

School District 2



Performance Review

2007-2008

School District 2
1077 St. George Blvd.
Moncton, NB E1E 4C9

School District 02 Performance Review 2007-2008

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School District 2
Performance Report
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Mission Statement

The Mission of School District 2 is to enable our students to be responsible members of society by providing quality public education.

District 2 Highlights

Overview of Education Plan and District Characteristics:

Math and Assessment K-12

Mentor Teachers – District 2 has 2 Math mentors, 3 Literacy Mentors, 3 Technology Mentors, 2 Phys. Ed Mentors, a Beginning Teacher Mentor, an Enrichment Mentor, and an Intensive French Mentor who all support 1,200 teachers in the classroom with curriculum and teaching practices. This year we have also had the benefit of 5 new Math Coaches who have contributed tremendously to developmental math knowledge throughout the district with both students and teachers. All of our Mentor teachers have taken on leadership roles during our district wide PD by becoming facilitators for grade level, subject specific groups.

A strong monthly Professional Development regime for Vice Principals and Principals that focused on curriculum and leadership has been implemented this year. The focus is on Assessment for Learning practices for all teachers in the district. Formative assessment practices are being modeled and encouraged through district Professional Development days.

Administrators are being trained on how to monitor Assessment for Learning strategies. Provincial Standards documents and Look For documents for Literacy and Math have provided a framework for administrators to follow.

Continuous Professional Development model – the district has adopted an ongoing PD model that provides continuous support and reinforcement for teachers; District 2 has 6 facilitators trained in First Steps in Math and 6 trained in the PRIME math program. Training has been given to all resource teachers and the district is beginning to train schools in this developmental approach to teaching mathematics.

Math Coaches are providing interventions based on diagnostic testing using the PRIME materials. Post testing is completed to monitor and track progress. All District and Provincial assessment data are analyzed and placed on school's individual data portal sites to enable tracking of individual results. District 2 completes formative assessments in math at grades 3, 4, 7 and 8 and writing at grade 6. Grades K-3 running record levels are tracked yearly. DIBELS data collated three times per year to direct interventions. District wide marking sessions have been help to promote consistency in expectations.

District 2 now has four District wide Common Assessments in math occurring at grades 3, 4, 7 and 8. The assessments were written in March and were aligned with our Essential learnings in math and the Provincial assessments that take place in June. The teachers of these grade levels participated in a common marking session where the marking criteria and the scoring rubrics were explained to all teachers. Great discussions took place and the teachers were able to grow professionally from the experience. The results of the assessments were formative in nature and teachers will use this information to inform instruction and further to meet the needs of individual students.

At grades 5 and 8, the teachers are using a 10 week extra help intervention packages of lessons to reinforce skills and knowledge in the Number and Operations strands. Students are regrouped for these lessons twice a week. The lessons were developed by experienced math teachers and all contain both formative and summative assessment practices.

Middle Level Literacy

This is the second year for the Middle Level Literacy Teams and they are now well-established in all schools. Literacy mentors monitor the minutes and goals, disseminate and share information, attend meetings when

invited, and provide encouragement. A reference binder was prepared to assist all team leaders and personal visits were made with teachers new to this role. The team leaders were key helpers in District 2's common assessment of Grade 6 writing. Team leaders were trained for the marking session and led the session with other Grade 6 teachers. This practice has helped immensely to develop consistency throughout middle level classes. The goal of the district is to offer this opportunity to other levels as well and to assist schools and communities continue this on their own.

The district is working with the provincial reading and writing standards and is offering ongoing in-services with teachers to ensure that they are using these documents effectively in their classrooms. Training is also being offered in the use of the Cross-Curricular Reading Tools document, the National Geographic kits, the Write Traits kits and the Grade 6 Atlantic Canada Reading Assessment Resource. The priority at this point is to ensure that all teachers have the proper support to use these resources as required.

Early Years Literacy

Literacy Teams – strong learning communities – plan and collaborate together for improvement. Each Early years and Middle School have School Literacy Teams with a designated Literacy Team Leader who is the communication liaison for PD and literacy news within the District. Team Leaders have taken on leadership roles in district marking sessions and in facilitating grade level groups at district PD. Administrators are encouraged to become active participants of their school's Literacy Team.

28 literacy support teachers work with student intervention and in-class support to K-3. Extensive pre and post data collated each of 5 blocks, and at year end. 478 students received literacy support Sept-Dec of this school year. Progress is retained yearly – with the average reading level gain of 2 levels in 1 block of intervention. Of note this year, was the Grade 3 Literacy Support Teacher Pull-Out Program, comprised of 70 Grade 3 English students who had not been successful on the Grade 2 Provincial Literacy Assessment in writing. They were brought out for direct intervention with the Literacy Support Teacher (using IBM's Learning Upgrade software) each day for half the day during block 1 (Sept/Oct). *Results showed that 47% of this group passed the writing assessment at the end of the intervention. This would have meant a 5% increase in the overall district writing score.*

Reading Recovery training of 6 resource teachers with new training center established, Kindergarten DIBELS assessments.

Initial RR Data Summary:

- The lowest performing Grade 1 students were chosen (all but 3 were reading at the zero, or 1 level)
- 24 Grade 1 students were taking part in the ½ hour per day individualized program
- Within a generally 10-12 week timeframe, an average increase of 5.2 *reading levels* was seen, with a low of 1 level increase and several highs of 8 levels.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) at Kindergarten is reported 3 times per year, with results offered in the form of color codes. Green indicates appropriate development, yellow is experiencing some difficulty, and red shows evidence of significant difficulty.

Overall, as a district performance improved from the November results to the January testing – (see chart below indicating District performance Nov and Jan). In this time, we have moved 7 % of our students (73 *children*) into the green level (appropriate level) in Initial Sound Fluency, and 4 % (42 *students*) into the green level (appropriate level) in Letter Naming Fluency.

School teams compared and tracked their students' individual progress for the purpose of informing classroom practice and intervention. Literacy Support Teachers also used this data to inform interventions. Activities were sent to all K teachers and LST's which specifically target each of these 4 areas to support student learning.

Writing was a large focus of Literacy in-services including the following:

- Four Blocks resources PD and material provided to LST's
- Elementary Principals and Team leaders created SMART goals for the literacy team in reading and writing – all team minutes are provided online
- "Miriam Trehearne" 2 session study available to Grades 3-5 (English and Immersion) with a focus on reading and writing sections
- Writing Essential Learnings were developed K-12
- All Grade K-8 teachers spent a full curriculum day (November) learning about the standards and marking their students' writing in grade levels
- "Write Genre" book study available to Grade 4-8 teachers. 5 session study X 3 locations
- Lucy Calkins writing book study- 5 sessions - over 50 teachers K-5, material provided to all schools participating
- Most Grade K-8 teachers spent a second day in March marking their students' writing as a group to ensure consistencies
- Literacy Support Teacher emphasis on Grade 2 intervention and in-class in block 4 support.
- Grade 2 and 4 English teachers in-service on assessment, with a focus on teaching specific text forms.
- Literacy Place Writing Guide provided and in-serviced for all schools at Grade 2
- Grade 2 immersion assessment session by the Literacy Support teachers

Reading Recovery®

Reading Recovery® is an effective early literacy intervention designed to dramatically reduce the number of children with reading and writing difficulties in an education system. Reading Recovery® identifies the lowest achieving children early and provides an individually designed and delivered series of lessons by a specially trained Reading Recovery® teacher. This instruction is supplementary to regular classroom literacy instruction. Six-year-old grade one children who have not responded well to classroom instruction and thus have not developed efficient patterns of learning, can make accelerated progress and be brought to the average level of their classmates within approximately 12-20 weeks of individual instruction. The program is different for every child. The starting point is the child's strengths and teaching builds upon what the child is able, and is trying to do.

The following key elements of Reading Recovery® operate within educational systems:

- Intensive daily one-to-one instruction given by a trained Reading Recovery® teacher, for the lowest achieving grade one children.
- A year-long intensive training and continuing professional development of Reading Recovery® personnel through which Reading Recovery® educators learn and continue to explore proven, research-based theory and procedures.
- Detailed ongoing monitoring of results to provide support for participating educators and institutions.
- Long-range planning leading to full implementation and literacy for all children.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is reported 3 times per year, with results offered in the form of color codes. Green indicates appropriate development, yellow is experiencing some difficulty, and red shows evidence of significant difficulty.

As a district performance improved significantly from the November results to the May testing – (see chart below indicating District performance Nov, Jan, and May). In this time, we have moved 7 % of our students into the green level (appropriate level) in Initial Sound Fluency, 10% in Letter Naming Fluency, 13% in Phoneme Segmentation, and 10% in Nonsense Word Fluency.

School teams compared and tracked their students’ individual progress for the purpose of informing classroom practice and intervention. Literacy Support Teachers also used this data to inform interventions. Activities were sent to all K teachers and LST’s which specifically target each of these 4 areas to support student learning.

DISTRICT 2 OVERALL RESULTS:

1. Initial Sound Fluency Assessment:

| | Red | Yellow | Green |
|----------|-----|--------|------------|
| November | 17% | 19% | 63% |
| February | 15% | 15% | 70% (+ 7%) |

2. Letter Naming Fluency Assessment:

| | Red | Yellow | Green |
|----------|-----|--------|------------|
| November | 12% | 19% | 69% |
| February | 13% | 14% | 73% |
| May | 9% | 13% | 79% (+10%) |

3. Phoneme Segmentation Fluency Assessment:

| | Red | Yellow | Green |
|----------|-----|--------|------------|
| November | --- | --- | --- |
| February | 12% | 19% | 68% |
| May | 8% | 12% | 81% (+13%) |

4. Nonsense Word Fluency Assessment:

| | Red | Yellow | Green |
|----------|-----|--------|------------|
| November | --- | --- | --- |
| February | 14% | 19% | 68% |
| May | 8% | 14% | 78% (+10%) |

(Note: Results can be cross-checked with End of Year Running Record Data which shows an increase of 2 percentage points at Kindergarten, indicating that these skills are transferring and resulting in increased student reading levels)

High School Flexibility Opportunities

[1]—the provision of course offerings that recognize a variety of interests and ability levels---from those courses that offer enriched curriculum—For example - Chemistry 111, to courses more suited for students who find learning very challenging—i.e.—Environmental Science 123 ---to special interest courses that are suitable for all ability levels—i.e.—Theatre Arts, Family Living, Information Processing, Culinary Tech, etc.

[2]—the opportunity for students to complete credits through the following means:

- Challenge for Credit
- Independent Study Credit
- Distance Education Courses
- NBCC Courses/ Correspondence Courses
- Summer School Courses
- Advanced Placement Options
- Adult Diploma
- Cooperative Education/Career Exploration – Courses and work placements.
- Use of Alternate Education Site, Tutoring and Programs
- Partial Timetables to accommodate student personal needs
- Work Placement for Students with Special Needs
- Stay in School Strategies/Policies
- Home Hospital services provided to 15 students this year
- Locally Developed Options for the 2007-2008 school year, District 2 has offered the following Local Options:
 - Health and Physical Education 110
 - Laboratory Techniques in the Life Sciences 120
 - Applications of Mathematics 120
 - Media Production 120
 - Biology 121
 - Construction Trades 110
 - Metals Processing 120

Transition to Work Program

- Working with students ages 17-19 who are at risk of dropping out of school to find work (apprenticeship) placements and career opportunities for these students while attending school
- Using existing programs and services to expand local options and course flexibility for students through apprenticeship opportunities in the business community
- Establishing links for students to enhance the school to work transition
- Develop local options that allow students to receive credit for work experience while attending school
- Be a resource to guidance counselors in School District 2 in the area of career and employment counselling for students
- Develop and organize Employment/Education Forums for our staff.

Goals of this program:

- Decrease the drop out rate in School District 2
- Provide opportunities for students to experience hands on work training
- Link high schools with business opportunities for students to experience apprenticeship programs
- Provide training to guidance counselors in the area of employment opportunities for students

Results:

- 21 businesses participated in the Transition to Work Program

- 62 students participated in the Transition to Work Program
- 4 students graduated with a Regular Diploma
- 54 students graduated with an Adult High School Diploma
- 1 student returned to school
- 3 students did not finish the academic portion of the program

Pre-School Initiative

1000 students were registered for kindergarten beginning in September 2008.

Roundtable discussions have been held with several community agencies so as to foster partnerships in the Early Childhood community. We partnered with Speech and Hearing at the Moncton Hospital to complete the Early Years Evaluation – Direct Assessment. In June, we are involved in a community discussion on early years, literacy, youth and community wellness. This dialogue will involve all stakeholders in the area of early childhood programs and intervention.

The EYE-DA was implemented throughout the district with all pre-school children entering school September 2008. Based on the data from the screening process, intervention has been designed and we will work with small groups in individual schools for a five week period. We have screened 855 students approximately 87% of our pre-kindergarten population. 553 students identified for small group work. Students were identified as falling within the red or yellow areas in three domains of the EYE-DA. The domains were Awareness of self and the environment, Cognitive Skills and Speech and Communication. We also included children who would require experience in the school due to shyness or anxiety separating from their parents. Children who are diagnosed with conditions where routines and structure is important were also included to help develop some familiarity with their new school and how kindergarten will work in the fall. The small group allows us the opportunity to have children and parents come into the school and participate in activities that will enhance and development pre-school skills and ease the transition to school. Parents will be given the chance to participate and observe activities that they can use at home to further build pre-school skills. We identified students requiring services from the community as well as students who require services as they enter school in the fall. Speech and Hearing were able to informally screen individual children and speak with parents. Early Stimulation Inc. also were able to accommodate a few families and provide intensive intervention in the home with families. Further intervention will be explored if children require services following the five week program.

Most recently, District 02 has met with District 1 Transition to Coordinators and we are teaming in an effort to dialogue with community agencies and foster relationships in the area of intervention following the early years screening process. Many agencies have come on board in this current year and we hope to partner with a few more as we enter our second year of screening.

Welcome to Kindergarten events were held in each school. Children and parents visited their community school and participated in pre-school activities, these activities involved the material found in their Welcome to Kindergarten bags and reflected skills required for a successful entry into school. Pre-school children received a bag of materials which included three story books, scissors, pencils, crayons and construction paper. The bag also contained ideas and games for using the materials to enhance pre-school learning and to assist with the transition to school.

A numeracy book was created to assist pre-school children with number sense. Learning activities were designed to help parents and children with numeracy, literacy and motor development. The items will be distributed to all students entering school in the next school year at the Kindergarten Orientation event in May. Planning for kindergarten orientation is well underway, parents and children will have the opportunity to come in their community school. Children will have the experience of being in the kindergarten class and have an abbreviated kindergarten day. Parents will have the chance to speak with administrators and talk about the particulars of entering school for the first time.

An upcoming session with pre-school teachers is planned for June to dialogue about school entry and kindergarten teachers' wish lists as well as a "make and take" session in the area of literacy and numeracy. The session will also provide the opportunity to discuss the direction of the Transition to School program and how we can collaborate to best inform parents and work together to enhance successful transition to school.

Professional Development and Assessment for Learning

- **District PD Days**
 - "Creating Harbours of Hope – Schools Where Learning By All is a Reality" Keynote and full day workshop for all teaching staff and administrators by Wayne Hulley, author of Harbours of Hope
 - Full day workshops for teachers and administrators on the following two topics
 - Assessment for Learning
 - Pyramid of Interventions
 - Anthony Muhammad- Professional Learning Communities and Interventions – full day workshop for all teachers and administrators
- **Curriculum Support Days**
 - Grade and Subject specific training for all teachers and administrators focused on initiatives in When Kids Come First
 - District wide Grade Level and Subject specific training
- **Site Based Professional Development Day**
 - Site Based School Improvement Planning

On Going Professional Development Components

- Twice a month Administrators PD Day – All Principals and Vice Principals
 - Second Tuesday of each month with a focus on policy and planning
 - Fourth Tuesday of each month with a focus on Professional Learning Community Development, Assessment, Teacher Evaluation, School Improvement Planning
 - These sessions will be aligned with Curriculum Support Day sessions and District Professional Development Days
- Specific PD targeted in the education plan
 - Funded through targeted PD funds in budget
- After School PD Program
 - Variety of sessions offered to support the District Professional Development plan
 - Sessions for teachers and teacher assistants
 - Sessions offered by Mentors and lead teachers
- Teacher Mentors
 - Mentors offer follow-up and support for teachers after they attend Professional Development sessions
 - Mentors facilitate Professional Development sessions
 - Mentors provide support for school based improvement efforts
- Study Groups
 - Assessment For Learning
 - Professional Learning Communities
 - Action Research on Effective School Research
 - Professional Learning Community Coaching Model – 10 staff members attending provincial training

- Assessment for Learning – Five staff members received Rick Stiggins full week training in Assessment
- School Based Professional Development
 - School Professional Development Plan submitted to the Superintendent
 - Plan reflects District and Provincial Goals
 - Plan includes follow-up to District Curriculum Support Days
 - Plan has an evaluation component
- Professional Learning Center
 - Professional Learning Center continues to support Professional Development with night and weekend hours, on-line ordering and delivery to schools of resources, new resources being added on a monthly basis and Professional Learning Opportunities at the Center.
- Summer Professional Development
 - 26 one-day sessions will be offered
 - Sessions reflect the Districts Professional Development Goals

Impact on Student Achievement: Teaching and Learning are the focus of all Professional Development. Continuous focus on classroom instruction, formative assessment and supervision, focus on training for Resource Teachers and Teacher Assistants support learning in the classroom, Evaluation of teachers and administrators and Life Long Learning a priority in District 2. Sharing of Best Practices, the model for improving instruction and student achievement.

Development of District PLC portal site is underway. Teachers will access Essential Learnings lists and participate in interactive dialogue surrounding assessment strategies and practices.

The Community Schools Initiative

Last fall two District 2 schools were designated as Community Schools by the Department of Education: Beaverbrook and Forest Glen. Forest Glen School is a K-4 school and Beaverbrook is a K-8 school, while also being home to the Moncton Alternate Education Centre.

One of the first corporate partnerships to benefit Forest Glen School was one with Spielo/GTECH. Through GTECH's After School Advantage Program, Spielo donated a state of the art computer lab to the K-4 school. This gift included not only new computers, furniture and decorations, but also the volunteer hours of more than 20 Spielo staff who worked in the school over the March break to turn the old classroom into a vibrant and engaging learning space. The computer lab is currently being used for enrichment activities after school, with hopes of soon opening it up to community members.

Beaverbrook School found a partner in the Aliant Pioneers, who delivered a computer-based literacy program called "Power Up to Read" to grade 5, 6, and 7 students from not only Beaverbrook but also the Alternate Education Site. Volunteers worked one on one with students twice a week for six weeks to work through two books online, building skills in reading, comprehension and vocabulary. Aliant is keen to expand the program by training other volunteers who will deliver "Power Up" in schools across the District.

Beaverbrook also celebrated the opening of its new Parent Room this year. Through an Innovative Learning Fund grant, a classroom no longer in use was renovated to provide an essential space for volunteers during school hours and for community use and parents after school hours. This space will be used for a variety of activities, including educational seminars, financial counselling, parenting sessions, etc. offered in partnership with external agencies. Canadian Mental Health is already planning to offer one of their parent workshops "Kids Have Stress Too" in the months ahead.

Another key partnership was formed with Oulton Dental Education Centre. Oulton's dental hygiene and dental assisting students visited each classroom in both Community Schools to provide education to students on oral health as a compliment to the pre-existing fluoride program. As it became evident to the team from Oulton College that many students do not have access to family dentistry, Oulton offered for 10 students from each school to visit their clinic free of charge. None of these students, who were selected by their teacher and principal, had ever been to a dentist before! They were seen by Dental Assisting and Dental Hygiene students for assessments, cleanings, oral hygiene instruction and any required x-rays or sealants, and were quite excited to "go to the Dentist"!

Three Junior Achievement programs have been run in the Community Schools, delivered by volunteers from a wide variety of businesses including the Bank of Montreal, Scotiabank, YMCA, City of Moncton, Town of Riverview, Arctic Combustion, CBC Radio, and Aliant. The first program "Our Community" was delivered to grades 3,4,5 at both Beaverbrook and Forest Glen Schools. "Our Business World" was delivered to the middle school grades at Beaverbrook and the Alternate Education Site, and "the Economics of Staying in School" was delivered to all 3 high school classrooms at the Alternate Education Site. The delivery of Junior Achievement programs is a great way to engage a variety of community partners with a minimal time commitment.

It has not only been with corporate partners that relationships have been built. Many non-profit agencies have become more engaged in working with the two schools, including Canadian Mental Health, Moncton Headstart, Parkton Learning Centre and the Moncton Regional Learning Council, Big Brothers Big Sisters, Boys and Girls Clubs and the YMCA. The Community School movement has been working to leverage existing partnerships with Government agencies as well, including the Department of Social Development and the Regional Health Authorities to increase student access to services.

Partnerships with businesses, agencies and services have been successfully built for many years at both the school level and the district level. The Community School Initiative has provided our district with the opportunity to invite more partners to come on board not only to support student learning and student success, but also to contribute to lifelong learning opportunities for parents and families. Business partners have stepped forward demonstrating their desire to support School District 2 students not only in the two designated schools but in other schools as well.

French Second Language

During the school year 2007-2008, District 2 has had seven Grade 4 Intensive French classes, three combined 4/5 Intensive French classes, and 18 grade 5 Intensive French classes. These teachers received the support of an Intensive French Mentor who made monthly visits to their classrooms. The mentor did some modeling of IF strategies, observed the IF teacher during their teaching, and provided feedback following the visits.

The budget earmarked for Cultural Activities was used differently this school year. All students in both French Immersion programs as well as all students in the Intensive French program were exposed to a French Play, Musicians, or Comedians. The feedback received from teachers and students has been extremely positive and this practice will continue next year if the budget permits.

District 2 has been successful in securing the support from the *French for the Future/ Français pour l'avenir* National organization to have a Forum in the city of Moncton solely for District 2 French Immersion students this year. This will enable 70 grade 10 to 12 students to participate, whereas in the past only five or six students would be sent to Fredericton's Forum. Donna Arsenault, District 2's FSL Learning Specialist is the President of the Local Organizing Committee, and J.-M. Arseneau of l'Université de Moncton is the Co-coordinator of the event.

English as Another Language (EAL) 2008-2009

The number of English language learners attending schools in the greater Moncton area has increased seven-fold in the past four years. These students hail from all four corners of the globe, with a significant number immigrating to New Brunswick from Asia, most specifically, Korea. School District 2's present enrollment of English language learners approximates 200. Some of these students are refugees but most have immigrated to New Brunswick through the Provincial Nominee Program (PNP). In addition to this number, there are also over twenty-five international students or exchange students who attend District 2 Schools for either a semester or a full year of studies, principally sponsored through agencies such as Atlantic Education International (AEI), Muskoka Learning International (MLI) and Ocean Bridge.

The EAL portfolio is now supervised by a District 2 Learning Specialist, Blair Lawrence, and an International Language Coordinator, Sandra Foreman. The Learning Specialist for the District oversees the entire EAL program, but is primarily responsible for the educational portion of the portfolio whereas the International Language Coordinator is charged with the issues related to student settlement and placement within the schools and the community. This academic year alone has seen the registration of 56 new students to the Moncton area schools.

EAL Support:

Welcome Centre

This site was established in May, 2008 as the result of an ILF (Innovative Learning Fund). The funds for this site located at Edith Cavell School were provided by the New Brunswick Department of Education and the Greater Moncton business communities. This centre supports newcomer students who require assistance in learning to speak English and to understand their new environment and culture. During July, 2008 an EAL program was delivered to 24 newcomer students who required extensive English language assistance. Professional development for teachers and tutors who work with students requiring EAL support has also been held at this site.

3 Week Orientation Program

This three-week intensive language course is designed to help newcomer school-aged children develop survival communication skills, academic strategies, and an understanding of Canadian culture and their communities. Learners participate in a range of listening, speaking, reading, and writing assignments. This program is delivered throughout the year as required by the enrollment of newcomer students.

Teachers/Tutors

Presently there are two high schools and two K-8 teachers, and a number of tutors providing support for approximately 125 students. These educators meet with each other and resource and literacy specialists to determine the level of instruction required for students identified for EAL assistance. The District is presently developing a curriculum continuum for all EAL learners that establishes the key stage Essential Learnings from K-12.

Summer Language Program

School District 2 sponsors a four-week summer language program for new immigrant students to the area. This intensive course runs in the mornings and is designed for beginner level students. The long-term plan is to expand this program to provide a "jump-start" to new students' language acquisition with the intent of bridging their language gap before they enter the school system.

Partnerships

Big Brothers Big Sisters—Diversity Mentorship Program—Renewed for 2008-2009

Five schools currently registered in this program are: Evergreen Park, Queen Elizabeth, Lou MacNarin, Frank L. Bower and Edith Cavell. Thanks to the United Way and School District 2, this program has been renewed for a third year and as many students as mentors participate.

MAGMA (Multicultural Association of Greater Moncton Area) support not only Refugees but all newcomers to our community. They have a strong volunteer base and through their office have provided of translators, particularly Korean, Spanish and Mandarin to assist in explaining report cards and assessments to parents and students for EAL participation. Presently, a Settlement School/Youth Coordinator has been hired through federal funding for a one-year term. The purpose of this position is to provide better support for those children who have never before had formal schooling.

YMCA

Lifelong learning is a priority throughout School District 02 and to meet this need an adult learning class for EAL students has been established at the YMCA. To date there have been four classes with between 7 and 10 participants. The fee is \$125.00 plus tax and the funds collected are shared between the YMCA and School District 02. School District 02 provides the instructor, resources and textbooks and the YMCA provides registration, classroom, janitorial services and furniture.

Immigration Board

School District 02 has representation on this Board an Executive Director has been hired to manage and provide leadership for a number of initiatives identified for newcomers.

Staffing and Teacher Evaluation

Teacher Staffing

The relocation of current teachers and the hiring of new teachers is a process that involves District 2's learning specialists in their respective areas of expertise and the district's school principals. The objective is to have teachers teaching at grade levels and in subject areas that are in keeping with their university qualifications, their teaching experiences and their interests. The credentials of transferring teachers and new teachers alike are examined carefully in order to ensure students receive instruction from teachers who are well suited to their assignments. The staffing process never truly has a specific beginning and end date with teachers moving in and out of the system continuously throughout the year. This movement is the result of many factors including teacher illness, educational leaves and personal leaves. The bulk of the staffing work begins in late February with the collection of information relative to the following year and continues until early October when final staffing decisions are made for that year.

Teacher Evaluation Process

The purpose of the teacher evaluation process is twofold. Evaluating teachers allows our administrators to confirm that individual teachers are doing good work in their classrooms with students, not only meeting minimum expectations but much more often demonstrating a high degree of proficiency within their teaching areas of expertise. The process also allows and encourages teachers and administrators to engage in professional conversations concerning teacher practice and helps provide a direction for continuing teacher professional growth.

In School District 2 all Contract D and long term supply teachers are evaluated in this early stage of their careers to confirm their subject knowledge, instructional skills and personal attributes. In effect this tells the district that these new teachers possess the many strong characteristics that District 2 is looking for in its teachers. Permanent or Contract B teachers are evaluated on a five year cycle. The tool that is used for teacher evaluation purposes is called “Enhancing Professional Practice”; a guide that clearly describes what good teacher practice looks like in its many facets.

Hiring Process

- Hiring process ensures that candidates have the proper qualifications for the position. Specialty areas are highlighted to make sure qualified candidates are short listed for the interview process.
- Appraisal and Evaluation on an on-going basis. D contracts require regular evaluations using Enhancing Professional Practice.
- Leadership Development Program – Hiring Process reviewed.
- Interviews monitored by Human Resources Director.
- Full time staffing Supervisor.
- Hiring staff is a critical management function that we pay a great deal of attention to at every step.
- There are a host of District and Provincial policies that govern hiring and selection of staff. Available on the District 2 website.
- Each vacancy is reviewed as per the appropriate classification.
- Each position in our personnel establishment has a job specification that outlines the duties and qualifications (sample provided).
- All internal postings require the district to use these job specifications.
- External postings will often contain higher qualifications than the job specifications.
- Screening is done by staff from the school and district office to ensure the needs of both the school and the District are being considered.
- Candidates are screened in accordance with postings and job specifications.
- Bar may be raised on qualifications for screening when there are numerous candidates.
- Interview panels use fair and accountable processes to hire staff.
- Ensure 2 references are completed, one being the most recent employer.
- The Director of Human Resources audits all competitions.
- All teacher competitions are also audited by the Director of Education.
- Selection of the best candidate for the position is the end objective.
- Recruitment:
 - Attend Education Job Fairs
 - Recruit at Universities
 - Advertise in Newspapers
 - Posting all positions on the District 2 Website
- Placement of teachers within the schools is at the discretion of the School Principal.
- The District requires the Principals to sign off that staff is placed in accordance with their education and experience.
- The District uses the Professional Growth, Supervision and Appraisal.
- Process to ensure the staff is performing satisfactorily, continuing to improve and support those that need to improve.
- When positions are posted, our standards or expectations re qualifications are included in the advertisement.
- District 2 education supervisors along with school principal’s shortlist only the most suited candidates for interview. Short listing is done using position criteria that have been identified in advance of the short listing process.

- Short listed candidates are interviewed by a team of three – usually one education supervisor and two school based administrators. The successful candidate is selected by consensus by the selection committee.
- As principals are making decisions re teacher assignments for each school year they are informed that teachers are to be placed in those subject areas where they have training and/or experience.
- School principals are required to submit a document to District 2's Director of Education confirming that all teacher placements in their schools conform to District standards and expectations.
- Principals are expected to assign teachers based on qualifications.

Student Services

Nine psychologists (plus one support services) enable accountability in identifying exceptional student needs, supporting student's mental health and responding to exceptional situations.

Threat Assessment Policy and brochure - schools follow a documented procedure to identify and respond to potential threats.

Tragic Response – very well planned. Impact on Student Achievement: Less disruption to classes and school during a crisis because of the prepared response of the district. Students and staff receive the support that they need in a caring environment with as much “normal routine” as possible.

Emphasis on supplying high-interest, low vocabulary tests for grade 7, 8 and 9 classes, to increase engagement, a critical component for literacy in Secondary school. The Orca Supports, Currents and Sounding Series, enables differentiation of comprehension strategies and instruction for struggling readers.

There were 8 Middle Level Literacy/Numeracy classes in the District last year. The students typically were not on Special Education programs, but could benefit from smaller classes with experienced teachers, and time focused on literacy and math instruction. The students, pre-tested and post-tested on the Kaufman Test of Educational Achievement, averaged a gain of 4.9 standard scores in Math and 4.6 standard scores in reading. Students attended school 3 days on average more, than they had in the previous year.

There were 8 High School Level Literacy/Numeracy classes in the District last year. In the Kaufman testing, the students averaged in the low average range in both Math and Reading, with their Math skills slightly lower. The results showed no change in the English mark year to year on average. This may have been due to increased marking standards in grade 9/10, but the Math mark averaged over 7 marks higher and the students attended an average of 5.4 more days, over the year.

Special Education programs in high school now comprise 13.8% of the high school population. The increase in the total number of students on SEP from last year is 81 students. The ratio of resource teachers to students on SEP's is 1:49.8. The District monitors how successful the students in Modified and Accommodated programs are, by considering successful students as having passed at least 4 out of 5 classes per semester. By that standard, the District achieved the following success rates: our modified students had a success rate of 75%. The accommodated students had a success rate of 72%.

28 Schools participate in Support Plans for Behaviour Accommodations (87), and Individualized Support (10).

Summer support to struggling learners with on going summer programs - students do not lose skills over the summer and enhance what they have in both areas of literacy and numeracy. Kurzweil Systems purchased for all High Schools and Middle Schools - This technology and software enables learning-disabled students to improve achievement. Monitor success of Modified and Accommodated SEPs - Monitoring for improvement – always looking at next action plans to inform planning and improvement in delivery of services to students.

Community Resources are available to support Schools and learning - Mental Health, Youth Quest, Moncton Youth Residence/Enman Group Home, Alternative Education Programs, Restorative Justice Programs, Victim Services, Boys and Girls Clubs, YMCA/ Reconnect Program, Storefront – RCMP, DARE program – RCMP, Family Preservation programs, YTP, Peer Support/ Drop in Centers, Life Skills, METS, Canadian Parents for French, Greater Moncton Association for Community Living, NBACL, Autism Resource Center, Down's Syndrome Support, Learning Disability Support, Moncton Construction Association, Rotary Clubs and other service clubs, , District Health Advisory Committee, Universities, NBCC, Moncton Wild Cats, Portage, Pierre Caissie Center, Peel Center, Family and Community Services – support to Education, South East Health Corp/ Beausejour Health Corp, Public Safety, Headstart, Soup Kitchens, Food Banks, Omnibus, Chamber of Commerce, Enterprise Greater Moncton, MAGMA, John Howard Society, IODE chapters, Go Girl Festival for Grade 8 girls, Enrichment Congregated Day (variety of workshops for students grades 1-12 focus on literacy, targeting boys, girls and learning("Comics in the Classroom" for example).

Success for All

Alternate Sites- District 2 has three alternate sites that help serve the at-risk portion of our student population. There is one located in Moncton, one in Tantramar, and one in Petitcodiac. The largest of the three is in Moncton where it serves students from grades 4-12. Each alternate site has a staff of teachers, a teacher's assistant, and a school intervention worker. Both the Tantramar and the Petitcodiac sites are run by their respective schools where as the Moncton Alternate Site is overseen by the Alternate Education Supervisor. This year class size increased from 11 to 15.

The main objectives are: to engage students in academics as per the SEP; to further develop their social and emotional skills as per the SEP; to reintegrate students into the regular school system and to provide educational experiences not typically found in a traditional school setting. In order to be accepted to the Moncton Alternate Site, students must be referred by their "home" school and show evidence of being on an SEPB for at least a month. The site's team (administrator, resource teacher, social worker, and psychologist) meet to discuss each individual case and possible acceptance to the school.

This year, there has been a strong emphasis placed on the students' transition in as well as their transition out of the alternate site. With the district's continued focus on professional learning communities, it was felt that more solid relationships needed to be established between the referring schools and the Moncton Alternate Site.

School Intervention Workers – There are currently 15 early year workers, 8 middle year workers, and 4 SIW's that work at the three alternate sites. Their mission is to create educationally and psychologically sound healthy environments for at risk students by implementing research-based programs that promote a positive learning environment and offer intensive short term support, within the long term school based treatment plan, to students exhibiting externalizing disruptive behaviours. There have been four professional development days to date. Topics that have been discussed include; anti-bullying strategies for all ages, plc terminology and the importance of norms/ teams, SEPB reviews and computer training. A new site has been designed specifically for the school intervention workers. It can be found in the portal under School District 2. (<https://portal.nbed.nb.ca/sites/District2/altsite/DanInfo=portal.nbed.nb.ca,SSL+default.aspx>)

Communication with Outside Agencies – Involvement with outside agencies include the Parkton Learning Center, Youth Build, Portage, Peel, Youth Detention Center, Omnibus, DARE, as well as the other agencies listed on the 'links brochure'.

Home-Schooling and Home Hospital – For this academic year, there are 154 students who are being home schooled at the request of their parents or guardians. There are currently 20 students who are being tutored at home due to medical reasons. There are two who are receiving tutoring in the hospital. Most are receiving the maximum which is four hours per week.

Social Workers- District 2 has two social workers. One is employed by School District 2 where as the other is employed by Social Development. Between both workers, there are over 120 open cases. Each social worker is responsible for 19 schools.

Assistive Technology- 109 new sound field systems installed in grades 1 and 2.

Enrichment consultant:

- District Enrichment Advisory Committee
- Capitol School of Performing Arts Education Committee
- Frye Festival District 2 liaison
- Provincial Enrichment Advisory Committee

District activities: (March-June)

- **Advanced Placement Programme** (APP - 118 High School students enrolled in 7 course offerings throughout district; In addition, FILA 120 offered at 7 schools as AP French 120)
- **“Authors -R -Us” Writing Project** renamed “The Ryan Gunn Read For Fun” Writing Project 17 books were submitted. Two of the books were selected to be published. The winning authors were a group of Port Elgin Students and a Gunningsville Student.
- **Congregated Days Enrichment Series** There were no Congregated Days during this period as the budget for this ends in March and the new school year funding begins in September.
- **Drama** Provincial Regional Elementary Drama Festival On April 23 & 24 the Festival presented 10 plays from District 2 along with 2 plays from the Miramichi School District. The Middle and High School Drama Festivals were cancelled due to low registration. A meeting occurred to look at possibilities for revival of this Festival for next year. One outcome was the establishment of a Drama Teachers Summer Camp which occurred at the Capital Theatre in August.
- **Heritage Fairs** 8 schools registered and attended the Regional Fair at Riverside School. The regional winner Mark Mitton from Hillcrest School represented District 2 at the Provincial Fair.
- **Hackmatack Literacy Programme** Students of Grades 4 – 6 in 14 Schools participated in the required reading and selecting of the best Atlantic Canadian Authors for each given category. 17 schools registered in June for the upcoming year and the new books were ordered to arrive for September.
- **Public Speaking** Middle and High School English Oratory Evening occurred on May 2 with District finalists sponsored in Provincial Competitions. French Immersion & Core French Oratory evening occurred on April 26th for grades 6-12.
- **Story Fest 2007** “Tales from the Chocolate River” was the theme of the May 10th Workshop Day at ABU for students of Grades 4 – 8. Keynote speaker was Diane Leger plus 9 other Story tellers were involved in delivering presentations for the students and their coaches. Author Jennifer Kent launched her new novel “Chocolate River Rescue” at the event.
- **Summer Camps** There were 2 girls and 4 boys at the “Creating Comics Camp Grades 6/7” on July 16-20 and 3 boys and 3 girls at the “Creating Comics Camp Grades 8/9” on July 23-27. There were 3 Chess Camps for 3 different skill levels. There were 8 students in Beginners, 10 in Intermediate and 8 in the Advanced Camp. It was noted that 75% of the attendees were boys.
- **Writers in Residence Programme** On June 7th Sheree Fitch from “Writers in Residence Program” worked with students of 10 Middle Schools in a full day Writing Workshop. Sherri presented at 4 Elementary Schools on the following day.
- **Writers in the Schools Programme** There were 129 visitations from the program in the Province this year. Ginny Hill has the contract to oversee this Programme for the province for next year. Our District level days (Congregated Days) will be reduced from 12 to 9 next year. 20 District 2 Schools applied and were accepted into the Program in June for the upcoming year. All the “Writer’s in the Schools” days were completely distributed by the end of June.

French Second Language Enrichment Opportunities such as:

School plays an important part in students' lives. However, it is only part of life; there are limitations to the language experiences school can provide. That's why there is a need to encourage students to use their second language in real-life situations. To help do this, a number of activities are available for students in all school districts.

The Junior (Grades 9 and 10) Immersion Summer Program The four-week course is held for a number of grade 9 and 10 students who wish to improve their knowledge of French. It is offered at the University of Moncton and sponsored by the Department of Education. The Department of Education pays the cost of tuition, including room and board.

Apart from classes, students take part in a range of activities, including excursions, sports, stage production and newspaper editing. All these reinforce their acquisition of French. Discipline is strictly enforced and residence life is closely monitored.

My French - mon ami(e) This letter writing project is sponsored by Dialogue New Brunswick. Each year, more than 4,000 grades 4 to 9 students from two linguistic communities exchange letters and e-mails with each other. Correspondence is exchanged at least twice and a cassette-exchange happens at the end of the school year. The English-speaking students write or record their messages in English and receive replies in French, and vice-versa for the French-speaking students. A limited number of classes can take part in a one-day visit allowing them to meet their twins for a day of linguistic and cultural exchange.

The Summer Language Bursary Program (Grade 11 - Post-secondary) Sponsored by the Federal Government but administered by the provinces, this program offers a French Immersion course (or English for French-speaking students) for students who will be completing grade 11 or who are enrolled in a post-secondary institution at the time of application. Courses are offered at the accredited institutions across Canada. All high schools receive the information and application forms when these become available, usually in January of each year. The bursary covers the cost of tuition, including room and board. For additional information, consult www.cmec.ca/olp.

The New Brunswick-Québec Students Exchange Each year, a selected number of grade 10 or 11 students participate in this exchange. Students are paired with students from Québec who share their interests. From September to December, the Québec students live with their New Brunswick families, and from January to April, the New Brunswick students join their families in Québec. Participants for this program go through an intensive screening process which involves the school district, the school principal, the district French Second Language supervisor or co-coordinator and, most importantly, the parents.

The CPF Oratorical Contest Each year, Canadian Parents for French sponsors a provincial oratorical contest where students practice public speaking. This contest welcomes students of Core French as well as French Immersion. Each district participates and sends its winners in the various categories to the provincial contest. This is an extremely valuable experience for students, as it gives them the opportunity to use their second language in a formal setting.

Other A number of schools offer other opportunities such as French clubs, French language variety shows and plays, and "semaines françaises". Taking part in such activities helps students get the most out of their second language program.

Human Resources

As a full service Human Resources Dept. our staff (3.5 FTE) must be a resource for all our employees and be knowledgeable in many areas – administration of 3 Collective Agreements, pensions, maternity leaves,

education and deferred salary leaves, Workplace Health and Safety issues, managing attendance issues, providing support to the superintendent, principals and managers, Policy 701 Pupil Protection Policy and Harassment Investigations, staffing process, administering the Employee Assistant Program, maintaining casual supply lists, Ergonomic Assessments, First Aid, Labour Management issues and coordinating the Work Ability Program. Above all we must be accountable in all our actions and deliver fair and timely service. School District 2 employs over 1800 permanent staff, and 800 casual staff in 38 schools.

2007-2008 Harassment Complaints – 10 complaints; 5 founded, 5 ongoing

2007-2008 Policy 701 Complaints – 8 complaints; 2 founded, 1 unsubstantiated, 1 unfounded (inappropriate classroom management), 2 ongoing, 2 not classified as a 701 (no investigation)

Director of Finance, Administration and Communications

It is a pleasure working with such a dedicated team of professionals in the areas of Finance, Transportation, Facilities and Information Systems. This past year the Support Services Team developed a mission statement that reflects our raison d'être.

“We are a dedicated team providing the highest QUALITY of professional service to support the delivery of QUALITY education.”

The team meets monthly to discuss leadership and customer service topics. Also discussed is how we can work together to provide the best we have to the students of School District 2. The relationship with the school and district educators is top notch. We all work from the position of what is in the best interest of children with safety being our number one decision making criteria.

The bottom line on support services delivery is that dollar for dollar there is no other leaner operation then our district support services team. The very foundation (quite literally) to a successful education system is strong and focused support services; to get our kids to school on time and safely, to provide a well maintained, safe and clean facility, to make sure there are equitable distribution of resources and that there is accountability for said resources and to ensure that the information systems are operating in the classrooms and to ensure the system supports all of the above to happen in a timely and secure manner.

Communications

Portfolio managed by Director of Finance, Administration and Communications. This year the district has built upon the foundation of good communications. The district published Achieve Magazine, a first in New Brunswick. This magazine is aimed at promoting achievement at all levels for students, staff and parents. We have improved communication through the use of multi-media, most recently using Podcasts found on our website. Podcasts feature a message from the Superintendent, What's Happening in District 2, Take 60 a Podcast on health and wellness and a student section featuring Podcasts developed by students.

The website is used extensively as a communication tool for all our partners. It is updated daily with media advisories on transportation and storm days, up coming events, good news stories; need to know policies and pertinent information.

The district also publishes a weekly e-version of What's Happening that is sent to all staff, DEC and media. In addition a weekly wellness message is sent to each staff person featuring inspirational stories, video and practical advice on leading a healthy lifestyle.

The district has recently established a monthly PRincipal Tips that goes to all of our Administrators and District Managers on utilizing best practices when it comes to improving communications with our partners in education.

A great deal of time is spent providing service to our media partners. The district cultivates contacts, information and stories that foster strong media relationships. The district issues weekly media releases to keep in touch with the community about the good things happening in our schools.

Portal - teachers have led the way in creating lesson plans for the provincial portal; District 2 works closely with Department for Distance Ed, Portal work and new initiatives such as the Wetlands Virtual Classroom.

Finance

School District 2 once again finished the 2006/2007 school year with a slight surplus on a budget of over \$103,000,000. The work of the staff in this department is exemplary. Completion of 2006-2007 Year end audit in June 2007 went smoothly. The auditors had scheduled 4 week and were done in just over a week. We have now addressed the recommendations that were brought to our attention. However, we are now preparing for the full implementation of the new school generated funds policy which is still in draft format. We have requested from the Department of Education additional help (2 FTE's at D.O and 6 FTE's at the school level) to ensure proper implementation of these new directives. The requirement of these FTE's must be on a permanent basis. Schools are not presently well equipped to fully understand and ensure these new accounting procedures for reporting of these school generated funds in the overall School District system are properly adhered to. It is also encouraging that the Department of Education continues to look at the funding formula for special needs to address the funding imbalance.

Facilities

A new web based computer program called FS Direct has been initiated to assist the Facilities Department with bookings within our schools. Eventually, all requests for using space in our buildings during the evenings and weekends will be scheduled using this program. It will allow viewing up-to-date calendars for each building to be available from any computer.

BMHS and RMS have had their heating system converted from oil to natural gas in a move to "Go Green" in an effort to reduce greenhouse gas emissions. To continue with District 2's "Go Green" direction, we are moving forward to have separated waste and environmental friendly chemicals. The Facilities Inspection Program is assisted with our MPC computer program by scheduling preventative maintenance routines to be done at the frequencies required. We are 100% compliant on our program and report this success yearly to the Department of Education. All playgrounds have now been upgraded to meet CSA requirements. The asbestos and PCB management programs are on track and on going. We are successfully tracking our cleaning supply purchases to maintain the balanced budget that we allocate between schools. We are at about 60% in replacing outdated cleaning equipment across the District and increasing these purchases yearly. We successfully completed the safety shoe requirements for all GLT members (custodians, repairmen, and casuals). On going professional development days for repairmen, custodians, and casuals 4 times per year. We offer three day training for all new employees.

We have successfully developed a newsletter for Facilities employees on a quarterly basis outlining statistics, safety, special acts, information, questions answered, etc. Community Schools initiative has been started with Beaverbrook creating a wonderful parent community meeting room and Forest Glen creating an amazing computer room all with the help of local companies stepping up to financially support and dedicated man hours to make these happen.

Transportation

The development of the Transportation portal will give greater access to weather information, and provide visual contact from Provincial weather cameras for schools and staff.

The transportation department has a strong emphasis on professional development for bus drivers and attendants, we have hosted sessions on learning disabilities, and understanding these challenges. We have recently held sessions on First aid, and had Family Services Moncton – Annie LePage present “ Behaviours and Ownership responsibilities” reflecting on positive attitudes create positive environments and positive work places.

The district has partnered with the City of Moncton to help with the development of Safe and Active transportation with the Walking School Bus Project. Our department continues to work towards “active maps” for schools to have access to live transportation data over the portal/web.

Technology

Information Systems – The IS department of School District 2 continues to offer the highest level of support to schools, teachers, students and administration despite the increase levels of technology but decreased levels of funding and FTE requirements. This year we have had the Manager take a leave and replaced with the Assistant Manager Geoff Douglas. He has been outstanding in the role to the point the district did not replace the assistant position. The IS team is always looking for solution to work smarter, not harder and have developed a few in-house solutions for this purpose. The ratio of computers to technicians continues to be an issue but our technicians are second to none. It is important for government to be planning for laptop replacement the next year or so as we complete the second year of the teacher laptop program this June. The life span of these laptops is maximum five years and will need to be replaced as teachers have made them an integral part of their daily work. As ILF projects increase throughout the District, this will lead to additional stress on the IS system which we will need to address as necessary.

Innovative Learning Fund

Statistics

During Phase I of the Innovative Learning Fund, District 2 had 68 Tier 1 and 16 Tier2/3 projects approved. The following are the approximate total funds allocated:

- Tier 1: \$151,000
- Tier 2/3: \$485,000
- Total: \$636,000

21st Century Learning in District 2

We must prepare learners for their future, not for our past. (Thornburg)

District 2 educators understand that if they are to prepare students for success in the 21st century, the tools and methods of teaching must be transformed. In the past, the talk-chalk-textbook delivery of instruction was sufficient. Today, however, students live in and are preparing for a rapidly changing, technology-rich, information abundant, global society faced with complex problems. As a result, District 2 educators are utilizing ILF funding to search out the tools and the teaching methods that will enable them to immerse students in 21st century learning environments. In these environments, students are challenged to solve authentic problems in collaboration with others. In addition, learning activities ensure that all students develop the ability to identify information needs and to then select the best technologies for accessing appropriate information, as well as evaluating, analyzing, organizing, synthesizing, and communicating that information.

Examples of How ILF Funds Are Being Used to Enhance Teaching and Learning

Middle School Students are SMART in Science

In Gillyon Delano's Science classroom, it is not just the linguistic learner who feels at home. Kinesthetic, tactile, and visual learners also know that they are SMART. At Petitcodiac Regional School, Gillyon is utilizing her Tier 1 funds to close her one-dimensional Science textbooks and to open up the three-dimensional world of hands-on, inquiry-oriented Science in her classroom. Her new Smartboard is enabling her grade 8 students to embark upon a virtual cell tour and to conduct an online dissection. Students are also using the recently purchased digital microscope to create digital photos and movies of the microscopic worlds they have discovered, and they are then sharing their learning through mediums such as email and slideshow presentations.

Vodcasting to the iGeneration

James Mosher, Mark Dickinson, Kathy Prosser, and Anne Spinney are using their Tier 2 funds to make 24/7 extra help a reality. For New Brunswick Chemistry, Physics, Mathematics, and English curriculum topics that often prove challenging for students, these four Moncton High School teachers are recording, editing, and producing video lessons. These videos are then stored in a data base which can be accessed by students who are experiencing difficulty and require support outside of classroom instruction.

Wind, Water and Woods

Brenda Mawhinney, the principal, and the 26 teachers of Claude D. Taylor School are in the process of implementing the "Wind, Water and Woods" project. The funding from the school's Tier 2 project is partly being used to transform the land around the school into an outside classroom. Paths are being built, benches are being purchased, and native trees and plants are being labeled. Some of the funds are being utilized to purchase the materials necessary to create Grab-And-Go Backpacks containing curriculum-based Science activities that expose students to a hands-on, self-discovery approach to learning. The remaining funds are being used to purchase technology. Students will use digital cameras to record scientific studies and then integrate their photos and on-line research into presentations. Digital microscopes and software will assist students with recording, analyzing, organizing, and communicating their data in unique ways.

Community Collaborations & Partnerships

Aliant Pioneer Volunteers (bringing "Power Up to Read" to struggling readers), the Canadian Federation of University Women (volunteering as mentors and reading buddies to help young students develop reading skills), and Oulton's College (providing education on dental health and access to reduced cost services to marginalized families). Working closely with the United Way of Greater Moncton and Southeastern New Brunswick, existing partnerships with many non-profit agencies have been strengthened and expanded, including Parkton Family Learning Centre, Moncton Headstart, Moncton and Riverview Boys and Girls Club, YMCA tutoring programs for Literacy and Numeracy, Canadian Mental Health Association, Big Brothers Big Sisters, Mapleton Teaching Kitchen and Mobile One Soup Kitchen.

Working with Junior Achievement to deliver single-session programs to younger grades has also helped develop corporate partners in our community, including Scotiabank, BMO, Aliant, Hudson Design Group, City of Moncton, Town of Riverview, Arctic Combustion, and CBC Radio.

Other partners, including SERHA, the City of Moncton, and the United Way participate through the District's Health Action Committee, focusing on issues around student health and wellness.

Governance

The District Education Council monitors the District performance through Ends and Limitations policies. Responsible to hire Superintendent for each 5 year contract – interviews for administrators, Superintendent Evaluation. Involved in student appeal process. Adhere to policies and responsibilities as set out in the Education Act, and as developed by council. Under mandate, the Council has overseen initiatives such as the Library Campaign, raising 1.2 million for District 02 school libraries; School to Work Transition program, addressing student drop out statistics and providing solutions; District Education Forum and District Showcases.

Achievement Data

The following report outlines student achievement results for the 2007-2008 school year. The data contained includes results from provincial and international assessments in the following areas:

PISA Data 2006

High School: Grade 12 French Second Language Oral Proficiency
 Grade 9 English Language Proficiency: Reading and Writing

Middle Level: Grade 8 Mathematics
 Grade 7 Literacy Assessment: Reading and Writing

Early Years: Grade 2 Literacy Assessment
 Grade 4 Literacy Assessment
 Grade 5 Mathematics

Provincial Assessments are one indicator of student achievement.

Schools use the data when identifying objectives for their School Improvement Plan. The District Education Council and District 02 Staff also use the results while planning programs and initiatives to improve student achievement.

The District Performance Report compares the average performance of District 2 on each assessment against provincial average performances. All of the scores are presented by percentages of students in the identified area.

The established targets for each of the provincial assessments are contained in the data tables where available. It is District 2's intention to reach and exceed these provincial targets.

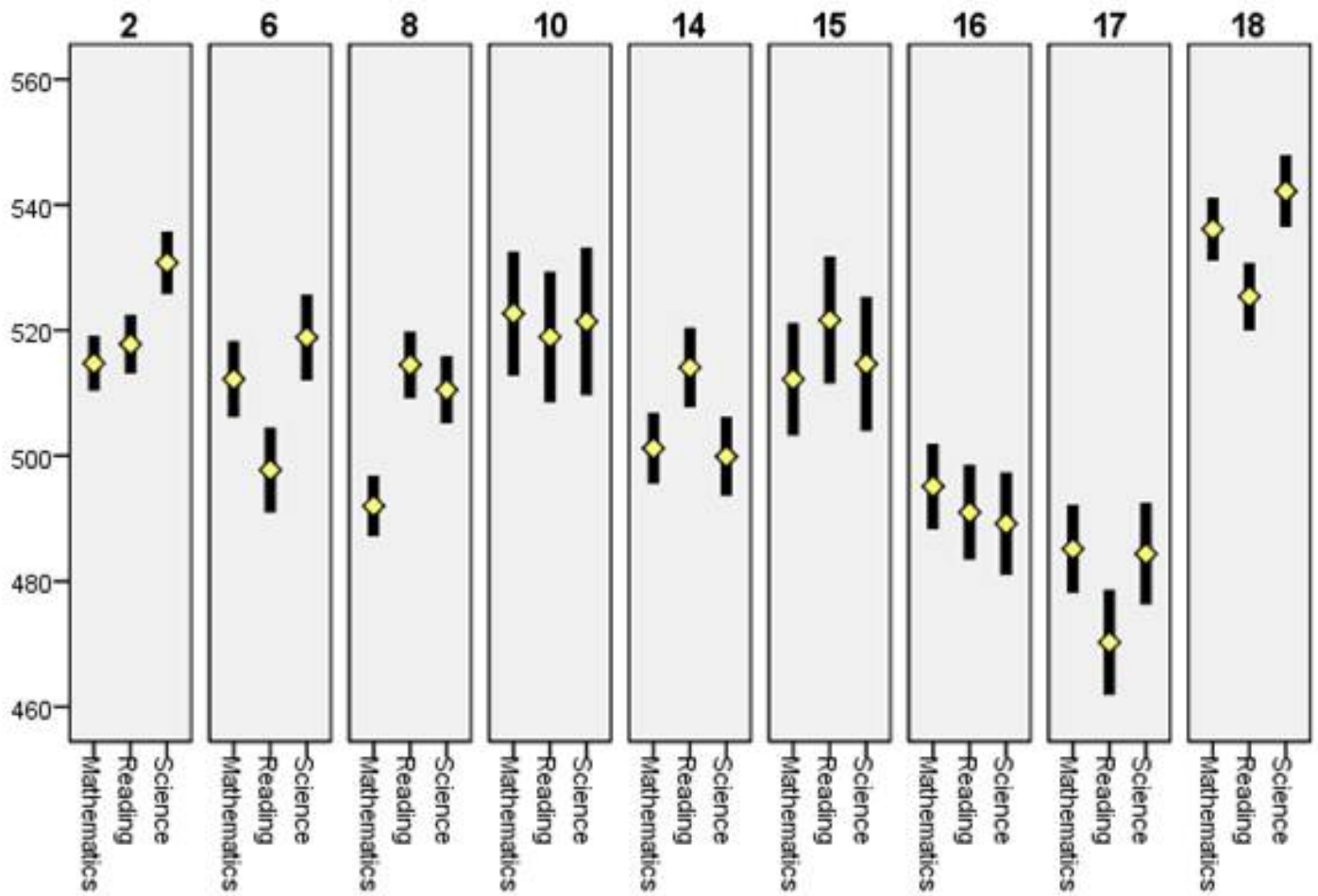
PISA DATA

Performance by District Relative to Canadian, Provincial and International Averages

| | Above Canada | Comparable To Canada | Above New Brunswick | Comparable to New Brunswick | Below New Brunswick Above or Comparable to OECD | Below OECD* |
|---|--------------|----------------------|---------------------|-----------------------------|---|-------------|
| Overall Science | _____ | 02 18 | _____ | 06 08 10 15 | 14 16 | 17 |
| Mathematics | | | | | | |
| Reading | | | | | | |
| Science-Identifying scientific issues | | | | | | |
| Science-Explaining phenomena scientifically | | | | | | |
| Science-Using scientific evidence | | | | | | |

| | Above Canada | Comparable To Canada | Above New Brunswick | Comparable to New Brunswick | Below New Brunswick Above or Comparable to OECD | Below OECD* |
|---|--------------|----------------------|---------------------|-----------------------------|---|-------------|
| Overall Science | _____ | 02 18 | _____ | 06 08 10 15 | 14 16 | 17 |
| Mathematics | _____ | 18 | _____ | 02 06 10 15 16 | 08 14 17 | _____ |
| Reading | _____ | 18 | _____ | 02 06 08 10 14 15 | 16 | 17 |
| Science-Identifying scientific issues | 02 18 | 6 10 15 | _____ | _____ | 08 14 16 17 | _____ |
| Science-Explaining phenomena scientifically | 18 | 02 | _____ | 06 10 | 08 15 | 14 16 17 |
| Science-Using scientific evidence | 18 | _____ | 02 | 06 08 10 | 14 15 | 17 |

COMPARATIVE PERFORMANCE IN MATHEMATICS, READING AND SCIENCE ON PISA 2006 BY DISTRICT



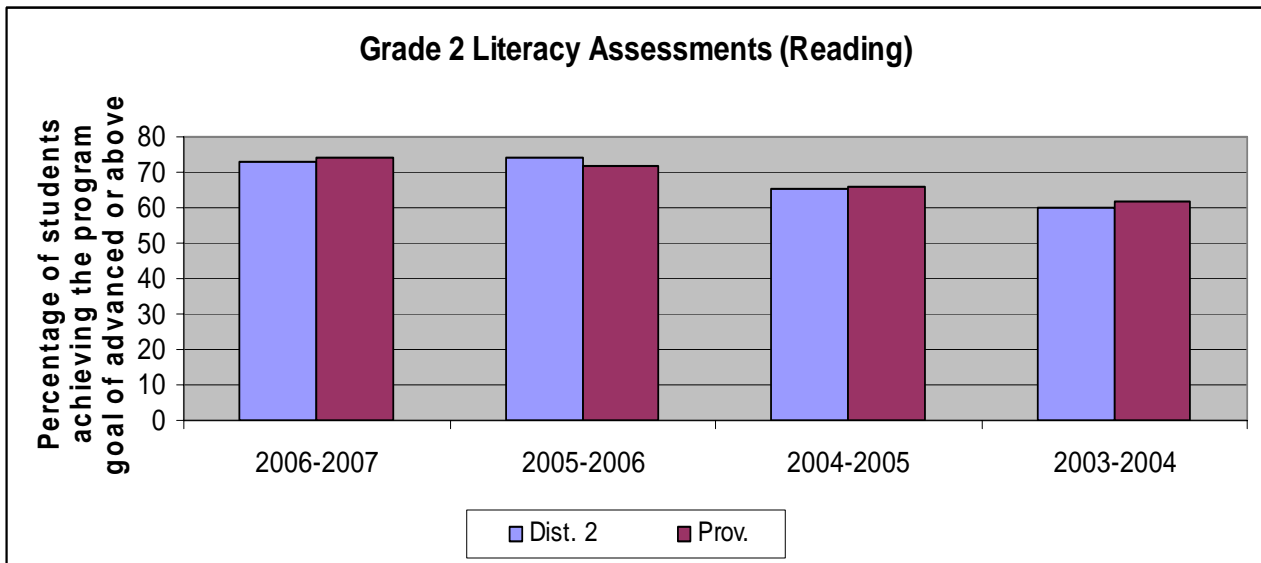
Grade 2 Literacy Assessments

The Provincial Literacy Assessment is written by all Grade 2 students. Schools received individual assessment scores for students in the area of Reading Comprehension and overall scores for the Writing Assessment broken down by class and program. Individual scores are not reported for Writing. This data is from 2006-2007, as new data had not been received at the time of printing.

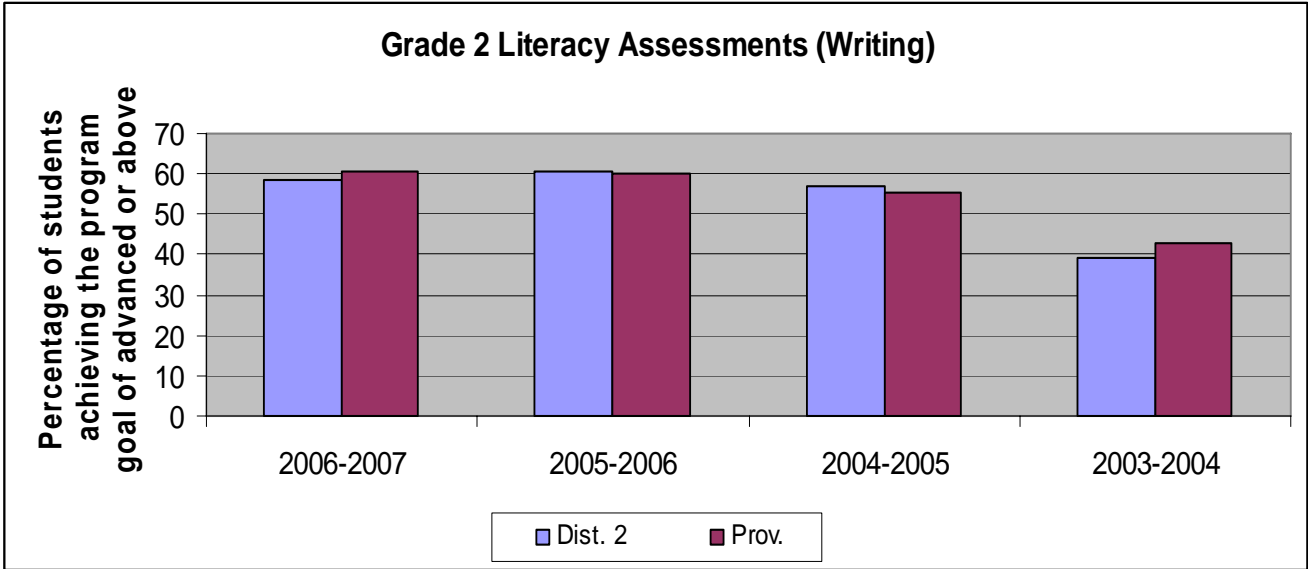
In the Reading Comprehension area the students from District 2 scored 72.8% at the Acceptable or above level compared to 73.9% at the provincial level. By 2013, 90% of students are expected to score at the Appropriate Performance or above.

In the Writing component the students from District 2 scored 58.6% Appropriate Performance or above compared to 60.7% provincially. By 2013, 90% of students are expected to score at the Appropriate Performance or above.

Percentage of Students at or Above Appropriate Performance



| | 2006-2007 | | 2005-2006 | | 2004-2005 | | 2003-2004 | |
|---|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 2 Reading | 72.8 | 73.9 | 73.9 | 72.0 | 65.5 | 66.1 | 59.8 | 62.0 |
| Target 2013 – 90% of students at Appropriate Performance or Above | | | | | | | | |



| | 2006-2007 | | 2005-2006 | | 2004-2005 | | 2003-2004 | |
|---|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 2 Writing | 58.6 | 60.7 | 60.8 | 60.2 | 57.2 | 55.3 | 39.3 | 42.7 |
| Target 2013 – 90% of students at Appropriate Performance or Above | | | | | | | | |

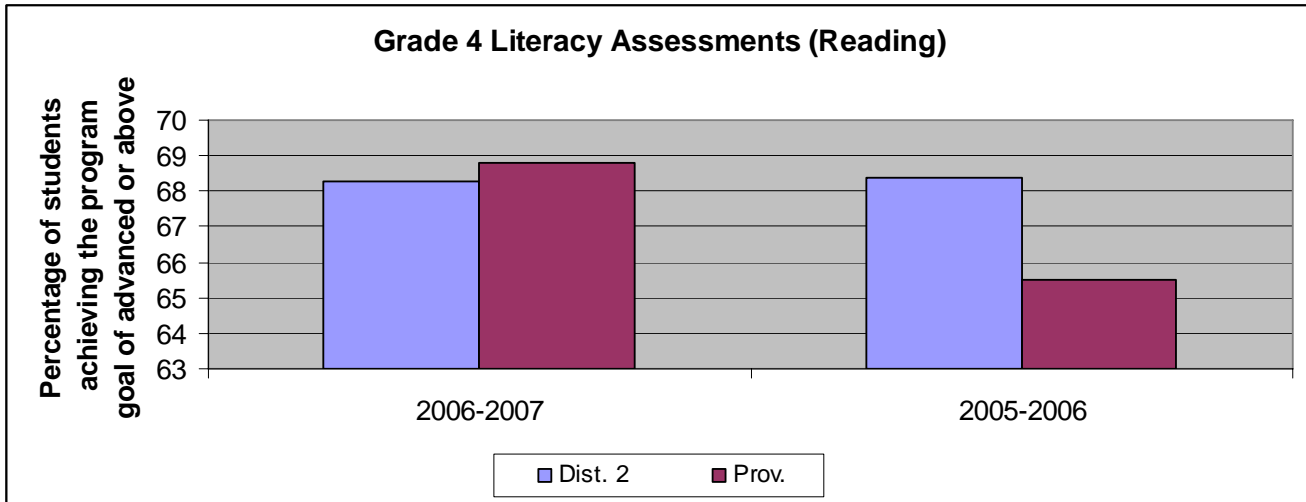
Grade 4 Literacy Assessments

The Provincial Literacy Assessment is written by all Grade 4 students. Schools received individual assessment scores for students in the area of Reading Comprehension and overall scores for the Writing Assessment broken down by class and program. Individual scores are not reported for Writing. This data is from 2006-2007, as new data had not been received at the time of printing.

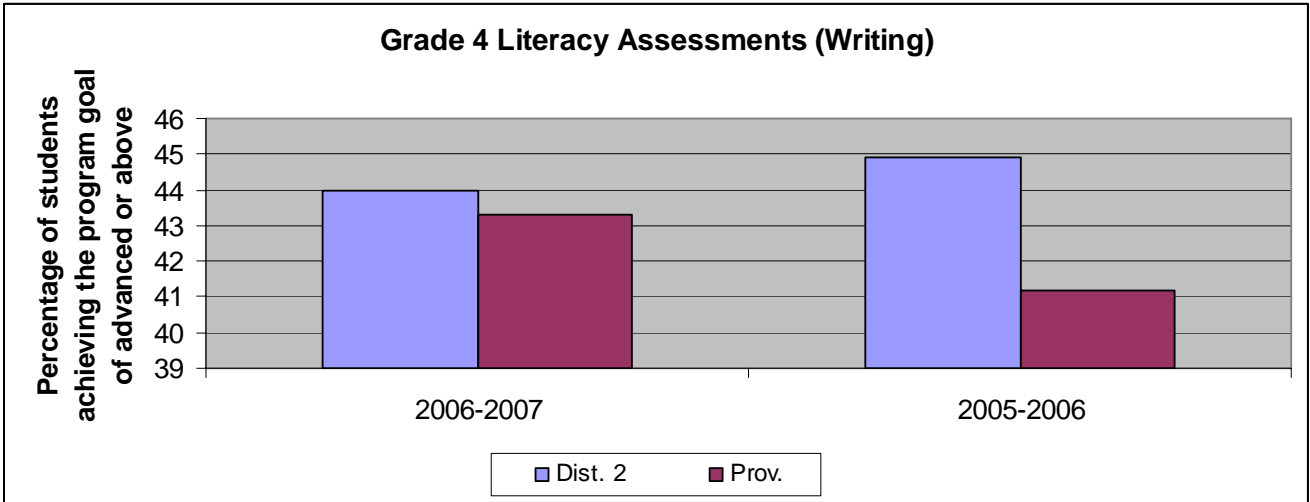
In the Reading Comprehension area the students from District 2 scored 68.3% at the Acceptable or above level compared to 68.8% at the provincial level. By 2013, 90% of students are expected to score at the Appropriate Performance or above.

In the Writing component the students from District 2 scored 44% Appropriate Performance or above compared to 43.3% provincially. By 2013, 90% of students are expected to score at the Appropriate Performance or above. The Grade 4 Literacy Assessment was a pilot assessment in 2005-2006.

Percentage of Students at or Above Appropriate Performance



| | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 4 Reading | 68.3 | 68.8 | 68.4 | 65.5 |
| Target 2013 – 90% of students at Appropriate Performance or Above | | | | |



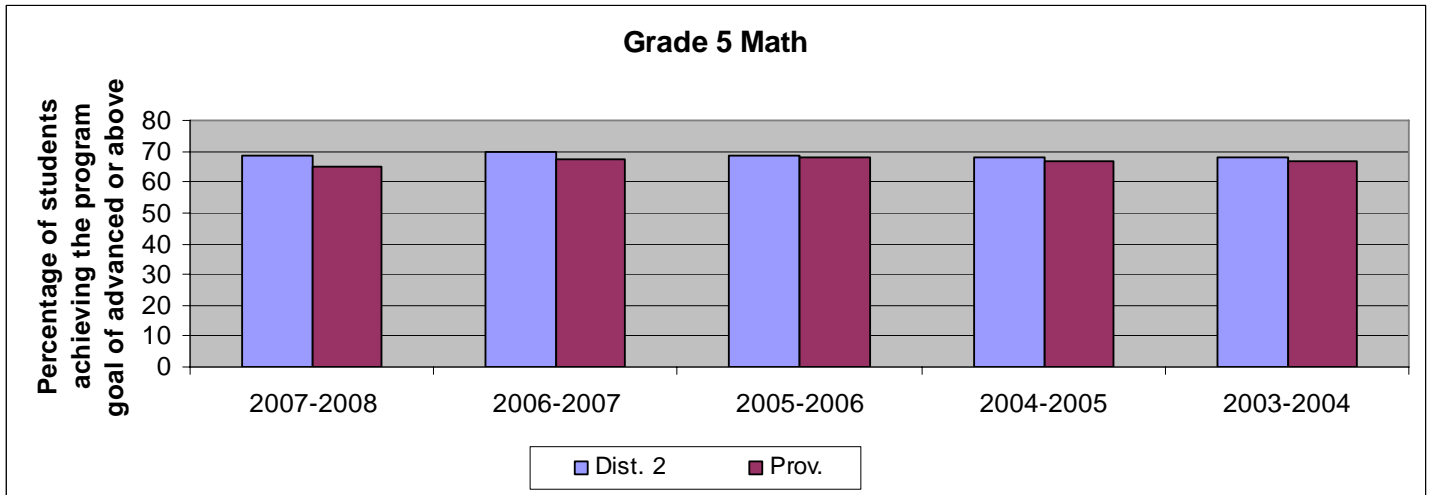
| | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 4 Writing | 44 | 43.3 | 44.9 | 41.2 |
| Target 2013 – 90% of students at Appropriate Performance or Above | | | | |

Grade 5 Provincial Mathematics Assessment

The Grade 5 Math Assessment is the only Early Years Provincial Math Assessment. The schools receive results by individual students and class. Results are broken down into the categories Below Appropriate Achievement (BAA), Appropriate Achievement (AA) and Strong Achievement (SA).

In 2007-2008, 68.7% of the students scored Appropriate Achievement or above compared the provincial average of 65.2%. The target is to have 90% of students scoring at or above the Appropriate Performance by 2013.

Percentage of Students at or Above Appropriate Performance



| | 2007-2008 | | 2006-2007 | | 2005-2006 | | 2004-2005 | | 2003-2004 | |
|---|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 5 Math | 68.7 | 65.2 | 69.6 | 67.2 | 68.4 | 67.9 | 68.1 | 66.6 | 68 | 66.9 |
| Target 2013 – 85% of students at Appropriate Performance or Above | | | | | | | | | | |

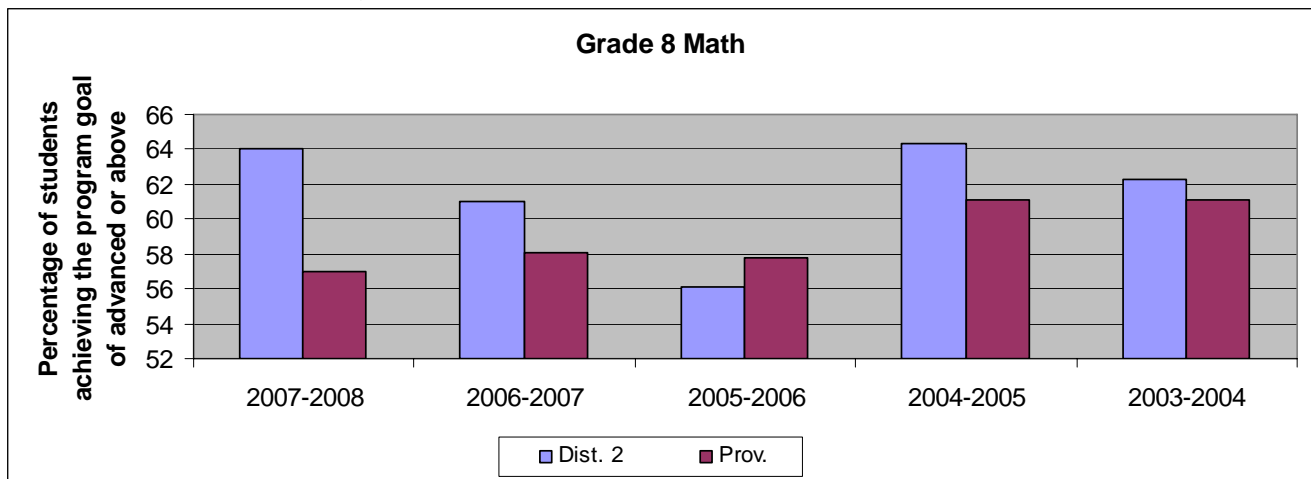
Grade 8 Provincial Mathematics Assessment

The Provincial Middle Level Mathematics Assessment was administered to students in the eighth grade near the end of the 2007-2008 school year to assess their proficiency in mathematics. The goal of the government of New Brunswick is for 85% of students to meet or exceed the appropriate achievement level.

School District 2's results for 2007-2008 were 64% compared to the provincial rate of 57%. The target for 2013 is to have 85% of students at the Appropriate Performance level or above.

Middle Level Math

Percentage of Students at or Above Appropriate Performance



| | 2007-2008 | | 2006-2007 | | 2005-2006 | | 2004-2005 | | 2003-2004 | |
|---|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 8 Math | 64 | 57 | 61 | 58.1 | 56.1 | 57.8 | 64.3 | 61.1 | 62.3 | 61.1 |
| Target 2013 – 85% of students at Appropriate Performance or Above | | | | | | | | | | |

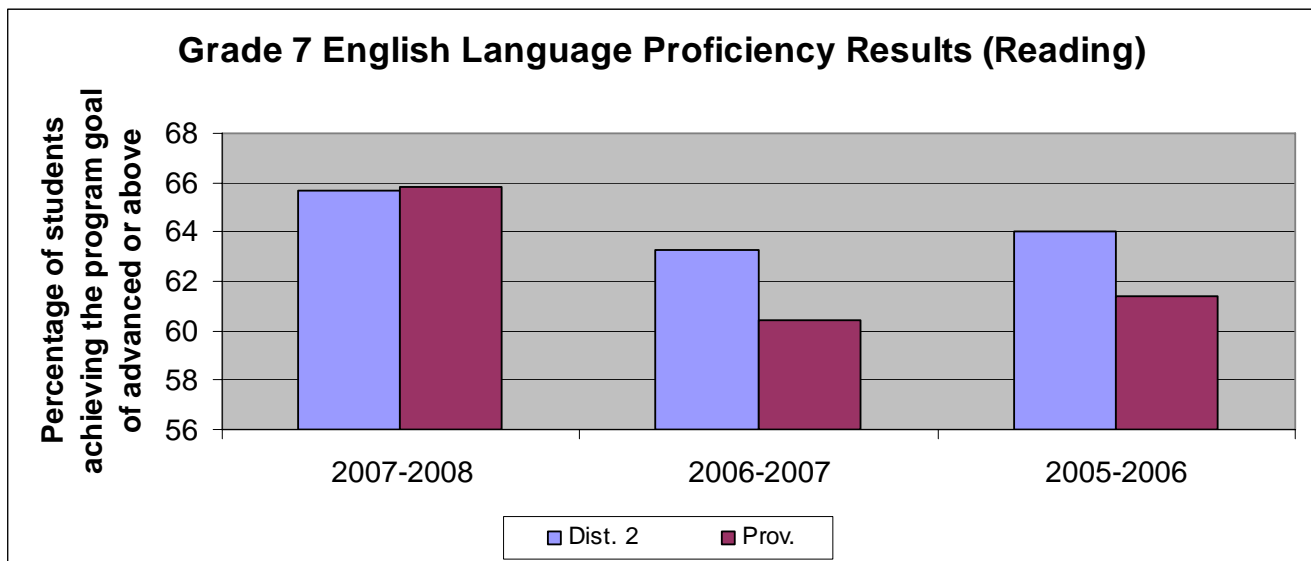
Grade 7 Literacy Assessment (Reading)

In the fall of 2007, Grade 7 students participated in the Grade 7 Literacy Assessment.

Our Grade 7 students were at the provincial result in Reading Comprehension and above the provincial result in the Writing sections. The Writing area indicated the most difficulty for students, with low results even though they were above the provincial average.

Using this data as the baseline areas in need of instructional attention can now begin to be identified. The Writing area will continue to need full focus and commitment.

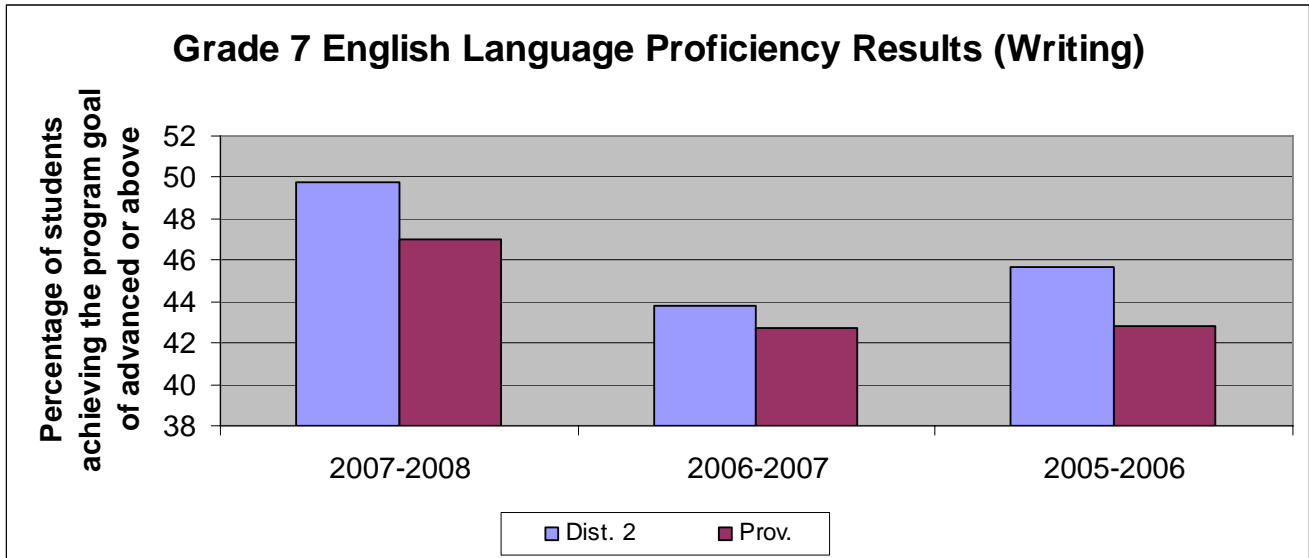
Percentage of Students at or Above Appropriate Performance



| | 2007-2008 | | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 7 Literacy (Reading) | 65.7 | 65.8 | 63.3 | 60.4 | 64 | 61.4 |
| Target 2013 - 90% of students at Appropriate Performance or Above | | | | | | |

Grade 7 Literacy Assessment (Writing)

Percentage of Students at or Above Appropriate Performance



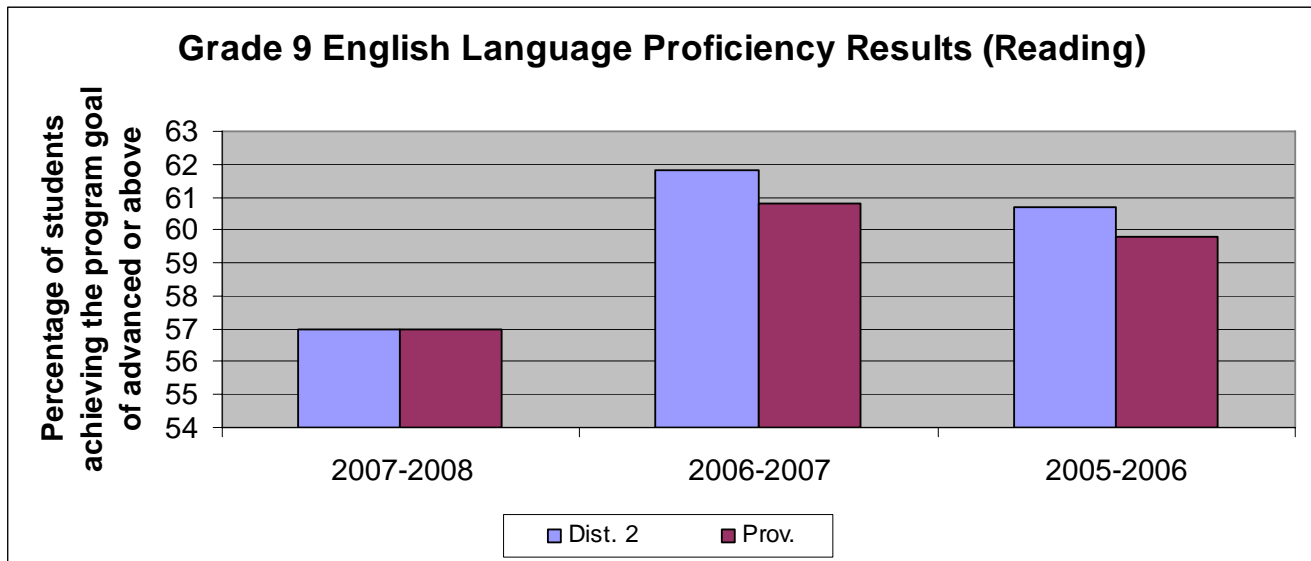
| | 2007-2008 | | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 7 Literacy (Writing) | 49.8 | 47 | 43.8 | 42.7 | 45.7 | 42.8 |
| Target 2013 - 90% of students at Appropriate Performance or Above | | | | | | |

Grade 9 English Language Proficiency Results (Reading)

The 2007-2008 English Language Proficiency Assessment (ELPA) was administered to ninth graders in two sessions: Reading in January and Writing in March. The purpose of the assessment is to assess their literacy proficiency. Students must achieve at least an Appropriate rating on both components of the ELPA. This assessment provides the literacy credential that is required for a New Brunswick high school diploma. Students who have not reached an Appropriate or Strong on the Reading and/or Writing have other opportunities to write a Potential Graduate Reassessment in June of the Graduating year.

In the Writing component the students from District 2 scored 57% Appropriate Performance or above compared to 57% provincially. In the Reading component, students scored 71% Appropriate Performance or above compared to 57% provincially. By 2013, 90% of students are expected to score at the Appropriate Performance or above.

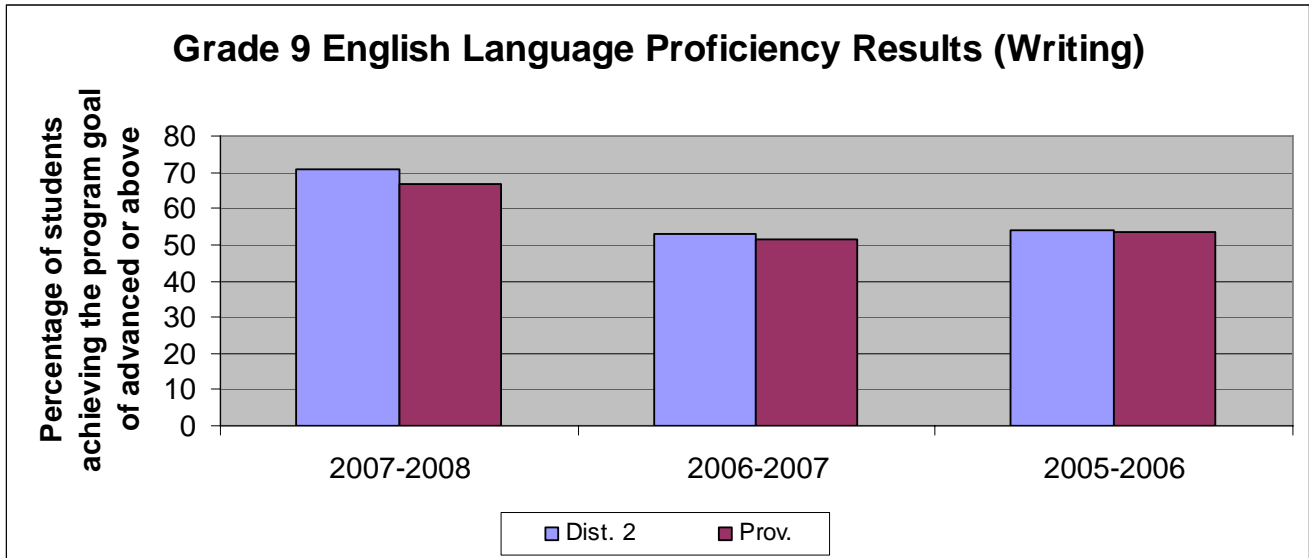
Percentage of Students at or Above Appropriate Performance



| | 2007-2008 | | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 9 Literacy (Reading) | 57 | 57 | 61.8 | 60.8 | 60.7 | 59.8 |
| Target 2013 - 90% of students at Appropriate Performance or Above | | | | | | |

Grade 9 English Language Proficiency Results (Writing)

Percentage of Students at or Above Appropriate Performance



| | 2007-2008 | | 2006-2007 | | 2005-2006 | |
|---|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Grade 9 Literacy (Writing) | 71 | 67 | 52.9 | 51.6 | 53.8 | 53.3 |
| Target 2012 - 90% of students at Appropriate Performance or Above | | | | | | |

Grade 12 FSL Oral Proficiency Results

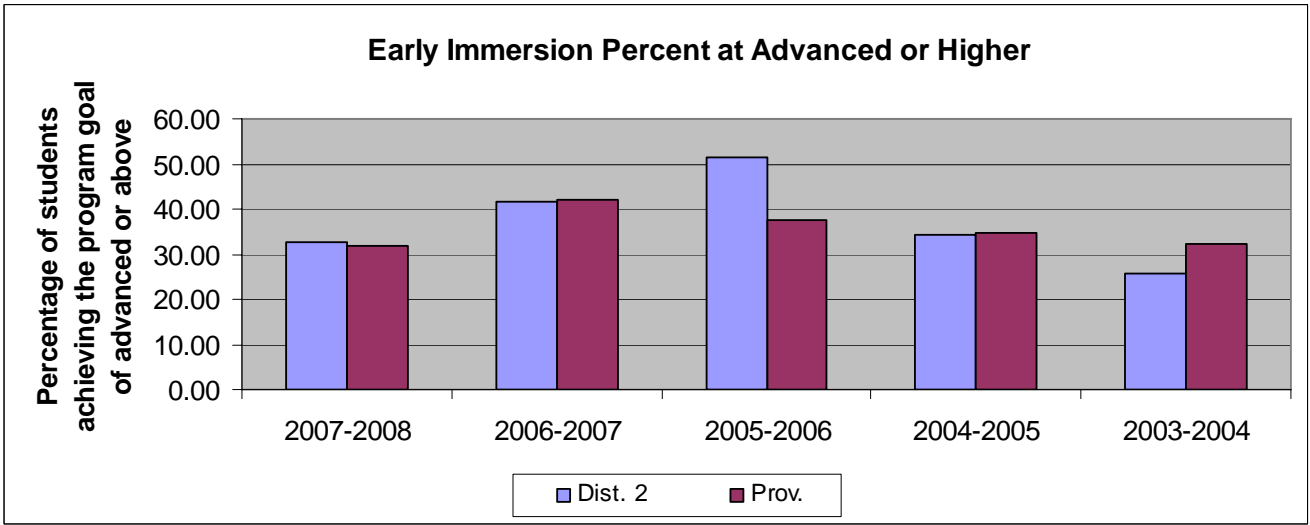
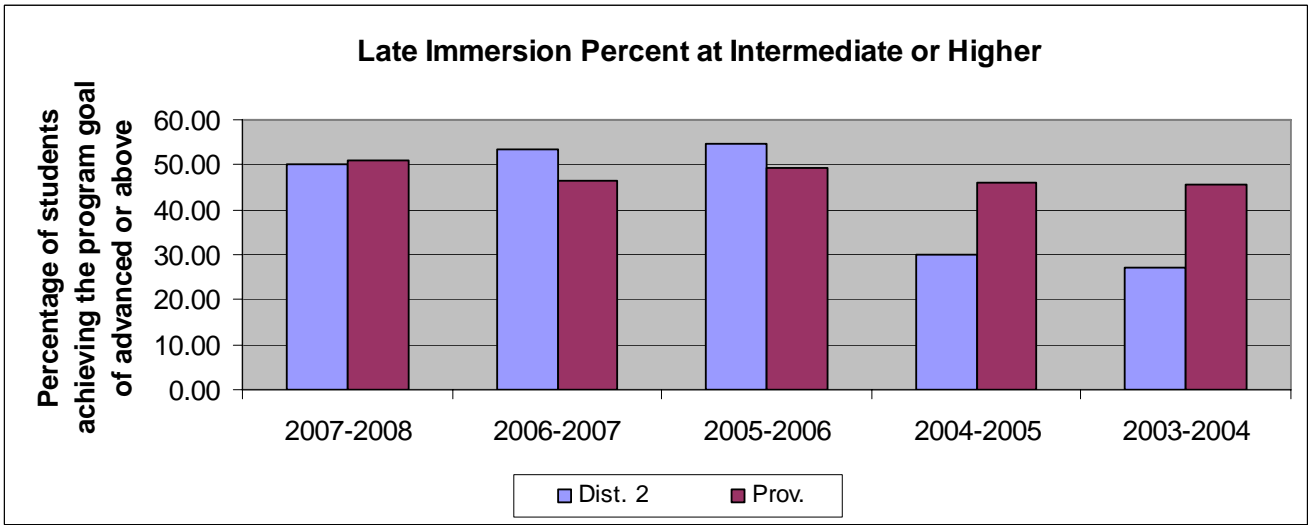
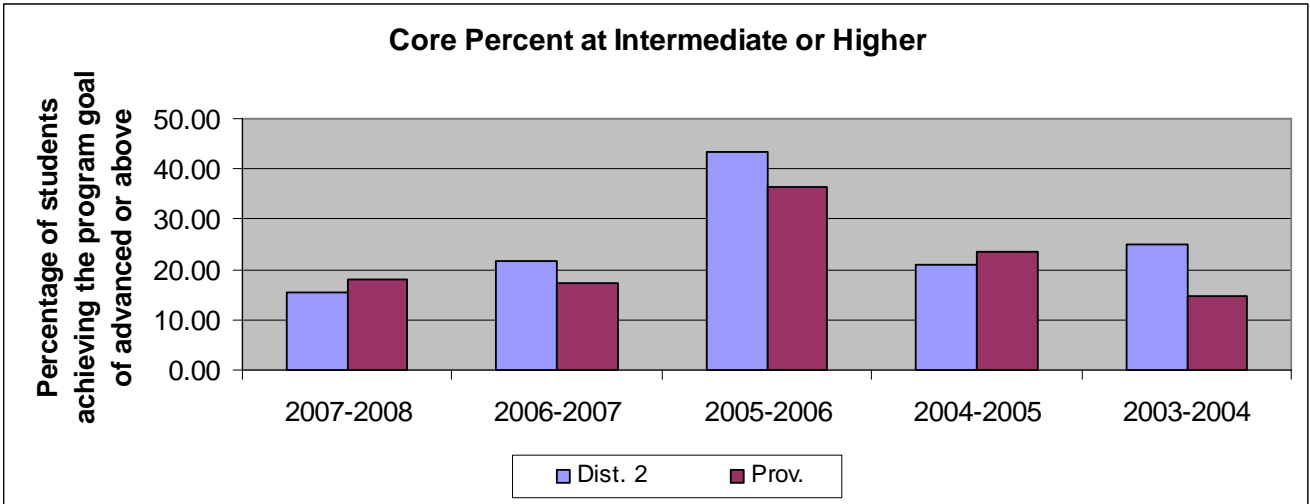
The *French Second Language Oral Proficiency Assessment* is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. All Grade 12 students enrolled in a French course, or a subject taught in French, are eligible for this evaluation. For students in the English Program the expectation is that students will score, at minimum, the Intermediate Level. The expectation for Early French Immersion is achievement at the Advanced Level or higher and for Late French Immersion it is a score of Intermediate Plus or better.

The target for French Second Language for New Brunswick students in 2013 is that 70% of all High School graduates, English and French, will be able to function effectively when speaking their second official language. The target goal of oral proficiency is that 70% of high school students will be at the Intermediate Level by 2013.

Based on the sample of 272 students in 2007-2008 who did the oral proficiency assessment in June 2008, 15.4% of Core French students attained an Intermediate Level of oral proficiency, 50% of Early Immersion received Advanced or above and 32.8% of Late Immersion received Intermediate Plus or above. There were 1,076 graduates from District 2 High Schools in June 2008.

School District 2 continues to be concerned with the FSL Oral Proficiency results. The participation rate in the assessment is not at the level that the District would like to see and the students' proficiency results need to improve. The target of 70% of all students achieving the target of Intermediate could prove challenging.

| | 2007-2008 | | 2006-2007 | | 2005-2006 | | 2004-2005 | | 2003-2004 | |
|--|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. | Dist. 2 | Prov. |
| Core % at Intermediate or Higher | 15.40 | 18.10 | 25.00 | 14.70 | 21.70 | 17.10 | 43.30 | 36.30 | 21.10 | 23.40 |
| Late Immersion % at Intermediate or Higher | 50.00 | 51.00 | 27.10 | 45.60 | 53.50 | 46.50 | 54.50 | 49.40 | 30.00 | 46.10 |
| Early Immersion % at Advanced or Higher | 32.80 | 31.90 | 41.80 | 42.20 | 51.30 | 37.50 | 34.40 | 34.80 | 25.60 | 32.40 |
| Target 2013 - 70% of all High School Graduates at Intermediate | | | | | | | | | | |



Safe and Positive Learning Environment Initiatives

In-services for staff to date:

- As part of the Learning Disabilities Strategy actions the District has arranged for 17 teachers (school teams) to be trained in 'Schools Attuned' which is a philosophy based on the work of Mel Levine.
- School Intruder Conference for Threat Assessment – Administrators, Psychologists, Social Worker
- Mediation Training for Learning Specialists
- Making connections and positively dealing with people – Teacher Assistants
- Coping with stress – Teacher Assistants
- Care for the caregiver – “Be Happy” – Teacher Assistants
- Applied Behaviour Training – 25 hours – Teacher Assistants
- Mandt Training – (positively responding to conflict situations) – Train the Trainers
- Functional behaviour training – 3 Psychologists – Dawn Reithaug
- PREPaRE Training Part 1 – School Crisis Preparedness and Prevention (District and School Administrators and Managers (1day)
- PREPaRE Training Part 2 – Crisis Intervention and Recover – Psychologists, Administrators, Counselors (2 days)
- High School Resource teachers – Transition planning practices – Paula Hall – Transition Resource teacher
- Dialectical Behaviour Therapy for Adolescents – 2 Psychologists
- Attachment Theory and its Application to Clinical Practice (Psychologist) – Dr. C. Emmerys
- Addiction and Mental Health Conference – Suicide Behaviour in Youth, Family Intervention, Visual tools for therapists, Neurology, Diagnosis, and Treatment of Attachment disorders, DBT and Schema Therapy, Interpersonal Group Therapy
- Depression and Suicide Risk – Dr. Stan Kutcher
- Threat Assessment – Kevin Cameron (2 day workshop)
- Cognitive Behaviour Therapy for Children and Adolescents with Anxiety and Obsessive Compulsive Disorder (Psychologist)
- Positive Behaviour Planning
- Special Education Plan (Behavioural – School Administrators (Reviewed in October)
- Threat Assessment Protocols – School Administrators (Reviewed in October)
- Student Services Leadership Module presented to 35 present and aspiring School Administrators
- Developmental Disorders in Children – Bus Drivers
- 3 Workshops on Behavioural Interventions – School Intervention Workers
- Tourette's Syndrome – Teachers' Assistants
- Intervening for All Students (with Marcie Emberger) – Teachers' Assistants
- Mediation Training – District Learning Specialists
- ABA Training (20 hours) – 130 Teachers' Assistants
- Addictions and Mental Health – District Psychologist
- Responding to Tragic Events – District Staff
- Anti-Bullying Workshops – Tantramar, Marshview, Salem, Port Elgin, Beaverbrook, Magnetic Hill (workshops for students as well)
- Small group training regarding inappropriate and/or aggressive behaviour

Policy 701 (Pupil Protection) Complaints – 8, all investigated (14 in 06-07). Staff discipline is applied by superintendent where investigations have been founded.

Harassment Complaints – 10, all investigated (7 in 06-07).

Forms submitted by schools:

- Workplace Health and Safety minutes reported monthly.
- Alternate Education Referrals submitted Dec. 15 for second semester.

Electronic Device Policy implemented in September 2007

- The policy promotes the responsible use of electronic devices in schools in School District 2.

A review of the Perception Data (2007-2008) following statement “I feel safe at this school” revealed a mean answer to the question at 4.15. The mean reported in 2006-2007 was 3.99. Note a comparison, in the appendices to this report, of school results by level.

The District continues the use and training of the **Threat Assessment Protocols**, a focus of Professional Development that targets Classroom Management practices and use of the Appeal Process. There have been 5 Substantive Threats to November 2007 (14 for the 06-07 school year). There has been 1 District Appeal to date.

Policies are found on the District 2 Web Page for all staff, students and parents.

The **Code of Conduct** binder is maintained at District office and all schools have submitted their Code of Conducts. The review of the material is conducted with District 2 Principals. Incidents are handled in accordance with NB Department of Education Policy 703 “Characteristics of Positive Discipline for New Brunswick Schools”. Suspensions over 5 days are referred to District staff on a weekly basis and District staff support School Code of Conducts by reviewing the requests for suspensions and providing services to students where needed.

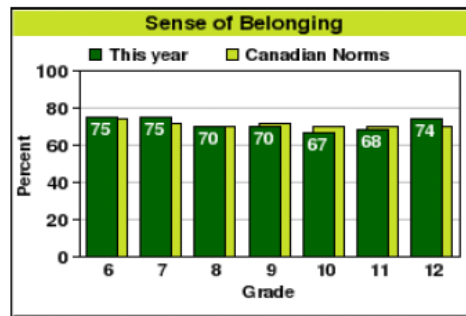
- Discipline procedures in place in schools that include bus incidents, school incidents and school authorized events.
- On-going professional development at the school level to support Best Practices
- Administrators are expected by Superintendent to be aware of all students and their needs. Complaints to be handled timely and appropriately at the school level.
- Policy 703 reviewed with Principals, Vice-Principals as part of September Principal meetings.
- All complaints under Policy 703 investigated as assigned by the Superintendent.
- School Positive Environment Learning Plans are produced as a collaborative effort of the pupils, parents, PSSC members, teachers, administrators, resource and support staff, bus drivers and school volunteers. Such plans are submitted every two years, approved by the Director of Education and reviewed by Senior Administration through meetings with Principals.
- District continues to use data to evaluate staff and school performance. In addition to all teachers under “D” contract receiving a performance evaluation this year, the District began a five year cycle of all “B” contract teachers being evaluated.
- The School Review Reports are being reviewed with each School Principal. Senior Admin Team has divided the schools among themselves to conduct these interviews.
- Social Worker and Psychologist(s) continue to work in schools and offer support and professional development. Components of School Climate in the report are: Behaviour Management, High Expectations, Caring and understanding. This category had a standard mean of 3.62 (3.3 is considered effective). Tragic Response Team, led by psychologists, used as needed in schools.
- The School District will be working with the RCMP and Admiral Security to utilize video surveillance to better monitor and address student conduct in the community. This practice is also being carried out in School District 01.
- All schools use **Win School** for maintaining student records, including discipline. Data from **TTFM (Tell Them From Me)** is used by schools for planning purposes.
- The final total on **Threat Assessments** is 14 for the 2006-2007 school year.

TTFM Data

Sense of Belonging [\(View results by school\)](#)

Students feel accepted and valued by their peers and by others at their school.

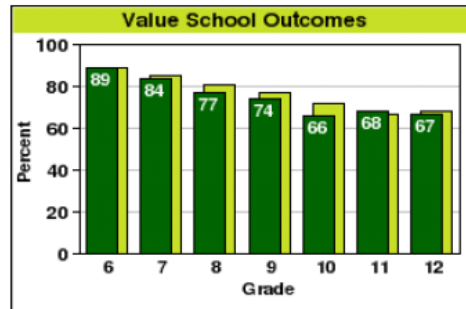
- 71% of students in this district had a high sense of belonging; the Canadian norm for these grades is 71%.
- 71% of the girls and 71% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 72%.



Value School Outcomes [\(View results by school\)](#)

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

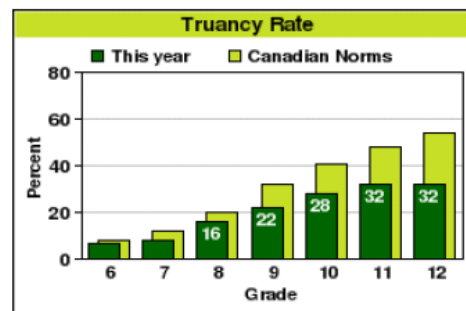
- 75% of students in this district valued School Outcomes; the Canadian norm for these grades is 77%.
- 77% of the girls and 73% of the boys in this district valued School Outcomes. The Canadian norm for girls is 80% and for boys is 74%.



Truancy Rate [\(View results by school\)](#)

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

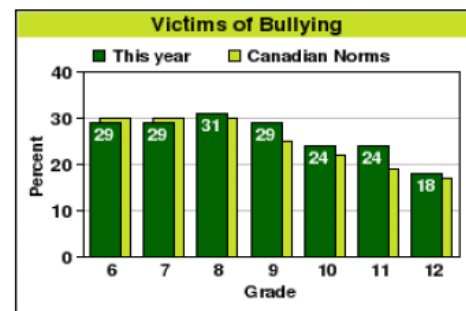
- In this district, the Student Truancy Rate was 21%; the Canadian norm for these grades is 31%.
- In this district, the Truancy Rate for girls was 18% and for boys, 24%. The Canadian norm for girls is 28% and for boys is 33%.



Bullying - Moderate + High [\(View results by school\)](#)

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

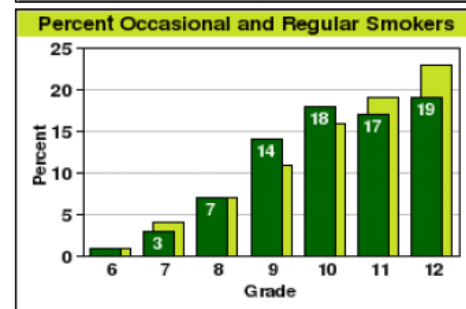
- 26% of students in this district were victims of moderate to severe Bullying in the previous month; the Canadian norm for these grades is 25%.
- 24% of the girls and 28% of the boys in this district were victims of moderate to severe Bullying in the previous month. The Canadian norm for girls is 23% and for boys is 26%.



Percent Occasional and Regular Smokers [\(View results by school\)](#)

The percentage of students who are regular smokers.

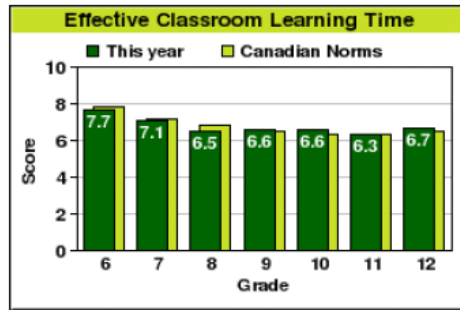
- 11% of students in this district indicated they were Occasional or Regular Smokers; the Canadian norm for these grades is 12%.
- 10% of the girls and 13% of the boys in this district were Occasional and Regular Smokers. The Canadian norm for girls is 11% and for boys is 12%.



Effective Classroom Learning Time ([View results by school](#))

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

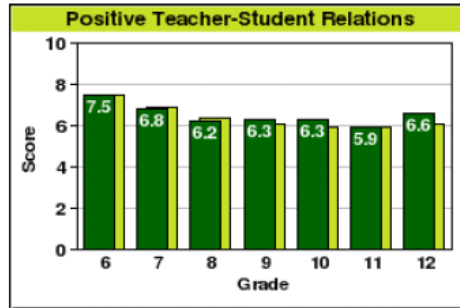
- In this district, students rated Effective Classroom Learning Time 6.8 out of 10; the Canadian norm for these grades is 6.8.
- In this district, Effective Classroom Learning Time was rated 6.9 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.7.



Positive Teacher-Student Relations ([View results by school](#))

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

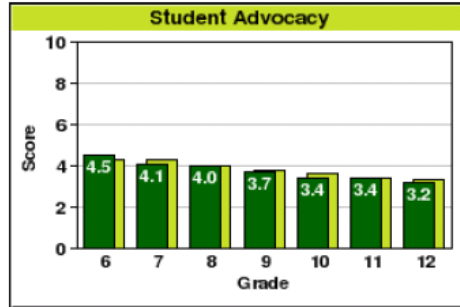
- In this district, Positive Teacher-Student Relations were rated 6.5 out of 10; the Canadian norm for these grades is 6.4.
- In this district, Positive Teacher-Student Relations were rated 6.6 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.3.



Student Advocacy ([View results by school](#))

Students have someone who encourages them and who they can turn to for advice.

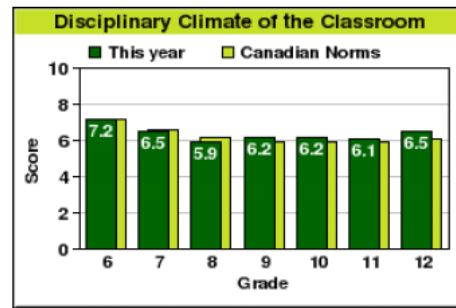
- In this district, students rated Student Advocacy 3.8 out of 10; the Canadian norm for these grades is 3.8.
- In this district, Student Advocacy was rated 3.8 out of 10 by girls and 3.8 out of 10 by boys. The Canadian norm for girls is 3.8 and for boys is 3.8.



Disciplinary Climate of the Classroom ([View results by school](#))

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

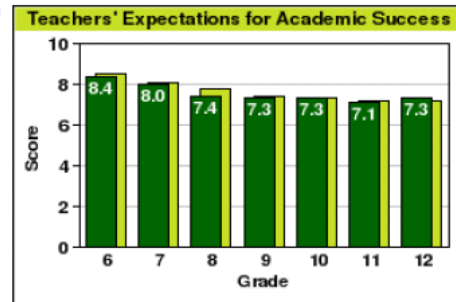
- In this district, students rated Disciplinary Climate of the Classroom 6.4 out of 10; the Canadian norm for these grades is 6.3.
- In this district, Disciplinary Climate of the Classroom was rated 6.4 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.2.



Teachers' Expectations for Academic Success ([View results by school](#))

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this district, students rated Teachers' Expectations for Academic Success 7.5 out of 10; the Canadian norm for these grades is 7.6.
- In this district, Teachers' Expectations for Academic Success were rated 7.7 out of 10 by girls and 7.4 out of 10 by boys. The Canadian norm for girls is 7.8 and for boys is 7.5.



Tiers of Behaviour Interventions **School District 2**

Tier 1: (Teacher directed)

- Consultant In Classroom Management Strategies
- Evidence-Based Classroom Teaching Practices For Students With Behavioral Exceptionalities, such as:
 - ADHD
 - ADD
 - ODD
 - Tourettes
 - Asbergers Syndrome
- Response To Transient Threats
- School Wide Positive Behaviour Plans

Tier 2: (Intensive evidence-based responses)

- Alternative Site Placement For Students
- Anti-Bullying Programs
 - No-Blame Program
- Behaviour Accommodated Support Plans
- Behaviour Interventionists
- Enhancing Family/School Collaboration For At-Risk Students (Social Workers)
- Safety Plans For Students Making Substantive Threats
- Social Skills Programs
 - Assets
 - Skill Streaming
- Suspension From School (five days or less)
- TSPC

Tier 3: (Intensive Long-Term Monitored Support for Students Who Have Not Reacted Successfully To Tier 1 And 2 Interventions)

- Individual Behaviour Support Plans
- Alternative Site Placement For Students On Individual behaviour Support Plans (IBSP's)
- Suspension From School (beyond five days)
- Individualized Academic Programming For Students With Severe Behaviour Problems
- Functional Behaviour Assessments
- Safety Plans For Students Who Make Very Substantial Threats
- Flexible School Placement

Social Work Services 2007-2008

- 100 active cases at present

Psychological Services 2007 – 2008

- 9 Psychologists (1 from Family and Community Services)
- 1 works primarily in behavioral interventions
- Ratio is 1 psychologist for approximately 5 schools (1:1600 students)
- 432 referrals 2007-2008 (592 referrals during 06-07 school year)
- Tragic Events Team responded to 6 situations in District 2, and one additional situation outside the District
- 86 SEP (B) Accommodated (77 in 06-07) – 43 Early Years; 23 Middle Level; 20 High School
- 24 SEP (B) Individualized (10 in 06-07) – 13 early Years; 8 Middle Level; 3 High School.

Alternate School Services 2007-2008

- Moncton Alternate Education Centre – 81 students

- Tantramar Alternate Education Centre – 16 students
- Petittcodiac Alternate Education Centre – 15 students

Teacher Assistants/SIW's to Date 2007 – 2008

- TA's in Schools – 319 (324 – 06-07)
 - School to Work TA/Bus Attendants – 8
- School Intervention Workers – 27 (15 in Early Years; 8 in Middle Years; 4 in the Alternate Sites) – Early year referrals from Sept to Dec. are **40** and from Jan. to now are **50**. We currently have **18** on the waiting list.

Transportation Safety:

Professional Development for Drivers (Carried out annually):

- First Aid for Students - biannual
- Behaviour and Discipline of Students
- Non-violent Crisis Intervention
- Provincial Regulations and Annual Refresher - August
- Fire Extinguisher Safety
- Adhere to Motor Vehicle Act for School Busses
- Work with Public safety for railway crossings
- Positioning devices available if necessary
- Video camera available when needed on busses.
- Promote safety through our website.
- Brochure on seat belts.
- Have bus runs, delays, etc. on website.
- Post safety guidelines on website for parents and students.
- Link to provincial website which provides detailed info.
- Safety guidelines per grade level.
- No idling policy.
- Find deficiencies and address with Dept. of Transportation.
- Investigate incident reports.
- As regulated under Policy 550, Bus Evacuation and General Safety, all students shall receive emergency bus evacuations and instruction during the first five days of school and again in the second term. This is a district-wide implementation signed off by the Principal bi-annually.
- Bus Safety program such as Dino Bus Safety (K), understanding Safety Bus Riders (K-2) and School Bus safety for grades 3-5 are implemented each year.
- Regular inspections of Bus Drop Offs at schools.
- Visits to bus stops, subdivisions, roads and sites for turnarounds on an ongoing basis by district transportation staff.
- Bus Drivers do daily inspections, monthly inspections and monitoring is done by District staff.
- Bus Drivers receive training on Behaviour Management.
- Bus Driver Coach Program to assist drivers in need of support. (Oct. 26/05)
- Cameras on Busses reviewed on a daily basis by District staff to monitor and deal with student behaviour.
- Safety card developed for bus drivers (see attached).
- Bus Evacuation Initial Instruction Sept. 12, 2006.
- Annual School Vehicle Report submitted Sept. 29, 2006.

Facility Safety:

- Key Responsibilities-establishment, implementation and monitoring of programs that ensure the safe and efficient operation of facilities to ensure compliance with district and departmental policy as well as all acts and regulations that apply to buildings and equipment operations/to establish long range plans and renovations to ensure safety and proper use of facilities.

- Scheduled inspections and documented programs in the areas of cleaning – Custodial Cleaning and Maintenance Handbook, acceptable cleaning chemicals, school inspections, annual custodian in-service, work plans for summer, Christmas and March break cleaning and special maintenance projects, community use of schools scheduling.
- Maintenance – MPC – computer based maintenance, prevention and control system provided to schedule all required maintenance and inspection routines by district and outside agencies for all buildings systems and components and property, ongoing daily maintenance requisitions and visits to schools to communicate school needs to district office for scheduling, assessment and follow up.
- Long-range Plans for Buildings and Grounds – Annual Capital Improvements submission to Department – identification of all capital improvements required for all school facilities, prioritized based on guidelines established at the time of the Provincial School Physical Plant Review in 1998; annual major building projects list – a prioritized list of major school facilities renovations and/or new school facilities, compiled with input and approval from the District Education Council and submitted to the Department of Education.
- Provincial and District policies and procedures 400 series outline to school administrators the guidelines, procedures and forms related to school facility management.
- Workplace Health and Safety – under the direction of the Director of Human Resources, the requirements of the provincial Workplace, Health, Safety and Compensation Commission of NB are carried out. School committees are established to inspect and report on a monthly basis to the district joint committee which reviews the reports; all reported workplace accidents and concerns of the committee representatives (each union sub local is represented). Minutes are circulated to District Senior Administration and Principals. District Policy and Procedures #211. Committees established.
- All accidents at school facilities are reported to the Director of Finance and Administration who is responsible for appropriate investigation and action. District Policy #154.
- The District maintains a database of employee accidents on an annual basis as reported by the employees. During the 2006/2007 school year, to date, there were a number of employee accidents.
- The District maintains a database Student/Visitor Accidents on an annual basis as reported by school officials. During the 2006/2007 school year, to date, there were a number of minor accidents reported.
- The District has applied for and won a grant from the Moncton Public Safety Advisory Committee to continue to build safe communities through social development.
- School administrators ensure that school staff and parents are aware of emergency and evacuation procedures and prepare staff and students as per policies 155, 156.
- Schools prepare, on an annual basis Emergency and Evacuation Plans as per policies 155, 156.
- School District 2 has a district response team that includes communication, tragic response, emergency planning.
- School Plans are kept on file at the District Office
- Regular meetings are held with RCMP and other agencies to review situations and plan for emergencies. Meetings were held with RCMP to establish plans for video surveillance in 2007-2008
- RCMP has also been contacted to look at the possibility of doing a review of each of our 38 buildings in relation to school security issues. Specifically looking at visitor access, entrances, office locations, processes and supervision. Work has already begun with the High Schools in terms of participation in a SAFE Plan with the RCMP.
- Non-violent Crisis Intervention Workshops were given four times this year. One hundred and twenty staff were trained (Teachers, Teacher Assistants, Resource Teachers and School Intervention Workers)
- Aubrey Kirkpatrick has spearheaded an initiative of working together with community partners on a number of fronts on preventing vandalism in our schools and communities. Focus on pride, respect and care for our schools and communities as well as engaging our students in developing ways we can improve our community and schools by educating our students in the areas of respect for self and property.

Professional Organization and Committee Memberships of District 2 Senior Staff and Education Specialists

Committees

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| Allan Marr | <ul style="list-style-type: none"> • NB Association of Psychologists & Psychometrists • Moncton Educational Training Service Board • Provincial Individual Behavioral Plan Committee • South East New Brunswick Links Committee • Provincial Student Services Supervisors Committee • NASP Crisis Response Interest Group |
| Ken Menchions | <ul style="list-style-type: none"> • NBTA • Youth First • Council of Exceptional Learners |
| Donna Arsenault | <ul style="list-style-type: none"> • Board Member CNBO |
| Katherine Arsenault | <ul style="list-style-type: none"> • Provincial Literacy Contact Committee • PGI Literacy Festival |
| Blair Lawrence | <ul style="list-style-type: none"> • Chair, Curriculum Committee, Capitol Theatre School of Performing Arts • Board of Directors, Capitol Theatre School of Performing Arts |
| Gregg Ingersoll | <ul style="list-style-type: none"> • NBTA Professional Development (District Representation) |
| Tami Van Wart | <ul style="list-style-type: none"> • Provincial At-Risk Committee – Department of Education • D.A.R.E – Regional Board Member • Omnibus Committee • Addiction and Mental Health Community Advisor Committee |
| Norval McConnell | <ul style="list-style-type: none"> • Moncton Kiwanis Minor Basketball Board: Treasurer • Moncton Minor Football Board: Registrar • United Way Cabinet: Chair 2008-2009 • District Health Action Committee • Northrop Frye Festival Board • SENB Education and Industry Council • Tantramar Wetlands Committee • Basketball New Brunswick Provincial Board Member |
| Karen Branscombe | <ul style="list-style-type: none"> • Regional Health Authority Board • Greater Moncton Literacy Board • United Way – Board of Directors • Peter Gzowski Literacy – Cabinet • Laubach Literacy Board • Capitol Theatre School of Performing Arts – Board of Directors • Rotary Club – Women in Leadership & Board of Directors • Education & Research Development Institute Committee |
| Aubrey Kirkpatrick | <ul style="list-style-type: none"> • Board of Directors Volunteer Centre Benevolent Greater Moncton • Board of Directors Moncton Wesleyan • District Health Advisory Committee (DHAC) • Board of Directors Kirkpatrick Pottery • In-Motion Moncton Founding Committee Member • Connection Ministry Advisor Moncton Wesleyan |
| Carole Murphy | <ul style="list-style-type: none"> • Mayor of Moncton's Quality of Life Committee • District Health Action Committee (Chair) • Board of Directors, Big Brothers Big Sisters Greater Moncton • United Way Youth First Committee |

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| | <ul style="list-style-type: none"> • Dragonboat Festival Committee • Hands Up! Organizing Committee • Paint the Town Committee – 2009 Curling Championships • In Motion Child & Youth Action Committee (Chair) |
| Carolyn Tower | <ul style="list-style-type: none"> • District Health Action Committee • Food Services Committee |
| David Cutler | <ul style="list-style-type: none"> • Provincial BTIP Steering Committee • Provincial Leadership Committee |

Professional Organizations

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| Allan Marr | <ul style="list-style-type: none"> • National Association of School Psychologists • College of Psychologists of NB • Council for Exceptional Children • New Brunswick Teachers Association |
| Donna Arsenault | <ul style="list-style-type: none"> • CASLT (Canadian Association of Second Language Teachers) member • CAP (Canadian Association of Principals) • NBTA • ACPI (Association Canadienne des Professeurs en Immersion) Member |
| Katherine Arsenault | <ul style="list-style-type: none"> • International Reading Association (IRA) member • Canadian Institute of Reading Recovery |
| Gregg Ingersoll | <ul style="list-style-type: none"> • National Staff Development Council • NB Education Supervision • Association for Supervision and Curriculum Development |
| Liz Nowlan | <ul style="list-style-type: none"> • National Council of Teachers of Mathematics (NCTM) • NB Middle School Council • NBTA |
| Dave Cutler | <ul style="list-style-type: none"> • National Staff Development Council • NB Education Supervisor Association (Director) |
| Norval McConnell | <ul style="list-style-type: none"> • Canadian Association of Principals • National School Public Relations Association • NBTA |
| Karen Branscombe | <ul style="list-style-type: none"> • National Staff Development Council • Canadian Association of School Law • Rotary Club • Chamber of Commerce • Canadian Association of School Admin • American Association of School Admin • Canadian Education Association • International Reading Association • ERDI |
| Aubrey Kirkpatrick | <ul style="list-style-type: none"> • NB Association of School Business Officials • Association of School Business Officials International • National School Public Relations Association • Human Resources Association of NB |
| Carole Murphy | <ul style="list-style-type: none"> • Business and Professional Women's Club |
| Carolyn Tower | <ul style="list-style-type: none"> • Rotary Club • Association of School Business Officials International • NB Association of School Business Officials • Human Resource Association of NB |

