

# FRASER ELEMENTARY VIRTUAL 2020-2021

Grades K-6  
Procedures and Expectations



## TABLE OF CONTENTS

<b>Introduction.....</b>	<b>3</b>
<b>Fraser Elementary Virtual Procedures and Expectations.....</b>	<b>5</b>
<b>Attendance, Count Day, Learning Coach.....</b>	<b>5</b>
<b>Teacher Communication.....</b>	<b>5</b>
<b>Schedule.....</b>	<b>6</b>
<b>Learner Environment Changes.....</b>	<b>6</b>
<b>Academic Integrity.....</b>	<b>6</b>
<b>Benchmark Assessments.....</b>	<b>7</b>
<b>State Testing.....</b>	<b>7</b>
<b>Technology.....</b>	<b>7</b>
<b>Student Code of Conduct.....</b>	<b>7</b>
<b>Fraser Virtual Grading Information.....</b>	<b>8</b>
<b><i>Appendix List.....</i></b>	<b>10</b>
<b>Profile of a Successful Elementary Online Learner.....</b>	<b>11</b>
<b>Learning Coach Checklist.....</b>	<b>12</b>
<b>Continuous Learning Guide.....</b>	<b>13</b>
<b>Elementary Schedule- Sample 1.....</b>	<b>14</b>
<b>Elementary Schedule- Sample 2.....</b>	<b>15</b>

## Introduction

Fraser Public Schools has developed a curriculum that is comprehensive and challenging for our 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.

We understand the need to be flexible and provide families with options for learning in an environment that fits their needs. For the 20-21 school year, Fraser is providing **two** learning environments for students enrolled in grades K – 6.

Making a decision about which learning environment is best for your family can be difficult. This handbook outlines important procedures and expectations of our elementary virtual program to help students and parents make informed choices. It is important to note that students in our virtual learning environment need a learning coach at home to help facilitate the direct instruction they receive from Fraser teachers.

**Traditional Elementary Learning Environment:** Students are enrolled in our traditional elementary school program by default and are assigned to their home school. In this learning environment, students participate in face-to-face classes, to the extent possible, receiving instruction in a classroom setting directly from their teacher. When it can be done safely, in accordance with the strongly recommended/recommended protocols of the MI Safe Start: Return To School Roadmap, all courses will be taken in a traditional in person, face-to-face structure .

Fraser has chosen to begin the year virtually and provide weekly opportunities for small-group, in person instruction for all students throughout the first semester. These scheduled small group opportunities may include focused instruction, intervention, and assessments.

This learning model will be re-evaluated on a monthly basis and decisions may be made to increase or decrease face-to-face instructional time at any point.

**Virtual Learning Environment:** All families have the option to decline the weekly small-group, in person instructional opportunities for their child(ren). These students will remain fully virtual and will work asynchronously through content assigned by their teachers, in lieu of meeting face-to-face each week. Students will remain enrolled in their home school and will learn virtually alongside their peers.

Fraser Public School teachers provide course content and materials through itslearning and content is delivered with both synchronous and asynchronous learning opportunities. Expectations, identical to our traditional elementary learning model, provide for robust learning.

Elementary students enrolled in Fraser Virtual are still a part of our Fraser Family and are able to participate in band, choir and student organizations.

## Types of Learning to Expect in the Virtual Environment

<b>Synchronous</b>	<b>Asynchronous</b>	<b>Unplugged</b>
<p>This type of learning is done with a teacher <b>online</b> (live) at a designated time:</p> <ul style="list-style-type: none"> <li>● Live content mini-lessons</li> <li>● Lesson follow up</li> <li>● Assignment check-in</li> <li>● Online discussions</li> <li>● Teacher read-alouds</li> <li>● Live reflections</li> <li>● Digital games</li> </ul>	<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"> <li>● Teacher-recorded content mini-lessons</li> <li>● Tasks assigned from a website (Zearn, BrainPop)</li> <li>● Expert videos (view and respond)</li> <li>● Recorded reflections</li> </ul>	<p>This is time spent on activities that require little to no technology:</p> <ul style="list-style-type: none"> <li>● Journals/Workbooks</li> <li>● Writing pieces</li> <li>● Performance tasks</li> <li>● Nature/backyard exploration</li> </ul>

### **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.
- Students may have weekly opportunities to report to school for key small group instruction and assessments.
- Fraser Public Schools provides a device (iPad for K-8) to every student upon enrollment and completion of the Parent Technology Agreement.

## **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 with teacher
- 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**

Any requests to change your child's level of participation for small-group, in person instruction must be arranged with the building administrator. Any requests to transfer official enrollment between Fraser face to face and Fraser Virtual are permitted prior to the end of the first semester, January 22, 2021.

## **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. These assessments may be completed during in person, small group class meeting times. 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. You must appear at the designated location, date, and time to take your state assessments.

**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 1

Appendix E - Elementary Schedule- Sample 2

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

# 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.

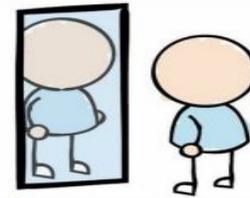


## ORGANIZED

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

*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 Elementary Schedule

Sample 1

	M	T	W	Th	F
<b>8:30-12:00</b>	<ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• Overview of the week and expectations</li> <li>• Small Group Instruction/ Conferencing</li> <li>• Virtual learning Myon Zearn BrainPop SpellingCity Special Journals (writing, math, science, soc st)</li> </ul>	<p>F2F instruction - (<b>1/3 students</b>)</p> <ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (<b>remaining 2/3 students</b>)</p> <p>Myon Zearn BrainPop SpellingCity Special science/social studies</p>	<p>F2F instruction - (<b>1/3 students</b>)</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (<b>remaining 2/3 students</b>)</p> <p>Myon Zearn BrainPop SpellingCity Special science/social studies</p>	<p>F2F instruction - (<b>1/3 students</b>)</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (<b>remaining 2/3 students</b>)</p> <p>Myon Zearn BrainPop SpellingCity Special science/social studies</p>	<ul style="list-style-type: none"> <li>• Virtual learning Myon Zearn BrainPop SpellingCity Special journals (writing, math, science, soc st)</li> </ul>
<b>12:10-1:30</b>	Lunch/specials/ silent reading	transportation/lunch/silent reading	transportation/lunch/silent reading	transportation/lunch/silent reading	Lunch /silent reading/specials
<b>1:30-3:30</b>	<p>Virtual whole class instruction</p> <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	<p>Virtual whole class instruction</p> <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• Literacy instruction</li> </ul>	<p>Virtual whole class instruction</p> <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	<p>Virtual whole class instruction</p> <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	<p>Virtual whole class instruction</p> <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>

## Sample Elementary Schedule

### Sample 2

<b>Times</b>	<b>Activity</b>	<b>Sample Content</b>	<b>Time on device (mins)</b>
<b>8:30-9:00</b> (Student must be online)	<b>Morning meeting</b>	School-wide announcement and Pledge, classroom calendar activities, identify supplies needed for the day, agenda, morning meeting etc.	30
<b>9:00-9:10</b>	<b>Break</b>	Gather needed materials, get the wiggles out - GoNoodle/Brain Break	
<b>9:10-9:40</b> (Student must be online)	<b>Math lesson - Paced with FTF classes</b>	Whole group Eureka Instruction (daily) Front Loaded content using Zearn the day prior	20
<b>9:40-10:45</b> (Student will work online for a portion of this period)	<b>Math small groups</b>	3-5 Student Small Groups 10-20 mins (3-4 times/week) to differentiate/reinforce/accelerate  Students will check in during their meeting time. Students not currently attending will work on assigned independent work – Zearn, math journals, math games, performance tasks, etc.	10-50
<b>10:45-11:15</b> (Student must be online)	<b>Special</b>	Daily - changes according to schedule  Students will pick up materials when in for testing - planned in two week intervals	30
<b>11:15-11:55</b>	<b>Lunch</b>	Break	
<b>11:55-12:10</b> (Student must be online)	<b>Read Aloud</b>		15
<b>12:10-12:40</b> (Student must be online)	<b>Reading Lesson</b>	Whole Group (daily)	30
<b>12:40-1:55</b> (Student will work online for a portion of this period)	<b>Reading groups</b>	4-5 Student Small Groups 15-20 mins (3-4 times/week) to differentiate/reinforce/accelerate  Students will check in during their meeting time. Students not currently attending will work on assigned independent work – vocabulary, activities to build reading skills – both written and digital	15-30
<b>1:55-2:05</b>	<b>Break</b>		
<b>2:05-2:25</b> (Student must be online)	<b>Writing Lesson</b>	Whole group (daily)	20
<b>2:25-3:00</b> (Student will work online for a portion of this period)	<b>Writing small groups -workshop/conferencing</b>	4-5 small groups 7-10 mins  Independent work – journal work; grammar	7-25
<b>3:00-3:30</b> (Student must be online)	<b>Science/Social Studies</b>	Whole group (daily)  Independent work – watch recorded experiments and videos, complete journal work	15-30