

WWS Transitional Absence Pilot Program Application Form

If circumstances necessitate a transitional absence during Stage 2 or 1 this fall, we are providing our students with educational support and oversight, while they are away. *This program is only available to those families who intend on returning to Whistler Waldorf School as soon as possible.*

What You Receive

1. Daily access to general previous days' teacher plans via Planbook
2. One half hour virtual meetings per day, with a teacher assistant, education assistant
3. Communication with teachers during their office hours

What You Need to Do

1. Meet all expectations as outline in Appendix A, which includes but is not limited to:
 - Ensure your child completes all school assignments and submits completed work by deadlines.
 - Attend scheduled communication times and stay connected with class parent meetings and school news and events
2. Understand the school is accountable to the Ministry of Education for your child's learning. See below:

Important to Know

The Whistler Waldorf School is accountable to the Ministry of Education to ensure that your child is meeting the learning standards of BC and receiving enough instructional hours per year. Every students' attendance is audited by the Ministry of Education once a year. This program supports your child if they have an extended absence from school. In this case the school remains the educational provider for your child. During this time, WWS is accountable to the Ministry of Education for your child's academic standing. This means:

1. By applying for an extended absence, you maintain your school tuition payments and maintain your child's spot in their class until the absence has ended.
2. Should your child's academic standing be assessed as below grade level, or should there not be sufficient evidence to properly assess your child's academic standing, as determined by the Head of School, your child's extended absence will may be terminated. At that time, your child may need to homeschool, enrol into a DI school or attend school in person.
3. It is the students'/parents' responsibility to make-up for missed material, contents, and/or credits with support as outlined above from the school.
4. High school students may lose credits for incomplete assignments beyond 20% of a course.

Scope and Sequence of Program

First Week	Apply to Program	5 school days to process and administer
Second Week	Meet and Greet	First meeting with educational assistant via Zoom to meet each other and learn about home life and academic needs
	Tech Support	Parents will be provided a tech guidelines email and requirements. The school will provide tech support via EA, Student Support Chair or IT department
Third Week	Academic Support	Academic support begins with clear rhythm and routine
Fifth Week		Review of assignment assessments by faculty and Student Support Chair
Eighth Week		Meeting with LS or HS Chair regarding re-entry to school or other options such as Alternate Education Plan or Distance Learning Affiliation

Name of Parent		Name/Grade of Student	
Reason: Covid-19 or Personal		Class Teacher/Guardian	
Departure Date		Return Date	
Parent Signature: I agree to the program requirements including Appendix A.		Principal Signature	
Parent Signature:			

APPENDIX A

Transitional Absence Expectations for Students and Parents

Student and Parent Expectations:

- Establish a regular work environment: Desk or table area – please have a desk or table set up where the student will sit each day to complete their work.
- Establish Rhythm and Routine: Work completion at the same time every day; Daily scheduled work time (5 days/week according to school schedule)
- Essential Materials and Tools: Stable Wifi connectivity; Teams and Planbook apps open; devices charges; learning supplies ready at the beginning of each work session (ie: Main Lesson book or paper, sharpened pencils, pencil crayons or crayons, violin, guitar, ruler, graph paper, handwork materials)
- At least 1x/month check in with subject teachers, every two weeks with Class Teacher; meetings are student and parent initiated, during teacher's office hours.
- Submission of assignments weekly every Monday (overseen by parents)
- Each submission includes the name of the assignment, the class or teacher it is being submitted to and the date it was submitted. name and date

Parent Expectations:

- 100% support of submission of assignments (every Monday) – please refer to links sent by Rebecca regarding submission.
- Weekly communication with Transitional Absence support person, during one of the meeting times already scheduled with student: 5 minutes per child.
- Communicate sick days in a timely manner.
- Use shared assignment table regularly and as a resource.
- Parents and students initiate meetings with teachers. 1x/month check in with teachers' subject teachers, every two weeks with Class Teacher, parent initiated, during teacher's office hours.

Class Teacher/Subject Teacher Expectations:

- Regular assessment of assignments and submissions
- 1x/month check in with parents and student for subject teachers, every about every two weeks for Class Teacher, during teacher's office hours.
- Assignments that need to be turned in will be clearly identified by labelling the difference between homework which a student may or may not hand in, and assignments that must be handed in by a particular date.
- The date each assignment is due will be clearly identified.
 - Assignment Name, date expected to be handed in, requirements of assignment.
 - i.e. "Hand in "Fractions Worksheet #1 on November 28th, 2020 by uploading in Teams.

Transitional Support Person / Teacher Expectations:

- Review/preview assignments with student by discussing Planbook contents.
- Discuss how student will complete work.
- Adapt assignments for home learning or as needed.
- Support student by answering questions and working on an assignment the student may need extra support.
- Support student by using the shared assignment time-table chart.
- Provide formative assessment, making anecdotal notes to share with teachers and students on a regular basis and as needed.
- Translate/pass on any teacher communication received via email.
- Provide formative assessment to teachers.
- Serve as a conduit between student and teachers as needed.

Program Expectations:

- Regular review will be done as needed to determine ongoing participation.