



# Student/Guardian Handbook

## Student Login Information

Username: \_\_\_\_\_

Password: \_\_\_\_\_

## Parent/Guardian Login Information

Username: \_\_\_\_\_

Password: \_\_\_\_\_

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# **WELCOME TO THE FOUNTAIN – FORT CARSON VIRTUAL ACADEMY!**

Dear FFC8 Families and Students:

Fountain-Fort Carson School District 8 has designed our online, virtual program to provide students with an alternative to the traditional learning environment. Fountain-Fort Carson Virtual Academy (FFCVA) is meant to be an independent and self-motivating “work from home” option for students. Secondary students have benefitted from the flexibility and personalized curriculum offered in our online options and we are now making this opportunity available to all students in the district. Enrollment in the FFCVA is a choice, and comes with an opportunity to make a change, achieve success, and accelerate learning. For some, FFCVA may be their only option.

The standards-aligned virtual curriculum has proven to be challenging, yet beneficial for our learners. Our instructional model allows students to be independent learners with opportunities to build positive relationships with teachers and receive individualized support. Teachers will provide students with timely and descriptive feedback to help them improve their academic performance so they can be successful in the program.

As with any educational institution, we want all students to be prepared for any postsecondary opportunity they wish to pursue. The FFCVA will help students learn critical academic and virtual skills they need to thrive in society. We also want our students to exit the program with the ability to work through future challenges. Please take the time to read the expectations outlined in our handbook. We want all students to understand what it takes to be successful in the FFCVA.

We look forward to a positive year of growth and a commitment to learning!

Erika Ramirez  
FFCVA Administrator

# CONTACT INFORMATION

Mrs. Erika Ramirez, FFCVA Administrator  
 Mr. Sed Keller, District FFCVA Administrator

[eramirez@ffc8.org](mailto:eramirez@ffc8.org)  
[skeller@ffc8.org](mailto:skeller@ffc8.org)

## FFCVA Secondary Instructional Team

| Name            | Email              |
|-----------------|--------------------|
| Sheila McMillin | smcmillin@ffc8.org |
| Kelly Berhost   | kberhost@ffc8.org  |

## FFCVA Elementary Instructional Team

| Name            | Email              |
|-----------------|--------------------|
| Bailey Peterson | bpeterson@ffc8.org |
| Hannah Henry    | hhenry@ffc8.org    |
| Caitlin Rogers  | crogers@ffc8.org   |

## School Counselors

| Counselor                | School                  | Student Assignment | Email                    |
|--------------------------|-------------------------|--------------------|--------------------------|
| Covina Dunnihoo          | Abrams Elementary       | All                | cdunnihoo@ffc8.org       |
| Amanda Ziemer            | Aragon Elementary       | All                | aziemer@ffc8.org         |
| Jennifer Hollis          | Eagleside Elementary    | All                | jhollis@ffc8.org         |
| Angela Lewis Lopez       | Jordahl Elementary      | All                | alewislopez@ffc8.org     |
| Kristina Gregor          | Mesa Elementary         | All                | kgregor@ffc8.org         |
| Cristina Campos Krumholz | Mountainside Elementary | All                | ccamposkrumholz@ffc8.org |
| Alicia Klinker           | Patriot Elementary      | All                | aklinker@ffc8.org        |
| Kimberly Thomas          | Weikel Elementary       | All                | kthomas@ffc8.org         |
| Connie McCombe           | Carson Middle           | 6th grade          | cmccombe@ffc8.org        |

|                               |                               |                         |                                 |
|-------------------------------|-------------------------------|-------------------------|---------------------------------|
| <b>Markus Moeder Chandler</b> | <b>Carson Middle</b>          | <b>7th grade</b>        | <b>mmoederchandler@ffc8.org</b> |
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| <b>Angela Grier</b>           | <b>Fountain Middle</b>        | <b>6th grade</b>        | <b>agrier@ffc8.org</b>          |
| <b>Lori Kadzikowski</b>       | <b>Fountain Middle</b>        | <b>7th grade</b>        | <b>lkadzikowski@ffc8.org</b>    |
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| <b>Donna Queen</b>            | <b>FFCHS</b>                  | <b>9th/11th (A-G)</b>   | <b>dqueen@ffc8.org</b>          |
| <b>Kaylen Adragna</b>         | <b>FFCHS</b>                  | <b>9th/11th (H-O)</b>   | <b>kadragna@ffc8.org</b>        |
| <b>Seth Hastings</b>          | <b>FFCHS</b>                  | <b>9th/11th (P-Z)</b>   | <b>shastings@ffc8.org</b>       |
| <b>Avery McGlenn</b>          | <b>FFCHS</b>                  | <b>10th/12th (A-G)</b>  | <b>amcglenn@ffc8.org</b>        |
| <b>Charlotte Martinez</b>     | <b>FFCHS</b>                  | <b>10th/12th (H-O)</b>  | <b>cmartinez@ffc8.org</b>       |
| <b>Frances Sanchez-Jones</b>  | <b>FFCHS</b>                  | <b>10th/11th (P-Z)</b>  | <b>fsanchezjones@ffc8.org</b>   |
| <b>Scott Jagers</b>           | <b>Welte Education Center</b> | <b>All</b>              | <b>ejagers@ffc8.org</b>         |

## ENROLLMENT AND ADMISSION

### Primary School of Enrollment

For a student to be enrolled in FFCVA, they must also be enrolled in another school in Fountain-Fort Carson School District 8 (FFC8). Because FFCVA serves as an alternative program in the district, it is not considered the primary school of enrollment for students who participate. Every FFCVA student continues to be enrolled in his or her primary school of enrollment in addition to being enrolled in FFCVA. The primary school of enrollment is responsible for ensuring that students meet all district graduation requirements. Graduating seniors will receive their diploma from their primary school of enrollment.

### Enrollment Process

As a virtual program operated by Fountain-Fort Carson School District, all students attending FFCVA must reside in Fountain-Fort Carson School District boundaries or are currently enrolled in a school within the district, exceptions are through administrative approval only. Please ensure you have completed the on-line registration process for each student *prior to completion of the Intent to Enroll for FFCVA*. Contact your home school/school of residence for specific questions related to on-line registration or for support.

***Students that enroll in FFCVA must enroll for a minimum of one semester but have an option to enroll for a calendar year. Students may return to in-person learning at their home school of residence at any time during a semester. The enrollment deadline for all K-12 students is September 4, 2020 for fall semester and January 27, 2021 for spring semester.*** The FFCVA Administrator may make an exception for special circumstances upon agreement with the home school principal. Students may need to provide additional documentation and/or will need to be placed on a waiting list to complete the enrollment process. The following students/programs impacted include:

- **Special Education Students** - Prior to enrollment students will need to have their IEP reviewed by the district special education team. Given the limited course offerings at the FFCVA, the special education will need to determine the best placement for the student to ensure an educational program that best meets the needs of the individual student.
- **English Language Learners** - Prior to enrollment students will need to have their ILP reviewed by the English Language Acquisition (ELA) team. Given the higher reading requirements in the course offerings at FFCVA, the ELA team will need to determine the best placement for the student to ensure an educational program that best meets the needs of the student.
- **Gifted and Talented Students** - Students that enroll in FFCVA and have an Advanced Learning Plan (ALP) will work with their home school counseling team and Gifted Coordinator to review and/or revise the ALP with the student and parent/guardian.

### Student/Parent Orientation

All students are required to attend a scheduled orientation with a parent/guardian before they can begin in FFCVA. During virtual orientation, students and their families will learn about program expectations, important tips for success, login information and navigation through the online learning platform, and explore ways to be successful in a virtual learning environment. Parents/Guardians will also be given access to the online parent portal. Orientation sessions will be scheduled once a week for the first month of school. Students returning to FFCVA are required to attend the beginning of the year orientation but are not required to attend orientation at the start of the second consecutive semester.

## IMPORTANT DATES 2020-2021

|                          |  |
|--------------------------|--|
| <b>July 27, 2020</b>     | <b>Virtual Academy Enrollment Opens</b>  |
| <b>August 21 2020</b>    | <b>Virtual Academy Orientation Session</b>   |
| <b>August 28, 2020</b>   | <b>Virtual Academy Orientation Session</b>   |
| <b>August 24, 2020</b>   | <b>Virtual Academy Classes Begin</b>   |
| <b>August 28, 2020</b>   | <b>Virtual Academy Orientation Session</b>   |
| <b>September 4, 2020</b> | <b>Virtual Academy Enrollment Closes (Fall Semester)<br/>Virtual Orientation Session</b> |
| <b>December 18, 2020</b> | <b>Fall Semester Ends</b>  |
| <b>December 21, 2020</b> | <b>Virtual Academy Registration Opens<br/>(Spring Semester)</b>                          |
| <b>January 8, 2021</b>   | <b>Virtual Academy Orientation Session</b>   |
| <b>January 11, 2021</b>  | <b>Virtual Academy Classes Begin</b>   |
| <b>January 15, 2021</b>  | <b>Virtual Academy Orientation Session</b>   |
| <b>January 22, 2021</b>  | <b>Virtual Academy Orientation Session</b>   |
| <b>January 27, 2021</b>  | <b>Virtual Academy Registration Closes (Spring Semester)</b>                             |
| <b>January 29, 2021</b>  | <b>Virtual Academy Orientation Session</b>   |
| <b>May 21, 2021</b>      | <b>Seniors/Last Day/End of Semester</b>  |
| <b>May 28, 2021</b>      | <b>Last Day of Spring Semester</b>   |



# STUDENT ACADEMIC CALENDAR



## FOUNTAIN-FORT CARSON SCHOOL DISTRICT EIGHT 2020-2021 ACADEMIC CALENDAR - **UPDATED 7/17/20**

### STUDENT CALENDAR

Start Date - August 17, 2020  
End Date - May 28, 2021

#### AUGUST

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 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 |    |    |    |    | 11 |

8/17 - Kindergarten & Grades 6 & 9  
8/18 - Kindergarten & Grades 1, 6, 9  
8/19 - Kindergarten & Grades 1, 2, 3, 6, 7, 9, 10  
8/20 - Grades PreK-5, 6, 7, 8, 9, 10, 11 (First Day for PreK)  
8/21 - All Grades PreK-12 (First Day for Grade 12)  
8/24 - FFCB Virtual Academy Begins (K-12)

#### SEPTEMBER

| S  | M  | T  | W  | T  | F  | S     |
|----|----|----|----|----|----|-------|
|    |    | 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 |    |    |       |
|    |    |    |    |    |    | 20/31 |

9/4 - Teacher/Staff Development - No Students  
9/7 - Labor Day - District Closed

#### OCTOBER

| S  | M  | T  | W  | T  | F  | S     |
|----|----|----|----|----|----|-------|
|    |    |    |    | 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    |
|    |    |    |    |    |    | 17/48 |

10/9 - 1st Quarter Ends  
10/12 - Teacher/Staff Development - No Students  
10/13 - P/T Conf - All Schools - No Students  
10/14 - P/T Conf - All Schools - No Students  
10/15-10/16 - Fall Break  
10/19 - 2nd Quarter Begins

#### NOVEMBER

| S  | M  | T  | W  | T  | F  | S     |
|----|----|----|----|----|----|-------|
| 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 |    |    |    |    |       |
|    |    |    |    |    |    | 15/63 |

11/11 - Veterans Day - District Closed  
11/23 - 11/27 - Thanksgiving Vacation

#### DECEMBER

| S  | M  | T  | W   | T   | F  | S     |
|----|----|----|-----|-----|----|-------|
|    |    | 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  |    |       |
|    |    |    |     |     |    | 14/77 |

\*12/16 - Exams - FFCHS Early Dismissal  
\*12/17 - Exams - FFCHS Early Dismissal  
12/18 - 2nd Qr Ends - Early Dismissal - All Schools  
12/21/20 - 1/1/21 - Winter Break

#### JANUARY

| S  | M  | T  | W  | T  | F  | S     |
|----|----|----|----|----|----|-------|
|    |    |    |    |    | 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 |    |    |    |    |    | 17/94 |

1/1 - New Year's Day - District Closed  
1/4 - Teacher/Staff Development - No Students  
1/5 - Teacher Work Day - No Students  
1/6 - 3rd Quarter Begins  
1/18 - Martin Luther King, Jr. Day - District Closed

#### FEBRUARY

| S  | M  | T  | W  | T  | F  | S      |
|----|----|----|----|----|----|--------|
|    | 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 |    |    |    |    |    |        |
|    |    |    |    |    |    | 15/109 |

2/15 - Presidents' Day - District Closed  
2/16 - Teacher/Staff Development - No Students  
2/17 - P/T Conferences - All Schools - No Students  
2/18 - P/T Conferences - All Schools - No Students  
2/19 - Non Work Day - No Students

#### MARCH

| S  | M  | T  | W  | T  | F  | S      |
|----|----|----|----|----|----|--------|
|    | 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 |    |    |        |
|    |    |    |    |    |    | 18/127 |

3/19 - 3rd Quarter Ends  
3/22 - 3/26 - Spring Break  
3/29 - 4th Quarter Begins

#### APRIL

| S  | M  | T  | W  | T  | F  | S      |
|----|----|----|----|----|----|--------|
|    |    |    |    | 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 |        |
|    |    |    |    |    |    | 21/148 |

4/30 - Teacher/Staff Development - No Students

#### MAY

| S  | M  | T  | W   | T   | F  | S      |
|----|----|----|-----|-----|----|--------|
|    |    |    |     |     |    | 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 |    |     |     |    | 19/167 |

5/3 - Non Work Day - No Students  
\*5/26 - Exams - FFCHS Early Dismissal  
\*5/27 - Exams - FFCHS Early Dismissal  
5/28 - Last Day of School - Early Dismissal - All Schools

#### Student Instruction Days

1st Quarter 38 Days - August 17 - October 9  
2nd Quarter 39 Days - October 19 - December 18  
*Early Dismissal - December 18*  
3rd Quarter 47 Days - January 6 - March 19  
4th Quarter 43 Days - March 29 - May 28  
*Early Dismissal - May 29*

Revised 7/17/20

## **SUPPORTING K-12 STUDENT SUCCESS**

### **Teacher Responsibilities**

Every FFCVA course is supervised and managed by a highly qualified, licensed FFC8 teacher. In addition to overseeing the online curriculum, FFCVA Teachers provide expert guidance to students through the following: help with understanding difficult concepts, guidance on proper pacing, and providing feedback to students on academic performance on a regular basis. Teachers are also responsible for the timely grading of short answers, extended responses, essays, and projects in the online learning platform. Additionally, FFCVA Teachers will:

- Communicate with students and families regularly
- Provide personalized support plans as needed
- Schedule Zoom or Skype meetings with students to provide additional support as needed

### **Teacher Availability**

Students are encouraged to seek individual support from teachers as needed. Teachers are available to students and parents/guardians for individual communication via phone, email, and virtually by appointment. While students and parents/guardians may contact teachers at any time, teachers are not required to respond outside of normal school hours of Monday-Friday 8:00 am-4:00 pm. Teachers will do their best to respond to student and parent/guardian communication within one school day.

### **School Counselor Responsibilities**

The school counselor, at the student's primary school of enrollment, is responsible for working with students to build class schedules and ensuring that students meet all graduation requirements. While the program facilitator is available to help students and parents/guardians with scheduling questions and concerns, all schedule changes must be approved by the school counselor. Teachers and the FFCVA Administrator will inform school counselors of student progress throughout the semester. The FFCVA Teachers and FFCVA Administrator will also inform school counselors if a student is not eligible to attend FFCVA in the subsequent semester due to failure to meet program requirements and expectations.

### **Counseling Services**

Each student's counselor, at the primary school of enrollment, will provide counseling services (K-12 students), academic advising, and/or career counseling (secondary students) if needed. FFCVA Teachers and FFCVA Administrator will assist in this process. When appropriate, primary school of enrollment counselors are also available to assist students with academic, emotional, and social concerns. Primary school of enrollment counselors, FFCVA staff, and/or other district staff members may work with students individually or in group settings to develop academic and social-emotional skills, problem-solving and conflict resolution skills, and to provide drug and health education. Students who need ongoing social-emotional support may be referred to outside support agencies to provide the appropriate level of support.

### **Required Materials**

Every student who participates in the FFCVA program should have reliable access to the Internet with sufficient bandwidth and processing power to operate the FFCVA virtual learning platform. Each student will be provided with a district technology device to participate in the FFCVA. Students who have checked out a district device must return it to the district before the end of the school year. If the student is not consistently logging into their online courses the student will be required to return district equipment immediately.

Students who fail to return the device or return it with damage other than normal use will be charged to replace the device or pay the cost of necessary repairs. District student devices are only to be used for academic purposes. The District reserves the right to monitor student activity on any FFC8 device or online school account.

*\*If a student does not have adequate access to the Internet, please contact the individuals listed on the contact list of this handbook.*

### **School Breakfast and Lunch**

FFCVA Students will be able to purchase breakfast and lunch daily at neighborhood schools. In addition, students who participate in the Federal Lunch Program will have access to breakfast and lunch daily at specified locations. Please contact the District Business Office for more information (719-382-1300).

## **K-12 STUDENT EXPECTATIONS**

### **Daily Login Requirements**

Full-time FFCVA Students are expected to attend and participate in their online courses daily. Login information and completion of assignments may be used as evidence of attendance. FFCVA attendance and participation also includes attendance at advisory meetings, timely communication with FFCVA Teachers and Staff, and participation in all state mandated testing.

- Online programming will follow the traditional FFC8 school calendar.
- Snow days will **not** be counted for attendance purposes.
- We encourage FFCVA Students to log in to their learning platform on days when the district is closed for inclement weather, but this will not impact their attendance.
- All holidays will be in effect for online programming. Holiday breaks experienced by students at other FFC8 schools will also apply for students in online programming.

### **Student Responsibilities:**

- Engage in daily learning (Monday-Friday)
- It is **HIGHLY** recommended that a student be online for a minimum of **25** hours per week in addition to independent work time spent each week offline.
- Attendance will be taken daily.
  - Elementary students must login *twice per day*, am login between 8am and 11:00am, and pm login between 11:01 and 2:30pm.
  - Secondary students must login between 12:00am and 3:00pm daily.
- Communicate with their FFCVA Teacher and support staff when extra support is needed. Zoom and Skype meetings can be scheduled.
- Online students are always expected to maintain academic honesty and integrity. The student must be able to demonstrate that he/she is doing all their schoolwork.
- The student will take notes for all online courses and present those to teachers and support staff.
- Students must be capable of managing their time effectively.
- Notes must be checked by the FFCVA Teacher to unlock assessments.
- Students are expected to set weekly/bi-weekly and/or monthly goals with their FFCVA Teacher.
- Attend all required state and district assessment days.
- Schoology will be used to communicate with students and families.

### **Adequate Academic Progress**

FFCVA Students must make continuous and adequate progress toward successful completion of all courses. Students are required to maintain a 70% average or better in each class. Adequate progress is achieved through daily login to each class, consistent advancement through courses, and seeking out extra support when needed. The student's case manager will monitor and determine whether adequate academic progress is being achieved on an ongoing basis. Students who are not making adequate academic progress will be referred to the FFCVA Administrator to put interventions in place. Interventions may include increased individual time with teacher, targeted tutoring sessions, or an individualized pacing schedule. The final determination of adequate academic progress at semester will be made by the FFCVA Administrator. Students not making adequate academic progress may be required to return to the primary school of enrollment at the end of the academic semester or quarter depending on grade level.

### **Communication with Teachers**

FFCVA uses a variety of tools to facilitate communication between instructors, students, and parents/guardians including email, telephone, text messaging, and face-to-face. All communications must be professional in form and content. All communications within the course management system, by email, alternative Internet mediums, or otherwise in writing will become a part of the student's records and may be accessed by school and district personnel.

### **Code of Conduct**

All students enrolled in FFC8 are subject to discipline policies and procedures as detailed in the district's board policies. All students taking courses in any FFC8 school are bound by the Student Conduct and Discipline Code. For FFCVA Students, the phrases "in school buildings," "on school grounds," and "during a school sponsored activity" shall include any FFCVA sponsored virtual space, event, instructional or resource site, or communication with any district personnel or student.

FFCVA is committed to safeguarding the rights of all students to work and learn in an environment free of discrimination or harassment. Inappropriate online communications, or inappropriate use of online tools, online bullying, harassment, or creating content or messages under the guise of another person is subject to disciplinary procedures. Students are encouraged to report any inappropriate online activity. Misbehavior by a FFCVA Student in other schools and/or programs in which a student may be participating concurrently may result in disciplinary action with FFCVA.

### **Student Interactions**

The primary interactions in FFCVA will be between individual students and staff. However, students may interact with one another in the virtual learning environment. FFCVA programs, platforms and/or software are not to be used as social media sites. All student to student interactions must be school appropriate. Students should report any inappropriate content or communications to FFCVA Staff immediately. Any student who feels that he or she is being harassed or bullied online in FFCVA should immediately report that activity to FFCVA Teacher and/or FFCVA Administrator.

## **Academic Integrity**

All work done in a FFCVA course must be the work of the student assigned to that course. Copying the work of another student, having someone else do assigned work online, or plagiarizing will result in academic and/or disciplinary consequences and the student may be required to return to their primary school of enrollment. Any text and/or images copied by any means from online sources must be properly cited when used in student work. If FFCVA Staff suspect that a student is not completing their own work, staff may request additional supervision from FFCVA Staff during assessments to earn credit for the course.

## **K-12 PARENT/GUARDIAN EXPECTATIONS**

### **Parent Support**

Parents/Guardians play an important role in student success at FFCVA. As most coursework is completed at home, families should ensure that students are meeting the minimum daily login requirements and that students are pacing themselves appropriately for academic courses to be completed in a timely manner. Parents/Guardians should check student progress via their parent account a minimum of once per week. In addition, parents/guardians should check their email twice a week as email is the primary source of communication for FFCVA Staff. Email is used by teachers and staff to notify parents/guardians of concerns, send progress reports, and for general program updates. *In addition to support from an FFCVA Teacher, elementary age students will require daily supervision and learning support from parents/guardians.*

### **Parent Account**

Each FFCVA parent/guardian will be assigned an online parent account at orientation. The username for the parent/guardian account is the email address provided in Infinite Campus. Parents/Guardians will receive a confirmation email that will allow them to create a password for their account. The parent/guardian account allows families to check student progress for each class in addition to viewing assignments students need to complete. Parents/Guardians should check student progress at least once per week to guide students to appropriately pace their online coursework.

If a parent/guardian has trouble logging into their parent account, they should contact the FFCVA District Administrator immediately to resolve the issue. *Acellus Parent Accounts require that an app be downloaded.* <https://www.goldkeyid.com/apps/acellus/install/>

### **Parent-Teacher Conferences**

Formal Parent-Teacher Conferences are held virtually once a semester. Teachers may request more frequent virtual conferencing. Parents/Guardians are highly encouraged to use conferences as a time to meet with their student's teacher to discuss student progress. Conferences are also an opportunity for parents/guardians and FFCVA Teachers to problem-solve barriers to student success if students are not meeting program requirements.

### **Monitoring of Student Electronic Usage**

FFCVA parents/guardians are strongly encouraged to provide adequate supervision of their student's online activity. Parents/Guardians should consider the use of filtering software. Student computers should be used in "public" areas of the home. Students must be connected to the Internet to have access to their FFCVA courses. On occasion, students may be required to conduct online searches or research. Parents/Guardians should carefully and frequently monitor their child's Internet usage to prevent inappropriate online behavior. While district issued laptops come with filtering software, parents/guardians are encouraged to also set parental settings on their home Internet system.

## **BEHAVIOR POLICIES**

### **Excused/Unexcused Absences**

The online learning format at FFCVA offers flexibility to students and their families. Students who are absent for a day or an extended period for personal reasons such as illness or family matters must have a parent/guardian contact their school of residence to report the absence. Students may be required to provide documentation of the absence to determine if the absence will be considered excused. The FFCVA Administrator will work with the school of residence to develop an attendance plan if needed.

### **Failure to Attend**

Attendance and active engagement greatly contribute to student success at FFCVA. Students who fail to attend and/or participate in their courses will be notified by FFCVA Teachers and the FFCVA Administrator and given an opportunity to improve. If improvement does not occur, the student may be dropped from FFCVA at the end of the semester or quarter depending on grade level and may return to the primary school of enrollment, contact the District Administration Office for homeschool information (719-382-1300), or make other educational arrangements. In accordance with Colorado law, students who are dropped from the FFCVA program and do not return to their school of enrollment or another academic program will be considered truant. Students who are dropped from the FFCVA program for failure to attend and participate may be permitted to return with permission of the program facilitator and only with a written plan for success following a conference including the student, his or her parent/guardian, and the program facilitator.

### **Failure to Make Adequate Academic Progress**

FFCVA Students who fail to make adequate academic progress will be notified by the program facilitator and given an opportunity to improve. If improvement does not occur, the student may be dropped from FFCVA at the end of the semester or quarter depending on grade level. Students dropped from FFCVA should return to his or her school of enrollment, contact the FFCVA Administrator or District Administrator for homeschool information, or make other educational arrangements. Students who are dropped from the FFCVA for failure to make adequate academic progress may be permitted to return with permission of the home school principal and with a written plan for success following a conference including the student, his or her parent/guardian, and the FFCVA Staff.

### **Bullying**

Bullying is any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. FFCVA response to instances of bullying will include administrative action and consequences that may vary depending on the circumstances and severity of the offense.

## **Harassment**

Harassment is behavior that communicates unwelcome verbal or physical gestures/actions that is demeaning or abusive. FFCVA's response to students who violate the harassment policy include administrative action and appropriate consequence depending on the circumstances and severity of the offense.

## **SPECIAL EDUCATION/ENGLISH LANGUAGE/GIFTED SERVICES**

### **Special Education/English Language/Gifted Services at FFCVA**

FFCVA does not offer direct special education/ELD/Gifted services by special service providers. FFCVA Staff will work in conjunction with the primary school of enrollment to support students with Individual Education Programs, ELD Services, and 504 Plans.

### **504 Plans at FFCVA**

Students who wish to enroll in FFC8 with an active 504 Plan must contact the counselor at the primary school of enrollment. Students who enroll in FFCVA with an active 504 Plan may be admitted to the program if the program facilitator deems that the accommodations listed on the 504 Plan can be reasonably met in the FFCVA online blended learning environment.

### **Individualized Education Programs**

For a student with an Individualized Education Program (IEP) to be enrolled in FFCVA, an IEP team meeting with the student's special education team must occur to determine if the program is an appropriate placement for the student. FFCVA will collaborate with and implement IEPs established by the student's primary school of enrollment. Parents/Guardians should recognize that existing IEPs may have to be modified prior to attendance at FFCVA, and that some students will be unable to attend FFCVA due to the specific supports required to meet their special education needs. Because FFCVA does not have special education teachers or special service providers on staff, these services will be provided in coordination with the student's primary school of enrollment and/or the district's Department of Special Education. The FFCVA Administrator and teacher will update the student's special education case manager on progress in FFCVA courses to monitor if the program continues to be an appropriate placement for the student.

## **ACADEMIC POLICIES**

### **Grading**

FFCVA Students complete most of their work using the online learning platform, Acellus. Some assignments are automatically graded by Acellus while other assignments will be graded manually by FFCVA Teachers.

### **Secondary Students**

FFCVA Students are expected to maintain grades of 70% or better. If a student is not meeting this requirement, FFCVA Teachers may ask students to redo an assignment after receiving additional instruction. All courses must be completed by the end of the current grading term.

The final date for students to submit assignments is December 18 for Fall Semester and May 28 for Spring Semester. Graduating seniors must submit all Spring Semester work by May 21. If a student has uncompleted assignments at the end of the semester, the student will automatically receive a “zero” for those assignments which will factor into the student’s final grade. FFC8 considers a D to be a passing grade, therefore FFCVA Students who receive a D will still pass their FFCVA courses.

**Secondary Grading Policy**

Students receive an A for grades ranging from 90-100, a B for grades ranging from 80-89, a C for grades ranging from 70-79, and a D for grades ranging from 60-69. Students receive a F for grades 59 or below. While a D is considered a passing grade by FFC8, to ensure comprehension and academic integrity in the online learning environment students at FFCVA are expected to pass all classes with a 70% or better.

| <b>FFCVA Secondary Grading Scale</b> |   |
|--------------------------------------|---|
| A (90-100)                           | Meets FFCVA Requirements  |
| B (80-89)                            | Meets FFCVA Requirements  |
| C (70-79)                            | Meets FFCVA Requirements  |
| D (60-69)                            | Passing grade for FFC8/ <b>Does not meet FFCVA requirements</b> |
| F (0-59)                             | <b>Does not meet FFC8 or FFCVA requirements</b>                 |

**Elementary Grading Policy**

**Primary Grades (K-1)**

Students in the primary grades will earn proficiency grades: Advanced, Proficient, Partially Proficient, Unsatisfactory. Students who is “Unsatisfactory” consistently on assignments and assessments completed will develop an intervention plan with their FFCVA Teacher.

**Intermediate Grades (2-5)**

Students receive an A for grades ranging from 90-100, a B for grades ranging from 80-89, a C for grades ranging from 70-79, and a D for grades ranging from 60-69. Students receive a F for grades 59 or below. While a D is considered a passing grade by FFC8, to ensure comprehension and academic integrity in the online learning environment, students at FFCVA are expected to pass all classes with a 70% or better.

**Transfer Students**

Students starting FFCVA classes after the first day of the semester are expected to start at the beginning of their courses. If a student is enrolled into FFCVA as a transfer student at any time in the semester, FFCVA Teachers have the discretion to give credit for concepts that the student can demonstrate competency.

**Withdrawal**

A parent/guardian who wishes to withdraw their student from the FFCVA program must complete a district withdrawal form. Withdrawal from the FFCVA program does not constitute withdrawal from the student’s primary school of enrollment and arrangements must be made to renew attendance at the primary school of enrollment or pursue other educational options. Any family who also wishes to withdraw their student from the primary school of enrollment must contact that school and follow the procedures for withdrawal.



## **Course Guidelines**

High school students enrolled at FFCVA may take up to 7 classes total. Students who wish to take more than 7 classes must receive permission from the counselor at the primary school of enrollment. FFCVA does not permit students to take more than 7 online classes per semester. ([Acellus Courses](#))

## **Dropping Courses (High School Students Only)**

Students who wish to drop a FFCVA course must inform their FFCVA Teacher and the counselor at the primary high school of enrollment. Once the schedule change is approved, the student's schedule will be altered to reflect the change. Students have until September 14, 2020 Fall Semester and January 25, 2021 Spring Semester to drop courses without penalty. A student may add courses to their schedule by the above dates as well. Classes may not be added after the add/drop date unless special accommodations are made by FFCVA Teachers or FFCVA Administrator. A student may drop a class after the add/drop date with approval by the counselor at the primary school of enrollment and/or with medical documentation. A class dropped after the add/drop date will show up as a F or WF on the student's academic transcript as appropriate.

## **Testing and Assessment**

FFCVA uses a variety of assessments for accountability, program evaluation, identification of student needs, and to guide instruction and learning. Formative and summative assessments are given in individual virtual courses. District and state standardized assessments (such as CMAS and DIBELS) are also given. FFCVA students are required to participate in all state, district, and course assessments. Parents/Guardians will be notified of testing schedules via email and/or through the mail. All state and district assessments will be taken at the students' primary school of enrollment.

## **Individual Career and Academic Plan (ICAP)**

All FFCVA secondary students will develop and maintain an Individual Career and Academic Plan (ICAP) in compliance with FFC8 graduation requirements. Student ICAP will be developed in cooperation with the student, parents/guardians, and school counselors. FFCVA supports and helps implement the ICAP process that is monitored by the student's home school of enrollment.

## **Graduation Requirements**

Starting with the class of 2021, in addition to the 24 credits needed to graduate all students must demonstrate English and Math proficiency. The Colorado Department of Education has provided many ways for students to demonstrate proficiency including scores on the SAT, ACT, Accuplacer, ASVAB, and AP exams or a capstone project may be completed. Students should work with the counselor at their primary school of enrollment to ensure they are meeting these requirements (see Appendix A).

## **Multi-tiered Student Support Systems (MTSS)**

FFCVA utilizes a Multitiered Student Support Systems (MTSS) model. According to the Colorado Department of Education, MTSS is "a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students." FFCVA consistently uses data to drive decision making to do what is best for students and to maintain high academic standards. The purpose of MTSS is to identify students who are experiencing academic, social/emotional, or behavioral challenges to put interventions and supports in place to assist the student academically, socially, and emotionally. There are three tiers of the MTSS model.

**Tier 1- Universal Level:** All students at FFCVA receive research-based, high quality virtual instruction in addition to regular progress monitoring by FFCVA teachers and staff. FFCVA expectations are incorporated and reinforced by all teachers and staff. Tier-1 interventions may include but are not limited to workshops, small group work with teachers, individual instruction with teachers, re-teaching concepts, and using time management/organizational strategies to properly pace student progress.

**Tier 2-Targeted Level:** Tier 2 interventions are put into place when a student is not meeting the expectations of FFCVA and are at risk of not successfully completing their courses. Students needing tier-2 interventions may be required to meet individually with their teacher, the FFCVA Administrator, and with a parent/guardian to discuss an intervention plan. Students may also be required to attend additional individual tutoring sessions or utilize additional intervention curriculum tools. Counselors at the primary school of enrollment are notified if a student on their caseload is struggling at FFCVA so additional interventions may be explored and put in place as needed.

**Tier 3- Intensive Level:** Interventions are provided to students when FFCVA Teachers and/or parents/guardians have observed ongoing, consistent significant academic, behavioral, or social-emotional needs. For tier 3 interventions, the FFCVA Administrator, FFCVA Teacher, parent/guardian, and student, and if needed, home school counselor will collaborate to determine additional intervention needs or formal assessment that may be needed.

### **Problem Solving Process**

Students who are struggling in their FFCVA courses will first receive support from their case manager in the classes they are struggling with. If a student is struggling consistently with most of their classes and/or with attendance, the student's case manager will contact the parent/guardian to discuss a plan to help support student improvement. If the student continues to struggle, the FFCVA Administrator, FFCVA Teacher, parent/guardian, and student, and if needed, home school counselor will collaborate to determine additional intervention needs.

## APPENDIX A: GRADUATION REQUIREMENTS

Units of credit needed starting with the class of 2021, students must complete the minimum number of semester credits in the academic areas outlined below to qualify for graduation. In addition, students must demonstrate college and career readiness in English and Math based on at least one measure approved by the Board of Education.

| Required Credits/Courses  |           |
|---|-----------|
| Graduation Requirement-Class of 2021 and Beyond                   | Credits   |
| Language Arts*  | 4         |
| Mathematics*  | 3         |
| Science*  | 3         |
| Social Studies* (must include US History and American Government) | 3         |
| Physical Education (must include .5 Health credits)               | .5        |
| General Electives   | 10.5      |
| <b>TOTAL CREDITS</b>  | <b>24</b> |
| <b>*Core Subject</b>  |           |

*\*All students are required to enroll in a full year of math, language arts, science, and social studies each of their first 3 years in high school.*

*\*\*Academic Electives include- English, Math, Science, Social Studies, and World Language (in excess of the 1-year World Language Requirement)*

**APPENDIX A:  
GRADUATION GUIDELINES FOR COLLEGE AND CAREER READINESS  
MENU OF OPTIONS**

In addition to meeting the number of credits/courses required for graduation, beginning with the graduating class of 2021, students will need to successfully fulfill one of the following options (Math and ELA) on the College and Career Ready Menu to receive a diploma.

| <u>Menu of Options</u>   | <b>English</b>  | <b>Math</b>  |
|--|---|--|
| <b>Classic ACCUPLACER</b>  | 62 on Reading Comprehension<br><b>or</b><br>70 on Sentence Skills | 61 on Elementary Algebra   |
| <b>Next Generation ACCUPLACER</b>  | 241 on Reading or<br>236 on Writing                               | 255 on Arithmetic (AR) or<br>230 on Quantitative Reasoning,<br>Algebra, and Statistics (QAS) |
| <b>ACT</b>   | 18 on ACT English   | 19 on ACT Math   |
| <b>ACT WorkKeys - National Career Readiness Certificate</b>              | Bronze or higher  | Bronze or higher   |
| <b>Advanced Placement (AP)</b>   | 2   | 2  |
| <b><u>ASVAB</u></b>  | 31 on the AFQT  | 31 on the AFQT   |
| <b>Concurrent Enrollment</b>   | Passing grade per district and<br>higher education policy         | Passing grade per district and<br>higher education policy                                    |
| <b>District Capstone</b>   | Individualized  | Individualized   |
| <b>Industry Certificate</b>  | Individualized  | Individualized   |
| <b>International Baccalaureate (IB)</b>                                  | 4   | 4  |
| <b>SAT: Scores update for new SAT (2016)</b>                             | 470   | 500  |
| <b>Collaboratively developed, standards-based performance assessment</b> | State-wide scoring criteria                                       | State-wide scoring criteria  |

## APPENDIX B

### SAMPLE Secondary Weekly Progress Schedule

High school students will need to make 5-6% progress each week in their semester classes to remain on pace. These indicators can be found on the Grade Sheet or Activity Sheet in each of the student's Acellus courses.

Be mindful that due dates for assignments may not be placed during district observed holidays or breaks (including Thanksgiving break, winter break, spring break). Carefully consider assignment due dates during weeks where district and state tests occur so students can appropriately focus their energy.

Due dates here and in Acellus may not coincide, especially if a student enrolls in FFCVA later in the semester. This chart is intended as a guide to plan your time.

| Semester 1     | Target Date | Expected Semester Progress % | Semester 2     | Target Date | Expected Semester Progress % K-11 | Expected Semester Progress % SENIORS |
|----------------|-------------|------------------------------|----------------|-------------|-----------------------------------|--------------------------------------|
| <b>Week 1</b>  | 8/21/20     | 6.25                         | <b>Week 1</b>  | 1/15/21     | 5.5                               | 6                                    |
| <b>Week 2</b>  | 8/28/20     | 12.5                         | <b>Week 2</b>  | 1/22/21     | 11                                | 12                                   |
| <b>Week 3</b>  | 9/4/20      | 18.75                        | <b>Week 3</b>  | 1/29/21     | 16.5                              | 18                                   |
| <b>Week 4</b>  | 9/11/20     | 25                           | <b>Week 4</b>  | 2/5/21      | 22                                | 24                                   |
| <b>Week 5</b>  | 9/18/20     | 31.25                        | <b>Week 5</b>  | 2/12/21     | 27.5                              | 30                                   |
| <b>Week 6</b>  | 9/25/20     | 37.5                         | <b>Week 6</b>  | 2/26/21     | 33                                | 36                                   |
| <b>Week 7</b>  | 10/2/20     | 43.75                        | <b>Week 7</b>  | 3/5/21      | 38.5                              | 42                                   |
| <b>Week 8</b>  | 10/9/20     | 50                           | <b>Week 8</b>  | 3/12/21     | 44                                | 48                                   |
| <b>Week 9</b>  | 10/23/20    | 56.25                        | <b>Week 9</b>  | 3/19/21     | 49.5                              | 54                                   |
| <b>Week 10</b> | 10/30/20    | 62.5                         | <b>Week 10</b> | 4/2/21      | 55                                | 60                                   |
| <b>Week 11</b> | 11/6/20     | 68.75                        | <b>Week 11</b> | 4/9/21      | 60.5                              | 66                                   |
| <b>Week 12</b> | 11/13/20    | 75                           | <b>Week 12</b> | 4/16/21     | 66                                | 72                                   |
| <b>Week 13</b> | 11/20/20    | 81.25                        | <b>Week 13</b> | 4/23/21     | 71.5                              | 78                                   |
| <b>Week 14</b> | 12/4/20     | 87.5                         | <b>Week 14</b> | 4/30/21     | 77                                | 84                                   |
| <b>Week 15</b> | 12/11/20    | 93.75                        | <b>Week 15</b> | 5/7/21      | 82.5                              | 90                                   |
| <b>Week 16</b> | 12/18/20    | 100                          | <b>Week 16</b> | 5/14/21     | 88                                | 96                                   |
|                |             |                              | <b>Week 17</b> | 5/21/21     | 93.5                              | 100                                  |
|                |             |                              | <b>Week 18</b> | 5/28/21     | 100                               |                                      |

## APPENDIX C

### SAMPLE ELEMENTARY LEARNING SCHEDULE PRIMARY GRADES K-2

| <b>MONDAY: GREEN DAY</b> |                               |
|--------------------------|-------------------------------|
| 8:00 am - 8:45 am        | Morning Meeting               |
| 8:45 am - 9:00 am        | Break                         |
| 9:00 am - 9:45 am        | Math & Science/Acellus        |
| 9:45 am - 10:00 am       | Break                         |
| 10:00 am - 10:45 am      | Guided Practice with Teacher  |
| 10:45 am - 11:00 am      | Break                         |
| 11:00 am - 11:45 am      | Elective 1/Acellus            |
| 1:00 pm - 2:00 pm        | Student Independent Work Time |
| 2:00 pm - 2:30 pm        | Teacher Wrap-Up               |

| <b>TUESDAY: YELLOW DAY</b> |                                  |
|----------------------------|----------------------------------|
| 8:00 am - 8:45 am          | Morning Meeting                  |
| 8:45 am - 9:00 am          | Break                            |
| 9:00 am - 9:45 am          | Reading & Social Studies/Acellus |
| 9:45 am - 10:00 am         | Break                            |
| 10:00 am - 10:45 am        | Guided Practice with Teacher     |
| 10:45 am - 11:00 am        | Break                            |
| 11:00 am - 11:45 am        | Elective 2/Acellus               |
| 1:00 pm - 2:00 pm          | Student Independent Work Time    |
| 2:00 pm - 2:30 pm          | Teacher Wrap-Up                  |

\*Students will be divided into groups for core course and elective, a rotation will be used so that some students will participate Acellus core course while others participate elective and others participate in guided core practice with teacher(s).

\*Morning Meetings and Teacher Wrap-Up may be scheduled every day or at teacher discretion.

\*Tutoring/Morning Meetings/End of Day Wrap up may be facilitated through email or a teleconferencing tool such as Zoom.

\* Online courses will be scheduled for 45 minutes.

## APPENDIX C

### SAMPLE ELEMENTARY LEARNING SCHEDULE INTERMEDIATE GRADES 3-5

| <b>MONDAY: GREEN DAY</b>   |                                      |
|----------------------------|--------------------------------------|
| <b>8:00 am - 8:45 am</b>   | <b>Morning Meeting</b>               |
| <b>8:45 am - 9:00 am</b>   | <b>Break</b>                         |
| <b>9:00 am - 9:45 am</b>   | <b>Math &amp; Science/Acellus</b>    |
| <b>9:45 am - 10:00 am</b>  | <b>Break</b>                         |
| <b>10:00 am - 10:45 am</b> | <b>Guided Practice with Teacher</b>  |
| <b>10:45 am - 11:00 am</b> | <b>Break</b>                         |
| <b>11:00 am - 11:45 am</b> | <b>Elective 1/Acellus</b>            |
| <b>1:00 pm - 2:00 pm</b>   | <b>Student Independent Work Time</b> |
| <b>2:00 pm - 2:30 pm</b>   | <b>Teacher Wrap-Up</b>               |

| <b>TUESDAY: YELLOW DAY</b> |   |
|----------------------------|---|
| <b>8:00 am - 9:00 am</b>   | <b>Reading &amp; Social Studies/Acellus</b> |
| <b>9:00 am - 9:15 am</b>   | <b>Break</b>                                |
| <b>9:15 am - 10:15 am</b>  | <b>Guided Practice with Teacher</b>         |
| <b>10:15 am - 10:30 am</b> | <b>Break</b>                                |
| <b>10:30 am - 11:15 am</b> | <b>Elective 2/Acellus</b>                   |
| <b>1:00 pm - 2:00 pm</b>   | <b>Student Independent Work Time</b>        |
| <b>2:00 pm - 2:30 pm</b>   | <b>Teacher Wrap-Up</b>                      |

\*Students will be divided into groups for core course and elective, a rotation will be used so that some students will participate Acellus core course while others participate elective and others participate in guided core practice with teacher(s).

\*Morning Meetings and Teacher Wrap-Up may alternate days or be scheduled at teacher discretion.

\*Tutoring/Morning Meetings/End of Day Wrap up will be facilitated with email or a teleconferencing tool such as Zoom.

\*Online courses will be scheduled for one hour.