

PIVOT PLAN



Kenora Catholic's Guide to Preparing for a Return to Remote Learning

October 14, 2020



Table of Contents

FORWARD6

MISSION, VISION AND VALUES.....7

INTRODUCTION8

GETTING READY FOR A RAPID TRANSITION.....9

 Educators.....9

 Principals9

 Construct and Distribute a Readiness Assessment.....10

 Explore External Partnerships10

 Technology Leaders10

 Advocate for Low-Cost Internet Access.....11

 Anxiety.....12

 14

 Pivot Plan to 100% Teacher Directed At-Home Learning ...15

 Universal Design for Learning and Differentiation15

 What Does Current Research Say?16

Organization Level	17
PREPARING FOR TRANSITION	18
Technology	18
WORK TO BE DONE SYSTEM-WIDE BEFORE/DURING THE ONSET OF REMOTE LEARNING	19
Overall Pedagogical Support	19
Mental Health	19
Faith Education.....	21
Special Education.....	21
Communications.....	22
Special Considerations for Our Youngest Learners (JK - Grade 2).....	23
At Home Before/During the Onset of Remote Learning	24
Technology	24
Mental Health	24

APPENDIX A. . . . .	.25
Policy/Program Memorandum No. 164 . . . . .	.25
Requirements for Remote Learning. . . . .	.25
 APPENDIX B. . . . .	.35
Synchronous Learning . . . . .	.35
Whole Group . . . . .	.35
Small Group . . . . .	.35
Communication With the Co-Educating Home. . . . .	.35
Asynchronous Learning. . . . .	.36
Sample KCDSB Daily Remote Learning Schedule for the Early Years. . . . .	.38
Appendix C . . . . .	.39
Moving from an Onsite Classroom to Remote or Hybrid Class- room . . . . .	.39
Home Communication . . . . .	.39

OPTION #1 - BRIGHTSPACE/D2L40

Option #2 - GOOGLE CLASSROOM41

OPTION #THREE - MICROSOFT TEAMS42

GOOGLE MEET42

STUDENT SUPPLIES42

FORWARD

Pivoting – God is Calling!

When there is a need in a person's life or a need in a community or a need in the world, God calls someone or some group to meet that need. Calling is God's way of getting good things done in the world without resorting to force.

A calling is an invitation to respond to a need in a loving way.
(Vibrant Faith, C3 Project).

Vocation embraces who we are, how we live, and what we do—identity, relationships, and work. Vocation includes the diverse ways God calls people within their particular circumstance. It embraces how to find meaning and purpose in work and relationships, how to balance multiple responsibilities, how to connect personal concerns to the common good, how to listen deeply to God, and how to respond with faith and courage. (Laura Kelly Fanucci)

Vocation is a central part of the Christian life, encompassing:

who we are called to be—the core of our identity, as created by God and baptized in Christ, and sent forth to serve by the power of the Holy Spirit?

how we are called to live—our commitments of lifestyle and relationships, including marriage, parenting, or the single life.

what we are called to do—the work, service and activities that fill our daily lives, including paid or professional work, volunteering, homemaking, raising children or caregiving. (Kathleen Cahalan)

(Source: <https://www.vibrantfaithprojects.org/discovering-your-calling.html>)

MISSION, VISION AND VALUES

At Kenora Catholic, we have a calling, a mission. If we are living that well, if we are truly responding to God's dynamic call, change would be our norm. We are not responding to the crisis of COVID-19, we are responding to God's call to live our mission in whatever context we find ourselves in. This is a proactive lifegiving stance versus operating in a secular world emergency response stance. We are people of hope, loved by a merciful God who takes care of all people!

Our Mission

The Kenora Catholic District School Board is a Roman Catholic School System dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

How are we called to excellence in education now as we re-gather physically, and if we find ourselves remote learning again? What will our excellence in education look like?

How are we called to the Christian formation of youth in this time and place? How is the Gospel proclaimed and lived to navigate life to the full? How are the Gospel practices of serving others, prayer, justice, evangelizing, and teaching part of all that we do?

How are we called to meaningful partnerships with family? How are we called to serve the whole family and the individual learning needs within it?

How are we called to meaningful partnerships with the community? How do we support our school community and the broader community so all may have life to the full? How are we better serving the Gospel through our partnerships with others?

All that we do at Kenora Catholic puts families first. One of our initial questions, be it planning for onsite or remote learning is this: How will this plan, program, strategy or relationship positively/negatively impact the family? We are called to know our families. Yes, we teach individual students - who come from families! Each educator and school is called to know the family (whatever shape that family takes). The school as a whole is called to have the ability to describe the needs, challenges, and gifts of each household connected to them. The vision laid out in the "How Does Learning Happen" Ontario's Pedagogy for the Early Years document positions families as experts who know their children better than anyone else and have important information to share. This must always be our 'starting point' and what grounds us (re: think, feel, act). The goal is to value and engage them in a meaningful way. We see families as capable, competent and rich in experiences.

INTRODUCTION

Here is the reality: It is possible that during the 2020-21 academic year, the KCDSB will have to shift back to full-time remote learning, either for short periods and or for much longer stretches of time.

All that we do at Kenora Catholic puts families first. One of our initial questions, be it planning for onsite or remote learning is this: How will this plan, program, strategy or relationship positively/negatively impact the family? We are called to know our families. Yes, we teach individual students - who come from families! Each educator and school is called to know the family (whatever shape that family takes). The school as a whole is called to have the ability to describe the needs, challenges, and gifts of each household connected to them. The vision laid out in the “How Does Learning Happen” Ontario’s Pedagogy for the Early Years document positions families as experts who know their children better than anyone else and have important information to share. This must always be our ‘starting point’ and what grounds us (re: think, feel, act). The goal is to value and engage them in a meaningful way. We see families as capable, competent and rich in experiences.

About 13% of KCDSB students have already decided they’ll be starting the year with full-time remote learning, as it’s widely regarded as the safest approach from a COVID-19 perspective. Our public health officials have determined that the many benefits of opening our schools currently outweigh the COVID-19 related risks.

Unlike after March Break, we have an advantage this time around, though: we experienced it in the spring, and the memories are still fresh. Efforts to bridge technology equity gaps that became evident in the spring are already underway, and more time to prepare means that we will not be caught off guard this time.

But that does not mean there still is not a lot of work to be done. Experts are imploring schools to take steps now to account for the possibility that another rapid transition back to full-time remote learning will take place if the coronavirus continues to spread in Ontario and especially in our region.

GETTING READY FOR A RAPID TRANSITION

Educators

Continue to learn remote teaching skills even while schools are open.

Some professional development programs will be mandatory, while others will be optional. They will cover basics like how to use the Virtual Learning Environment (VLE) and steps for communicating more effectively with students. Educators will also need training on establishing a remote learning “cadence,” balancing synchronous (live lessons) and asynchronous (assignments and projects completed anytime) teaching, finding supplementary online curriculum materials, and reconfiguring time management to remote teaching environments.

Share virtual teaching tips and online curriculum ideas—now!

At a time when we are all stretched thin, educators can help each other by sharing lesson plans and curriculum materials, and by sharing expertise and tips on online tools with each other. They can also team up to reshape the curriculum with virtual learning in mind, by cutting out excess material and leaving more room for the fundamentals. Educators who are comfortable working with students remotely might be assigned populations of students who most benefit from carefully designed, personalized remote instruction.

Require that students use the learning management system.

Lack of experience using VLEs was a problem in many places last spring, including the KCDSB, when we rapidly pivoted to remote learning. Even as most of our students are in KCDSB school buildings, educators can prepare them for a potential shift to full-time virtual learning by requiring that at least one assignment per week is done online, and by using the VLE as the primary hub for course materials.

Principals

Anticipate more emails and online feedback from parents.

At-home learning gives parents a daily window into the classroom that they do not have when students are in school buildings. That means some will gain a new appreciation for the hard work educators do, while others will find more opportunities to be critical of their kids’ educators and schools. We certainly did experience this in the spring.

In almost all cases, parents will need more help than they usually do, whether they are seeking information about technology tools or guidance on how to help their child learn within

the limited windows of time they have. We have held several Teams Events since March that anticipated as many questions parents might have as possible. Holding these events also reduced the burden on staff to answer emails and phone calls. We will continue with these as required.

Construct and Distribute a Readiness Assessment

Each KCDSB school needs to know what kind of digital device and broadband access students will have at home; and how students' living situations and learning habits are conducive to virtual education. Educators will also need to have a plan for how to best gauge students' progress through the learning material given.

It is particularly important to understand the additional support students feel they would need to learn more effectively at home. Children of essential workers should be prioritized in this data-gathering operation, as they are most likely to need additional support while their families are not at home during the school day.

Those plans will help guide the KCDSB's next steps, which have and will continue to include:

- purchasing and distributing mobile hotspots
- dispatching Wi-Fi solutions communities under-served by Internet service providers
- establishing a process to handle quick fixes on students' essential equipment
- developing a list of students who will most need in-person support while they are at school to prepare them for at-home learning

Explore External Partnerships

There are many resources available to us that have proven useful for us getting better with remote learning. Priorities will continue to include:

- Borrowing or adapting digital content that is already proved effective in virtual classrooms
- Gaining insights and best practices from virtual educators' experiences
- Establishing partnerships to share online courses and minimize duplication of resources

Technology Leaders

Get 'everything' available online.

We cannot assume educators and students know how to productively use even the most familiar or basic technology programs. We must continue to offer frameworks and structures that educators can mimic for structuring content in the online platforms they use to deliver

content to students. A primary goal should continue to be getting as many learning materials as possible into a digital environment, in preparation for a pivot. Similarly, we will continue to monitor and refine our Virtual Schools' standard for measuring attendance/engagement and, make best use of our technology platform to help educators easily track those metrics for students.

Professional development opportunities will be most valuable to our educators if they mimic the delivery method of a course their students will experience this fall. For instance, if students will be learning at home using digital tools, professional development for educators should be offered using those same digital tools, so educators can see how students will experience them.

Advocate for Low-Cost Internet Access

We continue to advocate for discounts on broadband service to households that may need it if we must make this pivot. We found some and hopefully new ones will crop up, especially if it looks like we might have to pivot. We will continue to keep track of the available offerings in our area, and if they are not sufficient to address access gaps in our region, we will contact those providers and advocate for increased access. We are ever mindful of specific areas within our district that might need special attention, such as First Nations and isolated communities.

Education technology groups are also calling on our local, provincial and national governments to provide billions of dollars to improve broadband infrastructure nationwide. Some of this work is underway as we speak.

Carefully review technology products and discontinue the use of those that did not work. Decisions to sign contracts with technology providers are driven by schools' demonstrated needs, and governed by principles including keeping students' data safe and secure, and avoiding or minimizing bias perpetuated by algorithms. Whenever possible, we consult usage data from the past, combined with qualitative insights from students and educators, to get a clear picture of the technology needs and to identify products that might not be worth another investment.

(adapted from: <https://www.edweek.org/ew/articles/2020/07/23/the-pivot-back-to-remote-learning-checklists.html>)

Anxiety

As all of us have thought and many of us have said out loud, no one signed up for this situation. Aside from our concerns about teaching and learning, all of us are also grappling with personal challenges and fears. The anxiety we feel is entirely understandable, which is why we have all been consistently advocating for compassion and urging self-care.

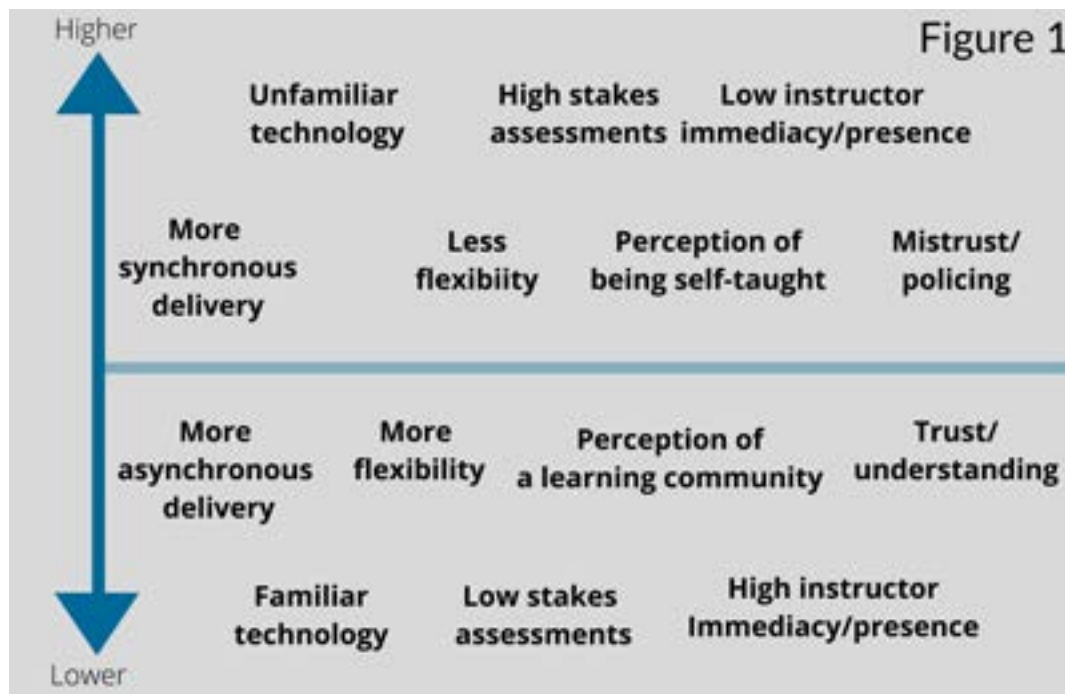


Figure 1: With respect to educators, there are several factors related to teaching and learning that can raise or lower our anxiety levels. For example, having more time and support to prepare to teach remotely will help. So too does not having to suddenly learn how to use all kinds of new technologies and tools. A common strategy to reduce anxiety is to simply transfer your current approach to teaching to remote delivery. For example, by moving the same kinds of activities and assessments online (e.g., discussions and final exams in Moodle) or by moving your weekly 90 minute face-to-face lecture to a weekly 90 minute synchronous video lecture. The latter strategy was entirely understandable, especially this past spring when we were doing an emergency pivot and not planning for a potential shift as we are now doing.

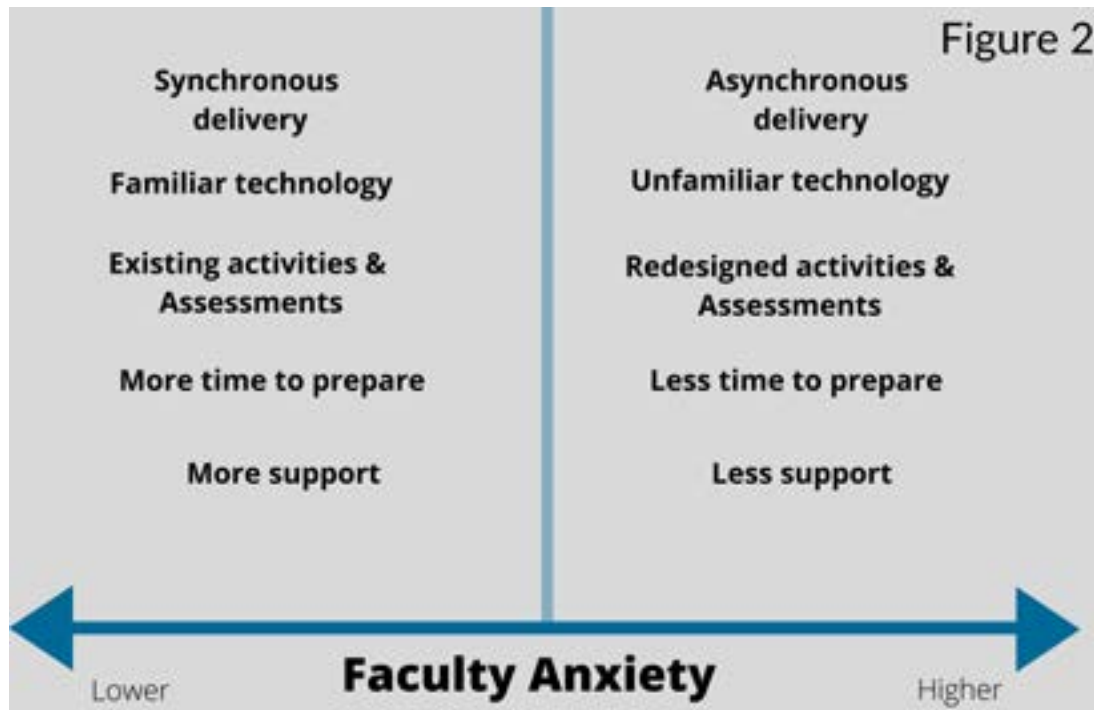


Figure 2: We must also consider the instructional strategies that raise or lower student anxiety. For example, having low-stakes assessments, feeling like they are part of a learning community, experiencing instructor immediacy and presence, and being given more flexibility all lower student anxiety. On the other hand, requiring students to be available for a synchronous 3 hour window each week increases student anxiety, especially for students with children or other responsibilities at home, international students stuck in different time zones, and those who do not enjoy reliable access to technology or the Internet at home. Sometimes we have little or no control over these variables, sometimes we do, but we always have to be aware of and do our best to limit and manage the anxiety.



Figure 3: Familiarity with technology, existing (pre-COVID) teaching and learning practices, and other factors vary widely. The purpose of this plan is to add to and inspire more resources and supports, to help educators select from a range of instructional strategies that lower student anxiety while also lowering your own. We will do this by continuing to provide and develop the theoretical and practical training needed to develop the best teacher directed at home learning experience possible. We will continue build an online community, share resources, create content, design learning activities, and plan for assessments and feedback, all in a way that is optimized for an online environment, together.

(From: <https://onlinelearningconsortium.org/pivots-pirouettes-and-piques-gracefully-managing-the-anxieties-of-remote-teaching-and-learning/>)

Pivot Plan to 100% Teacher Directed At-Home Learning

Change Model

The ADKAR organizational change model (Hiatt, 2006) is focused on the needs of the individuals:

- Awareness of the need for change (easier in response to the COVID reality).
- have the **Desire** to participate in and support the change (such as motivated by self-directed life-long learning).
- have the **Knowledge** necessary for change (including how to effectively use a VLE and learning to use other appropriate tools and apps for delivery and assessment).
- Ability to implement required skills and behaviours (including practice with both giving and receiving feedback);
- Reinforcement to support and sustain the change (such as program evaluation).

The **ADKAR** model needs to be addressed from the perspective of both learners and educators.

Universal Design for Learning and Differentiation

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

The purpose of UDL implementation is to create expert learners — learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interest, effort, and persistence during a learning task.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

A constant consideration for us is: how is UDL and differentiation different and/or the same when we are engaged in Teacher Directed, At-Home Learning as compared to face-to-face at-school learning?

What Does Current Research Say?

According to Moore (1989) and Hillman et al. (1994), transactional distance, as a threat to student learning, could be overcome by maximizing interactions:

- learner to content
- learner to instructor
- learner to learner
- Learner to technology

Dooley et al. (2005) postulated that the easiest of interactions to mitigate is learner to content, followed by learner to technology. It is the social interaction between and among learners and instructors that presents the greatest challenge. An individual's personal competence and motivation to learn at a distance are also critical but often overlooked aspect of distance education. (Remote instruction and distance education: A response to Covid-19 J. Lindner, C. Clemons, A. Thoron, N. Lindner- *Advancements in Agricultural Development* Volume 1, Issue 2, 2020 agdevresearch.org)

In March 2020, the decision to pivot to remote learning was made swiftly, particularly by those institutions operating with a shared leadership model, benefitting from a greater degree of agility, innovation, and collaboration. The current article highlights three of the leadership best practices for navigating unpredictable adaptive challenges such as that posed by the coronavirus pandemic. Firstly, by utilizing a type of servant leadership, that emphasizes empowerment, involvement, and collaboration, academic leaders with emotional intelligence and emotional stability should place the interests of others above their own. Secondly, academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in crisis resolution and thirdly, leaders should communicate clearly and frequently to all stakeholders through a variety of communication channels. (Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19. Antonia Arturo Fernandes, Graham Paul Shaw. *Journal of Leadership Studies*, Volume 14, Number 1, 2020).

The findings from the large-scale trials indicate that we need to be careful about using Ed-Tech as a full-scale substitute for the traditional instruction received by schoolchildren. There are two general takeaways: First, to a certain extent, Education Technology can successfully substitute for traditional learning. Second, there are limits on how much Education Technology may be beneficial. Admittedly, we need to be careful about extrapolating from the smaller amount of technology substitution in our experiments to the full-scale substitution in the face of the coronavirus pandemic.

However, these studies may offer important lessons. For example, a balanced approach to learning in which schoolchildren intermingle work on electronic devices and work with traditional materials might be optimal. Schools could mail workbooks to students or recommend that students print out exercises to break up the amount of continuous time schoolchildren spend on devices. This might keep students engaged throughout the day and avoid problems associated with removing the structure of classroom schedules. “As one KCDSB household said, “We thrived with physical work (paper and pen) but online learning with a 4-year-old was not OK.” Schools and families can devise creative remote learning solutions that include a combination of EdTech and more traditional forms of learning. Activities such as reading books, running at-home experiments, and art projects can also be used to break up extensive use of technology in remote instruction. KCDSB parents expressed appreciation for “the learning bundles that were sent out monthly and got much use and quality time out of the materials.” (npj Science of Learning (2020) 5:13 ; <https://doi.org/10.1038/s41539-020-00072-6> Schooling and Covid-19: lessons from recent research on EdTech Robert Fairlie and Prashant Loyalka)

Organization Level

- 1: Anticipate and move through the change management stages (ADKAR)
 - 2: Use the current Virtual Learning Environments (VLEs)
- Online Learning Modalities
- 3: Modality – Optimize the potential of online teaching and learning
 - 4: Modality – Optimize online small groups using intentional design
 - 5: Modality – Optimize the potential of asynchronous online teaching and learning
 - 6: Modality – Optimize the potential of virtual resources
 - 7: Modality – Optimize the potential of online reflection

General Online Tips

- 8: Simplify the massive online world for learners
- 9: Encourage and support co-creation of online resources and activities
- 10: Demonstrate the value for active educators of the practice online learning

(Rapidly migrating to online learning during the COVID-19 pandemic. Sandars J, Correia R, Dankbaar M, de Jong P, Goh P, Hege I, Masters K, Oh S, Patel R, Premkumar K, Webb A, Pusic M MedEdPublish <https://doi.org/10.15694/mep.2020.000082.1>)

PREPARING FOR TRANSITION

Work and preparations that need to be done prior to the announcement of closure of schools from the Minister of education.

Technology

- Familiarize students with the VLE, frequently used websites, software, apps and develop online learning and research skills
- Ensure students are comfortable with the hardware used. (e.g. Chromebook)
- Ensure a process is in place for the hardware and all other learning materials to be provided to the student and transported to the home
- Ensure a process is in place for tracking and monitoring home use of board property
- How to use the VLE to support the return to school. Steps you can take today that will ensure the VLE helps you implement recent provincial direction around online learning, including requirements related to synchronous learning.

There are four critical components needed for the online delivery of learning, and there are many resources to help with each one. Here are some of the topics and each VLE does have consultants who can assist too if required.

1. Professional and Enablement for Staff: Each VLE has self-serve and live training options for educators around online and blended teaching with the VLE. These are designed to be promoted to all educators via approved communication channels as free supports and professional development.
2. Communication Templates: BRIGHTSPACE has a communication workbook prepared for you to easily promote the value of the VLE to your teachers, students, and parents via many channels (social media, emails, staff communication, and letters home). This workbook has been built in partnership with other Ontario school boards, and are ready to be used as-is, or tailored to include board specific messaging and priorities. Google and Microsoft have similar resources.
3. Infrastructure: The VLE is waiting for your teachers and students to login, with user accounts and course spaces ready before school begins! Each one we use also integrates with other major synchronous video tools you and your educators want to use (including Google Meet, Microsoft Teams, Zoom, Brightspace). Our school board TELT Contact knows a good deal about VLE and provides personalized support for our board. There are many other staff as you know who on an unofficial basis can also provide support.

4. **Content:** The Ministry of Education provides online content for secondary school courses in addition to elementary resources, and Brightspace has elementary math content that is aligned to the new math curriculum, all integrated into the VLE tools! Our Grade 3 Math for Brightspace has already been approved for the Trillium List. Google, Microsoft and many other companies also have many resources, many of which are already listed in the resource sections of our board and school websites.

Virtual Elementary Schools: We will continue to operate our centralized virtual elementary and secondary school respectfully on the VLE in the event of a pivot to 100% teacher directed at-home, on-line learning. Any of the three VLEs we use is a great way to support students choosing to learn remotely. BRIGHTSPACE, Microsoft and Google all have teams and resources that can provide a walk-through of sample models and can work directly with our staff to personalize our virtual school model that works best for our learners.

We know that this school year brings a lot of change, and more than ever we need adaptability, resilience, and partnership.

WORK TO BE DONE SYSTEM-WIDE BEFORE/DURING THE ONSET OF REMOTE LEARNING

Overall Pedagogical Support

- Sample daily templates across panels need to be created to support the imagining of the delivery of the required minutes.
- As part of PD educators need time to digest and process the implications of PPM 164.
- Educational Assistants would benefit from needs-based training in all areas: effectively working one to one with a student be that online or over the phone, managing behaviour in an online context, and so on.

Mental Health

There were many lessons learned when it came to the mental health and well-being of students during the unplanned school closure. The first and most important, is the role that educators play in connecting students to the right supports. Get to know your students, learn their baseline behaviour, and develop connections.

Make it a normal practice to ask your students, “how are you and what do you need?” Should we switch to virtual this will be a normal part of the classroom structure and will normalize help seeking behaviours for students.

Be familiar with ONE CALL Educators are often the first to notice when something is wrong. It is important we recognize changes in base behaviours and know the pathways for support.



Know where to send students for mental health supports in advance. Do you know who your school's mental health worker is? Do you have the Kids Help Phone contact information on hand? Are your families familiar with your school board's policies and procedures for supporting a student at risk of suicide or non-suicidal self-injury?

Kenora Catholic District School Board Mental Health Team will explore having a "warm line" during business hours that students or parents can call for general mental health supports. Brainstorm in advance – what might be some barriers for students in your classroom in attending school virtually. Is it lack of safety, lack of Internet access, ability to focus through virtual means? Think of academic activities that are engaging and do not require students to access a computer.

We cannot forget that long-term, complex mental health impacts on the general population may take time to emerge. Prolonged periods of quarantine could worsen psychological symptoms – we need to ensure not only are we checking in on students, but also our staff. We need to intervene sooner. As soon as staff notice a change or a student discloses thoughts such as loneliness, confusion, lack of motivation – they need to be connected to mental health supports right away.

Due to complex mental health implications – Mental Health Lead will ensure there will be a minimal debriefing of Mental Health Staff to prevent burnout amongst our Mental Health workers.

Considerations should also be given to educators – who will be checking in on educators, can there be weekly "school wide check ins" to reduce feelings of isolation and loneliness. Ensure we are working collaboratively and closely with our community partners.

Faith Education

As a Catholic school system, we know that faith permeates all that we do. We know that religious education is an excellent starting point for planning solid and effective learning for our students. Faith is a critical component of hope, to continuing to care for each other, and for ongoing service to our community. Faith first enables us to ensure that our values and the directions we take are solidly anchored in the Gospel we strive to follow. Religious education is not an “add on” but the given.

We continue to offer the Religious Education and Family Life curriculum, creatively using the resources we have been given, beginning with Growing in Faith and Fully Alive, to ensure that students, and potentially their households who are supporting them in the learning, are receiving the faith education that they know is part of choosing a Catholic system.

- Growing in Faith resources need simplification for the younger grades in particular so that the curriculum is delivered with both online and non-technology components.
- Primary resources need to include a stronger home component to promote more of an intergenerational learning feel versus a teacher and student feel.
- Integration is the most successful way for faith formation to be taught online (and in the classroom but critical for online) – board level coordinators, for example literacy, need to collaborate to enable the best teacher and therefore student success. Same messaging, co-creating resources, and so on.

Special Education

Adapting educator supports to the virtual environment (scheduling regular check-ins with family and student, scheduling and logistics surrounding virtual small and individual support sessions or intervention groups).

-roles of classroom teacher, learning resource teacher, educational assistant to support students in responsive and targeted ways to

Revisiting IEP document to review goals and accommodations to reflect virtual learning environment with all key stakeholders.

Best practices for Differentiating Instruction and promoting learning for all (UDL)
-many great tools and resources from LDAO@school, provincial demonstration schools, Centre for ADHD Awareness Canada, Canadian Hearing Services, etc.

Assistive technology – practice and ‘train’ student, staff, parent/guardian in current tools such

as Google Read & Write and trial new ones such as closed captioning in MS Teams and Google Meet. Reach out to experts in assistive technology to ensure best set-up possible (i.e. KCDSB experts, provincial demonstration school, CHS).

Shifting focused intervention programs and school based health programs to an online platform. Connect with program partners and service providers for materials, meeting platforms, consent forms etc. i.e. Empower Reading groups to a virtual option. During COVID closures there was the option for synchronous Empower Reading Intervention; KCDSB SLPs, FIREFLY SBRS.

Adapting regular process to a virtual platform for Early and Ongoing Identification of student needs such as In-school team meetings, assessments/screeners, IEP development and review meetings, IPRCs.

Communications

We are committed to doing our absolute best to keep families, and our school community informed should the Ministry of Education order that there be a return to remote learning and schools be closed to in-person learning.

School Principals and the Board's Communications Services staff will communicate regularly with staff, students and their parents/guardians.

Many of our families have unique situations and work commitments. This plan will not be able to meet every individual situation. We will find creative solutions designed to help as many families as possible so that they can manage their competing demands of work, school and family needs.

The Kenora Catholic District School Board will communicate using all available platforms such as School Messenger, websites, social media and telephone services.

In order for school and board communications to be effective, it is critically important that schools have the most-up-to-date home telephone, parent and guardian cell numbers and email addresses to reach families in an emergency. It is recommended that schools work to close the gaps in their Student Information System for primary contacts.

Special Considerations for Our Youngest Learners (JK - Grade 2)

Our pedagogical document for the Early Years, *How Does Learning Happen*, reminds us that children, in K-2, learn best in settings that focus on 'active learning through exploration, play and inquiry'. (HDLH, page 4). The quality of Early Years programming is strengthened when we ensure that it is centered on the child and the family. This call to be responsive and honour each child's/ family's gifts and interests, as unique children of God, is at the core of our practice as Catholic Educators.

In light of PPM 164, this impacts the way we approach Remote Learning. The Ministry requires that students and parents must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities. Of those minutes, the daily minimum synchronous learning time requirements are 180 minutes for Kindergarten and 225 for Grades 1-3. Within these time frames, teachers are directed by PPM 164 to include opportunities for guided, large and small- group learning, and synchronous check-ins. We must be very intentional, as to what we are focusing on with students during whole group times, as our goal for every child to have a sense of 'belonging' (a key foundation of HDLH) is dependent upon offering inclusive activities with multiple entry points. As a result of this focus on inclusion and meeting every child where they are at developmentally, the activities that should occur during whole group sessions are ones that ALL children can participate in (i.e. stories, inquiry, play, movement, nature, the Arts).

An important element to note, in remote learning, is that we are not only co-learning with the child but along with the family as well. The amount of family/ parent support required, by our youngest learners (Early Years), must be considered and honoured. As teachers we always differentiate for our students but remote learning also requires that we differentiate for our families. For example: whereas some parents/ guardians might be able to support their child in Kindergarten by being on-line with them and engaged with the activities, other young learners may have a parent who only has time to get them virtually connected and then needs to return to their own work. This is necessary to know so that teachers can plan and differentiate accordingly. If a teacher's lesson includes the children going outside on a 'leaf hunt' and bringing back what they find (i.e. as part of a math, science, art lesson), he/she needs to know if some of the learners don't have a parent to accompany them for this activity (i.e. have students look out the window). A work around needs to be found so that all can participate. Just as we often spend a good deal of time getting to know our students, during remote learning it is equally important to invest the time in getting to know our families and work to support them as our partners on this journey.

Our end goal is always the success of the children and our families and the phenomenal work by KCDSB Educators to this end, is greatly appreciated.

At Home Before/During the Onset of Remote Learning

Technology

- Familiarize students with the virtual learning environments, frequently used websites, software, apps and develop online learning and research skills especially as it relates to variations that may be experienced in the home environment
- Ensure students are comfortable with the hardware used. (e.g. Chromebook) especially with respect to Wi-Fi at home.
- Ensure a process is in place for the hardware and all other learning materials to be provided to the student and transported to the home
- Ensure a process is in place for tracking and monitoring home use of board property
- Ensure a good learning space is organized in the home

Mental Health

Parents/Guardians continually report that the biggest challenge in accessing mental health is not knowing where to go. Make sure parents know where to go in advance of needing mental health supports.

Let parents know extra supports that might be available or are currently available (food programs, childcare options).

Ensure parents/guardians are aware of who the mental health workers are at each school and how to access. This information should be easily accessible for our parent on our board website.

Ensuring conversations are occurring with parents and children around what things will look like should we shift back to virtual learning. When children know what is going to happen it helps ease their anxiety and worries about many unknowns.

Ensure we are not sharing or discussing sensitive information in front of children. Children need to know that the adults are doing what is needed to keep children safe. Make sure information you are accessing is from a reliable source (Northwestern Health Unit, SickKids Toronto).

Limit media exposure on COVID -19. This will reduce both parent and child anxiety. Keep routines the same - have children get up and go to bed at the same time, limit media exposure, no screens at least one hour before bed, eat family meals together. Having consistency and predictability reduces stress in both ourselves and our children.

APPENDIX A

Policy/Program Memorandum No. 164 Requirements for Remote Learning

Purpose

The Ministry of Education is committed to ensuring that students¹ across Ontario 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 memorandum provides direction to school boards² on remote learning requirements, including implementation and reporting. This memorandum also identifies effective practices that school boards 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.

This memorandum must be implemented in alignment with collective agreements. Where there is a conflict between the memorandum and a collective agreement, the collective agreement must prevail.

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

In the context of this memorandum, “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 board-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 School Boards.

During periods of remote learning, school boards are 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

Minimum Requirements for Engaging Students during Remote Learning

During remote learning, students and parents must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming must be based on the full 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.

Minimum Requirements for Synchronous Learning

During periods of remote learning where students are at home for more than three days in a

given week, boards must 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 must be communicated to parents and students. Educators should use their professional judgment 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.

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement [*]
Elementary	Kindergarten	180 minutes
	Grades 1 to 3	225 minutes
	Grades 4 to 8	225 minutes
Secondary	Grades 9 to 12	The higher of 60 minutes for each 75-minute class period ^{**} or 225 minutes per day for a full course schedule

* This is in addition to asynchronous learning time.

** The synchronous learning time requirement for any period that is not 75 minutes should be adjusted to reflect this ratio.

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.

It is expected that 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 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, school boards should 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.

Process for Exemption from Synchronous Learning

School boards must allow for students to be exempted from the minimum requirements for synchronous learning stated above, on an individual basis.

School boards must 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 by students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control.

To support meaningful access to education, alternative learning approaches must 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 300-minute instructional day.

Protocols for Delivering Remote Learning

School boards must ensure that the delivery of remote learning includes the following elements:

Communication Processes

- School boards must inform students and parents about remote learning requirements, including the process for exemption from synchronous learning, and expectations for student attendance and engagement.
- School boards should 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 should 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 should 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 should provide daily opportunities for each student to receive meaningful feed-

back.

- The policy outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* continues to apply during periods of remote learning and teachers should employ assessment for, as, and of learning (including diagnostic, formative, and summative assessment), as required.
- Teachers should provide differentiated support to all students, including English and French Language Learners, and students with special education needs who have an Individual Education Plan (IEP).

Supporting Students with Special Education Needs

- Where appropriate, educators should 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 should 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.
- School boards are encouraged to 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 are expected to work with students and parents to determine workable solutions on an individual basis.

Student Attendance and Safety

- Student attendance must be taken daily at the elementary level and per course at the secondary level. Principals must 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 and board attendance protocols.
- 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.
- Boards may review how attendance counsellors could be used to further support student attendance, engagement, and well-being.
- Boards must ensure that teachers follow school board-established procedures related to online safety, privacy, and cyber security.

Access to Remote Learning Devices – such as Laptops or Tablets – and the Internet

School boards must work collaboratively with parents to ensure that all students have access to remote learning devices and the Internet during remote learning. School boards are expected to provide remote learning devices and Internet connectivity to students who do not otherwise have access to them, and to develop policies on how these resources will be allocated on an equitable basis.

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

School boards should also consider how to support students in Education and Community Partnership Programs (ECPPs), including students in youth justice ECPPs, where access to the Internet may not be available or may be restricted due to a court order.

Teachers should work from a school or board facility during remote learning, where possible, with reasonable accommodations if required. If this is not possible, teachers should maintain regular communication with the principal. School boards should support educators in accessing remote learning devices and tools to support remote and synchronous instruction.

Standardized Suite of Synchronous Learning Platforms

School boards must 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, school boards should consider providing a tool that allows educators to control student microphones and cameras. School boards may also wish to consider synchronous learning platforms that include virtual whiteboards, recording features, participant polling features, and file uploading and sharing features.

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.

School boards must review their cyber security and privacy policies, and develop updates related to remote learning. These policies must include clear protocols and procedures for ed-

educators to follow so that they can ensure student safety and security during remote learning. These protocols must 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.

School boards should provide professional resources to all school staff to increase cyber security awareness.

Effective Practices

To support students and educators during periods of remote learning, school boards should 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

Providing Technical Support for Remote Learning

School boards should 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.

Board staff, educators, students, and parents should know where to seek help when they encounter technical issues during remote learning. School boards should 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).

Providing Educator Training

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

School boards should deliver 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.

Using Standardized Platforms

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

Principals should 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.

Setting Out Roles and Responsibilities

School boards should 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 principals and to comply with all professional standards and obligations under the Education Act and the Ontario College of Teachers Act, 1996. 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.

Technology Enabled Learning and Teaching (TELT) contacts at each school board can play an active role in supporting communication of the policy, educator training, and implementation of remote and synchronous learning. For example, they can support the use of the ministry's Virtual Learning Environment, which provides educators with training related to digital learning tools.

Implementation

School boards must ensure that the requirements outlined in this memorandum are implemented by the beginning of the 2020-21 school year.

School boards are encouraged to consider local needs and circumstances, and to consult with local partners in their implementation of remote learning. In the French-language education system, the implementation of remote and synchronous learning should take into account Ontario's aménagement linguistique policy and support the vitality of the French-language culture in a minority setting.

Monitoring and Evaluation

School boards are required to report at the end of the school year on their activities to fulfill the direction outlined in this memorandum.

School boards are expected to 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.
- 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 provided to the ministry no later than July 31 of each year in which there are periods of remote learning.

School boards are expected to make adjustments to their implementation of the requirements in this memorandum based on parent, student, and staff feedback collected throughout the school year.

Upon request of the ministry, school boards may be required to report 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.

1 In this memorandum, unless otherwise stated, student(s) includes children in Kindergarten and students in Grades 1 to 12.

2 In this memorandum school board(s) and board(s) refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

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

APPENDIX B

Honouring the Spirit of the Early Years via Remote Learning

Our pedagogical document for the Early Years, *How Does Learning Happen (HDLH)*, reminds us that children, in K-2, learn best in settings that focus on 'active learning through exploration, play and inquiry'. (HDLH, page 4). The quality of Early Years programming is strengthened when we ensure that it is centered on the child and the family.

Synchronous Learning

PPM 164, from the Ontario Ministry of Education, requires educators to offer 180 minutes of synchronous learning opportunities for kindergarten and 225 minutes for learners in Grades 1 and 2.

Synchronous can be defined as, "Learning that happens in real time" (PPM 164). This can occur through different mediums but always enables educators to instruct or connect in real time.

What could this look like with our Early Years students and their families?

Whole Group

We must be intentional during whole group times, for every child to have a sense of 'belonging' (a key foundation of HDLH). A sense of belonging is dependent upon offering inclusive activities with multiple entry points that honour the children's strengths and interests. The activities chosen for whole-group need to ensure that every child is met where they are at developmentally. Whole group activities are ones that ALL children can participate in (i.e. stories, inquiry, play, movement, nature, religion, the Arts, self-reg/mindful activities).

Small Group

PPM 164 requires that there is a mix of whole group and small group synchronous meeting opportunities. Small groups make it possible to focus on more targeted/ responsive programming. This echoes what happens in the physical classrooms. For example, if there are a couple of children in the class who struggle with emotion regulation or the social skills curriculum you would be able to support that more directly in a targeted small group. Literacy and numeracy small groups also allow educators to meet children where they are at in their learning and provide responsive and developmentally appropriate instruction.

Communication With the Co-Educating Home

A KCDSB family survey in June 2020 found that solid, clear, and consistent communication with families is a critical component to family and student remote learning success. Families mentioned feeling disappointment and disconnected when educators did not reach out (i.e. two way conversation) to communicate regularly. The shift to virtual learning actually presents an opportunity to work more closely with our families (as partners) than ever before. The family, especially in the Early Years, is our partner and co-educator.

Communicating with the home is a part of synchronous learning. Thirty minutes could be taken each day to make contact with the “co-educators”. Each home would be in conversation with the school educator once a week, with the educator making contact with a couple of families each day to :

- see how things in general are going
- discuss what is working and not working
- check on supplies
- ascertain if there is any support needed, and to hear about the learning that is happening within the home (part of triangulation of data for assessment)
- discuss how the child is doing overall with the learning/ activities
- focus on relationship building and affirm the learning journey the family is on (i.e. by naming the learning that they hear being described to them through everyday family activities and possibly suggesting ideas if the family is open to them).

In order to help ensure a successful year for all, we ask you to consider reaching out to your families with the following questionnaire to get to know families/ students a little better. One of the first calls home could be to gather the information on the questionnaire to ensure that our families know that we care about their children and the unique situation of their family.

*Please note that these questions were designed to be asked in real time conversation and not simply sent out as a PDF.

[CLICK HERE FOR QUESTIONNAIRE](#)

Asynchronous Learning

The Ministry requires that students and parents must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities. Of those minutes, the daily minimum synchronous learning time requirements are 180 minutes for Kindergarten which leaves a remaining 120 minutes of activities that must be provided asynchronously.

Asynchronous learning is defined as learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded material (such as the videos provided by an Artist in Residence), or completing assigned tasks and activities.

Both asynchronous and synchronous learning with our youngest learners requires a certain degree of family/ parent support. As teachers we always differentiate for our students. Remote learning requires that we differentiate for both our families and our learners. Some parents/ guardians might be able to support their child in Kindergarten by being on-line with them and engaged with the activities, while other young learners may have a parent who only has time to get them virtually connected and then needs to return to their own work. Educators can not effectively plan out learning without knowing their “home classrooms”! If a teacher’s lesson includes the children going outside on a ‘leaf hunt’ and bringing back what they find (i.e. as part of a math, science, art lesson), he/she needs to know if some of the learners don’t have a parent to accompany them for this activity. A work around needs to be found so that all can participate (i.e. have these students look out the window). Just as we often spend a good deal of time getting to know our students, during remote learning it is equally important to invest the time in getting to know our families and work to support them as our partners on this journey.

One way of differentiating is by providing OPTIONS for families. The goal is for ALL families to be able to enter into this without any parent feeling inadequate or that they need to choose between family time/ relationships or the assigned learning. For this reason, just like when students need multiple entry points for whole group learning, the families need multiple entry points for the asynchronous learning.

If an educator gives a more ‘involved’ activity such as a stem challenge for the Problem Solving and Innovating frame, they might also consider giving a less time intensive option in case the family is feeling overwhelmed. It is so important to communicate to families that nightly reading of a book, the playing of a board game/ cards, venturing outside for fun in nature or helping with the running of the household (cooking/chores) all hold learning value and can all contribute towards the 120 minutes asynchronous learning requirement. This is important to acknowledge since households may not always have time to complete ‘learning opportunities’ provided by the “professional” educators. During the first foray into remote learning many parents reported feeling overwhelmed and like they were ‘failing’ and chose to ‘opt out’ of the distance learning all together. It is important for families to feel successful in the learning they are doing with their children even when it is not ‘formal’. Educators can support the family in being successful by integrating the asynchronous learning time in a way that works for them (and that honours the interests of their child).

By staying in regular and ongoing communication with your families you will have the sense of the type of activities families enjoy and are able to support their child with. The goal is definitely to be responsive to both child and family.

Sample KCDSB Daily Remote Learning Schedule for the Early Years

Time	Description
8:50- (45 M)	Synchronous- 'Whole-Group Block' *focus on inclusive activities that whole group can participate in
9:30-10:20 (50 M)	Asynchronous Time
10:20-11:10 (25 M each)	Synchronous- 'Small-Group Block Time'/ Nutrition Time *Work with each group for 20-25 minutes small group time
11:10- 11:55 (45 M)	Synchronous- 'Whole-Group Block'
11:55- 12:45 (50 M)	Asynchronous Time
12:45-1:20 (35 M)	Synchronous (Connecting with families/ Nutrition Time for Families/ Children)
1:20-2:05 (45 M)	Synchronous- 'Whole Group Block'
2:05-2:25 (20 M)	Asynchronous
2:25-3:13 (48 M)	PREP

*Please note that this is just one possible example of how to arrange the day so that the requirements of 180 M (minutes) of synchronous and 120 M (minutes) of asynchronous learning could be met.

This particular sample is based on the situation that there is only one educator (teacher) assigned to the class. If there were two educators assigned to the class (a teacher and an ECE), it would allow for much more time to be dedicated to small group/ individual blocks.

Appendix C

Moving from an Onsite Classroom to Remote or Hybrid Classroom

All the links found within Appendices C, can be found in Kenora Catholic's Share point site under Idea Lab - Curriculum Support or by [clicking here](#).

Home Communication

We know that communication with our families is critical. If a shift happens, to either virtual or hybrid, engagement with our families is important.

- Direct communication - [Draft of talking points for phone conversation](#) as needed
- Letter home - a letter home, personal to each classroom with the learning platform information, needs to be ready to go so that it can be sent home with students if the shift happens when they are still onsite, or ready to send electronically.
- [Simple parent guide to Google Classroom](#)
- Simple parent guide to Brightspace/D2L
- Virtual Learning Platform is ready to go and students are able to sign in

Online Classroom Environment

Do not forget that you need to nurture a respectful and engaging online learning environment.

Consider setting success criteria with students around, respect in the chat/discussion, using camera and audio whole group (for example microphone off at times, camera on option etc.,)

Teacher access - how can students best get in touch with you?

OPTION #1 - BRIGHTSPACE/D2L



STEP ONE:

Access the platform [here](#), and if you haven't done so ask mbaker@kcdsb.on.ca to launch your class shell.

STEP TWO: THE BASICS

- What are the basic things that need to be set up to begin learning on Brightspace? [PDF Guide to the Basic Features](#).
- In order to start using the platform effectively from day one, make sure to have these features ready to go:
 - [Activity Feed & More](#)
 - [Customizing your course - Nav Bar](#)
 - [Engaging your student through discussions](#)
 - [Organizing content with lesson tool](#)
 - [Announcements](#)
 - [Video Note to improve accessibility for all learners](#)

STEP THREE:

Support your students to learn the platform. Take the time to help them get around the virtual learning environment (see tutorial)

STEP FOUR:

Support your parents to use the platform. Take the time to help them get around the virtual learning environment.

STEP FIVE:

Do you have a virtual place to meet 'face to face'? You need to use Teams or Google Meet to meet synchronously.
See below.

Option #2 - GOOGLE CLASSROOM



STEP ONE:

Access the platform [HERE](#). Learn how to use it ([overview](#)) [here](#).

STEP TWO: THE BASICS

What are the basic things that need to be set up to begin learning in Google Classrooms?

[PDF Guide to the Basic Features](#)

In order to start using the platform effectively right from day one, make sure you know the following:

- [Add content to the platform](#)
- [Create submission folders for collecting student work](#)
- [Manage permissions to access slides, docs, etc.,](#)
- [Access discussion tools to assist in the triangulation of data](#) and [Hosting discussions](#)
- [Modify shared settings to ensure smooth access to all students](#)
- [Using the tools for feedback](#)

STEP THREE:

Support your students to use the platform. Take the time to help them get around the virtual learning environment.

Student Support Training Videos for Google Classroom:

- [Access the Google Classroom platform on a computer](#)
- [Access the Google Classroom on on an iPad](#)
- [Overview PDF](#) (this would also assist parents as well)
- [Overview Video](#) (8 minutes)
- Locate content
- Submit assignments

STEP FOUR:

[Support your home community](#)

STEP FIVE:

Do you have a virtual place to meet 'face to face'? You need to use teams or Google meet to meet synchronously. Please Option #3- Microsoft Teams - Synchronous and Asynchronous Platform.

OPTION #THREE - MICROSOFT TEAMS

Synchronous and Asynchronous Platform

This [LINK](#) will provide you with a collection of short training videos for using Microsoft Teams.



A place to meet! How will you gather synchronously with your students?

GOOGLE MEET

Do you know how to do the following:



- create a stable link to a classroom online meeting space?
- share and communicate the stable link to a classroom online meeting space?
- use the screen recording tools to pre-record teacher-centered teaching? [Find tools here.](#)
- [create multiple rooms to support small group learning?](#)
- turn on your camera?

Do your students and parents know how to do the following:

- locate links to their meeting spaces?
- use the chat and raise-hand features to support their learning and that of their peers?
- understand and use the mute button when appropriate?
- turn on their cameras and microphones?

STUDENT SUPPLIES

Consider the learning supplies that your students may need at home. Here are some considerations:

- paper, writing instruments
- what textbooks or print resources do they need?
- do they have a device (chromebook)
- when you send home assignments and forms make sure they are fillable