business by exercising due care while collecting, using, disclosing, storing, and disposing of personal data.
- b. Ensure that personal information is collected and used in compliance with RTIPPA (Right to Information and Protection of Privacy Act) and PHIPPA (Personal Health Information Privacy and Access).
- c. Ensure that information obtained during the administration of school-raised funds is treated in a secure and confidential manner.
- d. Be aware that the obligation to comply with the above, continues indefinitely, i.e. even after the relationship between the individual and the School District has been severed.

**5. Conflict of Interest**

Individuals shall:

- a. Avoid and/or disclose any conflict of interest or potential conflict of interest, which would influence or appear to influence personal actions or judgments. (See Appendix A – Conflict of Interest Notification Form)
- b. Not use a position of trust to receive special benefits.

**6. Dress Code**

Anglophone West School District recognizes the importance of the educational environment in promoting excellence in teaching and learning. The District is responsible for promoting an environment that is safe, nurturing, and supportive of the school system's academic goals and educational responsibilities. Employees of ASD-W serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all individuals working in the District shall:

- a. Dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work and the duties of their position.

**Breach of Policy**

Appropriate measures will be taken to address any breach of this policy.

**PROFESSIONAL CONDUCT****Category:**

Human Resources

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**PROFESSIONAL CONDUCT**

**Category:** Human Resources

**Effective:** October 8, 2014

**Reference**

- NB Administration Manual 2913: Workplace Harassment
- NB Administration Manual 2915: Conflict of Interest
- Department of Education and Early Childhood Development Policy 701: Policy for the Protection of Pupils
- Department of Education and Early Childhood Development Policy 703: Positive Learning Environment
- N.B. Human Rights Act
- NBTF Code of Ethics
- NBTF Code of Conduct
- Right to Information and Protection of Privacy Act
- Personal Health Information Privacy and Access
- New Brunswick Education Act & Regulations
- ASD-W-101-3 - Guidelines and Procedures for School-Raised Funds

**Policy Development Sources**

- Province of New Brunswick – Code of Conduct – Part I Personnel
- Ontario Ministry of Education – Code of Conduct
- International School Business Management Professionals Standards and Code of Ethics
- CCHRA Code of Ethics



**DEC Report from Dianne Kay  
ASD-W Curriculum and Instruction  
(January 2017 – January 2018)**

**ASD-W – EL-2-Staff Treatment**

Professional Learning is integral to school improvement and when professional learning creates the conditions for educators to develop a shared sense of efficacy, student learning improves. Additionally, in schools where efficacy is present, students are less likely to be suspended or removed from classrooms.

*(Donohoo, 2017; Gibbs & Powell, 2011)*

**Professional Learning from January 2017 to January 2018**

The ASD-W Portal Calendar (<https://collabe.nbed.nb.ca/sites/asdw/Pages/default.aspx>) provides a list of Professional Learning sessions.

ASD-W Calendar						
February 2018						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
	8:30 am - 10:00 am Collaborative Learning in the Reading Room	8:30 am - 10:00 am Collaborative Learning in the Reading Room	8:30 am - 10:00 am Collaborative Learning in the Reading Room	8:30 am - 10:00 am Collaborative Learning in the Reading Room	8:30 am - 10:00 am Collaborative Learning in the Reading Room	8:30 am - 10:00 am Collaborative Learning in the Reading Room
4	5	6	7	8	9	10
8:30 am - 10:00 am Collaborative Learning in the Reading Room						
11	12	13	14	15	16	17
8:30 am - 10:00 am Collaborative Learning in the Reading Room						
18	19	20	21	22	23	24
8:30 am - 10:00 am Collaborative Learning in the Reading Room						
25	26	27	28	1	2	3
8:30 am - 10:00 am Collaborative Learning in the Reading Room						

ASD-W Subject Coordinator Team has offered a variety of Professional Learning sessions to educators and para-professional staff on topics such as curriculum, report card, instructional strategies, formative assessment, and support to all students.

**Making Reading Identities**  
 8:30-11:30 Feb 15, Feb 22, March 1, and March 15  
 Location: Brilliant Labs

**Conferring in the Reading Workshop**  
 8:30-3:30 Jan 30  
 FEC Conf A

**High School Reading Workshop**  
 8:30-3:30  
 FEC Conf A

**Principals Book Study *No More Reading for Junk***  
 Feb 20 (Time TBA)

We are looking forward to meeting with you all to learn about best intervention strategies as well as resources to support you all in this work. Just as a reminder here are the details:

Time: 9:30am – 3:00pm  
 Location: Hugh John Flemming Forestry Complex  
 Lunch will be on site

A brief overview of the day:

- General overview of Intervention:
  - RTI
  - Intervention in math
- Overview of Leaps and Bounds Resource
- Explore and try out the resources
- Implementation Support and Questions

If your staff has the Leaps and Bound resources already, we would ask that you bring them with you for reference. We look forward to a day of learning and collaboration,

**All schools completed the School-Based Professional Learning Plan 2017-18 in September.**

**School-Based Professional Learning Plan 2017-2018**

Please Return to **Marisa Smithman** by Sept. 30<sup>th</sup>

**School-Based PL Committee:**  
 Please identify your school and the members of your School-Based PL Committee:  
 School:  
 Committee Members:

**Needs Assessment:**  
 What are the areas in which your school has identified growth needs?

Assessment, grading, and reporting practices. Use of specific Curricular Outcomes to lessons and setting learning targets for students. Best practices for collection and tracking of formative and summative conversations, observations and products.

Engagement: Student Voice.

Collaborative Leadership: Collective Efficacy.

Connectedness.

**Professional Learning Opportunities:**  
 Describe the structures in place to provide ongoing professional learning opportunities for your staff. These may include common planning time, PLC time, development and analysis of common assessments, book studies, PL days, staff meeting PL components, etc.  
 What role does each of your identified professional learning opportunities play in meeting the needs described above? Do these also align with your SB/PL/MLP goals?

**Professional Learning Resources:**  
 What resources does the school presently have or plan to acquire during the current school year to support your professional learning goals? (E.g. Journal subscriptions, professional reading library, online subscriptions etc...)

**School-Based Professional Learning Days**

The following chart is designed as a guideline for planning the school-based PL Days for the 2017-2018 school year. A more detailed agenda for each day should be forwarded to **Marisa** by a minimum of two weeks prior to the date of the PL Day.

Date	Focus	Data / Evidence to Support Need	Planning Committee	Activities	Intended Outcome
September 26, 2017					
October 24, 2017					
November 10, 2017					
February 27, 2017					
March 27, 2017					
April 24, 2017					
May 29, 2017					

**Upcoming Sessions and Dates:**

- **March 27, 2018 – Professional Learning – Full Day (K-8 Report Cards ½ day and Professional Learning ½ day; 9-12 Professional Learning Full Day)**
- **April 13, 2018 – Parent/Teacher Interviews Half Day / Professional Learning Half Day**
- **May 4, 2018 – NBTA Council Day**
- **May 14, 2018 – NBTA / AEFNB Branch Meeting and Professional Learning (May 18 for St. Mary's Academy)**
- **May 29, 2018 – Professional Learning – Early Dismissal**

### Summer 2017 Learning Opportunities

**Professional Learning Opportunities**

**LITERACY FOR ALL CONFERENCE**  
 May 28-30, 2017 - Washington, DC  
 Literacy for All Conference is the premier national conference for literacy educators. The conference is a must-attend event for all literacy educators, including classroom teachers, literacy coaches, and administrators. The conference will feature keynote speakers, breakout sessions, and networking opportunities. Registration is \$150. [www.literacyforall.org](http://www.literacyforall.org)

**ASSESSMENT LITERACY INSTITUTE – 8th EDITION**  
 June 1-3, 2017 - Washington, DC  
 The Assessment Literacy Institute is a three-day intensive workshop for educators. The institute will focus on the latest research and best practices in assessment. Participants will learn how to design and use assessments effectively. Registration is \$150. [www.assessmentliteracyinstitute.org](http://www.assessmentliteracyinstitute.org)

**PROFESSIONAL LEARNING OPPORTUNITIES**  
 Professional Learning Opportunities Spring and Summer 2017

**PROFESSIONAL LEARNING OPPORTUNITIES SUPPORTED BY:**  
 University of New Brunswick  
 New Brunswick Education  
 Atlantic Education  
 Atlantic Education  
 Atlantic Education

**Professional Learning Opportunities**

**MAY 2017**

**AMLE NBTAC COUNCIL DAY**  
 May 10, 2017 - Fredericton, NB  
 The Atlantic Maritime Literacy Education (AMLE) Network is pleased to announce the 2017 NBTAC Council Day. This day-long event will provide an opportunity for AMLE members to meet with NBTAC members and discuss the network's vision and goals. Registration is \$100. [www.amle.ca](http://www.amle.ca)

**AMLE2**  
 May 28-30, 2017 - Washington, DC  
 Literacy for All Conference is the premier national conference for literacy educators. The conference is a must-attend event for all literacy educators, including classroom teachers, literacy coaches, and administrators. The conference will feature keynote speakers, breakout sessions, and networking opportunities. Registration is \$150. [www.literacyforall.org](http://www.literacyforall.org)

**JULY 2017**

**AMLE2**  
 July 1-3, 2017 - Washington, DC  
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### Use of Professional Learning Days in School Calendar – 2017-2018

ANGLICAN NEW BRUNSWICK DISTRICT

**SCHOOL CALENDAR - PUBLIC 2017-2018**

MONTH	DATE	EVENTS	NUMBER OF DAYS FOR STUDENTS	NUMBER OF DAYS FOR TEACHERS
August	28	Full Administration Day - School Based		
	29	NBTA Council Day - District Based		
	30	NBTA Council Day - School Based	0	1
	31	Full Administration Day - School Based		
September	1	Professional Learning - Full Day		
	4	Labour Day		
	5	First Day for Students	19	20
	24	Professional Learning - Early Dismissal		
October	9	Thanksgiving Day		
	10-11	Registration for Students Entrance Kiosks opens on Oct 8-2018	21	21
	24	Professional Learning - Early Dismissal		
November	10	Professional Learning - Full Day (K-8 Report Cards % & PL %; 9-12 PL full day)		
	15	Remembrance Day (Day in Lieu of November 11 <sup>th</sup> )	19	21
	20	Report Cards Issued		
	24	Parent/Teacher Interviews Half Day; Professional Learning Half Day		
December	22	Last Day of Classes	15	16
	23-29	Christmas Holidays		
January	1-5	Christmas Holidays		
	8	First Day for Students		
	12-24	Exam Week - High School Only	18 (15 HS)	18
	25	Family Day		
	31	Semester 2 Begins - High School Only		
February	18	Family Day		
	27	Professional Learning - Early Dismissal	19	19
March	5-9	March Break		
	27	Professional Learning - Full Day (K-8 Report Cards % & PL %; 9-12 PL full day)	15	16
	30	Good Friday		
April	7	Easter Monday		
	8-11	Report Cards Issued		
	13	Parent/Teacher Interviews Half Day; Professional Learning Half Day	19	20
	24	Professional Learning - Early Dismissal		
May	4	NBTA Council Day - Provincial		
	14	NBTA Branch Meeting Day		
	18	NBTA Branch Meeting Day - St. Mary's Academy <i>ONLY</i> in Edmundston (ALL ASD-B schools <i>except</i> for St. Mary's Academy in Edmundston)	20	22
	21	Victoria Day		
	28	Professional Learning - Early Dismissal		
June	11-18	Exam Week - High School Only		
	22	Last Day for Students - Final Report Card Day (K-12)	16	18
	25	Full Administration Day - School Based		
	26	Full Administration Day - School Based - Last Day for Teachers		
<b>Total Number of Days for Students</b>			<b>151</b>	
<b>(Less 5 Early Dismissal Days - Equivalent of 2 Full Instructional Days)</b>			<b>(150)</b>	
<b>Total Number of Days for Teachers</b>				<b>195</b>

*Blue - Teacher Work Day, No Classes for Students*  
*Red - Classes for Students with an Early Dismissal around Lunch Time*  
*Orange - Exam Week Days, No Classes for Students in Grades 9-12 (HS)*  
*Green - Holidays for Teachers and Students*

Updated January 16, 2018


## August 29, 2017, Professional Learning Day

Anglophone School District West    Calendars & Dockings    Documents    Parking Pass DB


### August 29, 2017 NBTA Professional Learning Day

Documents: August 29, 2017 NBTA /District Professional Learning Day

#### Welcome Messages



Superintendent's Message



NBTA President's Message

**Planning your Professional Learning Day**  
On August 29th please visit the welcome messages from Interim Superintendent Catherine Blaney and NBTA President George Daley (these will be uploaded for August 29th). The folders below their messages contain all the necessary materials to assist you and your colleagues in designing a day of learning, networking, and engaging in meaningful conversations. We trust that the day will provide an opportunity to develop new knowledge and hone existing skills.

**Please note:** You need to click on the [August 29th, 2017 NBTA/District Professional Learning](#) title on the left to get back to the main page and folders.

On behalf of the ASDW NBTA PL Chairs and ASDW District staff, we wish you a wonderful year and a great day of learning.

#### All Documents

- 1 - Overview for the Day ...
- 2 - Activities and Activities of Learning ...
- 3 - Unpacking Formative Assessment ...
- 4 - Student Engagement and Mental Health ...
- 5 - Connectedness and Culture Teacher Efficacy ...

**ASD-W Professional Learning  
Education Support Services**

**2017-2018 Full Day or Half Day Sessions**

Title	District Based
ASIST	ASD-W
Autism Information Awareness for First Responders	Search & Rescue
Book Study for TIP: "The Boy Who was Raised as a Dog" by Dr. Bruce Perry	Teachers, Admin, EST-R, EST-G and DESS members
Dynamic Programming	EA
Independence Needs Assessment	DESS members for ASD-W
Newcomer Leadership Teams	ASD-W ESS teams
NVCI	EST-R, EST-G, EA's
NVCI Enhanced Flex Model	ESS/EAs
PL for Transportation/bus drivers re: Autism	Bus drivers
PLP-IBSP Development	New EST-G, DESS Leads, other
Reinforcement	EST-R, EST-G, ISD-Resource, DESS Members at OEC Schools
Reinforcement PL	FEC EST-R, EST-G & Administrators
safeTALK	ASD-W
Supporting Social Skills Development	SIW's
Training for Casual EA's	New Casual EA's
Trauma Informed Schools	EST-G, EST-R, Admin, Teachers - FEC/OEC/WEC
Trauma Informed Schools	Resource, Guidance, SLP, Social Workers, Psychologists, Coordinators, Leads, SIW, EA's
Unstuck and On Target	One EST-R per school, ISD-Resource at OEC Schools
Unstuck and OnTarget PL	FEC EST-R, EST-G, Administrators, SIWs and DESS members
Violent Threat Risk Assessment Level I	Administrators, Guidance, Partners
Violent Threat Risk Assessment Level II	Administrators, Guidance, Partners
WIAT III Refresher	EST-Resource
Safer Schools Together	Administrators, Guidance, Partners
Title	School Based
ASD Classroom Presentation	teachers and students
ASIST	EST-G
Book Study for TIP: "The Boy Who was Raised as a Dog" by Dr. Bruce Perry	Teachers, Admin, EST-R, EST-G and DESS members
Book Study-Fostering Resilient Learners/Daring Greatly	WEC EST-G
Compassion Fatigue	Bath Community
Core Vocabulary Modeling	EAs, resource teacher, classroom teacher
Dawn Reithaug book <i>Supporting Adolescent Readers</i>	High School EST-R
Discrete Trial Teaching (Programming and Data)	Gesner EST-R's and EA's (12)
Dynamic Programming	EA's and EST-R
Dynamic teaching	EST-R
EST-R Training	EST-R's

General Autism Programming	EA
Guidance Meeting (Diversity - EAL, LGBTQ, Fish Bowl)	ASD-W EST-Guidance
Independence Needs Assessment	ESS team
Independent Needs Assessment	EST-R
Intercultural Action Data Walk	School Staff
LGBTQ Prevention Education training	School Staff
LGBTQ+ Training	School Staff
Mental Health	School Staff
Mindset Book Study	School Staff
New EST-R Training	New EST-R
Non-Violent Crisis Intervention	EST-G, EST-R, Administrator, DESS Autism Lead
NVCI	EST-R, EST-G, EA's
NVCI Enhanced Flex Model	ESS/EAs
NVCI Refresher	School Staff
ODD	School Staff
Personality Types	School Staff
PL - Anxiety: When Worries Become Too Big	All school staff (Admin, teachers, & Eas)
PL - Stress	School - parents (with School Social Worker)



## UTILIZING TECHNOLOGY AND SOCIAL MEDIA FOR EMERGENCY MANAGEMENT IN SCHOOLS

This valuable one day training will cover practical hands on applications of how you can use social media to assist in the cycle of School Emergency Preparedness, Response and Recovery. This will allow you to get your message out faster and reach more people using a highly scalable form of communication.

Sam Jingfors training style of conversation, hands-on application, and current information is warmly received throughout North America.

VTRA Level 1 is a benefit to attending but not a requirement

**WU Centre  
Fredericton, NB  
October 26, 2017 9:00am - 4:00pm  
Laptops are required to participate**

SAFER SCHOOLS TOGETHER has a proven track record of helping schools throughout North America.



Their award winning staff include Kevin Cameron, Theresa Campbell and Sam Jingfors.

Sam Jingfors oversees the training section of SST. He is at the forefront of social media awareness, digital safety, technology trends, cyberbullying and open source information gathering.

Samuel Jingfors comes from a background in the study of criminal behaviour and has a Bachelor of Arts with a major in Criminology from Simon Fraser University.

Having spent the majority of his life living overseas in South and South-East Asia, Sam has a keen interest in the dynamic role that intelligence plays in the current geo-political world climate, as well as the ongoing balancing act of national security and information privacy. He secured an internship with the International Law Enforcement Agency (ILEA) and received training from the FBI in 2006.

Sam spent over five years working on the front line of the Surrey School District in their Safe Schools Department responding to emergent safety and security issues around the entire district. He also worked as an outreach worker for youth at-risk of gang involvement with the Surrey WRAP program. In this department Sam provided supplementary support to the RCMP on social media and online related files and investigations.

Sam spent a number of months in a field practice setting with the Combined Forces Special Enforcement Unit – Gang Task Force as they fulfilled their mandate of preventing, suppressing and intervening on criminal gang and organized crime activity. Sam maintains to this a day a Reliability RCMP security clearance. Along with a Sergeant of the Gang Unit, Sam coauthored a research article on Gang homicides in British Columbia from 2003-2013 that was published in the Journal of Gang Research.

Working for the organization since 2011, Sam has been a driving force in the operations of Safer Schools Together. As a supplement to Threat Assessment files and Trauma Response work, Sam collects open source intelligence and social media data for high profile school related files both in Canada and the United States. He is the lead developer and trainer of the "Digital Threat Assessment" Training day that has rolled out across North America

## Paraprofessionals

**Monday, May 5<sup>th</sup> and 15<sup>th</sup>, 2017**  
***For All Paraprofessionals***

In the event you have time at your home school on May 5<sup>th</sup> or 15<sup>th</sup>.

Paraprofessionals are to first complete the Autism Level 1: ASD and Behavioural Interventions modules before moving on to other options.

Other options include:

- Individual or small group **Self-Directed** options.
- Clusters School learning groups. Groups may want to organize meetings to share ideas.

*Anglophone West School District promotes a scent-reduced learning / working environment.*



**Professional Development for School Bus Drivers – 2017-2018**

During the past year the following topics were discussed and reviewed with school bus drivers at various meetings:

- Programing and use of trunk radios
- First-Aid
- Distracted Driving
- Winter Weather Driving
- Positive Behavioral Intervention and Supports
- Assertive Discipline
- Introduction to Autism
- Bus Rodeo (backing techniques, various bus functions, pre-trips, etc.)

Table 13. Full-Time Equivalent Educators by School District and Position, September 30, 2016

	Total	Anglophone		Anglophone		Anglophone		Anglophone		Total Anglophone	District scolaire francophone			Total Francophone
		East School District	North School District	South School District	West School District	Anglophone	Nord-Est	Nord-Ouest	francophone Sud					
Educational Support Teachers	593.0	85.1	34.7	136.9	125.1	381.8	65.9	38.1	107.3	211.2				
Guidance Counsellors	161.5	36.5	16.8	37.3	51.4	142.0	6.2	3.7	9.7	19.6				
Other Classroom Teachers	56.8	5.3	13.3	14.0	22.2	54.8	2.0	-	-	2.0				
Other special needs (e.g. Visual Impaired)	21.0	-	-	-	-	-	11.0	3.0	7.0	21.0				
Regular Teachers	5,689.0	887.7	461.2	1,293.8	1,304.2	3,946.8	595.1	332.6	814.5	1,742.2				
School Administration	379.3	58.1	28.6	86.8	89.8	263.2	42.0	22.0	52.0	116.0				
<b>Total Classroom Teachers •</b>	<b>6,900.6</b>	<b>1,072.7</b>	<b>554.6</b>	<b>1,568.8</b>	<b>1,592.6</b>	<b>4,788.6</b>	<b>722.2</b>	<b>399.4</b>	<b>990.4</b>	<b>2,112.0</b>				
Other Educational Staff	377.7	58.7	56.5	80.0	79.8	275.0	47.1	19.1	36.5	102.7				
Teacher Librarian	2.1	2.1	-	-	-	2.1	-	-	-	0.0				
<b>Total teachers (classroom teachers and other teachers)</b>	<b>7,280.4</b>	<b>1,133.5</b>	<b>611.1</b>	<b>1,648.8</b>	<b>1,672.4</b>	<b>5,065.7</b>	<b>769.3</b>	<b>418.5</b>	<b>1,026.9</b>	<b>2,214.7</b>				
Director of Curriculum and Instruction	4.0	1.0	1.0	1.0	1.0	4.0	-	-	-	0.0				
Director of Education Support Services	7.0	1.0	1.0	1.0	1.0	4.0	1.0	1.0	1.0	3.0				
Director of Schools	14.0	2.0	1.0	3.0	3.0	9.0	2.0	1.0	2.0	5.0				
Subject Coordinators	66.5	8.5	10.0	15.0	19.0	52.5	4.0	3.0	7.0	14.0				
Superintendent	7.0	1.0	1.0	1.0	1.0	4.0	1.0	1.0	1.0	3.0				
Supervisors of Data and Accountability	3.5	0.5	1.0	1.0	1.0	3.5	-	-	-	0.0				
<b>Total Educators (classroom teachers, other teachers and educators)</b>	<b>7,382.4</b>	<b>1,147.5</b>	<b>626.1</b>	<b>1,670.8</b>	<b>1,698.4</b>	<b>5,142.7</b>	<b>777.3</b>	<b>424.5</b>	<b>1,037.9</b>	<b>2,239.7</b>				
		Anglophone		Francophone		Total								
Total Classroom Teachers •	4,788.6	2,112.0	6,900.6											
Total Teachers	5,085.7	2,214.7	7,280.4											
Total Educators	5,142.7	2,239.7	7,382.4											

• Classroom teachers are defined as regular classroom teachers, French immersion teachers, second language teachers, trades specialists, music and art specialists, physical education specialists, resource and methods teachers, principals and vice principals, guidance counsellors, and other classroom teachers.

Appendix H

Table 14. Full-Time Equivalent Support Staff by Linguistic Sector and Position, September 30, 2016

	Anglophone Districts				Francophone Districts				Anglophone	Francophone	Province
	ASD-E	ASD-N	ASD-S	ASD-W	DSF-NE	DSF-NO	DSF-S				
<b>Administrative and Educational Support (1 FTE = 36.25 hours/week)</b>											
District Administrative Support	18.4	19.0	27.9	32.6	23.3	10.0	22.0	97.9	55.3	153.2	
Educational Assistant <sup>1</sup>	386.0	240.0	652.9	531.0	252.6	137.8	422.9	1,809.9	813.3	2,623.3	
School Administrative Assistant	55.4	31.7	88.1	92.2	42.5	24.4	44.8	267.3	111.7	379.0	
School Intervention Worker <sup>1</sup>	27.7	23.0	35.0	30.0	34.0	2.0	31.0	115.7	67.0	182.7	
School Library Assistant	19.6	11.7	17.5	28.3	20.5	12.7	29.0	77.1	62.2	139.4	
School-Based Clerk	-	-	-	1.0	-	-	-	1.0	-	1.0	
Student Attendant	12.0	2.9	17.3	6.0	1.5	0.8	0.8	38.3	3.2	41.4	
Subtotal	519.0	328.3	838.8	721.1	374.4	187.8	650.5	2,407.2	1,112.7	3,519.9	
<b>Finance and Administrative Services (1 FTE = 36.25 hours/week)</b>											
Assistant Budget Manager	1.0	1.0	2.0	2.0	2.0	1.0	1.0	6.0	4.0	10.0	
Assistant Facilities Manager	1.0	1.0	3.0	3.0	1.0	-	1.0	8.0	2.0	10.0	
Assistant Transportation Manager	1.0	1.0	3.0	3.0	1.0	-	1.0	8.0	2.0	10.0	
Budget and Accounting Manager	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	3.0	7.0	
Community Engagement Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	-	4.0	2.0	6.0	
Director of Finance and Administrative Services	1.0	1.0	1.0	1.0	1.0	1.0	-	4.0	3.0	7.0	
Director of Human Resources	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	2.0	6.0	
District Alignment Champion	1.0	1.0	1.0	1.0	1.0	-	1.0	4.0	3.0	7.0	
Executive Assistant to Superintendent	1.0	1.0	1.0	1.0	1.0	1.0	-	4.0	3.0	7.0	
Facilities Manager	1.0	1.0	1.0	1.0	1.0	1.0	-	4.0	3.0	7.0	
Human Resources Officer	1.0	1.0	1.0	1.0	1.0	1.0	-	4.0	3.0	7.0	
Human Resources Officer	3.0	2.0	4.0	7.0	3.0	2.0	3.0	16.0	8.0	24.0	
I/T Shared Services <sup>2</sup>	11.0	13.0	21.0	20.0	13.0	7.0	14.0	69.0	37.0	106.0	
Payroll Supervisor	1.0	-	-	-	-	-	2.0	-	2.0	2.0	
Transportation Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.0	3.0	7.0	
Subtotal	25.0	26.0	41.0	43.0	28.0	20.0	29.0	139.0	80.0	219.0	
<b>General Labour, Trades &amp; Services (1 FTE = 40 hours/week)</b>											
Building Maintenance Foreperson	1.0	-	-	4.0	-	-	1.0	5.0	1.0	6.0	
Bus Driver	89.0	119.0	230.0	261.0	110.0	63.0	162.0	699.0	335.0	1,034.0	
Custodial Foreperson	1.0	-	2.0	1.0	-	-	-	4.0	-	4.0	
Custodian	128.0	110.3	229.6	145.4	137.3	72.8	133.6	613.3	343.6	956.9	
Maintenance Repairworker	17.0	15.0	41.5	28.5	20.0	7.0	16.0	102.0	43.0	145.0	
Power Engineer	3.0	2.0	3.0	-	3.0	-	-	8.0	3.0	11.0	
School Plant Superintendent	-	2.0	6.0	-	1.0	2.0	-	8.0	3.0	11.0	
Storekeeper	-	-	1.5	-	-	-	-	1.5	-	1.5	
Truck Driver	-	-	1.5	-	-	-	-	1.5	-	1.5	
Subtotal	239.0	248.3	515.1	439.9	271.3	144.8	312.6	1,442.3	728.6	2,170.9	
<b>Professional Support Group (1 FTE = 36.25 hours/week)</b>											
Behaviour Intervention Mentor	2.0	2.0	-	2.0	3.0	14.6	-	6.0	17.6	23.6	
School Psychologist	8.2	2.6	4.0	5.0	6.0	2.0	11.0	19.8	19.0	38.8	
School Psychometrist	-	1.0	3.0	1.0	3.0	3.7	3.0	5.0	9.7	14.7	
School Social Worker	2.0	4.0	6.3	8.0	8.0	4.0	9.0	17.4	21.0	38.4	
Speech Therapist / Audiologist	7.5	9.2	19.9	15.0	7.8	5.6	12.5	51.7	25.9	77.6	
Subtotal	19.7	18.8	32.0	29.3	27.9	29.9	35.5	99.8	93.3	193.1	
<b>Other Educational Support (1 FTE = 36.25 hours/week)</b>											
Community School Coordinator	4.0	3.0	9.8	4.5	21.6	19.0	19.5	21.3	60.1	81.4	
Other	4.5	-	6.0	31.5	23.0	9.0	9.0	42.0	41.0	83.0	
Subtotal	8.5	3.0	15.8	36.0	44.6	28.0	28.5	63.3	101.1	164.4	
<b>Total - Support Staff</b>	<b>811.2</b>	<b>624.4</b>	<b>1,442.7</b>	<b>1,266.3</b>	<b>746.1</b>	<b>410.4</b>	<b>956.1</b>	<b>4,151.6</b>	<b>2,116.7</b>	<b>6,267.3</b>	

<sup>1</sup> 1 FTE = 30 hours/week

<sup>2</sup> I/T Shared Services senior staff has been added to the sector total

Appendix I

**ASD-W-EL2-APPENDIX J**

<b>Anglophone West School District – Permanent Staff FTE</b>		
<b>Unofficial September 2017</b>		
<b>Full-Time Equivalent Educators:</b>	<b>FTE</b>	<b>FTE</b>
Total Teachers (classroom teachers and other teachers)	1698.34	
Total Educators (classroom teachers, other teachers and educators)		1727.34
<b>Full-Time Equivalent Support Staff:</b>		
Total Support Staff		1231.17
<b>Total ASD-W Permanent Staff</b>		<b>2958.51</b>

<b>Anglophone West School District – Supply and Casual Workers</b>		
<b>Unofficial – data from Attendance Management Program (AESOP)</b>		
Total regular supply teachers	429	
Total other supply teachers	123	
<b>Total Supply Teachers</b>		<b>552</b>
Total CUPE 2745 casual workers	498	
Total CUPE 1253 casual workers	255	
<b>Total Casual Support Workers</b>		<b>753</b>
<b>Total Supply and Casual Employees</b>		<b>1305</b>



# PROFESSIONALISM MATTERS!

## Message from the Acting Superintendent



Whether you are new to our system or a long-time employee, the professionalism you display in performing your job affects the district in its ability to focus on providing quality-learning opportunities for students, either positively or negatively.

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

We all have a responsibility to encourage, develop and mentor our co-workers, to correct a behavior or to push that one-step further toward excellence. We are a team, and as such, we need all members of the team pulling together toward the common goal.

### **Catherine Blaney**

## Expectations of employees

Treat each other and students the same way you expect to be treated: with dignity and respect.

Respect and guard your conduct and reputation as role models for students of the district.

Be at work and produce effectively according to your position.

## Anglophone West School District Core Values

### **Pursuit of Excellence**

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

### **Trust, Openness and Transparency**

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

### **Collaborative Relationships**

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

### **Support and Recognition**

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

### **Shared Leadership**

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

### **Engagement**

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