

MONITORING REPORT
ENDS POLICY 1.4 – Curricular Expectations
May 16, 2017

I hereby present my monitoring report on your Ends Policy, “Curricular Expectations” according to the schedule set out. I certify that the information contained in this report is true.

Original signed by Gregg Ingersoll

Signed: _____, Superintendent

POLICY STATEMENT:

“The District Education Council shall ensure effective monitoring of the prescribed provincial curriculum by working with the Department of Education to recognize successes as well as advocating for change.”

BOARD POLICY PROVISIONS	SUPERINTENDENT’S INTERPRETATION
<p>1.0 “The District Education Council shall expect the following outcomes:</p> <p>1.1 “The achievement of high academic levels with performance at or above grade level standards as described by provincial curriculum.”</p>	<p>Teachers will teach to mastery of essential learnings and student assessment will be monitored with interventions implemented to improve student learning. Provincial achievement results were reported in Monitoring Report Ends Policy 1.1 Numeracy and Monitoring Report Ends Policy 1.2 Literacy.</p>
<p>1.2 “The achievement of essential graduation standards by all students through the provision of maximum flexibility.”</p>	<p>Anglophone East School District will demonstrate increased flexibility and opportunities for students for learning.</p>
<p>1.3 “The assurance that all learners will develop continuously regardless of exceptionalities; with challenging opportunities provided for the most capable students.”</p>	<p>Anglophone East School District demonstrates the availability of enrichment opportunities as well as provide supports for identified needs.</p>
<p>2.0 “The District Education Council believes quality curriculum must include:</p> <p>2.1 “The choice in depth and breadth of courses suited to students’ interests and plans for the future.”</p>	<p>Anglophone East School District demonstrates opportunities for students to develop individual interests through course selection and program delivery.</p>

	<ul style="list-style-type: none"> • The essential practices will guide: <ul style="list-style-type: none"> ❖ Teachers in determining their Professional Development needs and self-assess their teaching practices. ❖ The creation of Professional Growth Plans based on determined need. ❖ Administrators will develop and support professional development in their schools and will monitor teacher performance and competency. ❖ The District will determine professional development needs, will provide professional development support for teaching staff, and will support the monitoring of teaching practices. <p>See Appendix A: Teaching Process Map</p>
Anglophone East School District Assessment Results are reported throughout the year in Monitoring Reports on Numeracy and Literacy.	
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1.2 The following examples demonstrate flexibility for students to successfully graduate:	<p>[1] The provision of an extended variety of course offerings recognizing a multitude of student interests and ability levels. The selection of courses include those that offer enriched and more challenging learning experiences within the curriculum such as Chemistry 111, to courses designed to support students with more general interests and needs such as Environmental Science 120, along with special interest and skilled trades courses that are suitable for all ability levels – Theatre Arts, Family Living, Media Production, Information Processing, Site Layout and Foundations, Culinary Tech, Outdoor Pursuits, Fashion Design, and Metals Processing,</p> <p>[2] Opportunities for students to complete credits:</p> <ul style="list-style-type: none"> ▪ Challenge for Credit ▪ Independent Study Credit ▪ Distance Education Courses ▪ Summer School 2016 ▪ Advanced Placement Options ▪ Adult High School Diploma – The integration of the Adult High School Diploma into the graduation plans for our academically at-risk students. In 2016 there was a total of 128 graduates who received an Adult High School Diploma from our district high schools. ▪ Work Placement experiential learning through Cooperative Education/Career Exploration Courses – approximately 600 students from Anglophone East School District are involved in a variety of work placements for credit. This represents consistent growth since the launch of this program.
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- Alternate Education Site: Program options include:
 - 4 full-time classes for students in grades 9-12. Each class had a different theme (Trades, Culinary Technology, Physical Wellness, General Wellness) and the courses offered to each class were focused on the theme. Students were selected for each themed class with their strengths, interests and needs in mind
 - As part of the Physical Wellness program and the School to Work Transition Program, 21st Century Learning Objectives were met through community involvement - students supported initiatives with vulnerable adults, day care, maintenance, food preparation and a wide variety of work placements.
 - 40 Students did work placements through the School to Work Transition Programs
 - 6 Learning Pods
- Partial timetables to accommodate student personal needs and exceptional circumstances
- Time is dedicated for directed learning blocks, guided study and focused intervention programs in all of our district high schools to give all students the opportunity to successfully complete curriculum expectations and provide stretch learning and enrichment opportunities.
- Work Placement for Students with Special Needs
- Stay in School Strategies/Policies/ Attendance Policy
- Home Hospital Instruction
- Locally Developed Options – Anglophone East School District has developed and offers almost half of all the Local Option Courses approved by the Department of Education. During the 2016-2017 school year Anglophone East School District offered the following local option courses among others:
 - English Language Arts 110 (for English Language Learners)
 - English Language Arts 120 (for English Language Learners)
 - Advanced Theatre Studies 120
 - Advanced Computer Science 120
 - FI Citizenship 120
 - FI Entrepreneurship 110
 - FI Culinary Technology 120
 - FI Intro to Applied Technology 110

- FI Reading Tutor 120
- FI Theatre Arts 110
- Advanced Training Principles 120
- FI Cooperative Education 120 (2 credits)
- Leadership 120
- Philosophy 120
- Psychology 120
- Sport Theory 110
- Children's Literature 120
- Mandarin 120
- Peace and Conflict Studies 120
- Citizenship 120
- Site Layout and Foundations 110
- Construction Technology 110
- Electrical Wiring 120
- Advanced Outdoor Pursuits 120
- American History 120
- Aviation 120
- Early Childhood Services 120
- Introduction to Business 110
- Introduction to Horticulture 110
- Laboratory Techniques in the Life Sciences 120
- Marketing 120
- Pathology 120
- Scriptwriting, Storytelling, and Spoken Word 120
- Skills for Success 120
- Sport Theory 110
- Sustainable Development 120
- Transition to Post-secondary Life 120
- Transportation Exploration 110
- Yoga 110
- Three Dimensional Studies 120
- Art History 120

[3] Teachers in all subject areas continue to use a balanced literacy approach and integrate cross-curricular literacy strategies in their instructional practice. These strategies provide students with a common learning language and thereby improve their success on assessments in every subject literacy and content area. This initiative has had a positive impact on provincial assessment results.

[4] Graduation requirements for students identified as exceptional may vary as documented in her/his Personalized Learning Plan [PLP] accommodation, modification and/or individualization. Students are also offered an opportunity

	for an Adult High School Diploma.			
Number of PLP's in Anglophone East		Element	# of Students	% to Total Student Population
		Active Students with SEPs	1575	10%
		Accommodated	1033	7%
		Modified Plans	345	2%
		Individualized Plans	197	1%
Number of Behavioural PLP's in Anglophone East	This year, the writing of Behaviour Support Plans has been overseen by school-based ESS teams with the support of district-based ESS members. We have 22 School Intervention Workers supporting these plans. In total, the District Education Support Team has received and supported 207 school referrals related to student behaviour.			
I REPORT COMPLIANCE				
1.3 Pre -Kindergarten Program	<p>The Early Years Evaluation-Direct Assessment (EYE-DA) is designed to assist educators in assessing the developmental skills of children as they prepare for, and make the transition to school. The EYE-DA assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development.</p> <p>Family & Early Childhood Anglophone East Inc. administers the EYE-DA in November and December and schedules additional dates in February and June for late registrants. Results will be available in the 1.2 Literacy Monitoring report.</p> <p>As of May 12th, 2017, 973 students are registered to begin Kindergarten in September 2016. Of the 973 students, 861 have completed the EYE-DA.</p> <p>As a result of the EYE-DA, children and families noticed to be in need of additional support to ease their adjustment to Kindergarten are offered additional services/programs through Family & Early Childhood Anglophone East and are also referred to various community resources.</p> <p>In addition to the EYE-DA, Transition to School as a strategy in Anglophone East consists of activities for parents and children in their 'soon to be' schools. These activities include pre-registration for Kindergarten (October); an information night for parents (October); Welcome to Kindergarten® Bag Day for children and parents (January – March); and Orientation to Kindergarten for children and parents (May-June). As well, many other transition to school opportunities are planned for children and parents at local libraries, early learning and child care centers, family resource center, and with the Talk With Me Program (early speech and language development).</p>			

Advanced Placement Programme	<p>For the first time this school year, Anglophone East offered an AP Calculus course as an option for students from all of our high school during the evening. 52 students took the course from 6 of our high schools from the end of October to the beginning of May. 27 of them wrote the AP Calculus AB Exam last week representing 6 of our high schools.</p> <p>A total of 186 students are enrolled in Advanced placement courses for 2016-2017:</p> <table><tr><td>HTHS</td><td>AP French Language 120</td><td>13</td></tr><tr><td>HTHS</td><td>AP Psychology 120</td><td>18</td></tr><tr><td>MHS</td><td>AP English Lit 120</td><td>20</td></tr><tr><td>MHS</td><td>AP Biology</td><td>4</td></tr><tr><td>District</td><td>AP Calculus AB 120</td><td>55</td></tr><tr><td>BMHS</td><td>AP Psychology 120</td><td>16</td></tr><tr><td>BMHS</td><td>AP Chemistry</td><td>19</td></tr><tr><td>RHS</td><td>AP Psychology 120</td><td>41</td></tr></table>	HTHS	AP French Language 120	13	HTHS	AP Psychology 120	18	MHS	AP English Lit 120	20	MHS	AP Biology	4	District	AP Calculus AB 120	55	BMHS	AP Psychology 120	16	BMHS	AP Chemistry	19	RHS	AP Psychology 120	41
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Enrichment	<ul style="list-style-type: none">• School Wide Enrichment Model Education Support Teachers (ESTs) in Anglophone East School District provide support to classroom teachers K-12 in the areas of numeracy, literacy, science and technology. They assist with identification of students who would benefit from enrichment experiences and stretch learning opportunities and offer coaching support in differentiated instructional strategies and universal design for learning to meet these needs. Many of our schools have incorporated a school wide enrichment program as an integral part of their school improvement planning. A number of our schools have integrated specific stretch learning opportunities into their enrichment plan.• District Enrichment Committee District Subject Coordinators plan, monitor, and support school and district enrichment initiatives and stretch learning opportunities for students in their particular subject areas. The goal is to provide appropriate enrichment opportunities and experiences. A key component of this objective has been timely and regular communication of information with regard to enrichment initiatives between the subject coordinators and the schools. <p>ENRICHMENT 2016-2017:</p> <ul style="list-style-type: none">• “Writers in the Schools Program<ul style="list-style-type: none">○ Authors or illustrators with a New Brunswick connection are invited into classrooms to:<ul style="list-style-type: none">▪ read aloud from their work and discuss how the story or poem was written▪ conduct writing workshops at all levels▪ discuss the publishing process▪ discuss history and culture																								

	<ul style="list-style-type: none"> ▪ demonstrate how books are illustrated ▪ speak about editing and effective writing, and ▪ inspire students to read more and write themselves <ul style="list-style-type: none"> • Destination Imagination Science Project - Destination Imagination Science Project Schools elect to participate in “DI Days” and complete a series of instant challenges that allow them to use their STEAM (science, technology, engineering, arts and math) skills to decide on a solution with a short time frame. • Ryan Gunn Write for Fun Literacy Project Winning books presented as part of Northrop Frye Festival in April • Turning Points - A character awareness and literacy program in English and French that provides opportunities for students in Grades 6 - 12 to read, write and think about their fundamental values. A process of self-reflection and discussions with teachers and peers leads to writing a narrative essay about a significant event - a turning point - in which students organize and express their thoughts about the principles that guide their lives. • District Chess Tournament <ul style="list-style-type: none"> ○ Top three placing students at each grade level advance to the provincial tournament • Elementary Regional Drama Festival <ul style="list-style-type: none"> ○ Student drama performances and workshops took place on April 4, 2017 • Anglophone East Bridge Tournament (May) • Anglophone East Oratory Competition (English and French) <ul style="list-style-type: none"> ○ The category of Spoken Word Poetry continues to be part of the district English oratory competition. This year, debating has been returned as a component in the oratory competition. A total of six teams participated. ○ Top two placing students at both the Middle School and High School level advance to the provincial competition in each of the two categories of oratory; public speaking and spoken word poetry. The top four debating teams advance to compete in the provincial Speak Out. ○ Top three placing students at the District French Oratory advance to the provincial competition and compete in their grade level and program category FI and FSL students can compete in the following categories: Grade 3 Entry Point Immersion – Grades 6, 7, 8, 9, 10, 11 & 12 Grade 6 Entry Point Immersion – Grades 7, 8, 9, 10, 11 & 12 Post Intensive French – Grades 7 & 8, 9 & 10 and 11 & 12 • Regional Heritage Fair – May 10, 2017
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- **ASD-E Annual Music Concert**
- **Frye Festival Author Visitations and Readings**
 - Anglophone East School District continues its long-standing community partnership with this literacy event through the School-Youth Program.
 - This partnership ensures the integration of children from K- 12 in the Festival's program. Within this major program we offer youth performance events (Café Underground and Budding Writers), a writing display (Imagination at Work) and creation opportunities (Writing contest).
 - Professional authors visit schools to read from their published books and discuss writing techniques and strategies with students.
- **Hackmatack Children's Choice Book Awards**
 - A literary program for students in Grades 4 – 6
 - Students read from a selection of published Canadian and Atlantic Canadian books and vote for their favourites
- **Moncton Music Festivals** - schools involved in choir, band performances took place between April 3 – 7, 2017
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- **"Mathemathinks"** Math competition for Grades 3, 4 and 5 students. Four categories: written math test, collaborative coding competition, battle of the math facts and team problem solving. Held at Lou MacNarin School
- Sixteen (16) schools in the ASD-E hold **Mad Science** sessions at lunch hour or after school. The program consists of a one-hour hands-on STEM program themed around particular areas of science and include such topics as rocketry, magnets, polymers, and even the science of toys. All session are aligned with STEM objectives and follow professional lesson plans.
- **STEM Expo** (March 30, 2017) students in grades 3-12 develop and present projects in one of the STEM areas. Students have their projects appraised and also participate in hands on learning when they are not presenting. Students also have the opportunity to learn about STEM careers available locally by browsing the booths of organizations and companies that are invited to participate in the Expo as well.
- Katherine Hache of the Office of the Commissioner of Official Languages of Canada has visited many of our schools to present the benefits of both official languages (presentations to both French Immersion students and Post-Intensive French students).
- University and College Fair grade 11 and 12 high school students from all eight (8) high schools were invited to attend a postsecondary fair at the Coverdale Centre in Riverview. The fair allowed for students to explore

	<p>and learn about their various options for continuing education after high school. Over 40 postsecondary institutions were represented.</p> <ul style="list-style-type: none"> • Little Free Library the Community Schools Team launched their third Little Free Library in Salisbury in the Spring of 2015. Little Free Libraries are community “book houses” that encourage students and community members to “take a book, leave a book”. Little Free Libraries foster a sense of community and encourage reading for pleasure at all ages. Content is monitored by the Community Schools Coordinator. Little Free Libraries are also registered (and on a global map) in Baie-Vert and Riverside Albert. • Dolly Parton’s Imagination Library The Imagination Library provides free books to children ages 0-5 who will be entering some of our schools. Currently the program serves the catchment areas of Havelock, Salisbury, Petitcodiac, Port Elgin, Forest Glen, Edith Cavell, Beaverbrook, Birchmount, Queen Elizabeth, Lou MacNarin, Dorchester and Hillsborough. We are expanding to Shediac Cape in the late Spring of 2016. The Imagination Library is 100% funded by public donation so we rely on generous sponsors to help our Community Schools Team to get books into the hands of children. Children with access to books early in life are generally more prepared for school and exhibit higher self-esteem and language development.
Anglophone East Music Initiatives	<ul style="list-style-type: none"> • Charles Arseneau, music expert conductor, worked with seven schools this year on band development. Of those seven, five are well on their way to concert band cohesion and two are still in the development stage. • Rhythm sets were purchased to complement the music curriculum in five schools (Northrop Frye –Lou MacNarin –Magnetic Hill – Birchmount –West Riverview – Caledonia – Shediac Cape). • Musical instruments were purchased to furnish concert bands at the following schools: Bessborough (one tenor saxophone and 3 trumpets), JMA/Salisbury (2 alto saxophones). A needs’ inventory list has now been created, and musical instruments will be bought every year to accommodate the needs of our schools.
Anglophone East Dramatic Arts Initiatives	<ul style="list-style-type: none"> • Anglophone East Elementary drama festival allows students in grades K-5 to perform their play and participate in workshops and it took place on April 4, 2017. • Three high school drama courses are now offered: <ul style="list-style-type: none"> ○ Theatre Arts 120 (provincial course) ○ Theatre Arts 110 –option for grade 10 and 11 students: local option

	<ul style="list-style-type: none"> ○ Advanced Studies in Drama – option for grade 11 and 12: local option
Anglophone East Visual Arts Initiatives	<p>Anglophone East Fine Arts Initiatives:</p> <ul style="list-style-type: none"> • Art Smarts <ul style="list-style-type: none"> ○ 6 individual projects were completed with the help of provincial Arts Smarts funding in 6 ASD-E schools. Partnerships with local artists. • Artisan Village Project - visit by High School Students- spent the day learning various art techniques with professional artists – this year it was students from JMA Armstrong High. • Art Gallery webpage – Virtual Art Gallery as ancillary to portal being set up to showcase ASD-E Art • ASD-E cards created from student art work. • High School Visual Arts Show at Moncton City Hall in March. • District Night of the Arts – May 10th, Bernice MacNaughton High School
I REPORT COMPLIANCE	

2.0 School-to-Work Transition Program	<ul style="list-style-type: none"> • The School-to-Work Transition Program is in its tenth year of operation and ninth year working with students ages 16-21 from all 8 district high schools (targeting CRHS, HTHS, MHS, RHS and BMHS as other schools have their own alternative education programs) who are at risk of dropping out of school to find work placements and career opportunities for these students while attending school. By using existing programs and services, it has expanded local options and course flexibility for students through apprenticeship opportunities in the business community. The program has established links for students to enhance the school to work transition/partnerships with over 200 local employers. Students are able to receive credit for work experience while attending school for required courses to achieve graduation requirements. Course offerings include: English 123, English 113, Financial and Workplace Math 110, Biology 113, Introduction to Environmental Science 120, Modern History 113, Entrepreneurship 110, Child Studies 120, Individual and Family Dynamics 120, Physical Geography 110, and Canadian Geography 120. In addition to those listed, there are courses available through the work placement: Early Childhood Services 110, Human Services 110, Career Exploration 110, and Cooperative Education 120. The Adult High School diploma remains a key element of this program.
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	<p>Goals of this program:</p> <ul style="list-style-type: none"> • To reach 200 students a year who would not be graduating- have them finish school • Decrease the dropout rate in Anglophone East School District • Provide opportunities for students to experience hands on work training <p>Evidence of success:</p> <ul style="list-style-type: none"> • 2012-2013: 80 students graduated • 2013-2014: 68 students graduated • 2014-2015: 45 students graduated • 2015-2016: 48 students graduated • 2016-2017: 38 of the 170 students in the program completed the necessary requirements to graduate as of May 10, 2017 • We have 6 Learning Pods in the Greater Moncton area. • TRHS, JMA and PRS arranged the majority of their own work placements for the current school year. • A full graduation ceremony will be held in June at the Crandall University auditorium. • Alternatives for students who are suspended for attendance are provided by using available seats from the School-to-Work Transition program and Alternative Education.
<p>English Language Learners / SIOP</p>	<p>EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)</p> <ul style="list-style-type: none"> • For our English Language Learners (ELLS) in our English as an Additional Language (EAL) programs: • 1500 ELLs (including Visiting International Students increasing to 120+) • Welcome Centre (with co-ordinator, support staff and assessors) • High School EAL classes (ELA 110 and 120 two levels) for credit at MHS, BMHS, RHS and HTHS: for beginners, intermediate and ELPA preparation. In 2017 we will offer a pilot EAL course intended for higher level EAL students to serve as a bridge between EAL and regular ELA classes. • High school orientation program designed and implemented in City high schools commencing on first day of school. Detailed orientation pamphlets for ELLs, immigrant parents, teachers and Canadian students. • High School Equivalencies best practices document for Guidance created. • K-8 EAL tutoring support in 29 schools based on ASD-E assessments,

	<p>tutoring reports and teacher feedback</p> <ul style="list-style-type: none"> • 2 EAL support teachers to provide SIOP* (Sheltered Instructional Observation Protocol) is a holistic instructional pedagogy where curriculum (outcomes/content) delivery incorporates various teaching techniques that focuses on improving academic language acquisition. Co-teaching within 7 highly impacted schools (with ELDs- limited or no prior schooling) this year (see description below). • Language Assessments, ELTiS, use of CEFR (European Language Assessment) to assess and monitor progress of language acquisition. • YMCA adult EAL classes – autumn and winter • Mandarin course offered at three ASD-E high schools for Canadians (RHS, BMHS, HTHS) • Partnership with City of Moncton for wider support for area ELL immigrants; support of City with summer camp, LIP committee. • Continued partnerships with various agencies (AEI, MLI) who provide international students to ASD-E (permanent and VIS, visiting international students) • Professional development for ASD-E Guidance on PTSD, trauma training. Surveys conducted to assess wellness of EAL and ELD. • EAL Guidance position temporary increase (1.0 FTE) to assist schools with ELL orientation needs, social supports and Syrian influx. • English Language Development Project (ELD) to support EAL students with limited schooling (ex: refugee families). As part of this ELD project, resources re: trauma and welcoming students have been developed, orientation plans created and supported with additional intensive orientation tutoring and partnering with MAGMA. Intervention plans and ESS involvement have enhanced support to ELD.
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<u>2.2</u> <u>Retention/Pyramid of</u> <u>Intervention/Inclusion</u>	<p>Retention- School District Policy 340 is followed by schools for retaining students. Meetings are held as per the policy with district staff in attendance. This is monitored by the Superintendent by a report in May by principals. Acceleration is considered when requested by parents. Testing of children is carried out by the Students Services Team.</p> <p>Support for Inclusion of Exceptional Students</p> <ul style="list-style-type: none"> • The District is organized into two education centres to support inclusion for exceptional students. • District totals are: <ul style="list-style-type: none"> - 380 educational assistants and 12 bus attendants - 21 School Intervention Workers - 3 Behaviour Intervention Mentors

	<ul style="list-style-type: none"> - 2 psychologists and outside services have been contracted for testing. There is currently no wait list for psycho-educational assessments - 5.5 Speech-Language Pathologists and 1 S-LP Aide - 2 social workers - 12 district-based Education Support Teachers <ul style="list-style-type: none"> • EST-Rs have attended professional learning sessions on Response to Intervention, Tier1 and Tier2 interventions, Personalized Learning Plans – Modified, Transition Planning, the Role of the EST-R in an RTI framework, and the process intervention map. • There are 8 school sites (incorporating 14 school-based EST-Rs and 4 district-based ESTs) participating in EECD's Level 2 Learning for Teaching: Behavioural Tools for Teaching Learners with Autism Spectrum Disorder. • 70 employees have completed EECD's Autism Spectrum Disorder and Behavioural Interventions on-line course. 154 employees are participating in the current cohort. • After school PL sessions have been offered on various assistive technology products as well as community supports. • A focus-group was held with 5 school-based EST-R and district-based ESS staff and lead to the creation of the Transition to Post-School Environments document. • District-Based ESS members have participated in monthly collaboration meetings. Professional Learning has been provided in the area of trauma. The group also participated in a book study on RTI. (Buffum, Mattos, and Webber. (2012). Simplifying Response to Intervention) The district-based EST-Rs are also participating in a book study on School Culture as they sit on school-based ESS team meetings. Tools for Teaching Learners with Autism Spectrum Disorder. • EST-G teachers have participated in monthly collaboration meetings which included Professional Learning sessions from representatives of various Atlantic universities. These sessions emphasize strategies for transitioning students with learning exceptions and those with mental health issues, to post-secondary. • Professional learning has occurred on supporting EAL students, and those suffering from PTSD and Traumatic Stress, by offering specific training and strategies for EST-G to implement. • EST-G attended a District, and St. Thomas University co-sponsored conference, on 'Respect and Diversity". Also in attendance were over 100 High school students and various community partners who attended workshops focusing on the inclusion of LGBTQ students, international students and those with mental health disorders. • There are two U-Turns strategic coordinators working in Moncton Urban Middle and High schools to promote retention.
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	<ul style="list-style-type: none"> District based ESS team has engaged in action research with several schools to build capability among staff in implementing a Response to Intervention Model.
I REPORT COMPLIANCE	
3.0 Hiring Practices	<p>Every school year, during the month of March, an advertisement is placed on our Anglophone East web site with a link to an online application process, inviting qualified teachers to apply for positions for the following school year.</p> <p>Teacher applicants apply online to employment competitions that are specific to grade levels and subject areas. Following the close of the application deadline, Anglophone East Subject Coordinators, in their respective areas of responsibility, examine all applications to identify and short list candidates for interviews. Only those with the strongest qualifications will be chosen for an interview based on short listing criteria that have been set prior to the review of all applications.</p> <p>Selected candidates are interviewed in the spring, by a panel, usually consisting of one Subject Coordinator and two school based administrators. Interviews are conducted for the purpose of creating lists of “approved for hire” candidates. A database containing the names of all teachers interviewed and deemed “eligible to hire” in specific subject areas and for specific levels is developed. These “eligible to hire” lists allow for the tracking of qualified candidates as teaching positions become available throughout the school year.</p> <p>Once teaching vacancies are identified, hiring decisions may be made from the lists of candidates who have already been approved for hire for that subject area. As we move through the school year and the lists of approved teachers are depleted, then new teacher applications from the online application process are solicited and new interviews are held.</p> <p>Teacher Placement</p> <p>In making decisions regarding teacher assignments within each school, principals are informed that teachers are to be placed in those subject areas where they have training, expertise and / or experience. Subject Coordinators work with the Directors to support the Principals in making the best staffing decisions that conform to district standards and expectations. We strive to have the highest qualified teachers working in their area of expertise.</p> <p>Confirmation of Teacher Performance</p> <p>Teachers who are new to Anglophone East, i.e., contract D teachers and long term supply teachers, are supervised by the schools’ administrators and evaluated using the Enhancing Professional Practice document written by Charlotte Danielson. Written evaluations of these teachers are submitted to</p>

the Office of the Superintendent throughout the school year.

District and provincial policies govern the hiring and selection of all school district personnel and these can be accessed on the District website. All steps related to the hiring process for all positions are monitored and audited by the Director of Human Resources. Competitions related to teaching roles are also audited by the Director of Curriculum and Instruction and the Directors of Schools. 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 below). All postings require the district to use these job specifications.

*Early years positions are advertised with the following qualifications listed in the advertisement: “Early years: B.A., B.Ed. with proven knowledge and / or experience in literacy, math and science”. The following outlines the general position criteria used for hiring. Item number 1 states “...certification and experience as required in current regulations” to ensure a B. Ed. in early years. At early years, the interview criteria include teaching experience in the areas of literacy and math. Interviewees are instructed to present their knowledge and experience in the nine components of literacy as well as their knowledge of mathematics curricula and their methods of teaching these within the classroom setting.

Preparing for an Interview

Chosen candidates, who are invited to an interview, will receive guiding questions related to a specific subject area and a specific time allotment for a presentation. Candidates must prepare to answer these specific questions through a presentation and additional clarifying questions will be asked at the end of the interview. Knowledge of Professional Learning Communities, pedagogy surrounding instructional practices and assessment practices, as well as specific curriculum expertise will be expected. Feedback on interviews will be provided when candidates are notified of whether or not they have been added to the “eligible to hire” list for that subject area. Candidates may have to be interviewed more than once if they apply for more than one subject area competition.

Supply Teaching in Anglophone East

All teachers who are added to an “eligible to hire” list will also be able to supply teach in our District. Teachers who are not successful in their application for the “eligible to hire” list can still apply to supply teach. Advertisements for supply teachers will be posted in August, mid-year and as needs arise.

I REPORT COMPLIANCE

