

FRASER ELEMENTARY VIRTUAL 2020-2021

Grades K-6
Procedures and Expectations



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Introduction

Fraser Public Schools has developed a curriculum that is comprehensive and challenging for our virtual students. Student learning and success are the focal points of all instruction. Our staff continually refines and improves the curriculum, instructional techniques, and learning opportunities for all students.

In the virtual learning environment, Fraser Public School teachers provide course content and materials through its learning and content is delivered in a primarily synchronous format Monday-Friday. This means that students are virtually connected with their teacher throughout much of each school day. Learning expectations, identical to our traditional elementary learning model, provide for robust learning.

Virtual Learning: Key Components

- Students need a learning coach at home to help facilitate the direct instruction they receive from Fraser teachers.
- Learning will be robust and expectations will be identical to a face-to-face school model.
- Fraser Public Schools provides a device (iPad for K-8) to every student upon enrollment and completion of the Parent Technology Agreement.
- Students have the opportunity to participate virtually in the elementary specials classes, including band for 5th and 6th grade virtual students.

Types of Learning to Expect in the Virtual Environment

Synchronous	Asynchronous	Unplugged
<p>Students are connected synchronously online throughout much of each school day.</p> <p>This type of learning is done with a teacher online (live) at a designated time:</p> <ul style="list-style-type: none">• Live content mini-lessons• Lesson follow up• Assignment check-in• Online discussions• Teacher read-alouds• Live reflections• Digital games	<p>This type of learning can be done by students digitally at any time during the day without the teacher present:</p> <ul style="list-style-type: none">• Teacher-recorded content mini-lessons• Tasks assigned from a website (Zearn, BrainPop)• Expert videos (view and respond)• Recorded reflections	<p>This is time spent on activities that require little to no technology:</p> <ul style="list-style-type: none">• Journals/Workbooks• Writing pieces• Performance tasks• Nature/backyard exploration

Fraser Virtual Procedures and Expectations

Attendance

All Fraser Virtual students are required to adhere to the attendance policy. Attendance is measured in several ways:

- Student is in attendance for virtual synchronous instruction in the AM and PM each day.
- Student is making progress and up to date with course assignments
- Student participates in weekly 2-way communication with assigned teachers
- Student login data from itslearning- our Learning Management System

Failure to regularly attend classes results in written documentation and notification to administration. If an extended absence becomes necessary, written communication to the building administrator is required. Continued absences require Fraser Public Schools to file truancy and possible removal from Fraser Virtual courses.

Count Day

All Fraser Virtual students are expected to be in attendance for all virtual courses on count days. This year, Count Day occurs October 7, 2020 and again February 10, 2021.

Learning Coach

A Learning Coach assists the learner by providing a structured environment and suitable workspace to ensure the student is engaged in the learning activities and connected during instructional times while learning at home. The Learning Coach also promotes active engagement in both synchronous and asynchronous activities in a positive way. The Learning Coach is expected to act with academic integrity. This means the Learning Coach needs to follow the protocols and directions as well as know when to help a student and when the work must be completed by the student alone. This information is communicated to the Learning Coach by the child's teacher. During weekly contacts with the child's teacher, additional information is also gathered about the Learning Coach's observations of the learner during different activities and the strengths and weaknesses of the learning environment. The teacher can then offer support through suggestions and feedback to ensure this is the best learning experience for the child.

Teacher Communication

All Learning Coaches are required to maintain weekly 2-way communication with their student's teacher throughout the semester-for all core courses. Communication may be in person, via email, within a GoTo meeting, or by successful completion of course assignments. Exceptions are during school breaks. Failure to communicate with teachers results in documentation to administration and continued absences may require Fraser to file truancy.

Schedule

Fraser Virtual students follow the Fraser Public Schools district calendar. Teachers provide synchronous and asynchronous learning opportunities during scheduled class times. In addition, teachers are available for additional help during scheduled class time.

Learner Environment Changes

All Fraser Virtual students remain fully virtual for the duration of the 2020-21 school year. All families who choose to complete the 2020-2021 school year virtually will be able to return to their home school next year. In the cases of in-district schools of choice, families will be able to return to their selected school next year.

Academic Integrity

All Fraser Virtual students are expected to exhibit academic integrity in all aspects of their education. Academic integrity means making a sincere effort to learn, and avoid cheating, plagiarism, and other forms of academic dishonesty. Academic integrity violations result in a written referral to administration where the student code of conduct is enforced.

At the elementary level, in addition to the student, the Learning Coach is also expected to exhibit academic integrity. Accurate student reports and data often depend on the student working independently to demonstrate understanding. While it is helpful to support students in their learning, assessments should be completed independently by the student. It is the Learning Coach's responsibility to know when this is.

Benchmark Assessments

Teachers will conduct district academic and social emotional benchmark assessments on all students three times per year. The data collected during our benchmark testing periods is used to guide instruction and ensure that teachers are able to meet the needs of all learners.

State Testing

All students are required to take all appropriate grade-level state assessments. We will follow guidance about testing protocols from the Michigan Department of Education.

MSTEP Math and English Language Arts, *required* to assess student knowledge on state standards, is administered in the spring of grades 3-6.

MSTEP Science and Social Studies, *required* to assess student knowledge on state standards, is administered in the spring of grade 5.

Technology

Any student using equipment (computer, iPad, internet, etc.) owned by Fraser Public Schools, agrees to follow the [MacBook/ iPad student and parent agreement](#). Students must contact the tech department if they are having technology issues. Any Fraser Public School property, including but not limited to laptops, iPads, and power cords must be returned to Fraser Public Schools within 5 days of the end of the school year or upon transferring out of Fraser Public Schools. Failure to return Fraser Public School property may result in legal action.

For all technology issues, families should submit a request for [Device and Instructional Support](#).

Student Code of Conduct

All Fraser Virtual students must abide by the rules and procedures outlined in the Fraser Public Schools Student Code of Conduct and Acceptable Use Policy.

[Student Code of Conduct and Acceptable Use Policy](#)

Fraser Elementary Virtual Grading Information

Fraser Virtual Elementary grading will follow the same grading procedures as our traditional face-to-face program. This is reflective of our competency-based system, in which teachers assess student progress on individual skills for the core content areas, rather than assigning overall grades. Students are expected to follow all course procedures and assignment deadlines.

Language Arts

Students will not be given an overall grade. However, trimester reports provide information regarding the student's reading level and ability to successfully use a variety of reading strategies and skills. In addition, information regarding the student's writing ability using the various modes of discourse, correct grammar, spelling and punctuation as well as proper and legible handwriting. Scores will be provided using the Secure, Developing, Beginning (S, D, B) scale based on observation, oral reading and comprehension, and writing pieces.

Math

Students will not be given an overall grade. However, trimester reports provide information regarding the student's mathematical achievement using the Secure, Developing, Beginning (S, D, B) scale based on observation, Exit Tickets, and Module Assessments. There is not a mathematical formula used to calculate these scores, but teachers weigh the most current module assessment scores the heaviest. This protocol reflects student growth rather than penalizing students for early learning.

Science

The trimester report indicates a score for each of the three units of study: Earth Science, Physical Science, and Life Science. Students will experience one new unit each trimester. Scores are based on observations, unit assessments, discussions, and performance tasks using the Secure, Developing, Beginning (S, D, B) scale.

Social Studies

The trimester report provides a score for Social Studies based on participation in discussions, performance tasks, and/or assessments using the Secure, Developing, Beginning (S, D, B) scale.

Specials

Students receive scores in their Specials courses (Vocal Music, HEART, Physical Education, Art, and 21st Century Literacy) based on their application of the skills learned and understanding of the basic concepts taught. The scores are based on performance tasks and observations using a scale from 1-4 where a 1 represents exceeding the grade level expectation.

Band

Students who participate in band in grades 5 and 6 receive scores on their trimester report based on their application of the skills learned and understanding of the basic concepts taught. The scores are based on performance tasks and observations using a scale from 1-4 where a 1 represents exceeding the grade level expectation.

Life Skills

The trimester report also provides information regarding the student's life skills including effort, independence, organization, and more. These scores are based on observation and the completion and quality of work submitted using a scale from 1-4 where a 1 represents exceeding the grade level expectation.

Appendix List

Appendix A - Profile of a Successful Elementary Online Learner

Appendix B - Learning Coach Checklist

Appendix C - Continuous Learning Guide

Appendix D - Elementary Schedule- Sample

Appendix F - [Fraser Virtual Frequently Asked Questions](#)

Profile of a Successful Elementary Online Learner

Profile of a Successful Elementary Online Learner

FRASER PUBLIC SCHOOLS

RESOURCEFUL

Read or listen to all directions.
Challenge yourself to solve problems.
Seek help when you need it.

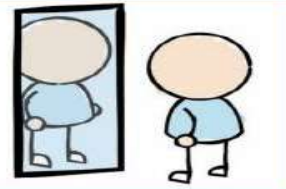


ORGANIZED

Know where to find and turn in your assignments.
Keep all of your login information organized.
Know your daily schedule.
Arrive to class meetings on time.

REFLECTIVE

Know what you're good at.
Know what is difficult for you.
Always reflect on things that you can do better.
Try not to make the same mistake twice.



MOTIVATED

Always complete your work.
Do what is expected of you...plus a little bit more.
Be creative and take risks.
Be inquisitive and curious.
Participate in class with confidence.
Own your learning.

BALANCED

Unplug when you can.
Play outside.
Spend time with family and friends.
Play games.
Get up and get moving.
Get plenty of sleep.



Learning Coach Checklist

Get Organized

Organize each school day, week, and year as much as possible ahead of time. Create a calendar using the Fraser Calendar to mark holidays and breaks. Use this calendar to note assessments, project deadlines, and more to help the student stay on track. Also, ensure you know start and end times. Locate a place to organize all of the information coming from the student's teacher as well as a place to store all school materials. Finally, know whether the student works better when comfortable (like laying on the floor or couch) or when placed in a very structured place (like at a table or desk). Then, find a place for the student to work in this environment.

Create Routines

Don't wait to get started. Younger students thrive on routine and daily and weekly routines help students succeed. Start by getting the student out of bed at the same time each school day using a consistent routine, checklist, or graphic organizer including getting dressed, eating breakfast, brushing teeth, and any before school chores like feeding the dog.

Have Clear Expectations

Be very clear about your expectations for your student. Make sure your student is comfortable and confident knowing you are there to support them, but not there to do the work for them.

Be Positive

You will be your student's biggest fan, loudest cheerleader, and most supportive guide. Make sure both you and your student remain positive and confident in tackling any content whether you like or not. Maintaining a positive outlook about learning will enable your student to persevere through any challenges.

Be Present

As a Learning Coach, you must make sure you are available to the student at all times during the school day. Your student will need help connecting, tracking time and lessons, and sometimes to answer questions. It is important that you remain engaged with your student to identify struggles, to re-engage them or intervene when necessary, and offer support while motivating the student to succeed.

Find Support

Being present during your student's day will help you gather information to share with the teacher. This information will enable your student's teacher to support you in meeting the challenges that may arise during the day before they get out of hand. Look for additional support among other Learning Coaches as well. Sharing strategies and ideas ensures everyone succeeds.

Get Involved

Get involved. If your student needs to explore the backyard for science, join in the exploration to enhance the learning experience and make it more fun. Do a summersault or jumping jacks during gym class, write in a journal or read a book of your own while your student is writing or reading. Joining in demonstrates your eagerness to learn and that you value what the student is doing.

Continuous Learning Guide

CONTINUOUS LEARNING GUIDE

For Students

For Parents

ESTABLISH A DAILY ROUTINE TO SUPPORT YOUR LEARNING



IDENTIFY A COMFORTABLE, QUIET SPACE SO YOU CAN WORK EFFECTIVELY AND SUCCESSFULLY

CHECK ONLINE COMMUNICATION REGULARLY



COMPLETE ASSIGNMENTS WITH INTEGRITY AND ACADEMIC HONESTY, SHOWING YOUR LEARNING

COMMUNICATE WITH YOUR TEACHERS REGULARLY



USE OUR VALUES TO HELP YOU MAKE DECISIONS AND CHOICES

COMMUNICATE AND SUPPORT YOUR FRIENDS AND CLASSMATES REGULARLY



TAKE BREAKS, PLAY, BE ACTIVE

SPEAK WITH ADULTS AT HOME OR THROUGH SCHOOL IF YOU NEED SUPPORT OR HELP



ESTABLISH ROUTINES AND EXPECTATIONS FOR YOUR CHILD



IDENTIFY A COMFORTABLE, QUIET SPACE FOR YOUR CHILD TO LEARN

HELP YOUR CHILD PROCESS THEIR LEARNING THROUGH CONVERSATION AND SHARING



BE MINDFUL OF YOUR CHILD'S WELLBEING; CHECK-IN ABOUT CONCERNS OR CHALLENGES

ENCOURAGE YOUR CHILD TO CONTACT FRIENDS AND CLASSMATES



ENCOURAGE BREAKS, PLAY, QUIET TIME AND BEING ACTIVE

WATCH THE TIME YOUR CHILD IS SPENDING ONLINE



CHOOSE AN APPROPRIATE SPACE FOR USING VIDEO AND ONLINE TOOLS

CONTACT TEACHERS VIA EMAIL IF YOU HAVE ANY QUESTIONS OR CONCERNS



Sample Virtual Learning
Student Learning Day

	M	T	W	TH	F
8:35 - 12:10	Virtual whole class instruction Morning meeting Overview of the week and expectations Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Morning meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Morning meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Morning meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Morning meeting Virtual small group instruction Virtual whole class instruction
12:10-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:30	Specials	Specials	Specials	Specials	Specials
1:30-3:30	Virtual whole class instruction Afternoon meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Afternoon meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Afternoon meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction Afternoon meeting Virtual small group instruction Virtual whole class instruction	Virtual whole class instruction (option to be asynchronous) Afternoon meeting Virtual small group instruction Virtual whole class instruction

Students will receive parallel content and resources to our face-to-face students by a Fraser Teacher.