

# Continuation of Learning In BLS

## ✓ **What we Know Right Now:**

- The expectation to facilitate and sustain student learning remains clear.
- The current learning context is new for all of us – we will make mistakes as well as discoveries.
- When classes resume, students will return at different stages in their learning.
- The marks entered as of March 20 will become the baseline mark for students and represent a unique set of marks that stand alone.
- For the foreseeable future, the classroom centred paradigm for learning must be reinvented.

## ✓ **Key Questions Right Now:**

- What outcomes are essential/foundational for learning to occur at the next grade level?
- How do we facilitate and support learning of new content?
- What supports (new learning) will teachers need in this new paradigm? How can that learning best be supported?

## ✓ **Divisional Next Steps:**

- Principals will collect marks for high school courses as of March 20; this baseline mark will be communicated to students.
- Identify students/homes in need of computers to facilitate online learning.
- Create process for drop off of completed print packages and pick of new print packages.
- Create process for drop off of library books and pick of new library books.
- Support on-going teacher learning with SeeSaw and Teams.
- Support teacher/principal learning related to the implementation of InformNet.
- Keep being alert and responsive to what we don't yet know.

# Continuation of Learning In BLS

## Grades K-4:

- ✓ Primary focus: literacy and numeracy
- ✓ Secondary focus: social studies and science; physical activity and artistic instruction
- ✓ Available learning tools: **phone, email, SeeSaw, O365 Teams**, Google Classroom, Zoom
- ✓ **Targeted learning time per week: 1 per day = 5 hours per week**
- ✓ Connection with students/homes: Teachers will maintain relationships with students and families via phone calls, emails, and other technical support with a goal of 1-2 times/week.
- ✓ Teachers will continue to teach in the language of instruction in the classroom.
- ✓ Next Step: meet in divisional grade bands using Teams to
  - identify essential outcomes in literacy and numeracy
  - identify important learning outcomes in social studies and science
  - consider how to incorporate physical activity and artistic expression
  - consider a project-based approach that integrates outcomes from multiple subject areas
- ✓ A week should be divided up with a combination of teaching/assessing and check-ins. Please have no new instruction on Fridays and use this day as a day for reach back/catch-up and reflection for students.
- ✓ 25 minutes of learning activities for alternating music-making and physical activity will be provided by Music and Physical Education teachers respectively. Kindergarten should provide at minimum one music and one physical activity per week.
- ✓ Learning recovery needs will be identified in June for the following year.

## Grades 5-6:

- ✓ Primary focus: literacy and numeracy
- ✓ Secondary focus: social studies and science; physical activity and artistic instruction
- ✓ Available learning tools: **phone, email, SeeSaw, O365 Teams**, Google Classroom, Zoom
- ✓ **Targeted learning time per week: 2 hours per day = 10 hours per week**
- ✓ Connection with students/homes: Teachers will maintain relationships with students and families via phone calls, emails, and other technical support with a goal of 1-2 times/week.
- ✓ Teachers will continue to teach in the language of instruction in the classroom.
- ✓ Next Step: meet in divisional grade bands using Teams to
  - identify essential outcomes in literacy and numeracy
  - identify important learning outcomes in social studies and science
  - consider how to incorporate physical activity and artistic expression
  - consider a project-based approach that integrates outcomes from multiple subject areas
- ✓ A week should be divided up with a combination of teaching/assessing and check-ins. Please have no new instruction on Fridays and use this day as a day for reach back/catch-up and reflection for students.
- ✓ 25 minutes of learning activities for alternating music-making and physical activity will be provided by Music and Physical Education teachers respectively. Kindergarten should provide at minimum one music and one physical activity per week.
- ✓ FCC specialist teachers at grades 4-6 should provide for 45 minute of interaction and/or learning activities to be completed over the week.
- ✓ Learning recovery needs will be identified in June for the following year.

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## Grades 7-8:

- ✓ Primary focus: literacy and numeracy
- ✓ Secondary focus: social studies and science; physical activity and artistic instruction
- ✓ Available learning tools: **phone, email, SeeSaw, O365 Teams**, Google Classroom, Zoom
- ✓ **Targeted learning time per week: 2 hours/ per day = 10 hours per week**
- ✓ Connection with students/homes: Teachers will maintain relationships with students and families via phone calls, emails, and other technical support with a goal of 1-2 times/week.
- ✓ Teachers will continue to teach in the language of instruction in the classroom.
- ✓ Next Step: meet in divisional grade bands using Teams to
  - identify essential outcomes in literacy and numeracy
  - identify important learning outcomes in social studies and science
  - consider how to incorporate physical activity and artistic expression
  - consider a project-based approach that integrates outcomes from multiple subject areas
- ✓ A week should be divided up with a combination of teaching/assessing and check-ins. Avoid new instruction on Fridays; use this day as a day for reach back/catch-up and reflection for students.
- ✓ 30 Minutes of learning activities for alternating Music/Art/Band and Physical Education/Health will be provided by Music/Art/Band and Physical Education/Health Teachers respectively per week.
- ✓ FCC specialist teachers should provide for 50 minutes of interaction and/or learning activities to be completed over the week.
- ✓ Learning recovery needs will be identified in June for the following year.

## For Grades 9-12:

- No mark can be lower than the March 20th grade.
- All students on track to graduate will graduate.
- Students will be able to increase the March 20th grade based on the assessment of the classroom teacher.

## April Report Cards:

- Teachers will determine a student's baseline mark as of March 20, 2020. This will be communicated home on the April report card.
- Where a baseline mark is a failing grade, the comment section must indicate that work completed between now and June 15<sup>th</sup> will be used to improve the grade.
- General comments in all subject areas should read that engagement in the continuation of learning plan is essential to a credit being achieved without a "recovery work required"
- Vocational programs will focus on theory work for the courses they were enrolled in this semester; credits will be granted for graduation purposes; required practicum hours will be completed later in cooperation with the school - specific details to come
- Career Internship/High School Apprenticeship teachers will provide opportunities for students to engage in continued learning about the career or job for which they interning/apprenticing. Credits for graduation will be granted; hours for accreditation may require further hands on learning. Specific details to follow.
- Fine Arts programs – specific details to come.

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## Grades 9-10:

- ✓ Primary Focus: maintain learning to facilitate credit achievement
- ✓ Connection with students/homes: Teachers will maintain relationships with students and families via phone calls, emails, and other technical support with a goal of once/week.
- ✓ Available learning tools: **phone, email, SeeSaw, O365 Teams**, Google Classroom, Zoom
- ✓ Optional new learning platform: InformNet
- ✓ Teachers will continue to teach in the language of instruction in the classroom.
- ✓ Based on the course outcomes identified as essential, teachers will plan 3 hours of curriculum-based learning for each course per week for semestered courses; 1.5 hours of curriculum-based learning per course per week for non-semestered courses. This work can be a combination of dedicated lesson/instructional time, practice time and/or assignment time.
- ✓ Next Step: meet in subject groups using Teams to identify essential outcomes in literacy, numeracy and science; essential learning outcomes in all other electives
- ✓ Learning recovery needs will be identified in June for the following year.

## Grades 11-12:

- ✓ Primary Focus: maintain learning to facilitate credit achievement needed for graduation
- ✓ Available learning tools: **phone, email, SeeSaw, O365 Teams**, Google Classroom, Zoom
- ✓ New learning platform: InformNet
- ✓ New learning process: Print-based credit recovery modules from the Distance Learning Unit allow teachers to support and assess students without access to technology – More information to come
- ✓ Connection with students/homes: Teachers will maintain relationships with students and families via phone calls, emails, and other technical support with a goal of once/week.
- ✓ Teachers will continue to teach in the language of instruction in the classroom.
- ✓ **Based on the course outcomes identified as essential, teachers will plan 3 hours of curriculum-based learning for each course per week for semestered courses; 1.5 hours of curriculum-based learning per course per week for non-semestered courses. This work can be a combination of dedicated lesson/instructional time, practice time and/or assignment time.**
- ✓ Next Step: meet in appropriate high school groupings using Teams to identify essential outcomes in literacy, numeracy and the sciences; essential learning outcomes in all other electives
- ✓ Learning recovery needs will be identified in June for the following year.

## Colony Schools:

- ✓ Expectations for each grade will mirror the expectations described for each of the grade bands above.
- ✓ Key Question: What are the unique needs that need support/consideration?

# Continuation of Learning In BLSD

## Timeline for Divisional Continuation of Learning Conversations:

- April 8: grades 9-12 math, 10:30-11:30pm
- April 8: grades 9-12 sciences, 1-2pm
- April 8: InformNet PD 2-3pm (Grades 11-12 target audience; grades 9-10 welcome to join)
  
- April 9: grades 9-12 ELA, 9:45-10:45 am
- April 9: grade 9-12 electives, 11-12pm
- April 9: Kindergarten, 12:45-1:45pm
- April 9: grade 1, 2:15-3:15pm
  
- April 13: grade 2, 9:45-10:45 am
- April 13: grade 3, 11-12pm
- April 13: grade 4, 1-2pm
- April 13: grade 5, 2:15-3:15pm
  
- April 14: French Immersion Teachers: 9:45-10:45am
- April 14: FCC Teachers: 11-12pm
- April 14: grade 6, 1-2pm
  
- April 15: grade 7, 9:45-10:45pm
- April 15: grade 8, 11-12pm

## Questions for further consideration:

- In what way(s) will we support “recovery of work” planning and communication?
- What program delivery model(s) will work best for most students?
- What program delivery model(s) will work best for students where the “model for most” does not work?
- What could end of year assessments look like other than a summative exam?
- How do we maintain a positive, manageable communication flow with families?