

Response Planning for Kindergarten to Grade 12 (K–12) Learning During COVID-19 Suspension of Classes



Learning Continues

The health and well-being of Manitobans is the top priority. At the advice of the Chief Provincial Public Health Officer, the Minister of Education suspended classroom learning indefinitely for this school year, but remote learning continues. Classes will resume based on public health recommendations. School divisions may close buildings to the public and limit access to staff and deliveries. Childcare centres in schools may continue to operate in keeping with Public Health Orders.

Students will learn remotely under teacher direction and support, and with parents and caregivers supporting learning. This is a challenging time for students, families, and educators. It requires compassion, flexibility, and a new approach to teaching and learning. Each student and family has unique needs and circumstances. Teachers will be flexible in planning for learning and will consider the mental health and well-being of all.



Guiding Principles

- Learning and assessment will continue for all students.
- No student will be held back due to the pandemic. Students on track to graduate will graduate. Adult learners will be included in planning.
- Families, schools, and school divisions, educational partners, and Manitoba Education are working together to ensure student achievement and success, and planning for individual student needs and circumstances as needed.
- Resources will be redirected to ensure that students actively engage in learning during the suspension of classroom learning.
- The plan is future-oriented. Efforts are forward-looking both to reopening classrooms and planning for a variety of recovery learning needs in the fall.



Learning Expectations

All Grades

- Students are expected to continue remote learning and complete assigned work.
- Teachers will continue to direct learning and will continue to work a full school day each day.
- Teachers will facilitate at-home learning to support students with online platforms, printed materials, and outreach for students who are at risk.
- Beyond delivering daily instructional materials and preparing for assessments, teachers will have regular, personal communication with students, parents, caregivers, and other partners in support of student achievement. This connection will occur by phone, online platforms, and email, as well as by mail for those without phones and computers.
- A *My Learning at Home* portal is available to provide resources and support to students, parents, and caregivers. The site is available in English, French, and French Immersion formats at <https://www.edu.gov.mb.ca/k12/mylearning/index.html>.
- Teachers will use their professional judgment to determine the appropriate amount of learning time and the format of student assessments.
- Teachers will temper assessment of learning needs by grade level, with the greatest emphasis on high school students.
- Teachers will continue to teach in the language of instruction of the classroom.
- Teachers will continue to set goals for students and assess progress.
- All students will receive final grades and a report card in June. Reporting of final grades will follow Manitoba Provincial Report Card Policy and Guidelines. Report cards will also indicate whether the student will require recovery learning. A provincial directive is forthcoming to provide greater clarity on expectations for teachers and implications for the next school year.

Kindergarten–Grade 8

- Students in K–Grade 8 will proceed to the next grade in September. Students will engage in recovery learning as needed.
- Teacher-directed learning will focus on literacy and numeracy, with opportunities for science and social studies, physical education and health education, and the arts through cross-curricular planning.
- Students can learn through hands-on activities, print materials, and online platforms.
- Teachers will plan a minimum average of five hours per week of curriculum-based learning for students in K–Grade 4, and 10 hours per week for students in Grades 5–8.

Grades 9–12

- Students in Grades 9–12 will receive, at minimum, the grades they achieved at the time of suspension of classes, but they will be required to engage in remote learning. Students will have the opportunity to increase marks. Students who do not engage in remote learning will be required to undertake recovery learning next school year.

- Specific planning will take place to ensure students with sufficient credits graduate. Teachers will make special efforts for Grades 11 and 12 students to ensure they have the knowledge, skills, and competencies necessary for their post-graduation goals.
- Teachers will prioritize learning outcomes and expectations and plan specific curriculum-related tasks for students. Where feasible, teachers of multiple subjects may work together to develop cross-curricular learning experiences.
- Three streams of teacher-directed learning are available:
 - Existing strategies, including print-based, online, or a blend of the two.
 - Use of InformNet and other Department of Education web-based courses within teachers' online classrooms.
 - Print-based credit recovery modules from the Distance Learning Unit, which allow teachers to support and assess students without access to technology.
- Grades 9–12 teachers should plan for a minimum of three hours of curriculum-based learning per course per week for semestered courses.
- Technical-vocational teachers will continue to focus learning on theory outcomes. When regular classes resume, special efforts will be made to allow students to complete the practical outcomes and expectations to ensure they meet certification and Apprenticeship Manitoba requirements.
- Grade 12 provincial assessments scheduled for May/June 2020 are cancelled, but regular assessments will be done during remote learning.



Roles and Responsibilities

Manitoba Education

- Coordinate and oversee provincial-level planning in response to the suspension of in-class learning.
- Facilitate K to 12 stakeholder communication and planning pertaining to issues, priorities, and implementation of pandemic response planning.
- Resolve urgent matters, make recommendations regarding resource implications of response plans, and outline opportunities for future system improvement. Some examples include expanding distance/online learning resources, establishing a parent/caregiver portal for engaging in education, and improving the Manitoba Professional Learning Environment (Maple).
- Ensure accessible resources to support parents and caregivers, as well as students who are at risk.

School Divisions and School Leaders

- Participate in local and provincial planning.
- While considering their local context, implement provincial expectations for teaching, learning, and assessment.

- Review and reallocate resources as needed to facilitate teaching and learning (i.e., non-teaching staff, technology, online platforms, print-based materials).
- Mobilize supports for students who are at risk.
- Support school staff as they change and adapt to learning at home.
- Ensure, to the greatest extent possible, that home-school communication continues with families.

Teachers

- Collaborate with school administration to implement the plans for teaching and learning.
- Evaluate curricular outcomes that have not yet been covered and prioritize remaining outcomes based on what is manageable for students working from home.
- Provide equitable learning opportunities for all students.
- Work closely with families to implement learning opportunities that support grade-level outcomes.
- Provide ongoing support for student learning, including support for families for learning at home.
- Monitor and assess student learning.
- Assign a final grade and identify future learning needs.

Parents/Caregivers

- Support the teacher to ensure that learning continues.
- Encourage students to continue their school learning plans at home.
- Look for opportunities to promote learning within the context of daily life.
- Maintain ongoing communication with teachers.

Students

- Establish daily routines for engaging in learning experiences.
- Actively participate in learning and complete assigned work. Reflect on progress, set goals for learning, and identify next steps.
- Talk to parents, caregivers, and teachers about any concerns or difficulties.