



École Salish Secondary

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Dear Parents/Guardians,

As we continue to navigate life and learning in these unusual circumstances, we have encountered questions, challenges, as well as opportunities to adjust to the new reality in our homes and in our online schooling. The purpose of this correspondence is to reflect on what the staff at École Salish Secondary has been doing to help our students with continuity of learning, to clarify expectations for what that learning looks like online, and to provide information regarding assessment of student learning and the upcoming report card.

When suspension of onsite learning in all BC schools was mandated by the health authorities back on March 28, 2020, teachers, administrators and support staff were directed to develop a framework that allowed for the Ministry of Education's continuity of learning initiative. Guided by the Ministry's Core and Curricular Competencies, and focused on concept and skills development, our staff at Salish collaborated, by departments, by grade levels, and by interdisciplinary groupings, to envision, structure and implement a completely brand new learning model never piloted in the history of the Surrey School District, and especially at this scale. This is an important point to remember, particularly when implementation may not always unfold as effortlessly as students and teachers would like it to. And as we continue to develop the next stage of online learning, it is also important that we all continue to be understanding and patient during the difficult task ahead for all of us.

To ensure that your child is accessing the learning that has been designed for our students at Salish, and in light of the fact that onsite instructions are not permissible at this time, all students are expected to log on to Teams Office 365, on a daily basis. It is here where students will be able to access the learning materials, such as recorded lesson videos, learning resources, and posted assignments. Designated office hours/tutorials/class conferences have also been allocated to guide and assist students in their learning. The Chat function allows students to directly communicate with their teachers. Again, we cannot emphasize enough that all students need to access Teams every school day. We also want to remind you that if your child requires technology and/or tech support, please do not hesitate to contact the school.

As Minister Fleming clarified recently, students will not be penalized because of COVID-19, and that those who are on track to successfully completing their courses will move to the next level or graduation. However, the Minister also stressed that students are to continue to engage in learning and to show that they have met the requirements to proceed to the next level, whatever that might be. Contrary to some misconception, there is no automatic pass, but rather, students still need to demonstrate their individual learning. On Tuesday, May 5, 2020, students and parents/guardians will be able to access report cards in MyEdBC. Teachers have been mindful of the extenuating circumstance surrounding this current reporting period. As such, your child's assessment will be primarily based on the work that was completed prior to Spring Break. The assessment done after the break is to further inform/confirm what teachers have already understood about your child's level of achievement at this point. And as we proceed to Term 2, students will continue to be given further opportunities to improve, develop and showcase their learning and achievement. The mark assigned on this report card speaks to where your child is at this moment in the course. By the end of June, teachers will report on how far your child has progressed. If you have questions regarding your child's assessment, we encourage you to reach out to your child's teachers.

Although we are all anxious to return to school, and even though there is mentioning of some students perhaps returning before the end of the school year, we need to remember that no concrete date has been set for any resumption of onsite learning. And while this may be unsettling, the focus needs to be on maximizing student learning online. The Salish staff will continue to plan and design meaningful learning for our students. We hope this letter has helped to clarify some things, but we acknowledge that you may have further questions. Please do not hesitate to contact us.

Keep well.

Sheila Hammond