



SD83 CONTINUITY OF LEARNING PLAN 2022

The district acknowledges this plan may change with the onset of new directives from the Ministry of Education and the Provincial Health Office. The district will continue to be flexible and prepared to adjust to new protocols, as well as communicate any changes to students, staff, and parents/guardians.

PURPOSE

Continuity of Learning is important to every student's well-being (socially, emotionally, academically, and physically). This plan is designed to ensure that continuity of learning meets the needs of all students during this pandemic. Throughout the pandemic, we have also relied upon K-12 Education Recovery Plan 2021-2022 which reinforces the importance of:

- fully re-engaging students through high quality in-class instruction and innovative approaches to learning;
- aligning health and safety procedures with public health guidance to support student and staff wellness, with a focus on mental health;
- focusing supports to address unique student and staff needs, recognizing the pandemic has impacted individuals and communities differently;
- consulting and working with Indigenous partners to address the unique educational and learning needs of their communities;
- engaging and collaborating with parents/caregivers, staff, unions, and community partners to develop local solutions.

As we collaborate and make decisions related to continuity of learning, the following guiding principles apply:

- Ensure a healthy and safe environment for all students, families, and employees
- Support vulnerable learners who may need special assistance
- Provide continuity of learning opportunities for all students

CURRICULUM PRIORITIES

January to June 2022

As a result of the pandemic, we recognize that student absenteeism is likely to be much higher than normal, and we acknowledge the potential impacts of COVID on student learning. Here are some K to 12 curriculum recommendations for supporting student learning for the remainder of the school year:

K to 8	In order to target developing essential skills, it is recommended that <u>literacy and numeracy instruction</u> continue to be the main curriculum focus: • Increase the amount of time typically spent on reading, writing, and numeracy instruction • Where possible, teachers are encouraged to integrate other curricular areas into literacy and numeracy instruction • Continue to focus on strategies to support the social and emotional well-being of students, as well as the core competencies • When reporting on curricular areas on formal report cards, comments may reflect instructional gaps due to the pandemic. For example, "This assessment of student learning is based on a limited set of competencies and content, due to the impact of COVID."
9 to 12	• Focus on the <i>most important concepts in each curricular area</i>, recognizing that some competencies and learning standards may not be covered due to time constraints. For example, a list of secondary Science and Math priorities were created by an SD83 team of teachers representing all secondary schools in Spring 2020 (found in SD83 Curriculum Resources Team>Curriculum Planning in the Files section) • Plan for alternate forms of formative and summative assessment such as: shift to conferences via Teams or phone calls at the end of the semester if students are unable to be in attendance, use unit assessments rather than a final exam to help inform the summative grade, create take-home exams or creative opportunities for final projects, reschedule Graduation Assessments as needed - available November, January, April, and June, etc.)

Teacher Absences

As outlined in the [SD83 Teacher Teaching On Call Handbook](#), teachers should have the following prepared for a TTOC in the event of a planned or unexpected absence:

- **Teacher Teaching On Call Binder that includes:**
 - Class timetables and bell schedules
 - Class lists and seating plans
 - Outline of class routines
- **Dayplan(s) that include:**
 - Easily delivered lessons and activities for a full day of learning
 - Required supplementary materials
 - Special instructions for students with diverse learning needs
 - Times, locations, and responsibilities of supervision duties

Teachers are expected to leave a full day plan for the first day of their absence and are expected to have emergency TTOC day plans for several days available for situations where specific day planning cannot take place. Sample activities for K-8 are available in the [SD83 Curriculum Resources>General>Files>Grab and Go Resources](#) folder that might be useful in putting these plans together.

CONTINUITY OF LEARNING

As we experience the ever-changing nature of this pandemic, we have planned for continuity of learning by considering these two main scenarios:

1. **In-Person Learning (while supporting students with multiple day absences)**
2. **Functional Closure of a School**

In-Person Learning

The following guidelines will apply to ensure continuity of learning:

- Staff and students will follow all health and safety guidelines in the [SD83 Communicable Disease Prevention Plan](#)
- Staff will engage students in regular programming and instruction that is respectful of the health and safety guidelines of the Provincial Health Officer, regional health officers, and Ministries of Health and Education
- Staff will communicate the plan with students/families about how students will be supported in the event of multiple day absences. This plan should include where work can be accessed and how to best communicate with the classroom teacher. For example, “If your child is absent, please check our Classroom Team in Microsoft Teams where activities and assignments will be posted. Please email/message me at _____ if you have any questions.”

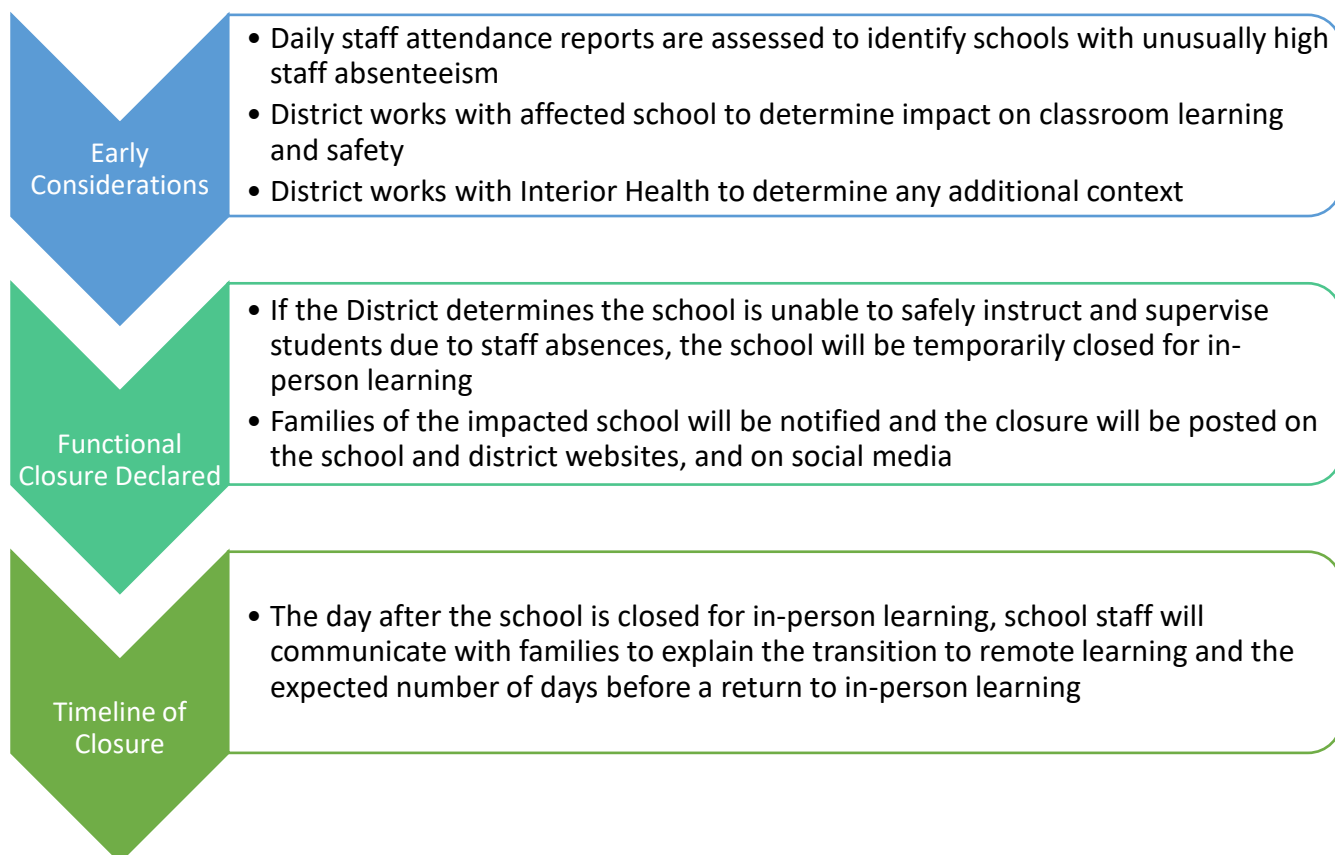
Supporting Students with Multi-Day Absences

- Staff will share learning materials (e.g., using Microsoft Teams) to support students during multi-day absences
- Staff will monitor how students are connecting and learning, and provide necessary support

Functional Closure of a School

In the event that there are not enough staff to supervise and instruct students, we may be required to shift to remote learning for a short period of time (typically 4-5 days). We do not anticipate a shift to remote learning for the long term. The following guidelines will apply to ensure continuity of learning:

How it Works: Functional Closure of a School



Functional Closure Timeline

The following steps are fluid and may vary due to evolving circumstances.

Functional School Closure Announced	Next Day	Duration of Functional Closure	Return to In-Person Learning
• Communication to families from Principal	• Transition period to remote learning • School staff communicate directly with families and/or students about remote learning	• Remote instruction for all learners • Communication to families about anticipated date of return to in-person learning	• Staff and students return to regular instruction

PREPARING FOR A FUNCTIONAL SCHOOL CLOSURE

- Ensure teachers and staff are ready to use an online learning platform (Microsoft Teams is the district-supported platform)
- Ensure students have their SD83 District Cloud Permission Form signed by parent/guardian
- Ensure students have access to a device that will support the online learning platform
- Provide staff training and support for using Microsoft Teams for remote learning (SD83 Curriculum Resources Team > Educational Technology > [Preparing for Remote Learning – Resources File](#))
- Ensure staff have access to the archived Home Learning Opportunities files from Spring 2020 in the [HLO Team](#)

Supporting Students During a Closure

Remote Learning

- All teachers will provide remote learning using an online learning platform (Microsoft Teams is the district-supported platform)
- Educators (including all itinerant staff) should be providing learning opportunities and support for students during the regular bookends of the instructional day, from their school site (subject to being healthy)
- School teams should ensure connections are made with Indigenous Education Department staff (IEWs, IOWs) and Inclusive Education staff (LRTs, CEAs, SLPs, ELL Teachers, Counsellors, etc.) to plan for student support
- We recognize that parents and caregivers will have varying degrees of capacity to engage in remote learning during a functional school closure. Educators should provide the opportunity to engage virtually as appropriate with students, but also provide learning opportunities for parents to do with their children, as their schedule permits.

K to 8	• Every student should have <i>the opportunity</i> to connect with their classroom teacher at least once a day • Online instruction should be designed for an age-appropriate amount of screen-time per day (examples include: whole class sessions, small-group support, one-on-one connections, synchronous vs. asynchronous instruction) • Provide optional learning opportunities that parents may use to support their children's learning at home (i.e. draw from HLO activities) • Itinerant/non-enrolling staff should coordinate their support in conjunction with the classroom teacher
9 to 12	• Secondary teachers should continue with the regular block rotation and schedule learning opportunities for students within that time • Every student should have the opportunity to connect online with their course teacher at least once a day (synchronous lessons, conferences, support sessions, etc.)

Inclusive Education

School principals will work with staff to support learners with exceptional needs (disabilities, diverse abilities, social, academic, and emotional needs) to:

- work together to create inclusive and compassionate online classroom communities
- provide direct support to students with diverse abilities to meet their CB-IEP goals, as appropriate
- consider how best to schedule Certified Educational Assistants and Indigenous Education Workers to support students
- consider how to best schedule additional itinerant staff and community agencies to provide service
- communicate with parents and the teachers connected to immuno-compromised students to develop a short-term learning support plan
- to equip and support students, families, and educators to ensure that all students are able to access online learning opportunities

Indigenous Education

- Indigenous Education staff will continue to provide services and support for Indigenous learners as outlined in the [Supporting Students: Educational Continuity for Indigenous Learners – Connecting with Families Guide](#)
- District staff will continue to consult and collaborate with First Nations education leaders in the local communities to adapt or make any necessary changes in the continuity of learning plan, in the event of a closure