Virtual Lab Facilitator Guide

ATLANTA VIRTUAL ACADEMY

130 Trinity Ave SW, Atlanta, GA 30303

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I. WELCOME AVA LAB FACILITATORS

WELCOME!

Dear Facilitator:

Welcome to the Virtual Learning Lab! It is an exciting time in education, giving students an opportunity to participate in online learning during their school day. In making the decision to empower both yourself and your students with the creative and innovative tools available for online learning, you have decided to learn with your students in this medium, becoming a guide in the learning process.

While in the Virtual Learning Lab, students will progress through and complete their virtual course(s). There are different reasons why a student may choose to take an online course during their school day. Students may be in the lab to fulfill an initial course credit, credit recovery or desire to accelerate. Regardless of the reason students are in the Virtual Learning Lab, the facilitator's main objective is to enhance student success by being an advocate for the student in the online learning environment.

As a Virtual Learning Lab facilitator, your role is central to the students' success. Your guidance will help students accomplish great things. It is our hope that you will share in the enthusiasm that this new opportunity has created.

The Atlanta Virtual Academy Team is pleased to partner with each Virtual Lab facilitator. We will support you in this position. Feel free to reach out to any one of us with questions, comments and concerns.

Sincerely,
Atlanta Virtual Academy Team

II. LAB FACILITATOR ROLE & RESPONSIBILITIES

Partner
► Create Working partnership with client
► Design & Customize program to meet client needs
► Manage multi session efforts effectively

Guide
► Guide group with clear models and processes
► Facilitate Group Self-Awareness about its Task
► Guide the Group to Consensus and desired Outcomes

Planner
► Select Clear methods and processes
► Prepare time and space to support group processes

Taskmaster
► Manage Time
► Keep Group Focused and on Task
► Manage Group Conflict

Enabler
► Create and Sustain a Participartory Environment
► Honor and Recognize diversity ensuring inclusiveness

Motivator
► Trust group Potential and Model Neutrality
► Acknowledge input and ideas

The Role of the Lab Facilitator

The Lab Facilitator Will:

- Be an advocate for student success in the online working environment;
- Serve as school liaison to Atlanta Virtual Academy (AVA);
- Take daily attendance ;
- Monitor students to ensure that they are working on their online courses and staying on pace ;
- Complete Credit Recovery Verification Form for credit recovery students;
- Facilitate student communication with their virtual teacher(s);
- Assist students with submission of assignments;
- Notify on site IT Field Support staff for technical issues including but not limited to: system malfunctions & video issues;
- Notify school tech of needs for assistance within the lab, including but not limited to; internet interruptions, machine malfunctions, blocked websites, missing/required downloads, etc…;
- Check equipment daily and report any issues in the lab to your school technology contact;
- Understand the AVA processes and policies;
- Inform parents/guardians that access to student progress for are available for all Edgenuity^{TM} courses; they must provide the AVA staff the with the most up-to-date email address;
- Assist students in using the help sessions, review lessons, exam prep, and calling teachers for help with course content;
- Assist students in keeping and organizing a notebook
- Communicate with the AVA instructor if an academic integrity concern arises;
- Establishing and maintaining positive learning environments in the lab;
- Monitoring student progress;
- Serving as communication liaisons;
- **Motivate/encourage student engagement.**

III. MAKING A STRONG START

A.   Facilitator Fall/Spring Checklist

TASK	COMPLETE? YES/NO	NOTES/DATE OF COMPLETION
Student Course Verification		
Materials Check		
Student Login Credentials		
Facilitator Login Credentials		
Gather Student Accommodations		
Create Substitute Teacher Plan		
Post Classroom Notifications		
Pre-Planning		

1. Student Course Verification

All students (Initial Credit and Credit Recovery) in your lab should be assigned to a course. Check Genius or Infinite Campus to make sure students are enrolled in the correct course and section.

2. Materials Check

Check computer stations for cleanliness, working mice, keyboards, sound, and screen brightness. For any technology concerns, contact appropriate on site IT Field support staff. AVA has provided each school with a set of headphones for your AVA computer lab. Please make sure all headsets are labeled with an assigned number. Using the provided form, create your sign out and sign in sheet using your class roster. *Section V- Resources*

3. Student Login Credentials

Initial Credit and Credit Recovery students will login using their **(1)** Network ID and **(2)** Lunch Number. Network ID and Lunch Number information for each student can be found in Infinite Campus.

4. Facilitator Login Credentials

As a Lab Facilitator, you will have access to (1) your school's Genius account for all Initial Credit students and (2) Edgenuity^{TM} for your Credit Recovery students. Please contact the AVA liaison for your school or your Credit Recovery Site Administrator.

5. Student Accommodations

Some of the students in your lab may have an IEP or 504 plan that mandate accommodations of which you may not be aware. Please be sure to speak with all of your student's counselors to make sure you have a list of all mandatory accommodations for their lab courses. If students' accommodations require a support person, please make sure your school provides these state mandated requirements.

6. Substitute Teacher Plan We all have emergencies. Create a substitute plan that is

kept in your AVA computer lab in case you are out. Make sure it includes clear instructions for attendance, seating, materials check-in and check-out procedures, student login information, AVA Faculty and Staff contact information, technology person contact information, and a bell schedule. ***See Section V-Resources***

7. Classroom Lab Posters

 Remember that you are setting classroom norms, routines, and expectations with these students while they work in the computer lab. In addition to posting Lab Rules and Procedures, you also should post the following: Successful AVA Student Handout, AVA Initial Credit website and AVA Credit Recovery website. ***See Section V - Resources***

8. Pre-Planning

The items and tasks outlined below are a crucial part of establishing a Virtual Learning Lab that will run smoothly, have minimal disruptions, and maximize student learning. This is not an exhaustive list of tasks but is a recommended basic plan for set-up and initial procedures to guide you toward a successful start to the school year.
• Review the Facilitator handbook.
• Gather as much information about your students as you can from your Administrative and Guidance office, such as student rosters and the courses to be taken by the students.
• Prepare student folders with required documents and designate an area where they are to be kept. ***See Section V- Resources***
• Meet with guidance counselor to determine any student needs which may require accommodations in the lab.
• Prepare an emergency sub plan folder. ***See Section V- Resources***

B.   Facilitator First Week Checklist

TASK	COMPLETE? YES/NO	NOTES/DATE OF COMPLETION
Activities		
Student Lab Folders		
Student Progress Logs		

1. Activities

While students wait for their course to begin, there a few things you can do with your class until their class is ready to start in Edgenuity™.

- Complete all student forms. ***See Section V- Resources***
- Taking the time needed in the beginning of the year to 'set the tone' with student expectations and lab procedures will be a great benefit to all stakeholders. Some students may be new to the lab setting and will not know what is expected of them during this time.

a. Introduce Yourself

Begin to build a rapport with your students. You will be able to serve them better and they will feel more at ease within the lab setting if they know some things about you. In addition, many students in the lab will not know each other; this might be a good time to have students share a bit about themselves.

b. Take Attendance Daily

Be sure students are aware of the school and lab attendance policy. Attendance in the lab is mandatory and will be recorded daily. Any student, who is not in the lab when required, will be subject to the school's discipline policies. Excessive absences may impact a student's ability to complete coursework in a timely manner. Therefore, students are expected to attend class every assigned period.

c. Deliver Lab Rules and Recommended Supplies

Go over lab policies and add your expectations (rules). In order to ensure students are prepared for learning, it is recommended that students bring the following items to the lab each day:

- Flash Drive
- Headphones
- Pens/Pencils
- Paper
- Notebook / Folder

d. Discuss with students the difference between Initial Credit and Credit Recovery.
Since the lab may be shared with Credit Recovery students and Initial Credit Students, it may be helpful to inform students.

e. Academic Integrity
Speak with your students about Academic Integrity and plagiarism. Have a conversation about what plagiarism looks like and common misconceptions.

g. Saving of Student Work
It is **highly recommended** that students keep an electronic copy of **all** work that is submitted by uploading the document into Edgenuity^{TM}. It is recommended that students have an established way to save work completed in the lab. One option is for students to have their own flash drive. Another option is for students to save on their APS document file on the APS network.

h. Complete Student First Week Checklist
- When all of the above activities are completed, students should complete any forms in the student folder.
- When the Interest Inventory is complete, the facilitator should collect the form from the student and keep in a secure location. (Be sure the form includes parent name, phone, emails, etc.)
- Verify students have completed all items on the Students Getting Started List. (This may take several days to complete) *Section V- Resources*

i. Send Email Welcome Letter to Parent/Guardian
The Facilitator should send the Welcome Letter to the parent/guardian using the parent/guardian contact information in Infinite Campus or the information that was provided by the student on the Interest Inventory. To find the parent/guardian contact information sign in to Infinite Campus. If no email or guardian account can be found, send a physical copy of the Welcome letter home either by mail or via the student. *Section V- Resources*

2. Student Folders

Each AVA student **must have** a folder/notebook that they bring to class daily for taking notes and important information. Please ensure all students have the following in their folder.

- Student Course Information Sheet
- Student First Week Checklist
- Student class content notes.

3. Student Progress Logs

The Student Progress log will be the key to keeping up with students pace and progress in the lab. Once your class roster has been finalized, use the AVA Student Progress Log template to customize your progress log. You can find the Student Progress Log in this handbook and the template will also be emailed to you. Cut and paste your roster into the template for your weekly student progress log reports. See **Roadmap to Student Success and Resources**

IV. ROADMAP TO STUDENT SUCCESS

A. Recommended Lab Set-up

It is recommended that each lab is set up with the following capabilities to ensure efficient monitoring of students and to contribute to their academic success:

- Arrangement of workstations to allow the teacher to view student screens at all times
- Print capability (Policies/Procedures vary by school).
- Headphones with microphone for student use (provided by AVA); lab facilitators must develop a checkout procedure.

B. Virtual Lab Management Tips

To encourage a positive experience for all students, each facilitator is responsible for designing and posting general lab procedures and rules. Each school varies on the process for the establishment of rules and their implementation, please defer to your school's policies. Below are suggested general lab procedures and rules

1. Daily

- Ready lab for the day – visual check of equipment and layout.
- Take attendance daily
- Check out headsets and check in at the end of class. Have a checkout system in place.
- Circulate, assist, and facilitate student progress through; ASK STUDENTS QUESTIONS ABOUT THEIR WORK.

2. Weekly

- AVA Student Progress Log - Check each student's AVA course progress each week.
- Check student progress prior to their class period to have info ready to discuss with students when they arrive.
- Take time each week to recognize students that are ahead of pace or have made significant progress in the past week.
- When necessary, follow up with a Progress Report email to the parent or guardian for students who are struggling or behind pace.
- Ask parent/guardian to reply to email.
- Always copy the guidance counselor on progress report or student concern emails.
- Be sure to state your concerns in positive manner using the "Feedback Sandwich". The components of the "Feedback Sandwich" are:
    - -Begin with a specific, positive statement about the student.
    - -State your concern(s).
    - -Conclude the comments with another positive statement or a comment regarding your willingness to assist the student.

C. Student Performance

1. Student Progress

As Lab Facilitator, you are responsible for maintaining an active log of student progress. To make this task easier, a template has been created for you use on a **weekly** basis. As mentioned earlier, you will create/fill-in this log as part of your first week activity. You will be sent a copy of this electronically and should print the completed form each week and **place in your facilitator folder.** Below is an example of how this should be completed.

Week of:					
Student	**Grade Level**	**Class**	**% of Course Complete**	**Total # of Completed Activities**	**Notes**
Arnold, Benedict	11	AVA WORLD GEOGRAPHY - DuringtheDay [Edgenuity]	8%	18	
Barfield, Warren	12	AVA Analytic Geometry A - DuringtheDay [Edgenuity]	6%	10	
Brown, Mister	11	AVA_Chemistry_A_DTD_SPRING_2015 [Blackboard]	3%	4	
Fitzgerald, Scotty	9	AVA_9th Lit/Comp_B _DTD_SPRING_2015	12%	26	

2. Student Pacing

a. Pacing in Edgenuity™:
Edgenuity™ provides the students with a great at-a-glance view of their progress as soon as they log on the "dashboard." For more specific information as to where the students should be week to week, you can use your school's Genius account or have student open their weekly pacing guide.

Edgenuity™ Dashboard (Student View)

b. Pacing in Genius:

Below, is an example of the Genius Dashboard.

Genius Dashboard (Facilitator View)

3. Student Grading

The chart below details the grading category weights. This is for your information so that you can remind students that all of their efforts are important.

AVA Grading Scale

Category	Percentage
Assignments/Projects	20%
Discussion	20%
Quizzes	25%
Unit Tests	30%
Final Edgenuity™Exam(s)	5%
Total	**100%**

D. eClassroom

1. The eClassroom:

The eClassroom is much like a traditional classroom setting. Here, students can visit their virtual AVA instructors, to chat, ask questions, receive instruction on the virtual whiteboard, work out problems, and interact with other students from across the district in their content area.

2. The Daily Expectations of the eClassroom:

Students are expected to open and enter the eClassroom daily prior to entering and beginning work in their course.

3. eClassroom Weekly Requirement:

Each student is required to post comments weekly about topic(s) discussed in the eClassroom in the Discussion Forum. In addition, each student is required to respond thoughtfully to two classmates' postings.

4. eClassroom Access:

 Links are content specific and cannot be used for another course. Access to the eClassroom requires updated Java software. In addition, the daily login process for the eClassroom takes approximately 5 minutes. If the process is taking longer, please see the FAQ section prior to contacting the teacher for assistance.

E. Academic Integrity

1. Academic Integrity:

Academic Integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other people's' ideas.

Students maintaining Academic Integrity involves
- Arrangement of workstations to allow the teacher to view student screens at all times.
- Creating and expressing your own ideas in course work, i.e. *no plagiarism;*
- Acknowledging all sources of information, i.e. *no copying work from the internet or other sources and submitting without properly citing;*

- Completing assignments independently or acknowledging collaboration, i.e. _no copying and pasting information directly from internet sources and submitting as one's own work;_
- Accurately reporting results when conducting your own research or with respect to labs;
- Honesty during examinations, i.e. _no using an unapproved aid on test, sharing of other students' answers on quizzes and exams, etc.;_

2. Lab Facilitators maintaining Academic Integrity involves:

- Provide supervision in the lab.
- Encourage students to work independently and adjust student seating accordingly.
- Encourage students to ask for assistance from AVA instructors.
- Communicate with the AVA instructor if an academic integrity concern arises.

3. AVA Teachers maintaining Academic Integrity involves:

- Provide instruction and resources to students who have academic integrity questions.
- Submit various assignments to electronic databases which check for authenticity of student work, i.e. Turnitin.com, Academic Integrity Database, Teacher Expertise, Supervised Exams, etc.
- Conduct Discussion Based Assessments to check for student mastery of content.
- Address academic integrity concerns the facilitator may have.

4. Academic Integrity:

Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, or a failing grade in a course.

F. Individualized Learning Plan (ILP)

1. What the ILP is…

The ILP is a student directed, student centered planning and monitoring tool that customizes learning opportunities throughout the student's virtual course and supports the attainment of goals.

2. When is the ILP implemented...

The ILP will be implemented to correct a student's skill deficiency and/or enhance skill development.

3. Example of the ILP template...

Individualized Learning Plan 2015-2016

Student Information

Student Name: ex. John Doe	Student Email: ex. Johndoe@bb2cb.org	School ex. MJ High School	Grade Level: ex. 12
Parent/Guardian Name: ex. Mary Joe	Parent/Guardian Email: ex. Marydoe@b33b2cb.org	Parent/Guardian Phone #(s): 678-555-1212 (c) 404-555-1111 (w) 770-555-1234 (h)	
AVA Teacher: Phyllis Austin	Lab Facilitator: Awesome Partner	Start Date: Click here to enter a date. ▼	

On-Going Notes & General Student Information

Interests/Hobbies/Job/ Family Situations
-Very respectful
-Mother fully engaged
-Desire to go to college
Strengths/Weaknesses
-Student learns quickly and is able to implement learned knowledge easily
-Student has poor math skills

August, 2015

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Today

Area of Concern

Subject	Biology	Baseline Score	58.2	Week of: 8/24/2015
Category:	ex. Lack of Participation	Subcategory 1:	Not logging in /accessing course consistently	Subcategory 2 (If Necessary): Not submitting work consistently

Action Plan

Student Self-Directed Goal	Baseline Information	Goal Completion Date: (Needs to be within 7 days of 'Week of Date'.)
Will log into eClassroom on Monday, Wednesday and Friday	I don't know how to log in. Ms. Awesome went over this with me, now I know.	8/28/2015

Action Plan Baseline Information: Currently student has completed 12 of 126 assignments.	Goal Completion Date: (Needs to be within 7 days of 'Week of Date'.) 8/28/2015

Action Plan:
Student will log into online Biology course for 90 min per day on the following days:
Monday Aug 24_____; Wednesday Aug 26 _____ ; Friday Aug 28, _____
Student will complete 22 of 126 assignments by 8/28/2015.

G. Verification of Completed Credit Recovery Courses

Some students in the lab are Credit Recovery students. Once these students have successfully completed their course, the Lab Facilitator must perform the following two steps:

   a. Completely fill out the Credit *Recovery Completion Verification* form. A copy of this form is located in Section 5d - Forms of the guide.
   b. Submit the form to your Credit Recovery Site Administrator

V. RESOURCES FOR THE LAB FACILITATOR

A. AVA Faculty & Staff Contact Information

Director of Virtual Programs:
Krasandra Holmes
Phone: 404.802.2747
Email: kholmes@atlanta.k12.ga.us

AVA Program Manager
Natosha Holley
Phone: 404.802.2784
Email: NHolley@atlanta.k12.ga.us

AVA Registrar
Kandis Rolle
Phone: 404.802.2594
Email: ktrolle@atlanta.k12.ga.us

Full-Time Teaching Faculty/During the Day

Science
Phyllis Austin
Phone: 404.802.2508
Email: pgaustin@atlanta.k12.ga.us

Social Studies
Amanda Brooks
Phone: 404.802.2146
Email: adbrooks@atlanta.k12.ga.us

English/Language Arts
Chris Jack
Phone: 404.802.2595
Email: cejack@atlanta.k12.ga.us

Mathematics
Jendayi Nunn
Phone: 404.802.2145
Email: jhnunn@atlanta.k12.ga.us

B. "During the Day" eClassroom Description & Links

The eClassroom provides those students working during the school day an opportunity to get **live** support from the AVA full-time staff in each of the four content areas. The classrooms are open Monday –Friday from 9:00am-4:00pm. The eClassroom allows instructors to truly engage with students. With access to chat features, a virtual whiteboard and other innovative technology, students can receive real-time feedback and/or instruction thus dramatically impacting their achievement. Accessing and downloading the platform is easy! Provide the links below to your students for assistance during their school day.

English/Language Arts

https://goo.gl/UPqrcu

Mathematics

https://goo.gl/E1A3Er

Science

https://tinyurl.com/qcy5hlc

Social Studies

https://goo.gl/OCEjI6

C. Troubleshooting
"Who to Call When"

Contact AVA Teacher for:

Class Content Questions
Questions on Graded Work
Working Ahead or Catching Up
All Course Issues
Set up Parent-Teacher Conferences
Attendance and Progress Monitoring

Contact Counselor for:

Personal/Family issues which interfere with student success in school
College and Career Information
Work Permits
Official Forms
AP and Post-Secondary Options ACT, SAT, PSAT, other testing questions
Credits and Graduation
Transcripts
Accommodations or Modifications
IEP Questions Special Ed Policies

Contact IT Field Support Team Member or Client Support:

Video Issues
Hardware/Software Issue
System Updates

D. AVA Program Descriptions

AVA "During the Day" (Initial Credit) Courses

AVA "During the Day" courses are full semester-long courses and are available to **ALL** Atlanta Public School students. AVA "During the Day" courses are a part of a student's regular schedule in his or her home school. Students are required to read content, complete assignments, take quizzes and tests, and participate in virtual discussions.

In addition to their online instructor, AVA "During the Day" students are supported by the Virtual Lab Facilitator. Students work on their virtual courses in a lab setting, while a course facilitator at the school monitors students and provides classroom management.

AVA "During the Day" classes are **NCAA approved** and therefore student athletes are welcome to take them as well.

Atlanta Public School students and parents must meet with their home school counselor to read and sign the **Student Application for Atlanta Virtual Academy** before enrollment can take place.

AVA Credit Recovery

AVA Credit Recovery courses are for those students who have failed a course with a grade of 0-69% and desire an alternative path of grade recovery. These courses are **virtual** as well.

 Credit recovery is an alternative way for students to repeat a failed course that is needed for high school graduation. The AVA Credit Recovery program allows students to gain mastery in standards in which they are deficient in a virtual environment. Students are provided with a pre-assessment and then provided instruction based on standards that have not been mastered. Once students complete the **virtual** instructional lesson, they take a post-test in which they must achieve 70% mastery to move forward to the next lesson. Upon successful completion of all assigned modules, students are awarded credit for the course. To ensure the success of students, schools must designate a Credit Recovery facilitator. Although students can work anytime, anyplace, and in any space, schools must also provide a place for students to work and receive academic assistance.

**Per NCAA guidelines student athletes CAN NOT participate in the Credit Recovery program.

E. AVA Programs At-A-Glance

Atlanta Virtual Academy (AVA) supports two major virtual programs throughout the district: Credit Recovery and Initial Credit Courses. The graphic below provides an at-a-glance view of basic program components especially highlighting how they differ.

	Credit Recovery	Initial Credit
Platform	Edgenuity™	Edgenuity™
URL Link	https://atlanta.learn.edgenuity.com	https://atlanta.geniussis.com
How to access (students)	URL above	My Backpack or URL above(Genius)
How to access (Facilitators & Admin)	http://edgenuity.com (click "login" at top right hand side)	URL above
Student Credentials Needed	Login: Network ID Pw: Lunch Number	Login: Network ID Pw: Lunch Number
Course Number* (Example for British Lit A)	23.**3**5200**8**1	23.**3**520001
Teacher of Record	Lab Facilitator	AVA Teacher
EOC Administration	Home school administers	Home school administers
Time Frame for Completion	Student paced. Class must be complete by end of the semester	16 weeks
Max number of courses students can enroll at a time	1 at a time. Once the student completes the course, the grade is posted to transcript and student may begin another Credit Recovery course. The Actual grade in Edgenuity™ is posted.**	1 per semester whether A, B or AB section
Responsible for enrolling	Credit Recovery Site Administrator	Counselors/Graduation Coaches
Responsible for posting final Grade	Credit Recovery Site Administrator with Registrar and/or Counselor	AVA Registrar Kandis Rolle ktrolle@atlanta. k12.ga.us

*Course Numbers- Course numbers for Credit Recovery and Initial Credit Courses are **almost** identical. Both have the number **3** following the decimal to indicate they are virtual courses. The sixth number after the decimal for <u>Credit Recovery</u> classes is always the number **8.**

ALL students will receive a final grade for **ALL courses in which they are enrolled even when unsuccessful. The **Actual Grade** provided by Edgenuity™ is the final grade.

D. Course Offerings & Codes
1. Regular Initial Credit Courses

COURSE NUMBER	COURSE NAME
11.3160001	AP Comp Sci A V
17.3080001	Health 7 V
17.3090001	Health 8 V
17.3110001	Health V
23.3510000	Amer Lit/CompAB V
23.3510001	Amer Lit/Comp A V
23.3510002	Amer Lit/Comp B V
23.351004	Amer Lit/Comp AB V H
23.3510041	Amer Lit/Comp A V H
23.3510042	Amer Lit/Comp B V H
23.352000	British Lit/Comp AB V
23.3520001	British Lit/Comp A V
23.3520002	British Lit/Comp B V
23.3610000	9th Lit/Comp AB V
23.3610001	9th Lit/Comp A V
23.3610002	9th Lit/Comp B V
23.3610041	9th Lit/Comp A V H
23.3610042	9th Lit/Comp B V H
23.3620000	10th Lit/Comp AB V
23.3620001	10th Lit/Comp A V
23.3620002	10th Lit/Comp B V
26.3120000	Biology AB V
26.3120001	Biology A V

COURSE NUMBER	COURSE NAME
26.3120002	Biology B V
26.312004	Biology H AB V
26.3120041	Biology H A V
26.3120042	Biology H B V
26.3611000	Environmental Sci AB V
26.3611001	Environmental Sci A V
26.3611002	Environmental Sci B V
26.3730000	Anatomy/PhysAB V
26.3730001	Anatomy/Phys A V
26.3730002	Anatomy/Phys B V
27.3780000	Calculus AB V
27.3780001	Calculus A V
27.3780002	Calculus B V
27.3810000	Math I AB V
27.3810001	Math I A V
27.3810002	Math I B V
27.3820001	Math II A V
27.3820002	Math II B V
27.3830000	Math III AB V
27.3830001	Math III A V
27.3830002	Math III B V
27.3840001	Math IV A V
27.3840002	Math IV B V
27.3971000	CCGPS Coord Alg AB V
27.3971001	CCGPS Coord Alg A V
27.3971002	CCGPS Coord Alg B V

COURSE NUMBER	COURSE NAME
27.3972000	CCGPS Analytic Geom AB V
27.3972001	CCGPS Analytic Geom A V
27.3972002	CCGPS Analytic Geom B V
27.3973000	CCGPS Adv Alg AB V
27.3973001	CCGPS Adv Alg A V
27.3973002	CCGPS Adv Alg B V
36.3080001	Phys Ed 7 V
36.3090001	Phys Ed 8 V
36.3510001	Personal Fitness V
40.3110000	Physical Sci AB V
40.3110001	Physical Sci A V
40.3110002	Physical Sci B V
40.3510000	Chemistry AB V
40.3510001	Chemistry A V
40.3510002	Chemistry B V
45.0711001	World Geography
45.3160001	AP Psychology A V
45.3160002	AP Psychology B V
45.3570001	Am Gov/Civ V
45.3610001	Economics V
45.3770000	AP Human Geo AB V
45.3770001	AP Human Geo A V
45.3770002	AP Human Geo B V
45.3810000	US History AB V
45.3810001	US History A V
45.3810002	US History B V

COURSE NUMBER	COURSE NAME
45.3830000	World History AB V
45.3830001	World History A V
45.3830002	World History B V
60.3110000	French 1 AB V
60.3110001	French 1 A V
60.3110002	French 1 B V
60.3120000	French II AB V
60.3120001	French II A V
60.3120002	French II B V
60.3710000	Spanish I AB V
60.3710001	Spanish I A V
60.3710002	Spanish I B V
60.3720000	Spanish II AB V
60.3720001	Spanish II A V
60.3720002	Spanish II B V

2. Credit Recovery Courses

COURSE NUMBER	COURSE NAME
23.3510081	Amer Lit/Comp A CR
23.3510082	Amer Lit/Comp B CR
23.3520081	British Lit/Comp A CR
23.3520082	British Lit/Comp B CR
23.3610081	9th Lit/Comp A CR
23.3610082	9th Lit/Comp B CR
23.3620081	10th Lit/Comp A CR
23.3620082	10th Lit/Comp B CR
26.3120081	Biology A CR
26.3120082	Biology B CR
26.3611081	Environmental Sci A CR
26.3611082	Environmental Sci B CR
26.3730081	Anatomy/Phys A CR
26.3730082	Anatomy/Phys B CR
27.3780081	Calculus A CR
27.3780082	Calculus B CR
27.3810081	Math I A CR
27.3810082	Math I B CR
27.3820081	Math II A CR
27.3830081	Math III A CR
27.3830082	Math III B CR
27.3840081	Math IV A CR
27.3840082	Math IV B CR
27.3971081	CCGPS Coord Alg A CR
27.3971082	CCGPS Coord Alg B CR

COURSE NUMBER	COURSE NAME
27.397208	CCGPS Analytic Geom AV CR
27.3972081	CCGPS Analytic Geom A CR
27.3973081	CCGPS Adv Alg A CR
27.3973082	CCGPS Adv Alg B CR
40.3110081	Physical Sci A CR
40.3110082	Physical Sci B CR
40.3510081	Chemistry A CR
40.3510082	Chemistry B CR
45.3570081	Am Gov/Civ CR
45.3610081	Economics CR
45.3711081	World Geo CR
45.3810081	US History A CR
45.3810082	US History B CR
45.3830081	World History A CR
45.3830082	World History B CR

E. Note to the Substitute Lab Facilitator

Dear Substitute,

Thank you for subbing for me today. As always, you are providing an essential component for continuity in the learning environment.

These students are working online to complete their coursework. You can walk around to make sure everyone stays on task. Each student should be at their own computer with their headphones plugged into the computer, not their cell phones. They **cannot** work in groups or in pairs.

Beginning of Class

- ✓ All students are at a computer with a notebook.
- ✓ Take attendance.
- ✓ Have students sign out headphones, if needed, one by one.
- ✓ All students are logged into Edgenuity^{TM} and are working.

During Class

- ✓ Walk around to each student to see if they have any lab questions.
- ✓ Check that headphones are plugged into their computer and are on their ears.
- ✓ Ensure students are taking notes.
- ✓ Encourage students to contact their teacher in the eClassroom for help and questions (eClassroom link handouts should be posted in the lab).
- ✓ All students should be seated and working on their computer.
- ✓ Use the contact list in the lab for any technology issues.

End of Class

- ✓ Have students sign-in the headphones one by one. Leave me a note with the student's name if a student doesn't return their headphones.
- ✓ Have students log off of the computer.
- ✓ Have students clean up around their computer area.
- ✓ Dismiss the class

H. Forms

1. Progress Monitoring

Student Progress Log Form

Week of:					
Student	**Grade Level**	**Class**	**% of Course Complete**	**Total # of Completed Activities**	**Notes:**

2. Equipment Sign-In/Out form

Daily Sign Out-In Sheet   Date:

Facilitator:

Name of Student	OUT		IN	
	Item Number	Signature/ Initials	Item Number	Signature/ Initials

3. Credit Recovery Verification Form

I. Student Folder

1. Student First Week Checklist

Name_____

Class Period_____

Before beginning to submit lessons in your virtual course, be sure all of the following tasks are completed.

___ Complete Student Interest Inventory

___ Watch the Edgenuity™ Orientation Video

___ Locate the Pacing calendar for your course.

___ Ask your lab facilitator for the eClassroom link for Math, Science, ELA, or History

___ (Initial credit only) Locate the Discussion Questions for your course

___ (Initial credit only) Record virtual teacher(s) contact information in student folder

___ (Initial credit only) Email virtual teacher(s) with the following information:

> ___Student name, grade level, and school name
>
> ___Confirm course name
>
> ___Parent name, parent phone, student phone number, parent email, and student email
>
> ___Consider including one or two sentences about yourself

____Recommended Supplies

In order to ensure students are prepared for learning it is recommended that students bring the following items to the lab each day:

> ___Flash Drive
>
> ___Ear Buds
>
> ___Pens/Pencils
>
> ___Paper, and notebook

Congratulations!! You are ready to begin.

Student Interest Inventory (Q & A)

Confidential: When complete return to lab facilitator.

1. Your full name:
2. Your student ID (if known):
3. Your email address:
4. Parent/Guardian Name:
5. Parent phone #:
6. Parent Email:
7. Student Virtual School User Name:
8. Student Virtual School Password:
9. Virtual Teacher's Name:
Subject:
10. Teacher's Email:
Phone:
11. Virtual Teacher's Name:
Subject:
12. Teacher's Email:
Phone:
13. I have viewed the Edgenuity™ orientation video(s):   ___Yes   ___No
14. Orientation video verification code word:
15. Do you have a computer at home?   ___Yes   ___No
16. Do you have internet at home?   ___Yes   ___No
17. What is one of your academic goals?
18. What is your goal after graduation?
19. Do you play sports?   ___Yes   ___No   List:
20. What are your hobbies?
21. Do you volunteer in the community? If so, where?
22. What are your top three likes/dislikes?

LIKES	DISLIKES
1.	1.
2.	2.
3.	3.

23. Places you have visited:
24. Places you have lived:
25. Is there something specific you would like to share about yourself?

2. Student Course Information

My Credit Recovery Course Information

Student Name_____

Course Name	
Course URL(s)	https://atlanata.learn.edgenuity.com
eClassroom Link-	(write in the link you will use) ELA:_____ Math:_____ Science: _____ Social Studies: _____

My AVA Course Information

Student Name_____

Course Name	
Course website(s)	https://myBackpack.apsk12.org https://atlanta.geniussis.com
eClassroom Link-	(write in the link you will use) ELA:_____ Math:_____ Science: _____ Social Studies: _____

VI. FAQs

1. **What Browser should students use?**
   a. Chrome is the preferred Browser.
   b. However, for some Science and Math courses in Edgenuity™ using the online simulation tool Gizmo for Virtual labs, Internet Explorer is to be used.

2. **Students are having problems opening the eClassroom.**
   a. Make sure students are using Chrome.
   b. Make sure Java has been updated.
   c. Make sure client launcher is downloaded AND installed.
   d. Make sure pop-up blocker is disabled.

3. **What software/Browser Plug-ins are required for AVA courses?**
   Java   https://java.com/en/download/
   Flash https://get.adobe.com/flashplayer/
   Shockwave   https://get.adobe.com/shockwave/
   Acrobat Reader https://get.adobe.com/reader/
   Apple Quick Time http://www.apple.com/quicktime/download/
   Windows Media Player http://windows.microsoft.com/en-us/windows/download-windows-media-player
   Real Networks RealPlayer http://www.real.com/

4. **Are students able to work on the Course from their cell phone, tablet or iPad?**
   Students need the correct software/Browser Plug-ins to work on the course from a cell phone or tablet or iPad. Refer to #3 above.

5. **Science and Math students' labs are not working properly. Any suggestions?**
   If the lab uses a Gizmo program, then Internet Explorer must be used. In addition, make sure the student has downloaded Shockwave; Flash and Java must be up-to-date.

6. **Is this a Milestone Course?**
   Contact local School Counselor for information.

7. **When will students take the Milestone for this course?**
   Contact local School Counselor for information. Milestones/EOC examinations will be offered monthly.

8. **How does a student know if they are making sufficient progress?**
   Generally, students should complete 7% of the course each week. For example:
   By the end of AVA's 1st week, students should have completed 7% of their work.

Students should refer to Progress Bar on their Edgenuity's^{TM} Dashboard to determine how much progress they have made in the course.

9. **What if the student has not completed 7% of the work during a week or had a late start date?**
Being an AVA student allows the student to access their AVA course 24 hours per day. Students should utilize as much time outside the lab that is needed in order to catch up/move ahead within the course and will need to exceed the 7% goal in order to get on pace.

10. **What happens if students do not keep up with the pace on the pace chart?**
The pace chart is a terrific tool which will allow students to complete their course in a timely manner and meet the course completion deadline without stress. By working each day during their lab time and completing the required weekly assignments students should be able to maintain their pace. If students are unable to maintain the pace as indicated on the pace chart they should first contact their virtual teacher and discuss any concerns. If students are struggling with any issue, their AVA teacher will be happy to work with them towards their success.

11. **What should a student do if they cannot make contact with the AVA teacher?**
The AVA teachers are available by eClassrsoom, phone and email. AVA instructors are also available in the eClassroom 8:30 to 4:00 Monday-Friday. When attempting to contact AVA instructors, please remind students to always leave their first and last name, the name of the course you they taking, a best phone number and best time to reach them. Students should continue working in their course until the AVA instructor can contact them back. Instructors will return emails and voicemails within 24 hours (excluding holidays and weekends).

12. **What should a student do if they are dropped from a class?**
If a student is dropped from a course without desiring to be dropped, they should contact their guidance counselor or Credit Recovery Site Administrator (whichever applies) assistance.

13. What should a student do when they have finished a course?

When students are finished with a course, they may need some direction as to the next steps to take. The student should inform the facilitator of completion and the facilitator will encourage the student to remain engaged in learning. The following steps may be taken for students who have finished a class.

- o Contact student's guidance counselor and advise that student has finished course.
- o If requested by guidance, send the student to the guidance counselor to add another course or to inquire of further action if another course is not needed.
- o If another course is to be added assist student in requesting the course.
- o While course is pending encourage students to utilize lab time to study for other courses and/or complete homework from another classes
- o Students may use the internet to research resources for their future, scholarships and visit educational websites. Here is a website in which students may work, http://www.watchknowlearn.org/default.aspx .
- o Remember to encourage students to think ahead to get ahead! Follow individual school policies related to students who complete courses early.

VII. GLOSSARY

AVA: Atlanta Virtual Academy

Blackboard Collaborate: A synchronous learning tool/software use by AVA in the eClassroom sessions allowing students and teacher to interact in real time.

Collaboration: Defined as the act of working with another or others on a common project. Students should be proactive in reaching out to their virtual teacher in regards to the project's requirements.

Course Management System (CMS): A collection of software tools providing an online environment for **course** interactions.

eClassroom: AVA's synchronous learning component**.**

eLearning: learning conducted via electronic media, typically on the Internet.

Edgenuity^{TM}: The Course Management System (CMS) platform for most of the courses available at Atlanta Virtual Academy.

Genius: Atlanta Virtual Academy's Student Information System (SIS). In APS schools the SIS is Infinite Campus.

Gizmos: Gizmos are interactive math and science simulations for grades 3-12.

Learning Management System (LMS): A software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-**learning**) education courses or training programs. *Composed of SIS and CMS*.

Proctored exams: Exams which students take that require them to be monitored by a staff member and accomplished at a school location.

Segment: Virtual school courses are divided into segments. A one-segment course is equivalent to a one semester course in a traditional school. Likewise, a two segment course is equivalent to a yearlong course. The student will earn 0.5 credit for each segment they successfully complete.

Student Information System (SIS):   A management information system for education establishments to manage student data.

Synchronous Learning: Learning that is in real-time, which allows students and teachers to ask and answer questions immediately. Students who participate in synchronous learning sessions are able to interact with other students and their teachers during the lesson.

VIII. THANK YOU
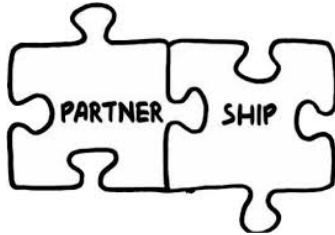
THANK YOU!

Dear Facilitator:

Thank you for joining the Atlanta Virtual Academy team! It is an exciting time in education and your committed service to the students is priceless. It is our hope that this guide and its contents have proven to be a valuable resource for you.

As you continue to become familiar with AVA's online learning program, you will probably have further questions and even suggestions. Additionally, we want this handbook to be practical. Therefore, please do not hesitate to contact us with questions or suggestions on improving the functionality of this guide.

Again, on behalf of the Atlanta Virtual Academy Instructional team, thank you for partnering with us. Thank you for the exemplary service you will provide. Lastly, thank you for being an integral part of APS 21st century learning.

Sincerely,
Atlanta Virtual Academy Team

Sources Cited

_____

Atlanta Public Schools Policy and Procedures
http://www.atlanta.k12.ga.us

Edgenuity^{TM}
http://www.edgenuity.com

Genius
http://www.geniussis.com/

Florida Virtual Academy
https://www.flvs.net/

Lee Virtual School
https://leevirtualschool.com/

MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity
https://www.msu.edu/unit/ombud/academic-integrity/