

Remote Learning for International Baccalaureate (IB) Students

The Problem

- We are here to present a problem facing [close to 200](#) students and parents who have voiced their concerns through [this petition](#).
- The Ministry and OCDSB made a clear promise; families **would have the choice** of selecting the learning model that suits their needs be it in person or remote learning. In response, IB schools like CBSS had developed a remote and in person model, ready to be rolled out.
- However, at the issuance of the latest ministry's memorandum, **IB families' right of choice was eliminated** by the creation of the district wide virtual school. IB students who wish to continue pursuing their diplomas are being forced to go to school, regardless of their personal and family circumstances. They are not provided a choice for a remote learning model.

The Problem (cont'd)

- Many IB students have **been forced to change their choice from 'remote' to 'in person'** at the expense of risking their health and/or family's health in order to avoid losing the hard work they've put into obtaining their diploma and jeopardizing their future.
- It is unjust and unfair, to put this student body in such a predicament. \
- According to the latest numbers, nearly 20% of the 23 cases in ottawa are school aged people (5 to 19 years old)

Why is it unfair?

- For families with members who are at risk or immunocompromised, going to school during a pandemic situation is extremely risky and the in-person model **is not a choice**.
- In some subjects, the order in which the curriculum topics are taught is different than in regular OCDSB classes. Switching between the two systems at this stage is not practical.
- IB students face disproportionate risk since **many commute 2 to 3 hours daily to get to school**, using yellow school buses or public transportation. There have been a number of OC Transpo COVID-19 outbreaks; Busses will inevitably be a breeding environment for COVID-19.
- Families and students have **invested time, effort, and money** to obtain the IB diploma and developed future plans, including university choices abroad.

Possible Solutions

Potential Scenario 1

- Allow IB schools like Colonel By SS to deliver their own virtual and in person model that meets the needs of IBO and utilizes their current resources and budget.
- There is no need to impose one centralized model on all OCDSB programs. Specialized programs, like the IB, have been handled differently since their inception. It is neither fair nor practical to change that policy now and expect that we force a ministry model on a specialized program.
- Exceptions should be under such dire circumstances, especially that students have spent many years in this specialized path.
- According to the IB World Website “Schools should not assume that synchronous teaching is required or even desirable in order to support effective learning.”

Possible Solutions (cont'd)

Potential Scenario 2

- Allow live streaming from classes for students who opt to remote learn. Record these lessons and give students the ability to access the recordings as often as needed.
- Teachers would be accessible to remote learners via email and during special hours to address questions or concerns regarding the material taught.

Possible Solutions (cont'd)

Potential Scenario 3

- The current plan is that while Cohort A is in class, Cohort B will have synchronous remote learning time and vice versa.
- Allow students (Cohort C) that are choosing the remote learning model simply attend the synchronous virtual time for both Cohort A and Cohort B.
- During in-class time, remote students (Cohort C) would have independent learning time.
- Allow the IB virtual model to run in an octomesters format for IB remote learners to achieve this.
- This proposal is not adding to the teachers workload neither it changes anything for Cohort A nor Cohort B. See next slide for a visual representation.

	Monday (A in school)			Tuesday (B in school)		
	Cohort A in Person	Cohort B at Home	Cohort C at Home	Cohort A at home	Cohort B in person	Cohort C at Home
9:00 - 9:15	Arrival	Independent Learning	Independent Learning using Posted Materials tied to first course	Independent Learning using Posted Materials tied to first course	Arrival	Independent Learning using Posted Materials tied to first course
9:15 - 11:07	First Learning Period	Synchronous interaction with Cohort A (in school) as scheduled by the teacher	<u>Synchronous</u> interaction with Cohort A (in school) as scheduled by teacher	Synchronous interaction with Cohort B (in school) as scheduled by the teacher	First Learning Period	<u>Synchronous</u> interaction with Cohort B (in school) as scheduled by teacher
11:08 - 11:18	Transition				Transition	
11:18 - 1:11.5	Second Learning period	Independent Learning using posted materials tied to second course	Independent Learning using Posted Materials tied to first course	Independent Learning using posted materials tied to second course	Second Learning Period	Independent Learning using Posted Materials tied to first course
1:12	Student Dismissal	Synchronous interaction with Cohort A (in School) as scheduled by the teacher	<u>Synchronous</u> interaction with Cohort A (in school) as scheduled by teacher	Synchronous interaction with Cohort B (in School) as scheduled by the teacher	Student Dismissal	<u>Synchronous</u> interaction with Cohort B (in school) as scheduled by teacher
1:12 - 1:52	Staff Lunch				Staff Lunch	
1:52 - 3:07	Asynchronous Learning at home	Virtual Support Period with instructional staff (synchronous)	Virtual Support period with instructional staff (synchronous)	Virtual Support Period with instructional staff (synchronous)	Asynchronous Learning at home	Virtual Support period with instructional staff (synchronous)

Possible Solutions (cont'd)

Potential Scenario 4

- Potentially implement a cross-district IB virtual school.
- There is no telling how long the pandemic will last and whether Ottawa will see a 2nd wave.
- A plan should be put in place that considers the long term outlook on the situation, as we may be in a possible scenario of living with this pandemic for more than one school year.

Additional Notes

- IB world organization states “Schools should not assume that synchronous teaching is required or even desirable in order to support effective learning.” IB schools should not be held to the same Ministry's broad guidelines.
- Parents are willing to help in any capacity to allow their children to succeed and obtain their diploma. Risking health to obtain the hard earned diploma can not be the only option.

Thank you

We appreciate your time and assistance in bringing a resolution to this **very important matter.**