

Remote Learning Plan

November 27, 2020



Park West School Division

Learners Today, Leaders Tomorrow

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Learning Continues

This Remote Learning plan is founded on the following principles:

- Supporting continuous instruction
- Providing access for all students
- Maintaining connectedness to the community

In the event that remote learning is required, 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.

General Remote 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.

Manitoba Education Standards for Remote Learning

Manitoba has provided school divisions with specific direction regarding planning for remote learning: https://www.edu.gov.mb.ca/k12/covid/support/remote_learn_standards.html.

Remote Learning Scenarios

Manitoba's Restoring Safe Schools plan recognizes the critical importance of schools in the lives of students and families, and it encourages as much in-class learning as possible while maintaining a focus on safety, health, and wellness. There is also recognition that some students may require remote learning, as follows:

- Periodic
- Medical Accommodations
- Restricted and Critical Levels

If there are concerns about the extent to which learning is taking place and whether learning loss for students is occurring, the school will facilitate additional planning with the parent/caregiver, which may result in alteration to the arrangements.

Periodic Remote Learning

- Remote learning can be provided periodically when K–12 students are at home in isolation/quarantine, when cohorts are not possible, and for high school students during the Yellow/Caution level. Learning is directed by the classroom teacher.

Medical Accommodation Remote Learning

- A medical note is not required to ascertain the student medical needs, as the small number of children who are immunocompromised are likely already known to the school. However, school divisions and independent schools can request more information if needed.
 - If a note is requested, school divisions/schools should use a form letter that outlines the policy direction for COVID-19 risk factors and identifies that this situation applies to a particular student or immediate family member.
- Students who have medical accommodations for remote learning have a variety of options:
 - Students in Kindergarten to Grade 8 may enrol in full-time virtual classes through a regional remote consortium. Remote teachers provide synchronous instruction and regular school day interaction with students from across the region.
 - Students in Kindergarten to Grade 8 may also have asynchronous remote learning provided by their regular classroom teacher. All students with specialized programs would remain the responsibility of the home school where they could receive the maximum support.
 - While the instructional program for students in Grades 9-12 is the responsibility of their school, there are couple of options available to supplement the asynchronous program being provided by your home school. They include the Independent Study Option (ISO), print-based learning materials for specific high school courses, and InformNet, which is Manitoba's Online High School.
- Parents/caregivers must commit to supporting their child's remote learning and be available to supervise the student's learning (if applicable). Parents/caregivers will commit to the remote learning option for a set period of time and can switch at natural entry points, which may vary for Early Years, Middle Years, and Senior Years (i.e., reporting period/semester change). Parents/caregivers must provide notice if they plan to return their child to classroom learning. Parents and caregivers should consult with their health care provider to assess whether the risk factors still apply.
- Students will be grouped into classes according to their grade level but not necessarily into one grade per class (e.g., Grade 1/2; Grade 3/4; Grade 5/6; Grade 7/8). This model is an opportunity for increased multi-age classes/opportunities.
- Technical-vocational courses and work-based practicums or credits such as Credit for Employment will not be available to students during remote learning due to medical accommodation.

Restricted and Critical Levels

The province under the guidance of the Chief Medical Officer may choose to place schools and school divisions at Critical (Red).

In the event of a Critical (Red) response, additional public health measures will be required in schools and school divisions to reduce the risk of COVID-19 transmission in schools. A critical response means extensive community transmission of COVID-19 is occurring and is not contained, there are widespread outbreaks and new clusters that cannot be controlled through testing and contact tracing, and the virus is being transmitted at levels that Public Health and the health system deem concerning or critical.

The Pandemic Response System states that in a Critical (Red) response, schools are closed to students, with the exception of Kindergarten to Grade 6 students who are children of Critical Services Workers (CSWs) who cannot make alternative care arrangements.

A Critical (Red) response may see a range of scenarios and may require different periods of adjustment, planning, and time for children of CSWs to pivot back to school. It is unlikely that schools and school divisions will experience a Critical (Red) response similar to the spring of 2020, where all schools were closed across Manitoba at the same time for a period of months.

A Critical (Red) response may be broad or very localized to a school. For example:

- A broad Critical (Red) response may be initiated because of a community outbreak, where transmission is widespread in areas surrounding a school or school division, but where the outbreak can be safely managed within a school for children of CSWs by applying public health fundamentals and advice. In this case, because the high school students would all be learning remotely, high schools may be available for use by children of CSWs in order to accommodate increased physical distancing.
- A localized school response may see an outbreak within a school itself, requiring the entire school to transition to remote learning for at least two incubation periods (four weeks). This could mean that the school is not able to receive children of CSWs until self-isolation is complete, or that there is a lag time in receiving these students due to deep-cleaning requirements. It could also mean that accessing additional space in high schools may not be possible, as surrounding high schools may be operating normally.

#RESTART[↑]MB Pandemic
Response System



What Does a Critical (Red) Level Mean for Park West?

- The vast majority of students will move to teacher-led remote learning at home.
- Schools and school divisions will endeavour to accommodate K-6 children of critical services workers who cannot make alternative care arrangements so that these students may attend school. While at school, these students will participate in and receive support for the same teacher-led remote learning that their classmates who are learning from home are receiving.
- Students over age 12 who are children of critical services workers and who have disabilities or special needs that preclude them from staying home independently, may also be accommodated at the school and receive supervision and remote learning support.
- During a Critical (Red) response level, schools are not responsible for student transportation or supervision of students outside of regular school hours. The Province states that in some rural, remote, and Northern communities, busing may be the only way to get children of CSWs to school. Therefore Park West may provide bus transportation to children who do not have alternative means of transportation, provided two metres of distancing between passengers is maintained on the bus.
- Consistent with guidelines for the limited use of school facilities that were in place in June 2020, this Critical (Red) response guidance allows multiple groups to operate in a school setting at the same time, provided these groups can be segregated to prevent contact with each other. The use of separate entrances/exits and staggered drop-off/pick-up schedules should be employed to minimize congestion and mixing of groups.
- All Kindergarten to Grade 12 education providers (all teachers, administrators, and support staff) will be expected to report to their school, unless otherwise instructed by their school division or Public Health. All school-based staff will have a role in supporting remote teaching and learning.
- It is understood that the division and schools will require transition time when moving to Critical (Red).
- For additional information, please view the provincial document, Guidance for Critical (Red) Response Level for Manitoba Schools - https://manitoba.ca/asset_library/en/covid/response-management-K-12-critical.pdf



Overview of Content Delivery at Response Level Red

As per Manitoba Education guidelines, the expectation for remote content delivery at Red / Critical Level is as follows (https://www.edu.gov.mb.ca/k12/covid/support/remote_learn_standards.html)

Kindergarten	Students will engage in one to two hours per day of play-based learning. Kindergarten teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas.
Grades 1 to 4	Real-time online instruction: Five to six hours of instruction (synchronous) per week Independent work: Two and a half hours per day
Grades 5 to 8	Real-time online instruction: Seven to eight hours of instruction (synchronous) per week Independent work: Three hours per day
Grades 9 to 12	Real-time online instruction: Two hours per course (synchronous) per week Independent work: One hour per course per day

Additional notes:

- We have a large number of students that currently have limited internet connectivity at home. This creates challenges for synchronous at home learning. Many of these students are unable to livestream video. If internet access is not possible, then teachers may provide direction for students for at home learning. This could include print-based options being sent home for asynchronous learning.
- Teaching and learning in a virtual environment are very different from the physical classroom. We simply can't expect students to sit in front of a screen for a six-hour school day on a schedule similar to the physical school day. Both synchronous and asynchronous learning activities need to be optimized for the virtual platform with short sessions, lots of breaks, and plenty of interactivity. Several hours of straight videoconferencing will probably cause fatigue, but logging into different platforms at 20-minute intervals can be equally ineffective.
- Real-time instruction for students may be for whole class meetings, small groups or individual students. This acknowledges that it may be challenging to simultaneously engage full classes of students. Individual teachers may focus on smaller group instruction provided that each student still receives the requisite amount of contact time.

Critical Services Workers and Response Level Red

If a school or our division is placed in a “Critical” (Red) Response Level, that will mean remote learning for most students in K-12. However, schools and school divisions will be expected to accommodate Kindergarten to Grade 6 children of critical services workers, where alternative care arrangements are not feasible. Manitoba Education considers the following to be critical services workers:

<p>Tier One:</p> <p>Tier One critical services workers will be eligible to have children accommodated in school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health/Health Services Workers <input type="checkbox"/> Kindergarten to Grade 12 Education Providers (all teachers, administrators and support staff) <input type="checkbox"/> Child Care Workers <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Corrections Workers <input type="checkbox"/> Fire and Paramedic First Responders <input type="checkbox"/> Direct Social Services and Child Protection Workers <p>Priority access will be given to health care providers.</p>	<p>Tier Two:</p> <p>Following accommodation of Tier One, divisions may then accommodate additional critical services workers.</p> <p>Additional critical services workers may include people who provide critical services to Manitobans, such as front-line natural resource workers, essential supply chain staff (e.g., truck drivers delivering food, medications and other essential goods; food industry staff working in food processing plants, etc.), gas station attendants, and grocery store staff.</p> <p>NOTE: Schools and school divisions may also use their discretion to accommodate high-risk students in order to mitigate serious concerns of disengagement.</p>
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Additional notes:

- If required, divisional administration will assist schools in applying the definition of a CSW to a local context and in prioritizing the children of CSWs to meet local needs.
- If a parent or guardian works out of province, the Manitoba definition for Critical Service Workers will be used.
- Accommodation of children of CSWs requires maintenance of two metres of physical distancing during the school day.
- Students who attend school during Level Red will be learning similar to students at home. That means teachers will be delivering remote learning lessons and the students will be connecting via a device. Students of CSWs who attend may be grouped with other students from different grades. Supervisors in each classroom should be familiar with the grades in their classroom and associated real-time online instruction and independent work requirements. Supervisors may be teachers, educational assistants, or special services staff.
- Attendance for children of CSWs would likely be dependent on the parent work schedule but the assumption is that most would attend daily. If there is another caregiver in the home, or on days that critical service workers are not at work, then the students should participate in remote learning from home.

Remote Learning Standards and Expectations at Response Level Red

Standards and expectations for remote learning have been developed to ensure consistent application across Manitoba schools. School divisions and funded independent schools will ensure the following minimum standards are in place for students. The standards will need to be communicated clearly to teachers, staff, parents, caregivers, and students. School divisions must advise parents, caregivers, and students if there is a delay in fully implementing these standards. Alternative learning plans will need to be in place until then.

Parent/Caregiver Involvement

- Parent/caregiver involvement and support will be required and will vary depending on the age of the student and the student's ability to work independently. This learning approach relies on the parent/guardian to monitor engagement and completion of required independent work.

Student Participation

- Students will be required to participate daily in learning and assessment with minimum standards (assuming adequate connectivity and device access):
 - **Real-time online instruction** will be coordinated by the assigned teacher for all students registered in the class. Students must be available for the following real time learning times (synchronous – Google Classroom, Zoom):
 - Grades 1–4: Five to six hours of instruction (synchronous) per week
 - Grades 5–8: Seven to eight hours of instruction (synchronous) per week
 - Grades 9–12: Two hours per course (synchronous) per week
 - **Independent work:** Student assignments will reflect the learning outcomes of the Manitoba curriculum. Assignments will be differentiated to meet the learning needs of students. Independent work can include reading, viewing and responding to pre-recorded videos, and engaging in project-based learning. Some parent/caregiver support may be required. Students will be expected to participate for the following minimum amounts of time (independent work):
 - Grades 1–4: Two and a half hours per day
 - Grades 5–8: Three hours per day
 - Grades 9–12: One hour per course per day

These are average prescribed times. It is understood that some students will require more or less time than average for completion of independent work.
 - **Kindergarten:** Students will engage in one to two hours per day of play-based learning. Kindergarten teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas.
- Attendance will be recorded. Students may be required to attend school (or an alternate setting) for assessment and discussions with teacher/school administrators, as needed and requested.

Remote Learning Standards and Expectations at Response Level Red

Students with Special Learning Needs

- Student-specific plans (e.g., adaptation plans, modification plans, individual education plans, behaviour intervention plans, health care plans, and personal transportation plans) are key in supporting students with special needs and students who are at risk as they transition back to in-class learning. Whether the students are in class or in remote learning environments, student-specific plans may need to be reviewed and adjusted more frequently to ensure effective supports, strategies, and services are maintained or adjusted.
- Given the unique nature of each student's specific plan, not all supports are transferrable to a remote online learning environment. This learning approach will require parent involvement and support. Students must be available for the real-time teacher instruction, as scheduled by the teacher for all students in that class/cohort.
- Students who live with complex medical needs and who have received medical advice to not attend school in person will continue to receive appropriate supports, as per the student-specific planning process and their individual health care plan.

Learning Focus

- For Grades 1–8, the focus will be placed on key curricular areas: math, English language arts, social studies, and science. Physical education, health/well-being, music, and art will be integrated into the four (4) key subject areas.
- Consideration should be given to break up into small blocks the times per day that Grades 1–4 students perform synchronous work. This will assist in the transition back to in-class learning if there are routines at the beginning and end of each day.
- Teachers for Grades 1–8 will schedule a minimum of 20 minutes per week with each student in real-time conversation. Teachers could consider scheduling two times a week at 10 minutes per day.
- High school (Grades 9–12) will follow the full curriculum to ensure full credit attainment. Regular check-ins should be established between the teacher and students. Technical vocational programming may be interrupted as a result of remote learning.

Technology Requirements

- Remote learning requires access to a device with a camera and internet. Ideally, there will be family-owned devices that students may use. However, families may submit a request to their principal to borrow a school device if needed for at home learning.
- If internet access is not possible, then print-based options with telephone contact (or an alternative) will be explored in discussion with the school division. These instances should be minimized to the greatest extent possible, given the critical importance of routine and daily contact.

General Options for Remote Learning

Given that many of our students and families lack sufficient internet connectivity, other options need to be available for Park West students and teachers.

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.

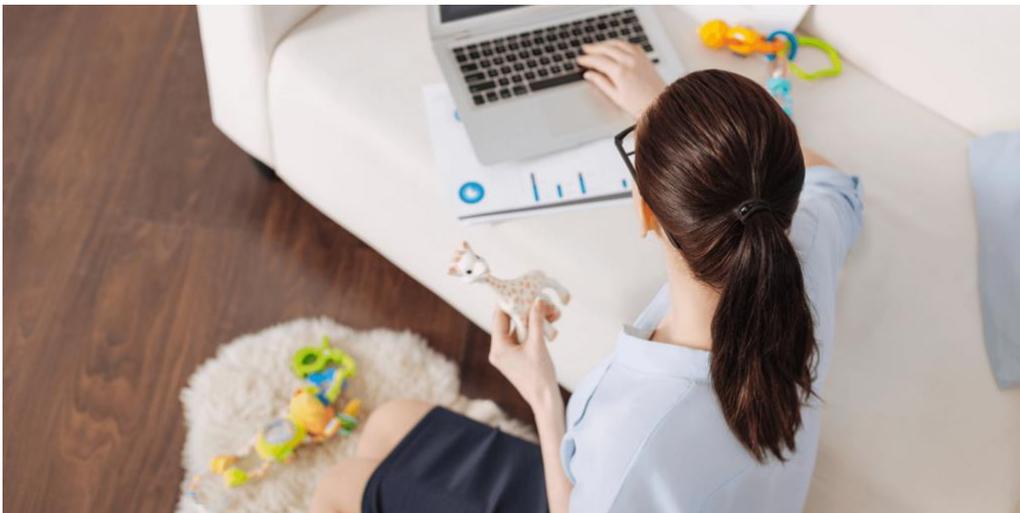
Option 3 - Teacher Led Full Digital Instruction

- 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, Seesaw). This may include videos, live instruction and demonstrations.
- Student communication will be through electronic means and/or phone.



Tips for At-Home 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>

