

# U-Connect Parent Handbook

## 2020-2021



## **Table of Contents:**

Table of Contents.....	1
Introduction and Welcome.....	2
Responsibilities and Expectations.....	3
Teacher/School 2.a	
Parents 2.b	
Students 2.c	
Parent/Teacher Communication.....	5
Curriculum.....	6
Teaching Your Child at Home.....	7
Assessment.....	9
Evaluating/Reporting 6.a	
Fine Arts and P.E 6. b	
Accountability .....	10
Education Resource Allotment.....	11
O.W.L. Optional Wednesday Learning.....	12
Technology Help and Sign on Information...	13
My Blueprint help 10.a	
TEAMS help 10.b	
Moodle help 10.c	
Behaviour Matrix and Code of Conduct.....	15
Parent and Student Contract .....	16

# Welcome to U-Connect!

Dear Parents,

You and your child have embarked on an exciting journey into education! U-Connect is a school that is unique within the Langley School District. We offer a blended learning program that affords parents the opportunity to work along side our caring Teaching staff in the education of their children. At U-Connect, students attend classes for two days a week, with optional Wednesday learning opportunities. Parents are then given curricular material that they may cover over the remainder of the week. Where and when this material is covered is up to each parent, enabling each flexibility in learning for every family.

We look forward to working with you and your family. Please be sure to contact your child's teacher, or school administration, should you have any questions.

Regards,

Paul Trattle

Principal  
Simonds and U-Connect

## Responsibilities and Expectations – K to Grade 7 Program

### Teacher/School:

- To provide support for students in the form of:
  - A student learning plan for the year
  - Ongoing assessment throughout the year
  - Term conferences resulting in three report cards
  - Teaching students two days per week.
  - Providing weekly learning assignments to be completed at home
  - Additional tutorial support as needed once a week
  - Ministry approved learning resources and materials that cover the curricular competencies required for the student's grade level
- Provide flexible learning by offering choices and options through project and inquiry-based learning.
- To communicate with parent and student on a regular basis
- To organize classes, school-wide events and field trips
- To ensure learning plan outcomes are met by offering an educational allotment to students enrolled in the program

### Parents:

- To commit to spending time with their child reviewing assigned material to ensure understanding
- To work with their child when not at school to complete assigned course work provided by the classroom teacher.
- To schedule meetings between their child and their classroom teacher for regular reporting conferences and for assistance with mastering materials as needed.
- To review, monitor and help their child correct their work, to ensure mastery and to provide additional support as needed.
- To ensure the classroom teacher receives substantial evidence of work in all subject areas each week.
- To communicate with the classroom teacher on a regular basis regarding progress or concerns.
- Provide additional supplemental materials on an as needed basis. These activities are in **addition to** assignments provided by the classroom teacher, **not in replacement** of them.

**Student:**

- To communicate with their classroom teacher and parents regarding their schoolwork.
- To commit to creating and following a schedule to ensure work is completed.
- To commit to the opportunity to explore and grow intellectually in a choice learning environment.
- To complete and submit assignments each week as per the learning plan and/or the schedule established by the parent and classroom teacher.
- To contact the classroom teacher, either independently or through their parents, when additional help is required.
- To attend school and Mondays and Tuesdays from 9:00 AM – 3:00 PM.

## **Parent/Teacher Communication**

It is of great importance to U-Connect that there is an open line of communication between parents and teachers. This is vital for your child to get the most out of their education. Parents know their child's needs, so we ask that you please bring any thoughts or concerns to the teacher's attention promptly so that he/she can use that information for your child's benefit. The best way to address questions around your child's needs is to book an appointment to meet with your child's teacher. As the start and end of the day is often very busy, this will ensure that your meeting time will be uninterrupted.

### **Who to contact with concerns:**

- a. If the conflict centers on a classroom issue, the first point of contact should always be made with the classroom teacher.
- b. If a resolution is not reached, it is then appropriate to involve the Vice Principal. He/she will be able to help facilitate an open dialogue with the classroom teacher to help ensure you are feeling your concerns are being heard.
- c. If resolution is still not reach it is then that the Principal should be included into the conversation.
- d. Should the matter result from a situation arising outside of the classroom, it is then appropriate to discuss this with the school Principal.

*\*\*Please note the school administration is always available to parents. We would appreciate following this line of communication to ensure classroom teachers are given the opportunity to dialogue and problem solve situations that they directly oversee.*

## **Curriculum**

Students in distributed learning programs follow the provincial curriculum as laid out by the Ministry of Education. For elementary and middle school students, the area to be covered includes Language Arts, Math, Science, Social Studies, Physical Health Education, Fine Arts, Career Education and Applied Skills Technology and Design. In addition, beginning in grade 5, students are required to take a second language, usually French.

At U-Connect the classroom teacher will provide all required materials and assignments to meet Ministry of Education requirements. By completing the assignments from the classroom teacher, families will be ensuring their student will meet the requirements laid out by the Ministry of Education.

## **Learning Plan**

At the beginning of the school year, your classroom teacher will meet with you and create a learning plan. During this meeting the teacher will address the concepts and topics that will be covered at school during face to face classes and ways that you can support your student's learning during your days at home. At this time, you will also determine any other resources that may be required to help support your home learning experience such as dance classes, team sports, etc. This information will then be added to the learning plan and approved by the classroom teacher.

## Teaching Your Student at Home

For students in the U-Connect Program, the amount of work assigned for home learning each week is about 2-4 hour of work a day, for three days a week. This work encompasses all subject areas and can be spread out over the course of the 5 days that students are not in session. How this time is allotted throughout the student's work week is where the benefit of U-Connect's flexibility comes in. How you plan and structure your work week is up to you; here is an example of what a typical work week **might** look like:

### Suggested Weekly Schedule

**Blue** – Daily activities. These learning activities are best done in the morning. Research shows that the prime learning time for children is during the first portion of their day. Parent instruction and involvement is **required** and important.

**Green** – These activities will vary from week to week, usually take less time and these could be done in the morning or afternoon. Parent instruction and involvement is **required** and important.

**Orange** – These activities will require less parent involvement and students will be able to work more independently. Some parent support in setting these learning activities up in the beginning will be needed.

**Purple** -*These activities are for intermediate (grade 5 – 7) students only.*

Subject	Wednesday	Thursday	Friday
	Each Wednesday morning parents/student should check the teacher's preferred platform for assigning work: class website, weekly e-mail, My Blueprint or Teams for assignments.		
<b>Language Arts</b>	Language Arts will be worked on each day. Parents will need to provide weekly or daily instructions/mini lessons that might take 15 – 20 minutes each day depending on your child's needs. After the mini-lesson, independent (or guided) work time may vary.		
<b>Math</b>	Math will be worked on each day. Parents will need to provide weekly or daily instruction or mini lessons that might take 15 – 20 minutes each day depending on your child's needs. Post mini-lesson, independent (or guided) work time may vary.		
<b>SS and Sc.</b>	These subjects will require approximately 30 minutes twice a week. Time will vary depending on the assignments or projects. Parent instruction will be required to ensure understanding and to provide guidance as needed.		
<b>Fine Arts</b>	<p>The Fine Arts requirement can be met in several ways:</p> <ul style="list-style-type: none"> <li>• Music lessons</li> <li>• Art classes</li> <li>• Being involved with a drama group</li> <li>• Dance classes</li> </ul> <p>Please make sure these classes are on your child's learning plan.</p>		
<b>PHE</b>	<ul style="list-style-type: none"> <li>• 30 minutes of Daily Physical Activity is encouraged at this level.</li> <li>• Physical Education – skill development can be met by participating in a team sport, taking swimming lessons, participating in an individual sport i.e. Judo, golf</li> <li>• Health requirements are met by completing teacher directed assignments 3 – 5 times a term.</li> </ul>		
<b>Careers</b>	Often covered during class time. Some assignments may come home. The required amount of time will be minimal throughout the term.		
<b>Language (French)</b>	Available online. Students should spend 15 – 20 minutes daily.		

Daily schedules will depend on your child's needs. Some students need support with all activities, others are very independent. You know your child best. These schedules are suggestions to help support the average student. We encourage you to adjust as needed. Talk to your classroom teacher if you are finding your child is overwhelmed by assignments. Parent support is crucial during this stage of learning development. Independence is encouraged, but not all students are able to work on their own. Supporting your student during these formative years will help set them up for greater success when they are older.

## **Assessment**

Assessment is an on-going process of gathering evidence about what a student knows, understands and is able to do. It also helps to identify learning strengths and learning needs. For assessment to be effective, the student must complete and submit assignments on a regular basis as per the schedule established by the classroom teacher.

### **Evaluation and Reporting**

- Evaluation and reporting of student progress takes place a minimum of five times per year.
- Two of these reports are informal and may take the form of a phone call, email, or face-to-face discussion.
- Three evaluations are formal and result in a report card. Report card conferences occur three times per year in **November, February** and **June**. Report card conferences give an opportunity for the students, parents and teacher to meet and review the student's progress towards meeting curricular competencies and set goals for the coming term. Conferences can be either student led, or face-to-face teacher led.

The following are some examples of evidence of learning for assessment and reporting purposes:

### **Fine Arts**

- Artwork created by the student.
- Evidence of attending a play, art museum or performances.
- Photos or, video recordings of a students work or performance.

### **PHE**

- Photos of students participating in physical and health education activities.
- Certificates demonstrating completion of/or participation in physical activities. This can include letters from coaches and instructors.
- Projects or assigned curriculum from the classroom teacher.
- PHE/DPA monthly logs.

## Accountability

- Assignments are submitted **weekly or bi-weekly** depending on the classroom teacher's requirements (My Blueprint, Teams, Moodle etc.)
- The school will be looking for the following:
  - Regular submission of assignments
  - Evidence of learning taking place at home with a supervising adult
  - Regular class attendance each week
- If these requirements are not met, school staff will work with the student and family to identify the barriers to success in our program. A review of the suitability of the student in the program will be conducted by school administration with parent and teacher consultation. Should it be determined that U-Connect is not a good fit for the student, school administration will work with the parent to discuss other programs in the District that may better serve their child's needs.
- Consistent failure to upload or submit work throughout the school year, will result in a meeting with the teacher to discuss the issues and problem solve ways to get back on track. If there is continued failure to regularly submit work, administration intervention will be required.

## **Educational Resource Allotment K – 7**

The main purpose of the allotment is to Support the individualized learning plans for U-Connect students outside of the school. Each student, enrolled by September 30<sup>th</sup>, may access funds up to \$600.00. Students enrolled after the end of October may access \$300.00. There are rules and restrictions for its use, based on Ministry of Education guidelines for Distributed Learning schools.

Please note: All expenditures **MUST** be pre-approved by the student’s classroom teacher and based on the student’s current learning plan.

Use of the allotment must fall into 1 of the following 2 categories:

1. **Services** – provided to meet curriculum requirements based on the student’s learning plan, such as payment for music lessons, drama programs, swimming lessons, soccer registration, etc.
2. **Consumable curriculum** - resources which have been approved by the classroom teacher as an additional resource to assist in meeting learning outcomes.

When accessing the educational resource allotment funds, it is the parent’s responsibility to:

1. Find the program you want your child to take and email your classroom teacher with a request for approval. Please include all course or program information including contact information for the business or service.
2. The teacher will then forward the request to the office to complete registration and the office will make payment to the vendor directly.

**Please Note: We cannot reimburse you for fees paid by you to a vendor under any circumstances. Payment must be made by U-Connect directly to the vendor. We are not able to pay for online subscriptions or annual memberships.**

## **O.W.L. - Optional Wednesday Learning**

Wednesdays are set aside for additional learning opportunities for students to participate in, if they choose to. Some learning opportunities will take place at the school. Other's might be off the school property and require parents to accompany their child on a field trip.

Examples of past O.W.L.s include:

- The Zealous Artist
- The Maritime Museum
- Playland
- Archery
- Britannia Mines

Each year teachers collaborate on organizing O.W.L.s to best meet students interests and learning needs. There is no guarantee O.W.L.s will be repeated each year, but we do take parents input of past success into consideration as we plan.

The school pays for all admission and registration fees for students, including the cost of transportation if needed. Should parents accompany their children on a trip, they would need to pay for admission for themselves.

## Technology Help and Sign on Information

Langley School District has posted a few videos to help families with myBlueprint:

[How to log in and complete an Activity](#)

<https://vimeo.com/407744530/83ea748d60>

[How to add a Reflection](#)

<https://vimeo.com/408123563/7ae06bd32c>

[How to add Pictures or Videos](#)

<https://vimeo.com/408073804/efc13a61bb>

[How to add multiple Pictures to a Post](#)

<https://vimeo.com/408128046/fcdf0ac435>

# my Blueprint

Logging in:

1) Go to [myblueprint.ca/sd35](http://myblueprint.ca/sd35)

2) Click on the green School Account button



3) This will take you to log in page with the Langley Schools logo:



4) Put in email and password credentials given by your child's teacher (using first initial last name last four digits of PUPIL number @ langleyschools.ca)

*Passwords are dependent on grade and have been sent out by teachers. Please contact your teacher if you do not know your child's password.*

Multiple student accounts on one device:

Unfortunately, myBlueprint tries to make things easier for users and remembers

their credentials. This is frustrating though when families have only one device and multiple users. To solve this, you have two options.

1) Either use two different browsers – one for each child (Ex. Chrome and Safari)

2) Or use incognito mode in Chrome. Go to file and choose *open new incognito window*. This allows multiple users on the same platform as it doesn't hold on to any information.

## Behaviour Matrix and Code of Conduct

# Simonds and U-Connect Students Are Kind

	Respectful	Responsible	Safe
All Spaces	<ul style="list-style-type: none"> <li>Follow instructions from any staff member</li> <li>Use appropriate language</li> <li>Use kind words and expressions</li> <li>Participate respectfully</li> <li>Care for space &amp; property</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Help clean up</li> <li>Ask permission before leaving</li> <li>Set a good example</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands &amp; feet to self</li> <li>Follow directions from any staff members</li> <li>Wear inside shoes while indoors</li> <li>Stay on school grounds</li> </ul>
Learning Spaces	<ul style="list-style-type: none"> <li>Be cooperative</li> <li>Use inside voice</li> <li>Wait your turn</li> <li>Make good choices</li> <li>Be aware of other people's needs and personal space</li> <li>Raise your hand</li> </ul>	<ul style="list-style-type: none"> <li>Do your best</li> <li>Ask for and accept help</li> <li>Stay on task</li> <li>Own your actions</li> <li>Clean up after yourself</li> <li>Share</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission to leave</li> <li>Push in chairs</li> <li>Always walk</li> <li>Follow emergency procedures</li> <li>Keep feet on the floor</li> </ul>
Washroom And Water Fountain	<ul style="list-style-type: none"> <li>Respect privacy &amp; property</li> <li>Wait quietly for your turn</li> <li>Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Keep your visits short</li> <li>Keep water in the sink</li> <li>Wash your hands</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use nearest washroom and water fountain</li> <li>Keep lights on</li> <li>Tell an adult if there is a mess</li> </ul>
Transition Spaces	<ul style="list-style-type: none"> <li>Move quietly</li> <li>Greet others quietly</li> <li>Help others when able</li> <li>Help keep hallways clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Recycle appropriately</li> <li>Walk single file</li> <li>Use appropriate door</li> <li>Keep up with your class</li> <li>Line up quickly when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Look where you are going</li> <li>Walk on right side of hallway</li> </ul>
Playing Spaces and Gym	<ul style="list-style-type: none"> <li>Include everyone</li> <li>Use appropriate language</li> <li>Keep school grounds clean</li> <li>Share &amp; take turns</li> <li>Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>Play fair</li> <li>Share &amp; return equipment</li> <li>Line up quickly at bell</li> <li>Do your personal best</li> <li>Report dangers to a supervisor</li> </ul>	<ul style="list-style-type: none"> <li>School-appropriate games</li> <li>Use equipment properly</li> <li>Don't pick up unsafe items</li> <li>Use equipment properly</li> <li>Walk on sidewalks</li> </ul>



## U-Connect Parent and Student Contract

I, \_\_\_\_\_ have read the above expectations and responsibilities for teacher/school, parents and students. I accept the terms of sharing the education of my child with their teacher. I am aware that a parent/adult **should** be home with the student during learning hours to fulfill their responsibility of instruction and support.

I am aware that weekly/bi-weekly submissions of evidence of learning are a part of the U-Connect program. If these requirements are not met, school staff will work with the student and family to identify the barriers to success in our program. A review of the suitability of the student in the program will be conducted by school administration with parent and teacher consultation. Should it be determined that U-Connect is not a good fit for the student, school administration will work with the parent to discuss other programs in the District that may better serve their child's needs.

I am responsible for meeting with my student's teacher at least once per term to sign the learning plan and review my student's learning and goals. I will work together with my student's teacher to help my student achieve their goals.

I, \_\_\_\_\_ accept the terms and conditions of this contract as stated in the U-Connect Parent Handbook.

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_