



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

# TWIN RIVERS EDUCATION CENTRE & PROGRAMS CONTINUITY OF LEARNING



## CONTINUITY OF LEARNING PLAN

### Purpose

Twin Rivers Education Centre (TREC) 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 at TREC & offsite programs (First Steps, Continuing Education, Directed Suspension, Four Directions) 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. *TREC administration will also work closely with Interior Community Services, Provincial Corrections, Vision Quest and the community of Skeetchness to ensure all PHO are followed. This will be the practice for all potential learning scenarios.*
- 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.

- 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 to support students during multiple day absences. This may include the use of Google classroom, Zoom, individual work packages, materials delivered through email, etc.
- 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.
- Secondary staff at TREC will work to create opportunities for students to engage in face to face learning opportunities as much as possible. Many students at TREC are on partial day programs and flexible schedules, and rely on transportation assistance to travel to school. Teachers are already utilizing various methods to support their learning and encourage attendance.
- The School Leader team will work with staff to ensure there are no scheduling conflicts so that students can access teachers.
- The School Leader team will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.
- The School Leader team 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 work to identify which students will require food program/meal assistance and work with our support staff to ensure students and families are supported either through delivery or pick up on site.
- Administration will work with Assistant Superintendent Mochikas to support the meals program of students in need.
  
- 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.

### **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:

- The School Leader team will work with Assistant and Associate Superintendents who will liaises 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.
- The School Leader team will work with district staff to develop a plan for how long staff are required 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.
- The School Leader team 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.
- The School Leader team will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.

#### **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:

- Teachers will prepare lessons regardless of platform and follow schedules that are communicated to families, and utilize the best delivery model possible to support the students in their learning (Google classroom, Zoom, email, individual work packages).
- The Superintendent will work with Ministry guidelines and district and school leaders to determine hours of instruction.
- Teachers will focus on core learning targets for students to ensure continuity of learning and achievement of course learning outcomes.
- The School Leader team 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.
- TRU sampler programs would not continue.
- The School Leader team will work with staff to assess technology needs of students, and staff will communicate with parents about how to support these needs.