YCSD Full-time Virtual Learning for 2021-2022

Grades K-12

Virtual Virginia Synchronous Program
Meeting Procedures

• Please mute your microphone
• Also, turn off your video for streaming purposes
• Questions that pertain to the larger audience can be added to the chat
• Use the link in the chat to access a Microsoft Form where you can ask questions specific to your situation
• We will honor the 45-minute scheduled time
Agenda

• Overview of Virtual Virginia’s full-time program
  – What is Virtual Virginia?
  – How is it different from this year’s YCSD virtual program?
  – What is the schedule for the Virtual Virginia program?

• The application process
  – Step 1: Necessary criteria
  – Step 2: Student readiness & family commitment
  – Step 3: YCSD zoned school partnership
  – Step 4: Application

• Monitoring Student Progress
Virtual Virginia’s Full-time Program

- The program is offered through the Virginia Department of Education.
- Secondary YCSD students have attended the part-time asynchronous program in previous years.
- There is a new full-time K-12 synchronous program for 2021-22 school year.
- An approved student remains a YCSD student but participates fully in the Virtual Virginia experience.
<table>
<thead>
<tr>
<th></th>
<th>2020-2021 YCSD Virtual Academy</th>
<th>2021-2022 Full-time Virtual Virginia Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual classroom</strong></td>
<td>• YCSD teachers</td>
<td>• Licensed VA teacher not associated with YCSD</td>
</tr>
<tr>
<td></td>
<td>• YCSD peers</td>
<td>• Classmates are from across the state</td>
</tr>
<tr>
<td><strong>Instructional tools</strong></td>
<td>• Microsoft Teams and Course</td>
<td>• Zoom</td>
</tr>
<tr>
<td></td>
<td>• YCSD’s Canvas LMS</td>
<td>• Virtual Virginia’s Canvas LMS</td>
</tr>
<tr>
<td></td>
<td>• Microsoft Word, PowerPoint, etc.</td>
<td>• Google Docs, Slides, etc.</td>
</tr>
<tr>
<td></td>
<td>• YCSD curriculum, textbooks, materials</td>
<td>• VVA teacher selected curriculum, textbooks, and materials</td>
</tr>
<tr>
<td>Course Schedule for Secondary</td>
<td>2020-2021 YCSD Virtual Academy</td>
<td>2021-2022 Full-time Virtual Virginia Program</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>• Students have access to courses in the YCSD Program of Studies</td>
<td>• Students follow the same schedule as in-person learners</td>
<td>• Students are limited to VVA and YCSD VHS course offerings that are a part of YCSD’s Program of Studies</td>
</tr>
<tr>
<td>• Students follow the same schedule as in-person learners</td>
<td>•</td>
<td>• VVA offers limited elective courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are on a rotating schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Policy &amp; Local Assessments</th>
<th>2020-2021 YCSD Virtual Academy</th>
<th>2021-2022 Full-time Virtual Virginia Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• YCSD teachers update ASPEN regularly</td>
<td>• Quarterly Assessments (No Mid-Term and Final)</td>
<td>• Grades are imported from VVA into ASPEN at the interim and Quarter intervals</td>
</tr>
<tr>
<td>• Quarterly Assessments (No Mid-Term and Final)</td>
<td></td>
<td>• Mid-Term &amp; Finals are a significant percentage of students’ grades</td>
</tr>
</tbody>
</table>
## YCSD Virtual Academy & VVA Comparison

<table>
<thead>
<tr>
<th></th>
<th>2020-2021 YCSD Virtual Academy</th>
<th>2021-2022 Full-time Virtual Virginia Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Communication</strong></td>
<td>Occurs with YCSD teachers and administrators</td>
<td>Occurs with VVA teachers and administrators, as well as YCSD division appointed mentor</td>
</tr>
</tbody>
</table>
| **Student conduct**   | • YCSD Network Services/ Acceptable Use Policy (AUP)  
                          • YCSD Student Code of Conduct Handbook | • YCSD AUP & Student Handbook  
                          • VVA’s Student and Parent/Guardian Handbook |
| **Tech Support**      | YCSD Help Desk | Virtual Virginia Help Desk |
## YCSD & VVA Calendar Comparison

<table>
<thead>
<tr>
<th>2021-2022 YCSD Calendar</th>
<th>2021-2022 Virtual Virginia Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• August 30 start date</td>
<td>• August 24 start date</td>
</tr>
<tr>
<td>• Three days for Thanksgiving holiday</td>
<td>• Two days for Thanksgiving holiday</td>
</tr>
<tr>
<td>• First full week of April is Spring Break</td>
<td>• Two days (Friday &amp; Monday) for Spring Break; occurs later in April</td>
</tr>
<tr>
<td>• End date is June 10</td>
<td>• End date is May 27</td>
</tr>
</tbody>
</table>
Additional Considerations: Instruction

• Students are responsible for all synchronous and asynchronous instruction.

• Students are expected to participate in daily synchronous instruction with their camera turned on.

• High school students who miss synchronous instruction due to scheduling conflicts are responsible for the content presented as HS courses are recorded and posted.

• Students are expected to independently complete asynchronous assignments using the Canvas learning management system.
For attendance purposes, students must check in daily with a YCSD virtual learning mentor using MS Teams.

High school students are expected to check their YCSD email at least twice a day and engage in routine communication with Virtual Virginia teachers and the YCSD virtual learning mentor.

Secondary course selection is based on the student’s course of study and required course prerequisites as determined by VVA and YCSD.

Students remain YCSD students with access to after-school clubs, sports, activities occurring after the school day.
Students with Exceptional Learning Needs

- Virtual Virginia teachers will be provided information on IEP, 504, and EL learning plans for those students they teach.
- Virtual Virginia teachers will be available for any specialized meetings.
- In addition to instruction through VVA Canvas and Zoom, students with exceptional learning needs will receive services through YCSD using the YCSD Canvas learning management system (in addition to VVAs for general instruction) and Microsoft Teams.
- Students may be required to attend additional synchronous online instruction to receive related services and supports from an appropriately licensed YCSD teacher and related staff.
# Sample Elementary Schedule (Grades K-5)

**Monday, Tuesday, Thursday & Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Area</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15 am</td>
<td>Morning Meeting</td>
<td>Daily Welcome, Social-Emotional Learning, Team-Building</td>
</tr>
</tbody>
</table>
| 8:15 – 9:20 am  | Reading & Language Arts    | • Whole-group reading (20 min)  
• Whole-group word work or writing (20 min)  
• Small-group reading, asynchronous work, independent reading, or writing (25 min) |
| 9:20 – 9:30 am  | Break                      | Stretch & Movement Activity (independent or teacher-led)                               |
| 9:30 – 10:20 am | Mathematics                | • Whole-group math focus (20 min)  
• Small-group and independent practice (30 min)                                       |
| 10:30 – 11:00 am| Specialty class            | Supplemental class in Physical Activity & Wellness, World Language, Dance and Arts     |
### Sample Elementary Schedule (Cont)

**Monday, Tuesday, Thursday & Friday (cont.)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Area</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 – 11:45 am</td>
<td>Lunch and Recess</td>
<td>Break for lunch, stretch and movement</td>
</tr>
<tr>
<td>11:45 – 12:15 pm</td>
<td>Social Studies</td>
<td>Direct instruction and practice with Social Studies concepts</td>
</tr>
<tr>
<td>12:15 – 12:20 pm</td>
<td>Break</td>
<td>Stretch &amp; Movement Activity (independent or teacher-led)</td>
</tr>
<tr>
<td>12:20 – 12:50 am</td>
<td>Science</td>
<td>Direct instruction and practice with Science concepts</td>
</tr>
<tr>
<td>12:50 – 1:00 pm</td>
<td>Afternoon Meeting</td>
<td>Daily Closing, Social-Emotional Learning, Team-Building</td>
</tr>
</tbody>
</table>
**Sample Elementary Schedule (Grades K-5)**

**Wednesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Area</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30 am</td>
<td>Morning Meeting</td>
<td>Daily Welcome, Social-Emotional Learning, Character &amp; Team-Building</td>
</tr>
<tr>
<td>8:30 – 9:20 am</td>
<td>Reading &amp; Language Arts</td>
<td>• Whole-group reading (20 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole-group word work or writing (30 min)</td>
</tr>
<tr>
<td>9:20 – 9:25 am</td>
<td>Break</td>
<td>Stretch &amp; Movement Activity (independent or teacher-led)</td>
</tr>
<tr>
<td>9:25 – 10:15 am</td>
<td>Mathematics</td>
<td>• Whole-group math focus (20 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small-group and independent practice (30 min)</td>
</tr>
<tr>
<td>10:15 – 10:45 am</td>
<td>STEM</td>
<td>• Whole group STEM instruction, small group application</td>
</tr>
<tr>
<td>10:45 am – 3:00 pm</td>
<td>Asynchronous small group &amp; 1:1</td>
<td>• Asynchronous and independent work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small group and 1:1 instruction, scheduled with teacher</td>
</tr>
</tbody>
</table>
## Sample Secondary Schedule (Grades 6-12)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 am</td>
<td>English/Language Arts</td>
<td>World Language/Elective</td>
<td>Social Studies</td>
<td>Science</td>
<td>Synchronous Support (1:1 &amp; small-group)</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:45 am</td>
<td>Math</td>
<td>English/Language Arts</td>
<td>World Language/Elective</td>
<td>Social Studies</td>
<td>8:00 am – 2:00 pm</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 am – 12:15 pm</td>
<td>Science</td>
<td>Math</td>
<td>English/Language Arts</td>
<td>World Language/Elective</td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15 – 2:30 pm</td>
<td>Social Studies</td>
<td>Science</td>
<td>Math</td>
<td>English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 – 4:00 pm</td>
<td>World Language/Elective</td>
<td>Social Studies</td>
<td>Science</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>6:00 – 9:00 pm</td>
<td>AP/PE/EPF/Fine Arts/CS/Elective</td>
<td>AP/PE/EPF/Fine Arts/CS/Elective</td>
<td>AP/PE/EPF/Fine Arts/CS/Elective</td>
<td></td>
<td>Synchronous Support (1:1 &amp; small-group)</td>
</tr>
</tbody>
</table>
# Middle School Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td>Math</td>
<td>Math 6</td>
<td>Math 7 or Algebra I</td>
<td>Math 8, Algebra I, or Geometry</td>
</tr>
<tr>
<td>Science</td>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>US History to 1865</td>
<td>US History 1865 to Present</td>
<td>Civics &amp; Economics</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Health &amp; PE 6</td>
<td>Health &amp; PE 7</td>
<td>Health &amp; PE 8</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Choose two)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MS Computer Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Art Exploratory (half year only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Survey of World Language and Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Level I/II World Languages (7th &amp; 8th grade only): Spanish, French, Latin, Chinese, Arabic, American Sign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career Investigations* (through YCSD’s Virtual High School Program)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Application Process

A four-step process to support student success
Step 1: Meeting the Necessary Criteria

• The student
  – must have earned the grade of “C” or higher in all courses during 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} quarters of the 2020-2021 school year
  – is currently passing all classes
  – has no more than three unexcused absences during the 2020-2021 school year
  – meets the prerequisites for available courses (secondary only)

• The student and family are willing to make a one-year commitment to virtual instruction.
Step 2: Evaluating Readiness & Commitment

The student and parent(s)/guardian(s) who will support the student’s learning during the 2021-2022 school year completes the virtual learning readiness assessment.

– The virtual learning readiness assessment identifies
  • family commitment
  • student skills and attributes, and
  • previous school experiences
Step 2: Evaluating Readiness & Commitment

- Parent(s)/guardian(s) acknowledge responsibilities which include ensuring students
  - attend at least four hours of teacher-led instruction via Zoom, with cameras on, each day
  - complete additional required daily independent learning assignments five days a week
  - have appropriate technology and internet access or use a division issued device and/or hotspot
- Parent(s)/guardian(s) commits to engaging in routine communication with VVA teachers and the assigned YCSD virtual learning mentor.
Step 3: Meeting with School Staff

The family contacts the student’s YCSD zoned school to schedule a meeting with school staff to discuss the request for full-time virtual learning.

– This meeting should include, but is not limited to, a building administrator, school counselor, current classroom teacher, parent/guardian, and student. If the student has an IEP or 504, this meeting should be held as an IEP or 504 meeting and include appropriate staff.

– During this meeting, the group will review the Virtual Virginia program components and answer any questions. In addition, they will discuss the student and family’s readiness for a fully virtual learning experience.
Step 4: Submitting the Application

- The family completes and submits the 2021-2022 Full-time Virtual Virginia Program Application to the school counseling office.
- Applications for current students are due by **May 21st**.
- The school team reviews the student’s academic history, performance during the 2020-2021 school year, and if secondary, registered course load to determine if a full-time virtual learning program supports student academic progress.
- The school notifies the family of the outcome of the team’s review.
- If approved, the student’s school counselor enrolls the student in the full-time Virtual Virginia program. YCSD covers the nonrefundable cost for VVA.
- The student and a parent/guardian are required to attend information/orientation sessions in June and August.
Monitoring Student Progress

• A student may be returned to in-person learning for one of the following reasons:
  • The VVA registrar unenrolls the student because he/she is not demonstrating daily activity in his/her class(es).
  • The YCSD virtual learning mentor reports that the student is not making academic progress in the VVA program.
  • A parent contacts the student’s home school with concerns about academic progress or social-emotional well-being.

• In such cases, the school team and family reconvenes to transition the student to in-person learning.

• Because VVA operates separate from YCSD, additional supports may be needed due to curriculum pacing, textbooks and materials, classroom procedures, and such.
For more information on what Virtual Virginia offers, visit
www.virtualvirginia.org
Contact Information:

Dr. Karen Cagle, Associate Director of Educational Technology and Innovation
kcagle@ycsd.york.va.us

Jessica Harless, Coordinator of Online Instruction
jharless@ycsd.york.va.us

Margaret Harris-Shoates, Coordinator of Educational Technology
mharris-shoates@ycsd.york.va.us