

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 22, 2025

**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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**Report Supported by:** Kendra Broad, Director of Education Support Services

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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 “a window into a school’s culture and a learned response that the culture teaches new members.” (Gruenert & Whitaker, School Culture Rewired, 2015).

* A positive culture and climate will promote students’ and staff’s 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.
* The Department of Education and Early Childhood Development defines 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:**

* 2024-2025 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 the environment and learning.
* The district monitors School Plans to support schools with implementation of strategies.
* The district values community partnerships and will continue to look for these connections despite reduced resources planned for the future due to budget constraints.
* The district believes in its Mission, Vision, Core Values (see appendices).
* The district actively promotes our values, which include reflecting the student voice, 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 facilitates and promotes the Exit Survey, the Wellness Survey, the 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:**

* The A[SD-W District Plan](http://web1.nbed.nb.ca/sites/ASD-W/about/Documents/DP%202020-21%20%28Oct4%20Update%29.pdf) 2022-2025 is in year 3 of 3. Priorities include Classroom Practices, Learning Environment, and Leadership and Teaming (see appendices).
* The Westway is a monthly distribution to all staff under the direction of the Director of Communications and highlights the many positive achievements of the schools and staff. This document is created with submissions from schools and individual staff.
* During the 2022-2023 school year, the Council of Student Leaders was formed, and it remains active to this day. The students conduct research to improve the school lives of their fellow students in the district. Their research led to a report on Diversity and Inclusion in the first year and Experiences of Discrimination in the second year. These are published on our website and shared with senior leadership and other decision makers within our province (see appendices).
* ASD-W currently has 27 Agreements including Municipalities, Local NGOs, Food Service Providers and Early Learning/daycare/afterschool operators. Conversations continue with others who are interested in establishing a formal agreement with ASD-W.
* ASD-W has processed 402 Community Use of School applications to date (September 2024 – April 30, 2025) with additional requests still being reviewed on a daily basis. This number does not include bookings with the City of Fredericton. More than $16 500 in revenue has been generated through these arrangements.
* ASD-W Community Engagement Coordinators support the applications of RDC Grants that have helped 14 schools with 14 projects with $436 772 awarded this past year for a total amount of more than $1 million when combined with community raised funds. Additional grants outside the RDC program amount to more than $51 000 for 6 grants and the coordination of $17 500 in donations.
* The 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. The transition has been successful, with more planning going into improving efficiency in use and gap communication amongst Budget & Accounting, school administration, and facilities teams.
* The 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. The overall ASD-W index is 6 which describes us as being on the high end of building, indicating evidence of expanding use of mental fitness and resiliency practices (see appendices).
* Survey results from the Youth Check-In, the Exit Survey, and the EECD Integrated Survey provide a snapshot of various categories of mental health, school relevance, relationships, and safety (see appendices)

Appendix Listing:

* Appendix – ASD-W MFRI
* Appendix – ASD-W Youth Check-in
* Appendix – ASD-W Data
* [Mission, Vision, and Values – Anglophone School District West](https://asdw.nbed.ca/about-asd-w/mission-vision-and-values/)
* [District Plan – Anglophone School District West](https://asdw.nbed.ca/about-asd-w/leadership-governance/district-plan/)
* [The Council of Student Leaders – Anglophone School District West](https://asdw.nbed.ca/about-asd-w/leadership-governance/the-council-of-student-leaders/)

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