



# A FAITH COMMUNITY OF BELIEVERS: STUDENT DISTANCE LEARNING PLAN

We are pleased to provide our community with information related to Phase 2 (April 6-May 4) of teacher-led distant student learning.

Enclosed is our plan to restore the continuity of learning for all students. While we understand that distant learning will not replace learning in the classroom, we are hoping that students feel supported by their school community to the extent possible given the environment we find ourselves in.

We want to thank you in advance for your patience and understanding during these unprecedented times.

## KEY RESOURCES

- ✓ [Ministry of Education Learn at Home](#)
- ✓ [TCDSB Online Learning Activities](#)
- ✓ [Chaplaincy & Daily Reflections](#)
- ✓ [Mental Health Supports](#)
- ✓ [Student Learning Snapshot](#)

## 1. INTRODUCTION TO TEACHER-LED STUDENT DISTANCE LEARNING

### Teacher Expectations

- Teachers and support workers must remain in regular contact with parents during distant learning (for duration of school closure)
- Teachers will set up daily “office hours” where students/parents can reach out to them
- Teachers will collaborate with other school staff to support students (e.g., Special Education Teachers, EAs, CYWs, ELL, SLP, Guidance, Student Success Teacher, Specialty Teachers, and IL Instructors etc.)
- *Hours of work for students are outlined in the ‘Week at a Glance’ document*

### Elementary Students

- Students will receive assignments and feedback on their progress
- Final report cards will be provided with marks for each division

### Secondary Students

- Students will receive assigned learning tasks and projects
- Feedback and evaluation will be provided
- Final report card marks will be provided for all courses

### Graduating students (only)

- Mid-term marks will be submitted to OUAC/OCAS by April 23 on work completed for post-secondary admissions

- Teachers may create an additional assignment and/or allow the submission of outstanding assignments before April 23
- Graduation requirement to complete 40 hours of community involvement is suspended for this school year
- Community involvement hours that have been completed should be reported on the report card of graduating students

### Report Cards

- Final report cards will be issued for all students including the Kindergarten Communication of Learning
- Mid-year report cards for non-graduating secondary students is suspended for this year

### Online Teaching Tools

- Teachers will use professional judgment to select tools to engage students in online learning including:
  - Brightspace by D2L
  - Google Classroom
  - Current platforms being used by the classroom teacher(s)
  - Other methods of contact (phone, email, paper copies)

### Course Expectations and Content

- Teachers will determine the remaining essential overall curriculum expectations that must be addressed and plan learning activities accordingly
- Religious Education and Family Life Education remain important and must continue alongside other core areas of curriculum
- All aspects of curriculum are viewed through the lens of faith, ensuring a Catholic worldview and faith perspective in the learning materials while also reflecting the Ontario Catholic School Graduate Expectations

## **Elementary International Language**

- Students will receive one activity per week in their assigned classes

## **English Language Learners**

- ELL students will continue to receive instruction

## **Core French/Physical Education/Music**

- Students will receive one activity per week in their assigned classes

## **Civics & Careers Course**

- A final mark would be the mark achieved by the student as of March 13, 2020

## **Cooperative Education and Specialist High School Major Programs**

- Co-op courses with a classroom and community component are suspending the in-person community placements
- Students can work with their co-op teachers to modify their co-op learning plan to work through curriculum expectations
- Where possible, students should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities

## **2. THE ROLE OF DESIGNATED EARLY CHILDHOOD EDUCATORS**

### **Designated Early Childhood Educators (DECEs)**

- Connect with students/families
- Continue to collaborate with the teacher to determine the remaining essential overall curriculum expectations
- Engage in co-planning of learning activities reflecting The Kindergarten Program and Ontario Catholic School Graduate Expectations
- Educator teams will maintain daily office hours and communicate with parents

## **3. THE ROLE OF SCHOOL-BASED EDUCATIONAL SUPPORT STAFF**

### **Educational Assistants (EAs) & Child & Youth Workers (CYWs)**

- Connect with parents/students to gauge wellness, engagement and access to learning
- Play an active/ complementary role to support online learning to identify students who require direct support
- Child & Youth Workers' (CYWs) daily personal contact with specific students (via their parents) and will continue to play a critical role in identifying emerging social/emotional needs

## **4. SUPPORTING STUDENTS WITH SPECIAL EDUCATION NEEDS**

### **Special Education Teachers (SETs)**

- Connect with students and their classroom teachers to identify areas for student supports
- IEPs will be created or updated
- Consult as needed with appropriate SBSLT member (ex: Autism Support Teacher, Psychologist, Speech and Language Pathologist, etc)

### **Autism Support Teachers (AST)**

- Elementary ASTs connect with teachers in Autism ISP classes to support student programming
- Remain available as a resource for students with Autism
- Assist in transition planning for students with Autism moving from Gr. 8 to Gr. 9
- Coordinate intakes involving students with Autism
- Adapt curriculum lessons for students
- Create learning resources as needed for students

### **Blind/Low Vision Itinerant Teachers/Orientation and Mobility Specialists**

- Connect with parents/students
- Provide targeted online resources to meet individual student/parent needs

### **Deaf/Hard of Hearing**

- Connect with students and their classroom teachers to ensure access to curriculum (e.g. Closed Captioning on all learning resources/platforms)
- Address student needs by providing service support to identified students
- Develop digital resources for preschool D/HH population

## **5. MENTAL HEALTH AND WELL-BEING**

### **Mental Health Supports for Students**

- [Kid's Help Phone](#) provides youth with access to trained counsellors 24/7 by calling 1-800-668-6868 or online
- [School Mental Health Ontario](#) provides information to support youth mental health
- [WE Well-Being](#) has downloadable resources for students and families

## **6. SUPPORT FOR FAMILIES IN NEED**

### **Food and Nutrition**

- The Angel Foundation of Learning has rolled out the *Home Student Nutrition Program* for kids during Covid19 and students who qualify for phase one will receive an email from their Principal for access to \$50 grocery gift card