



# REMOTE LEARNING

What it is & What it is not



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## SHARED IN-PERSON AND REMOTE (SYNCHRONOUS) PROGRAM

<b><i>What it is</i></b>	<b><i>What it is not</i></b>
<ul style="list-style-type: none"> <li>The home school classroom teacher engages in-person learners and remote learners in shared learning activities and instruction via live-stream using technology tools.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates separate lessons and separate instructional blocks for in-person learners and Remote learners.</li> </ul>
<ul style="list-style-type: none"> <li>Remote learners must have access to a device and adequate Internet connectivity to participate with video or audio during livestream instruction.</li> <li>Classrooms in UCDSB schools are equipped with shared-use devices and have full WIFI internet connectivity.</li> <li>Shared-use devices in the classroom will be wiped down between users.</li> <li>Teachers have Board-assigned digital devices for their own use.</li> </ul>	<ul style="list-style-type: none"> <li>Remote learners can participate without the ability to participate in live instruction.</li> </ul>
<ul style="list-style-type: none"> <li>All connections between the teacher, in-person learners and remote learners will occur through Board-supported platforms that ensure privacy of students. Only those invited to the class “TEAM” will have access to the video and audio conferencing taking place.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, in-person learners and remote learners broadcast is open access across the internet.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers will use their Board-issued digital device, which is equipped with a camera. The teacher determines how the camera is positioned in light of the instruction/learning activities taking place.</li> <li>Parents must provide consent at the beginning of the year for a student to have their image shared in a MS TEAMS livestream. (MS TEAMS Livestream Consent)</li> </ul>	<ul style="list-style-type: none"> <li>Cameras present in every classroom to broadcast student images or the full view of students in the classroom.</li> <li>Students on camera at any given time regardless of consent.</li> </ul>
<ul style="list-style-type: none"> <li>Remote learners may use the camera function or may participate using audio only.</li> </ul>	<ul style="list-style-type: none"> <li>Remote learners must use the camera function at all times during synchronous learning time.</li> </ul>
<b><i>What it is</i></b>	<b><i>What it is not</i></b>
<ul style="list-style-type: none"> <li>The teacher provides synchronous instruction to remote learners as part of the regular</li> </ul>	<ul style="list-style-type: none"> <li>Remote learners are online with the class for 225 minutes per day with no breaks.</li> </ul>

<p>classroom instruction for a minimum of 225 minutes per day (or 180 minutes for Kindergarten).</p> <ul style="list-style-type: none"> <li>• This synchronous instruction is broken up in several segments throughout the school day.</li> <li>• Remote learners will have breaks aligned with when the recesses and lunch time occur for in-person learners.</li> <li>• In addition to recess/lunch breaks, Remote learners will have asynchronous learning time scheduled for 75 minutes per day where they will not be online.</li> <li>• Remote learners will be provided with alternative asynchronous learning activities during in-person Physical and Health Education or outdoor learning activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Learning opportunities throughout the regular school day for in-person and Remote learners include a combination of guided instruction; large and small group learning; individual conferencing and independent work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is primarily provided in lecture-style direct instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment and Evaluation of student learning is ongoing for all students (in-person and remote).</li> <li>• Assessment and Evaluation strategies include observations, conversations and products.</li> <li>• All students receive a progress report, mid-term report card and final report card.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote students participate but do not receive assessment feedback and do not receive progress reports or report cards.</li> </ul>
<ul style="list-style-type: none"> <li>• Students/parents commit to appropriate conduct and uphold UCDSB Policies and Procedures while engaging in instruction and other school-related activities and concerns are addressed by school administration promptly.</li> </ul> <p><i>(UCDSB Code of Conduct; Appropriate Use of Technology; Bullying Prevention and Intervention; Freedom of Information and Privacy; Safe Schools; Student Discipline; Student Attendance)</i></p>	<ul style="list-style-type: none"> <li>• There is no mechanism to address inappropriate conduct in remote or Remote learning models.</li> </ul>
<b>What it is</b>	<b>What it is not</b>
<ul style="list-style-type: none"> <li>• Student attendance is taken and recorded daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily student attendance is not recorded and not required.</li> </ul>
<ul style="list-style-type: none"> <li>• French language instruction is provided to all students (in-person and remote) daily and is</li> </ul>	<ul style="list-style-type: none"> <li>• French language instruction is not available to Remote students.</li> </ul>

aligned with the selected program (Regular French or French Immersion).	
<ul style="list-style-type: none"> <li>• Special education programming is provided to all students (in-person and Remote) where required.</li> <li>• Individual Education Plans are created/updated and implemented.</li> <li>• IPRC processes are implemented.</li> <li>• Special education staff such as Educational Assistants and Special Education Teachers are available to provide ongoing support where appropriate.</li> <li>• Remote students would receive support Remotely via live-stream, email or telephone.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote students have reduced access to individualized special education program supports.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary students studying remotely will take the same compulsory courses that they were scheduled to take in the same quadmester at the home school. This will ensure a seamless transition with face-to-face peers to compulsory courses in subsequent quadmesters and school years.</li> <li>• Secondary students will have a selection of elective courses available in the Virtual School.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote students can take any course they wish to.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary students studying remotely will be unable to participate in courses that require significant hands-on engagement and will need to select an alternative course more conducive to online study. Examples: Construction Technology; Transportation Technology; Culinary Arts/Foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote students have access to all courses being offered in the in-person program.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary school-based staff with responsibility for supporting student achievement and well-being are available to all students (in-person and remote). <i>(Guidance Teachers Student Success Teachers; Special Services Counsellors)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Remote students do not have access to specialized support staff.</li> </ul>

## REMOTE ASYNCHRONOUS DIGITAL PROGRAM

<i><b>What it is</b></i>	<i><b>What it is not</b></i>
<ul style="list-style-type: none"> <li>• A Remote School teacher is assigned to provide digital asynchronous instruction to students who have access to a device and adequate Internet connectivity to work within the Brightspace D2L Learning Management System.</li> </ul>	<ul style="list-style-type: none"> <li>• Live-stream connection between the teacher and the student.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers post learning materials and assigned learning tasks in the Brightspace D2L Learning Management system.</li> <li>• The number of tasks and estimated time required to complete the tasks represents 300 minutes of daily instruction.</li> <li>• The teacher will provide a sample schedule to assist the student in managing time on task according to a 300 minute instructional day and to manage timelines for completing course work.</li> <li>• Students choose when to complete course work each day but are responsible for completing assigned work within appropriate timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must follow the schedule provided by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Student engagement in learning is monitored by the teacher as evident in the student's regular participation in the course and submission of learning tasks on the Brightspace D2L Learning Management System.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance and engagement is not recorded.</li> </ul>
<ul style="list-style-type: none"> <li>• Elementary student programming will be based on the full Ontario curriculum.</li> <li>• Secondary student programming will consist of 2 courses in each quadmester.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose the number of subjects (elementary) and courses (secondary) they wish to take part in.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary students studying asynchronously online will be enrolled in the same compulsory courses as they would have studied in the same quadmester in-person at the home school.</li> <li>• Secondary students will have a selection of elective courses available in the Remote School.</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary students have the freedom to choose any course they wish to take.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary students studying asynchronously will be unable to participate in courses that require significant hands-on engagement and will</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous remote (digital) students have access to all courses being offered in the in-person program.</li> </ul>

<p>need to select an alternative course more conducive to online study.</p> <ul style="list-style-type: none"> <li>• Examples: Construction Technology; Transportation Technology; Culinary Arts/Foods.</li> </ul>	
<ul style="list-style-type: none"> <li>• All course work and communication between the teacher and the student will be completed and submitted through Brightspace D2L Learning Management System or Board-issued student and teacher email.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work and other communications shared via teacher, student or parent private email addresses.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning in the asynchronous digital model may allow for student to student and student to teacher interactions via discussion boards, in-course chat groups and email using Board-issued email addresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is fully independent with no opportunity to connect with the teacher or class/course participants.</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment and Evaluation of student learning is ongoing.</li> <li>• Mechanisms for teacher feedback and ongoing assessment and evaluation may include conversations via email/chat rooms/discussion boards and submitted assignments.</li> <li>• All students receive a progress report, mid-term report card and final report card.</li> </ul>	<ul style="list-style-type: none"> <li>• Students studying in asynchronous digital programs do not receive regular feedback and support.</li> </ul>
<ul style="list-style-type: none"> <li>• Students/parents commit to appropriate conduct and uphold UCDSB Policies and Procedures while engaging in instruction and other school-related activities and concerns are addressed by Remote School administration promptly.</li> </ul> <p><i>(UCDSB Code of Conduct; Appropriate Use of Technology; Bullying Prevention and Intervention; Freedom of Information and Privacy; Safe Schools; Student Discipline; Student Attendance)</i></p>	<ul style="list-style-type: none"> <li>• There is no mechanism to address inappropriate conduct in remote learning models.</li> </ul>
<ul style="list-style-type: none"> <li>• Students with identified Special Education needs will be provided with services as required.</li> <li>• Individual Education Plans are created/updated and implemented.</li> <li>• IPRC processes are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous remote (digital) students have reduced access to individualized special education program supports.</li> </ul>

<ul style="list-style-type: none"> <li>• Special education staff such as Educational Assistants and Special Education Teachers are available as per the IEP to monitor and support where appropriate.</li> <li>• Remote students would receive any required Special Education support Remotely via email or telephone.</li> </ul>	
<ul style="list-style-type: none"> <li>• Secondary school-based staff with responsibility for supporting student achievement and well-being are available to students (in-person and Remote). (<i>Guidance Teachers Student Success Teachers; Special Services Counsellors</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Remote students do not have access to specialized support staff.</li> </ul>



## REMOTE ASYNCHRONOUS NON-DIGITAL PROGRAM

<i><b>What it is</b></i>	<i><b>What it is not</b></i>
<ul style="list-style-type: none"> <li>• A Remote School teacher is assigned to provide non-digital asynchronous instruction to students who require pen/paper materials to engage in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Live-stream connection between the teacher and the student.</li> <li>• Asynchronous online learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher provides learning materials and assigned learning tasks to the student for completion over a two week period. (elementary).</li> <li>• Teacher provides two 20 lesson correspondence courses to the student (secondary) with scheduled submission requirements and dates spaced over the quadmester.</li> <li>• The number of tasks and estimated time required to complete the tasks represents 300 minutes of daily instruction.</li> <li>• The teacher will provide a sample schedule to assist the student in managing time on task according to a 300 minute instructional day.</li> <li>• Students choose when to complete course work each day but are responsible for completing assigned work within established timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must follow the schedule provided by the teacher.</li> <li>• Students do not need to submit learning materials for assessment and evaluation.</li> </ul>
<ul style="list-style-type: none"> <li>• Regular check-ins with the student/parent by telephone will be provided by the teacher at a scheduled time.</li> </ul>	<ul style="list-style-type: none"> <li>• No direct connection with the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Student engagement is monitored by the teacher based on the telephone contact and submission of completed tasks within established timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily student attendance is not recorded and not required.</li> </ul>
<ul style="list-style-type: none"> <li>• Elementary student programming will be based on the full Ontario curriculum.</li> <li>• Secondary student programming will consist of 2 courses in each quadmester.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose the number of subjects (elementary) and courses (secondary) they wish to take part in.</li> </ul>
<ul style="list-style-type: none"> <li>• Secondary students studying asynchronously will be enrolled in the same compulsory courses as they would have studied in the same quadmester in-person at the home school.</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary students have the freedom to choose any course they wish to take.</li> </ul>

<ul style="list-style-type: none"> <li>Secondary students will have a selection of elective courses available in the Remote School.</li> </ul>	
<ul style="list-style-type: none"> <li>Secondary students studying asynchronously will be unable to participate in courses that require significant hands-on engagement and will need to select an alternative course more conducive to online study.</li> <li>Examples: Construction Technology; Transportation Technology; Culinary Arts/Foods.</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous remote non-digital students have access to all courses being offered in the in-person program.</li> </ul>
<ul style="list-style-type: none"> <li>Assessment and Evaluation of student learning is ongoing.</li> <li>Mechanisms for teacher feedback and ongoing assessment and evaluation may include conversations via telephone and submitted tasks/assignments.</li> <li>All students studying in an asynchronous non-digital program receive a mid-term report card and final report card.</li> </ul>	<ul style="list-style-type: none"> <li>Students studying in asynchronous non-digital programs do not receive regular feedback and support.</li> </ul>
<ul style="list-style-type: none"> <li>Students/parents commit to appropriate conduct and uphold UCDSB Policies and Procedures while engaging in instruction and other school-related activities and concerns are addressed by Remote School administration promptly.</li> </ul> <p><i>(UCDSB Code of Conduct; Appropriate Use of Technology; Bullying Prevention and Intervention; Freedom of Information and Privacy; Safe Schools; Student Discipline; Student Attendance)</i></p>	<ul style="list-style-type: none"> <li>There is no mechanism to address inappropriate conduct in remote learning models.</li> </ul>
<ul style="list-style-type: none"> <li>Students with identified Special Education needs will be provided with services.</li> <li>Individual Education Plans are created/updated and implemented.</li> <li>IPRC processes are implemented.</li> <li>Special education staff such as Educational Assistants and Special Education Teachers are available as per the IEP to monitor and support where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous remote (digital) students have reduced access to individualized special education program supports.</li> </ul>

<ul style="list-style-type: none"> <li>Remote students would receive any required Special Education support Remotely by telephone.</li> </ul>	
<ul style="list-style-type: none"> <li>Secondary Remote School staff with responsibility for supporting student achievement and well-being are available to all students (in-person and Remote). <i>(Guidance Teachers Student Success Teachers; Special Services Counsellors)</i></li> </ul>	<ul style="list-style-type: none"> <li>Remote students do not have access to specialized support staff.</li> </ul>