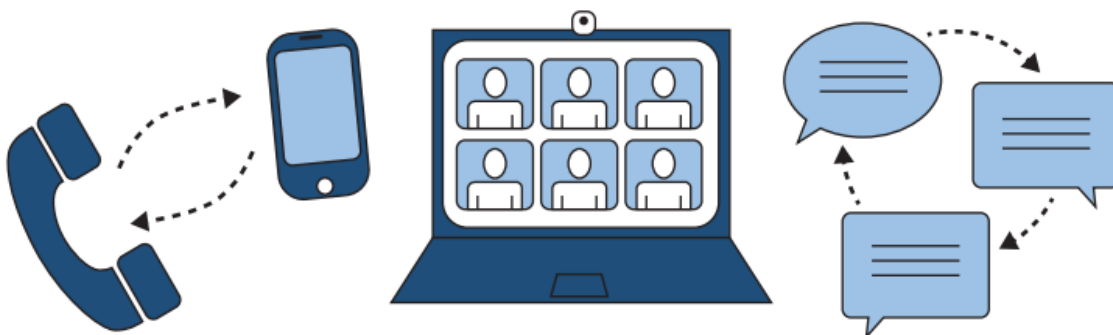


Please note students are expected to return to school on January 17, 2022. Students have recently lost instructional days, and this should be reflected in a focus on reinforcement of concepts over the at home learning week of January 10 to 14. This should also be considered when designing summative assessments.

The at-home learning plan will look very similar to last year. In all grades, students who do not have access to a computer will be able to borrow one to assist in their learning. All students will receive real-time online instruction (synchronous learning) from teachers in addition to work to be completed on their own (asynchronous learning) or in groups. The duration of real-time online instruction daily depends on the grade level of the student. Primary–12 teachers will deliver classes online and through the use of other approved tools and methods. Students will have opportunities to engage virtually with their peers, teacher, and a variety of specialists and supports. Students who require intensive support that can't be adequately delivered online will be able to attend school unless we are required to close schools based on Public Health guidance.

SYNCHRONOUS LEARNING



Real-time communication. May take a variety of forms depending on the instructional purpose. The range should include individual, small group, and whole class.

Examples: *video conferencing, phone conversations, conference calls, face-to-face, scheduled/planned individual/small-group support*

ASYNCHRONOUS LEARNING



Communication that does not occur at the same time, with a possible lag or gap between providing the information and the recipient taking in the information and providing a response.

Examples: email, messaging, discussion forums, posted videos, completing on-line tasks, assignments, projects.

Effectively learning from home requires many of the same things that face-to-face in-person classroom instruction does: clear understanding of what is being taught and what the learner will achieve, review and practice connected to the learning, checking for understanding, feedback, and opportunities to use the feedback to improve learning. However, there are some additional considerations with students and teachers being located in different spaces and places and these must be considered as we strive to support all learners.

Supports for teachers in planning engaging asynchronous and synchronous learning experiences can be found on the [eLearning site](#). This site will continue to be expanded to support teachers. It is expected that students will be introduced to approved technology tools in each classroom. This will assist in smoother transitions to learning from home and lead to better engagement of students when working remotely.

Some general advice for teachers in planning remote learning is to keep it simple: use a consistent set of tools, don't introduce something new until you and your students have mastered the previous set of online tools, leverage technology (including assistive technology) to assist you in reaching students in new ways, don't try to replicate your classroom online, make learning as interactive as possible in both synchronous and asynchronous ways.

Internet coverage in Nova Scotia expanded significantly last school year and continued strides are being made throughout the province in this area. The registration form that is updated in the fall has additional information about at home internet and device access for students. This will provide updated information and should be communicated to teachers for their planning.

Should a student not have access or robust enough internet to take part in learning online please refer to the strategies previously employed and consider using a conference call line for small-group instruction, using the phone to speak to individual students, and planning for the use of USB sticks and other feasible options.

Planning for Learning from Home

What do schools need to do to move to learning from home?

Schedules for students and teachers should be developed at the school level based on expectations from this plan and additional information as noted in the following tables. Current school schedules and support services can be used as a base for developing synchronous teaching and learning options. Consider the needs of your students based on what you know about your learners and invoke supports needed from the school and regional levels to set students up for early success. This will include communicating schedules and expectations to students and families so that they know what to expect prior to a learning from home situation. For additional information on this please see the sample schedules and scheduling ideas on the e-learning site.

Some highlights to consider in school planning:

■ Teaching and Learning

- Primary–12 teachers will deliver classes online and through the use of other approved tools and methods so that all students are able to participate in a combination of real-time (synchronous) instruction and self-directed (asynchronous) learning, keeping in mind what students shared as the most impactful teaching methods during previous at-home learning phases (e.g., Google classroom, teacher videos/demos, teacher feedback).
- Students will have opportunities to engage virtually with their peers, teacher, and a variety of specialists and supports.
- Student learning will continue to be assessed in all courses and for students with Individual Program Plans (IPPs).
- Teachers will continue to use PowerSchool Gradebook and TIENET as they have in the fully-in-school scenario to communicate assessment results.
- All teachers will continue to use ongoing assessment for learning practices by clarifying for learners their learning outcomes and criteria for success, providing ongoing feedback during the learning and time for learners to reflect and act on that feedback.
- All teachers will continue to evaluate learners' progress and achievement, summarizing how well students are learning in relation to their learning outcomes and criteria for success. Teachers will determine when enough evidence is gathered to make an evaluation (i.e., weekly, bi-weekly, and end of a unit of study, task, or project).
- Report cards will be provided to students; distribution dates may be adjusted by the region in consultation with the province if needed.
- Courses with performance elements, such as music, dance, or drama, will be conducted online. Virtual performances will be held online or recorded.
- EECD will work with RCEs/CSAP to determine what changes may be needed to courses to enable them to be delivered through at-home learning. This includes those with hands-on learning components. Changes will depend on the length of time and the timing of a Public Health order that directs the education system to move to at-home learning. This information will be accessed through the curriculum site.
- All students are expected to participate fully in learning at home. In the rare circumstances where this cannot happen, the Teaching Support Team and or Student Planning Team will develop a plan with the family.

▪ **Additional Supports**

- Access to additional supports will be provided to students to support and enhance student well-being and achievement.
- Access to Student Support Workers will continue remotely.
- The Teaching Support Team and Student Planning Team will ensure that plans to support students are flexible. They will consider how programming and services can be delivered to support well-being and achievement.
- The Homework Hub for Mathematics can provide additional support for students in grades 4–12. These additional supports will be actively promoted by schools, RCEs/CSAP, and EECD.

▪ **Technology**

- Students who require assistive technology will be provided the resources and support they need to continue their learning at home. Return to School Guidance – Accessible and Assistive Technology provides more specifics on service delivery considerations.
- Students will be provided with technology (including accessible and assistive technology) if they do not have access to their own devices at home.
- Additional devices will be distributed to students in other grades who need them, with priority given to students who are historically marginalized and racialized (African Nova Scotian and Mi'kmaw students) or who come from other groups that have been traditionally under-represented and under-served including students with accessible and assistive technology needs, English as an Additional Language students, and those experiencing poverty.
- RCEs/CSAP will ensure that students are able to effectively use technology and platforms required to access and support learning and well-being. This includes accessible and assistive technology.
- Students who do not have internet access will be provided with options to connect with teachers, receive lessons, and complete assignments. For example, each school has teleconference capabilities; and USB flash drives can be loaded with learning materials and returned with completed work.
- A technology considerations document can be found on the [eLearning site](#) to further support planning for effective learning from home.

Students will have opportunities to engage virtually with their peers and have opportunities to engage with their teacher. All online learning will be part of the assessment of student learning. All students are expected to participate fully in learning at home. In the rare circumstances where this cannot happen, the school team will develop a plan with the family.

What will the school day look like for students?

Students will

- participate fully in learning opportunities developed for them by their teachers
- participate in school through the methods developed by the school
- contribute to an orderly and safe online learning environment
- respect the rights of others
- comply with the policies of the province, school, and RCE/CSAP, including but not limited to attendance, code of conduct, assessment, and the network access and use for synchronous and asynchronous learning
- understand that, while learning from home, they will continue to receive ongoing feedback on their work
- continue to have their work assessed by teachers and included as part of their report card
- continue to be informed about their progress
- let teachers or other school staff know if more support is needed to assist with achievement or well-being
- continue to receive support to address individual social emotional and learning needs

Students	Hours per day	What will students be doing?
P-3	<p>Students will be provided with a detailed schedule that includes both opportunities for full-class instruction as well as small-group and individual support from the teacher.</p> <p>Individual students will have approximately two hours of instruction/work to complete daily, and teachers at this level will work with students throughout the full school day. Some students may have additional time with learning support teachers and other support personnel depending on supports required and Individual Program Plans.</p>	<ul style="list-style-type: none"> ▪ All students will be engaged in a range of age/grade appropriate methods for connecting with the teacher and other school staff and for completing work to fulfill the requirements of the Public School Program, including all subject areas. ▪ There will be regular and ongoing real-time communication with the teacher and specialists, as appropriate, at all grade levels. This will take a variety of formats using approved technology tools and other means for those with limited technology access. ▪ This could include: phone conversation, conference calls, video conferencing, scheduled/planned individual/small-group sessions and at times whole class experiences. ▪ There will also be times when learning will be developed and guided by the teacher through email, messaging, discussion forums, posted videos, complete online tasks/assignments/projects, etc. Teachers will use tools like Google Classroom and may use some paper-based materials in P-3. Designated specialists like psychologists and school counsellors may use tele-education and other forms of communication as they support students in planning and provision of services. ▪ For students with limited access to internet, teachers and other educators will work with families to ensure that learning continues, and that students are not disadvantaged. ▪ Strategies have been developed to support ongoing learning opportunities for all students.
4-6	<p>Students will be provided with a detailed schedule that includes opportunities for full-class instruction as well as small-group and individual support from the teacher.</p> <p>For students, this will amount to approximately three hours per day but teachers will work with students both synchronously and asynchronously throughout the full school day. Some students may have additional time with LSTs and other support personnel depending on supports required and Individual Program Plans.</p>	

7-9	<p>Students will be provided with a detailed schedule, that includes both opportunities for full-class instruction as well as small-group and individual support from the teacher.</p> <p>For students, this will amount to approximately four hours per day but teachers will work with students both synchronously and asynchronously throughout the full school day. Some students may have additional time with LSTs and other support personnel depending on supports required and Individual Program Plans.</p>	
10-12	<p>Students will follow their current schedule while learning at home; courses will consist of both synchronous and asynchronous learning. Teachers will schedule time for individual, small-group and whole-class sessions and will plan follow-up work for students to practice, reinforce, and demonstrate learning. Some students may have additional time with learning support teachers and other support personnel depending on supports required and Individual Program Plans.</p>	

What will the school day look like for teachers?

Grades primary–12 teachers will deliver classes and programming online and through the use of approved tools and methods so that all students are able to participate in a combination of real-time instruction and self-directed learning, keeping in mind what students shared as the most impactful teaching methods during previous at-home learning (e.g., Google classroom, teacher videos/demos, teacher feedback and contact). To best provide access to materials and resources, teachers are able to work from their school sites. They also have the option of working from home.

Teachers will

- teach through an inclusive, culturally responsive, and anti-racist lens guided by the principles of the [EECD Inclusive Education Policy](#).
- work a full school day; meaning that the day for teachers providing instruction (synchronously or asynchronously) is consistent with their regular in-school day
- prepare for teaching both synchronously and asynchronously, and differentiate as needed for students based on the information in the student expectations section above
- use approved technology tools to be consistent with the use of tools across the school for easier use by students and families
- use technology tips on the [eLearning site](#) to address any privacy concerns
- continue to develop their technical and online teaching skills through their professional learning
- maintain regular and consistent contact with students; contact should align with schedules; this would often be daily
- maintain records of synchronous contact time and monitor students asynchronous work
- assess student learning using assessment for and of learning
- contact parents/guardians regarding academics, behaviour, engagement, good news stories, or other purposes as would occur in a fully-in-school scenario

- engage with classroom teachers, the Teaching Support Team, Student Planning Team, and other specialists and support personnel to collaborate; share any issues with appropriate school teams about, e.g., student learning, well-being challenges, and student engagement; fulfill responsibilities as a teacher under the [Education Act](#).

All teachers, including school-based learning support teachers	What does the school day look like?	Synchronous: % of time that teachers will interact with students	Other instructional expectations/notes/considerations
P-3	School day is consistent with regular day for teachers.	Minimum of 40% to a maximum of 50% of time spent synchronously, with the remainder of time being asynchronous	<ul style="list-style-type: none"> work with the administrator to schedule additional supports for small-group instruction in literacy and mathematics as needed; there are other professionals who can assist and work with classroom and learning support teachers to support ongoing learning and well-being needs of students; work with other teachers in designing and developing lessons and materials for students classroom and learning support teachers will collaborate in designing and developing lessons and materials for students that incorporate the principles of multi-tiered systems of support eLearning site for how-to resources for synchronous and asynchronous learning synchronous time will vary weekly depending on activities that the students will engage in with their teachers; e.g., individual tasks like reading records, small-group interactions like guided reading, whole-class opportunities like the introduction of a new science or health concept asynchronous time may include students working from a calendar of activities as noted in their teacher-developed weekly schedules, drawing on materials that teachers provided in a learning-from-home kit (books, manipulatives, other resources as needed, appropriate paper-based offline activities) that students can do both independently and with assistance recognize that learning from home for students at this age needs to be in smaller chunks and that family support is integral to this learning integrate learning from a variety of subject areas into teaching; see samples linked in the curriculum site have regular communication with parents and students about what to expect in the week ahead; this could be through email, website, phone call, or other means specific subject ideas and resources, services and supports, and other are noted on the eLearning site samples to assist teachers in how to schedule synchronous and asynchronous time can be found on the eLearning site

4–6	School day is consistent with regular day for teachers	Minimum of 40% to a maximum of 50% of time spent synchronously with the remainder of time being asynchronous	<ul style="list-style-type: none"> ▪ also see P–3 for additional considerations ▪ work with the school administration to coordinate student learning ▪ eLearning site for how-to resources for synchronous and asynchronous learning ▪ synchronous time will vary weekly depending on activities that the students will engage in with their teachers; e.g., individual tasks like reading records, small-group interactions like guided reading, whole-class opportunities like the introduction of a new math concept ▪ consider ways to integrate learning from a variety of subject areas into teaching; see samples linked in the curriculum site. ▪ have regular communication with parents and students about what to expect in the week ahead; this could be through email, shared calendar, website, phone call, or other means ▪ specific subject ideas and resources, services and supports, information on multi-tiered systems of support, and other are noted on the eLearning site ▪ samples to assist teachers in how to schedule synchronous and asynchronous time can be found on the eLearning site
Teachers 7–9	School day is consistent with regular day for teachers	Minimum of 30% to a maximum of 50% of time spent synchronously, with the remainder of time being asynchronous	<ul style="list-style-type: none"> ▪ work with the school administration to coordinate student learning and supports ▪ eLearning site for how-to resources for synchronous and asynchronous learning ▪ synchronous time will vary weekly depending on activities that the students will engage in with their teachers; e.g., individual tasks like writer’s workshop, small-group interactions like project updates, whole-class opportunities like the introduction of a new skill or concept ▪ focus on project-/inquiry-based learning (see section on eLearning site) ▪ have regular communication with students about what to expect and what is due in the week ahead; this could be through email, shared calendar, website, phone call, or other means ▪ specific subject ideas and resources, services and supports, information on multi-tiered systems of support, and others are noted on the eLearning site ▪ samples to assist teachers in how to schedule synchronous and asynchronous time can be found on the eLearning site

Teachers 10–12	<p>School day is consistent with regular day for teachers</p> <p>Time for synchronous and asynchronous contact is per course.</p>	<p>Minimum of 40% to maximum of 50% time spent synchronously, with the remainder of time being asynchronous</p>	<ul style="list-style-type: none"> ▪ refer to the eLearning site for how-to resources for synchronous and asynchronous learning ▪ synchronous time will vary weekly depending on activities that the students will engage in with their teachers; e.g., individual meetings with students about specific assignments, small-group interactions like book studies, whole-class opportunities like the introduction of a new skill or concept, and sharing projects ▪ foundational outcomes are noted for many subject areas; see links from the curriculum site. This will assist teachers in focusing in on critical outcomes for learning. ▪ courses available through NSVS will be made available to teachers ▪ have regular communication with students about what to expect and what is due in the week ahead; this could be through email, shared calendar, website, phone call, or other means ▪ specific subject ideas and resources, services and supports, information on multi-tiered systems of support; and other are noted on the eLearning site ▪ samples to assist teachers in how to schedule synchronous and asynchronous time can be found on the eLearning site
<p>P–12</p> <p>Student Services staff supports; school-based with no student caseload assigned; and school counsellors</p>	<p>School day is consistent with regular day for teachers</p> <p>Time for synchronous and asynchronous contact</p>	<p>Refer to Student Services guidance documents for additional information</p>	<ul style="list-style-type: none"> ▪ school administration, Teaching Support Teams, and Student Planning Teams will work together to provide supports to ensure that student needs are being addressed through scheduling and program planning; this planning will be done using the guidance documents at regional and provincial levels and the principles and directives of the Inclusive Education Policy to guide decision making

Schools will schedule time for staff to collaborate, support student success, conduct virtual team meetings, focus on student achievement and well-being, plan for support for all students, and to continue to build on professional learning. This time will be free of synchronous learning requirements for teachers. This time is not to exceed the equivalent of a half day per week if the class, school or region moves to at home learning for a week or more. The time is to be scheduled throughout the week and will not interrupt student learning.

Note that regularly scheduled meetings like staff meetings and Program Planning Team meetings will continue virtually as needed.

What are the expectations for school administrators?

- Lead through an inclusive, culturally responsive, and [anti-racist lens](#) guided by the principles of the EECD [Inclusive Education Policy](#).
 - Support all staff, as they work remotely, by facilitating access to technology and assistance through the means that are available and feasible to the school, following regional guidelines.
 - Ensure that student and staff schedules are designed to support student learning in all subject areas within the guidelines set by the EECD, the RCEs/CSAP, and Public Health.
 - Schedules can be redesigned to support the situational needs of schools. Considerations may include chunking some courses e.g., a course could be given every day for a set period of time. Schools have flexibility in scheduling determining what works best for their teachers, student services specialists, students, and families. School schedules for learning from home must be coordinated, communicated, organized, and purposeful. See samples on the eLearning site.
 - Implement a plan, based on provincial guidance, to support students who require highly specialized, individualized programming and services. Students who require intensive support that can't be adequately delivered online will be able to attend school unless we are required to close schools based on Public Health guidance.
 - Ensure that explicit expectations and assignments are given to support staff to work with students who require additional support and monitoring for support staff in consultation with staff based on how students are doing.
 - Consult provincial documents for additional information.
 - Access regional staff to support school staff and processes as needed.
 - Ensure that teachers record synchronous contact time with the students and monitor asynchronous activities. – Monitor the well-being and workload of staff through regular check-ins.
 - Communicate regularly with all staff and support them in engaging with students and families in consistent and ongoing ways. The Key Points for Administrators in Trauma Informed Practices document will provide some additional guidance.
 - Communicate with parents/guardians on a consistent and regular basis.
 - Work with Human Resources as needed to re-deploy or reassign staff to where teachers/students need assistance Continue to address and problem solve disparities in access and opportunity to learning by identifying students who have needs that must be met and how to support them, e.g., planning for students who do not have the internet at home, focusing on students who are not successfully engaging and assisting with strategies.
 - Continue to engage in individualized program planning, Teaching Support Teams, and Student Planning Teams to ensure student needs are met.
 - Continue to organize regular practices that support student success and equity. This would include Program Planning Team meetings, continuing to monitor and support students, and supporting ongoing professional learning for all staff

What are the expectations for working with families?

Families are critical partners in education and this partnership is heightened when students are working from home.

The Inclusive Education Policy states that employees of the public education system will work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision makers regarding programming and/ or supports for their child. Demonstrating a commitment to building intentional, authentic, and meaningful relationships with families, communities, educational partners, and/or a student's system of support strengthens and nurtures a child's well-being, sense of belonging, and achievement.

Parents/guardians are valued members of Student Planning Teams and the planning, development, implementation, and monitoring of IPPs will continue. Tele-education can be used to connect with parents for confidential meetings and more frequent contact, or day-to day-contact can be supported via phone, online logs, email, or other approved technologies.

For information on returning to school in the 2021/22 school year, questions and answers, expectations for student learning, etc., families should be referred to the EECD website.

In addition, a family site was established: <https://curriculum.novascotia.ca/parentfamily-information>. This site has continued to be updated and is curriculum specific and much of the information applies to learning regardless of the situation. This site will support families with information on how to use common education technology tools, curriculum links, additional mathematics resources, and more student services supports, including supports that were created last school year during learning from home. It is critical that school staff stay in regular contact with families.