



Guidelines for Continuity of Remote Learning

April 3rd, 2020

The following considerations and guidelines are meant to reinforce and be aligned with what has been shared by the Ministry of Education:

[Continuity of Learning Planning Guide for Teachers](#) - PDF Link

Overview:

Below are guidelines for the amount of time, methods and area of focus we are asking students to engage with through remote learning. Although the Ministry is not introducing hours for learning, they do support school districts in providing guidelines to its staff. These guidelines simply provide support for schools and are not mandatory.

We know that we have to be mindful and flexible in the learning that we are offering to our students in the school district. While it is difficult to identify a specific number of hours, methods of communication and areas of focus, we do want to provide some guidance to allow continuity across schools.

Considerations:

- We are creating opportunities for learning, not recreating school at home. This will look different in each home depending how our families are able to interact with the resources.
- Key curricular competencies that students need to focus on for the next few weeks, months need to be identified. Students won't be able to do it all – so what matters most?
- How do we make learning accessible for all our students – on and offline?
- What will our learning targets and assessment look like? How do we communicate that early with parents and students?
- Continuity of learning at home for students with complex needs will need to be based on the priority goals in their IEPs, determined through consultation with case managers, families, and other staff (eg. OT, PT, SLP, DLST, behaviour consultant, social worker, etc). We know that we cannot provide all of the programming opportunities virtually that were being provided when the students were in school.



Communication Guidelines/Platforms:

Regular and consistent communication to families is important. As a school community, it is important to consider how often and in what way we are reaching out.

ELL/LST/Counsellors/Classroom teachers working together to streamline contact to families may be more successful and less overwhelming.

Platforms for supporting learning/communicating are still being identified and guidelines for use are being established. While we are aware of the multitude of platforms available and news that certain tools are Ministry-approved (i.e. meet privacy requirements), we must first see the guidelines set forth by the Ministry before we implement this as a learning solution. The best tools are the ones that were already being used. Please await communication from Senior Leadership before the use of video-conferencing tools with students.

We have identified the following key areas of focus:

Elementary

- Supporting Physical Health & Social-Emotional Well-Being
- Literacy
- Numeracy
- Learning through exploration and play

Middle

- Supporting Physical Health & Social-Emotional Learning
- English Language Arts
- Mathematics
- Science/Social Studies
- Exploratories

Secondary

- [Click here](#) to access the Secondary Timeline Document

**Suggested Guidelines:**

These suggested hours should include time for students to support their physical health and social emotional learning. Please note, these are suggestions only, actual time may differ between grade levels (Elementary and Middle) and between different courses (Secondary). Regardless, it's important to clearly communicate time expectations to students and parents.

Primary	Intermediate	Middle	Secondary
5-7 hours per week With plenty of play-based, inquiry learning, and physical activity	7-10 hours per week With plenty of play-based, inquiry learning, and physical activity	10 - 12 hours per week	3 hours per semester course 1.5 hours per linear course

Suggested Timelines:

March 30 - April 3 - initial contact with students and families

April 6 - April 10 - designing learning across schools

Mid April - classroom teacher begins to introduce learning (some may have already started)