



Virtual School Toolkit

A Handbook for County School Systems

MAY 2021



**West Virginia Board of Education
2020-2021**

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Introduction

Much has been learned in recent years related to the key components needed to ensure a successful virtual experience for students. Access to internet and technology, family support, academic support, and consistent communication between teacher, student, family, and school are essential for student success. Additionally, students possess a unique set of skills, dispositions, and learning preferences that impact their success in virtual learning experiences. Local educators and families know their students better than anyone else. For this reason, the key components listed above are best developed and managed by local county board offices who know and understand the needs of their students and communities.

As county board offices begin to plan for the 2021 – 22 school year regarding personnel and programs, the West Virginia Department of Education (WVDE) has compiled the Virtual School Toolkit to provide guidance and considerations related to designing, staffing, operating, and maintaining successful virtual learning experiences.

In addition to the specific guidance and considerations within each section of the Toolkit, WVDE is providing the following guidance to county board offices regarding virtual instruction and the role of the West Virginia Virtual School (WVVS) in the upcoming school year:

2021 – 22 Configuration for Virtual Learning		
Grade Band	WV Virtual School	Local Virtual Using County Educators
K – 5th Grade	Instructors not Provided by WVDE; Content Available for County Use	*Not Recommended but is a County Decision
6th – 8th Grade	Courses such as world languages and courses where there is a shortage of certified teachers	Courses Required by Policy 2510
9th – 12th Grade	Electives, AP Courses, courses where there is a shortage of certified teachers and courses not available at the county level (i.e. marine biology)	Courses Required by Policy 2510
<i>*The criteria for enrolling students in a K – 5 virtual program should be stringent and ensure students are provided an equitable experience to their in-person peers. Synchronous (live) instruction and regular communication with students in a K- 5 virtual program is required. Family support must play an integral role in the K – 5 child's virtual experience.</i>		

2021 – 22 Curriculum Options for Virtual Learning	
Grade Band	Local Virtual School Curriculum
K – 5th Grade	Not recommended by WVDE; Curriculum from local, WVVS, and/or third-party vendor of county's choice aligned to WV College- and Career-Readiness Standards
6th – 8th Grade	Curriculum from local, WVVS, and/or third-party vendor of county's choice aligned to WV College- and Career-Readiness Standards
9th – 12th Grade	Curriculum from local, WVVS, and/or third-party vendor of county's choice aligned to WV College- and Career-Readiness Standards

Section 1 – Staffing Models

When designing virtual learning opportunities for students, schools and counties may wish to consider which model best fits the learning needs of their students, the supports inherently available to students within each model, and the staffing needed to make the model successful. Four staffing models are presented in this section for schools or districts to consider. All K — 5 virtual models must provide synchronous (live) instruction.

Concurrently with In-person Classes Held at School

Concurrent models provide virtual learners with access to live instruction and peer interaction using video conferencing equipment in the classroom. Virtual learners join the class from a remote location, such as home. Students are expected to join the class at the designated time and participate in class. This model requires no additional staffing as virtual learners are taught by the in-person classroom teacher.

When exploring concurrent models of instruction, consider:

- What video conferencing platform and equipment will be used in the classroom to ensure virtual learners can see and hear the teacher’s instruction?
- What video conferencing platform and equipment will be used by the virtual learners to ensure they can be seen and heard as participants in classroom instruction?
- What training may be needed for teachers, classroom students, and virtual learners to effectively use the conference equipment and platform?
- What training or specialized equipment is needed for teachers to ensure the ability to move freely around the classroom to interact with students as well as students attending virtually?
- What bandwidth requirements will be needed for both the teachers and the students? Is a reliable internet provider available in the area?

Classes Taught During the Day in a Virtual Environment

Classes taught during the day in a virtual environment provide students with a consistent schedule for instruction with a teacher. Teachers may be assigned to teach only virtual courses or a combination of virtual and in-person classes during the workday.

When exploring a model of virtual learning that occurs during the day consider:

- How many teachers will be needed to adequately support the number of virtual learners enrolled?
- Is a process or policy needed to designate teaching assignments or courses taught?
- How will a district ensure all teachers, whether teaching virtually, in-person, or a combination of both, are provided adequate time for planning and preparation?

Live Instructional Blocks for ELA, Math and/or Student Support Taught During the School Day or Evening

Some schools are successfully supporting virtual learners by providing live lesson opportunities to either supplement virtual learning programs or provide an online learning experience for all students.

When exploring instructional blocks, consider:

- Could a team of instructors provide alternate timeslots for live online lessons?
- What time of day would attract the most students to live lesson sessions? Morning? Afternoon? Evening?
- Should live lessons be available for all content areas?
- Could a time during the school day and/or in the evening be designated as online support to all students who need assistance — both brick and mortar and virtual?

Independent Study with Online Instructional Support

Families who need a more flexible learning environment may prefer an independent study virtual program. Independent models allow students to complete courses aligned to current standards while offering direct access to a certified teacher via email and scheduled appointments. Students in an independent model have 24-7 access to coursework. While deadlines can be imposed, programs should be flexible to meet the needs of the student. ***Independent study models are not available for K – 5 virtual programs.***

When exploring an independent study model, consider:

- What is the timeline for virtual instructors to grade assignments and respond to student emails?
- How will you collect and report attendance as required by state and federal law?
- Who will monitor the progress of the student? Is the teacher solely responsible?
- What process does a teacher use to inform the administration of students not meeting the required elements of the independent study virtual program?
- What are the student requirements to maintain placement in a virtual learning program?
- What will the process for teacher evaluation be, as required by WVBE Policy 5310?
- What support systems such as tutoring will be offered?
- How will you meet NCAA requirements? Who will complete the application process to NCAA?

References:

Hanover Research (2014), Strategies for Virtual Learning Implementation

Section 2 – Selection of Virtual Instructors

When teachers are assigned virtual students or classrooms, it is important to ensure the teachers understand the requirements as well as the skills needed to provide quality instruction to students participating in a virtual learning environment.

County Considerations for Virtual Learning Instructors

As counties hire or place teachers in virtual instruction positions or assignments, it is important to establish best practices and expectations for providing quality virtual instruction. Teachers need to be familiar with the use and application of technology with students and demonstrate an understanding and successful application of the West Virginia Professional Teaching Standards. When designing descriptions for virtual instruction positions or selecting professionals to fill virtual instruction positions, consider the questions below.

Technology and Learning Management Systems

Does the teacher have:

- access to technology devices and consistent, working internet service?
- familiarity with various technology programs used by the county to interface with content and students?
- the ability to identify and solve common technology issues experienced by students?

Curriculum, Planning, and Teaching

Is the teacher able to:

- utilize county provided instructional materials to provide engaging, standards-based lessons for students?
- organize curriculum in a clear and student-friendly manner; for example, sharing “Week at a Glance” summaries for content, assignment expectations, and due dates?
- provide access to synchronous and asynchronous lessons on a scheduled basis as determined by county guidelines?
- upload all materials and assignments for the upcoming week by Friday of the previous week?
- provide additional virtual resources to help students practice and master standards as needed?

Learner and Learning Environment

Will the teacher:

- establish and maintain virtual classroom rules and expectations for assignments, discussions, attendance, behavior, and participation?
- ensure students and families understand the process for completing and submitting assignments electronically?
- establish and maintain practices that adhere to FERPA (Family Educational Rights and Privacy Act) and other county/state policies and procedures related to student records and privacy?
- implement student IEPs and/or 504s (as needed) and communicate/collaborate with special education personnel to ensure services are provided?
- comply with mandated reporting laws if there are concerns about a student or family, report any suspected abuse or neglect to Child Protective Services (CPS) and inform school personnel as required by state or county policies?

Teacher, Student and Family Communication

Will the teacher consistently:

- provide times and structures for answering communication and correspondence from students and families?
- answer or acknowledge the receipt of correspondence from students or families in a professional timeframe, typically within 24 hours?
- provide meaningful, student-friendly, and goals-oriented written and/or verbal feedback on all assignments?
- review and grade all submitted assignments in a professional manner, typically within 72 hours?

Section 3 – Criteria for Student Admission

Each student possesses a unique set of skills, dispositions, and learning preferences. Research demonstrates that some students thrive in a virtual learning environment while other students show a stronger preference for and/or perform better in a brick-and-mortar or hybrid learning environment. As students and families consider opportunities for virtual learning and schools develop criteria for student admission to virtual programming, discussing the following questions can help students, families, and schools determine if a virtual learning environment is a suitable option for the student.

Technology and Connectivity

Does the student have daily, dependable access to:

- a device that allows the student to access instruction and submit assignments efficiently and effectively?
- an internet connection capable of efficiently accessing instruction and submitting assignments?

Learner Skills, Dispositions, and Preferences

Does the student possess the skills and/or disposition to:

- clearly communicate learning needs, technology issues, or other barriers to learning?
- persevere in solution-seeking if issues arise such as technology and connectivity problems, scheduling conflicts, or changes in the availability or type of support structure?
- take responsibility for behavior and communication in a virtual environment, including complying with the county's Acceptable Use Policy?
- manage time and resources effectively when given age-appropriate support from adults?
- engage successfully with grade-level skills and content in the virtual model of learning selected?
 - » *Example: If an independent study model is utilized, does the student possess the literacy skills to read, comprehend, and execute assignment directions independently?*
 - » *Example: If a concurrent model is utilized, does the student possess the ability to ignore distractions and maintain focus on instruction?*

Availability of At-Home Structures for Support

To what degree does the student have access to:

- a physical learning space that provides a low distraction work environment?
- in-the-moment technology or connectivity support or assistance?
- family structures that provide encouragement while emphasizing the importance of student completion of assigned work?
- family structures that ensure consistent communication with teachers and/or facilitators?
- family structures that provide consistent progress monitoring and age-appropriate expectations for engagement and completion of assignments?

Students must have appropriate internet access to be enrolled in any virtual option.

Additional Considerations for Students with IEP or 504 Plans

When considering a virtual learning placement for students with an IEP or 504 Plan, an IEP or 504 meeting must be held to discuss the virtual learning option prior to making the learning placement. The IEP committee or 504 team will determine the most appropriate, least restrictive learning environment and, if the virtual learning environment is selected, the most reasonable accommodations for the selected virtual learning model. Virtual learning models will not be the least restrictive environment (LRE) for many students with IEPs.

As student placement is discussed, it is helpful to consider the questions below:

- Is the virtual learning model able to provide the level and type of specialized instruction and modifications necessary for the student to make meaningful progress toward all learning goals?
- Can the virtual learning model provide the level and type of individualized support necessary for the student to make meaningful progress toward all learning goals?
- How will co-teaching be provided in the virtual learning model?
- Does the student need any accommodations which may be unavailable or less effective in a virtual learning environment?
 - » *Example: Will read aloud be available on-demand or only at specific times such as when a teacher holds office hours or in an extended learning period or after-school offering? If a technology tool is utilized, does the read aloud software/tool provide life-like prosody to properly support student's fluency and comprehension?*
 - » *Example: If the virtual learning model implements time limits and/or hard deadlines for work submission, does the virtual platform allow for specified students to receive extra time or extended deadlines?*
 - » *Example: Does the virtual learning platform allow for multiple modalities of work submission, such as verbal responses in lieu of written work?*
 - » *Example: Does the virtual learning platform efficiently allow for the chunking of content, assignments, and/or assessment for specific students?*

Section 4 – Criteria for Returning to In-person Learning

When designing virtual learning opportunities, it is important to consider factors which necessitate a student's return to in-person learning during the school year. The necessity may be made apparent by the student, family, teacher, school, or combination thereof. Factors which may necessitate a student's return to in-person learning include, but may not be limited to:

- The student's learning preferences or needs change during the school year.
- A change in family structure or routine may decrease the level of at-home support.
- The student is disengaged from virtual learning or is not experiencing academic success.
- The student demonstrates concerning behaviors related to social-emotional learning.

Planning for needs such as those described above and explaining transition processes to students and families in advance can ensure that the move from virtual learning to in-person learning occurs smoothly and positively for all parties. The student assistance team (SAT) will meet and make a determination regarding the student's return to in-person learning. The following indicators will assist students, families, and schools in identifying a need to return to in-person learning.

Identifying a Need to Return to In-Person Learning

Student Engagement Indicators

Student:

- does not participate in class discussions (posts or "live" discussions depending on the model).
- does not join live classes at scheduled time or log in consistently (independent study model).
- does not acknowledge or respond to communication in a timely manner, typically 24-36 hours.
- ceases to acknowledge or respond to communication for extended periods of time.
- ceases to log into the virtual platform or communicate altogether.

Academic Indicators

Student:

- is having difficulty comprehending content or following directions accurately.
- is struggling to maintain adequate progress or passing scores on course work.
- encounters new skills/content requiring support beyond that available in the virtual model.
- falls behind the pace necessary to meet learning goals in the established timeframe (independent study model).
- is failing more than one-third of the courses/subjects being taken at mid-term or end of term.

Behavioral Indicators

Student:

- demonstrates avoidance tactics when it is time to join a class or log in to coursework.
- becomes argumentative or avoids discussion of virtual learning progress.
- cheats or plagiarizes assignments despite intervention/instruction.
- consistently disrupts to learning during synchronous class sessions or in asynchronous activities such as discussion posts.
- violates school/county policies, procedures, rules, or regulations, including rules governing the use of technology.

Social-Emotional Indicators

Student displays behavior that indicates a struggle with the following social-emotional competencies:

- recognizing one's own emotions, values, strengths, and limits and how these factors influence behavior (self-awareness).
- regulating one's emotions, thoughts, and behaviors in different situations (self-management).
- empathizing with others and understanding behavioral norms (social awareness).
- communicating clearly, cooperating with others, negotiating conflict, and seeking and offering help if needed (relationship skills).
- making constructive choices about personal behavior and social interactions and evaluating the consequences of actions (responsible decision-making).

Changes in Structure or Routine

Life changes may decrease the level of at-home support available making it difficult for the student to participate in virtual learning. Such changes might include but are not limited to:

- extended loss of daily, dependable internet connectivity.
- extended loss of access to a dependable device.
- changes in adult work schedules decrease access to family support during learning times.
- illness or death in the family necessitates a restructuring of adults' time and/or resources.

Communicating a Need to Return to In-Person Learning

To ensure all parties experience a smooth return to in-person learning, schools/counties should consider the following:

- What indicators will be used to identify when a return to in-person learning is needed?
- Will indicators be communicated to students and families? Before selecting virtual learning?
- Will indicators be addressed during virtual learning through orientation or classroom reminders?
- What processes will be put into place to allow students/families to express a desire to return to in-person learning? Will there be specified windows of time or can a request to return be made at any time during the year?
- Will interventions or counseling be provided when a student demonstrates one or more indicators to allow for course correction prior to removal from virtual learning? If so, how will intervention efforts be communicated and delivered?
- Will students and families be part of the discussion or decision-making process if the school determines a student should return to in-person learning? If so, how will this dialogue be opened with students and families? If not, how will the final decision be communicated to students and families?

Considerations for Transition Timing

While the school/county determines the dates for transitioning students into and out of local level virtual learning opportunities, it is helpful to identify ideal points throughout the school year in which students can make a smooth return to in-person learning. For many schools, the ideal time for a smooth return to in-person learning is at the end of a unit of study in a course. These ideal points typically relate to grading windows such as:

- mid-term of a grading period.
- beginning of a new grading period.
- beginning of a new trimester or semester.

When designing the process and timing for returning to in-person learning, it is also important to consider the following questions:

- Will the school/county identify windows of time for students to self-select to withdraw from virtual learning and return to in-person learning? What will these windows be and how will they be communicated to students and families?
- Will the school/county identify windows of time in which, due to one or more indicators, students selected by the school to return to in-person learning will need to return? What will these windows be and how will they be communicated to students and families?
- How will a students' performance during virtual learning will be communicated to the in-person teacher to ensure that the student receives needed support with unmastered skills/content?

Note: When necessary to ensure a student's social-emotional, mental, or physical well-being, the need to return to in-person learning as soon as possible should outweigh factors such as grading periods or ideal transition windows.

Counties may use a letter such as the one below when notifying parents that a change of learning option is necessary for their student.

Sample Letter: Engagement, Academic, or Behavioral Concerns

Dear Parent of _____,

Your child was enrolled in virtual learning for the _____ school year and as of _____, has not maintained or met one or more of the requirements necessary to continue in the virtual learning program. Therefore, your child is no longer eligible for virtual learning.

Reasons for failure to maintain eligibility for virtual learning may include*:

- The GPA was below 2.0 in required classes;
- The student did not complete the required amount of work or assignments;
- The student had a lack of acceptable proficiency on completed work;
- The student was identified as having a lack of acceptable virtual course attendance as outlined in guidance by the WVDE.

Examples include: student was not engaged in course work; student did not participate in required activities; student did not complete coursework at an appropriate pace; student failed to maintain contact with facilitators or teachers; student failed to respond to virtual communications/e-mails or phone calls from facilitators or teachers. **[Administrators: List examples applicable to the individual student]**

Your child's enrollment status for second semester will return to traditional in-person school enrollment at _____.

Your child will no longer be enrolled in virtual learning unless updates to grades are released for the first semester and have met all prior qualifications for being in Virtual Learning.

_____ semester is scheduled to begin on _____.

If you should have any further questions, please contact the principal of your child's school.

Sincerely,

***Administrators: Specify applicable reasons for student's failure to maintain eligibility.**

Counties may use a letter such as the one below when notifying parents that a change of learning option is necessary for their student. Prior to sending a letter, a meeting with the family should be scheduled to discuss available supports for the students.

Sample Letter: Social Emotional Concerns

Dear Parent of _____.

Your child was enrolled in virtual learning for the _____ school year and as of _____, has demonstrated that to continue in virtual learning is not in the best interest of the social-emotional learning of the student. This decision is based upon the recommendations of a team of educators, counselors, and administrators at your child's school.

Your child's enrollment status for _____ semester will return to traditional in-person school enrollment at _____. Your child will no longer be enrolled in virtual learning.

_____ semester is scheduled to begin on _____.

If you should have any further questions, please contact the principal of your child's school.

Sincerely,

Section 5 – Developing Shared Understanding of Virtual Learning

Research demonstrates that clearly communicated expectations are instrumental in developing a successful virtual learning experience for students, families, and schools. It is recommended that county or school virtual learning policy includes a memorandum of understanding (MOU) for students, families, educators, and schools. Below are considerations as well as sample language for each type of MOU.

Considerations for Student Memorandum of Understanding

When designing an MOU for students it is helpful to address elements of the Criteria for Student Admission ([Section 3](#)) and Criteria for Returning to In-Person Learning ([Section 4](#)) as well as the following topics not explicitly addressed in [Sections 3 or 4](#):

- Responsibility for technology access or appropriate care for school-provided technology
- Estimated amount of time the student will need to dedicate to be successful (daily, weekly)
- Expectations for Student attendance, informed by virtual learning model selected
 - » Examples: attendance in live class sessions, amount of work completed per day/week in *independent study models...*
- Expectations for student engagement, informed by virtual learning model selected
 - » Examples: *timeframe for responding to teacher/school communication, participation in a live class session, number of asynchronous discussion posts made in a week, hours spent logged into a learning management system, number of assignments completed...*
- Expectations for academic integrity
- Processes for addressing academic integrity
- Participation in county and state assessment(s)
- Instructional calendar utilized for virtual learning (especially if it differs from brick and mortar)

Considerations for Family Memorandum of Understanding

When designing an MOU for families it is helpful to address many of the same topics as the student MOU as well as the following topics not explicitly addressed elsewhere:

- Expectations for school-to-home and home-to-school communication
 - » Examples: *process school will use to contact home, process for families to reach virtual teachers as well as the school, best contact methods or times to discuss specific topics, expectations for professional communication*
- Expectations for parent/family engagement
 - » Examples: *setting up a parent account on a Learning Management System (LMS), monitoring student progress on the LMS, communicating with virtual teachers and/or school*
- Expectations for parent/family support
 - » Examples: *provide assistance troubleshooting technology problems and answering course related questions, ensure student attendance, do not complete student's assignments or assessments on their behalf*

Considerations for Virtual Instructor Memorandum of Understanding

When designing an MOU for Instructors it is helpful to consider the information presented in [Section 2, Selection of Virtual Instructors](#), as well as the following topics not explicitly addressed elsewhere:

- Contract Details, informed by model of virtual learning selected
- Payment Details, informed by model of virtual learning selected

- Responsibilities as Teacher of Record
 - » Adhere to FERPA and other policies and procedures
 - » Uphold IEP and/or 504 Plans, providing accommodations, communicating student growth to student's case manager, etc.
 - » Curriculum creation and/or utilization (level of teacher creation/planning required)
 - » Expectations for the pacing of virtual learning
 - *Examples: teacher-determined, student-determined, mirror in-person learning...*
- Expectations for Communication
 - » Timeframe to provide feedback and/or evaluate assignments
 - » Timeframe to respond to emails, phone calls, messages, etc....
 - » Timeframe to communicate concerns/issues to students, families, and school
 - » Approved methods for communicating with students/families
 - *Examples: use county approved email address such as K12 address, use county-approved conferencing software such as Microsoft Teams...*

Considerations for County/School Responsibilities

Counties need to assign specific policies and tasks to individuals or offices to provide a point of contact for specific elements such as:

- Establishing and/or reviewing virtual learning policy
- Virtual learning prerequisites
- Application and enrollment process
 - » Who will register/schedule/enroll students in virtual learning?
 - » Will an orientation be delivered? Who will do it? What will it include?
 - » How will students retrieve their Office 365 log in information including Outlook and their @stu.k12.wv.us email?
 - » What supplies/materials/resources will the school/county provide to virtual learning students and how will they be disseminated?
- Supporting virtual learners
 - » Who will monitor virtual learning students' progress, grades, etc.?
 - » What technology support will be provided? Who will provide it?
 - » Who will serve as a liaison between the student/family and virtual teacher(s) if needed?
 - » Who will address virtual learners' access to meals? Will they be delivered? Will pick up times be used? How will this information be communicated to students/families?
- Addressing county, state, and federal policy
 - » How will virtual learners' grades be transcribed in WVEIS and for report card purposes?
 - » Who will ensure that county and statewide testing requirements are met? How will this be done?
 - » Who will address special education needs and services? How will this be done?

Sample language for the four types of Memorandum of Understanding is featured below – underlined words or phrases indicate areas commonly customized by schools or counties to fit the selected virtual learning model.

[County Name] Virtual Learning Student Memorandum of Understanding Template

- I agree to follow the course expectations and pacing guide listed for each of my classes and will devote time to my on-line classes a minimum of 25 hours per week.* The week runs from Saturday to Friday.
- I understand that [County Name] Virtual Learning follows the same calendar as [County Name] In-Person Learning and I agree to complete all my course work by the end of each semester.
- I am comfortable using the Internet as means of communication and research.
- I am able to learn and apply new software applications.
- I am able to prioritize tasks, organize assignments, and complete assigned work within a deadline.
- I will log into the Learning Management System (LMS) daily (Monday-Friday).
- I will check my @stu.k12.wv.us daily.
- I will respond to teacher's emails and correspondences within 24 hours, Monday-Friday.
- I will work independently and submit my original work and use the proper citations when needed.
- I will have access to a device with internet accessibility (preferably something other than a smartphone).
- I will have reliable Internet access.
- I will comply with Policy 2460 as well as the County's Acceptable Use Policy.
- I agree to participate in all required school-wide and Statewide Assessments; via a secure testing environment and/or going to my local school. Statewide Assessments are administered at the student's local school or county office.
- I will lose the privilege of virtual learning if:
 - » _____.
 - » _____.
 - » _____.

**Examples of how much time should be spent each day in an independent study virtual model.*

Grade	Instructional Time – Approximately (with family support)	Supervised independent work time – Approximately	Approximate Total Time
6-8	1 hour daily	5 hours daily	6 hours daily
9-12	Less than one hour daily	6 hours daily	< 7 hours daily

By agreeing and adhering to the statements listed above you are ensuring a positive and successful virtual learning experience.

Adapted from Hillsborough Virtual K-12

[County Name] Virtual Learning Family Memorandum of Understanding Template

- I will help my child to develop a schedule for each week*. The week runs from Saturday to Friday. It is recommended for students to use a written schedule of assignments and cross off each assignment as it is completed.
- I understand that [County Name] Virtual Learning follows the same calendar as [County Name] Public Schools and will make sure the student completes all course work by the end of each semester.
- Ensure student has a device with internet accessibility. (preferably something other than a smartphone)
- I will ensure the student has access to reliable internet.
- I will set up a parent account.
- I will monitor the Learning Management System (LMS) regularly for student grades and completion of coursework.
- I will communicate regularly with virtual teacher.
- I will monitor the student to ensure that he or she is working on schoolwork or attending live lessons if applicable.
- I will provide a specific location for student work that is free of distractions and allow for monitoring of the student's on-line activities.
- I will review student's work before it is submitted.
- I will not complete work for the student.
- I will provide assistance to the student in trouble-shooting computer problems or answering course related questions.
- I will respond to the teacher's email or communication within 24 hours.
- I will ensure student participation in all required school-wide and Statewide Assessments; by providing a secure testing environment and/or going to your home school. Statewide Assessments are administered at the student's home school or county office.
- I understand my child will lose the privilege of virtual learning if:
 - » _____.
 - » _____.
 - » _____.

**Examples of how much time should be spent each day in an independent study virtual model.*

Grade	Instructional Time – Approximately (with family support)	Supervised independent work time – Approximately	Approximate Total Time
6-8	1 hour daily	5 hours daily	6 hours daily
9-12	Less than one hour daily	6 hours daily	< 7 hours daily

By agreeing and adhering to the statements listed above you are ensuring a positive and successful virtual learning experience.

Adapted from Hillsborough Virtual K-12

[County Name] Virtual Learning Instructor Memorandum of Understanding Template

- The virtual learning teacher is considered the teacher of record.
- Required to follow the Federal FERPA (Family Educational Rights and Privacy Act) law.
- Able to utilize technology effectively.
- Provide written and verbal corrective feedback in given timeframe.
- Grade assignments within 72 hours of being submitted.
- Respond to emails within 24 hours.
- Provide accommodations and modifications as specified in a student's IEP or 504 plan.
- Only use county approved email addresses and video conferencing platforms to communicate with students, families, facilitators, etc.
- Be familiar with Learning Management System (LMS).
- Be familiar with content, assignments, etc.
- Provide guidance on pacing.

By agreeing and adhering to the statements listed above you are ensuring a positive and successful virtual learning experience.

[County Name] Virtual Learning County/School Responsibilities

- Students enrolled in Virtual Learning are still enrolled in their local school and are included in the enrollment and funding count of the local school and county.
- Establish a virtual learning policy and procedures including virtual learning pre-requisites and application process.
- Assign a facilitator or teacher to ensure adequate student progress, attendance/engagement, and consistent student participation.
- Monitor student enrollments.
- Deliver an Orientation.
 - » How to access Learning Management System (LMS)
 - » Grading
 - » Pacing
 - » Establish Important Dates (i.e., start date, midterm date, end date, etc.)
 - » Ensure students have access to Office 365 account including their @stu.k12.wv.us email address
- Supplies/Materials/Resources
 - » Printables
 - » School supplies
- Provide technology support.
- Monitor student grades.
- Serve as a liaison between the student/family and virtual teacher(s).
- Ensure grades are transcribed in WVEIS and for report card purposes.
- Ensure participation in all required school-wide and Statewide Assessments; by providing a secure testing environment and/or going to your home school. Statewide Assessments are administered at the student's home school or county office.

By agreeing and adhering to the statements listed above you are ensuring a positive and successful virtual learning experience.

Section 6 – Provision of Support and Enrichment Resources

When designing virtual learning opportunities for students, it is necessary to consider the levels of support and enrichment each student may require and how the opportunity will provide students with the appropriate level of support and enrichment.

Academic Considerations

How will the school/county determine when students need support or enrichment beyond the universal instruction provided to all students?

- *How will virtual learners who are in need of academic assistance be provided with research-based supports such as:*
 - » clear expectations for engagement and academic performance?
 - » just-in-time learning to address skill deficits while addressing grade-level standards?
 - » pre-teaching and reviewing skills in advance of new learning?
 - » multiple opportunities to practice?
 - » immediate corrective feedback?
 - » alternative formats of course materials if needed?
 - » accommodations such as read aloud, using a calculator, or receiving additional time?
- How will virtual learners who have already mastered or can quickly master grade-level standards be provided with enrichment such as...
 - » streamlined curriculum based on student progress and need?
 - » opportunities to study content standards and concepts to greater depth, breadth, or complexity?
 - » opportunities to learn that are tailored to their areas of interest and strengths?
 - » opportunities to develop greater responsibility for their learning?

How will the school/county support the academic counseling and academic planning for students?

- Post-secondary planning/exploration (Enlistment, Employment, and/or Education)
 - » Career exploration of the 16 Career Clusters
 - » Job/career/college fairs
 - » Access to military recruiters
- Student Personalized Educational Planning (PEP) and development
 - » Scholarship Applications
 - » Graduation Requirements
 - » College Entrance/NCAA Requirements

Social-Emotional Supports

How will the school/county support the social-emotional learning of all students?

- Integration of the West Virginia College and Career Readiness Dispositions and Standards for Student Success
- Access to a social and emotional advisory system for student success for all middle and high school students
- Ensure equitable access to school counselor and other social emotional supports at the school/county level
- Provide resources that directly address the needs of students
- Establish a referral system which enables virtual teachers/facilitators to connect students with appropriate support/resources

Mental Health and Wellness Supports

How will you support the mental health and wellness of all students?

- Establish a referral system which enables virtual teachers/facilitators to connect students with appropriate support/resources
- Ensure the virtual teachers/facilitators are aware of the crisis response plan/procedures
 - » Threats of self-harm or harm to others
- Provide resources within your district that support the mental health and wellness needs of students
- Develop a process to ensure potential signs of distress are recognized, reported, and assessed
 - » Mental health check-ins
 - » Ensure a continuum of care for students who previously or currently receive school-based mental health services
- Develop a system to ensure Handle With Care supports extend to all virtual students
- Ensure a process is established which allows for communication among school-based student support services and virtual teachers
 - » Multidisciplinary Teams
 - » Student Assistance Teams
 - » Individualized Education Plans
 - » 504 Plans
 - » Other support programs/agencies

Mandated Student Prevention Education

How will you ensure virtual students have access to mandated student prevention education programs?

- Suicide Prevention Education (Jamie's Law)
- Sexual Abuse Prevention Education (Body Safety Education)
- Dangers of substance use/misuse

References:

Hanover Research (2014), Strategies for Virtual Learning Implementation

Section 7 – Attendance Keeping in Virtual Environments

Recently WVDE provided guidance for keeping attendance in virtual environments for students enrolled in virtual learning programs or during times of remote learning. In planning for the 2021 – 22 school year, it is still important to monitor and record student attendance/engagement for in-person and virtual learning scenarios. Attendance expectations should be communicated and included in all materials provided to students and parents. A summary of the guidelines released earlier by WVDE are found below.

High-quality attendance data for all students is critically important.

As a reminder:

- Schools, districts, and the WVDE are required to report attendance data for all students, including reports produced for state and federal purposes.
- Teachers and administrators need accurate and reliable data to help them monitor student progress and determine needed supports.

It is imperative that attendance data be recorded for all students in a way that provides accountability and recognizes student efforts to engage in the educational process.

At this time, instead of focusing on physical presence during instruction, it is necessary to track meaningful engagement in the virtual learning environment. Virtual learning models provide more flexibility for students and more individual accountability for the completion of work.

Please consider the following guidance to inform decisions about whether students should be coded as present for or absent from virtual learning:

- If a virtual or remote student misses a virtual class meeting but is completing assignments, it is appropriate to code them as present/engaged (V1).
 - » *Rationale: There are many circumstances that could lead to a student not participating in a virtual class meeting, the V1 code acknowledges the student's engagement in the learning process.*
- If a virtual or remote student misses a virtual class meeting, is not completing assignments, and does not provide an excuse, it is appropriate to code them as absent/unengaged (Z1).
 - » *Rationale: Students in virtual or remote settings have flexibility in when they choose to engage in their learning activities. The Z1 code provides a way for schools to hold students accountable for the completion of work in a virtual environment.*
- In those cases where students may log in for virtual class meetings but are not engaged in class discussions or are not turning in their work, you can choose to give them credit for showing up (V1) or you may decide to hold them accountable for failing to engage in their work (Z1).
 - » *Rationale: Consider the following example. A student is physically present in a class but sleeps the entire time. That student—although they were not engaged in learning in any meaningful way—would still be counted as present. Potentially, this scenario is happening in virtual class meetings, as well. Counties may determine which code to use in these types of scenarios.*

[County Name] Attendance and Participation Guidance Template

Monitoring of student submissions, usage, and communications is required to maintain rigorous and relevant learning of the course content in an online setting. Students must meet mandated daily time requirements for each subject.

- Students that accumulate excessive unexcused absences will be considered truant.
- To have satisfactory attendance, work must be submitted weekly in each course.

School Attendance Intervention Guidance	
Student does not login and/or submit work for a period of 5 school days.	Contact family by phone and email. Request contact within 48 hours.
Student does not login and/or submit work for a period of 10 school days.	Contact family by phone and email. Request contact within 24 hours.
Student does not login and/or submit work for period greater than 15 days.	Administration conference with student and family. Return to in-person learning may be recommended or required.

I understand that _____ County Schools requires my child to follow the teacher scheduling requirements and submit assignments weekly or as requested to help ensure student success.

Parent/Guardian Signature

Section 8 – Administering Assessments required by Federal and/or State Code

When communicating information about virtual school opportunities, districts should remind parents/guardians of students who attend virtual school of state and federal requirements regarding participation in statewide testing, as well as participation in the National Assessment of Educational Progress (NAEP) and international assessments.

Statewide Summative Assessments

The federal Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as the Every Student Succeeds Act (ESSA), requires states to administer to all students annual statewide assessments in reading/language arts and mathematics in Grades 3-8 and once in high school, as well as science once in each grade span Grades 3-5, 6-8, and 9-10. West Virginia Code §18-2E-5(d) also requires annual assessments be administered to students. West Virginia Board of Education (WVBE) Policy 2340 §126-14-4 states: “All public school students enrolled in Grades 3-8 and 11 shall be assessed using the appropriate state-administered summative assessment, either general or alternate, at the grade level in which they are enrolled in the spring of each year.” Virtual school students are considered public school students and are included in school accountability calculations.

West Virginia administers the West Virginia General Summative Assessment (WVGSA) in Grades 3-8 to all students, except those with the most significant cognitive disabilities who take the West Virginia Alternate Summative Assessment (WVASA). Students in Grade 3-8 are assessed in English language arts (ELA) and mathematics, with students in Grade 5 and 8 also taking science.

West Virginia administers the SAT School Day to all Grade 11 students, except those who take the WVASA.

Students with the most significant cognitive disabilities take the WVASA in Grades 3-8 and Grade 11 in the same content areas as students in the general education program.

To maintain standardized testing conditions and to ensure the validity and reliability of results from the state summative assessments, all tests must be administered in person in the school or at an off-site location designated by the district. All provisions of WVBE Policy 2340 will apply to the administration of statewide assessments to virtual school students.

According to the U.S. Department of Education, “High-quality assessments are essential to effectively educating students, measuring progress, and promoting equity.” Results from the assessments can help teachers and school administrators pinpoint areas of weakness and identify possible achievement gaps to help teachers adjust instruction for each student. The assessments also can provide information to parents and the public about student performance.

NAEP and International Assessments

State and federal law also requires the state to administer the NAEP test in academic areas at the various grade levels designated by NAEP officials to provide comparisons of a sample of West Virginia students to a national sample. Virtual school students may be included in the state sample. The NAEP test, as well as any international assessments, will be administered in person at the school on a specific date.



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