Welcome to Chatfield’s Community Informational Meeting
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
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
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
We are excited!

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

Child Friendly

Parent Friendly
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

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate Your Excitement/Enthusiasm/Progress/Readiness/Understanding</td>
<td>(6/82)</td>
</tr>
<tr>
<td>Total Non-scored Assessments:</td>
<td>(6/82)</td>
</tr>
<tr>
<td>Use for Mastery *</td>
<td>(1/39)</td>
</tr>
<tr>
<td>Unit Quiz *</td>
<td>(1/6)</td>
</tr>
<tr>
<td>Quick Check *</td>
<td>(6/56)</td>
</tr>
<tr>
<td>Projects *</td>
<td>(0/3)</td>
</tr>
<tr>
<td>Total Scored Assessments:</td>
<td>(8/104)</td>
</tr>
</tbody>
</table>

Indicator of * = Scored Assessment

Course Structure

- 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
Core Courses K-5

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Elective 1</th>
<th>Elective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Elementary Health K</td>
<td>Elementary PE K</td>
</tr>
<tr>
<td>1</td>
<td>Elementary Health 1</td>
<td>Elementary PE 1</td>
</tr>
<tr>
<td>2</td>
<td>G2 Art and Picture Study</td>
<td>Elementary PE 2</td>
</tr>
<tr>
<td>3</td>
<td>G3 Art and Picture Study</td>
<td>Elementary PE 3</td>
</tr>
<tr>
<td>4</td>
<td>G4 Art and Picture Study</td>
<td>Elementary PE 4</td>
</tr>
<tr>
<td>5</td>
<td>G5 Art and Picture Study</td>
<td>Elementary PE 5</td>
</tr>
</tbody>
</table>
In the elementary program our **Learning Team** is a partnership for success!

- **Student**
- **Learning Guide** is the adult in the home or in the classroom working with students.
- **Virtual Instructor** is the certified teacher providing support through online services.
- **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?

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

Project Rubric: Time to Wake Up!

Read the chart below to understand how your project will be scored.

You goal should be to earn all 4 points for each part:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain forces in the machine</td>
<td>3-5-ETS.A.7</td>
<td>3 or more forces are used and explained correctly.</td>
<td>2 forces are used and explained correctly.</td>
<td>1 force is used and explained correctly.</td>
</tr>
<tr>
<td>Change speeds and directions</td>
<td>3-5.PS2.A.3, 3-5-ETS.A.1, 3-5-ETS.B.2</td>
<td>4 or more changes, at least 2 speeds, and 2 directions are shown and described.</td>
<td>3 changes include at least 1 speed and 1 direction are shown and described.</td>
<td>1 or 2 changes that show only speed or direction are shown and described.</td>
</tr>
<tr>
<td>Change patterns of motion</td>
<td>3-5.PS2.A.3, 3-5-ETS.A.1, 3-5-ETS.B.2</td>
<td>3 or more different patterns of motion are shown and described.</td>
<td>2 or more different patterns of motion are shown and described.</td>
<td>Shows and correctly describes 2 of the same pattern of motion.</td>
</tr>
<tr>
<td>Demonstrate that it works</td>
<td>3-5-ETS.B.1, 3-5-ETS.B.2, 3-5-ETS.C.7</td>
<td>Machine works on the first or second try and makes a loud noise at the end.</td>
<td>Machine works on the third try and makes a loud noise at the end.</td>
<td>Machine works after resetting 3 or 4 times and makes a loud noise at the end.</td>
</tr>
<tr>
<td>Wake up time</td>
<td>Alarm clock finishes within 5 minutes.</td>
<td>Alarm clock finishes at 5 minutes, 30 seconds.</td>
<td>Alarm clock finishes at 6 minutes.</td>
<td>Alarm clock finishes over 6 minutes.</td>
</tr>
</tbody>
</table>

Total possible points: 20
Project Shows

Thomas Barnardo

Have you ever experienced being poor or homeless? Well, in the 1800s, there was a child named Thomas Barnardo. Thomas Barnardo was born in Cork, Ireland on Feb 7, 1845. He was a poor child and lived in a small town called Carrigaline. He was born into a poor family and his parents were both Irish. When he was 11 years old, he was taken in by a Catholic orphanage. He spent his life in the orphanage, where he was taught to read and write.

As a child, he was very poor and often hungry. He had to work hard to make ends meet. He was also very sickly and often had to go to the doctor. One day, a doctor gave him a medicine that made him feel much better. He was very grateful to the doctor and decided to become a doctor himself. He studied very hard and became a doctor at the age of 21.

He then decided to go to India to help the poor children there. He worked very hard and helped many children. He was very successful and people respected him.

One day, while he was traveling in India, he met a man who offered him a job in London. He accepted the job and moved to London. He started working in a hospital and later became the director of the hospital.

He was very successful and people respected him. He worked very hard and helped many children. He was very successful and people respected him.

He retired from his job and moved to a small town near London. He wanted to spend his remaining years in peace and quiet. He was very happy to have retired and was able to spend more time with his family.

He died in his home at the age of 84. He was a very successful man and will always be remembered for his work with the poor children.

STOP THE RUST

STOP THE RUST

STOP THE RUST

Use (Tests/Assessments)

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
Parent Resources

- Teaching notes – videos, answer keys and teaching tips

**Numbers to 10 - Part 1**

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

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.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 1 English Language Arts</strong>&lt;br&gt;Completed&lt;br&gt;Welcome to Calvert - Grade 1 English Language Arts</td>
<td><strong>Completed</strong>&lt;br&gt;Before You Begin - Grade 1 English Language Arts</td>
<td><strong>Completed</strong>&lt;br&gt;Course Materials - Grade 1 English Language Arts</td>
<td><strong>Completed</strong>&lt;br&gt;Project: The Best Day Ever!</td>
<td><strong>Completed</strong>&lt;br&gt;Let’s Meet Stellaluna - Part 1</td>
</tr>
<tr>
<td><strong>Grade 1 Math</strong>&lt;br&gt;Completed&lt;br&gt;Welcome to Calvert - Grade 1 Math</td>
<td><strong>Completed</strong>&lt;br&gt;Before You Begin - Grade 1 Math</td>
<td><strong>Completed</strong>&lt;br&gt;Course Materials - Grade 1 Math</td>
<td><strong>Completed</strong>&lt;br&gt;Numbers to 10 - Part 1</td>
<td><strong>Completed</strong>&lt;br&gt;Numbers to 10 - Part 2</td>
</tr>
<tr>
<td><strong>Grade 1 Science</strong>&lt;br&gt;Completed&lt;br&gt;Welcome to Calvert - Grade 1 Science</td>
<td><strong>Completed</strong>&lt;br&gt;Before You Begin - Grade 1 Science</td>
<td><strong>Completed</strong>&lt;br&gt;Course Materials - Grade 1 Science</td>
<td><strong>Completed</strong>&lt;br&gt;Project: Sound and Light Show</td>
<td><strong>Completed</strong>&lt;br&gt;Making It Move with Sound - Part 1</td>
</tr>
<tr>
<td><strong>Grade 1 Social Studies</strong>&lt;br&gt;Completed&lt;br&gt;Welcome to Calvert - Grade 1 Social Studies</td>
<td><strong>Completed</strong>&lt;br&gt;Before You Begin - Grade 1 Social Studies</td>
<td><strong>Completed</strong>&lt;br&gt;Course Materials - Grade 1 Social Studies</td>
<td><strong>Completed</strong>&lt;br&gt;Project: Life Then and Now</td>
<td><strong>Completed</strong>&lt;br&gt;Thinking About Life Long Ago - Part 1</td>
</tr>
</tbody>
</table>
• **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

• 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

• 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.
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.
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.
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 extracurricular activities. To partner with students and parents to provide the best educational opportunities for students.
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.
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
Or Matt Young myoung@chatfieldschool.org