



# Welcome to Chatfield's Community Informational Meeting



**CHATFIELD  
VIRTUAL  
ACADEMY**

**A UNIQUE LEARNING OPPORTUNITY FOR STUDENTS IN GRADES K-5**

# Agenda

The Vision for Chatfield Virtual Academy

The Right Fit for Chatfield Virtual Academy

What is Edmentum's Calvert Learning?

What is the parent/ family role?

Family resources

Expectations/ Guidelines

A look into Calvert

Why Choose Chatfield Virtual Academy?

Q & A



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# Vision

A high-quality curriculum and the resources of a high performing school

Learning at home with a structure to keep each child growing with appropriate grade level standards

Special learning opportunities with Willows Ecology Center

A unique learning community



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# The Right Fit

A family decision...

- Stay at home for learning
- An adult at home who can monitor and support their child's learning
- Comfort with technology and internet use including various applications that support learning and assessment
- Willingness to explore unique learning opportunities
- Working closely and collaboratively with Chatfield mentor or other staff



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# We are excited!

Edmentum's Calvert Learning Curriculum and Program is designed for young learners!



Child Friendly

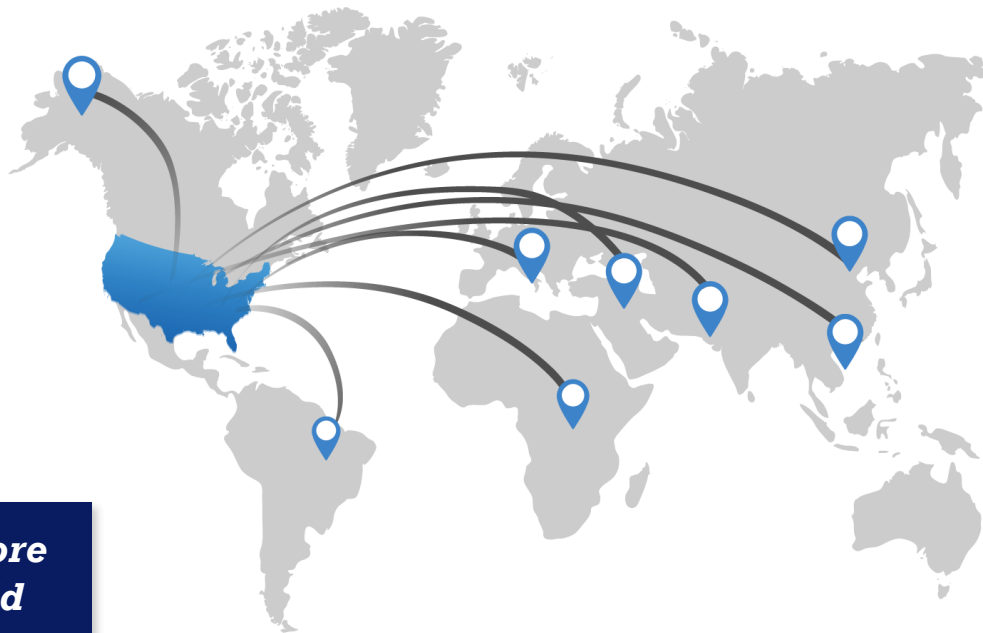
Parent Friendly



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# Calvert: 100+ Years of Academic Innovation



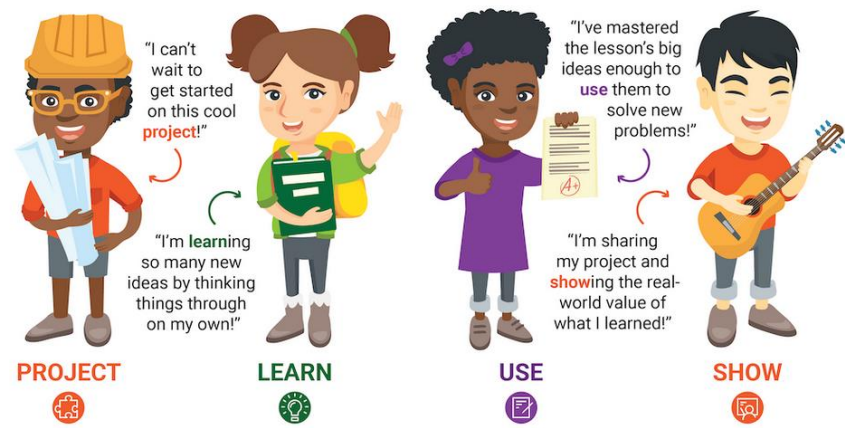
*Students in all 50 states and in more than 90 countries around the world*

# 2020 Grade 1 Language Arts

Total Days of Instructions: 185

## Assessment Overview

ASSESSMENTS	Complete
Rate Your Excitement/Enthusiasm/Progress/Readiness/Understanding	(6/82)
<b>Total Non-scored Assessments:</b>	<b>(6/82)</b>
Use for Mastery *	(1/39)
Unit Quiz *	(1/6)
Quick Check *	(6/56)
Projects *	(0/3)
<b>Total Scored Assessments:</b>	<b>(8/104)</b>
Indicator of * = Scored Assessment	



## Course Structure

EXPAND UNITS	
Getting Started	Days in Unit: 2
Unit 1 - The Best Day Ever!	Days in Unit: 31
Unit 2 - My Favorite Sweets!	Days in Unit: 29
Unit 3 - Lessons in Making Choices	Days in Unit: 30
Unit 4 - Planting for the Future	Days in Unit: 28
Unit 5 - Observing the Messages of the Natural World	Days in Unit: 31





LEARN

## Curated Curriculum

- English Language Arts – Pearson *ReadyGen Library* e-texts
- Math – Houghton Mifflin Harcourt's *Math in Focus*
- Social Studies – McGraw Hill *Networks Social Studies*
- Science – Houghton Mifflin Harcourt's *Science*
- Additional support pieces – BrainPOP Jr., Discovery Education, ExploreLearning, Legends of Learning Games

*Link to additional information for each grade level in the chat now.*



# Electives K-5



LEARN

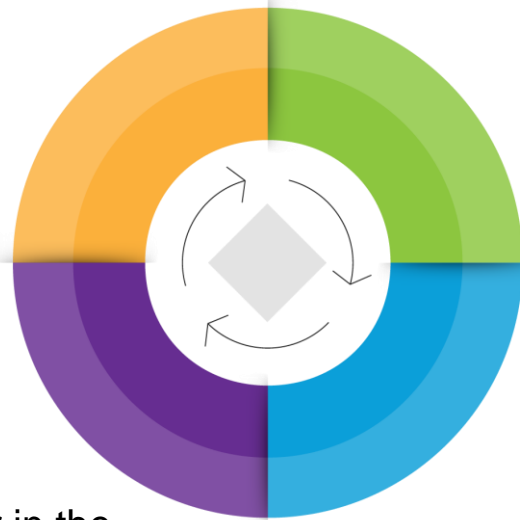
Grade	Elective 1	Elective 2
K	Elementary Health K	Elementary PE K
1	Elementary Health 1	Elementary PE 1
2	G2 Art and Picture Study	Elementary PE 2
3	G3 Art and Picture Study	Elementary PE 3
4	G4 Art and Picture Study	Elementary PE 4
5	G5 Art and Picture Study	Elementary PE 5



# In the elementary program our *Learning Team* is a partnership for success!

**Student**

**Virtual Instructor**  
is the certified teacher  
providing support through  
online services.



**Learning Guide**  
is the adult in the home or in the  
classroom working with students.

**School District**



## Role of the Virtual Instructor

**Your virtual instructor is a state-certified online instructor who...**

- Grades and provides thorough feedback within 48 hours
- Responds to student questions via phone, Zoom, or email to provide clarification within 24 hours
- Holds office hours daily for Learning Guide and student drop-in support to get questions answered and support with curriculum
- Monitors students' progress and success based on flexible learning paths in support of the school's schedule
- Prepares bi-weekly progress report data for facilitators which includes current grades; recommendations concerning student pace, progress, and performance; and remediation as needed
- Builds positive relationships with students to support their learning and self-advocacy development
- Proctors diagnostic assessments 2-3 times per school year
- Holds 2 synchronous sessions (Math and ELA) daily, Monday-Thursday
- Provides a transcript upon successful completion of the course(s) or final grades to the district.

# What is your role?

Teacher	<i>Family</i>	Student	School Admin
Grades assessments within the school's guidelines, and any other duties assigned by the school administrator (may include live sessions)	<b>Serves as the primary day-to-day teacher, providing instruction using Calvert's learning guide resources within the platform.</b> <i>For students in K – 2 expect to work with your child 3 – 4 hours per day</i>	Completes lessons and assessments in a timely fashion	Communicates with families on behalf of the district/school
Provides quality, instructional feedback on assessments	Acts a proctor for assessments	Completes lesson and assessments in an honest manner	Monitors student progress and performance
Responds to student questions about assessments	Reviews graded assessments and feedback with the student	Incorporates teacher feedback	Approves solutions for struggling students
Communicates with the parent about student progress on a consistent	Contacts the teacher if any questions regarding the curriculum arise	Informs Learning Guide and/or contacts teacher if any questions regarding	Communicates with the assigned teacher on a regular basis



## PROJECT

### Project: Time to Wake Up!

#### PROJECT DESIGN TOOL

Is it hard for your parents to get you up in the morning? Have you stopped responding to the same old alarm going off every morning and your parents need a better way to wake you up reliably? What about them using physics to make you up for sure? Rubie Goldberg was an inventor who used pushes and pulls and changes in motion to make lots of easy machines to do the simplest tasks. Like feeding a pet or turning on the light. You are going to use his approach to use pushes and pulls and changes in motion to make an alarm clock you can ignore for your parents to help wake you up. As you go, you will make a blueprint of all of your ideas and construct a working model with recycled materials. But there are some challenges with the project, so you will need to be creative. You will need to work within a budget, include certain types of pushes or pulls and different motions, and your alarm clock must wake you up within five minutes of your parents setting it in motion. When your alarm clock is finished at the end of this project, you will record it in action and share it with others. Ready to get started?

Let's look at an example of how one 8th-grade student made her own [Rubie Goldberg machine](#) from [Science Alive! 11/1/11](#).



Did you see how one event made something else happen? How did the machine get started? List three changes you saw. Describe this Rube Goldberg machine in your Science notebook. Tell when things moved fast. Tell when things moved slowly. Be sure to tell how Laura kept the ball on the train track.

#### PROJECT DETAILS

Here is what your project needs to include:

- at least three pushes and pulls
- at least three changes in speed
- at least three changes in direction
- at least three ways of moving, such as back and forth, up and down, zigzag, or round and round
- a noise loud enough to wake you up

## Project Rubric

### Time to Wake Up!

Read the chart below to understand how your project will be scored.  
Your goal should be to earn all 4 points for each part.

CRITERIA	4 POINTS	3 POINTS	2 POINTS	1 POINTS
<b>Explain forces in the machine</b> 3-5.ETS1.A.1	3 or more forces are used and explained correctly.	2 forces are used and explained correctly.	1 force is used and explained correctly.	1 force is used but not correctly explained.
<b>Change speeds and directions</b> 3.PS2.A.1; 3-5.ETS1.A.1; 3-5.ETS1.B.1;	4 or more changes, at least 2 speeds, and 2 directions are shown and described.	3 changes include at least 1 speed and 1 direction are shown and described.	1 or 2 changes that show only speed or direction are shown and described.	1 change that shows only speed or direction is shown and described.
<b>Change patterns of motion</b> 3.PS2.A.1; 3-5.ETS1.A.1; 3-5.ETS1.B.1;	3 or more different patterns of motion are shown and described.	2 or more different patterns of motion are shown and described.	Shows and correctly describes 2 of the same pattern of motion.	Shows and correctly describes only 1 pattern of motion.
<b>Demonstrate that it works</b> 3-5.ETS1.B.1; 3-5.ETS1.B.2; 3-5.ETS1.B.3; 3-5.ETS1.C.1	Machine works on the first or second try and makes a loud noise at the end.	Machine works on the third try and makes a loud noise at the end.	Machine works after resetting 3 or 4 times and makes a loud noise at the end.	Machine works but does not make a noise that would wake someone.
<b>Wake up time</b>	Alarm clock finishes within 5 minutes.	Alarm clock finishes at 5 minutes, 30 seconds.	Alarm clock finishes at 6 minutes.	Alarm clock finishes over 6 minutes.

Total possible points: 20



SHOW

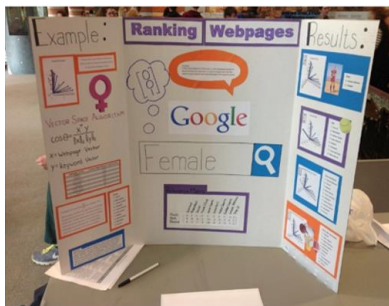
## Thomas Barnardo

Have you ever experienced being poor or homeless? Well, in the 1800s there was a boy named Thomas Barnardo. Thomas Barnardo was born in Dublin Ireland on July 4, 1845 where there were homeless children everywhere. Thomas Barnardo is known because he saved many children from starvation and the cold. If he did not help the children, many children would have died from starvation, the cold, and even people sometimes doing harm to them. This is Thomas Barnardo's story.



It all started when he was a child. As a child he was usually ill, but did you know that he was persecuted dead because he was very sick even though he wasn't? He then went to work as an office worker even though he didn't pass his exams when he was a kid. When he was a teenager, he became an Evangelical Christian and watched the bible in ragged schools. He quit his job to be trained as a missionary. He also tried to qualify to be a doctor and go to China to work but that never happened. He stayed in Dublin Ireland to help homeless children, with his mom. He then started working in a ragged school and he saw homeless and starving children. So then finally he made his own ragged school to teach children. One night, a boy asked if he could sleep in the school because he did not have a family or a home. When Thomas

Barnardo found out were most children sleep he built a home for boys where they got food, shelter and education. One day, a boy wanted to live in the home for boys but he was turned away and since he was turned away he was found dead from starvation and the cold two days later. Thomas Barnardo was so upset that the boy got turned down, that he then placed up a sign that said that a child will not be refused admission. About three years later, he married a girl named Sybil Elms and they made the first home for girls. He also tried to find foster parents for every child every day too. Thomas Barnardo got ill when he was fifty years old. He got ill from a heart condition and his doctor said he should rest. Even though the doctor told him to rest, he still worked. When he was sixty years old, he died and he was given a hero's funeral.



# Use (Tests/ Assessments)



## USE

✓ USE FOR MASTERY

Preview Mode: Your score will not be recorded

Number of attempts allowed: 1

You learned how details in a story make it interesting. Now you will use details to tell a story you know. Think of a story you like a lot. That way, you'll know it very well.

Think about these questions about your story:

- It names all the characters
- It tells the setting, or where and when the story takes place
- It tells all the events of the story, or plot, in order

These steps will prepare you to retell your story. Ready? Now retell your story. Type your answers in the text box below or have your Learning Guide type your answers in the text box below.

B / [Rich Text Editor Icons]

0 / 10000 Word Limit

[Upload Files]

(PDF, JPG, GIF, PNG, file formats supported)

0 / 2 File Limit

Submit

1 of 1

### Response Options to Choose From:

- A voice recording. Families can use SpeakPipe.com to record an oral response. The link to the recording will be copied and pasted into the text box of the submission.
- Bullet Points versus paragraphs
- Webs (or other graphic organizers)
- Hand drawn pictures with captions



- Teaching notes – videos, answer keys and teaching tips

## Numbers to 10 - Part 1

Teaching Notes

ON ☐

### LEARN

#### TEACHING NOTES

When you read the poem on [p.1](#) in **Math in Focus, Book 1A**, with your student, have him count on his fingers as you read each number. Watch how he counts the different toys in the **Recall Prior Knowledge** section [p.2](#). Ask: How many objects are in each set? Make sure he can tell you each amount and understands that the number is the same in each matched pair. Then have your student complete the **Quick Check** [p.3](#). **Watch how your student counts.**

Encourage the practice of putting 5 items in a row and putting the remaining items in another row.

If your student needs more practice, put small objects such as coins or buttons into piles and have him count them. You can also say a number and have your student create a pile.

You may find it helpful to view the following video:

**Instructional Support Video:** [Learning to Count](#)

#### LOOKING FORWARD:

Several of the lessons in the next few chapters will involve counting. You may want to put 10 counters or connecting cubes and a ten frame in a sandwich bag and keep it with your student's math materials.

- Parent Success Zone – website for parent resources
- Parent Webinars – ongoing and informative
- Technical Support [support@edmentum.com](mailto:support@edmentum.com) or 800.447.5286 option 9

## Suggested Daily Schedule

 [INPUT DAILY ATTENDANCE](#)

The following is your suggested daily schedule. Although each subject should be studied in its designated order without omissions, it is important to adapt a schedule and pace to meet your individual needs.

	Day 1	Day 2	Day 3	Day 4	Day 5 >
Grade 1 English Language Arts	<b>Completed</b> <a href="#">Welcome to Calvert - Grade 1 English Language Arts</a> L U S	<b>Completed</b> <a href="#">Before You Begin - Grade 1 English Language Arts</a> L U S	<b>Completed</b> <a href="#">Course Materials - Grade 1 English Language Arts</a> L U S	<a href="#">Project: The Best Day Ever!</a> L U S	<a href="#">Let's Meet Stellaluna! - Part 1</a> L U S
Grade 1 Math in Focus	<b>Completed</b> <a href="#">Welcome to Calvert - Grade 1 Math</a> L U S	<b>Completed</b> <a href="#">Before You Begin - Grade 1 Math</a> L U S	<b>Completed</b> <a href="#">Course Materials - Grade 1 Math</a> L U S	<b>Completed</b> <a href="#">Numbers to 10 - Part 1</a> L U S	<b>Completed</b> <a href="#">Numbers to 10 - Part 2</a> L U S
Grade 1 Science	<a href="#">Welcome to Calvert - Grade 1 Science</a> L U S	<a href="#">Before You Begin - Grade 1 Science</a> L U S	<a href="#">Course Materials - Grade 1 Science</a> L U S	<a href="#">Project: Sound and Light Show</a> L U S	<a href="#">Making It Move with Sound - Part 1</a> L U S
Grade 1 Social Studies	<a href="#">Welcome to Calvert - Grade 1 Social Studies</a> L U S	<a href="#">Before You Begin - Grade 1 Social Studies</a> L U S	<a href="#">Course Materials - Grade 1 Social Studies</a> L U S	<a href="#">Project: Life Then and Now</a> L U S	<a href="#">Thinking About Life Long Ago - Part 1</a> L U S

# Expectation for Online Students

- **Attendance** Any 5 out of the 7 days of the week. Attendance is recorded.
- **Work completion in a timely manner** Staying on pace with the Daily Schedule and pacing guide is also extremely important for the success of your student. Although there is some flexibility within our pacing, we do not want a student to fall behind more than two weeks. If a student begins to fall behind and has not had communication with their online teacher, the Partner School Facilitator will be notified immediately.
- **Weekly communication with your online teacher** Whether it is through the collaboration tool in the platform, via email, a phone call , or through live sessions we do expect that students are in communication with their online teacher at least once a week, but daily during synchronous instruction is recommended. Your online teacher wants to be able to check in with students and families on a regular basis.

# Guidelines for Student Success

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- Set personal academic goals each week. Write them down and keep them in place where it is visible throughout the day.
- Spend at least 4 hours per day, 5 days a week. Those days can be any 5 out of the 7 days of the week
- Establish a regular routine
- Read/Listen to the teacher's feedback with your Learning Guide. Create a plan to incorporate the feedback into your next assignment.

# Guidelines for Family Success

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- Establish a regular routine. Involve your student in the process.
- Build in study breaks and opportunities for movement.
- Set aside a dedicated space for schooling, keeping interruptions to a minimum.
- When it is time for Test the Parent becomes the proctor to make sure that the student can show what they have learned in their lessons.
- Review the lessons at least a day in advance. Use the Teaching Notes and Answer Keys to check student work regularly.
- Allow for time to reflect on lessons and decide what worked and what may need to be changed for the following week.

Login

## Welcome to EdOptions Academy


User Name:

Password:

Login

 View Courses

 Request Information

 Apply Now

 Forgot Password

# Additional Details

- Chatfield provides the required technology, schedules students into full time online courses, time and monitors students' attendance and participation. Course completion timelines, while flexible from day to day, will follow the Chatfield School calendar.
- Students participate in state assessments as assigned by the Michigan Department of Education at the Chatfield campus (M-STEP).
- The student is considered a Michigan public school full time student enrolled at CVA.



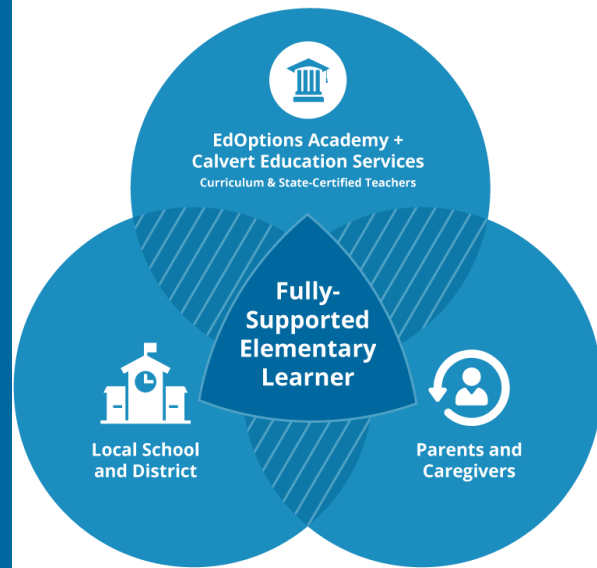
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# Additional Details

- The student is a full time public school student and subsequently is eligible for the services provided to any public school student as appropriate.
- Parents are required to sign a memorandum of understanding/contract that acknowledges understanding of enrollment details.



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# Why Choose Chatfield Virtual Academy?

- Students and parents work together with an enthusiastic Chatfield mentor/learning guide.
- Students will have special access to the Chatfield Willows Ecology Center and programs.
- Students will have the opportunity to participate in Chatfield bands, athletics, and several extra-curricular activities. To partner with students and parents to provide the best educational opportunities for students.



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# Why Choose Chatfield Virtual Academy?

- Students that complete 8th grade at CVA will have access to the Saginaw Valley State University Public School Academy scholarship program.
- Chatfield Virtual Academy shares the same mission with Chatfield School to partner with parents to provide the best educational opportunities for students.
- We will provide our best for each student.



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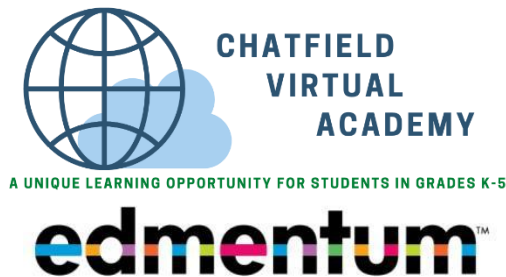
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# How Enrollment Process will work...

Starting on August 5 a sign up link will be available. Deadline August 12.

Priority will be given to currently enrolled Chatfield students and those on the waiting list.

Upon enrollment into the program, there will be an online orientation.



# Questions

Please type your questions into the Q & A. If we are unable to answer your question during the meeting, please rest assured that we will work to provide a quality answer.

Please feel free to email any questions to  
Bill Kraly [bkraly@chatfieldschool.org](mailto:bkraly@chatfieldschool.org)  
Or  
Matt Young [myoung@chatfieldschool.org](mailto:myoung@chatfieldschool.org)



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