

Continuity of Learning

PLANNING GUIDE

FOR TEACHERS

Ministry of Education

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INTRODUCTION

The Continuity of Learning Planning Guide is provided to support teachers in providing learning opportunities for students during the current COVID-19 pandemic. This work includes developing plans and using alternative delivery methods to provide curriculum, instruction and assistance to students and families, while being responsive to changing circumstances.

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.

As K-12 education continues to transition toward more in-class instruction, this Planning Guide will be updated and new material will be highlighted for ease of reference.

TEACHER CONSIDERATIONS FOR LEARNERS AND FAMILIES

Learners who are most familiar with in-class instruction 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 develop skills by engaging them in 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 adapting 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 to be more directly and regularly involved in their children's learning. For some people, experience and circumstances will allow them to quickly adapt. For others, it is quite possible 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 sole 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.

SUPPORTING INDIGENOUS LEARNERS

Teachers are expected to continue to support all Indigenous learners by continuing to collaborate with supports and services provided to Indigenous students through the school, district, and community. The third Guiding Principle, "support vulnerable students who may need special assistance," is particularly relevant to many Indigenous students. It is the expectation that school districts will continue to provide programs and services that are over and above the regular continuity of learning services that all students will receive, so teachers should ensure that students have access to these supports.

Teachers should continue to communicate and collaborate with Indigenous Education support staff in their school to best support continuity of learning plans for Indigenous students; these plans may include:

- a framework for collaboration between teachers, support staff, administrators, parents/guardians, Indigenous communities, and students to understand the individual needs of each student and/or family;
- plans for the integration of language and culture into home-based learning; and
- a summary of all services and supports provided to each Indigenous student prior to this disruption to ensure continuity of services and supports moving forward.

It is also important to acknowledge that local circumstances require different approaches between schools and communities. "Learning involves patience and time" (From the [First Peoples Principles of Learning](#)). The First Peoples Principles of Learning should be integral to support Indigenous learners as part of continuous education plans. Indigenous families and communities may support the continuity of learning through a range of diverse perspectives and worldviews and teachers should consider the benefits of various approaches to support student learning and wellbeing.

Additional resources

- [Indigenous Education in British Columbia](#)
- [Indigenous Education Teaching Tools and Resources](#)
- [FNESC Suggestions for Continuous Learning](#)

MENTAL HEALTH AND SAFETY

Keeping students, families and staff safe and healthy 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 is limited or looks different than usual, 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, whether in-person or 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 student 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 challenges that are taxing their well-being and positive mental health. 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 a concern about student safety in the home.

School staff should also consider identifying families who were receiving regular support through school programs and staff (e.g. time with a Family Support Worker), or who may have emerging support needs, and developing a plan to regularly connect with those families to assist with their well-being. School-level staff should maintain communication with local community-based organizations and Indigenous communities and organizations to coordinate school and community supports and referrals for families.

As students are spending more time online as a means of socialization and learning, staff should remind students of the [erase Report It tool](#). The tool allows students to send a secure,

anonymous and confidential message regarding safety related concerns to their school/school district safe school coordinator for immediate follow up.

In addition to the three 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 students' awareness and application of the behavioural competencies central to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Some resources to help support mental health and safety:

- [Mental Well-Being - information and supports for students, families and caring adults](#)
- [erase](#) (expect respect and a safe education) website: resources to support safe and caring schools including [online safety resources](#), [mental health and well-being resources](#) and [trauma-informed practice resources](#)
- The "Keeping Healthy" section of the [Keep Learning](#) website has a number of resources that may be helpful for educators, students and parents/caregivers
- [Children and Youth Living with Family Violence](#) (UBC, Faculty of Education): Role of K-12 Educators, Counsellors, Administrators and Others in Schools (UBC, Faculty of Education)
- [First Nations Health Authority – Culturally relevant supports for Indigenous students and families](#)
- [First Nations Education Steering Committee: Supporting Mental Health during the COVID-19 Pandemic](#): resources and available services focused on supporting the mental health and wellness of First Nations children and youth during the COVID-19 pandemic.
- The [North American Centre for Threat Assessment and Trauma Response](#) offers COVID-19 specific VTRA and trauma response resources, including [guidelines to support to re-entry into the school setting](#).

PLANNING FOR REMOTE AND HYBRID LEARNING

As schools move toward more in-class learning, some students will attend in-person classes at 100%, some will attend in-person classes part time and engage in supplemental remote learning opportunities (a "hybrid" model), and some will continue to engage in remote learning opportunities full-time.

Teachers will use many strategies to facilitate remote and “hybrid” (a combination of in-person and 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. Planning for continuation of Indigenous language and cultural supports will need to be done in partnership with school district staff, First Nations communities and Indigenous language teachers and speakers to determine learning plans for any Indigenous language courses under these unique circumstances.

Kindergarten – Grade 3

For learners in the primary years, remote and hybrid engagement may include but not be limited to providing schedules, opportunities and resources for families and caregivers. (*Learning involves generational roles and responsibilities*, First Peoples Principles of 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 among young learners.

Grades 4 - 9

For learners in the intermediate and early secondary years, remote and hybrid engagement may include learners in a wide array of learning activities, with a focus on project-based, inquiry or problem-based learning. (*Learning is holistic, reflexive, reflective, experiential, and relational, focused on connectedness, on reciprocal relationships, and a sense of place*. First Peoples Principles of 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. (*Learning requires exploration of one’s identity*. First Peoples Principles of Learning.)

Strategies for Hybrid Learning

- Educators may focus in-class instruction on those parts of the curriculum that are more effectively taught face-to-face, such as science labs and other hands-on learning. Learning which has proven challenging to conduct in an online or remote environment should also be prioritized or reinforced during in-class opportunities.
- Educators are not expected to use this limited period of classroom learning to “catch up” on all aspects of the curriculum that they have not been able to teach remotely. This is an opportunity to focus on topics where parents/caregivers often have the least ability to assist, such as math or science.
- In this challenging time, educators should continue to prioritize areas of learning for their students. Focus should be maintained on literacy, numeracy and the Core Competencies, and on the [First Peoples Principles of Learning](#).
- Educators do not need to fit all learning into in-class instruction sessions. They can continue to send activities and resources home with students to work on during the times those students are not in class.
- Having students in school allows for opportunities to provide students with physical resources like reading lists, books or other enrichment activities for the summer. Schools can provide families with information and resources on how to support student learning over the summer.
- Providing open-ended learning opportunities allows students to continue to be engaged with gaps between in-class days but also during remote learning times. This provides opportunities for continuity between in-class and remote learning experiences.
- Special attention should be given to Grade 12 students, as in-class learning will provide important opportunities to help students achieve sufficient learning in required courses, successfully meet graduation requirements, and support their preparation for work or post-secondary education.

For some students, hybrid learning models will not be appropriate. Schools will need to assess student needs and plan for in-class instruction accordingly.

ESTABLISHING YOUR REMOTE/HYBRID LEARNING ENVIRONMENT

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

- Who are your students? What are their strengths? What are their needs while learning at home: literacy, numeracy, academic supports, cultural supports, social/emotional/mental health supports, equity supports?
- How will you group your teaching? Cross-curricular? Subject-specific?
- How often will you connect with learners? What are the expectations set by the school district/authority for learner and parent/caregiver contact? It is suggested that contact take place regularly and, on a schedule that learners can count on. Now more than ever, learners may 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?
- How will you continue to support the diverse needs of your students? How will you support Indigenous learners, children and youth in care, students with disabilities or diverse abilities, English Language Learners, students with refugee backgrounds, and other students with unique needs?
- What do *you* need to continue to support the individual needs of all learners?

While schools will use digital technology to reach many students and enable remote and hybrid 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. Schools should collaborate with their district Indigenous education leads to identify Indigenous students that may need technology access or connectivity supports. These may be necessary for students in a variety of living contexts. 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 learning. School districts/authorities will determine how materials will be made available, in order to ensure safety and promote timely access.

Safety in Remote Learning Environments

As you work to provide meaningful and engaging remote and hybrid learning environments, considerations for maintaining safe and respectful digital classrooms are paramount. Just as you take great care to ensure physical classroom spaces encourage positive behaviour and discourage inappropriate behavior, you must also take this care in virtual spaces.

It is important to remind students that the school's code of conduct applies to the remote learning environment and that online learning sessions are private. It is expected that no content from these sessions will be documented without consent or distributed online outside of the sessions, and that no third-party capture or social sharing of the sessions will occur.

You'll find resources to support creating safe digital learning environments in the "Digital Tools and Resources" section below.

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 various forms of remote and hybrid instructional models are being used 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.
- The First Nations Education Steering Committee (FNESC) has a [catalogue of resources](#) that are available for download to support the respectful incorporation of authentic First Nations content and perspectives into learning. FNESC has also developed [Suggestions for Continuous 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*)
- [Focused Education](#) has created the following resources for educators:
 - [Protecting Student Information](#) (*pdf*)
 - [Reference Guide to App Privacy Implications](#) (*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. Schools and school districts should also consult with First Nations communities for permission to use any locally-developed cultural resources for online learning or distribution extending beyond the classroom.

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.

- Aligns with the [First Peoples Principles of Learning](#).
- 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 *a//* 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 caregivers 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 or hybrid 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/HYBRID 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 competency and content area. It is important to consider that learning may occur through diverse perspectives and worldviews throughout this time, and the benefits of this learning should be recognized in assessments of student learning.

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, Core Competencies, and the First Peoples Principles of Learning. 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, learning opportunities they engaged in at home during the suspension of in-person classes, and involvement in in-person, remote and hybrid learning opportunities after June 1. 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 spring break 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.

April-May Formal Reporting

If your school required formal report cards in April or May, there are many ways that teachers can simplify their report cards during these unusual times. While these suggestions fit within Ministry reporting policy, teachers should ensure that they are meeting any additional reporting requirements set by their school or district.

- Report card marks can be based more heavily on work completed before the suspension of in-class instruction.
- Marks and comments can focus on student literacy, numeracy, and core competency abilities in each learning area. Comments also can be brief and less specific due to the focus on broader learning goals during this period of remote learning.
- Teachers can utilize student self-reflection as a method for generating report card comments.
- Teachers can complete and send their report cards in batches, rather than sending out a whole class at one time.

June Formal Reporting

For grades K-9, teachers should use the report card format (report card, portfolio, etc.) that adheres to the Student Reporting Policy and school/district policies.

For the graduation years (grades 10-12), all students will need to receive a letter grade and percentage, in alignment with the Student Reporting Policy, on their June report card.

There is an understanding that learning is occurring within a context of diverse circumstances for students and their families. Assessment and reporting practices must be considerate of these unique challenges. As a result, there is an expectation that the following guidelines will be considered in preparing final grades for students:

1. Each student will receive final grades and a year-end report card appropriate to their grade level and in keeping with the school or school district's assessment and reporting policies. While these reports must include performance scale/letter grades and written comments in relation to the learning standards for each subject area, these comments may not contain the same amount of detailed feedback as in a normal school year.
2. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home. Since many students may not have easy access to specific learning resources aligned to the curriculum, summative assessment should focus on the development of competencies and key literacy and numeracy skills, rather than mastery of specific content.

3. A student who has demonstrated progress can receive a final grade that is higher than would have been awarded prior to the suspension of in-class instruction.
4. For students with disabilities or diverse abilities the expectation remains that unless the student is able to demonstrate their learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student report card for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student's Individual Education Plan.

K-9

During these exceptional circumstances, teachers will continue to use their professional judgement in determining how best to support students in remote and hybrid learning environments. Teachers will identify essential learning priorities for their students 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, content areas and the First Peoples Principles of Learning, 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 up to the end of the school year. 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.



APPENDIX: FIRST PEOPLES PRINCIPLES OF LEARNING

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca

