



## **SCHOOL DISTRICT 46 CONTINUITY OF LEARNING PLAN**

In the event that a functional closure or directed public health closure is required for a school within our district for a period of 3 to 10 days, the following Continuity of Learning Plan will outline the district's next steps.

### **A. PRINCIPLES OF CLOSURES**

- i. **Potential Activity Signal:** A potential activity signal is a threshold that indicates further investigation is warranted by public health to determine if additional actions are required (e.g., disseminate notification to identified grade or school related to identified increased activity, provide testing guidance and support, implement additional measures, distributing public health information, etc.).
- ii. **Functional closure of a school:** A functional closure of a school is a temporary closure determined by a school district or independent school due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial to ensure the health and safety of students. This would likely be due to a high number of staff or certain employees away who are required for a school to function, and the inability to temporarily replace them.
- iii. **Public health closure of a school:** A public health closure is the temporary closing of a school by order of a Medical Health Officer when they determine it is necessary to prevent the excessive transmission of a communicable disease (e.g., COVID-19).
- iv. **Transportation Closure:** A transportation closure is a lack of staff able to provide the required level of transportation services for students. This would likely be due to bus drivers and/or mechanics being away and the inability to replace those absences. This does not impact school operations.
- v. It is likely that staff, parents/guardians, and the community may have very little notice prior to a closure.
- vi. In preparation for a closure, staff should be ready to transition to communication and continuation of learning within timeline listed below.
- vii. A school closure is expected to last 3-10 days.

### **B. SEQUENCE OF A CLOSURE/TIMELINE**

- i. Day 0: Inception

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- a. The day we come to understand a closure is necessary.
- b. HR process for functional closure (*separate document*)
- c. Prioritize student supervision and learning with all available staff
- d. Assess level of closure:
  - 1. Level 1: Children of health care workers, SD46 staff and diverse learners in attendance (additional students at discretion of principal)
  - 2. Level 2: Full closure of in-person learning
- e. Communication with community and parents/guardians – move to closure. (*see Communications Plan section*)
- ii. Day 1: Preparation
  - a. Transition to continuity of learning
  - b. Share materials
  - c. Communication with families (class/subject from teacher)
- iii. Day 2-7 (estimate): Continuation of Learning
  - a. Staff establishing connections with students
  - b. Ongoing assessment of staffing needs
  - c. Regular staff working hours expected
- iv. When possible, return to face-to-face learning

### C. PLANNING IN SCHOOL TEAMS

- i. Consider: scope and sequence, packages, FreshGrade, Google Classrooms, Moodle, technology etc.
- ii. Meeting in teams (grade levels, subject areas, etc.)
- iii. Suggested Resources:
  - a. [BC Ministry of Education Open School Site](#)
  - b. [SD46 vetted digital resources](#)
  - c. District Emergency Continuity of Learning Packages (K-7)
  - d. SPIDER Secondary (Grade 7-12) course content (Moodle)

### D. COMMUNICATION PLAN

- i. Superintendent/principal would receive communication from the SD46 HR department or public health.
- ii. Establish 'Emergency Operational Centre': Gather SD46 Senior Team and impacted principals/managers and communications officer via ZOOM to go over plan and next steps. Collaborate with SCTA and CUPE.
- iii. Communicate the plan, in this order, to the following individuals/groups (*individual assigned to communication is listed in brackets*):
  - a. Trustees (superintendent)

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- b. Union presidents (superintendent)
- c. Staff from that school community (principal)
  - 1. Considerations for itinerant staff and Maintenance staff (principal and manager of facilities)
- d. Families from that school community (superintendent/principal)
- e. *shíshálh* Nation (district principal of Indigenous learning)
- f. All SD46 staff and all SD46 families (superintendent)
- g. Media (superintendent/communications officer)
- h. Ministry of Education (communications officer)

### E. CONTINUITY OF OPERATIONS AND EDUCATION

- i. School staff will be expected to provide 'continuity of operations and education' – *providing students an education plan for a limited amount of time with teaching staff in place* – see timeline above.
- ii. Senior staff, district principals, and district staff will be on stand-by to support the plan's delivery alongside the principal. Additional support staff and principals-on-call may also be called in to help in executing the functional or public health closure plan.
- iii. Liaise with *shíshálh* Nation (via district principal of Indigenous learning)

### F. SD46 STAFF

- i. During a functional/public health closure, teachers and EAs who are required to **self-isolate**, but are asymptomatic/not ill, and are still well enough to work and can do so from their home setting, will complete the '*Telework Policy for SD46 Employees*' (HR) document online: <https://sd46.bc.ca/district-information/sd46-telework-policy/> .
- ii. Staff who are **self-monitoring** are expected to be at work.
- iii. If a staff member has special circumstances, they should speak to their principal/manager to discuss a 'work-from-home' situation in consultation with HR.

### G. ELEMENTARY SCHOOLS

- i. Learning priorities are Literacy, Numeracy and Social Emotional Learning.
- ii. See 'Continuation of Learning Flow Chart' (*appendix A*)
- iii. Considerations:
  - a. Awareness of challenges:
    - 1. Diverse learners

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- 2. Technology
  - 3. Food security
  - 4. Other
- iv. Elementary schools will not rely on technology for this learning period.
  - a. Messaging: "We are prioritizing connection that is accessible by all families."
- v. Technology Department will deploy tech to elementary schools who need it for support staff to communicate to students.
- vi. Tech for diverse learners who need it to access their education will be provided by Technology Department.
  - a. If tech is handed out, an electronic or paper *waiver form* would be signed to confirm technology needed.
- vii. The [district website](#) also has school enrichment online activities and resources for students/families if they so choose.
- viii. Diverse students will be high priority.

### H. SECONDARY SCHOOLS

- i. See 'Continuation of Learning Flow Chart' (*appendix A*)
- ii. Considerations:
  - a. Awareness of challenges:
    - 1. Diverse learners
    - 2. Technology
    - 3. Food security
    - 4. Other
- iii. Technology roll-out: Secondary principals confirming tech needs of their students.
  - a. If tech is handed out, an electronic or paper *waiver form* would be signed to confirm technology needed.
- iv. Technology:
  - a. Schools can use Asus 202A Chrome Books if available for this scenario.
  - b. District principal of technology would need to be informed if teacher's basic ZOOM license needs to be upgraded for this short-term requirement.
- v. Continuity of learning will include the use of Google Classrooms, Moodle or other agreed upon platforms.
  - a. 15-20% of teacher's current courses should be encouraged to be online so they are ready to move in a moment's notice to online learning and students are familiar and trained in the use of this format.

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- vi. Grade 12 and diverse students will be high priority.

### I. TEACHER'S CHECKLIST

- i. Prepare by making sure you have access to your class contact info and are ready for a functional/public health closure at any time.
- ii. Make sure your passwords are up to date for MyEd and other supportive online tools and resources.
- iii. Prepare class list with details on best form of communication for each student/family.
- iv. Reminder to have your technology with you daily.
- v. Reminder to check your email regularly within work hours.
- vi. Consider preparing a message to students/families to be provided with your materials.
- vii. Refer to 'Continuity of Learning Plan Flow Chart' (*appendix A*)

### J. LEARNING GUIDELINES

- i. Staff will connect with students to ensure connections, well-being, and academic progress.
- ii. Students can expect a variety of learning activities depending on the grade level and subject.
- iii. SD46 staff and families have flexibility to adjust the amount of time and types of activities assigned based on each student's unique learning circumstances at home.
  - a. Students from kindergarten to grade 4 can expect to spend approximately five hours per week on focused learning activities.
  - b. Students in grades 5 to grade 7 can expect to spend approximately 7.5 hours per week.
  - c. Students in Grade 8 and 9 can expect up to approximately 8 hours per week.
  - d. Students in grades 10 and 11 can expect approximately 10 hours per week.
  - e. Students in grade 12 can expect about 10 hours or more per week.

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## Appendix A: Continuity of Learning Flow Chart

