This document outlines the implications for students, teachers, parents, and administrators during the time of online learning.

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Opening

Ascension Public Schools offers equitable access to high quality, individualized education, through distance learning technologies to students in Kindergarten through 12th grade. This virtual environment provides the flexibility of location, and promotes the development of skills, attitudes, and self-discipline necessary to achieve success in the 21st century. Ascension Public Schools offers two options for online learning: Blended Learning Program and Home-Based Virtual Learning Program. Blended Learning is an asynchronous option which allows students to learn online, on their own, within the timeframe of the school year. Home-Based Virtual is a synchronous option which allows students to learn online, with an APSB teacher, at the same time as their peers who are attending school in person. This handbook will provide information and outline the expectations of students, parents and teachers for our Home-Based Virtual Learning Program. The online handbook will focus specifically on Instructional Expectations, Grading, Support of Students with Disabilities, and Parental Support for students participating in our online program.

Parents can opt their student(s) into the Home-Based Virtual Learning Program according to the date set by their school. Parents choosing to opt their student(s) out of the program may do so at the end of each nine weeks. Please contact your school if you have any questions regarding opting in or out of the program.

This document is designed to outline the responsibilities and commitments for our Home-Based Virtual Learning Program.

Stakeholder Responsibilities & Commitments

District Commitments	- Ensure ALL students engage in meaningful learning experiences every day - Ensure each school develops and communicates thoughtful, adaptable, and accessible virtual learning experiences - Provide instruction in ELA, math, science, and social studies for K-8th grade students - Provide instruction in courses required for graduation for 9-12th grade students - Support schools in planning and implementing virtual learning using high quality instructional resources - Help schools identify and secure needed resources - Be flexible and understanding as stakeholders navigate through virtual instruction
School Commitments	- Ensure ALL students engage in meaningful learning experiences every day - Develop, implement and communicate virtual learning plans that meet the needs of ALL students with stakeholders - Provide instruction in ELA, math, science, and social studies for K-8th grade students

	● Provide instruction in courses required for graduation for 9-12th grade students ● Support teachers in planning and implementing virtual learning ● Help teachers identify and secure needed resources ● Help families find needed resources ● Be flexible and understanding as stakeholders navigate through virtual instruction
Teacher Commitments	● Ensure ALL students engage in meaningful learning experiences every day ● Deliver high quality curriculum- and standards-aligned instruction utilizing best practices ● Provide a range of meaningful learning opportunities that meet the needs of all learners; make these activities available in a timely manner ● Provide accommodations for diverse learners ● Establish and communicate a consistent routine for virtual learning (i.e. designated class times, routines, etc.). This includes posting notifications and announcements. ● Support student engagement during virtual instruction ● Grade weekly assignments and provide regular feedback to students on progress in a timely manner ● Update PowerSchool regularly ● Regularly engage in the PLC process/collaboration ● Administer assessments online through district platforms ○ For Career & Technical Education (CTE) and other performance-based classes, teachers may need to administer alternate assessments, some of which may require students to report in person. ● Consider family/home contexts and students' social emotional needs ● Communicate regularly with students, parents, colleagues, and administrators ● Be available at scheduled times to answer student/parent/caregiver questions ● Engage in ongoing professional development Teachers in specialized roles (i.e. teacher coach, master teacher, SBLC, counselor, librarian, etc.). may be asked to help with core instruction.
Student Commitments	● Respond to and engage in daily communication with the virtual teachers ● Engage in virtual instruction during designated/scheduled times as communicated by school/student schedule ● Check and read all notifications and announcements daily

	● Ask clarifying questions when you need help or don't understand ● Complete your assigned work by the due date ● Complete assessments online through district platforms. ○ For CTE and other performance-based classes, students may need to report in person to complete alternate assessments. ● Complete assignments and/or assessments on your own so that you can receive authentic feedback from your teacher that will help you progress in your learning. *See Ascension Parish Academic Honesty Contract ● Protect learner account by not sharing username and password ● Be flexible and understanding as teachers navigate through virtual instruction ● Virtual Learning must take place in an appropriate learning environment that is not a distraction to others. Students should not log into class from a vehicle or while in a public place. Students should avoid any distractions that interfere with their learning and the learning of their classmates.
Parent/Caregiver Commitments	● Ensure student establishes and follows regular daily schedule and routines ● Reserve a space that is free from distractions/interruptions for student to complete virtual learning work ● Talk to student about their work every day. ○ Additionally, parents can utilize a variety of avenues to help monitor their student's progress. These include opting to receive regular email updates through their PowerSchool login and requesting teachers send an invitation to receive Google Classroom Guardian email summaries (daily or weekly). ● Communicate with teacher any concerns or issues your student may be having ● Ensure your student is logging on during the designated instructional time ● Ensure student asks the teacher for help when they are struggling ● Monitor online assessments to ensure student is taking them on their own without any aids ● We encourage help from family, friends, etc. However, when an assignment is scored, we expect the work to be the student's alone so that the score is meaningful, and teachers get the information they need to plan further instruction ● Be flexible and understanding as we all navigate this virtual platform.

Content Delivery

Teachers will determine what essential standards will be prioritized for the duration of remote learning based on the grade-level expectations. Additionally, teachers will develop a plan to address any missed learning opportunities critical for this year's grade-level work. They will identify places in their course's sequence and pacing where it would be best to address these skills and provide opportunities for student academic success.

Social Emotional Learning (SEL) Connections

Students who engage in virtual learning will be screened for social, emotional and behavioral skills and strengths. In our effort to provide the best education for all students, which includes promoting social, emotional, and behavioral skills and strengths, we will be joining the national movement to conduct universal well-being screenings. This will be incorporated into our other universal screening programs such as those we do for vision, hearing, and academic achievement. The SEL screener will help to identify any student who may benefit from additional interventions or further screenings. If, based on screening results, the school believes your child may benefit from interventions to promote their social, emotional, or behavioral well-being, we will involve you in this process. We are very excited about this new process in order to develop and educate the whole child and every child.

Support for Students with Disabilities

It is the goal of Ascension Public Schools to offer equitable access to high quality, individualized education for all students. The decision to enroll a student with disabilities within one of the two choices for online learning is an IEP team decision.

● The Special Education team will work to provide specialized services for our Students with Disabilities as determined by IEP committees and based upon student need. The Director of Special Education must be notified of a team's decision to place a Student with Disabilities in an online learning program.
● IEP teams should consider both online learning models and determine the most appropriate delivery for each student (Blended Learning vs. Home-based Virtual Learning.)
● All student needs will be considered on a case by case basis in order to provide necessary support for our students in special education. Special Education staff will use all available technology in order to continue to provide services for our students. We are committed to providing the best support possible.
● IEP minutes will be delivered by special education staff either in person on a school campus or through online learning tools.

Considerations for IAPs/504 Students

The student's disability will be considered and accommodated to ensure that a student has access to high quality instruction. It will be expected that all students will log into their assigned/scheduled classes during the designated time (similar to what they do within a traditional schedule). Current accommodations will be used to support the learning of the student. Accommodations may need to be adjusted due to the nature of the home-based setting.

Support for English Language Learners

- Students new to the EL program engaging in the Home-Based Virtual Learning program will be given a provisional EL status based on Home Language Survey (HLS) and parent interview. Upon returning to school for face-to-face instruction, students will be screened with the English Language Proficiency Screener (ELPS). Students that score proficient on the ELPS will have their status changed to fully English Proficient.
- Accommodations will be provided according to students' individual language needs
- Grading policy for ELs will remain the same according to APSB Pupil Progression
- EL staff will collaborate and co-plan with content teachers to review assignments to provide support as needed

Feedback and Interventions

In an online environment, teachers should survey students about what format and type of feedback is most helpful to them. Feedback should affirm growth and identify focused areas of improvement. We should be careful not to overwhelm students with an exhaustive list of things to correct. Instead, feedback should be academically focused, specific to the learning outcome, and allow the student to be able to clearly identify his/her next steps. Teachers should also provide opportunities for students to self-assess their own learning to determine progress. When teachers notice that students are in need of additional support, short videos can help the teacher connect with, reassure, and provide students with encouragement.

Student Behavior Expectations

- The virtual classroom is an extension of the regular classroom in Ascension Parish School System. Students must follow district guidelines and school rules as stated in the Ascension Public Schools Student Handbook as well as the Home-Based Virtual Program Student/Parent Agreement.
- The following are strictly prohibited:
    - Posting personally identifiable information

- o   Antagonism or prejudice of any kind with respect to race, religion, gender, intelligence, age, orientation, disability, or socioeconomic status
- o   Posting material including language, photographs, and videos that are inappropriate
- o   Sharing assignments, quizzes, tests, assessments, essays, term papers, questions/answers, or any other action that would violate any code of conduct, expectations, or rules in regard to academic honesty
- o   Any unauthorized disruptions that interrupt learning
- Students must dress appropriately for virtual sessions. (*must wear school appropriate top and bottom when appearing on screen; no inappropriate logos or designs should be visible)* Please refer to your child's school's free dress policy for further clarification.
- Only the student in the class should be visible and heard in the session

Attendance

- Our expectation is that when the student is home, he/she will log in to their classes at the regularly scheduled time of the course to receive "real-time" virtual learning with their classmates and teacher.
- This will allow for the pace of the course to be close to normal.
- In the Home-Based Virtual Learning description: These students will log in to their regular classes in "real time" to receive live instruction by their teacher.
- Attendance will be taken in each class each day and if the student doesn't login at "real-time", they will be counted absent.
- Just as with onsite instruction, if a student cannot work in their course, the student/caregiver should notify the teacher by email for makeup instructions and/or login to Google Classroom to complete makeup work. Special circumstances should be addressed with the Principal.
- Student attendance will follow the same procedure as face to face with an excuse required to excuse an absence. Please see the Students' Rights and Responsibilities handbook at www.apsb.org.

Grading

Teachers shall be responsible for evaluating each student's achievement/performance in all subject areas in accordance with the policies and procedures of the Ascension Parish Pupil Progression Plan. Our Home-Based Virtual Learning program will follow the same grading policy as our Ascension Public Schools.

Grades 1-4

A minimum of seven grades dispersed throughout the grading period will be used in averaging grades, with daily, weekly, and unit evaluation forming the basis for the nine-week grades. Grades may include tests, written papers, reports, oral recitations, projects, experiments, and scores on mastery and unit tests, etc. Only one grade per grading period may reflect a combination of homework and class participation. Interim grades may not be counted as one of the minimum seven grades required per grading period. Students must report to school to participate in state mandated testing.

Grades 5-8

A minimum of nine grades dispersed throughout the grading period will be used in averaging grades, with daily, weekly, and unit evaluation forming the basis for the nine-week grades. Grades may include tests, written papers, reports, oral recitations, projects, experiments, and scores on mastery and unit tests, etc. Only one grade per grading period may reflect a combination of homework and class participation. Interim grades may not be counted as one of the minimum seven grades required per grading period. High school courses offered in middle school shall follow the grading policy for grades 9-12. Students must report to school to participate in state mandated testing.

Grades 9-12

A minimum of eight grades dispersed throughout the grading period and a comprehensive exam. On the block schedule, each full-credit course shall consist of two nine-week grading periods. Each ½ credit course shall consist of one nine-week period. Each teacher shall have a minimum of eight grades per grading period, and a comprehensive exam (midterm or final). Interim reports will be issued a minimum of one time during each grading period at some point designated by the principal to report progress to students and parents for that grading period. Interim report dates will be communicated to parents and students at the beginning of the school year. In averaging the grades for the grading period, all grades awarded before the exam shall comprise 80% of the total grade with no one grade equaling more than 10% of the total grade and the exam will comprise 20% of the total grade. Students enrolled in a course for which there is a LEAP test, must take the LEAP test, and it shall count as 15% of the final course grade. LEAP scores can be "banked" and used for credit in courses that have to be repeated. Grades may include tests, written papers, reports, oral recitation, projects, class work, experiments, and scores on mastery and unit tests, etc. Interim grades may not be counted as one of the minimum number of grades required per grading period.

Parents' Role in Home-Based Virtual Learning

We encourage communication between students and teachers. Your child can reach out to their teacher if they have any questions or concerns or need any extra help. Students can ask questions in two ways. 1) **Students** can pose questions during their designated instructional time. 2) Students/Parents can email questions to the teacher. The teacher will respond by the next business day. Parents should refrain from joining a class to discuss their child's progress or ask questions as this is a distraction to students. Parents should communicate with teachers in the normal manner of a phone call to the school or through email.

Computing Devices and Hotspots

Student computing device repair issues should be reported to the teacher first when possible. If the school is unable to resolve the issue, students/parents should be directed to the following process:

- Students/parents should submit an Ascension Public Schools Help Desk work order by going to https://kbox.apsb.org/. You can also use this instruction sheet for work orders.
  - If unable to submit an online ticket, they should call the Ascension Public Schools Helpdesk at 225-391-7150. If the Helpdesk staff cannot immediately resolve the issue, they will submit a work order.
  - Contact will be made by technology staff as soon as possible to attempt to resolve the issue. Staff will call and/or remote into the device to attempt to resolve the issue.
  - If the problem cannot be resolved remotely and appears to be a problem with the device, the student/parent can swap out the computer, charger, or hot spot at the student's school.
  - ~~While schools are open in Phase 2 and Phase 3, device~~ Device and charger swap outs can occur at a child's school. Please contact your school for the hours they are able to swap devices.

Internet Access for Students

Students that do not have access to the internet should contact their school. The request for internet assistance will go through each student's school. There will be a questionnaire to determine need. Internet access will be exclusive to the student device only.