



## 2021 Requirements for Remote Learning at Kikendaasogamig Elementary School

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### Purpose

The Chippewas of Nawash Unceded First Nation Board of Education (CNUFNBOE) is committed to ensuring that students<sup>1</sup> at Kikendaasogamig Elementary School (KES) receive a consistent approach to remote learning in times of extended interruption to conventional in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools.

This document provides direction to the school on remote learning requirements, including implementation and reporting. This document also identifies effective practices that the school should develop to support students during remote learning.

During full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. Students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning.

### Definitions of “Remote”, “Synchronous”, and “Asynchronous” Learning

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

**Remote learning:** Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

**Synchronous learning:** Learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or school-based team to instruct and connect with students 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 may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

## Remote Learning Requirements for KES

During periods of remote learning, the school is required to provide opportunities for students to engage in synchronous learning. They must adhere to the following requirements:

1. Minimum requirements for engaging students during remote learning
2. Minimum requirements for synchronous learning
3. Process for exemption from synchronous learning
4. Protocols for delivering remote learning
5. Access to remote learning devices – such as laptops or tablets – and the Internet
6. Standardized suite of synchronous learning platforms
7. Cyber security, privacy, and online safety

### 1. Minimum Requirements for Engaging Students during Remote Learning

During remote learning, students and parents<sup>2</sup> must be provided with a daily schedule or timetable that includes **up to** 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming must be based on the KES - Ontario curriculum and include opportunities for guided instruction, large and small-group learning, synchronous check-ins, and asynchronous independent work.

Teachers must be available to students at all times during the teachers' assigned teaching timetables, as they would be if they were face-to-face in a classroom setting.

## **2. Minimum Requirements for Synchronous Learning**

During periods of remote learning where students are at home for more than three days in a given week, CNUFNBOE and KES will ensure that students are provided with synchronous learning. The minimum requirements for synchronous learning help to ensure that students have access to both synchronous and asynchronous learning opportunities.

The scheduled synchronous learning sessions will be communicated to parents and students. Educators will use their professional judgement to provide some flexibility to students on an individual basis when students are unable to participate in synchronous learning.

The table below outlines the minimum amount of time per day that students, depending on their grade level, must be provided with synchronous learning as part of their scheduled or timetabled learning.

<b>Division</b>	<b>Grade Level of Students</b>	<b>Daily Minimum Synchronous Learning Time Requirement*</b>
Elementary	Kindergarten	90 minutes
	Grades 1 to 3	135 minutes
	Grades 4 to 8	170 minutes

\* This is in addition to asynchronous learning time.

The synchronous learning time requirements outlined in the table above may be divided into shorter periods throughout the school day. For example, a child in Kindergarten may participate in an opening exercise for 10 minutes with their whole class, as well as a combination of whole-group and small-group sessions throughout the school day, and a 10-minute closing exercise with their class at the end of the school day.

Synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions. The synchronous learning requirements are a part of the maximum 300-minute instructional day during which teachers remain available to students as per the previous section "Minimum Requirements for Engaging Students during Remote Learning."

Additional group meetings may take place between educators and students as needed to address specific learning needs. Where students are able to attend in-person classes and also participate in remote learning, the school will plan, where possible, to assign different educators to facilitate both formats of instruction. This will ensure that students are engaged in their learning with appropriate levels of support.

### 3. Process for Exemption from Synchronous Learning

The school will allow for students to be exempted from the minimum requirements for synchronous learning stated above, on an individual basis.

The school will develop a process to obtain and acknowledge the receipt of exemption forms. Requests for an exemption must be made in writing. Exemption from synchronous learning may be requested by parents or guardians.

To support meaningful access to education, alternative learning approaches will be put in place for all exempted students – for example, correspondence, print, or broadcast media instruction that is based on the individual student's needs and circumstances. Additional supports for parents should also be considered. Exempted students must be provided with a daily schedule or timetable in accordance with the maximum 300-minute instructional day.

### 4. Protocols for Delivering Remote Learning

CNUFNBOE and KES will ensure that the delivery of remote learning includes the following elements:

#### Communication Processes

- The Board and school will inform students and parents about remote learning requirements, including the process for exemption from synchronous learning, and expectations for student attendance and engagement.
- The Board and school will clearly communicate a process whereby parents can inform the school of any issues that their child may be experiencing with remote learning, and provide steps that parents may take to resolve any issues.
- Teachers must communicate with the principal, students, and parents a regular schedule of synchronous learning sessions that fulfills the minimum time requirements, as part of their remote learning timetable.
- Teachers must accommodate parents who request a meeting through other modes (e.g., by telephone, through a virtual platform) when an in-person meeting is not possible.

#### Differentiated Assessment and Instruction

- Teachers will provide daily opportunities for each student to receive meaningful feedback.
- The policy outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* continues to apply during periods of remote learning and teachers will employ assessment *for, as, and of* learning (including diagnostic, formative, and summative assessment), as required.

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- Teachers will provide differentiated support to all students, including students with special education needs who have an Individual Education Plan (IEP).

### **Supporting Students with Special Education Needs**

- Where appropriate, educators will provide more opportunities than the minimum requirements for synchronous learning for students with special education needs, based on their individual strengths and needs, and provide differentiated support and instruction.
- Educators will continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs. If it is not possible to meet a student's needs through synchronous learning, educators and families will work together to find solutions.
- The school will provide continued access to assistive technology, including Special Equipment Amount (SEA) equipment, where possible, to support students with special education needs as they participate in remote learning. In situations where access to assistive technology is not feasible, educators will work with students and parents to determine workable solutions on an individual basis.

### **Student Attendance and Safety**

- Student attendance must be taken daily. The Principal will ensure that student attendance records are submitted and that a staff member is assigned to contact parents in the case of an unexpected absence, in accordance with school attendance protocols, per ESA 3.01.01.
- In cases where a student is unable to participate in a synchronous learning session – for example, their device may be shared with a parent in the home – teachers should be informed, and they should make curriculum and assessment accommodations on an individual basis.
- The school may review how attendance support (MH counsellor, NCW family worker) could be used to further support student attendance, engagement, and well-being.
- The school must ensure that teachers follow CNUFN-established procedures related to online safety, privacy, and cyber security.

### **5. Access to Remote Learning Devices – such as Laptops or Tablets – and the Internet**

The school will work collaboratively with parents to ensure that all students have access to remote learning devices. The Board and the school will work toward ensuring families have access to the Internet during remote learning and to develop policies on how these resources will be allocated on an equitable basis.

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In situations where students do not have access to remote learning devices or the Internet, and the school is unable to provide this support, the school shall have a process in place to work collaboratively with students and parents to establish alternative arrangements on an individual basis.

Teachers must work from the school building during remote learning, where possible, with reasonable accommodations if required. If this is not possible, teachers must maintain regular communication with the Principal. The school and the Board will support educators in accessing remote learning devices and tools to support remote and synchronous instruction.

### **6. Standardized Suite of Synchronous Learning Platforms**

The school and the Board will provide teachers with a standardized suite of synchronous learning platforms to ensure that students have a consistent learning experience, and provide teachers with training on these platforms. The platforms will allow real-time communication between educators, students, and parents during remote learning.

Synchronous learning platforms should include live video, audio, and chat features and be fully accessible. To support student safety and well-being, the school will consider providing a tool that allows educators to control student microphones and cameras. The school and the Board may also wish to consider synchronous learning platforms that include virtual whiteboards, recording features, participant polling features, and file uploading and sharing features.

### **7. Cyber Security, Privacy, and Online Safety**

Ensuring the protection of privacy and the cyber security of educators, students, and parents is paramount to supporting a safe and inclusive learning environment for remote learning.

The Board will review their cyber security and privacy policies, and develop updates related to remote learning. These policies will include clear protocols and procedures for educators to follow so that they can ensure student safety and security during remote learning. These protocols will be clearly communicated to educators, students, and parents.

Board protocols should ensure that students and educators do not share passwords, that student initials are used for account creation instead of full names, that teachers are the last ones to leave synchronous learning sessions, and that students and teachers are aware of and respect board policies regarding digital conduct and privacy.

The Board will provide professional resources to all school staff to increase cyber security awareness.

## Effective Practices

To support students and educators during periods of remote learning, the Board will develop effective practices, including:

1. Providing technical support for remote learning
2. Providing educator training
3. Using standardized platforms
4. Setting out roles and responsibilities

### 1. Providing Technical Support for Remote Learning

The school will provide technical support to educators, students, and parents for the use of board-provided devices and access to the Internet during remote learning.

Technical support should be responsive to immediate needs. It should assist users who have specific technological problems and questions. In the context of remote learning, technical support should span the full spectrum of users' technological needs, including devices, connectivity, security, and digital learning tools and applications.

School staff, educators, students, and parents should know where to seek help when they encounter technical issues during remote learning. The school will provide clear information on who can provide help (e.g., board staff, service providers), and how users can access that help (e.g., by email, telephone).

### 2. Providing Educator Training

Educators will have access to subject- and division-specific training to support remote learning.

The school and Board will support remote learning strategies and educator training related to:

- Student and staff safety;
- Student and parent comfort levels with technology, and the levels of support that may be required;
- Effective use of digital tools;
- Effective pedagogy and assessment;
- Student and staff mental health and well-being;
- Accessibility and differentiated instruction for all students, including students with special education needs.

### 3. Using Standardized Platforms

Educators should use board-approved synchronous learning platforms that are fully accessible.

The Principal will ensure that educators have access to a suite of appropriate technology products, tools, and resources to support the delivery of remote learning. To ensure that students have a consistent learning experience, the maximum number of synchronous learning platforms used within a school should be three, where possible.

### 4. Setting Out Roles and Responsibilities

The Board will consider the rights and responsibilities of students, parents, teachers, educational assistants, early childhood educators, and other school and board staff during remote learning.

Teachers are expected to carry out the instructional duties assigned to them by their Principal and to comply with all professional standards and obligations. These include having responsibility for the effective instruction and evaluation of the progress of students in the subjects and classes assigned by the Principal (including by electronic means), preparing and submitting lesson plans to the Principal, and communicating regularly with parents.

### Implementation

The Board will implement the Remote Learning directives in this document in the 2021-22 school year.

The Board will consider local needs and circumstances, and to consult with local partners in their implementation of remote learning.

### Monitoring and Evaluation

The school will report their activities, highlighting successes and challenges, to the Board at the end of the school year.

The school and Board will develop and implement a process for regular data collection, and to collect data related, but not limited, to:

- areas in which educators require additional support in implementing remote learning, including providing student and educator access to technology and the Internet;
- strategies to provide training related to the identified areas of need, including learning and well-being;



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- details of implementation progress and monitoring activities, including the number of exemptions from synchronous learning and what alternative approaches were used;
- parent and student feedback on the impact of remote learning, including:
  - level of student engagement in learning;
  - ease of online learning participation;
  - access to teachers;
  - ease and access to technology;
- information on how parent and student feedback is being taken into account in the delivery of remote learning.

Data covering the school year must be completed no later than July 31 of each year in which there are periods of remote learning.

The school and the Board will make adjustments to their implementation of the requirements in this document based on parent, student, and staff feedback collected throughout the school year.

The school will be required to report to the Board on the following data during the school year:

- for any given calendar month, the number of students engaged in remote learning;
- for any given calendar month, the number of students provided with the minimum requirements for synchronous learning;
- for any given calendar month, the number of students exempted from the minimum requirements for synchronous learning.

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1 In this document, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 8.

2 In this memorandum, *parent(s)* refers to parent(s) and guardian(s).