



**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



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.

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.

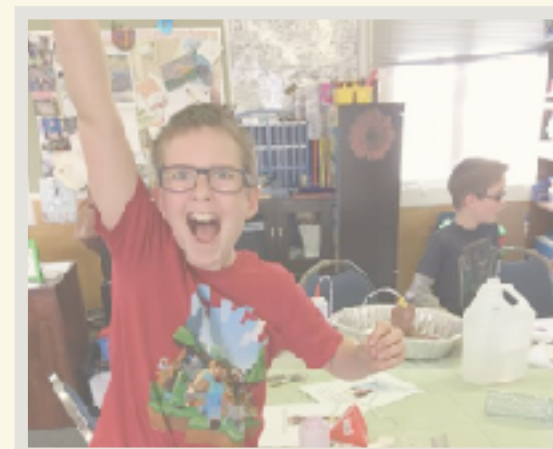
Collaborative Response Model

- 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

Resource Boxes

Lending Library Resource Boxes are available to support each course. One box contains a course's (or unit's) basic manipulatives and activity sets. Other boxes contain items tailored for common learning needs (e.g. games, book studies, posters, etc.). A variety of stand-alone library items are also available for check-out. Our school website will let you see what is available. Sample Resource Boxes are available for perusal at each campus.

- **Three to five curricular (text) choices for each course**
(each one sequenced to each course's year plan)
- **The most commonly used resources for each course**
- **Pre-grouped resources for common areas of individual need**

(e.g. dyslexia kits, game based play kits, hands-on-exploration, book studies, etc.)

- **Art supplies**

(including non-consumable and some consumable supplies)



Appendix: Instructional Supports - Lending Library

Sample Lending Library Resource Boxes for Grade 2 Math

Courses have a selection of different “curricula” (i.e. textbooks) to use. Pick the one that you like best. Your teacher follows a certain topic order (usually based on their preferred resource) and then matches each other textbook / curricula to this class sequence.

Simply Good & Beautiful gr 2 math	Right Start gr 2 math	Mult-It-See gr 2 math	Jump Math gr 2 math
Simply Good & Beautiful Math	Right Start	Mult-It-See	Jump Math
course sequencing handout (year plan)	course sequencing handout (year plan)	course sequencing handout (year plan)	course sequencing handout (year plan)
content supplement for missing AB content	content supplement for missing AB content	content supplement for missing AB content	content supplement for missing AB content
exam/bank access	exam/bank access	exam/bank access	exam/bank access
Good & Beautiful Activity box	Right Start Money games kit	AB addition subtraction kit	
	Right Start Arithmetic kit		
	Right Start Count Game		
	Right Start Addition Games		
	Right Start Comparison Games		
	Right Start Geometry Pencil with cards		

A variety of other Resource Boxes can be checked out. Standard Resource Boxes are usually meant to be kept for the entire unit or for an entire year. A maximum number of boxes can be checked out at any one time. Just return one to get another. The library will also have a number of individual items available to check out. Individual items have a different simultaneous checkout number limit.

Note: These are DRAFT exemplars. Actual curricular selections and Resource Box content are still being finalized. They will solidify by June 2021.

Standard Manipulatives gr 2 math place value blocks place value blocks wooden number sticks base 10 blocks place value chart place value chart base ten blocks	Extra manipulatives gr 2 math Interlocking cubes (multiplication) Place value chips number wheels Place value mat big dice roll (base 10)
Consumables Math activity book Addition and subtraction worksheet (0-100) Math dice games activity book Math puzzles for smart kids graph paper	Dyslexia gr 1-3 The dyslexia solution for parents The dyslexia solution for parents The dyslexia solution for parents The dyslexia solution for parents

<p>Games gr 2 math unit A: Numbers</p> <p>Games dice game</p> <p>Fiddle dice game</p> <p>Ocean roller (numbers & ladders)</p>	<p>Games gr 2 math unit B: Patterns & Relations</p> <p>on sequence for kids</p> <p>Plein party shape games</p> <p>sequence</p>
<p>Games gr 2 math unit C: Shape & Space</p> <p>Games dice spinner</p> <p>Fiddle dice game</p> <p>Ocean roller (numbers & ladders)</p>	<p>Games gr 2 math unit D: Statistics & Probability</p> <p>Games dice game</p> <p>Fiddle dice game</p> <p>Ocean roller (numbers & ladders)</p>

Book studies gr 2 math unit A: Numbers pt 1	Book studies gr 2 math unit A: Numbers pt 2
Leaping lizards	The penny pot
Moss or I see	Billions of billions
Flexible magic	my mean die
If you were a number star	one cool guy
The action of subtraction	Place value
see singapore math for more options	s r conference and all the king's tens
<hr/>	
Posters gr 1-3 math	
Math posters	
Place value dry erase mats	
Kitchen magnetic measuring conversion	

A2 Appendix: Grade 1-8 Course Structure List

List of which courses follow a Monthly, Weekly, Supervised, or Joint structure

	Weekly	Monthly	Supervised	Joint <i>(i.e. class(es) available at a local Junior High following special approvals & procedures, and subject to space availability)</i>	Semester
Language Arts 1-8 Math 1-4 Science 5-8	✓ <i>includes weekly small group or individual zoom or face-to-face tutorials</i>			<i>for grade 7-8 only</i>	Year long: LA Year long: Math Semester 2: Sci
Social Studies 1-8 Science 1-4 Math 5-8		✓ <i>Social students focusses on group-based learning activities and interaction.</i> <i>Science and Math focus on experiential learning enrichments.</i>			Semester 1: Soc Semester 2: Sci Semester 1: Math
PE			✓		Year long <i>Two month subject cycles.</i> <i>Minimum activity hours required.</i>
Option Course / Health <i>School council proposes the activity and subject areas of our option courses.</i>	✓ <i>course dependent</i> <i>(some subjects will be taught by a teacher following Weekly instructional norms)</i>		✓ <i>course dependent</i> <i>(some subjects will be taught by a community subject matter expert supervised and assessed by a teacher following Supervised instructional norms)</i>		Semester 1 & Semester 2 <i>Only one semester is required</i>

Note: see page 2.1 for a fuller description of monthly, weekly, supervised and joint course structures

Inspiration Matters

Parents have clearly said that they want instruction that inspires. If it's a gym class, it can't be "good-enough", it has to be great. That's why we're committed to using local subject matter experts to assist teachers in the delivery of inspirational instruction.

PEP 'Option' classes occur in 2 month cycles. The particular subject for each 2 month class is proposed by our Parent Council. Students are expected to attend a minimum number of classes. Classes are usually divided by age (but not rigidly so).



Teachers

- Work with subject experts to ensure educationally appropriate program content.
- Make sure program quality stays high.
- Provide general learning assessments on Alberta's Education's learning outcomes.

Parents

- Help students with any required practice.
- Talk to your teacher if your child's interest in that activity starts to wane.



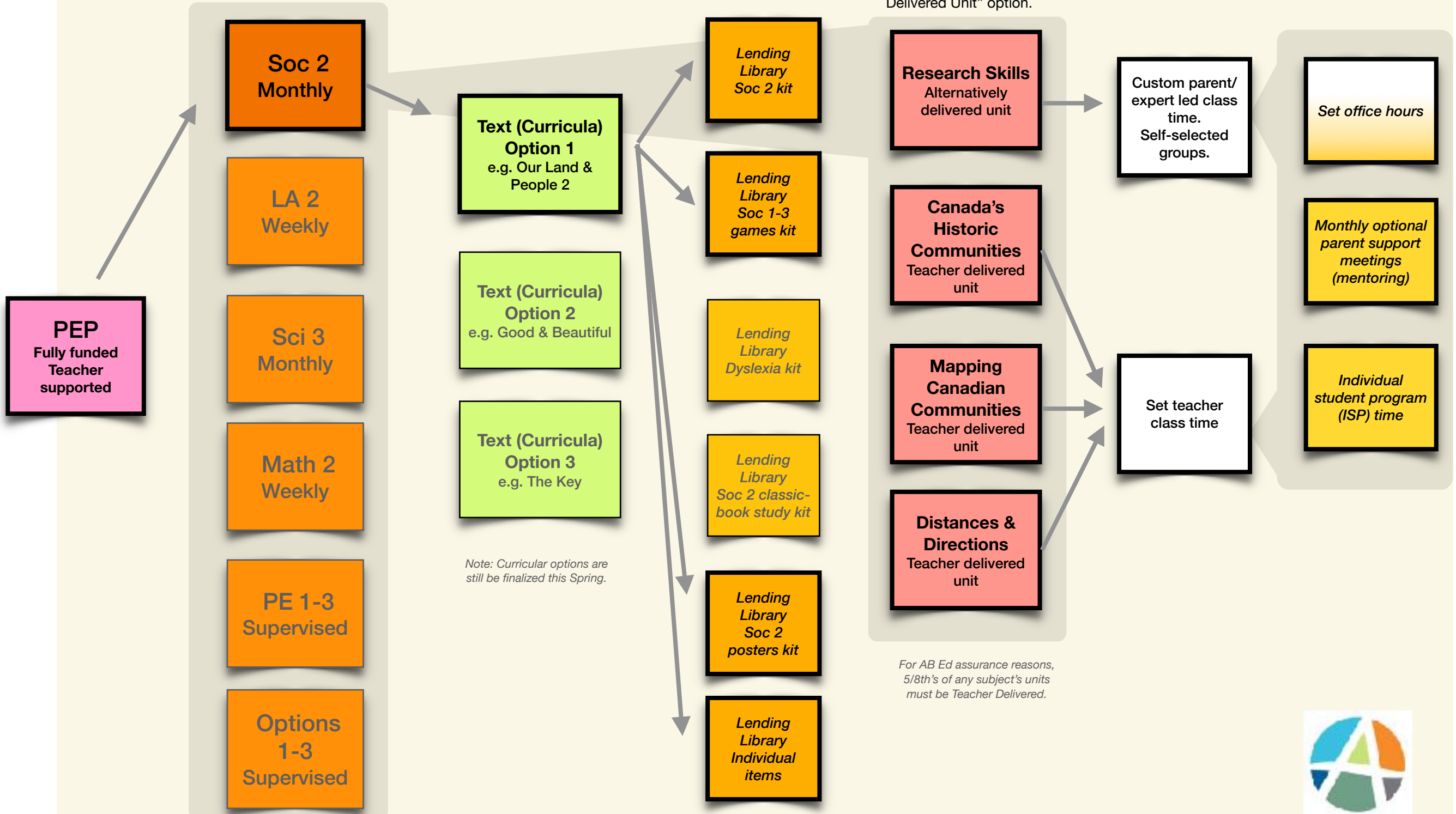
Step 1: Pick the grade level of the course. This determines if it is delivered weekly or monthly, and in which semester.

Step 2: Pick the curricula option you want to check out from our library.

Step 3: Pick the Resource Boxes you want to check out from our library.

Step 4: Each course has a number of different units sequenced at the start of the year by your course's teacher. Pick which units, if any, you want to complete outside of regular class time via our "Alternatively Delivered Unit" option.

Step 5: As the course progresses, adjust the desired level of additional supports.



Not all courses have to be at the same grade level. Some students need to revisit concepts. Some students need acceleration.



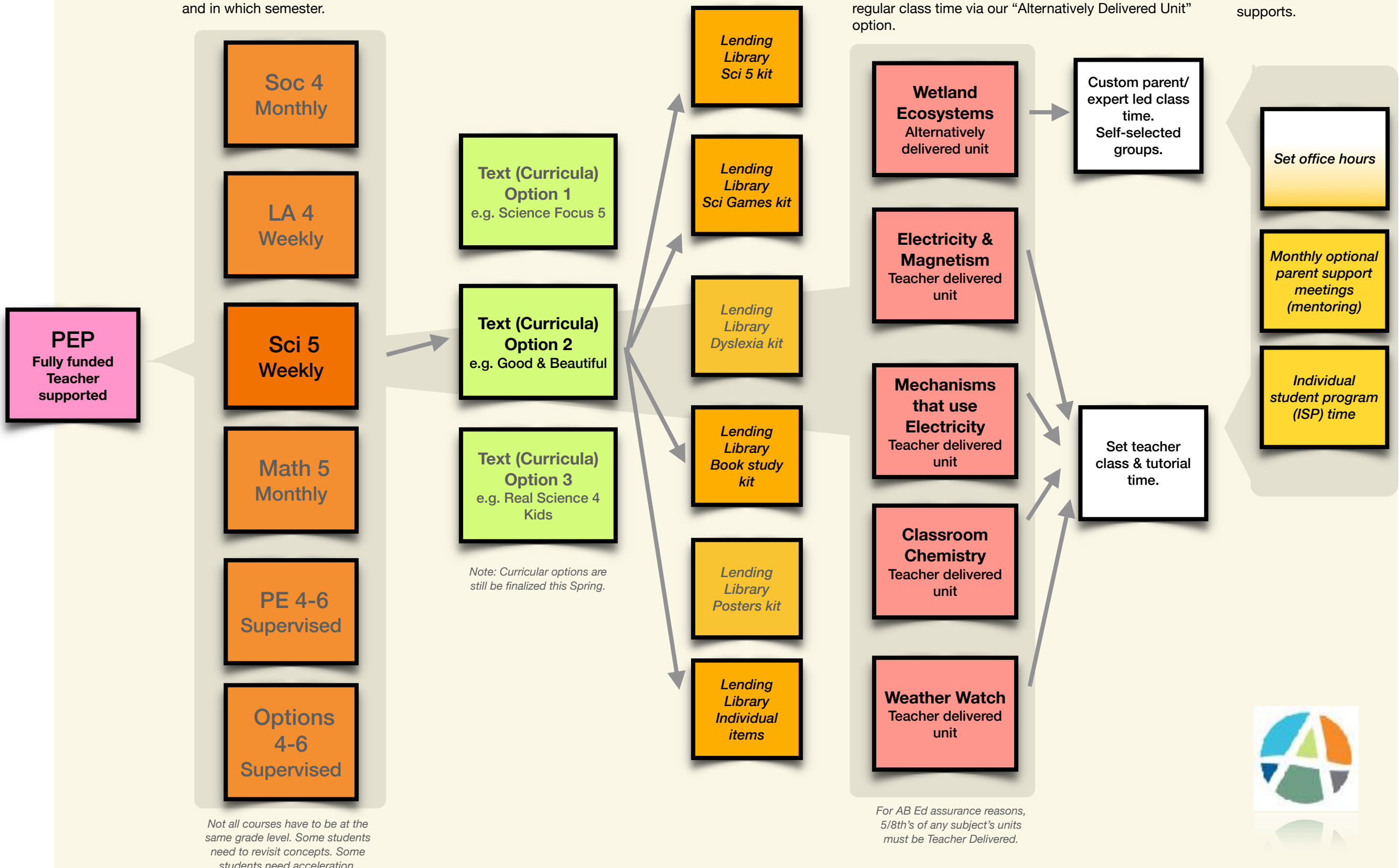
Step 1: Pick the grade level of the course. This determines if it is delivered weekly or monthly, and in which semester.

Step 2: Pick the curricula option you want to check out from our library.

Step 3: Pick the Resource Boxes you want to check out from our library.

Step 4: Each course has a number of different units sequenced at the start of the year by your course's teacher. Pick which units, if any, you want to complete outside of regular class time via our "Alternatively Delivered Unit" option.

Step 5: As the course progresses, adjust the desired level of additional supports.



This particular exemplar assumes a preference for Zoom rather face-to-face tutorials. It also assumes a program enrolment of 120+ and 5 teachers. Tutorial scheduling conflicts can be accommodated by switching tutorial groups or by using our EA's to run an additional tutorial group. Different colours represent different teachers.

- every Tuesday morning,
- remotely on Wednesday morning, and,
- every other Thursday afternoon.

Sample Class Schedule for a Three Student Family

[illegible]

The following table is designed to give you a rough sense of all in-person time commitments.



In-Person Class Time Expectations

Courses Which Require Some In-Person Class Time	Class time required	Tutorial time required	At home study time suggested	Minimum class time required in most traditional elementary schools
Weekly courses	1 hour per week per course	1 tutorial contact per week per course (Zoom or face-to-face) Tutorials do not have a minimum expected duration	Flexible <i>At home study does not have a minimum expected duration. Students should complete the units of study from their chosen 'curriculum' as laid out in their teacher's year plan.</i>	4-8h per week in LA 1-8 4h per week in Math 1-4 4h per week in Science 5-8
Monthly courses	1.5 hours once a month per course	-	Flexible <i>At home study does not have a minimum expected duration. Students should complete the units of study from their chosen 'curriculum' as laid out in their teacher's year plan.</i>	2.5-4h per week in Math 5-8 2.5-4h per week in Science 1-4 2.5-3h per week in Social Studies 1-8
PE <i>PE is categorized as a "Supervised Course"</i>	Two activity cycles (usually 8 weeks each) <i>Activities are usually weekly, and usually last 1 hour each. Some activities, like skiing may concentrate time into a couple of day trips. Locations vary with the activity.</i>	-	50 additional PE activity hours <i>Additional hours may happen via 1) additional PE activity cycles or 2) logs of personalized activity & study (or a combination of 1 & 2).</i>	2.5-3h per week
Options (art or drama) <i>Art and Drama are categorized as "Supervised Courses"</i>	One activity cycle (usually 8 weeks each)	-	Flexible	6h per week

The following represents a DRAFT time table for Semester 1. As registrations arrive, additional time-tabling work will occur. This includes additional levels of scheduling conflict analysis.

Teachers and educational assistants have flexibility to accommodate tutorial scheduling conflicts. When there are breaks in student's day, educational assistants are also available to provide optional supervised activities, homework help, and to run or coordinate study groups.

Grade	LA	Math	Soc	Sci
1	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
2	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
3	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
4	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
5	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
6	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
7	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
8	Y1 weekly	S1 monthly	S1 monthly	S2 weekly

S1	Tuesday	Tuesday	Tuesday	Wednesday	Wednesday	Wednesday	Wednesday	Thursday	Thursday
	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Office 1	Classroom 2	Classroom 3		
8:30 - 9:00	LA 4-5 Y1	LA 1-2 Y1		LA tutorial 4a	LA tutorial 4c	LA tutorial 1a			
9:00 - 9:30				LA tutorial 4b		LA tutorial 1b			
9:30 - 10:00		Math 1-2 Y1	Math 4 Y1	LA tutorial 5a	LA tutorial 5c	LA tutorial 2a	Math tutorial 4a		
10:00 - 10:30				LA tutorial 5b		LA tutorial 2b	Math tutorial 4b		
10:30 - 11:00	LA 6 Y1	LA 3 Y1		LA tutorial 6a	LA tutorial 6c	LA tutorial 3a			
11:00 - 11:30				LA tutorial 6b		LA tutorial 3b			
11:30 - 12:00									
12:00 - 12:30	LA 7 Y1		Math 3 Y1	LA tutorial 7a	LA tutorial 7c	Math tutorial 3a		Once a month. Each grade alternates weeks.	Once a month. Each grade alternates weeks.
12:30 - 1:00				LA tutorial 7b		Math tutorial 3b		Soc 1/2/3/4	Math 5/6/7/8
1:00 - 1:30	LA 8 Y1			LA tutorial 8a	LA tutorial 8c	Math tutorial 1a		Week 1/2/3/4	Week 1/2/3/4
1:30 - 2:00				LA tutorial 8b		Math tutorial 2a		recess	
2:00 - 2:30								Once a month. Each grade alternates weeks.	
2:30 - 3:00								Soc 5/6/7/8	
3:00 - 3:30								Week 1/2/3/4	

Note: Start and end times will vary slightly between Cardston and Raymond and will generally be aligned to existing bell times. Bell times may vary from year to year.

The following represents a DRAFT time table for Semester 1. As registrations arrive, additional time-tabling work will occur. This includes additional levels of scheduling conflict analysis.

Teachers and educational assistants have flexibility to accommodate tutorial scheduling conflicts. When there are breaks in student's day, educational assistants are also available to provide optional supervised activities, homework help, and to run or coordinate study groups.

Grade	LA	Math	Soc	Sci
1	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
2	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
3	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
4	Y1 weekly	Y1 weekly	S1 monthly	S2 montly
5	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
6	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
7	Y1 weekly	S1 monthly	S1 monthly	S2 weekly
8	Y1 weekly	S1 monthly	S1 monthly	S2 weekly

S2	Tuesday	Tuesday	Tuesday	Wednesday	Wednesday	Wednesday	Wednesday	Thursday
	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Office 1	Classroom 2	Classroom 3	
8:30 - 9:00	LA 4-5 Y1	LA 1-2 Y1	Sci 6 S2	LA tutorial 4a	LA tutorial 4c	LA tutorial 1a	Sci tutorial 6a	
9:00 - 9:30				LA tutorial 4b		LA tutorial 1b	Sci tutorial 6b	
9:30 - 10:00		Math 1-2 Y1	Math 4 Y1	LA tutorial 5a	LA tutorial 5c	LA tutorial 2a	Math tutorial 4a	
10:00 - 10:30				LA tutorial 5b		LA tutorial 2b	Math tutorial 4b	
10:30 - 11:00	LA 6 Y1	LA 3 Y1	Sci 5 S2	LA tutorial 6a	LA tutorial 6c	LA tutorial 3a	Sci tutorial 5a	
11:00 - 11:30				LA tutorial 6b		LA tutorial 3b	Sci tutorial 5b	
11:30 - 12:00								
12:00 - 12:30	LA 7 Y1		Math 3 Y1	LA tutorial 7a	LA tutorial 7c	Math tutorial 3a	Sci tutorial 8a	
12:30 - 1:00				LA tutorial 7b		Math tutorial 3b	Sci tutorial 8b	
1:00 - 1:30	LA 8 Y1		Sci 8 S2	LA tutorial 8a	LA tutorial 8c	Math tutorial 1a	Sci tutorial 7a	
1:30 - 2:00				LA tutorial 8b		Math tutorial 2a	Sci tutorial 7b	
2:00 - 2:30			Sci 7 S2					Once a month. Each grade alternates weeks.
2:30 - 3:00								Sci 1/2/3/4
3:00 - 3:30								Week 1/2/3/4

Note: Start and end times will vary slightly between Cardston and Raymond and will generally be aligned to existing bell times. Bell times may vary from year to year.

Appendix: What Your Teacher's Schedule Looks Like

Here is what a teacher's day is likely to look like (time blocks will of course be adjusted in late Spring as timetabling proceeds). Please note: only one or two tutorials are listed for each course. Other tutorial sessions will be run by Educational Assistants. This allows us to provide much more student contact time, especially in cases where lots of individualization or support is needed. But, in general, if your child needs more teacher time instead of less, then a traditional school is likely to be able to offer greater supports due to economy-of-scale factors. Exceptions to this general rule of thumb occur when students need their teacher time to be concentrated into a few longer blocks, or when depth in one course needs to be sacrificed to ensure mastery in another. Exceptions also occur for students with severe anxiety and parents who are committed to taking advantage of the additional flex time our programming offers.



Hours	Monday	Tuesday	Wednesday	Thursday	Friday*
8:30 - 9:30	Open office hrs	LA 1	LA tutorial 1a	Prep	Week 1 Field trip
9:30 - 10:30	Open office hrs	LA 2	LA tutorial 2a	Team Meeting	Week 2 Field trip
10:30 - 11:30	Open office hrs	LA 3	LA tutorial 3a	Prep	Week 3 Meetings
11:30 - 12:00	Lunch	LA 4	LA tutorial 4a	Lunch	Week 4 Home visits
12:00 - 1:00	Option supervision 1	LA 5	LA tutorial 5a	Week 1/2/3/4	Field trip
1:00 - 2:00	Option supervision 2	LA 6	LA tutorial 5b	Soc 1/2/3/4 separate	
2:00 - 3:00	or Option delivery 1	LA 7	LA tutorial 6a	Recess supervision	
	Mentoring via ISP's	LA 8	LA tutorial 6b	Week 1/2/3/4	
	Mentoring via ISP's	Mentoring via ISP's	LA tutorial 7a	Soc 5/6/7/8 separate	
3:00 - 3:20	Mentoring via ISP's	Mentoring via ISP's	LA tutorial 7b	Mentoring via ISP's	
			LA tutorial 8a		
			LA tutorial 8b		

**Note: The official school day ends Friday at 12:30pm. Teachers may attend and/or run field trips some Fridays. Some Fridays are used for staff meetings and professional development activities.*

Note: Start and end times will vary slightly between Cardston and Raymond and will generally be aligned to existing bell times. Bell times may vary from year to year.

How we've maximized flexibility while keeping fully funded assurances

Throughout the 2021 PEP refresh project, we've been very mindful about our school values, including that of "Flexibility and Integrity". We found four tools that enabled us to increase time and travel flexibility.

1. The ratio of Weekly courses to Monthly Distance courses

By keeping the number of Weekly courses just above 50%, we feel we are well situated to meet all Alberta Education fully funded program requirements. This includes anticipated increases toward daily synchronous contact (i.e daily, non-email based, contact with a teacher).

2. Alternatively delivered units

While Alberta Ed does not allow course challenges in the grade 1-9 level, we know parents may want to accelerate certain units of study. Many of our parents have deep subject specialties. Many parents have picked Alternative delivery programs precisely so they can offer those talents and skills to their children. Alternatively delivered units allow you to do this. They also provides flexibility to bunch a number of units of study together to enable that multi-month educational trip to some foreign destination.

3. Remote tutorials

While face-to-face tutorials are usually about two to three times as efficient as remote tutorials, we recognize that we live in a rural environment. Parents want to maximize the time they spend with all their children. Tutorials keep the standards of a fully funded program. Remote tutorials add time and travel flexibility.

4. Shared programming

The option to take some courses in a PEP delivery format, and some courses in a Home Education delivery format was explored. Because of the size of our school division, our parent council thought it best to ensure our unique face-to-face supported print-based distance education option was as strong as possible. We will continue to explore this option in the future. Right now our grade 7-8 'Joint' class delivery option enables students to take some classes at WAS and some classes at their local Junior High School (after WAS principal approval and Junior High principal approval). In some cases, parents choose to enrol some of their children in the PEP program and some of their children in our Home Education program. The main deciding factors are the need for teacher support, inspiring option classes taught by subject matter experts, and the need for lots of unfettered at-home time.

Q. Does my student have to come to the weekly / monthly class?

A. Yes. In a fully funded school program the expectation is that teachers are providing instruction, assessment and intervention on a regular basis.

Q. What if I want to use a curriculum resource that is not included in the 3 - 5 options?

A. One of the reasons we have decided on 3 to 5 options of curricular resource packages is so that the teacher can become very familiar with each of them over time and be in a much better spot to help students with the specific resource choices. A student in the course would need to use one of the specified course resource packs.

Q. Does my student have to take all the Options?

A. No. Students get to choose two options (required). Depending on availability, there may be the opportunity for taking additional options. (Note: PE is not considered an Option course.)

Q. Do my students have to attend the tutorials?

A. Yes, however these tutorials may be attended in person or online (Zoom etc.). The duration of each tutorial for each student may vary depending on the specific need at the time.

Q. Can the school buy something that I need?

A. Generally, No. However there will be opportunities to request items to be added to the library. Also, there will be some resource boxes that contain consumable items such as may be the case in a regular school.

Q. Are PE and Health optional?

A. No. Health and PE are a part of the regular curriculum in fully funded programs.

Q. When can I get the curriculum resources?

A. For the 2021 - 2022 school year resources will become available in September when school starts for the year. It is anticipated that, going forward, there will be opportunities for summer checkout of resources as well.

Q. Will there be an opportunity to write Provincial Achievement Tests (PATs) in January?

A. Yes. Students may write the Social Studies or Science PAT in January. (The writing of PATs is an expectation in the PEP program.)

Q. What portfolio items do I need to submit?

A. The answer to this question will be determined by each individual teacher for each course. It is up to the teacher to make certain that there is sufficient work product and assessment opportunities to properly assess a student's progress and abilities with respect to the learning outcomes.

Q. Grade 9?

A. The grade 9 students will become part of our High School Outreach program. It is envisioned that for the 2021- 2022 school year that there will be a transition and that there will be one, or two, teachers looking after the students. It will likely be a more digitally based program with opportunities for on campus face to face time with the teacher(s) and activities, field trips, etc., as well.

Q. Will I still have one teacher I work with for all of the courses my child is taking?

A. This may be the case for grades 1 - 3. It will depend on student numbers and subsequent staffing considerations. It is our hope and plan that we can accommodate this. It is not likely in grades 4 - 8 however, as teachers will be more subject competency/ interest/passion based. Students will be assigned to a 'Homeroom' teacher who will be responsible for overall and general school issues and communication and also assigned to subject teachers. (It is most likely the same teacher for ELA and Social Studies and the same teacher for Math and Science.)

Q. Will teachers still make in-home visits?

A. While home visits may be a part of this program it is not anticipated that they will be frequent. This will also depend on the teacher and his or her determination of how it may or may not work with his or her particular schedule. We also understand that home visits can

play a very valuable role in building and maintaining our excellent relationships with students and parents.

Q. Will I still receive an individualized Program Plan for my child, which summarizes all of the learning outcomes they are to cover?

A. Teachers are required to provide Individual Program Plans for students who have a special needs coding. The Learning Outcomes will be delineated generally in the year plan that teachers will prepare and make available at the beginning of the school year and then more specifically in the unit plans as the year progresses.

Q. When will I be able to order the learning resources for my child so I have them at the beginning of the school year?

A. For the 2021 - 2022 school year we will be stocking our library based on the project student numbers from surveys / calls at the end of April and early May. Library Resources will be available for check out early in September.

Q. How do I work with my homeroom teacher?

A. The first couple weeks of September will involve all the set up. Your student/family will be assigned to a home room teacher who will help coordinate the schedule and make sure things get set up. All teachers will have set 'open office hours' during the week. This will be the best time for communication to take place that is of a more general school nature. Of course administration staff will be available as well.

Q. Who will help me create a schedule for my child? Is this done with my homeroom teacher?

A. Yes.

Q. What is different about the old PEP program and the refresh?

A. The main differences are around how the program is funded, how activities and courses are delivered with respect to Options and PE/Health, and increased as well as better defined teacher/student instruction.

Q. How are the curriculum options chosen for each subject?

A. Teachers reviewed the many options that families have used in the recent past, determined their popularity, and effectiveness vis a vis Alberta Education Programs of Study outcomes, cost, and style of delivery. Then Our Parent Advisory Committee had an opportunity to review the decisions and add input.

Q. How do I know if the PEP program is right for me and my child?

A. You should review our brochures and discuss them with a teacher and or other parents who have or have had children in our program. Think of this program in terms of a 'middle ground' option. It is not homeschooling, or Home Education, and it is not full time 'brick and mortar' schooling. It is a fully funded program that provides a rigorous and rich educational experience for students. Its distance learning aspects provide flexibility. There is also some choice with respect to course resources and curricula. The new program was developed collaboratively with our Parent Advisory Committee, our teaching staff and our school administration. It complies with Alberta Education assurances standards.

Q. How does it work if my child wants to take a joint class at the school during their allotted teacher time at the campus?

A. That will, potentially, be an issue on occasion. We will not have options to move our WAS schedule around for specific student scenarios. So basically a decision will need to be made by the parent and student as to what is most important in terms of priorities.

Q. How are option classes chosen and can I give input as a parent?

A. Option classes and activities will be recommended by the School Council on an annual basis. So parent input will best be made through either sitting on the Council or directing your suggestions through the parent Council. As always, you are always welcome to bring suggestions, concerns, etc., to a conversation with the Principal.

Q. Is there mentoring available for me as a parent?

A. Yes. We anticipate that there will be monthly 'parent Meetings/trainings', one or two 'Parent Retreats' in a year, as well as teacher open office hours times available.

Q. At what times and on which days will WAS expect my children to attend in-person classes? Please specify by grade level.

A. This can't be answered specifically at this point. Our PEP brochure has a likely timetable in appendix 5c and 5d. Final scheduling depends somewhat on enrollment numbers and the number of teachers available for concurrent class scheduling. We have strived very hard to limit the number of 'at the school days' as much as possible. Appendix 5b also lists class time expectations for our required PE and Option classes.

Q. What curricular options may I select for my family? Please specify by subject and grade level.

A. Curricular Resources are currently in the process of being decided. They will be ordered prior to the end of the 2020-2021 school year. Teachers are currently finalized options which will then be sent to our Parent Advisory Committee for input. We anticipate this process to conclude in May 2021.

Q. What clubs or extracurricular option classes are available to my children, and will their delivery complement a consolidated family class attendance schedule?

A. We have been cognizant of parent's 'back and forth to school time'. When a student has a gap between their at-school classes, supervised clubs and other activities will be available. These will likely be run by EA's and perhaps even parent volunteers. A family with multiple students would likely expect to bring their students to WAS on the two respective class days per week.

Q. When and where may I peruse the resource library contents? May I place and manage holds online, as I do through the public library? When am I expected to return borrowed items?

A. While much background work has been done on the library planning, the actual physical work such as purchasing shelving tote boxes, stocking the totes/boxes and shelves as well as creating a digital space for viewing, holding, checking out etc., will commence in May and run through July. Our focus is being fully operational for the start of school in September.

Q. When will in-person classes begin and conclude? What school breaks/holidays will WAS observe? When and where might I access a finalized WAS calendar for the 2021-2022 school year?

A. Classes will likely begin on September 14th. We intend to use the time prior to this for additional registrations, student scheduling, library resource checkouts, and classroom set-up. We expect this process to get more streamlined as our program matures.

Q. What process must I undertake to register my student in a course that corresponds to his or her ability level but not his or her grade level? (For example, if my Grade 6 son is working at a Grade 7 math level, how do I ensure that he is registered in the course best suited to his ability? Conversely, if my Grade 3 daughter is working at a Grade 1 Language Arts level, how do I ensure her enrollment in the course that best supports her needs?)

A. This process will involve conversations with your student's teacher and potentially some use of diagnostic numeracy and/or literacy tools. The practice of utilizing diagnostic tools to help gauge grade level and student progress is already in place in our division and in our school.

Q. How do I arrange for my students to complete an alternatively delivered unit?

A. This will involve a discussion with the student's teacher prior to the starting the unit, completion of a form, and formal teacher approval.

Q. What school fees will be assessed for each student in the new fully-funded program? How will this compare to school fees for students registered in the home education program? In a brick-and-mortar school?

A. Currently the school division (WWSD) has a 'Division Resource Fee' of \$50.00 per student. Intra-jurisdictional agreements mean FNMI students automatically pay this fee via background processes and no out-of-pocket payments are required. This fee does not apply to Home Education (code 600) students. Home Education students have different processes for resource payments. WAS does not have any additional school fees in place at this time and none are currently anticipated. Some high expense, optional PE activities

may require some fees, but these decisions will depend on what activities our School Council wishes to see pursued. While we do not anticipate fees for extracurricular clubs and activities, this potential for some activities can not be fully ruled out. Some of this will depend on what extracurricular leaders plan.

Q. If I have a parent-led extracurricular club or class to offer, how can I make sure that it is incorporated in the school's scheduling and registration?

A. Great! We encourage this and other types of community building activity. For the time being, send an email to the Principal (mike.devuyst@westwind.ab.ca) with your proposal and any pertinent details. This includes needed resources for the leader, expected materials costs for students, and any memberships that might need to be purchased. If you think this club or class may need student fees to run, please include a brief explanation of scope.

Q. If my family resides outside the 2.4 km distance from the campus outlined by Westwind School Division to determine eligibility for student bussing, will my fully-funded students have access to transportation via division school buses on the days that they attend in-person class?

A. Current regulations state that a student's at-school program must consist of 50% at school time to be considered eligible for busing privileges. Our program does not meet that requirement. Our division's past practice has been to transport these students provided bus space is available. However, Covid safety procedures currently prevent this past accomodation.

Q. When can I register? Due date?

A. Registration is now open. Parents of current students in WWSD should have received by email and notice for 'Student Enrollment Verification'. Each year we are required to have parents update contact information and child enrollment details. During this process you can change school enrollment. You will need your Parent username and password to log in. If you do not have this information, please call the school and speak with our Administrative Assistants, Brenda or Shaula (403) 653-1547.

Q. Can I change my mind or change curriculums? Programs?

A. Yes. However something to keep in mind is that a decision to have your student enrolled in the Home Education (code 600) (parent directed) program must be made prior to September 30th in order to have access to Home Education funds.

Q. Can I submit receipts and be reimbursed?

A. No. In the refreshed 'PEP' program there is no opportunity for the school to, "provide funding, whether by reimbursement, purchase order or direct procurement, to students or families..." (Funding Manual for School Authorities) This is why WAS has moved to a 'Lending Library' system to appropriately resource our program.

Q. What is the difference between this and homeschooling (600)? What do the codes mean?

A. In Alberta, "homeschooling" is described as 'Home Education' and is governed by the Home Education Regulation. There are certain requirements outlined in the regulation such as the type of things that must be taught and the fact that half of the home education funding allotment received by the school division must be made available to the parent (currently \$850.00, by reimbursement) to defray some of their resources costs of their Home Ed program. WAS' Home Education program is supervised by a single teacher. A parent presents their student's educational program to the teacher for approval. Mid way through the year the teacher checks up with the parents to assess how their program is going. Another assessment occurs at the end of the year.

Q. What if we don't have a reliable internet service?

A. In this era, unreliable internet services can create many issues. Our program is considered "Print Based Distance Learning". Most resources are in, or can be provided in, book or paper form. Distance learning is supported by some class and tutorial time. With irregular internet services tutorial time would likely need to be in-person instead of via Zoom.

Q. Can my elementary child take band at the regular school?

A. No. We have found “Joint Course Options” work effectively with junior high schools’ structured time tables and subject specific classes. Elementary school schedules are often too flexible or malleable to accommodate ‘Joint Course Options’.

Q. What if I don't want to supplement weekly or monthly class instruction with at home curricular study? Can my children do the program/curriculum independent of me without me help?

A. It is certainly a much better scenario when parents can be effectively involved in their child's education. This is especially true in our PEP program where time flexibility allows parents to personalize students' educational experience. However, we know lots of external factors influence personal educational decisions (employment, family health, Covid, etc.). Our program has been redesigned to provide some base level assurances in all subject areas, especially literacy and early numeracy. Minimal at-home support may impoverish learning. But, program flexibility also enables you to focus support in key areas. In these situations, a discussion with your teacher or Principal is advisable.

Q. Do I have to maintain a portfolio?

A. In monthly courses, a portfolio is often advisable; in weekly courses, it usually isn't necessary. Whether or not a portfolio is required, and how it may be used for assessment purposes, is up to each individual teacher.

Q. Will my child take quizzes and tests?

A. Usually. Teachers use a variety of assessment practices to understand what developmental assistance students need, and what level of final curricular mastery they have. Sometimes this requires short formal tests, sometimes it doesn't. One of the goals of weekly class attendance is to ensure that assessment practices are as natural as they can be for that unit's learning objectives. Teachers control the specific assessment decisions used in their classes. Grade 6 students are expected to write Provincial Achievement Tests.

Q: Is this the only type of program your offer?

A: No, for grades 9-12 we offer an Outreach program. Outreach courses usually require a minimum of once a week face-to-face (or Zoom) contact. We also offer a parent directed Home Education program in grades 1-12. School support levels in fully funded programs like PEP and Outreach differ substantially from those in parent directed Home Education programs.

