

Cecil County Public Schools
Blended Virtual Program
Student/Parent/Guardian Agreement

Introduction: This agreement contains important information and requirements for students as well as their parents and guardians regarding students' enrollment and participation in Cecil County Public Schools' (CCPS) Blended Virtual Program (BVP). Please read and carefully consider the information in this agreement prior to signing.

Applicable CCPS Policies and Regulations

- [Student Attendance and Punctuality Procedures - JED-RA](#)
- [Code of Student Discipline - JG](#)
- [Student Responsibilities and Rights - JF-EA](#)
- [Grading and Reporting - Elementary School - IKAE-RA](#)
- [Grading and Reporting - Middle School - IKAG-RD](#)
- [Grading and Reporting - High School - IKAG-RA](#)
- [Responsible Use of Technology- IIBH-RA](#)

*All students accepted into the Blended Virtual Program are students of CCPS and expected to adhere to all CCPS Policies and Regulations which can be found at <https://go.boarddocs.com/mabe/cecil/Board.nsf/Public>

Attendance Requirements:

It is the expectation that students maintain regular attendance in the BVP. Students will be expected to follow the same time and attendance requirements as outlined in [CCPS Student Rights and Responsibilities Handbook](#). Attendance will be taken each day and each period to determine the daily attendance. Students who miss a class or a full day's attendance will be required to follow the same required documentation for excused & unexcused. (see our [Student Attendance and Punctuality](#) regulation).

All attendance documentation and requests should be submitted to bvp@ccps.org

The student's placement in the Blended Virtual Program will remain in place for at least one marking period unless otherwise granted permission by the Principal of the Blended Virtual Program.

Excessive truancy or absences will lead to additional interventions up to and including reassignment to a student's home school face to face program.

Academic Requirements:

- Students will follow the same course and state mandated assessment requirements as the traditional programs.
- **Students will be required to attend a physical school** (site(s) to be determined) for statewide mandatory testing and national exams (ie: AP exams). There will be no options for virtual delivery unless specifically permitted under the implementation guidelines.
- Students are required to hand in assignments of their own completion or face disciplinary consequences for academic dishonesty.
- Students will be expected to successfully complete all grade level courses in order to be promoted to the next grade.
- Students who are not successful will receive intervention including if necessary placement back in their home school for face to face learning.

- Students who are performing below satisfactory for a marking period in core content courses will be placed on academic probation and reviewed every four to five weeks.
- Students will remain on academic probation until they obtain a 60% average in core academic classes.
- Students who are unable to bring their grades up may receive additional support up to and including reassignment back to the student's home school face to face program.

Grading Guidelines:

- All classes within the BVP will be assessed consistent with the grading and reporting regulations for the appropriate level (elementary, middle, high).
 - [Grading and Reporting - Elementary School - IKAE-RA](#)
 - [Grading and Reporting - Middle School - IKAG-RD](#)
 - [Grading and Reporting - High School - IKAG-RA](#)

Special Education/Related Services/504/English Language services:

- Upon requesting placement in the BVP, all students with an IEP will have an IEP meeting scheduled for the team to determine if the provisions of FAPE (Free Appropriate Public Education) can be provided through the BVP based on the child's Individual Education Plan.
- Upon requesting placement in the BVP, all students with a 504 will have a 504 meeting scheduled for the team to determine if the provisions of FAPE (Free Appropriate Public Education) can be provided through the BVP based on the child's 504 Plan.
- BVP Special Educators will make the instructional modifications and deliver the Specially Designed Instruction aligned to the students' IEP and maintain all data and monitoring requirements. They will also collaborate with the content teachers to ensure the IEP goals are met.
- English Language Educators assigned to a student's home school will schedule and support specially designed instruction.

Conditional Placements and Probationary Status

- Upon requesting entrance into the BVP, all students are screened based on current and historical attendance and academic records. Additionally, students at the high school level have their transcript reviewed to ensure that an available graduation pathway exists within the BVP based on credits earned, credits needed, and credits/classes available within the BVP.
- After review, students will either be granted or denied entrance into the BVP. Students that are enrolled into the BVP after their screening is complete, will be enrolled either as a conditional status student or non-conditional status. Conditional status students are placed within the program for 15 days and must maintain an attendance rate of 80% or better in all classes and submit their assignments by their deadlines. If a student on a conditional seat does not maintain an 80% attendance rate or better in each course and/or does not complete their assignments, they will need to return to the face to face setting after 15 days. Students on conditional status meeting these expectations will automatically remain in the program on probationary status.
- Students are placed on probation following a conditional placement or if they fail a core content course for a marking period. Additionally, a student may be placed on probation if they have more than five unexcused absences in a marking period or a cumulative total of 12 or more unexcused absences.
- All students in the BVP are reviewed twice each marking period, once at interims and once at the end of the marking period. Reviews look at students' grades and attendance. Students are typically placed or removed from probation at the end of marking periods. Interim reviews exist to ensure that students that are not meeting with any level of success (significant attendance and academic concerns) are identified early. In these situations, a student may be placed on an immediate conditional seat with an individual timeline to meet expectations or be removed from the program.

- All students on conditional placements or placed on probation will receive direct notification consisting of a personal phone call.
- If a student on probation continues to not meet expectations for attendance and academics, they will have an administrative review. During the review, the program counselor and principal will look at the student's performance, attendance, and other factors related to their lack of success. If it is determined during the course of the review that a student is not able to meet with success in the BVP, they will be placed back in the face to face setting.

Student Supports:

- All students will receive a CCPS issued Chromebook and a hotspot (as necessary) in order to engage in online learning.
- Students will receive materials for the special area/fine arts classes by the virtual teacher. For example, students will receive the required art supplies necessary to participate in the class - paints, canvases, paper, charcoal, etc. Activities will be adjusted in order to support the work being completed at home.
- The daily schedule will be customized to allow students the extra time and support from their classroom teachers on their academic needs.
- Counseling services are available through our program counselor, assigned to the BVP full time, as well as through the student's home school counselor.
- There will be devoted time in the weekly schedule to support the social and emotional needs of the students in the BVP. Weekly activities will be designed and implemented to reinforce the connection before content practice and build a culture of support among the student population.

Student Requirements:

- Students are required to follow and adhere to Cecil County Public Schools' policies and regulations.
- When engaging in virtual synchronous sessions, students must be in a location where the background is appropriate and the environment is conducive to learning - a quiet setting.
- Students are required to participate actively in their classes. Webcams and microphones must be utilized when prompted to do so by the teacher or program administrator. Students' active participation in their classes is essential to their success.
- Microphones should be muted during sessions until an instructor or administrator directs them to be turned on to avoid disturbing instruction.
- During the school week, Personal Learning Time will be built into the schedule. During this time, students are required to complete assignments, seek assistance from their teachers, make up assessments or missing assignments, and/or receive specially designed instruction when appropriate.
- Students will be required to attend a physical school (site(s) to be determined) for statewide mandatory testing and national exams (ie: AP exams). There will be no options for virtual delivery unless specifically permitted under the implementation guidelines.
- Students are not permitted to record, duplicate, or share/post any portion of a student's virtual session.
- Students are required to attend the program daily.
- Students may not share passwords or provide access to CCPS online services to anyone.
- Students are required to engage in sessions with appropriate language at all times and cannot participate in spamming, "ghosting," or any form of cyberbullying.

Parent/Guardian Requirements:

All parents/guardians who have students enrolled in the Blended Virtual Program will be required to support the student and staff of the BVP by doing the following:

- Ensure the student has the necessary equipment and appropriate high speed internet access needed to participate in the BVP. If parents/guardians are in need of assistance, they should contact the Principal of the Blended Virtual Program to discuss possible solutions.
- Ensure that the student has a dedicated workspace conducive to learning.
- Ensure that the student does not attempt to access inappropriate content or engage in inappropriate activities including but not limited to spamming sessions, “ghosting,” or cyberbullying.
- Ensure that the student has appropriate time in their schedule to do the coursework and that the scheduled time will be a priority.
- Encourage the student to participate fully in classes including asking questions, participating in discussions, and seeking help when stuck or frustrated.
- Ensure that the student’s work is their own work and that it hasn’t been completed or aided by others.
- Communicate with the student’s teacher(s) about their child’s progress as necessary.
- Participate in all face to face conference days as necessary (flexibility will be provided when necessary).
- Ensure that students attend the program daily.
- All students will be required to stay enrolled in the program for a minimum of one marking period. Exceptions to this expectation will be made by the Principal of the BVP on a case by case basis.
- Parents, guardians, and students are not permitted to record, duplicate, or share/post any portion of a student’s virtual session.
- Parents, guardians, and students must not share passwords or provide access to CCPS online services to anyone.

By signing this agreement, both the parent/guardian and student agree that they understand the requirements stated within this document. Parents/guardians and students acknowledge in signing this document that the student’s success is contingent upon meeting the requirements spelled out in this agreement. The parent/guardian is also acknowledging that the student’s placement in the Blended Virtual Program will remain in place for at least one marking period unless otherwise granted permission by the Principal of the Blended Virtual Program. Failure to meet the requirements spelled out in this agreement will result in additional structured support up to and including the student’s placement being changed back to their home school for face to face instruction.

Student’s Name (print)

Grade Level

Student’s Signature

Date

Parent/Guardian’s Name (print)

Parent/Guardian’s Signature

Date
