



Learning For All

**Supplemental Learning Plan
for Families
COVID-19 Pandemic Response 2020**



Message from the Director of Education

Dear Chinook Families,

Lately, we have been trying to reassure you and our dedicated staff that educationally, everything is going to be okay. We can get through this temporary interruption and maybe even come out of it with some revolutionary ways to support student learning while enhancing our parent and student engagement. I feel fortunate to work with an extremely committed team of educators who all signed up to work with nearly 6000 of the most amazing kids in Saskatchewan! Thank you for your partnership, your patience and for your understanding.

We are going to have an interesting time in the coming days and weeks, and we are going to be okay. Your kids are going to be okay. Our staff is going to be okay. You are going to be okay.

Please read this entire document. The messages I hope you will find are these:

1. We are going to be there for you and your kids.
2. You can do this and your kids will get through this too.
3. It doesn't matter what your neighbour is doing – you know what fits best for your kids.
4. We can support your child's learning without you having to make any significant purchases.

I have two teenage kids. My wife also teaches. However, no teacher really wants to teach their own children! If you asked my kids what they would have thought about learning from home in this situation they would tell you that it would be fine as long as I wasn't the teacher. Many of your kids will feel the same way. Our goal is to support all students during this hiatus from school. Establish some routines. Kids like things that are predictable. Schedule exercise, some online socializing, some dedicated learning times and some family time.

Talk with your kids about what you want for their learning in the coming weeks. Listen to what they want. Don't be afraid to split the difference. I am going to start out with trying to answer some of your anticipated questions.

Please read through this resource. Your child's teacher will be contacting you shortly to ask you to identify your preferred method of communication, so that we can establish a process to support your child's learning at home and to determine if your high school aged child is interested in continuing to access high school programming. Additionally, your child's teacher will also provide you with an interim report by April 20, 2020, to provide you with insights into your child's learning.

As I mentioned before, this is new territory for us all. If you have questions, concerns, or needs please feel free to contact either your child's teacher or our central information line at: 306-778-9200 or toll-free 1-877-321-9200.

Remember that educationally, things will be fine and your kids will be fine.

Sincerely,



Kyle McIntyre
Director of Education

Frequently Asked Questions

General

1. *Is school cancelled for the rest of the year?*

- Currently, students are no longer attending in-school classes until further notice.
- It is too early to know how long this situation will continue.
- The Chief Medical Health Officer and other government officials are monitoring the situation closely and will make further decisions as necessary.

2. *Can my child go to school to pick up materials and personal items?*

- We ask for your patience right now as school authorities sort out these details.
- Schools will be in touch, if they have not already, to provide further details on plans to pick up materials and personal items.

3. *Are classes continuing online or through other mechanisms?*

- Student learning is continuing. We are presently determining how best to support at-home student learning.
- This could include online learning tools or other forms of delivering content and resources.
- Many parents have already heard what their school is planning for their child.
- If you have not heard from your child's school, expect to hear from them soon.

4. *What happens if schools are allowed to resume in-person classes before the end of the school year?*

- The province is presently coming up with a plan on how best to manage that transition, if it happens. However, we are not at a point right now to provide any details.
- Currently, students are no longer attending in-school classes until further notice.
- It is too early to know how long this situation will continue.

5. *Are you considering extending school into the summer?*

- At this time, students will no longer be attending in-school classes until further notice.
- It is too early to know how long this situation will continue.

6. *Home Schooling Parents: Can home schooling still continue?*

- Yes, as long as health recommendations are followed, home schooling can continue.
- School boards are expected to continue to supervise the program and provide assistance and advice to the parent without going into homes.

7. Does this situation change Easter break?

- Easter break will continue as scheduled in the school division.
- Schools will be closed during this time, with teachers and school staff not required to work.

8. Are schools going to refund fees paid?

- This is an issue that we will be looking at, but no decisions have been made. We are asking for patience from parents as school authorities work on a number of issues.
- Our priority is establishing continuity of student learning plans for every student.

Student Learning

9. How will schools be providing at-home online learning?

- For all PreK-Grade 12 students, Chinook Schools will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins.
- The Ministry of Education expects that every student, regardless of their geographic location or socioeconomic status will continue to learn while in-school face to face classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.
- Every school will have to determine what will work best for each of their students.
- Staff will provide specialized support and services to students with disabilities, in consultation with families.
- This will likely vary among school divisions and may even vary from school to school.
- The Ministry expects school divisions and school leaders to be flexible and trusts their professional skills and experience.

10. What about students who do not have computers or internet at home?

- Each school will have to determine what will work best for their students.
- This will likely vary from school to school.
- Student learning is continuing, and each school is taking steps to determine how best to deliver at-home student learning.
- This might include some online learning tools, paper packages or other ways to continue student learning.

11. How is this going to work? How well are students going to be able to learn at home? What subjects will be covered/taught?

- Teachers are currently evaluating what has not yet been covered in their classes and will prioritize remaining learning outcomes based on what is manageable for students learning at home.
- Teachers will plan specific tasks and projects to help students learn while in-school classes are cancelled.

This is the content delivery for each grade:

- **PreK-Kindergarten – Grade 9**
 - Supplemental learning activities will focus on language/literacy and mathematics/numeracy that will cover outcomes of the provincial curriculum.
 - Other subjects may be covered depending on your child’s academic interest.
- **Grade 10-12**
 - Content from all courses will be delivered, if chosen by a family.
 - Teachers will assign an average of three hours of work per course per student per week and will be expected to work with their students and parents on the delivery of these materials.

12. How will you enforce these guidelines for at-home learning?

- All agree that these are reasonable guidelines for learning at home for students to continue their course work and complete the school year.
- Every Saskatchewan School Division will have to determine what will work best for their students.
- This will likely vary from school to school.
- Teachers bring with them a breadth of professional knowledge, skills and experience. Our teachers are in the best position to determine what is best for their students during this unique situation and do the best they can with the tools and resources they have.

13. If the focus in the early years is literacy and numeracy, what happens to subjects like science and social studies?

- Foundational to any student learning is literacy and numeracy.
- It remains vital for all learners, but it is very important for early years learners to maintain and develop literacy and numeracy competencies.
- We are focusing on math and literacy, as the skills and knowledge gained in these subjects cut across all other subjects.
- Other subjects may be addressed based on your child’s interest and willingness to engage.

Student Assessment

14. How will teachers grade or assess at-home learning content?

- Teachers will be responsible for assessing a student's progress and reporting on their progress including assigning a final grade.
- Our division is committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance.
- All students who were on track to progress to the next grade will do so for the next school year.

15. Will students still get final grades?

- Every student will receive a final grade in June and students who were on track to progress to the next grade will do so for the next school year.
- We trust the professionalism of teachers and education leaders to assess their students' progress, no matter the learning environment, to determine suitable final grades.

16. Will every student receive a final report card?

- Yes, students will receive final grades and a report card, appropriate to their grade level. These will be prepared and issued at the end of June.
- Report cards might not be exactly how they were in the past, but there is an expectation for schools to still provide final report cards for this school year.
- Once we develop our plan on how to continue with student learning, we will be working on reporting your child's present progress to you: their present marks, their strengths and the areas where they still require support.

High School Students

17. Will Grade 12 students still graduate this year?

- Every student who is eligible to graduate from Grade 12 this year will graduate.
- Students who are moving on to post-secondary studies will not be penalized.
- Government will be working with post-secondary institutions to ensure that these extraordinary circumstances do not prevent students from being eligible for admission to post-secondary studies for the upcoming school year.
- Students on track to receive 24 or more credits will still be eligible to graduate and receive a high school diploma.
- For any courses that have started, schools will complete them with the student to the best of their ability. All learners will be provided at least a final mark of 50% and will be awarded credits for each course.
- If the student is unable to complete a course that would have led them to achieving a high school diploma, such as work experience or a career and technology studies course, principals have the ability to award unassigned credits to ensure the student graduates.

18. Why not just lower the credit requirement to graduate this year?

- Our first and foremost priority for Grade 12 students was to ensure those that are eligible to graduate would still be able to do so and continue to post-secondary studies without being penalized.
- Students will receive a final mark for classes they are currently taking by the end of the school year, which will appear on their transcript.
- They can then use their transcript for post-secondary entrance, scholarships and other purposes, as they normally would.

19. How will classes in option courses such as fine arts, music, band or PAA, like automotive mechanics and cosmetology, work?

- Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits.
- Government recognizes this might not be possible with some courses with hands-on learning or requiring specialized equipment.
- If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression.

20. For grades 10 and 11 courses, can uncompleted courses/credits be used to move students to the next level?

- A student's grade is important in high school as it indicates a certain level of knowledge and learning was demonstrated by the student.
- Student learning for grades 10 and 11 courses is continuing, and teachers have the flexibility in determining alternative ways for students to still learn the course material and to use their professional judgement to assess the student and assign a final grade.
- There will be some courses where there just is not an effective alternative to in-class learning with specialist equipment, such as automotive or home economics and students won't be able to complete these courses in this school year but may be able to have learning experiences from these courses.
- However, school divisions and teachers have the flexibility to find ways for students to still complete the courses they wish to continue in.

21. High school classes have more students per class than lower grades, so how are teachers going to manage that many students in an online environment?

- At-home student learning is going to be new for many students and many teachers.
- Teachers and students can work together to determine how best to achieve the learning outcomes.
- Students not having face-to-face time with a teacher does not mean student learning is over.
- Some students have been using distance learning for many years and have told us that learning this way becomes easier as you go.

22. How are high school graduation ceremonies going to be affected?

- Graduation ceremonies are important milestones for high school students.
- It is still too early to know how long this situation will last, but any plans being considered will have to follow the direction from the Chief Medical Health Officer at that time.

Other Student Considerations

23. What support will be provided for students with special needs?

- Staff who provide specialized support and services to children with disabilities will consult with families to find ways to support learning outcomes at home, while avoiding direct contact to protect students' health.

24. This is a stressful time for students. What considerations are being made for their mental health?

- With this disruption in their education, students will be experiencing a range of emotions and will deal with the stress in a variety of ways.
- In time, school divisions will reach out to health partners to ensure support is in place for students during this difficult time.

25. For students that are in crisis situations, how will they be supported?

- Students who are presently accessing Chinook Student Services support will continue to have some form of support to ensure that their unique needs will be addressed during the time they are away physically from schools.
- We encourage parents to contact the Chinook Student Services team.

Mental Health Tips - Supporting Children

Model

- Model calmness. Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.
- This is a stressful time. Take care of yourself, so you can support your children.
- Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.

Talk

- Take time to talk with your child or teen about the COVID-19 outbreak. Answer questions and share facts about COVID-19 in a way that your child or youth can understand.
- Reassure your child or youth that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Routine

- As much as possible try to keep up with regular routines. Create a schedule for learning activities and relaxing or fun activities.
- Sit down with your child/children each morning and make a schedule of what the day is going to look like.
- Schedule some parent/caregiver time with your kids, so they can have access to some support one-on-one. Connection time is important.
- Make handwashing and hygiene fun.

Limit

- Limit your family's exposure to news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.

Introduction and Plan Structure

On March 16th, 2020 the Government of Saskatchewan announced an indefinite suspension of classes in all provincial schools in response to the global COVID-19 pandemic. Following this announcement, a provincial Education Response Planning Team was established to provide high level guidance for school divisions related to student learning matters during the indefinite suspension.

Chinook School Division implemented our Business Continuity Plan, concurrent with the government’s announcement of the suspension of classes. A component of this plan is connected to continuity of services during an interruption caused by a global pandemic. As a school division, our most important function is learning; this document pertains only to the Supplemental Learning Plan for Chinook students during the suspension of classes.

Chinook’s Supplemental Learning Plan describes learning opportunities divided into four general sections: PreK-Kindergarten, Grades 1-5, Grades 6-9 and Grades 10-12 students. Each of these sections includes an introduction on responsibilities for staff, parents and students during the indefinite suspension; responsibilities differ with the age and maturity level of the students in different grades.

For provincial updates and COVID-19 information, please visit www.saskatchewan.ca/coronavirus.

For additional resources for families learning at home, please visit our website:

[Chinook Learning at Home, Resources for Parents and Caregivers](#)

**REDUCE THE SPREAD OF COVID-19.
WASH YOUR HANDS.**

- 1** Wet hands with warm water
- 2** Apply soap
- 3** For at least 20 seconds, make sure to wash:

 - palm and back of each hand
 - between fingers
 - under nails
 - thumbs

- 4** Rinse well
- 5** Dry hands well with paper towel
- 6** Turn off tap using paper towel

1-833-784-4397 @ canada.ca/coronavirus

Section One: Prekindergarten and Kindergarten



RESPONSIBILITIES

Chinook Schools

Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Prekindergarten and Kindergarten students. Provide support for staff as the plan is implemented across the school division.

School Staff

Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for all students and support students and families as the plan is implemented. Take care of your own health.

Parents and Caregivers

Assist your children by providing a structured schedule, offering encouragement, supporting direct communication between your child and their teacher(s) and working directly with your children as they are learning when you are able to. Keep a list of things that you want to talk to your teacher about. Take care of your own health.

Students

Follow the schedule provided by your parents or caregivers. Do your best and have fun learning in a different way. Take care of your own health.

Prekindergarten and Kindergarten

Teachers will be providing you and your child with learning opportunities to support their learning. The following is a sample schedule with weekly options to choose from that you could use with your child. The schedule is meant to be a guide and is flexible. The activities could be spread out throughout the week, with a goal of 2.5 hours per week. **Remember to have fun!**

Sample Learning Schedule: Prekindergarten and Kindergarten

Oral Language Development (10 minutes)

Read a poem from the Poetry booklet, sing a song, do a finger play together, talk about the schedule for the day. Have your child share one of their favourite toys and why they love it.

Literacy/Storytime (30 minutes)

Read a book together and talk about what you have read. Have your child find their favourite page and tell why they liked it. Draw a picture of their favourite part of the story. Have them label the picture and add the sounds they know.

Early Learning Bag (30 minutes)

Have your child choose an activity from the Early Learning Bag - alphabet play with magnetic letters, number activity with magnetic numbers, fine motor with playdough, etc.

Snack time (10 minutes)

This could be extended if you and your child prepare something together!

Movement Time (30 - 45 minutes)

Indoor dancetime, exercise or outdoor play, bike ride, throwing/catching a ball, kicking a ball, KIDZ BOP.

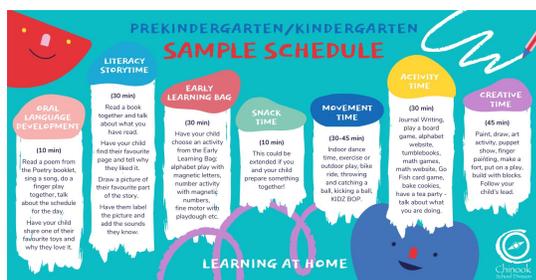
Activity Time (30 minutes)

Journal writing, play a board game, alphabet website, Tumblebooks, math games, math website, Go Fish card game, bake cookies, have a tea party - talk about what you are doing.

Creative Time (45 minutes)

Paint, draw, art activity, puppet show, make a fort, put on a play, build with blocks. Follow your child's lead.

[Click here](#) or image thumbnail below to view and save a colourful infographic of this sample schedule!





Early Learning Bag

Chinook will be providing Early Learning Bags for each Prekindergarten and Kindergarten family in the division. The bags contain manipulatives and supplies to help with learning. They will be available after April 20.

Students with Additional Needs

The teacher and or division specialists will provide information about how to support goals at home that can be managed outside of the school setting for students who have IIPs or individual goals in specific areas. Team support meetings with parents to complete IIPs for the 2020/2021 school year will be scheduled over the remainder of the school year. If you have any questions, connect with your child's teacher.

Student Counselling

If your child or family would like to connect with someone to help support them in the coming weeks, please email the student services counsellor assigned to your child's school. They can provide over the phone or online supports, as needed. Please visit our website for the [Chinook Counsellor contact information and school list](#).

Chinook Resources for Early Learning

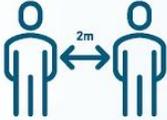
There are additional resources for early learning on the Chinook School Division website: [Chinook Resources for Early Learning](#). This is in addition to the new "Chinook Learning at Home, Resources for Parents and Caregivers" website linked below.

[Chinook Learning at Home, Resources for Parents and Caregivers: PreK/Kindergarten](#)

PHYSICAL DISTANCING

Together, we can slow the spread of COVID-19 by making a conscious effort to keep a physical distance between each other. Physical distancing is proven to be one of the most effective ways to reduce the spread of illness during an outbreak. With patience and cooperation, we can all do our part.

What does physical distancing mean?



This means making changes in your everyday routines in order to minimize close contact with others, including:

- ▶ avoiding crowded places and non-essential gatherings
- ▶ avoiding common greetings, such as handshakes
- ▶ limiting contact with people at higher risk (e.g. older adults and those in poor health)
- ▶ keeping a distance of at least 2 arms lengths (approximately 2 metres) from others, as much as possible

Here's how you can practice physical distancing:



- ▶ greet with a wave instead of a handshake, a kiss or a hug
- ▶ stay home as much as possible, including for meals and entertainment
- ▶ shop or take public transportation during off-peak hours
- ▶ conduct virtual meetings
- ▶ host virtual playdates for your kids
- ▶ use technology to keep in touch with friends and family



If possible,

- ▶ use food delivery services or online shopping
- ▶ exercise at home or outside
- ▶ work from home

Remember to:



- ▶ wash your hands often for at least 20 seconds and avoid touching your face
- ▶ cough or sneeze into the bend of your arm
- ▶ avoid touching surfaces people touch often

If you're concerned you may have COVID-19:



- ▶ separate yourself from others as soon as you have symptoms
- ▶ if you are outside the home when a symptom develops, go home immediately and avoid taking public transit
- ▶ stay home and follow the advice of your Public Health Authority, who may recommend isolation
- ▶ call ahead to a health care provider if you are ill and seeking medical attention

FOR MORE INFORMATION:

@ canada.ca/coronavirus

1-833-784-4397



Section Two: Grades 1-5



RESPONSIBILITIES

Chinook Schools

Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades 1-5 students. Provide support for staff as the plan is implemented across the school division.

School Staff

Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for all students and support students and families as the plan is implemented. Take care of your own health.

Parents and Caregivers

Assist your children by providing a structured schedule, offering encouragement, supporting direct communication between your child and their teacher(s) and working directly with your children as they are learning when you are able to. Take care of your own health.

Students

Follow the schedule provided by your parents or caregivers. Keep a list of things that you want to talk to your teacher about. Do your best and have fun learning in a different way. Take care of your own health.

Grades 1-5

Students in Grades 1-5 thrive within a daily routine. Children respond best when they know what to expect and what is expected of them. Building in healthy meals and snacks at regular times, outdoor activity, and hands-on activities throughout the day are very important in developing confidence and skills with our young children.

Give your child family responsibilities and daily chores such as meal preparation, cleaning or yard work. Your child may also enjoy learning more with you about things you enjoy and are passionate about. Share your expertise and passion in things such as cooking, gardening, farming, painting, etc. Your child may also have an area of interest that they would like to develop or explore.

We would recommend daily reading (at least 15 minutes twice a day) prior to allowing screen time in addition to any learning opportunities the teacher has provided.

Here are some additional things to consider when developing your expectations and routines:

- the age of your child
- the number of children you have in the home
- the type of learning activities that have been assigned
- access to or lack of access to technology
- how long your child can work on a learning activity and how often they will need breaks
- your own schedule
- an appropriate work space

Teachers will be providing you and your child with learning opportunities to support their learning. The following is a sample schedule that you could use with your child. **The schedule is meant to be a guide and is flexible. The activities could be spread out throughout the week, with a goal of five hours per week. Remember to have fun!**

Sample Learning Schedule: Grades 1-5

Work together with your child to create a flexible schedule, allowing them choice in the variety of activities and times throughout the day. The schedule should consider the following daily activities.

| Activity | Amount of Time | Examples |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading, Writing and Math | 1 hour per day or 5 hours per week minimum. This could be broken into 3 - 20 minute blocks of time 3 times daily e.g., 20 minutes after breakfast, 20 minutes after lunch, and 20 minutes after supper | <ul style="list-style-type: none"> ● Work assigned by the teacher in the areas of reading, writing and math ● Meeting online or over the phone with the teacher as scheduled <p><i>*once a week or every second week as predetermined with parent and teacher</i></p> |
| Other Subject Areas (such as phys ed., arts ed., science, etc.) | Optional | Fun activities suggested by the teacher, such as: <ul style="list-style-type: none"> ● Watch an educational video ● Research an area of interest ● Do an art project ● Watch and move with a workout video |
| Optional ideas for parents to consider: | | |
| Wellness (physical activity, snack, brain breaks) | Suggested: 3 times per day (15-30 minutes each) | <ul style="list-style-type: none"> ● Take a walk ● Have a snack ● Play a game outside ● Indoor dance party ● Make a fort indoors ● Play hide and seek |
| Socialization | Suggested: 2 or 3 times a day (30 minutes each) | <ul style="list-style-type: none"> ● Facetime or meet online with friends and family ● As a family, play a board game, card game or backyard games ● Do a craft or prepare a meal with a family member ● Guessing games, tell jokes, put on a play |
| Enrichment Activities | Varies, depending on the joint interests of parents and child and time available | <ul style="list-style-type: none"> ● Be read to! ● Create something (cooking, art materials, building, music, etc.) ● Play or learn a musical instrument ● Do chores ● Projects based on areas of interest (crafting, painting, collages) ● Puzzles (Sudoku, wordsearch, crossword, etc.) ● Free play: Lego, build a fort, imaginary play |

Students in French Immersion

Parents of French immersion students should strongly encourage their children to complete all learning activities provided by the teacher as this will ensure they maintain their language skills and minimize learning lags when they come back to school. Students' oral language (listening and speaking) is especially important in academic achievement as it is strongly linked to their reading comprehension which is of course the key to academic achievement. Whenever possible, your child should participate in any live discussions that the teacher may schedule through a video conference or over the phone.

Additionally, parents can encourage their children to continue to read French books (online or otherwise) and visit French websites where they can access videos, books and games in their second language. Many links are provided on the [Chinook parents' website](#).

Students with Additional Needs

The teacher and or division specialists will provide information about how to support goals at home that can be managed outside of the school setting for students who have IEPs or individual goals in specific areas. Team support meetings with parents to complete IEPs for the 2020/2021 school year will be scheduled over the remainder of the school year. If you have any questions, connect with your child's teacher.

Student Counselling

If your child or family would like to connect with someone to help support them in the coming weeks, please email the student services counsellor assigned to your child's school. They can provide over the phone or online supports, as needed. Please visit our website for the [Chinook Counsellor contact information and school list](#).

[Chinook Learning at Home, Resources for Parents and Caregivers: Grades 1-5](#)

BE PREPARED (COVID-19)

PLAN AHEAD



There are simple, practical things you can do to prepare in case you or someone in your household becomes ill or if COVID-19 becomes common in your community.

MAKE A PLAN THAT INCLUDES:

- ▶ **Essential supplies** (a few weeks' worth) on hand so you will not need to leave your home if you become ill.
 - Avoid panic buying. Add a few extra items to your cart every time you shop. This places less of a burden on suppliers, and can help ease financial burden on you as well.
 - Renew and refill your prescription medications.
- ▶ **Alternative arrangements** in case you become ill or if you need to care for a sick family member. For example:
 - Have backup childcare in case you or your usual care provider become ill.
 - If you care for dependents, have a backup caregiver in place.
 - Talk to your employer about working from home if possible.
- ▶ **Reducing your exposure** to crowded places through physical distancing if COVID-19 becomes common in your community. For example:
 - Shop and use public transit during off-peak hours
 - Exercise outdoors instead of in an indoor fitness club

COMMUNICATE



- ▶ Share your plan with your family, friends and neighbours.
- ▶ Set up a buddy system to check in on each other by phone, email or text during times of need.

STAY INFORMED



- ▶ Learn about the symptoms of COVID-19, how it spreads and how to prevent illness.
- ▶ Get your information from reliable sources such as the Public Health Agency of Canada, and provincial, territorial and municipal public health authorities.
- ▶ If the news media is making you feel anxious, take a break from it.



SHOPPING LIST

FOOD

- dried pasta and rice
- pasta sauces
- canned soups, vegetables and beans
- pet food

HYGIENE

- toilet paper
- feminine hygiene products
- diapers
- facial tissue
- soap
- alcohol-based hand sanitizer

HEALTH CARE

- thermometer
- fever-reducing medications (acetaminophen or ibuprofen for adults and children)

CLEANING

- paper towels
- plastic garbage bags
- dish soap
- laundry detergent
- regular household cleaning products
- hard-surface disinfectant, or if not available, concentrated (5%) liquid bleach and a separate container for dilution



FOR MORE INFORMATION ON CORONAVIRUS:

☎ 1-833-784-4397

@ canada.ca/coronavirus



Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

Section Three: Grades 6-9



Responsibilities:

Chinook Schools

Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades 6-9 students. Provide support for staff as the plan is implemented across the school division.

School Staff

Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for students and support students and families as the plan is implemented. Take care of your own health.

Parents and Caregivers

Assist your teen by providing direction regarding expectations for student participation, communicating with teachers, offering encouragement and working directly with your children as they are learning when you are able to. Take care of your own health.

Students

With your parents or caregivers' support, make a decision about which classes you will participate in supplemental learning. Inform the school about your choice. Stick with your choice and do your best. Take care of your own health.

Grades 6-9

Students in Grades 6-9 still require and seek out a daily routine while allowing for flexibility and autonomy in building their schedules. Building in healthy meals and snacks, outdoor activity, and hands-on activities are very important in developing confidence and skills. During this time at home, give your child family responsibilities and daily chores such as meal preparation, cleaning or yard work. Your child may also enjoy learning more with you about things you enjoy and are passionate about. Share your expertise and passion in things such as construction, cooking, gardening, farming, painting, etc. Your child may also have an area of interest that they would like to develop or explore.

We recommend daily reading (at least half an hour) prior to allowing screen time in addition to any learning opportunities the teacher has provided.

Here are some additional things to consider when developing your expectations and routines:

- the age of your child
- the number of children you have in the home
- the type of learning activities that have been assigned
- access to or lack of access to technology
- how long your child can work on a learning activity and how often they will need breaks
- your own schedule
- an appropriate work space

The schedule is meant to be a guide and is flexible. The activities could be spread out throughout the week, with a goal of ten hours per week.

Sample Learning Schedule: Grades 6-9

The following is a sample schedule that you could use with your child. The schedule is meant to be a guide and is flexible. The activities could be spread out throughout the week, with a goal of 10 hours per week. Work together with your child to create a flexible schedule, allowing them choice in the variety of activities and times throughout the day. **Remember to have fun!**

| Activity | Amount of Time | Examples |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading, Writing and Math | 90 minutes per day or 7.5 hours per week. This could be broken into 2 - 45 minute blocks of time, 3 - 30 minute blocks of time | <ul style="list-style-type: none"> ● Work assigned by the teacher in the areas of reading, writing and math ● Meeting online or over the phone with the teacher as scheduled <i>*once a week or every second week as predetermined with parent and teacher</i> |
| Other Content Areas science, social studies, arts ed., etc. | 30 minutes per day or 2.5 hours per week | <ul style="list-style-type: none"> ● Work assigned by the teacher ● Meeting online or over the phone with the teacher as scheduled <i>*once a week or every second week as predetermined with parent and teacher</i> |
| Wellness (physical activity, snack, brain breaks) | 2 or 3 times a day (15 to 30 minutes) | <ul style="list-style-type: none"> ● Take a walk ● Have a snack ● Play a game outside ● Dance ● Stretch ● Yoga ● Sports |
| Socialization | 2 or 3 times a day (30 minutes) | <ul style="list-style-type: none"> ● Facetime or meet online with friends and family ● As a family, play a board game, card game or backyard games ● Meet with clubs virtually ● Social media |
| Optional: Enrichment or Additional Activities | Varies depending on the joint interests of parents and child and time available | <ul style="list-style-type: none"> ● Silent reading with conversation to follow ● Watch an educational program ● Take a virtual tour ● Create - cooking, art materials, building, music, etc. ● Play or learn a musical instrument ● Listen to an audiobook or podcast ● Self-paced projects based on areas of interest ● Write a letter or journal ● Puzzles (Sudoku, wordsearch, crossword) ● COVID-19 Adventure Journal Writing ● Identify a mentor (grandparent or neighbour) to talk to on the phone |

Students in French Immersion

Parents of French immersion students should strongly encourage their children to complete all learning activities provided by the teacher as this will ensure they maintain their language skills and minimize learning lags when they come back to school. Students' oral language (listening and speaking) is especially important in academic achievement as it is strongly linked to their reading comprehension which is of course the key to academic achievement. Whenever possible, your child should participate in any live discussions that the teacher may schedule through video conferencing or over the phone.

Additionally, parents can encourage their children to continue to read French books (online or otherwise) and visit French websites where they can access videos, books and games in their second language. Many links are provided on the parent section of the Chinook website.

Students with Additional Needs

The teacher and or division specialists will provide information about how to support goals at home that can be managed outside of the school setting for students who have IEPs or individual goals in specific areas. Team support meetings with parents to complete IEPs for the 2020/2021 school year will be scheduled over the remainder of the school year. If you have any questions, connect with your child's teacher.

Student Counselling

If your child or family would like to connect with someone to help support them in the coming weeks, please email the student services counsellor assigned to your child's school. They can provide over the phone or online supports, as needed. Please visit our website for the [Chinook Counsellor contact information and school list](#).

[Chinook Learning at Home, Resources for Parents and Caregivers: Grades 6-9](#)

KNOW THE FACTS

ABOUT CORONAVIRUS DISEASE (COVID-19)

COVID-19 is an illness caused by a coronavirus. Human coronaviruses are common and are typically associated with mild illnesses, similar to the common cold.

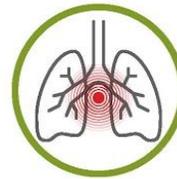
Symptoms of human coronaviruses may be very mild or more serious, such as:



FEVER



COUGH



DIFFICULTY BREATHING

Symptoms may take up to 14 days to appear after exposure to the virus.

Coronaviruses are most commonly spread from an infected person through:

- ▶ respiratory droplets when you cough or sneeze
- ▶ close personal contact, such as touching or shaking hands
- ▶ touching something with the virus on it, then touching your eyes, nose or mouth before washing your hands

These viruses are not known to spread through ventilation systems or through water.

The best way to prevent the spread of infections is to:

- ▶ wash your hands often with soap and water for at least 20 seconds;
- ▶ avoid touching your eyes, nose or mouth, especially with unwashed hands;
- ▶ avoid close contact with people who are sick;
- ▶ cough and sneeze into your sleeve and not your hands; and
- ▶ stay home if you are sick to avoid spreading illness to others.

For more information on coronavirus:

1-833-784-4397

canada.ca/coronavirus

phac.info.aspc@canada.ca



Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

Section Four: Grades 10-12



Responsibilities:

Chinook Schools

Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades 10-12 students. Provide support for staff as the plan is implemented across the school division.

School Staff

Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for students and support students and families as the plan is implemented. Take care of your own health.

Parents and Caregivers

Assist your teen by providing direction regarding expectations for student participation, communicating with teachers, offering encouragement and working directly with your child as they are learning when you are able to. Take care of your own health.

Students

With your parents or caregivers' support, make a decision about which classes you will participate in supplemental learning. Inform the school about your choice. Stick with your choice and do your best. Take care of your own health.

Grades 10-12

Students will have three options for the remainder of the year for each course:

Option 1

The student chooses to continue to learn with an opportunity to improve their mark. All students will be guaranteed at least a mark of 50% or if their mark is higher, their current mark.

Option 2

The student chooses to participate in the learnings of the course, but there will be no assignments submitted or assessed. The student will maintain their present mark.

Option 3

The student chooses to accept their present mark (minimum of 50%) and is not interested in an opportunity to improve their mark or participate in any supplemental learning activities.

A teacher will contact students and families through a phone call or email by April 3rd, 2020. Our goal is to determine which courses students will continue learning through supplemental learning opportunities. Those students who do not wish to continue with supplemental learning opportunities will receive the mark that they had as of March 13, 2020 or 50%, whichever is greater. Should a student decide to continue they have a choice of trying to improve their mark or keeping their current mark and receive additional instruction on outcomes that are necessary for success at the next level. Whatever a student decides, their mark will not be reduced.

Once we determine who is continuing with supplemental learning, our classroom teachers will make contact with students. Supplementary learning instruction will begin by April 20th, 2020.

1. The teacher will be in regular contact with each student and they will arrange a schedule to check in and find out about the best way to communicate. **We are recommending that our high school teachers provide approximately 3 hours of high school coursework and content per week in each course.**
2. Teachers will invite students to contact the teacher should they have questions or concerns. The teacher is available to help parents too, and you should feel free to contact the teacher at any time.
3. The student and parent portal on MSS will continue to be used for posting marks.

Sample Learning Schedule: Grades 10-12

It is important for students to have a consistent learning schedule. Most teenagers in the senior grades can work directly with their teachers on what they need to do without any direct help from parents/caregivers. Have them share their schedule with you and develop a daily routine that includes healthy meals and snacks, outdoor activity, socialization, hands-on activities, and a conversation time with you. If your child has chosen to continue their course work, it is important to develop a routine of daily conversation with you to share what they have done, ask questions and plan their next steps.

Your child may also enjoy learning more with you about things you enjoy and are passionate about. Share your expertise and passion in things such as construction, cooking, gardening, farming, painting, music, etc. They may also have an area of interest that they would like to explore or work on a project they have not previously had time for.

Other areas to consider when developing expectations and routines:

- the number of children you have in the home
- the type of learning activities that have been assigned
- access to or lack of access to technology
- how long your child can work on a learning activity and how often they will need breaks
- your own schedule
- an appropriate work space

The following sample schedules are meant to be a guide and are flexible. The activities could be spread out throughout the week or throughout the day. Re-evaluate regularly and make adjustments if necessary. Remember, it does take some time to get adjusted to new routines. Remember to have fun!

| Activity | Amount of Time | Examples |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academics (Determined by Course Load) | 3 hours per week per course (5 courses = 15 hours/week total) Sample 1: 40-45 minutes for each course daily 9:00-9:45 Class 1 9:45-10:00 Break 10:00-10:45 Class 2 10:45-11:15 Activity Break 11:15-12:00 Class 3 12:00-1:00 Lunch 1:00-1:45 Class 4 1:45-2:00 Break 2:00-2:45 Class 5 Sample 2: Work on one course each day. 3 - 1 hour blocks of time or 2 - 1.5 hour blocks of time with breaks in between Sample 3: Work on two or three classes per day. 3 - 1 hour blocks of time or 2 - 1.5 hour blocks of time with breaks in between | <ul style="list-style-type: none"> ● Work assigned by the teacher in the selected courses ● Meeting online or over the phone with the teacher as scheduled <p><i>*Students will know what works best for them to break up their time on a course or to spend a bulk of time on a course and then move on.</i></p> |
| Wellness (brain breaks) | 2 or 3 times a day (15 to 30 minutes) | <ul style="list-style-type: none"> ● Take a walk ● Have a snack ● Play a game outside ● Dance, stretch, yoga, sports |
| Socialization | 2 or 3 times a day (30 minutes) | <ul style="list-style-type: none"> ● Video chat (Facetime, Google Meet) or meet online with friends and family ● As a family, play a board game, card game or backyard games ● Meet with clubs virtually ● Social media |
| Optional: Enrichment or Additional Activities | Varies depending on the joint interests of parents and child and time available | <ul style="list-style-type: none"> ● Read or watch an educational program ● Take a virtual tour ● Create something (cooking, art materials, building, music, etc.) ● Play or learn a musical instrument ● Listen to an audiobook or podcast ● Write a letter or journal ● Puzzles (Sudoku, word search, crossword) ● Career Exploration with myBlueprint ● COVID-19 Adventure Journal Writing ● Additional subjects of interest ● Identify a mentor (grandparent or neighbour) to talk to on the phone |

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[Chinook Learning at Home, Resources for Parents and Caregivers: Grades 10-12](#)

CORONAVIRUS DISEASE (COVID-19) TAKING CARE OF YOUR MENTAL HEALTH



FEELINGS OF FEAR, STRESS AND WORRY ARE NORMAL IN A CRISIS

The COVID-19 pandemic is new and unexpected. This situation can be unsettling and can cause a sense of loss of control. It is normal for people and communities to feel sad, stressed, confused, scared or worried. People may react in different ways. Some common feelings may include:

- ▶ Fear of becoming ill or infected with COVID-19, or infecting others
- ▶ A sense of being socially excluded or judged by others
- ▶ Fear of being separated from loved ones due to isolation or physical distancing
- ▶ Feelings of helplessness, boredom, loneliness and depression as a result of isolation or physical distancing
- ▶ Fear of losing your job or not being able to work and struggling financially
- ▶ Concern about your children's education and wellbeing

CARE FOR YOUR MENTAL AND PHYSICAL WELLBEING

- ▶ Stay informed but take breaks from social media, watching, reading, or listening to news stories
- ▶ Practice **physical distancing**, but stay connected. Talk to friends or family about your feelings and concerns through email, phone calls, video chats and social media platforms
- ▶ Practice mindfulness. Take deep breaths, stretch or meditate
- ▶ Try to eat healthy meals, exercise regularly, and get plenty of sleep
- ▶ Consider how to take advantage of any unexpected flexibility in your daily routine
- ▶ Focus on the positive aspects of your life and things you can control
- ▶ Be kind and compassionate to yourself and others
- ▶ If you can, minimize substance use. If you do use substances, practice safer use and good hygiene

YOU'RE NOT ALONE—ASK FOR HELP IF YOU FEEL OVERWHELMED

If you need additional support, call your primary health provider, a registered psychologist or other mental health provider in your community.

If you are in crisis, please contact:

HOPE FOR WELLNESS HELP LINE

Call the toll-free Help Line at
1-855-242-3310 or connect to the **online chat**.

Available to all **Indigenous peoples across Canada** who are seeking immediate crisis intervention.

Experienced and culturally competent Help Line counsellors can help if you want to talk or are distressed.

Telephone and **online** counselling are available in English and French. On request, telephone counselling is also available in Cree, Ojibway and Inuktitut.

CRISIS SERVICES CANADA

1-833-456-4566

Available to **all Canadians** seeking support. Visit **Crisis Services Canada** for the distress centres and crisis organizations nearest you.



KIDS HELP PHONE

1-800-668-6868 or
Text **CONNECT to 686868**

Available to **young Canadians between 5–29 years old** who are seeking 24-hour confidential and anonymous care with professional counsellors.

Download the **Always There app** for additional support.

IF YOU THINK YOU MIGHT HAVE SYMPTOMS, USE THE COVID-19 SYMPTOM SELF-ASSESSMENT TOOL

FOR MORE INFORMATION ON CORONAVIRUS:

📞 1-833-784-4397

@canada.ca/coronavirus

