



**Long-term Recommendations for New Brunswick's
Anglophone Education System**

STAKEHOLDER FEEDBACK

Name of Group Providing Feedback:	Anglophone School District West District Education Council – ASD-W DEC
Contact Person (including position and e-mail address):	Thomas Geburt – Chair thomas.geburt@nbed.nb.ca
Date of Feedback Session:	Thursday March 14 – 6:00 PM

1.	What should be included in a provincial action plan on chronic absenteeism?
<ul style="list-style-type: none"> • Holding students back; grade retention • Consequences for the parent when parents breach the Ed Act by not causing their child to go to school • Collaboration with other departments (ie. Social Development) to ensure parents cause their kids to go to school • A cut-off for achieving success in a high school course if a threshold of hours of missing school is reached • Allowing school officials to insist on reasons for missing school • Proof of home-schooling if that was chosen • Does it matter how much time is missed if outcomes are achieved; consensus may be yes, as missing the experience • Difference between illness and sports/etc. • Up-keep of school is essential as it may impact student attendance • Examination of alternate setting circumstances that may actually reward missing school 	

2.	How could we rebalance classrooms to ensure all learners have access to an appropriate level of support?
<ul style="list-style-type: none"> • Academic Support Teachers have been excellent • Behaviour Intervention Mentors and EAs also give support to this scenario • Reduce class size; means more teachers and more space required • Infrastructure – ie. skilled trades area could help with available options • EAs for specific kids for specific help, but not generalized help; could there be an EA in every classroom regardless? An extra body to support. • An assessment done early to discover learning disabilities so that support can be offered earlier 	

3.	What is the best approach to using technology in classrooms while working to minimize screen time?
<ul style="list-style-type: none"> • Set times for use with technology when it contributes to moving a project forward; not always needed • Do we need to minimize screen time? Is this where we are going for the future? • If extra time, instead of putting on a video, pull out a board game...use technology as only required • Books over technology, especially at the earlier grades 	

- Communication, creativity, collaboration...set times for the use of technology; allow for socialization to occur
- Need to spend the money to keep the technology up to date; can go out of date fast; for example, every three years

4. What are some ways we could engage middle school learners to strengthen their connection to community and improve academic achievement?

- Allowing volunteers to come back into the school
- Mentorship programs; people from community to partner with schools
- Mini courses and hands on learning; woodworking and cooking
- High achievement at middle level is critical to achievement on PISA
- Middle level love Phys Ed and BBT
- More school clubs and making use of volunteers
- Intramural sports at Middle Level (everyone plays) as opposed to varsity and interscholastic leagues
- SPARK program, again with volunteers
- Students teaching students; leadership of older kids
- Outdoor classrooms

5. Aside from increasing accessibility and expanding course offerings, what other ways can we support students in their pursuit of learning French as a second language?

- Find qualified teachers
- Allow entry in FI at any entry level
- French class every year; get rid of Grade 5 Intensive French
- Provide more French elective at high school; scheduling challenges
- If goal is conversational French, then shouldn't have math and science in French for FI
- Offer French at every school in the province
- More Language Learning Opportunities (LLO)
- Explore opportunities to exchange with Francophone communities
- Kids go on the same bus; Francophone and Anglophone sectors

6. What can schools and community members do to help promote the value of physical and outdoor education on a learner's overall quality of life?

- Outdoor classrooms are great; very productive in the learning environment; much more fun
- Scheduling for outdoor education to be away from core courses to allow for all kids to choose it (high school)
- Physical Education – 20 minutes of activity for every student every day to start the day; “participation”
- PE mandatory in Grade 9, option in Grade 10, then no really great options for 11 and 12; make PE mandatory throughout; need more options
- More playground equipment and apparatus; need funding for this; including equipment at high school
- Food programs need to be examined here as well; children need breakfast to do the physical activity

7.	What are some ways we can help parents and community members support students who are working to learn French as a second language?
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- Finding qualified teachers
- Centers of Excellence; LLO was a great boost
- Exchange placements with Francophone schools
- French cultural activities; Buctouche Acadien Village for example : UdeM program for two weeks (summer)
- Does this change the message of parents not required to know French?
- Creating the environment
- Make a class for HS students that speak French that go to elementary schools to help kids learn French; a French Co-op or Tutoring class; win-win for engaging in French

8.	What can schools and communities do to help attract and retain qualified teachers and specialized health service professionals?
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- Money; need to pay to recruit
- More than just pay; good facilities, good equipment
- Pay student loans off if they stay for 10 years; incentives (mileage, accommodations)
- If we do some of the steps as above, recruitment may occur naturally
- Improve conditions of work environment
- Grant B-contract early as possible
- University Faculties need to examine who they are not excepting; letting good people not get in
- Grade levels meetings for collaboration and sharing

9.	How do we ensure the right supports are in place to help students grow and learn?
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- EAs in the classroom
- Volunteers to come in to support
- “Professionalize” EAs to allow them to be more support in the classroom; certification
- EAs who want to take courses, school invests in them, then the bumping system means they lose them
- Eliminate seniority hiring
- Quicker referrals for specialists and interventions
- ISD wrap around service
- Support students who are doing well, not only those who are struggling; gifted consultants; need to find ways to challenge those who are at a very high level

10.	What tools and strategies could better support teachers in their efforts to best support each learner regardless of their classroom?
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- EAs and volunteers
- Surveys to see how their students are feeling
- Artificial Intelligence tools to help challenge students and support students
- More networking opportunities for teachers; by grade level for example
- Teacher check ins to see how they are doing; need students having the right teacher teaching the right subjects too them; mentoring to support what works best

Please e-mail this feedback to david.mctimoney@nbed.nb.ca by **March 15, 2024.**

Thank you for your contribution and interest in education!