

K–12 Learning in 2020/21

Discussion with BCCUPMS

June 16, 2020



Ministry of
Education



Context

- In-class instruction suspended March 17.
- Continuity of learning plans developed after spring break (i.e., remote/online learning).
- Select students invited back into schools (e.g., the children of essential-care workers).
- Voluntary and part-time classes June 1.
- This progression mapped as part of five stages.

Note: Transcripts will be available on the usual schedule.



The Five Stages

STAGE 1

SCHOOL DENSITY TARGETS

100%

In-class instruction:

K-12: 5 day per week

STAGE 2

SCHOOL DENSITY TARGETS

K-7: 100%
Grade 8-12: 40%

In-class instruction:

K-7: 5 days per week

Grade 8-12: 2 days per week

5 days per week available for:

- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

Balance of learning

STAGE 3

SCHOOL DENSITY TARGETS

K-5: 50%
Gr. 6-12: 20%

In-class instruction:

K-5: 2 to 3 days per week

Gr. 6-7: 1 day per week

Gr 8-12: 1 day per week

5 days per week available for:

- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

Parent/Guardian choice to return to in-class instruction optional

Balance of learning

STAGE 4

SCHOOL DENSITY TARGETS

K-12: 20%

In-class instruction:

K-12: Limited

5 days per week available for:

- ✓ Children of essential service workers
- ✓ Students with disabilities/ diverse abilities
- ✓ Students who require additional supports

Remote/online instruction:

K-12: Majority of all students

STAGE 5

SCHOOL DENSITY TARGETS

K-12: 0%

In-class instruction:

K-12: None

Suspend all in-class instruction for all grades and students

Remote/online instruction:

K-12: All Students



Context (continued)

- Stages will allow for an agile response to the virus next year.
- Next year may be even more extraordinary than this year.
- How can we support the K–12 system and Grade 12 students preparing to transition to post-secondary study?



Priorities

- Support schools in these extraordinary times; all learning in the K–12 curriculum is important.
- Provide school districts with resources and information on how best to address learning in a blended environment (in-person and online).
- Address in those resources the unique needs of Grade 12 students, including preparing graduates for a successful transition to post-secondary study.
- Maintain high standards for K–12 programs.



Discussion

- We'd like your thoughts to inform the K–12 blended learning environment for the 2020/21 school year.
 - For post-secondary institutions, what would be priority learning for secondary and Grade 12 students when they are in schools (vs. remote learning)?
 - How does this vary by institution (e.g., colleges, institutes, research universities, etc.)?
 - What needs to be considered, short and long term? (e.g., equity by region, in-person instruction time for specific units, etc.)
 - How can we work together to ensure a smooth transition to post-secondary for Grade 12 students?

**If you have additional questions,
please reach out Rob Hicks,
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