

April 20, 2020

RESPONSE PLANNING FOR KINDERGARTEN TO GRADE 12 LEARNING DURING COVID-19 SUSPENSION OF CLASSES

General Expectations/Working Together/Everyone Doing Their Part

Our mission is to provide a safe, inclusive, and engaging environment, where personal and collective learning are valued and each one of us reaches our potential. During these unprecedented times each of us has a critical role to play in our students' academic and social success. Through our partnership with families and community we can:

- Encourage bold and creative thinking;
- Engage in respectful conversations, responding positively and proactively; and
- Support our community to empower students for success in school and in life in these uncertain times.

Role of Parents and Guardians

We acknowledge the challenges that families are facing during these unprecedented times and respect the demands placed on parents/guardians. Families will make decisions based on the best interests of their children. Teachers will support learning at home with online and print based activities. The suggested timeframe for engagement in learning activities varies depending on the age of the student. Families are encouraged to determine the timeframes for learning that best fit their needs and current situation.

Kindergarten

We know that play lies at the core of learning and creativity; play and academic work are not distinct realities for young children but are in fact directly linked. Kindergarten students are encouraged to interact with the world around them and represent their learning in a variety of ways (Adapted from the Council of Ministers of Education of Canada).

- Play allows children many opportunities to participate in problem-solving activities. As they play with open ended materials (loose parts), such as sand, blocks, water, and clay, they investigate and discover, explore cause and effect, and learn to create their own theories through hands-on experiences.
- These play activities are directly related to the development of logical and mathematical thinking. Significantly, through play children also learn there can be more than one way to solve a problem, a skill increasingly important in our world today.

Teachers are ensuring regular, personal communication with parents/guardians to support student achievement. This connection is occurring by phone, online platforms, and email. For anyone who does not have access to a phone or the Internet, printed correspondence is being sent home. Teachers will continue to provide feedback about student learning throughout this period of remote learning. Students will receive a report card at the end of the term.

Grades 1 to 8

At this point in the school year, students in Grades 1 to 8 have already been launched on their learning paths. Our intention is to continue supporting students where they are at in their learning.

- Teacher-directed learning will continue to focus on literacy and numeracy, with opportunities for science and social studies, physical education and health education, and the arts through cross-curricular planning.
- Teachers will plan, on average, a **minimum of five hours per week** of curriculum-based learning for students in kindergarten to Grade 4, and **10 hours per week** for students in Grades 5 to 8.

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Grade 9 to Grade 12

High school students have developed a level of independence in their learning. Support from parents should continue to encourage this independence, while reinforcing the maintenance of routines.

- Students in Grades 9 to 12 will receive, at minimum, the grades they achieved at the time of suspension of classes, **but they are required to engage in remote learning**. Students have the opportunity to increase marks. In the fall, recovery learning will support students who have not achieved the essential outcomes.
- Specific planning will take place to ensure students achieve the required number of credits to 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.
- Grades 9 to 12 teachers should plan for a **minimum of three hours** of curriculum-based learning per course per week for semestered courses.

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Supports

The Manitoba Education *My Learning at Home* online portal is available to provide resources and support to students, parents/guardians. The site is available in English, French, and French Immersion formats at <https://www.edu.gov.mb.ca/k12/mylearning/index.html>.