

Plymouth e-School
Family Handbook
2012-2013



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What is Virtual Education/Online Learning?

Virtual Education or online learning is an instructional delivery method that is not dependent upon the student and teacher being in the same location. Plymouth e-School allows students to take courses via the Internet. The courses offer a flexible pace, schedule, and location. Students work at their own pace with the instruction and support from Wisconsin DPI certified staff online and a Local Education Guide (LEG).

Advantages to Participating in a Local Online Option

Residents of the Plymouth School District and students who live in the region, who open enroll to the Plymouth School District have some advantages participating in the local online option versus other online programs. Living in the area of your virtual school allows for access to participation in extra-curricular and co-curricular activities, school events, and networking with students. Additionally, students have the support and resources of the school counseling staff, administration, pupil services, and the Local Education Guide (LEG).

Local Education Guide

A Local Education Guide (LEG) is a support system for students utilizing online course options. The LEG will monitor student progress and touch base with the student regularly. The LEG may also be a liaison between the student and the virtual course instructor when problems arise.

*Any time,
any place,
any path,
any pace*

- Motto of Florida Virtual School

Enrollment Policy

Plymouth e-School provides additional/alternative learning opportunities for students whose educational needs may be better met, in whole or in part, outside the traditional school setting. Plymouth e-School will enhance learning for students by providing learning options including:

- High quality, interactive courses aligned with state and national standards
- More than 70 different course options
- Semester courses for credit deficient students and others unable to successfully participate in a traditional setting
- Advanced Placement (AP) courses not already offered at Plymouth High School
- A solution for schedule conflicts, homebound, home-based learners, adjudication, truancy, expulsions, teen parents, and other special needs
- Modified rates of learning to accommodate the student – traditional, accelerated, or extended

All courses are 1-2 semester courses, and students are allowed a maximum of 12 weeks for credit recovery courses, and a maximum of 5 months from the date of enrollment to complete each course for fall and spring terms. After successful completion of one online course, students wishing to take concurrent classes will need to meet with the Online School Coordinator to develop a plan. The student will also need to meet with a school counselor to develop a year-long plan that meets the board-established criteria for a full time student and leads to the completion of graduation requirements.

Plymouth Joint School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in its educational programs or activities.

Enrollment Procedures

Students must complete an application for online programming. Before submitting the application, students will need to complete a Virtual Readiness Checklist and will discuss this decision with a school counselor and then the Online School Coordinator to determine if online learning is appropriate.

Space in the Plymouth e-School is limited, so students are encouraged to fill out the online application during the spring semester when on-campus scheduling occurs. Students who apply after spaces are filled will be placed on a waiting list. Applications are reviewed and approved by the Online School Coordinator and the Assistant Superintendent for Curriculum and Instruction.

Goal and Mission Statement

“All Plymouth students will be provided an environment that promotes their social, emotional, academic, and vocational growth and development in a nontraditional school setting. The Plymouth e-School will: foster a safe, caring environment that accepts and encourages diversity; nurture personal growth through increased self-awareness, individual responsibility, and healthy risk-taking; maintain a learning environment characterized by academic achievement; encourage students based on their needs and life-long interests; strengthen school, community, and family partnerships; and, contribute to the community through developing a well-trained work force.

What Makes a Successful Online Student?



Students who wish to participate in courses through the Plymouth e-School need to examine their personal skills and aptitudes for taking an online class.

The following attributes will greatly contribute to a student's success:

1. **Self-Motivation and Self-Discipline** - With the freedom and flexibility of the online environment comes responsibility. The online process takes a real commitment and discipline to keep up with the flow of the process. Students must be able to direct their own learning environment, fulfill course requirements, and achieve individual academic success.
2. **Open-Minded** - Introverts as well as extroverts find that the online process requires them to **utilize their experiences, sharing about life, work, and education as part of the learning process**. This forum for communication **eliminates the visual barriers** that hinder some individuals in expressing themselves. In addition, the student is given time to reflect on the information before responding. The online environment should be open and friendly.
3. **Effective written communication skills** - In the Online Classroom, nearly all communication is written. Students must use email to communicate with their peers as well as the instructors and Local Education Guide. The ability to write clearly in order to communicate ideas and assignments is very important to student success as well as a means to inform instructors of any concerns or problems. Meaningful and quality input into the online classroom is an essential part of the learning process. Concerns about writing abilities should be addressed before the online experience. This may require remedial efforts on the part of the student.
4. **Proficient Reader** – Much of the material in the online class is shared in a text format. While there are video and audio links, in order to be successful, students must be able to read and understand large blocks of text.
5. **Self-Advocacy** – Many of the non-verbal communication mechanisms that instructors use in determining whether students are having problems (confusion, frustration, boredom, absence, etc.) are not possible in the online paradigm. If a student is experiencing difficulty on any level (either with the technology or with the course content), he or she **must** communicate this immediately. Otherwise the instructor will never know what is wrong.

6. **Time Management** – Students must be able to organize and plan their own best “time to learn”. There is now best time for everyone, but the key to learning is to commit the time to learn. Students must be willing and able to commit 5 to 15 hours per week per course. Online is not easier than the traditional educational process. In fact, many students will say it requires much more time and commitment.
7. **Effective Critical Thinking and Decision Making** - The learning process requires the student to make decisions based on facts as well as experience. Assimilating information and executing the right decisions requires critical thought; case analysis does this very effectively.
8. **Computer Literate** – Although it is not necessary to have advanced computer skills, students should possess a working knowledge of email, the Internet, and basic keyboarding and word processing skills.
9. **Computer Access** – The communication medium for an online course is the Internet. Students must have access to the necessary equipment at school and at home.
10. **Personal Commitment** – Since there are no bells that begin and end classes, students must have a strong personal drive to learn and achieve knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to participate in order to achieve academic success. If the student feels that a traditional classroom is a prerequisite to learning, they may be more comfortable in the traditional classroom. Online is not for everybody. The online learning process is normally accelerated and requires commitment on the student’s part. Staying up with the class and completing work on time is vital. Once a student gets behind, it is very difficult to catch

Self Evaluation for Potential Online Students

Will online learning fit your circumstances, lifestyle, and educational needs? Here are some basic questions to ask yourself in deciding if an online program is right for you.

1. I am self-motivated and self-disciplined.

Yes

No

2. I am a good time manager.

Yes

No

3. I am comfortable with email and word processing.

Yes

No

4. I can read analytically and critically.

Yes

No

5. If I set my sights on an end result, I usually achieve it.

Yes

No

6. I am confident in my academic abilities.

Yes

No

7. I do not give up easily when confronted with obstacles.

Yes

No

8. I have convenient and frequent access to a computer with an Internet connection.

Yes

No

9. I believe that high quality learning can take place without face-to-face interaction.

Yes

No

10. I can dedicate 5-15 hours per week per class to participate in the learning process.

Yes

No

11. I am willing to express my thoughts and opinions in writing.

Yes

No

12. I am able to speak up when I have an issue or concern that needs to be addressed.

Yes

No

13. When it comes to school work and deadlines, I am a procrastinator.

Yes

No

14. I enjoy reading.

Yes

No

15. I find classroom discussions helpful in the learning process.

Yes

No

Student Responsibilities

Keys to Being Successful in an Online Course

Students who are able to demonstrate the following discipline may be more successful at virtual coursework:

- **Schedule time** each day to work on the course.
- **Read** the information, view all resources, and be responsible for understanding the content.
- **Communicate** regularly with your online teacher and the Local Education Guide (LEG).
- **Work** closely with a school counselor to plan appropriate course selection.
- **Notify** the LEG and online teacher when you will be out of town for more than 2 school days.

Plymouth e-School Expectations for Online Students

- **Participate** in the online classroom a minimum of three times a week.
- **Utilize** the online dynamic scheduler to set up a pacing chart.
 - Students typically complete a course within the confines of the traditional semester.
 - Students wishing to take more than one online course per semester may choose to compact the schedule and complete it in less time.
 - Students planning on taking a year-long course must complete the first semester by the end of the traditional semester.
- **Pick** a time to access the online class.
 - Working students may choose to work in the evenings or on weekends.
 - A homebound student may work 6 hours one day and 3 hours the next.
 - A student in a treatment program or who is incarcerated may be told when they will be working on their assignments.
 - Some students may work at the same time every day from the library or study hall.
- **Monitor** progress by checking the online grade book at least once a week. It will show the current grade based on work turned in as well as the percentage of the course completed.
 - Use the pacing schedule to keep on track.
 - A good rule of thumb is that you should be 50% done by the end of the first quarter.
- **Meet** with the Local Education Guide (LEG), Mrs. Marten, at least one time per week.
- **Check** email daily for communication from the online teacher or the LEG.
- **Respond** to communication from the online instructor or the LEG in a timely manner.
- **Check** for announcements when you first log into the course.
- **Participate** in the online discussion board.
- **Use** technology properly.
- **Make** sure you have enough time to complete a quiz or test before starting it. If time allows, check your answers before you submit a test or quiz.
- **Complete** assignments on time.
- **Enjoy** communicating in writing.
- **Contact** the LEG quickly if you are having difficulty with the course or technology.
- **Finish** the online course by the completion deadline.

Communication

Students communicate with teachers in many ways.

- Electronic submission of assignments
- Email
- Phone
- In person (if applicable)

The student needs to establish regular contact with the online instructor. If the teacher has not been able to contact a student or see any signs of progress in their work, the LEG and designated adult coach will be contacted. The LEG also has online access to the student's current grade and progress. A student may forfeit their online opportunities if regular progress does not occur. The student must take the responsibility to contact the teacher when something is not understood.

Students communicate with the Local Education Guide (LEG) in three ways.

- Email
- Phone
- In person

The student **must** check in with the LEG at least one time per week.

Online Attendance

Attendance in online programming is based on performance as well as participation. It is measured not only by logging into the course or courses, but by successful submission of completed work, participation in course activities such as threaded discussions, and communication with the online instructor and the LEG.

The minimum attendance requirement is to successfully submit at least one appropriately completed assignment for each online course every calendar week, except designated vacation weeks. Any student not meeting that expectation will be contacted by their LEG for corrective action.

If the requirement is not met for two consecutive weeks, the LEG will contact parents.

Students not meeting the minimum attendance requirement for 3 weeks in a semester for any course (or combination of courses if enrolled in more than one course) will be referred to the office as failing.

Please keep in mind that these are MINIMUM expectations. If a student only submits one assignment per week, he/she will not complete the course by the end date.

Personal Coach

We strongly suggest that each student have a “Personal Coach”. If the student needs help finding a Personal Coach, the Local Mentor/Teacher can provide assistance to the student.

Who: The Personal Coach needs to be an adult. This person should have a positive attitude about learning and be willing to share that positive attitude with the student. This person can be a friend, a family member, or a teacher.

What: It is the responsibility of the Personal Coach to encourage the student and talk to the student about what he/she is learning in class. The coach should look in the student’s grade book on a regular basis to see how the student is doing on assignments. It is also important to communicate with the teacher and Local Mentor/Teacher when needed.

When: The Personal Coach should be in daily contact with the student offering support and allowing the student to share what they have learned.

Where: It is very beneficial to the student to meet face to face with their Personal Coach. If it is not possible to meet face to face every day with the student the Personal Coach may use the phone or email to assure regular contact.

Why: The Personal Coach has a very important job! Students want to share what they are learning. Discussing learning helps bring it to life for the student. This helps the student own the learning. This person also shows the student that their Personal Coach is not going to let him/her become inactive in their coursework. The student needs to show the Personal Coach that he/she has been working and share his/her grades. The student needs to know that the Personal Coach will be working with him/her, their teacher, and the Local Mentor/Teacher to help him/her succeed.

How: The Personal Coach needs to be supportive and work with the student to come up with ways to succeed. This person needs to allow the student to talk about his/her class. They need to ask the student questions, ask the teacher questions and ask the Local Mentor/Teacher questions.

Sample of Individual Growth Plan

Student: XXXX

XXXX was home schooled for two years. She returned to the traditional setting last year. Last year was difficult for her. XXXX accumulated 3.5 credits last year. She has problems with organization skills, lost materials, late work and has a need for repetition. XXXX and her mother feel that Plymouth's e-School will be good for XXXX as it will give her the aspects of home schooling that worked for her while also giving her the teacher contact and high level work load that the tradition school provides. XXXX's goal is to graduate with her class. She would like to do some work that is similar to the work that she has done with Peer Helpers. XXXX participates in many church activities.

Plan for 2012-2013

Plymouth e-School	English 1	½ credit
Plymouth e-School	American History	½ credit
Plymouth High School	Algebra	1 credit
Plymouth High School	Physical Science	1 credit
Plymouth High School	English II	1 credit

Those in attendance:

Parent

Student

School Counselor

High School Administrator

Local Education Guide

Pace Chart

Print out the pace chart for your course and put it in the front of the binder you are keeping for the online course. This will be your guide telling you when various assignments and modules need to be completed so that you're "on pace!" In the initial meeting with the student and mentor, organizational skills will be reviewed and modeled.

Sample of PACE chart

Five Month Schedule – September start

Digital Photography

PLEASE PRINT A COPY FOR YOUR RECORDS AND PRINT A COPY FOR YOUR MENTOR

Due Date	TASKS
Friday, 9/4/2009	<input type="checkbox"/> Read Orientation Unit <input type="checkbox"/> Read Introduction <input type="checkbox"/> Read How It All Works: Section 1- Introduction
Friday, 9/11/2009	<input type="checkbox"/> Read How It All Works: Section 2- The System of Digital Photography <input type="checkbox"/> Read How It All Works: Section 3- How Digital Cameras Work <input type="checkbox"/> Read How It All Works: Section 4- How Lenses Work
Friday, 9/18/2009	<input type="checkbox"/> Complete HIAW- Unit Exam <input type="checkbox"/> Read Using Your Digital Camera: Section 1- Introduction <input type="checkbox"/> Read Using Your Digital Camera: Section 2- Handling the Camera
Friday, 9/25/2009	<input type="checkbox"/> Read Using Your Digital Camera: Section 3- Digital Exposure <input type="checkbox"/> Read Using Your Digital Camera: Section 4- Moving Your Photos <input type="checkbox"/> Read Using Your Digital Camera: Section 5- Archiving Your Photographs
Friday, 10/2/2009	<input type="checkbox"/> Complete UYDC - Photo Assignment 1: Your House <input type="checkbox"/> Complete UYDC - Unit Exam <input type="checkbox"/> Read The Subject: Section 1- Introduction
Friday, 10/9/2009	<input type="checkbox"/> Read The Subject: Section 2- Topic of the Photograph <input type="checkbox"/> Read The Subject: Section 3- Using Supporting Details <input type="checkbox"/> Read The Subject: Section 4- Subject, Details, and Context
Friday, 10/16/2009	<input type="checkbox"/> Complete Subj- Photo Assignment 2: The Park <input type="checkbox"/> Complete Subj- Unit Exam <input type="checkbox"/> Read Composition: Section 1- Introduction
Friday, 10/23/2009	<input type="checkbox"/> Read Composition: Section 2- Photographic Composition <input type="checkbox"/> Complete Comp- Photo Assignment 3 <input type="checkbox"/> Complete Comp- Unit Exam
Friday, 10/30/2009	<input type="checkbox"/> Read Light and Flash: Section 1- Introduction <input type="checkbox"/> Read Light and Flash: Section 2- The Basics

	<input type="checkbox"/> Read Light and Flash: Section 3- Natural Light
Friday, 11/6/2009	<input type="checkbox"/> Read Light and Flash: Section 4- Artificial Light <input type="checkbox"/> Complete LF- Photo Assignment 4 <input type="checkbox"/> Complete LF- Unit Exam
Friday, 11/13/2009	<input type="checkbox"/> Read Image Processing: Section 1- Introduction <input type="checkbox"/> Read Image Processing: Section 2- The GIMP <input type="checkbox"/> Read Image Processing: Section 3- Working With Color
Friday, 11/20/2009	<input type="checkbox"/> Read Image Processing: Section 4- Resizing Images <input type="checkbox"/> Complete IP- Photo Assignment 5 <input type="checkbox"/> Complete IP- Photo Assignment 6
Thanksgiving	No tasks due
Friday, 12/4/2009	<input type="checkbox"/> Complete IP- Unit Exam <input type="checkbox"/> Read Black and White Photography: Section 1- Introduction <input type="checkbox"/> Read Black and White Photography: Section 2- IBlack and White Photography
Friday, 12/11/2009	<input type="checkbox"/> Complete BW- Photo Assignment 7 <input type="checkbox"/> Complete BW- Photo Assignment 8
Winter Break	No tasks due
New Year's Day	No tasks due
Friday, 1/8/2010	<input type="checkbox"/> Complete BW- Unit Exam <input type="checkbox"/> Read Using Your Photographs: Section 1- Introduction
Friday, 1/15/2010	<input type="checkbox"/> Read Using Your Photographs: Section 2- Using Your Work <input type="checkbox"/> Complete UYP- Photo Assignment 9
Friday, 1/22/2010	<input type="checkbox"/> Complete UYP- Photo Assignment 10 <input type="checkbox"/> Complete UYP- Unit Exam

Grades

Assignments are graded just like they are in a face-to-face course. Some assignments are graded automatically within the course and the online teacher grades some. The student will receive comments from the teacher on completed assignments. There is a gradebook within the course for the student or parent to check progress/grades at any time.

Each online semester course earns 0.5 credits toward graduation requirements at Plymouth High School.

Failure to complete the course within the timeframe given by the Plymouth e-School will result in a grade of 'F' on the student's Plymouth High School transcript.

Students who fail or do not complete an online course will not be permitted to take additional online courses.

Online Assessment – A variety of methods may be used to assess learners in the following areas:

- Critical thinking (essays, reports, reflective journals)
- Problem solving (multimedia or text-based scenarios, simulations in using CD-ROM, videoconferencing)
- Demonstrations techniques (videoconferencing, verification by workplace mentor, site monitor)
- Self-management (journal, autobiography, portfolio learning contract)
- Information access/management (database development, bibliography, problem solving)
- Demonstrating knowledge (written exam with local proctors, quick feedback through multiple choice, true/false matching, short answer tests)
- Designing, creating (portfolios, projects using video or the Web)
- Communicating (debate, role play, PowerPoint presentation, report journal, essay)
- Teamwork and collaboration (e-mail, listserv, or conferencing discussions/debates)

Expectations and Procedures

1. All Plymouth School Board Policies will apply including, but not limited to: Internet, computer, and e-mail policies.
2. Any on-campus online school activities will be governed by policies and rules in student handbook.
3. A student may drop or a teacher may drop a student from a course any time during the first 14 days without penalty or fee.
4. Students must complete the orientation course provided by the Plymouth e-School before starting the course for credit. Time will be schedule during a homeroom period the first week of school to go through this with the Local Education Guide.
5. Students must access course(s) at least three times a week and keep on track with the pacing schedule for the course.
6. Students must meet face-to-face with the Local Education Guide (LEG) 1-3 times per week, at the discretion of the local mentor.
7. Parent or guardian of students who do not access course(s) in a two-week period will be contacted.
8. Students have a 5-month time frame to complete an online course. Failure to complete the course within that time will result in an 'F' for the class. Seniors need to be aware that the time frame may be shortened for spring courses in order to meet graduation deadlines.
9. In order for a fall course to count in senior class ranking, the student must complete the course by the last day of the fall semester.
10. Students wishing to take both semesters of a one-credit course need to complete the first half by the end of the fall semester.
11. Student who do not login and meet the minimum attendance requirements jeopardize their eligibility for participation in extra-curricular and co-curricular activities and Senior Release.

Consequences

Fourteen Day Trial Period

- If the student has not accessed the class or is not on schedule with assignments within the first five (5) days, an email will be sent to the student. In addition, an email will be sent or phone call made to the parent/legal guardian.
- If the student has not accessed the class or is not on schedule with assignments by day eight (8), parents/legal guardian will receive a phone call notifying them of the potential drop from the course if not on pace by day fourteen (14).
- If the student is still not accessing the class or on pace with the course expectations by day fourteen (14), the student will be dropped from the class, and a letter will be sent home to inform parents/legal guardians of the drop.

After Day Fourteen

- If the student does not meet the minimum attendance requirements for one week, the student will be contacted by the LEG.
- If the minimum requirement is not met for two consecutive weeks, the LEG will contact parents/legal guardians.
- Students not meeting the minimum attendance requirement for three weeks will be referred to the office for failing.
- If the student does not access the course for a two week period, the student will be given a verbal warning, and a letter will be sent to the parent/guardian.
- If the student accesses the course but does not keep on pace, a verbal warning will be given, and a parent/legal guardian will be contacted.
- Students who do not make effort to complete coursework after the above interventions may be dropped from the course.
- Students who drop the course after the first fourteen (14) days will receive a grade of 'F' for the course. That grade will be entered on the student's transcript at Plymouth High School.
- Students receiving a grade of 'F' in an online course will not be permitted to take another online course.
- The student will be removed from the course immediately for any **severe misconduct**.

Student Application
(Please Return to Jennifer Marten at PHS)

Name (Include Middle Initial): _____

Graduation Year: _____ Gender: _____ Date of Birth: _____

Current Address: _____

City & Zip Code: _____ Home Phone Number: _____

Cell Phone Number: _____ Cell phone carrier: _____

Social Security # (**LTC/NWTC courses only**) _____

Email Address: _____

Ethnicity (circle one): American Indian/Alaskan Native, Asian, Black, Hispanic, Native Hawaiian/Other Pacific, Caucasian, Other (please list) _____

Parent/Guardian: _____

Parent/Guardian Daytime Phone Number: _____

Parent/Guardian Email Address: _____

Who will serve as coach? _____ Relationship to student: _____

Course(s) you want to take: _____

Do you work outside of school? _____ If yes, hours per week: _____

Work Location: _____ Do you have internet access outside of school? _____

Have you ever taken an online course? _____

Can you guarantee 5-10 hours of independent work per week for your online course? _____

When do you plan to access your course? _____

Why are you requesting to take this course online? _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Coach Signature: _____ Date: _____

Student/Parent Contract

Access to the technology utilized by Plymouth e-School courses imposes certain responsibilities and obligations. Appropriate use is ethical, honest, and legal. It demonstrates respect for physical and intellectual property, system security protocols, and individuals' rights to privacy as well as freedom from intimidation, harassment, and unwarranted annoyance.

1. Plymouth e-School course resources should be used for authorized purposes only.
2. Use only legal versions of copyrighted software in compliance with licensing agreements.
3. Students are expected to protect the privacy of students and staff and not publish or distribute e-mail addresses outside of the class members. This information is for class purposes only.
4. Inappropriate language or messages will not be tolerated. Keep in mind that anything done on the computer can be retrieved and printed at any time.
5. Students will follow rules, written and unwritten pertaining to Internet etiquette and communicate respectfully to all people. Students will not attempt to bypass security protocols.
6. Internet Access with e-mail - You are liable for any improper use of the Internet and/or e-mail. If using a district Internet account your e-mail and Internet use will be tracked. Any improper use will result in loss of use of district equipment and services.

Student Contract for Online Courses

- I will make a commitment to complete this course by the designated end date.
- I will access the course work as often as I need to in order to remain on schedule.
- I will NOT use any other student's login or password.
- I will follow my school's email use and Acceptable Use Policy.
- I will email my instructor at least once a week.
- I will use common sense when sending emails to the online instructor and LEG.
- I will try to be as clear as possible when I ask questions in emails.
- I will review the email before I send it.
- I will always include my first and last name and course name so the instructor knows who I am.
- I will abide by my Local Education Guide's rules.
- I will abide by the rules of whoever is in charge of the room I work on the course in (library, study hall, computer lab, etc.).
- I will make note of any problems with the course and notify the online instructor AND the Local Education Guide (LEG).
- I will make sure to keep in contact with the Local Education Guide (LEG) at least once per week.
- I will give my best shot at enjoying this new learning experience as a way to help me learn to be more self-sufficient.

Student Signature

Date

Parent Signature

Date

Computer and Software Policy

1. If providing your own equipment please refer to the attached chart with minimum and recommended specifications. Technical support will be available 24/7 from the curriculum vendor.
2. If you are experiencing technical problems first contact the curriculum vendor. If they determine the problem is with the district equipment, the local mentor should be contacted. This person will in turn contact the Plymouth's technical support staff.
3. You cannot install hardware or software into or onto district equipment.

Phone lines - If using a dial-in modem be aware of the following:

1. If you only have one phone line, call waiting will need to be disabled. Please be aware that while the student is working on-line the phone will not be accessible to others in the household. Incoming calls will get a busy signal.
2. If there is a second line in the home, it may be used for the computer access.

Remote access - The district reserves the right to remotely access the district computers for remote maintenance and/or software installation. Software can be installed on your own equipment that would allow remote installation of any necessary course software.

Damage or abuse - Any abuse or intentional damage to district equipment or software will result in possible prosecution and termination of opportunities within Plymouth e-School and the Plymouth School District.

Accidental Damage or Infraction of Use - If something is not working on the district computer report it immediately to the local mentor. If you receive any inappropriate information via e-mail or from the Internet please report to the local mentor immediately in order to maintain access to the equipment and Internet.

I have read and understand the above and agree to abide by these expectations. Failure to do so may upon investigation result in being terminated from Plymouth e-School.

Student _____ Date _____

Academic Honor Policy

1. Exercise responsible, ethical behavior. Remember that Internet information ranges from being useful and scholarly to being incorrect and offensive.
2. Work submitted must represent a student's original ideas or cite all relevant sources if it is not completely original. If authenticity is in question a student may be required to take a proctored test, defend a project or paper or respond to oral questions on the phone or in person.
3. No one other than the enrolled student can complete any portion of an assignment, activity or exam.
4. No one other than the enrolled student can make revisions to an assignment, activity or exam.
5. A student is not to submit work completed by anyone else.
6. Students are to properly cite any information from on-line or other sources.

7. Exams will be taken in a proctored environment. Student must pass the exam to pass the course.

Course Progress Expectations

1. Students may be terminated for not keeping pace with assignments. Attendance for Plymouth e-School students is measured by keeping a log of their logging on to the computer, by submission of assignments and activities, communication with the teacher, discussion threads and any other teacher directed activities and interaction with on-line lessons.
2. If a student fails to be actively involved in a course for consecutive days (2 weeks) without cause and prior teacher communication, the student will be terminated as indicated in the policies and procedures.

I have read and understand the above and agree to abide by these expectations. Failure to do so may upon investigation result in consequences up to and including being terminated from the Charter School.

Student _____ Date _____

If using Plymouth School District equipment, the following also applies:

Termination of access - Progress on coursework is a necessity to continue access to equipment and Internet service.

I have read and understand the above and agree to abide by these expectations.

Student _____ Date _____

I have read and understand the above Plymouth e-School expectations. I agree to support the implementation of these guidelines.

Parent/Guardian _____ Date _____

Academic Integrity (Plagiarism)

Plymouth High School regards academic honesty as a cornerstone of its educational mission. It is expected that all schoolwork submitted for the purpose of meeting course requirements represents the original efforts of the individual student. This includes, but is not limited to: test taking, homework, class assignments, and the original creation of essays, compositions, term papers and scientific research. All work submitted by a student should be a true reflection of that person's effort and ability. If such is not the case, then the student has demonstrated unacceptable academic behavior and is subject to disciplinary action. Administrators, faculty, students and families are all important contributors to the upholding of academic integrity in the school learning community.

Plagiarism is defined as copying/stealing and passing off as one's own the ideas or words of another, using someone else's created production without crediting the source, or committing literary theft. Examples include the following:

- Turning in a paper retrieved from an Internet source as one's own
- Using another student's work in whole or part and handing it in as one's own
- Using information from an encyclopedia, book, textbook, web site, database, etc., without citing the source
- Using another person's idea, opinion, or theory without citing the source
- Using any facts, statistics, graphs, drawings, pictures, sounds or other piece of piece of information which you found from any source that is not common knowledge, without citing the source
- Using quotations of another person's actual spoken or written word without citing the source
- Paraphrasing (putting into your own words) another person's unique ideas, spoken or written, without citing the source

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted student papers and projects have increased. Many institutions of higher (post-high school) education penalize plagiarism with student expulsion. Therefore, in the interest of the student's future education, as well as the school's part in the personal development of students, Plymouth High School will follow the policy on plagiarism as outlined below:

Plagiarism will result in a "zero" (no credit) on the assigned paper or project.

Teachers will provide written documentation of the plagiarism and will use the following procedure:

- A. Discussion with the student
- B. Referral to the school principal or assistant principal

C. Call to parents by the principal or teacher

D. Principal's referral to co-curricular coaches/advisors and National Honor Society as applicable.

When plagiarism is found to have taken place, the student must still meet the minimum requirement(s) of the course by rewriting the assignment according to teacher specifications. The student's grade on the rewritten assignment will be no higher than a "C." Failure to rewrite the assignment will result in an "F" for that assignment.

A second plagiarism offense will automatically result in an "F" for the course and will make the student ineligible for membership in the National Honor Society.

We have read and understand the above policy.

Student _____ Date _____

Parent/Guardian _____ Date _____