

What is the DPCDSB's recently announced Hybrid learning model?

The Elementary Hybrid Learning Model is a learning environment in which teachers instruct students attending in school and students attending remotely at the same time. The home school classroom teacher provides instruction and activities to both in-person learners and remote synchronous learners at the same time using a Learning Management System (LMS), such as Google Classroom, or D2L and virtual meeting software such as ZOOM or Microsoft TEAMS.

Why did the DPCDSB change its elementary learning model?

The Hybrid Learning Model is being adopted to provide flexibility to parents/guardians in a time of uncertainty and the need to find a solution that is sustainable for the remainder of the school year.

It is important to note that, regardless of the change, a reorganization of both remote **and** in-school classes was to occur in November and February to accommodate parental choice for learning models and to align with Ministry of Education class size regulations. Due to the number of requests to have students change their mode of learning and the number of students learning from home, the DPCDSB needed to respond with a flexible plan that offers a smoother transition from remote learning to in-school learning and vice versa . Since September, DPCDSB continues to experience an unprecedented level of demand from parents/guardians to switch between in-school learning and remote learning. With this model, there is no longer a need for future reorganization.

This model also ensures that all students will continue to learn the same curriculum without missing a day of school. With cases of COVID-19 on the rise, DPCDSB has experienced students and classes needing to self-isolate. In this model, learning continues with more consistency, as all students belong to a hybrid class even if they have chosen to attend in-school, face-to-face every day.

DPCDSB recognizes that it would not be sustainable under the previous model to accommodate the desire to switch between in-class learning and remote learning without causing significant disruption to the learning of students, and that if we continued on that path, this disruption would be a periodic occurrence. We are learning from the experience of other school boards that have already adopted the Hybrid Learning Model and demonstrated that the hybrid model could work, providing a more effective way for parents/guardians to request switches between in-school learning and remote learning while maintaining continuity of learning without continuous disruption.

Why did the DPCDSB choose to implement this model in November?

We decided to implement this model in November because we had committed to offering two pivot or change dates for parents/guardians during the year, the first one being in November. We were faced with re-organization regardless of whether or not we changed learning modes. In addition, we have a number of remote learners who have not yet been assigned to teachers, as well as many more parents/guardians who want to switch from in-school learning to remote learning. This model eliminates the need for any further reorganization for the remainder of the school year.

What are the benefits of this new elementary learning model?

This hybrid model has numerous benefits including keeping remote learners in their home school with their peers and offering a seamless transition from in-school learning to remote learning or vice-versa within the same classroom. All students receive the same instruction from their teachers.

As in any regular school year, students will first be assigned to the appropriate grade level and then to a specific educator (for their new 'class'). This class, made up of both in-school learners and remote learners, will be taught as usual by their assigned educator (remote learners joining daily via the chosen platform). Students will be engaged in a regular classroom experience, regardless of their chosen learning mode. In addition, remote learners will be able to access physical resources from their home schools. We believe this format will better serve our students' educational needs, re-establish links with classmates and the home school and parish community and promote positive mental health and well-being.

Teachers will provide a timetable and will use a combination of audio, text and video (camera on) as determined by their lesson, throughout the day. The main lesson may be taught synchronously to both groups of students (in-class and remote) via teachers sharing their screen on their computer for remote students and lessons being projected on a whiteboard in the classroom as the lesson progresses.

Questions will be answered live and remote students can either unmute or write a question in the chat feature. The educator will read out questions and answer them for the benefit of all students.

When it is time for independent work, this is an opportunity for remote students to turn cameras off and/or log off. The educator will provide a timeframe for independent work to the class. The educator will log off to support in-school learners, while remote students work independently. The educator will join remote learners to check-in, provide support and answer questions while in-school learners work independently. Mini lessons and consolidation/follow-up will also be provided for all students to access in the online platform.

How will teachers teach both remote learners and in-school learners, as teaching in-school learners requires different teaching skills, organization and planning compared to teaching remote learners?

The educator will be teaching one class of students simultaneously. Teachers have always planned learning experiences to incorporate whole group or smaller group teaching and whole class, small group and individual student support as follow-up.

The same holds true of our combined grade classes (i.e., a Grade 3/4 combined class).

Can you eliminate French as a subject this year in order to move core French teachers to have their own classrooms to alleviate the teacher shortage?

The Ministry of Education clearly states that all subjects need to be addressed.

STUDENTS IN THE NEW ELEMENTARY HYBRID MODEL

My child is enrolled and attending in-school learning. What will happen to my child in this new elementary learning model?

Elementary students enrolled in the current in-school learning model will continue to learn from their classroom teacher in the classroom. Please note, however, that reorganization may result in students being reassigned to a different class with a different educator and/or different classmates. While we acknowledge that most children have finally settled into their school year, it is important to note that after the November date, no further changes will take place, and this will be your child's educator for the remainder of the school year. In this model, parents/guardians can request a switch between in-school learning and remote learning in the same classroom at any time.

If an in-school learner is absent from school, can he/she join the class remotely?

Yes, if an in-school learner is absent from school, that student can join the classroom remotely. However, the physical absence from the building must be reported to the school.

Does this reorganization mean that in-school classes will have more students?

No, the in-school learners, together with remote students, will have to adhere to Ministry class size regulations and physical distancing measures. This could mean that there are fewer physical students in hybrid learning classrooms.

What impact does adding new students to already established cohorts have on our established classroom bubble?

In the reorganization of in-school classes, we tried to minimize student movement whenever possible. When students join their new cohort, they will still have to follow Peel Public Health and Wellington-Dufferin-Guelph Public Health's recommendations on hand washing/sanitizing, physical distancing, wearing masks and self-screening.

How will remote learning work in the hybrid model?

Elementary students, both in-school learners and remote learners, will be a part of their home school, be in the same class and under the direction of the home school classroom educator. Remote learners will participate in the same curriculum experiences as in-school learners according to the same schedule. The same school hours will be followed by all students, regardless of whether they are engaging in learning at school or remotely. A slight adjustment to the learning schedule to provide in person students with a break from wearing masks will factor into the timetable.

When does this new model begin? How and when will my child be assigned to their new homeroom class in the new elementary learning model?

The new hybrid model will begin on Monday, November 16, 2020. School administration will notify parents of the class placement for their child(ren) by Friday, November 13, 2020. If your child is a remote learner, the new classroom teacher will reach out to you directly by November 13 to provide your child's login information for the remote learning environment.

What happens to all of the work that my child completed in remote learning prior to this change? Will this be included in report cards?

Your child's achievement will be shared with the new classroom teacher in your home school, and will form part of your child's assessment and evaluation records. If a student is transferred to a new teacher in the home school, the teacher will share assessment and evaluation records with him/her. Your child will receive a Progress Report from their current teacher by November 10.

What will my child's new schedule look like?

Teachers will share their schedule with both in-school students and remote students. **See Sample Timetable on last page of this FAQ.**

What will the learners do when the in-school students go outside separate from recess time to get fresh air and exercise including physical education?

This is the time when the remote students will have breaks. In-school students will get all of their recesses, and teachers will still have the flexibility to take their students outdoors. Remote students can also use this time to be outdoors with parent/guardian supervision.

Outdoor learning is being strongly encouraged to stop the spread of COVID- 19 in schools. How can teachers who have embraced this practice continue, now that they have remote learners?

Teachers can continue with outdoor learning where possible. At that time, the remote learners will be assigned asynchronous activities. Remote learners are also encouraged to spend time outdoors with parental supervision.

How will Physical Education take place remotely?

Teachers will provide asynchronous physical activities for the remote students to do when the in-school class has Physical Education. A waiver will be sent to parents/guardians to sign and return for Physical Education at Home.

How will teachers address the needs of special education students in this model? How will Special Education Resource teachers connect with remote students and ensure privacy?

In order to meet the needs of Special Education students in this model, the Special Education Resource Teacher (SERT) will work collaboratively with the classroom teacher to ensure that the IEP (Individual Education Plan) goals, modifications, accommodations and/or alternative learning expectations are being implemented and met.

For students in the regular classroom with withdrawal assistance, the SERT will designate specific blocks of time to engage groups of students in-person and/or remotely in consultation with the classroom teacher. Special Education Resource teachers will support classroom teachers with instructional and assessment strategies for special education needs. The SERT will regularly connect with classroom teachers to examine needs of students with differing abilities and provide resources and /or strategies to support individual student needs.

The remote learners will be assigned specific times to meet synchronously and will log in using headphones while the in-school students can be working in a quiet area in the classroom. The classroom teacher and SERT will ensure that no integrated class lessons are being conducted during this time. Also, activities and work will be shared with the classroom teacher so, students will continue to practice and refine skills. A recent notice to parents/guardians "*Remote and Adaptive Learning Programs – Privacy and Security Considerations*" (October 2020) highlights Dufferin-Peel's compliance with privacy legislation and the Board's use of approved virtual platforms, whose purpose is solely to facilitate the collection and sharing of student information for the purpose of instruction, assessment and evaluation of students who are participating in remote and in-school learning.

How are you going to ensure that the learners do not get left behind? The current model of classes and in-school classes being separate is far more equitable to all learners.

No student will be left behind. All students are receiving the same curriculum instruction, the same assignments, assessments and evaluations. Teachers will continue to differentiate instruction, assessment and evaluation to meet the needs of all students.

Will all remote teachers lose their job?

No permanent staff have lost their teaching positions and most of our non-permanent (supply teachers) have been placed in teaching positions at this time.

When can I switch my child between in-school learning and remote learning?

In this hybrid model, if parents/guardians wish to transition their child from in school learning to remote learning, **they may do so at any time.** Principals will accommodate parent/guardian requests for their child to move from remote to in-school learning where there is enough space in the classroom to maintain physical distancing. Classes have been developed with physical distancing in mind, adhering to Peel Public Health and Wellington-Dufferin-Guelph Public Health protocols while respecting our staff Collective Agreements to prevent a re-organization for this school year.

PRIVACY CONCERNS

Will my child's privacy be maintained in the new elementary learning model?

Cameras will be directed at the classroom teacher only. As in-school learners will be instructed by the teacher not to walk in front of the camera, the classroom is set up for remote learners only to see each other and the teacher. Similarly, the classroom is set up for in-school students to only see each other and the teacher. Students attending both in-school and remotely will be heard by their classmates, just as if they were present in the classroom together. Teachers will be presenting their lesson on their computer and they will be sharing their screen with the remote learners. For example, the screen shared at home may be projected on the whiteboard for the in person face-to-face students to view.

How can remote students protect their privacy if they want to show their faces?

Remote learners can blur their screen's background to prevent others from viewing their living space if they wish. Students may also mute their microphones when they are not speaking during the session. The teacher can also mute students if required. The teacher will end a remote meeting prior to the start of recess and lunch. Remote students are encouraged to remove any personal and/or identifiable images and items that may be visible during a remote classroom session in the background or on their workspace. Parents/guardians of in-school learners who do not want their child to be viewed and/or heard can speak to their teacher to set arrangements.

Will teachers be mandated to have their cameras on to provide a stronger connection with learners or are teachers going to be permitted to have audio only live streams?

Teachers will use a variety of strategies to provide a stronger connection with learners. Teachers will use a mix of audio and video as determined by their lesson, throughout the day. This balance will be determined by each individual teacher.

We do not feel comfortable with cameras in the classroom exposing our children to privacy issues with other parents at home able to listen and see the room. The ability to hear conversations, see specific interactions surrounding individual learning and/or behavioural needs that are no one's business. How will you ensure privacy?

The cameras will be facing the teacher and not the class. There may be a parent with a remote student at home, especially if the child is younger and needs assistance with the technology. When a teacher needs to address an issue with a student, he/she will do this in private, both with in-school and remote learners. The teacher will protect the dignity of all students, and has different options available to him/her. At the DPCDSB, we encourage and create a learning environment that is inclusive of all learners. We do not tolerate bullying and any mistreatment of students or staff.

Do parents need to sign consent forms?

Elementary classroom teachers will send home parent consent forms addressing privacy. These are the Annual Student Information forms that are sent home at the start of each school year.

Can lessons be recorded?

Synchronous learning will not to be recorded by students or staff.

AMOUNT OF SCREEN TIME

Will my child spend all day on their computer? Will they be passive participants?

The minimum requirements for synchronous learning is 180 minutes for Kindergarten students and 225 minutes for Grades 1-8 students. Remote students will spend time on a computer for direct instruction from a teacher and student conferencing. When remote students work independently on class work, they can log off the computer. If students have questions, they will write them in chat or send the teacher an email, and teachers will respond. Teachers will monitor chat and be available for students to clarify work. Students will be offline for natural breaks (recess, lunch, time for enhanced safety protocols).

How is my Kindergarten child expected to watch the teacher from afar and be in front of a screen for 6 hours?

The minimum requirements for synchronous minutes in Kindergarten is 180 minutes. Between the teacher and the DECE, the students will be engaged in short lessons and activities. The day will be broken down into manageable blocks of time.

What if I do not want my child to participate synchronously on a computer to access learning? What are my options?

Parents would need to fill out a ***Synchronous Learning Exemption Form***, and submit to their home school principal. Parents will have two options:

- Asynchronous digital students may access learning materials and submit completed learning tasks on a virtual platform (Google Classroom or D2L).
- Asynchronous non-digital students pick up and return completed paper packages of learning materials at the local school.

It is important to note that if parents request an exemption to synchronous learning, the student would not be participating in the remote learning environment.

What might this new model look like in a Kindergarten class? Do the remote learners sit there at a desk and watch while the other kids play, read a book, etc.? Where will the camera be placed? How will my kids be expected to remain engaged in learning while watching other children in a classroom setting? Is the expectation that they are to remain online the entire day?

Remote learners in Kindergarten will be provided the opportunity to engage in synchronous learning for 180 minutes per day. This will include opportunities to work with their in-school peers in whole group learning activities, as well as small group instruction. The camera will be facing the teacher and not the in-class students. Both educators in the room (teacher and DECE) will engage in working with students, rotating between both in-

school and remote learners throughout the day. The schedule/ flow of the day will be determined by each individual educator team to best address the unique learning needs of the children within the local context of the classroom.

Will my Kindergarten child be seen by the teacher if he/she wants to answer a question? What about when the Kindergarten students are doing an activity?

When the teacher engages in whole group instruction, he/she will be in front of the computer. He/She can respond to the remote students, as well as the in-school students. When in-school children are engaged in activities, the teacher or DECE may be leading an activity for remote students.

TECHNOLOGY

What if the classroom teacher is not familiar with the technology that is required for the remote learning? What training are you giving teachers to manage this?

Teachers have participated in workshops on our Learning Management Systems (LMS) at the onset of the school closure period and distance learning in March. They used these LMS from March-June 2020. For September, it was an expectation that all teachers create a LMS, so this should already be in place. In addition, DPCDSB is providing workshops for teachers in terms of best practices and useful strategies in delivering instruction in this new hybrid model. Opportunities for training will be ongoing for all teachers. Teachers will put forth their best effort to meet the needs of all students in their classrooms.

What technology are you providing teachers for quality sound and video?

Each teacher will have a device to deliver instruction in this hybrid model. We are currently looking at providing microphones to ensure teachers are heard clearly by the students in the remote environment.

CONCURRENT (HYBRID) TEACHING SAMPLE TIMETABLE (Gr. 4 – 8)

TIME	REMOTE STUDENTS	FACE TO FACE STUDENTS
9:00 – 9:20	Teacher at Desk and Speaking to Class and Students at home: Attendance Opening Exercises Prayer Review of Agenda for Day	
9:20 – 9:40	LANGUAGE ARTS	
	<ul style="list-style-type: none"> Reading/Writing/Oral Lesson 	<ul style="list-style-type: none"> Independent Reading Reading response journals Grammar/Word study activities
9:40 – 10:00	<ul style="list-style-type: none"> Time on task from lesson 	<ul style="list-style-type: none"> Reading/Writing/Oral Lesson
10:00 – 10:15	<ul style="list-style-type: none"> Consolidation/Follow-up support 	<ul style="list-style-type: none"> Time on task from lesson
10:15 – 10:30	<ul style="list-style-type: none"> Independent Reading Reading response journals Grammar/Word study activities 	<ul style="list-style-type: none"> Consolidation/Follow-up support
10:30- 10:45	OUTDOOR LEARNING TIME	
	<ul style="list-style-type: none"> Rest Break 	<ul style="list-style-type: none"> Outdoor Learning/Play
10:45 – 11:00	RECESS	
	<ul style="list-style-type: none"> Independent Reading/Learning 	<ul style="list-style-type: none"> Independent Reading/Learning
11:00 – 11:20	MATHEMATICS	
	Strand Specific Lesson	
11:20 – 11:40	<ul style="list-style-type: none"> Follow up mini lesson Consolidation/Follow-up support 	<ul style="list-style-type: none"> Time on task from lesson
11:40 – 12:00	<ul style="list-style-type: none"> Time on task from lesson 	<ul style="list-style-type: none"> Follow up mini lesson Consolidation/Follow-up support
12:00 – 1:00	LUNCH	
	<ul style="list-style-type: none"> Eat Lunch Independent Rest Break 	<ul style="list-style-type: none"> Eat Lunch 20 minutes outdoors
1:00 – 1:20	SCIENCE / SOCIAL STUDIES	
	Strand Specific Lesson	
1:20 – 1:40	<ul style="list-style-type: none"> Follow up lesson Consolidation/Follow-up support 	<ul style="list-style-type: none"> Independent work time
1:40 – 2:00	<ul style="list-style-type: none"> Independent work time 	<ul style="list-style-type: none"> Follow up lesson Consolidation/Follow-up support
2:00 – 2:40	FRENCH	
	Strand Specific Lesson	
2:40 – 2:55	OUTDOOR LEARNING TIME	
	<ul style="list-style-type: none"> Independent Rest Break 	<ul style="list-style-type: none"> Outdoor Learning/Play
2:55 – 3:10	RECESS	
	<ul style="list-style-type: none"> Independent Reading/Learning 	<ul style="list-style-type: none"> Independent Reading/Learning
3:10 – 3:30	RELIGION/FAMILY LIFE	
	Mini Lesson and Follow Up	
3:30	DISMISSAL	