

INSTRUCTIONAL FRAMEWORK – March 27, 2020

For School Division Use Only

PRINCIPLES

- School divisions and First Nations* are committed to providing all students an opportunity to learn and to support well-being.
- Teachers, administrators and other school staff should remain connected to the students, families and communities they serve.
- Teachers are best positioned to offer supplementary learning opportunities to the students they are currently teaching, should their students/families choose to take advantage of them.
- As a means to engage all students, teachers should employ multiple modes of delivery as available to them and be supported in doing so.
- Supplemental learning opportunities support families and caregivers in continued learning for students. Families and caregivers are not expected to deliver Saskatchewan curriculum.
- Programming decisions should be made with the most flexibility to ensure vulnerable students are given the opportunity to be successful.

*First Nations education authorities that choose to follow the provincial guidelines.

FRAMEWORK

Prekindergarten

- Supplemental Learning Opportunities
 - Educators will connect with families using formats appropriate for the families they serve.
 - Educators will communicate with families to share opportunities that encourage holistic learning including language and literacy, fine and gross motor skills and social emotional skills.

Kindergarten to Grade 3

- Supplemental Learning Opportunities
 - School divisions, in consultation with principals and teachers, will determine the appropriate amount of supplemental learning based on the context of their schools, families and students.
 - As a means to engage all students, teachers should employ multiple modes of delivery as available to them and be supported in doing so.
 - Supplemental learning opportunities will focus on language/literacy and mathematics/numeracy development.
 - Other subjects will continue to be offered where possible and practical to all students who wish to continue their learning. A cross-curricular approach would be appropriate.

- Assessment
 - Teachers will use their professional discretion to determine the appropriate assessment practices, should students/families choose to participate in supplemental learning.
- Reporting
 - The final progress report for those who choose to participate in supplemental learning will reflect outcomes assessed during this period of time and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
 - The final progress report for those who choose *not* to participate in supplemental learning will reflect assessment completed to March 13, 2020, and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
- Transitions
 - Students in grades K-3 will be advanced into the next grade in the 2020-21 school year.
- Communications
 - As a means to engage all students, teachers should employ multiple modes of communication as available to them and be supported in doing so.
 - Schools and teachers will develop communication plans for students and families to inform them about learning opportunities.
- Students with Additional Needs
 - A learning plan will be created for students by the teacher, student support team and families as required.

Grades 4-6

- Supplemental Learning Opportunities
 - School divisions, in consultation with principals and teachers, will determine the appropriate amount of supplemental learning based on the context of their schools, families and students.
 - As a means to engage all students, teachers should employ multiple modes of delivery as available to them and be supported in doing so.
 - Supplemental learning opportunities will focus on language/literacy and mathematics/numeracy development.
 - Other subjects will continue to be offered where possible and practical to all students who wish to continue their learning. A cross-curricular approach would be appropriate.
- Assessment
 - Teachers will use their professional discretion to determine the appropriate assessment practices, should students/families choose to participate in supplemental learning.
- Reporting
 - The final progress report for those who choose to participate in supplemental learning will reflect outcomes assessed during this period of time and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
 - The final progress report for those who choose *not* to participate in supplemental learning will reflect assessment completed to March 13, 2020, and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.

- Transitions
 - Students in grades 4-6 will be advanced into the next grade in the 2020-21 school year.
- Communications
 - As a means to engage all students, teachers should employ multiple modes of communication as available to them and be supported in doing so.
 - Schools and teachers will develop communication plans for students and families to inform them about learning opportunities.
- Students with Additional Needs
 - A learning plan will be created for students by the teacher, student support team and families as required.

Grades 7-9

- Supplemental Learning Opportunities
 - School divisions, in consultation with principals and teachers, will determine the appropriate amount of supplemental learning based on the context of their schools, families and students.
 - As a means to engage all students, teachers should employ multiple modes of delivery as available to them and be supported in doing so.
 - Supplemental learning opportunities will focus on language/literacy and mathematics/numeracy development.
 - Other subjects will continue to be offered where possible and practical to all students who wish to continue their learning. A cross-curricular approach would be appropriate.
 - In instances where students are enrolled in distance learning, their classes will carry on, should the student choose to continue.
- Assessment
 - Teachers will use their professional discretion to determine the appropriate assessment practices, should students/families choose to participate in supplemental learning.
- Reporting
 - The final progress report for those who choose to participate in supplemental learning will reflect outcomes assessed during this period of time and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
 - The final progress report for those who choose *not* to participate in supplemental learning will reflect assessment completed to March 13, 2020, and will be generated at the end of June and placed in the student's cumulative folder by June 30, 2020.
- Transitions
 - Students in grades 7-9 will be advanced into the next grade in the 2020-21 school year.
 - School divisions will work with community partners to continue to advance existing transition processes.
- Communications
 - As a means to engage all students, teachers should employ multiple modes of communication as available to them and be supported in doing so.

- Schools and teachers will develop communication plans for students and families to inform them about learning opportunities.
- Students with Additional Needs
 - A learning plan will be created for students by the teacher, student support team and families as required.

Grades 10-12

- Supplemental Learning Opportunities
 - As a means to engage all students, teachers should employ multiple modes of delivery as available to them and be supported in doing so.
 - School divisions and schools will offer access to content that focuses on core subjects (Language Arts, Mathematics, Science, Social Sciences, Health Education/Physical Education, Arts Education/Practical and Applied Arts) to all students who wish to continue their learning in courses in which they are registered.
 - Other subjects will continue to be offered where possible and practical to all students who wish to continue their learning in courses in which they are registered.
 - For students in a block or quad system, who have registered for and not started an elective course required for graduation, schools will offer the opportunity. To support the situation where a school is not able to offer the elective course, the Ministry of Education will increase the amount of special project credits for the 2019-20 school year from 3 to 5 to allow flexibility in student graduation. Please see publications.saskatchewan.ca/#/products/73964 for more information.
 - In instances where students are enrolled in distance learning, their classes will carry on, should the student choose to continue. If currently enrolled students choose not to continue, they will be granted a minimum final mark record of 50 per cent or greater, based on the outcomes evaluated to date in the subject area, as of March 13, 2020.
- Assessment and Evaluation
 - For students who choose to engage in supplemental learning opportunities, teachers will provide formative assessment and other feedback.
 - The processes for evaluation, in order for students to increase their marks from March 13, 2020, will continue to be determined by the teacher.
 - Provincial examinations within the K-12 system are waived for non-accredited teachers from March 13, 2020 through to the end of June 2020. All course challenge requests would occur with local teachers/schools.
 - Home-based students and adult learners access to provincial examinations will be made available through the Ministry of Education.
 - Flexible assessment and evaluation practices will be utilized.
- Grading
 - A minimum final mark record of 50 per cent or greater is to be applied to the outcomes evaluated to date in the subject areas as of March 13, 2020. Students will be afforded the opportunity to improve the mark record through options provided within the capacity of the school division and local school if students choose.
 - Students will be invited to continue learning; however, if they and their families choose not to, they will be assigned their grade as of March 13, 2020, as per the statement above.

- A mark of 50 per cent will not be applied where a student has not completed any outcomes or where the teacher has not evaluated any outcomes as of March 13, 2020. Students will have the opportunity to engage in supplementary learning opportunities to obtain a mark record.
- Marks will be submitted to the Ministry of Education as per the usual process by July 2, 2020, as per the Registrar's Handbook.
- In these exceptional times, teachers are asked to follow the direction provided by the province relating to final mark assessments, and as such are deemed to be working within the bounds of their professional and ethical standards of practice. The Executive Director of the Saskatchewan Professional Teacher Regulatory Board has provided the following supportive statement: *"Teachers who provide final assessments consistent with the direction provided by the Ministry of Education and their school division upon the closure of schools for the COVID-19 crisis will be following the directions of their employer and would be considered to be acting within the expectations of the profession"*.
- Transitions
 - The Ministry of Education will work 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.
 - School divisions will work with community partners to continue to advance existing transition processes.
- Communications
 - As a means to engage all students, teachers should employ multiple modes of communication as available to them and be supported in doing so.
 - Schools and teachers will develop communication plans for students and families to inform them about learning opportunities.
- Students with Additional Needs
 - A learning plan will be created by the teacher/student support team as required.

Questions and Answers

1. How often am I expected to be communicating with students, families and my community?
 - a. School divisions will create a supplemental learning plan, containing a communication plan, based on their local context.
2. What do you mean by multiple modes of delivery?
 - a. Multiple modes of delivering instruction include everything from paper to phone calls to sophisticated online environments, etc. School staff are in the best position to understand their local context, the interest and capacity of their students and families.
3. Are we changing our approach to teaching and learning in the province long term?
 - a. No, these are short-term responses that are necessary to make due to our current situation.
4. What if I have a philosophical belief that is different from what I've been directed to do by my school division?
 - a. These are exceptional times, and because of this, exceptional measures have been put in place to ensure students are safe and have the opportunity to be successful. Please talk to your principal if you have concerns.
5. Where would I find resources to send out to families?
 - a. School divisions will create a supplemental learning plan that may include resources.
 - b. The Emma Stewart Resources Centre at <https://www.stf.sk.ca/professional-resources/emma-stewart-resources-centre> has materials that can be mailed out, and the Saskatchewan Teachers' Federation Professional Learning is developing free remote learning supports for teachers that can be accessed by clicking on the "Planning for Remote Learning" banner at www.stf.sk.ca.
 - c. Many school divisions have resources posted on their websites, and the Curriculum website at www.curriculum.gov.sk.ca has lists of resources for teachers.
 - d. The Ministry of Education has created a COVID-19 learning resource for teachers and parents. This has been sent out to all school divisions and First Nations education authorities and has been posted on the Curriculum website, as well as on www.saskatchewan.ca.
6. A student who currently has 55 per cent in a course, handed in work prior to March 13, 2020, but the teacher had not yet marked the work. What grade would that student receive?
 - a. In this case, the student's grade would start with the grade on March 13, 2020 (i.e., 55 per cent), but once the other work has been marked the student's grade may improve. The grade will not go down. Final grades will be submitted by June 30, 2020.
7. If you have a student with a 75 per cent in a course on March 13, 2020, and they opt to continue with the course, but at the end of the supplemental learning they have a 65 per cent, what would the final grade be?
 - a. The final grade would be 75 per cent. Students will not be penalized for committing to continued learning after the March 13, 2020 date.