Virtual Learning
Program
2021-22 Handbook

Welcome to the Muncie Community Schools Virtual Learning Program (VLP)

The VLP is a unique learning opportunity provided by the Muncie Community Schools. We are continuing to learn and grow as we build the program with our students, parents, teachers, and partners. We recognize that we are all learners, and we all play a vital role in the success of our students.

We are driven by our vision to develop inspired learners who are future ready, today. We look forward to partnering with you in order to do so! #MCSVLProud

Sincerely,

Dr. Chuck Reynolds,   John Troupe,

Associate Superintendent   Administrator

Who We Are

Mission Statement
The Virtual Learning Program (VLP) is committed to empowering life-long learners by developing collaborative relationships. Within our community, we provide an innovative, personalized learning experience where students feel safe, inspired, and challenged. Success in this mission will cultivate critical thinkers who have the tools to contribute to a changing global society.

Vision Statement
Placing Learners First

MCS Enduring Values
To fulfill our mission, we commit to these enduring values as we implement strategies to achieve an innovative, cradle-to-career and community-based approach.

Excellence: We commit to excellence in all that we do.

Innovation: We commit to being creative, responsive, and progressive.

Courage: We commit to making tough decisions, holding difficult conversations, and taking risks in pursuit of results.

Integrity: We commit to being honest, ethical, authentic, and accessible.

Leadership: We commit to establishing strong, professional educational leaders.

Inclusiveness: We commit to respect and embracing equity, inclusion, and diversity in people, ideas, and opinions.

Equity: We commit to providing appropriate resources for each learner to achieve success.

Partnerships: We commit to supporting and engaging families and the community with our schools serving as community hubs.

Contact Information

MCS VLP Office (765) 281-3775

Staff Name	VLP Role	email
John Troupe	Administrator	john.troupe@muncieschools.org

Communication Guide

Consistent and cooperative communication provides a vital link between VLP learning facilitators (teachers), Learning Coaches (parents), and Learners (students). Our main method of communication is through email.

It is VITAL that Learning coaches regularly check their emails and respond to school communication in a timely manner, to support learners.

Line of Communication:

Student / Parent / Learning Coach → Teacher → VLP Administrator → District Leadership
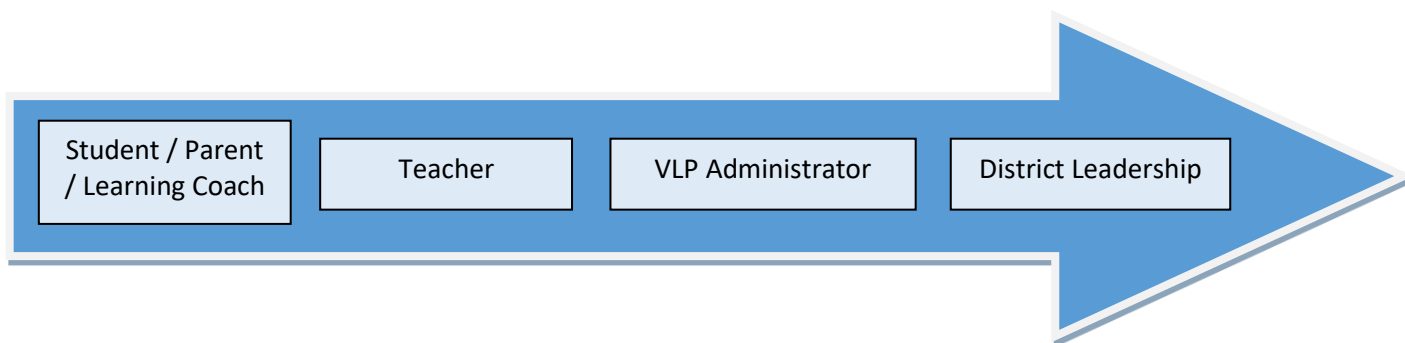
Who do you contact, when?
Refer to the below chart to guide you in who your supports are for various topics. In general, your learner's learning facilitator (teacher) is your first line of contact and can support you and your learner.

For questions about…	Contact…
• Orientation/Getting Started	Visit Stride/K12 Orientation site at https://fueled.force.com/engage/s/
• Assignments • Due Dates • Grades • Course Expectations	Your Stride Learning Solutions teacher through the OLS or OLMS/HS (https://login-learn.k12.com/#login).
• Resetting username or password to the OLS or OLMS/HS	To reset student username or password, log in to the Learning Coach account and click on the student's profile. To reset the Learning Coach username or password, go to the OLS login page (https://login-learn.k12.com/#login) and click on "forgot username" or "forgot password".
• Navigating the OLS or OLMS/HS • K12-specific error messages	Stride Learning Solutions Support (https://fueled.force.com/servicestation/s/) **Phone Support** (1-84-GO-FUELED or 1-844-638-3533) and **Live Chat Support** are available

	during the following hours of operation*: **Technical Support:** Monday - Friday 8AM ET – 8PM ET **Academic Support:** 24 hours a day 7 days a week starting November 1, 2020.
• Logging in to the student Chromebook • Chromebook errors/malfunctions	Contact your base school.
• Powerschool access • Powerschool grade discrepancies • Excused absence documentation • Academic concerns • Behavior Concerns • Comments/Suggestions	VLP Administrator, John Troupe (765)281-3775 John.troupe@muncieschools.org

School Calendar

MCS 2021/2022 Calendar

2021

July
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
		T-0		S-0		

August
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
		T-18		S-16		

Aug 9 – Teachers Begin   Aug. 10 - Students 1st Day

September
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
		T-21		S-20		

Sept. 6 Labor Day - No School; Sept. 17 PD day

October
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31		T-16		S-16		

End of 1st Qtr.-Oct. –   days   Oct. 11-15 Fall Break

November
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
		T-19		S-19		

Nov. 24-26   Thanksgiving Break

December
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
		T-13		S-13		

End of 2nd Qtr. Dec 17 84 Semester Days
Winter Break Dec. 20-31

2022

January
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	T-20		S-19		

Jan 3 Teacher Work Day   Jan 4 - Students Return
Jan 17 MLK Day - No School

February
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
		T-19		S-19		

Feb. 21 – President's Day – No School

March
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
		T-18		S-18		

March 11 - End of 3rd Qtr.   Spring Break March 21-25

April
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
		T-21		S-21		

May
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
		T-19		S-18		

May 26 - End of 4th Qtr.   90 Semester Days

June
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Orange - No School   Red – National Holiday   Green -Teacher Work Day (No Students)   Purple – 2Hr. Release Days for Professional Development   Blue – Grading Periods
Total Teacher Days – 185   Total Student Days - 180   Snow days will be E-Learning or added after May 26th as needed.

Aug. 4-5	New Teacher Orientation	Sept. 17	Prof. Development	Jan. 17	MLK Day – No School	8/10/21 – 10/8/21	1st Qtr (42 Days)
Aug. 6	Teacher Workday	Oct. 11-15	Fall Break	Feb. 21	President's Day – No School	10/18/21 – 12/17/21	2nd Qtr (42 Days)
Aug. 9	Full Faculty Meeting	Nov. 24-26	Thanksgiving Break	March 21-25	Spring Break	1/4/22 – 3/11/22	3rd Qtr (47 Days)
Aug. 10	Students 1st Day	Dec. 20-Jan. 2	Winter Break	May 26	Student's Last Day	3/14/22 – 5/26/22	4th Qtr (49 Days)
Sept. 6 -	Labor Day – No School	Jan. 3	Teacher Work Day	May 30	Memorial Day		180	Total student days

MCS VLP Important Date List

2021
AUGUST
>10 Tuesday Students' First Day
>24 Tuesday 2 Hr. Early Release Day for Professional Development

SEPTEMBER
>6 Monday Labor Day - NO SCHOOL
>17 Friday Teacher Work Day - NO STUDENTS
>28 Tuesday 2 Hr. Early Release Day for Professional Development

OCTOBER
>11-15 Monday-Friday Fall Break - NO SCHOOL
>26 Tuesday 2Hr. Early Release Day for Professional Development

NOVEMBER
>23 Tuesday 2Hr. Early Release Day for Professional Development
>24-26 Wednesday-Friday Thanksgiving Break - NO SCHOOL

DECEMBER
>17 Friday Christmas Break begins with end of school day

2022
JANUARY
>4 Tuesday Classes Resume from Christmas Break
>17 Monday Martin Luther King, Jr. Day - NO SCHOOL
>25 Tuesday 2Hr. Early Release Day for Professional Development

FEBRUARY
>21 Monday President's Day - NO SCHOOL
>22 Tuesday 2Hr. Early Release Day for Professional Development

MARCH
>21-25 Monday-Friday Spring Break – NO SCHOOL

APRIL
>26 Tuesday 2Hr. Early Release Day for Professional Development

MAY
>24 Tuesday 2Hr. Early Release Day for Professional Development
>26 Thursday Students' Last Day – End of 2nd Semester

2021-2022
GRADING PERIODS
PROGRESS REPORT DATES

GRADING PERIODS

FIRST SEMESTER

August 10, 2021 – October 8, 2021   43 Days
> *Report cards sent home October 22nd*

October 18, 2020 – December 17, 2020   42 Days
> *Report cards sent home January 7th*

SECOND SEMESTER

January 4, 2022 – March 11, 2022   47 Days
> *Report cards sent home March 18th*

March 14, 2022 – May 26, 2022   49 Days
> *Report cards mailed home June 3rd*

PROGRESS REPORTS

First mid-quarter ends Wednesday, September 9th
   Reports sent home Wednesday, September 16th
Second mid-quarter ends Wednesday, November 11th
   Reports sent home Wednesday, November 18th
Third mid-quarter ends Wednesday, February 3rd
   Reports sent home Wednesday, February 10th
Fourth mid-quarter ends Wednesday, April 14th
   Reports sent home Wednesday, April 21st

School Supplies

While most K12 courses are "digital first" and require no outside textbooks or workbooks, it is highly recommended that students have notebook paper and pen or pencil on hand at all times. Just as in a brick and mortar class, students are encouraged to take notes and keep their work organized in a binder or folder. In addition, some courses may require materials beyond what is available in the household. Muncie Schools will work with Stride Learning Solutions to provide necessary materials for those classes. Muncie Community Schools is committed to providing students with the tools to succeed, so please contact VLP Administrator John Troupe if you need school supplies for your VLP student.

We also have personal whiteboards and dry-erase markers for all of our VLP students in Kindergarten through 5th grade. Those are available at the Administration Building on Cowan Rd.

Classroom Access & Conferences

Classroom Visits

Learning coaches are encourage to observe the VLP class whenever possible to better support your student. If you have questions while observing the class, please do not interrupt the lesson to speak with the teacher. You can email immediately or reach out to the teacher during other available times. These procedures in place to not disrupt the learning environment and to ensure the safety of all learners.

Parent / Learning Coach & Teacher Conference

If a parent / Learning Coach would like to set-up a conference with their teacher(s), they should contact the teacher directly through the OLS or at the email listed on the previous contact information page.

School Hours

<u>Administration Building Hours</u>

4301 S Cowan Road

Monday through Friday 8:00 a.m. to 4:00 p.m.

Attendance Guidelines

Students enrolled in Muncie Community Schools (MCS) Virtual Learning Program (VLP) must meet Indiana compulsory attendance requirements. Attendance must be recorded on a regular and ongoing basis, and MCS VLP students have the same guidelines related to truancy students attending in person.

Students enrolling after the start of the year and mid-year are subject to all the same enrollment and course progress/completion requirements as students who enroll prior to the start of the school year or semester. These requirements include the on-boarding process. MCS Virtual Learning Program students are expected to attend school starting on day one. Any student who has not attended school or completed the on boarding process by Day 10 after enrollment may be administratively withdrawn.

IC 20-19-9-5 Withdrawal of habitual truants

Sec. 5. A school corporation that operates a virtual education program must require that if a student who attends a school corporation's virtual education program accumulates the number of unexcused absences sufficient to result in the student's classification as a habitual truant (as described in IC 20-20-8-8(a)(17)), the student must be withdrawn from enrollment in the school corporation's virtual education program.

Required Instructional Hours

To meet the Indiana's requirements, families are recommended to have their student complete a minimum hours of schooling each week. MCS VLP shall conduct at least 180 student instructional days during each school year. In order to count as an instructional day, a school corporation must provide:

- at least 5 hours of instructional time for grades 1 through 6; and
- at least 6 hours of instructional time for grades 7 through 12.

"Instructional time" is defined as time during which students are participating in an approved course, a curriculum, or an educationally related activity under the direction of a teacher.

How Attendance/Progress Will Be Assessed

Attendance and progress will be determined based on several criteria, including logins to the platform, time in individual classrooms, missing assignments, and class progress. The Powerschool record is the official record, so please make sure to inform VLP staff of any excused absences and provide appropriate documentation.

Good Academic Standing

Adequate participation (and therefore progress) in MCS Virtual Learning Program coursework is based on several criteria. These criteria include student daily logins which are tracked by the online platform, course percentage progress and completion, and communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pacing guides and percentage complete, as well as regular communication with teachers. Therefore, even though the online platform may be recording a high number of student logins, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk of being removed from the MCS Virtual Learning Program.

Parent/Guardian Responsibilities

Alert School of Student Absences

Attendance is based on students logging into our learning management system, as well as Learning Coach reporting. Regardless of the amount of time a student misses due to absences, the student is required to complete all coursework included in the course grade book and assessment list. Excessive absences, delinquent assignments, and/or lack of course progress may lead to a student being considered truant. Health related absences of three or more consecutive school days may also require a doctor's note. Students should submit their doctor's notes to the VLP Administrator. All other absences will be considered unexcused.

Complete Defined School Year

Regardless of the number of hours of schooling a student may complete prior to the last day of the school year students are required to meet the weekly required instructional hours up to and including the last day of the school year.

Vacations or Days Off

MCS Virtual Learning Program allows students 24/7 access to their courses. While the access allows students to work ahead or catch up, the expectation of course progress and completion remains. Students will have the vacation/days off that align with the Muncie Community Schools

calendar, but are still required to make course progress and complete all coursework.

Official Attendance Record

We utilize PowerSchool to officially track attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours requirement. In certain cases, where it has been determined that a student has not completed enough work or that certain other school requirements have not been fulfilled, an administrator may invalidate the attendance record, resulting in sanctions up to and including withdrawal.

TEXTBOOK FEES AND MATERIALS FEES PAYMENT

Kindergarten	$100.00 (in-person $135.36)
First Grade	$100.00 (in-person $137.35)
Second Grade	$100.00 (in-person $137.64)
Third Grade	$100.00 (in-person $99.31)
Fourth Grade	$100.00 (in-person $83.27)
Fifth Grade	$100.00 (in-person $82.24)
Sixth – Twelfth Grade	$20.00 per VLP course (typically $100.00)

Learning Coach Expectations

MCS Virtual Learning School is a unique learning environment where the Learning Coach facilitates a majority of the learner's daily learning activities. Learning Coaches are expected to oversee and help to facilitate the instructional support for their learner(s). This requires a significant commitment from parents or another designated adult. Learners should not be left home alone and require a committed Learning Coach to support them with their school work throughout the day.

Top Ways To Be A Successful Learning Coach
1. Log Online Attendance and Lessons daily rather than backlogging
2. Know what your learner is learning about in each subject, and relate to it by logging into your OLS account to view your student's schedule and content
3. Establish a daily routine and schedule!
4. Be a Learner!!! -Utilize the school's resources by attending workshops and completing the online orientation course.
5. Prepare for lessons and have materials organized.
6. Network with other Learning Coaches during school.
7. Know your Learner's Class Connect schedule and give reminders. If they have to miss, communicate with teacher and watch recording.
8. Communicate with your learner's teachers early and often! Utilize email or class connect.
9. Set weekly goals with your learner and reflect on progress, growth and areas to improve on to keep learning at the center.
10. Don't be afraid to ask questions. We cannot assist in your journey if we don't know your struggles.
11. Set up an effective learning space or environment for your learner to work.
12. Check email REGULARLY! School communication is sent through email by the VLP teachers and other school staff.

Learning Coach Expectations per Grade Level

	Elementary	Middle School	High School
Lessons and Assignments	●Assist with & teach lessons ●Monitor comprehension and learning	●Assist with some lessons; varies based on student's independence ●Check K12 to Verify assignment submission & check grades to ensure student is on track w pacing guide ●Monitor comprehension	●Assist with some lessons; varies based on learner's independence ●Check K12 to verify assignment completion & grades to ensure learner is on track with pacing guide
Daily	●Create a daily/weekly learning schedule ●Check upcoming lessons and required materials	●Set and monitor daily learning schedule (daily check-ins) ●Encourage independent learning and self-advocacy	●Support learner independence and self-advocacy ●Log attendance in K12g

	●Log attendance in K12	●Log attendance in K12	
Communication	●Communicate with teacher ●Turn in learning artifacts ●Attend learning conferences	●Communicate with teacher if learner is struggling, not working, etc. ●Attend learning conferences	●Communicate with teacher if concerns arise ●Attend learning conferences

READINESS TO LEARNING

TIERS OF SUPPORT

The mission of Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered. To succeed in this mission, MCS utilizes a Multi-Tiered System of Support (MTSS) framework to provide the necessary academic, behavioral, and social and emotional supports for all students. The MTSS model identifies three tiers of supports that can be provided to students:

❑ Tier I supports are available to all students and we typically expect 80-90% of students to be successful with these universal supports. When a student struggles to meet academic, behavioral, or social and emotional learning expectations, school personnel may consider Tier II supports.

❑ Tier II supports (often referred to as interventions) are provided to the 5-15% of students who need additional assistance with academic, behavioral, or social and emotional learning. These supports are generally not highly individualized and a delivered in a manner that causes minimal disruption to the school day. When a student continues to struggle even after participating in Tier II interventions, school personnel will explore Tier III supports.

❑ Tier III supports are highly individualized and more intensive interventions designed to enable students to develop the academic, behavioral, or social and emotional skills that they continued to struggle with despite having access to high quality Tier I and II supports. Tier III supports are typically needed to support between 1 and 5% of students in our schools.

The Readiness to Learn Tiers of Support illustrates the MCS approach of providing increasing support based on students' strengths and needs, based on the Multi-Tiered System of Support (MTSS) framework. As the model indicates, supports can be provided by school personnel as well as by family members and community partners.

Three of our "Five Pillars of Focus" (Student-Centered Learning, Social and Emotional Learning and Family and Community Engagement) from our Innovation Plan are woven into the Student and Family Resource Guide. We believe in a learner-centered approach to education – one that focuses on the needs, abilities, interests and learning styles of the students rather than the conveniences of adults.

We know that student-centered teaching and learning leads to increased student participation, knowledge retention and problem-solving skills, and fosters collaboration and cooperative skills, markers of social and emotional growth. We will include developmental stages and positive learning strategies to build social and emotional learning, which promotes academic learning and positive classroom and community behaviors. Parents, families, MCS staff, community non-profit agencies and service providers, are partners. We commit to developing that relationship through establishing welcoming schools using culturally responsive practices with all that enter our doors. We will engage with community organizations to bring additional resources and wrap-around services to contribute to increased health and well-being for our students and families and to serve as community hubs.

ELEMENTARY GRADING SCALE

The Muncie Community Schools K-5 grade scale is 97-100% = A+, 94-96% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, 77-79% = C+ 74-76% = C, 70-73% = C-, 67-69% = D+, 64-66% = D, 60-63% = D-, and 59% and below = F.

All elementary students in grades 1-5 will be given letter grades in all subjects unless otherwise directed by a special education IEP. Semester grades will be given in art, music and PE in grades 3-5. No spelling grade will be given for the first quarter in grade 1.
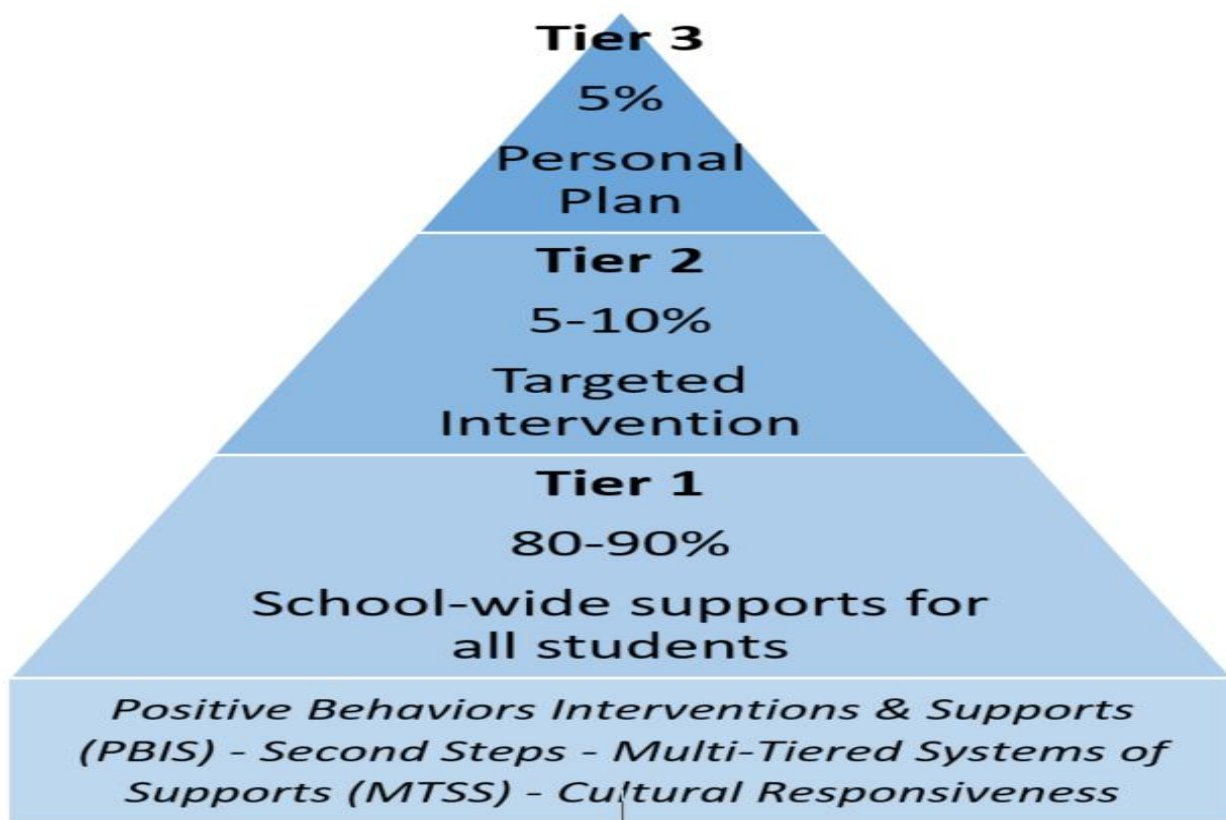
MIDDLE SCHOOL GRADING

The Muncie Community Schools 6-8 grade scale is 97-100% = A+, 94-96% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, 77-79% = C+ 74-76% = C, 70-73% = C-, 67-69% = D+, 64-66% = D, 60-63% = D-, and 59% and below = F.

HIGH SCHOOL GRADING

The Muncie Community Schools' 9-12 grade scale is:　　90 -100% = A
　　　　　　　　　　　　　　　　　　　　　　　　　　80 - 89% = B
　　　　　　　　　　　　　　　　　　　　　　　　　　70 - 79% = C
　　　　　　　　　　　　　　　　　　　　　　　　　　60 - 69% = D
　　　　　　　　　　　　　　　　　　　　　　　　　　59% & below = F

Tier 3
5%
Personal Plan

Tier 2
5-10%
Targeted Intervention

Tier 1
80-90%
School-wide supports for all students

Positive Behaviors Interventions & Supports (PBIS) - Second Steps - Multi-Tiered Systems of Supports (MTSS) - Cultural Responsiveness

POSSIBLE INTERVENTIONS

Tier I	Possible School Interventions	Possible Parent Interventions

· School-wide (80% - 90% of students) · Supports all students in a school	· Restorative Practices · Brain aligned strategies · Conference with student · Conference with Parent · Teach / re-teach of skill	· Calling teacher · Communicate with school · Teacher / Parent establishing a reward system · Seeking community / wrap-around resources · Ask questions · Read all papers that come home

Tier II	Possible School Interventions	Possible Parent Interventions
· School-wide (5% - 10% of students) · Provides additional support for smaller groups of students who need more targeted assistance	· Teach / re-teach of skills with interventionist. · Daily check-ins with a trusted adult at school · Refer student to MTSS Team (Student Assistant Coordinator, Counselor, Behavior Coach) · Service learning · Written notification to parents · Conference with Parent · Request parent meeting	· Talk to teacher / principal and child about concerns · Volunteer to observe child in classroom · Learn about academic standards · Get to know child's friends and parents

Tier III	Possible School Interventions	Possible Parent Interventions
· School-wide (1% - 5% of students) · Provides intensive support for individual students not successful with Tier I or Tier II interventions	· Strategies designed to meet the needs of the individual student, including referral to mental health and wellness partners	· Attend all meetings · Follow-up with any referral or appointments · Communicate with school · Continue to work with MTSS Team and administrative team

Pacing Guides

Pacing guides are utilized by all learning facilitators (teachers) as a guide for the learner through the K12 curriculum. Teachers will distribute a pacing guide at the beginning of the semester. Pacing guides are intended to help the learning coach keep the learner on pace with the K12 curriculum and know what to expect weekly. Direct all questions to the teacher in regards to pacing guides.

K-5th Grade Example Pacing Guide
Below is an example of a Kindergarten Pacing Guide.

Day	Date	Math	Literature	Phonics	Science	Social Studies
Tuesday	1-Oct	U3L8-quiz	U3L8	U6L1		
Wednesday	2-Oct	U3L9	U3L9	U6L2		
Thursday	3-Oct	U3L11-Unit Checkpoint	U4L1	U6L3		
Friday	4-Oct	U4L1	U4L2	U6L4		
Monday	7-Oct	U4L2	U4L3	U6L5		
Tuesday	8-Oct	U4L3	U4L4	U7L1		
Wednesday	9-Oct	U4L5	U4L5	U7L2		
Thursday	10-Oct	U4L6-quiz	U4L6	U7L3		
Friday	11-Oct	U4L7	U4L7	U7L4		
Monday	14-Oct	U4L9-quiz	U4L8	U7L5		
Tuesday	15-Oct	U4L10	U4L9	U8L1		
Wednesday	16-Oct	U4L12-quiz	U5L1	U8L2		
Thursday	17-Oct	U4L13-quiz	U5L2	U8L3		
Friday	18-Oct	End of 1st Quarter				
Monday	21-Oct	U4L14	U5L3	U8L4		

6ᵗʰ-12ᵗʰ Grade

Below is an example of a 6ᵗʰ-12ᵗʰ grade pacing guide found in K12 for each course.

Module	Due Date	Semester Day	Unit Lesson Names & Assignments	Instruction Type	(F)ormative (S)ummative
			Math 6 (MTH06A) - Semester 1		
	19-Aug-19	1	Course Introduction		
Module 1 Number Properties	20-Aug-19	2	Readiness Checkpoint	Diagnostic	
	21-Aug-19	3	1.01: Exchange Ideas	Discussion	F
	22-Aug-19	4	1.02: Divide Whole Numbers	Quiz	F
	23-Aug-19	5	1.04: Primes and Composites		
	26-Aug-19	6	1.05: Factors and Prime Factorization	Quiz	F
	27-Aug-19	7	Independent Work Time		
	28-Aug-19	8	1.07: Greatest Common Factor	Quiz	F
	29-Aug-19	9	1.08: Least Common Multiple	Quiz	F
	30-Aug-19	10	1.09: Distributive Property	Quiz	F
	3-Sep-19	11	1.10: Unit Review		
	4-Sep-19	12	1.11: Unit Test, Part 1	Test	S
	5-Sep-19	13	1.11: Unit Test, Part 2	Test	S
	6-Sep-19	14	Module 1 Wrap-Up		

Academic Integrity Code

MCS VLP has high expectations with regards to academic integrity. Muncie Community Schools academic integrity guidelines listed in the MCS Student and Family Handbook ensures that learners are following these expectations to the highest degree. Cheating in any manner is a violation of academic integrity. Examples of this could be:

- Submitting work that is not completed by the learner
- Allowing learners to submit the work of another learner as their own
- Parents completing work for the learner
- Using any unapproved aids on assignments, quizzes, or in tests (including the internet)
- Submitting the same work for more than one course or assignment without prior written approval from the instructor(s)
- Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports
- Destroying, tampering, or altering another learner's work to impede academic progress
- Plagiarizing in any manner. Any time you present words or ideas of another person as your own without proper citation of sources (electronic, internet, or print). Some examples are:
  - Utilizing internet chat groups to ask questions and using the responses as your own
  - Utilizing sources excessively even when documented or relying on similar order of sentences while altering a few words or word order
  - Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission

Note: Many courses require written work in which learners will need to cite sources. Direct quotations, or text copied directly from a source, need to be indicated by quotation marks (" "). Direct quotations from the textbook or online material must be cited. For textbook citations, (Author, Page Number); for online material citations, (UnitX, LessonY, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a learner is citing information found on a website, they must provide the complete Web page or site title, URL, author if known, page number if applicable, and publication place and date of the site, if available. Some assignments in 6th-12th grade English class are automatically submitted to Turnitin, plagiarism detection software.

 All learners must complete a plagiarism awareness session during orientation in order to fully understand plagiarism and OVS's academic integrity practices. All learners and learning coaches will sign an agreement stating they understand the academic integrity practices for OVS. Please refer to the academic integrity position statement for OPS in the student district handbook for additional information.

Academic Integrity Violation Consequences

1st Offense- A 0% will be recorded in the grade book and feedback to student will be provided that indicates to the learner that academic integrity is a concern. The learning facilitator will contact the learning coach to share concerns. <u>The learning coach must acknowledge the</u> <u>contact and reply to the concern</u>. The learner will show evidence of learning on the assignment, by redoing it. The final grade of the redo is up to the discretion of the learning facilitator.
Documents explaining plagiarism and OVS's Academic Integrity Code will be shared with the

learning coach to support the learner.

2nd Offense- The learner earns an automatic 0 % on the assignment. The learning facilitator

will contact the learning coach that academic integrity is a concern. <u>The learning coach must</u> <u>acknowledge the contact and reply to the concern</u>. The learner will show evidence of learning on the assignment, by redoing it; however, the 0 will remain. A behavioral referral will be sent to the director regarding the learner's behavior. A conference with the learning facilitator, program director, learning coach and learner will occur.

3rd Offense- The learning facilitator will contact the learning coach to share concerns about an academic integrity violation. <u>The learning coach must</u> <u>acknowledge the contact and reply to the</u> concern. A behavioral referral will be sent to the director regarding the learner's behavior. A conference with the learning facilitator, program director, learning coach and learner will occur to communicate that the learner automatically fails the course in which they have violated academic integrity code in for the third time. (This is cumulative over the school year and spans across all content areas. If a learner plagiarized first in English, then in science, and for the third time in history, the learner would fail the history course.)

4th Offense- The learning facilitator will contact the learning coach to share concerns about academic integrity. <u>The learning coach must acknowledge the contact and reply to the concern</u>. It is possible that the learner's access to the course is locked until contact has been established. A behavioral referral will be sent to the director regarding the learner's behavior. A conference with the learning facilitator, program director, learning coach and learner will occur to
determine learner's continued enrollment with the Omaha Virtual School.

1st offense	2nd offense	3rd offense	4th offense
0% on assignment until parent contact & acknowledgement	0% on assignment	Parent contact	Parent contact
Parent contact & acknowledgement	Parent contact & acknowledgement	Parent contact & acknowledgement, Possible learner lock out of course	Parent contact & acknowledgement, Possible learner lock out of course
Warning & re-teaching	Behavioral referral	Behavioral referral	Behavioral referral
Assignment redo; grade determined at discretion of LF	Assignment redo; 0% remains	Conference with VLP administrator	Conference with VLP administrator
Reminder of MCS academic integrity guideline with family	Conference with VLP administrator	Possible failure of course	Possible removal from program

 Recommended practices for working with learners at home:

-While it may take time for a student to type a document for an assignment, this is authentic typing/keyboarding practice for the student. Keyboarding is a skill that is important for all ages. Please have students practice typing regularly.

-Dictation is available in some Google application. Students are able to use

these within reason.

-It is not recommended that a learning coach dictate for students 4th grade and higher, unless otherwise specified in a plan for the student.

these within reason.

-It is not recommended that a learning coach dictate for students 4th grade and higher, unless otherwise specified in a plan for the student.

Resources:

Purdue Online Writing Lab- MLA
Citation Guide:
https://owl.english.purdue.edu/owl/resource/747/01/

3rd-5th graders- How can you show respect for other people's work?
https://www.commonsense.org/education/lesson/whose-is-it-anyway-3-5 6th-8th Grade- A Creator's Rights

https://www.commonsense.org/education/lesson/a-creators-rights-6-8 9th-12th grade- Copyrights and

Wrongs

https://www.commonsense.org/education/lesson/copyrights-and-wrongs-9-12

Internet access

Parents/guardians of learners enrolled in MCS VLP will be responsible for providing Internet service for the learner. The Virtual Learning Program requires students to access the online K12 curriculum on a daily basis. Parents/guardians are responsible for resolving Internet connectivity issues with their Internet service provider. Learning Coaches are responsible for having a "Back-Up Plan" for days when they are encountering internet issues.

We recognize that families may need assistance with providing Internet access. If you need assistance, options are available through Comcast support program. The program offer families low-cost Internet access, if they are eligible. In addition, learners can also access wireless internet at public libraries, outside school campuses, and other public venues. If families continue to face connectivity issues, please seek assistance from MCS.

Further Guidance

This handbook serves to clarify school policies for VLP students. For more information, please consult the full MCS *Student and Family Handbook and Support Guide* for the 21-22 school year (found on the Muncie Community Schools website).