CCS Virtual Academy 2022-2023
Grades 7 – 12

Enrollment

- ➢ We will have specific enrollment periods
    - o First quarter enrollment must be received by 3:00 p.m. on Friday, June 24, 2022
    - o Second quarter enrollment request must be received by 3:00 p.m. on Friday, September 30, 2022
    - o Third quarter enrollment request must be received by 3:00 p.m. on Friday, December 9, 2022
    - o Fourth quarter enrollment request must be received by 3:00 p.m. on Friday, March 3, 2023
- ➢ Students will remain in the Virtual Academy for each of the entire 9-weeks grading periods unless removed for violation of the attendance and participation policies.
- ➢ Students may transfer to or from the Virtual Academy; to or from the traditional school at the end of each 9-weeks grading period.
- ➢ All attempts will be made to enroll students in a "Virtual Only" class with all the students in the class taking the course in a virtual setting, although it may not be possible in all situations.
- ➢ Virtual Academy students will attend classes in a virtual format.

Virtual offerings will include:

- Core courses
- Select elective courses
- Select AP courses
- Select Dual Credit courses

Students

- The virtual student's schedules will mirror the traditional student's schedules.
- Virtual Academy students are required to attend classes synchronously at the time each course is being taught daily.
- Students must complete instructional activities assigned by teachers within the expected timelines.
- Students must participate in discussions and other communication mechanisms as expected by the teacher.
- Students must participate in appropriate state assessments, which may require in-person testing.

- Students and parents should proactively notify their teacher or a school administrator with any concerns about progress or additional support needed.
- When transferring, current grades will be calculated in the overall grade.

Principals
- Convey the overall expectations for the school's implementation of the Virtual Academy and ensuring that these expectations are clearly communicated to and expected by teachers, students, families, and other involved school staff.
- Designate an administrator or teacher to be the remote learning lead or primary point person for the school's virtual students.
- Establish a mechanism for tracking student engagement and interaction.
- Ensure that a Learning Plan is developed for all students with IEPs in the school by their special education teacher or other school-based staff with knowledge of the student, and that each child's plan is shared and discussed with his/her parents or guardians.
- Set expectations for recording of grades, data entry, and tracking student participation.
- Set expectations to monitor student attendance and to address attendance concerns.

Teachers
- Use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes.
- Fulfill their instructional responsibilities.
- Communicate expectations to students and parents about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.
- During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, lead other instructional activities, and check for understanding.
- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.
- For students who need additional support or enrichment, work with instructional assistants and other support staff to identify appropriate activities and assignments to the greatest extent possible.

Instructional Assistants
- Continue to support teachers in the delivery of instruction.
- Support classroom teachers with assignments, content, and activities.

- Maintain regular communication with teachers and related service provider(s).
- Communicate and check-in with students as determined by classroom teacher and school leadership.

Guidance Counselors
- Work to create full classes of virtual students.
- Limit the number of periods of virtual students, to the greatest extent possible, in a teacher's overall traditional class load.
- Work with administrators and staff to develop a plan for how staff, students, and parents can reach them by phone, email, or online platforms.
- Contact families and students as needed.
- Work with administrators and staff to develop appropriate protocols for students and parents to follow in emergency situations.
- Continue to support students and parents by providing the necessary academic, college, and career counseling and advisement.
- Continue to monitor the social/personal development of their students and their students' active participation.