



Protocols for Online Learning (Updated November 27)

In the context of this document, “virtual learning”, “synchronous learning”, and “asynchronous learning” mean the following:

Virtual learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Virtual learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic. Classes can be synchronous or asynchronous and can be taught using the Google platform for communication, and teaching and learning interactions. Opportunities for families to learn more about the Google platform (Docs/Meet/Classroom) is available in this link: [Google Resources for School Communities Document](#).

Synchronous learning: Learning that happens in real time. Synchronous learning involves using video communication (Google Meet) in a way that enables teachers and students to learn in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

Asynchronous learning: Learning that is not delivered in real time. Asynchronous learning is independent from the teachers and can include recorded lessons, students going outdoors (e.g., creating a nature journal, going for a walk), and innovating with family members as students create passion projects.

Issue

The District may have to offer at-home instruction and learning opportunities to its students. The expectation is that teaching and assessment of curriculum outcomes will continue.

Recommendations

To the extent possible, the District will consider and enable the full participation and inclusion of all students within the school environment, as outlined in Scenario 1. Virtual learning or other forms of structured learning must be put in place if students are not able to attend school. There are two exceptions to this recommendation including:

Home Schooling

Defined as an educational program administered by a parent/guardian outside school, using the provincially authorized curriculum or a recognized alternate curriculum. This model is consistent across all scenarios.

Remote Learning

Grades K-12 students who are medically approved immunocompromised students, or students who have an immediate family member who is immunocompromised (with supporting specialist medical documentation). Students are assigned to a digital classroom with other students from around the province and a virtual teacher will guide their learning. This model is consistent across all scenarios.

Scenario #1: In-school classes resume (near normal with health measures)

Details

- This model will closely resemble a typical school day but there may be some restrictions to limit student movement from class to class where possible.
- There may also be some changes to the teacher rotation in the class to minimize cohort contact.

Scenario #2: In-school classes partially resume (with additional health measures)

Details

- Priority is for in-class instruction for ALL K- 6 students, to the extent possible, with 100 per cent in-school participation for students with exceptionalities and/or who require additional support.
- Minimum of 30-50 per cent in-class instruction; balance of learning will be at-home learning.
- Approximately half of a class will learn from home while the other half of the class attends class in school. When the students return to school, teachers will assess their progress and continue with new learning.

Sample Scenario 2 Attendance Plan

- Week 1:
 - Group 1: Monday, Wednesday, Friday (In-school)
 - Group 1: Tuesday, Thursday (At-home learning)
 - Group 2: Tuesday, Thursday (In-school)
 - Group 2: Monday, Wednesday, Friday (At-home learning)
- Week 2:
 - Group 2: Monday, Wednesday, Friday (In-school)
 - Group 2: Tuesday, Thursday (At-home)
 - Group 1: Tuesday, Thursday (In-school)
 - Group 1: Monday, Wednesday, Friday (At-home)

Sample At-home Instruction Plan

- Students will have direction and guidance on next steps for learning from home before they leave school. When the students return to school, teachers will assess their progress and continue with new learning.

- ❑ Teachers will provide access to learning activities in their Google Classroom for students and families to access. The purpose of this is to allow for families to remain abreast of learning activities taking place in school and home.
- ❑ Siblings attending the same school will be prioritized to attend school on the same in-person days if school attendance is limited to half the regular school population.

Scenario #3: At-home learning continues (In-school classes are suspended/cancelled)

Details

This scenario will be initiated based on public health advice in the event of moderate to widespread transmission of COVID-19. The District will offer at-home instruction and learning opportunities to their students. The expectation is that teaching and assessment of curriculum outcomes will continue.

As such, teachers may be required by the District to be in attendance at school, unless that school has been ordered closed by public health. To the extent possible, the District will consider and enable the full participation and inclusion of students with exceptional needs within the school environment. **Refer to Student Services protocols in the Appendix for details.**

In addition, teachers will continue to be responsible for assessing the progress of students. Students will continue to be responsible to actively engage in learning and diligently pursue their education. The District, parents/guardians, children and students must continue to follow public health measures in place.

Following are the expectations on the number of instructional hours for the education system when operating within Scenario 3 for the 2020-21 school year. These instructional hours are minimums and the District will have the flexibility to increase hours beyond these minimums.

To ensure that students have equitable access to programming and services responsive to their needs, schools may offer synchronous virtual learning in large group, small group or individual settings. As a result, instructional hours may vary from student to student and school to school.

Content to be delivered for all grades:

Kindergarten – Grade 3

- the foundational skills related to literacy, numeracy, and social-emotional learning through focus on language, mathematics, and health curriculum outcomes; and
- minimum of five instructional hours of synchronous learning per student per week.
- schools may add additional time to be responsive to student needs in large group, small group or individual virtual settings.
- guidelines for asynchronous learning activities
 - Kindergarten - 10 minutes
 - Primary - 30 minutes

Sample Student Daily Online Schedule for K-3

(Based on **1 hr/day per group** on a **5 day cycle equaling 5 hrs/week**). Each group session is to have a continual focus on social/emotional learning and mental health.

Time	Group 1 - Morning Group
9:00 - 9:10	Class Meeting/Routines (10 min.)
9:10 - 9:30	Learning Block (20 min.)
9:30 - 9:40	Recess
9:40 - 10:10	Specialist Block (20 min. for Music/PE) or <u>Deep Learning Passion Project</u> (20 min.)
10:10 - 10:20	Conclusion/ Reminders/ Introduction of Asynchronous Activities (10 min)
Total Instructional Time: 60 min. per day	

Note: Teachers may add additional time to be responsive to student needs in large group, small group or individual virtual settings.

Time	Group 2 - Afternoon Group
1:00- 1:10	Class Meeting/Routines (10 min.)
1:10 - 1:30	Learning Block (20 min.)
1:30 - 1:40	Recess
1:40 - 2:00	Specialist Block (20 min. for Music/PE) or <u>Deep Learning Passion Project</u> (20 min.)
2:00 - 2:10	Conclusion/ Reminders/ Introduction of Asynchronous Activities (10 min)
Total Instructional Time: 60 min. per day	

Note: Teachers may add additional time to be responsive to student needs in large group, small group or individual virtual settings.

Grades 4-6

- the foundational skills related to literacy, numeracy, and social-emotional learning through focus on language, mathematics, science, social studies and wellness curriculum outcomes; and
- minimum of six to eight instructional hours of synchronous learning per student per week.
- group, small group or individual virtual settings.
- up to 40 minutes of asynchronous learning activities.

Sample Student Daily Online Schedule for Grades 4-6

(Based on **1.5 hrs/day** on a **5 day cycle equaling 7.5 hrs/week**). Each group session is to have a continual focus on social/emotional learning and mental health.

Time	Group 1 - Morning Group
9:00 - 9:10	Class Meeting/Check In (10 min.)
9:10-9:30	Math (20 min.)
9:30-9:50	Language (20 min.)
9:50-10:05	Science/Social Studies (15 min.)
10:05 - 10:15	Recess
10:15 - 10:30	<u>Passion Project</u> (15 min.) Or Specialist Block (15 min. for Music/PE)
10:30 - 10:40	Conclusion/ Reminders/ Introduction of Asynchronous Activities (10 min)
Total Instructional Time: 90 min. per day	

Note: Teachers may add additional time to be responsive to student needs in large group, small group or individual virtual settings.

Time	Group 2 - Afternoon Group
1:00 - 1:10	Class Meeting/Check In (10 min.)
1:10-1:30	Math (20 min.)
1:30-1:50	Language (20 min.)
1:50-2:05	Science/Social Studies (15 min.)
2:05- 2:15	Recess

2:15-2:30	Deep Learning Passion Project (15 min.) Or Specialist Block (15 min. for Music/PE)
2:20-2:40	Conclusion/ Reminders/ Introduction of Asynchronous Activities (10 min)
Total Instructional Time: 90 min. per day	

Note: Teachers may add additional time to be responsive to student needs in large group, small group or individual virtual settings.

Grades 7-12

- 7-12 students will follow their regular PowerSchool schedule as if they were in school.
- Teachers will use Google Meet to interact with students every period they are scheduled. This includes both synchronous and asynchronous learning opportunities. Teachers will use their professional discretion to decide how this interaction may occur for their specific grade or course. This could be a short lecture, a group discussion, small group break outs, working individually on materials provided (e.g., watch a video link and answer questions), individual conferencing, assessing for understanding, providing feedback and guidance, etc.
- It is not expected, nor encouraged, for students to sit at their computer for the entire school day and listen to teacher lectures. Lessons should be designed to be succinct, impactful and challenge students in the six Cs (Creativity, Communication, Character, Collaboration, Critical Thinking, and Citizenship). The intent of following their PowerSchool schedule is to provide daily, meaningful interaction between students and their teachers.
- Administrators will work with teachers to develop their plans for delivery of the curriculum in an online setting.