

Parent Handbook

Division Expectations:

If you have not read the Lethbridge School Division Re-Entry plan, I will summarize the "what will "at home" learning look like for any students selecting this option?" section here. If you'd like to read the document or section in its entirety, [click here](#). The At Home Learning section is on page 9.

To summarize:

- Students are grouped based on grade level (in elementary) and assigned an "at home learning" teacher. Students in a group may be from a variety of schools. *I currently have students from Park Meadow, Immanuel Christian, Senator Buchannan, and General Stewart School.

- This learning approach
REQUIRES PARENT/GUARDIAN ASSISTANCE AND INVOLVEMENT.

- The common on-line delivery platform is TEAMS.

- Students will have a daily and weekly schedule. THE LEVEL OF ENGAGEMENT MIRRORS WHAT'S

NORMALLY EXPECTED OF STUDENTS AT SCHOOL.

- Formative (ongoing feedback) and summative (graded work) assessments will still happen.

- There will be three "pivot points" throughout the year where you will get the option of continuing with at home learning or returning to in person classes. These pivot points are November 10, January 29, and March 31. From what I understand, a survey (similar to the one you filled out in August) will be sent out the week before each pivot point. Class(room)

Expectations Much like we would have expectations in our classroom, we have expectations for our online learning. Because our students are still working on their independence, it's important to lay out expectations for parents as well.

Expectations of Parents:

1. Be patient. This is new for ALL of us. I promise to be patient with you, your family, and my students and in turn I ask for patience from you. I'm confident that we will navigate this together.

2. Be a respectful communicator. This learning approach requires lots

of communication between you and I. Don't be afraid to ask questions, but please respect my office hours. Just because I'm not online with your child doesn't mean I'm not online with another student

3. Be timely. Try to be logged on to TEAMS at least 5 minutes ahead of the scheduled time. Please be there to help your child log on if they aren't able to independently yet. I am required to take attendance twice daily.

4. Be there for your kids. Again, this approach requires parent/guardian assistance and involvement. I'm honestly not sure how I'm going to be able to answer all of the questions and provide all of the assistance without your help. As much as you can, and as often as you can, please help your kids out with their learning. They might need help staying on task, coming up with writing ideas, logging on to TEAMS, staying organized, etc.

Expectations of Students:

1. Be patient. Your parents/guardians and teacher are all trying their best to figure this out. We promise to work as a team to support you as best we can.

2. Be ready to learn. I know it's probably hard to learn at home, especially coming off the summer holidays, but my expectations of you are the same as what they would be if you were walking into my classroom every morning. (That means you should probably be dressed and have already eaten breakfast.)

3. Be respectful. I'm not 100% sure how our time together on TEAMS will look, but it's important to remember to be respectful of our classmates and teachers – that includes the person/people who are helping you at home!

Expectations of Mrs. Shilliday

1. Be patient. We are all navigating through this together. I understand that this is unfamiliar to the parents and students I will be working with, therefore I will be patient as they ask questions, share concerns, and settle into our new routines.

2. Be a respectful communicator. I will try my very best to clearly communicate expectations, routines, topics, etc. I am open to constructive feedback and understand that we are all needing to find what works for us. My goal

is to communicate to parents what's happening in the upcoming week on the Friday before.

3. Be supportive. I am here to support every one of my students and families. I am more than willing to provide one-on-one support to both students and parents during our meetings.

4. Be realistic. I understand that families are busy and it's likely that many of you are supporting more than one child as they navigate this untraditional style of learning. While the expectations are that parents are involved and assisting their children, I understand that you may not always be available to do this. I will do my best to be realistic in my expectations of parents, understanding that they are juggling a lot right now.

Supply Lists:

Weekly Supply Lists will be distributed every Friday for the next week (for example, I'll let you know the supplies you'll need for the week of September 8-11 on Friday, September 4). We will be using many classic school supplies (pencils, erasers, rulers, paper, crayons or pencil crayons, scissors, glue, etc.) often, so it's probably best to

always have them around and handy. It's likely that items like this won't be put on the Weekly Supply Lists because they'd be there every week. What likely will appear on Weekly Supply Lists will be miscellaneous items that will be used for art projects, math manipulatives, etc. Hopefully these will be plentiful around your house or I'll try to leave room for some flexibility (i.e., asking for "something that can be counted up to 100" could include popcorn kernels, beads, scrap pieces of paper, pieces of cereal, etc.).

Communication:

I have set aside time at the end of everyday for scheduled meetings. During this time, I will be available to provide one-on-one support to students, as well as field any questions. We will start with a weekly meeting and see if they are needed and may go to every other week or more open-ended Office time.

Contact:

I can be contacted through email. Please know that I will respond to your questions and/or request for help as soon as I can. Thanks!

Class Website:

We have a class website! It will be a central place where you can find weekly schedules, assignments, links and resources to aid in your child's learning. [Click here to go to our website](#) and check it out!

My Blueprint & Assessment:

I am responsible for assessing my students both formatively (providing feedback) and summatively (grading their work). All class work will be submitted through My Blueprint. Downloading the app is probably the easiest, as you can then take pictures of your child's work and submit it to their portfolio. You will log on with the same username and password as Teams. I will be outlining what needs to be handed in and when on a weekly basis (likely at the same time I distribute weekly schedules and supply lists). Please help support your child in knowing what needs to be submitted and when and helping them with the submitting process if they are unable to do it independently. Formative assessments will be given during small group and one-on-one time AND given through comments on portfolio submissions. Although the

pivot points do not line up with our report card periods, my understanding is that I will be primarily responsible for completing your child's Term 1 report card. Submitting things in a timely manner will be most helpful for me to provide feedback and give marks.

Microsoft TEAMS:

Your child already has a Microsoft TEAMS account with their LethSD email address. I've been told by our tech department that emails have been sent out with student login information. Email addresses are firstname.lastname31@lethsd.ab.ca and passwords have been reset to Alberta Student Numbers (available on report cards). I have not taught through TEAMS before, so this will be a learning experience for me! You can access TEAMS through an app or internet browser.

Differentiation/Additional Activities:

For students who finish their work quickly or would like some extra work to do, I will be compiling sites and subscriptions on our class website. There may also be time built into our days where students have an opportunity to explore these websites, apps, and services. For

example, during reading time students may want to log on to Epic, RAZ Kids or watch some of the linked read-alouds on YouTube. Like many other things, we'll figure out what this will look like as we go.

Absences and Lates:

I have the responsibility of doing attendance each day. Much like you regularly would if your child is unable to make a day of school, please let me know as soon as you can.

Students arriving late to sessions may be marked absent until I can get the opportunity to change it to late. Again, still trying to figure the logistics of this out. If you're going to be late and you know ahead of time, please let me know as it's easier for me to input an "excused late" than it is to change an absence into a late. If a student is absent or late regularly, I will be contacting the administration at that child's home school and a plan will be made to help support that family.

Timetable:

As previously mentioned, students are given a daily and weekly schedule, reflecting the amount of engagement expected if they were attending in-person classes. I will

try to keep this as consistent as possible each week. It'll probably change in the first few weeks as we go along. Your patience is appreciated!

To see our initial timetable, is linked on site under parent handbook. I will be sending out a weekly timetable (with information on group sessions and detail about activities) every Friday, it can be accessed through my website.

I appreciate your commitment to your child's education, and I look forward to supporting you as best I can over the next two months. If you have any questions or concerns, please do not hesitate to reach out. I believe strongly in teamwork and understand that our collaboration is key for all students to be successful.



Jenna Shilliday