OHS Virtual Learning Handbook Fall 2020

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Advice for Serving as a Parent/Guardian Learning Coach

Students participating in courses in a virtual environment should expect a rigorous academic experience which differs in demands from the Continuity of Learning that students experienced in the spring of 2020. For students participating in the Full Virtual Learning Model, the requirements and workload will be equitable to the course content and workload experienced in a face-to-face environment. FCPS believes parents and guardians can provide critical support to help their children be successful in a virtual learning environment.

Prior to the start of class and during engagement until course completion:

- Reinforce that virtual courses and coursework are as important as face-to-face courses.
- Help your students establish and maintain a regular schedule for working on virtual courses daily.
- Build in breaks and encourage movement.
- Help students establish a study space, including the technology needed for working online with reduced distractions.
- Participate in orientation for the Full Virtual Learning model.
- Review the course syllabus with your student and define expectations.
    - Look fors:
        - Teacher contact information
        - How to submit assignments
        - Google Meet sessions
        - Office hours
        - Grading expectations
        - Assessment requirements
- Set up Schoology notifications and add the Daily Digest to your parent account to help with time management and due dates.
- Monitor your student's progress weekly.
- Help your student maintain pace and not fall behind in an effort to avoid increased anxiety and becoming overwhelmed. A student should be prepared to designate a minimum of 60 minutes per course per day to maintain satisfactory pace. A minimum of 5 hours per day. Additional work may be required for upper level course work.
- Sometimes learning can be a struggle. Encourage your student to contact teachers when they don't understand or have questions about an assignment.
- Consider incentives to help motivate students.

Reach out to your child's teacher, mentor, or counselor, for additional support if needed.

Student Learning Expectations

Students will be expected to be engaged in the learning process for approximately **30 hours per week** (may be higher for advanced courses) including:
- participate in virtual assignments and activities (reading, research, projects, rehearsal, etc.)
- synchronous sessions via Google Meet for delivery of new content and reinforcement of prior instruction
- students will be expected to access Schoology and/or Frederick County Virtual School (FCVS) courses, utilize online learning tools and attend Google Meet sessions daily
- independent practice and long range projects
- view videos for learning
- engage with digital tools and software
- submit assignments and assessments for feedback and grades will be based on established timelines (flexible but not self-paced) following expectations for academic integrity
- work independently, self-advocate, and ask for support when needed to ensure success

Students will be assigned a weekly check-in with a staff member who has been designated as an online mentor. This mentor will provide technical assistance and general support re: time management, organization, work habits, and study strategies needed to succeed in an online learning environment.

Student Behavioral Expectations

Students at all levels are now engaging in virtual class on Schoology. To ensure a positive and productive learning environment during these virtual sessions, it is important that all students adhere to the following behavioral expectations.

- Always be respectful and courteous to other students and teachers during virtual sessions. Inappropriate, offensive or threatening comments; misrepresentation of identity, and/or disruptive behavior by any participants during virtual sessions will not be tolerated.
- Students must use their FCPS email account to log into Schoology.
- Login credentials must not be shared. Sharing of login information violates other students' and teachers' rights to confidentiality, and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
- Students who are disruptive and/or have a technology violation in virtual sessions will receive appropriate consequences. Consequences may result in temporary or permanent loss of access to Google Meets.
- Students should adhere to the all FCPS policies and regulations, including those below:

400-73 Responsible Use of Digital Technology - Students.

Regulation 400-18 Electronic Devices - Student Use

Student Schedule

Oakdale High School Virtual Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:50	**Block 1** ● Up to 60 min Virtual F2F instruction ● Student work time	**Block 4** ● Up to 60 min Virtual F2F instruction ● Student work time	**Self-Directed Student Work Time** ● Reading and researching ● Completing projects ● Responding to teacher feedback ● Engaging in online lessons and practice for all courses	**Block 1** ● Up to 60 min Virtual F2F instruction ● Student work time	**Block 4** ● Up to 60 min Virtual F2F instruction ● Student work time
10:00 - 11:20	**Block 2** ● Up to 60 min Virtual F2F instruction ● Student work time	**Block 5** ● Up to 60 min Virtual F2F instruction ● Student work time	**Block 1** 10:00 -10:35 VirtualF2F Instruction/Support **Block 2** Virtual F2F Instruction/Support 10:40 -11:15	**Block 2** ● Up to 60 min Virtual F2F instruction ● Student work time	**Block 5** ● Up to 60 min Virtual F2F instruction ● Student work time
11:30 - 12:00	**SET (Block 3)** **Social Emotional Learning**	**SET (Block 3)**	**SET (Block 3)**	**SET (Block 3)**	**SET (Block 3)** **Social Emotional Learning**
12:00- 12:30	**Lunch/Break**				
12:30 - 1:45	**Student Support** ● Virtual F2F Instruction & support ● Intervention ● On-Line Resource and Service Delivery ● IEP/EL Skill Recovery		**Block 4** VirtualF2F Instruction/Support 12:30-1:05 **Block 5** 1:10 - 1:45 VirtualF2F Instruction/Support	**Student Support** ● Virtual F2F Instruction & support ● Intervention ● On-Line Resource and Service Delivery ● IEP/EL Skill Recovery	
1:45 - 3:30	**Student Work Time** ● Reading and researching ● Completing projects ● Responding to teacher feedback ● Engaging in online lessons and practice for all courses		**Student Work Time** ● Reading and researching ● Completing projects ● Responding to teacher feedback ● Engaging in online lessons and practice for all courses	**Student Work Time** ● Reading and researching ● Completing projects ● Responding to teacher feedback ● Engaging in online lessons and practice for all courses	
5:00-7:00 (optional)	**Extended Learning Opportunities - Virtual Support** (OHS Support Plan to be published the first week of school)				

Netiquette Guide for Online Learning

It is important to recognize that the online classroom is, in fact, a classroom, and certain behaviors are expected when students communicate with both peers and instructors. These guidelines for online behavior and interaction are known as netiquette.

GENERAL GUIDELINES:
When communicating online, students should always:

- Treat instructors and classmates with respect in email or any other communication.
- Remember that all academic communication should have correct spelling and grammar (this includes discussion boards).
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons.
- Be cautious when using humor or sarcasm as the tone is sometimes lost in an email or discussion post and messages might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others).

EMAIL NETIQUETTE:
When you send an email to a teacher, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."

Attendance Expectations

A student may be defined as "present" by engaging in virtual learning using multiple measures, such as:
- Synchronous Google Meet sessions
- Access and/or completion of Schoology course work
- Participation in small group learning
- Virtual communication with teachers

Grading Policy

Grading will follow FCPS Regulation 500-05: Grading, Reporting, and Intervention and students will earn letter grades.

Online Academic Integrity

Code of Academic Integrity

The OHS staff expects students to take pride in their work and complete graded assignments honestly and fairly. Students who engage in acts of academic dishonesty compromise their own learning experiences as well as the academic standards of our school. Below is a list of offenses and their possible consequences. Note that these offenses can occur in any class, and the consequences are outlined for each offense across classes. Also, these offenses could impact college recommendations/letters of recommendation.

Offenses:

NOTE: The examples listed below are for clarification; they are not an exhaustive list of offenses.

- Cheating: using or attempting to use unauthorized materials, information, and/or study aids during an exam or in connection with any work done for academic credit
    - Examples:
        - § Copying an assignment from another student
        - § Copying a test or quiz from another student
        - § Obtaining prior knowledge of academic materials
        - § Having possession of unauthorized materials during a test or quiz (including electronic devices)
        - § Inappropriate sharing of materials during a test or quiz (including graphing calculators)

- Plagiarism: representing the words or ideas of another as one's own in any academic exercise without proper acknowledgment of the true source
    - Examples**:**
        - § Using direct passages from sources without quotations or proper citations
        - § Copying/pasting material from the internet into an assignment, including use of language translation websites

- Fabrication: falsification or invention of any information or citation in an academic exercise
    - Examples**:**
        - § Making up fake sources in a citation on a classwork assignment
        - § Inventing data in place of actual research for a graded assignment
        - § Making up fake sources in a citation on a project or research paper

- Deception: deceiving a student, teacher, and/or administrator for academic gain
    - Examples:
        - § Intentionally misrepresenting the need for extra time on assignments

§ Using an assignment created for one class in another without instructor approval

§ Falsifying attendance or academic records

- Facilitating Academic Dishonesty: helping or attempting to help another student to violate any part of this code
    - o Examples:
        - § Allowing another student to copy a graded assignment
        - § Helping another student to cheat on an exam
        - § Giving another student old assignments for him/her to use in his/her current classes

Students who engage in academic dishonesty should expect serious consequences. The consequences for violations are outlined below.

Academic Integrity				
Code	Reason	Description	Minimum Consequences	Other Possible Consequences
801	Academic Dishonesty	Any academic dishonesty as outlined by the *OHS Code of Academic Integrity*	· Zero on Assignment · Parent Contact by Teacher · Documentation of Incident · Educational Activity	· Academic Probation · Referral to Honor Societies/Possible Dismissal · Administrative Disciplinary Consequences **Up to and including expulsion

Student Appeal Process:

For any offense, students are given the opportunity to appeal to the Academic Integrity Council. The student must send a formal written appeal to the Assistant Principal, after which the faculty council will convene within two business days.   These 5 faculty council members will be designated by the Principal and will determine if a violation of this code has taken place. This appeal would take place before any disciplinary action would occur.

Special Education/504

It is important to remember that IEP's and 504's were written for the traditional classroom setting. The student's needs may look different/be provided for differently in a virtual setting. Opportunities for additional student support will be available for your child. Please contact your child's case manager for specific

information regarding their IEP or 504 plan. To get information about case managers, please contact the front office at 240-566-9400.

Virtual Learning Handbook FAQs

Where do I go to see the most up to date information on the FCPS reopening plan?
To access the most up to date information on the FCPS plan for reopening, visit https://www.fcps.org/update.

How do I access my child's schedule?
To access your child's schedule, go to your Schoology account. If you need your unique Schoology login information, please contact your student's counselor.

How do I find out my child's teacher's contact information?
Each teacher's email address is directly linked through your Schoology account. Each teacher's email is also linked in the staff section of the OHS website (https://education.fcps.org/ohs/). In addition, if you know your child's teacher's name, their email address will follow the format of firstname.lastname@fcps.org.

I want a schedule change. Is that possible and what is the process?
Schedule changes only for academic level changes. Contact your counselor.

My Chromebook is broken, who should I contact to have it repaired?
For technical issues related to your child's Chromebook, please contact our User Support Specialist.

I need something, but it is at school. How should I go about getting it?
Please contact the front office at 240-566-9400.

I am unable to attend a synchronous session with my class. What should I do?
Communicate with your teacher.

Who should I talk to about additional support options for my child?
If your student has an IEP or 504 contact their case manager. Or the teacher and/or counselor.

Will schools still be offering breakfast and lunch for students?
FCPS School Breakfast and Lunch

Will my student's IEP/504 accommodations be in place during virtual/hybrid learning?
Yes, for questions please contact your student's case manager.

My child is looking for a way to engage with peers while we are in the virtual environment. Are there any options available?
Clubs are available, students should check the announcements and their Schoology accounts for more information.

Student/Parent Resources

Schoology Tutorial:

https://www.fcps.org/student-services/schoology

https://www.youtube.com/playlist?list=PLukX28g2mPZgzBUZuib2lrFECeUeusgEm

Up To Date Covid Resources:

http://health.frederickcountymd.gov/614/Novel-Coronavirus-COVID-19

https://www.cdc.gov/coronavirus/2019-ncov/your-health/index.html