



When Gov. Jim Justice announced in March that all West Virginia Schools would move to a remote learning platform, Jefferson County Schools (JCS) teachers created emergency plans to ensure that students were supported. Moving forward, JCS recognizes the importance of providing families with choices about how they wish to receive instruction and have created Future Ready Schools with flexible learning environments to meet those needs.

For the coming school year, students can participate in a Traditional model, attending school in-person with strict safety guidelines in place, or receive instruction online through the Jefferson Virtual Academy.

The Jefferson Virtual Academy will utilize designated Jefferson County teachers with a focus of relationship and community building. Along with support from school and district administrators, local teachers will provide a robust virtual learning experience for students based on research and best practices:

- Utilize Google Classroom through the Google EDU accounts provided by the district.
- Offer student schedules for use in the virtual learning environment.
- Define flexible lesson plan components tailored to meet all student needs.
- Provide academic progress reports.
- Provide a means for student connection.

### **Getting Started Planning Steps**

Families who choose the Jefferson Virtual Academy should be prepared to support a student's active participation in all online learning activities. Families need to ensure students have adequate space, materials, and access to technology for daily online instruction. If needed, families may request school assistance to provide a laptop and internet service. Families need to be ready to follow the established daily learning schedule and will need to work with school staff to arrange for students to participate in standardized assessments and other mandated educational activities.

## Caregivers as the First Teachers

Parents and caregivers have, and will always be, a child's *"first teacher"* and JCS looks forward to this opportunity to consult with the people who know and understand our students best. Setting JCS students up for success is a huge undertaking, and that means that the participation and partnering of teachers, families, and the local community is essential. In support of our marginalized students—JCS looks forward to learning from, and build upon the strategies that moms, dads, grandparents, and other community members have used to teach life skills and basic concepts long before these students graced JCS classrooms. Culture programs the brain; and this guides how our students learn and process information. JCS is committed to a renewed focus and exploration of new ways to partner and build relationships with all caregivers.

## Schedule

The Jefferson Virtual Academy schedule mimics that of a in school schedule with consideration of breaks to promote movement and activity throughout the school day.

- [Kindergarten/Elementary School Day](#)
- [Secondary \(Middle/High\) School Day](#)

## Student Connections

Students typically engage in three different ways while online: student to teacher, student to material, and student to student. Student to teacher engagement occurs when both the student and the teacher connect in a meaningful way. This can occur through regular check-ins during office hours, collaboration on a project, or during a synchronous online lesson.

Student to material engagement can be accomplished when the students uses new and old information to hone a skill or create a project. The Jefferson Virtual Academy give students time for this type of work with built in blocks of asynchronous work and even breaks from screens.

Lastly, student to student engagement occurs when students interact directly with other students under the supervision of the teacher. For example, a teacher may pose a question and then have all students respond to two of their peers. Student engagement will look different at every programmatic level, but engagement in materials and community are an important focus in the Jefferson Virtual Academy's learning environment.

## Instructional Community Connection

Students will have multiple opportunities\* to interact with their Jefferson Virtual Academy teachers and peers for instruction community connection, including:

- **Office Hours** - Time periods for the student and teacher to connect on an as needed basis. During office hours, students should be prepared to ask questions based on the content of their lessons. Teachers will be guaranteed to be available to families.
- **Live Lessons** - Lessons will be presented in real time but will be recorded for later accessibility to provide flexibility for families.
- **Cyber Café (High School Only)** - A staff supervised space where students can enter to discuss social emotional needs with topics offered by the Department of Social & Emotional Support and the Department of Cultural Unity.
- **Caregiver Conferences** - Should a caregiver want a conference with the teacher, the caregiver should email the JVA teacher for a conference during regularly scheduled office hours.

*\*These times will be consistently scheduled throughout the semester.*

## Lesson Plan Flexible Components

Lessons may include the following components: Engage, Explore, Explain, Apply, Share, Reflect, and Extend. Elementary ELA lessons will follow the Balanced Literacy format. Please see the following chart for the definitions.

| Lesson Component | Definition   |
|------------------|--|
| Engage           | Students will make and share connections (accessing prior knowledge) with peers and teachers through introductory activities.                |
| Explore          | Students will view new material to increase their interest in learning new information.  |
| Explain          | Class objectives are clearly presented to students to set the expectations for learning. This is where the new information will be provided. |
| Apply            | Students will apply new knowledge based on learned content.  |
| Share            | Students will relate new knowledge to life skills and communicate their findings with peers and their teacher.                               |
| Reflect          | Students will summarize the new knowledge learned.   |
| Extend           | Students will expand and deepen their understanding on the new knowledge through advanced activities.  |

## Google Classroom Platform Use

Jefferson Virtual Academy will utilize the Google Classroom platform for virtual classes in addition to numerous other digital platforms such as Seesaw and Microsoft Teams to connect with students and provide a robust learning management system.

## Attendance

While students may pace their own learning, active participation in synchronous learning opportunities is highly encouraged. Students will be monitored in five-day increments and follow the in Traditional or in person school policies as close as possible. At the point of five inactive instructional days, a Student Assistance Team (SAT) will be assembled to determine next steps and to create a SAT Plan. After 10 inactive instructional days, the student and caregiver will be referred to the Attendance Director for disposition based on WVDE guidance.

## Student Behavior

Students should conduct themselves in the same manner expected within the physical classroom. Teachers will share and explain classroom expectations and provide a weekly checklist, so students know what to expect. JCS values restorative practice among teachers and students. The following offers progressive disciplinary recommendations (outcomes may vary depending on severity of the violation):

- **1st Offense** - Teacher discussion with student.
- **2nd Offense** - Teacher discussion with student and caregiver.
- **3rd Offense** - Requirement to complete deeper digital citizenship training with reflection and discussion with caregiver.
- **4th Offense** - Student Assistant Team Meeting (SAT) or IEP Meeting to support the development of steps/strategies to enable students to find success.
- **5th Offense** - SAT or IEP Meeting to discuss alternative placement options.

## Grading

- **K-2: Standards Based Grading** – Jefferson Virtual Academy students in grades K through 2 will be given the same standards-based report card Traditional students receive at the end of the 9-week period. Teachers will use observations, work samples, discussions, and or assessments to determine students' mastery of content standards. On-going communication/feedback between caregivers, students, and teachers is paramount to have a successful virtual education.
- **Grading - 3-12** - Grading in the virtual space is like grading in the physical classroom. Students are expected to maintain a passing grading average above 60% to satisfy course requirements. If a student falls below 60%, an academic SAT meeting will be scheduled. Teachers will provide at minimum 1 grade per week per course per quarter, reflecting the traditional and in person grading policies. Caregivers can monitor student progress through the LiveGrades platform. Students will also see their grade in Google Classroom. The quarter and semester dates in the Jefferson Virtual Academy will reflect the same dates as the in-person Traditional component of JCS education.

## Career & Technical Education (CTE - Vocational) Considerations

While Career and Technical Education (CTE) courses can be taken virtually, because of the hands on activities such as learning culinary skills, learning how to weld, or practicing leadership skills, it is recommended that students with high interest in CTE courses follow the traditional in person pathway.