



Freedom Virtual Academy

Learning Coach & Student Guide

Our Values

We fulfill our mission by living these beliefs and behaviors.

- Create Emotional Safety: Our teachers, counselors, and administrators work together to create an emotionally safe environment. We follow a dress code to help our students avoid unproductive social comparisons. And we cultivate a culture of acceptance.
- Develop the Whole Person: Along with delivering a rigorous academic curriculum, we teach students how to develop good character through proven programs such as “Leader in Me,” “Love & Logic,” and “Why Try.” Our extracurricular activities teach students leadership skills and help them further develop their abilities.
- Personalize the Learning Experience: Every student has unique aptitudes, and we seek to help identify and develop them. Our teachers are licensed professionals who connect with each student. They use best practices and technology to provide adaptive learning opportunities to meet students at their level.

Our Vision

We envision a world where every K-12 student has a learning path that is unique to them.



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- Personalize the Learning Experience: Every student has unique aptitudes, and we seek to help identify and develop them. Our teachers are licensed professionals who connect with each student. They use best practices and technology to provide adaptive learning opportunities to meet students at their level.
 - Define Success Differently: We help students define and achieve meaningful goals. Whether students are college or career bound, we facilitate real-world experiences for them. Our students graduate with a diploma, a resume, and a five-year plan.
 - Collaborate: Our stakeholders work together in meaningful ways to create learning opportunities for student growth. We encourage parental involvement at every grade level.
 - Embrace Diversity: The students we serve come from a variety of backgrounds and walks of life. We celebrate the opportunity to learn from one another's points of view and life experiences. The diversity of our learning community reflects the world our students will ultimately graduate into as adults.

Our Mission

We help students experience success by teaching them to think critically, connect socially, and serve selflessly.



Coaching the Learning Experience

You and your child are about to embark on an educational journey that will mark many important milestones of growth and development over the course of the school year. This guide will help you establish an effective home learning environment and help you and your child get started on the right foot with virtual learning.

What is a learning coach?

A learning coach is a parent, family member, or another adult that is at home with the student while the student is going through their courses. A good learning coach is a key component to the success of the student. Good learning coaches help students get beyond what is online and bring concepts to life. Learning coaches help students succeed by:

- Guiding the student through lessons as needed
- Discussing the concepts being taught
- Overseeing that assignments are completed
- Helping facilitate hands-on learning
- Checking for student understanding
- Keeping the student on schedule
- Communicating with online teachers
- Ensuring the courses are being done with fidelity

How does a learning coach design a productive learning space?

The biggest key to designing a productive learning space is to set up somewhere free from distractions. Where your student can best focus on the task at hand. Here are some great suggestions:

- Don't try to duplicate the traditional in-school learning environment. It is OK to think outside the box and use multiple areas of the house for different learning purposes as long as the materials needed are close at hand.
- A desk area with a computer can be utilized for assignments completed online, (make sure the desk and chair allow the student to sit upright and comfortably at the computer).
- Other offline assignments can be completed in designated areas. A comfy chair or beanbag can be utilized for independent reading, the kitchen table can be supplied with scissors, glue, crayons, and other material needed for work projects, and in good weather, students can work in a quiet place in the yard!
- Be sure to designate space on a wall for things like maps, word walls, and exemplary work.
- The refrigerator makes a great space for adding magnetic strips to the back of study cards, hanging a weekly learning schedule, and mounting a weekly to-do list.
- Wherever you decide to set up your student's learning spaces, be as consistent as possible with times and spaces. This will help you establish healthy learning routines that will last.
- <http://learningcoach.accelerate.education/>



What does a typical daily learning schedule look like?

Here are some suggested schedules. Keep in mind that the beautiful thing about online learning is that it is flexible and can be modified to fit your child.

K-3 Suggested Schedule

Subject/Activity	Suggested Time
Morning Meeting (Discuss Calendar, Weather, Lessons for the day, Review goals)	10 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move)	15-20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	45 minutes
Science	30-45 minutes
Brain Break	10 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects, a favorite thing a student learned, what goals were met, set goals for next day.)	10 minutes

4-5 Suggested Schedule

Subject	Suggested Time
Morning Meeting (Discuss Calendar, Weather, Lessons for the day, Review goals)	10 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move)	15-20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	45 minutes
Science	30-45 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives	30 minutes
Afternoon Meeting: Discuss what was learned, review and set goals	10 minutes

MS & HS Suggested Schedule

For a middle school or high schools, it is expected that they spend approximately 45-60 minutes per subject. Please encourage them to take a couple of 10-15 minute breaks and be sure they take a more extended break for lunch for about 30 minutes. Although this age group is more independent, it is still important to check in with your student regularly and have conversations about what they are learning. Be sure they are staying on task and pace and have discussions to help keep them organized and on task if needed.

Access and Navigation



Before school starts, you will be given course access information that includes login usernames and passwords. You will also have an initial orientation meeting that will go over everything you need to know to access and navigate through your child's courses. Canvas will also be used for some course material and for communication. This will also be explained in detail at your orientation. Here are the main URL's you will use:

- Edgenuity <https://www.edgenuity.com/login/>
- Canvas <https://freedomprep.instructure.com/login/ldap>

How do I communicate with my child's teacher(s)?

Canvas will be the preferred tool to communicate with your child's teacher(s). There is a parent app you will want to get on your smart device to have all FPVA communications at your fingertips.

How do I check my child's grades?

Please note that for FPVA, your student's grades will be found primarily within the Edgenuity learning management system and NOT on Canvas. The exception to this is for courses that the student takes on FPA's Canvas. At the end of every quarter, students will receive an online grade report through the Aspire SIS system. The rest of the time, you should look for weekly updated grades through Edgenuity and Canvas.

How do I make sure my child is on pace?

Every day your child will have a to-do list and a calendar that will give guidance on where your student should be. Assignments will be listed with a future due date, and notify you when assignments are "due today" or "past due." You can filter upcoming assignments and activities by day, week and month, and copy assignment for the current week to put on your fridge for quick reference.



Who can I contact if I have a question or concern?

Your first point of contact should always be your student's assigned instructor or facilitator for the course(s) in question. That contact information will be emailed out once class assignments have been made. You also always have the option to contact our FPVA coordinator, Mrs. Kimberly Flewallen at kflewallen@freedomprep.net with any questions or concerns.



Student/Learning Coach Agreement

Student's Name: _____ Date: _____

I understand the importance of:

- Writing out a weekly to-do list on a visible calendar
- Avoiding distractions and not distracting others
- Creating designated spaces to complete schoolwork
- Being honest in all schoolwork
- Being respectful at home and online
- Using appropriate language at all times

I have gone over the Online Safety Topics found at the Federal Trade Commission Consumer Information found at <https://www.consumer.ftc.gov/articles/0012-kids-and-socializing-online>

I agree to follow the answers to these questions:

When is music allowed? _____

What cell phone use is allowed? _____

What spaces are for schoolwork? _____

Who can visit during school time? _____

When will loud chores be allowed? (ie. vacuuming, mowing, instrument practice)



Student/Learning Coach Agreement

- What will be the consequences for breaking this agreement? _____

- I agree to the following general school-day schedule: (make sure you plan when you will wake up, complete morning tasks, work on each class, take breaks, have meals, complete other activities/lessons, and when it's time to quit for the day)

- I agree to the following designated schoolwork spaces: (Be sure to take into consideration schoolwork that needs to be done online, and schoolwork that can be completed offline.)

Learning Coach_____ Date_____

Student_____ Date_____



Student Learning Log



Student Learning Log



Student Learning Log



Student Learning Log



Student Learning Log



Elementary Student Success Plans

Beginning of Year	Middle of Year	End of Year
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
Science	Science	Science
Social Studies	Social Studies	Social Studies

How can I think critically?

How can connect socially?

How can I serve selflessly?



6th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
English:	English:	English:
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Academy Experiences: CTE: Creative Arts: Advanced Coursework:		
Extracurriculars (Clubs, NJHS, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



7th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
English:	English:	English:
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Academy Experiences: CTE: Creative Arts: Advanced Coursework:		
Extracurriculars (Clubs, NJHS, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



8th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
English:	English:	English:
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Academy Experiences: CTE: Creative Arts: Advanced Coursework:		
Extracurriculars (Clubs, NJHS, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



9th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
English:	English:	English:
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Academy Credits Completed		
Semester 1:		
Semester 2:		
Cumulative GPA		
Semester 1:		
Semester 2:		
Extracurriculars (Clubs, NJHS, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



10th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
English:	English:	English:
Math:	Math:	Math:
Reading:	Reading:	Reading:
Science:	Science:	Science:
Academy Credits Completed		
Semester 1:		
Semester 2:		
Cumulative GPA		
Semester 1:		
Semester 2:		
Extracurriculars (Clubs, NJHS, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



11th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
Academy Credits Completed		
Semester 1: Semester 2:		
Cumulative GPA		
Semester 1: Semester 2:		
ACT Scores:		
English: Math: Reading: Science: Composite:		
Extracurriculars (Clubs, LIA, NHS, Pep Band, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		



12th Grade Student Success Plans

Beginning of Year	Middle of Year	End of Year
Academic Goal:	Academic Goal:	Academic Goal:
Career Goal:	Career Goal:	Career Goal:
Personal Goal:	Personal Goal:	Personal Goal:
Academy Credits Completed		
Semester 1: Semester 2:		
Cumulative GPA		
Semester 1: Semester 2:		
ACT Scores:		
English:		
Math:		
Reading:		
Science:		
Composite:		
Extracurriculars (Clubs, LIA, NHS, Pep Band, Sports, Student Council, Theatre)		
Service (Church, Humanitarian, School, Scouts, Student Council)		