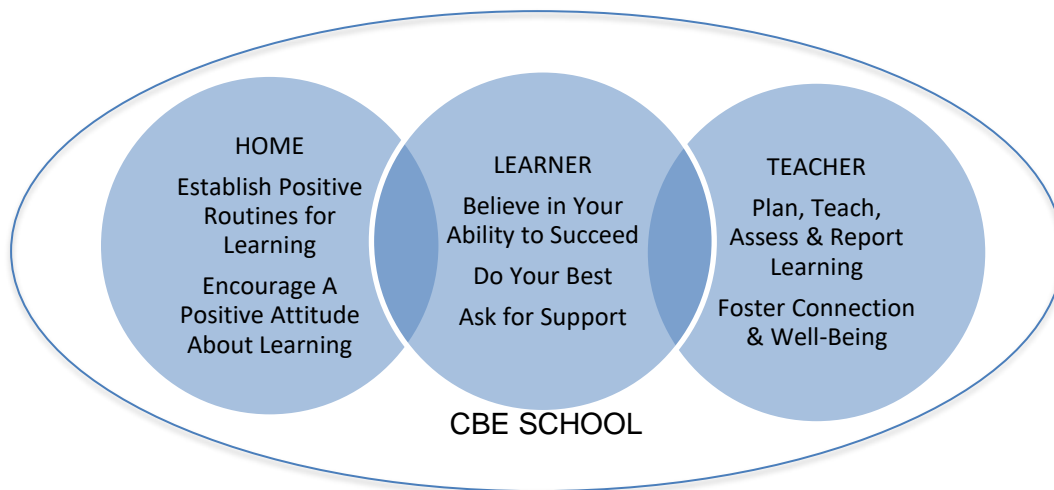


# Welcome to the second half of the school year for Hub Online Learning!



**Calgary Board of Education**

We look forward to supporting your child, your family, and your child's teacher throughout the remainder of the 2020-21 school year. As we work together for your child's success, let us first review the roles of the Hub student's learning team.



## ROLES OF THE HUB STUDENT'S LEARNING TEAM

### The School:

Supports the teacher, parent/legal guardian, and student.

Ensures Hub students and families are connected to the school.

- Shares information pertaining to virtual school events.
- Communicates school messages to Hub families.
- May visit and participate in online live sessions.
- Supports with routine school procedures.

Supports the student through the School Learning Team (SLT) process as needed.

Supports the family in identifying appropriate community resources as needed.

### The Hub Teacher:

Welcomes students and fosters connection and community within the online learning environment.

Plans and provides instruction according to the Alberta Education's Programs of Study:

- Posts materials to guide learning at home (e.g., instructional videos, links, etc).
- Offers interactive real-time virtual lessons
- Posts assignments for students to practice new learning.

- Instructions are clear, concise, and directed at the student.
- Provides opportunities for students to show what they have learned while completing independent tasks. (e.g., discussions, projects & learning surveys)
- Provides specific feedback:
  - During online learning sessions.
  - On specific assignments gathered for assessment purposes.

Communicates informally and formally with parents/legal guardians about student learning.

- Report cards, IPPs, ELL Benchmarks, School Conferences
- Ongoing informal communication leading up to, and in between the above

Helps families organize for learning:

- Posts a Week-At-A-Glance by the end of each week to show:
  - scheduled real-time virtual sessions
  - materials that need to be collected or printed in advance of scheduled learning
- Posts the next school day's learning materials (e.g., instructional videos, links) and assignments by the end of each school day.

Guides parents/legal guardians in determining the type and extent of learning support offered at home.

Communicates with students and parents/legal guardians.

Reaches out to the student's home school for support as needed.

Where appropriate, accesses the support of the School Learning Team (SLT).

Refers families to the child's school on matters outside of in-class learning.

### **Parent/Legal Guardian:**

Communicates with the teacher about student learning observed in the home.

Communicates with the teacher/school about student mental health and well-being.

Where appropriate, support a daytime caregiver (e.g., grandparent or childcare provider) in the role outlined below.

Note: The teacher and school cannot communicate directly about a student with anyone who is not the student's parent/legal guardian.

**Parent/Legal Guardian/Daytime Caregiver:**

Establishes a quiet, organized learning space.

Provides access to a computer with a working camera and microphone. Encourages the student to use the camera and microphone as guided by the teacher.

Removes elements from the student's environment that could be distracting for the student or their peers during real-time virtual sessions. (e.g., pets, games, conversations in the background)

Encourages a positive attitude and responsibility for learning and all learning tasks.

As much as is appropriate, encourages independence in the student. This includes allowing the teacher to see the student's mistakes. This allows the teacher to plan for the student's progress.

Establishes routines to support learning and well-being.

Monitor and support the student in meeting expectations outlined in 'The Hub Student' section below.

**The Hub Student:**

*Before accessing Google Classroom/Brightspace:*

- Completes a 'wake up and get ready for school' routine.
  - It is recommended that the student gets dressed, washes up, eats, and engages in some form of physical activity (e.g., stretching routine, yoga, walk in the community with an adult).

*Before the first real-time virtual session of the day:*

- Reviews the daily schedule.
- Views videos, messages and assignments posted in Google Classroom/Brightspace.

*Before all real-time virtual sessions (including the first session):*

- Completes tasks, or portions of tasks, prior to the session as requested by the teacher.
- Prepares questions to ask the teacher.
- Prepares materials needed for each session.

*During real-time virtual sessions:*

- Sits in view of the camera as guided by the teacher.
- Uses the microphone as requested by the teacher.
- Uses 'chat' as requested by the teacher.
- Asks questions where appropriate.

*During other work times:*

- Completes assigned tasks.
- Submits requested tasks.
- Reviews and responds to teacher provided feedback as requested.
- Takes breaks away from the screen.

*At all times:*

- Believe in your ability to succeed.
- Be brave. Remember mistakes help you learn! Letting your teacher see your mistakes helps your teacher support you.
- Ask for help from your teacher, parent/legal guardian/daytime caregiver when you need it. You can always get help understanding what to do. You will then be encouraged to complete work by yourself as much as possible.
- Protect your login information.

## Additional Supports

- [Hub Online Approach to Learning: Grades 7 - 9](#)
- [Understanding Assessment & Reporting](#)
- [Support for Students](#)

## Frequently Asked Questions:

### ***How much time will the student spend in live sessions with a teacher?***

- In a regular 5-day week, students will receive a minimum of 5 hours of real-time virtual sessions with a teacher.

### ***Why isn't the minimum number of live session hours higher?***

- Teachers plan interactive sessions that allow them to observe and listen to each student. An effective way to achieve this is through small group sessions. In such sessions, students will spend less time waiting for their turn to participate. If the minimum hours are higher for all students, teachers will need to rely on scheduling only large group sessions. Such schedules would require students to spend a lot of time on the screen including time spent in less effective lessons.

### ***Why might the live session schedule change from week to week?***

- Teachers plan according to current learning outcomes and the current and specific needs of their students. As these change over time, teachers and families must also be open to changing schedules. Such flexibility is one advantage of online learning.

### ***How much time will the student spend working outside of online meetings?***

- Outside of online meetings, learners can expect to spend up to 4 hours per day reviewing posted learning materials, participating in online discussions, and completing assignments. The amount of time spent each day on these tasks will be different for each student. This will also be different day-to-day.

### ***Is attendance at real-time virtual sessions with the teacher mandatory?***

- Attendance is expected at scheduled real-time virtual sessions. Students will be marked absent if they do not attend these sessions.
- If the student is unable to attend a real-time session, the parent/legal guardian contacts the child's school. (An email to the teacher would also be appropriate. However, an email to the teacher does not replace the need for the parent/legal guardian to contact the school.)
- If needed, the teacher and school will work with the family to improve attendance habits. Legal processes in place regarding attendance will be followed as required.
- The teacher may offer optional drop-in sessions for students who may wish to access additional support. Although attendance is noted for these sessions, it is not mandatory.
- The student is expected to login to any session scheduled in advance between the teacher and student.

### ***Is the completion of independent assignments required?***

- All learning tasks are designed to support student learning. Completion of all tasks, including those that will not be submitted, is expected. Once the teacher is confident that learning outcomes have been achieved, future assignments practicing the same

outcomes may be optional. The parent/legal guardian is encouraged to communicate with the teacher if they have questions about this.

***Can the adults in the house (daytime caregiver / parent / legal guardian) join live sessions?***

- No. Just like a face-to-face classroom, the teacher is the only adult regularly present in live sessions. Other adults may be scheduled by the teacher to join real-time sessions; such guests could include invited experts and CBE staff. Parents / legal guardians / daytime caregivers should not be heard or seen during live sessions unless invited as a guest for a specific purpose.

***Why are a camera and microphone required?***

- Teachers are expected to form a connection with students, build a classroom community and monitor student learning. Being able to see and hear learners is critical in achieving each of these.

***What if there is a special circumstance which prevents a student from using a camera or microphone?***

- Such circumstances should be discussed with the teacher or the child's school.

***What if it is difficult to eliminate background noise in the home during online live sessions?***

- Headphones with a microphone are recommended in such cases.

***What is the best way for parents/legal guardians to communicate with the teacher?***

- Communication with the teacher is through email unless a meeting is scheduled outside of learning time. While communication to support learning is necessary, it must not take from the time the teacher spends with students.

***What kind of support should be offered at home?***

- Please review the section above on "Parent/Legal Guardian/Daytime Caregiver"
- It is essential that the adult(s) in the home help the student organize and follow through on learning routines.

***What if the student does not understand what to do?***

- The student should first review instructions and supporting materials posted in Google Classroom/Brightspace. If the student still has questions, they can ask someone in the home to help them understand what to do. If the student is still unsure, they should be encouraged to ask the teacher during or at the end of a real-time virtual session.
- If offered in the daily schedule, the student should be encouraged to attend a real-time task support drop-in session with the teacher. The student/parent/legal guardian can also email the teacher to either ask a simple question or request a real-time virtual opportunity for the student to meet with the teacher.

***Where can the student/family access technology support?***

- As much as possible, teacher time should be reserved for instruction and learning support. [The CBE Hub Online](#) site includes links to instructional [videos for technology tools](#) and resources to support [digital citizenship](#). The CBE Hub Online site also links to the [Technology Support for Students & Parents](#) page. Students and families are

encouraged to first access these resources. If needed, further assistance will then be provided by your child's teacher or school.

***Can the teacher share student information to help in the planning of external social events?***

- No. Teachers cannot share student information for any reason.

If you have any questions or suggestions, please contact your child's school.

***We wish Hub students a positive experience and learning success  
in the second half of the school year!***