CPS Online 24-25
Secondary Parent/Guardian & Student Handbook

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WELCOME

Parents/Guardians and Students,

This handbook is for all CPS students taking--or who are interested in taking--a CPS Online Course. While the guidelines presented within apply only to CPS Online courses for grades 6-12, many of our online partners programs (e.g. Edgenuity Instructional Services and Launch) as well as many MOCAP providers have similar student guidelines in place.

Columbia Public Schools offers students the opportunity to take one/more of their classes online. These online courses are designed for students who are self-motivated and can work independently.

- In grades 6-12, CPS Online courses are asynchronous (i.e students work at their own pace).
- All content is online.
- All CPS Online courses start in Schoology, which is where students will find general information about the course. Students taking “Launch” or “MOCAP” courses will receive an email about how to access these courses.
- Students can work on courses at school or offsite.
- Online courses are aligned with the current school semester calendar.
- CPS Online courses are taught by certified CPS teachers, most of whom teach the same content in an in-seat classroom. “Launch” and “MOCAP” courses are taught by non-CPS teachers.
- CPS Online course content " parallels" the curriculum used in CPS classrooms.
- Students remain in contact with their CPS counselor and regular CPS school building.
- Our mascot is the Sea Lion....as in "Sea you on Lion!!"

Online learning is rewarding, yes, but also challenging for everyone involved--parents, guardians, students, and teachers--alike. It is our hope that this handbook will give you a better understanding of how online courses in Columbia Public Schools work. Online courses are available anytime, any pace, any place, which gives our students a lot of flexibility. However, with that flexibility comes responsibility.

By taking an online class with Columbia Public Schools all students acknowledge that they will (1) adhere to the same policies and guidelines as CPS students taking in-seat classes, (2) follow the guidelines and expectations in this Handbook and, (3) that they understand the pacing and academic requirements for taking an online class as outlined in this Handbook.

If you still have questions, please email us at cpsonline@cpsk12.org

Best,

CPS Online

INTRODUCTION

This handbook is for all CPS students taking--or who are interested in taking--a CPS Online Course. The guidelines presented here are designed to help our CPS Online students be successful online learners. While the guidelines presented within apply only to CPS Online courses for grades 6-12, many of our online partners programs (e.g. Edgenuity Instructional Services and Launch) as well as many MOCAP providers have similar student guidelines in place.

SUGGESTIONS FOR BEING A SUCCESSFUL ONLINE STUDENT

Useful Attributes for Student Success

Students considering enrolling in an asynchronous course are encouraged to look at their personal skills and aptitudes for taking a class online. The following attributes will greatly contribute to a student's success:

- Self-regulation
- Ability to learn independently
- Strong personal commitment
- Effective communication skills
- Time management skills
- Successful completion of required assignments
- Willingness to ask for help and be vocal when there are problems, conflicts, or questions.
- Basic Word processing and Internet skills
- Positive recommendation of teachers and/or counselors
- Good attendance record

Helpful Hints for Online Learners

Here is what the research says are the major challenges for an online learner:

- There are technical requirements
- A learner must be "active" not "passive"
- A learner must take initiative
- There is a lot of self-organization that must take place
- There is self-pacing and planning required
- The content may be difficult to understand
- The instructor may not be immediately available to answer questions
- A learner must know how to ask for help

With this in mind, here are some helpful hints for online learners:

- Make sure to watch the student orientation video (for Edgenuity course students ONLY)
- Review your course syllabus and due dates

- Make working on your online course a part of your DAILY routine
- use the pacing guide to set short and long term goals
- find a comfy place to do your online work
- Schedule time EACH DAY to complete your coursework...don't leave it all for the last minute
- Ask questions if you don't understand something or don't know how to do something
- Keep up with your work

Useful Technical Skills for Student Success

Although it is not necessary to have advanced computer skills, students should possess a working knowledge of electronic email, the Internet, as well as basic keyboarding skills.

The following computer skills are needed in order to successfully participate in an online course. If students do not possess these skills, they might find it very frustrating to participate in an online course.

Basic Skills

- Locate a file on a hard drive or server
- Save a file to a specific drive or folder
- Connect to the Internet
- Navigate to the CPS Student Portal
- Open an App located in the CPS Student Portal

Email Skills

- Send a message
- Save a message to a specific folder
- Paste text from a word processor
- Send an attachment
- Open and save an attachment

Web Browser Skills

- Go to a specific URL
- Print a page
- Follow a hypertext link
- Conduct a basic search using a search engine

Word Processing Skills

- Open an existing file
- Open a new file
- Save a file
- Rename a file
- Safe a file as a different format or with a different name (Use "Save As")
- Copy, cut, or paste text
- Format text

- Change line spacing
- Print a document

ONLINE COURSE BASICS

Technical Requirements

Computer

CPS-issued devices have the technical requirements necessary for online learning. Home computers are also usually also suitable, but families should check the course provider for the most recent computer/browser requirements:

Edgenuity--
https://media.edgenuity.com/manuals/Troubleshooting_Tips_for_Accessing_Edgenuity_at_Home.pdf

Internet

Online students typically need access to the internet in after-school hours to work on their online coursework. Families that do not have reliable internet access at home should contact the Administrator of CPS Online for information about how to apply to get a free/low cost internet hotspot from CPS to access the internet.

Course Orientations

During the first week of the semester, all students are invited to participate in online orientation ZOOM meetings provided by their teacher. These will help students understand how to access course materials, submit assignments, and enhance their understanding of how to use Schoology and/or Edgenuity (Depending on which system the course is being taught on).

Students taking courses using Edgenuity are encouraged to view the Edgenuity Student Orientation Video prior to starting the course.
(https://players.brightcove.net/2827488281001/36YQXudC9_default/index.html?videoId=5978276525001)

Communication

Email will be the primary method of communication for online courses. Students are required to use their CPS student email account. Teachers will respond to email within 24 to 48 hours. Teachers will provide prior notice to students if they will be unavailable for a period of time. Remember, CPS Online is an asynchronous delivery method and the instructors have full time jobs. It is reasonable to expect time to receive a response about a question or for actions like unlocking an exam.

Teacher Expectations

Each course has a CPS certified teacher assigned to it who will grade the independent work, interact with the student as needed, and who is available to answer questions. However, the teacher is not a tutor and will not be providing individual lessons to a student on a regular basis. Teachers are expected to:

- Answer emails within 24 hours Monday-Friday, excluding holidays.
- (For Edgenuity courses) Complete reviews and/or assign retakes within 24 hours.
- Grade and return work within a week, except where otherwise indicated.
- Keep up regular communication with parents/guardians and students.
- Hold weekly office hours on ZOOM, for students to visit for help or questions.
- Make individual ZOOM appointments with students for the purposes of providing instruction, guidance, evaluation, and support for any student who is not passing.
- Communicate with students regularly.

Turning in Assignments

Students should always upload/submit assignments according to the teacher's guidelines, be sure to read directions carefully. Do not send assignments through email or hand deliver them. Students who are having difficulty with uploading/submitting assignments should contact the teacher listed in HAC immediately.

Grading/Grades

Online teachers will explain their grading policy in the syllabus posted on Schoology. A student's grade in their online class can be accessed by the student at any time either by viewing the grade in Schoology or logging into Edgenuity, depending on which platform the course is being taught on.

Teachers have one week to grade assignments with the following exceptions:

- Major assignments which the teacher indicates, on the class Schoology page, will take longer to grade.
- Any work turned in during the last two weeks of any course will be graded by the final course grade submission date, which is after the end of the semester.

Students are required to make adequate progress and to complete the course within the semester. The course due dates should act as a pacing guide for students, and are structured to show what work should be accomplished within each week of the course in order to complete the course by the end of the semester.

Adequate progress is defined as those activities which lead to successful completion of the course within the semester. Activities that demonstrate adequate progress are:
-logging in at least weekly to check for due dates, announcements from the teacher, and assignments
-turning in all assigned work by the due date
-passing all classes
-communicating with the instructor with any questions and requesting an individual appointment with the teacher, when needed

-watching a video or reading material required for the course
-posting to a discussion board, and/or
-other tasks as directed by the instructor.

Progress Reporting in Edgenuity Classes

Edgenuity uses THREE different metrics (ways) to calculate grades. In a student's"Course Dashboard" the "Actual Grade" is shown by default. As you get closer to the end of the semester, however, the "Relative Grade" will be a more accurate representation of your course grade. To view your "Relative Grade" click on the "Course Progress" icon on the left-hand side of your "Course Map" when viewing one of your courses. **Students should use the "relative grade" to assess their progress in an EdGenuity course.**

- **Relative Grade:** The grade a student would receive if they stopped working and received 0% for all unscored, counted activities. https://help.imagineedgenuity.com/hc/en-us/articles/360043236533)
- **Actual Grade:** This is the overall grade adjusted for progress if a student is behind. This score applies a penalty for falling behind. https://help.imagineedgenuity.com/hc/en-us/articles/360043235333)
- **Overall Grade:** The weighted average grade for completed activities based on the grade weights for each activity type https://help.imagineedgenuity.com/hc/en-us/articles/360043235533)

Pacing and Academic Requirements for Students

1. Any student who has not submitted one assignment by the 20th consecutive day of school will be dropped from the online course(s) and placed in the equivalent in-seat course or enrolled in Douglass High School.
2. Any student that is not **at least 15% complete** in any of their online courses **by IPR#1** will be dropped from those online course(s) and placed in the equivalent in-seat course or enrolled in Douglass High School. As a point of reference, IPR#1 is posted approximately 30% of the way through the semester.
    a. Students and parents/guardians will receive warning emails as follows:
        i. Two weeks prior to the IPR date
        ii. One week prior to the IPR date
    b. Students who are dropped for no participation are provided with a two school-day window in which to appeal. Students are allowed one academic pacing appeal per academic year.

3. **Failure to Thrive Online - Any student who fails 2 or more online classes in any school year will not be allowed to take online classes the following semester.**

Seniors

In the Spring semester, seniors are expected to complete all online coursework by the same last day of attendance for seniors who attend in seat. This date is AHEAD of the semester end date for underclassmen, so Seniors should plan accordingly.

Getting Started

All CPS Online courses start in Schoology. Students can access Schoology using the CPS Student Portal . See your Media Specialist if you have questions about how to log into the Portal.

Once you have found your course in Schoology, you will find additional information about your teacher, course objectives, etc....and whether your course content will be located in Schoology or in Edgenuity. Note, you can also find out if your course is taught in Schoology or Edgenuity by checking our online course list
https://docs.google.com/spreadsheets/d/10si6_0tzxXWh6cHksZKScHFgMUkERU9vsLbAKOTQmsY/edit?usp=sharing

Schoology - If your course content is located in Schoology, you will see the coursework right there in the course folder.

Edgenuity - If your course content is located in Edgenuity, you will log into Edgenuity using the CPS Student Portal or by going directly to the EdGenuity website at https://auth.edgenuity.com/Login/Login/Student. Log into EdGenuity using your full CPS email and your student number for the password.

Add/Drop Deadlines

Enrollment for CPS Online courses is completed by each student with their school counselor. Students have up to four-weeks to add an online course.

Any late addition will need to go through the student's school counselor and have the approval of the CPS Online or Launch/MOCAP Coordinator. Requests should be for extenuating circumstances only.

The deadline to drop an online course is the same as for in-seat courses.

Students With an IEP or 504

If a student has a current Individualized Education Plan(IEP) or 504 plan, online teachers will work to address every accommodation applicable to the online environment.

STUDENT EXPECTATIONS

Participation in District-Administered Testing

All CPS Online students are required to participate in all district-administered testing as they would if they were an in-seat student, including--but not limited to--iReady testing, MAP Grade Level Assessments (GLA) and End of Course (EOC) testing. MAP tests measure a students' progress toward mastery of the Missouri Learning Standards, which are the educational standards in Missouri. Participating may require a student to take the test in their home building in the district.

Full Time Online Students

Students and parent(s)/guardian(s) must sign a contract if a student wants to enroll full time in CPS Online, MOCAP, or LAUNCH. Contract here: https://forms.gle/u5zCtugyWhXk8jQ66

Academic Dishonesty

(Board Policy: JG-R1) The integrity of the academic program and the evaluation of each student's achievement are of primary concern to educational institutions.

Cheating on an educational exercise not only reflects dishonesty on the part of the cheater but also diminishes the value of the work done by his/her classmates.

Students who cheat or plagiarize may be subject to the following: No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

What is "plagiarism?" Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. Plagiarism of code is intentionally representing the code or an algorithm of another as one's own. Learn more about plagiarism here.

In this age of fast developing technology, academic dishonesty can take many forms beyond plagiarism, and we take it and its potentially detrimental effects on students' learning very seriously. If we suspect a student is using assistive technology to complete assignments, we reserve the right to investigate and to determine if academic dishonesty has taken place. Academic dishonesty may include falsely participating in classwork or completing assignments using unapproved technology or having another person complete work on behalf of the student. All forms of academic dishonesty are discouraged and may result in a lowering of a student's grade or failure of a class. As you approach your work in this class, ask yourself "Am I doing the work expected of me? Am I doing my work with integrity and honesty?" Should you have any questions regarding whether or not specific use of technology is approved, please contact your teacher before using it.

Computer-Use Policy

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users consent to having their electronic communications and all other use monitored by the district. A user ID with email access will only be provided to authorized users on

condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

The district will monitor the on-line activities of minors and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will attempt to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

Cyberbullying

Bullying and Cyberbullying: (Board Policy: JFCF, JG, JG-R1) Intimidation, unwanted aggressive behavior or harassment (including criminal harassment under the Safe Schools Act), that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities or benefits of any student without exception; or substantially disrupts the orderly operation of the school.

Bullying may consist of physical actions, including gestures, or oral communication, cyberbullying, electronic or written communication, and any threat of retaliation for reporting of such acts. "Cyberbullying" means bullying through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. Students will not be disciplined for speech in situations where the speech is protected by law.

Any Offense: Administrator/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion. Restitution if appropriate. May also include loss of privileges including, but not limited to confiscation of the contraband item, loss of parking privileges, loss of technology privileges.

Disrespectful or Disruptive Conduct or Speech

(Board Policy: JG-R1)
Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions.

Any Offense: Administrator/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion. Restitution if appropriate. May also include loss of privileges including, but not limited to confiscation of the contraband item, loss of parking privileges, loss of technology privileges.

Netiquette

CPS Online expects all participants to demonstrate excellent "netiquette" (online etiquette) while participating in a CPS Online course. The following are some basic netiquette rules*:

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Make sure your language is appropriate.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.
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*From Touro College

Technology Usage

(Board Policy: EHB) The Columbia School District recognizes the educational and professional value of electronics-based information technology, both as a means of access to enriching information and as a tool to develop skills that students need. The district's technology resources exist for maximizing the educational opportunities and achievement of district students. The network is considered a limited purpose device. The professional enrichment of the staff and Board, and increased engagement of the students' families and other patrons of the district are assisted by technology, but are secondary to the ultimate goal of student achievement. Use of technology resources in a disruptive, manifestly inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted

access to the district's technology resources. Development of students' personal responsibility is itself an expected benefit of the district technology program. See the "Student Handbook for Columbia Public Secondary Schools" for more information.

Computer Tracking and Reports

CPS Online has access to varied but specific information on each student and each course. We are able to access information on how often students access each of their courses and how long they spend working on each course. We say this because parents shouldn't assume that because your child is in front of the computer s/he is working on his/her class.

PARENTS/GUARDIANS

Parent Expectations

- Check student progress regularly
- Read the emails from teachers, especially those addressing progress
- Help your child develop and then stick to a regular schedule
- Help child meet deadlines and keep to the course pacing guide
- Help ensure that the student is doing his/her own work. Parents should not be the teacher of the course but rather the at-home monitor, facilitator, and motivator.

SUPPORT

CPS Online Web Page

The CPS Online website (www.cpsk12.org/cpsonline) is the best place to look for current information. The website is updated regularly and is the best source for your questions. If the question you have is not found, please contact us through cpsonline@cpsk12.org.

Technical Help--Schoology Courses

Students should access Schoology through the CPS Student Portal: Once logged into Schoology, students should see their online courses listed among their other courses in Schoology. See your building's Media Specialist with questions about how to log into Schoology. Click here for Media Center Contacts List

Technical Help--Edgenuity Courses

Helpful Resources From Edgenuity

- Edgenuity Student Orientation Video
- Tips to Help Your Student Succeed
- Edgenuity Student Guide (pdf)
- Edgenuity Weekly Student Progress Report
- Edgenuity Help for Families

Edgenuity Support

Phone: 1-866-457-8776
Email: support@imaginelearning.com
Support Hours
Monday–Friday: 7:30 a.m. to 9:30 p.m. (EST)
Saturday–Sunday: 9:00 a.m. to 5:00 p.m. (EST)

CPS Technology Services Help Desk

573-214-3333, 573-214-3334 (Students ONLY), or email helpdesk@cpsk12.org
Monday - Friday -- 7:00 am - 5:30 pm