

GRANTS TO ASSIST FIRST NATIONS' EFFORTS TO ADDRESS COVID-RELATED LEARNING LOSS 2021 CALL FOR PROPOSALS

Introduction

The BC First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA) are pleased to announce a new initiative intended to support First Nations and First Nations schools in addressing student learning loss as a result of the COVID-19 pandemic.

FNESC and FNSA recognize the stress that the lengthy pandemic has created for students, families, and importantly for First Nation community and school staff, as well. Accordingly, this Call for Proposals has been designed to be as flexible as possible, suggesting a range of activities that can be implemented in the summer, fall, and/or winter of 2021/2022.

First Nations are invited to submit proposals for one or more of the eligible activities described in this Call for Proposals. The scope of each proposal should reflect each First Nations' expected circumstances and capacity in the coming months.

FNESC and FNSA are also offering pilot initiatives that will offer structured supports for teachers who will be implementing learning loss activities, in order to reduce the effort needed to design supplemental learning initiatives in addition to their regular work. First Nations are welcome to use these pilot initiatives, or design learning loss activities of their own.

Why Focus on Learning Loss?

Educators and researchers worldwide are sharing concerns that the cumulative learning loss resulting from COVID-19 could be substantial, especially in mathematics — with some estimates showing that students on average are likely to lose five to nine months of learning by the end of this school year. Students from low socio-economic circumstances could be impacted even more severely, and while all students are suffering, those who came into the pandemic with the fewest academic opportunities are

expected to exit with the greatest learning loss.¹ The situation is especially concerning among younger children: one analysis of reading level data by Amplify Education Inc. found children in first and second grade have experienced the most dramatic COVID-related drops in grade level reading scores compared to previous years.²

Research indicates that the most important factors for addressing learning loss moving forward will be effective and engaging instruction, the consistent use of formative assessments to determine each students' needs and to monitor their progress, and deliberate efforts to promote regular attendance. Research related to learning loss is also emphasizing the critical importance of supportive school environments and strong relationships between students and adults in schools, as well as the use of well-conducted social emotional interventions along with predictable and secure norms and routines to ensure students' physical and emotional safety following the months of pandemic-related trauma and uncertainty.

In addition to those fundamental aspects of quality educational environments, research is also pointing to a number of enhanced programs and services that can be used to complement regular, ongoing efforts of school staff – as described further in this Call for Proposals.

2021/2022 Learning Loss Grants

Through this Call for Proposals package, funding will be allocated to First Nations in BC for a range of supports and activities that can be implemented to supplement regular school programming in response to the predicted COVID-related learning loss.

All First Nations are eligible to apply for a grant to sponsor one or more supplemental initiative to mitigate learning loss of students who attend a First Nation school, a public school, and/or a non-First Nation independent school located off-reserve.

The initiatives funded through this proposal can take place any time between July 2021 and March 2022, and may be scheduled in the summer months, during or after school hours any time between September and March, and/or on weekends / holidays throughout the school year.

The following section of this Call for Proposals outlines a number of research-based ideas to help First Nations consider what options they may choose to implement.

¹ Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg. 2020, December. COVID-19 and learning loss—disparities grow and students need help. McKinsey and Company. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#>

² Mader, Jackie. 2021, Feb. 4. 5 ways schools hope to fight Covid-19 learning loss. The Hechinger Report.

- Proposals can request a grant up to a maximum of \$60,000. ***Proposals requesting less funding are welcome, recognizing that First Nations and First Nation schools will have varying capacities for implementing large scale initiatives in the year ahead.***
- Only one proposal per First Nation can be accepted. That proposal can include activities intended to support students who attend a public / off-reserve independent school and/or a First Nation school. Proposals can also be submitted for activities to support students of any K- 12 grade levels.

For example, a proposal could be submitted to organize a summer 2021 learning opportunity for elementary students enrolled in a First Nation school, plus a fall 2021 after-school tutoring opportunity for secondary students who normally attend a public school.

Proposals can also request funding for a number of different activities, as long as the total request does not exceed \$60,000.

For example, a proposal may request funding for a small summer learning opportunity for a few students who are most in need of intense supports, plus activities to support home learning, plus transportation costs to bring students to a nearby library for a literacy program being offered through a partnership arrangement.

Any relevant combination of options can be included in the proposal.

- The proposal review process will include a consideration of whether the requested budget is reasonable in comparison to the scope of the activities that will be undertaken.

Applicants are encouraged to supplement grants accessed through this Call for Proposals with other funding sources, including surplus community education and First Nation school funding, if available.

Possible Learning Loss Activities

Note: For all of the enrichment activities described below, it is critical to note that success will depend on consistent attendance / participation.³ Strategies and plans to ensure high levels of participation from students may involve the following research-based suggestions.

- Set enrollment deadlines to ensure that students participate in an entire program / session rather than dropping in and out of the initiatives being implemented.

³ Hanover Research. 2020, July. *Resource Compilation: Toolkit To Overcome Learning Loss.*
<https://www.clevelandmetroschools.org/cms/lib/OH01915844/Centricity/domain/6750/additional/Resource-Compilation-Toolkit.Overcome.Learning.Loss.pdf>

- Establish a clear attendance / participation policy and track evidence. Ensure that students and families have a clear understanding of the attendance or participation policy – what it is and the reason for it.
- Provide incentives for students who attend or participate regularly. Prizes, field trips, pizza lunches, ice cream celebrations ... any number of incentives are possible and eligible for funding through this Call for Proposals.
- Remember that purely recreational, entertaining summer and after school programs have not been shown to have higher attendance than academic-focused programs. Making the learning activities relevant, engaging, and meaningful is key, with fun activities enhancing the programs to encourage exercise and provide added enjoyment.

First Nations can apply for funding for activities in the following areas:

1. Providing Additional Learning Hours
 - 1.1. Summer Learning Programs

A PILOT: FNEsc and the FNSA will be designing a four week summer learning program focused on engaging learning activities for students in grades K - 8.

B First Nations / First Nation schools may choose to operate a summer learning program that they design and operate independently.
 - 1.2. Extra-Curricular Hours During The School Year
 - 1.3. Saturday Or Holiday “Academies” in the Fall
2. Tutoring
3. Supporting Home-Based Literacy and Numeracy Programs
4. Partnerships with Community Organizations
5. Leveraging Technology to Address Skill Gaps

All of these activity areas are described more below.

Please note: a Zoom information session is scheduled for May 4 from 3:00 - 4:30 for anyone interested in sharing ideas and/or asking questions about this Call for Proposals and the process of applying for funding. This session is entirely optional. To register for the zoom information session, please contact Tino at tinol@fnesc.ca.

POSSIBLE LEARNING LOSS ACTIVITIES

1. Providing Additional Learning Hours

- Given the predicted scope of learning loss due to COVID, many students will benefit from additional learning hours in the coming months. That may be achieved by extending the school-day or adjusting school calendars.
- Additional learning hours may also be provided through structured after-school programs, weekend learning opportunities, and/or summer programs.
- Accordingly, funding can be accessed through this Call for Proposals to provide meaningful learning opportunities outside of regular school operational hours, as described below.

1.1 Summer Learning Programs

It has long been recognized that summer learning programs are a promising way to narrow achievement gaps and increase outcomes for participating students (www.rand.org, www.wallacefoundation.org). Further, interest in offering summer instruction and enrichment programming for greater numbers of students is now growing, as summer opportunities are increasingly recognized as an effective way to address students' learning loss and social-emotional health issues arising as a result of the pandemic.

- Study after study emphasize the importance of continuing to maintain high expectations and provide students grade-level learning during the school year, complemented by deliberate interventions and scaffolding to help students keep up. Summer learning may be an important form of scaffolding, providing an opportunity to reinforce previous learning and extend understandings so that students are better prepared to access grade level curriculum in the Fall.
- Additionally, researchers are highlighting the importance of a focus on social-emotional learning and trauma informed practice in response to the pandemic. Summer learning programs can be valuable to help students engage in comfortable, engaging learning activities, making them feel more prepared to return to the school setting in the fall – especially if they have experienced a prolonged absence from the physical classroom during very stressful circumstances.
- Research suggests that student assessment will be vital for determining each students' needs following the months of disruption they have experienced. Learning opportunities in the summer could allow school staff to assess students' literacy and numeracy levels using formative methods before classes begin again.

Research shows that structured summer learning activities can promote continuous learning, counter learning losses caused by long gaps from being in school, and provide much-needed nutrition, physical education, and other wellness supports. In First Nations settings, summer activities also can incorporate

invaluable language and culture learning experiences. In this way, summer learning opportunities can improve academic outcomes for children and youth, and they have also been shown to positively affect children's self-esteem, confidence, and motivation.

Research highlights the following characteristics of high quality summer learning settings.

- The most effective summer learning programs generally operate for between four and six weeks of the summer, with three or four hours of academics every day, as well as time for enrichment activities. Shorter programs can still be effective, but sufficient learning time is important to achieve the most meaningful impacts.
- Summer learning programs shouldn't be "drill and kill," and learning activities should not just reiterate what students should have learned the previous school year. Rather than focusing on re-teaching past materials, the content will ideally address gaps in the context of new learning. While core subject review will be necessary for some students, summer program curricula should ideally include hands-on activities and engaging, accessible, real world applications appropriate for different age groups.
- The best programs try to make summer feel a little different than the regular school year – more special and something that's not punitive. Combining engaging academic content with social emotional learning and physical activities is most beneficial.
- If possible, hiring counsellors to provide relevant lessons and host office hours for students may be especially useful in response to the trauma many students have experienced through the pandemic – even if counselling must be provided remotely.
- Instructional methods should complement those used during the school year as much as possible, and appropriate support materials should be made available to accompany the learning opportunities.
- There must be pro-active attention to student attendance, including offering incentives for students who come to the program regularly and on time.
- High expectations and standards must be maintained in summer program design and implementation.

In order to assist First Nations that are interested in implementing summer learning opportunities, through this Call for Proposals funding will be provided for the following options.

1.1.A **PILOT: FNEESC and the FNSA will be designing a four week summer learning program focused on engaging learning activities for students in grades K - 8. Through this pilot, FNEESC and FNSA will share resources and structured supports to make implementation as easy as possible for teachers who have experienced significant COVID-related stress and exhaustion.**

The pilot program will be scheduled to run from July 12 to August 6, 2021.

Applicants that choose to implement the fully designed summer learning option will be provided a program curriculum and learning activities for grades K - 8. Applicants can supplement the four week FNEESC and FNSA designed program with additional weeks of their own design if they choose to do so. As this is a pilot project, this first summer learning curriculum will only focus on the primary, elementary, and middle school grade levels. Applicants are also encouraged to offer summer opportunities to students in higher grade levels if they can.

The programs will be expected to run Monday to Friday from 9:00 – 3:00 each day, with the first hour a support session for teachers.

- From 9:00 – 10:00, program leaders will be invited to a zoom meeting with FNEESC staff to review the activities for the day ahead and to discuss any arising issues / concerns.
- Lesson plans / content for learning activities that are expected to require 3 - 4 hours each day will be provided by FNEESC/FNSA.
- It is expected that those activities will be supplemented with lunch and snack breaks, recreational opportunities, and First Nations Language and Culture activities, to be designed and determined by each applicant.

Additional information about this option, including what will be provided by FNEESC and FNSA as well as expectations for applicants, is included in Appendix One.

- Applicants are invited to involve any number of students from any of the program grade levels K - 8. Two sets of lesson plans and activities will be provided for: students in grades K – 2; and students in grades 3 – 8. *The scope of the program should depend on each Nation's specific needs, resources available, social distancing / safe access considerations, and community decisions.*
- The collectively designed summer learning program must be led locally by at least one certified teacher, involving other staff and First Nations Language and Culture champions, as appropriate.

Anyone interested in participating in this pilot program should attend a zoom meeting on May 10, 2021 before applying for the program for a detailed overview of the program framework, and to learn

more about the expectations for participants, necessary supplies and technology, and the supports that will be provided to successful applicants.

Applicants approved for funding for this pilot program will also be expected to attend additional zoom training sessions for more specific information about the summer program schedule, required planning, and activities to be implemented. See Appendix One for details.

→ Funding for the PILOT collectively designed summer program can be requested for program staffing, facilities, food, materials, transportation, attendance incentives, or other expenses directly related to the summer program.

Please note: a Zoom information session is scheduled for May 10, 2021 from 3:00 - 4:30 p.m. for anyone interested in asking questions about the pilot collectively designed summer learning program. *Anyone interested in applying for funding for this initiative should attend that information session.* The plans and support activities for all pilot project participants will be reviewed on May 10, and all expectations for participants will be clearly outlined at that time. This information session is very important for potential applicants. Please contact Tino at tinol@fnesc.ca to register for that session.

1.1.B **First Nations / First Nation schools may choose to operate a summer learning program that they design and operate independently.** The summer learning program can be open to students of any grade level, and can focus on *one or more of*:

- First Nations language and culture activities (exclusively, or in combination with other types of learning activities);
- literacy/reading and numeracy/math supports;
- engaging project-based learning activities; and/or
- social and emotional supports to address students' wellness in response to the pandemic.

The requirements for this funding area are as follows.

- The summer learning activities should reflect all relevant decisions of your community related to social distancing / safe group numbers / risk reduction practices. The activities should also be consistent with expected school opening plans for September 2021, and the unique needs of your students and families. Summer learning opportunities may involve, for example, one or more of:
 - summer learning “camps” or “gatherings” for groups of students, focusing on First Nations language and culture learning, on-the-land-learning, literacy/reading or numeracy/math activities, and/or activities focused on student engagement and well-being;

- school-based activities / lessons in July or August, possibly with rotating cohorts of students involved at varying times;
- possibly one-on-one or small group assessments to determine students' learning levels, with the aim of ensuring that Fall learning opportunities are designed to address individual student needs; and/or
- other ideas as appropriate.

Innovative and creative approaches are welcome, consistent with local circumstances.

- Applicants are invited to involve students from any grade levels determined to be appropriate and feasible. The opportunities can be open to all students or a specific cohort of students (*such as* only students in specific grade levels, an emphasis on students who have Individual Education Plans and/or children and youth in care, or students who did not readily engage in remote learning opportunities in the past school year). *The approach chosen should depend on your specific needs, available resources, social distancing / safe access considerations, and your community's decisions.*
 - The summer learning opportunities should be organized and led by teachers, also involving other staff and First Nations Language and Culture champions, as appropriate.
- Funding can be requested for program design and coordination, summer program staffing, facilities, food, materials, transportation, attendance incentives, or other expenses related to running a summer program.

1.2 Learning Related Extra-Curricular Hours During The School Year

After-school learning programs may be very helpful in the upcoming school year. In particular, learning losses in math are predicted to be particularly serious, and extra-curricular programs could be very beneficial for addressing such concerns.

For example, programs like Bedtime Math's Crazy 8s math club might be useful, as it was designed to get elementary school kids fired up about math. Every week, kids get to build stuff, run and jump, and make a mess. The Bedtime Math web site offers a free kit to make it easy to host an after-school club for 12 - 16 kids. A study led by Johns Hopkins University psychologists shows Bedtime Math's Crazy 8s club significantly reduces children's feelings of math anxiety after eight weeks of participation in the club – particularly for younger students. See www.betimemath.org.

www.youcubed.org also provides teachers, parents and students the resources they need to excite students about mathematics. The web site includes a wealth of activities, videos and readings for teachers, students, and parents, including Week of Inspirational Math(s): "Choose your own maths

adventure with our interactive tools that allow you to build a custom playlist of inspirational maths activities and messages! To build your WIM week, select one video, one resource for creating a positive maths community, and one task per day and add to your playlist. Then click “See Summary” to play videos, download materials and save/share your WIM week! Check out these pre-made playlists curated by the youcubed team for first grade, middle school and high school and share your playlist on social media with #myWIM!” The web site also includes lessons, home activities, student resources, videos for teachers to support math instruction, including high quality teaching examples, and papers explaining how to use 5-10 minute classroom discussions to help students develop data literacy, with papers explaining data talks and samples to download and use. Many of these resources and activities could be transferable to after-school math programs, as well.

In order to provide extended learning hours during the school year, First Nations and First Nation schools are eligible to apply for funding to offer various types of extra-curricular after school programming to help scaffold learning for students to catch up and attain grade level expectations in their regular classrooms.

→ Funding grants through this Call for Proposals can be used to cover the costs of an extra-curricular program coordinator, staff to run the after-school programs, snacks, attendance incentives, and related materials and supplies.

1.3 Saturday Or Holiday “Academies” in the Fall

Some schools across the continent are extending learning time in other creative ways, such as offering week-long “learning academies” during spring or fall breaks or on Saturdays.⁴ In targeted, small group environments, teachers can use research-based strategies to improve students’ skills and help ensure they are prepared to access the curriculum. Early evidence suggests that these types of approaches show promise for significant learning gains, especially when they involve engaging and relevant learning approaches that extend and enhance classroom learning, combined with exciting opportunities to build curiosity, self-confidence, and self-identity.

→ First Nations and First Nation schools wanting to offer this type of extended learning opportunity can apply for funding to support program design and implementation activities, including facility costs, staffing, materials and supplies, etc.

⁴ Paul Bennett. 2021, February. How will the education system help students overcome COVID learning loss?
<https://policyoptions.irpp.org/magazines/february-2021/how-will-the-education-system-help-students-overcome-covid-learning-loss/>

2. Tutoring

Evidence suggests that well-planned tutoring initiatives can be useful to help students overcome learning loss and be prepared for grade level learning in the classroom. Several studies suggest that “high intensity” tutoring in particular can have impressive results.⁵

For example, “high intensity” tutoring efforts may provide students who are behind grade level an individualized class period every school day. Research shows that especially effective high intensity tutoring programs are conducted during school hours and have tutors work with one or two students at a time in 40 – 50 minute sessions, covering content that not only meets students where they are but also links back to what is being taught in the regular classroom. These types of student–tutor ratios may seem unachievable, but costs can be kept lower by using paraprofessionals or recent post-secondary graduates who have been provided relevant training.

Other, less intensive tutoring approaches can also be effective, including those that include slightly larger tutoring groups, those that are not embedded in the school day, and those that involve volunteers.

There is limited evidence of whether remote tutoring can have the same impact as in-person sessions, but several school systems are now trying remote tutoring – which may be more feasible to implement at this time.

→ First Nations and First Nation schools are welcome to apply for funding to assist with tutoring initiatives, including funding to pay wages of paraprofessionals to provide supports to small groups of students during the school day, or wages for tutors to provide assistance outside of school hours – either in-person or remotely. Funding can also be requested to pay the costs of facilities or snacks if in-person group tutoring sessions are being offered after school or on weekends. Note: this funding is intended to pay for supplemental staff, not staffing costs already covered using core funding.

3. Supporting Home-Based Literacy and Numeracy Programs

Research related to overcoming learning loss strongly suggests that home-based supports can be very helpful.

Outside of school, parents can boost literacy by reading books with children and using literacy-related activities to help their children build their reading skills. In fact, a review of home-based literacy

⁵ Elaine Allensworth and Nate Schwartz. 2020 June. *School Practices to Address Student Learning Loss. Potential Interventions for Students Who Have Fallen Out of Typical Grade Range Following the COVID-19 Pandemic.*
[https://consortium.uchicago.edu/publications/school-practices-to-address-student-learning-loss.](https://consortium.uchicago.edu/publications/school-practices-to-address-student-learning-loss)

programs targeting low-income children from grades K - 8 suggests that they can be a very valuable complement to school-based programs.⁶ Home-based reading programs can be particularly beneficial when they provide engaging, relevant books that are matched to students' reading levels and interests, and evidence demonstrates the importance of offering guidance for parents to help improve their children's comprehension skills. In fact, offering specific training for parents on how to effectively support literacy and numeracy skills at home can be invaluable.

Research also suggests the importance of gentle nudges from teachers or program staff — such as texts, emails, or phone calls — to encourage families' continued reading and home learning activities over the summer and during school breaks.

PILOT INITIATIVE: To support the implementation of such findings, FNEC and FNSA are creating a list of children's books, as well as activity sheets for parents that will include user-friendly, simple activities and questions to help guide parents when they are reading and discussing the listed books with their children at home.

First Nations are welcome to use the list of books and the accompanying activity sheets to provide books and support materials for homes. It may be useful, for example, to provide students a book and activity sheet to take home to share with their parents; then students who return the activity sheet signed by their parent confirming that the outlined activities were completed can be rewarded with another book or a small prize.

The book lists, ordering information, and downloadable activity sheets will be posted to the FNEC and FNSA web sites.

First Nations that use the reading lists and accompanying materials will be asked to report to FNEC and FNSA on the number of families that received the books and materials, the number of children who were involved, and whether the support materials were useful. This information will assist with considerations of whether the pilot project should be expanded in the future.

FNEC will also organize a training session in June and September 2021 for interested parents and caregivers to share effective strategies for them to use when reading with their children at home.

→ Proposals can include a request for funding to purchase books – including books from the recommended list and/or other books, as appropriate, for home reading and prizes. The home reading programs can begin anytime – as this can be a summer home reading program, or an initiative that runs during the school year.

⁶ Geoffrey D. Borman, Arizona State University. 2020 June. *PRACTICE BRIEF. What Can Be Done to Address Learning Losses Due to School Closures?* <https://edpolicyinca.org/publications/what-can-be-done-address-learning-losses-due-school-closures>.

In addition to the recommended books and accompanying materials for families, FNEC and FNSA will also make available a list of books with grade level recommendations, along with links to youtube videos of authors and others reading the books aloud. This resource may be of interest to families that want another way to enjoy stories together at home to supplement other home learning efforts.

In addition to reading, research also suggests that any efforts caregivers can make to engage with their children in studying math at home can help. For example, research studies published in the *Journal of Experimental Psychology* and *Science* support a tablet-based math app for elementary students, called Bedtime Math, which helps parents and caregivers bring math learning into the home in an engaging way. www.youcubed.org also provides resources that can be shared with families to help them support mathematics.

- First Nations are welcome to request funding for any types of home-learning projects, which should be supported by a Coordinator to oversee and monitor the home learning activities.
- Funding can be used to purchase tablets with home learning apps to provide to families for home study opportunities.
- Proposals can also include requests for other supplies for home learning kits, including supplies to support family-based First Nations language and culture learning activities.
- Other potential activities to be funded include small gatherings with students and parents to provide training and support for home learning options, possibly using blended in-person and distance learning models, or mental health supports for students and possibly families to help them deal with any trauma or emotional distress resulting from prolonged physical distancing, illness in communities, or economic dislocation – which may impede or even prevent future learning (which could involve accessing support from people with expertise in mental health, trauma training, etc.)

4. Partnerships with Community Organizations

In response to COVID-related learning loss, partnerships are needed now more than ever.

For example, library-based literacy initiatives, in which local libraries promote reading, can be found across the country, and some studies suggest that students who participate in library programs may score higher on reading tests and display greater interest in reading. Accordingly, experts are encouraging libraries and schools to work together in designing summer, after-school, or weekend reading programs. Teachers can help identify struggling readers and refer those students to reading programs. In addition, teachers can also provide instructional support and help ensure that programs

align with the school-year curriculum. Collaboration in planning instructional strategies for partnership programs may be particularly important, as libraries (or other community-based partners) may not be able to employ certified teachers for project design and implementation.

The Oregon State Library published a research brief listing components of effective library-based reading programs. In particular, the brief encourages libraries to engage students and their families by promoting relevant content. In addition, library programs should develop opportunities for students to discuss books they are reading and create projects based on those books. Programs also should encourage students to read outside of the library by giving away free books and giving students library cards.⁷

Overall, a variety of community and municipal organizations may be able to assist First Nations by creating unique programs for their students, such as library story times or book groups, or community recreation centres offering learning programs for children and teens.

→ Proposals can be submitted to assist First Nations in supervising and transporting their students in the summer, after school, or on weekends to access opportunities developed in partnership with relevant organizations / agencies located in neighbouring communities.

5. Leveraging Technology to Address Skill Gaps

Because many students have now adapted to learning online or in a hybrid model, it may be possible to leverage experience with technology for remediation / to enhance other types of learning opportunities. For example, various programs can be used to assess students, build particular skills, and monitor student progress. With technology, students can work at their own pace, which allows more flexibility. If students don't have connectivity access at home, software programs can be used when they are at school, or the community may be able to provide Wi-Fi hotspots and other tools for students who need them.⁸

→ Proposals for technology-related learning loss supports will be considered for funding.

⁷ <https://www.clevelandmetroschools.org/cms/lib/OH01915844/Centricity/domain/6750/additional/Resource-Compilation-Toolkit.Overcome.Learning.Loss.pdf>

⁸ Overcoming COVID-19 Learning Loss. August 19, 2020. Education Week. <https://www.edweek.org/leadership/overcoming-covid-19-learning-loss/2020/08>

For All Program Applicants

- All successful applicants must agree to submit a final report outlining the activities undertaken using the Learning Loss grants.
- ***All applicants are encouraged to subsidize their budgets using education surplus funding or other resources, if available. In particular, surplus funding from other education programs can be used to supplement the grants available through this program.***

Important Notes:

- Please submit a proposal that includes plans that are consistent with your current expectations. If conditions change and revised plans are required, there will be appropriate flexibility to accommodate evolving circumstances. If your actual activities will differ significantly from your proposal submission due to new requirements, please inform FNEESC/FNSA of the program changes as soon as possible.
- This is a one-time only funding grant opportunity. No long-term funding has been identified for this initiative. It is intended to assist First Nations and First Nations schools in addressing the extraordinary challenges that have arisen as a result of the COVID-19 pandemic.
- All proposals for this program require a signature confirming endorsement from the First Nation (such as the Education Director / Coordinator, Band Manager, or Chief or Councillor).
- To be considered, proposals must:
 - Include a signature confirming endorsement from the First Nation (such as the Education Director / Coordinator, Band Manager, or Chief or Councillor).
 - not exceed a total of \$60,000.
 - be submitted by the submission deadline (4:30pm on May 28, 2021).

Appendix One

Additional Details About the Collectively Designed Pilot Summer Learning Program

As described in the Call for Proposals, applicants can request funding to implement a collectively designed pilot Summer Learning Program, which will be scheduled from July 12 – August 6, 2021.

For this option, the programs will be expected to run Monday to Friday from 9:00 – 3:00 each day, with the first hour a support session for teachers.

- From 9:00 – 10:00, program leaders will be invited to a zoom meeting with FNEESC staff to review the activities for the day ahead and to discuss any arising issues / concerns.
- Lessons plans / content for learning activities that are expected to require 3 - 4 hours each day will be provided by FNEESC/FNSA.
- It is expected that those activities will be supplemented with lunch and snack breaks, recreational opportunities, and First Nations Language and Culture activities, to be designed and determined by each applicant.

Lesson plans and activities will be provided for: students in grades Kindergarten – 2, and students in grades 3 – 8.

The collectively designed summer learning program must be led locally by at least one certified teacher, involving other staff and First Nations Language and Culture champions, as appropriate.

Anyone interested in participating in this pilot program should attend a zoom meeting on May 10, 2021 before applying for the program for a detailed overview of the program framework, and to learn more about the expectations for participants, the supplies and technology required, and the supports that will be provided.

Applicants approved for funding for this pilot program will also be expected to attend additional zoom training sessions for more specific information about the summer program schedule, required planning, and activities to be implemented.

- For teachers who will be implementing a program for students in some range of Kindergarten to grade 2: July 5 and July 7, 2021 from 10 a.m. to 12:00 p.m. each day
- For teachers who will be implementing a program for students in some range of grade 3 to grade 8: July 6 and July 8, 2021 from 9 a.m. to 12:00 p.m. each day

Two brief overviews of the types of lesson plans to be shared with participants in this pilot initiative are included below. Anyone interested in seeing expanded versions of these samples can email Tino at tinol@fnesc.ca. Additional daily lessons and materials lists will be shared in the zoom meeting on May 10.

SAMPLE: OVERVIEW OF DAILY LESSON FOR K – GRADE 2

An Inquiry Cycle: The Animals That Call This Place Home	
Age Group: Children in Kindergarten to Grade 2	Lesson Length: 3-4 hours (in smaller sections throughout day)
Essential Question: Which animals call this place home?	Inquiry Cycle Stage: Tapping into and building prior knowledge
Guiding Questions: -What animals do you see on this land in nature? -If you focus in on a special place, such as a tree, which animals call this tree home? -As you are walking outdoors in nature, stop and close your eyes, what kinds of animals can you hear? -Using your binoculars, which animals can you see and notice that call this place home?	I can statements: -I can begin to share my curiosities with others -I can use some of my senses to make observations outdoors -I can experience and begin to interpret the local environment -I can communicate my observations in many different ways (orally, written, drawing, art mediums, etc.) -I can listen and begin to respond to my peers' observations -I can demonstrate a sense of joy as I learn and reflect with my peers
Resource List: -Book that connects to observing animals in your environment. Book suggestion: The Busy Tree by Jennifer Ward -2 toilet paper rolls per child -Markers, pencils, pencil crayons, crayons, scissors, glue sticks, hole punch, stickers, construction paper, twine/string, paint, and tape, sharpies, plain cardstock, -Hot glue gun with glue sticks -Magnifying glasses -Poster Board or bulletin board paper to display animal findings -iPad, camera or phone to document learning process -Note pad to take anecdotal observation notes of children's observations, findings, and quotes -Chart paper OR Padlet (iPad or computer) with: What animals you see/hear that call this place home? What do you know? Which animal are you most curious about? -Space to begin creating ongoing Documentation Board	
Lesson Sequence Overview:	
Introduce 30 mins	Initial Provocation: Read story Pose Guiding Question: What animals call The Busy Tree home? Pose Essential Question: Which animals call this place home?
Develop 30-45 minutes	Share that today you will be heading out on a nature walk to find evidence of animals that call this place home. Invite and encourage children to make binoculars to help them feel in role of researchers and observers out in nature.
Explore 45 minutes	Provocation: Head out on nature walk as whole group. Model: Searching and listening for evidence of animals that call this place home. Pose Guiding Question: What animals can you see through your binoculars that call this place home?
Reflect 20 minutes	Pose Guiding Question: What animals did you see or hear that call this place home? (sharing circle). Document: Educator will document children's observations of animals that call this place home on a chart paper, or using Padlet.
Share 30-45 minutes	Use Padlet to create a provocation chart to guide this next process. Based on children's observations, invite them to document some of the animals they heard or saw that call this place home using sharpies and cardstock.
Closure 30 minutes	Prepare and support: Educator(s) will draw outline or nature walk path, or a tree, or a special place you observed animals on the poster board or bulletin board paper.
Documentation Ongoing	After: Educators will add to their documentation board.

SAMPLE: OVERVIEW OF DAILY LESSON FOR GRADES 3 - 8

Example <u>One or Two Day</u> Lesson Experience	
<p>Age Group: Grade 3-8</p>	<p>Lesson Length 3+ hours This time could be longer based on student discussions, needs, etc. The entire lesson will be placed in a Hyperdoc for teachers - but this is an example of the kinds of activities you will find in that <u>Hyperdoc</u>.</p>
<p>Essential Question What makes a narrative story compelling (or interesting)?</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● A personal narrative is an individual story or account of events, experiences, and details. ● Authors use very specific word choice to make stories interesting and to draw the reader in to the retelling of events. ● Authors often use emotions to make stories more compelling ● Talking or discussing a story can help us infer things that are not said directly in the story. ● Comprehension of a story is more than just decoding the words - it's about looking for clues and asking questions about things unseen, so we can have a deeper understanding of the story and sometimes the author. ● A compelling story evokes <u>the interest</u> and attention of the reader in a very powerful way. A compelling story is crafted by the author's use of language.
<p>I can <u>statements</u>:</p> <ol style="list-style-type: none"> 1. I can compare and contrast two or more texts 2. I can read and understand stories, dramas and poems at my grade level independently. 3. I can <u>analyze</u> the impact of an author's word choice on the meaning and tone in a piece of text. 4. I can infer some details about <u>a story</u> based on the clues the author leaves with their word choice.. 	
<p>Technology that will be infused into the lesson:</p> <ul style="list-style-type: none"> ● Padlet ● Flipgrid ● Google Docs or Microsoft Word 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Unit <u>Hyperdoc</u> to be provided ● How to Set up Flipgrid Topic - to be provided ● Teachers may want chart paper ● Question Station Padlet 	