



April 17, 2020

Information for Parents: Continuity of Learning Remote Learning from Home

This document is designed to help families support the continuity of learning from home. It is based on information from the Ministry of Education in an effort to outline the approximate amount of time and areas of focus that students can expect while learning remotely.

Our teaching and support staff are mindful that we need to be flexible with remote learning as every family situation is different. As well, classroom teacher requests will vary depending on the grade level. Parents with concerns or questions should reach out to their child's teacher and/or school administrator.

In addition to your child's classroom teacher(s) and educational assistant(s), other support staff remain available remotely. These supports can be accessed through your classroom teacher, case manager and/or school administrator. These staff include:

- School-based counsellors
- Youth and Family counsellors
- ELL teachers
- Learning Support teachers
- Psychologists
- Speech Language Pathologists
- Itinerant Vision teachers
- Itinerant DHH teachers
- Behaviour Consultants
- Occupational and Physical Therapists

All GVSD staff are committed to working collaboratively to support all students and their families to remain connected to their classrooms and school communities, and to continue their learning at home.

What we know:

- Learning will look different in each home depending on your family situation.
- Specifics about the areas your child is invited to explore will be identified by the classroom teachers over the next few weeks.
- We are doing what we can to make learning accessible for all students both online and offline.
- Your child's teacher will continue to provide feedback to your child, assess your child's progress, and communicate regularly with you.
- Planning for learners with diverse needs will take a consultative, family-centered approach and be based on specific focus areas outlined in their IEPs.
- At the moment, we are not bringing students into SD61 buildings, other than children of Essential Service Workers at specific school sites.
- At the moment, we are not providing face-to-face support at home or in the community.

Learning Focus:

The District has identified the following key areas for both French immersion and regular program students:

Elementary

- Physical Health & Social-Emotional Well-Being / Bien-être Physique & Bien-être Mental
- Literacy / La Littératie
- Numeracy / La Numératie
- Learning through exploration and play

Middle

- Physical Health & Social-Emotional Learning / Bien-être Physique & Bien-être Mental
- English Language Arts / Français Langue
- Mathematics / Les Mathématiques
- Science & Social Studies - Les Sciences Naturelles & Les Sciences Humaines
- Exploratories / Exploratoires

Secondary

- Physical Health & Social-Emotional Learning / Bien-être Physique & Bien-être Mental
- Departments will be introducing activities for your child based on subject area.
- Teachers will be connecting with your child weekly to determine how they are doing.
- Subject teachers will be communicating regularly with parents.

Suggested Hours for learning each week:

The following chart shows suggested hours for learning per week. It is important these total hours also include time for students to support their physical health and social emotional well-being. These guidelines have been shared with your child's teacher. The actual time may differ slightly between grade levels and different courses at secondary.

Primary	Intermediate	Middle	Secondary
5-7 hours per week With plenty of play-based, inquiry learning and physical activity	7-10 hours per week With plenty of play-based, inquiry learning and physical activity	10-12 hours per week With plenty of exploratory-based, inquiry learning and physical activity	3 hours per semester course 1.5 hours per linear course



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Continuity of Learning for Students with Diverse Needs

Students with diverse needs may require more specific and personalized learning and support plans, depending on the complexity of need. For some students, the current IEP will guide learning and support at home and for some students a specific learning continuity plan (LCP) may need to be developed. These LCP plans will have a specific area of focus, connected to the student's IEP, that aligns best with what families see as relevant, meaningful and doable at home. In accordance with the Ministry of Education's mandate to prioritize a healthy and safe environment for all, careful planning and coordination is essential.

Planning for each student with diverse needs will take a family-centered approach. This planning process may start with a comprehensive virtual meeting between the student's case manager or classroom teacher and family, and include other staff and community agencies who are currently involved with the student's programming.

Through this iterative planning process, priority goal(s) and strategies will be identified, along with a progress monitoring plan. In addition, essential support materials required for home learning (eg. AAC device, equipment, visual supports, learning resources, etc.) will be identified, with an accompanying plan for families to access these materials.

Communication Guidelines/Platforms:

Classroom teachers and the school will communicate with families regularly. School staff will continue to work together to streamline communication so that you are updated.

Digital platforms that support learning and communication are still being identified and guidelines for their use are being established. While we are aware of many platforms available, we are in the process of determining the best tools to use. Please await communication from the district as privacy is considered and guidelines for use are developed.