

**EDUCATION COMMITTEE OF THE WHOLE MEETING
AGENDA**

TUESDAY, APRIL 28, 2020

3:00 PM PST – 4:00 P.M. PST

In person: School District 8 Kootenay Lake, Board Office, 811 Stanley Street, Nelson, B.C. V1L 6J2

By video conference: Prince Charles Secondary, Room 104, 223 18 Ave S, Creston, BC V0B 1G0

1. Call to Order

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Insertions/Deletions to proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the agenda for this April 28, 2020 meeting, **BE ADOPTED**, as circulated.

5. Receiving Presentations: Nil

6. Opportunity for Comments by the Public

7. Consent Package: Nil

8. Adoption of Minutes (p. 3)

App. 8

Proposed Resolution:

THAT the minutes of the March 10, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

9. Old Business: Nil

10. New Business

A. Virtual Learning in School District 8

i. Teacher Professional Learning during April 2020

ii. Continuity of Learning Plan (p. 9)

iii. [Virtual Resources for Teachers and Families](#)

iv. [Teacher Webpages on SD8 School Websites](#)

Handout
App. 10.A.ii

11. Celebration of Learning

Please come prepared to share a recent learning experience.

12. Question Period

13. Meeting Schedule and Reminders (p. 36)

App. 13

The next meeting of the Education Committee of the Whole is scheduled for June 9, 2020 at 2:30 pm at the Nelson Board Office.

14. Adjournment

**EDUCATION COMMITTEE OF THE WHOLE MEETING
MINUTES**

TUESDAY, MARCH 10, 2020

2:30 PM PST – 4:00 P.M. PST

In person: School District 8 Kootenay Lake, Board Office, 811 Stanley Street, Nelson, B.C. V1L 6J2

By video conference: Prince Charles Secondary, Room 104, 223 18 Ave S, Creston, BC V0B 1G0

BOARD:

L. Trenaman
C. Beebe (*via Video Conference*)
S. Chew
B. Coons
A. Gribbin
D. Lang
B. Maslechko, Trustee
S. Nazaroff
S. Walsh

DISTRICT STAFF:

C. Perkins, Superintendent
M. McLellan, Secretary-Treasurer
N. Howald, Director of Information Technology
N. Lynn, Learning Innovator
N. Ross, District Principal
J. Schmidt, District Principal of International Education

PARTNERS:

L. Arsenault, CUPE
C. Bendig, KLTF
R. Bens, CUPE
S. Kalabis, KLPVPA
L. Mackay, KLPVPA
S. Metcalf, DPAC
L. Quattrocchi, DPAC
C. Ziffle, KLTF (*via Video Conference*)

GUESTS:

M. Bennett, CUPE
N. Nazaroff, DPAC
C. Wilson, KLTF
J. Thiessen, Member of the Public
T. Bouchier, International Program Assistant
S. Packham, Intercultural Ambassador
K. Urriola, Intercultural Ambassador
L. Borhaven, Student Trustee
K. Knapik, Teacher Homestay Manager
T. Bouchier, International Program Assistant
A. Strackan, Vice Principal Trafalgar Middle School

REGRETS:

B. Eaton, Director of Innovative Learning
D. Holitzki, Director of Inclusive Education
D. Kunzelman, KLTF
B. MacLean, Director of Operations
T. Malloff, KLPVPA

C. Singh, Director of Human Resource Services

1. Call to Order

Committee Chair Maslechko called the meeting or order at 2:31 p.m.

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Insertions/Deletions to proposed Agenda: Nil

4. Adoption of Agenda

Moved by Trustee Walsh, seconded by Trustee Chew, **AND RESOLVED:**

THAT the agenda for this March 10, 2020 meeting, **BE ADOPTED**, as circulated.

5. Receiving Presentations:

A. International Program: Jann Schmidt, Kathi Knapik, Tanis Bouchier

J. Schmidt, District Principal of International Education provided a [presentation](#) on the School District 8 International Program. J. Schmidt introduced her team and Intercultural Ambassadors.

District Principal Schmidt provided an overview of the SD8 International Program, which includes recruiting and managing international students visiting Canada, support of English Language Learners, strengthening community relationships and partnerships, and cultural development.

District Principal Schmidt shared a video presentation from a past SD8 International Student who is now studying International Economics at UBC.

<https://drive.google.com/file/d/12fYViinK6GzNGgnwMCS4zbwxigvg5c4b/view>

The student presentations highlighted how taking part in the SD8 International program inspired future travel, intercultural awareness, future area of study at university, as well as enriching ones life.

District Principal Schmidt shared how understanding diversity in an important skillset to learn, and will encourage success in the work place. Understanding diversity enables people to problem solve more easily, and provides the ability to connect and collaborate. SD8 International program is being used to help develop this as a core competency.

Trustee Gibbon entered at 2:48 pm.

Trafalgar Vice Principal, Amy Strackan provided a presentation on the International Program at Trafalgar Middle School. Vice Principal Strackan shared the recent experience of 30 students from China visiting Trafalgar in January 2020. District elementary students were able to come to Trafalgar to participate with the visiting students in project based activities. Once completed the projects were shared in the community, and extremely well received. Vice Principal Strackan discussed how having these international students visit Trafalgar Middle School students and learning with SD8 students has encouraged engagement and citizenship, learning and academic success, and relationships have been built which has encouraged social emotional development.

District Principal Schmidt congratulated Trafalgar for the work they have done for the local and international students.

District Principal Schmidt provided an overview of how the International Program students contribute to our community fiscally.

The International program is funded by international students and includes.

- Welcome Centre (support to new immigrants to Canada). Work with families to ensure we meet Ministry guidelines.
- English Language Learners – 64 in our district. English Language Learning staffing, working with teachers. Professional Development opportunities for international teachers. Purchasing computers/technology/sports equipment/out of school trips.
- Intercultural development.
- Student Exchange and Experiences.
- School Courses – BAAs

The Business of Culture

Connection with Selkirk College (pathways for course and entrance, summer programs, professional development, events).

- Agents investing in the Kootenays
- Arrow Lakes – SD 10
- Home Stay
- Short term overseas employment opportunities.
- Supporting the MoED for Intercultural Curricular Development

Have been able to send teachers overseas for learning opportunities.

K. Knapik, Teacher Homestay Manager provided an overview of Homestays and showcased how Homestay families are the heart of the program.

S. Packham, Intercultural Ambassador, shared the positive experience of her 2 week cultural exchange in China.

Skyler Urriola, Intercultural Ambassador, a student from Panama shared her positive experience in joining the International Ambassador program.

Question:

C. Bendig, KLTF - recognized the work teachers do day to day for international students. Asked if District Principal Schmidt could speak to supports the international program provides to teachers in welcoming international students.

District Principal Schmidt – Shared that the International program staff would be open to going to schools to work with staff to provide support. Schmidt meets with all English Language Learner teachers in the district to provide resources and supports, and to ensure they are meeting Ministry requirements.

Trustee Walsh – encouraged everyone at the table to be a homestay family.

Trustee Trenaman – thanked the International team for the presentation. Trenaman also thanked the students for taking the time to come to speak with the Education Committee of the Whole to help everyone understand what is happening in the International program.

Chair Maslechko – Thanked the students for coming to share what is going on in the International program.

6. **Opportunity for Comments by the Public:** Nil

7. **Consent Package:** Nil

8. **Adoption of Minutes**

App. 8

Moved by KLTF Partner Bendig, seconded by Trustee Walsh, **AND RESOLVED:**

THAT the minutes of the December 10, 2020 Education Committee of the Whole meeting **BE ADOPTED.**

9. **Old Business:** Nil

10. **New Business**

A. Curriculum Projects 2020

District Principal Ross – provided an update on the 2020 Curriculum projects which are Focus Learn Excel funded. There were 19 applications submitted this year, which involve teacher collaboration from across schools in the district. Due to the nature of these projects being rolled out in the spring, they will be continued on through the 2020/2021 school year.

Trustee Chew – congratulated everyone on the curriculum projects and asked if there is a project from every school in the district.

District Principal Ross – shared that there was a submission from nearly every school, but that there was a Curriculum Project application from every family of schools.

B. Learning Tours 2020/2021

App. 10B

Superintendent Perkins – provided an overview of the Learning Tours which will start in the fall of 2020. Trustees will be asked to sign up. The document which will be circulated to Trustees will show the school, the student presentations, and what the school is trying to achieve in their strategic plan. Schools are encouraged to make connections back to the Board strategic plan and the Ministry strategic plan. Trustees will then have lunch with the entire staff from the school being visited. This will give the Board an opportunity to thank staff at the schools, to honor staff who will be provided with service awards and give their service button to them. Two schools will be visited at a time, sequentially throughout the district. The Learning Tours' document will be shared with PVP later this week, and then will be brought back to the Education Committee of the Whole.

Trustee Chew - noted an edit to be made to the Learning Tours' document with respect to the year. Would like to see what the schools would like to highlight to the Board. Shared that she sees value in the schools sharing the good work that is going on with one another.

Superintendent Perkins – yes, early years, middle years, and grad programs will be meeting together. Teachers will also all come together, possibly every second year.

Trustee Nazaroff – asked if Trustees will also visit Wildflower in Creston?

Superintendent Perkins – yes, when Trustees visit Prince Charles Secondary School, Wildflower will also be visited.

Trustee Gibbon – Asked if Trustees will also visit Homelinks in Creston.

Superintendent Perkins – noted that we will look at adding Homelinks to the list of sites being visited.

KLTF Partner Bendig – asked if the findings at the schools will be shared with the committee.

Superintendent Perkins – shared that a framework will be provided which is related to the strategic plan. We will be looking for direct data of how to improve student learning. Everyone will have the framework by the end of the year.

11. Celebration of Learning

Please come prepared to share a recent learning experience.

Superintendent Perkins – spoke about the amazing presentation of learning from Mount Sentinel and the Slocan Valley called From the Heart which was a multi-media performance that incorporated dance, spoken word, video and drama.

Trustee Walsh – Also gave high praise of the From the Heart performance as well as the Indigenous Cultural event which took place at the Capitol Theatre.

KLTF Partner Bendig – shared a musical celebration fundraiser to send middle and high school bands to a competition in Kamloops. Shared appreciation for teachers making extra curricular programs happen such as the Trafalgar Basketball team. Shared that the robotics students will compete in the Selkirk Robo games, and there will be a pie eating contest at Trafalgar to celebrate Pie day.

District Principal Ross – shared that Skills BC competition which took place where 50 students from School District 8 competed. Multiple students took home bronze, silver, and gold prizes and will be going to provincials.

Trustee Tranaman – visited Salmo Elementary and shared how impressed she is with the use of coding, little bits and soldering in the maker space.

12. Question Period: Nil

13. Meeting Schedule and Reminders

App. 13

The next meeting of the Education Committee of the Whole is scheduled for April 28, 2020 at 2:30 pm at the Nelson Board Office.

14. Adjournment

The meeting adjourned at 4:07 p.m.



Continuity of Learning Plan

Spring 2020



Continuity of Student Learning

FOCUS.LEARN.EXCEL

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.

Introduction

We want to begin by expressing our gratitude to all of School District 8 - Kootenay Lake staff and our families for coming together in this time of global concern. The planning below is to ensure students, parents and all staff have a consistent way of continuing to provide instruction and assessment.

We recognize this situation is unprecedented and may be challenging to navigate. We endeavor to support staff and families during these uncertain times. We ask for your patience and flexibility as we move forward together.

While our daily schedules will be adjusted, student learning continues to be our priority. This includes regular, ongoing communication with families.

We focus on excellence for all learners in a nurturing environment.

Ministry Principles to Keep in Mind

1. Maintenance of safe and healthy environments
2. Support services for Essential Service Workers (ESW)
3. Continue to support vulnerable learners
4. Establish a Continuity of Learning Plan

Contact Information

District Website: www.sd8.bc.ca

District Senior Leadership Team

Superintendent of Schools:

Dr. Christine Perkins - christine.perkins@sd8.bc.ca

Directors:

Deanna Holitzki - Director of Instruction - Inclusive Education - dholitzki@sd8.bc.ca

Ben Eaton - Director of Instruction - Innovative Learning - beaton@sd8.bc.ca

Chandra Singh - Director of Human Resources - chandra.singh@sd8.bc.ca

Nick Howald - Director of Information Technology - nick.howald@sd8.bc.ca

Bruce Maclean - Director of Operations - BMacLean@sd8.bc.ca

District Principals

Gail Higginbottom - Aboriginal Education - gail.higginbottom@sd8.bc.ca

Naomi Ross - Innovative Learning - nross@sd8.bc.ca

Rob Simpson - Distributed Learning/MyEd BC - rsimpson@sd8.bc.ca

Jann Schmidt - International Education - jann.schmidt@sd8.bc.ca

Technology Support

SD8 Kootenay Lake Helpdesk - helpdesk@sd8.bc.ca

Reminder: take steps to maintain confidentiality.

School Websites by Family of Schools

Crawford Bay Family of Schools

Crawford Bay Elementary/Secondary School

<https://cbess.sd8.bc.ca/>

(250)-227-9218

Creston Family of School

Adam Roberts Elementary School

<https://ares.sd8.bc.ca/>

(250)-428-2051

Canyon-Lister Elementary School

<https://canyon.sd8.bc.ca/>

(250)-428-4161

Erickson Elementary

<https://erickson.sd8.bc.ca/>

(250)428-2363

Homelinks

<https://homelinks.sd8.bc.ca/>

250)-428-2217

Prince Charles Secondary School

<https://pcss.sd8.bc.ca/>

(250) 428-2274

Kaslo Family of Schools

JV Humphries Elementary Secondary School

<http://jvh.sd8.bc.ca/>

(250)-353-2227

Jewett Elementary

<https://www.sd8.bc.ca/schools/jewett-elementary>

(250) 366-4224

ELEV8

<https://elev8.sd8.bc.ca/>

1-(800)-663-4614

Salmo Family of Schools

Salmo Secondary

<http://salsec.sd8.bc.ca/>

(250)357-2214

Salmo Elementary

<https://ses.sd8.bc.ca/>

(250)-357-2214

Nelson Family of Schools

Blewett Elementary

<https://blewett.sd8.bc.ca/>

(250)-352-5314

Hume Elementary

<https://hume.sd8.bc.ca/>

(250)-352-3186

LV Rogers

<https://lvr.sd8.bc.ca/>

(250)-352-5538

Rosemont

<https://rosemont.sd8.bc.ca/>

(250)-352-3182

Redfish

<https://redfish.sd8.bc.ca/>

(250)-229-4224

South Nelson Elementary

<https://southnelson.sd8.bc.ca/>

(250)-354-4139

Trafalgar Middle School

<http://trafalgar.sd8.bc.ca/>

(250)-352-5591

Wildflower

<https://wildflower.sd8.bc.ca/>

(250)-505-7020

Slocan Family of Schools

Brent Kennedy Elementary

<https://bkes.sd8.bc.ca/>

(250)359-7292

Mount Sentinel Secondary

<https://mtsentinel.sd8.bc.ca/>

(250)-359-7219

W.E. Graham

<https://weg.sd8.bc.ca/>

(250)-355-2212

Winlaw Elementary

<https://winlaw.sd8.bc.ca/>

(250)-226-7217

Roles and Responsibilities

District Responsibilities:

- Update school website messages from Superintendent, Interior Health and Ministry of Education.
- Maintain and update a FAQ page for parents:
<https://www.sd8.bc.ca/announcements>
- Maintain regular and consistent communication with all staff, students and parents.

PVP Responsibilities:

- Read and review the SD8 Pandemic Response Plan 2020 posted on SD8 website.
- Provide clear expectations for online learning to staff, parents and students.
- Ensure channels of communication are clear, frequent and succinct.
- Regularly update school websites.
- Update all staff contacts: emails, phone numbers, and emergency phone list.
- Communicate daily with all school staff.
- Update staff email addresses on the schools' website.
- Update staff daily via email and or telephone call. Set a consistent time of day for this communication (ie: 10am every day).
- Call an emergency staff meeting to communicate the Continuity of Student Learning Plan.
- Contact any missing staff members and update them regarding the Continuity of Student Learning Plan.
- Be prepared for daily Zoom and or telephone meetings with District Senior Leadership staff. Time of day and Zoom link will be sent out.
- Ensure teachers have email addresses of every child enrolled in their class.
- Remind teachers that they are responsible for sending assignments and necessary resources to support the assignment expectations/ learning criteria electronically to parents and students. These materials may be sent weekly or in their entirety. The teacher must include assignment due date, will continue to mark assignments and complete report cards.
- May need to advise families and liaise with Inclusion Education and non-enrolling staff to support students who require alternate or additional supports such as a reader or scribe (ie: google read/write, etc., parent or sibling reader/scribe, etc.).
- Keep records of communication to staff and parents.

Expectations for Teachers:

- Understand that during unique global events (such as COVID19) you may be required to provide instruction to students digitally/ remotely.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic assignments for the following:
 - K-9: Math, Language Arts, Social Studies & Science.
 - 10-12: Specific material for each course taught.
- Be available and respond to PVP and families during regular school hours and in a regular, timely manner.
- Continue to deliver curriculum, including feedback and assessment of student learning.
- Blind copy (bcc) email communication in order to maintain privacy of families.
 - No more than 30 email addresses in one email.
 - Under 5 MB of attachments in one email.

- Take copies of workbooks and textbooks home over regular school breaks.
- Teachers can also modify their course material to access apps.
- Take their SD8 laptop home during school breaks. I pads are not adequate.
- Create a plan for accessing materials for your continued course delivery.
- Consider the creation of an inquiry based project.
- Check school email several times a day and respond to emails in a timely manner.
- Email to families of all students, daily.
- Communicate with families using your District email address only.
- Keep records of communication.

Delivery Options:

Use what works for you as the teacher and for your families and students, such as:

- Google classroom
- Regular email correspondence
- Continued access to existing learning apps (if already being used in classroom learning)
- Online resources
- Blogging
- Teacher webpage on school website

Expectations for Inclusive Education Staff (KLTF):

- Understand that during unique global events (such as COVID19) you may be required to provide support to students remotely which may include digitally and telephone.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic support documents for each of the students you support:
 - Designated students:
 - Provide written support information according to the child's IEP and other support plans.
 - Provide electronic links for parents/students to access additional online/electronic resources.
 - Provide your daily contact hours for parents/students to connect with you. Provide your SD8 cell phone number and email for contact info.
 - Where possible, provide ZOOM and/or phone service to support assessments, therapy, etc.
 - Continue to provide information to support IEPs, behaviour plans, etc.
 - Where possible, participate by phone or electronically in case management meetings, IEP meetings, cross-agency meetings, etc.
 - Provide interim reports to parents/students/schools, detailing assessments, therapies and/or services provided, progress of students, suggestions for further progress, etc. up until Spring Break. Provide such reports to families/case managers/principals prior to the end of April 2020.
 - Non-designated students:
 - Provide comprehensive electronic information for families to continue to support their children.
 - Provide interim reports to parents/students, detailing any assessments, therapies and/or services provided, progress of student, suggestions for further progress, etc. up until Spring Break. Provide such reports prior to families/case managers/principals prior to the end of April 2020.

- Send plans, reports, etc. to Director of Inclusive Education electronically and maintain a copy for yourself.
- Be available and respond to Case Managers, Learning Support Teachers, PVP and families during regular school hours and in a regular, timely manner.
- To the best extent possible, continue to deliver support to students who are actively on your caseload.
- To the best extent possible, continue to consult with families/students who have questions about services, etc.
- When communicating with families, blind copy (bcc) email communication in order to maintain privacy of families.
 - No more than 30 email addresses in one email.
 - Under 5 MB of attachments in one email.
 - Include school case manager and principal in all emails.
 - Include Director of Inclusive Education in all emails to families and/or students.
- If supports are available by an app, provide the name of the app and how families can locate it.
- Keep your SD8 laptop home during the suspension of in-class instruction. Ipads are not adequate.
- Create a plan for accessing materials for your continued service delivery.
- Discuss with the Director of Inclusive Education, projects that you may be able to engage in - these might include (but not limited to): Google Read & Write documents for school use, creation of Webinars for strategies (eg: Executive Functioning), creation of handbooks for services, creation or finalization of current projects (eg: referral form, referral/service process, staff profile pamphlets, etc).
- Check school district email several times a day and respond to emails in a timely manner.
- Email/phone families of all students being supported, at least weekly. If emailing, use your District email only.
- Keep written records of communication with parents/students.
- Redirect all COVID-19 concerns from families/students to District staff.
- Direct your own questions regarding COVID-19 and updates to the Director of Inclusive Education and to your KLTF representative(s).
- “Remember, we are in the education sector and medical concerns should be referred to the medical professionals”.
- Use SFE if you are sick, as normal.

Delivery Options:

Use what works for you as the Inclusive Education professional and for your families and students, such as:

- Google classroom
- Regular email correspondence (using SD8 email)
- Regular phone correspondence (using SD8 phone)
- Access to existing learning apps
- Online resources
- Blogging, etc. etc.

Expectations for Case Managers and Learning Support Staff (KLTF):

- Understand that during unique global events (such as COVID19) you may be required to provide support to students remotely which may include digitally and telephone.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic support documents for each of the students you support which may include but is not limited to:
 - Designated students:

- Provide written support information according to the child’s IEP and other support plans.
 - Provide electronic links for parents/students to access additional online/electronic resources.
 - Provide your daily contact hours for parents/students to connect with you.
 - Continue to provide information to parents/students/Inclusive Ed staff/EAs, to support IEPs, behaviour plans, etc.
 - Where possible, participate by phone or electronically in case management meetings, IEP meetings, School Based Team meetings, cross-agency meetings, etc.
 - Proceed with updating of IEPs and red binders for designated students for 2020/21 and for new students for 2020/21 as per March 12, 2020 information. Proceed with preparation of INADS forms for new students. Proceed with preparation of Category H binders for Internal Audit. (Both as per March 13, 2020 memo).
- Non-designated students with identified needs:
 - Provide comprehensive electronic information for families to continue to support their children.
- Send plans, reports, etc. to Principal electronically and maintain a copy for yourself.
- Be available and respond to families of designated students during regular school hours and in a regular, timely manner.
- To the best extent possible, continue to deliver support to students whom you support and to their families.
- Continue to consult with Inclusive Ed staff (school district cell numbers will be distributed to you), as well as to Inclusive Ed Director with any questions, requests for service, etc.
- When communicating with families, blind copy (bcc) email communication in order to maintain privacy of families.
 - No more than 30 email addresses in one email.
 - Under 5 MB of attachments in one email.
 - Include school case manager and principal in all emails.
 - Include Principal in all emails to families and/or students.
- If supports are available by an app, provide the name of the app and how families can locate it.
- Create a plan for parents/students to access materials for your continued service delivery.
- Email to families of all students being supported, at least weekly.
- Communicate with families using your District email address only.
- Keep written records of communication.
- Redirect all COVID-19 concerns from families/students to District staff.

Delivery Options:

Use what works for you as the Case Manager/LST professional and for your families and students, such as:

- Google Classroom
- Regular email correspondence (using SD8 email)
- Regular phone correspondence (using SD8 phone)
- Access to existing learning apps
- Online resources
- Blogging, etc. etc.

Education Assistants (EA)/Youth and Family Workers (YFW):

- School Principals are to work with EA's and YFW's to determine work available up to the number of regular hours of work (on a weekly basis).
- When working with EAs/YFWs, Principals ensure that they are working safely, and wherever possible, are helping to provide ongoing service and delivery of instruction, under the supervision of the Principal, School-Based Team, and teaching staff (classroom teacher(s) and/or Case Managers, LSTs, and counsellors).
- Principals or Case Managers ensure that a written schedule is developed with EAs and YFWs to guide weekly/daily work, and schedule is to be maintained each week.
- Under the directions of Principals and/or Case Managers/LSTs and as part of instruction and support for students, EAs and YFWs may be asked to:
 - Update the red binder/IEP (ie - remove old info; copy new info, add new info, type in info, write notes for observed behaviours, etc) under the direction of the Case Manager/LST/Principal.
 - Update resources/provide resources for students (electronic or otherwise), inventory resources for students (electronic or otherwise), as well as provide these to students (eg: by signing them out, etc.).
 - Work in areas or on assignments other than typical during this time. Such assignments may include: student file management (general student files), classroom inventories, PE inventories/upkeep, Library inventories/upkeep, resource packaging for students/families, food grocery card purchases, preparation of food packages for distribution, locker cleanout, Lost and Found bagging, etc. etc.
- Redeployment - There are likely to be opportunities for redeployment to another school (as in the case of providing services to support children of essential service workers), and/or redeployment to another department (eg: Operations or Maintenance). These opportunities will be voluntary and will be assigned by seniority. More information to come.

Requirements for Service Delivery for Students with Unique Needs:

- Schools are required to provide instruction and support for students with unique needs and designations, to the best extent possible. This includes utilizing alternate delivery options where possible.
- EAs, under the direction of the classroom teacher, Case Manager, and/or Principal and based on the student's IEP goals, can create adapted material, resources and work for identified designated students.
- Education Assistants, under the direction of the Principal, Classroom Teacher, Case Manager, and/or Learning Support teacher may contact families of students with unique needs through email, to provide ongoing support for students with designated unique needs, and to answer questions. If EAs contact students or families directly through email, they must maintain privacy, email one family/student at a time, and include 5 MB or less of attachments in one email. Additionally, for every email, EAs must include school case manager and principal in all emails. All emails must be logged daily in a communication log.
- Youth and Family workers, under the direction of the Principal, Case Manager, School Based Team, Counsellor and/or Classroom Teacher may contact at risk students and/or their families regularly (daily or weekly), to provide support and answer questions. If YFWs contact students or families directly through email, they must maintain privacy, email one family/student at a time, and include 5 MB or less of attachments in one email. Additionally, for every email, YFWs must include school case manager or Alternate teacher and principal in all emails. All emails must also be logged daily in a communication log.

Concerns about the health and safety of all students are to be reported in the usual manner (ie - to MCFD, to Javier Gonzales, to the Principal, to Scott Rothermel, to the School Based Team, and/or to the District Based Team).

RESOURCES:

Visit the Inclusive Education Department website for resources, information, etc.

<https://inclusiveeducation.sd8.bc.ca/>

Food Programs for Vulnerable Students:

- In general, food programs are expected to continue in schools for vulnerable students.
- Principals to identify what programming can continue in the same manner for vulnerable students, and what programming needs to be modified to maintain the same level of service for vulnerable students.
- Principals to provide a list of the students who have been identified as vulnerable for the 2019/20 LINKS food plan.
- Principals to communicate with the Superintendent/CEO and Director of Inclusive Education how food programming will be delivered to vulnerable students (if able to continue face to face).
- If food programming cannot continue face to face, then Principals are to provide grocery cards (or food supplies if grocery cards are not an option) to vulnerable students in the following manner:
 - Divide the number of vulnerable students by the amount of LINKS funding still left in the school to determine a per vulnerable student amount of funding available
 - Divide that number by 13 (the total possible number of weeks left in the school year from March 30 to June 26). This will be the weekly amount to be distributed via gift card/food supplies to vulnerable students.
 - Purchase gift cards/food supplies for each week for each vulnerable student identified.
 - Determine how the school will distribute the card(s)/supplies to students - i.e. through pick up at the school, Principal delivery, etc.
 - Keep all records of gift card/food supply purchase, delivery (to whom, when how much the card was for, etc).
- Principals to direct their questions regarding food programming for vulnerable students to the Director of Inclusive Education with a copy to the Superintendent/CEO.

Parents:

- When in-class instruction is suspended, you cannot send your children to school.
 - Ensure that your email and contact information is updated and accurate with the school Principal.
 - Regularly read updates from School District 8 Kootenay Lake on the district and local school websites.
 - Recognize that you play an active and essential role in supporting your child's learning during this time.
 - You are responsible for regularly checking your email and school website for lessons and communication from your child(s) teachers.
 - Respond to teacher emails as requested and return assignments electronically to your child(s) teacher(s).
 - It is suggested you keep a record of school communication.
-

Suggested Learning Framework

BC's Curriculum: <https://curriculum.gov.bc.ca/>

Early Learning/Primary

(Approximately 5 hours/week)

- Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum. Offer open-ended opportunities and inquiry-based approaches.
- Encourage accessing outdoors and promote healthy living.

Approximate Time per Day	Subject Area
20+ minutes	Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
20+ minutes	Numeracy Activities, Games & Challenges focused on counting, sorting, and patterning.
20+ minutes	Holistically-Focused Activities, Games & Challenges to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. <ul style="list-style-type: none">• Learning a new board game or skill• Practicing mindfulness/yoga/breathing exercises• Exploring a new interest or passion

Intermediate (grades 4-6)

(Approximately 7-10 hours/week)

- Education content will continue to focus on language/literacy and mathematics/numeracy competencies, and there will be opportunity to incorporate science and social studies competencies through cross-curricular learning.
- Offer open-ended opportunities and inquiry-based approaches.
- Encourage accessing outdoors and promote healthy living.
- Establish shorter cycles of work - (i.e. Passion Projects, Genius Hour)

Approximate Time per Day	Subject Area
20-30 minutes	Reading - read stories to the student and have the student read to you, dolch words (arrange words into funny sentences),
20-30 minutes	Writing - story writing, comic book, instructions for task,
20-30 minutes	Numeracy
20-30 minutes	Project based inquiry related to social studies/science
20-30 minutes	Daily Physical Activity
30 - 60 min	Passion Project or Project Based Learning - coding, genius hour, learn a new skill (i.e. cooking, sewing, etc.)

Middle School (grades 7-9)

(Approximately 10-15 hours/week)

- Education content will focus on core language/literacy, mathematics/numeracy, science and social studies curriculum competencies, in preparation for the next grade level.
- Encourage accessing outdoors and promote healthy living.
- Establish shorter cycles of work - (i.e. Passion Projects involving cross curricular opportunities)

Approximate Time per Day	Subject Area
30-45 minutes	Literacy - Reading and Listening
30-45 minutes	Writing - Journaling, project reflections, non-fiction project writing,
30-45 minutes	Numeracy - Concepts identified by teacher
30-45 minutes	Social Studies/Science - project bases with cross curricular connections to numeracy and literacy
60 minutes	Passion Project or Project Based Learning - coding, genius hour, learn a new skill (i.e. cooking, sewing, etc.)
30+ minutes	Physical Activity

Secondary (grades 10-12)

(Approximately 3 hours/week for each course enrolled in)

- For grades 10 and 11 students, Graduation Assessments are postponed for the 2019-20 school year.
- Every student eligible to graduate from Grade 12 this year will graduate.
- The only graduation assessment required for current Grade 12 students is the Grade 10 numeracy assessment. The Ministry of Education will ensure Grade 12 students who have not yet completed this assessment and who are otherwise on track to graduate are able to meet this graduation requirement.
- Education content will focus on specified and core courses required for [BC graduation program](#). This may include Career Life Education, Career Life Connections, Language Arts, Languages, Mathematics, Sciences, Social Studies, PE, Fine Arts/Applied Skills, and/or other elective credits.
- Content from other courses will be delivered where possible, and accommodations for students unable to complete courses will be considered.

Grade Progression and Report Cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

Learning At Home

Parent/Guardian Learning Strategies

Provide support for your children in the following ways:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

Student Learning Strategies

- Identify a comfortable, quiet space in your home where you can work effectively and successfully
 - Regularly monitor online platforms (Google, email, etc.) to check for announcements and feedback from your teachers
 - Complete assignments with integrity and academic honesty, doing your best work
 - Do your best to meet timelines, commitments, and due dates
 - Communicate proactively with your teachers if you cannot meet deadlines or require additional support
 - Collaborate and support your peers in their learning
 - Comply with SD8's Acceptable Use Policy, including expectations for online etiquette
 - Establish daily routines for engaging in the learning experiences (i.e. 9am start time)
-

Ways to Manage Stress and Anxiety and Support Our Children

The COVID-19 pandemic may be a very stressful and frightening time for our children. While it is important to remember that fear and anxiety about disease is normal, excessive worry is not. All individuals will respond differently during stressful times, and anger, confusion and guilt are common ways children respond to world events.

However, there are many things we can do as parents to support our children during these extraordinary times. All individuals manage stress in different ways. When stress becomes unhealthy certain actions may arise. Signs of unhealthy stress include, significant fear or worry, change in sleeping patterns, change in diet or eating patterns, change in overall health, and even substance abuse.

When talking to our kids about the current situation, a solutions-focused approach is crucial.

Things to keep in mind when having these discussions include:

- Many things are being done to help the current situation (governments, doctors, nurses, schools...)
- It will get better
- Life will return to normal
- Focus on caring for our family and friends

Some Ways to Support Our Children:

All Children

- Routines are important and can help to create a sense of predictability and security. Some examples of routines include scheduling daily academic time, outdoor activities and family time. Focus on the moment, mindfulness (sit quietly and focus on breathing and your senses)
- Role model calmness, routine, and a focus on family and friends
- It is appropriate to provide a fact-based discussion on the changing landscape of COVID-19. This discussion should be done in a calm and reassuring tone conveying the message that we are safe. We take precautions, but we are safe. Listen, provide age-appropriate information and focus on prevention (daily handwashing, social distancing)
- Focus on the positive, change in outlook from: 'we are stuck inside' to a focus on family and home
- Freedom Quest Youth - 250-352-3783
- Child and Youth Mental Health - (250) 354-6488
- Kids Help Phone -1-800-668-6868
- Nelson Community Services - 250- 352-3504
<https://www.servicesfyi.ca/we-are-here-for-you-during-covid-19/>

Older Students

- Social Media: limiting social media and news watching. Watching the news together can provide an opportunity for conversation and help to keep things in perspective. Use moderation in gaming time.
 - Nutrition: eat as healthy as you can. Make balanced meals that you can prepare together
 - Sleep: try to ensure that older students are still getting enough sleep. www.sleepfoundation.org
-
-

Continuity of Learning

PLANNING GUIDE

FOR TEACHERS

Ministry of Education

April 17, 2020

TABLE OF CONTENTS

TABLE OF CONTENTS	1
INTRODUCTION	2
TEACHER CONSIDERATIONS FOR LEARNERS AND FAMILIES	2
MENTAL HEALTH AND WELL-BEING (<i>Updated</i>)	3
PLANNING FOR A RANGE OF AGES AND ABILITIES	4
Kindergarten – Grade 3.....	4
Grades 4 - 9.....	5
Grades 10 - 12	5
ESTABLISHING YOUR REMOTE LEARNING ENVIRONMENT	5
SELECTING AND USING DIGITAL LEARNING TOOLS	6
Digital Tools and Resources (<i>Updated</i>).....	6
Selecting Resources (<i>Updated</i>)	7
ASSESSING IN A REMOTE LEARNING ENVIRONMENT (<i>Updated</i>).....	9
K-9.....	11
10-12	12

INTRODUCTION

The Continuity of Learning Planning Guide is provided to support teachers in preparing to provide continuity of educational opportunities for students during the current COVID-19 pandemic. This work includes developing plans and using alternative delivery methods to provide curriculum, instruction, assessment and assistance to students and families.

Educators have considerable flexibility in the delivery of educational opportunities and supports in order to meet the unique needs and circumstances of their school communities and individual learners. In doing so, school districts and independent school authorities are provided with the following overarching commitments that have been identified by the Ministry of Education:

Guiding Principles

1. Ensure a healthy and safe environment for all students, families and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

TEACHER CONSIDERATIONS FOR LEARNERS AND FAMILIES

Learners who are used to more of an in-class instructional environment may face challenges working in a more independent, self-directed environment. In order to help learners adjust to having less direct guidance from a teacher, it is important to give learners opportunities to work on developing skills and learning about topics that are of interest to them. When learners have a sense of intrinsic motivation and are able to build confidence, they are far more likely to stay engaged, even when the work becomes more difficult.

It is important to model a growth mindset with your learners and have realistic expectations for work. This style of teaching and learning will likely be very different for everyone and you and your learners will be learning and growing together as you experience successes, frustrations and problem-solving solutions. When discussing the new learning environment with learners, it will be helpful to promote this as an opportunity for everyone to experiment and take risks without fear of failure. For some learners, this change in learning environment will be stressful, so maintaining a positive outlook and celebrating their effort is crucial.

It is also important to consider the family and their capacity and comfort in being more directly **and regularly involved in their children's learning. For some people, experience** and

circumstances will allow them to quickly adapt. For others, there is real potential that they could become overwhelmed. When educators can, it is important to encourage and validate small **“victories” that families are achieving**. While the school system **can’t take on the primary** responsibility for social-**emotional health and wellness during challenging times, we don’t want** to contribute more stress, particularly for those who are least well-resourced to effectively manage it. A focus on learning through active engagement by the learner and the provision of specific and clear directions will help everyone to manage. Avoidance of over-scheduling or over-prescribing will also be essential.

MENTAL HEALTH AND WELL-BEING

Supporting the safety and health of students, families and staff is a top priority during a pandemic event. In addition to taking measures to protect our physical health, we also need to attend to our social and emotional well-being.

School is a social place and learners rely on the connections they have with the adults and peers in their class and school setting. During this time when in-**person social engagement isn’t** possible, it is essential that learners – especially those in vulnerable circumstances – **don’t feel** alone.

During this time especially, students need to know that they are valued and that they are still part of a school community. Establishing regular one on one and group learning sessions linked by phone or computer technology can make a real difference. Following up with individual learners who are struggling is also essential. While the topic of your follow-up may be assignment specific, the child feels reassured that they are not alone.

Students’ sense of well-being may continue to shift as the pandemic evolves. Schools and school districts should keep in mind that students who were not considered vulnerable prior to the COVID-19 outbreak may now be experiencing mental health challenges. As educators and **support staff can be valuable “eyes and ears” for the community, it is important to remember that a “[Duty to Report](#)” continues if there is concern about student safety.**

In addition to the three curricular Core Competencies - Communication, Thinking, and Personal and Social - the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental, and social health. Social and emotional learning (SEL) approaches also support positive environments, provide techniques to promote well-being and positive mental health, and support students who may have increased needs.

Teachers should consider how to build in behavioural competencies central to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Some resources to help support mental health:

- [erase](#) (expect respect and a safe education) website: Mental Health and Well-Being resources including [trauma-informed practice resources](#)
- [SEL Resources During Covid-19](#) (CASEL): dedicated covid-19 webpage providing guidelines and resources for parents, caregivers, and educators.
- [Managing COVID-19, Stress, Anxiety and Depression](#)
- [MCFD child and youth mental health services](#)
- The “Keeping Healthy” section of the [Keep Learning](#) website has a number of resources that may be helpful for educators, students and parents/caregivers
- [WE Schools @ Home virtual program](#): gives parents and teachers free educational resources and daily interactive programming to support well-being, service-learning, and at-home education. WE Schools Live! is broadcast daily on Facebook providing themed educational content for families, and weekly live webinars are available for educators.
- [Virtual Mental Health Supports During COVID-19](#) (BC Government): links to virtual mental health supports, including supports for youth, frontline healthcare workers, seniors, Indigenous peoples, and victims of family or sexual violence.
- [COVID-19: Stay Well in Uncertain Times](#), Canadian Mental Health Association, dedicated COVID-19 webpage providing resources and supports

PLANNING FOR A RANGE OF AGES AND ABILITIES

Teachers will use many strategies to facilitate remote learning. Classroom teachers/enrolling teachers will work with other education professionals - non-enrolling teachers, support staff and administrators - to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations need to be made for accessibility for learners and manageability for families.

Kindergarten – Grade 3

For learners in the primary years, engagement may include but not be limited to providing schedules, opportunities and resources for families and caregivers. Educators may also use **technologies to establish “live” virtual contact with individuals or groups of** learners to facilitate their learning activities and to sustain a sense of community among young learners.

Grades 4 - 9

For learners in the intermediate and early secondary years, engagement may include learners in a wide array of learning activities, with a focus on project-based, inquiry or problem-based learning. **Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community.**

Grades 10 - 12

For learners in the graduation years, teacher-led/moderated activities and individual or group projects will enable learners to achieve and demonstrate the competencies required for course completion and expected of graduates of the BC education system.

ESTABLISHING YOUR REMOTE LEARNING ENVIRONMENT

When developing your remote learning environment, you may wish to consider the following:

- How will you group your teaching? Cross-curricular? Subject-specific?
- How often will you connect with learners? What are the expectations set by the district for learner and parent contact? It is suggested that contact take place regularly and, on a schedule that learners can count on. Now more than ever learners will be relying on you, both as an outside contact with a trusted adult, and a way to facilitate contact with their peers.
- How will you meet learners and families where they are at when setting schedules and expectations to minimize unnecessary stressors and foster sustainability?
- How will you monitor engagement and task/assignment expectations?
- How will you plan for accessibility needs for both low-tech and high-tech-activities and demonstration of learning?

While schools will use digital technology to reach many students and enable remote learning, this should not be the only way to support student engagement. Access to computers and/or individual or community internet connectivity may be limited for some students and families. Many districts are devising plans to loan equipment to students who need access. However, when internet access and/or equipment are not available, learning may be supported through low-tech options such as books or teacher-created print materials. In combination with regular phone contact, the use of print materials can be an effective way to support continuity of learning. Districts will determine how materials will be made available, in order to ensure safety and promote timely access.

SELECTING AND USING DIGITAL LEARNING TOOLS

It's easy to get overwhelmed by the perceived need to seek out new digital resources. But new is not always needed. Start by leveraging the resources and tools that you are familiar and comfortable with. Where you find you have gaps, look for materials to augment what you have.

Digital Tools and Resources

Given that the current suspension of in-class instruction is happening across the world, there will be many sources of materials and strategies being offered through educator networks and social media connections. Some suggestions are listed below as starting points. Check with your school or district to see if they have any lists of recommended resources and tools.

- Many digital collaboration and teaching tools are available and in use by teachers. Examples include Zoom, Microsoft Teams, Google Classroom, Moodle, Canvas, MyEducationBC, and FreshGrade. Your school or district may access others as well, so it is useful to check with your information technology staff to find out what tools are available and what support and training opportunities may be offered.
 - Zoom is an audio/video platform used for video conferencing, hosting webinars, chat and web conferencing. [Focused Education](#) has procured a provincial license for Zoom and will be onboarding districts in the coming weeks.
 - Learning management systems (LMS) can provide robust environments for teaching and learning. Many schools and districts have LMS agreements in place for online and distributed learning programs and may leverage them for remote learning at this time. In addition, the Ministry of Education has provided several options for districts to allow for no-cost access to three learning management systems (Canvas, D2L and Moodle) and the online courses in those platforms.
- Through ShareEdBC, teachers across the province will have access to curated content **aligned to BC's** redesigned curriculum. ShareEdBC aims to help users across the province connect with each other, and to find and share resources. Currently, an early release of ShareEdBC is being made available, enabling educators to onboard easily. School districts will be contacted by the ShareEdBC team in the coming weeks to provide instructions and support for the onboarding process. For more information, you are welcome to contact ShareEdBC@gov.bc.ca directly.
- [TeachBC](#) is an online resource of teaching materials, lessons, and research relevant to the K-12 BC curriculum. The website is public and open to everyone through the generosity of BC public school teachers. Teachers and organizations can share their teaching resources or educational research by registering and uploading their materials

or providing links. Anyone can browse and download the resources for classroom or professional use. Browsing is easy. Users can search by subject, grade level, resource type, title, description, language, and more.

- At [Focused Education](#), teachers can access the [BC Digital Classroom](#), a core collection of digital resources for information, lessons, and activities. These resources are available to students also. Focused Education has [archived webinars](#) highlighting use of the tools, and is scheduling [additional webinars](#) this spring. Teachers can find information on peer-reviewed digital and print resources in the [K12 Evaluated Resource Collection](#), [Indigenous authors and content](#), and curated collections featuring [free websites](#) for instructional use.
- [Keep Learning BC](#) is a central place where families can find ideas for everyday educational activities, annotated links to free learning resources, as well as how to help children keep **well and learn while they're at home**. You may want to direct parents and/or caregivers to this site if they are looking for activities or strategies to support **their child's learning**.

When selecting and using digital tools, always consider information privacy and security and online safety. Your school or district should have processes and guidelines in place for the selection of new digital resources, tools or apps; check with your information technology staff. You may also find the following resources helpful.

- The [Office of the Information and Privacy Commissioner for BC](#) recently published a guidance document, [FIPPA and online learning during the COVID-19 pandemic](#).
- [Safer Schools Together](#) has created a set of resources for administrators, teachers, and parents with information and guidance on establishing the safest possible digital learning environments.
 - [Increasing Safety in a Remote Learning World – Guidelines](#) (*pdf*)
 - [Increasing Safety in a Remote Learning World – Using Zoom, MS Teams and Google Classroom](#) (*pdf*)
 - [Zoom - Creating Safe Remote Teaching & Learning Spaces](#) (*video*)
 - [Zoom – Keeping it Private and Practical Tips for Remote Teaching](#) (*video*)
 - [Zoom Settings for Education - Quick Reference Sheet](#) (*pdf*)

Selecting Resources

It is essential to always fully review online resources or lessons before assigning them to learners—even if they are from a trusted source. This is an excellent opportunity for collaboration among staff within a school and across a district as teachers provide their observations and recommendations to other educators.

When reviewing resources, use established criteria to assess suitability, such as the criteria used by Focused Education Resources. For more information about resource selection check out the [Learning Resource Selection for K-12 Educators online course](#).

Consider whether resources **support B.C.'s concept**-based, competency-driven curriculum and meet other criteria as listed below:

- Concept-based: focused on the key concepts, principles, and generalizations within and across disciplines; emphasis on conceptual understanding and transfer of learning; focus on in-depth exploration of topics to gain deeper understanding.
- Competency driven: focused on the ability of learners to perform a task as expected within a specific discipline or area of learning...that ability represents a combination of skills, processes, behaviors, and habits of the mind.
- provides opportunity for the learners to develop and use targeted curricular competencies.
- appropriate for the target grade level.
- provides the opportunity for cross-curricular learning. (It will be more difficult for parents and/or caregivers to manage lessons for all areas of learning each day so this means that cross-curricular learning should be a priority.)
- provides opportunities for *all* learners to engage in learning and explicitly incorporates differentiated learning opportunities.
- Follows effective instructional and learning practices.
- For younger learners, prepare the information that you will provide to parents and care givers along with the lesson/activity/resource. A similar framework is also appropriate for older, more independent learners with information and context being shared directly with them. The amount and type of information you provide will depend on the expectations you have set with individual families. For each lesson/activity/resource you provide, consider providing the following:
 - Identify which learning areas and which learning standards (curricular competencies and content) are being worked on
 - Provide them with any background or contextual information about the lesson/activity/resource (how long will it take, what is included (i.e. video resource, writing activity, etc.), any additional materials that might be needed, etc.)
 - Connections to previous learning. For younger learners, let parents know what their child has been working on and already knows in relation to the lesson. Encourage parents to talk to their child about this previous learning prior to doing the lesson. For older and more independent learners, have learners refer to previous content or learning activities that will assist them in their task.

When you are selecting resources, it is also important to consider restrictions and permissions under the [Canadian Copyright Act](#). In a remote learning environment, you may be using and distributing resources in different ways than you did in the classroom. Below are some resources you may consider using.

- **Through the Ministry of Education’s partnership with Access Copyright, B.C. educators and staff can:**
 - search for resources listed in [Access Copyright’s database](#). This database includes more than 100 million copyrighted works by artists, authors and creators.
 - **make immediate uses of Access Copyright’s rich, broad repertoire of digital works** to be shared with students through learning management systems (LMS), Google Classrooms, document sharing, email, and other electronic communication portals;
 - use up to 20% of a published work, provided that this limit may be exceeded in respect of an entire newspaper article, or page or an entire single short story, play, essay, poem or one full chapter of a textbook or an entire entry from an encyclopedia or similar reference work;
 - assemble a course collection consisting of works from different books/sources copy worksheets/consumables.
- Provided by the Council of Ministers of Education Canada (CMEC), the [Fair Dealing Decision Tool](#) helps teachers decide whether "fair dealing" permits classroom use of print materials, artistic works, or audiovisual materials without first getting copyright permission. The tool helps teachers determine whether a specific intended classroom use is allowed by the [Fair Dealing Guidelines](#).

ASSESSING IN A REMOTE LEARNING ENVIRONMENT

The focus is on determining if, and how, sufficient learning has taken place during these exceptional circumstances. Sufficient learning will be determined by teachers using their professional judgement. Grounded in the curriculum, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular and content area.

During this time, teachers should prioritize which learning standards can be learned from home, **with emphasis on the development of a student’s literacy, numeracy, and Core Competencies.**

This can be done in consultation with students and their families in order to determine their needs, goals, resources available to them and overall ability to engage in learning during this unique situation.

The BC curriculum allows for significant flexibility over topics that students study and the methods by which students demonstrate their learning. Encouraging student involvement and ownership over their learning will help to maintain their interest, engagement and motivation.

Because students may face challenges accessing online communications tools, it will be important to design activities and assessments that are not solely dependent on technology-based solutions. While there may be options to have all students logged on at the same time, having alternatives will be essential for those students who are not computer-connected and for all students if technology solutions not performing as expected.

As teachers create learning experiences and assessment processes, it will be helpful to maximize student ownership and engagement by employing self-assessment opportunities. Resources for supporting self-assessment are available on the [Ministry of Education website](#).

Some key assessment strategies during this time include:

- Emphasize learner self-assessment by continuing to ensure students are actively engaged and take ownership in the learning process:
 - Example 1: if learners in your class generally co-construct self-assessment rubrics, you can give them a teacher created, self-assessment rubric with directions to add some of their own criteria.
 - Example 2: Continue the discussion of what meaningful self-assessment looks like by providing exemplars for the teacher-created, self-assessment rubrics;
- Have virtual or telephone conferences with your students to determine where they are in the learning, provide descriptive feedback, and discuss next steps;
- Find creative ways for learners to share with you what they are doing at home and encourage them to come up with their own ideas to demonstrate their learning. (Examples may include: creating a classroom blog where learners document their daily activities and self-assessment; encouraging learners to record themselves reading out loud; or having learners talk to peers about their learning via text or social media and then send their conversation to their teacher.)

All students will receive a report card based on where they were at prior to spring break, plus **the learning opportunities they're engaging in at home during the suspension of in-person**

classes. Teachers are able to use their professional judgement in determining if a student has demonstrated sufficient evidence of learning. This means there is freedom in how teachers assign marks and communicate them to students and families.

The Ministry of Education recognizes the need to be flexible and accommodating in these unprecedented times. B.C has not moved to a pass/fail approach, but teachers have the professional autonomy to decide how grades are determined for their students using both pre- and post springbreak learning. For many students, the majority of evidence of student learning will have occurred before spring break. We also understand that reports prepared under these circumstances may not provide the amount of rich, detailed feedback that usually goes on a report card.

K-9

During these exceptional circumstances, teachers will continue to use their professional judgement in determining how best to support students in a remote learning environment. Teachers will identify essential learning priorities for their students, and what can be learned from home, and then base their assessments on these priorities. Teachers will continue to provide feedback on an on-going basis in relation to literacy-related and numeracy-related learning standards.

For all grades, teachers may wish to establish individual literacy and numeracy goals for students. These goals will help form a roadmap for both learning and assessment. In many cases, these goals can be co-constructed with students (and parents/caregivers when appropriate) during a virtual chat or phone conversation and should take into consideration student ability, interest, current access to resources, and availability of adult assistance at home. Progress toward goals can be shared with parents/caregivers regularly, so they are up to date with the current learning priorities. Students can then reflect on and provide self-assessment comments regarding their progress in meeting their goals.

It is important to have realistic expectations for students and families. Learners are expected to engage in learning opportunities, and educators will play key roles in helping students and parents/caregivers to maintain a positive outlook on learning. Many students will struggle with the loss of normal routines and interactions with their friends, so assessment feedback should focus on encouragement and positive, strength-based achievements.

Based on student work prior to the suspension of in-class instruction, and the assessment of participation in learning opportunities during the coming months, teachers will report on student learning as outlined in the K-9 Student Reporting Policy.



10-12

The Ministry of Education is not mandating or specifying the minimum number of hours that must be completed for a student to receive credit for a grade 10, 11, or 12 course. Hours do not necessarily reflect the actual learning that occurs. The focus is on determining if, and how, *sufficient learning* has taken place during these exceptional circumstances. *Sufficient learning* will be determined by teachers using their professional judgement. Grounded in the big ideas, curricular competencies, and content areas, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular and content area.

Student learning priorities will be determined by teachers using their professional judgement. For graduation program subject teachers, there are many assessment strategies that fit best within the subject area depending on the way your course materials, activities and assessments were planned and being delivered prior to spring break. Your assessments of individuals and groups can be maintained or adjusted based on the degree to which regular, in-class activities and assessments can be adapted for home-based learning.

Teachers should work with Grade 12 students, and their parents/caregivers when appropriate, to identify priority learning topics to support their post-secondary studies and career opportunities. Students who are graduating may be experiencing extra levels of stress and anxiety about the interruptions in their regular learning. For these students, providing additional support towards achieving their learning goals is especially important.

Along with having significant input into the content they are studying, students in the graduation years should be encouraged to use both self-assessment and peer-assessment as a large part of their learning. In many cases, grades 10-12 teachers may not be able to provide continual guidance and feedback to all of their students on a daily basis, so students should be encouraged to use other methods for gathering feedback. Students should also be encouraged to initiate contact with their teachers for support.

Teachers will determine a final grade for students based on work completed to-date and the assessment of participation in learning opportunities that will occur over the coming months. Teachers will work with students to fulfill course requirements according to their district and school plans during the suspension of in-class instruction. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a prioritized selection of learning standards which students are able to complete at home. In doing so, they will consider the unique needs or circumstances of individual students and differentiate as appropriate.



2019-2020
BOARD & COMMITTEE MEETINGS SCHEDULES

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 10, 2019	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financials Approved
October 1, 2019	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
October 22, 2019	12:30 pm – 6:00 pm	PCSS, Creston	Committees of the Whole	
	6:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 19, 2019	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
December 10, 2019	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break</i>				
January 28, 2020	1:30 pm – 4:30 pm	Board Office, Nelson	Operations & Finance Committee of the Whole	
	5:00 pm – 8:00 pm	Board Office, Nelson	Open Board Meeting	Amended Budget
February 18, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
March 10, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Spring Break</i>				
April 7, 2020	1:00 pm – 7:00 pm	PCSS, Creston	Closed & Open Board Meetings	Working Session
April 28, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
May 19, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Budget Approval, Working Session
June 9, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
June 23, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
<i>Summer Break</i>				