Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61   *April 21, 2020*

> **Pages 1-3 for Students and Parents**
> *Key information from the Ministry of Education's COVID-19 Integrated planning framework*

WHAT IS REMOTE LEARNING?

Remote Learning occurs when the student is separated from school staff members by time and distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology (email, websites, mobile apps, video conferencing, and telephone calls) so that no physical presence in the classroom is required. Remote learning can occur synchronously (in-real time, i.e. student and the staff member communicating at the same time) or asynchronously (not at the same time, i.e. one person communicates and the other responds at a later time).

DO I HAVE TO ENGAGE WITH REMOTE LEARNING TO GRADUATE?

- **Yes!** Students eligible to graduate are expected to engage in remote learning opportunities for each course in which they are enrolled. They will also be expected to demonstrate their learning to show that they have met the learning standards for successful completion of the course.

- "Eligible to graduate" means that a student will satisfy all provincial graduation requirements and successfully complete sufficient learning in currently enrolled courses. ***This does not mean that students will graduate no matter what.***

- Sufficient learning means that a student would be able to pursue further learning in the subject area, as defined by what the teacher identifies as the essential learning outcomes of the course.

- To support remote learning, staff members are providing opportunities for students to continue learning in their current courses. These learning opportunities will focus on the essential learning outcomes of each course. While the current focus is on remote on-line learning, a range of supports are also still available to support students including access to Educational Assistants (EAs), School Counsellors, Learning Support Teachers, tutorials, etc.

- Staff will work with students to develop plans and set reasonable expectations given the current circumstances and the individual needs of the students. We recognize that many students may not have easy access to specific learning resources or ideal remote work spaces.

- Staff members will support all students as part of the continuity of learning and help those students who may need additional support to meet graduation requirements.

One *Learning* Community

Greater VICTORIA School District

Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61   *April 21, 2020*

WILL ALL STUDENTS RECEIVE FINAL GRADES FOR THEIR CURRENT COURSES?

- Yes, all students will receive a final grade for each course in which they are enrolled and successfully complete by the end of the school year.

- Teachers will determine a final grade for students based on work completed to date **and** the assessment of remote learning that will occur over the coming months.

- Staff will do their best to accommodate those students whose learning needs or personal circumstances may require unique approaches to instruction and assessment.

- All students have been issued an interim report letter grade and percentage for the work completed up until Spring Break. For Grade 12 students, the purpose of this interim grade is to satisfy the application process to post-secondary institutions. This term grade is subject to change as FINAL letter grades will be issued in June that **will include** remote learning assignments issued over the coming weeks.

WHAT ABOUT GRADUATION ASSESSMENTS ?

- The previously scheduled April 2020 graduation assessment administration has been cancelled.

- The only graduation assessment required for current Grade 12 students is the Grade 10 numeracy assessment. The Ministry is assessing a range of options to ensure this graduation requirement can be met by those students who are otherwise on track to graduate this year.

WHAT ABOUT CAREER LIFE CONNECTIONS & CAPSTONE?

- Staff will work with students to fulfill the requirements of Career Life Connections, including the capstone project. Career Center teams are available for support around post-secondary transitions.

- For the specific requirement of 30 hours of work experience or career-life experience, students can be given many opportunities to fulfil these requirements in alternative ways. For example, students could do work around their home such as babysitting younger siblings, household cleaning, yard maintenance, food preparation, maintenance work or household accounting. With this stated, student safety is paramount and normal mentorship requirements may not be possible.

- For capstone projects, students should be able to complete many aspects of the self-assessment and critical analysis, as well as the planning for capstone representation.

- Recognizing that all students may not have access to specific samples of work or other important elements needed for their capstone presentations, efforts to innovate under the current circumstances should be recognized. Students can be given many different options and significant flexibility regarding how to design and present a more limited capstone via alternative methods such as videoconferencing.

Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61   *April 21, 2020*

WHAT ABOUT POST-SECONDARY?

- The Ministry of Education is working with post-secondary institutions and the Ministry of Advanced Education, Skills & Training to support smooth transitions to post-secondary education for students by the end of the school year.

- Transcripts remain available to students through the [Ministry of Education's Student Transcript Service](#) and will be updated when schools are able to report final marks.

- Career Center teams in schools remain available to support student post-secondary transitions.

- Post-secondary deadlines remain unchanged at this time.

WE ARE HERE TO SUPPORT YOU

- Secondary Schools will assess each Grade 12 student's graduation portfolio and reach out to every student who may be at risk of not graduating this year.

- Secondary schools will ensure that access to key contacts are clearly communicated to students and families and published on their school websites.

- Students are also encouraged to connect with a Teacher, EA, Counsellor, Career Coordinator, Career Teacher, Youth and Family Counsellor or Administrator should they have questions, concerns, or are in need of additional support.

- Students are also encouraged to connect with school staff should they be in a unique personal scenario that makes remote learning difficult to accomplish. All school staff are there to help.

- Support for scholarships, post-secondary applications, dual credit applications, post-secondary transitions (future work, training, post-secondary education) will continue.

Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61 *April 21, 2020*

COURSE CREDITS, FINAL GRADES, AND ASSESSMENT OF LEARNING

*Remote learning should focus on the **essential curricular competencies** (skills) necessary to be successful in the course. You do not need to cover the full breadth of learning standards (curricular competencies & content) you would have during regular face-to-face classroom instruction.*

COURSE CREDITS & FINAL GRADES

Using professional judgment, a teacher can determine whether a student has attained the learning standards to meet minimal expectations through direct demonstration of competency, observed through:

- A. Student performance during in-session instruction
- B. Outcomes demonstrated through non-traditional remote learning opportunities.

Or indirect demonstration of competency through:

- C. Observation of competency during indirectly related activity or instruction.
- D. Competency demonstrated in previously enrolled class.

We recognize that some curricular competencies may be cross-curricular (covered in more than one content area), some of the essential curricular competencies achieved in one course could provide evidence that competencies have been achieved in other content areas. Collaboration between teachers could be necessary to make these determinations.

In determining final grades, Teachers will use their professional judgment to assess student achievement based on the work completed prior to Spring Break, as well as students' learning as demonstrated since the start of the remote learning period.

A school based team (SBT) review is recommended for all students that are not meeting their grad requirements. A plan should be developed to support the student to achieve graduation via summer school, an additional semester, or other alternative pathways.

It is suggested that weighting the pre-remote learning period at 75% of the final grade and the post-remote learning period at 25% of final grade is recommended with the understanding that it may not be appropriate for all students and courses. Final grades should report on the best achievement a student has demonstrated in essential learning outcomes over the duration of the course.

One *Learning* Community

Greater **VICTORIA** School District

ASSESSMENT OF LEARNING

Prioritize which learning standards can be learned and assessed remotely, with emphasis on the essential skills necessary for success in the course. Extra attention should be given to focusing assessment on student learning as opposed to simply the completion of tasks assigned by the teacher.

Consider collaborating with students on an individual level to determine various types of assessments that would allow them to demonstrate their learning in a way that is convenient and accessible to their current situation.

Ensure that the students have a clear understanding of what is being assessed and what your learning goals are for the remote learning assignments.

Many different types of digital remote learning assessment tools are available within our district-supported technology platforms. (Zoom & Google Meet videoconferencing, Google Forms quizzes, Go Formative, etc.)
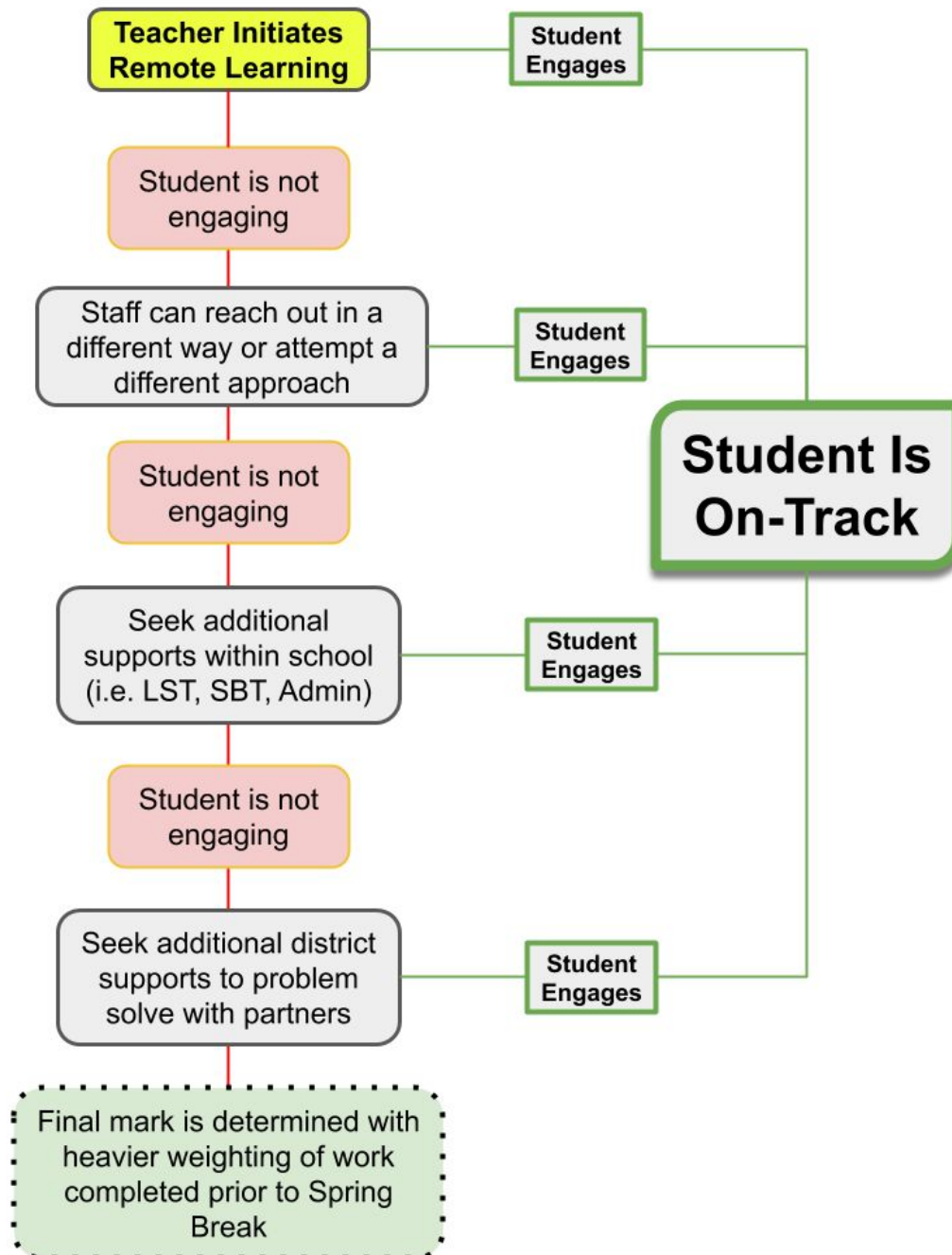
Students in the graduation years should be encouraged to use both self-assessment and peer-assessment as a large part of their learning. In many cases, Secondary teachers may not be able to provide continual guidance and feedback to all of their students on a daily basis, so students should be encouraged to use other methods for gathering feedback. Students should also be encouraged to initiate contact with their teachers for support if necessary.

One *Learning* Community

Greater **VICTORIA** School District

Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61

April 21, 2020

TEACHER PROCESS TO SUPPORT STUDENT ENGAGEMENT WITH REMOTE LEARNING

Teacher Initiates Remote Learning → **Student Engages**

Student is not engaging

Staff can reach out in a different way or attempt a different approach → **Student Engages**

Student is not engaging

Seek additional supports within school (i.e. LST, SBT, Admin) → **Student Engages**

Student is not engaging

Seek additional district supports to problem solve with partners → **Student Engages**

Final mark is determined with heavier weighting of work completed prior to Spring Break

Student Is On-Track

Remote Learning Q&A for Secondary Schools

Greater Victoria School District 61   *April 21, 2020*

POSSIBLE STUDENT SCENARIOS

Scenario A
Student has a grade of 50% prior to spring break. They do not engage with any remote learning assignments or demonstrate any additional learning during the remote learning period.

Scenario A Possible solution:
Exhaust all possibilities to reach out and connect with this student and their family. Engage your School-Based Team (SBT) to gather more information on this student. Once you have determined what are the essential curricular competencies for this course, determine if the students' learning up until the end of spring break reflects a minimal understanding of these. If you do not feel sufficient learning has occurred, consult with your administrator about next steps.

Scenario B
Student has 90% at the spring reporting period. Since spring break, they have had to increase their part-time job hours to support their family and can't complete a number of the remote learning assignments issued.

Scenario B Possible solution:
Once you have determined what are the essential curricular competencies for this course, collaboratively with the student, determine an appropriate assessment that will allow the student to demonstrate their understanding of these key competency areas. Alternatively, determine if the student has already met or been able to demonstrate their grasp of the essential competencies via previously completed assignments or in another course. Being able to clearly outline and reference what the key competency areas are is crucial to this process.

Scenario C
Student is not passing the course prior to the start of remote learning. Student continues to struggle and is unable to demonstrate any further learning or engage in remote learning.

Scenario C Possible solution:
In collaboration with your School-Based Team (SBT), determine what types of additional supports are available for this student. Consider technology-based, in addition to personal supports. Determine an appropriate type of assessment that will take into consideration this student's unique needs that will allow them to demonstrate their understanding of the essential competencies to the best of their ability.

ADDITIONAL CONSIDERATIONS

Elective Courses

Elective courses are still of significant importance to students, though continued delivery of some courses may be more difficult (e.g., courses with specialized equipment or unique environments that may not be possible for students to access at home, such as band, work experience, trades and technology, etc).

For elective courses with unique challenges (i.e. specialized equipment or classroom settings), teachers have the discretion to provide a passing grade if sufficient learning has been achieved. For elective courses where a student's receipt of an "incomplete" grade would result in the student not graduating, teachers are encouraged to support and appropriately assess the student's achievement in that subject to ensure suitable credit is awarded. Consider creative and/or alternative ways for the student to demonstrate their learning.

Planning to Support a Range of Learners

For learners in the graduation years, a blend of teacher-led/moderated activities and individual or group projects will enable learners to achieve and demonstrate the competencies required for course completion expected of graduates.

It is recommended that schools start thinking about a plan to move towards offering in-person services to students with disabilities and/or diverse abilities as a part of their planning, keeping in mind available resources and the K-12 public health guidelines.