

HCS eLearning Program



“Every Child, Every Day, Whatever it Takes”

Information and Guidelines

Table of Contents

Introduction & Overview	3
<i>e</i> Learning Key Components	3
<i>e</i> Learning Courses	4
<i>e</i> Learning Grades & Suggested Rubric....	4
Eligibility for Enrollment	5
Appendix A: <i>e</i> Learning Request Form	6
Appendix B: <i>e</i> Learning Grade Reporting Form	8
Course Listing	10

Introduction & Overview

Hampton City Schools uses virtual learning to address a wide variety of needs to ensure the success of our students. The HCS *e*Learning Program offers our secondary students additional opportunities for learning. These online, or virtual, classes offer students an alternative to the traditional educational setting. One of the main attractions to virtual learning is the convenience it offers. Students can complete coursework anywhere and any time they have access to the Internet. Education 2020 (e2020), WHRO, and Virtual Virginia offer research-based online courseware for high school and adult learners and are the primary resources used to address needs such as:

- On-time Graduation/Dropout prevention
- Credit Recovery (CR)
- Homebound
- Alternative Instruction
- Special Education.

The flexibility of *e*Learning allows for individualized instruction. Students participate in self-directed study under the supervision of a licensed teacher who validates that the student has successfully completed the course requirements. Validation involves:

1. Review of the students' time on tasks
2. The results of student performance on a battery of quizzes and practice activities
3. Pre and post testing results
4. Student maintained notebook
5. Performance on the semester and/or final exam.

The program maintains thorough records of student performance and varied reports assist in providing positive feedback, which keeps the student moving forward towards successful completion of the course.

*e*Learning Key Components

All *e*Learning courses are aligned to the Virginia Standards of Learning provided by the Virginia Department of Education. Our vendors are all approved by the Virginia Department as “online providers” and our teaching staff are licensed by the Virginia Department of Education. HCS Curriculum Leaders have approved each course to ensure they are aligned with those offered in our traditional classroom setting.

If a student is taking the course for **credit recovery**, they have received full instruction for the required number of seat hours. However, if a student is taking a course for the first time {**initial credit**}, a teacher endorsed in that specific subject, must provide instruction to ensure subject mastery. HCS *e*Learning staff may facilitate student work but the responsibility for instruction lies solely with the teacher of record. Students receiving initial credit must receive instruction and complete assignments and assessments equivalent to those of a traditional classroom.

eLearning Courses

HCS Curriculum Leaders have reviewed and approved each e2020 course offered either for initial credit or credit recovery. Teachers do not have access to customize course content unless specific accommodations are noted in a student’s Individualized Educational Plan (IEP). In these cases the Special Education Instructional Leader will consult with the Over-Site Team. A copy of the IEP will be submitted with the Request for Enrollment and Grade Reporting Form. Teachers will be able to make changes such as passing thresholds, grade weights, start and target dates, etc. Refer to Appendix C for a complete list of courses offered.

eLearning Grades

The HCS grading scale applies to courses taken via eLearning.

Grading Scale			
A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	64-69
B-	80-82	F	Below 64

Suggested Grading Rubric

Passing Thresholds:	Language Arts	Math	Science	Social Studies	Electives
Labs:		0	0		
Quizzes:	64	64	64	64	64
Topic Tests:	64	64	64	64	64
Cumulative Exams:	64	64	64	64	64
Grade Weights:	Language Arts	Math	Science	Social Studies	Electives
Assignments:	10	10	10	10	10
Labs:		0	0		
Essays:	20				
Quizzes:	20	20	20	20	20
Topic Tests:	30	50	50	50	50
Cumulative Exams: (cannot be adjusted)	20	20	20	20	20
Additional Activities:	0	0	0	0	0
TOTAL (Must Equal 100%)	100	100	100	100	100

The passing threshold of 64 is our lowest grade in the grading scale. Weight for assignments, labs, essays, quizzes, and topic tests may be adjusted by teachers if additional activities are assigned. The 20% for cumulative (semester and/or final) cannot be adjusted.

The total must equal 100%. Grades are submitted to the School Counseling Coordinator by the eLearning Facilitators. (refer to Appendix B)

Eligibility for eLearning Enrollment:

Each school/site has an eLearning Over-site Team comprised of the eLearning Site Administrator, School Counseling Coordinator, and the eLearning Facilitator. This team will ensure students are admitted to the program based on the eligibility contained within this document and that the fidelity of the program is maintained at the highest of standards.

The following eLearning Facilitators are at the respective high schools:

- *Bethel: Gretchen Graham*
- *Hampton: Anne Ham*
- *Kecoughtan: Terri Walters*
- *Phoebus: Kendria Boyd*
- *The Campus @ Lee: Myra Chambers*

Eligibility is established by meeting one or more of the following criteria:

- ***On-time Graduation/Dropout Prevention:*** priority will be given to seniors to ensure graduation with cohort and to students with special needs for credit recovery and/or to meet graduation requirements for Standard Diploma;
- ***Credit recovery:*** students must have previously taken and failed the course, either a single semester or the full year, with at least a 40% average;
- ***SOL Remediation*** for students who have passed a course(s) but lack the verified credit(s) to meet graduation requirements;
- ***Initial credit:*** under special circumstances students may be allowed to take a course for the first time; this decision will be made after consultation with student, counselor, and administrator;
- ***Homebound or alternative learning program:*** the Homebound Facilitator and/or the Director of Alternative Learning will approve these placements;
- ***Virtual Virginia:*** students may request to enroll in a Virtual Virginia course if we do not offer a course they are interested in or if there is a schedule conflict; the School Counseling Coordinator will approve this request;
- ***Transfer students:*** eLearning may be used to assist transfer students, specifically from a 4x4, who need the course to get back on track for graduation.

{**Enrollment Request located at Appendix A**}.

**APPENDIX A:
eLearning Enrollment Request Form
2012-13**

Date of request: _____ Requested by: _____

{Print Full Name}

Student: _____

Last Name

First Name

Address: _____

Parent/Guardian: _____

Phone Number(s): (h) _____ (cell) _____

Date of Birth

Student ID#

Grade

Date parent notified

COURSE(S) REQUESTED

Course/Code Number/Semester

SY & Semester course first taken: _____

Course/Code Number/Semester

SY & Semester course first taken: _____

School Counselor's Signature

Date

School Counseling Coordinator's Signature

Date

Administrative Review

I have reviewed this request for enrollment in eLearning and have determined this student meets the criteria to be placed into the program.

I certify that participation in this independent study program meets the requirements listed on the reverse side of this form and is in compliance with the student's 504/IEP where applicable.

I certify that a teacher licensed in the subject area will be assigned to this student for all courses taken for the first time (initial credit). This "teacher of record" will interact with the student and provide instruction in order to ensure the course content is equivalent to that received in a traditional classroom setting.

I authorize eLearning to be placed in his/her schedule.

Administrator's Signature

Date

Administrator forwards a copy to the Counseling Coordinator and the eLearning Facilitator

eLearning Eligibility Criteria
{Please check the criteria(s) this student meets}

- On-time Graduation/Dropout Prevention:** priority will be given to seniors to ensure graduation with cohort and to students with special needs for credit recovery and/or to meet graduation requirements for Standard Diploma;
- Credit recovery:** students must have previously taken and failed the course, either a single semester or the full year, with at least a 40% average;
- SOL Remediation** for students who have passed a course(s) but lack the verified credit(s) to meet graduation requirements;
- Initial credit:** under special circumstances students may be allowed to take a course for the first time this decision will be made after consultation with student, counselor and administrator;
- Homebound or alternative learning program:** the Homebound Facilitator and/or the Director of Alternative Learning will approve these placements;
- Virtual Virginia:** students may request to enroll in a Virtual Virginia course if we do not offer a course they are interested in or if there is a schedule conflict; the School Counseling Coordinator will approve this request;
- Transfer students:** eLearning may be used to assist transfer students, specifically from a 4x4, who need the course to get back on track for graduation.
- Other: _____

Student Services

Is this student an athlete? Yes _____ No _____

504 Plan Yes _____ No _____
{If yes, attach a copy of accommodations}

IEP Yes _____ No _____
{If yes, roster teacher's name and signature indicating notification}

ESL Yes _____ No _____

Roster Teacher's Printed Name and Signature: _____

Date Roster Teacher Notified: _____ By: _____

I certify that participation in this independent study program meets the requirements listed on the reverse side of this form and is in compliance with the student's 504/IEP where applicable.

*****GRADUATION FACILITATOR USE ONLY*****

Start Date: _____ End Date: _____ Grade Sent: _____

Upon completion of the course, the Graduation Facilitator completes an eLearning Grade Reporting Form.

APPENDIX B

**eLearning Grade Reporting Form
2012-13**

Student Name: _____

Student ID Number: _____

Student Grade Level: 9 10 11 12 (Please circle one)

Semester Grade is to be entered for: 1st 2nd (Please circle one)

eLearning Course Name: _____

Course Number: _____

Grade to be entered (% and letter): _____

*******Complete this section if this grade replaces a previous grade*******

SY Course taken: _____ **Course Number:** _____

Date submitted to Counseling Coordinator: _____

eLearning Facilitator's Signature: _____

Content Teacher's Printed Name & Signature {for initial credit} {complete reverse of form}

Counselor's Signature: _____

Date: _____

DP Signature: _____

Date grade entered: _____

{To DP Personnel: Once the grade is entered into Academic History please sign, date and return to counselor}

Appendix C

eLearning Course Offerings

{a complete list is available with the School Counseling Coordinator}

English: 9-12

Math: Algebra I, Geometry, Algebra II

Science: Earth Science, Biology, Chemistry, E. Sci II: Oceanography, Biology II: Ecology

Social Studies: W. Geography, W. History I & II, US/VA History, US/VA Government

Health & PE: Health 9, Health 10, PE 9, PE 10

Other: Economics & Personal Finance, electives and Advanced Placement