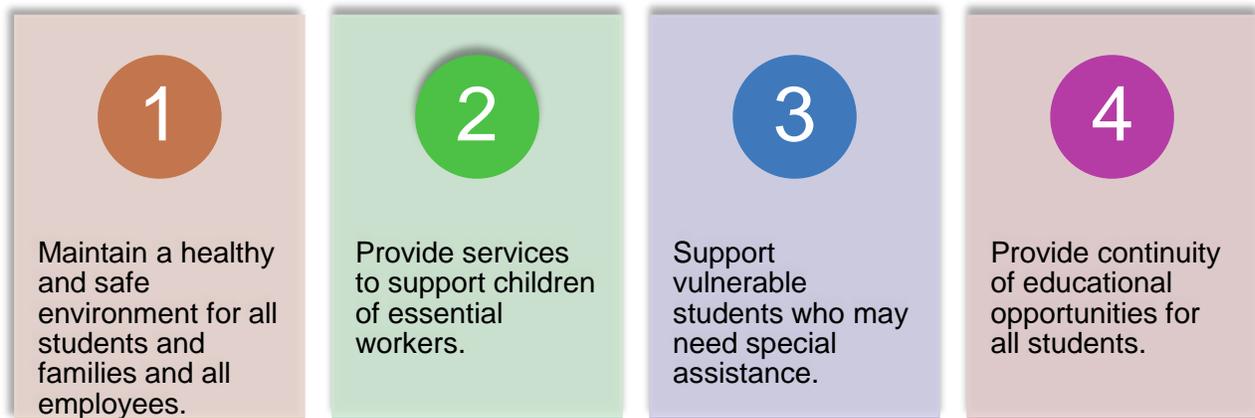


In March 2020, on the direction of the Provincial Health Officer, the Ministry of Education, ordered all in-class instruction suspended for students until further notice due to the COVID-19 pandemic.

Our school district worked together to establish a plan so students would have remote opportunities for learning, while ensuring our community was safe. Our School District Board's senior staff members began planning for school building safety and hygiene, for continued learning opportunities for our students, and how we might care for the children of our front-line workers (Essential Service Workers) within our local school communities. Significant consideration was given to how we could support our most vulnerable students, who rely on the school system for many supports including meal programs. In collaboration with our District Board and Senior Administration, on March 30th our school team began the process of implementing strategies and tasks in support of the BC Ministry of Education's Four Priorities.



Our CTE school staff met remotely several times per week in support of these four priorities. Communication with our families was key. Please see here for information that was shared with our CTE community in an April 2020 PAC meeting.

[April 2020 PAC Meeting](#)

[April 2020 PAC ZOOM](#)

Changing our delivery of education from in-class instruction to remote was a complicated task that required innovation, collaboration, and cooperation from our dedicated staff, students and families. In preparation for this transition, our school and district team established and implemented safety protocols, to the support for learning technology and the assessment of student needs. During the first week, our CTE staff connected with each family in our community. This was done to reestablish relationships and assess each student and family's unique situation and needs. Our staff collaborated to learn, plan and problem solve in efforts to transform in-school instruction to remote learning. Our support staff, including our Certified Educational Assistants, participated in classroom zoom sessions and small group or 1:1 tutoring. As we continued our work to create continuity of educational opportunities for all students, we wanted to ensure that we understood each student's situation and that appropriate and meaningful learning opportunities are created. We planned learning that provided opportunities for students and teachers to connect in real time through technology (ZOOM), and independent learning, where students work at their own pace through assignments.

Expectations of students varied according to age and individual needs. Language arts, mathematics and development of the core competencies was the focus of learning.

Please follow the links for examples of some of our teacher's weekly learning plans:

[Mrs. Radley's grade K-1](#)

[Mrs. Spies grade 4/5](#)

[Mrs. Lane's grade 2/3](#)

[Mrs. Sheehan's grade 1](#)

Communication with our students, parents and staff was essential.

See here for an example of a staff ["Week-at-a-Glance"](#) This was a stressful time for our families and it was important for us to consider the technology needs of families and to coordinate our remote learning sessions for them. The numerous staff remote meetings and week-at-a glance allowed our staff to coordinate services for our families.

Parents continued to receive ["Parent Week-at-a-Glance"](#) newsletters each week. These newsletters were filled with updates, weekly stories and photos from students along with ways to extend learning. Our intention was to support our families while maintaining a sense of community.

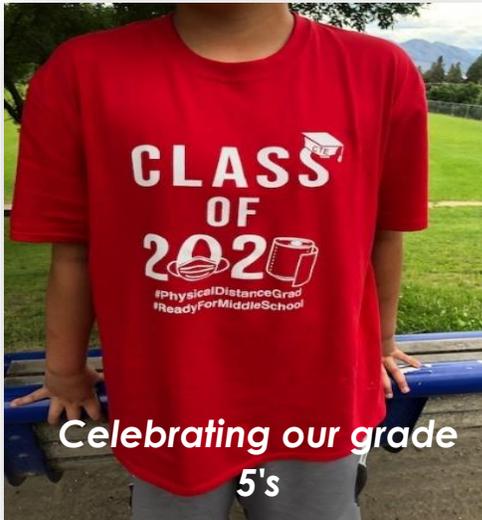
On April 6th, a learning services classroom was established at our school elementary. This learning service was established to accommodate the children of Tier 1 essential service workers (e.g. health care providers, acute care workers, and emergency responders). In May, a second classroom was made available to children of Tier 1 ESW and staffed by the WMCA Boys and Girls Club. The students of essential service workers and the staff maintained appropriate physical distancing and followed the guidelines for a healthy and safe environment based on our district and school Health and Safety Plan.

To support students experiencing food insecurity, our district began to distribute food packages to CTE once a week. This food was either picked up by our families or delivered to their homes. On average, our district provided 65 food packages a week.

Towards the end of May, the Ministry of Education announced the move to stage three which involved in-class learning for students in Kindergarten to Grade 5 on a part-time basis. Based on a parent survey, families could choose to send their child to school 2 days a week. Based on the survey, 63% of our families chose to participate in this learning opportunity for the month of June. Our remote learners continued to be supported by their classroom teachers and support staff. See [Here](#) for an example of how Ms. Spies helped her students prepare for returning to school.



Normally, June would be filled with year-end field trips, year-end leaving celebrations, kindergarten orientation activities, middle school transition activities, a track and field meet, a primary play day, along with many other fun year end activities. As we were required to follow the Ministry of Health and Ministry of Education directives, we came together creatively to provide these experiences for our student and families in an adjusted way.



Examples of some of the virtual resources we provided to our new kindergarten families to support transitions:

[Welcome to Kindergarten Video](#)

[Welcome to Chief Tomat Elementary School](#)

[All about kindergarten](#)

Our CTE staff is so grateful for the tremendous amount of work and support our school board, senior administration team and district staff provided. In particular, we are so grateful to our families who were given the enormous task of helping their child engage in learning, while carrying out their other duties such as parenting, working from home or working in the community. Our students are at the heart of what we do. Although this global pandemic was stressful, uncertain and challenging, our students and staff were able to identify some positives in our June inquiry "[CTE is digging for Gold](#)"