

- Important - - Stuff -

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FAQ's - Our Way Forward

Dear Parents/Guardians,

We recognize that the way forward will be very different in our approach to student learning, and that our faculty, parents/guardians and students will have many things to adjust to. Our staff is committed to working to support our students and you as parents. As we begin rolling out our way forward, we are going to learn and adjust as required, just as we would in a regular classroom setting. Please be patient with us as we take a bit of time to get this right and work to create a smooth process for the delivery of student learning and assessment. We will be sharing additional information in a manageable way, for parents/guardians and students, in the coming weeks. Here are answers to what we think might be some **Frequently Asked Questions (FAQ's)** at this point in time.

1. When can you contact teachers or expect them to contact you or your children?

While teachers will be working many hours on Monday through Friday (and also on weekends), teachers will NOT be responding to emails or interacting with students during their entire work day. Teachers will be responding to emails and interacting with students between 9:00 a.m. and 3:30 p.m. on Monday through Friday, with the exception of holidays.

2. What does this mean for me as a parent, with respect to helping my child(ren) with their learning?

We are working to create a process that is as self-explanatory for students as is possible. We understand that you have many tasks to complete in the course of your daily lives, cooking, cleaning, laundry, working-from-home, etc.; therefore, your children will need to be able to work as independently as possible. As well, learning should not be a difficult task for parents but one that is fun for kids and parents; it shouldn't be a burden. You should not be needing to fight with your kids to complete their assigned work. If there are issues, concerns or problems, please contact your child's teacher. This will help us figure out if we're on the right track, as well. We're in this together.

3. When will teachers be interacting with students online to stay connected to them personally and to assess their learning, either as one-on-one meetings, small group meetings or whole class meetings?

Teachers will be scheduling meetings with their students. We know that some families have multiple children, and only one device. To accommodate for this, at Brookwood, we will be using the following schedule to connect online with our students:

Monday	- Kindergarten & EE
Tuesday	- Grade 1
Wednesday	- Grade 2
Thursday	- Grade 3
Friday	- Grade 4

4. Are parents expected to interact when the teacher is connecting with students online? No, this is a time for the teacher to be with his/her students. If you wish to connect with the teacher, please email the teacher to arrange a digital appointment.

5. Why haven't we received a lot of school work for our children yet?

This is all new to our teachers, too. Teachers have individually been working hard to prepare digital content for their students and you will be receiving some directions from teachers this week. For the bulk of this week, though, teachers will be meeting as grade-level teams and working to make their content even stronger. We ask parents to be patient so our delivery plan can be formulated so our messages will be clear and consistent. Next week, you can expect rich learning content to come your way.

6. If I haven't done so yet, should I pick up my child's school supplies?

Yes, please do this. Some teachers included learning packages in their students' bags of supplies. If you have not yet been able to pick up your child's school supplies, please contact the office to make arrangements for pick up by the end of this week. You may request that we set your child's bag of supplies outside the front door of the school if you do not want to come into the school.

7. What do we do if our child is struggling with the work they need to complete?

If your child is having difficulty understanding or completing the work that they have been assigned, it is very important that you contact your child's teacher so that the issues can be addressed.

8. What if my child is having trouble logging into the learning platform or navigating the learning platform?

Connect with your child's teacher to ask for your child's password or for navigation tips.

9. What will my child be learning?

Alberta Education Guidelines indicate that Grades 1 to 3 will focus on Literacy and Numeracy outcomes. Grade 4 will focus on Literacy and Numeracy outcomes with some integrated Science and Social Studies.

10. How will we access the learning tasks and what will they look like?

- All students (with help of parents if necessary) are expected to log into the learning platform provided by the teacher to access the learning tasks for the week.
 - a. Parents will not be tasked with printing off worksheets. So, while some tasks may be pencil and paper tasks, these tasks will not be in the form of a “worksheet”. For example, a task may read this way:

“Read your favorite story book to your pet or stuffed animal. Then answer these questions:

Who is the main character in the story? How do you know this is the main character?

What is the setting of the story? What words in the story describe the setting?

You may answer the questions in one of the following ways:

- Written on a sheet of paper
- Orally to a parent
- Orally with the teacher on your next one-on-one online meeting.”
- b. Some teachers have included printed workbook packages in their students’ supply bags. If this is the case, then one of the learning tasks assigned for the day may be a particular page from the workbook. If requested by the teacher, parents/students could then take a picture of the completed task and email it to the teacher.
- c. There are a variety of ways to demonstrate learning. Many tasks will not be paper and pencil; they could be tasks that ask students to use manipulatives (objects in the house), or to build or design something to demonstrate the learning outcomes, or to orally articulate their understanding.

11. What should a typical day look like?

It’s up to you. Each family has to determine what works for them. The idea should be to create a schedule that provides a reasonable amount of routine for kids. This does not have to be set in stone...it can certainly be changed up as needed.

- Here’s one idea of what a schedule might look like:
 - Up at 8:00 am
 - Numeracy 9:00 - 9:30 am (or 9:45)
 - Break 9:30 - 10:00 am (1/2 hour)
 - Literacy 10:00 – 10:30 am (or 10:45)
 - Lunch
 - Afternoon Physical Activity (PE guidelines and free play time)
 - Afternoon Chores
 - Afternoon Supplementary work (e.g. Mathletics, Raz Kids, board and card games, investigating a topic of interest, more play)
 - Evening Reading (with a parent or individually)

12. What if my child has literacy or numeracy IPP goals or other program modifications and is not working at the same level as others at their grade level?

All students will be receiving the same content and learning tasks from the teacher through the learning platform. Some of the learning tasks will, themselves, be designed for differentiation, so that all students may enter the task from their unique developmental level. Additionally, teachers will be connecting, individually, with families of students who have significant program modifications, and will be providing different work for them.

13. How can I make appointments if I need information, need to come to the school, need more resources?

Your first point of contact is your child’s teacher. If the teacher is not able to assist you, then the teacher will direct you to the appropriate person.

14. Will all students in the same grade receive the same learning materials?

Not necessarily; teachers will be collaborating to provide common content where possible, but this will not always be possible. Each teacher has determined which key learning outcomes have not yet been taught to their students. Because of the unique needs of the students in their classrooms and teachers' unique teaching styles, teachers are not all at the same place in the curriculum at the same time. Also, teachers may teach their units in a different order than other teachers at that grade level so outcomes that one classroom has already covered, another classroom may not have covered yet.

15. What else do I need to know?

What we're embarking on is not 'Home-Schooling', it is 'Crisis-Schooling'. We were not prepared for this unprecedented event. We need to give ourselves permission to make mistakes and learn from each other. Let's be patient with each other and especially with our children. The world has been turned upside down for all of us and there is no manual outlining how we get through this. *'We're building the airplane in the air, without an instruction manual'*; this requires us to be creative, understanding and flexible. We will get there, we have to, our kids need us to. Take care of each other!

Sincerely,

Glen Thiel (Principal)

Diane Lander (Assistant Principal)

Rosanne McIntyre (Assistant Principal)