

# FRASER ELEMENTARY VIRTUAL

## 2024-2025

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 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 24-25 school year and beyond, 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 will receive their instruction from a third party, [Lincoln Learning](#). Your child will be receiving direct instruction from a Lincoln Learning teacher. A Fraser teacher will be assigned as your child's mentor to help check in, keep him or her on track, and align the grading system with Fraser's.

Fraser Virtual students must be willing and capable to work independently at home in order to progress through the curriculum. For younger students, a learning coach will be a critical piece in your child's success. The learning coach, at home, needs to support the student with daily instruction, content delivery, and technology.

*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.*

## Virtual Learning: Key Components

- Students need a learning coach at home to help facilitate the instruction they receive from Lincoln Learning.
- Students will have weekly opportunities to check in with a Fraser teacher for SEL and academic support.
- Fraser Public Schools provides a device (iPad for K-6) 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 in Lincoln Learning
- Student participates in weekly 2-way communication with assigned teachers

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 during the four week count period. Count days typically occur in October and February each year.

### **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 and Fraser's Virtual Learning Coordinator. 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.

### **Schedule**

Fraser Virtual students follow the Fraser Public Schools district calendar. The Fraser Virtual Learning Coordinator will be available according to the Fraser Calendar. Asynchronous Lincoln Learning work, however, can be completed according to each family's at home schedule.

### **Learner Environment Changes**

Any requests to transfer official enrollment between Fraser face to face and Fraser Virtual are permitted prior to the end of the first semester. Fraser Public Schools will send out more specific information prior to the end of the first semester.

**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, 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 will be completed in person with the Fraser Virtual Learning Coach. 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 in person 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**

While Lincoln Learning will provide semester progress reports, our Fraser Virtual Learning Coordinator will also work to align the students' graders with Fraser's report cards. 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. Fraser Virtual Learning students will be provided a report card at the end of each semester.

### **Language Arts**

Students will not be given an overall grade. However, semester 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, semester 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 semester report indicates a score for each of the three units of study: Earth Science, Physical Science, and Life Science. Scores are based on observations, unit assessments, discussions, and performance tasks using the Secure, Developing, Beginning (S, D, B) scale.

### **Social Studies**

The semester 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 within Lincoln Learning, which vary by semester. 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 semester 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 semester 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.

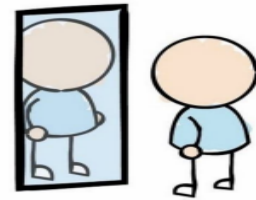


## ORGANIZED

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. 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**

