

Virtual Learning Program

Student/Parent Handbook 2021-2022

The Clover Virtual Academy is a program and not a school- your child is still a part of his/her brick and mortar building, but he/she is attending school via the CVA program.

Virtual instruction will align with all state and district standards and guidelines and will parallel the rigors of the daily instruction delivered in our district school buildings. Although we cannot offer everything that is offered in our traditional schools, students in grades K-12 will receive what they need to be prepared for their further education.

ACCESS TO VIRTUAL INSTRUCTION

Virtual Online Instruction – The student is at home accessing course work in a digital format. Some lessons will be synchronous (the teacher delivering a lesson or the students are participating in discussions through an online platform and some lessons will be asynchronous (students working independently accessing work created by the teacher).

Canvas/Edmentum Learning program – School students will be taught by a certified teacher for each subject. Virtual teachers will follow the CSD curriculum and state standards, but they may utilize the SeeSaw/Canvas/Edmentum program to supplement their instruction.

Clover Virtual Academy - High school students will be taught by a certified teacher for their courses. Virtual teachers will follow the CSD curriculum and state standards.

STUDENT AND PARENT VIRTUAL LEARNING EXPECTATIONS

Student Admission and Entrance Requirements

- Students who opt for virtual learning will maintain enrollment in their CSD base school.
- In order to participate in virtual programming, families must complete the CVA Virtual application process and agree to all student and parent expectations
- Participation is a yearlong commitment for elementary and middle and a semester commitment for high school students.

Student Expectations:

- Students must adhere to the CSD Dress Code.
- Students are expected to follow the district's rules to provide a safe and respectful environment for teachers and students.
- Students are expected to follow the CSD Policy when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. CSD reserves the right to monitor all technology resource activity.
- Online students will continue to follow and maintain all expectations contained in the CSD Responsible Use Policy. Students are responsible for the content posted through their login and account activity. Sharing usernames and passwords with others or using other's usernames and passwords is strictly prohibited.
- Students are expected to check Seesaw (K-2), Canvas/Edmentum (3-12) or other teacher communication formats daily.
- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments. (Students may be required to come to their base school for these assessments at a designated time).
- Students will attend virtual lessons with teachers and/or participate in asynchronous lessons daily.
- Students are to be active participants in virtual discussions as instructed by the teacher.
- If a student fails to complete an assignment and there is no communication within 5 school days, then the student shall earn a failing grade for the assignment.
- Students must maintain the pace of the course.
- It is expected that students keep online interactions positive and constructive.
- Report any technical issues to your teacher as soon as an issue arises.
- Students will maintain best practices for virtual learning sessions.

Best practices for virtual learning sessions

- Students should attend all live WebEx sessions
- Students should attend all small group WebEx sessions if the student is failing the course
- Students should reach out to the teacher if they have questions, or do not understand the curriculum
- Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.
- Mute audio when entering chats and when not speaking
- Use appropriate and respectful actions while in class
- Listen to the educator or individual speaking.
- Stay engaged throughout the lesson or activity.
- Keep camera on at all times during the live WebEx lessons.

Parent Expectations: In order for a student to be a successful virtual learner, a true partnership must be established between the parent, student, and the virtual teacher. It is imperative that all contact information be kept current in PowerSchool. Virtual teachers will be communicating regularly with parents. Responsibilities of the parent are outlined below. These expectations must be agreed upon and followed in order for the child to participate in virtual learning through the CloverSchool District.

- Parents are expected to make arrangements to pick up needed devices, supplies and resources from the base school. Maintain these devices, supplies and resources and return to the base school at the designated time.
- Parents are expected to set up and maintain a daily work schedule for the student, including participation in virtual class meetings.
- Parents are expected to set up a dedicated learning space in the home - free from distractions and interruptions (pets, siblings, television, etc.).
- Parents are expected to check the specific CSD platforms their student uses (Seesaw/Canvas/Edmentum) for assignments and grades weekly.
- Parents are expected to ensure that the student follows the CSD dress code.
- Ensure that the student follows the established classroom rules and expectations for virtual learning.
- Maintain positive and open lines of communication (phone and email) with teachers.
- Ensure that the student is communicating appropriately with teachers and classmates (email, chat feature, etc.).
- Communicate with the teachers and be a point of contact during the day for communication as needed.
- Parents are expected to support academic integrity by allowing students to work independently and by monitoring resources used.

- Parents are expected to ensure students are submitting assignments as directed by the teacher.
- Parents are expected to communicate any issues or questions promptly to the teacher.
- Parents are expected to ensure the student attends mandatory WebEx sessions/testing/conferences/check-in sessions as requested or scheduled.
- Parents are expected to follow federal and state laws regarding student privacy and FERPA. This includes not recording lessons or sessions and not posting photos and videos on social media.
- Parents are expected to read, review, and follow the CSD Responsible Use Policy.

Characteristics of the Virtual Learner:

Students who participate in a virtual learning program are held to the same academic standards as students who choose face-to-face instruction in any of our schools. Academic integrity must be maintained at all costs. Virtual students who choose to resort to plagiarism, cheating, or using social media to transmit any work will be subject to disciplinary action and parents will be contacted should a violation occur. If violations are repeated, the student could lose the opportunity to continue his/her education through the virtual program. Please see the handbook from the student's base school for expectations and consequences. For consistency across the district, the following definitions will be used:

Plagiarism is defined as "presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased." It includes, but is not limited to, the following:

- Copying verbatim all or part of another's written work;
- Using phrases, figures, or illustrations without citing the source;
- Paraphrasing ideas, conclusions, or research without citing the source;
- Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Cheating is defined as representing any other person's work or work from any source as your own.

CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have a choice between two consequences:

- Receive a zero in the gradebook on the assignment and a parent teacher conference will be held.
- Receive a discipline referral with a disciplinary consequence, and the student will be able to re-do the assignment.

If expectations are not followed, disciplinary consequences could include disciplinary action in accordance with CSD policy and the base school's Student Handbook.

Device Use/Misuse:

Improper use of any computer or the network is prohibited. This includes but is not limited to the following:

- Use of racist, profane, or obscene language or materials
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Sending inappropriate items via chat or email. Saying inappropriate statements during meets.
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted forgery of documents is prohibited. Deliberate attempts to create, copy or modify official documents or using district technology resources may be viewed as a violation of district

guidelines and, possibly, as criminal activity under applicable state and federal laws.

Failure to comply with these standards may result in temporary or permanent removal of user access to CSD Virtual Instruction.

Attendance

- Parents and guardians have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress and time spent on daily course work. When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted to Clover Virtual Academy.
- School attendance and prompt arrival are the primary responsibility of the parent/guardian and student. Any activities that interfere with our goal to provide quality education are strongly discouraged. Therefore, it is very important for parents to understand that CSD will address excessive absences and tardies aggressively. School principals must approve or disapprove any student's absence in excess of 10 days, whether lawful or unlawful, or a combination thereof. Students with absences in excess of 10 days are subject to grade failure and/or referral to family court for truancy. The SC Compulsory Attendance law remains the same and is clear on the definition of truancy and possible consequences for unlawful absences. Please see full details in the Clover School District Attendance Policy. If you have any questions, please contact Marguerite Chisholm, District Attendance Office, at 803-810-8014.
- At the elementary level, a student needs to fully participate in the majority of the scheduled live sessions and submit the day's assignments by the following day to be marked present for the day. If a student does not attend the scheduled live session or submit the day's work, he/she will be marked absent.
- To be marked present for a particular period in middle and high school, a student must fully participate in the scheduled live session for the class period and complete and submit a content standards based assignment that represents the class period by the following school day. If a student does not attend the scheduled live session and submit the class period's work, he/she will be marked absent.

School Counselors

- School counselors are available for students who choose virtual learning. Since the students are still enrolled at the base school, parents and students can always contact the school for assistance.

Engagement

- Students participating in Virtual Learning are expected to engage in the learning environment and content. Student engagement is measured through WebEx attendance and work completion. If a student is not on pace, they are not participating in online sessions, not completing or attempting assignments, a week behind in work completion, and not responding to teacher communications the following steps will be initiated.
 1. Parent/Teacher/Student Conference – virtually or by phone – to determine areas of need.
 2. Should dis-engagement continue, then the Parent counselor and/or Admin will develop a two-week action plan for the student identifying the work necessary to catch up on for the student to be successful.
 3. If lack of engagement continues, the student will be marked absent and truancy interventions begin.

English Language Learners

- Our district is dedicated to providing ELs with instruction in English language development and support services. This instruction may take place either in a classroom setting or via an on-line platform. Students may also utilize digital resources that are designed to increase English language proficiency and literacy. Regardless of the manner of delivery (on-line or in person), the ELs' instruction will be delivered in accordance to WIDA Standards and will be based on the student's Individualized Language Acquisition Plan (ILAP).
- Accommodations in that child's plan will be delivered by the virtual teacher and/or a district ESOL teacher. Accommodations are provided regardless of the educational setting. The school will work collaboratively to determine the most appropriate accommodations in the virtual setting. General educators and ESOL educators should collaborate regularly with families to ensure accommodations provided are appropriate in the virtual setting.

Assessments and Grading

- Teachers will provide a variety of assessments to determine student mastery of the course content. Assessments may include multiple choice, discussion-based, essays, project-based, formative assessments, etc. The gradebook in Powerschool is the accurate gradebook- do not confuse a

score showing in Canvas or Edmentum as the correct grade. PowerSchool is what parents and students should rely on for accurate information.

Late Work

- Students must not assume teachers will repeatedly accept late work without prior approval. At times circumstances out of our control, such as illness, weather-related events, family issues, or other major events, would require an exception to this policy. If this is the case, talk to your teacher. Communication with your teacher prior to turning in late work is mandatory. Continued failure to turn in work on time will result in a lowered grade.
- **Making-up assignments:** If a student must be absent from school for any reason, excused or unexcused, upon returning to school, he/she shall be given the opportunity to make up any and all assignments that were missed during the student's absence. The student must request make-up assignments within three (3) days after returning. Teachers shall set a reasonable time for the completion of the work. Failure of a student to initiate a request for make-up work within three (3) days may result in lost opportunity for credit for that assignment.

Student Support Services (Gifted & Talented, Special Education, 504) –

Special Education

- Our district is committed to providing free and appropriate educational opportunities for students with disabilities. During this public health crisis, we will continue to work with families to meet the needs of our students while following public health guidelines. When a family chooses to access virtual programming for their student, we will work with them to set specific plans for service delivery.
- **Individual Educational Plan (IEP) Meetings:** CSD will continue to provide families the opportunity to meaningfully participate in the IEP process. Staff will work with families to determine if virtual or in-person meetings are appropriate. CSD will make every effort to balance parent preference and public health guidelines.
- **Delivery of Special Education and Related Services:** Teachers and service providers will work with families to prioritize services that provide access to the general curriculum and enable student progress toward IEP goals. Services for students will be addressed in collaboration with families on an individual basis.
- **Accommodations:** Accommodations are provided regardless of the educational setting. The IEP team will work collaboratively to determine the most appropriate accommodations in the virtual setting. General educators and special educators should collaborate regularly with families to ensure accommodations provided are appropriate in the virtual setting.

Section 504

- **CSD** is committed to providing access to educational opportunities for students with disabilities. During this public health crisis, we will continue to work with families to meet the needs of our students while following public health guidelines. When a determination regarding the learning/medical needs are made, we will work with students and their families to set specific plans for accommodations and/or services. Our special services department will work with schools to ensure all students are provided access and prohibit discrimination according to Section 504 of the Rehabilitation Act of 1973.
- **CSD** will continue to provide families the opportunity to meaningfully participate in the 504 process. Staff will work with families to determine if virtual or in-person meetings are appropriate. CSD will make every effort to balance parent preference and public health guidelines.
- **Delivery of Services and Support:** Teachers and staff will work with families to provide access to the general curriculum and enable student progress and growth. Services for students will be addressed in collaboration with families on an individual basis.
- **Accommodations:** Accommodations are provided regardless of the educational setting. The 504 team will work collaboratively to identify alternative solutions if it is determined an accommodation is not appropriate or successful in a virtual setting.

Testing Expectations

3rd-5th Testing Expectations

- Major tests: Students can retake assessments one time if the score is below 70%. The final grade will be an average of the two attempts. Prior to retaking the assessment, the student must meet with the teacher to review.

6th-8th Grade Testing Expectations

- Major tests: Students who score below 70% will be allowed to retake the major assessment up to two additional times. The maximum score a student can receive on retest is 70%.
- This expectation only applies to major tests. Students must retest prior to a predetermined date scheduled by the teacher.

9th-12th Grade Testing Expectations

Make Up Work

- Student responsibility to arrange with the teacher.
- For full credit, assignments must be completed within 5 days of the student's return.
- If necessary, students can petition for an extension through their student support team.
- Work completed after 5 days will result in a minimum grade of 70%
- This does not apply to dual enrollment or AP courses.

Re-do of Major Assessments

- For students who score below a 70% on a major assessment including projects.
- The teacher may create an alternative version or give the original assessment plan.
- The maximum grade a student can earn on the redo version of the major assessment is a 70%
- Re-dos must be completed by the end of the grading term.
- This does not apply to dual enrollment or AP courses.
- Students will have a certain amount of time to redo the major assessment. This time will be determined by the teacher of the subject.
- Students may only retake up to two major assessments per grading period

South Carolina State Testing

- Online students will be expected to take all state assessments associated with their grade level or chosen course work. All state assessments will be taken on campus at times scheduled by the school within the required testing windows.