

Part 1: Restart Plan-Initial Guidelines for Consideration

Part 2: IEPs, Assessment and Reporting

May 14, 2020 LST Meeting

Part 1: Restart Plan~ Initial Considerations

Key Points

- Return to school anticipated in coming weeks
- We have been at 30% of 'normal' physical distancing in quarantine / modelling indicates 60% of normal remains safe (pg. 8-9, Restart Plan)/ 80% presents significant risk
- Assessment tool for determining risks -contact intensity (proximity and duration of contacts) and # of contacts
- Guidelines for reducing transmissions/ core measures for safe practices in schools (pgs. 8, 11 in Key Steps)
- **'Physical Distancing Ideas'** in BC Center for Disease Control COVID-19 (page 5)
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/health-and-safety-protocols-for-schools.pdf>
- https://news.gov.bc.ca/files/BG_Parks_and_Sites_and_In-Class_Learning.pdf
Measured approach to phasing in a return to learning in classrooms (May 6, 2020)
 - Education stages for K-12 students:
 - **Stage 5** Suspend all in-class instruction for all grades and students. Remote and online learning for all students.
 - **Stage 4 *Current stage** In-class learning for children of essential service workers and vulnerable students. Remote and online learning continues for most students.
 - **Stage 3** In-class learning for students in kindergarten to Grade 5 on a part-time basis. Access to in-class learning as needed for grades 6 to 12 on a part-time basis. Remote and online learning continues to be available for students.
 - **Stage 2** In-class learning for all students in elementary school (K to 7) on a full-time basis. In-class learning for secondary students (grades 8 to 12) on a part-time basis. Remote and online learning continues to be available for secondary students.
 - **Stage 1** A return to full in-class instruction.

Part 2: IEPs, Assessment, and Reporting

Integrated Planning Framework and Continuity of Learning planning Guide for Teachers
[COVID-19 Integrated Planning Framework for School Districts and Independent School Authorities \(PDF\)](#) (Updated May 1, 2020)* **Note: Updated version of these documents pending**

[Continuity of Learning Planning Guide for Teachers \(PDF\)](#) (Updated May 1, 2020)

IEP Guidelines and Reporting (Framework, pg. 19)

January-March: 'normal' best practices

April-May: In Quarantine (see below)

June: Hybrid of above (details TBA)

Students with Diverse Needs(In Quarantine/some in person-to-person instruction and learning)

School districts and independent school authorities are expected to develop **continuity of learning plans** for students with disabilities or diverse abilities

- continuity of learning plans for students with disabilities and diverse abilities should be **aligned with the goals identified in the student's Individual Education Plan (IEP)**
- developed in consultation with specialists who typically support the student in the educational setting (e.g. speech language pathologists, occupational therapists)
- taking into account the needs of the student and their family circumstances

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- **learning plans that involve remote learning will not be able to fully replicate the services provided in the educational setting but should provide staff and parents/caregivers with activities that are appropriate in the circumstances.**

Additional considerations for school districts/authorities include:

- classroom teachers create **continuity of learning plans** for designated students whose learning needs are documented in an IEP and/or for English Language Learning students
- **school administrators can determine the appropriate staff to assist classroom teachers to develop and support learning plans that include information as identified in students' IEPs**
- Non-enrolling teachers collaborating with classroom teachers to ensure that content being prepared for at-home learning is accessible, meaningful for all learners, and can be supported by parents/caregivers. Particular attention and support is required for those who traditionally face barriers to accessing online content.
- Specialist support staff creating specific plans on how students with diverse learning needs will be able to access specialized supports traditionally delivered onsite through direct service to learners or via consultation with the educational team (e.g., physical therapy, occupational therapy, teachers of students with sensory impairments).
- Educational Assistants continuing to support teachers in the delivery of instruction for students with disabilities and diverse abilities. Support may include:
 - preparing assignments, content and activities;
 - assisting with the collection of materials that will be sent to students;
 - maintaining regular communication and check-in with students as determined by the classroom teacher, and under the direction of the teacher or related service provider; and
 - supporting families and students in accessing and participating in remote learning and therapy experiences as needed.

Teachers should maintain ongoing communication with colleagues who also serve their students (paraprofessionals, non-enrolling teachers, related service providers, counsellors, school-based team, etc.).

Assessment and Reporting

- all students will receive a report card based on where they were at prior to spring break, plus the learning opportunities they are engaging in at home during the suspension of in-person classes
- teachers and the SBT will use their professional judgement to determine whether a student has demonstrated sufficient evidence of learning (ensure you have evidence of learning and can speak to it with parents)
- ministry recognizes the need to be flexible and accommodating in these unprecedented times
- 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
- it is also understood that reports prepared under these circumstances may not provide the amount of rich, detailed feedback that usually goes on a report card

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.

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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 and CISVA's assessment and reporting policies.
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
3. Summative assessment should focus on the development of competencies and key literacy and numeracy skills, rather than mastery of specific content. (See CISVA revised CLS template)
4. 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.
5. **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.**

British Columbia's Student Reporting Policy allows significant flexibility for schools and school districts regarding the content and format of report cards. For more information, reference the [Student Reporting Policy](#).