

Lexington District One's Online Learning Academy

Last revised 07-01-2020

Note: Course names and other information used in the sample days explanations could change from student to student based on individual circumstances.

Lexington District One will offer students an online learning experience through the district's Online Learning Academy. Although we strongly recommend face to face instruction as much as possible, we understand that in these unusual times, some students will need an online learning option where they will receive engaging, relevant learning experiences customized for each student's needs.

Students in online learning are not bound by a traditional schedule. Their schedule is flexible. However, they must accomplish their learning goals by their daily deadlines.

This model will follow the grading practices that a grading workgroup is designing now. However, the Online Learning Academy will probably use similar grading practices teachers use in face-to-face models.



Each student's experience varies depending on his/her grade level. For instance, younger students will have a more structured daily schedule with regular online interaction with their teachers, while older students experience a more self-directed environment.

Parents/guardians play a significant role in helping students structure a schedule that allows for a healthy balance of academics, social interaction, exercise, and extracurricular activities.

So, why would your student enroll in our Online Learning Academy instead of Pearson's Connections Academy or the South Carolina Department of Education's VirtualSC? There are many advantages.

If the current crisis ends, your child would still be enrolled as a Lexington District One student. He/she could then come back to school in a face-to-face classroom and be prepared to rejoin his/her classmates because they have received similar instruction. We have quality, caring teachers who understand the academic rigor and learning framework of Lexington District One and who can continue to empower your children to design their future.

What might an elementary school student's online day look like?

An elementary student may wake up and eat breakfast before logging on to his computer to review his plan for the day with his parent/guardian.

His first lesson of the day is a reading exercise about the weather cycle. He reads through an animated set of slides and answers questions along the way, designed to check his understanding of what he reads.



His teacher will review his answers and take notes about the things the student might misunderstand. Later, the teacher will work with the student on these misunderstandings.

Next, the student participates in a live online class with his teacher and classmates. The mathematics topic today is fractions and decimals.

In their virtual classroom, the students watch and listen to the teacher model those new skills. The student can use a feature in the virtual classroom that allows him to “raise his hand” when he has a question or needs help. Students would then practice these new skills at home until the class meets again virtually.

After lunch, the student spends time practicing keyboarding skills in an online typing program before he takes a break to go outside and play.

Before the online lessons end for the day, his teacher gives the class some instructions related to a new writing assignment. The teacher asks the students to think about a topic they find interesting or something they want to know more about. The teacher asks the students to be ready to share the topic they select during the next online class.

Later that afternoon, the student talks with his parent/guardian about the ideas he has for his writing assignment. During an online meeting yesterday morning, his teacher read a story about the ancient Egyptians, and he thinks he would like to research the Egyptian pyramids.

The student does 20 minutes of independent reading time before bed by reading a chapter from his favorite book with a parent.

What might a middle school student's online day look like?

After breakfast, a middle school student may check his email for a response from his teacher.

Yesterday, after an online mathematics lesson with his class, he sent his teacher a message asking if he could schedule a one-on-one follow-up session with him on solving equations.

The teacher scheduled the session for later in the afternoon. The student confirms the invitation on his online calendar and sends the teacher a copy of the work he has attempted for the teacher to review.



Earlier in the week, the student's teacher taught a lesson about the American Revolution, broke the class up into working groups, and assigned them a project.

This afternoon, the student's collaborative social studies group is scheduled to meet virtually for an hour to plan their project on the role of South Carolina in the American Revolution. They review the project rubric and assign topics. They will each add their research to an online document designed to help the group organize their information.

After the group meeting, the student eats lunch and takes a break to get some exercise.

That afternoon, the student practices building lines of code in a software program before meeting with his mathematics teacher online for his support session on equations.

After the meeting with his teacher, he begins his language arts assignment of writing an effective summary of an article. He finds an article on video game design and decides to use it as a resource for the assignment.

Before dinner, he reflects on his day with his parents/guardians, and they discuss a strategy for scheduling his time tomorrow.

What might a high school student's online day look like?

A high school student may begin her day working independently on one of her five online courses.

Today, she chooses to work on biology and completes three biology lessons designed to prepare her to participate in a virtual frog dissection on Friday. This allows her to stay up-to-date on the goals for the week she established with her teacher and ready herself for the virtual frog dissection.



After completing biology, she reviews her notes and sends her teacher an email with a few questions about the assignment.

She takes a break to exercise and eat lunch.

Her World History study group meets online to review the feedback their teacher provided on their last practice essay. Yesterday, they exchanged drafts of their essays with each other and added their feedback into an online document. They work together to make the edits suggested by their teacher.

Because virtual school offers a flexible schedule, the student spends an hour practicing her violin, then completes a small group session with her geometry teacher. Four of the students in her class requested additional support related to 3-D figures. As a result, the teacher set up a virtual classroom where the five of them worked through a few supplemental activities.

After the geometry support session, she reviews her online calendar and prioritizes her work for the next day.

Before supper, her dad asks about her progress in biology. He received an email from her teacher earlier explaining the virtual frog dissection on Friday.

The student reads an assigned short story before bed as she prepares for tomorrow's online discussion with her classmates.

What characteristics help a student be successful at online learning?

Learning online is a different experience than learning in a traditional classroom. A successful online learner is self-motivated and manages his/her time well.

To get a better idea of how your student views his/her skillset, have your student take the readiness quiz linked below.

Once your student completes the quiz, talk with your student about the results. Discuss his/her readiness and what it takes to be successful when learning online.

[Online Learning Readiness Questionnaire](#)

What can parents/guardians do to help their students be successful at online learning?

Taking an active role in their student's learning and supporting their student's teachers is an important part of parents'/ guardians' commitment to their student's success in Lexington District One's Online Learning Academy.



To support your student's virtual learning, parents/guardians should:

- ensure that your student has 24/7 access to reliable internet. Students must be able to connect their district-issued device to the internet. This cannot be merely a cellular connection through a smartphone/mobile device. However, you could use a hotspot to connect your child's district-issued device.
- identify a dedicated space at home where your student will learn. For younger students, the dedicated space should be as free from distractions as possible — while still allowing an adult to supervise what's going on.
- help your student prepare a daily and weekly schedule for learning and assignments.
- assist your younger student with lessons.
- monitor your student's daily progress.
- check your student's understanding by engaging your student in conversations about his/her learning.
- create positive incentives for achieving academic goals.
- provide consistent encouragement and motivation for your student.