

Recovery Learning

Learning Continues

Manitoba Education, school divisions, schools, and key stakeholders are focused on ensuring the safety and well-being of students and educators during the COVID-19 pandemic. The unprecedented suspension of in-class learning requires a priority focus on continued learning and assessment for all, as well as a thoughtful and careful approach for when classes resume.

Defining Recovery Learning

Recovery learning is a process to enable Manitoba students to transition back from remote learning to classroom learning in schools, while addressing their mental and physical well-being and academic success.

Given the current situation, it is anticipated that when students return to school there will be a wider than usual range of learning gaps and needs that will require additional supports and learning plans. The requirement for additional support will be identified on individual report cards in June. This will be based on

- the student's participation in remote learning
- the teacher's assessment of learning during this period (This includes when a student was unable to complete the expected work; when the student did not demonstrate the required level of understanding or performance of the outcomes of the course; and/or when the student did not meet all the requirements of the course.)

Recovery learning will be a responsive process that includes adaptations and differentiation to be applied over the coming months/year(s). It is intended to identify learning needs in a coordinated, collaborative, and intentional way so that accelerated learning can occur.

Planning Principles

- Recovery learning
 - is a positive orientation that promotes future success
 - meets students where they are in their learning process and in the transition from remote learning back to the classroom setting

- acknowledges the diversity of student and educator experiences during the suspension of in-class learning
- recognizes the holistic needs of students, especially those who are identified as most at risk due to the suspension of in-class learning and the impact of the COVID-19 pandemic
- There is no one-size-fits-all recovery learning program or package. The implementation of recovery learning will differ across grade bands, groupings, and school contexts.
- Recovery learning involves
 - intentionally addressing the mental well-being of students and staff when in-class learning resumes
 - planning for varying periods and types of learning, depending on identified student needs
 - planning in collaboration with students, parents/caregivers, other classroom teachers, and student services personnel



Guidelines

- All students will receive a final grade and a report card in June, as outlined in the Manitoba Education COVID-19 Response Plan. Marks will be based, at minimum, on the student's performance at the time of the suspension of learning; however, students will have an opportunity to improve their mark.
- Teachers should follow the *Manitoba Provincial Report Card Policy and Guidelines* when assessing student achievement. Teachers will determine a final grade for students based on their professional judgment of the body of evidence collected until the end of the current school year and in consideration of the obstacles faced by some families during the period of remote learning.
 - Grades 1 to 6 will continue to use the 1–4 scale.
 - Grades 7 to 8 will report both the 1–4 scale in the categories and a percentage final grade.
 - Grades 9 to 12 will report percentages unless otherwise indicated within the policy document.
- The report card communicates student achievement and learning behaviours. Teacher comments on the report card will identify whether students have acquired the required learning to be successful at the next grade level and what continued learning they may need, if any. Teachers should provide a short summary of the outcomes they have addressed in class or online, along with student strengths and areas for growth.

- Teachers will be asked to document the extent to which students have participated in remote learning for the period between March 23, 2020, and the end of the school year, using the Learning Behaviours category “Active participation in learning.” As per *Manitoba Provincial Report Card Policy and Guidelines*, this reporting applies to the current reporting term only. For Kindergarten to Grade 8, this can be expressed as an overall comment on the report card; for Grades 9 to 12, comments should be made by subject area.
- Teachers will apply the scale used to assess learning behaviours in the Grades 1 to 12 report cards to report on the range of participation in remote learning, as follows:
 - Consistently: The student participated all of the time (or almost all of the time) in remote learning (either online, print-based, or a combination) and completed assignments. Monitoring of progress was ongoing.
 - Usually: The student participated more than half of the time in remote learning and completed approximately half of the assignments. There was some monitoring of progress.
 - Sometimes: The student participated less than half of the time in remote learning and their participation in learning activities was limited. Therefore, assessment of progress was limited.
 - Rarely: The student never (or almost never) participated in remote learning. Assessment was not possible.
- As per the guidelines set out in the document *Provincial Assessment Policy Kindergarten to Grade 12*, the final decision about promotion to the next grade (Kindergarten to Grade 8) and whether or not to grant credits (Grades 9 to 12) rests with the principal, in consultation with teachers, parents, and other specialists, as appropriate. No student should be penalized due to the COVID-19 pandemic or due to barriers in achievement and participation during the suspension of in-class learning. Special efforts should be made to support and engage all students in remote learning, with a particular focus on Grade 12 students. For more information, see www.edu.gov.mb.ca/k12/assess/docs/policy_k12/index.html.

Kindergarten to Grade 8 Learning, Assessment, and Reporting

- Students in Kindergarten to Grade 8 will proceed to the next grade in September and should not receive an Incomplete on the June 2020 report card.
- As teachers have been advised to focus on literacy and numeracy, assessment and teacher comments should focus on these areas. Science, social studies, physical education and health education, and the arts are to be assessed as teachers are able. If additional formal learning in these subject areas cannot be assessed in April through June, the final grade may be based on the teacher’s judgment of performance shown as of March 20, 2020.

Grades 9 to 12 Learning, Assessment, and Reporting

- Grades 9 to 12 students will receive, at minimum, the grades they achieved at the time of suspension of classes. If students were not on track to pass a course as of March 20, 2020, and do not increase their mark through the remainder of the semester, credit will not be granted. The only exceptions are the following:
 - Newcomer students in literacy, academics, and language (LAL) courses who have not yet demonstrated the learning expectations for that course can receive an Incomplete.
 - Students enrolled in Physical Education/Health Education 30S and 40S who were on track to complete their hours or modules as of March 20, 2020, will be granted credit for the course. Students who did not complete any hours or modules prior to this date and did not submit any hours or modules after this date will receive an Incomplete for the course.
- To ensure that students meet industry certifications or Apprenticeship Manitoba requirements, special efforts will be made to allow students to complete practical outcomes with gap training once schools reopen (see the Manitoba Education COVID-19 support document *Technology Education and Career Development Education* at www.edu.gov.mb.ca/k12/covid/support/index.html).
- Students on track or eligible to graduate as of March 20, 2020, as well as those students who have improved their marks to a passing grade since then, will receive credit for the courses they were enrolled in. As with all years, students who have acquired sufficient credits to graduate will be able to graduate.



Moving Forward When Classes Resume

- When in-class learning resumes, schools will plan for a period of reorientation to classroom routines, rebuilding community and relationships, and planning for instruction. In September 2020, educators will use their existing assessment processes, along with the information provided on recovery needs on the June 2020 report card.
- Dialogue between the previous year's teacher(s) and the current teacher(s) will aid in transition planning. Families may add insights about the student's experiences with remote learning. Schools should ensure that there are sufficient supports in place to facilitate this dialogue, as well as joint planning among colleagues, parents, and students.
- Recovery learning will differ according to the opportunities and constraints of the school year. Schools are encouraged to develop a flexible learning approach and allow the implementation of recovery learning to vary according to the needs of the students, the opportunities and constraints of the school schedule, and available resources (see the *UNESCO COVID-19 Response Sector Brief: Prepare for School Reopening* at <https://unesdoc.unesco.org/ark:/48223/pf0000373275>).

- While more system-level planning will be required, including teacher engagement strategies, the following considerations will be incorporated into planning:
 - School teams will need to review the diverse student and educator experiences that will have unfolded during the suspension of classes and intentionally address the mental well-being of the school community upon their return to school.
 - Students who are most at risk due to the disruption of their learning will require additional supports when classes resume so that they may reach their full learning potential within their grade level.
 - Schools will need to plan for varying lengths of time, as well as diverse models and strategies for recovery learning, depending on student needs, grade levels, subject areas, and school contexts.
 - There may be additional waves of COVID-19 over the next 18 to 24 months, and recovery learning and alternate ways of addressing learning needs will be considered as part of this planning.