

*A One-Stop Resource for
Prairie South Parents*

...#learningtogether in a different way...

Supplemental Learning Plan
COVID-19 Pandemic Response 2020

26 March 2020

A Note From Tony...

Dear Prairie South Parents and Caregivers,

My name is Tony Baldwin, and it's my privilege to be the Director of Education at Prairie South Schools. I work every day with the most committed group of educators to serve the needs of 6500 of the most amazing kids in Saskatchewan and their families.

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 need to give yourselves permission to do your best and have it be good enough.
3. It doesn't matter what your neighbour is doing – you know what fits best for your kids.

Please don't fall victim to expensive scams; I have seen lots of advertising on Facebook for products that are being sold as something to make your life easier. We can support your students' learning for as long as we need to without you having to make any significant purchases.

I have three adult (most of the time!) daughters. If you asked them 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. This will be more of a challenge if your kids are older than 10 than if they are younger but it's a challenge that everyone who is or has ever been a parent understands. 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.

Your child(ren)'s wellness will be important in the coming days and weeks. The obvious importance of taking precautions regarding COVID-19 aside, your kids will be worried about any number of things. Spend some time talking openly with your kids about things they are worried about, and encourage them to talk about these things with their teacher when they are in contact with them. We don't need to solve all of these worries, but we do need kids to know that we are there with them and that together we are going to be okay.

When I visit schools, I always hear laughter because kids are funny people. Take the opportunity to enjoy your kids while they are at home.

Take care of yourselves,

Tony

Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People

Introduction and Plan Structure

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

Prairie South Schools implemented our Pandemic Preparedness Response 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 Prairie South students during the suspension of classes.

Prairie South's Supplemental Learning Plan describes learning opportunities divided into two general sections. The first section relates to learning opportunities for Grades PreK-9 students and the second section pertains to learning opportunities for 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.

The Saskatchewan Teachers' Federation (STF) has informed the school division that labour sanctions continue to be in place and that teachers in Prairie South may not provide educational services outside of the timeframe specified by the STF. The Prairie South Schools Supplemental Learning Plan is consistent with the direction provided by the Government of Saskatchewan through the provincial Response Planning Team and respects the requirement to adhere with STF sanctions.

For information related to COVID-19, please visit www.saskatchewan.ca/coronavirus.



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

"Parents are the child's first teachers; they understand their children better than anyone else and they love them unconditionally. What learning environment could be better than that?"

Lori Meyer
Prairie South Superintendent

Responsibilities:

Prairie South Schools: Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades PreK-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 all students and support students and families as the plan is implemented. Take care of your own health.

Parents and Guardians: 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 guardians. 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.



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Supplemental Learning Options - Grades PreK-9

Different families will have different amounts of time available to support student learning, and that's okay. We know there will be days where there isn't a lot of formal learning, and days where there is more. We know that big brothers and sisters can help out, but that they didn't sign up to be full-time teachers either!

There are 2 different learning options that parents of PreK-9 children can choose from as we move forward. Neither will look like regular school, and that is okay too! Parents should feel free to add any additional learning and activity that they think their kids will be interested in, and even some that are less fun – household chores are a great way for all children, regardless of age, to pitch in and lend a hand.

Option One: Working with your Teacher

Prekindergarten:

Parents can expect a call from your child's teacher on March 30th or 31st to talk about how the teacher can best support your family moving forward. Your teacher will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials?
2. Teachers will be providing families with information/ideas on how to continue to develop language, literacy and play and exploration skills. Prekindergarten is focused on what parents can do WITH children, not lessons delivered TO children.
3. Teachers will commit to a starting date so that parents know when to expect to receive the first information.
4. Teachers will invite parents to contact the teacher should they have questions or concerns. Your teacher is available to help you!
5. For students who have IIPs or individual goals in specific areas parents will receive information from their teacher about how to support the goals at home.
6. Your teacher will be in regular contact with you and your child, and will arrange a schedule to check in.

While parents can expect to receive ideas and suggestions for working with their children in an ongoing manner, we want to assure parents that they are not expected to work through everything at a certain pace. We realized that parents have many pieces to handle during this time and we want to be sure that you are enjoying your time together as much as possible.

Kindergarten to Grade 9:

Parents can expect a call from your child's teacher on March 30th or 31st to talk about how the teacher can best support your family moving forward. Your teacher will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials? If not, what is the best way for your family to receive learning materials? Pick up at school? Drop off at home? Other?
2. Your teacher will be in regular contact with you and your child, and will arrange a schedule to check in and find out about the best way to communicate with your family.
3. Your teacher will be starting their supplemental lesson planning with ELA and Math for the first couple of weeks and will add outcomes from other subjects once things are underway. Subjects/lessons might be alternated (ELA one day and then Math next) until the bumps are worked out and we are ready to add outcomes from other core subjects.
4. Teachers will commit to a starting date so that parents know when to expect to receive the first information.
5. Teachers will invite parents to contact the teacher should they have questions or concerns. Your teacher is available to help you!
6. Your teacher 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.
7. Your teacher will provide feedback for your child as they complete supplemental learning activities, and your child will receive a report card as usual in June. Your teacher will talk more about this when they contact you on March 30th or March 31st.

While parents can expect to receive ideas and suggestions for working with their children in an ongoing manner, we want to assure parents that they are not expected to work through everything at a certain pace. We realized that parents have many pieces to handle during this time and we want to be sure that you are enjoying your time together as much as possible.



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Option Two: Prairie South Facebook and Website Activities

- As teachers are preparing their lessons and communication plans, parents and families may access some general curriculum-related ideas for learning at home beginning on March 30th.
- These ideas will not require additional materials that you wouldn't normally have at home.
- Facebook and Website activities will include both online options and options for those who do not have access to online apps and websites.
- Facebook and Website activities can be found at www.prairiesouth.ca (click the Supplemental Learning button on the left side of the homepage) or on the top of our Facebook page every morning.
- A sample activity is found below.

AT HOME LEARNING OPPORTUNITIES

Prairie South Schools



MATH (ENGLISH/FRENCH)

Kindergarten- Grade 2

How Much

Materials Needed: Bag of coins & bills, paper and pencil

- Give your child a bag of coins & bills, and a piece of paper and pencil.
- Take turns picking 6 coins out of the bag.
- Work together to count the coins and write down the total.
- If you want a challenge, ask them to order everyone's totals from greatest to least or least to greatest.
- Make sure to wash your hands afterwards!
- Don't want to use real money? Use Monopoly money or cut out slips of paper with values written on them and pick them out of hat.



Item	Estimate	Actual cost
L'objet	L'estimation	Le prix actuel

Grades 3-5

Estimating Values

Materials Needed: Paper and pencil

- Ask your child to choose 5 items from their room or kitchen.
- On their paper, have them create three columns, one that says, "Item", one that says "Estimate" and one that says "Actual"
- Have them list all of their items in the "Item" column.
- Ask them to estimate how much each item costs and jot it down in the "Estimate" column.
- Have them go through flyers or search online for the actual cost of the items. As an extension get them to figure out the difference between their estimates and the actual costs.

Grades 6-8

Calculating Tax

Materials needed: Paper and pencil (Optional- calculator)

- Make a wishlist for a party you're going to throw (supplies, food, gifts, decorations etc.)
- Make an estimate for all of your items.
- Use flyers or search online for the actual cost of the items and total them.
- Calculate the tax for your items.



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Handy Hints – Grades PreK-9

Things You Need to Know to Support Your Child's Learning:

1. *Your house doesn't need to be a school. There will be things about your child's learning that will be different in the coming days, and that's okay.*
2. *Literacy in language and math is the most important thing. The regular conversations that your child has with other children and teachers at school will need to be replaced with conversation with you.*
3. *Choose a structured schedule and stick with it for a week at a time. Sundays can be a day where you decide together with your child if the structure needs to change for the coming week. Sample schedules are included for you to use if you wish.*
4. *There is no reason not to use computer or other screen time as part of your schedule, but it can't be the whole thing. The most important thing to replace from school is human interactions, and an iPad won't do the job.*
5. *Kids can't learn when they are anxious. Be calm and flexible, answer questions that your child has honestly, remind them that are helping by staying home and washing their hands and enjoy the time with your child.*

Sample Learning Schedules:

Pre-k and K
9:00 am - noon

15 minutes – Morning Opening: review today's schedule, talk about the weather, calendar, sharing –this can be a toy or game the little one would like to play with in child directed time

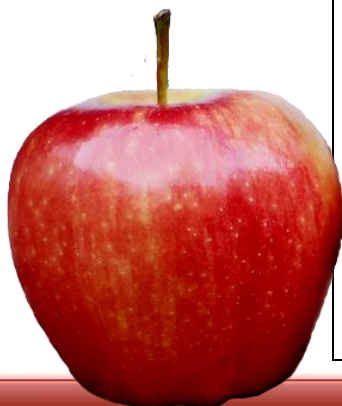
45 minutes – Story: read together and talk about what you read, draw a picture about it

30 minutes – Child Directed Time: activity could be related to what was shared today in morning opening. Let the child choose. Important opportunity to play and talk together

15 minutes – Snack, movement break, and outdoor time

30 minutes- Table Time Activity: printing, math, literacy program, games, reading eggs, athletics

45 minutes- Creative Time: art, songs, fingerplays



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Grades 1-3
9:00 am - noon

"My kids love structure. Sometimes they say they don't, but things are always smoother when we build a plan together and stick to it."

Ryan Boughen
Prairie South Superintendent

9:00 am-9:15 am - Morning Opening: review today's schedule, check the weather forecast, share something you are looking forward to doing today

9:15 am-9:30 am - Read Aloud: ask your child questions while they listen to you read to ensure they are understanding

9:30 am - 10:00 am - Reading Practice: have your child read to you out loud or silently (books, sight words, poems, reading apps); have your child do at least one activity after reading to respond to the text – draw a picture of what was read, do some journal writing about the reading

10:00 am - 10:30 am - Writing Time: printing practice, write about a book you read, story writing, letter writing

10:30 am - 10:45 am – Break: snack, move, go outside

10:45 am - 11:15 am - Math Practice

11:15 am - noon - Creative Activity: draw, create art, music, create a dance, cook, science experiments

Grades 4-6
9:00 am - noon

9:00 am - 9:15 am - Morning Opening: stretch and review today's schedule and today's weather

9:15 am - 9:45 am – Reading: silent reading, read with a partner, listen to a story alone or together (inside or outside!)

9:45 am - 10:00 am – Sharing Time: everyone take turns sharing and discussing what they read or listened to during reading time

10:00 am - 10:30 am - Writing Time: a letter, poem, journal, story, research, blog, newspaper/web article

10:30 am - 10:45 am - Break Time: stretch, snack, move, or go outside

10:45 am - 11:15 am - Math Practice

11:15 am – noon - Creative Time: art, music, dance, act, science experiments, build something, code

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Grades 7-9
9:00 am - 2:00 pm



9:00 am - 9:30 am - Reading Time: choose a piece of literature to read silently or together; discuss the literature before, during and after reading

9:30 am - 10:00 am - Writing Time: letter, poem, journal, story, newspaper article, essay

10:00 am - 10:30 am - Social Studies: discuss current events, research a key moment in history, examine current politics or the upcoming provincial election, play a geography game

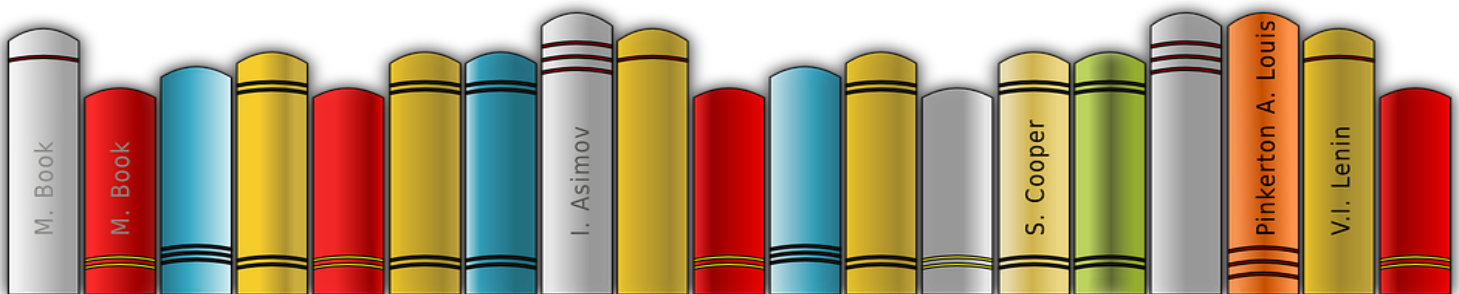
10:30 am - 10:45 am - Break Time: stretch, snack, move, or go outside

10:45 am - 11:45 am - Math Practice

11:45 am - 12:30 pm - Lunch Break

12:30 pm - 1:30 pm - Creative Time: art, music, dance, drama, science experiments, code, build something

1:30 pm - 2:00 pm - Physical activity



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Responsibilities:

Prairie South 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 Guardians: 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 guardians' 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.

"We often underestimate teenagers. They are bright, motivated and love to learn; it's just a matter of getting them to learn the things that adults want them to! That's not a teenager problem – it's a grown-up problem – if we let the kids lead, they'll get it right."

Derrick Huschi
Prairie South Superintendent



Supplemental Learning Options - Grades 10-12

Grades 10-12:

School administration will contact students and families via a letter through MSS and/or School Messenger early in the week of March 30th. Our goal is to determine which courses students will continue learning through supplemental learning opportunities. Our focus will be on outcomes that are necessary for success at the next level. 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.

Because of the content associated with some subject areas, we will not be able to continue with supplemental learning in all courses. In these cases, the student will receive the mark they had earned as of March 13, 2020 or 50%, whichever is greater.

Once we determine who is continuing with supplemental learning, our teachers will make contact with students. They will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials? If not, what is the best way for your family to receive learning materials? Pick up at school? Drop off at home? Other?
2. 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.
3. Teachers will commit to a starting date so that students and parents know when to expect to receive the first learning materials.
4. 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.
5. The teacher 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.
6. The student and parent portal on MSS will continue to be used for posting marks.

"This will be a tricky time for kids, and they'll need our help to make good decisions that match what they want in the future and what they are able to work on at home. A good conversation at the kitchen table would have helped my kids in this situation"

*Darran Teneycke
Prairie South Superintendent*