



Continuity of Learning Plan

April 10, 2020



Park West School Division
Learners Today, Leaders Tomorrow

Park West School Division recognizes that the COVID-19 public health crisis has been an evolving and challenging situation for everyone in our communities. We recognize the stress and disruption it has caused for students, staff, and families. The Division appreciates the ongoing patience and support of our students, staff, parents/caregivers, and communities. The Division is providing this document which outlines the Continuity of Learning Plan. This plan includes expectations, timelines, and information to help everyone transition to our new education reality. Much of this plan was provided by Manitoba Education and is therefore written from that perspective.

Learning Continues

The safety, health and wellbeing of all Manitobans is our top priority. At the advice of the Chief Provincial Public Health Officer, all classroom learning for Kindergarten to Grade 12 students has been suspended indefinitely for this school year. Classes will resume when it is safe to do so, based on public health recommendations.

This Continuity of Learning plan is founded on the following principles: 1) supporting continuous instruction, 2) providing access for all students, and 3) maintaining connectedness to the community. Throughout the suspension of classroom learning, Park West School Division teachers will continue to provide students with instruction that is designed to build upon the learning that has already occurred in the classroom.

School buildings are currently closed to the public. Access is limited to staff and deliveries only. Some child care centres will still operate based on the new Public Health Orders. While schools remain closed to students, learning will continue. Students will learn at home with teacher direction and support, and with parents/caregivers supporting a learning-at-home environment. We recognize that this is a challenging time for students, families and educators. It requires compassion, flexibility and a different approach to teaching and learning. Each student and family has unique needs and circumstances. Teachers will be flexible in their planning for learning at home and will keep in mind the mental health and wellbeing of all.

Guiding Principles

- No student will be held back due to the COVID-19 pandemic. All students on track to graduate will graduate. Adult learners will be included in planning.
- Learning and assessment will continue for all Manitoba students, with outreach for students at-risk. Teachers will continue to support learning. All students will receive a final grade and report card in June.
- Families, schools and school divisions, educational partners and Manitoba Education are partnering to support student achievement and success, planning for individual student needs and circumstances as needed.
- Resources will be redirected to ensure that students are able to actively engage in learning during the suspension of classroom learning.
- The plan is future oriented. Efforts are both forward-looking to reopening classrooms and planning for a variety of learning needs in the fall.

Learning Expectations for All Grades

- Teachers will continue to direct the learning. At-home learning will be facilitated by teachers who will support their students via online platforms and print-based materials, with outreach for students who are at-risk.
- Students are expected to continue learning and complete assigned work.
- Teachers will use their professional judgment to determine the appropriate learning focus, given the student grade levels and learning needs.
- Learning supports for all students will continue including any accommodation, adaptations, modifications, individualized programs, and student-specific plans. School student services teams will continue to support students, teachers and families.
- Regular personal connections will be made with students and families via phone, email, or other resources.
- Teachers will continue to set goals for students and assess progress.
- Learning needs for September will be identified on the June report card.

Overview of Content Delivery

Kindergarten to Grade 4	<ul style="list-style-type: none">▪ Teacher-directed learning will focus on literacy and numeracy with opportunities for science and social studies, physical education/health education and the arts.▪ It is suggested that teachers plan an average of 5 hours of curriculum-based learning for students each week.
Grade 5 to 8	<ul style="list-style-type: none">▪ Teacher-directed learning will focus on literacy and numeracy with opportunities for science and social studies, physical education/health education and the arts.▪ It is suggested that teachers plan an average of 10 hours of curriculum-based learning for students each week.
Grades 9 to 12	<ul style="list-style-type: none">▪ Teachers will prioritize learning outcomes/expectations and plan specific curriculum-related tasks for students.▪ It is suggested that Grades 9 - 12 teachers plan for 3 hours of curriculum-based learning per course per week for semester courses, and 1.5 hour of learning per course per week for non-semestered courses.

The mission statement of Park West School Division references the need to provide innovative learning opportunities for students. Teachers and parents/caregivers will work together to make this a reality over the next few months.

Specific Learning Expectations

K – Grade 8:

- Students in K-8 will proceed to the next grade in September. Learning and assessment will continue.
- Teacher-directed learning will focus on literacy and numeracy with opportunities for science and social studies, physical education/health education and the arts through cross-curricular planning.
- Learning can be done through hands-on activities, print materials and/or online platforms.
- It is suggested that teachers plan an average of five hours per week of curriculum-based learning for students in K-4, and 10 hours per week for students in grades 5 – 8.

Grades 9 – 12:

- Students in Grade 9 – 12 will receive a baseline mark as at March 13, 2020. They will have the opportunity to increase their mark through the period of learning at home.
- All high school students who were on track to complete course credits will receive, at minimum, the grade they had achieved at March 13, 2020. Specific planning will take place to ensure that all students with sufficient credits to graduate will graduate. Special efforts will be made 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/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 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.
- It is suggested that Grades 9 - 12 teachers plan for 3 hours of curriculum-based learning per course per week for semestered courses, and 1.5 hours of learning per course per week for non-semestered courses.
- Technical vocational teachers will continue to focus learning on theory outcomes. Special efforts will be made to allow students to complete the practical outcomes/expectations when regular classes resume ensuring that students meet certification and Apprenticeship Manitoba requirements.
- The Grade 12 provincial assessments scheduled for May/June 2020 are cancelled.



REMOTE LEARNING EXPECTATIONS



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 and make recommendations regarding resource implications of response plans and 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/caregivers and students at risk.

School Division and School Leaders:

- Participate in local and provincial planning.
- Implement provincial expectations for teaching, learning and assessment, within the local context.
- Review and re-allocate resources as needed to facilitate teaching and learning (i.e. non-teaching staff, technology, online platforms, and print-based materials).
- Mobilize supports for students at risk.
- Support school staff as they change and adapt to facilitating learning at home.
- Ensure 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 and caregivers:

- Support the teacher to ensure that learning continues, where possible.
- 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.

Options for Remote Learning

Individual teachers make decisions regarding what learning format works best for their students. They may consider a variety of options for the delivery of instruction and instructional materials. These options may include but are not limited to:

Option 1 - Printed Instructional Materials with Teacher Support

- Recommended for students with limited technology access.
- Teacher-developed print packages of work which allow students to work independently.
- Arrangements will be made with families for work package pick-up and drop-off.
- Teachers will connect with families via phone or email to provide ongoing support and student feedback.

Option 2 - Teacher Led Hybrid Instruction

- Recommended for students who may not have consistent access to live learning opportunities.
- A model of instruction that can occur at any time.
- Teachers develop and provide materials in digital platforms and/or by print package which students work on independently and then submit.
- Student communication will be through electronic means and/or phone.

Option 3 - Teacher Led Full Digital Instruction

- Recommended for students who have consistent and stable technology access.
- Full digital instruction with live, real time interactive teaching and learning.
- Teachers design the learning based on students' current knowledge.
- Resources are available online (Google Classroom or other digital platform). This may include videos, live instruction and demonstrations.
- Student communication will be through electronic means and/or phone.



Tips for At-Home Working and Learning

- Set realistic expectations - Goal setting is important, but in this unprecedented time, it's helpful to establish realistic expectations early.
- Maintain a routine - It's helpful to have a consistent routine. Wake up at the same time, get ready for work or school, before settling in and starting tasks.
- Create a dedicated workspace - If possible, create a separate learning/working space, away from distractions such as TV/video games/cell phones.
- Stay connected - Students/parents/caregivers/teachers/staff are encouraged to continue building relationships and community, while maintaining physical distancing.
- Manage emotional wellness - Take breaks and practice healthy living behaviours like getting fresh air and going for walks, while maintaining physical distancing.
- Ask for help - Students/parents/caregivers are encouraged to seek support from our educators. Our teachers/staff are encouraged to seek support from their administrators and Division staff.



Parent/Caregiver Portal

Manitoba Education has a parent/caregiver portal called *My Learning at Home*. The collection of resources on this site can support your child's wellbeing and learning growth, and encourage meaningful family-centred learning. Please check out: <https://www.edu.gov.mb.ca/k12/mylearning/index.html>

