

Link2Learn

Virtual Charter School

Chetek-Weyerhaeuser Area School District



Parent/Student Handbook 4K

Meet Your 4K Teacher/Academic Guide : Mrs. Shawna Skoug

I am from Colfax, Wisconsin. I am the 5th generation of my family to farm both the family homestead and now my current farm! I have been married and living on my husband's 3rd generation farm for the past 17 years. My husband and I have four children: Victoria (15 years old), William (13 years old), Anastasia (11 years old), and Kristofer (10 years old).

When I am not teaching or farming, I love to spend time with my kids, craft, horseback ride, play my instruments, read, and just be outside!

I have a Bachelor of Science degree in Human Development and Family Studies with a minor in Gerontology, a Bachelor of Science degree in Elementary Education, certification in Cross Categorical Special Education K-12, certification in math 6-12, and a Masters in Education with an emphasis as a Math Specialist and BOTT. I taught in the Rice Lake School District for one year, and have been at Chetek-Weyerhaeuser for three years.

I am looking forward to my third year teaching online with Link2Learn. I really enjoy meeting the different students and the individualized teaching I am able to do with the online students.

I am thankful for the opportunity to work with such great staff, families, and learners and look forward to another great year!!

Shawna Skoug



4K Program

Our students in 4K have a wide range of programs and materials to choose from. Together as a team, we will discuss options with families to ensure that the needs of our students are met in order to challenge areas of strength and foster areas in need of improvement. A list of suggested programs can be found on our web page. [Link2Learn Virtual Charter School](#)

During an **ILP (Individualized Learning Plan) meeting**, families meet with Mrs. Tschumperlin (L2L Program Director) or Mrs. Skoug, our 4K teacher/academic guide, to discuss what materials would offer a holistic approach to invoke curiosity and inspire confidence in learning concepts and skills. Learning goals will be discussed and recorded.

We recommend a mix of book based programs and online resources to slowly introduce our young students to working with a variety of media, including paper and pencil usage, drag and drop tools, keyboarding skills, and hands-on activities to develop fine motor skills as well as engaging all senses.

At Link2Learn we expect families to **submit student work digitally on a weekly basis (1 item per subject per week is the minimum requirement)**. This can be a list of items the student worked on throughout the week, a coloring sheet, handwriting practice or a photo/video of a math activity for example. The student may have worked on a science activity and an experiment was conducted - which can be documented through photos/videos. Work should be uploaded to a Google folder which can be viewed by Link2Learn staff and your family only.

Trimester checks based on 4K Learning Targets will be conducted by your child's teacher/academic guide. Our '**Progress Monitoring Tool**' is attached to the handbook pages for your information. This progress check will be added to the Google folder. This way your student's learning journey will be documented and recorded while at the same time we create a portfolio for your student. The observed results guide further instruction and/or interventions by the teacher/academic guide. The Learning Targets listed in this handbook serve as a report card for your student.

Your student's teacher/academic guide will arrange **1 regular virtual meeting per week** for direct instruction, assessments, feedback and recommendations. Students and parents/guardians will also meet with the teacher/academic guide to check in, discuss learning goals, and to discuss further steps during Parent-Teacher-Student Conferences (2 times per year). Virtual meetings are encouraged **any time** you would like to ask for support, ideas or feedback from your student's teacher/academic guide. We are always available for you!

Attendance Policy: Families follow the (ca) 180 day Link2Learn calendar available on our web page. Link2Learn requires a minimum attendance of 150 school days for its students over the span of the 180 day school calendar. It is helpful to plan ahead for vacation days in order to accumulate the required 150 days. **4K students are expected to spend 2-3 hrs per day working in their materials, in addition to 5-10 minutes of independent reading.**

On days on which the Link2Learn office is closed, attendance does not apply to the student day count.

Attendance will be taken by Link2Learn staff in Google Classroom. Attendance data can be comprised of and accumulated from the following :

- Learning Management System Records/Activity Logs (i.e. Reading Eggs,IXL, Edmentum)
- Evidence of daily work submitted to the student's Google folder (matching the recommended pacing charts and/or book progression)
- Email logs
- Regular lessons/check-ins with students (emails, virtual, phone connections)
- Regular check-ins with parents/guardians

Additional Academic Opportunities

Encore Classes (Music, PE, Art)

Each semester, a student is allocated **up to \$300.00** to spend on a wide variety of Art, Music **or** exercise classes, **which need to be pre-approved by L2L**. L2L encourages to rotate allocations to all three subject areas.

4K Progress Monitoring/Assessments/Grades

Link2Learn is part of the public school system within the Chetek-Weyerhaeuser Area School District. We are in compliance with the Wisconsin Statute § 118.40(8)(c), which requires instructional staff to plan instruction, provide direct instruction, assess learning and individual needs, and evaluate and report learning outcomes. Your student's progress will be monitored through and guided by a variety of means.

Formative assessments are ongoing and based on your student's work and observations made during our virtual sessions. Future instruction and supporting activities are guided by this ongoing form of assessment to make sure students are provided with the tasks and the time they need to be confident and excited learners.

Semester Progress Monitoring will be administered by the teacher/academic guide to track progress and identify a student's needs as one type of several summative assessments throughout the year.

The CW Area School District wide assessment schedule as well as the mandated DPI assessment schedule will be followed by Link2Learn students. In 4K, students complete the Semester Progress Check. In addition to the two summative progress checks, students will be assessed twice/year (in the Fall and Spring) for their phonemic awareness skills and letter-sound knowledge as part of the statewide Act 20 assessment in grades 4K-3. Assessments take less than 5 minutes. The results are utilized to plan further instruction and goals.

Your child receives a report card each semester. On the report card you will see the learning targets matched with a letter grade indicating the skill level for each graded period: **emergent**, **basic** or **proficient**. A comment section allows the teacher to give parents additional information on their student.

For us at Link2Learn it is important that our students develop skills and grow at their own pace. Fostering curiosity and a love for life-long learning is our main priority, especially in early childhood education.

4K Trimester Progress Monitoring Tool

Student's Name:

Month:

1. Uppercase Letter Identification (Circle the letters that your child identifies).

S A T I P N E C K M B D F

G J H L O Q R U V W Z Y X

2. Lowercase Letter Identification (circle the letters that your child identifies)

s a t i p n e c k m b d f

g j h l o q r u v w z y x

3. Sound Identification (circle the sounds that your child identifies)

s a t i p n e c k m b d f g j h

l o q r u v w z y x

4. Name:

(Have your child write their name on the line. If you provide a model please indicate)



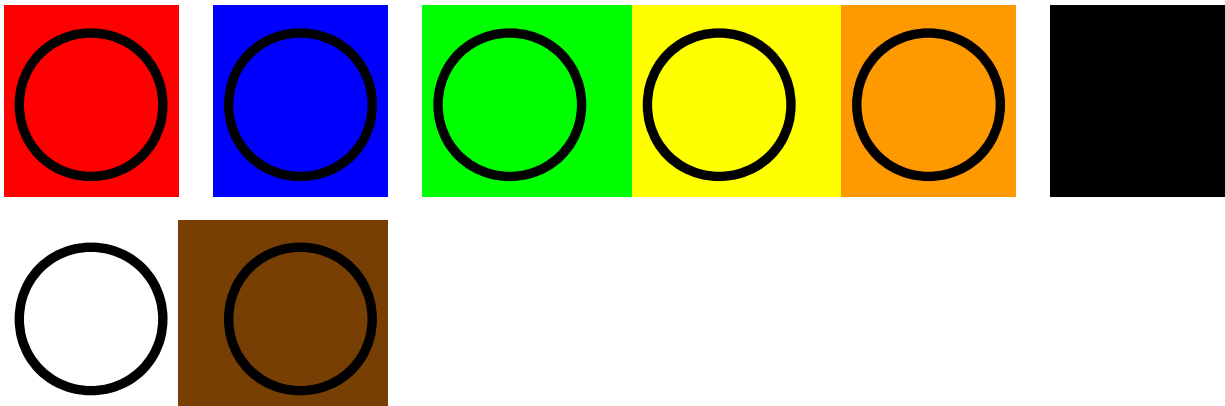
5. Basic Shapes:

(Circle the shapes that your child can identify)



6. Colors:

(Circle the colors that your child can identify)



7. Numbers:

Have your child start at 0 and count as high as they can. What number did they correctly count to?

8. **Number Identification** (Circle the numbers that your child can identify).

3 1 6 7 5 8 2 10 9 0 4

9. Give your child 10 objects and have them count them for you. How many did they correctly count?

10. Give your child a group of 10 objects that have 2 different **attributes** (ex: big and small blocks, pennies and dimes, long noodles and short noodles). Can your child independently sort them into 2 groups according to the different attributes?

Yes/No

11. Have your child take those objects and **construct an ABAB pattern**. An example would be :

Small Block Big Block Small Block Big Block Small Block Big Block

Can your child independently construct an ABAB pattern?

Yes/No

4K Goals for the Year (End of Year expectations)

Reading

- The student will recognize 13 uppercase letters of the alphabet
- The student will recognize 13 lowercase letters of the alphabet
- The student will associate 6 letters with corresponding sounds
- The student will recognize their name and some family members' names in print

Math

- The student will recognize the eight basic colors (red, green, blue, yellow, orange, gray, white, black)
- The student will recognize 4 basic shapes (square, circle, triangle, rectangle)
- The student will rote count to 30
- The student will count objects up to 10
- The student will recognize numbers 0-10
- The student will classify and sort objects according to attributes
- The student will construct an ABAB pattern
- The student will demonstrate knowledge of spatial relationships

Writing

- The student will print his/her name using proper letter formation and proper capitalization
- The student will use an appropriate grasp when using a writing tool

Social Studies

- The student will explore how people live together in a variety of communities
- The student will understand that his/her actions impact the people around
him/her

Science

- The student is curious and ready to explore the world around him/her
- The student is able to observe and ask meaningful questions about the world around him/her

