



ASD-W

Anglophone School District West

District Education Council - Superintendent Monitoring Report

Policy Name and Number: ASD-W - ER 2.2 - School Culture

Reports per Year: One

Date of Report: May 23, 2024

Policy Statement: *Anglophone West School District fosters an inclusive school culture that promotes a passion for learning among students and staff.*

The priorities for school culture established by the District Education Council include: Partnerships, Celebrating Success and Student Voice

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Superintendent Interpretation:

- This policy calls for the Superintendent to provide for a positive learning and working environment that is inclusive and supportive of both staff and students, promoting a passion for learning.
- The District Education Council sees partnerships, celebrating success, and student voice as critical priorities for culture.
- With students being active participants in their learning environments, learning will be improved through opportunities within the community and corresponding partnerships, celebrating achievements and success in learning along the way.

Justification:

- Culture is defined as “the unwritten rules, practices and shared beliefs that people learn as they try to fit into a particular group.” (Edgar Schein, Organizational Culture and Leadership 5th Ed., 2017).
- Climate is defined as “The quality and character of school life and experiences that reflects norms, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures; a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. (Peter M. DeWitt School Climate, 2018).

- A positive culture and climate will promote students' and staffs' ability to learn (Kelm, McIntosh and Cooley, 2014; Nocera et al, 2014).
- Anglophone West School District's Core Values (Learning, Professionalism, Well-Being, Belonging and Citizenship) define the culture we are establishing within our organization.
- Department of Education and Early Childhood Development define inclusive education as the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident, and safe so they can participate with peers in the common learning environment and learn and develop to their full potential ([EECD Policy 322](#)).

Compliance:

- 2022-2024 school year - schools continued to combine the Positive Learning and Working Environment Plan (PLWEP) with the School Improvement Plan (SIP) into one School Plan to demonstrate the interconnectivity between environment and learning.
- The District monitors School Plans to support schools with implementation of strategies.
- The District will develop processes and procedures to establish community partnerships.
- The District developed and rolled out a new Mission, Vision, Core Values (Appendix A)
- The District actively promotes our values, which include reflecting the Students' Voices, choices, abilities, identities and experiences as well as Collaborating and building partnerships with local communities and organizations.
- The District responds, either informally or formally, if there are concerns raised about the climate in the school.
- The District will actively promote the Exit survey, the Wellness survey, Student Check-In survey and the Mental Fitness and Resilience Inventory (MFRI). Results are used to develop goals and strategies in the District Plan. Data is also valuable at the school level. (Appendix C)

Evidence:

- ASD-W District Plan 2022-2025 year 2 of 3 Year Priorities include Classroom Practices, Learning Environment and Leadership and Teaming. [ASDW District Plan 2022 - 2025](#)
- Westway a monthly distribution to all staff under the direction of the Director Of Communications, highlights the many positive achievements of the schools and staff. This document is created with submissions from schools and individual staff. (Appendix B)
- During the 2022-2023 school year, the formation of the Council of Student Leaders was formed. The students conducted research to improve the school lives of their fellow students in the district by prioritizing diversity and inclusion. Their research led to their [Report and Recommendations on Diversity and Inclusion in ASD-W](#), published and presented to senior leadership last June.
- ASD-W currently has 93 Agreements including Municipalities, Local NGOs, Food Service Providers and Early Learning/daycare/afterschool operators.
- ASD-W has **processed 345 Community Use of School applications to date** (September 2023 – April 22, 2024) with additional requests still being reviewed on a daily basis.
- ASD-W Community Schools Team has changed booking software as of April 1, 2024 from Brightly (formerly known as SchoolDude) to a program called OperationsHero. Transition has been successful, more planning is going into improving efficiency in use and gap communication amongst Budget & Accounting, school administration and facilities teams.
- There are ongoing conversations with community partnerships around formal partnership agreements with ASD-W, especially since the local governance reform has happened. More municipalities are interested in entering reciprocal agreements.
- Mental Fitness and Resiliency Inventory (MFRI) Well-Being Index (WBI) indicates an organization's overall workplace well-being. Higher WBI has been associated with enhanced staff well-being and job satisfaction,

increased engagement and attendance of employees, and high levels of goal attainment or evidence of productivity. This survey is provided for schools to complete in both April and October.

- ASD-W and the Fredericton Police Force have agreed to have 2 officers dedicated to Fredericton Area High and Middle Schools once again.
- Survey Results from the Exit Survey, as well as School Wellness Data show that ASD-W Survey results are consistent with the provincial average and 80.7% of students feel safe at school, 89.6% of students feel their teacher likes and cares about them and 86.4% feel there is at least one adult at school they can go to for assistance.

Appendix Listing:

- Appendix A – Mission Vision Values
- Appendix B – The WestWay
- Appendix C – ASD-W Data

I report compliance with ASD-W-ER 2.2 School Culture