

eBlend

Home
Learning
Program



Parent and Student
Handbook
2018-2019

eBlend Home Learning Program

eBlend Mission Statement

The eBlend Home Learning Program will support and assist home schooling families in their chosen role as the primary educator of their children.

eBlend Goals:

Goal One:

To provide home schooling families access to resources that will facilitate home school instruction.

Goal Two:

To provide students with opportunities to learn with and from their peers at least one day a week, through drop-ins and Interaction Days.

Goal Three:

To reflect students' progress and the great learning that can take place at home through best practice in assessment and reporting.

Address:
eBlend Home Learning Program
740 Robron Road
Campbell River, BC

eBlend Home Learning Program Website:

<http://www.sd72.bc.ca/school/distributedlearning/programs/eBlend/Pages/default.aspx>

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Introduction

In British Columbia parents enjoy a range of choices for their children's education, including the option of home education. BC recognizes the central role of parents in the education of their children. No matter what your decision about educational programming, your ongoing involvement and support represent a critical contribution to your children's learning.

The main purpose of the Home Education Handbook is to help parents who are thinking of joining or who are new to the eBlend Home Learning Program.

In choosing educational programs for children, parents need to consider several factors:

- children's interests, learning styles, strengths and needs
- the family's beliefs and values
- available program options: regular schooling, charter schools, private schools, or home education
- costs and available financial support
- time available to support a child's education
- Legal Requirements related to schooling.

In reflecting on these factors, you may decide that home education is the best option for your child. BC's laws recognize your right to make that choice and authorize financial support for home education programs. But with the right comes responsibility, and this handbook will help you to understand some of the responsibilities.

Program Overview

eBlend is a home learning program for students from kindergarten to grade 9. The eBlend Home Learning Program builds relationships between home learners and their families and the school district and local community.

Parents, educators and students collaborate to find the best possible learning experiences, for each individual child, using the BC Ministry of Education's Prescribed Learning Outcomes as the foundation. The required areas of study are as follows:

- Kindergarten to Grade 3: English Language Arts, Social Studies, Mathematics, Science, Physical and Health Education, Arts Education (Dance, Drama, Music, Visual Art), Career Education, Applied Design, Skills and Technologies, and Daily Physical Activity
- Grade 4-7: English Language Arts, Social Studies, Mathematics, Science, Physical and Health Education, Arts Education (Dance, Drama, Music, Visual Art), Career Education, Applied Design, Skills and Technologies, Daily Physical Activity, and French as a Second Language
- Grade 8-9: English Language Arts, Social Studies, Mathematics, Science, Physical and Health Education, Career Education, Daily Physical Activity, French as a Second Language, Applied Design, Skills and Technologies, and one area of Fine Arts (Dance, Drama, Music, Visual Art)

The eBlend Support Teachers counsel families on how to get started on home learning; identify specific learning resources that will be applicable to the student's individualized learning plan; mark the student's work based on the curriculum and criteria; and provide one formal report card at the end of each school year, as required by the Ministry of Education.

eBlend provides the flexibility of homeschooling with once a week interaction days where children can develop their social skills. This is a time for students to build friendships with their peers and for their parents to connect with other parents. Interaction days also supplement the learning done at home with additional learning activities and opportunities.

An Overview of the Curriculum Redesign

British Columbia's curriculum has been redesigned in response to the demanding world our students are entering. Conditions in the world are changing greatly and rapidly. Today's students will grow into a world that is very different and more connected than that of previous generations. The focus of BC's redesigned curriculum is on core competencies, essential learning, and literacy and numeracy foundations.

The curriculum for each subject area includes the essential learning for students. The redesigned curriculum develops around key content, concepts, skills and big ideas that foster the higher-order thinking demanded in today's world.

All areas of learning are based on a "Know-Do-Understand" model to support a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do) and Big Ideas (Understand) all work together to support deeper learning. BC's Curriculum design enables a personalized, flexible and innovative approach at all levels of the education system. All areas of learning have been redesigned using this model.



The Big Ideas

The Big Ideas consist of generalizations and principles and key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand curriculum model of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.




The Curricular Competencies

The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” component of the Know-Do-Understand curriculum model of learning. While Curricular Competencies are subject specific, they are connected to the Core Competencies.

The Core Competencies

The core competencies, along with literacy and numeracy foundations and essential content and concepts, are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

The core competencies are:

	<p>Communication -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.</p> <ul style="list-style-type: none">• View the Communication Profiles and Illustrations »
	<p>Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.</p> <ul style="list-style-type: none">• View the Creative Thinking Profiles and Illustrations »• View the Critical Thinking Profiles and Illustrations »
	<p>Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.</p> <ul style="list-style-type: none">• View the Positive Personal & Cultural Identity Profiles and Illustrations »• View the Personal Awareness and Responsibility Profiles and Illustrations »• View the Social Responsibility Profiles and Illustrations »

Core competencies are evident in every area of learning; however, they manifest themselves uniquely in each discipline. In the current drafts of the redesigned curricula, competencies are embedded and evident within the learning standards. Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas.

The Role of the Homeschooling Parent

Your child's education program demands careful planning, and careful planning requires time. It begins with careful thought about your reasons and goals for selecting a home education program. The foundation of a successful home education program directly relates to responsibility for supervision and instruction. When you choose the eBlend Home Learning Program for your child, you have the responsibility for planning, supervising, and implementing his or her program.

It is the responsibility of the parents/guardians to:

- implement the Learning Plan in a way that ensures student achievement and progress
- provide a quiet, work-like site for learning
- provide daily monitoring and support
- schedule a daily routine for learning at home
- be available, along with the student, for regular reviews of student achievement
- assess student progress and work
- notify the eBlend Support Teacher if the student requires further learning in a particular area

When you join the eBlend Home Learning Program you will have a designated teacher partnered with you to support you and your child's learning journey. Your child's teacher will ensure you get answers to your questions about learning and will evaluate your child's progress throughout the school year. Your child's teacher is there to support you and your child at every step of the way.

If your child is registered in the eBlend Home Learning Program it is the duty of the parent to ensure that the child is receiving an educational program. Please note that anyone who believes that a school-aged homeschooled child is not receiving an adequate educational program will contact the SD72 Superintendent. In the event that the Superintendent determines that the child's parent refuses to comply with the law and ensure their child is receiving an education at home, the Superintendent must inform the Ministry of Children and Family Development.

The Role of the eBlend Support Teacher

The role of the eBlend Support Teacher partnered with you and your child is to support your child's learning. Your child's teacher will work collaboratively with you to create an individualized Learning Plan for your child. The teacher will also provide resources, materials and assistance to meet the Provincial Learning Outcomes and goals that are set out in the Learning Plan. The eBlend Support Teacher is also responsible for assessing and reporting on your child's progress throughout the school year.

It is the responsibility of the eBlend Home Support Teacher to:

- Provide information about registration and responsibilities of Home Education
- To engage in supportive, frequent and open communication with children and families

- Work collaboratively with parents/guardians and students in developing a Learning Plan that meets the student's needs and is consistent with the requirements of the BC Ministry of Education
- Provide parents/guardians with the resources necessary to achieve the educational goals of the Learning Plan
- Assist the parent/guardian in acquiring additional resources where needed
- Monitor and report on students' progress throughout the school year
- Assist the parent/guardian with educational strategies
- Maintain records of the assessment of the student's progress
- Notify parent/guardian of any concerns regarding students' progress
- Provide the opportunity for diagnostic, ability or standardized assessments
- Plan and implement Interaction Days that address areas of the curriculum more difficult to address at home (such as social interaction, Physical and Health Education, French, and Fine Arts)
- To encourage children to explore, create, ask questions, and imagine

Assessment for Student Learning at eBlend

The eBlend Home Learning Program requires that you submit learning samples to your Support Teacher on a regular basis. It is recommended that work samples be submitted at least every two weeks. Typically your Support Teacher will return the work submitted within one week.

We will provide regular feedback on student work, participation, and experiences, using notes, emails, newsletters, our website, phone calls, Learning Progressions, and meetings. As this regular feedback is more meaningful than waiting for the end of the term to do so, we only offer one formal report card at the end of the year, and it will consist of Learning Progressions for all subject areas. Our School District is on the leading edge of reporting practices in the Province. We believe that our approach to report cards will do a much better job at reflecting the excellent work you do at home with your child(ren).

Student-Led Conferences are a big part of sound assessment practices, as we need to include products, observations, *and* conversations as sources of evidence of student learning in order to be sure we are truly understanding their progress. This evidence must include products (the student booklets and projects from assigned modules), observations (that you as a parent can share about your child's learning, as well as what we can see during Interaction Days), and conversations (giving all students an opportunity to talk about their learning, set goals, and celebrate successes). Student-Led Conferences will take part during the Term Review and Year End Review Meetings.

Please see the rationale for these changes to reporting, as offered by the School District, which is located on the eBlend website. There you can also find the Learning Progressions for each grade.

If you have any questions, comments or concerns please do not hesitate to contact an eBlend Support Teacher. This is an exciting time in our District, as well as our program, as we move toward more sound assessment practices that truly appreciate each child and his or her areas for further practice, as well as strengths and skills.

Submitting Student Work

As mentioned previously, it is expected that student work samples be submitted at least every two weeks. There are many reasons for this:

- Feedback from your child's teacher needs to occur in a timely manner in order for it to be effective and impact student learning
- Regularly submitted work samples help you and your Support Teacher keep track of student progress and know the steps in learning
- Areas of concern are identified sooner

When student work is submitted it is very important that:

- Your child's name is clearly visible. It is also important to include
- The date in which the submission was completed.
- Each submission is clearly labelled with the name of the assignment
- Parents are also encouraged to add notes about anything you would like your Support Teacher to take particular notice of

Student Led Conferences

The purpose of Student Led Conferences is to encourage students to accept personal responsibility for their academic performance, to teach students the process of self-assessment and reflection, and to promote students, parents, and teachers to engage in open and honest dialogue. Students take the lead on sharing examples of their work, discussing next steps and setting goals. Student Led Conferences create a partnership between the teacher, student and parents to act as a support network or as stakeholders in the success of the student.

At the end of each term, along with handing in the accompanying student work samples, students will be required to prepare a brief Student Led Conference in order to share their learning. Student Led Conferences will take place during the Term Review Meetings.

Preparation for Student Led Conferences will include:

- Students reflecting critically on learning (academic/learning skills)
- Students selecting specific pieces to share at conference (e.g. portfolio)
- Students practicing sharing with peers/parents before conference
- Students being given a script or a checklist to follow

Term Review Meetings

At the end of each term parents are asked to book a meeting with their child's eBlend Support Teacher. The purpose of this meeting is to review the term and celebrate student learning and accomplishments. The meeting is also an opportunity to review the Learning Plan and a Student Led conference will take place during this meeting.

Year-End Review Meetings

In the final weeks of June each year, parents are asked to book a meeting with their child's eBlend Support Teacher. The purpose of this meeting is to review the year as a whole and celebrate student learning and accomplishments. The meeting is also an opportunity to review the Learning Plan for the upcoming school year. During this meeting the final Student-Led Conference will also take place.

District Assessments

Each year SD72 collects data to see how students in this district are performing in the curriculum areas of reading and writing. This data is used only to further support student learning and is not a formative assessment (worth marks). Students in Grades 4 and 7 will complete Foundation Skills Assessments (in all subject areas), as students do throughout the Province. In the spring, students in Grades 2, 3, 5, 6 and 8 will be asked to complete either a District Writing Assessment or District Reading Assessment. Students in Grades 1 to 4 will also be Benchmarked in order to assess their progress in reading, and students in Grades 3 to 9 may be asked to complete a Diagnostic Math Assessment to assess where to start on a math program, as well as to show their progress. More information will be available closer to the time and will be provided in the monthly newsletter.

The Learning Plan

When you first register with eBlend you will work with your child's teacher to develop your child's Learning Plan. The Learning Plan is a contract between home schooling families, the student (for older students) and the eBlend Support Teacher. The Learning Plan is a living document that will outline your child's learning journey for the school year. It is individualized and tailored to meet the needs and interests of your child, as well as meeting the expectations required by the BC Ministry of Education. The Learning Plan will outline the curriculum objects for the year as well as the resources eBlend can provide to help you achieve those Learning Outcomes with your child. The Learning Plan will also outline how eBlend teachers will be assessing your child throughout the school year.

At the beginning of each term you and your child will meet with your eBlend Support Teacher to review the Learning Plan and set goals for the next term. These goals will be reviewed at the end of each term and new goals may be set. Changes and updates will be made to the Learning

Plan so that it accurately reflects the needs of your child, but these must be done in consultation with your eBlend Support Teacher.

Throughout the school year your eBlend Support Teacher will monitor student progress and help parents/guardians to stay on track. It is the responsibility of the home facilitators to ensure that their child is following the Learning Plan. If there are any problems with achieving the goals outlined in the Learning Plan, it is imperative that you inform your child's teacher as soon as possible so that supports can be put into place in a timely manner.

Implementing Your Child's Learning Plan

Once you have completed a Learning Plan in consultation with your Support Teacher you will be responsible for dealing with day-to-day activities. This section focuses on advice to keep your home program satisfying and beneficial to both you and your child.

Scheduling will be crucial to maintaining your child's program. Some home-educating parents stress their need to separate the role of teacher from the role of parent. For them, scheduling is key to preventing burnout since they have planned times to focus on their teaching role.

Please see your eBlend teacher for sample schedules or to discuss what different home-schooling families have found works best for them

Helping your child work effectively

Helping your child to analyze learning tasks and to plan completion of learning tasks will also benefit your home education program. Perhaps you observe that your child works too quickly and carelessly in completing tasks. On the other hand, you may observe that your child seeks constant direction and guidance. Sometimes children report that they just cannot do the task. In all cases, you are wise to focus your child on two key questions:

- What do I have to do?
- How will I do it?

To deal with the first question, encourage your child to explain the assignment in his or her own words. What do you think you have to do? How do you know? If you have examples of work related to the task show them to your child. Often showing works better than telling.

In helping your child with the second question, help your child consider stages in completing the assignment. If your child tends to rush the completion of work, focus on options or alternatives:

- How will I get started?
- How will I continue?
- How will I end?
- How will I know whether I have succeeded?

Planning ahead

It is important that you as the home facilitator know what assignments and activities are coming up. Sometimes there are special materials to gather, to complete a science experiment for

example. Other times there could be an activity where you are unclear about the expectations or think your child may have difficulty in completing a task. It is important to let your child's Support Teacher know of these kinds of things in advance so that they can support you and your child.

Term Overviews

The school year is divided into two semesters making four distinct terms. For each term students will have a Term Overview which will provide a detailed snapshot of the Learning Outcomes and expectations (as outlined in the Learning Plan).

Just like the Learning Plans are living documents, so are the Term Overviews. The purpose of the Term Overviews is to help you in the planning of your child's instruction at home and to help you keep on track to meet all of the Learning Outcomes expected for the school year.

Commented [EK1]: Need to edit this

Term Review Meetings

Near the end of each term parents will be asked to book a meeting with their child's eBlend Support Teacher. The purpose of the Term Review Meeting is for students to share with their teacher all that they have been learning in the form of a Student-Led Conference. Students and parents will be asked to reflect on the previous term and think about what worked well and what might not have worked so well. During the term review meetings the Learning Plan will be reassessed and any necessary changes or updates will be added.

Commented [EK2]: Same thing as student led conferences, need to remove or move

Interaction Days

Interaction days are held every Wednesday from 9:00 am - 2:00 pm. The purpose of Interaction Days is to provide opportunities for students to interact with their peers while addressing Learning Outcomes from a range of subject areas which are often more difficult to address at home.

For students in grades 5-9 Interaction days will address Learning Outcomes from the following subject areas:

- Physical and Health Education
- Visual Art
- Drama
- French as a Second Language
- Applied Design, Skills and Technologies

Commented [EK3]: Really??

Please review your child's Learning Plan and Term Overviews for more specific information regarding the Learning Outcomes that will be addressed on Wednesdays. If your child will not be

attending Interaction Days this must be addressed in the Learning Plan as these subject areas must then be taught at home.

For students in Kindergarten to Grade 4 Interaction Days will focus on play-based learning, social development and interacting with peers. Students in Kindergarten to Grade 4 will also have opportunities to explore and experience Learning Outcomes from Visual Art, Drama, Physical Education and Music during Interaction days through monthly themes.

Arrival/Departure/School Hours

- Interaction Day hours are 9:00 am to 2:00 pm (supervision begins at 8:45 am)
- Drop in hours are Tuesdays and Thursdays 12:30 pm -2:30 pm
- There are no provisions for supervision of students before and after school

Commented [EK4]: Need to reframe the drop-in...new name? not in the book? Study hall?

Attendance

While attendance at Interaction Days is not mandatory, if your child will not be attending it is important that you let your child's eBlend Support Teacher know in advance. Attendance will be taken within the first 15 minutes of the school day. Please call the eBlend Office or send an email to your child's teacher before the start of an Interaction day if they will be absent. If a student has an "unverified" absence, our office staff will contact parents to verify the absence.

It is important for eBlend teachers to know how many students to expect each week in order to make sure that there are enough materials and supplies for each activity, or that there is adequate transportation for a group outing.

Drop-in

Commented [EK5]: See previous comment

Students in grades 5-9 are encouraged to make use of the afternoon drop-in provided twice weekly. The drop-in will run every Tuesday and Thursday afternoon from 12:30 pm - 2:30 pm.

The drop-ins are opportunities for students:

- to access additional help and support with their school work
- to have an additional workspace with access to technology
- to write tests, quizzes or study
- to work collaboratively on a project with a partner

Field Trips

The eBlend Program will be taking several field trips during the year. We believe that field trips are an excellent avenue for extending student learning beyond the classroom. Look for information and permission forms for field trips in the weekly email and/or the monthly newsletters, and on the eBlend website.

When space permits, parents will be invited to join the experience. However, parents may be required to arrange their own transportation and entrance fee. Parents must complete a Driver's Abstract if they wish to help with transportation to and from field trips, and this would be greatly appreciated.

Learning Resource Fund

The Learning Resource Fund (LRF) is available to families to help provide additional learning opportunities in accordance with the Prescribed Learning Outcomes. Each student enrolled in the eBlend Home Learning Program has \$600.00 available in their Learning Resource Fund (this amount may decrease if the student is enrolled part-way through the year).

Parents are encouraged to use the Learning Resource Fund to address the Learning Outcomes from Fine Arts, including Drama, Music, Dance and Visual Art, Physical Education, Applied Skills, and for learning supports such as specific materials or tutoring.

Please note students must submit their first assignment, as per their learning plan, before accessing their Learning Resource Fund.

In order to align our program with the requirements of the Ministry of Education, we need to ensure that the money in the Learning Resource Fund is being used to meet the Prescribed Learning Outcomes.

For this reason, parents are required to complete and submit a Learning Resource Fund Application Form. The school must make the purchase and cannot reimburse you after the fact. Once the LRF Application form has been submitted, your child's teacher will fill out a Request for Invoice. When you receive the Request for Invoice, the next step is to bring it to the business or organization and have them send their invoice and the Request for Invoice back to Robron where our accounting secretary will pay the bill.

The Learning Resource Fund cannot be reimbursed after the fact, due to Ministry requirements. The Request for Invoice must be received with the Invoice. The last day to submit an invoice is May 1, 2019, and activities that have been paid for using the Learning Resource Fund must be completed by June 28, 2019.

THE REQUEST FOR INVOICE IS VALID FOR 30 DAYS ONLY NO INVOICES WILL BE PAID PAST THIS DATE WITHOUT A NEW REQUEST FOR INVOICE.

Students with Special Needs

Students with special needs may not be able to access the whole range of support services available to students who are in a traditional classroom setting due to the fact that most of child's learning occurs at home. However, Student Learning Plans will be designed to meet the needs of each individual student and help each student work towards the Learning Outcomes at their ability level. School Based Team (SBT) may also be accessed by the eBlend teacher, in order to refer students for assessment and to garner further support.

The eBlend Support Teachers will work collaboratively with parents to create and execute a plan to support each child. eBlend Support Teachers have access to a wide variety of resources to help support parents and their children.

Commented [EK6]: Need to include something about IEPs here I think

Library

The eBlend Program has developed two library collections. One of our collections consists of student fiction and nonfiction books organized by genre. The other is a collection of levelled readers. Students can sign out books using their cards in the library pocket charts found in the classroom.

If a book is lost, the student will be charged for the replacement cost of that book. If payment has been made for a lost book and the book is then found, eBlend will refund the amount paid.

As a part of School District 72 your child also has access to the libraries of other schools as well as the SD72 digital book collection. Please visit <http://www.sd72.bc.ca/libraryresources/Pages/default.aspx> for more information.

Newsletters

Each month eBlend will send home a digital copy of the eBlend newsletter. The newsletter will also be posted on the eBlend website and on the bulletin board outside the eBlend classroom. In each newsletter you will find information about upcoming events. There will be also be a summary of the Interaction Day activities for the month as well as an event calendar.

Transition Plans

If or when a student moves from the eBlend Home Learning Program into another school or program, it is necessary to create a transition plan to ensure student success. Planning for a transition should start well in advance of the actual transition. Programming decisions need to be based on an understanding of individual students. This means understanding the individual student's strengths, needs and goals, as well as those of the student's family.

Accident or Illness at School

The emergency information provided by parents will be used in the event that your child becomes ill or in the event that an accident occurs at school. We will make every effort to notify you by phone. If you cannot be reached, the emergency contacts you designate will be notified. It is critically important that you keep contact information up to date.

Crisis Plan/Safety Drills

Robron Centre staff have developed a plan that is followed if there is a school crisis situation. The team is made up of all of our staff members. Staff and students will practice safety procedures such as fire drills, evacuation procedures, and lock-down drills regularly. Drills are conducted regularly so that students will know what to do in case of an emergency, and expectations for behavior during a drill are discussed and practiced in each classroom.