

CS Red Hawks Online Learning Agreements 2020-2021

At Cedar Springs Public Schools, we believe that all students can learn. We work to provide a supportive and successful climate for all students. The intention of this document is to outline the standards and behaviors that are expected of students who choose to participate in our online school. The document also provides details as to how parents can support the online learning experience and what the student and parent can expect from the school district prior to the start of the semester.

Definitions of Asynchronous and Synchronous Learning

Asynchronous learning (On-Demand) is distance learning (student and teacher in separate locations) in which the student and teacher are not connected in real time (not live). Asynchronous learning requires students to independently complete tasks and activities. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Synchronous learning (Live) is distance learning (student and teacher in separate locations) in which the student and teacher remain in separate locations, but are electronically connected in real time/live. This involves the student and instructor interacting in a specific virtual place, through a specific online medium, at a specific time.

Student Expectations

- Acknowledge that online instruction is different from in-person instruction, and many of the features of in-person instruction cannot be replicated for online students. The older the student, the more asynchronous the workload for learning content.
- Students and parents fully acknowledge that success is largely dependent upon the work and effort put forth by the students. Students who are not successful may fall off pace for graduation and may have to pursue means to make up credits.
- Adhere to the [code of conduct](#) of your CSPS school and behave with integrity and honesty while participating in online learning.
- Read and acknowledge the district Acceptable Use Policy regarding technology and the internet. These can be found on the last page of [each building's handbook](#).
- Participate in each online course at least an hour per day per course, or more if needed, to maintain pace.
- Attend mandatory meetings with teacher/mentor, twice per week, during regular school hours.
- MUST attend synchronous sessions (K-8) on count day (October 7 and February 10) and MANDATORY completion of the one assignment per course on that day (K-12).
- Complete coursework on time and to high standards of quality.
- Participate in benchmarking assessments and progress monitoring assessments as required by the State of Michigan, including KRA (Y5, Pre-K, K), iReady (K-8 and some HS), PAST (K-3), Acadience (K-5), M-STEP (3-11), PSAT/SAT (8-11), and others as required by individual circumstances.
- Ensure that you have the means to access the online courses on your own at all times (contact teachers or the principal if an issue arises).
- Acknowledge that the school district has full and complete access to the work submitted or the comments posted within the online course.
- Seek help from the online instructor or course provider as needed.
- Utilize my CSPS email account or the learning management system (Canvas or BrightSpace) for all Count days are mandatory for all meetings and assignments scheduled on that day (October 7 and

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February 10). Ensure that your child attends all scheduled meetings and completes the mandatory assignment per course on that day. communication with my teacher/mentor.

Parent/Guardian Expectations

In order to ensure understanding of what online learning looks like, and to support a successful educational experience, we request the following:

- Acknowledge that online instruction is different from in-person instruction, and many of the features of in-person instruction cannot be replicated for online students. The older the student, the more asynchronous the workload for learning content. Teachers/mentors guide learning in this model. The responsibility of making it through the content lies heavily on the parent and student to move at the pace of the program to complete lessons on time.
- Students and parents fully acknowledge that success is largely dependent upon the work and effort put forth by the students. Students who are not successful may fall off pace for graduation and may have to pursue means to make up credits.
- Ensure that your student has regular access to the necessary equipment (including headphones) and internet access to participate in their courses. If they do not, please contact the teacher or the principal immediately.
- Provide your student with a safe and appropriate place to work while at home.
- Support students in being present for mandatory meetings or communication with teacher/mentor, twice per week, during regular school hours.
- Ensure that your student has sufficient time in their schedule to work each day (roughly one hour per day per course, with exceptions based on grade level).
- Ensure my student participates in benchmarking assessments and progress monitoring assessments as required by the State of Michigan, including KRA (Y5, Pre-K, K), iReady (K-8 and some HS), PAST (K-3), Acadience (K-5), M-STEP (3-11), PSAT/SAT (8-11), and others as required by individual circumstances.
- Adhere to the building level [code of conduct and Acceptable Use Policy](#)
- Become familiar with the means by which you can receive progress and never be afraid to ask your student to show you their coursework and progress. Progress and grading will not be kept in PowerSchool until the end of the semester.
- Encourage your student to seek help when stuck or frustrated.
- Ensure that all work and all assessments are done by your student without the aid of others.
- Be aware of all course deadlines and pacing guides.
- Communicate academic concerns with the teacher/mentor as needed.

District Expectations

Students and parents can expect the following from the district and its employees:

- For K-8 students, teachers will assist learning with synchronous opportunities to support the asynchronous learning. The amount of support time declines as the grade level increases.
- K-12 students will have two mandatory check-ins per week with their mentor/teacher. K-5 will have two mandatory check-ins with their mentor/teacher with the student and the parent or guardian present. 6-12 two-way communication will be between the teacher and the student.

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- Mental health assistance and support will be available through check-ins, upon request, and available on the district website.
- If the student has an active 504 or IEP, the district will help determine if the accommodations and support are appropriate and available in an online platform. A special education teacher will be in contact with these details.

Acknowledgement and understanding

I have read, understand, and acknowledge all of the expectations and policies set forth in this contract as stated:

One form per family. Please name and sign for all students enrolled in CS Red Hawks Online.

1) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

2) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

3) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

4) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

5) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

6) Student Name (print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent Name (print): _____

Parent Signature: _____ Date: _____

School Official Signature: _____ Date: _____