

The Superintendent's Office and Principals' Meeting
March 30, 2020
Director of Learning Support

Guiding Principles:

Health and Safety Communication*Connections*Continuity of Learning (Addendum 1, Rule of Thumb #1)

1. Emotional Well-being and Readiness -Staff (see links below)

- staff have different abilities and resources to manage this event and its consequences
- individuals need foundational level of regulation to take on this task and be successful
- give yourself/admin team time to acknowledge/assess impact on each person (emotional, professional)
- access resources: CISVA website-benefits for resources
- identify local resources (counsellors/psychologists on staff)

2. Emotional Well-being and Readiness -Parents and Students (see links below)

- sensitive to the understanding that families are experiencing a high degree of uncertainty/stress consider the following:
- over communication is considered appropriate at this time
- consider sending a letter home to parents scripting a consistent message from the school/learning support department with pre-planned questions/intent so families ready and expecting your contact
- follow up with call from point-people -for this first contact/remember some families have multiple children (multiple calls may be reassuring or disruptive-plan accordingly)
- families with high needs (students or adults) should be prioritized/directed to family resources/ be ready with recommendations and a plan for follow-up

3. Learning Support: Best Practices for Remote/On-line

3.1 Determine Format(s) for Continuity of Learning Opportunities

School-Wide Planning Pre-Step (Is the school going to provide in-person child care?)

- Determine need for **childcare** for the children of essential service workers.
- Determine school personnel and facility availability.
- Review governmental guidelines (links below) for essential service list and public health requirements.
- Liaise with classroom teams to confirm **tech plan**: availability (devices and platforms for communication and learning), internet capacity, skill with tech in homes (students and parents)
- **Home context**: Parent capacity to 'teach'/supervise children

Once these questions have been answered, the learning support team will be able to determine what is possible.

3.2 Determine Learning Needs and Priorities for Students in LRC

- Review findings from 3.1 with LRC team
- Liaise with classroom team/ determine if further initial contact with home is needed by LRC member

Program Planning Phase One: Prioritizing (Remote) Goals and Objectives

- Start with most vulnerable/ highest needs students
- Identify priority goals, concerns, strengths in school context
- Review goals, concerns, strengths in light of home context and re-prioritize as needed
- Identify anticipated issues with on-line/remote learning
- Deliberate with parents (via video conferencing if possible)
- Note: first priority may focus on classroom inclusion and tech needs

3.3 Assign Staff Roles and Responsibilities Based on Priority Focus

- Assign staff accordingly
- Re-assign staff as needed-this may include EAs, specialty staff
- Schedule collaboration meetings
 - Review implementation progress at set time/date (eg. In 2 weeks)
 - Have regular check-in with parents (possibly weekly to start)

3.4 Getting Ready to Go Remote: Tips and Tricks for Learning Resource Teams (Addendum 1)

- Communication to Build Community
- Create a Sense of Familiarity
- The First Few Weeks
- Asynchronous Teaching
- Getting Started on Academics

3.5 Teaching Special Education On-line During COVID-19:Video

Eight Strategies for On-Line Instruction (CEC, March 2020, link below)

- Engage Your Students
- Set Clear Expectations
- Create a Supportive learning Environment
- Foster personal relationships and have fun
- Use a mix of existing tools readily available
- Breakout rooms for individual and group activities
- Smaller chunks and pattern activities
- Provide prompt feedback

4. Supporting Your Staff

- Email most direct method to contact consultants
- Bulletin will be posted on our site with recommendations for resources-updated regularly

- Zoom meetings may be booked to collaborate with staffs
- Phone Nicole directly 778-997-0366 as needed to address unanswered questions/problems

RESOURCES (Also see *Learning Support Bulletin*-attached)

COVID-19 Essential Services List

<https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support/essential-services-covid-19>

COVID-19: Public Health Guidelines

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/health-and-safety-protocols-for-schools.pdf>

Continuity of Learning: Planning Guide for Teachers

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/col-planning-guide-for-teachers.pdf>

Teaching Special Education On-line During COVID-19

https://www.youtube.com/watch?v=EgO6k8-I4vQ&feature=emb_title

Help in Crisis Situations-CISVA Benefits and Resources

<https://workplacelearning.morneaushepell.com/en/covid-19-training>

Complementary Webinars

Novel Coronavirus-19

Emotional Well-Being During the COVID-19 Pandemic

Talking To Your Child About COVID-19

Webinars for Leaders

Building Resilience in Uncertain Times

Building Resilience While Under Quarantine

Leading Through COVID-19

A Trauma-Informed Approach to Teaching Through the Coronavirus

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

Helping Children Cope with Fear and Anxiety

<https://www.crisisprevention.com/Resources/Newsletters/Supportive-Stance/March-April-2008/Helping-Children-Cope-With-Fear-and-Anxiety>

How to Support Student Mental Health During the COVID-19 Pandemic

<https://smho-smso.ca/blog/how-to-support-student-mental-health-during-the-covid-19-pandemic/>

Parent Resources

www.pandemicparenting.ca - Launch TB

**Respectfully submitted by Nicole Regush*

