



FAYETTEVILLE CITY SCHOOLS

Virtual Learning Academy 2020-2021

Fayetteville City Schools is offering a virtual learning opportunity for the 2020-21 school year to meet the needs of our community as it relates to the COVID-19 pandemic. The purpose of the virtual learning opportunity is to provide an avenue in which students may engage in the rigor of daily school within an environment that best meets the family's medical, physical, or social/emotional needs related to COVID-19. In person meetings for assessment may occur at the school site and will be scheduled by the teacher. Any student showing deficiency in work completion or mastery of the content will be required to meet face to face with the teacher for remediation.

Online learners will be taught the TN standards through rigorous FCS pacing guides and assessments.

In addition, our online students have access to extra-curricular and co-curricular activities, school events, and networking with a peer group. Finally, students have the support of our technology department, school counseling staff and administration.

Delivery of Academic Instruction

Options for grades K-12:

- Traditional/In-person Learning – the student is at their assigned school daily taking courses with an August 3rd start date.
- FCS Virtual Learning Academy– the student is at home accessing course work in a virtual format.

**Students who wish to change from the virtual option for learning must do so only at the end of the 9-week grading period. In the interest of what's best for the child, emergency changes to learning options will be reviewed by the building administration on a case by case basis.*

Student and Parent Learning Expectations

Expectations for Virtual Learning Academy Students

1. Check virtual communication platforms such as Google Classroom, SeeSaw or email daily. Teachers will provide scheduled office hours.
2. Report any tech issues as soon as the issue arises.
3. Attend virtual lessons as assigned.
4. Be an active participant in virtual discussions as instructed by the teacher.
5. Submit assignments as designated by the teacher; communicate any difficulty submitting assignments.
6. Attend mandatory in person assessments.
7. Maintain the pace of the course.
8. Keep interactions online positive and constructive.
9. Online students will continue to follow and maintain all expectations contained in the FCS Acceptable Use Policy.

Expectations for Parent/Guardian of Virtual Learning Academy Students

Parents play a vital role in their child's education, even in a virtual format. Parents shall ensure there is access to the necessary technology to support virtual learning and reach out to the school system if needs arise. Monitoring of a student's progress will be a key component to student success and should occur at regular intervals. Parental support and encouragement are consistently required for students working online.

1. Set up and maintain a daily work schedule for the student.
2. Set up a dedicated learning space in the home.
3. Maintain open lines of communication (phone, email, etc.) with teachers.
4. Maintain academic integrity by not assisting or allowing assistance for assignments or projects.
5. Ensure students are submitting assignments as directed by the teacher.
6. Ensure student attends the mandatory testing sessions at the school.
7. Communicate any issues or questions to the teacher.
8. Read, review, and follow the FCS Acceptable Use Policy

Academic Integrity

Academic integrity is a key character trait for all students. Students with academic integrity make decisions based on ethics and values that will prepare them to be

productive citizens. We want our learners to be independent and self-motivated to engage with their learning. We believe these traits are transferrable and applicable to the workplace and other facets of student and adult life. An online environment can challenge these character traits and require that students be even more intentional and reflective in how they will manage the work demands. FCS expects a full commitment to academic integrity from each student, regardless of the chosen instructional format.

Parents will be contacted should an academic integrity violation occur. The following definitions will be utilized in defining academic integrity issues:

- a. Plagiarism – representing work that has been copied or pasted from a published internet resource without proper credit.
- b. Cheating – representing any other person' work or work from any source as your own.
- c. Student Academic Broker – posting to a secondary source (Yahoo!, Answers, Facebook, etc.) OR sharing a virtual or hard copy of any work whether compensation occurs or not.

Should a student demonstrate an issue in academic integrity, consequences will follow the same process as a school site incident. Continued negligence could result in the removal of the student from the virtual learning opportunity and require a return to a regular schedule in the school building.

Attendance

Attendance for students selecting virtual learning will be taken by the teacher(s) daily during the scheduled online instructional interaction. Online students are expected to adhere to the same district attendance policy as onsite students.

Student Engagement

All students participating in FCS Virtual Learning Academy are expected to engage in the learning environment and content. Student engagement is measured through pacing in the course. Students will be considered not on pace if they are not participating in online sessions, not completing or attempting assignments, and/or not communicating with teachers.

Student Schedules and Course Offerings

Depending on the grade level and course selection, student schedules may include mandatory and required appointments within the school day. FCS Virtual Learning Academy will strive to provide students in grades 1 through 12 access to 6½ hours of

instructional opportunities and students in Kindergarten with access to 4 hours of instructional time each school day, as follows.

| Grade | Hours Per Day | Hours Per Week |
|-------|---------------|----------------|
| K | 4 | 20 |
| 1-12 | 6.5 | 32.5 |

**Of course, the amount of time a student spends completing assigned course work will vary from student to student, and even course to course.*

Elementary Students

Parents of elementary school students are expected to have a high level of student oversight. This oversight is critical to their student's successful completion of the assigned content. The following areas of study are provided in grades

K-4:

- Reading/Language Art w/ imbedded Science and Social Studies.
- Mathematics w/ imbedded Science and Social Studies

Lessons and activities will be available to families via Google Classroom and other virtual platforms. Any student showing deficiency will be required to meet with teachers virtually or in person for remediation.

A recommended K elementary student daily schedule could be:

- Literacy (Reading/Language Arts w/ imbedded Science and Social Studies: 2.5-3 hrs.
- Math w/ imbedded Science and Social Studies: 1-1.5 hrs.
- Lunch – 30 minutes
- Independent Play (Recess) – 30 minutes

**Brain breaks (Go Noodle, etc.) should be used regularly.*

A recommended 1st-4th elementary student daily schedule could be:

- Literacy (Reading/Language Arts w/ imbedded Science and Social Studies: 3-4 hrs.
 - Independent reading should be done daily for at least 20 minutes.
- Math w/ imbedded Science and Social Studies: 1-2.5 hrs.
- Lunch – 30 minutes
- Independent Play (Recess) – 30 minutes

**Brain breaks (Go Noodle, etc.) should be used regularly.*

Middle School Students

Middle school students should expect to spend between 60-90 minutes per course per day, and 30-45 minutes per day on intervention and/or remediation assignments, depending on scheduled classes. Parent oversight will be needed to ensure success. The amount of time a student spends completing assigned course work will vary from student to student and course to course.

The following areas of study are provided in grades 5-8 in an online format:

- Reading/English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education activities to promote health and wellness

Intervention will be delivered online as well. Students should also spend at least 30 minutes daily on independent reading. Online formats for marching and concert band students will not be available.

*Any student showing deficiency in any subject will be required to meet in person or virtually with their teacher for remediation.

High School Students

High school students should expect to spend between 45-50 minutes per course per day and 30-45 minutes per elective and/or intervention/remediation, depending on scheduled classes. Parent oversight will be needed to ensure success. The amount of time a student spends completing assigned course work will vary from student to student and course to course.

The following areas of study are provided in grades 9-12 in an online format:

- English
- Mathematics
- Science
- Social Studies
- Career Technical Education courses and/or focus area courses to meet graduation requirements

- Physical Education activities to promote health and wellness

Intervention will be delivered online as well. Students should also spend at least 30 minutes daily on independent reading. Online formats for marching and concert band students will not be available.

*Any student showing deficiency in any subject will be required to meet in person or virtually with their teacher for remediation.

****Please note that FCS reserves the right to adjust protocols and procedures as needed.***