

Over the Fence

STATE LEADERS LEARN FROM FRASER

Fraser Public Schools is gaining the attention of the Michigan Department of Education.

First, State Superintendent Brian Whiston visited our district on Wednesday, November 8. The following week, a team of teachers, administrators and board members travelled to Lansing to meet with the State Board of Education and share the Fraser story.

Superintendent Whiston chose to visit Fraser so he could see how a competency-based learning model works and possibly begin the conversion of all public schools in the state to a CBL model. His visit included classrooms at Salk Elementary and Richards Middle School.

"Here in Fraser we saw a lot of great things: the way they organize classrooms, the feel of the classrooms, relationships between teachers and students and how students just own their learning," Mr. Whiston said. "The students knew what to do, what stations to go to and what they were working on, and they were highly engaged."

The Fraser team that went to Lansing included Superintendent Dr. Dave Richards, Assistant Superintendent Carrie Wozniak, Board of Education President Laura Edghill and Secretary Linda Corbat, and RMS teachers Andy Brodi and Tanya Leon. They met with the State Board throughout the day.

"CBL is the title of it, but in our message to the State Board, Tanya and I just explained how CBL is a process to really drill down each kid's learning to his or her level and move them forward to meet our expectations or competencies," Mr. Brodi said. "We also gave the teacher perspective as to how this process has allowed us to work with smaller groups of



kids, which has improved our relationships and connections with those students."

In addition to the team in Lansing, a group of FHS students met with the State Board via video conference to offer the student perspective of CBL.

"I do believe that it helped them get a better understanding of CBL, as they not only got to listen to a presentation from some of our Board of Education members, but they received real answers from us students as well," said senior Julia Wallace.

"I think it was not only eye opening for them, but it was valuable information to have the students tell the board because it is first-hand," said senior Julian Gantt.

"The reason we take the time to do these presentations is because it helps to build the awareness around not just competency-based education, but how important it is to design schools and school districts that better meet the needs of every child," said Superintendent Richards. "We are honored that the State of Michigan is looking at our district as an example of next generation learning."

SUPERINTENDENT'S MESSAGE

Dear Fraser Families,



The season of giving thanks is upon us. While I know I have shared my gratitude for every member of our Fraser Family in the past, I wanted to share with you a conversation I had a few weeks ago.

I was on my way back from Lansing with a team of teachers, Board of Education members and district administrators. We had spent the day meeting with the State Board of Education; explaining to them the work Fraser has done around competency-based learning. This trip to our state's capital came less than a week after a visit to Fraser from State Superintendent Brian Whiston.

During the drive, our Board of Education President Laura Edghill asked if I thought the trip was worth it. Did we help the State Board see the benefits of a competency-based learning model? As I thought about that question, I reflected on the work our district has done during the last several years.

Together, we have come so far in a relatively short amount of time. Each day our teachers, our students and our parents put in hours of work to make sure every student has the opportunity to succeed.

We have taken deliberate steps to build a foundation that aligns our curriculum, increases rigor and ensures our students are prepared for society's new ask.

My answer to Ms. Edghill was that of course it was worth it. Superintendent Whiston said it himself after his visit – our students are engaged in their learning and can articulate what they have learned and what they still must work on. Our teachers have become facilitators of learning, which allows them to know how each student learns best and the areas they need to improve upon.

It may be easy to feel overwhelmed or resistant to change, but we must not forget our most important goal – that every decision is made to do what's best for kids.

In this season of giving thanks, I want to give thanks to each one of you. The work you do every day is not going unnoticed.

With Fraser Pride,

Dr. Richards

CURRICULUM CORNER

COMPETENCY-BASED LEARNING MAKES SENSE IN FRASER

This is part of a series of articles that highlights stories of how personalized learning is taking shape in our district. You can catch up on previous articles and other information about our CBL transformation on our website: www.fraser.k12.mi.us/cbl



understand yet. If I do well on a competency that I feel strongly about but not so well on another one, I have time to go back and work with my teacher on the things that I need more help on, and eventually go back and retest to show that I now comprehend the content.”

Ms. Keith is part of the team who helped build the CBL framework in our learning management systems, which is key to helping teachers, students and parents know where everyone is at in their learning.

“In some cases, students are receiving enrichment opportunities, while in other cases students are receiving remediation,” said Ms. Keith. “Because students learn at different paces, in all cases what students receive is flexible and can change from day to day. As a result of students being met where needed, we are also finding students are far more engaged in their individualized learning activities.”

The opportunity for remediation is also available to students who do not master the competencies the first time.

“I really like how if I miss a day, and we take a test in that class, it gives me time to make it up,” FHS senior Julian Gantt said. “I think it does make more sense because it gives students the opportunity to actually learn the material if they were having trouble the first time around.”

Classmate Jackson Dettloff agrees that CBL helps him achieve a deeper level of learning.

“We go to school to learn, and CBL does just that,” said Dettloff. “It ensures that we fundamentally understand what we’re being taught. For example,

my elementary school wasn’t CBL. I never fully understood how to divide, nor did I understand fractions. As an effect, I still don’t like working with fractions or division because I’m not entirely positive that I know what I’m doing.”

But it is important to stress that CBL is not just about the technology each student has.

“One concern about CBL is the concept of giving a kid a computer and wishing them well with no direction,” said Richards Middle School Science Teacher Andy Brodi. “That is the farthest thing from the truth. CBL actually enhances that face time with kids and builds better relationships with them.”

Now that we are several years into our CBL transformation, students of all ages are taking ownership of their learning.

“It’s kind of the everyday life in school now; CBL is not unusual,” said Salk Elementary Principal Dr. Donna Anderson. “The philosophy students are in is ‘I’m the learner. This is what I do well, this is where I’m at and this is what I still need help on.’”



Increased engagement. Better relationships. Personalized learning. These things and so much more is why competency-based learning makes sense in Fraser Public Schools.

“In the past, 80 percent did not inform parents or teachers of what the student did or did not know,” said Kim Keith, an elementary instructional consultant for the district. “When assessing students now, teachers score individual learning objectives, making it easier to identify learning gaps and to focus each student’s learning experience on exactly what the student needs.”

Students are also more aware of their learning strengths and weaknesses, and know when they master a competency and when they need more support.

“CBL is definitely more focused on learning than just taking a test, getting a grade and moving on to the next topic,” said Fraser High School senior Julia Wallace. “CBL allows students to reach their full potential.

“I love that CBL gives me the chance to go back and reassess and reevaluate things I don’t quite

FHS FOOD PANTRY HELPING THOSE IN NEED ALL YEAR

Approximately eight years ago, then-Fraser High School Principal Dr. Dave Richards and several staff members created a food pantry at FHS. The pantry serves those in need throughout the year.

The FHS Student Services Department, consisting of counselors, social workers and psychologists, gather information from the students and then contact parents or guardians to see if there is a need.

Donations often slow down after the holiday season, but the need remains. If you would like to contribute to the FHS pantry, you can drop off items to the FHS main office or counseling office. Canned food is most popular, however, items like cereals, peanut butter, healthy snack foods and pasta are helpful too. Toiletry items and newer clothing are also accepted and appreciated.

The FHS staff hosts fundraisers through organizations and has made personal donations to fund this project.



Disney and Eisenhower Accept Mission of Kindness



Your mission, should you choose to accept it, is kindness. Eisenhower and Disney Elementary teachers Mrs. Milene Farkas, Mrs. Amy Laidlaw and Mrs. Andrea Filip have challenged 5th-grade students with this yearlong mission.

They began by reading the book, *Each Kindness*, by Jacqueline Woodson. In it, students learn that much like a stone thrown into the water, each act of kindness has a ripple effect.

The first strategy to execute this mission was to show the staff how much they are appreciated. Students at Eisenhower welcomed two new 6th grade teachers and Mrs. Jen Kelley on her return from maternity leave, expressed appreciation to Mrs. Lenore Kurans and Mrs. Kelly Zombo after iPad roll out week and to Mr. Denis Metty during Principal Appreciation Month.

At Disney, students decided to spread the ripple effect around the building or in the community every Friday. They pick staff members and deliver cards, hot chocolate and an emoji pen. The pen has become their trademark. If someone has this pen, you know they have been touched by the ripple effect!

The second strategy at Eisenhower was to continue with the annual Socktober collection.

Together with the student council, the entire student body of Eisenhower collected socks and blankets throughout the month of October for the area homeless.

To continue on this mission, the 5th-grade Eisenhower students are currently assisting in the Love for Puerto Rico Project. This project sends relief packages for the holidays and asked the students to make cards to be included with these packages.

"We are trying to show students that kindness spreads kindness in hopes that they take these lessons with them throughout their life," Mrs. Laidlaw explained.

At Disney, students extended their mission to the Veteran's Support Center on 15 Mile Road. They delivered their extra donuts and coffee from the Veterans Day breakfast from that morning. The veterans were thankful and took everyone on a tour of the building.

"The positive outcome from the ripple effect are the conversations I hear from my students," said Mrs. Filip. "One little boy came running up to me the other week with the biggest smile because another student from our class had just given him a beautiful quartz rock. I turned to the little boy who gave it to him and told him how thoughtful of him to think of his friend. His response to me was, 'I thought he needed to feel the ripple effect today!' My heart melted."



UNITED FOR KINDNESS WEEK AT EMERSON ELEMENTARY

Emerson Elementary had a great week bringing awareness to students about bullying. They started the week with grade level kick-off assemblies and some talented 4th-grade students acted out a bullying skit. After the skit, staff explained what bullying is and how to handle it.

Throughout the week, videos about bullying were sent out for the teachers to show their students, as well as allowing time for open discussion.

The staff also introduced the Buddy Bench to Emerson. The Buddy Bench is a place where students can sit on if they don't have anyone to play with at recess. The other students see the student and ask them to play with them. The students are already including more and more friends in their playtime, fostering more kindness and inclusiveness.

To wrap up the week, the whole school signed a pledge to end bullying. Every student signed it, promising to make Emerson a better place!

Kindness is the RMS Theme

Richards Middle School students and staff were recently surprised to find positive notes left on lockers throughout the school. The post-it notes started after the 7th-grade students attended the Okay2Say presentation about commenting on social media and how to decide what kinds of things you should post.

The presentation included a conversation about the mean things kids say to one another. After the presentation, some students decided to spread kindness by leaving positive messages on post-it notes around the building. The messages were well received by both students and staff.

The RMS staff is trying to continue to promote the idea of kindness and have created the hashtag #kindnessinthecastle, where they will feature acts of kindness and will be encouraging students to do the same.

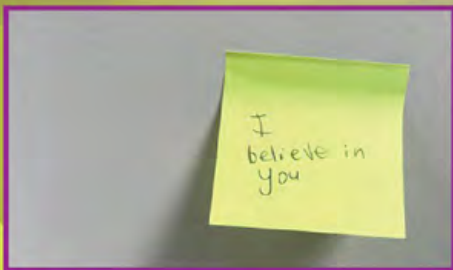
"I wanted to do it to spread kindness," said student Lauren Orsi. "Plus, I wanted to make someone's day if they are not having a good one."

"I wanted to show everyone that no matter who you are or what you look like, you are beautiful just the way you are and should be able to feel good about yourself," commented student Malina Palomo.

Students' reactions to the messages were as positive as the messages themselves.

"It felt good, but I was surprised by how many I got. I wish I knew exactly who was doing it, so they could give a thank you," said student Randi Wilson.

Seventh-grade teacher Jillian Husk summed it up, "I thought the messages the students were leaving for one another were cute. However, when I found one on my desk, I realized how uplifting they could be. It's always nice to know you are appreciated."



Students Work Election Polls

The City of Fraser recognized two outstanding Fraser High School students, Rayvon Jackson and Zane Torres.

Mr. Jackson and Mr. Torres offered their services and worked as poll workers for the November 7 general election.

"We cannot tell you how thrilled we were to have FHS students work the polls on Election Day" exclaimed City Clerk Kelly Dolland.

Any student interested in working the local, state and governmental elections may contact the City Clerk's Office at 586.293.3100 ext. 110 or 106, or email kellyd@micityoffraser.com or chelseaz@micityoffraser.com.

Students must meet the age requirement of 16 years old and will be paid \$140 for a very long day.



FHS STUDENTS PARTICIPATE IN NATIONAL CYBER SECURITY COMPETITION

The cyber security field is one that is changing every day, and careers are in high demand. This year, for the first time ever, two teams of students from Fraser High School participated in the CyberPatriot competition.

During the first qualifying round, students had six hours to log on to a remote desktop, and find and fix cyber security vulnerabilities in the simulated networks. Teams had to fix the issues as well as build up the system's defense to prevent future attacks.

"The students jumped at the opportunity to participate this year," said FHS Coding Teacher Ms. Christina Vrzonksy. "I told them we would all try this together," she added. Ms. Vrzonksy is in her first year of teaching at FHS.

The points the two FHS teams earned will be combined with the next qualifying round in early

December. Top teams will advance to the state round, semifinals and national finals in 2018.

The CyberPatriot competition was created in 2010 to attract students to high-demand cyber security careers.

"I'm so proud of them for trying something they've never done in their life," Ms. Vrzonksy said.

The CTE department at FHS is also considering offering a cyber security class next school year to help even more students become familiar with this career pathway.

"I'm so proud of them for trying something they've never done in their life."

— Christina Vrzonksy
FHS Coding Teacher

PLANNING AHEAD

DECEMBER

- 1 Elementary, DK, ECSE Half Day – Records – End of First Trimester
- 6 Elementary, DK, ECSE Full Day – Evening (4:30 – 7:30 p.m.) Conferences
- 7 Elementary, DK, ECSE Half Day – Afternoon (1 – 3:30 p.m.) and Evening (4:30 – 7:30 p.m.) Conferences
- 14 All Levels Early Release – District-Provided Professional Development
- 20 Last Day for Preschool
- 21 Last Day for Focus Four and Childcare
- 22 Last Day for DK & ECSE (*Childcare will remain open for DK before and after school only-Dec 22*)
- 23 – Jan 7 Winter/Holiday Break for Elementary, RMS and FHS

JANUARY

- 8 School Resumes

Distance Learning Lab

Third-grade students at Salk Elementary recently interviewed author Janie Lynn Panagopoulos through the ASK (Authors, Specialist, Knowledge) distance learning program.

Learning about Michigan is part of the 3rd-grade curriculum, and students read Ms. Panagopoulos' book, *A Place Called Home*, about the Mill Creek sawmill and the people who lived in the Straits of Mackinac during the 18th century.

Students worked collaboratively to create questions after reading the book. They also visited Panagopoulos' website to learn more about her and her historical research.

During the distance-learning lab, the author talked about places she has visited and spoke of canoeing 4,000 miles on the Great Lakes and Canadian waterways. She also shared her love of writing with the students and encouraged them to foster a love of writing.

"The third graders enjoyed speaking with the author and viewing historical archives. It was a valuable and memorable experience," said their teacher, Mrs. Rebecca Wolf.



FRASER EDUCATIONAL FOUNDATION AWARDS GRANTS

The Fraser Educational Foundation awarded seven mini-grants this year, which will affect students at four of our schools. Nearly \$5,800 was awarded to teachers and teaching teams to create sensory spaces and enhance the 21st century learning environment in Fraser Public Schools.

The grant program is funded through contributions from staff, parents, community members and local businesses. All district teachers are invited to apply for a mini-grant (up to \$1,000) or single grant (up to \$3,000) from the FEF that will enhance the learning experience or provide support for students in the learning process. Grants are awarded for items not typically covered by the school's operational budget.

CONGRATULATIONS TO THIS YEAR'S GRANT RECIPIENTS!

Amy Laidlaw and Shannon Descamps

Eisenhower Elementary

Grant Amount: \$950

Purchase Ozobot and Bee-Bot robots to establish a coding club for all students K-6. Depending on interest, there may be a lower elementary club and upper elementary club. Students will have to apply their growth mindset skills, as well as problem solving, logic and cooperative learning.

Whitney Saoud

Disney Elementary

Grant Amount: \$330

Create STEM bins for second grade classrooms. The bins will be filled with various items that will allow students to be creative and build critical thinking and fine motor skills.

Tanya Leon, Jackie Traub and Jillian Husk

Richards Middle School

Grant Amount: \$900

Purchase four BreakoutEDU boxes to benefit all 7th-grade students. The English 7 team already has several boxes, and the additional boxes will be used to enhance the curriculum by allowing students to demonstrate teamwork, collaboration and critical thinking to solve challenging puzzles in order to open their locked box.

Lori Wetzel

Richards Middle School

Grant Amount: \$830

Purchase a set of six Sphero robots for use by several groups in the school. The robots will replace a set purchased in 2014. The robots are used in the MakerSpace in the Media Center, by the Coding Club, and as a supplemental activity in Computer Literacy and Tech Ed classes for students moving at a faster pace through the curriculum. The new robots will also be integrated into math and science classrooms.

Andrea Ullicny

Richards Middle School

Grant Amount: \$780

Purchase items to create a sensory-rich environment that will benefit students with sensory, behavioral and attention issues in the special education and general education settings. Items include flexible seating, thinking putty, digital timers and exercise balls to help increase student attentiveness and motivation.

Mary Gillis and Diane Headapohl

Emerson Elementary

Grant Amount: \$1,000

Create a sensory room to benefit students who are both overwhelmed and underwhelmed in their learning environments. The room will include a variety of sensory activities and objects, such as balance boards, swing, trampoline and weighted blankets to help calm, soothe, comfort and motivate students both in special education and general education.

Renee Biegas

Emerson Elementary

Grant Amount: \$1,000

Enhance and expand the MakerSpace through the purchase of materials and supplies to be located in the Media Center. The MakerSpace is a hands-on environment where students can build 21st century skills, including collaboration, innovation and creativity.

FRASER
HIGH
SCHOOL



**Moonlight
Madness
AUCTION**

Silent/Live Auction

Friday, February 23, 2018

7:00 p.m. – Midnight

Vintage House

31816 Utica Road, Fraser

\$30 per person

Includes Hors d'oeuvres,

Dinner, Dessert,

ALL Beverages, Dancing

and FUN for ALL!

**TICKETS ON
SALE NOW!**

Contact

Ingrid Fryia

ingrid.fryia@fraserk12.org

Athena Kovalcik

athena.kovalcik@fraserk12.org

Must be 21 or older

*Benefits FHS Student
Activities and the Classes
of 2018-2021*

Penny Raft Challenge an Edison STEM Activity

Sixth-grade students at Edison read the novel, *The Clay*, in their language arts class. In the novel, a young boy, Phillip, finds himself stranded on a raft in the ocean with a man named Timothy, a cat named Stew and limited survival items.

After reading the novel, they were assigned a STEM (science, technology, engineering and mathematics) activity, the Penny Raft Challenge. Students built a raft to hold the characters and survival items like in the story. They used cross-curricular skills from math (measuring, determining weight, surface area), science (hypothesis, trial and error in experiments, reevaluating, reassessing, load distribution), and art (designing, drawing, labeling).

Students worked in groups to design, build and test a raft made from limited materials. They had 10 straws, rubber bands, tape and sting to construct a raft. The goal was to build a raft that could hold the most pennies (survival items) possible while still floating. The raft also had to carry two people (army men) and a cat (plastic frog).

Students then reflected on what they would do differently given another chance, identify perspectives other students brought to the group, evaluate what made working as a group easy and what was challenging about it, and determine how this activity might translate to a real-world situation.

“Students loved this activity!” said 6th-grade teacher Mrs. Kristin Lehman. “They were excited to be involved in a hands-on experience. I saw students who have difficulty with language arts concepts excel at this opportunity. So many students thanked me at the end of our time for bringing something new and different to our Language Arts lesson. They really connected the activity with the novel and were talking about how the characters would survive on the raft.”



Latchkey Students Remember Our Veterans

Latchkey staff and students at Salk Elementary honored the men and women who have served our country with a creative project.

The students decorated 75 pairs of slipper socks for the veterans who are patients at the Veterans Administration Hospital in Detroit. Each family donated money to purchase the socks and children decorated them with ribbons, stamped on stars, and added a non-slip grip to the bottom. Each pair of slipper socks also included a thank you note.

The Vietnam Veterans of American, located on 15 Mile Road, were grateful to receive these special socks and distributed them to the patients at the VA on Veterans Day.

This is the second year the students have done a project to show their respect for our veterans. Last year they created 57 U.S. flags out of burlap sacks.



DISNEY HOSTS VETERANS DAY GATHERING

An emerging tradition at Disney Elementary is for students to honor a special veteran with a place on the Wall of Honor, as well as an invitation to coffee and doughnuts for Veterans Day. This year the celebration was hosted a day early due to the holiday falling on a Saturday, but the sentiment was the same. Veterans, parents and students gathered in the gym to share stories and honor the service and sacrifice of their veterans.

Students throughout the school submitted veterans for the Wall of Honor – which included a picture and some information about a special veteran in their life. They could then invite that veteran to the school for the morning program.

Sixth-grade student Emily Van Houten invited her father, Dale to attend.

“She doesn’t talk about her dad’s service,” said her mother Rocio Van Houten, who added her daughter was young when her husband served. “It brings back more memories for her, and gives her an opportunity for her to share her pride in her dad’s service.”

Writing PARTNERS



Edison Elementary 1st-grade students are nearing the end of their first writing unit. This focuses on narrative writing, particularly about small moments. The students have been crafting stories about events in their lives.

They are now preparing to share the writings in an Authors' Celebration. To prepare, all students work with a partner to choose a piece of writing that represents them and includes the writing elements they have been studying. Some of these elements are describing character and setting, using temporal words, using leads and endings to creatively start and end the story, and including dialogue.

The partners work together to choose a piece and then revise, edit and prepare to share with their classmates.

"As a teacher, this encourages the students to actually take the time to edit and revise their work. First graders often finish something and say, 'I'm done!' They

have no interest in going back and looking at a finished piece. With partners, they are excited to help each other and then share final writing pieces with everyone. Teachers purposely pair them so that they can help each other academically," explained teacher Mrs. Erin Krajewski.

"As a teacher, this encourages the students to actually take the time to edit and revise their work. First graders often finish something and say, 'I'm done!'

— Mrs. Erin Krajewski
First Grade Teacher



Impressive Finish for Edison Running Club

The Running Club at Edison Elementary completed their season with an impressive finish at The Howl-O-Ween Hustle at Lake St. Clair Metro Park.

Club members trained for four weeks; learning about teamwork, strength and endurance training, and proper nutrition for an athlete.

Student athletes included Katelyn Frazier, Addison Donnelly, Xavier Batchelder, Julian Hammond, Landon Roberts, Christiano Ruhl, Jalen Taylor, Jacob D'Ambrosio and Brendan Smigielski.



All of the athletes on the team placed in the top half of the 14 and under category, including Brendan Smigielski who finished in 1st place, Katelyn Frazier in 8th place and Jacob D'Ambrosio in 14th place!

The team also had four Edison alumni, Emily Plouff, Taylor Frazier, Mia Sape and Nicholas Borkowski who raced and also had fantastic finishing times.



PRESCHOOL SCIENTISTS

As part of the preschool science curriculum, the students at Dooley became scientists and learned the concepts of sinking and floating.

In small groups, each child chose an item and made a prediction of whether the item would sink or float. Then each child tested to see if the prediction was correct.

Students learned that trying things out to see if their ideas are correct is called an experiment. In addition, they learned to observe and note details in an experiment and to classify objects into categories: sink or float.

The children laughed as they tested their predictions. It was surprising for them to learn that it's not the size of the object that determines whether it will sink or float, it is what it is made of.



Health and Fitness Day

Positive behavior was rewarded at Emerson Elementary with a Health and Fitness Day.

Students wore their favorite college sports apparel for exercising, brought healthy snacks and bottled water, and packed a healthy lunch with fruits and vegetables.

Each grade level participated in an age appropriate 30-40 minute class, which combined Zumba, calisthenics and aerobic exercise.

For many students, the highlight of the day was learning and dancing the steps to Michael Jackson's "Thriller."

TWAIN 6TH-GRADE BUDDY PROGRAM

Twain Elementary has established a 6th-Grade Buddies Program. Once a week, 6th-grade students buddy up with kindergarten students to practice letter and sound recognition, work on seasonal projects together and practice math concepts.

This program enables the younger students to improve, finish projects and enjoy a different way to learn the material. Plus, they know one of the “big kids” in the school.



When the kindergarten students see one of their buddies in the hallway or at lunch they light up. The 6th-grade students love to see the reactions of their buddies and take working with the

younger students very seriously. They enjoy helping their little buddies and really want to see them succeed.

The 6th-grade students also learn leadership skills while working with the younger students.



Alumni Shares Experiences with FHS Students



don't feel the love of the music, there's no reason to make it your passion."

Since graduating from Fraser in 2013, Jason has been very fortunate to have toured the world while drumming for various artists and has played on two Top 30 Billboard charting songs. He is currently playing drums for rock legend, Ted Nugent and has also toured with Mitch Ryder and Joe Lynn Turner (vocalist for Rainbow and Deep Purple).

In 2016, Jason was named a Managing Partner of Prudential Music Group and oversees the day-to-day operations of two record labels and a publishing company.

Jason was very involved in the performing arts when he was a student at FHS. "My parents always joked because I was there so much that I pretty much lived at school. Being involved with so many activities helped me build a really strong work ethic that has translated into my professional life.

"The best advice I could give to any student is to get involved with any and all programs you can at Fraser. Give 110% when working on any project, homework or activity. Building a strong work ethic can get you far in life and if you put your mind to it, you can really accomplish anything."

Fraser High School graduate and current Ted Nugent drummer Jason Hartless, Class of 2013, recently visited FHS band students to share his experiences and talk about careers in the music industry.

Jason spoke to the students about what it is like being a touring musician today. He said that what Fraser students are learning right now in the Performing Arts Career Academy is incredible and extremely important for their future careers in any music field. Jason was a FPACA student and what he learned in music theory, ear training and orchestra helped shape his musicianship as a performer and helped him to be admitted to the College of Music at Berklee School of Music.

He also spoke about getting a degree in music business. The students were surprised at the number of jobs and opportunities that come from a degree like this. The music field is more than just being a teacher or a performer.

"Jason made a comment about feeling the music, and I thought it was something to really consider if you want to be in the field of music," said freshman Jaylinn Willis. "Because if you





Emerson Cranbrook Adventure

“We had a fantastic time exploring all of the different exhibits as we worked to complete a scavenger hunt. We had a fantastic day being scientists!”

– Mrs. Lauer
4th Grade Teacher

Students study the moon, sun and Earth in 4th-grade science, which includes a month-long observation of the moon and learning why the moon appears to change shape. Students also do a comparison project of the sun, moon and Earth.

To enhance this unit, 4th-grade students at Emerson Elementary had a wonderful adventure at the Cranbrook Museum. The students visited the planetarium to learn about the Milky Way, moon phases and participated in a scavenger hunt.

The scavenger hunt was a guide to help students navigate around the museum. Students needed to read the exhibits in order to answer the questions. They also had the opportunity to visit the chocolate traveling exhibit to see how chocolate is made.

“We had a fantastic time exploring all of the different exhibits as we worked to complete a scavenger hunt. We had a fantastic day being scientists!” explained 4th-grade teacher at Emerson, Mrs. Shannon Lauer.



DISNEY ELEMENTARY REVAMPS PBS

Disney Elementary has a new twist on its positive behavior system (PBS). The Disney PTO dedicated a significant amount of time to build an Incredibles theme for this year's program.

Students are acknowledged daily for incredible behavior with Incredibucks. Each month students are highlighted for incredible things such as level of improvement, achievement, social contributions, or best effort. The monthly acknowledgement begins with a school newsletter article for highlighted students and is concluded with a celebration activity planned by the teaching staff.

The goal is to reinforce the Disney Best Behaviors and provide positive feedback frequently to students throughout the year. To go along with the theme, the PTO also coordinated with Disney staff to build the “Incredible Store” for students to shop with Incredibucks.

HOWELL DAY CAMP FOR EMERSON'S 6TH GRADERS



The 6th-grade class at Emerson Elementary took a fun adventure to the Howell Nature Center before the weather changed. The students worked on team building, survival and communication skills.

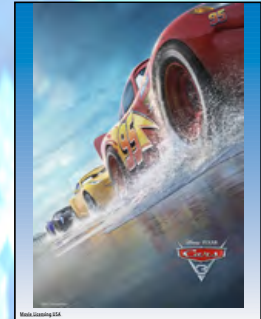
The courses included high ropes, zip lining and a class on local endangered animals. Although the weather seemed grim for the 6th grade field trip, they were fortunate to miss most of the heavy rain until the very end of the day.



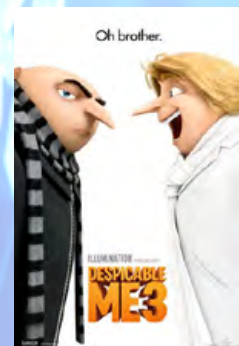
FRASER WINTER MOVIE FEST 2018 FRIDAYS AT 7 PM IN THE HIGH SCHOOL



Friday, December 8



CARS 3
Friday, February 9



Friday, March 9
Only \$1 for anyone with
Fraser Public School ID.

Nothing to get, nothing to do!

Just show up and enjoy!!

Admission is first come first served and limited
to the first 600 attendees.

**Concessions will be available for
purchase!**

Proceeds benefit the Journalism
Program at the high school

Watch for updates and news

FHSTheFlash.com

Admission: Adults - \$3, age 6-12 - \$1, & under 5 – Free

All Movies Doors @ 6:30PM CONCESSIONS available in the High School Auditorium

THE FRASER EDUCATIONAL FOUNDATION NEEDS YOUR SUPPORT!

Dine at El Charro to Support the Fraser Educational Foundation

Present this flyer at Fraser's **El Charro** to
have 20 percent of your bill donated to
the Fraser Educational Foundation!

**Monday, December 4, 2017 –
Thursday, December 7, 2017**

*Valid from 11:00 a.m. – 10:00 p.m.
for dine-in and carry-out orders*

El Charro Mexican Restaurant
16720 East 14 Mile Road, Fraser
586.294.3520

The Fraser Educational Foundation is a nonprofit, tax-deductible organization. The objective of the foundation is to provide funding that will enhance teacher creativity, student enrichment and community involvement through activities that go beyond the scope of normally funded school budgets and responsibilities.

The foundation supports Fraser schools with donations from teachers, individuals and local businesses. Over the last 20 years, the Fraser Educational Foundation has averaged \$12,000 in grants annually.

The grant program supports funding for all levels (DK-12). Some examples of recent projects the foundation has supported include grants for the purchase of books, supplemental education programs, online access to special interactive technology websites, virtual simulation software, and much more.

Visit www.fraser.k12.mi.us for more information or call 586.439.7004 to become a friend of the Foundation!