



Distance Learning Family Handbook and Guide for Supporting Learning at Home

September 2020

(This handbook will be in effect only during distance learning. If the school moves to a model that involves in person instruction, we will publish a different handbook at that time.)

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WELCOME TO LE MONDE AND THE 2020-2021 ACADEMIC YEAR!

Office Contact and Mailing Information

Le Monde French Immersion Public Charter School
2044 E. Burnside Street
Portland, OR 97214
School Telephone: 503.467.7529
School Website: www.lemondeimmersion.org

Executive Director/Principal:

Shouka Rezvani: shouka@lemondeimmersion.org

Director of Student Support:

C. David Maxey: david@lemondeimmersion.org

Office Assistant:

Chris Miller: chris@lemondeimmersion.org

(All staff email addresses are firstname@lemondeimmersion.org)

Mission Statement

Le Monde's mission is to educate students in a French immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring.

Non-Discrimination Policy

Le Monde Immersion does not discriminate on the basis of race, creed, color, national origin, gender, age, marital status, sexual orientation including gender identity, or non-program-related disability in providing access to student education programs, co-curricular activities, and employment opportunities.

Charter School Description

Charter schools are nonsectarian public schools of choice. Publicly-funded and open to all students with no admission testing or screening, each school has a charter, or contract, detailing its program, goals, and methods of assessment. Charter schools operate with increased autonomy in exchange for accountability to the school district that grants the charter.

Language Immersion Description

Immersion is a method of foreign language instruction in which the regular curriculum is taught through the medium of the language. The foreign language is the vehicle for content instruction; it is not the subject of instruction (except in the applicable foreign language class).

School Calendar

The calendar for the academic year is on our website under the parent resources tab. We also have a syncing calendar listed on the website that will sync to most smart phones.

Distance Learning

As of the start of the academic year, Le Monde will engage in distance learning only as required by order of Governor Kate Brown. In addition, Le Monde has made the decision to continue distance learning only at least through Thanksgiving Break, at which time we will re-evaluate circumstances and safety in order to decide whether school will open for in person instruction in some manner, or continue with distance learning for an additional period.

During distance learning, all instruction will take place away from the school building, but under the direction of our teachers with the support of our staff. We hope this handbook will serve as a resource while we engage in distance learning. Please know that we are committed to supporting your student's learning through this time of distance learning. We are working hard to establish set routines, daily schedules, and consolidating information on our learning management platform called Schoology. We will send periodic newsletters via email with key information. We will monitor daily attendance and encourage participation by all students. We will be monitoring student progress and work completion, and providing intervention opportunities for students who need additional supports.

School Office

The school building is closed during distance learning. You can reach the office between 8:30 AM and 3:30 PM, Monday through Friday, via email (for best response) or by telephone (unless we are in other parts of the building). Please feel free to contact us. The "questions and concerns flowchart" under the parent resources tab of our website can help determine to

whom to address your questions, and many questions are answered on our website (www.lemondeimmersion.org), especially under the “Parent Resources” tab.

When you do have to visit the school, please remember that the health and safety of our community is our top priority. Only staff members are currently allowed in the building and on a limited basis.

Dropping off or Picking Up Items from School During the Pandemic

When dropping off or picking up items from school staff, please make an appointment, plan to remain outside, wear a facial mask, remain at least 6 feet from our staff, and take any other precautions our staff requests. Please refrain from coming to campus if you have COVID-19 symptoms (including but not limited to fever, cough, headache, diarrhea or respiratory problems), or have been around anyone diagnosed with COVID-19 or symptoms in the previous 14 days.

Technology

Devices

Le Monde is committed to ensuring that all students have a device that allows them to participate in distance learning. Generally, this should be a computer desktop, laptop or chromebook with internet access. If you need a device, please follow the procedures described in the Section of this Handbook called Dropping Off or Picking Up Items from School During the Pandemic.

Device Care and Usage

Devices borrowed from Le Monde are provided to assist students in distance learning. Please help to ensure their longevity by modelling careful handling of the device, helping students find a safe place to keep the device at home, avoiding downloads and changing settings (the laptop should be for school), and informing students that vandalism of school property can be a crime.

Hotspots/Internet

If you do not have adequate access to internet, you can obtain a hotspot from the Portland Public School District. A hotspot is a small personal device that creates a small area of Wi-Fi coverage allowing devices to connect to the internet. If you need help contacting the district, please email Mme. Shouka (shouka@lemondeimmersion.org).

School Property

If a student damages, defaces, or loses school property, including classroom materials, the student or the student’s parents or legal guardians must repair or replace the property

Accessing Classes Online

Your student's teacher will provide you with email information to access our online platform. It is essential that your child logs in to classes every school day, on time.

The first thing your student will need is to access their Le Monde student email account. You can access the account by going to gmail.com. You can login with their @student.lemondeimmersion.org email address and password, which will be provided by your student's teacher.

If your student forgets their password, they can obtain a password reset by emailing chris@lemondeimmersion.org.

Student Access to Schoology

Students can access our learning management system, Schoology, using their Le Monde @student.lemondeimmersion.org google login. For students to access our Schoology platform:

1. Go to maison.lemondeimmersion.org
2. Login using your Le Monde @student.lemondeimmersion.org account and password if it does not automatically log the student in
3. Once your student is logged in after September 1 they will be able to see their courses

Parent Access to Schoology

This year, we are granting parents special parent access to the Schoology Platform. In this way, parents can track assignments, adjust notifications from Schoology, and merge the accounts of their various students if they have multiple students.

Parents can access Schoology as follows:

1. Go to schoology.com
2. Click Sign Up
3. Click Parent
4. Enter your parent code which will be provided by your teacher (on or around September 1)

If a parent needs to merge two or more of their Le Monde students,

1. Once you are in your parent account in Schoology, click on your name in the upper right hand corner
2. Click "Add Child" and you can enter additional access codes for your other students
3. In the upper right hand corner menu you may also change your view to the view of your different students' accounts

Accessing Zoom/Video Conferencing

Le Monde uses Zoom to deliver synchronous, live instruction. The Zoom links to the teacher's online classroom will be posted in Schoology, and students should be able to click the link in Schoology to join a Zoom conference. For ease they can install the Zoom app on their device.

At this time, we will not be requiring that students have cameras on during video conferencing, except in classes where seeing a student is required to assess them (e.g., during skits in theater classes in middle school, or when the teacher must see the student's mouth to assess proper articulation). If the teacher believes a student is abusing the situation by not having a camera on, we will contact you to discuss how to address the behaviors of concern.

Accommodations

If your student is on a Section 504 Plan we will be working with you to ensure distance learning accommodations. M. David will continue as our Section 504 Plan Coordinator, and likely has already reached out to your family. Please feel free to contact him if you have any questions (david@lemondeimmersion.org).

Special Education

As always, Le Monde is required by its charter contract to obtain all Special Education services from the Portland Public School district. The provision of such services is provided by district, and not Le Monde, employees. We do anticipate that the district will be providing Special Education services during the year, but we do not control when and how they do so. If you have concerns about the provision of Special Education services you should feel free to contact Mme. Shouka (shouka@lemondeimmersion.org) and she will try to help you contact the applicable district staff.

Extended Learning

Our teachers are working to support a wide variety of learners in a wide variety of contexts. If you want to extend your student's learning, please feel free to access any of the many free resources available online, including but not limited to getepic.com, newsela.com, khanacademy.org, splashlearn.com, brainpop.com, gonoodle.com, as well as all of the French and subject-matter specific resources compiled on our website under the Home tab >Home>Closure Resources (<https://lemondeimmersion.org/closure-resources/>). There are also resources there to extend your student's learning with activity lists, learning related to antiracism and social justice, as well as discussions about the pandemic and COVID-19.

Food and Other Services

If your student needs food, mental or other health services, or other social services, you may obtain them from the organizations listed on our website (lemondeimmersion.org), under

Home>Closure Resources>Portland Social Services and Mental Health Resources tab. Please contact Mme. Shouka if you need assistance locating those services.

Attendance, Assessments and Grading

Attendance

Le Monde will be taking regular daily attendance while we are distance learning. A student is required to have a daily exchange with the teacher (which will be described in more detail by the teachers) in order to be counted as present daily. **If your student will be entirely unable to exchange with the teacher on a given day, whether due to illness, appointments, travelling or otherwise, you should email your student's teacher and advise your student's teacher of the absence, and copy attendance@lemondeimmersion.org**, specifying the reason for the absence.

Assessments

We will be conducting many of our regular assessments over the course of the year, in order to support instruction. We do not know at this time whether the state will require that we participate in its annual state testing requirements.

Grading

Historically Le Monde has used a 4 level grading system, in which students were provided feedback as to whether they were exceeding, meeting, close to meeting, or not meeting benchmark expectations in a given subject. When we moved to distance learning last fall, the state required that all grades be pass/no pass, with opportunities to make up work. At this time we are not certain yet what exact grading approach we will be using, and will advise you as that is determined.

Please note that as a school, our hope is to enhance the students' intrinsic desire to continue learning and growing, instead of focusing on extrinsic motivations like grades. That said, we know that for certain students grades equate with accountability and a sense that something is "worth" doing. Similarly, some of your students may only want to do certain work if it is "mandatory." As we continue in uncertain times where there is already so much societal pressure and uncertainty, our preference will be to remain as flexible as possible with student work, so as not to create undue pressure on students and families. If you want our teachers to tell your specific student that all assignments are mandatory, we recommend that you talk with your student's teacher to help frame up the joint understanding of expectations between home, teacher and messaging to the student.

Uniforms

We will not require uniforms while we are distance learning, though, of course, students should feel free to wear them. For now, our only requirement is that students wear some reasonable,

comfortable clothing that will cover the torso down to at least mid-thigh (and yes—pajamas that fit those requirements work). Please keep in mind that our goal is to remove focus from clothing while students are “at” school, and encourage your students to wear clothing that will minimize distraction of others. We may tell students that they have to arrive with hair brushed, faces washed, and teeth brushed, but only to help you parents and guardians try to get that accomplished!

Communication Between Home and School

The Main Office staff is happy to accept your calls and direct your questions between the hours of 8:30am and 3:30pm every day that school is in session.

In an effort to save postage and paper costs, we primarily use email for all communications. For families that do not have internet access, please advise Mme. Shouka (shouka@lemondeimmersion.org).

Communication with Teachers

Teachers are available to speak on the phone, respond to emails, and virtually meet with parents outside of class time with an agreed upon appointment. Our teachers generally prefer that you schedule meetings during the school day if your teacher is available, so that they do not have to work excessive amounts of overtime. You can expect to receive regular updates on classroom happenings and your student’s work throughout the school year. In addition to scheduled conferences, you can arrange additional meetings with teachers to discuss your student’s progress.

Please be sure to contact your student’s teacher if there are significant changes at home that could affect the emotional life of your student. These changes may be temporary (for example, one parent is away on an extended business trip) or profound (for example, the death of a grandparent). When teachers are informed, they can better support your student.

Please respect teachers’ privacy and leisure time and only contact them through the school email and Schoology.

Appointments with the Executive Director

If you would like to meet virtually with the Executive Director, please schedule an appointment with her via email (shouka@lemondeimmersion.org) and be sure to include times you can meet and the reason you would like to meet. Our Executive Director's time is often scheduled tightly, so making an appointment will guarantee you will have her full attention for the duration of your meeting.

Parent/Teacher Conferences

Parent/Teacher Conferences are a time for you and your student's teacher to discuss your student's development in school and at home. Formal conferences will be scheduled throughout the year and are scheduled by appointment to ensure privacy and sufficient preparation time.

Progress Reports

Progress Reports are sent home at the end of each trimester.

Social Media

While you are invited to like and follow [Le Monde on Facebook](#), it is the policy of Le Monde that individual staff members do not engage with currently enrolled families on social networking websites, unless such engagement preceded employment with Le Monde.

Giving Gifts to School Staff

School staff members are public employees, and as such, are subject to the Oregon state ethics laws. Oregon ethics law (Chapter 244) states that public employees may not accept gifts with a value greater than \$50.00. This limit applies to groups of people with a common interest. Therefore, families in the same classroom (or with any other similar interest applied to a staff member) may not combine their resources to purchase or make a gift valued at more than \$50.00. This law was enacted to ensure that members of the public (our families and students) are treated equally and that no one has or might be perceived to have special advantages or influence.

As a staff we look forward to and are grateful for our community's generosity. Token gifts, cards, and appreciations are valued and welcomed. While the ethics law exists to prevent real or perceived unequal treatment of the public (students and families), it also serves to lessen disparities in gift giving between classrooms and alleviate pressure on families to participate. With this policy, we seek to ensure equity and to assuage any feelings of obligation. Those looking to support the school in a more substantial monetary way may donate directly to Le Monde Immersion. Such donations are very much needed and appreciated.

Emergency Notifications

There may be times when a Le Monde staff member must contact you immediately because of an emergency. It is essential that Le Monde staff have a way of reaching a parent or approved emergency contact by phone at any time during the school day. In addition to letting the office and/or your student's teacher know when a parent is out of town, please keep your contact information and that of your emergency contacts on file in the office updated at all times. Please notify the office (chris@lemondeimmersion.org) when you change your physical address or email address.

Harassment, Intimidation, Bullying, and Cyberbullying

Harassment, Intimidation, Bullying, and Cyberbullying are strictly prohibited at Le Monde. These behaviors are defined by ORS 339.351 as any act that:

- substantially interferes with a student's educational benefits, opportunities, or performance;
- takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop;
- has the effect of:
 - physically harming a student or damaging a student's property;
 - knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - creating a hostile educational environment, including interfering with the psychological well-being of a student; and
 - may be based on, but not limited to, the protected class status of a person.

Protected class means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

Cyberbullying means the use of any electronic communication device to harass, intimidate, or bully.

Students and parents are encouraged to contact any staff member to report harassment, intimidation, bullying, and cyberbullying. The Executive Director or another assigned staff member will investigate all reports with the support of other staff members.

Consequences for students who have engaged in harassment, intimidation, bullying, and/or cyberbullying may include, but are not limited to, suspension and possible expulsion.

Immunizations

By the first day of school, each student must have a current Certificate of Immunization Status form or paperwork required for a nonmedical or medical exemption on file at school. To claim

a nonmedical exemption, a parent must check the appropriate boxes and sign the back of the Certificate of Immunization Status form, and provide appropriate substantiating documentation as specified on the form. Students who are not up-to-date on their immunizations will be excluded from school on the date required by PPS. To avoid exclusion, it is important to keep your student's school immunization record up-to-date.

In case of an outbreak of vaccine-preventable disease in a community, the county health department has the legal authority to exclude from school any student who has not been appropriately immunized, including students with a religious or medical exemption.

Oregon law requires the following vaccines to have been administered by the time a student enters school:

Vaccine	Number of Doses
Diphtheria/Tetanus/Pertussis (DTaP)	5
Polio	4
Varicella (Chicken Pox)	1
Measles	2
Mumps	1
Rubella	1
Hepatitis B	3
Hepatitis A	2

Steps to Having a Successful First Week of School

- Make sure you have a computer device that is in working order with a keyboard and camera, that is charged daily.
- Make sure your student's device can connect to the internet.
- Make sure your student's device has Zoom installed.
- Make sure your student can log into the @student.lemondeimmersion.org email account.
- On or after September 1, log into Schoology.
- Review any information or instructions from your student's teacher.
- If you have questions or problems, contact your student's teacher to help find the support you need.

A Parent and Guardian's Primer for Distance Learning

1. Be an advocate for your student. Help your student reach out to their teacher and the school for support. Encourage your student to ask their teacher for help when they need it.
2. Help your student organize a space in the home for distance learning that won't interfere with family function during the day, and where family functions conversely won't interfere with the student's work. If the family shares common spaces, help your student figure out how to keep their materials in one place for ease of use.
3. Help your student establish a daily routine.
4. Make it clear to your student that they are expected to attend all of their classes, and arrive on time.
5. Encourage healthy behaviors: going to sleep early, keeping teeth and body clean, eating nutritious food, and getting regular exercise.
6. Remind students of the terms of the Le Monde Digital Learning and Citizenship Agreement, including regularly discussing what it means to be respectful online.
7. Most importantly, please stay positive about distance learning in front of your student! We WILL experience frustrations with technology. Assume things won't work, especially in the beginning. Much of it will be outside of any of our control, as many online platforms are regularly failing under the weight of an entire nation's worth of distance learning. Your student is learning about how to deal with challenges in life by watching you!

2020 | Professional Learning Board®



Supporting your Child's Learning at Home

A Guidebook for Parents

Currently, the world is facing an unexpected situation, and nothing is “normal.” Life in this season looks different, and it’s fair that expectations can also be different. It’s understood that parents are juggling work and other new challenges. In this guidebook we provide tips for parents to support their child and the educational process at home. It may feel overwhelming for parents to take on the responsibility of helping their child continue school at home. This guidebook from Professional Learning Board®, a leader in online learning and teacher education, includes suggestions and solutions for scheduling, routines, balancing activities and organizing responsibilities as you support your child’s learning. This guidebook also provides tips on using technology in a way that’s safe and healthy for your child.

Keeping a Balance

It all starts with you

As you think about your family, prioritize physical, mental and emotional health over learning. Prioritize family time and togetherness over skill development. Prioritize people over tasks.

Balancing Structure

It is important to find a balance. While learning activities, classes, homework and other extra-curricular skill development helps keep kids learning and engaged, it need not be a cause for frustration or conflict. At the same time, repeated and unstructured days without goals or expectations, can become a space for academic slide, unproductive conversations, frustrations or conflicts. Explore and discover options to create a balance that works for your family.

Self-care for ALL

As a parent, we tend to focus on the youngest in the family- the children. It is important to remember that for the whole family to be happy and healthy together, we need to consider every family member. Sometimes a child may need to give up device time to allow their father to use it in the evening. An older child may need to be given a whole space a few times a week to work on a project. A teenager may need to be allowed space to make phone calls in private. Each of these needs are valid and must be considered as you plan your family's time, schedules, and spaces.

Staying connected to the School

To help your child navigate through educational expectations, parents should consider ways in which they can help communicate and streamline a partnership with the school and teachers. As you understand the goals that your child's teachers have for your child, you can determine and provide support to implement an educational plan in a way that works for you and your family. For example, if you feel like your child is struggling with their math work every day, you might share this information with the teacher, who may be able to suggest ways to provide additional support. In a sense, you are "the teacher's eyes and ears" and can provide much feedback on how your child is responding.

Organizing Communication:

Communicating with the school and multiple teachers can be a big task in itself. To manage email correspondence, you might use folders within your inbox and keep a whiteboard or planner for your notes. If your child's teachers have a policy of copying you on every communication with your child, know that these most often do not require a response from you. They are for your information only.

Scheduling and Routine

Children do well in structure. It helps them know what to expect, and it helps them feel safe and comfortable. Make a timetable or schedule for the day. Post it somewhere where the whole family can see it. Remember to include all of the family's tasks as you create this schedule. For example, there may be times in the day when everyone in the family is doing more quiet activities. And then there may be noisy times in the day, when quiet and focused activities are not scheduled.

Time Chunks

Instead of trying to pre-plan every single task and the exact time for it, it can be helpful to create time chunks that are a little flexible and can be used for different tasks on different days of the week. For example, instead of scheduling a particular time of the day for brushing teeth, it is better to schedule a time chunk in the morning for Getting Ready which includes several tasks including: brushing teeth, changing clothes, breakfast etc.

Get Ready Time

Stick to a usual wake up time for your children. Create a checklist of things you want them to do as soon as they get up: getting dressed, brushing teeth, making bed, breakfast, etc. You can also pre-plan who is responsible for setting up, making and cleaning up after breakfast.

Learning Time

Plan slots in the day when your children need to work on their schoolwork. This will depend on the class expectations and school schedules.

Lunch and Rest

If possible, consider having lunch together. Tell each other stories, share memories. Talk about what you are learning. Depending on your child's schedule, you can let your kids have some rest time during their day. If they don't want to take a nap, maybe they can stay in bed and read. This can give the adults in the house a break and some time to rest, or get work done.

Chore Time

Being at home may provide an opportunity for getting your children involved in household tasks including wiping down surfaces, helping others, doing laundry, preparing food, etc. These lessons have immeasurable value.

Play/Leisure Time

Schedule time when your child can play with their toys, do crafts or creative activities, or just do things that they enjoy doing. This may also include relaxation activities such as laughter, meditation, reading and yoga.

Technology Time

Depending on your child's age, specify a time in the day when they can watch shows, play computer games or even work on skill development online such as coding or typing. Some parents move all entertainment to the weekend so that the focus during the week stays on learning related tasks, even if these are technology based.

Social/Communication Time

Recognize that your child, as well as every person in your family, needs opportunities to connect with people and build relationships. Your children might want to talk on the phone, play games online with their friends, and older teens might want to use social media. It is important to understand their need for communication with their friends and create safe opportunities for them to do so.

Fitness Time

Exercising regularly not only brings routine, it also boosts immunity and self-regulation.

Boredom is OK!!

It is alright if children say "I am so bored." Boredom is the point where a person stops doing what they know to do and starts thinking about other things that they can do. Creativity starts where boredom begins. So, don't worry about it at all if your kids are bored. Don't feel the pressure of coming up with new activities in response to boredom and filling all of their time with tech devices or entertainment. Let them feel bored and discover resolving this by coming up with things on their own.

Build Independence

Parents may feel a pressure of entertaining their kids throughout the day. It doesn't need to be like this. Create a schedule for your children and plan out which parts of the day you are going to be with them and which parts of the day that you are going to expect them to work or play on their own. There may be times during the day where you multitask. For example, you may be supervising their learning activities but also cooking lunch. That's fine. It's really good for children to learn to do things on their own. And it's awesome for them to know that you are around to guide them and help them when needed.

Daily Plan

There may be specific appointments that need to be tracked and remembered. For example, parents may have work calls during which they need some quietness in the house. Children may have their own webinars or live classes for school. Children may also have project deadlines that they must remember, or there may be groceries that are low that need to be ordered. Consider setting up a central location with a shared calendar, daily schedule, grocery list, whiteboard for notes, etc. This "Family Command Center" (Google it, there are tons of ideas) can contain this sort of information and help everyone know what is happening each day.

Creating an Environment

At school, teachers intentionally plan classroom layouts, décor and the environment to prevent distractions and help students focus. In the same way you can also be intentional about creating spaces in your home to help your family succeed in the various tasks they need to do at home. While a classroom space is a space that is used only for learning, in a home, a dining table may need to go from being a learning space to a “dining table” for a meal, while also serving as a board game entertainment center in the evening.

Create a space for learning where you would like your child to sit and work each day. If your child needs to use a device, make sure the space has outlets for chargers. If your child will be participating in video calls, you might set up a chair in front of a wall so that the plain background is less distracting for other students attending the call. In some video applications, you can choose a custom background. If your child needs headphones, consider if a spot nearby can store these. Maintain a basket or a shelf near this learning space for books, pencils and other learning materials. Expect your child to tidy up their learning area when their time here is finished.

Similarly, create other spaces in the home for different activities during the day. There may be a “Lego building space,” a “guitar practice” space, a particular room you use for a baby to have naps etc. This way you can plan how your family uses different spaces in the home through the day.

Managing Distractions

It can help all family members be focused on tasks when there are clear expectations for each day, especially for the children.

Mandatory Tasks

Make a list of “mandatory” tasks- such as taking a shower, reading a book, working on schoolwork for specific hours in the day, taking out the garbage etc. These must be clear, and you might even want to list these on a whiteboard or such in a common area so that they can be checked off each day. At the end of the day, before children get ready for bed, the list can be reviewed and reset. Consider that children could lose privileges such as technology time if they miss their mandatory daily tasks.

Encourage positive behaviors

Children repeat what they are encouraged to do, and if you want to see more and more positive behaviors in the home, it is important to reinforce and encourage these actions whenever you witness them. You might create a pebble jar or a sticker sheet where you add in a pebble or bead or a sticker every time you catch a child doing something good- following instructions well, being responsible, working hard, or going the extra mile to help someone. If you find this may be difficult to track, you could consider doing surprise treats to reinforce good behaviors.

Plans

Talk to your child and try to create a long-term vision and some plans that they can work toward during this time. Do they want to become an astronaut? Ask them to spend a few hours a week learning about planets and space. Do they want to learn an instrument? Ask them to practice 15 minutes a day. Help them add these tasks into their daily schedule or even their mandatory task list for the day.

Device Sharing Ideas

If you are sharing a limited number of devices across various family members, here are some device management ideas:

Take Stock

Make a list of all the devices available in the house. Include phones and computers, iPads, smartwatches, Kindles, iPods or any other music device etc. Now consider which of these can serve purposes for different members of the family. Can calls be done using the smartwatch? Can school-related reading be done on a Kindle? Can audiobooks be played on an iPod or a CD? Reallocating devices for alternate purposes can help manage device availability for the whole family.

Set Entertainment Times

When a schedule has set time chunks for entertainment (TV shows, movies, games, etc.), devices can be freed up for learning and work use during the rest of the day.

Create Shared Device Calendars

If a child is borrowing a parents computer/device for schoolwork and webinars, while the parent still needs to use the same computer for their work, it might be helpful to have a shared device calendar where both the child and the parent can add their essential appointment times- including meetings, live lessons, etc. In this way, if an overlap is anticipated, it might be adjusted by using an alternate device or rescheduling.

Internet Safety

When your child started to crawl, you took precautions by padding sharp edges, locking up cabinets, covering outlets, and more. Now that your child is “crawling” through the internet in new ways, be aware and work toward making their experience and interactions safe.

Following are suggested protocols or guidelines parents can put in place during this time so that teachers and students can continue studying in an uninterrupted manner, but also remain safe and maintain healthy and appropriate relationships that transition back into the school classroom building.

Online Risks and Dangers

The most common internet safety risks for students being online are exposure to inappropriate content, access to predators and traffickers, and cyberbullying. Let’s take a quick look at how each of these happen.

Exposure to Inappropriate Content: Just like we ask our children not to let strangers into our homes, we must pay attention to how they navigate online. The internet contains a lot of advertisements, pornography, and other sensitive content. Even just weird or violent images can be scary for young children. **We must be extra cautious to ensure children are not accidentally exposed to inappropriate content.**

Predators and Traffickers: There are people online who try to connect with, and build relationships with children, while pretending to be their peers. These people are called predators. They connect and build relationships with children and youth thru online games, social media and other forums (often pretending to be somebody else). The predator then tries to meet the child or teen, could abduct them, or convince them to leave their family. **Cautions can be made to help protect our children from connecting with and interacting with such strangers.**

Cyberbullying: Kids are kids and this means that sometimes they can just be mean to each other. This may occur among peers who know one another from real life, but it can also happen with people across the world. Parents can talk to children about respecting others online, recognizing cyberbullying, reporting occurrences and getting help.

Boundary Violation Risks

There are many protocols in school buildings that help maintain appropriate and safe student-teacher relationships. For example, teachers meet with students in classrooms.

In online connections, it can be more difficult to monitor when teachers and students have direct access to each other through their own technology devices. With the internet, teachers and students are able to have private chats and video calls. This can create spaces with unsupervised access. As a parent, monitor **teacher-student interactions, (especially any which take place one-on-one) and partner with teachers to ensure that your child can receive the help they need.**

Parental Controls

Setup parental control and security settings on all devices that your children may use. It's possible that devices that were used before by adults only are now being shared with children in the family. Ensure that the content settings on these devices are set and are safe for children. Guidelines on setting up parental controls for a variety of devices and browsers can be found here:

Internet Matters

<https://www.internetmatters.org/parental-controls/>

WebWise

<https://www.webwise.ie/parents/parental-controls-2/>

Resources for Safety Online

Following are resources to learn about internet safety risks, discuss with your children, establish boundaries and keep your family safe.

Video on Internet Safety

<https://youtu.be/yrln8nyVBLU>

Video Staying Safe Online

<https://youtu.be/fmdWToVnWkA>

Digital Safety Videos (by grade level)

<https://www.missingkids.org/netsmartz/videos>

Informational Articles for Teachers and Parents

<https://www.screenagersmovie.com/resources-2>

Activities

<https://www.missingkids.org/netsmartz/resources#classroomactivities>