



FRASER REMOTE LEARNING HANDBOOK

2020-2021

**Grades 9 – 12
Guidelines and Expectations**

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Introduction

Fraser Public Schools has developed a curriculum that is comprehensive and challenging for our students. Student learning and student success are the focal point for instruction. Our staff continues to refine and improve the curriculum, teaching techniques and learning opportunities for our students.

Participating in a remote learning environment can be difficult. This booklet outlines important procedures and expectations of our secondary remote learning program to help students and parents find success. It is important to note that students will receive direct instruction from Fraser teachers. In addition, students should be self-motivated learners and commit to:

- Successfully complete the Fraser Remote Orientation course in Blackboard during SMART hour
- Regularly attend and participate in daily virtual classroom activities and lessons
- Follow course expectations, deadlines, and due dates
- Communicate weekly with your teacher via email or GoToMeeting
- Maintain academic integrity when working on all course work
- Designate a learning space in the home that is free of distractions and all materials are easily accessible
- Understand final grades will be issued and will count towards GPA for all high school courses

The administrative staff and counseling department are available to assist students and parents. Appointments and/or phone calls may be made to discuss issues or concerns. Do not hesitate to contact if you need assistance.

Fraser High School Administration

Administrator	Student last name:
Ryan Sines 439-7264	Principal
Brent Brasure 439-7221	CTE Director
Amy Jager 439-7270	Assistant Principal
Kyle Ray 439-7280	Assistant Principal
Shane Redshaw 439-7252	Athletic Director

Fraser High School Counseling

Counselor	Student last name:
Stacy Kalpin 439-7264	A - E
Eric J. Howell 439-7268	F - L
Andrea Hammer 439-7265	M - R
Marcela Dusaj 439-7266	S - Z

The material contained in this book is constantly subject to review. The faculty, administration and the Board of Education are always striving to keep the Fraser High School curriculum purposeful.

Fraser Remote Learning Procedures and Expectations

Attendance

All Fraser students are required to adhere to the attendance policy. Attendance is measured in three 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

Failure to regularly attend classes will result in written documentation and notification to administration. If an extended absence becomes necessary, written communication with student’s counselor and administrator is required. Continued absences will require Fraser to file truancy.

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.

Teacher Communication

All Fraser students are required to maintain weekly 2-way communication with his/her teacher throughout the semester for all 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 will result in documentation to administration. Continued absences will require Fraser to file truancy.

Types of Learning to Expect in Fraser’s Remote Learning Environment

Synchronous	Asynchronous	Unplugged
<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 • 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

Schedule

Fraser students will follow Fraser Public Schools district calendar as well as the Fraser High School Blue/Gold class schedule. Teachers will provide synchronous and asynchronous learning opportunities during scheduled class times. In addition, teachers will be available for additional help during scheduled class time.

Blue/Gold Daily Schedule

Monday (Blue)	Tuesday (Gold)	Wednesday (Blue)	Thursday (Gold)	Friday (Asynchronous Learning Day)	
1- 7:30-8:58	6- 7:30-8:58	1- 7:30-8:58	6- 7:30-8:58	BLOCK 1	7:30 - 8:08
2- 9:04-10:31	7- 9:04-10:31	2- 9:04-10:31	7- 9:04-10:31	BLOCK 2	8:12 - 8:49
3- 10:37-12:31	8- 10:37-12:31	3- 10:37-12:31	8- 10:37-12:31	BLOCK 3	8:53 - 9:30
4- 12:37-1:22	9- 12:37-1:22	4- 12:37-1:22	9- 12:37-1:22	BLOCKS 4 & 9	9:34 - 10:11
5- 1:28-2:18	10- 1:28-2:18	5- 1:28-2:18	10- 1:28-2:18	BLOCK 6	10:15 - 10:52
Monday-Thursday - Synchronous Learning				BLOCKS 5 & 10	10:56 - 12:56
				BLOCK 7	1:00 - 1:37
				BLOCK 8	1:41 - 2:18

FHS Lunch Schedule

Lunches (M-R)	Class Time	Lunch Time	Class Time	Lunch Schedule Asynchronous Days	
W		10:31 - 11:01	11:01 - 12:31	W	11:00 - 11:30
X	10:36 - 11:01	11:01 - 11:31	11:31 - 12:31	X	11:30- 12:00
Y	10:36 - 11:31	11:31 - 12:01	12:01 - 12:31	Y	12:00 - 12:30
Z	10:36 - 12:01	12:01 - 12:31		Z	12:30- 1:00

FHS SMART Block

All Fraser high school students will have a 50-minute SMART period daily. Students are expected to complete weekly goals, assigned activities, and meet with teachers for remediation during this time. Students are also required to have 2-way communication with their teacher at least once per week.

Academic Integrity

All Fraser 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 will be a written referral to administration where the student code of conduct will be enforced.

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.

- 7th Grade:
 - **MSTEP Math and English Language Arts** is a *required* to assess student knowledge on state standards administered in the spring of 7th grade year
- 8th Grade:
 - **PSAT 8/9** is a *required* preliminary version of the SAT that test for college readiness and AP Potential administered in the spring of 8th grade year
 - **MSTEP Science and Social Studies** is a *required* to assess student knowledge on state standards administered in the spring of 8th grade year
- 9th Grade:
 - **PSAT 8/9** is *required* preliminary version of the SAT that test for college readiness and AP Potential administered in the spring of freshmen year
- 10th grade:
 - **PSAT 10** is a *required* preliminary version of the SAT that test for college readiness and AP Potential administered in the spring of sophomore year
 - **PLAN** is an *optional* pre-ACT primarily for sophomores who want information on their skills, interests, and to develop plans for future goals.
- 11th grade:
 - **National Merit Scholarship Qualifying Test and Preliminary Scholastic Aptitude Test (PSAT/NMSQT)** is an *optional* preliminary SAT test that qualifies students for the National Merit Scholarship and is administered the Fall junior year
 - **SAT (Scholastic Aptitude Test)** is a *state mandated* test that qualifies students for college entrance and is administered the Spring of junior year
 - **Michigan Merit Exam (MME)** is a *state mandated* series of tests that include WorkKeys -a test for career ready skills and MSTEP- tests students proficiencies in Social Studies and Science; both are administered in the Spring of junior year
 - **ACT** is an *optional* test that students can take for college entrance during junior year or fall of senior year

Technology

Any student using equipment (computer, iPad, internet, etc.) owned by Fraser Public Schools, agrees 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](#).

PowerSchool Parent Portal

The Parent Portal application offers parents the opportunity to access real-time student information, such as grades, attendance, and class information. An Internet connection and email address is the only requirement to use this tool. All student information is delivered securely and can only be viewed by using the username and password information provided by your child's school. For assistance please contact Fraser High School: 439-7200.

Athletics

Fraser students are permitted to participate in Athletics. Please contact the athletic department with any questions and to ensure eligibility. Check the [Fraser Athletics Webpage](#) for more information.

Clubs and Other Extra-Curricular Activities

Fraser students are permitted to participate in after-school and other extra-curricular activities provided they meet eligibility requirements. Club meetings are subject to change to accommodate a remote environment.

[List of Fraser High School Clubs:](#)

Student Code of Conduct

All 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](#)

Additional Information

More information regarding Fraser High can be found from the below links:

[Fraser High School Registration and Scheduling Policies](#)

[Fraser High School Virtual Course Catalog](#)

[Fraser High School Face-to-Face Course Catalog](#)

Fraser High School Grading Information

Fraser High School will follow the same grading procedures as our traditional face-to-face program. Students are expected to follow all course procedures and assignment deadlines. All grades will count towards graduation progress, GPA, and class rank.

Career and Technical Course Grading

Fraser High School will use a different grading scale for all CTE courses. This includes any courses taken in the business, culinary, family & consumer science, health sciences and patient services, and industrial technology. This scale is due to State and National requirements for CTE programs. This policy is based on the four levels of rigor that students can demonstrate when receiving Career & Technical Education, per the program's Gap Analysis.

In order to get credit for CTE classes at FHS, students must pass with at least a 70%.

Failure to earn at least 70% results in a failing grade AND the student will not be able to continue with subsequent classes in the program.

Students who receive an FC in a CTE program are not eligible to move on into subsequent classes in the program.

Fraser Course Grading Scales

Final course grades are determined based on the below grade scales:

Non - CTE Courses		CTE Courses		SMART	
Grade	Percentage	Grade	Percentage	Grade	Percentage
A	94 - 100	A	90 - 100	A	85 - 100
A-	90 - 93	B	80 - 89	B	80 - 85
B+	87 - 89	C	70 - 79	C	75 - 80
B	83 - 86	F	< 70	F	< 75
B-	80 - 82				
C+	77 - 79				
C	73 - 76				
C-	70 - 72				
D+	67 - 69				
D	63 - 66				
D-	60 - 62				
F	< 60				

Fraser High School Graduation Requirements

8 Semesters of Attendance

AND 27.5 Credits

Fraser requires 27.5 credits for graduation. Below lists the mandatory courses for graduation.

COURSE	CREDITS
English	4
Algebra 1	1
Algebra 2	1
Geometry	1
Math or Math Related Course (1 credit of Math must be taken in the 12 th Year)	1
Biology	1
Chemistry I	½
Environmental I*	½
Physics I	½
Level II Science (Chemistry, Environmental, or Physics)	½
Government	½
Economics	½
American History	1
World History	1
Physical Education	1
Health	½
Fine Arts**	1
Career & Technical Education** *	1
World Language (K-12) ****	2
SMART*****	
Online Experience	

NOTE: One credit courses are full year courses. The student must sign up for both semesters to receive a full year of credit.

*Environmental Science I - Successful completion of AP Biology A and B, College Chemistry A and B, or Accelerated Chemistry A and B and Accelerated Physics A and B fulfills the Environmental Science I requirement.

**Fine Arts credit is earned through successful course work in the areas of World Languages, Art, Humanities, Stagecraft, Vocal and Instrumental Music.

***Career and Technical Education credit is earned through successful course work in the areas of Business Tech, Health Sciences and Patient Services, Family and Consumer Sciences, Industrial Tech, and Career Prep Center courses.

****A pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing a visual or performing arts course.

*****SMART Hour is required every semester unless you are in a school approved activity that conflicts with this time.

Appendix List

Appendix A – Profile of a Successful Online Learner

Appendix B – At Home Learning: Student Tips

Appendix C – At Home Learning: Parent Tips

Appendix D – At Home Learning: Checklist

Profile of a Successful Online Learner

Instructors with years of online teaching experience agree that students who have successful, satisfying experiences learning online share several critical characteristics.

Review these characteristics and answer these questions for and with potential online learners.

- **Good Time Management:** Can the student create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?
- **Effective Communication:** Can the student ask for help, make contact with other students and the instructor online, and describe any problems she/he has with learning materials using email, text messaging and/or the telephone?
- **Independent Study Habits:** Can the student study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?
- **Self-Motivation:** Does the student have a strong desire to learn skills, acquire knowledge, and fulfill assignments in online courses because of an educational goal? Can she/he maintain focus on that goal?
- **Academic Readiness:** Does the student have the basic reading, writing, math and computer literacy skills to succeed in the class?
- **Technology Prepared:** Does the student know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats (e.g., doc, xls, pdf, jpg)? (from Michigan Educational Technology Standards for Students 2009).

Adapted from: [State of Michigan Mentor Teacher Log](#)

At Home Learning: Student Tips

- * Set a wake-up time each day
- * Eat healthy meals and snacks
- * Include physical exercise each day
- * Set academic times for schoolwork
- * Include rest and quiet time
- * Make time for friends and family
- * Set a healthy bedtime

At Home Learning: Daily Student Routine

1 - Identify a place to study

- Avoid TV, phones, and other conversations
- Find a comfortable place to sit upright and organize your materials
- Let other people around you know its your study time



2 - Set a school work schedule. *What will your day look like?*

- Think about your day. When is the best time for school work?
 - Consider other responsibilities you have: babysitting, work, chores, etc.
 - Consider your free time and plan that in, too
 - Plan your day. Decide when you will do homework. Commit to that time.
- Take breaks as needed



3 - Determine your tasks for the day

- Log into Blackboard each day
- For each class, determine what your tasks/assignments are for that day
- Work on one class at a time to complete the task/assignments that have been posted for the week



4 - Complete the tasks

- Remember to turn your task/assignment in to your teacher
- Need assistance?
 - Reach out to fellow classmates
 - Join your teacher's scheduled GoTo Meeting
 - Reach out to your teacher via email. Remember, your teacher is not 'on call'. Be patient waiting for a response.

At Home Learning: Parent Tips

	<p>Set up a learner-friendly area</p> <p>Make sure your child has a well-lit place to complete homework. Keep supplies within reach.</p>
	<p>Schedule a regular study time</p> <p>Set a time of day for school work. Some kids work best in the morning while others may prefer the afternoon. Set a time that works for your family.</p>
	<p>Help them make a plan</p> <p>Encourage your child to break up the work into manageable chunks and take breaks as necessary. Create a work schedule for the day.</p>
	<p>Keep distractions to a minimum</p> <p>Reduce or eliminate TV, loud music, or phone calls.</p>
	<p>Make sure kids do their own work</p> <p>Children will learn when they think for themselves. Parents can make suggestions and help with directions.</p>
	<p>Be a motivator and monitor</p> <p>Ask about their school work. Give encouragement, check completed homework, and make yourself available for questions and concerns.</p>
	<p>Set a good example</p> <p>Does your child ever see you diligently working on something or reading a book? Be a good role model.</p>
	<p>Praise their work and efforts</p> <p>Praise their efforts in learning at home.</p>
	<p>Get help when needed</p> <p>Encourage your child to reach out to friends in their class with questions. Contact the teacher when needed.</p>

Adapted from: <https://kidshealth.org/en/parents/homework.html>

At Home Learning: 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.