



School District No. 73 (Kamloops/Thompson)

Parkcrest Elementary School

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SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

CONTINUITY OF LEARNING PLAN Parkcrest Elementary

Purpose

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

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

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

- Ensure a healthy and safe environment for all students, families and employees.
- Provide the services to support children of our essential workers.
- Support vulnerable learners who may need special assistance.
- Provide continuity of learning opportunities for all students.

Scenarios of Learning

As we live the ever-changing nature of this pandemic, we have planned for continuity of learning by considering most to least likely scenarios anticipated in the short and long term:

- Scenario One: Face-to-Face Programming with Enhanced Safety Measures
- Scenario Two: Hybrid Learning (Face-to-face and online materials and programming)
- Scenario Three: Partial or Full Functional Closure of School
- Scenario Four: Online Learning

Scenario One: Face-to-Face Programming with Enhanced Safety Measures

Students are expected to return to school on January 10, 2022 as per the Provincial Health Order. The following guidelines will apply to ensure continuity of learning:

- Staff and students will follow all health and safety guidelines in the [District Communicable Disease Prevention Plan](#) and school communicable disease prevention plans, which are posted on each school website.
- Staff will engage students in regular programming and instruction that is respectful of the health and safety guidelines of the Provincial Health Officer, regional health officers, and Ministries of Health and Education.

- Consult with the Aboriginal Education Council to review continuity of learning plan and ensure appropriate supports are in place for Aboriginal learners based on our Local Education Agreements.
- If there is a need to shift away from face-to-face programming with enhanced safety measures, District staff will assess, with school principals, whether to move to scenarios 2-4.

Scenario Two: Hybrid Learning (Face-to-face and online materials and programming)

In the event that there is unusual absenteeism in one or more classes, the following guidelines will apply to ensure continuity of learning:

- Staff will share materials (e.g., Google classrooms, email, paper packages) to support students during multiple day absences.
- Staff will connect with students/families to share the plan to support students who are away.
- Staff will monitor student progress by reaching out to families to check to see how the students are progressing.
- Elementary staff will create opportunities/activities to connect students to their classroom in real time (e.g., Zoom, Facetime).
- Principals will work with staff to ensure there are no scheduling conflicts so that students can access teachers.
- Principals will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.
- Principals will work with staff to support learners with exceptional needs (disabilities, diverse abilities, social, academic, emotional needs):
 - communicate with parents and the teachers attached to immuno-compromised students to develop a short-term plan
 - consider home-hospital program support for longer term situations (up to 6 weeks)
 - consider how best to schedule Certified Educational Assistants and Aboriginal Education Workers to support students
 - consider how best to schedule additional district staff and community agencies to provide service.
- Staff will monitor how students are connecting and learning and provide necessary support.
- Staff will communicate with Local First Nations and Métis Nation partners and ensure program continuity for Aboriginal students.
- Consult with the Aboriginal Education Council to review continuity of learning plan and ensure appropriate supports are in place for Aboriginal learners based on our Local Education Agreements.

Scenario Three: Partial or Full Functional Closure of School

In the event that there is not enough staff to supervise and instruct students in one or more classes, or a whole school, the following guidelines will apply to ensure continuity of learning:

- School principals will work with Assistant and Associate Superintendents who will liaise with the Superintendent to determine whether there is a need for a partial closure of a school (i.e., one or more classes are sent home) or full closure of a school (i.e., all classes are sent home).

- The Superintendent will work with the regional health authority (Medical Health Officers) and the Ministry of Education to determine the length of the closure and communicate with affected families.
- School principals will work with district staff to develop a plan for how long staff require to prepare to teach online and communicate with families the plan for continuity of programming.
- Once the class or school is at home, online learning will be put in place and follow Scenario four guidelines.
- Principals will work with staff to support learners with exceptional needs (disabilities, diverse abilities, social, academic, emotional needs):
 - communicate with parents and the teachers attached to immuno-compromised students to develop a short-term plan.
 - consider how best to schedule Certified Educational Assistants and Aboriginal Education Workers to support students.
 - consider how best to schedule additional district staff and community agencies to provide service.
- Principals will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.
- Consult with the Aboriginal Education Council to review continuity of learning plan and ensure appropriate supports are in place for Aboriginal learners based on our Local Education Agreements.

Scenario Four: Online Learning

In the event that the Provincial Health Officer or Minister of Education mandates K-12 schools to be online, the following guidelines will apply to ensure continuity of learning:

- Staff will use multiple platforms that best meet the needs of learners.
- Teachers will prepare lessons regardless of platform and follow schedules that are communicated to families.
- The Superintendent will work with Ministry guidelines and district and school leaders to determine hours of instruction.
- Elementary teachers will continue with morning and afternoon zoom sessions:
 - focus on literacy, numeracy and core competencies
- Principals will maintain communication with families and be responsive to feedback (e.g., some families may not be able to adhere to the schedule).
- Certified Educational Assistants and Aboriginal Education Workers will continue to support students and additional district staff and community agencies will continue to provide service.
- Principals will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.
- Consult with the Aboriginal Education Council to review continuity of learning plan and ensure appropriate supports are in place for Aboriginal learners.