



# Fact Sheet

## Remote Learning

Revised: August 22, 2020



### **The health, safety and well-being of students and staff is a top priority as schools are reopened.**

The Ministry of Education has developed [Policy/Program Memorandum No. 164](#) to provide direction to school boards to ensure a consistent approach to remote learning. Other SGDSB fact sheets have shared information about the reopening models for elementary and secondary schools, mentioning that families have the choice to engage in remote learning for their child(ren). The purpose of this fact sheet is to outline the requirements for those who have chosen this option. Remote learners are those students who have chosen to access their learning online while the rest of the system is in the conventional model.

In a Remote Learning Model, students will continue to receive 300 minutes of instruction per day through a combination of synchronous and asynchronous learning opportunities. These students will be taught by teachers from within Superior-Greenstone, but not necessarily from a teacher within their community. The organization of these classes will be coordinated centrally. Students and parents will be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of in the moment live learning with a teacher online and independent learning activities. Programming will be based on the full Ontario curriculum.

### **Minimum Requirements for Synchronous Learning**

The table below outlines the minimum amount of time per day that students, depending on their grade level, will be provided with “in the moment live learning with their virtual teacher” as part of their schedule.

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement *
Elementary	Kindergarten	180 minutes (3 hours a day)
	Grades 1 to 3	225 minutes (3.75 hours a day)
	Grades 4 to 8	225 minutes (3.75 hours a day)
Secondary	Grades 9 to 12	120 minutes for each 150 minute class

\* This is in addition to the independent learning times.

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



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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.

## Student Attendance and Safety

- Student attendance will be taken daily at the elementary level and per course at the secondary level.
- 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.
- Attendance counsellors may be used to further support student attendance, engagement, and well-being.
- Teachers will follow school board-established procedures related to online safety, privacy, and cyber security. (See *Synchronous Learning – Best Practices in Virtual Environments* Fact Sheet)

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

Local school principals will work collaboratively with parents to ensure that all students have access to remote learning devices and the Internet during remote learning.

## Process for Exemption from Synchronous Learning

School boards will allow for students to be exempted from the minimum requirements for synchronous learning on an individual basis. Requests for an exemption must be made in writing and submitted to the local school Principal.

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 will still be provided with a daily schedule or timetable in accordance with the **300-minute** instructional day.

*This Fact Sheet has been designed to provide information for school communities considering the changes required by COVID-19. For any questions, concerns, or accommodations, please contact your child's school principal.*

*\*\* Adapted from the Ministry of Education "Policy/Program Memorandum No. 164"*