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April 15, 2020

Dear Students and Families:

I would just like to make some clarifying comments with regards to the **Rolling River School Division Learning Expectations** document that was sent to families on April 13, 2020.

"Students in K–Grade 8 will proceed to the next grade in September. Students will engage in recovery learning as needed." (page 2)

ECI students in Grade 7 and 8 will be enrolled in Grades 8 and 9 respectively next school year. However, if a student chooses to do little or no work between now and the end of June, 2020, the student will have to do the work – the recovery learning - when he or she returns to school in the fall. As stated in the document, it is expected that students continue remote learning and complete assigned work.

"Students in Grades 9–12 will receive, at minimum, the grades they achieved at the time of suspension of classes (March 20, 2020), 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." (page 2)

As of March 20, 2020, if a student has a passing grade in credit courses, he or she will receive the credit. Students may increase their marks through the work they complete during the suspension, but they may not receive a mark in June that is lower than the March 20, 2020 baseline mark.

If a student's mark is lower than 50% on March 20, 2020, then it is imperative that they complete work that meets the outcomes in order to achieve a passing grade in June. If a student does not have a passing grade at the end of June 2020, the student will need to repeat the course.

If a student had not completed all of his or her work by March 20, 2020 (i.e. had outstanding assignments or tests), the student must complete those assignments before his or her baseline percentage/ mark in the course can be established. Not completing these assignments may have a significant impact on whether the student receives a credit or has to repeat a course next year. In order to receive a credit, division policy states that a student must complete all work. Provincial regulations do not allow for students to have incomplete grades on their report card at the end of June.

If a student chooses not to complete the work, it may have a significant impact on courses they may be able to take when in-school classes resume. For example, if a Grade 11 course has “building blocks” for the Grade 12 course, and the student does not do any work during the suspension of classes, that student has to do recovery work before they may be able to take the Grade 12 course. If that course is a mandatory credit for graduation, and we only offer it in the first semester, the student is making it difficult for him or her to graduate next school year.

The government, division, and school **expect that students “continue with remote learning and complete assigned work.” (page 1)** There is no upside to not doing the work; however, there is a great deal of downside. A student does the work now, or the student does recovery learning upon the resumption of classes. The choice not to complete work could have a significant impact on next year’s course selections and possibly graduation. Also, for those students that are graduating and planning on attending post secondary schooling in the fall, choosing not to engage in work may result in the student not having some of the required learning needed at those levels.

The bottom line is **that learning and assessment is continuing for all students and that students are expected to continue their remote learning and to complete assigned work.**
(page 1)

Communication between students, parents, and teachers is vital in moving forward. ECI teachers are accessible through email and phone calls. Many of them are also delivering programming on-line. While staff have done an excellent job of reaching out and making connections, students and parents are also encouraged to connect with staff if they have questions and/ or need supports.

There are two documents you may find useful:

- *My Learning at Home portal* is available to provide resources and support to students, parents, and caregivers. The site is available at <https://www.edu.gov.mb.ca/k12/mylearning/index.html>.
- The attached **Manitoba Education Response Plan for K to 12 Learning during COVID-19** document outlines roles and responsibilities of our learning community members.

If you have questions regarding expectations around student learning and work completion, please email me at blee@rrsd.mb.ca.

Respectfully,



Barry Lee
Principal

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, 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

- 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 and teachers about any concerns or difficulties.