

**Scope:** This policy establishes a virtual education program that offers eligible students from Pre-Kg to Grade 12 an online pathway.

**Purpose:** To allow our students to learn within a digital community and apply the 21st century skills of critical thinking, creativity, collaboration, communication, digital literacy, technology literacy, information literacy, cyber safety and flexibility. Digital learning is used as a catalyst to enhance the educational experience of our students.

**Definitions:** A continuity of learning plan for emergency learning and teaching focuses on the transition of students from one type of learning to another as their learning context changes. Continuity of learning plans also considers how the students will return to campus after the emergency ends.

There are two kinds of online learning and teaching that schools will need to balance based on their circumstances: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback).

The chart below provides some strategies that are commonly used in online and blended learning,

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc)	X	X
Discussion forums or text-based chats	X	X
E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	

Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing	X	
Video creation and sharing	X	

An asterisk (\*) denotes activities that can be easily conducted using mobile devices.

**The easiest activities to set up and find resources for:**

- **Content production and collaborative writing:** Examples of online word processing documents are Google Classroom, Zoho, Dropbox.
- **Multimedia presentations:** Most content production solutions, such as Beautiful.ai, Slides.com, Piktochart.com, such as Beautiful.ai, Slides.com, Piktochart.com allow for more complex infographics and interactive presentations.
- **Quizzes, polls and surveys:** Online examples include Easypolls, SurveyMonkey, Typeform.
- **Games and simulations:** PhET interactive simulations, National Geographic Kids, The World’s Future are some online educational games that can be accessed by everyone.
- **Video chatting and conferencing:** Free or built-in applications are available for individual and group chats. Examples: FaceTime, Microsoft Teams, Zoom.

## Online learning and data protection:

Areas in online learning where privacy and data protection must be considered are:

- Sharing personal data via the internet; Images, videos, or student submissions are all considered “personal information” . Any information created by students, or with them included, is anonymized, blurred out, or otherwise protected unless the guardians give written permission that the information can be used.
- Children under 13 will participate only in moderated social media activities as part of their learning. (Moderators, teachers and guardians)
- If the school uses social media as part of its contingency learning plan, the personal information of students, teachers, other staff or guardians should not be used or transmitted to third parties online.
- Learning management or reporting systems are ministry-compliant.
- Video conferencing and recording guidelines for learning and teaching are provided during the Covid-19 outbreak.
- Video imaging of minors needs permission from parents or guardians for all age groups and should happen with said guardians present. Eliminate backgrounds that provide information on learners’ personal lives and locations. Learners can chat in groups, through one-on-one conferencing with feedback on individually-assigned activities and general wellness.
- Personal names should be avoided in any chat invites or titles. Student and guardian should be informed if the conference will be recorded.
- Effective online teaching requires different activities, some which are better done online. Ensure learners are provided with necessary resources for learning independently and online:
- Access to devices appropriate for online learning. Some learning activities can be conducted using mobile devices.
- Effective feedback. Checking in with learners regularly is important. Choose systems that provide automatic feedback for online quizzes, and direct comments or discussion from peers and teachers.
- Opportunities for independent learning. Designing learning activities and discussions that capture students’ experiences and gives teachers valuable feedback on students’ mental health. Provides opportunities for multiple perspectives in learning that might not happen if students were all physically together.

Blended program - a formal education program in which a student learns:

- (1) At least in part through online learning, with some element of student control over time, place, path or pace;
- (2) At least in part in a supervised setting outside the home; and
- (3) In such a way that the modalities of each student's learning path within a course or subject are connected to provide an integrated learning experience;

### Student Eligibility and Requirements

Students who meet the following requirements are eligible to participate in the virtual education program:

- Enrolled in the school as a full or part -time student
- Parents and students must successfully complete a defined virtual education orientation course/program/session
- Meet school system and enrollment requirements for the school system, including health requirements such as immunizations, physicals, dentals, etc.
- Meet school system and enrollment requirements for the course(s) in questions including successful completion of any prerequisite courses
- Maintain a minimum grade of a \_\_\_\_\_ on a numerical grade scale in courses taken during the current academic year.
- Have access to consistent, daily internet service
- Daily/weekly communication is required (between online student and the school)

### Attendance

Students participating in the virtual education option will be considered as being in attendance if the students are successfully progressing and completes the virtual education coursework. The Superintendent is authorized to develop alternate attendance policies for virtual courses, provided that students in such programs are given notice of the attendance requirements. A student's failure to comply with such requirements may result in administrative actions of probation, removal from the class or a charge of truancy. Punctuality to online sessions is of paramount importance as well.

### Course Progression

Students are required to progress through online courses at a rate comparable to the progression of a traditional class. Student performance will be monitored and reported on regular intervals consistent with a traditional day program. Key core competencies and foundational skills must be achieved.

## Assessment, Grading, Diploma

All virtual pathway students will participate in all school testing and accountability requirements. All assignments and projects will be graded based using a rubric.

Any virtual program course taken for high school credit, regardless of the grade in which the course was taken, will be entered onto the student transcript and calculated in Grade Point Averages, etc.

## Removal

Students may be transitioned back to a traditional school program or removed from the virtual program for the following reasons:

- Not maintaining the work assigned for each course.
- Progression through coursework falls below the minimum comparable tradition course standard
- Attendance requirements are not met for students in blended program (only applicable to face-to-face courses)
- Cheating, falsifying information, plagiarizing
- School system policies, procedures, rules or regulations are violated, including rules governing the use of technology

## Student Support

- Face to face tutoring will be provided at \_\_\_\_\_ (location) \_\_\_\_\_ days per week (optional)
- IEP committees will meet to determine the most appropriate least restrictive environment and the most reasonable accommodations
- ELL committees will meet to determine the most reasonable accommodations

## Counseling and Guidance Services

DBS will utilize personnel to assist with academic, career, and social needs as they arise. In conjunction with school counselors, students will be assisted with developing an educational plan based on transcripts, standardized assessments, career interests, and other pertinent data. The plan will be reviewed periodically to assess its appropriateness and progress toward completion.

## Student Responsibilities

Students should spend the first days making sure they are comfortable with the technology of online learning. Students are responsible for maintaining reliable, daily access to internet. Computer/internet problems will not be accepted as reasons for delays in meeting deadlines. Only through continuous communication and consistent work can students be successful in an online course. It is essential that students maintain

regular contact with their teachers and submit assignments on time.

### **Guidelines for Online Learning Videos**

1. Teacher in video must be professionally dressed
2. Purpose of the video is to maximize student engagement and to promote active learning
3. Videos created with an eye for strong pedagogical choices
4. Choose appropriate instructional strategies and pairing it with an effective media format
5. Video should be of 8 – 10 minutes duration
6. Be clear and explicit regarding the learning objectives
7. Focus of acquisition and application of skills
8. State what preparations or support material students will need and manipulatives required
9. Decide which visuals will be most effective
10. Create a coherent narrative path
11. Information must be factually correct
12. Videos should have a personal feel for it to be more engaging
13. Mix spurts of discussion, collaboration, videos and audio clips, hands-on exercises and supporting text notes
14. Focus on active learning and student engagement
15. Make references to corresponding pages in the textbook and activity books
16. Have multiple worked examples as text for effective learning and comparison
17. Embrace multi-media Assignments
18. Games need to be interactive – immediate feedback
19. Indicate what the assessment exercise will be with due dates
20. Time frame for entire lesson should be 45 minutes
21. Instruct how students can request for additional assistance/queries
22. Video recordings must be of an acceptable quality (visuals and sound)

UNDERTAKING FROM PARENTS

I Mr./Ms. \_\_\_\_\_ Father /Mother /Legal guardian  
of Master /Miss \_\_\_\_\_ Student of class  
\_\_\_\_\_ No. \_\_\_\_\_ do hereby undertake and  
confirm: -

1, I, hereby, promise that my son/daughter will abide by the admissible rules and regulations, concerning discipline, attendance, etc. of DBS online policy and also to follow the Code of Conduct prescribed in the Parent/Student Handbook.

2. I understand that, 90% attendance in classes is compulsory and I commit my son/daughter to adhere to the same. I also understand, in case my attendance falls short, for any reason, the school may take such punitive action against my child, as may be deemed fit and proper. All due considerations will be taken into account for extenuating circumstances beyond the student's control.

3. I, hereby declare that, my son/ daughter will not indulge in, nor tolerate ragging, in any form, even in words or intentions.

4. I, hereby declare that, my son/daughter will not be involved in any kind of undesirable / ill disciplined activities during the live sessions and will act in accordance with the school's regulations.

5. I, hereby undertake to inform the school, about any changes in information submitted by me, in the Application Form and any other documents, including change in addresses and phone nos., from time to time.

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Signature of parents