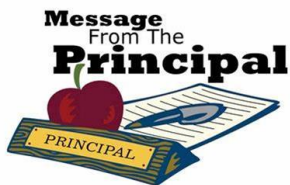




CHEDOKE NEWS

January 2021



For the second time this year, we find ourselves in a period of school closure. I would like to acknowledge the hard work students, parents, and staff have been doing and thank you all for your patience and perseverance throughout this time. I know it has not been easy. The challenges we face during this pandemic exert pressure on each of us and everyone is fatigued after a year of Covid.

There is also much concern for the effect of school closures on our children's mental health and well-being. Yet, I remain confident in my belief that not only will we endure this pandemic, but our students will emerge from it with confidence, strong character, and a renewed purpose. If there is a positive aspect to this pandemic, it is this: it calls us to evaluate what is important in our life and to strive to attain it.

We all look forward to when our school re-opens safely. Until that day, we remain committed to our students and families. If you need anything, please call the school. We stand as one with our community.

Stay well, stay hopeful, and continue to look after each other,

Mark Degner
Principal

SPIRIT DAY

Important Dates

January 28
Jersey/ Hat Day

February 4
Halloween In Winter

February 10
(last day of remote..hopefully)
Crazy Sock/ Mismatch Day

REPORT CARDS

These will be sent home through School Messenger on February 19th. This is an electronic report card and it will not be signed. Signed and printed report cards will be sent home on March 4th. This report card will communicate student learning for term 1.

Learning during this current Remote period is included in this report card.



To be marked 'present' your child must be online with the teacher in the MS Teams meeting. Safe Arrival calls are still made each morning for students who are marked absent unless you notify the school ahead of time of the absence through School Messenger.

Important Dates and INFORMATION

Transition on Feb 25th

Families who indicated they wanted to transition their child(ren) from the remote school to in-person learning at Chedoke may have the opportunity to do this on Feb 25th. The transition will depend on the space available in the school. There are no plans to change teaching assignments at this time. The idea is to minimize the amount of change that will happen on this date. If parents miss this date or change their mind, there will be another transition date in the spring.

iPads and Work packages

If your child is in Grades 1-8 and they need an iPad, please call the school.

If your Kindergarten child needs work packages, they are available at the school. Please call and arrange with us a time to come and pick. If your child is in Grades 1-8 and needs a work package, please contact the classroom teacher directly. They will be able to either email you the work or make it available at the school for pick up.



Ontario Financial Support for Learners

The Ontario government has made available a grant of up to \$200 per child (\$250 per child with special needs) to help offset costs during the pandemic. You must complete the grant application by February 8th. You can find out more details and complete the grant here:

<https://www.ontario.ca/page/get-support-learners>



Virtual Education in HWDSB

Norms and Learning Environment

HWDSB

Supporting Students for Virtual Learning *for Families*

Work together to set house rules for using technology

This works best when expectations and rules are created and agreed upon together. For example, during academic time, we all agree to try to limit noise; avoid streaming video for entertainment.

Devices

Think about what devices need to be used by every family member and, if possible, around what time of the day. When several people are sharing a device(s) and/or limited bandwidth, this schedule becomes even more important. Others in the household streaming video for entertainment (such as Netflix, YouTube, etc.) can significantly decrease the bandwidth available to those working. This can be frustrating when it causes delay, dragging, and/or freezing for the student(s) working online. Try to limit strains on bandwidth when students are working online.

Decision Making

Make decisions together, whenever possible, so students feel greater accountability to the rules. Consider having older students sign your agreement. Ensure anyone supervising students online is aware of your house rules.

Support

Provide positive, encouraging feedback and support children with completing assigned work and tasks. Reach out to your child's teacher(s) if your child is having difficulty with the content, if you have questions about the learning and if you need ideas on how to support your child's learning.

Virtual Education in HWDSB:
Norms and Learning Environment

curiosity

creativity

possibility

HWDSB

Guiding Principles and Tips to Engage in Virtual Learning *for Educators*

Set Clear Objectives and Learning Goals

- Communicate the learning goal at the onset of lesson in written form and audio/video
- Wrap up the online learning time with an exit card or another form of descriptive feedback to refine or rethink future learning opportunities
- Have students reflect on learning goals and revisit at each learning session

Create a Social and Collaborative Environment

- Begin with a team building activity or an icebreaker
- Use chat functions, GIFs, videos, audio recordings, and pictures
- Create opportunities for ALL voices to be heard, check in with those who choose not to participate

Guiding Principles for Educators

This is new to many educators, these principles will slowly be put into place over the coming weeks.

- ❑ Set a schedule and send reminders before online learning begins
- ❑ Ensure all students are logged in and muted
- ❑ While waiting for participants to join, provide status updates and time warnings. E.g. Waiting for 2 more. We will begin in 3 minutes.
- ❑ Test technology and ask for feedback. E.g. "thumbs up", and ensure everyone has access using accessibility features such as captions, video, translation
- ❑ Do not exceed the recommended time by the [Ministry](#) for online learning
- ❑ Facilitate and monitor student discussion throughout the learning using the chat function or audio/video responses
- ❑ Consider use of a "parking lot" or some way to capture questions and feedback that can be addressed at a later time
- ❑ Recognize and anticipate students may be using different devices (phones, tablets and/or desktops). Consider the differences in functionality and how to problem solve
- ❑ Stay flexible with your pacing-chunk content into smaller pieces
- ❑ Create small groups for more precise learning

Be Culturally Responsive

- Design tasks and learning opportunities that integrate the home environment and family involvement
- Consider using artifacts and scenarios from the students' lived experiences into learning opportunities

Allow for Student Voice and Choice

- Ask students what they want to learn about and how they learn best in the online world
- Give students choice on how they wish to demonstrate understanding (video, audio, written, or a combination)

Virtual Education in HWDSB:
Norms and Learning Environment

curiosity

creativity

possibility

Your continued support in creating optimal learning conditions at home for your child can be done by:

K-2

- ✓ Maintaining consistent communication with child's educator(s)
- ✓ Ensuring your child participates in some exercise throughout the day
- ✓ Ensuring students have a quiet, safe space to work
- ✓ Taking interest in what they are learning
- ✓ Answering questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

curiosity

Grades 3-6

- ✓ Making sure students have a quiet, safe space to work
- ✓ Taking interest in what they are learning
- ✓ Answering any questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

creativity

Grades 7-12

- ✓ Making sure students have a quiet, safe space to work
- ✓ Taking an interest in what they are learning
- ✓ Answering any questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

possibility

Virtual Education in HWDSB:
Norms and Learning Environment

K- Grade 2

- ✓ Ask your parent/guardian to set up a learning area, free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you
- ✓ Turn off video and microphone
- ✓ Even though we aren't together in a classroom, this is our new classroom and our same expectations apply
- ✓ Be kind and forgiving when someone makes a mistake

curiosity

Grades 3-6

- ✓ Find an area free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you or open discussions
- ✓ Turn off video and microphone
Even though we aren't together in a classroom, this is our new classroom and our same expectations apply
- ✓ Be kind and forgiving when someone makes a mistake
- ✓ Avoid slang terms or short forms like "u" for you or "ur" for your

creativity

Grades 7-12

- ✓ Turn off video and microphone
- ✓ Be on time for scheduled lessons
- ✓ Find an area free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you or open discussions
- ✓ Be kind and forgiving when someone makes a mistake
- ✓ Avoid slang terms or short forms like "u" for you or "ur" for your
- ✓ Remember your digital footprint-how you engage on these devices and in these platforms can't be erased

possibility

Virtual Education in HWDSB:
Norms and Learning Environment