



## **Anglophone East Report Card**

**Supporting DEC policies 1.2 - Literacy, 1.1- Numeracy and Science 1.7, and 1.3 Positive Learning and Working Environment and Mental Health**

<b><i>Personalized Learning Plans-Adjusted</i></b> Students who follow a Personalized Learning Plan-Adjusted will be monitored to ensure individual growth. The Council expects that 100% of students on a Personalized Learning Plan-Adjusted in kindergarten to grade twelve will meet with success based on their individual academic goals by the end of each school year. <i>Number of Personalized Learning Plans-Adjusted/Success Rate=150 students have a PLP-Adjusted, 40 met their individual goals= 40/150=26%</i>											
<b><i>Compliance (all strands 3 or more)</i></b>	<b><i>June 2019</i></b>	<b><i>2020</i></b>	<b><i>2021</i></b>	<b><i>2022</i></b>	<b><i>2023</i></b>	<b><i>2024</i></b>	<b><i>2025</i></b>	<b><i>2026</i></b>	<b><i>2027</i></b>	<b><i>2028</i></b>	<b><i>2029</i></b>
<b><i>PLP Literacy</i></b>	<b><i>37/110 34%</i></b>										
<b><i>PLP Numeracy</i></b>	<b><i>68/117 58%</i></b>										
<b><i>PLP Science</i></b>	<b><i>41/66 62%</i></b>										

***Note: Due to the measure relating to student PLP goals, we can only access that data from EECD via ESS Connect. We are awaiting this data as of Sept. 15/21***



**Policy 1.2-Literacy**

***K – 8 Literacy***

The Council expects that 80% of students in kindergarten to grade 8 will achieve at the meeting or excelling levels (3, 3+, 4, 4+) by the end of each school year. The Council will monitor the following at the high school level: number of students taking each English Language Arts course and the percentage of students who complete each course successfully.

***English Language Arts***

<b><i>Speaking and Listening</i></b>										<b><i>Writing and Representing</i></b>									
<b>Grade</b>	<b>June 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>Grade</b>	<b>June 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>K</b>	85.5	80.3	85.0							<b>K</b>	72.0	79.8	72.6						
<b>1</b>	81.4	68.9	70.5							<b>1</b>	51.4	37.2	45.9						
<b>1 FI</b>	82.3	89.6	85.8							<b>1 FI</b>	86.8	89.9	85.2						
<b>2</b>	81.3	73.9	78.4							<b>2</b>	47.4	39.4	46.9						
<b>2 FI</b>	69.2	82.3	84.1							<b>2 FI</b>	75.9	81.7	76.5						
<b>3</b>	89.8	81.3	85.5							<b>3</b>	67.5	47.1	62.9						
<b>3 FI</b>	91.2	81.2	87.0							<b>3 FI</b>	78.8	69.5	76.2						
<b>4</b>	89.2	86.5	90.0							<b>4</b>	66.1	55.4	64.5						
<b>4 FI</b>	84.0	85.2	88.5							<b>4 FI</b>	75.0	72.0	75.4						
<b>5</b>	90.4	88.9	90.9							<b>5</b>	76.4	62.3	75.1						
<b>5 FI</b>	87.5	64.97	85.8							<b>5 FI</b>	70.7	53.8	75.4						
<b>6</b>	88.3	86.3	85.4							<b>6</b>	70.4	47.5	66.8						
<b>6 FIE</b>	89.7	80.7	81.2							<b>6 FIE</b>	77.0	48.6	73.8						
<b>6 FIL</b>	78.7	77.6	76.8							<b>6 FIL</b>	80.8	55.1	77.9						
<b>7</b>	87.4	81.0	87.2							<b>7</b>	74.9	56.4	72.6						
<b>7 FIE</b>	90.3	78.9	88.7							<b>7 FIE</b>	85.2	56.5	79.1						
<b>7FIL</b>	81.9	61.4	72.6							<b>7FIL</b>	75.3	59.8	79.9						
<b>8</b>	90.1	84.4	84.2							<b>8</b>	79.2	59.6	73.4						
<b>8 FIE</b>	89.5	77.5	83.4							<b>8 FIE</b>	91.1	45.3	82.1						
<b>8 FIL</b>	80.2	73.8	77.4							<b>8 FIL</b>	86.0	56.3	78.8						



## Anglophone East School District

A Better Future... Through Quality Education

<b>Reading and Viewing</b>									
<b>Grade</b>	<b>June 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>K</b>	75.9	79.3	74.2						
<b>1</b>	51.9	31.9	40.0						
<b>1 FI</b>	78.9	84.8	73.1						
<b>2</b>	50.9	37.5	50.6						
<b>2 FI</b>	69.2	67.9	73.8						
<b>3</b>	75.0	54.3	73.0						
<b>3 FI</b>	73.4	66.5	74.4						
<b>4</b>	77.0	65.2	77.9						
<b>4 FI</b>	75.5	71.5	70.7						
<b>5</b>	83.0	73.2	84.1						
<b>5 FI</b>	74.9	54.9	70.2						
<b>6</b>	78.2	66.1	73.9						
<b>6 FIE</b>	79.5	68.1	77.3						
<b>6 FIL</b>	69.9	59.7	73.1						
<b>7</b>	80.1	73.8	77.0						
<b>7 FIE</b>	84.4	69.7	83.0						
<b>7FIL</b>	74.3	63.6	75.0						
<b>8</b>	84.9	75.6	78.2						
<b>8 FIE</b>	84.7	64.7	83.6						
<b>8 FIL</b>	80.3	63.8	72.8						



**High School-English Language Arts Courses**

2019 = Covid Year, No Mark was given the second half of the year, only enrolled (grade 9-12) or credit (grade 11 or 12) results here represent 1<sup>st</sup> semester only. Full year courses or courses not offered 1<sup>st</sup> term are listed as NA)

**Number of Students Enrolled/Percentage of Success Rate= 120 students enrolled/92% were successful=120/92% (success rate is mark 60% or greater)**

Course Name	June 2020	2020	June 2021	2022	2023	2024	2025
English Language Arts 9 (year)	NA		1532/89%				
English Language Arts 10 (year)	NA		1556/88%				
English Language Arts 111 (year)	NA		167/96%				
English Language Arts 112 (year)	NA		1227/90%				
English Language Arts 113 (year)	NA		470/79%				
English Language Arts 121 (1 sem)	92/97%		126/98%				
English Language Arts 122 (1 sem)	444/98%		829/92%				
English Language Arts 123 (1 sem)	188/99%		325/88%				



**Policy 1.7-Numeracy and Science**

***K to 8 Mathematics***

The Council expects that 80% of students in kindergarten to grade 8 will achieve at the meeting or excelling levels (3, 3+, 4, 4+) by the end of each school year. The Council will monitor the following at the high school level: number of students taking each Math course and the percentage of students who complete each course successfully.

<b><i>Numbers</i></b>										<b><i>Shape and Space</i></b>									
Grade	June 2020	Dec 2020	June 2021	2022	2023	2024	2025	2026	2027	Grade	June 2020	Dec 2020	June 2021	2022	2023	2024	2025	2026	2027
K	80.5	83.8	85.0							K	95.6	-	-						
1	67.3	61.3	62.7							1	88.8	13.2	73.4						
1 FI	86.4	89.3	86.0							1 FI	97.3	23.5	96.6						
2	62.7	63.5	60.2							2	84.4	38.4	84.1						
2 FI	86.8	85.6	82.9							2 FI	95.5	89.4	90.0						
3	62.3	45.1	57.8							3	95.6	37.7	74.8						
3 FI	86.0	81.2	86.3							3 FI	80.7	57.4	91.4						
4	67.7	51.9	60.0							4	90.5	47.1	72.8						
4 FI	85.5	82.7	82.5							4 FI	92.8	84.0	85.0						
5	62.2	55.0	63.4							5	76.6	51.1	71.5						
5 FI	78.4	77.0	78.4							5 FI	87.6	76.2	73.2						
6	60.7	54.8	63.0							6	72.6	63.7	72.6						
6 FI	78.4	62.5	73.8							6 FI	86.5	63.0	84.5						
7	62.4	47.9	59.4							7	75.9	56.4	64.9						
7 FI	83.6	68.2	77.6							7 FI	86.9	61.5	89.3						
8	60.7	54.4	64.2							8	71.9	59.0	65.1						
8 FI	78.6	68.9	75.1							8 FI	87.2	69.6	81.4						



## Anglophone East School District

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Patterns and Relations										Statistics and Probability									
Grade	June 2020	Dec 2020	June 2021	2022	2023	2024	2025	2026	2027	Grade	June 2020	Dec 2020	June 2021	2022	2023	2024	2025	2026	2027
K	91.7	81.4	92.3							K	-	-	-						
1	82.7	65.4	68.5							1	-	-	-						
1 FI	96.9	75.0	92.0							1 FI	-	-	-						
2	71.9	68.6	73.1							2	89.2	-	-						
2 FI	93.6	83.3	88.6							2 FI	98.9	-	-						
3	73.1	49.3	71.0							3	87.8	-	-						
3 FI	88.9	77.8	92.3							3 FI	96.3	-	-						
4	83.0	52.3	71.4							4	77.4	-	-						
4 FI	89.1	78.4	83.4							4 FI	89.0	-	-						
5	72.4	52.7	64.2							5	85.8	-	-						
5 FI	90.0	80.9	81.0							5 FI	93.3	-	-						
6	65.2	48.2	68.3							6	67.7	-	68.9						
6 FI	82.8	34.3	80.4							6 FI	98.0	-	81.7						
7	69.6	27.8	58.2							7	75.1	-	68.5						
7 FI	84.1	48.7	84.3							7 FI	86.7	-	84.7						
8	67.5	28.4	64.2							8	89.5	-	-						
8 FI	84.4	31.7	77.2							8 FI	75.3	-	-						



***High School-Mathematics Courses***

***Number of Students Enrolled/Percentage of Success Rate= 120 students enrolled/92% were successful=120/92%***

Course Name	June 2020	2020	June 2021	2022	2023	2024	2025
Math 9	NA		786/84%				
FI Math 9	NA		726/96%				
Geometry Measurement & Finance 10	NA		796/79%				
FI Geometry Measurement & Finance 10	NA		524/92%				
Number Relations & Functions 10	NA		512/83%				
FI Number Relations & Functions 10	NA		433/91%				
Financial & Work Math 110	NA		676/82				
Financial & Work Math 120	NA		56/86%				
FI Foundations Math 110	NA		NA				
Foundation Math 110	691/88%		710/86%				
Foundation Math 120	35/86%		219/91%				
Pre-Calculus 110	NA		515/				
FI Pre- Calculus 110	412/95%		NA				
Pre-Calculus A 120	348/95%		470/				



### *K to 8 Science*

The Council expects that 80% of students in kindergarten to grade 8 will achieve at the meeting or excelling levels (3, 3+, 4, 4+) by the end of each school year. The Council will monitor the following at the high school level: number of students taking each Science course and the percentage of students who complete each course successfully.

<i>Analyze and Explain</i>										<i>Knowledge</i>									
Grade	June 2020	2020	June 2021	2022	2023	2024	2025	2026	2027	Grade	June 2020	2020	June 2021	2022	2023	2024	2025	2026	2027
K	-		-							K	-		-						
1	-		-							1	-		-						
1 FI	-		-							1 FI	-		-						
2	-		-							2	-		-						
2 FI	-		-							2 FI	-		-						
3	81.4		-							3	-		-						
3 FI	94.9		-							3 FI	-		-						
4	91.3		75.6*							4	93.6		85.4*						
4 FI	94.7		-							4 FI	95.0		-						
5	80.8		-							5	89.2		-						
5 FI	96.8		-							5 FI	95.6		-						
6	81.6		-							6	85.6		-						
6 FI	84.3		-							6 FI	94.3		-						
7	76.8		-							7	78.1		-						
7 FI	82.4		-							7 FI	90.5		-						
8	84.0		-							8	85.5		-						
8 FI	87.9		-							8 FI	90.6		-						
<i>*Sample size of only 41 students</i>										<i>*Sample size of only 41 students</i>									





# Anglophone East School District

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<i>Plan and Perform</i>										<i>Society and Environment</i>									
Grade	June 2020	2020	June 2021	2022	2023	2024	2025	2026	2027	Grade	June 2020	2020	June 2021	2022	2023	2024	2025	2026	2027
K	-		-							K	-		-						
1	-		-							1	-		-						
1 FI	-		-							1 FI	-		-						
2	-		-							2	-		-						
2 FI	-		-							2 FI	-		-						
3	86.5		-							3	96.1		-						
3 FI	97.4		-							3 FI	99.4		-						
4	92.5		34.1*							4	93.6		92.7*						
4 FI	97.2		-							4 FI	99.7		-						
5	85.6		-							5	94.4		-						
5 FI	93.6		-							5 FI	100		-						
6	82.3		-							6	83.0		74.1						
6 FI	87.5		-							6 FI	91.6		92.1						
7	97.1		-							7	80.2		78.1						
7 FI	81.8		-							7 FI	90.5		88.6						
8	84.1		-							8	87.2		76.8						
8 FI	88.7		-							8 FI	92.4		84.8						

\*Sample size of only 41 students



**High School-Science Courses**

**Number of Students Enrolled/Percentage of Success Rate= 120 students enrolled/92% were successful=120/92%**

Course Name	June 2020	2020	June 2021	2022	2023	2024	2025
AP Biology 120	29/97%		24/96%				
Biology 111	NA		58/98%				
Biology 112	207/82%		567/86%				
Biology 121	NA		45/98%				
Biology 122	125/97%		394/94%				
FI Biology 112	56/93%		147/97%				
FI Biology 122	NA		62/100%				
Env. Sc 120	NA		277/82%				
Chemistry 111	106/97%		120/99%				
Chemistry 112	444/86%		477/86%				
Chemistry 121	NA		111/100%				
Chemistry 122	NA		261/90%				
Physics 111	58/97%		49/96%				
Physics 112	281/93%		293/92%				
Physics 121	NA		39/97%				
Physics 122	NA		173/98%				
FI Science 10	308/97%		556/92%				
Science 10	470/88%		655/82%				
FI Science 9	355/96%		593/95%				
Science 9	293/91%		602/85%				

**Policy 1.3-Positive Learning and Working Environment**

***Positive Learning and Working Environment Policy***

1.1 Ensure that all students and staff are provided with a safe and positive learning and working environment.

1.2 Ensure all students and staff receive mental health education and funding is provided.

2.1.1 All schools develop Codes of Conduct which adhere to Policy 703(Positive Learning and Working Environment Plan) and be in compliance with participants' responsibilities under the Education Act.

2.1.2. Effective implementation and monitoring of Policy 322(Inclusion Policy).

***Positive Learning and Working Environment and Mental Health Student Data***

Participation Rates	2013	2016	2019	2020	2021			
NB Wellness	50%	88%	100%	NA	NA			
Our School	100%	100%	100%	NA	100%			

NB Wellness	2013	2016	2019	2020	2021			
Mental Fitness Score	75%	77%	74%	NA	NA			
Resiliency Score	NA	72%	69%	NA	NA			

***Student Our School Survey Items for Grade 6-12 (% of population)***

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
My teachers like me and care about me.	70.9	71.2						
I like to be with my teachers.	63.4	61.1						

I am able to solve problems without harming myself or others (for example by using drugs and / or being violent).	<b>55.3</b>	<b>52.7</b>						
I know where to go in my community to get help.	<b>27.8</b>	<b>23.3</b>						
Getting an education is important to me.	<b>57.4</b>	<b>51.1</b>						
I try to finish what I start.	<b>44.9</b>	<b>40.6</b>						
I have people I look up to.	<b>43.1</b>	<b>38.2</b>						
I am treated fairly in my community.	<b>35.4</b>	<b>30.1</b>						

#### Positive Learning and Working Plan Compliance Percentage of Schools

<b>PLWEP Plan Submitted</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Submitted	38% (15/39)	78% 31/39	95% 38/39	N/A	N/A				
School Statement outlining respecting human rights and diversity of all students and staff	33% (13/39)	60% 24/39	67% 26/39	N/A	N/A				
Student Code of Conduct Developed in Collaboration with Students, Staff and Families	7% (3/39)	33% 13/39	46% 18/39	N/A	N/A				
System for reporting and recording major and minor incidents	5% (2/39)	8% 3/39	7% 3/39	N/A	N/A				
Continuum of Interventions, supports and consequences	2% (1/39)	15% 6/39	7% 3/39	N/A	N/A				
Resolution and Prevention Plan for potential conflict between School, Home and Community	0%	0%	2.5%	N/A	N/A				



## Anglophone East School District

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	(0/39)	0/39	1/39						
Reviewed with and approved by Parent School Support Committee	0% (0/39)	0% 0/39	N/A	N/A	N/A				



## ***Working Together to Support Learning at a Distance Plan***

*Return to School: Direction for School Districts and Schools September 2020 Directives*

1. Teachers will create an environment that is conducive to learning in order to help students develop their skills and realize their life and career plans. Activities are meaningful and engaging and take into account the student's needs, interests, and aspirations.
2. Teachers will guide the student as they work independently and remain committed to learning (individual and group coaching and follow-up) and ensure that they maintain a real sense of belonging to their class and to their school.
3. Teachers will communicate often with the students and/or parents. They will provide regular updates on progress in the learning plan to students and parents.

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# Rationale

All teachers may be called upon to offer distance education in the 2020–2021 school year.

Students in Kindergarten to Grade 12 who are ordered to self-isolate or to remain at home by Public Health will be required to learn at a distance.

School personnel must be prepared to deal with closures at any time, as they could occur at short notice and without warning depending on the state of the pandemic in a given region. Teaching and learning will not stop if a school is closed or part of the school is closed due to the pandemic.

In the event of school closure(s), teachers will...

K-2	support paper-based learning, with some online learning activities (e.g., Squiggle Park, Idello, FLORA modules, meetings for the purpose of social contact), and daily check-ins.
3-5	support paper-based learning, with <u>some</u> virtual instruction for priority learning areas, and routine teaching engagement
6-8	guide learning in a virtual environment and will support students to use virtual spaces for learning, collaboration and teamwork.
9-12	transition to an online learning model for all subject areas, and maintain the established course schedules.

**While learning at home, students will experience a balance of:**

- teacher-directed,
- small group student centered, and
- student-directed learning (e.g., discovery activities, personal creative projects, practical life learning, independent reading, interest projects, experiential learning, physical activities, etc.).

**Virtual learning opportunities include both synchronous and asynchronous learning.**

**PERSONALIZING LEARNING**

How do we ensure relationships, sense of belonging and engagement are embedded in our planning?

Consider...

- *How are you doing?*
- *What are you doing to take care of yourself?*
- *How are things at home?*
- *How can I best support you right now?*

**Distance Learning**

**Communication & Support**

**Assessment**

**Technology**

**SEL Lens**

SEL is an integral part of education and human development. It involves acquiring and applying the knowledge, skills, and attitudes to:

- develop healthy identities,
- manage emotions,
- achieve personal and collective goals,
- feel and show empathy for others,
- establish and maintain supportive relationships,
- and make responsible and caring decisions.

<https://casel.org/what-is-sel/>

"Devoting valuable classroom time (& shifting our approach) to SEL & mindfulness is a way to **empower our students with life-long learning tools** that will serve them long into adulthood, such as **being present, responsible, bodily aware, and collaborative.**"

*(Everyday SEL in High School, Integrating Social Emotional Learning & Mindfulness Into Your Classroom. Carla, Torello & Philibert)*

**SEL helps students learn to **prepare themselves** to be classroom and learning ready**

# How to Use this Document

**STEP 1:** Select one of the four (4) guiding questions to explore

**Assessment Guiding Question:** How do teachers provide a distance learning assessment process?

**STEP 2:** Review the *Return to School September 2020* key practices which support the four (4) Guiding Questions

**STEP 4:** Consider the optional, recommended strategies, resources, etc.

	Look Fors	SUGGESTED HOW	
The student has multiple opportunities to improve and share their learning;	Daily, weekly instruction Self-directed learning Focus is on formative feedback (e.g., written, videos, chat, phone) Variety of learning opportunities and assessments used to strengthen students' depth of knowledge	K-12	
		Pre- and post-check-ins Digital Journals Presentations Online Discussions	
		K-5	6-12
		Students share pictures, videos, etc. of their explorations, using a range of formats (e.g., email, Freshgrade) Teacher provides feedback (e.g., 3 stars and a wish, pictorial)	Project- and Problem-Based Learning Passion/Interest Projects Formative Assessments: <ul style="list-style-type: none"><li>• O365 Forms</li><li>• D2L</li><li>• *Nearpod: allows teacher to share a join code for students, who replicate teacher screen on their device, who can move through document at their own pace</li></ul>

**STEP 3:** Discuss what the key practice looks, sounds, and feels like within distance learning environments

**STEP 5:** Identify your teams' capacity to answer the four (4) Guiding Questions and update your growth plans.

# Four (4) Guiding Questions


Schools determine their capacity to answer the four (4) guiding questions:


Distance Learning	p. 8	How can teachers and schools ensure that the learning environment allows students to develop their skills and realize their life and career plans at a distance? How do you know?
Communication & Support	p. 12	How do teachers ensure that relationships, sense of belonging, and engagement are maintained? How do you know?
Assessment	p. 16	How do teachers provide a distance learning assessment process? How do you know?
Technology	p. 20	What does it mean to integrate technology into learning activities? How do you know?


Asking “How do you know?” is an effective strategy which assists in strengthening a student-centric/personalized approach.



**Distance Learning Guiding Question:** How can teachers and schools ensure that the learning environment allows students to develop their skills and realize their life and career plans at a distance? How do you know?

	K-2	3-5	6-8	9-12
<b>Ensure that the student knows how the distance learning environment works (routines, rules, meeting schedules, etc.).</b>	See Assessment, Technology, and Communication & Support Guiding Questions			
<b>Even in a distance-learning environment, ensure that the student continues to have meaningful and varied educational experiences so that they remain motivated and committed to improving the world around them.</b>  	<p>Provide drawing, writing and other manipulative materials to support at-home learning</p> <p>Encourage learners to keep a list of their exploration and discovery activities they do at home to share upon return to school (or in online meetings if that is an option).</p> <p>Encourage families to continue read to/with their child every day, to get at least 30 minutes of physical activity, and to play both outside and inside</p>	<p>Encourage families to engage learners in personal creative projects and practical life learning (e.g., cooking, making bed, helping family members).</p>	<p>Assign creative personal projects and practical life learning to develop learning outcomes (cross-curricular).</p> <p>Further development required.</p>	<p>Teachers are encouraged to integrate experiential learning into the learning outcomes of their courses and to acknowledge students' participation in learning outside of school and home.</p> <p>Students should be encouraged to document their learning experiences and accomplishments outside of school instruction that demonstrates their evidence of learning with the established learning outcomes.</p>

	K-2	3-5	6-8	9-12
<p><b>Continue to collaborate with Education Support Services to identify solutions and interventions as outlined in the student's personalized learning plan.</b></p> 	<p><b>Further development required.</b></p> <p>ESTs (Education Support Teachers) work collaboratively with team member (including other external support groups) to support teachers through observing, modeling, co-planning, co-teaching, collecting and analyzing data, and supporting effective teaming</p> <p>Structures exist to promote effective teaming, planning and PL and the advancement of effective instructional practices</p> <p>Goals and outcomes are progress monitored and revised as needed (e.g., academic, behavioral, social-emotional, life skills, resiliency skills, etc.)</p>			
<p><b>Ensure that a K-8 distance-learning kit is available in the event of a complete school closure so that students can continue their learning independently for several days.</b></p>	<p>Prepare paper- and/or digital-based packages for continuation of classroom learning.</p> <p>An emergency "generic package" of materials (e.g., story/drawing prompts, math activity sheets, manuscript printing practice, word work) may direct learning for the first 3-5 days to provide time to prepare packages that support specific continuation of learning for the At Home scenario.</p> <p>K-8: Identify a list of at-home learning supplies. Provide drawing, writing and other manipulatives materials to support at-home learning.</p> <p>Home learning resources for families are available at <a href="https://secure1.nbed.nb.ca/sites/ASD-E/SitePages/LearningAtHome.aspx">https://secure1.nbed.nb.ca/sites/ASD-E/SitePages/LearningAtHome.aspx</a></p> <p><b>Further development required.</b></p>			
<p><b>Teaching strategies and student engagement should be reviewed regularly.</b></p>	<p>See Assessment, Technology, and Communication &amp; Support Guiding Questions</p>			

	K-2	3-5	6-8	9-12
<p><b>Ensure a balance in student workload. Coordination among teachers is essential.</b></p> 	<p>80% of learning time in Literacy and Numeracy (20% of learning time will be built into Literacy and Numeracy for Exploration Time)</p> <p>20% of learning time will focus on Social, Emotional and Physical Well Being. Art, Music, Personal Wellness and Physical Education can be integrated into the time allocated for Social and Emotional Well-being as well as learning in these areas play a key role to this.</p>	<p>60% of learning time in Literacy and Numeracy</p> <p>20% of time will be learning in the Cross Curricular Block. (Specialties are part of the Cross-Curricular Block; however, Art and Music play a key role in literacy and numeracy development and can be scheduled to augment learning in these areas.)</p> <p>20% will focus on Social, Emotional and Physical Well Being. Art, Music, Personal Wellness and Physical Education can be integrated into the time allocated for Social and Emotional Well-being as well as learning in these areas play a key role to this.</p>	<p>Learning will focus on prioritized outcomes in all subject areas (<a href="https://nbed.sharepoint.com/sites/InDevelopment">https://nbed.sharepoint.com/sites/InDevelopment</a>)</p> <p>Literacy and Numeracy skill development should be embedded in all subject areas. Subjects may be combined at the school level according to the local context (e.g., STEM, Humanities clusters). Schools should not place emphasis on discrete instructional minutes and may consider combining subject areas to promote deeper learning across curricular areas, to support the development of the Global Competencies, and to provide time for experiential learning and interest projects.</p> <p>School teams will decide on reasonable guidelines and communicate a common message (e.g., 5 minutes of homework for each grade level of the learner of the learner; therefore, grade 8 students would have a maximum of 40 minutes for combined subject areas)</p>	<p>In the event students are required to learn from home, they will move to an online learning model for all subject areas but maintain the established course schedule.</p> <p>Teachers will continue with the focus on prioritized outcomes.</p> <p>School teams will decide on reasonable guidelines and communicate a common message (e.g., 5 minutes of homework for each grade level of the learner of the learner; therefore, grade 10 students would have a maximum of 50 minutes for combined subject areas)</p>





	K-2	3-5	6-8	9-12														
<b>Ensure a balance of both synchronous and asynchronous instruction to limit screen time.</b>  <b>Notes:</b> <ul style="list-style-type: none"><li>• <b>Virtual learning includes both synchronous and asynchronous learning.</b></li><li>• <b>Record the “live” (synchronous) instructional aspect (i.e., not student interactions to maintain privacy) of the lesson for students to access with support, when convenient, etc.</b></li></ul>	<p>Paper-based packages will be sent home to guide learning. Teachers may augment paper-based with some online learning activities (e.g., Squiggle Park, Idello, FLORA modules, meetings for the purpose of social contact).</p> <p>Virtual learning should provide a balance of teacher-directed, small group student centered, and individual support.</p> <p>Daily virtual learning guidelines:</p> <table><tr><td>Gr. K</td><td>20-30 minutes (cumulative maximum)</td></tr><tr><td>Gr. 1-2</td><td>30-40 minutes (cumulative maximum)</td></tr></table>	Gr. K	20-30 minutes (cumulative maximum)	Gr. 1-2	30-40 minutes (cumulative maximum)	<p>Schools will offer <u>some</u> virtual instruction for priority learning areas.</p> <p>Virtual learning should provide a balance of teacher-directed, small group student centered, and student-directed independent learning.</p> <p>Daily virtual learning guidelines:</p> <table><tr><td>Gr. 3</td><td>60 minutes (cumulative maximum)</td></tr><tr><td>Gr. 4-5</td><td>90 minutes (cumulative maximum)</td></tr></table> <p>Assign learners a minimum of 20 minutes/day reading and 30-minutes of physical activity</p>	Gr. 3	60 minutes (cumulative maximum)	Gr. 4-5	90 minutes (cumulative maximum)	<p>Teachers will guide learning in a virtual environment and will support students to use virtual spaces for learning, collaboration and teamwork.</p> <p>Maintain a balance of teacher-directed, small group student centered, and student-directed independent learning.</p> <p>Daily virtual learning guidelines:</p> <table><tr><td>Gr. 6-7</td><td>120 minutes (cumulative maximum)</td></tr><tr><td>Gr. 8</td><td>150 minutes (cumulative maximum)</td></tr></table> <p>Assign 20 minutes/day of independent reading. Assign 30 – 60 minutes of physical activity at home.</p> <p>Assign approximately 15 minutes of independent learning at home to follow up to each online session.</p>	Gr. 6-7	120 minutes (cumulative maximum)	Gr. 8	150 minutes (cumulative maximum)	<p>Teachers will guide learning in a virtual environment and will support students to use virtual spaces for learning, collaboration and teamwork.</p> <p>Maintain a balance of teacher-directed, small group student centered, and student-directed learning.</p> <p>Daily virtual learning guidelines:</p> <table><tr><td>Gr. 9-12</td><td>3 hours per day (approximately 40 minutes per course) including time for collaborative work</td></tr></table> <p>In-class Time: for instruction of learning expectations that require the most teacher support and for formative assessment of skills that are best assessed in person.</p> <p>Out-of-Class Time: for learning outcomes that can be completed independently or in small online groups, for practice of developing skills, for preparing for in-class time, for following-up on in-class work.</p>	Gr. 9-12	3 hours per day (approximately 40 minutes per course) including time for collaborative work
	Gr. K	20-30 minutes (cumulative maximum)																
	Gr. 1-2	30-40 minutes (cumulative maximum)																
Gr. 3	60 minutes (cumulative maximum)																	
Gr. 4-5	90 minutes (cumulative maximum)																	
Gr. 6-7	120 minutes (cumulative maximum)																	
Gr. 8	150 minutes (cumulative maximum)																	
Gr. 9-12	3 hours per day (approximately 40 minutes per course) including time for collaborative work																	




Communication & Support Guiding Question: How do teachers ensure that relationships, sense of belonging, and engagement are maintained? How do you know?

	Look Fors	SUGGESTED HOW	
Teachers will ensure that students have access to tools for communicating and are able to ask questions and receive regular feedback;	Use of Student Profiles: Access to Technology & Connectivity  Combination of: Low Tech Options High Tech Options	<b>K-12</b> Low Tech. Options: <ul style="list-style-type: none"> <li>• Phone Calls</li> <li>• Bus Drop-Offs</li> <li>• Pre-stamped Envelopes</li> </ul> High Tech Options: <ul style="list-style-type: none"> <li>• Freshgrade</li> <li>• O365 Teams</li> <li>• Prerecorded Videos (with Feedback)</li> <li>• Email</li> </ul>	
		<b>K-5</b> Low Tech Options: <ul style="list-style-type: none"> <li>• Paper Packages</li> </ul>	<b>6-12</b> High Tech Options: <ul style="list-style-type: none"> <li>• OneNote Class Notebook</li> <li>• Private student/teacher Channels in O365 Teams</li> <li>• D2L: messenger, chat, email</li> </ul>
Teachers will establish a preferred means of communication with the student and their parents;	Survey preferences  Daily Recommended Check-ins <ul style="list-style-type: none"> <li>• S-E Learning</li> <li>• Expectations</li> <li>• Student Progress</li> </ul>	<b>K-12</b> Teachers and students co-construct check-in schedule  Develop, update information <ul style="list-style-type: none"> <li>• Phone Calls</li> <li>• Email</li> <li>• Freshgrade</li> <li>• O365 Teams</li> <li>• *Remind App</li> <li>• School Messenger</li> <li>• D2L</li> </ul>	

	Teacher Teams determine who will contact student in the absence of a virtual connection	<b>K-12</b> <ul style="list-style-type: none"><li>• Phone Calls</li><li>• Email</li><li>• Freshgrade</li><li>• O365 Teams</li><li>• *Remind App</li></ul>							
		<b>6-12</b> D2L School Messenger							
	Establish dedicated times for virtual connections (e.g., answering questions, support connection to the class)	<b>K-2</b> Not a provincial expectation; however, can be implemented at the team's discretion	<b>3-5</b> Daily virtual learning guidelines: <table><tr><td>Gr. 3</td><td>60 minutes (cumulative maximum)</td></tr><tr><td>Gr. 4-5</td><td>90 minutes (cumulative maximum)</td></tr></table>	Gr. 3	60 minutes (cumulative maximum)	Gr. 4-5	90 minutes (cumulative maximum)	<b>6-8</b> Scheduled Class Time (team planning required)	<b>9-12</b> Scheduled Class Time Teacher office hours
		Gr. 3	60 minutes (cumulative maximum)						
Gr. 4-5	90 minutes (cumulative maximum)								
<b>Teachers will encourage students to communicate with their peers.</b>	Student-Directed Independent Learning	<b>K-12</b> Schedule intentional collaborative time between students							
	Cooperative Learning Strategies  Predetermined, flexible collaborative student groups	<b>K-2</b> Not a provincial expectation  FI: Scaffolded Instruction (e.g., Inquiry-Based Projects)	<b>3-5</b> Small Group Scaffolding  Cross-Curricular Block (exploration)	<b>6-12</b> O365 teams <ul style="list-style-type: none"><li>• Chat/Video</li><li>• Channels for small group discussions using “Meet Now” tool</li></ul> D2L: pager/chat feature Email Project- & Problem-Based Learning Interest Projects Experiential Learning					


<p><b>Students feel accepted and valued by their peers and others.</b></p> 	<p>All voices are represented</p> <p>Students have varied and frequent opportunities to share, express opinions and ideas</p> <p>Students have a positive sense of belonging</p>	<p>Teacher establishes clear, age-appropriate norms (e.g., raise hand feature, mic off when not speaking, camera on, being ready to listen), sharing protocols (e.g., O365 Teams raise hand feature)</p> <p>Teach lessons on:</p> <ul style="list-style-type: none"> <li>• communication skills,</li> <li>• compliments and praise,</li> <li>• how to formulate I-messages for sharing feelings,</li> <li>• social boundaries,</li> <li>• conflict resolution, and</li> <li>• give and receive constructive feedback.</li> </ul> <p>Give students opportunities to practice giving and receiving compliments and praise</p> <p>Teachers view conflict as a learning opportunity</p> <p>In response to conflict, teachers use restorative practices to establish, maintain, and build relationships</p> <p><b>Suggested Hows will be organized by grades K-5 &amp; 6-12</b></p>
<p><b>Students are interested and motivated in their learning, and</b></p> 	<p>Students' voice and choice in their learning</p> <p>Students regularly participate in available synchronous learning opportunities</p> <p>Students engage in self-directed learning (e.g., experiential learning, play- and inquiry-based learning)</p>	<p>Students identify strengths and interests</p> <p>Teachers develop and maintain learner profiles (e.g., MyBlueprint), in order to know students on a deep level so as to build trust, intrinsic motivation</p> <p>Students complete personalized activities</p> <p>Teachers monitor student participation rates, and respond to individual students' needs (e.g., O365 Team Insights)</p> <p>Students self-report engagement levels (e.g., weekly reflective journal)</p> <p>Teachers provide students time and freedom students require to complete self-directed learning opportunities</p> <p>Teachers model how to complete special interest projects, experiential learning, etc. using gradual release of responsibility (i.e., modeled, shared, guided, independent)</p> <p>Students keep a record of their self-directed explorations</p> <p><b>Suggested Hows will be organized by grades K-5 &amp; 6-12</b></p>

<p><b>Students feel they have someone who consistently provides encouragement and advice.</b></p> 	<p>Teachers are responsive to students' social-emotional needs</p> <p>Students have friends they can trust and who encourage them to make positive choices</p> <p>Students identify a teacher (e.g., classroom, specialist, EST, administrator) who they can turn to for advice</p>	<p>Teachers regularly ask:</p> <ul style="list-style-type: none"> <li>• How are you doing?</li> <li>• What are you doing to take care of yourself?</li> <li>• How are things at home?</li> <li>• How can I best support you right now?</li> </ul> <p>School monitors student-teacher connections, and every student has a designated teacher contact</p> <p>Teachers establish regular virtual meetings during which students interact with one another</p> <p>Teachers prioritize and/or maintain positive relations with parents (e.g., provide regular proactive, positive feedback)</p> <p>Suggested Hows will be organized by grades K-5 &amp; 6-12</p> <p>"How can I best support you right now?" will be developed to include concrete examples</p>
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Assessment Guiding Question: How do teachers provide a distance learning assessment process? How do you know?

	Look Fors	SUGGESTED HOW	
The student has multiple opportunities to improve and share their learning;	Daily, weekly instruction	K-12	
	Self-directed learning	Pre- and post-check-ins Digital Journals Presentations Online Discussions	
	Focus is on formative feedback (e.g., written, videos, chat, phone)	K-5	6-12
	Variety of learning opportunities and assessments used to strengthen students' depth of knowledge	Students share pictures, videos, etc. of their explorations, using a range of formats (e.g., email, Freshgrade) Teacher provides feedback (e.g., 3 stars and a wish, pictorial) Further development required	Project- and Problem-Based Learning Passion/Interest Projects Formative Assessments: <ul style="list-style-type: none"><li>• O365 Forms</li><li>• D2L: Assignment, Quiz</li><li>• *Nearpod: allows teacher to share a join code for students, who replicate teacher screen on their device, who can move through document at their own pace</li><li>• O365: Teams, Stream (i.e., live and prerecorded video)</li></ul> Ungraded self-check quizzes Video Podcasts Establish a rating system, to support self-reported grades Digital Portfolios
	Teacher considers a variety of sources of student evidence		
	Students work within their zone of proximal development		


The student receives regular, adapted, and differentiated feedback to improve their learning (written or oral comments in a virtual meeting, by video, by e-mail, in Teams, by telephone, etc.);	Variety of strategies and tools identified and implemented to provide feedback  Triangulation of Evidence  Pre-Assessment  Daily Conversations/ Check-Ins  Break-down learning objective and performance tasks into chunks	K-5 Teachers establish a method for timely feedback to students/parents 3 Stars and a Wish Phone Calls Evaluation: multidisciplinary (e.g., combine writing, Mathematics, etc.) Students, with parental guidance, record and post evidence of their learning (e.g., reading orally, collaborating with a sibling, Science experiments, Play Work Shop, solutions to Mathematics questions, etc.) using a range of formats (e.g., O365 Teams, FreshGrade, Email, *PuppetPals, *ChatterPix)	6-12 Freshgrade O365: Teams, Class Notebook D2L: use comment feature on assignment submissions *FlipGrid MyBlueprint Online Polls Forum Posts Digital Forums Assign students to small groups to provide and receive peer feedback and build community Students present to peers for feedback (synchronous or asynchronous recorded video) Email or announcement summarizing patterns, observations in student assignments
Learning is subject to all forms of evaluation (peer evaluation, self-evaluation, constructive feedback, etc.);	Evidence of integrated tools that provide students with feedback of all forms	K-12 Rubrics sent home for self-evaluation (e.g., email, paper based)	
		6-12 Peer evaluation on group work through O365 Teams (e.g., Class Notebook) Virtual Exit Tickets (e.g., *Flipgrid) Collaborative Documents *Pear Deck: makes your slides interactive so every student can respond to your questions or prompts right on their own screens Jigsaw Projects Students record their learning process and product, post on Freshgrade or O365 Teams site for teacher feedback/evaluation	

The student participates in the development and interpretation of the evaluation criteria;	Process identified to co-construct success criteria and used with students  Teachers use gradual of responsibility (i.e., modeled, shared, guided, independent)	<b>K-12</b> Student has list of criteria to follow
		<b>6-12</b> O365 Teams Assignments (e.g., co-create Assignment, including assessment criteria in rubric) D2L: rubric feature
Evaluation is as much about the process as it is about the product produced; and  	Collect evidence of student learning over time  Daily student conversations, with feedback	<b>3-12</b> Videos of students engaged in the learning process Pre, During, Post Assessment *Flipgrid *Explain Everything O365: Teams, Sway, student Stream Channels D2L: comments, notes, messenger, email Digital Journaling Video Posts Discussion Boards, Blogs Initiate discussion with set of questions Support student moderation S-E Learning: <ul style="list-style-type: none"><li>• What's working?</li><li>• What's not working?</li><li>• What would you recommend?</li></ul> Scenario-Based Questions

<b>The student is aware of the expectations and due dates for assignments.</b>	<p>Provide explicit and detailed rubrics to accurately communicate expectations for student performance</p> <p>Predetermined timeline for assignments, times/days teacher will be on-line</p> <p>Forum for ongoing clarity on assignments</p> <p>Exemplars</p> <p>Group Outcomes</p>	<p><b>3-12</b></p> <p>Course outline</p> <p>*Remind 101: Text reminders for important dates</p> <p>O365 Calendar: frequent updating</p> <p>Identify due date in O365 Teams Assignment</p> <p>Q &amp; A Discussion Board to field common questions</p> <p>D2L: calendar, newsfeed, email</p>
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Technology Guiding Question: What does it mean to integrate technology into learning activities? How do you know?

Students...	Look Fors	SUGGESTED HOW			
Explore digital tools for conducting research, processing information, producing documents, presenting information, accessing virtual meetings, interacting with peers, etc.;	Integrate a variety of district-supported apps, platforms, resources	<b>K-2</b> Not a provincial expectation; however, can be implemented at the team's discretion (e.g., O365 Teams, Freshgrade, EBSCO)	<b>3-5</b> O365 Teams Freshgrade EBSCO	<b>6-12</b> O365 Teams Freshgrade EBSCO D2L Science: Let's Talk Science  Integrate digital literacy into subject area learning	<b>9-12</b> Adobe Suite FI: TBD (Aicha)  Integrate digital literacy into subject area learning, to support students to use learning platforms responsibly (e.g., <a href="#">MediaSmarts</a> ), use digital tools to conduct research (e.g., <a href="#">EBSCO</a> and <a href="#">ESRI</a> ) and complete and publish work
Have access to virtual spaces that allow for collaboration, networking, and teamwork;  	Routine use of online collaborative spaces	<b>K-2</b> Not a provincial expectation; however, can be implemented at the team's discretion (e.g., O365 Teams, Freshgrade)	<b>3-12</b> O365 Teams Freshgrade	<b>6-12</b> D2L Channels for small group discussions using "Meet Now" tool	

<b>Use technology responsibly (digital citizenship) and safely (cyber security); Be informed of good privacy practices;</b>	Use authorized platforms  School Digital Citizenship Plan  Policy 311  School ICT Team	<b>K-2</b>  Age-appropriate expectations	<b>3-5</b>  Device is charged and ready to use Respecting protocols Do not share password and personal information	<b>6-12</b>  Students have reviewed Policy 311 Students use secure sites <a href="http://www.getcybersafe.ca">www.getcybersafe.ca</a> includes resources to teach cyber security
<b>Participate in the development of practices that support the learning environment, both online and in the classroom with a digital device (digital literacy);</b>	Teacher monitors norms, and reteaches as required	<b>K-2</b>  Not a provincial expectation; however, can be implemented at the team's discretion  If supported, follow pre-established virtual norms, for example: <ul style="list-style-type: none"> <li>• Use hand feature</li> <li>• Speak clearly</li> <li>• Quiet area</li> <li>• Ready to learn body language</li> </ul>	<b>3-5</b>  Follow pre-established virtual norms, for example: <ul style="list-style-type: none"> <li>• Use hand feature</li> <li>• Speak clearly</li> <li>• Quiet area</li> <li>• Ready to learn body language</li> </ul>	<b>6-12</b>  Students participate virtual learning while in school (guided support) Guiding questions to establish norms with students
<b>Participate in virtual meetings, including the proper use of technological tools (microphone and camera), respect for the time allotted to exchanges and adherence to the planning of the meeting and its objectives.</b>	Teacher and students co-construct norms  Student follow class norms  Student use platform features to participate	<b>K-2</b>  Not a provincial expectation; however, can be implemented at the team's discretion  If supported, follow pre-established virtual norms, for example: Save and share work	<b>3-5</b>  Follow pre-established virtual norms, for example: <ul style="list-style-type: none"> <li>• Save and share work</li> </ul>	<b>6-12</b>  Use tools appropriately Use software features (e.g., Raise Hand, chat)

District-, School-, & Team-Based Goals

Goal #1:					
PLOP:	Actions:	Resources/Supports	Professional Learning	Timelines	Evidence of Success

Goal #2:					
PLOP:	Actions:	Resources/Supports	Professional Learning	Timelines	Evidence of Success



# Appendix A: Recommended Ongoing Planning Processes

To assist in planning for a possible school closure...

## Profiles

- Teachers ensure all learner profiles (e.g., readiness, interests, strengths, motivations, home environments, mental health) are completed and up-to-date,
- Schools leaders update and refer to Home Device Status, and
- Teachers work with school-based ESS to support students' personalized learning plans.

## Teaming (Core Leadership, ESS, PLCs, Parents, C & Y, Students, etc.)

- Teams to identify how daily, weekly learning will be structured to support personalized learning, using prioritized curricula and maximum minutes of daily virtual learning (e.g., grade 6 students will engage in virtual learning a cumulative maximum of 120 minutes/day),
- Teams to identify processes for connecting with grades 6-8 students who do not participate in the daily virtual connection, and
- School leaders to establish norms and communicate with staff, meeting schedules for: PLC, ESS, etc.

## Curricula & Supporting Resources

- Grades K-8 teachers prepare emergency "generic packages" of materials to direct learning for the first few days to provide time to prepare packages that support specific continuation of learning for the At Home scenario,
- Teachers are aware of the COVID-19 ASD-E Learning at Home Resource: <https://secure1.nbed.nb.ca/sites/ASD-E/SitePages/LearningAtHome.aspx>,
- Teachers join, use, and contribute to Subject-based ASD-E O365 Teams sites (e.g., K-5 Teacher Team, K-12 Mathematics & Science, 6-12 ELA Resource Hub, 6-8 & 9-12 FILA, 6-8 & K-12 Fine Arts, etc.),
- School leaders establish an understanding of EECD guidelines (e.g., prioritized curricula, maximum daily minutes of virtual learning, etc.) for K-2, 3-5, etc.,
- School leaders establish expectations and communicate when grades 3-12 students will engage in virtual synchronous/asynchronous learning, and
- Teachers identify a variety of learning opportunities, assessments, and feedback processes used to strengthen students' depth of knowledge.

## Technology: Access and Use

- Teachers ensure grades 3-12 students: are able to log into devices, have access to chosen online learning format (e.g., Freshgrade), and can use the learning format (e.g., online collaboration spaces, proper use of technological tools--microphone and camera),
- Teachers are aware of Policy 311, RTIPA, and school-based Digital Citizenship Plans,
- Schools will develop processes to support digital-based resolution of conflict, and
- Teachers know which provincially-endorsed learning platforms are available (i.e., O365, D2L, Freshgrade, and MyBlueprint).

## Communication & Support

- Teachers identify and profile preferred communication means with parents,
- Teachers have a plan to track that parents are receiving information for K-5 children who are unavailable for contact during the instructional day, and
- Teachers support parent access to student progress (e.g., email, Freshgrade).

## Appendix B: Plan Development, Implementation, & Monitoring Schedule

Date	Action	Participants
Oct. 19-22/20	Draft plan	Heather Wood, Janice Belliveau-Ingersoll, Aicha Salah, Bryan Ouellette, Ken Menchions, Jason Burns, Nancy Matthews
Oct. 23/20	Plan Consultations with focus groups including administrators and teachers	Jonathan Godbout, Craig Hutchings, Laura Small, Angela Pleshka, Gordie Kline, Christoph Becker, Terry Weir, Kim Plume-Marr, Heather Welling, Tammy Constantine, Martin Daigle
Oct. 23/20	Plan Review with ESS team	Chantal Frenette, Kim Oakley, Chiara Pacione, Lee Purves, Donna Lagacy, Tracy Landry, Krista Allen
Oct. 30/20	Survey Measure Administered	758 respondents
Nov. 9-10/20	Survey Measure data collated Part A: Systemic Survey Results Part B: School-Based Results	Jason Burns
Nov. 16/20	Survey Measure Results Released to Administrators	Nancy Matthews
Nov. 17/20	Final EECD Quick Reference Guides received: analyzed for changes, and minor edits to the plan made: <ul style="list-style-type: none"> <li>- p. 24: Appendix A: Recommend Ongoing Planning Processes, Communication &amp; Support: Teachers have a plan to track that parents are receiving information for children who are unavailable for contact during the instructional day,</li> <li>- p. 10: Grades 6-12: School teams will decide on reasonable guidelines and communicate a common message (e.g., 5 minutes of homework for each grade level of the learner of the learner; therefore, grade 8 students would have a maximum of 40 minutes for combined subject areas),</li> <li>- p. 11: Record the “live” (synchronous) instructional aspect (i.e., not student interactions to maintain privacy) of the lesson for students to access with support, when convenient, etc.,</li> <li>- p. 11: K-2: Virtual learning should provide a balance of teacher-directed, small group student centered, and individual support, and</li> </ul>	Jason Burns Nancy Matthews

Date	Action	Participants
	- p. 20: Integrate digital literacy into subject area learning, to support students to use learning platforms responsibly (e.g., <a href="#">MediaSmarts</a> ), use digital tools to conduct research (e.g., <a href="#">EBSCO</a> and <a href="#">ESRI</a> ) and complete and publish work.	
Nov. 17-18/20	Draft SEL Overlay and Expanded Guiding Question #2: Communication & Support Key Practices, Look Fors, and Suggested Hows (3 additional key practices)	Chantal Frenette, Donna Lagacy, Tracy Landry, Heather Wood, Adam Rogerson, Jason Burns
Nov. 24/20	SEL Addition Consultations	Craig Hutchings, Terry Weir, Christa Martin, Sandra Savard, Karlene Milson, Heather Welling, Joceline Young, Heather Morgan, Tammy Constantine
Nov. 26/20	Cluster Meetings: review SEL additions	All administrators, Curriculum and ESS Coordinators, DCI, DESS, Superintendent
Jan. 27/21	<p><b>January 26, 2021 Memo Re. Second Semester Expectations for Blending Learning</b></p> <p>For Semester Two, we expect to see the following practices in each high school blended classroom:</p> <ol style="list-style-type: none"> <li>1. There will be a minimum of 10 minutes per class dedicated to a live virtual meeting with students at home for every class, every day.</li> <li>2. It is critical that the teacher manages the class as a single group, half of which is online and the other half which is in school. All students should be learning full-time every day.</li> <li>3. Attendance must be taken for every class whether in person or online, every day. Here is the link to a video, describing this process.</li> </ol> <p><a href="#">How to Download the meeting attendance report in Microsoft Teams - YouTube</a></p>	All HS administrators and teachers
June 4/21 and June 26/21	Spring Survey Measure released to schools	Nancy Matthews Jason Burns Schools

# Appendix C: Synchronous & Asynchronous Virtual Learning

Synchronous instruction activities (takes place in real time between the teacher and the student):

- The student receives explanations, instructions and feedback in real time.
- The student participates in discussions and debriefing.

Asynchronous instruction activities (takes place through online channels without real time interaction):

- The student experiences experiential learning, such as internships or others.
- The student works individually or in teams.
- The student consults learning resources, watches instructional videos, reads, organizes and participates in small group meetings, and receives feedback in writing, video, or other formats.
- The student is independent, becomes familiar with distance learning, and has strategies for continuing learning.

Weaknesses of Asynchronous Delivery	Strengths of Synchronous Delivery	Weaknesses of Synchronous Delivery	Strengths of Asynchronous Delivery
<ul style="list-style-type: none"><li>• lack of presence and community</li><li>• responses and feedback are delayed</li><li>• attention, motivation, and engagement diminished because of delayed response</li></ul>	<ul style="list-style-type: none"><li>• strong sense of presence and community</li><li>• immediate feedback and responses</li><li>• student attention, motivation, and engagement increased because response is immediate</li></ul>	<ul style="list-style-type: none"><li>• inflexibility – students are required to be online at the same time</li><li>• students don't have time to reflect on new information or complex issues</li></ul>	<ul style="list-style-type: none"><li>• flexibility – students are able to log on at any time that's convenient</li><li>• students have time to reflect on new information and complex issues</li></ul>

(Adapted from the Blended Learning Toolkit prepared by the University of Central Florida and the American Association of State Colleges and Universities)



## Appendix C: French Instruction

For each grade configuration, please refer to the newly developed draft **ASD-E French Immersion Learning at a Distance supporting document**.

[https://nbed.sharepoint.com/:b:/s/ASD-EFrenchImmersionLearningataDistancePlanningSupport/ES8OC25H1NhNhFVf993e90oBVyLQPCJBXr\\_gyK1MVX0v8g?e=fgwNhN](https://nbed.sharepoint.com/:b:/s/ASD-EFrenchImmersionLearningataDistancePlanningSupport/ES8OC25H1NhNhFVf993e90oBVyLQPCJBXr_gyK1MVX0v8g?e=fgwNhN)

**K-2 English Prime** : The [FLORA Online](#) modules Levels 1 – 4 will be available to download on school devices and is accessible for online learning.

**1-2 French Immersion:** Literacy, numeracy and exploration block learning activities available to download from O365 Teams [CAP 1e année immersion](#) and [CAP 2e année immersion TEAMS](#) sites.

### **3-5:**

French Immersion will be scheduled as close to the programming recommendations, as local circumstances permit. reference O365 Teams [CAP 3e année immersion](#), [CAP 4e année immersion](#), and [CAP 5e année immersion TEAMS](#) sites.

Scheduling the Grade 5 IF Block in February-June 2021 would be optimal. The FLORA Online modules Levels 1 – 4 are available to download on school devices and is accessible for students online. Online Materials are available to support Grade 5 Intensive French and French Immersion on the 3-5 page of <https://nbed.sharepoint.com/sites/InDevelopment>

### **6-8:**

French Immersion should be scheduled as close to the programming recommendations as local circumstances permit, to provide learners with adequate opportunity to learn subjects through the French language. Post Intensive French is considered literacy instruction, the pedagogy should be maintained but schools may make decisions about scheduling according to local circumstances.

Materials to support online learning in French have been developed and are available on the 6 – 8 page at: <https://nbed.sharepoint.com/sites/InDevelopment>

### **9-12:**

Post-Intensive French 9 – 12 is available in both semesters through D2L platform (and is organized around the synchronous/ asynchronous model). Teachers wishing to use the Blended version must apply at <https://nbed.sharepoint.com/sites/NBVLCBBC>.

Reading and audio is included within the materials. French Immersion Language Arts model unit plans for grades 9 – 12 are available on district Team sites. These units offer suggestions for instruction in a blended learning environment, as well as for full online instruction, should the need arise. For 2020-2021, French Immersion should be scheduled as close to the programming recommendations as local circumstances permit, to provide learners with adequate opportunity to learn subjects through the French language. The five-course requirement for FI certificates is waived for the 2020-2021 school year as some students may require courses for post-secondary which may conflict with FI classes.

## Appendix D: Currently Available ICT Professional Learning Sessions

### **Recommended Top 5**

#### **ASD-E ICT Stream Channel**

<https://web.microsoftstream.com/channel/77d0e0d4-1b48-40cf-8b0c-499b9d73b38a>

1. Office 365 Part 1
2. How to Use Microsoft 365 with Students
3. Create, Assess, and Provide Feedback in Microsoft Teams
4. Creating your Own Videos
5. Communication with Students Using Microsoft Teams

#### **ASD-E Microsoft 365 Stream Channel**

<https://web.microsoftstream.com/channel/5a89e9fb-8ac3-498f-942e-a7113b12bf7f>

Option for organizing your videos in your Microsoft Stream Channel

Groups in Outlook - My classes

STUDENT - Microsoft Teams - How to use your calendar to organize yourself and how to join a Teams M

STUDENT - Microsoft Stream - How to give access to only my teacher for my video

Another way to find students to message them in Microsoft Teams

How to only allow Team owners to add to the Post section in Microsoft Teams

How to communicate with a student on Teams - Chat Feature

Immersive reader on Microsoft Edge Web Browser

How to learn about Class Notebook by exploration for students

Setting up Class Notebook into Digital Student Portfolios

Opening your OneDrive and Transferring files from your U drive

How to have the Draw feature in Microsoft Word

Show Authors in Class Notebook

Assignment Settings in a Class Team

Part 2 - How to add a calendar in Class Notebook to your Teams

Part 1 - Calendar Add-in for Microsoft OneNote

How to give Feedback on a MS Word document that a student submitted through Assignments in Teams

How to navigate Microsoft Teams and Turn in an Assignment - For STUDENTS

How to create an Assignment from an existing one and how to schedule it for later

How to update your Microsoft STREAM video to allow others to view

Student - How to upload a video as an Assignment by creating a shareable link through OneDrive

How to join a Teams meeting for students

How to get a notification email when a student submits an Assignment

Important TIP when creating an Assignment in Teams  
How to make sure your "new" students can see your Assignments in Teams  
STUDENT Microsoft Office Login and Download  
How to create videos (Flipped classroom, MS Stream)  
How to add your STREAM Channel to your Microsoft Team  
Create Assess and provide feedback using the OneNote Class Notebook  
Synchronous learning with Teams  
Breakout Rooms with MS Teams  
How to use Office 365 tools with iPad  
How to do asynchronous learning with Teams  
FlipGrid Learning Week Aug 17th  
Simple and easy way to create a Team Meeting for your class  
How to get a notification email when a student submits an Assignment  
How students can upload a video as an assignment through Stream  
How to archive a Teams and restore an archived Teams  
How to upload a video on STREAM through the Web  
How to add your STREAM Channel to your Microsoft Team  
How to find your Udrive files once transferred to OneDrive  
Join your Teams Meeting 3 min video  
How to invite others to your Teams meeting while using the web version of Outlook  
How to create a Teams meeting with an iPad  
How to invite others to your Teams meeting while using the Outlook APP  
How to download Office when you are using a laptop or desktop computer  
How to change your Folders to "Can View" in Class Team

#### **ASD-E ICT Stream Channel**

<https://web.microsoftstream.com/channel/77d0e0d4-1b48-40cf-8b0c-499b9d73b38a>

#### **FreshGrade**

- Refresher K-3
- Refresher 4-8
- Refresher 9-12
- Getting Started with FreshGrade K-3
- Getting Started with FreshGrade 4-8
- Getting Started with FreshGrade 9-12
- Apps for Students to Curate Content to Share in FreshGrade K-5
- Apps for Students to Curate Content to Share in FreshGrade 6-12

## Office 365

- Getting Started with Office 365 (Part 1) K-3
- Getting Started with Office 365 (Part 1) 4-8
- Getting Started with Office 365 (Part 1) 9-12
- Getting Started with Office 365 (Part 2) K-3
- Getting Started with Office 365 (Part 2) 4-8
- Getting Started with Office 365 (Part 2) 9-12
- How to Use Office 365 with Your Students K-3
- How to Use Office 365 with Your Students 4-8
- How to Use Office 365 with Your Students 9-12

## Apps for Education

- Storytelling Using Apps K-5
- Storytelling Using Apps 6-12
- Video Production K-5
- Video Production 6-12
- Apple Apps K-5
- Apple Apps 6-12
- Flipgrid 4-8
- Flipgrid 9-12
- La classe inversée avec Flipgrid

## Other

- How to Maximize the Use of Your iPad K-5
- How to Maximize the Use of Your iPad 6-12
- Coding K-5
- Coding 6-12
- Creating Your Own Video Lessons K-5
- Creating Your Own Video Lessons 6-12
- Minecraft for Education K-5
- Minecraft for Education 6-8
- Minecraft for Education 9-12

## Appendix E: Technology for Learning at a Distance

[https://www.amazon.ca/Microphone-ARCHEER-Condenser-Recording-Professional/dp/B088K6W3GR/ref=sr\\_1\\_4?dchild=1&keywords=usb+mic&qid=1601294820&s=electronics&sr=1-4](https://www.amazon.ca/Microphone-ARCHEER-Condenser-Recording-Professional/dp/B088K6W3GR/ref=sr_1_4?dchild=1&keywords=usb+mic&qid=1601294820&s=electronics&sr=1-4)  
USB Microphone for Computer ARCHEER Condenser Recording PC Microphone for Laptop MAC or Windows

[https://www.amazon.ca/FIFINE-Microphone-Recording-Streaming-Broadcast/dp/B06XQ39XCY/ref=sr\\_1\\_2\\_sspa?dchild=1&keywords=usb+mic&qid=1601294795&s=electronics&sr=1-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyWE5LVFBTOVgzV05lJmVuY3J5cHRIZElkPUeWODgxNTI1V09OR0U0VU1LMIRGJmVuY3J5cHRIZEFkSWQ9QTA3ODI0MDkyQjRWWk5FM0RLVUhQJndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==](https://www.amazon.ca/FIFINE-Microphone-Recording-Streaming-Broadcast/dp/B06XQ39XCY/ref=sr_1_2_sspa?dchild=1&keywords=usb+mic&qid=1601294795&s=electronics&sr=1-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyWE5LVFBTOVgzV05lJmVuY3J5cHRIZElkPUeWODgxNTI1V09OR0U0VU1LMIRGJmVuY3J5cHRIZEFkSWQ9QTA3ODI0MDkyQjRWWk5FM0RLVUhQJndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==)  
FIFINE USB Microphone, Recording Microphone For Laptop MAC/Windows

[https://www.bestbuy.ca/en-ca/product/blue-microphones-blue-microphones-snowball-condenser-mic-black-1929-snowball-blk/10425172?cmp=knc-s-71700000061237381&gclid=Cj0KCQjwk8b7BRCaARIsAARRTL6ilfyhJlG9dlqgPz\\_ORxq2fzvZDkn5RCnG3adHb6x2HMeOZUF1kG0aAtBbEALw\\_wcB&gclidsrc=aw.ds](https://www.bestbuy.ca/en-ca/product/blue-microphones-blue-microphones-snowball-condenser-mic-black-1929-snowball-blk/10425172?cmp=knc-s-71700000061237381&gclid=Cj0KCQjwk8b7BRCaARIsAARRTL6ilfyhJlG9dlqgPz_ORxq2fzvZDkn5RCnG3adHb6x2HMeOZUF1kG0aAtBbEALw_wcB&gclidsrc=aw.ds)  
Blue Microphones Snowball Condenser Mic - Black

[https://www.amazon.ca/gp/product/B07MPLMC89/ref=ppx\\_yo\\_dt\\_b\\_asin\\_title\\_o00\\_s00?ie=UTF8&psc=1](https://www.amazon.ca/gp/product/B07MPLMC89/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1)  
Webcam 1080P Full HD, Jelly Comb Computer Camera USB Web Camera with Built-in Microphone

[https://www.amazon.ca/gp/product/B078MRMMQG/ref=ppx\\_yo\\_dt\\_b\\_asin\\_title\\_o01\\_s00?ie=UTF8&psc=1](https://www.amazon.ca/gp/product/B078MRMMQG/ref=ppx_yo_dt_b_asin_title_o01_s00?ie=UTF8&psc=1)  
Kaysuda USB Speaker Phone 360° Omnidirectional Microphone Portable

[https://www.amazon.ca/gp/product/B0823N6XL5/ref=ppx\\_yo\\_dt\\_b\\_asin\\_title\\_o01\\_s01?ie=UTF8&psc=1](https://www.amazon.ca/gp/product/B0823N6XL5/ref=ppx_yo_dt_b_asin_title_o01_s01?ie=UTF8&psc=1)  
USB Conference Microphone,XIIVIO 360° Omnidirectional Condenser PC Microphones with Mute

[https://www.amazon.ca/gp/product/B07VKB37HZ/ref=ppx\\_yo\\_dt\\_b\\_asin\\_title\\_o01\\_s01?ie=UTF8&psc=1](https://www.amazon.ca/gp/product/B07VKB37HZ/ref=ppx_yo_dt_b_asin_title_o01_s01?ie=UTF8&psc=1)  
XP-PEN Deco 01 V2 Graphics Tablet 10x6.25 Inch Drawing Pen Tablet

[apc3dprinting@gmail.com](mailto:apc3dprinting@gmail.com)  
3d Printed Arm to connect camera to drop ceiling (other configurations may be possible)

<https://gomunro.com/>  
Vintag Webcam

<https://gomunro.com/>  
32' Active USB Extension for Camera  
<https://www.bestbuy.ca/en-ca/product/wacom-intuos-6-0-x-3-7-graphic-tablet-with-stylus-ct4100-black/12352380>  
Wacom Intuos 6.0" x 3.7" Graphic Tablet with Stylus

<https://www.amazon.ca/High-Definition-Classrooms-Versatility-Multi-Language-Recognition/dp/B08GH5K7TL>

Weicha Document Camera

[https://www.amazon.ca/MKJ-Microphone-Conference-Cancelling-Grandstream/dp/B082F6PDTV/ref=sr\\_1\\_11?crid=1BEQRR6C1FZDD&dchild=1&keywords=wireless+headset+with+microphone+for+pc&qid=1601391895&s=electronics&srefix=wireless+headset+%2Celectronics%2C174&sr=1-11](https://www.amazon.ca/MKJ-Microphone-Conference-Cancelling-Grandstream/dp/B082F6PDTV/ref=sr_1_11?crid=1BEQRR6C1FZDD&dchild=1&keywords=wireless+headset+with+microphone+for+pc&qid=1601391895&s=electronics&srefix=wireless+headset+%2Celectronics%2C174&sr=1-11)

Wireless Headset

## Appendix F: Online Instructional Planning & Teaching Resources

### Curriculum Concepts and Tools in Development SharePoint

Resources for the 2020-21 Return to School continue to be uploaded to the Curriculum Concepts and Tools in Development SharePoint. To access the site, copy and paste the link (<https://nbed.sharepoint.com/sites/InDevelopment>) into the Chrome or Firefox browser.

### Grade 3-5 Cross-Curricular Block: Resources added to the SharePoint site

Grades 3-5 teachers will want to check the Cross-Curricular Resources on the 3-5 page for custom-made resources to support the Inquiry Framework. These PDF documents should be downloaded so the links to the student resources are easily accessible. Resources for the first block are available now (some student materials have yet to be translated to French, but that is underway). Resources for blocks 2 and 3 will be uploaded as developed. Also, on the site, are 2 documents with English and French literacy titles that match the questions in the Inquiry Framework. These were submitted by the educational publishing companies to support schools to find titles in existing collections or to purchase new resources with school-based budgets.

### Sustainability and Global Citizenship Calendar (Recently Added to the SharePoint site)

An interactive *Sustainability and Global Citizenship Calendar* has been created to highlight engaging and relevant entry points for teaching the New Brunswick Global Competencies across subject areas and grades. The nationally and internationally celebrated days, weeks, and months listed also offer opportunities to address the United Nations Sustainable Development Goals through curriculum. The resource has useful links and can be downloaded to your desktop (or printed) for easy access.

### Guidelines for Selecting Texts Across Content Areas

The [Guidelines for Selecting Texts](#) is a helpful resource when making decisions about text selections. The guidelines pertain to both mentor texts and those used in physical (e.g., school and classroom) and virtual (e.g., NB School eLibrary) libraries.

### Personalized Learning

Information to support personalized learning can be found on the Office 365 platform at *Personalized Learning*: <https://nbed.sharepoint.com/sites/PersonalizedLearning>.

### World of Wisdom Platform

[World of Wisdom -](#) Contains asynchronous book study materials, access to online tutors, First Nation language support, career counselling and a booking system to schedule sessions with First Nation Knowledge Keepers and Language Keepers. Other features are being added, including a virtual book and culture club. <http://world-of-wisdom.ca/>

### Online IF/PIF and FI

Many new teacher-created online learning resources have been developed, if French teachers are interested in more information about these supports, they should visit the Curriculum Concepts and Tools in Development SharePoint site (look in the appropriate grade level area) or contact [paul.saad@gnb.ca](mailto:paul.saad@gnb.ca) (IF/PIF) or [derek.bradford@gnb.ca](mailto:derek.bradford@gnb.ca) (FI).

## Other Helpful Online Resources

[Climate Action](#) collaborative site – up to date global resources for all educators, as climate education is an issue that can be a focal point of learning in curricular areas.

[Scientific Literacy](#) collaborative site – exploring authentic ways of embedding science literacy; inquiry, problem-solving and decision making, into instructional practices as the we transition towards a skills-based and competency focused approach to science teaching and learning.

The [virtual library](#) includes information about accessing TumbleBooks, EBSCO (includes research materials for professional topics and for high school student research – Science and History Reference Centre and Canadian Literature Centre), ESRI digital mapping tools, etc.

[Office of First Nation Education](#) collaborative site – an ever-expanding collection of educational resources to support educators in embedding Indigenous content across the curriculum. Also includes interviews with First Nation leaders, Elders and Knowledge Keepers, as well as professional learning resources.

This year, as more schools make an effort to get outside for learning, you may find the information at the New Brunswick Environmental Network site helpful. See [Great Minds Think Outside](#). Also Learning for Sustainable Futures has collections of K-12 resources and activities designed for both in-class and at-home learning in [Learning Inside Out guides](#).



## Appendix G: EECD Updates

### K-8 Rubrics & Report Cards

The K-8 report card rubrics have been reviewed and revised. For Grades 3 – 5, new rubrics have been developed for the cross-curricular block for the 2020-21 school year. All reporting information and rubrics can be found at [https://collabe.nbed.nb.ca/sites/ReportCardsK8/\\_layouts/15/start.aspx#/default.aspx](https://collabe.nbed.nb.ca/sites/ReportCardsK8/_layouts/15/start.aspx#/default.aspx).

There are some changes to report cards this year based on the prioritized curriculum for 2020-21. These are outlined in a summary document *Report Card Changes K – 8 2020-21* on the Home Page of [the SharePoint Site](#).

An addendum to the [Assessing, Evaluating and Reporting K – 8 Guidelines](#) is under development to guide reporting for the changes.

### Challenge for Credit Option

The challenge for credit guideline has been updated to provide greater clarity to students, schools and parents, and to reflect the *Portrait of a Learner* framework and the NB Global Competencies. Updates include: greater specificity around timelines for challenges; the meaning of “apply in writing” has been clarified and streamlined by the use of forms; and supervision of the challenge process is more flexible and responsive to individual school needs.

An FAQ section has also been added to the guideline document to address frequently asked questions. Currently, EECD is working to expand the “Fast Track” list to improve the process further. At this time, Duke of Edinburgh Award (Gold or Silver), Scouts Exploration Activity Award, and Cadets Level 4 are on the fast track list for the Outdoor Education 110 credit. ImagineNB is a new addition to the Challenge for Credit fast-track, eligible for Personal Interest Course 1 & 2. ImagineNB is an intercultural leadership accelerator focused on experiential learning and competency development. ImagineNB, led by the New Brunswick Multicultural Council, is for students across New Brunswick who demonstrate leadership potential in their communities, with a focus on supporting immigrant youth. For more information about ImagineNB, visit: <http://www.nb-mc.ca/imagenb/>

### Experiential Learning

In the [Return to School Plan](#) experiential learning, the process of learning through experience and reflecting on the process, is suggested as an approach to student learning. Providing options for experiential learning is an ideal way to enrich at home learning days with opportunities beyond the school environment. Please visit the [Experiential Learning Site](#) and the [COOP Education site](#) to review supports materials and consider how this may complement your curricular areas. Reach out to your Experiential Learning Coordinator if you would like to supplement your students' learning ASD-N: [Richard.Hayward@nbed.nb.ca](mailto:Richard.Hayward@nbed.nb.ca) ASD-S: [Sheryl.Dumont@nbed.nb.ca](mailto:Sheryl.Dumont@nbed.nb.ca) ASD-E: [Mila.McMackin@nbed.nb.ca](mailto:Mila.McMackin@nbed.nb.ca) ASD-W: [Marie.Olson@nbed.nb.ca](mailto:Marie.Olson@nbed.nb.ca). For further information on experiential learning, please join our [Teams Meeting](#), open to all educators, on October 14, 2020 from 4:30-5:15.

## English as an Additional Language – Online

The following courses are now available in D2L Brightspace for teacher professional learning and/or blended use with students: English as an Additional Language (EAL): Essentials A2.1, Expressions B1.1, and Expressions B1.2. These courses are aligned directly to the New Brunswick EAL Curriculum, which can be viewed [here](#).

The EAL courses offered in the D2L Brightspace were created this summer by New Brunswick's EAL specialist teachers, Mallory Cunningham (Saint John High School), Hilary Ferguson (Anglophone East) and Shauna Carey (Anglophone East/ Harrison Trimble High School), and EECD's Learning Specialist for Culturally and Linguistically Inclusive Schools, Kathy Whynot.

These courses can be viewed as a tool for teachers to use in their planning and instruction. EAL or English Language Arts (ELA) teachers can request a professional learning version of the course if they want to view content, or to offer a blended version of the course. Teachers can use the courses as a whole (slated for one semester), or they can use the module content within to supplement their instruction.

This 23-minute video provides a personal tour of the three EAL courses and explains many of the elements and context: <https://youtu.be/KcP0G66Z6vs>. Please reach out to Kathy Whynot ([Kathy.Whynot@gnb.ca](mailto:Kathy.Whynot@gnb.ca)) with any questions about the EAL courses.

A PL version of the course(s) or blended versions can be requested by visiting this link: <https://nbed.sharepoint.com/sites/NBVLCBBC>. After requesting, teachers will receive an email notification when the course is ready (normally in one to two days). Teachers can contact Paul Michaud ([paul.michaud@nbed.nb.ca](mailto:paul.michaud@nbed.nb.ca)) / 481-0810, or Mike Cusack ([mike.cusack@gnb.ca](mailto:mike.cusack@gnb.ca)) / 451-5918 with any questions.

[D2L Brightspace](#) is the learning management system used by our distance learning program, NBVLC. It works similarly to MS Teams and also has integrations to support MS Teams. Teachers who are new to D2L Brightspace can access an MS Teams help page for D2L [here](#).

## Locally Developed Courses (LDC)

The deadline for EECD to process Locally Developed Courses for the 2021-22 course selection is December 1; therefore, schools should check the status of their LDCs and start the process for renewal or new submission with district staff in October. Schools can check the expiry date of current LDCs at <https://collabe.nbed.nb.ca/sites/CourseManagement/Pages/Course-Management.aspx> and can apply with the electronic application at <https://collabe.nbed.nb.ca/res/fp/ldca/Pages/default.aspx>

## Appendix H: K-5 Getting Started with O365 Microsoft Teams

### Where do I begin?

- Start slowly. Familiarize yourself with Teams and practice with a colleague; invite them to a Teams Meeting, share your screen, raise and lower your hand, use the video and mute.
- Learn the easiest and quickest way to start a Teams Meeting.
- Whether it is in your classroom in September or from your home, get to know your students. What are their interests? Likes and dislikes? Do they have pets or siblings? Do they play sports or instruments?
- If you can, try to use Teams with your students in your classroom in September. Teach students to log-in, use the mute and video options, raise their hand, etc. This will save time if we switch to learning-at-home during the school year.
- When students are first getting to know Teams, try meeting them one-on-one or in a small group in a Teams Meeting. Smaller groups will allow you to troubleshoot more quickly and students may be more willing to try things in a less crowded atmosphere.

### How can parents help?

- Depending on the age of your students, you may wish to set up a session with your students' parents or caregivers so that they can help if issues arise. Teach how to log-in to with their child's username and password, how to use mute and video options, raise their hand, etc.
- When teaching parents, you may find it easier to call them rather than using e-mail.

### My students know how to log-in and can get to a Teams Meeting. Now what?

- Before jumping in with academics, try an informal chat or a show-and-tell session. If possible, try this at school in September.
- Set an agenda for your Teams Meeting. Share the agenda in advance so parents and students know the purpose of the Meeting.
- Gauge your students' attention. Generally, teachers felt that more than 30 minutes was too long; the age and development level of your students will be important aspects to consider.
- Try brain breaks during a Teams Meeting. For example, have students get up and find or touch something blue.

### Are there 'etiquette' tips that I should teach my students?

Yes! Many teachers said it is important that students know to:

- choose where they are going to be for the meeting (ex.: a table, desk, comfortable chair, etc.) and stay there and not move around the house with their device.
- ensure their device is steady and stable.
- be in a quiet place for their Teams Meeting. Background noise will be heard by everyone when their device is not on mute.
- not do other activities while in a Teams Meeting (ex.: play video games).
- build/discuss a code of conduct with your students. Ex.: respect each other, try your best, be a part of the team, celebrate each other's success, learn from mistakes, etc.

Source: ASD-E Grades K-5 Teacher O365 Teams Focus Group

## Appendix I: Troubleshooting Guide

**Freshgrade Support:** Several common issues can be self-served at [care.freshgrade.com](https://care.freshgrade.com). Additional questions can be directed to [care@freshgrade.com](mailto:care@freshgrade.com) for help from their Care team.

**Office 365 Support:** The Microsoft Education helpdesk system is a good starting point when students and teachers run into O365 issues. They will accept teacher AND student helpdesk requests. Turnaround time for support is typically a few hours: [Microsoft Support](#). The following contacts from Microsoft Education Canada have been provided, who may be able to provide assistance: [v-dsantin@microsoft.com](mailto:v-dsantin@microsoft.com) and [renee.goncalves@ambassadors.onmicrosoft.com](mailto:renee.goncalves@ambassadors.onmicrosoft.com)

# Appendix J: K-5 Home Learning Kit Suggestions

- The following suggestions were provided by ASDE teachers.
- Items can be stored in zip lock bags for daily use at school or in the event of a period of home learning.
- The list is not intended as a prescription, but rather suggestions to draw upon.
- Please add/alter to meet the personalized needs of each classroom and student.
- Downloads can be found on our **K-5 Teacher TEAM** site. (*Learning at Home* Chanel)
  - English Prime downloads can be found on our K-5 Teacher O365 Teams site (Learning at Home Channel)
  - French Immersion downloads can be found on your Grade Level O365 Teams sites

General	Literacy	Numeracy
<ul style="list-style-type: none"><li>• Pencils/pens</li><li>• Colouring tools</li><li>• Dry erase marker(s)</li><li>• White Board/Plastic sleeves with white paper or templates inside</li><li>• Felt eraser</li><li>• Play doh</li><li>• Ruler</li><li>• Scissors</li></ul>	<ul style="list-style-type: none"><li>• Letters for word study (magnetic or printed on card stock to be cut apart)</li><li>• Sound boxes (in plastic sleeves)</li><li>• Picture/Sound reference chart (i.e. Alphabet linking chart, Cluster Linking Chart, etc.</li><li>• Paper books (3 or 4 to offer examples for parents to replicate)</li></ul>	<ul style="list-style-type: none"><li>• Linking cubes</li><li>• Dice</li><li>• Dot cards</li><li>• Savvy Subatizing cards</li><li>• 5 and 10 frames (in plastic sleeves)</li><li>• Counters for games</li><li>• Double sided counters</li><li>• Counting collection (or list of ideas for parents)</li></ul>
Parent Information/ references		
<ul style="list-style-type: none"><li>• Daily set time for daily online meeting on O365 (Teams) (if applicable)</li><li>• Instructions to use technology (O365 (TEAMS), FreshGrade, etc.)</li><li>• Suggested outline and time allocations for daily literacy, numeracy and exploration/cross-curricular activities</li><li>• Student usernames and passwords for all websites / logins</li><li>• Teacher contact information (e-mail, school telephone number, etc.)</li><li>• Letter formation guide (i.e. Verbal Path, ABC BOOM!, etc. )</li><li>• Comprehension prompts/ questions for reading and numeracy conversations</li><li>• Story telling prompts (directions to make story stones or simple puppets)</li></ul>		

# Appendix K: Learning at Home Plan for Vulnerable Students



## Learning at Home Plan for Vulnerable Students who cannot physically be at school

As per the **Appendix C: Guidelines for Vulnerable Students in Return to School: Direction for School Districts and School (September 2020)**, a student's needs may require them to be learning at home while their peers are physically present at school. When this is the case, the school-based ESS team will develop a learning plan in partnership with the classroom teacher, family and where possible the student. The learning plan will consider the student's stamina, health, home support and availability of school staff.

This form does not replace the requirements set out in Policy 322 – Inclusive Education or Policy 704 - Health Support Services. It also does not replace existing processes and plans (e.g. Partial Day, Tutoring) for students who fall outside the justifications listed below.

Once the information below is completed, please save and upload to the student's file in ESS Connect.

Student: \_\_\_\_\_ ID # \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Education Support Teacher: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Does the student have a current PLP? If so, please indicate the type of PLP.

Type of PLP	Yes	No	N/A
Partial Day			
PLP-IBSP			
PLP-ACC			
PLP-ADJ			
PLP-IND			

**Justification:** Please indicate reason for the learning at home plan:

<input type="checkbox"/>	Student has been advised by a health care professional not to attend school because they are immunocompromised or have significant health concern
<input type="checkbox"/>	Student has an immunocompromised household member who is required to stay home as recommended by a health professional and their condition prevents the student from attending school

**Weekly Schedule:**

--

**Learning Goals**

Insert a table with subject and goals
---------------------------------------

**Proactive accommodations:** Provide a description of the required supports and accommodations for the learner to be successful with learning at home:

--

**Progress Monitoring:** Describe how the plan will be monitored and the schedule of monitoring

--

**Start date:** \_\_\_\_\_

**Review date (three months from start date)** \_\_\_\_\_

**End date:** \_\_\_\_\_

Parent/Guardian Statement: I understand that the *Learning at Home Plan* is to ensure continuity of learning between the home and the school for the duration of the plan. This service is available when the learner is unable to be at school due to their health safety or a close family member's. It is understood that there must be an agreement to work consistently with the school to ensure success with this learning plan.

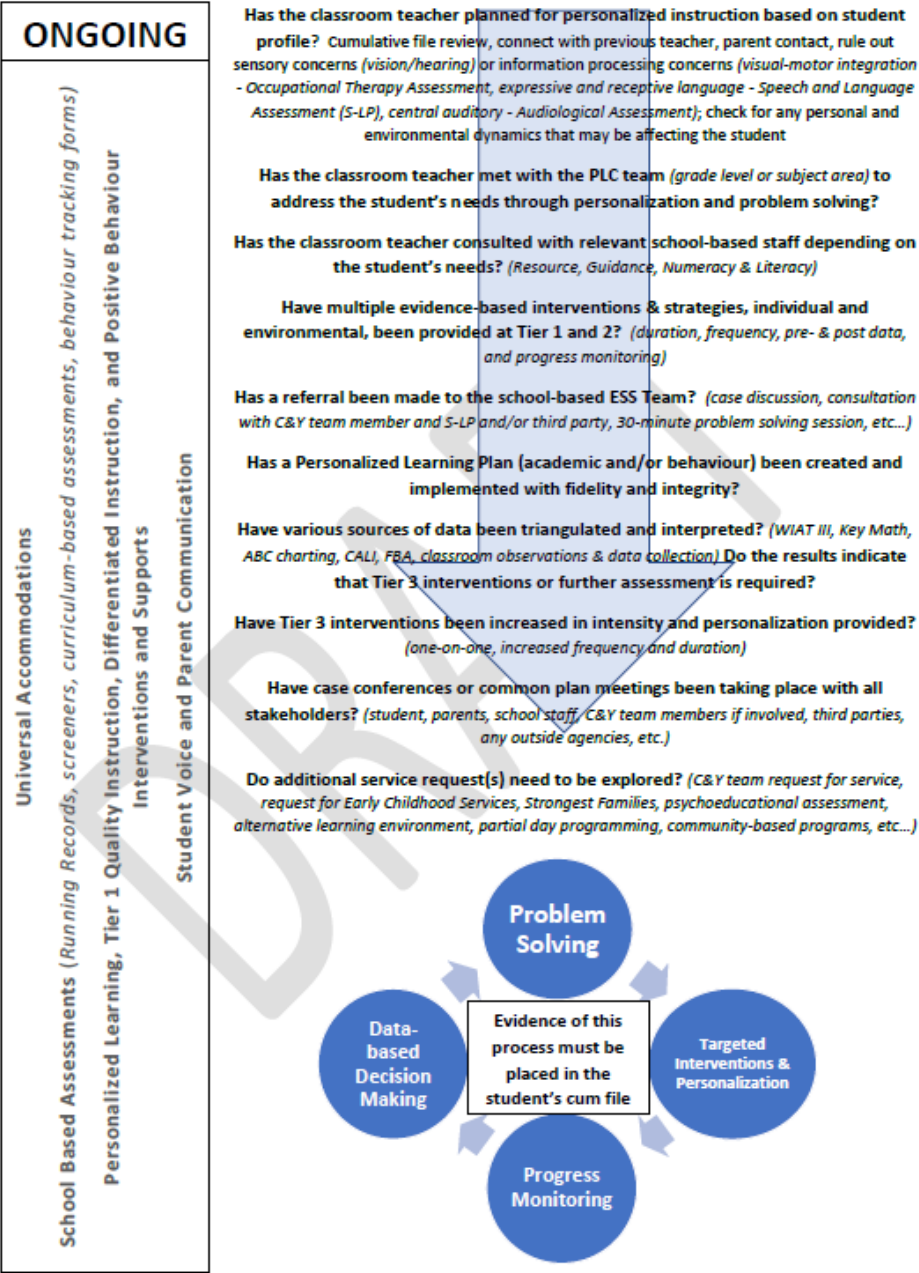
**Parent/ Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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Appendix L: Draft ASD-E Personalized Learning Process to Support Struggling Students



## Appendix M: Draft Tantramar Regional High School Teacher and Case Worker Processes

As per the return to school plan, we have students who have been identified as vulnerable population and will need to do all their learning from home. Each of these students have been assigned a case manager to support with their learning. This document outlines the roles and responsibilities of the case manager and roles and responsibilities of the classroom teacher. The communication process between case manager, classroom teacher, student and home is also outlined in this document. As this population changes or as our needs change, we will adjust this document accordingly.

### **Identifying Students:**

- Follow the Return to School Plan's guidelines
- Parents supplied school with a doctor's note

### **Initial Process:**

- Administration made contact with home and shared name of Case manager
- PLP to be developed by ESS

### **Roles and Responsibilities of the Classroom Teacher:**

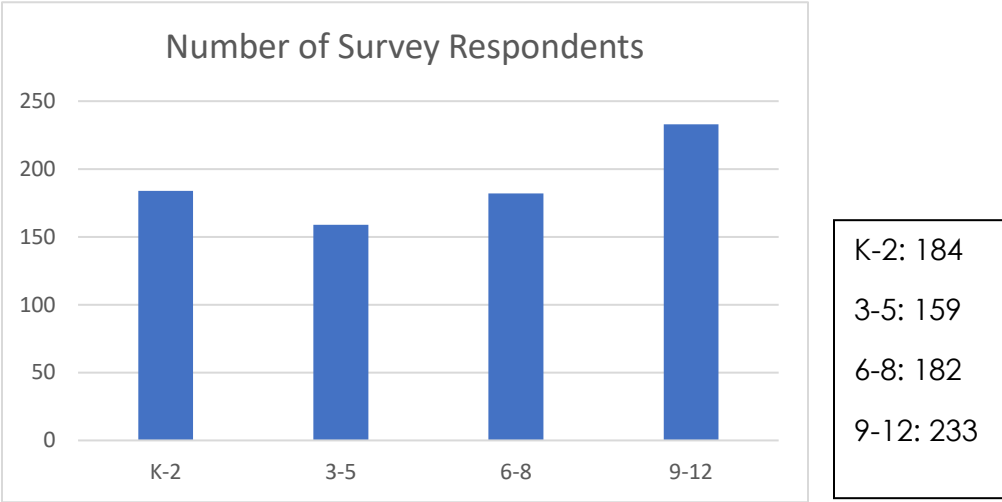
- Will see student's name on their class lists
- Will communicate with case manager regarding their curriculum and the content they require the student to access
- Ensure student has access to their D2L site and a means to receive any additional supports (additional sites/ tools or materials not stored on D2L site)
  - o Math Help Services login information
  - o Email
  - o Additional resources
- Will work with the case manager on best practice for the student accessing the content and practice for student submitting work
- Will provide feedback to the student specific to their curriculum and how the student is progressing
- Update case manager with any concerns or questions regarding home learning
- Determine with the case manager timelines and best practices for receiving student's work, assessment practices and feedback process

### **Roles and Responsibilities of the Case Manager:**

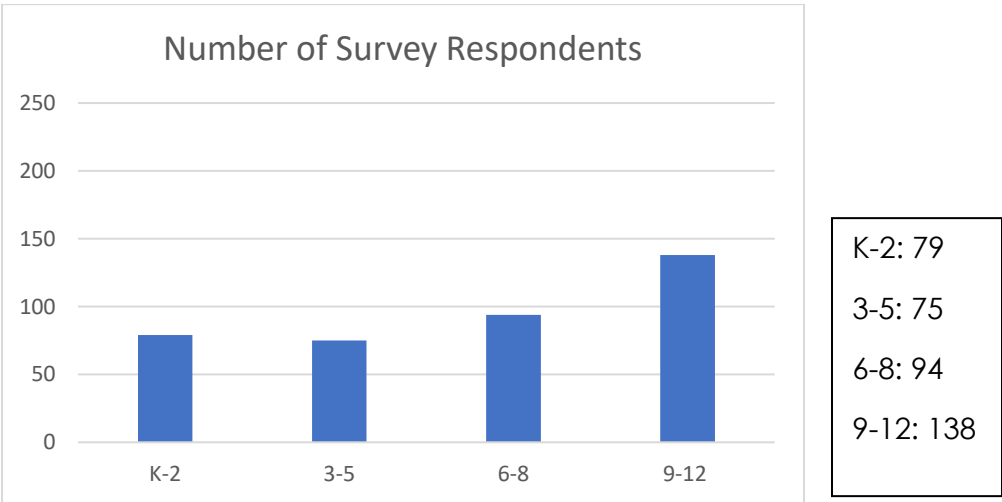
- Communicate with ESS on the creation of a PLP
- Contact person for student and home on updates, questions, and general directions
- Communicate with student daily? How often? to monitor home learning
- Liaison between home and classroom teacher
- Update teachers on student's engagement and progress with accessing materials
- Connect with ESS on behalf of classroom teachers regarding additional supports or PLP updates
- Determine with the classroom teacher timelines and best practices for receiving student's work, assessment practices and feedback process

# Appendix N: Survey Measures

## October 2020 Baseline:



## June 2021:

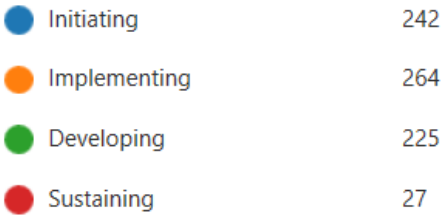


Guiding Questions

Distance Learning

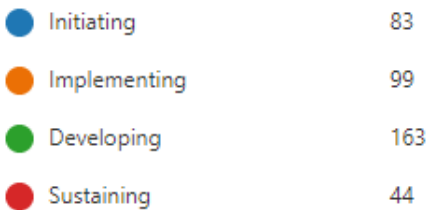
How can teachers and schools ensure that the learning environment allows students to develop their skills and realize their life and career plans at a distance?

October 2020 Baseline:



	Initiating	Implementing	Developing	Sustaining
K-2	31%	41%	25%	2%
3-5	52%	30%	18%	0%
6-8	34%	32%	30%	4%
9-12	18%	35%	41%	6%

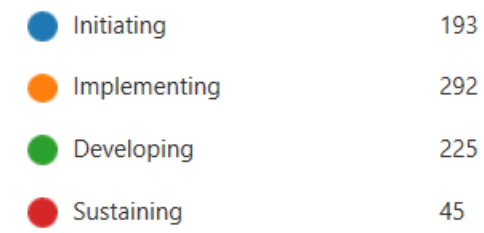
June 2021:



	Initiating	Implementing	Developing	Sustaining
K-2	34%	24%	33%	8%
3-5	24%	33%	36%	5%
6-8	31%	28%	32%	10%
9-12	6%	20%	57%	16%

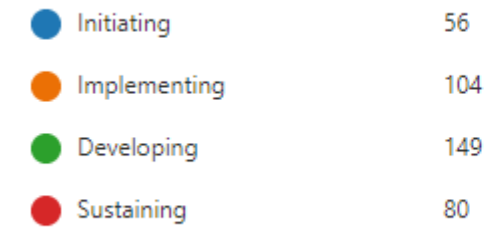
**Communication & Support**  
How do teachers ensure that relationships, sense of belonging, and engagement are maintained?

**October 2020 Baseline:**



	Initiating	Implementing	Developing	Sustaining
K-2	26%	42%	28%	3%
3-5	43%	30%	24%	3%
6-8	24%	39%	30%	8%
9-12	15%	41%	35%	9%

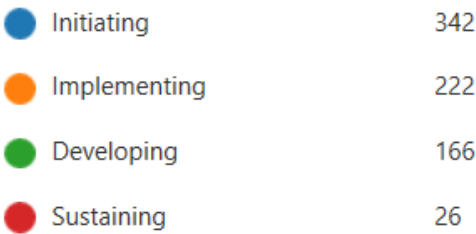
**June 2021:**



	Initiating	Implementing	Developing	Sustaining
K-2	22%	27%	34%	18%
3-5	21%	25%	33%	19%
6-8	18%	27%	34%	20%
9-12	4%	28%	46%	22%

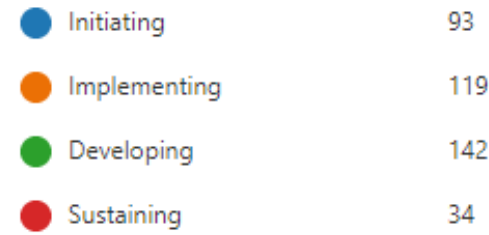
**Assessment**  
How do teachers provide a distance learning assessment process?

**October 2020 Baseline:**



	Initiating	Implementing	Developing	Sustaining
K-2	63%	21%	14%	2%
3-5	61%	24%	14%	1%
6-8	38%	33%	23%	6%
9-12	26%	36%	33%	5%

**June 2021:**

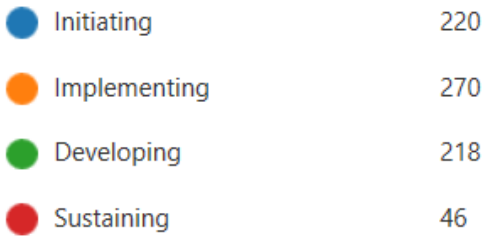


	Initiating	Implementing	Developing	Sustaining
K-2	43	29	24	4
3-5	28	33	33	4
6-8	29	26	35	10
9-12	7	33	45	13

Technology

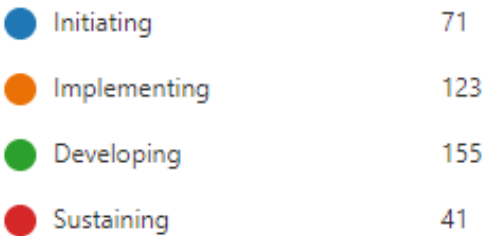
What does it mean to integrate technology into learning activities?

October 2020 Baseline:



	Initiating	Implementing	Developing	Sustaining
K-2	35%	42%	18%	3%
3-5	46%	33%	18%	1%
6-8	26%	34%	32%	8%
9-12	15%	33%	41%	10%

June 2021:



	Initiating	Implementing	Developing	Sustaining
K-2	35%	32%	32%	1%
3-5	21%	31%	39%	8%
6-8	19%	35%	33%	13%
9-12	6%	30%	48%	16%

## Appendix O: Social-Emotional Learning Resources

### Online Resources:

<https://casel.org/>

<https://www.alberta.ca/social-emotional-learning.aspx#:~:text=Develop%20students'%20knowledge%2C%20attitudes%20and,set%20goals%20and%20make%20decisions.>

<https://www.fosteringresilientlearners.org/>

<https://www.cultofpedagogy.com/breakout-rooms-social-interaction/>

<https://www.sessionlab.com/blog/online-energizers/>

### EECD team site – Social Emotional Learning:

<https://teams.microsoft.com/l/team/19%3ae746c09a229841efa21b0f16958edf06%40thread.tacv2/conversations?groupId=e07b0159-0cf5-47b9-b60a-3e4d683a452d&tenantId=4d2b5fdf-c4d2-4911-8709-68cc2f465c9f>

### Print Resources:

Ensouling Our Schools

<http://www.threeblockmodel.com/ensouling-our-schools.html>

Everyday SEL in High School: Integrating Social-Emotional Learning and Mindfulness into your Classroom

<https://mindfulpractices.us/books-materials/>

Portrait of a Learner in New Brunswick's Anglophone School System:

[https://one-un.nbed.nb.ca/f5-w-68747470733a2f2f636f6c6c6162652e6e6265642e6e622e6361\\$\\$/sites/ccic/Shared%20Documents/Portrait%20of%20a%20Learner%20-%20Future%20Ready!%20Self-Determined%20and%20Capable.pdf](https://one-un.nbed.nb.ca/f5-w-68747470733a2f2f636f6c6c6162652e6e6265642e6e622e6361$$/sites/ccic/Shared%20Documents/Portrait%20of%20a%20Learner%20-%20Future%20Ready!%20Self-Determined%20and%20Capable.pdf)

Response to Intervention for Behavior: A PBIS Resource Guide for School-Based Teams:

[https://one-un.nbed.nb.ca/f5-w-68747470733a2f2f636f6c6c6162652e6e6265642e6e622e6361\\$\\$/res/ess/ESS%20Documents/PBIS%20Response%20to%20Intervention%20Behaviour\\_August%202017.pdf](https://one-un.nbed.nb.ca/f5-w-68747470733a2f2f636f6c6c6162652e6e6265642e6e622e6361$$/res/ess/ESS%20Documents/PBIS%20Response%20to%20Intervention%20Behaviour_August%202017.pdf)

### Professional Learning Resources:

Connecting with Students During a Pandemic:

<https://event.webinarjam.com/replay/27/q7w31t68s1gfx3f0kZ>



# Appendix P: Ten (10) Minutes of Blended Learning: Suggested How for High Schools

**Purpose:**

**1. To reinforce provincial expectations that the teacher...**

- dedicates a minimum of 10 minutes per class to a live virtual meeting with students at home for every period, every day, and
- manages the class as a single group, half of which is online and the other half which is in school.

**2. To provide suggestions on how the teacher may support meaningful learning for their students every day, through providing a balance of:**

- teacher-directed,
- small-group student centered, and
- student-directed learning

Learning Formats	Who	What	Suggested How
Teacher-directed	Students at home <u>and</u> students at school	Students complete the same activity, at the same time	<p><b>Teachers...</b></p> <ul style="list-style-type: none"><li>• <b>Learning Goal &amp; Tasks:</b> Establish the learning goal and tasks for all students, using O365 Teams Meeting, Meeting Chat, Breakout Rooms, Shared Whiteboards, etc.</li><li>• <b>Structured Start:</b> Initiate a short start of class activity that students can respond to online, or in-class, for the first ten (10) minutes.</li><li>• <b>Collaborative Viewing &amp; Response:</b> Ask students to view a video or presentation at the same time, then respond to discussion prompts in class O365 Teams site.</li><li>• <b>Gather Evidence:</b> Use anonymous Polls (O365 Forms) to get formative feedback from the class, and address misunderstandings.</li><li>• <b>Reflective Exit Activities:</b> Ask students to reflect on what, how, and why they have learned, and have students make visible the questions they still have.</li></ul> <p><b>Students...</b></p> <ul style="list-style-type: none"><li>• <b>Warm-Ups:</b> Take turns leading warm-ups.</li><li>• <b>Short Presentations:</b> Complete short presentations for the entire class, peers provide feedback to one another.</li><li>• <b>Be the Teacher:</b> Lead the ten (10) minute discussion (e.g., post questions the day before and practice moderating).</li></ul>

Small group centered	Student at home <u>with</u> students at school	Students work together on a question, problem, project, etc.	<p><b>Teachers...</b></p> <p>Set-up collaborative spaces (e.g., Breakout Rooms) so that students can meet in real-time to work through an activity or tackle a problem together.</p> <p><b>Students...</b></p> <p>Pair or group students in-class with students at home, to:</p> <ul style="list-style-type: none"><li>• Teach a concept to the “other side”,</li><li>• Share an “Aha Moment” and a Wonder, and/or</li><li>• Perform or share learning and get peer feedback.</li></ul>
Student-directed learning	Students at home	Students at home connect with teacher/class, with expectation of completion during the period	<p><b>Establish a Question and Answer On Your Class O365 Teams Site:</b> All students respond within the first half hour of class. During the second half of class, students respond to one post, or the teacher “goes live” to address misunderstandings.</p> <p><b>Provide Feedback:</b> Schedule time for conferencing and feedback with individuals or small groups of students with common next steps.</p> <p><b>Keep a Teams Meeting Open During the Entire Class:</b> Check-in periodically as to whether your students have questions, ideas, or need redirection. All students must post an update by the end of class.</p> <p><b>View &amp; Post:</b> Students at home view a pre-recorded link and post to the class Meeting Chat. Students post a response and reply to two (2) classmates during the class.</p> <p><b>Open-ended Self-Assessment:</b> Students post their reflections in the class O365 Teams site.</p>

## Appendix Q: Glossary

**Adobe Suite:** software suite of graphic design, video editing, and web development applications.

**ChatterPix:** is a free iOS app that allows you to put tiny mouths on your photos and give them silly voices.

**D2L:** Brightspace learning management system, which is a cloud-based software used by schools, higher education, and businesses for online and blended classroom learning.

**Freshgrade:** is a learning network that seamlessly integrates a digital portfolio, flexible gradebook, and real time communication platform between teacher, students and parents.

**FlipGrid:** is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.

**Nearpod:** is an all-in-one solution for the synchronized use of iPads in the classroom that makes lectures more engaging through interactive multimedia presentations. With **Nearpod**, teachers can create mobile presentations, engage students in class, and assess them in real time.

**MyBlueprint:** To be developed.

**O365 Teams:** is a cloud-based team collaboration software, that is part of the Office 365 suite of applications. The core capabilities in Microsoft Teams include business messaging, calling, video meetings and file sharing.

**Pear Deck:** is an interactive presentation tool used to actively engage students in individual and social learning. Students log into the presentation with unique access codes and interact with questions while teachers monitor student and whole-class progress. Pear Deck is a freemium service; teachers and schools can access a wide array of tools and resources for free or opt to subscribe to a premium account.

**Personalization of Learning:** To be developed.

**Puppet Pals:** offers an easy way for students to create and record their own storytelling scenes and develop fun voice-acting skills.

**Remind:** Remind is a communication platform that helps educators reach students and parents where they are. Messages are sent in real time to an entire class, a small group, or just a single person. You can also schedule announcements ahead of time and attach photos and other files. With Remind, you can send text messages straight to any phone, including flip phones. To reach every family, translate your messages into more than 90 languages before you send. Use delivery receipts to see who's reading your messages.

**Social-Emotional Learning:** To be developed.