



ASD-W
Anglophone School District West



**ANGLOPHONE WEST SCHOOL DISTRICT
DISTRICT EDUCATION COUNCIL
Fredericton Education Centre
20 Knowledge Park Drive, Fredericton, NB
Public Meeting Minutes
December 11, 2025**

Council Members Present:

- Sofia Rodriguez Gallagher Sub-district 1
- Candice Browse – Sub-district 3
- Serena Bradford – Sub-district 5
- Ruth Eden – Sub-district 6
- Jim Mills – Sub-district 11
- Wallace Carr–Sub-district 12, Vice Chairperson
- Thomas Geburt – Sub-district 13, Chairperson
- Rowan Seahra – Student Councillor

Council Member Regrets:

- Katelyn McGrath – Sub-district 2
- Tanya Cloutier – Sub-district 4
- Charlotte Burhoe – Sub-district 7
- Janet Dean – Sub-district 8
- Michael Mazerolle – Sub-district 9

Council Vacancies:

- First Nation Representation
- Sub-district 10

ASD-W District & School Staff Present:

- David McTimoney Superintendent
- Sarah Francis, Nihkanatpat ciw Skicinowi Kehkiketuwakon
Director – Leader for Indigenous Teachings
- Jon Hoyt-Hallett – Director of Curriculum and Instruction
- Paul MacIntosh, Director of Communications
- Susan Young, Director of Data and Improvement
- Kendra Hatheway, Executive Assistant to the Superintendent &
District Education Council
- Stephen Bubar, IT Technology Support Specialist

District Staff Regrets:

Members of the Public

- 1 Media
- 2 Guests

Call to Order:

- DEC Chairperson, Thomas Geburt, called the public meeting to order at **6:41 PM.**

Welcome & Comments by the Chairperson:

- Chairperson Geburt, on behalf of the Council, acknowledged that, with the exception of one, the land on which Anglophone West School District schools are located is the traditional unceded and unsundered territory of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq, and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with the surrender of lands and resources but in fact recognized the Wolastoqey (Maliseet), Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.
- Chairperson Geburt welcomed everyone to the public District Education Council (DEC) meeting.
- Chairperson Geburt noted Council member regrets in Sub-districts 2, 4, 7, 8, and 9 further stating that quorum requirements were met and the meeting proceeded as scheduled.
- Chairperson Geburt introduced ASD-W Superintendent David McTimoney, who then introduced ASD-W staff who were in attendance.
- Chairperson Geburt thanked the public for signing in and reminded everyone time will be allowed at the end of the DEC meeting for public questions and comments as per the *Governance DEC Policy ASD-W-GP5 – DEC Public Meeting Procedure.*

- **Review and Approval of the Agenda:**

- The December 11, 2025, Public DEC Meeting Agenda was reviewed and approved by consensus.

- **Review and Approval of Previous Public Meeting Minutes (October 23, 2025)**

- The minutes were reviewed by the Council and approved.

ACTION: Executive Assistant will ask the Director of Communications to post the October 23rd, 2025, minutes on the ASD-W website.

MOTION: I move that the Council approve the October 23, 2025, public meeting minutes.

MOVED BY: Sophia Rodriguez Gallagher **SECONDED BY:** Serena Bradford **MOTION CARRIED**

- **Business Arising from the Minutes:**

- Currently, there is no business arising from the minutes.

- **Superintendent Monitoring Reports:**

- **Superintendent Report – ASD-W-ER11: Wabanaki Education**

- The Superintendent, accompanied by Sarah Francis, Nihkanatpat ciw Skicinowi Kehkiketuwakon presented the ER11 monitoring report on Wabanaki Education.
- The Superintendent indicated the ER11 monitoring report is supported by the following individuals: Sarah Francis, Nihkanatpat ciw Skicinowi Kehkiketuwakon; Molly Brown, Skicinuwi Kehkiketuwakon Mihkukesit; Richard Champagne, Treaty Education Lead; Kelly Aitken, Indigenous Services Lead; Susan Young, Director of Data and Improvement; Shawn Tracey, Director of Finance and Administration; and Terri McKellar, Budget and Accounting Manager.
- The Superintendent and Sarah discussed guided by the Education Act, Truth and Reconciliation Calls to Action, provincial agreements, and the 10-Year Education Plan, ASD-W is dedicated to creating culturally safe, inclusive learning environments through enhanced programs, Wabanaki teachings in curriculum, Treaty education, and anti-racism initiatives, honoring the principal of Psiw Ntolnapemok (all my relations).
- The Superintendent and Sarah described how ASD-W fulfills its obligations under the Enhanced First Nation Education Programs and Services Agreement through a structured, multi-level reporting process. Six community-based committees—comprising of Chiefs, Community Education Directors, ASD-W leadership, and Indigenous Education specialists—review proposals and allocate enhancement funds to support Wolastoqi students. Formal reports are produced annually: one provincial report presented in the legislature by the Minister of Education, one district report shared with the DEC by the Superintendent, and individual reports for each community delivered to Chief and Council. Twice-yearly nominal role counts inform financial decisions. Additionally, the Department of Education compiles a comprehensive enhancement report combining statistical data and anecdotal evidence of cultural activities, transition supports, professional learning, and staffing initiatives. ASD-Ws Indigenous Education Team collaborates with communities and partners to embed Wabanaki perspectives, monitor progress, and ensure accountability, supported by a \$351,000 district global budget and community-specific enhancement budgets.
- The Superintendent concluded his presentation on the ER11 monitoring report to Council and welcomed any questions.
 - Councillor Rodriguez Gallagher reported that non-Indigenous teachers feel uncomfortable teaching Indigenous content because they worry about student questions or making mistakes. Sarah Francis indicated that enhancement teachers (who are hired specifically to support Indigenous students) are not staffed to teach non-Indigenous students, which creates difficulty for schools wanting Indigenous content taught to everyone. Sarah further stated Indigenous resource or staff funded by the Department of Education who can teach this content to all students would be beneficial; however, current enhancement positions cannot service this role.

- A concern was raised by Councillor Eden as it pertains to what supports exist now that Jordan's Principle workers were no longer available. Sarah's response explained that the district is trying to bridge the gap through community partnerships, outside agencies, and enhancement-funded support workers; however, losing 65 workers who supported 250 students has created significant unmet needs, and despite ongoing advocacy, the district cannot fully replace the level of support previously provided. Indigenous resource or staff funded by the Department of Education who can teach this content to all students would be beneficial; however, current enhancement positions cannot serve this role.
- Chairperson Geburt asked whether Indigenous education had been formally recommended for inclusion in the new provincial education plan; Sarah's response explained that multiple engagement sessions were held, strong support was expressed for keeping Indigenous education as a standalone priority, feedback was shared widely with communities, and the hope is that this emphasis remains reflected in the upcoming "What We Heard" document. Chairperson Geburt also noted Sarah Francis' comment regarding First Nations students being required to learn French in Grade 5 as a topic that requires further exploration / discussion.
- The Superintendent confirmed the ASD-W ER11 report will be posted publicly on the ASD-W website and reported compliance of the policy; the Council accepted.
- **Superintendent Monitoring Reports:**
- **Superintendent Report – ASD-W-ER2.1: Academic Excellence**
- The Superintendent presented the ER2.1 monitoring report on Academic Excellence.
- The Superintendent indicated the ER2.1 monitoring report is supported by the following individuals: Jon Hoyt-Hallett, Director of Curriculum and Instruction; Susan Young, Director of Data and Improvement; and Paul MacIntosh, Director of Communications.
- The Superintendent outlined the district's commitment to inclusive, high-quality education by emphasizing literacy, numeracy, critical thinking, and professional learning; confirming compliance with the Education Act; highlighting updates to K-8 holistic curriculum and high-school policy; and noting ongoing monitoring of the district improvement plan focused on achievement, well-being, and respectful, discrimination-free learning environments.
- The Superintendent explained that staff regularly monitor the district improvement plan, support schools in analyzing provincial assessment data through a reflection tool, oversee the sustainability of early and late French Immersion programs, and continue expanding academic support teachers to strengthen K-8 student and teacher capacity.
- The Superintendent reported that literacy scores are improving, math—especially Grade 5—remains a key concern requiring focused intervention, scientific literacy is generally strong with minor fluctuations, French second-language results vary but oral proficiency is high, and overall provincial assessments provide useful but incomplete data that must be balanced with stronger report-card evidence from teachers.
- The Superintendent concluded his presentation on the ER2.1 monitoring report to Council and welcomed any questions.
 - Student Councillor Seahra asked why social studies isn't included in the data, and the Superintendent explained that social studies isn't part of provincial assessments and therefore isn't reflected in the report, though report-card data for any subject, including social studies, can be pulled if needed.
 - Councillor Mills asked whether the district should return to traditional exams based on post-secondary feedback, and the Superintendent explained that instead of mandatory exams, schools now use flexible "demonstrations of learning" that may include exams but also other assessment methods, allowing students to show learning in varied ways while still preparing those headed to university for exam-style assessments.

- Councillor Eden asked why provincial assessments are treated with such high pressure in elementary and middle school. The Superintendent and Jon Hoyt-Hallett, the Director of Curriculum and Instruction explained that the intent is not to create stress but to encourage the students to take the assessments seriously, noting that effort impacts results, provincial tests offer only a one-day snapshot compared to a broader report-card data and students also face new digital formats, making it important to motivate them while balancing comfort and realistic expectations.
- Councillor Eden inquired about what training teachers receive when curriculum changes and Jon Hoyt-Hallett explained that the new K-5 literacy and numeracy curricula are supported through ongoing professional learning led by academic support teachers, weekly voluntary sessions, targeted grade-level groups developing resources, and multi-year implementation work—alongside pilot tools like the digital early math assessment (DEMA) to identify student learning gaps.
- Councillor Eden asked which students write the Grade 5 math assessment, and the response clarified that all students enrolled in Grade 5 classrooms are expected to write it unless formally exempt, while students who are absent or too anxious are counted as “did not write”, and exemptions are included in overall results, which can lower district scores.
- Councillor Eden observed a significant gap in provincial Grade 5 math results where female students perform below appropriate levels more often than male students and requested that the district share its gender-based results to enable a closer review of the disparity.
- The Superintendent confirmed the ASD-W ER2.1 report will be posted publicly on the ASD-W website and reported compliance of the policy; the Council accepted.

ACTION: District staff to provide gender-based Grade 5 math performance data to support a detailed review of the identified disparity.

ACTION: Executive Assistant will ask the Director of Communications to post the Superintendents Monitoring Reports on the ASD-W website.

- **New Business:**
- **Review DEC Governance Process Policies – GP1-GP7 and GP10-GP12**
- Chairperson Geburt noted Council completed their annual review of Governance Process Policies GP1-GP7 and GP10-GP12, while some amendments and minor corrections were identified, Chairperson Geburt invited Council members the opportunity to further discuss the recommended changes.

MOTION: I move that the Council amend the Governance Policies as recommended by the Chairperson.

MOVED BY: Ruth Eden **SECONDED BY:** Candice Browse **MOTION CARRIED**

Recommendations by the Chairperson:

GP1 – Remove paragraph 6 in its entirety

GP2 – New wording: “The role of the Council is to represent the communities within ASD-W and to lead the district by setting direction through the establishment of appropriate governance policies and subsequently monitoring district wide performance.”

GP3, GP4, GP5, GP6, GP7, GP10, GP11 – No changes required

GP12 – Amend paragraph 5.2 to read: “Potential violations must be reported in writing and include specific details of the alleged violation. While the complaint cannot be made anonymously, the Chairperson is authorized to decide if the name of the complainant will be disclosed.”

GP12 – Amend paragraph 2.4 to read: “Members are expected to be familiar with the District Education Council Handbook, as amended or replaced from time to time, specifically the section therein regarding meeting procedures as well as ASD-W-GP5: DEC Public Meeting Procedures. Members must strive to conduct themselves in accordance with these provisions.”

- **Project Zero – Update**

- Chairperson Geburt provided an update on Project Zero, a transitional housing development planned near Forest Hill Elementary School, including its location, community concerns, and forthcoming safety measures such as new fencing, cameras, 24/7 on-site security for six months, and the creation of an advisory committee to monitor progress as the project moves forward.
- Councillors asked whether the 24/7 security was for the school or the transitional housing site, and it was clarified that full-time security will patrol the school property, while the housing site will have its own separate security as part of its operational requirements.

- **DEC Meeting Schedule - Update**

- Chairperson Geburt provided an update on adjustments to the DEC meeting schedule, including converting the April 9th, 2026, meeting to a public session and rescheduling the anti-racism presentation. Councillor Mazerolle requested clarification on the timing of DEC elections. Chairperson Geburt explained the nomination and election dates, confirmed the new council becomes effective July 1, and reminded members to take election-information posters for each school in their sub-districts to support outreach.

- **Doaktown Elementary School PSSC Request**

- Chairperson Geburt acknowledged receipt of a Parent School Support Committee (PSSC) application from Doaktown Elementary School with only two parents and one teacher; while members agreed to approve the three-person committee given the parents' willingness to serve, they emphasized that the school must continue efforts to recruit additional members. Chairperson Geburt with the approval of Council will notify the principal accordingly.
- Councillor Rodriguez Gallagher noted that PSSC meetings are often not well advertised or clearly explained to parents, leading to low participation, and recommended better communication about the committee's role and manageable time commitment.

ACTION: The Superintendent will issue a mid-year reminder to principals (in January) to clearly communicate PSSC responsibilities, ensure meetings are publicly advertised, and encourage broader parent engagement.

- **Capital Budget – Update**

- Chairperson Geburt displayed highlights from the provincial capital budget, noting \$242 million allocated for school infrastructure, including ongoing projects and upgrades; and reported that all ASD-W new submissions appear on the departmental priority list. Chairperson Geburt expressed continued concern that Devon Middle School has not been prioritized as expected and will require renewed discussion with the department in January.

- **Southeast Fredericton K-8 School - Update**

- Chairperson Geburt reported on planning for the new Southeast Fredericton K-8 school, outlining preferred site options, ongoing development of the education specifications, and ASD-Ws firm position that it's proposed catchment area, projecting 585 students and recommending a 650-student build to account for expected growth should form the basis of the new school. This contrasts with the department's estimate of 427 students and does not yet reflect major planned housing developments along Oak Road and Alison Boulevard. Chairperson Geburt will continue advocating for acceptance of the ASD-W numbers / catchment area at the next planning meeting. The final specifications document, if approved by the planning committee, will come to the DEC for review / approval in January.

- **Correspondence:**

- Chairperson Geburt reviewed recent correspondence with the Minister regarding concerns about removing early-childhood spaces from new school builds, including the impacts on Saint Mary's Academy, the upcoming K-8 in Carleton, the new K-5 in the Liverpool/Forest Hill area, and Southeast Fredericton. Chairperson Geburt reiterated the district's position that planned school sizes, such as at

Saint Mary's are insufficient given current overcrowding; a meeting with the Minister and departmental officials is expected, with updates to follow.

- **Public Comments:**

- DEC Chairperson, Thomas Geburt asked the public if they had any questions, comments, or concerns.

- **Public Comments:**

- A member of the public praised several DEC Councillors for raising important concerns and noted their comments reflected a belief that process directly shapes outcomes.
- The same individual emphasized the importance of how data is interpreted, using average and range charts to determine what is "normal" which leads to a better understanding of the results.
- The public member further expressed concern that graduates are not being adequately prepared for real-life challenges, noting that while schools focus heavily on reading, writing, math, and computer skills, essential life skills are needed for success after graduation, are missing from education programs.
- The public member expressed concern that the First Nation Circle of Understanding presentation did not address key reflective questions related to the Perth-Andover project, which resulted in no First Nation youth being hired. They emphasized the need to examine what both non-First Nation business owners and First Nation community members may have failed to recognize in themselves, noting that these unanswered questions are central to understanding why the project failed.
- The speaker expressed concern that beyond dropout numbers, schools should equip students with practical skills and constructive guiding ideologies to help them navigate life's challenges and reduce risks such as unemployment, addiction, homelessness, and other social harms, potentially through expanded skill-building curricula and adult education workshops.

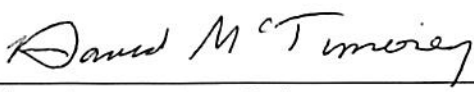
- **Closing Comments:** Chairperson Geburt offered appreciation to those who attended this evening.

- **Date of Next Working Meeting:** Thursday, January 8, 2026, at the Fredericton Education Centre 20 Knowledge Park Drive, Fredericton, NB E3C 2B5

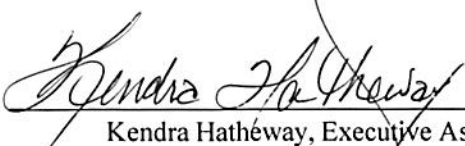
- **Date of Next Public Meeting:** Thursday, January 22, 2026, at the Fredericton Education Centre 20 Knowledge Park Drive, Fredericton, NB E3C 2B5

- **Meeting Adjournment:**

- Chairperson Geburt adjourned the meeting at **9:11 PM.**


for Thomas Geburt, Chairperson


Date


Kendra Hatheway, Executive Assistant
to the Superintendent & DEC


Date