



MEMO TO: Teaching Staff

FROM: Learning Support Services

SUBJECT: Continuity of Learning

DATE: 2020 APR 02

Thank you to our dedicated staff who have spent much of the past week reaching out to families to do a check-in. Research shows us that the most important protective factor for students in working their way through school is a meaningful connection with a caring adult. Never is this more important than during times of trauma such as this one. Thank you for reaching out; we know that each call you made mattered!

The purpose of this memo is to outline the roles and responsibilities for staff during this period of Distance Learning.

Weekly Meetings

- As agreed to by the teacher union groups, teachers are expected to attend weekly virtual staff meetings each Monday during this time of school closure.

Hours of Work

- The teacher's workday expectations should be aligned within their FTE;
- For the most part, the teacher work should be completed during the instructional day, recognizing that there is opportunity for flexibility (for teachers and students);
- Teacher work includes preparation of assigned work and providing feedback or assessment;
- Review Ontario Curriculum expectations /long range plans and create a plan for student acquisition of the remaining essential overall expectations.

Hours of Learning for Students

K-Grade 3

- 5 hours of work per student per week
- Focus: Literacy and math

Grades 4-6

AODA CLAUSE If you require information in an alternate format, or require communication support, arrangements are made upon request by submitting a Community Accommodation Request Form. This form is found within the Accessibility link on the board's home page. You may also contact the Manager Communications, Tania Testa, who will guide you through the process, at t.testa@tvdsb.ca.

- 5 hours of work per student per week
- Focus: Literacy and math + science and social studies

Grade 7-8

- 10 hours of work per student per week
- Focus: Literacy and core math + science and social studies

Hours would refer to the approximate amount of time students would spend on the work assigned by teachers.

Itinerant Teachers

- Plan learning activities for subjects that they teach;
- Consider co-planning and integrating subjects with homeroom teachers;
- Share learning activities with each homeroom teacher by Thursday for the following week's plan.

Assessment and Feedback

- Use formative assessment approaches to gather evidence of how students are progressing in their learning;
- It is expected that teachers will provide feedback to their students on their progress.

Final Report Cards

- As per the Ministry of Education Provincial Guidance Document, teachers will be expected to produce final report cards at the end of the year.
- This process includes the issuing of the Kindergarten Community of Learning for all of the kindergarten students.
- Learning activities undertaken, assessment and feedback should be focussed on the achievement of the overall learning expectations from the Ontario Curriculum.

Regular Communication with Parents and Students

- Parents and guardians are concerned about their children's learning and academic progression.
- Regularly and timely communication with parents is essential during this unprecedented time as we work together to provide continuity of learning for each of the students under our care.
- We expect teachers to remain in regular contact with parents in order to provide for continuity of learning, to aid in supporting the implementation of the educational plan, and to maintain the critical relationships that exist between home and school.
- It is expected that teachers will engage in and document a minimum of one contact with each student each week.
- Teachers will respond to student and family questions and/or requests within 24 hours.

Virtual Learning Platforms

- Students will be accessing the course in various ways; therefore, teachers will be expected to provide materials in a number of delivery methods.
- Virtual learning platforms are one key way to ensure timely and effective two-way teaching and learning opportunities.
- For some of our students and families, this access to virtual learning will not be possible and those families will need to be provided with learning materials available in a print format.

Expectations related to distance learning include:

- Teachers will need to understand the various communication needs of each student.
- Teachers will be communicating back to students/parents/guardians within 24 hours.
- Teachers should maintain a record of communication with their students
- Professional Learning opportunities will be available online for staff to engage in deeper learning around the virtual learning platforms endorsed by TVDSB (Brightspace and GoogleClassroom).
- Teachers may use the virtual classroom features of both Brightspace (Virtual Classroom) and GoogleClassroom (Google Hangout).

Supporting Students

- The Special Education Department is preparing a resource related to special education learning activities and support.
- Students with special education needs will continue to require appropriate individualized programming and learning opportunities.
- All teachers have access to the student Individual Education Plan.
- Where outlined in the IEP and as required, teachers will prepare alternate, accommodated or modified programming and learning opportunities for these students.
- The Learning Support Teachers and Educational Assistants can play a key role in helping to develop plans to support these students.
- Learning Support Teachers will provide support to classroom teachers regarding curriculum expectations and/or provisions of accommodations as outlined in students' IEPs and update expectations as required based on collaboration with classroom teachers
- During this period of uncertainty and disruption for adults and students alike, it is recognized that there may be a heightened sense of anxiety among the student population.
- Our professional support services staff have already made contact with all students who have open case files with them and will continue to do so as required.
- A number of mental health resources have been prepared by both School Mental Health Ontario and by the TVDSB Culture for Learning Portfolio.
- These resources are available on the front page of the Board website under the Mental Health and Well-Being tab.
- The Ministry of Education, School Mental Health Ontario and the federal government have increased service and access to the Kids Help Phone, which provides 24/7 access to counselling and information. The number is provided here should you have a student who needs to connect with a professional. Students can call 1-800-668-6868 or text CONNECT to 686868.

Week-at-a-Glance

- Share weekly plans with students, families and administrators by Monday at 9:00 a.m.
- Weekly plans should include the learning assignments for the focus subjects and associated time allotments;
- Consider using a format to organize weekly plans such as a week-at-a-glance (LSS will provide a week-at-a-glance sample template)