

The background features a large, circular logo for the ASD-W Council of Student Leaders. The logo is light blue and contains a map of the United States with a green outline. The text "ASD-W COUNCIL OF STUDENT LEADERS" is written around the perimeter of the circle. In the center of the circle, there is a stylized figure of a person with arms raised. The entire background has a light blue gradient.

**ASD-W COUNCIL OF  
STUDENT LEADERS**



- 24 Students
- 19 High Schools
- 4 in-person meetings
- 3 virtual meetings
- Voluntary Opportunities to take on extra duties





Goal: Identify an issue of COMMON CONCERN for a deep-dive investigation by the Council.

### DEEP DIVE TOPICS

1) What seems to be going well?

- EAL Tutoring
- After-school activities ✓✓ and at school
- SAC
- Fundraising
- Lots of teacher involvement/support ✓

2) What are issues of concern?

- Lacking student involvement (Lunch time activities, spirit days, theme weeks) ✓✓
- 4 point scale
- Tardiness and absence
- Lack of teachers/tutors
- Amount of work and no time to do it ✓✓
- Lack of course options ✓
- Lack of student voice ✓
- Being respectful and language
- Mental health

3) What are you and your classmates wondering?


- Why are expectations so high for high schoolers?
- Why is there an hour of homework per class? ✓✓
- Why is there different start and end times at each school?
- Why are we required to take 10 classes every year? Can't some of that time be spent doing the required work?

|  |  |
|--|--|
| <b>Violence.</b><br>   | <b>Cyber-bullying<br/>Bullying<br/>Social Media.</b><br> |
| <b>School Safety.</b><br>↳ Entertainment<br>↳ Parking Lot.<br> | <b>Vaping</b><br>  |
| <b>Health + Wellness<br/>Access - PPL + Resources</b><br>      | <b>Substance Abuse.</b><br>                              |

|  |  |
|--|--|
| <b>Every student having a voice.</b><br>   | <b>Mental Health.<br/>Anxiety + Stress<br/>Resources.</b><br>  |
| <b>Course Selection</b><br>↳ Lack of choice<br>↳ In-person vs Online<br>↳ Right teacher (qualified + interested)<br> | <b>Build the school as a community (adults + students)</b><br> |

|  |   |
|--|---|
| <b>Funding for different clubs and activities.<br/>Beyond Athletics.</b><br> | <b>Respect + Inclusion</b><br>GSA RACISM ABLEISM OTHER (culture) Gender Norms<br> |
| <b>Teachers act as role models and support school spirit.</b><br>            | <b>Student involvement in school-wide community.<br/>Theme weeks.</b><br>         |
| <b>Academic for All<br/>Support any struggle</b><br>                         |   |

# DEEP-DIVE TOPIC 2022-2023: DIVERSITY AND INCLUSION



# FALL 2022: WORK WITH ASD-W SUPERVISOR OF DATA AND ACCOUNTABILITY, SUSAN YOUNG, TO REVIEW AVAILABLE EVIDENCE

## Department of Education and Early Childhood Integrated Student Survey

Grades 6-12 Responses: Detailed Report 2021-2022

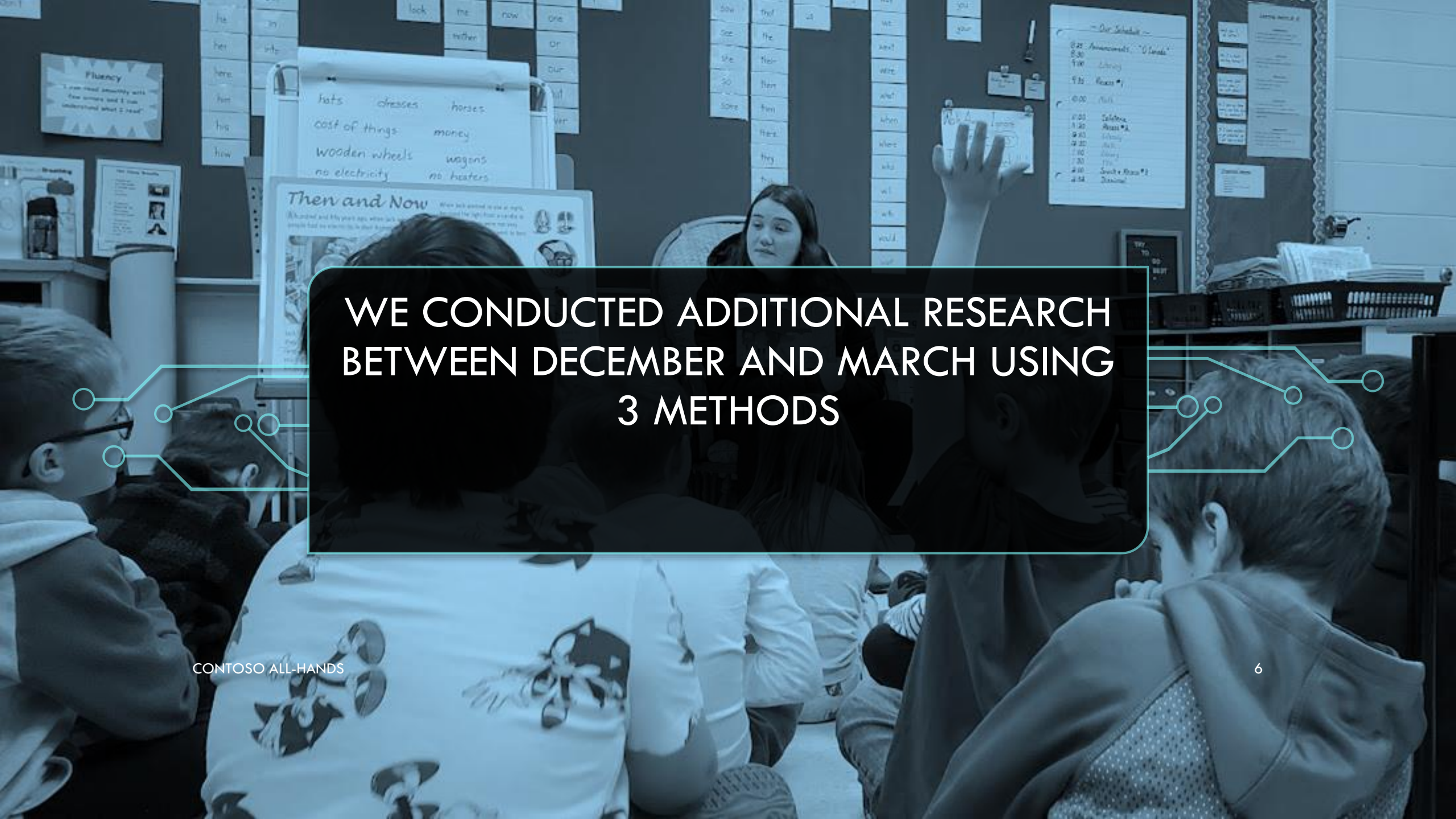
ASD-W (ASD-W) - DISTRICT

In collaboration with:  
New Brunswick Health Council

### Resilience

To what extent do the statements below describe you?

|                                   | Not at all | A little | Somewhat | Quite a bit | A lot | # of Responses |
|-----------------------------------|------------|----------|----------|-------------|-------|----------------|
| 26. I feel I belong at my school. | 11.5%      | 11.3%    | 22.9%    | 27.9%       | 26.4% | 8830           |

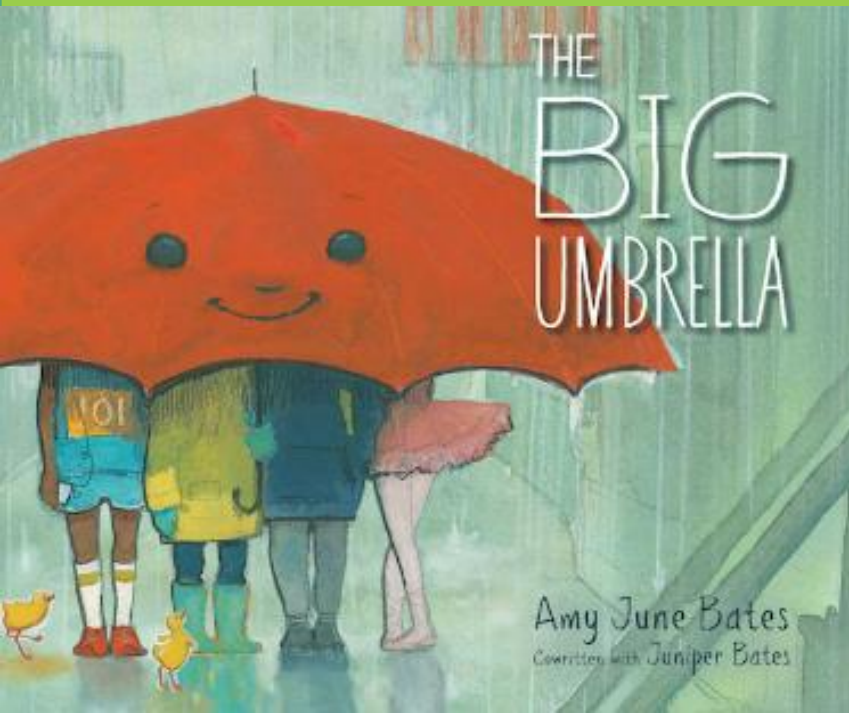


**WE CONDUCTED ADDITIONAL RESEARCH  
BETWEEN DECEMBER AND MARCH USING  
3 METHODS**

# Method 1.

## The Big Umbrella

### Grades K-4



# Method 2.

## Anonymous

### Open-Ended

#### Survey Question

##### Gr 4-12



# Method 3.

## Environmental

### Audits



# WHERE DID WE COLLECT DATA?

- **Picture Books:**

- 7 schools, visiting 13 classrooms, representing urban and rural schools as well as K-2, 3-5, K-5, K-8, K-12 configurations.

- **Environmental Audits**

- The data was aggregated from 12 schools: 1 (K-2 school), 1 (3-5 school), 2 (K-5 school), 1 (K-8), 2 (K-12), 1 (6-8), 2 (6-12), 2 (9-12) representing students in both urban and rural settings.

- **Open-ended question**

- 143 responses from students in 6 schools.

- ✓ Assiniboine Elementary School (K-2)
- ✓ Bliss Carman Middle School (6-8)
- ✓ Centreville Community School (K-6)
- ✓ Chipman Forest Avenue School (6-12)
- ✓ Geary Elementary Community School (K-5)
- ✓ Hartland Community School (K-12)
- ✓ Harvey High School (6-12)
- ✓ John Caldwell School (K-12)
- ✓ Leo Hayes High School (9-12)
- ✓ Montgomery Street School (K-5)
- ✓ Nackawic High School (9-12)
- ✓ Summerhill Elementary School (3-5)

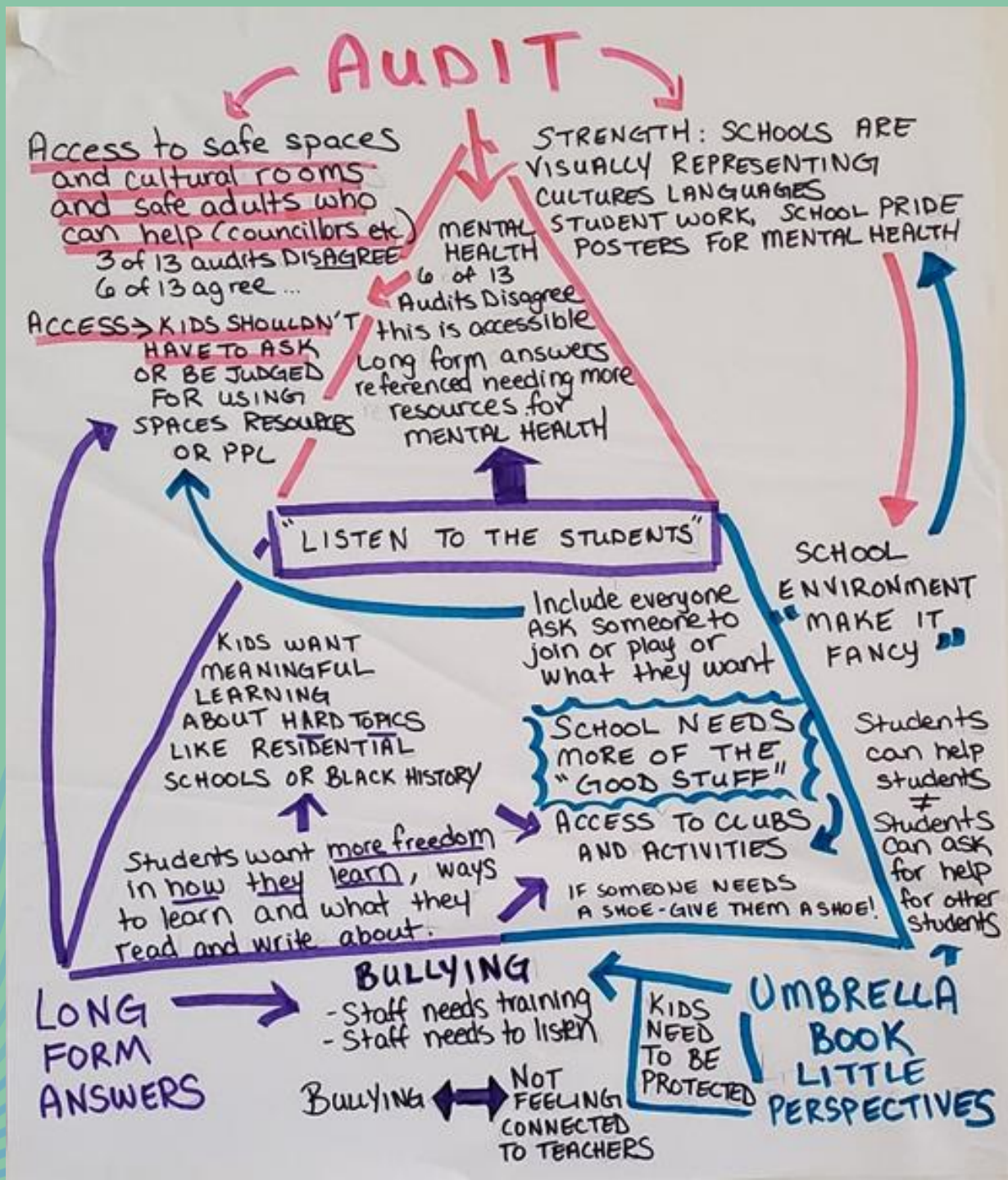




Things the Schools Can Do:  
inclusiveness: (5)  
helping: (20)  
Environment: (4)  
feel-good: (7)  
more of the good stuff: (11)  
"having": (2)  
\* "help open opportunities"  
\* "be like spiderman and help"  
\* "make it better"

Groups:  
① Blank / I don't know (0)  
② Bumpies (0)  
③ no change to be made (5)  
④ sports (0)  
⑤ freedom (0)  
⑥ food / vending machines (0)  
⑦ activity suggestions (0)  
⑧ social (0)  
⑨ school resources (0)  
⑩ class (0)  
⑪ learning environment / school organization (0)  
⑫ Staff / staff complaints (0)

# TRIANGULATING THE DATA





## GUEST SPEAKERS

- Sarah Francis (First Nations Coordinator for ASD-W)
- Kelly Lamrock (Child and Youth Advocate)
- Ben McNamara (Inclusion NB)
- Casey Burkholder and Melissa Keehn (PrideSwell)
- Matthew Martin (BLMNB)



# RECOMMENDATIONS

# MEANINGFUL LEARNING ON HARD TOPICS

- Teach heavy topics without 'tiptoeing' or 'sugar coating' but do keep it age-appropriate.
- Keep the heavy topics relevant by teaching about them in a deep way over time, instead of mentioning them one day and never talking about them again.
- Address topics like addiction, residential schools, intergenerational trauma, MMIW, the 60s Scoop, discrimination, homelessness, bullying, etc.
- Use storytelling as an effective way to teach.
- **Kids also UNLEARN at school: Teach kindness to kids.**

# STUDENT VOICE AND FREEDOM OF CHOICE IN THE CLASSROOM

- Allow kids to express themselves.
- Allow for kids to be curious.
- Allow for flexibility in the learning such as:
  - What is taught on a certain day,
  - Who you sit with and work with,
  - Having choices in how you present your information and learning such as a test or a project.
- Designated study time / work time for Grades 10, 11, and 12 students.
- Longer breaks.
- Students feel 'burnt out'. If students finish their work – don't pile on more!

# SCHOOL ACTIVITIES

- Opportunities for student voice in regard to sports and clubs.
- Ability and identity should not be barriers to accessing school activities.
- Try to offer new selections of clubs and sports to accommodate all student interests.
- Value sports and clubs equitably for funding and support.

# ACCESSIBLE PHYSICAL ENVIRONMENT

- Ensure social settings are inclusive to all people with physical disabilities (desks, cafeteria seating, sound etc.).
- All students need full access to buildings, classrooms, courses, and social environments.
- Flexible seating arrangements for classrooms because students also deserve to be comfortable.



# MAKE IT FANCY – MAKE IT RELEVANT

- Work with your visuals in the school. Build them into stories. Work those stories into everything.
- Keep visuals in the school up to date and fresh.
- Represent different students' artwork and local artists (be intentional)
  - Represent LGBTQI2S+, Multicultural, First Nations, Newcomers, etc.

# NEWCOMER SUPPORT

- Have guidelines for using funding from fee paying students because sometimes fee-paying students feel used for the money they pay.
- Provide resources that are easy to access and understand to help Newcomer students with:
  - Course Selection,
  - University applications,
  - Timelines and processes.
- Provide EAL training for school counselors.
- Ensure academic support for EAL students as they study in regular classrooms.

# FOOD SECURITY

- Ensure access to breakfast and lunch programs.
- Add vending machines into school for easier access at any time. Ensure they are checked and refilled regularly.
- Ensure there is access to healthy food options (not processed) at school for minimal cost.
- Ensure that schools provide food that meets student needs which may be dietary, religious, or cultural.

# GUEST SPEAKERS

- Be intentionally diverse.
- Speakers who can personalize the stories - not PowerPoints!
- Speakers who bring different perspectives.
- Speakers who represent marginalized groups.

# TEACHER AND EDUCATION ASSISTANT TRAINING

- Provide training on the following topics:
  - How to assist with different mental health issues (such as panic attacks) for teachers who are not school counsellors.
  - The Inclusion NB presentation presented by Ben McNamara.
  - How to run safe spaces effectively.
  - How to work with students involved in bullying.



# MENTAL HEALTH RECOMMENDATIONS

- Mental health is the foundation for everything. Often issues such as bullying, discrimination, lack of inclusion, etc., can be traced back to poor mental health and so it is essential to establish a strong foundation of mental health for students. Making changes to improve students' mental health will guide students in the direction of diversity and inclusion.

***RECOMMENDATIONS FOR  
THE IMPLEMENTATION OF  
SAFE PHYSICAL SPACES THAT  
HELP OR IMPROVE MENTAL  
HEALTH:***

**Create**

Create a comprehensive guide or infographic identifying safe people, resources, in-class vs out-of-class resources, and safe rooms.

**Evaluate**

Evaluate safe spaces regularly and ensure they are accessible to all students. Train properly qualified staff to run safe spaces.

**Build**

Build trust between students and staff by creating a safe and supportive environment where students feel heard and supported.

**Remove**

Remove barriers to mental health support by ensuring confidentiality, decreasing wait times, and making support available without an appointment.

# RECOMMENDATIONS THAT DEAL WITH MENTAL HEALTH AS A WHOLE

## Utilize

Utilize AI tools and technology to provide anonymous and immediate access to mental health support for students.

## Improve

Improve access to mental health resources for both students and teachers.

## Increase

Increase access to support adults, such as social workers and school counsellors.

## Arrange

Arrange for regular check-ins with every student, including follow-ups for students who identify as needing support.

## Incorporate

Incorporate mental health education and strategies into regular classes, such as Physical Education or a set period.

## Address

Address teacher gossip and ensure student confidentiality is protected by providing safe spaces for students and teachers to report incidents of overhearing teachers talking about students.

## Ensure

Ensure teachers have identified people and confidential places to go to debrief or work through student problem-solving so it won't be overheard.



Spread kindness • Smile to show you are happy • Read a book with someone • Let everyone join in • Give someone flowers • Wave at people • Sit with people on the bus • Make it fancier • Help someone take their groceries in • Be like Spiderman and help people • Even if you think you can't help, you can try • Make some posters to show people they belong • Always include people • Count with them • Give them a lunchbox • Smiling makes people happy • Help them get up when they trip on a rock • Compliment others • Make room for people • Don't do bad things • Give hugs • Catch someone when they are falling • Give courage • Do more of the good stuff • Work together to clean-up • Push people on the swings • Respect yourself • Protect people • Share • Make sure everyone can fit • Help open applesauce • Background doesn't matter • Be a good listener • Dance • If somebody doesn't have a shoe - you can give them a shoe!

*From the ASD-W Littles (2022-2023)*

