



SRSD

**Guidelines for
Blended Learning
October 13, 2020**

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Contents

- Our Core Principles for learning at home 3
- Weekly Learning Plans..... 3
- Instruction and learning tasks..... 5
 - French Immersion: 5
- Communication Must Be Regular 7
 - French Immersion: 7
- Assessments..... 7
 - French Immersion 7
 - “Recovery Work Required” Designation 8
 - High School Assessment 8
 - Instruction when students are ill or self-isolating and working from home 8
- Principals 8
- For more information 9
- Appendix A. Suggestions to Support M-8 French Immersion 10
- Appendix B: Suggestions to Support K-8 Blended Learning and Learning at Home Through Print Packages (Online Not Available at Home)..... 13
 - K-1 13
 - 2-4..... 14
 - 5-8..... 15
 - 9-12 17
- SHARED SPACES** 19
 - SENSORY ROOM AND EQUIPMENT GUIDELINES** 19
- INTERVENTIONS 20
 - Reading Recovery Implementation Plan- 2020-2021 20
 - Leveled Literacy Intervention Implementation Plan- 2020-2021 21
- Frequently Asked Questions 21
 - FAQ for Kindergarten/Maternelle/Kids at Play..... 21
 - FAQ Psychology 22
 - FAQ for Occupational Therapy 23
 - FAQ for Speech/Language Pathology 25
 - FAQ’s Apprenticeship/Work Experience 26
 - FAQ- School Libraries 27

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- FAQ- Music/Band and Physical Education 27
- FAQ Physical Education 28
- FAQ Music/Band 28
- FAQ Self-Isolation 29
- Assessment Timelines..... 31
 - Strong Beginnings..... 32
- Remote Learning Support from Educational Assistants..... 32
- Remote Learning/Home Schooling information and Chart 34
- Covid-19 Maintenance – Disinfection Protocol..... 35
- IT Disinfection Protocol 36
- SRSD Technology Resources 37
 - Microsoft 365**..... 37
 - Flipgrid**..... 38
 - SRSD Technology in Education website** 38
 - SRSD Stream Videos**..... 38
- Transportation Protocols for SRSD Staff..... 38
- COVID-19 Guidelines for Transportation to Schools for Parents/Caregivers 40
- MANITOBA EDUCATION..... 41
 - Kindergarten to Grade 12 Mathematics Curriculum Resources from Manitoba Education..... 41

Our Core Principles for learning at home

Our core principles for blended learning and learning at home:

1. Weekly learning Plans must be coherent and curriculum-based, and focus on foundational learning that is important for the next level of learning. Weekly plans must be posted online for students and families.
2. Instruction and learning tasks must be meaningful, manageable in a blended learning context, and accessible for all students.
3. Communication must be regular, foster positive relationships, and provide regular feedback on progress to students and parents.
4. Assessment needs to be meaningful and reasonable within the learning at home context.

Weekly Learning Plans

- Must be coherent and curriculum-based, focused on foundational learning
- **Plan with colleagues**, so that learning is similar across same grades and courses;
- **The weekly plan must be provided to students/parents.** Plan meaningful learning using a weekly plan, based on foundational curriculum learning outcomes that are important for the next level of learning. The learning intention and success criteria for foundational learning need to be clearly outlined for students/parents. The K-8 weekly plan should provide suggestions for optional extended learning, including for physical activity, music, art.
- Plan for a **regular number of hours of learning** per week, appropriate to the age group
- Minimum hours refers to new learning, teacher instruction, and class discussions related to the curriculum learning.
 - At K-8, these minimum hours do **not** include optional activities, classroom check-ins, practice work that is not part of instruction or assessment, such as home reading, writing or math practice. Some students may benefit from optional

SRSD Guidelines for Blended Learning (Oct.13, 2020)

extension activities and practice. Work with parents on determining a balance that works for their child and household circumstances.

- At high school, all instruction and work for individual courses will mirror regular in class learning. This includes instruction, discussion and practice time. Some university entrance level courses may require additional time.
- Some students may require additional 1:1 or small group intervention, or time to complete assignments and practice tasks.
- Plan instructional work that is **relevant and manageable in a blended learning context** (e.g. Uses common household materials and supplies, recognizes limitations of independent work in a home environment, does not require a lot of adult support, considers opportunities for learning in house/neighbourhood environment, etc.)
- Plan learning outcomes and tasks that **can be done through online or print-based** learning.
- All students need to have access to learning and school teams will need to make plans for the different challenges associated with individual families.
- It is recommended to have 5 – 10 minutes recordings of instruction and key points posted during the day for student access. Recordings can be on teams, using document cameras to provide examples and direct instruction with assigned tasks provided.
- Recordings are more significant at grades 9 – 12 as K – 8 are able to attend five days per week.
- Teachers will need to develop plans and develop school protocols for giving feedback to students. Teachers will need to track and document student feedback in particular for students who are less engaged in the learning.
- Students will be expected to have regular attendance and check in during learning at home (in particular grades 9 – 12). Students will be expected to attend during regular classroom hours (exceptions can be made for technological issues). Teachers will be available for conferencing, feedback, and to have small group discussions and individual feedback during learning at home times.

French Immersion:

- Weekly plan should integrate, scaffold and develop language outcomes and content outcome learning coherently across the week.
- Learning at home should be focussed on instruction, scaffolded practice and descriptive feedback. Weekly learning should not be focussed on a collection of tasks or marks.
- Have a language intention for the week. Plan using a big question and learning intention for language learning (e.g. development of developmentally appropriate oral or written language) in addition to content learning.
- Plan to offer practice French reading or speaking sessions with a staff member each week, to reflect a more regular level of instruction.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Instruction and learning tasks

- Must be meaningful, manageable in a school and remote learning context (for students who are home ill or self-isolating), and accessible for all students.
- Learning tasks should be developed to support curriculum outcomes, make relevant connections to student interests and lives, and use common household materials. Tasks should be possible to demonstrate or submit online as much as possible. We are limiting our applications used, so that we can focus our teacher training, group collaboration, and minimize challenges for families trying to access multiple applications. Learning materials and activities will not occur on social media platforms or through personal social media accounts.
- Prepare and post **short recorded instructional videos of direct classroom instruction** that parents/students can access at any time. This allows students and parents to access learning in a flexible way.
- **Use division-supported platforms, such as Teams, Flipgrid, Office 365 (OneDrive, Word, etc.)** for posting student learning materials, classroom discussions, collecting student work, and one to one and small group communication. Teams will also be used for staff planning and meetings.
- **Ensure that all students are familiar with online tool usage and understand how they can continue working when remaining at home.**
- Instruction will be **focused on literacy and numeracy at K-8**, with an effort to **integrate** Science and Social Studies content where possible. A focus on literacy, reading, writing and oral language are critical for EY instruction.
- Plan for **additional optional learning and social opportunities** that parents/students may choose to engage in (e.g. extension learning, additional online discussions, optional K-8 art/PE/Music activities, online events, etc.). These should be outlined as part of the weekly communication or plan. Reassure parents that these optional activities are for students who are interested.
- Online materials should be easily accessible, free, and not require parents to print out materials. **Plan for opportunities where printing isn't necessary (students should not have to print lots of materials at home).**
- It is very important to remember the gradual release model when instructing, especially the modelling stage and the teacher providing a think aloud as they are modelling.

French Immersion:

- French Immersion language instruction/experiences should be connected. Planning should provide a connected theme, question, inquiry or focus that integrates language instruction and practice, and content learning.
- Consider student's ability to understand unfamiliar accents and level of language used (vocabulary) in resources sent home. Students will understand their own teacher or staff member's accent more easily in a recording and vocabulary chosen is important.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Make sure that students have the tools at home to support them (ex. lexique, picture dictionary) when they have challenges with words.
- Consider how children learn language developmentally (e.g. songs, rhymes, poems) and include them in the learning. Participating in meaningful language exchanges is more important than independent listening exercises.
- Teachers need to model the language expected, teach common phrases that students will need to be able to understand and converse, and provide scaffolds for vocabulary they may need to converse with each other on a topic.
- Plan for French Speaking opportunities, individually and in small groups with an adult, on a regular basis. **See Appendix A for Suggestions to Support K-8 French Immersion Learning at Home.**

Students without online (or limited) access require special planning so that learning materials can be used independently at home. Learning materials should be curriculum-based, meaningful in a home learning context, and part of a coherent weekly learning plan (not a collection of disconnected individual activities). More frequent phone contact may be needed with students/parents to support learning at home. EY students/parents may need additional reading materials and 1:1 support for learning at home, via phone. Quality textbooks may be most helpful for older students, as instruction, examples and tasks are laid out in a logical manner. In the weekly plan, include creative ways students can learn through exploring their surroundings, or topics of their interest, to make this independent learning meaningful for students without online access. **See Appendix B for Suggestions to Support K-8 Learning at Home Through Print Packages.**

Students with special learning plans require continued adapted, modified or individual programming and support. School teams, including the classroom teacher, need to determine a central person for communication with the family, and how to address individual student needs and supports. Regular adult check-ins, instruction, and support need to be scheduled. Students who have literacy support plans (Reading Recovery, Levelled Literacy Intervention) require support. Any changes to learning plans must be communicated to parents and documented. Programming must ensure is an inclusive program and not an exclusive program. Classroom teachers need to keep students with special learning plans included socially with their peers.

Students who are not engaging in learning opportunities require multiple efforts by the teacher and school team to contact parents and determine and address possible obstacles to engagement with learning. Identify a staff member who has a positive connection with the student or parents, to work with them on a plan for re-engagement.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Communication Must Be Regular

Communication must be regular, foster positive relationships, and provide regular feedback on progress to students and parents. Communication includes: providing a weekly plan for learning, offering scheduled live sessions on Teams to address any questions or clarifications, and small group or 1:1 opportunities for students to connect with staff throughout the week.

Contact parents early, if students are not engaging or are struggling.

- **Coordinate communication** with parents, so that parents and students are not overwhelmed with work and communication from a number of teachers;
- **Connect with all learners on a regular basis** through group, small group and individual contact, including by conferencing by Teams or phone. Contact parents and your school team, if students are not engaging.
- **Ensure that every effort is made to keep connected and engage all students.** This may require a team approach with student services, clinicians, and creative approaches to addressing student learning needs at home.
- **Share with your school team/administrator a summary of any students who are not engaging by the end of each week**, and steps you have taken to communicate with the student and their parents, so that you and your school team can determine next steps.

French Immersion:

1. It is expected that the teacher and child are speaking in French as language of instruction and conversation. Clarifications for parents may be done in English outside of instruction time.
2. Conversations between teacher and student need to be in French (whether it's through writing or speaking as an expectation) except during English instruction

Assessments

Assessments need to be meaningful and reasonable within the learning at home context. Teachers will use a variety of observations and student online responses (verbal and written) to assess understanding, and provide the student with feedback, in addition to a limited number of written products. For most courses, assessment will include observations and classroom online discussions, comments that may be required to be submitted, and any work that will be submitted via Office365 or in paper format.

French Immersion

- Attempts should be made to assess French language and content learning through observation, conversations and short online submissions (videotape, short written responses written while a part of group or individual conversations), and providing descriptive feedback. Scheduling small groups is integral for easier documentation of responses and observations.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

“Recovery Work Required” Designation

Under the current circumstances, we are expecting that students may return to school with a wider than usual range of learning gaps and needs. Any need for additional recovery programming was noted on individual report cards in June, through teacher comments. In September, as at the start of every school year, teachers will begin by building community and relationships, and using assessment processes to determine the learning strengths and needs of each student. Teachers will build in review and recovery as part of whole class and small group instruction. Some students who have missed key foundational concepts may be required to work with staff and parents to develop a recovery plan to address learning gaps and prepare for the next level of curricular outcomes. See the provincial documents for more information on recovery learning.

High School Assessment

High school students will not have any scheduled exams, outside of provincial assessments, for the 2020-2021 school year providing greater flexibility for emerging challenges with COVID-19. Any culminating task needs to be appropriate for a learning at home environment and accessible for all students, whether online or learning through print packages.

Instruction when students are ill or self-isolating and working from home

Throughout the school year it is anticipated that absenteeism due to illness or requirements to self-isolate will have many students learning from home at times. To ensure that the transition to learning from home and returning to school teachers need to:

- Post weekly learning plans online for student access
- Students are expected to complete the regular 5.5 hours of classroom instruction while at home (with reasonable expectations depending on age and ability)
- Students are expected to check in while working remotely, unless illness prevents them from completing work
- Teachers will record small direct instruction in the classroom for students to have access to at home (at least one video per day). This could be done as part of their regular instruction to students in class and should not be extra video production.
- Teachers or Educational Assistants (if directed by the teacher) will check in with students learning at home either online or by phone if absent for more than two days.

Principals

It is an expectation that principals will be part of classroom teams, observing online conferences and instruction, and developing and reviewing weekly plans with teachers. Principals will be conferencing and providing feedback to teachers on a regular basis.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

For more information

The guidelines in this document provide further clarification from provincial directives. See also the Manitoba Education documents that outline provincial guidelines for learning:

- *Response Planning for Kindergarten to Grade 12 (K–12) Learning During COVID-19 Suspension of Classes*
<https://manitoba.ca/covid19/infomanitobans/index.html#collapse16>
<https://manitoba.ca/covid19/infomanitobans/index.fr.html#collapse16> (French)
- *Manitoba Education – Frequently Asked Questions Regarding COVID-19 and the Suspension of In-Class Instruction (Site updated regularly)*
<https://www.edu.gov.mb.ca/k12/covid/faq/index.html>
<https://www.edu.gov.mb.ca/m12/covid/faq/index.html> (French)
- *Manitoba Education – Support Documents for Educators (distance learning supports, resources supporting students with special needs, technology education and career development education, recovery learning).*
<https://www.edu.gov.mb.ca/k12/covid/support/index.html>
<https://www.edu.gov.mb.ca/m12/covid/appui/index.html> (French)
- *Manitoba Education website with resources for parents and teachers to support learning at home* <https://www.edu.gov.mb.ca/k12/mylearning/index.html> [“*My Learning at Home*”]

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Appendix A. Suggestions to Support M-8 French Immersion

What is important for language development within planning for learning at home?

- Ensuring students have opportunities to speak French (whether it's through Teams or on the phone). EA's, teachers or any support staff can converse with students.
- Listening to the French language through music, videos, staff doing read alouds, online books
- Teachers should Delivering lessons in French and providing essential vocabulary, posting lessons in French on Teams (collaborative teams can work together to develop online instructions which should enable teachers to have more small group follow-up and individual support for students)
- Students need responsive and timely feedback and school support teams should develop routines that make this manageable and effective for learning.
- Opportunities for students to explain their thinking in French and respond to questions (ex. Math problems)
- Discussions related to current learning with students as a whole group or one on one
- Guided reading in small group and one on one support (teachers)
- Educational Assistants can support learning through:
 - Supporting online and in class small group oral conversations and taking notes for teacher planning use.
 - Read with students individually or in small groups and ask students open ended and comprehension questions provided by the teacher.
 - Assist students in teacher directed learning by observing instruction and supporting students
 - Document student oral reflection for teacher analysis
 - Assisting students learn technological applications and platforms

How can the weekly plan be integrated, scaffolded and develop language and content learning coherently across the week?

- Class meetings with a focus on what students have been learning during the week (using the common language within the unit) and giving them opportunities to ask questions for clarification
- Writing tasks need to be modelled and scaffolded throughout the week (video of the "I do" posted on Teams for students to refer to). Using visual supports during the "I do" for students to understand what is being said especially for new vocabulary
- Deconstructing a task to ensure students can follow step by step and are not too overwhelmed (ex. One day write the intro, next few days write the body, etc. all the while providing feedback)

How can learning at home most effectively focus on instruction, scaffolded practice and descriptive feedback?

- Scaffolding with videos for students to review if needed (over a few weeks)
- I do videos (live and recorded), giving students concrete examples

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Success Criteria/Learning Intention visible and reviewed with students
- Giving feedback on Teams, through a video, or by phone/email
- Any new learning should be accompanied by a video of the “I do” (Teams, Flipgrid, Streams) as well as opportunities to share their thoughts and ideas in French

How can the teacher build in language intentionality within the weekly planner, big question and learning intention?

- Giving students vocabulary that they need in order to complete given tasks
- Providing opportunities for students to discuss their thinking orally prior to writing
- Providing sentence starters, pictures with label, read alouds to support students when speaking and writing
- Teachers/Ea’s/Support Staff having discussions with students (one on one) that coincides with the week’s objective for oral French

How can French language practice be built into the instruction for the week?

- Contacting each student daily and a minimum of twice a week if students are learning at home and having a conversation through Teams/phone (Teacher, EA or support staff)
- Authentic conversations linked to current learning
- Class meetings
- Guided reading (conversations around the book) and shared read alouds with small groups
- Discussions with a teacher/ea/support staff where students share/discuss their thinking prior to writing
- Using Infojeunes: small group conversations/sharing reading and writing. 1 per week with a topic per week to have conversation. (personalized reading)
- Providing resources with audio support, but make sure accent is accessible. Teacher recordings of themselves helps those who need to hear a familiar voice.
- Small personalized groups in addition to full class group sessions in French.
- Integrate French language vocabulary and language outcomes within science, social studies, math (providing students with essential vocabulary)

What are some recommended resources for books and instructional materials:

- Hillcrest Immersion Website – links to songs, activities, vocabulary – used in classroom and parents use at home
- Lending out books with CDs for hearing songs
- GB+ website, Epic, Je lis, je lis, Tumble Books, Info-jeunes, NetMath, GB+

How can we overcome the French support barrier for home learning, especially at younger grades?

- Doing check-ins through Teams or by phone, providing additional support by an adult
- Providing students with as many resources as possible (ex. visual dictionary)
- Build in time for students to connect with teacher/support staff in order to ask questions and receive clarifications

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Keeping a common theme and some actuality (hot topics and their opinions). Important for students to check in on TEAMS meetings. Helps with overall morale.
- Providing students with what they may need when it is beyond what they have at home. Provide options

How can we assess French language progress and provide feedback during learning at home?

- Documentation of conversations between child and teacher/support staff.
- Listen for the language learning outcome for the week, don't try to assess everything
- Students uploading a video of themselves speaking on a specific topic
- Flipgrid to hear presentations. Record opinions about reading.
- Feedback: mostly in small group meeting orally, written feedback on submitted assignments.
- Use the assignment tab on Teams and meeting one on one based on need. – use the feedback space to type feedback...student can edit directly.
- Create Rubrics in the assignment tab of Teams

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Appendix B: Suggestions to Support K-8 Blended Learning and Learning at Home Through Print Packages (Online Not Available at Home)

K-1	
Things to include:	<ul style="list-style-type: none"> • Weekly schedule/Planner posted online • Providing school supplies for students to use at home • Hands on activities-providing supplies for kids to use at home (ex. Loose parts, recipe for playdough-instructions and information for parents) • Send parents -what to look for-ways of helping their child with the tasks (providing lots of supports for parents) • Levelled books/and or library books for students to read (challenge: what books do we send...black and white books, A-Z, schools doing a variety of things) • Providing lots of examples for students and parents to see (ex. Picture of writing, picture of math) • Be congruent/consistent with the online and remote learning packages-it is important to provide enough instruction for students doing remote learning packages • Making sure to communicate frequently with parents to answer questions, support them with the child's remote learning <p>Challenge-it's hard to meet all the needs of students/parents, we need to be flexible and make changes accordingly, families can become very overwhelmed and we need to be supportive of them</p>
Things not to include:	<ul style="list-style-type: none"> • Challenge: what level of books do we send home with kids to read? (will 'bad' reading habits be learned/developed at home) • Work sent home has to be at the student's level so they are able to be successful and the levels of frustration are not too high for students or parents. Caution around sending home new material-students and parents need to be able to tackle the material in a positive way
Timing of the Packages:	<ul style="list-style-type: none"> • Monthly or bi-weekly packages sent out (this can be flexible according to the parents needs and the school's needs)
Assessment of Work:	<ul style="list-style-type: none"> • Challenge-getting work back, some families are consistent with giving work back, some do not return any work, for those families who can not be contacted-there is no evidence of the learning being provided (schools have different ways of collecting work, ex. EA's pick-up work, parents drop off work) • For those parents who have email, having parents take a picture of the student's work and send it in • Over the phone assessments-ex. Math counting
Type of assignments included – how does it vary by grade level –	<ul style="list-style-type: none"> • Challenge-making things accessible for all students, for those doing online lessons and those doing remote learning • Focus on ELA/Math and incorporate other subject areas- the learning needs to be cross-curricular • Small chunks of learning per day, consider the student's age level and how much time they are able to focus on a task

SRSD Guidelines for Blended Learning (Oct.13, 2020)

recommendations for what should/need to be included:	<ul style="list-style-type: none"> • Incorporating hands on learning (not as much paper/pencil tasks) • Make use of what the students/families have access to in their homes/yards to help engage them • Providing options for students to choose from
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2-4	
Good Practices:	<ul style="list-style-type: none"> • Weekly schedule/Planner posted online • Communicate, where possible, with package families to keep them apprised of special learning that the online families may be experiencing as learning develops/progresses • Provide the element of choice (i.e. choice board for word work and math activities) for students (also promotes parent autonomy) • Encourage use of household materials – Use their environment • Comfort families and reassure them to do what they are able (very stressful) • Provide a reasonable amount of work per day, (as not to overwhelm families, consider the provincially suggested time frame for EY students) • Provide lots of praise and positive reinforcement/descriptive feedback (assurance that what they are doing is enough) • Suggest ways families can monopolize on the learning that can be accomplished through daily chores, household tasks, baking, the importance of conversation (oral language opportunities) – Assure families (be explicit) that these authentic tasks are meaningful and constitute learning • Provide user-friendly packages that are easy to navigate • Maintain online and package learning as consistently as possible (provide like experiences) • Differentiate for differing students' abilities (personalized packages, where needed)
Things to include:	<ul style="list-style-type: none"> • Weekly schedule/Planner posted online • Literature to read at home (choice books & levelled books) • Copies of books (A to Z, LLI) that coordinate with teacher instruction (levelled) • Copy of the weekly planner and any applicable work sheets/materials that align with the planner • School supplies students may need (i.e. journals, rulers, etc.) • Planners (weekly, monthly, etc.) that are simple, brief, concise • Manipulatives and materials, where needed (i.e. popsicle sticks for Science activity, instructions for Power of 10 card games, etc.) • Paper packages should mirror online learning opportunities (provide paper copies of like materials that are accessible to online learners)
Things not to include:	<ul style="list-style-type: none"> • Avoid 'busy work' – content need to be relevant, curriculum-driven and purposeful
Timing of the Packages:	<ul style="list-style-type: none"> • Weekly, bi-monthly or monthly packages (clearly labelled and organized in order to avoid overwhelming families)

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Assessment of Work:	<ul style="list-style-type: none"> • Conduct phone conferences • Provide feedback on weekly returned assignments • Encourage students to send pictures (parent cell phones, Class Dojo) of completed work and provide feedback
Type of assignments included (Optimal):	<ul style="list-style-type: none"> • Hands-on preferred (more engaging) • Integrate as much as possible, (i.e. connect writing to SS, provide reading material that supports Science and SS) • Cross-curricular (cover as many outcomes efficiently as possible) • Use the pandemic itself as a learning opportunity
Opportunities:	<ul style="list-style-type: none"> • Parents have newfound agency in their child's learning and enhanced opportunity to take an active role • Parents are learning strategies alongside their children, (reading prompts, etc.)
Challenges:	<ul style="list-style-type: none"> • Difficult to support the flexibility of inquiry learning • Unable to foster the same relationships with package learners as those that are being developed with online students • Feel very removed from the students and their learning • Lack or no connection with unengaged families • Assessment: For returned work it is difficult to determine if the work has been done independently or what level of support the students have been given • Assessment cannot drive instruction, which may promote superficial learning • Differentiation

5-8	
Things not to include:	<ul style="list-style-type: none"> • Difficult to send and instruct with manipulatives - much of the work has been 'symbolic' being sent home, then later pictorially and concretely • Prioritizing to the end of the school year, what needs to go home in work packages • Avoid meaningless 'busy' work (No worksheets or very limited use) • Research as the students have no means to do so. • Intentionally not sending home single curricular areas for the sake of homework – therefore being intentional with cross-curricular inquiry assignments
Timing of packages:	<ul style="list-style-type: none"> • Weekly schedule/Planner posted online • Planning is done with weekly planners coordinated with carefully chunked out and labelled for students (and parents when learning from home) as to not to overwhelm them. • Students are given recommended daily schedules
Assessment of work:	<ul style="list-style-type: none"> • Assessing Work Packages: <ul style="list-style-type: none"> -A challenge with minimal work being dropped off -Assessing work that may not be completed by student - use of photo and video evident

SRSD Guidelines for Blended Learning (Oct.13, 2020)

<p>Type of assignments included:</p> <p>How does it vary by grade level?</p> <p>Recommendations for what should/need to be included</p>	<ul style="list-style-type: none"> • Teachers need to ensure that all students have fluency with Teams and a class schedule (especially for working from home) • Provide a Home steps/check-list for when working at home • Ensure that students learn, in class, the ability to learn from videos making connections and listing questions • Provide opportunities to collaborate with peers in person and online • Teachers and students need to have familiarity with Edwin • Teachers need to ensure that students know what to take home (journal, device, etc...) • Teachers need to develop routine for connection and to teach students how to self-advocate for what they need. • Options to do more hands-on work using paper instructions around building 3D items (ie. Birdhouse) • Students with needs (individualized instruction) – sending home specific instruction, manipulatives, supporting documents for parents and student, accompanying/supporting phone calls, manipulatives and other tools (ie. Magnifying glass, etc) for learning. • Inquiry-based/Big Question • Grade 5-8 adaptable - 5-6 week cross-curricular inquiry project (then break into weekly plans) • Smaller authentic tasks leading up to final larger task of a summative project ie. Writing a biography/Choice <ul style="list-style-type: none"> ▪ Includes a family component ▪ Includes sibling partners working on same project • Consistent Strategies: Extending strategies that students are familiar with Reading Apprenticeship (ie. Talking to Text) woven through cross-curricular assignments. • Choice - Assignments that provide choice, within a focused area, on how to represent their learning <ul style="list-style-type: none"> • Something they can do at home they are willing to do that suits their learning • Reading books (library, textbooks, intervention, etc.) • Providing Text sets (sports, nature, etc) – interest-based • Pictures of textbook excerpts • Using the environment that is around them • School Supplies: <ul style="list-style-type: none"> Loose Leaf, pencils, duo-tangues, etc
<p>Challenges:</p>	<ul style="list-style-type: none"> • Communication with families to pick-up or drop-off(ie. EAL families, or ‘hard-to-reach families, etc) • Parents not dropping off work (fluid times and scheduled times) • Engagement from students/families with packages • Explaining concepts ie algebra is difficult over phone (providing same level of support as virtual/live) – especially to transition to HS • Visual demonstration of concepts – not the same as ‘walking through’ the content (lack of student collaboration vs Teams of online collaboration – if they don’t understand, they don’t do it) (smaller check-ins and 1 to 1 conferencing) • Being at home without their support – phone support is difficult – even with something like ‘step-by step ppt instructions’

SRSD Guidelines for Blended Learning (Oct.13, 2020)

	<ul style="list-style-type: none"> • Planning for ways w/o internet ie. Research because students have internet; authentic tasks for engagement • Bussing/courier still needed for pick-up/drop-off of work packages • Difficult not to be physically with them to show and demonstrate. • Unsure in some cases if work is completed by caregiver or student?
Opportunities:	<ul style="list-style-type: none"> • Differentiated instruction – students are not visibly singled out; at this age some students feel more comfortable • For some students with needs, and who have parental support, they are able to use materials from around the house to build projects in a hands-on way to meet curricular outcomes more-so than if in the classroom • Students have increased responsibility with accountability and some have stepped up to the plate with phone calls and connecting with teachers • Students have opportunities to ‘speak up’ and advocate for themselves with their teachers via phone vs being online/in-class (in front of their peers) • We get to know the students on a more a deeper personal level through their assignments (ie. Biographies) • Most at-risk students and most quiet, (the ones that can be the most disruptive kids when F2F), have been the most engaged students because they are not in front of their friends and feel comfortable to get the help that they need. • Students can work at their own pace – there is flexibility on an individual basis with the teachers. Teachers connect personally with each student. • More parent involvement.
9-12	
Preparation for Blended Learning	<p>Literacy Development in the content areas will be a focus for all high school teachers:</p> <ul style="list-style-type: none"> • Teachers are to ensure that students understand how to use Office 365, Teams, Edwin in Grade 9, access online resources • Avoid Busy Work – planning intentional with key outcomes (LI and SC) • Weekly plans with weekly planner online in specific folder consistent with all classes • All assignments will be made available online in order to provide descriptive feedback in a timely manner and to track progress and student completion of assignments • Students are expected to complete and participate in all assigned learning whether working in class or remotely
Learning	<ul style="list-style-type: none"> • All direct instruction needs to be recorded when key concepts are taught (teachers are encouraged to use Teams, Document Cameras, or other methods). The intent is to make this routine and not to be creating separate lessons from day to day planning • Collaborative planning across same subject areas is needed in order to be consistent and to support each other’s work – no planning in isolation • Teachers are expected to be available and to provide instruction or classroom support during their regular period classes when students are working remotely • Regular small group, large group or individual conferencing should be happening during remote lessons • Student attendance during remote learning needs to be taken (the division is exploring automatic notifications for online learning)

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Student Tracking	<ul style="list-style-type: none">• Students are expected to participate in both remote and in class learning• Students not participating in remote learning will be identified by the classroom teacher with follow up with parents. The school principal will be notified of any students who are regularly not participating in learning• Students struggling in their work and/or not participating in remote learning may be required to attend more frequently provided space is available
Assessment	<p>Literacy Development in the content areas will be a focus for all high school teachers:</p> <ul style="list-style-type: none">• Teachers will use LI and SC based on curricular areas• Observation of the metacognitive aspects of responding to texts (including; images, pictures, and diagrams) and students' interaction with concepts that support students' development of independent critical thinking• Self and peer assessments help students identify strategies, their thought processes and analysis of their interaction with concepts• Providing opportunities for students to be self-aware and reflect on thier understanding of concepts• Multiple avenues of descriptive feedback (oral and written) to students and share across school teams

SRSD Guidelines for Blended Learning (Oct.13, 2020)

SHARED SPACES

SENSORY ROOM AND EQUIPMENT GUIDELINES

Classroom sensory tools

- needs to be individualized (i.e. name taped onto chair or fidget tools/weighted lap lizard in a personalized bin) and sanitized regularly

Bikes and Wagons

- shared equipment must be sanitized following the use of the equipment

Sensory room

- schedule is based on students' home classroom (i.e. students from the same classroom should be scheduled back to back)
- sensory room should then be thoroughly sanitized before students from another classroom are scheduled
- consider using a cleaning schedule in room for visual reference
- follow cleaning protocol indicated for classrooms
- consider utilizing other suitable environments for movement breaks, i.e. classroom, outside, hallways (when appropriate)
- soft surfaces or porous type equipment should be removed; or consider having additional individual bins for students who may require using these type of equipment (i.e. tunnel, plush toys, blankets, lycra body socks, weighed equipment, tent, bean bag, peapod, foam mats)
- schools should consider replacing their existing fabric swings with a hard-surfaced version
- should a student require a "drop in" to the sensory room outside of their classroom scheduled time, it is the adult's responsibility to sanitize according to the guidelines

Chewlery & Ezy vibe

- must be stored in between use in a sealed bag or container
- wash regularly
- needs to be individualized

Consult your divisional occupational therapist if you have further questions.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

INTERVENTIONS

Reading Recovery Implementation Plan- 2020-2021

For the 2020-2021 school year, each school who has a Reading Recovery teacher will only pick up 2 students at the beginning of the year. We may increase this over the course of the year but want to ensure that we can provide quality service and know that schools will require flexibility more so this year than any other. This will also give each reading recovery teacher the flexibility to ensure that our reading recovery is protected and our teachers are able to provide the required lessons in order to see acceleration by doubling up lessons when needed. We need to ensure that reading recovery is in addition to strong classroom instruction and that each child is also seen directly by the classroom teacher.

The reading recovery teachers' roles will be as followed:

- .25 will be used to support students selected for reading recovery following the guidelines set out by their reading recovery teacher leader. This will be shared with all reading recovery teachers this week. This will also look different than prior years.
- .25 will be used to support the early years team in the capacity as outlined by each school team plan that will be submitted to Mike and Elaine.
- Reading recovery teachers will need to have some flexibility in planning their delivery of instruction to ensure that students are still receiving five lessons per week. This may mean doubling up on lessons if needed to cover a classroom and unable to provide lessons on a daily basis.
- The reading recovery teacher will support classroom teachers in grades 1-3 to improve classroom instruction and support all students within the classroom and not as a pull-out intervention.
- Reading recovery teachers will support teachers in observation of literacy behaviours across all subject areas and plan and implement with classroom teachers supports and instruction for students who may require more attention, support and time in collaboration with the classroom teacher.

Schools Reading Recovery Plans must include the following:

- Each school team will approach the design of this approach in various ways, depending on needs of each school. We encourage each reading recovery teacher to be assigned to work with a grade grouping.
- Describe what grade grouping will you assign your reading recovery teacher to and how will that .25 be used to improve classroom instruction (i.e not additional pull-out intervention)
- Classroom timetables will need to be flexible to ensure that the time that the reading recovery teacher is in the classroom we are working directly with students and the teacher.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Leveled Literacy Intervention Implementation Plan- 2020-2021

For the 2020-2021 school year, we are restructuring our LLI support model for the time being to ensure schools have flexibility and can provide consistent support for students who require more extensive literacy programming.

Types of Extensive Literacy Assessments:

Determining the student's instructional text level in reading
Use of a word reading test (e.g. The Burt Word Reading Test)
Administer the writing vocabulary task (Clay, 2013, 2019)
Administer the Record of Oral Language (Clay, 2015)
Data from assessments needs to be entered into CLEVR by **October 1st**

Communication to Parents/Guardians. Once students have been selected for LLI, student's parents must be contacted by phone or in person to explain the intervention and its purpose, and to answer any questions they may have. This is to be done by the classroom teacher. We will not ask for a permission note at this time, as the extra support will be delivered in the classroom.

October-March. LLI Session 1 of 30-minute literacy block instruction will begin within classrooms.

Role of the Early Years Consultant. The Early Years Consultant will continue to support the design of literacy lessons in collaboration with the classroom teacher and LLI instructor through school visits. We will not be asking for you to submit daily attendance to division office. **Please send an email to Jessica Laluk indication which classroom/students you are supporting for session 1 by October 1, 2020.**

*Implementation meeting to follow to discuss further details on September 15th from 2:00-2:15 on the Student Services Team page. If you are not a member because you're a Lit Support teacher/LLI instructor please let me know and I will add you.

Frequently Asked Questions

FAQ for Kindergarten/Maternelle/Kids at Play

- 1. What does a day in a Kindergarten/Maternelle/KAP look like for my child due to the current circumstances?**
 - Yes, Kindergarten/Maternelle/KAP will continue to be a joyful introduction to school.
 - We will continue to offer developmentally appropriate learning experiences through purposeful play and authentic literacy and numeracy experiences that also support social interactions, community building, and children's growing ability to regulate emotions and behaviours.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- 2. Will my child share materials with other children during the school day?**
 - Yes, materials will be shared only with other children within the same class.
 - Children will share materials within the learning centres such as blocks, kitchen play materials, art materials, games and books, etc. However, each child will have their own personal materials such as pencils, markers, scissors, glue that will not be shared with other children. These materials will be used in both Kindergarten/Maternelle/KAP.

- 3. Have the routines and classroom environment been adapted in my child's classroom?**
 - Yes, teachers have assessed classroom layout, the shared spaces and structures within the classroom, and the play centres and materials that are usually made available.
 - Materials have been removed that are harder to clean and sanitize, such as plush toys, dress-up clothes, and soft dolls.
 - Visual cues/prompts are being used to support physically distancing within the classroom.
 - Hand hygiene is integrated into daily routines.

- 4. Will the play materials in my child's classroom be cleaned regularly?**
 - Yes, all play materials will be clean and sanitized on a daily basis.

- 5. Will my child's school continue to offer snack in our Kids at Play programs?**
 - Yes, snack will continue to be offered in our KAP programs and will be prepared and served in individual portions by instructors of the program.

FAQ Psychology

- What if I think my child needs an assessment or support from the school psychologist?
 - First, contact your child's classroom teacher and resource teacher to determine if a referral to school psychology is warranted.

- My child was receiving school psychology support last year, will he/she receive support this year?
 - Yes, students who were receiving support from the school psychologist last year, and who still require support will continue to do so.

- Which precautions will be in place for safety?
 - Divisional safety protocols, following Department of Health and Education guidelines will be in place (see Seine River School Division Covid-19 Response Plan, Aug 25, 2020)
 - If your child is working one to one with the school psychologists PPE will be used.

- What can I expect one to one session to look like?

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- The school psychologist will be following basic handwashing and cleaning guidelines.
- School psychologist will be wearing face masks to conduct services. Students from Grade 4-12 will also wear a face mask.
- Social distancing guidelines will be respected when possible; however, if completing an assessment social distancing may not be possible, therefore we will implement the previous stated safety guidelines.
- Where will the school psychology services take place?
 - Therapy will be delivered in a designated room in the school.
 - Materials and furniture used will be sanitized as per Health guidelines.
- What would happen if I decided to decline school psychology services at this time?
 - That decision would be respected and the student would be closed to school psychology or placed on Monitor status. This decision will be made on a case by case basis. Please contact your school support team for more information.
- What if I have opted to home-school my child, are school psychology services available?
 - As per the Home Schooling Office, within the independent education unit of Manitoba Education, services would not be provided through the school division.
- Who can I contact to discuss school psychology questions?
 - You can contact the school psychologist assigned to your child's school:
 - Harriet Winterflood: LSS, SAS, LBC, IDC 204-878-5225
 - Scott Smith: PLS, SNC, ESAI, DTS, ELI, CLC 204-878-5226
 - Jenna Donogh: SNI, ARB, RCH, SAC, SAE 204-878-5227

FAQ for Occupational Therapy

- My child was receiving Occupational Therapy (OT) services last year, will s/he be receiving services again this year?
 - Yes. Those students who still need occupational therapy services will continue with services.
- What does occupational therapy services look like this year?
 - Occupational therapy services will continue to be on a consultative basis which are based on a child's school-based needs.
- What types of personal protective equipment will my child need to wear during the OT visit?
 - Masks are mandatory for all students grades 4-12. Parent/guardian/caregivers will choose whether students in grade 3 and under will wear a mask while in school (See Guidance for Mask Use in Schools document, August 31, 2020).
- What types of personal protective equipment will my OT be wearing with my child?

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- OT's will be wearing a mask and may wear a protective face shield. OT's will ensure to follow routine cleaning guidelines and health practices such as physical distancing and hand hygiene.
- What precautions are in place if my child is using the sensory room or requires movement breaks?
 - Sensory room visits will be scheduled for individualized students and cleaned in accordance to the Seine River School Division Covid-19 Response Plan. Movement breaks can be considered in classrooms, hallways or outdoor spaces. Divisional safety protocols, following Department of Health and Education guidelines, will be in place (see Seine River School Division Covid-19 Response Plan, August 25, 2020).
- What if my child uses Occupational therapy equipment or technology in school?
 - All equipment will be individualized to the student when possible. Any shared equipment will be sanitized between use.
- What if my child uses sensory tools in the classroom? (i.e. fidget tools, chewlery, weighted lap pads)
 - School teams can ask for individualized materials to be provided to a student to minimize shared materials. Sensory tools should be labeled for each student and kept in individualized containers. Divisional safety protocols, following Department of Health and Education guidelines, will be in place (see Seine River School Division Covid-19 Response Plan, August 25, 2020).
- What would happen if I decline occupational therapy services at this time?
 - The decision would be respected. The student would be discharged at this time. If required, the student could be re-referred at a future date.
- What if I have opted to home school my child? Are OT services available?
 - Services would not be provided through the school division, as per the Home-Schooling Office, within the Independent Education Unit of Manitoba Education.
- If my child qualifies for remote learning due to a medical condition, does my child qualify for OT services through the school division?
 - Yes. Please contact your resource teacher to discuss programming and supports needed.
- Who can I contact to discuss to occupational therapy questions?
 - You can contact the Occupational Therapist assigned to your child's school:
 - Dianne Bulloch: La Salle School, Parc La Salle School, La Barriere Crossing, Ecole St. Norbert Immersion, College St. Norbert Collegiate dianne.bulloch@srsd.ca (204) 878-5223
 - Sheri Dinnin: Arborgate School, Richer School, St. Anne Elementary, Ecole St. Anne Immersion, St. Anne Collegiate

SRSD Guidelines for Blended Learning (Oct.13, 2020)

sheri.dinnin@srsd.ca (204) 878-5224

- Carly Gacek: Dawson Trail School, Ecole Lorette Immersion, College Lorette Collegiate, Ecole Ile-Des-Chene School, Ecole St. Adolphe School

carly.gacek@srsd.ca (204) 878-5276

FAQ for Speech/Language Pathology

1. My child was in speech therapy last year, will he/she receive speech/language therapy this year?
 - Yes, students who were in speech or language therapy last year, and who still need speech therapy will continue in therapy.
2. My child was receiving services through speech/language pathology as a preschooler or in his/her previous school. Will he/she receive services at the school?
 - Yes, students who were receiving services before entering school will be seen by the speech/language pathologist. Reports will be reviewed by the SLP, the student assessed following a referral and appropriate follow-up services determined. If therapy is recommended, the SLP will set-up the program to be delivered through the speech/language educational assistant.
3. Which precautions will be in place for safety?
 - Divisional safety protocols, following Department of Health and Education guidelines will be in place (see Seine River School Division Covid-19 Response Plan, Aug 25, 2020)
4. How will that look like?
 - Educational Assistants (EA) will following basic handwashing and cleaning guidelines.
 - EA will be provided with reusable clear masks to conduct speech therapy.
 - Social distancing guidelines will be respected when possible; otherwise face shields/masks will be worn.
5. Who will do the speech/language therapy?
 - Therapy will be delivered by the speech/language assistant, under the supervision of the divisional speech/language pathologist.
6. Where will the speech therapy happen?
 - Therapy will be delivered in a designated speech therapy room.
 - Materials used will be sanitized as per Health guidelines.
7. When will speech therapy start?
 - Students will be seen by the Speech/Language Pathologist by the week of September 28, 2020.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Programming goals will be established and EA's will begin to see students by October 5, 2020.
8. When will new students begin?
- New students will be seen in a timely fashion following the completion of a referral, assessment/screening by the Speech/Language Pathology and determination of goals.
9. What would happen if I decided to decline speech therapy at this time?
- That decision would be respected and the student would be placed on Monitor status, which means that the file will remain open to services and direct services re-instated when requested and/or therapy slot is available.
10. What if I have opted to home-school my child, are speech/language therapy services available?
- As per the Home Schooling Office, within the independent education unit of Manitoba Education, services would not be provided through the school division.
11. Who can I contact to discuss speech/language therapy questions?
- You can contact the Speech/Language Pathologist assigned to your child's school:
 - Paulette Lajoie: SAE, ESAI, Richer, Argborgate 204-878-5228
 - Gisele Charr: PLS, LBC LS, SNI 204-878-5229
 - Lisa Kuilman: DTS, ESAS, IDC, ELI 204-878-5278
 - Allison Tchier: SNC, CLC, SAC 204-878-5253

FAQ's Apprenticeship/Work Experience

Q- Are students able to participate in and earn credits in the Highschool Apprenticeship Program (HSAP) and Work Experience Programs?

A- *Yes, currently students can still participate and earn credits in the HSAP and Work Experience Programs. At those placements they are expected to follow the health guideline outlined for their Industry or Business Sector..*

(<https://manitoba.ca/covid19/restoring/industry-sectors.html>)

(<https://manitoba.ca/covid19/restoring/guidance.html#precautions>)

Q- Will schools still be transporting students to work experience placements and if so what precautions will be taken?

A- *Yes, students will still be transported to work experience placements by private vehicle or bus and during those times will have to follow the guidelines for transportation of students.*

(https://www.edu.gov.mb.ca/k12/covid/docs/guides_trans_schools_en.pdf)

Q- What happens if my young person's work experience placement is not accepting students/no longer available?

SRSD Guidelines for Blended Learning (Oct.13, 2020)

A- The school Student Support Teacher will discuss viable alternatives with the student and their support network to decide on a replacement activity at the school or different work location that will continue to grow the student's skill set.

FAQ- School Libraries

Q- Will the school library be available and open to students and staff?

A-Yes, our libraries will be open with modifications to their environment to ensure social distancing expectations are in place for all who enter that space. Like all areas of the school, high touch areas will be clean and disinfected on a regular schedule.

Q- Will students be able to check out books to take with them?

A-Yes, students will be able to check out books to take with them. When books are returned, they will sit in a "returned" book for a minimum of 24 hours. After that period, they will be disinfected and returned to circulation.

Q- What will the book "check out" process look like?

A-Almost all of our libraries will not require a plexi-shield for the librarians. Instead, to ensure social distancing, librarians will set up their station so that no staff or students can get within 2 metres of them. This will include a table that will be used for students to put their books to be checked out on for the librarian to enter into the system. This will look different as in the past, students would go up directly to the librarian's desks. The table will help ensure social distancing and also provide an area for books to be past back and forth on.

Q- Will students be able to walk around freely to touch all the books?

A- The set up will vary from library to library but we do recommend that before each class enters the library, a few tables are used to display appropriate books for students to choose from. This will decrease the number of surfaces touched by a class and the books would then be rotated out before the next group arises. Students and staff will always have the option to speak to the librarian about a specific book if they wanted help to find one.

FAQ- Music/Band and Physical Education

Q- Will SRSD offer Music/Band and PE classes this year?

A-Yes, these programs will continue in SRSD. These specialist teachers met September 3, 2020 to plan and share ideas together to ensure their strong programs continue no matter what challenges the guidelines have placed on them. SRSD is committed to providing students with Art and activities options as we believe these are more critical than ever for our student's physical and mental health. Our teachers will continue to meet on upcoming professional development days to ensure the sharing and planning together.

Q- Will Music/Band and PE look the same in every school?

A- SRSD strives for equity in all our schools but we recognize that some schools will be able offer options in these areas that others are not able to do. That includes things like using various classrooms, being outside, accessing community facilities, equipment, etc. Our

SRSD Guidelines for Blended Learning (Oct.13, 2020)

intention is to maximize our school buildings to offer as much to each student as possible in these programs.

Q- Will extra-curricular activities continue? (sports, concerts, choral, etc)

A- *At this time, there is no plan for sports and concert type events to continue as they would exceed the number of allowed people in a space. However, we are looking at providing extra-curricular practices to take place, ensuring that Manitoba Health guidelines are followed, this includes various return to sport outlines and music recommendations that have been provided. This will be a school by school decision as to whether these opportunities will be available to students and before beginning, any proposal will require SRSD permission.*

FAQ Physical Education

Q- Can change rooms be used for PE classes?

A- *Yes, if the rooms are available they could be used for changing purposes. Social distancing will be used in these spaces.*

Q- Can community facilities be used?

A- *Yes, schools are encouraged to use community facilities where possible, as long as SRSD guidelines and venue guidelines can be followed. Bus transportation will be extremely limited for these events.*

Q- Will PE equipment be shared and how will it be cleaned?

A- *Equipment will be disinfected between classes (even if they are in the same cohort). Sharing will be very limited.*

Q- Will students have to wear a mask in PE?

A- *If students are at 1 meter for a consistent amount of time they will need to wear a mask. However, our PE teachers are hoping to view this class as a “mask break” so will do their best to ensure students are 2 meters or more apart and outside as often as possible.*

Q- Will high school students still have the option to do practicums?

A- *Yes, when high school students are home on their specific days they will use those times to complete their practicum requirements as well as meet on office 365 during their class time. All students are expected to be in their PE class on the days when they attend the school.*

FAQ Music/Band

Q- Are the social distancing expectations different for Music and Band?

A- *Yes, because of the nature of these classes and how many activities involve the possibility of molecules being projected from the mouth, we are recommending that students be separated by*

SRSD Guidelines for Blended Learning (Oct.13, 2020)

4 meters, doubling the distance. This increased social distancing and modifying of activities is how we are ensuring safety for all staff and students. We are actively sourcing out supplies like “Bell covers” which could help limit this concern and possibly allowing us to move to 2 meters of separation so more students can participate at the same time together.

Q- Will there be holiday concerts or any other events for Music or Band?

A- No, unfortunately that won't be possible until regulations for gatherings change. That being said, teachers are looking at ways to share what is going on in their rooms with families so you can expect to see some short videos of students playing once teachers settle into this school year and gain information on how to share this the best way possible.

FAQ Self-Isolation

1. In what situations will I be required to self-isolate?
 - As per Manitoba public health orders, you will be required to self-isolate for 14 days if:
 - You have tested positive for COVID-19; or
 - You have been exposed to COVID-19 by a closer contact
 - Individuals who are required to self-isolate will be contacted directly by a public health official.
 - If there are concerns, you can contact Health Links directly at (204-788-8200 or 1-888-315-9257).
2. If I have tested positive for COVID-19, will I be paid?
 - If you are unwell and unable to perform your duties, you will be eligible to use sick days (to the extent of your individual balance).
 - If you are able to work, please contact your Principal/Supervisor to discuss assignment of duties which you can perform from home.
 - While it is our intent to support staff in these situations, they will be reviewed on a case-by-case basis and it may not be possible to support work at home arrangements.
3. If I have been directed to self-isolate by public health officials and cannot attend work, will I be paid?
 - If you are unwell and unable to perform your duties, you will be eligible to use sick days (to the extent of your individual balance).
 - If you are able to work, please contact your Principal/Supervisor to discuss assignment of duties which you can perform from home.
 - While it is our intent to support staff in these situations, they will be reviewed on a case-by-case basis and it may not be possible to support work at home arrangements.
4. If a child or staff member is living with someone who is symptomatic of a common cold or flu-like symptoms, but has not tested positive for COVID-19, should the student or staff member stay home, or is it OK to go to school?
 - As long as the student/staff member is not symptomatic, and has not been in contact with a positive case of COVID-19 they can attend the school. As soon as a sick

SRSD Guidelines for Blended Learning (Oct.13, 2020)

household member gets a positive test result, the student/staff member would become a close contact and would need to go home and isolate with their family.

5. What if I am feeling unwell or exhibiting flu-like symptoms?
 - Please stay home if you are exhibiting flu-like symptoms.
 - If you are not able to perform your duties, you will be eligible to use sick days (to the extent of your individual balance)
 - If you are able to work, please contact your Principal/Supervisor to discuss assignment of duties which you can perform from home.
 - While it is our intent to support staff in these situations, they will be reviewed on a case-by-case basis and it may not be possible to support work at home arrangements.

6. I have a family member who has been directed to self-isolate, do I also have to self-isolate?
 - No. If you are not exhibiting symptoms, you are not required to self-isolate.
 - However, we want to emphasize caution to all our employees and have them monitor the conditions of the person they have come into contact with. Should the symptoms change, contact Health Links directly at (204-788-8200 or 1-888-315-9257).

7. If others in my household are exhibiting flu like symptoms but I am symptom free, can I attend work?
 - Yes, you can attend and are expected to attend work providing you are symptom free.
 - If there are concerns, you can contact Health Links directly at (204-788-8200 or 1-888-315-9257).

8. If I have come into close contact with a family member or friend who is currently exhibiting symptoms but I am symptom free, can I attend work?
 - Yes, you can attend and are expected to attend work providing you are symptom free.
 - If there are concerns, you can contact Health Links directly at (204-788-8200 or 1-888-315-9257).

9. What will happen if I travel interprovincially to areas which are know to be restricted as per the MB Government
 - Manitoba public health officials are strongly advising all Manitobans, including health-care providers, to cancel or postpone any non-essential travel. This includes international travel and travel within Canada. There should be no recreational, tourist or non-essential personal travel. In addition, effective immediately, public health officials are recommending that anyone who returns from travel, either international or domestic, should self-isolate and self-monitor for symptoms for 14 days following their return.
 - Employees are required to disclose to their Principal/Supervisor if they are planning any interprovincial travel to areas that are know to be restricted as per the MB Government.
 - Upon return, you will be required to undergo a 14-day period of self-isolation before you can return to work or enter any school division building. The period of self-isolation will be unpaid as you have voluntarily elected to travel when it is not recommended.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

10. What will happen if I travel internationally?

- Employees are required to disclose to their Principal/Supervisor if they are planning any international travel.
- Upon return, you will be required as per Government directive to undergo a 14-day period of self-isolation before you can return to work or enter any school division building. The period of self-isolation will be unpaid as you have voluntarily elected to travel when it is not recommended.

Assessment Timelines

Assessment	Level	Due Date Fall	Due Date Spring	Deadlines for CLEVR entry
Numeracy assessment SRSD	Grades 1-9	Last week of September	N/A	Second Friday of October
Concepts About Print-in English	Kindergarten & Maternelle	Strong Beginnings/Bon Depart/September	Last Friday of May for Immersion programming only	Last Friday of October First Thursday in June
Hearing and Recording Sounds Concepts About Print – In English	Grade 1 English and Immersion	Strong Beginnings/Bon Depart/September	N/A	Last Friday of October
Fountas and Pinnell	Kindergarten (English only)	N/A	Last Friday of May	First Thursday of June
Fountas and Pinnell	Grades 1 – 8 (English and Immersion)	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
SOAR	Grades 7 – 10 required, 11 optional	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
GB+	Grades 2 – 8 Grade 1 in May	Last Friday of November (2-8)	Last Friday of May (1-8)	Last Friday of November First Thursday of June
SRSD Writing Task Assessment	Gr. K-8 (assess a minimum of 3 pieces)	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
BURT – required for students who have received reading intervention (RR and LLI) in grade 1	Grades 1, 2, 3	Last Friday of November Last Friday of March	Last Friday of May	Last Friday of November Last Friday of March First Thursday of June
Running Records must be current for all students reading below level.				
Assessment Record Keeping: 1. All assessments must be kept for one year following their administration and then shredded. 2. Assessment results must be kept in the student's cum file.				

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- a. School must use the assessment data to inform instruction and therefore may choose to keep the assessments in a 'classroom location' during the school year and share the information during transition sharing.
- b. Results need to be put in the cum file at year end
3. In June of each year, the most recent assessment records must be entered into CLEVR.
4. The bi-annual assessment record (bulk print form), must be printed off and put in the student's cum file. Previous forms are shredded, i.e. if a child is in grade 6 in June, the previous form/record sheet for grade 5 will be removed from the cum file, shredded and the current grade 6 record form will be placed in the cum file.

Teachers will develop an intervention support plan for any student who does not meet the SRSD grade level benchmarks in assessments.

Strong Beginnings

Strong Beginnings 2020-2021 will take place on Friday September 25 and Monday, September 28, 2020 for all K/M to 8 students. Half the students will attend on the Friday and the other on the Monday, all students will attend the full day on their designated day. Schools will determine how classes like PE, Music etc. and recess/lunch are handled on those 2 days. Please ensure that teacher prep time is respected as you plan out the schedule for the 2 days.

The following assessments/activities must take place over the course of the 2 days:

Kindergarten/Maternelle

Must be Administered-Concepts About Print in English

Some other options that could be done in addition in your K/M/1 rooms are the following:

- Record of Oral Language
- Collection of samples of children's creations (e.g. drawings, engagement with books, writing their name, recognizing their name) to have evidence of strengths of the child or areas that may require more specific attention

Grade 1-8 – English and French Immersion

Grades 1-8 Numeracy:

- Administer SRSD Number Sense Skills Assessment – the assessments, marks spreadsheet and answer keys can be found in Sharepoint – Curriculum & Instruction – Mathematics
- Math Openended questions assessment – this can be found in Sharpoint – C & I Strong Beginnings folder

Fountas & Pinnell Benchmark Assessment

Please complete one for all students so that schools and teachers have the information to plan for student needs (Interventions, reading groups, etc.) *This F & P is for school planning information, another assessment will be required closer to November Clevr data entry date.

Remote Learning Support from Educational Assistants

SRSD Guidelines for Blended Learning (Oct.13, 2020)

The Manitoba Education department states the role of the educational assistant as ‘a person hired to support the work of professional staff, such as teachers and clinicians. Educational assistants are valued members of the school community. They make a significant contribution to the work of the school and toward the education of all students. Their roles are determined by the needs of the school division. Their day-to-day activities are directed by the principal, teacher, or other professionals under whose supervision they work, and can be as varied as the teachers and students they support.’

In remote learning situations, educational assistants are to continue in their role of supporting students. The following provides direction for Educational Assistant to support remote learning for students. This list is not exhaustive.

- Daily check ins with students (digitally or via telephone)
- Providing support in everyday activities and encouraging positive student interaction on line or in person
- Build positive relationships with students, which increases the effectiveness of student learning support; contributing to student safety, reinforcing a positive, welcoming environment, and resolving situations that may pose a risk to students or compromise their educational opportunities; identify safety issues and take preventive measures, by following established safety policies and procedures
- Watch for potential problem situations and prevent escalation of conflict whenever possible; a basic understanding of appropriate student behaviour and the factors that affect behaviour can help to manage and direct students more effectively
- Assist the supervising teacher with preparatory work. This “extra pair of eyes and hands” can be invaluable to the smooth functioning of the classroom even when the classroom is on line.
- Respond to the needs of the students as well as the teacher and/or school team in a timely and appropriate way.
- Support teachers in the high volume of activity and change that takes place in an online or typical workday.
- Daily reading/re reading with students
- Tutorial support for lessons delivered by the teacher
- Assist in keeping students engaged in the range of activities that take place in the learning environment. These activities, for example, may be academic, social, or related to specific student needs
- Being part of the teams’ lessons delivered by the teacher so they are able to support students after the lesson
- Materials – educational assistants may be expected to operate and maintain specialized devices, equipment, and technologies. They may be required to assemble, organize, and construct support materials as directed by the teacher to assist in the on line learning or learning packages
- Assist with practice time, or support students to feel that they can perform a task. Educational assistants assist students by explaining, demonstrating, and modelling the skills and attitudes necessary to encourage and support learning as facilitated by the teacher.
- Preparation of work for students (in the event the student does not have reliable internet access)

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Delivery of work to and from students (in the event the student does not have reliable internet access)
- Being familiar with the purpose and the terminology of student plans; support effective communication with the students, teachers, and supervisors with whom they work

Remote Learning/Home Schooling information and Chart

Home schooling:

Homeschooling is when parents choose to be responsible for their child's education and not have their child attend a public or independent school.

When parents choose to homeschool their child, they are responsible for obtaining resources and materials for the program of study.

Provincial funding is not available to families who homeschool.

The students would no longer be enrolled as students in Seine River School Division.

Students will not receive any services or support from clinicians or school staff.

Parents must register their child at the Home-Schooling office at the Department of Education.

Remote Learning:

Remote learning is provided to students who are unable to attend classes in person at their school.

Students who are receiving remote learning support are still registered as students in out school division. They are marked as excused

Parents must request remote learning by filling out the request form and submit the form to the principal and the principal will forward the forms to Senior Admin.

Each student who is approved for remote learning will have a 'case manager' at the school who will contact the family and design the remote learning plan.

Classroom teachers and support teachers will ensure curriculum delivery.

What to do Checklist:

When students, who you expected to come to school in September 2020, do not come please:

Keep a list of students who are remote learning and a list of students who have told you they are home schooling and a list of students you don't have information for.

1. Call all of these students' families:
 - a. For remote learning student:
 - i. establish who the is the contact person/case manager for remote learning students
 - ii. do they have a reliable internet connection?
 - iii. Do they have a devise available for the student to use?

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- iv. determine date of lessons beginning and their daily schedule
 - v. determine regular communication schedule with parent
- b. Home Schooling students:
- i. Inquire if the family would access remote learning if it were available to them
 - ii. Do they have a reliable internet connection?
 - iii. Do they have a device available for students to use?
 - iv. Answer questions the family may have about differences between remote learning and home schooling
- c. Students/families you have not heard from:
- i. Inquire what schooling option they are accessing – home schooling, in school classes, remote learning or independent schooling
 - ii. Encourage them to return to in school learning as an option
 - iii. Do they have reliable internet?
 - iv. Would they have a device available for the student to use?
 - v. Are interested in remote learning? If interested in remote learning explain how it would work

Remote Learning Student Chart <i>Name of School</i>				
Name of student	Grade	Date of lessons to begin/daily schedule	Reliable Internet	Devis available

Home Schooling Chart <i>Name of School</i>				
Name of student	Grade	Interested in Remote Learning if it were available	Reliable Internet	Devis available

Students/families not heard from Chart <i>Name of School</i>					
Name of student	Grade	What education choice have they made?	Reliable Internet	Devis available	Interested in remote learning?

Covid-19 Maintenance – Disinfection Protocol

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Seine River School Division acknowledges that effective disinfecting procedures are vital in the fight against COVID-19. Regular cleaning and disinfecting will help prevent the transmission of viruses from contaminated objects and surfaces.

The following are the procedures that all Custodians across the division must implement:

- The maintenance supervisor in consultation with each school principal and the health and safety officer will determine if there are any toilets, sinks and common area items that can be placed out of order or removed
- Principal and day custodian will develop a school cleaning schedule. Shared common spaces e.g. gym, libraries will be disinfected between cohorts
- Classrooms will be cleaned at the end of every day
- Water fountains are not to be used. Additional water coolers might need to be installed
- In classrooms, teachers will be required to eliminate items that are difficult to clean as recommended by the department of education:
 - Modelling clay
 - Indoor sand
 - Sensory tables
 - Plush toys
- Teachers will be provided with cleaning items and training. All cleaning materials must be kept stored away from students
- Custodians will be required to disinfect 3 times a day, mid morning and after lunch the following:
 - Door Knobs and door handles. Where possible to limit the contact, keep doors open during the day with wedges, kickdowns or the auto door opener
 - Stair Railings
 - Washroom faucets
 - Toilet flush levers
 - Paper Towel dispensers. Encourage the use of the electric hand dryers
 - Windows on doors
 - Light Switches
 - Chairs and other furniture and appliances in staff rooms and meeting rooms
 - Water coolers
- Staff will use only the N44 Neutral Disinfecting product from Enviro Solutions. Custodians will use the dispensing machine to fill smaller spray bottles; ensure the bottles have appropriate WHMIS labels
- Note proper disinfecting process:
- Staff will spray the surfaces with the solution
- Let it stay on the surface for a minute - **this is required in order to effectively kill the virus**
- And then wipe it off with a cleaning rag
- Wash your hands

IT Disinfection Protocol

SRSD Guidelines for Blended Learning (Oct.13, 2020)

Student laptops on a cart

1. Wash hands before using laptops.
2. After students use laptops, staff sprays N44 on rag once or twice (not directly on laptop).
3. Staff wipes keyboard, screen.
4. Staff closes the laptop lid, then wipes the top and sides of laptop - basically, anywhere the student may have touched the device.
5. Staff returns laptop to cart and plugs in.
6. Sprayed rag should clean 2-3 laptops before re-applying N44.
7. Wash hands after cleaning.

Laptops in a classroom, library, or a computer lab

1. Wash hands before using laptops.
2. After students use laptops, staff sprays N44 on rag once or twice (not directly on laptop).
3. Staff wipes keyboard, screen.
4. Staff closes the laptop lid, then wipes the top and sides of laptop - basically, anywhere the student may have touched the device.
5. Sprayed rag should clean 2-3 laptops before re-applying N44.
6. Wash hands after cleaning.

Laptop carts

1. Wash hands before handling laptops or cart(s).
2. At end of day, staff sprays N44 on rag once or twice (not directly on laptop, power cords, or cart itself).
3. Staff pulls laptop out of slot, unplugs laptop, and wipes 5-8 cm of power cord from where it attaches to the laptop.
4. Staff wipes slot that laptop sits in, then plugs laptop to power and returns laptop to slot.
5. Sprayed rag should clean 2-3 laptop power cords and cart slots before re-applying N44.
6. Wash hands after cleaning.

Student desktops in a classroom, library, or a computer lab

1. Wash hands before using desktops.
2. After use, staff sprays N44 on rag once or twice (not directly on any tower, keyboard, or mouse).
3. Staff wipes keyboard, mouse, screen power button, tower power button - basically, anywhere the student may have touched the equipment.
4. Sprayed rag should clean 2-3 machines (keyboard + mouse + tower) before re-applying N44.
5. Wash hands after cleaning.

SRSD Technology Resources

Microsoft 365

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Staff and students have access to the **Microsoft 365** platform at <http://portal.office.com>.
 - Students sign in with SRSD computer login, followed by @student.srsd.ca (example: ksmith@student.srsd.ca), and their SRSD computer password.
 - Staff sign in with their SRSD email address (example: karen.smith@srsd.ca) and password.
- **Microsoft 365** includes web access to familiar Microsoft applications, including **Word**, **Excel**, and **PowerPoint**. It also where users will find their personal cloud storage area (**OneDrive**), email (**Outlook**), hosted video (**Stream**), and the **Teams** platform.
- The SRSD has prepared instructional videos on how to access **Microsoft 365**, which are hosted on the SRSD website.
 - [Office 365 for Students - Accessing Office 365](#)
 - [Office 365 for Students - Accessing OneDrive](#)
 - [Office 365 for Students - Accessing OneNote Class Notebook](#)
 - [Office 365 for Students - Accessing Teams](#)

Flipgrid

- **Flipgrid** is a free video discussion platform from Microsoft that helps educators see and hear from every student in class and foster a fun and supportive social learning environment.
- In **Flipgrid**, educators post discussion prompts and students respond with short videos.
- **Flipgrid** fits in nicely with Teams if teachers choose to use it with their students.
- The SRSD has prepared an instructional video on how to access **Flipgrid**, which is hosted on the SRSD website - [Office 365 for Students - Accessing Flipgrid](#).

SRSD Technology in Education website

- Staff has access to the **SRSD Technology in Education** website at https://studentsrsd.sharepoint.com/sites/SRSD_TechEd.
- The website includes a section for [educator resources](#), a [document library](#), and a [list of news articles](#) that staff may find helpful as they infuse technology into classrooms across the division.

SRSD Stream Videos

- Staff has access to the **SRSD Stream** platform at <https://web.microsoftstream.com/>.
- In **Stream**, there are a variety of channels set up for videos geared towards staff, including [Tips for Microsoft 365](#), [Tips for Flipgrid](#), [Tips for Windows 10](#), and [Tips for Microsoft Teams](#). There is also the [Student Tech Tools](#) channel for students and staff.

Transportation Protocols for SRSD Staff

Student pick up

- All passengers on buses must complete a daily self test prior to loading the bus

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- (see <https://sharedhealthmb.ca/covid19/screening-tool/>)

What do I do when a child exhibits symptoms of COVID-19?

- Children who are ill will not be allowed onto the bus.
- If a child starts to exhibit symptoms while on the bus. The Driver will stop the bus and provide the child and the child sharing the same seat with masks to wear until they reach the school.
 - The driver will inform the dispatcher of sick child.
 - The dispatcher will then advise the school.
 - Once the bus arrives at the school, a member of the school staff will meet the child and follow proper protocol to have child isolated.

What do I do when a child is sick on the bus?

- If a child becomes sick (i.e. vomiting) on the bus, the driver will isolate the child and provide him or her with a mask as well as the student sharing the same seat.
 - The driver will advise the dispatcher of said sick child.
 - The dispatcher will then advise the school.
 - Once the bus arrives at the school, a member of the school staff will meet the child and follow proper protocol to have child isolated.
 - Once the bus has been unloaded the driver will use the Body Fluid Cleanup Kit and use the fluid solidifier and place it on the fluid then sweep up. Waste is then placed in the bio hazard bag and disposed of. Hands are to be washed with soap and water. If soap and water is not available at the time, hand sanitizer in the clean up kit should be used.

Unloading/loading at the School

- Site based school plans will be created to ensure a minimum of 4 meters between cohorts while loading and unloading.
- Buses must unload front to back.
- Buses will be loaded back to front.

Cleaning

- Drivers will receive a bottle of N64 cleaning solution and a package of masks, gloves, paper towel/rag and garbage bags
- Items from the package can be replenished at any school or at the Transportation Office
- When replenishing any items in the package you are required to sign the log sheet for the refill
- Cleaning must occur after AM & PM runs are completed or if you have transported 75 students before completion of all runs. Sanitization will commence from the back of the bus and work towards the front.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

What needs to be sanitized?

- Seat and back of seat
- Lower windows
- Steering and all controls that were used
- Hand railings
- Once complete, the mask, gloves and rags are to be thrown in the garbage and disposed and hands are to be wash with soap and water. If soap and water is not available at the time hand sanitizer should be used.

Bus Manifests and cleaning logs

- Daily bus manifests and cleaning sheets must be completed and submitted on a weekly basis (Monday mornings) to the schools.
 - Schools will forward manifests and cleaning logs to the Transportation Office in Tuesday's courier.

COVID-19 Guidelines for Transportation to Schools for Parents/Caregivers

Last Updated: Aug 14, 2020

The Seine River School Division takes the safety of the students we transport very seriously. We have increased our cleaning protocols for the coming year. With the current state of COVID-19 there will be some temporary disruptions to transportation services.

- Kindergarten to Grade 4 students who reside within 1.6 kilometers from the school will no longer qualify for transportation to and from school. This is a temporary measure and service will be restored as soon as possible.
- Once pick-up times are confirmed, parents will receive a phone call from their child's bus driver to advise of their pick-up and drop-off times.
- We ask for your patience and understanding as services will require us all to be flexible as daily bus service may be disrupted due to unexpected staff illness.
- Transportation department will contact families if there is a temporary disruption in service and it will be posted on our website.

What is to be expected during my child's bus ride?

- Parents are expected to complete the screening tool daily as students with symptoms of COVID-19 must not attend school or be passengers on buses (<https://sharedhealthmb.ca/covid19/screening-tool/>).
- All passengers must perform hand hygiene before and after being on the bus.
- All passengers will have assigned seats. Where possible, one student will be seated per seat on the school bus. Students from the same household or in the same class may sit together on one seat.

SRSD Guidelines for Blended Learning (Oct.13, 2020)

- Students must remain seated in their own seats and are not permitted must to move on the bus.
- Regardless of seating arrangement needs, up-to-date lists of bus riders and drivers will be maintained to enable contact tracing if required.
- Children should maintain physical distancing when lining up to get on the bus, and when exiting the bus. This includes group stops.
- Buses will be loaded from rear to front and unloaded from front to rear; one student or household should stand up and exit at a time to minimize close contact between students;
- Bus drivers and students from grade 5 to 12 must wear non-medical masks, guidelines on how to wear a mask can be found at <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/how-put-remove-clean-non-medical-masks-face-coverings.html>

MANITOBA EDUCATION

Kindergarten to Grade 12 Mathematics Curriculum Resources from Manitoba Education

1. **Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013**
Grades 9 to 12 Mathematics: Manitoba Curriculum Framework of Outcomes 2014

This document provides a common base for the curriculum expectations mandated by Manitoba Education. Its intent is to communicate high expectations for students in mathematics education and to facilitate the development and use of learning resources.

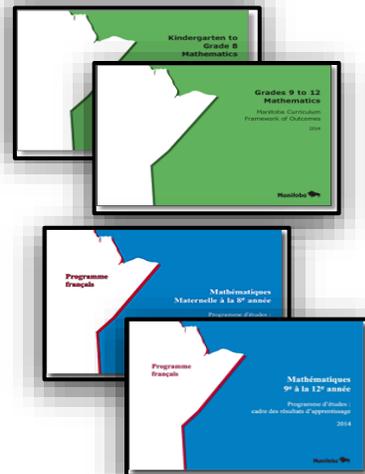
K - 8: English: https://www.edu.gov.mb.ca/k12/cur/math/framework_k-8/index.html

K - 8: French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/cadre_m-8/index.html

9 – 12: English: https://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html

9 – 12: French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/cadre_9-12/index.html

2. **Glance Across the Grades**



SRSD Guidelines for Blended Learning (Oct.13, 2020)

The *Glance Across the Grades* resource allows teachers to view concepts across the grade levels from Kindergarten to Grade 9 in the context of big ideas. It shows a continuum of the learning outcomes of the Manitoba math curriculum.



English: https://www.edu.gov.mb.ca/k12/cur/math/glance_k-9/index.html

French:

http://www.edu.gov.mb.ca/m12/frpub/ped/gen/survol_reference/survol_annees/index.html

3. Curriculum Essential Documents (Grade At A Glance) for Mathematics, Science and Social Studies.

Curriculum Essentials are resources designed to provide a “quick start” and facilitate integration of the Manitoba curricula for Mathematics, Science and Social Studies in Grades 1 to 8. The documents are available in Mathematics for Grades 1 to 9.



English: <http://www.edu.gov.mb.ca/k12/cur/essentials/math.html>

French: <http://www.edu.gov.mb.ca/m12/progetu/survol/math.html>

4. Progression of Learning Math Facts Chart

The Progression of Learning Math Facts chart shows end of grade level expectations for learning math facts. Please refer to the learning outcomes related to learning math facts in the [*Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013*](#).

A screenshot of the 'Progression of Learning Math Facts' chart. It is a grid with columns for different math facts (e.g., addition, subtraction, multiplication, division) and rows for different grade levels, showing the progression of learning expectations.

English: <http://www.edu.gov.mb.ca/k12/cur/math/facts/index.html>

French: <http://www.edu.gov.mb.ca/m12/frpub/ped/ma/faits/index.html>

5. Mathematics Support Documents for Teachers

These grade level documents available for Kindergarten to Grade 8 provide various suggestions for instruction, assessment strategies, and learning resources. The documents are intended to be used by teachers as they work with students to achieve the learning outcomes identified in [*Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013*](#).



English: <http://www.edu.gov.mb.ca/k12/cur/math/supports.html>

6. Mental Math Supports for Grade 8 and 10

The documents complement the Grade 8, 9 curricula and 10- 12 Essential Mathematics curricula and are intended to help students develop strategies to perform mental calculations.

Mental Math Grade 8 Mathematics:



SRSD Guidelines for Blended Learning (Oct.13, 2020)

English: http://www.edu.gov.mb.ca/k12/cur/math/mm_gr8/index.html

Mental Math Grade 9 Mathematics:

English: http://www.edu.gov.mb.ca/k12/cur/math/mm_gr9/

Mental Math Grade 10 Essential Mathematics:

English: http://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr10/index.html

French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/10e_cm/index.html

Mental Math Grade 11 Essential Mathematics

English: http://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr11/index.html

French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/11e_cm/index.html

Mental Math Grade 12 Essential Mathematics

English: https://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr12/index.html

French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/12e_cm/index.html

7. Home Finance: Grade 12 Essential Mathematics

This support document for the Grade 12 Essential Mathematics course is designed to be project based spanning several days in order to meet the Home Finance learning outcomes. To make the discussions as authentic as possible, the project explores buying, renting, and maintaining a home.

English: https://www.edu.gov.mb.ca/k12/cur/math/home_finance/index.html

French:

https://www.edu.gov.mb.ca/m12/frpub/ped/ma/finances_immobilières/index.html



8. Vehicle Finance: Grade 12 Essential Mathematics

This support document for the Grade 12 Essential Mathematics course is designed to be project based spanning several days in order to meet learning outcomes. While the document is not the only way this unit can be covered, it provides several possible approaches as well as vocabulary with which students should become familiar.

English: https://www.edu.gov.mb.ca/k12/cur/math/vehicle_finance/index.html

French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/financement_vehicule/index.html



9. The Mathematics Learning Roadmap (French)

Kindergarten to Grade 6 is an adaptation of the Learning Maps documents developed by a group of coaches and consultants from different school divisions. The Roadmaps focus on three areas: big ideas, problem solving and assessment. Each grade level maps contains a list of manipulatives, models, vocabulary, and essential documents to support learning. Links to the PRIME resource are offered.

Grade 7 should be available shortly.

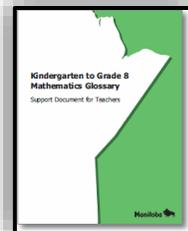


SRSD Guidelines for Blended Learning (Oct.13, 2020)

French: Please contact [Nicole Allain Fox](mailto:Nicole.AllainFox@gov.mb.ca) (Nicole.AllainFox@gov.mb.ca) for more information about the resource.

10. Kindergarten to Grade 8 Mathematics Glossary: Support Document for Teachers

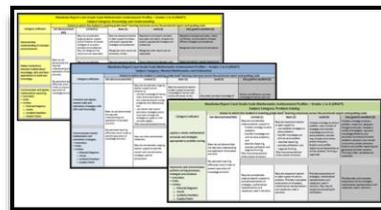
This glossary provides an understanding of the mathematical terms used in Kindergarten to Grade 8 mathematics, as reflected in [Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes](#).



English: https://www.edu.gov.mb.ca/k12/cur/math/glossary_k-8/index.html

11. Report Card Profiles

These documents provide profiles of academic achievement across the report card grade scale for each of the mathematics categories. The profiles apply across grade levels and, as such, are interpreted with respect to grade-level curricular outcomes. They support a more clearly articulated understanding of the mathematics categories and what student achievement in mathematics looks like across the report card grade scale.



English: https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/profiles.html

French: https://www.edu.gov.mb.ca/m12/eval/bulletin_scolaire/notation/profils.html

12. Report Card Opinions vs. Facts Information Sheet

The sheet addresses departmental expectations regarding assessment and grading by referencing information from the [Manitoba Provincial Report Card Policy and Guidelines](#).

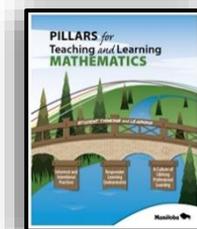


English: http://www.edu.gov.mb.ca/k12/assess/report_cards/index.html

French: https://www.edu.gov.mb.ca/m12/eval/bulletin_scolaire/index.html

13. Pillars for Teaching and Learning Mathematics

Pillars for Teaching and Learning Mathematics is a framework that supports improvement and sustained growth in Kindergarten to Grade 12 mathematics education in Manitoba. This resource was initiated by Manitoba Education and developed in collaboration with members of the provincial Numeracy Leaders' Network. The framework provides educators with a starting point for reflection, discussion, and learning. It will set direction for professional learning and help reinforce consistent language and practices for the teaching and learning of mathematics in Manitoba.



English: <https://www.edu.gov.mb.ca/k12/cur/math/pillars/>

Manitoba Education Standards for Remote Learning

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 a recognition that some students may require remote learning, as follows:

- **Periodic:** Remote learning can be provided periodically when K–12 students are at home in isolation/quarantine, when cohorts are not possible, and for some high school students during the Yellow/Caution level. Learning is directed by the classroom teacher.
- **Restricted and Critical Levels:** As part of the Pandemic Response System, remote learning is required at different response levels (i.e., at Orange/Restricted and Red/Critical levels). Since in-class learning would be suspended during this time, learning would convert to remote delivery and would continue to be directed by the classroom teacher. For additional details about the Pandemic Response System, read Manitoba's COVID-19 response level system summary at www.gov.mb.ca/asset_library/en/restartmb/pandemic_response_system.pdf.
- **Medical Accommodations:** These accommodations are for students who are medically advised not to return to in-class learning due to COVID-19–related factors. These situations should be rare and limited to children with compromised immune systems or other medical conditions that increase their risk. Parents and caregivers must consult with health care providers on the need for accommodation (see *Restoring Safe Schools: COVID-19 K–12 School Settings Practice Guidance and Protocols, August 24, 2020*, page 18 at www.gov.mb.ca/asset_library/en/covid/k-12-reopeningplan-guidance.pdf). Note: This option can be available if health care providers have concern for immediate family members in a shared household where they cannot physically distance. This learning is organized at the division level (not by the in-class teacher) and may be coordinated across divisions.

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.