



**Westwind
Alternate
School**



Personalized Education Program

Refreshed for

September 2021 - June 2022

1.1 Background

Why Redesign our Grade 1-9 Program

Background

This year's Personalized Education Program (PEP) provides a new level of teacher support. A new Lending Library has also been created to ensure families have continued access to learning resources.

Over the last decade, Alberta Education has been gradually tightening up distance learning regulations. This includes programs which are designated as online programs (such as School of Hope) and those designated as print programs (such as ours). One example of this tightening is a requirement for more frequent student-teacher contact time. Other regulations tighten how school funds are used. This change affected some aspects of our 2020-2021 PE and 'Option' classes.

Program Principles

During the 2020-2021 winter we began a long, in-depth consultation process with our Parent Advisory Committee. The intent was to minimize future programming changes while accommodating provincial regulation changes. The result was renewed focus on the following program principles:

- Maintaining a sense of community
- Clearly defining instructional roles
- Ensuring variety and choice in PE and option courses
- Ensuring students are taught by subject experts who have specific enough skills to truly inspire students

School Values

All decisions, including program redesign decisions, have been filtered through our school values:

- Relevant and meaningful learning
- Choice and flexibility
- Caring and community
- Integrity and trust
- Joy and humility



Westwind Alternate School

2.1 Program Components: Course structures

Our PEP program (Personalized Education Program) fills the gap between home schooling and traditional school. We balance at-home study with in-school activity. Students take Language Arts, Social Studies, Science, Math, Physical Education (PE), and option course(s). Because each course requires different levels of teacher direction, each course at each grade level is delivered using one of the following structures.



Weekly Courses

- Regular weekly face-to-face classes.
- Multiple curricula options. (i.e. 3-5 texts to choose from). Each curriculum is matched, at the beginning of the year, to each classes' content.
- Weekly tutorials (face-to-face or online).
- Open office hours.
- Simplified assessments, which are largely based on in-class observations.



Monthly Courses

- Regular monthly face-to-face classes.
- Multiple curricula options. (i.e. 3-5 texts to choose from). Each curriculum is matched, at the beginning of the year, to each month's content.
- Open office hours.
- Monthly assignments and/or portfolios.



Supervised Courses

- Instruction is delivered by subject matter experts.
- Teachers observe classes and adjust instructional targets.
- Multi-grade classes.
- On and off campus locations.
- Our school council recommends activity choices. (e.g. swimming, horse riding, etc.)



Joint Course Options

- Upon approval, junior high level courses can be taken at a local brick and mortar school.
- Course availability and space may vary.

2.2 Course Components: Unit delivery options

Our 2020-2021 program gives you some flexibility with how course units can be completed. While most units will be delivered by a teacher, you determine which units (up to 3/8ths) can be completed outside of your teacher's regular classes. We call this an "alternatively delivered unit". Alternatively Delivered units may afford parents the option to compress the school year by doing two units at once. When combined with our unique ability to switch a course's grade level our school can smoothly accommodate gifted learners.



Teacher Delivered Unit

- Regular face-to-face classes (weekly or monthly).
- Additional teacher and EA contact time available.
- Students maintain weekly or monthly pacing.
- Special needs accommodated by tutorials and Educational Assistants.
- At least 5/8ths of all units must be completed this way. This is an Alberta Education assurance.



Alternatively Delivered Unit

- Teachers supervise the delivery of a subject matter expert's unit.
- Teachers assess student knowledge by way of a previously approved assignment(s).
- Unit enrolment is open to other WAS students.
- Alternatively delivered units are approved by WAS prior to piloting.
- A maximum of 3/8ths of a course's units can be delivered this way.

3.1

Instructional Details: Weekly Courses

Teacher Weekly Roles - *Core content assurances*

- Post year plans at the beginning of the year showing the start and end dates of each unit.
- Post lesson plans
(i.e. 2 digit multiplication, using this explanation strategy, as per Jump Math chapter 5).
- Post the pages in your particular textbook for this **week's** work
(from one of the 3-5 curriculum choices you check out from our library).
- Post ideas on how Library Resources Boxes can be used.
- Assess many course outcomes by way of weekly student-teacher interactions. Depending on the course and teacher, some additional assessment activities may be required.
- Coordinate Zoom or face-to face tutorial at different times of the day for different ability and interest groups.

Parent Weekly Roles - *At home practice*

- Help students on this week's topic and homework.
- Decide what to focus on and enrich.
- Decide which tutorial group is best.
- If desired, use parallel tracked EA-coordinated 'study groups', parent co-ops, parent mentoring groups, etc.
- Spend extra time throughout the year to reinforce and strengthen specific concepts. Then work with your teacher to update their assessments.

Instructional Details: Monthly Courses

Teacher Monthly Roles - *Enriching a unit's contexts*

- Post year plans at the beginning of the year showing the start and end dates of each unit.
- Post lesson plans for each month's class
(i.e. these 4 magnetism experiments).
- Post the chapter in your particular textbook for this **month's** work
(from one of the 3-5 curriculum choices you check out from our library).
- Post ideas on how library Resource Boxes can be used.
- Assess some course outcomes by way of monthly student-teacher interactions. Collect a number of at-home activities in order to assess all course outcomes. The type and number of at-home activities assessed varies slightly from course to course and teacher to teacher.

Parent Monthly Roles - *At-home skills & content*

- Help students on this month's unit.
- Decide what content within this unit to focus on and enrich.
- Decide if a teacher's office hours or zoom tutorials are needed.
- If desired, use parallel tracked EA-coordinated 'study groups', parent co-ops, parent mentoring groups, etc.
- Spend extra time throughout the year to reinforce and strengthen specific concepts. Then work with your teacher to update their assessments.

4.1 Instructional Supports



Lending Library

- Resource Boxes full of manipulatives and other learning activities are provided with each course.
- Each course also has a number of different “curricula” (textbooks) to choose from.
- Each course also has a number of more specialized resource boxes. See the appendix for more information.



Educational Assistants

- Our Educational Assistants provide extra support for students in need. This includes face-to-face or zoom tutorials
- They also help co-ordinate subject matter experts, field trips, study groups, and extra-curricular clubs.

Parent Mentoring

- We continue to offer optional monthly parent support meetings.
- Office hours provide another way to connect with your teacher for questions about how to make at-home-learning work.
- Each family is given a “home room” teacher as their primary point of mentoring contact.

Open Office Hours

- Teachers have dedicated time each week to answer email and phone and Zoom inquiries.
- Office hours can be used to improve school-home co-ordination, to get extra help on a certain course topic, or to clarify how a resource is or can be used.

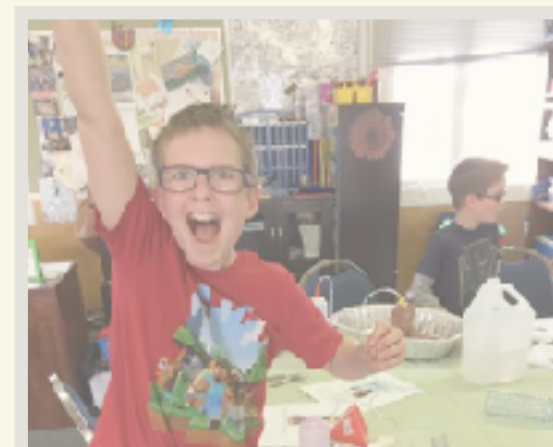
Collaborative Response Model

- As a school jurisdiction, Westwind has some access to a variety of community support workers and specialists.
- Tiered interventions are available for struggling students.
- See the “Services” page on the Westwind School Division’s website.



Field Trips

- Our students participate in a number of off-campus field trips each year.
- Usual trips include: the Calgary Zoo, Head Smashed in Buffalo Jump, Waterton and other venues. Trips vary from year to year.



School coordinated, parent led study groups

- School facilities are available for parents who want to get together as a group. This may involve formal study groups, or supervised play time.
- Educational assistants are available to assist with co-ordination.

Extra-curricular Clubs

- WAS continues to expand our delivery of extra-curricular clubs.
- We currently run track & field, robotics, and archery clubs.
- Our students usually have access to the club’s of their community’s schools.

Appendices

Brochure Appendices

- A1 Instructional Supports - Lending Library
- A2 Grade 1-8 Course Structure List
- A3 Instructional Details - Supervised Courses
- A4 Sample Course Decisions
- A5a A Possible Three Student Schedule
- A5b Total Class Time Expectations
- A5c Draft Time Table - Semester 1
- A5d Draft Time Table - Semester 2
- A6 What Your Teacher's Schedule Looks Like
- A7 Flexibility vs Educational Assurances
- A8 Frequently Asked Questions

Website Appendices

PEP 2021-2022 Program Overview video

Lending Library Overview video

Delivery of Instruction Overview video

Scheduling Overview video

Website Brochure

Website Brochure with all Informational Appendices