

CONTINUITY OF CATHOLIC LEARNING

A Parent/Guardian Guide to Teacher-Led Learning in the
Dufferin-Peel Catholic District School Board

APRIL 30, 2020

Disciples of Christ, nurturing mind, body and soul to the fullness of life.

Changing the world through Catholic Education.

“Do not fear, for I am with you. Do not be afraid, for I am your God.”

Dear Dufferin-Peel Catholic District School Board Parents/Guardians:

As we celebrate the great mystery of the death and resurrection of Jesus during Holy Week and the Paschal Triduum, we are ever mindful of our call to be a people of hope. In this time of global pandemic, we are navigating through a storm but we must remember to “be strong and courageous. Do

The Ministry released a framework, or parameters, regarding the suggested hours of work per student per week. Please note that this is provided as a minimum guideline, as are the suggested areas of curriculum focus. Please also note that in DPCDSB, Literacy instruction would include the integration of the Religious Education and Family Life curriculum.

FIGURE 1: GUIDELINE FOR CONTINUOUS LEARNING AND AREAS OF CURRICULAR FOCUS

Grade Range	
K-Grade 3	<ul style="list-style-type: none"> • 5 hours of work per student per week • Focus: Literacy and math (literacy also includes Religion and Family Life)
Grades 4-6	<ul style="list-style-type: none"> • 5 hours of work per student per week • Focus: Literacy and math + science and social studies (literacy also includes Religion and Family Life)
Grades 7-8	<ul style="list-style-type: none"> • 10 hours of work per student per week • Focus: Core math, literacy, science and social studies (Literacy also includes Religion and Family Life)
Grades 9-12	<ul style="list-style-type: none"> • 3 hours of work per course per week for semestered students; 1.5 hours of work per course per week for yearlong students

achievement if there is sufficient evidence to support the increase. The Dufferin-Peel Catholic District School Board recognizes that Continuity of Catholic learning is critical to prepare students with the knowledge and skills for success in the next grade, course or postsecondary destination, however, is committed to ensure that no student is unfairly impacted by school closures.

- Report on Learning Skills and Work Habits

MID-YEAR MARKS- SECONDARY SCHOOLS

As a result of further discussion and collaboration with Ontario Universities' Application Centre (OUAC), marks for graduating students can be submitted by boards between April 20th and May 1st. The ministry is continuing to collaborate with the colleges and will provide an update regarding marks to the Ontario College Application Service (OCAS) next week (week of April 6).

In determining midyear marks for the admissions process, teachers should consider the following:

- Teachers may use evidence that reflects work completed prior to the school closure period, as well as provide opportunity for students to submit a missed and/or additional assignment to demonstrate their learning.
- Teachers can adjust the weighting of assigned tasks in their determination of a mark, if needed. Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interest of students during this time.
- In alignment with Growing Success, teachers will use their knowledge of curriculum expectations, context, evidence of learning, and methods of instruction and assessment to

COOPERATIVE EDUCATION SECONDARY STUDENTS

Cooperative Education is a highly immersive form of experiential learning and plays a key role in programs such as Specialist High Skills Majors (SHSM) and the Ontario Youth Apprenticeship Program (OYAP). For students who are enrolled in Cooperative Education courses which involve a classroom component and a community placement component, their in-person community placements will need to be suspended. These students can work with their co-op teacher to modify their co-op Learning Plans so that they may work through the curriculum expectations. Where feasible, these learners will be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities.

Graduating students in the SHSM program who are unable to complete their SHSM requirements due to extenuating circumstances including the impacts from COVID-19, will be supported in satisfying graduation requirements.

PARENT ENGAGEMENT

During this period of school closure, we know that parents are facing anxiety about their child's learning and academic progression. The Ministry recognizes the incredible support and initiative that parents have undertaken over the last weeks to continue their child's learning journey, such as, supporting the use of the Learn at Home website. Recognizing the primary role that parents play in their child's education, it is the expectation that teachers, support workers, and board staff remain in regular contact with parents during this period, as needed. As we proceed into unprecedented territory, the importance of open lines of communication between parents and education staff is critical. Information regarding Catholic Schools Council meetings will be communicated through the school principal.

SUPPORT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

We know that this period of school closure is challenging for Ontario's students, including students with special education and diverse learning needs. The DPSE is committed to the provision of continuation of supports from the appropriate personnel (i.e., Special Education school staff, ERWs, Child and Youth Workers, Social Workers, Speech Language Pathologists, Psychologists, etc.)

THE LEARNING ENVIRONMENT

We recognize that this is not "learning as usual" during these challenging times. Student access to devices for learning and to internet service is not consistent throughout the Board. To that end, parents/guardians are asked to ensure that there is a balance between leisure, health and wellness, and family time throughout the school day. Given family responsibilities and other demands that are impacting the reality of the school day at home, it would not be appropriate for families to attempt to replicate the school day experience for children, particularly younger children, at this time. Moreover, many of our secondary students have employment and/or other family responsibilities that will necessitate flexibility in timelines and deadlines for assignments.

