Lake Forest Hills Elementary Virtual Learning Program Student/Parent Handbook

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Beginning in September 2020, Richmond County Schools will offer an opportunity to students to access instruction through a virtual program. We realize that many families have been impacted medically, physically, and emotionally by the COVID-19 pandemic and believe that their children's education could be better met through a virtual platform at this time. Virtual instruction will align with all state and district standards and guidelines 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-5 will receive instruction that will prepare them for further education.

Even during this challenging time Lake Forest Hills Elementary School will continue to follow/teach through virtual learning the attributes and attitudes of the IB Learner Profile:

Using the *IB Learner Profile*

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

LFH IB/PYP Mission & Vision

Mission-The Mission of Lake Forest Hills Elementary is to develop life-long learners who are knowledgeable, compassionate, active, and globally responsible in an ever-changing world through partnerships with home, school, and community.

Vision-Our vision is to develop an internationally minded student who exhibits the IB Learner Profile Attributes beyond the confines of the classroom.

School Information
School Phone Number: (706) 737-7317
School Fax Number: (706) 737-7318
School Address: 3140 Lake Forest Drive, Augusta, GA. 30909

ACCESS TO VIRTUAL INSTRUCTION

Online Academy students will access curriculum and instruction using a virtual platform called CANVAS. Students will continue to be enrolled at Lake Forest Hills Elementary School and taught by a certified teacher. Lessons will be synchronous (the teacher delivering a lesson and students participating in discussions through Microsoft Teams). Additional practice will be asynchronous (students working independently accessing work created by the teacher through Canvas.)

STUDENT AND PARENT VIRTUAL LEARNING EXPECTATIONS

Student Admission and Entrance Requirements

In order to participate in virtual programming at LFH, families must be residents of Richmond County, be enrolled as a student at LFH, and abide by expectations established by the school and district.

● Students participating in virtual learning will participate for the first semester. Parents who wish to have their student return to face to face instruction will have that opportunity in December for the spring semester.

Student Expectations:

● Students, along with a parent/guardian, should attend Virtual Orientation and complete tutorial videos provided by the district to learn how to navigate CANVAS.

● When online with the class, students should adhere to all policies of the Richmond County School System Dress Code.

● Students are expected to follow RCSS (Richmond County School Schools) Code of Conduct for the 2020-2021 school year.

- Students are expected to follow the RCSS policies when using 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. RCSS reserves the right to check all technology resource activity.
- Online students will continue to follow and keep all expectations contained in the RCSS Responsible Use Policy (Cyber Bullying included).
- Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other's usernames and passwords is strictly prohibited.
- Screen names need to be the student's actual name.
- Follow RCSS grade-level expectations for digital citizenship.
- Students are expected to check Canvas or other teacher communication formats daily.
- Teachers will supply scheduled office hours and contact information.
- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments.
- Students will attend virtual lessons with teachers and/or take part in both synchronous Monday through Friday and asynchronous lessons daily.

- Students are REQUIRED to be an active participant in virtual discussions as instructed by the teacher for credit.
- Students are to submit assignments as appointed by the teacher.
- Students must maintain the pace of the course. If a student is having trouble, please contact the teacher to schedule tutoring sessions.
- It is expected that students keep online interactions positive and constructive.
- Report any technical issues through the Tech Help Desk as soon as an issue arises.
- Maintain satisfactory academic progress and adhere to the Magnet School Contract

Virtual Workspace

○ Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.

○ Avoid the use of virtual backgrounds

○ Mute audio when entering chats.

○ Mute audio when not speaking.

○ Be appropriate and respectful in your actions.

○ Listen to the educator or individual speaking.

○ Stay engaged throughout the lesson or activity.

○ Ensure that all work is your own. (See Characteristics of the Virtual Learner)

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 Infinite Campus. Please assure information is correct in Infinite Campus or update if necessary, with our data specialist, Kim Schnorbus.

Virtual teachers will be communicating regularly with parents. Responsibilities of the parent are outlined below.

● A parent/guardian, along with the child who will participate in virtual learning, will be required to attend the school's Virtual Orientation.

● Create a daily work schedule for the student, including participation in virtual class meetings

● Find a dedicated learning space in the home - free from distractions and interruptions (pets, siblings, television, etc.)

● Check RCSS platforms (Canvas and Infinite Campus) for assignments and grades.

● Ensure students are following the RCSS dress code.

● Monitor that your student is following established classroom rules and expectations for virtual learning.

● Maintain 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 who are supporting the student at home and provide a point of contact during the day.

● Support academic integrity by allowing students to work independently and by monitoring resources used.

● Help ensure that students are submitting assignments in a timely manner.

● Communicate any issues or questions promptly to the teacher.

● Make arrangements to pick up needed devices, supplies and resources from the school. Maintain these devices, supplies and resources and return to them to the school at designated time.

● Follow federal and state laws regarding student privacy and FERPA. This includes not recording lessons or sessions and not posting photos and videos of other students on social media.

● Read, review, and follow the RCSS Responsible Use Policy

Characteristics of the Virtual Learner:

Students who participate in a virtual learning program offered by Richmond County Board of Education 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 send any work will be subject to disciplinary action and parents will be contacted should a violation occur and graded accordingly. For consistency, the following definitions will be used: Plagiarism, according to Harbrace Handbook, 15th edition, 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: 1. Copying verbatim all or part of another's written work; 2. Using phrases, figures, or illustrations without citing the source; 3. Paraphrasing ideas, conclusions, or research without citing the source; 4. Using all of 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 the choice of either redoing the assignment within a specified period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision. If expectations are not followed, disciplinary consequences could include disciplinary action per RCSS policy.

Device Use/Misuse:

Improper use of any computer or the network is prohibited. This includes the following:

● Use of racist, profane, or obscene language or materials

● Using the network for financial gain, political or commercial activity

● Attempting to or harming equipment, materials, or data

● Attempting to or sending anonymous messages of any kind

● Using the network to access inappropriate material

● 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 or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency 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 RCSS 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. All virtual students are held to the same attendance policies/guidelines as students who are in traditional schools. See RCSS Attendance Policy regarding absence documentation. All Virtual Learning students will follow the BOE approved school calendar and attend the same number of days as students in their base school.

School Counselors

School counselors are available for students who choose virtual learning. Since the students are still enrolled at LFH, parents and students can always contact the school for assistance. However, school counselors will also be available through the Canvas Learning program and will set up times to meet with you and your children.

Engagement

All students participating in Virtual Learning are expected to engage in the learning environment and content. Student engagement is measured through pacing in the course. 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, not responding to teacher communications – then the following steps will be initiated.

- Parent/Teacher/Student Conference – digitally or on the phone – to determine areas of need.
- Should dis-engagement continue, then the Parent and Teacher will develop a two-week action plan for the student identifying the services necessary for the student to be successful.

Schedules

Students are required to participate in virtual instruction 2 hours per day, Monday through Thursday. Participation in virtual instruction includes whole group and small group Microsoft Teams meetings, individual work on Canvas, and group work on Canvas (synchronous or asynchronous). Sample schedules are added below.

K-5th Grade Schedule
Associate Superintendent | Richmond County School System

Time	Mondays and Wednesdays	Tuesdays and Thursdays	Fridays
8:00-9:00	*Teacher Planning*	*Teacher Planning*	District Provided Professional Learning for all Online Instructors
9:00-11:00	AM Elementary Block (ELA/Reading, Math, Science, Social Studies and PE)	AM Elementary Block (ELA/Reading, Math, Science, Social Studies, Music and Art)	
11:00-11:50	Tutoring for AM and PM Students	Tutoring for AM and PM Students	
12:00-1:00	Lunch	Lunch	Lunch
1:00-3:00	PM Elementary Block (ELA/Reading, Math, Science, Social Studies and PE)	PM Elementary Block (ELA/Reading, Math, Science, Social Studies, Music and Art)	Parent Conferences and Tutoring

ASSESSMENTS AND GRADING

Teachers will provide a variety of assessments to determine student proficiency in the course content.

Assessments may include discussion-based assessments, essays, project-based, and formative assessments.

Late Work The procedure outlined below describes the approach to late work in our virtual learning program. If questions about late work arise, please communicate with your teacher.

● Late work may not be accepted more than two weeks after the due date.

● It is important to note that this policy is intended for work that is infrequently late. Consistently handing in late work is not acceptable. 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. Always make every effort to contact your teacher prior to turning in late work, if possible, or as soon as possible after. Teacher reserves the right to modify or make adjustments, if necessary, however communication is a MUST.

Continued failure to turn in work on time could result in a lowered grade.

Making-up assignments. If a student must be absent from school for any reason, excused or unexcused up to ten (10) days, 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 will result in lost opportunity for credit for that assignment.

Progress Reports/Report Cards

Every child must receive a report card each nine weeks.

Interim reports will be sent home at 4½-week intervals Student Support Services

When a family chooses to access virtual programming for their student, we will work with them to set specific plans for service delivery of Special Education, 504, ESOL, or any other needed services).

***Administrators and teachers will provide training and support during virtual learning and access information will be provided.