

**Continuity of Educational Opportunities: Content Delivery Framework**

As part of BC’s [Integrated Planning Framework](http://www.bced.gov.bc.ca/bulletin/20200327/k-12-covid-19-integrated-planning-framework---march-27-2020.pdf), the Ministry of Education has outlined a Continuity of Educational Opportunities Plan. This document is meant to work in conjunction with, and give District specifics to, that Framework.

For all Kindergarten to Grade 12 students, Southeast Kootenay (School District #5) will offer continuing learning opportunities through a variety of means, including online learning in various forms. This could also be accomplished through other accommodations, such as course packages and telephone check-ins. The Ministry of Education expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school class instruction across the province has been suspended.

As stated in the Provincial Plan, students will be supported with opportunities that allow for a variety of learning experiences to develop literacy and numeracy skills, support social, emotional and physical well-being and continue their studies in content areas across the curriculum. The Ministry of Education has created a [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) to use during this time. Classroom teachers will continue to refer to [BC's New Curriculum](https://curriculum.gov.bc.ca/) to offer learning opportunities around the Big Ideas and Curricular Competencies. Teachers will prioritize remaining outcomes based on what is manageable for students working from home and will plan specific tasks and projects for students. As part of this prioritization there is a potential for a redeployment of expertise within schools and the system in general.

**The Delivery Framework for each grade is broken down as follows:**

**Kindergarten – Grade 3**

* Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum. Offer open-ended opportunities and inquiry-based approaches.
* Encourage accessing outdoors and promote healthy living.
* Teachers will assign an average of five hours of work per student per week, and will work with their students and parents on the delivery of these materials by connecting with each child on a weekly basis.

**Grades 4-6**

* Education content will continue to focus on language/literacy and mathematics/numeracy competencies, and there will be opportunity to incorporate science and social studies competencies through cross-curricular learning.
* Offer open-ended opportunities and inquiry-based approaches.
* Encourage accessing outdoors and promote healthy living.
* Establish shorter cycles of work – (i.e., Passion Projects, Genius Hour)
* Teachers will assign five to eight hours of work per student per week and will work with their students and parents on the delivery of these materials by connecting with each child on a weekly basis.

**Grades 7-9**

* Education content will focus on core language/literacy, mathematics/numeracy, science and social studies curriculum competencies, in preparation for the next grade level.
* Encourage accessing outdoors and promote healthy living.
* Elective courses are still of significant importance to students. Emphasis should be placed on student choice of contact and on the social and emotional well being of students in connecting with elective teachers and potential content.
* Establish shorter cycles of work – (i.e., Passion Projects involving cross curricular opportunities)
* Teachers will assign an average of 10 hours of work per student per week, and will work with their students and parents on the delivery of these materials.
* If the student has multiple teachers there will be one central contact designated at the school who will connect with each child on a weekly basis.

**Grades 10-12**

* Education content will focus on specified and core courses required for [BC graduation program](https://www.ecdc.europa.eu/en/geographical-distribution-2019-ncov-caseshttps%3A/www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation).
* Particular emphasis should be placed on preparation of students to successfully transition to the next level in each particular subject.
* Content should be delivered, where possible, from all courses the student is currently registered in this semester. Elective courses are still of significant importance to students, though continued delivery of some courses may be more difficult. There is discretion in assessing and reporting these outcomes. Please refer to Assessment and Reporting below.
* While the Provincial Framework did not give course specific time requirements, teachers start with a baseline of assigning an average of 3 hours of work per course per week, and will work with their students and parents on the delivery of these materials.

#### Grade progression and report cards

All students who were on track to progress to the next grade will.

The Provincial Continuity of Educational Opportunities Plan does state a few key points around Assessment and Reporting:

* All students will still receive a Report Card in June
* Elective courses are still of significant importance to students, though continued delivery of some courses may be more difficult. For elective courses at the grade 10-12 level with unique challenges, teachers have the discretion to provide a passing grade if *sufficient learning* has been achieved
* 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
* Since many students may not have easy access to specific learning resources aligned to the curriculum, summative assessment should focus on the development of competencies and key literacy and numeracy skills, rather than mastery of specific content

**Distributed Learning Opportunities**

The Provincial Framework is very clear that School Districts are not allowed to transfer students from registration in ‘Brick and Mortar’ school to be registered in Distributed Learning courses between now and June 30th.

However, the District Distributed Learning School (Kootenay Discovery School) is prepared to promote Distributed Learning resources and to train teachers in accessing and using these resources. Schools are highly encouraged to contact the Administration of KDS to enquire about options.

**Continuing of Supports**

The Provincial Continuity of Educational Opportunities Plan has detailed suggestions for continuing the support of all learners. It stresses the needs to develop plans specifically for:

* Students with diverse needs
* The Mental Health and Well-being of students
* Supports for Families
* School meals programs

School teams should be familiar with the parameters of continuing the support for all learners as detained in the Integrated Planning Framework.