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Dear Parents/Guardians of BTPS Students,

Over the last while, we have had a few more questions regarding assessment and the expectation of students to actively engage in learning from home. With respect to assessment of student work, we shared the following in our April 3<sup>rd</sup>, 2020 letter to parents:

*“We have had some questions about the requirement for students to complete the school year. It is very clear that the Minister of Education expects student learning to continue until the end of June. Assessments will reflect key learning goals and teachers will use informed professional judgement when assigning grades. As always, the assignment of final grades will be the responsibility of the teacher. Assessment information gathered through the year (including from now until the end of June) will be used by the teacher to determine that final grade. Students are expected to participate in the learning.”*

We want to commend all of those students who have shown true grit and perseverance in quickly accepting and adopting remote learning. We would also like to thank parents for their support during this time as many of you have taken on an even larger role in your child’s education. Our staff continues to work diligently to prepare and provide lessons and materials in the core courses and some CTS work.

As we continue learning from home, questions about the need to complete work and how students are being marked on that work continue to be asked. Recently, the Deputy Minister of Education, Andre Corbould provided the following information from Alberta Education

*“Similar to regular schooling, a student can fail a course in the last half of a semester. However, as with any student in a unique situation, schools are expected to work with students to support their learning so that they can complete courses to the best of their ability during this pandemic.”*

*As you would during a regular school year, the school would assess completed course work, provide a final mark and provide credits for passing marks. Schools would not use unallocated credits for a student who effectively withdraws from a course that they will complete in the future. For example, if a school provided unallocated credits for a course such as English 20-2, the student would eventually receive 10 credits when they completed English 20-2; five credits from passing the course, and five unallocated credits that should not have been originally awarded.*

- *If a student stops participating in a course, their course enrolment ends with a withdrawn status, which has no final mark or credits.*

- *If a student does not meet diploma requirements, they may retake courses in the future. The student would only receive the credits when they retake the course (e.g., to meet graduation requirements, as a prerequisite, or for post-secondary).*

*When an elective course cannot be provided online or through other accommodations, unallocated credits can assist any student to meet the 100-credit diploma requirement, including Grades 10 or 11 students who may not receive credits from courses that cannot be delivered. Unallocated credits may be used to assist with elective courses only, including 30-level courses.*

- *The course may be completed with a mark assessed by the school and credits for a passing mark, or the course enrolment may be withdrawn.*
- *Unallocated credits are for credential purposes only; they are not prerequisites for other courses. To take the next course level, a student would need to retake a course that they withdrew from or failed.*
- *If a low, passing mark is awarded, the school may wish to suggest to the student that they retake the course in order to be better prepared and more successful at the next level.*

*I hope this information is helpful. In these unprecedented times, it is important that schools take into account students' unique circumstances and challenges that they may be experiencing in continuing their learning at home."*

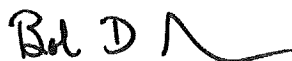
The intent is to provide reasonable amounts of work and fair assessments that cover the key outcomes. Teachers are providing students with extended deadlines and far fewer tasks, open book assignments, practice assignments, etc. than a regular school day would bring them. We try hard to consider the individual needs of students, as well as the unique circumstances in every household. We will continue to look for evidence that students are mastering the essential curricular outcomes for successful transition through this year's courses in preparation for next year.

We are concerned if students are not engaging in remote learning. We wanted to ensure that everyone had the above information. *Should* a student be in a position where they are not engaging or are currently failing, we would like to be proactive in making them aware so that they can become engaged, access help from their teachers, and complete their courses successfully prior to the end of the school year when final grades need to be submitted to Alberta Education.

We ask that parents continue to take an active role by assisting us in the education process. Frequent checks with your child and their teacher, setting up a home schedule, accessing PowerSchool and emails along with help and support from the school will be vital.

We realize that there have been challenges and information changes frequently, since the March 15<sup>th</sup> announcement from Alberta Education. Should you need any additional supports or have any questions, please contact us directly at the school.

Take care,



Bob Allen  
Superintendent



Lanie Parr  
Board Chair