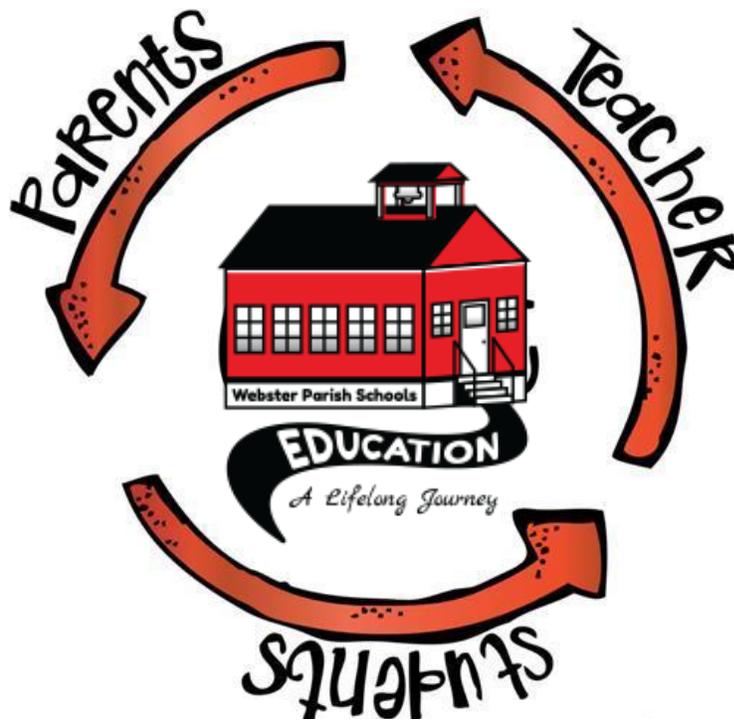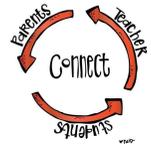# Webster Parish School System 2021-2022 Plan

# Balanced Calendar 2021-2022

On April 5, 2021 Webster Parish School Board approved our district to move to a balanced calendar beginning Fall, 2021. The objectives of moving to this type of calendar included:

1. Address concerns of the learning gaps experienced as a result of the pandemic.
2. Afford optimal educational opportunities for both instruction and student learning.
3. Provide more timely remediation and support for students who are experiencing academic deficits.
4. Provide prolonged periods of interaction with the school to minimize food insecurity and address social/emotional needs of students.
5. Support the vision of the State Superintendent of Education.

## Webster Parish School Calendar

### 2021-2022

**July 2021**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
|  |  |  |  | 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 |

**August 2021**

| S | M | T | W | T | F | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |  |

**September 2021**

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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |  |  |

**October 2021**

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| 10 | ■ | ■ | ■ | ■ | ■ | 16 |
| 17 | ■ | ■ | ■ | ■ | ■ | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

**November 2021**

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| 14 | 15 | 16 | 17 | 18 | ● | 20 |
| 21 | ■ | ■ | ■ | ■ | ■ | 27 |
| 28 | 29 | 30 |  |  |  |  |

**December 2021**

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| 19 | ■ | ■ | ■ | ■ | ■ | 25 |
| 26 | ■ | ■ | ■ | ■ | ■ |  |

**January 2022**

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| 16 | ■ | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

**February 2022**

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| 13 | ■ | ■ | ■ | ■ | ■ | 19 |
| 20 | ■ | ■ | ■ | ■ | ■ | 26 |
| 27 | 28 |  |  |  |  |  |

**March 2022**

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | ● | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

**April 2022**

| S | M | T | W | T | F | S |
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| 17 | ■ | ■ | ■ | ■ | ■ | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**May 2022**

| S | M | T | W | T | F | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | ■ | 31 |  |  |  |  |

**June 2022**

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| 12 | 13 | ◢ | ● | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |  |  |

**AUGUST 2021**
Aug 9 – Back to School Bash
Aug 10 – Parish-Wide In-service
Aug 11 – Teachers Report to Schools
Aug 12– Students Begin

**SEPTEMBER 2021**
Sept 6 – Labor Day

**OCTOBER 2021**
Oct 11-22 – Fall Intersession

**NOVEMBER 2021**
Nov 19 – Professional Development
Nov 22-26 – Thanksgiving Holiday

**DECEMBER 2021**
Dec 20-31– Christmas Holiday

**JANUARY 2022**
Jan 3 – Professional Development
Jan 4 – Students Return to School
Jan 17 – Martin Luther King, Jr. Holiday

**FEBRUARY 2022**
Feb 14-25 – Winter Intersession

**MARCH 2022**
Mar 25 – Professional Development

**APRIL 2022**
Apr 11-22 – Spring Intersession

**MAY 2022**
May 30 – Memorial Day

**JUNE 2022**
June 14 - Last Day for Students
June 15 – Professional Development

**LEGEND**

| | |
|---|---|
| ◢ | Students First/Last Day |
| ● | PD & Teacher Work Days; No school for students |
| ■ | Holidays |

**Grading Periods**
1st Nine Weeks: August 12 – October 8
Progress Report: September 10 Report Cards: October 27
2nd Nine Weeks: October 25 – January 14
Progress Reports: December 1 Report Cards: January 20
3rd Nine Weeks: January 18 – April 1
Progress Reports: March 21 Report Cards: April 6
4th Nine Weeks: April 4 – June 14
Progress Reports: May 20 Report Cards: June 15

**Testing Dates**
ACT: March 22-24
CBT: Grades 3-8 – April 25 – May 25
HS LEAP 2025:
January 5-24
April 14-May 13
June 20-24

*Adopted March 1, 2021*

**PROFESSIONAL DEVELOPMENT DAYS**
August 10-11, November 19, January 3
March 25, June 15

Paras DO NOT work March 25 and
June 15
SFS/Bus Driver/Bus Attendants DO NOT
work November 19

2

## NURSES/ILLNESSES

**Overview**

Our schools will continue to follow the current guidance of the CDC, the Louisiana Department of Public Health, and the Louisiana Department of Education when school begins. Please note that this guidance is changing rapidly; therefore, our protocol may change to meet the current guidelines when school starts.

## ACADEMICS

**OVERVIEW**

No matter what limitations may be imposed on our instruction by public health guidelines, Webster Parish is committed to providing our students with a quality education. Our hope is that all students will be able to return to our campuses in the fall, but in the event state guidelines hinder a traditional school start, our staff will be expected to support in-person learning to the greatest extent possible and support distance learning when necessary. By offering in-person and distance learning for our students, Webster Parish continues to focus on strong relationships and instruction for our students—the primary roles in our community.

All teacher will be equipped to provide learning resources and tasks face to face and in Google Classroom or Edgenuity. Students access learning at a time that works for them and their family.

## School Start Options:

Traditional School Setting
If students return to our campuses in the fall for a traditional start to school, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom or Edgenuity. In-person time with students will include whole class instruction and focused instruction that is directly connected to student needs.

Some examples include: concept development, small group instruction (literacy and math), hands on application of learning (Career Technical Education experiences), progress monitoring, and curriculum assessments.

<u>Webster TechConnect – 100% Virtual Option</u>
Webster Parish students will have the option to enroll in our Webster Tech Connect virtual program.  The program will be open to all Webster Parish students grade K-12 who meet specific criteria as outlined in our revised Tech Connect handbook.

**Key Point #1 -** The district and schools will partner with our students and families to support students' learning when returning to school.

- Webster Parish will provide a pacing guide for the district curriculum with learning topics so students and families can better understand academic expectations and ways to support student success.
- Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make in-person and distance learning successful for students. Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom and Edgenuity.
- Summer intervention in the area of Reading in Math will be offered in the month of June for qualifying PK-8 grade students to give students an extra boost for the 2021-2022 school year.
- Summer enrichments activities will be offered for all PK-8 grade students to help promote children's physical, social, emotional and mental health.
- Intersession learning will be provided between the traditional, standard academic terms. During intersession period, based on data in reading and math, qualifying students will be provided intervention for a few days to help struggling students and measure their progress.
- Accelerate tutor will be provided to address and prevent unfinished learning. Students will be provided extra time to learn through equal-access tutoring.

**Key Point #2 -** We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success and sustain those relationships and learning throughout the school year.
- Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- Gain a deeper understanding of the grade level curriculum and resources with a focus on prioritized [Louisiana Student Standards](#) to ensure critical learning happens.
- Review and provide meaningful feedback on student work to adjust
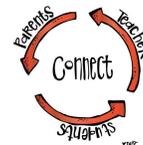
instruction and set learning goals with students.
- Meet individual student needs through differentiated learning focused on prioritized learning standards.
- Support delivery of academic content, assessment, and student reflection through the appropriate and flexible use of a variety of instructional digital tools, such as online apps, to support student learning.
- Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.
- Prioritize foundational literacy and math skills, and the best developmental instructional practices and interventions in an in-person or distance learning environment for elementary grades pre-kindergarten through 5th grade.
- Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Louisiana graduation requirements.

# NON-CORE/CTE CURRICULUM
## Overview

Webster Parish is committed to ensuring a strong connection for all students during the 2020-2021 school year, making sure students receive equitable, uninterrupted access to non-core/Career and Technical Education (CTE) as the COVID-19 pandemic lingers. Our goal to provide high quality curricula includes making critical decisions about the use of technology, securing relevant resources, equipment and supplies, providing multiple learning formats, continuing our partnerships with the community, business and industry, economic development agencies, and post-secondary institutions. One online program chosen for non-core academics/CTE is Edgenuity.   This online program will be used with grades 6 thru 12 to deliver high quality curriculum and well-rounded student engagement, during traditional school settings, distance learning settings, and totally virtual settings.

**Key Point #1:  Professional Development for Teaching Online**

Professional development for non-core/CTE instructors is heightened as we move into the new school year. Teachers will receive a series of training for Edgenuity implementation. It is imperative that non-core/ CTE teachers are able to provide instruction via Google Classroom, just as core teachers.   They will enhance their skills with Google Classroom in order to ensure curriculum integration, student proficiency, peer review, and collaborative feedback.  NCCER Connect, an online training program that prepares students for work as craft professionals, will be introduced to both teachers and students as we provide more options for innovative learning throughout the pandemic.

**Key Point #2:  Addressing Content that Requires Hands-on Activities**

Because of the many uncertainties, we must consider different options such as looking at the master schedule for creative scheduling possibilities and looking at courses differently to determine what is realistic.   Student transportation is a major consideration when planning for these activities. What is implemented depends on final guidance mandated by LDOE and CDC.

**Key Point #3:   Addressing CTE Testing that Requires Face-to-Face Proctoring for Certification Exams**

Through our partnership with Northwest Louisiana Technical Community College, students are scheduled in small groups to test for CNA and for Electrician Helper certifications. On our high school campuses, we offer modified classes giving students the opportunity to complete performance activities needed for credentialing.     Students are scheduled in small groups, based on COVID-19 guidance.

# WEBSTER PARISH EARLY CHILDHOOD READY START NETWORK

**Overview**
Webster Parish Early Childhood Ready Start Network provides high quality interactions for children from birth through four-year-old. The mission is to provide parents with access to high quality early childhood learning experiences and programs. The Ready Start Network consists of Early Learning Centers, Head Start, and Webster Parish Pre-Kindergarten programs.   Each of these partners work closely together to improve emotional and instructional support by highly trained and qualified teachers and staff who provide quality care and education to our youngest generation in the safest way possible. The Ready Start Network helps all children reach their full potential and acquire a life-long love for learning.
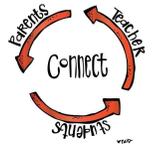
# SPECIAL NEEDS/ STUDENTS WITH DISABILITIES

**Overview**

Students with disabilities will be served either in-person or virtually depending on health and safety guidance as well as the needs of the students. Special education and related services will be provided for students who are physically attending school (according to the Phases) or participating in the Webster TechConnect program. IEP, initial evaluation and re-evaluation meetings will continue to be held at a mutually agreed upon date and time in accordance with health and safety guidance. These meetings may be held virtually or in person determined by the IEP team and in accordance with health and safety guidance. There will be an option on the registration form for parents to agree to accept electronic communication from the school. This will also include a digital signature option to be used in the case of virtual participation. Paper copies of IEPs, evaluations or notifications will be available.

**Key Point #1: Additional Services: Ready, Set, Connect!**
We have a team reviewing the data of each student who receives special education and related services to determine if the student qualifies for additional services as a result of the extended school closure. These services will assist in filling gaps of unfinished learning and help prepare students with disabilities for the start of the 2021-2022 school year. Parents will be involved in this determination and may request an IEP meeting in order to make this decision.

**Key Point #2: Special Education and Related Services through Virtual Learning Platforms**
We are committed to supporting students with disabilities in both the traditional learning environment (according to the Phases) and through Webster TechConnect. Distance learning through a virtual classroom will be individualized to support students with special needs. We realize that virtual instruction may hold additional challenges for supporting many of our students during times of distance learning. Once again we will be deploying at home learning kits that may include items such as low-tech assistive technology supports, manipulatives, visual supports, tools to enhance motor skills, etc. during the 2021-22 school year.

**Key Point #3: Medically Fragile Students**
The Webster Parish School System is taking extra precautions to ensure students, teachers, and staff on our school campuses remain healthy. In cases involving students who are medically fragile, the IEP team may request and consider guidance from medical professionals to assist in determining the least restrictive environment for the student.
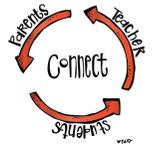
**Key Point #4**: **Initial Evaluation/Re-Evaluations**

Many sections of our individual evaluations/re-evaluations require in-person contact with the student. Many evaluations were delayed due to the extended school closure and will resume as soon as possible at the beginning of the school year. Three-year-old and preschool evaluations have already resumed and can be scheduled by calling the Special Education Department at the School Board Office (318-377-7052).

**Key Point #5**: **IEP Meetings**

Every student will have an IEP meeting during the first weeks of school to consider the current levels of performance. This meeting may be in the form of an amendment to the current IEP or an annual review of the IEP. Parents will be asked to attend in person (if allowed by the Phase), by phone, or virtually (via Google Meet).

## TECHNOLOGY

**Overview**

In response to the COVID-19 pandemic we have researched various ways to address the technology needs of the students and staff of the Webster Parish School Board (WPSB) to support online learning. Various staff throughout the district have collaborated and participated in discussions to assist with development of a detailed plan that addresses several key points of concern that were indicated in the survey.

**Key Point #1 – Devices for our students:**

There is a need for devices to support online learning throughout the district so we have developed a 1-to-1 device deployment plan to loan out devices to students that are enrolled in the WPS system during the new school year. Discussions are ongoing concerning students in certain grades that will bring devices back and forth to be used at home and school as needed. The plan for deploying devices will include the need to remove devices and charging cables from existing carts in the schools, the testing of devices to make sure they function as expected, and the deploying of all devices with backpacks designed to keep them protected during transport and while they are not in use at a student's home.

**Key Point #2 – Supporting the device deployment for our students:**

To support the devices that will be sent home in the 1-to-1 deployment plan, we have created a new 1-to-1 device contract and vetted it with key district staff and the district attorneys. This contract includes guidelines and procedures for student use and care of the 1:1 device. This 1-to-1 device contract allows for students and their parents/guardians to participate in an Optional Damage Protection Plan for each device that is loaned out. This Optional Damage Protection Plan will cover an eligible event if damage were to occur during the school year. We are planning to include other
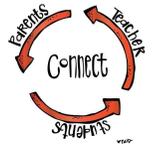
solutions to help support and maintain the district assets being loaned out including monitoring software to track hardware, monitor student technology analytics, receive reporting and alerts, and to investigate and recover lost or stolen devices as needed. Additionally, we have researched and plan to include an asset management solution to document events such as device damage that may occur throughout the year along with inventory tracking of devices that are deployed and returned. This system will be similar to the one used to check in/out textbooks and library books in the past. We have also been in contact with the LDOE on a Shared Helpdesk Support solution that we plan to take part in to assist with the increased need for technology support that will come along with online learning. The plan is for the LDOE Shared Helpdesk Support solution to provide 3 tiers of support for our students and their parents/guardians during online learning. We have also had contacts with vendors to discuss options on how best to repair or replace large quantities of parts on damaged devices in a timely manner to help support our first year of a 1-to-1 deployment.

**Key Point #3 - Internet access for students in households without internet access:**
Through the survey conducted of the households in our district, it showed us that we have a large number of households that do not currently have internet access. The plan is to address this issue using a multifaceted approach with diverse solutions. All solutions we are planning to use will have content filtering attached to cover all Children's Internet Protection Act (CIPA) requirements and limit the solutions down to educational purposes only. These solutions include expanding Wi-Fi out from our schools to the surrounding school parking lots to provide drive up or walk up internet access to district owned devices, provide internet access to some district owned buses that can be strategically parked in areas with a high density of households without internet access, weatherproof devices to deploy in areas such as fire stations where drive up service could be beneficial, and various vendor hotspot solutions that can provide internet access to the household. For those households that an internet solution cannot be achieved, we have also planned for a solution where we can load up flash drives with preloaded lessons, videos, and other educational content.

**Key Point #4 – Technology needs for our teachers:**
Any teachers that are in need of a device to use for online learning will be provided one through their school's stock of devices. The plan is for hotspots filtered for educational purposes to be made available for in-home use for teachers that indicated on the survey that they do not currently have access to the internet at home.

# PARENT AND FAMILY ENGAGEMENT

## Overview

Welcome to Webster Parish School District!
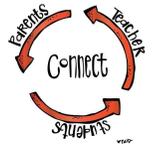
We are pleased to have your family as part of our school community and are eager to partner with you to provide your child with a successful education experience.

Having a strong parent and family engagement connection is an integral part of a high-quality instructional program. Promoting family engagement is a vital aspect of the learning environment. Using guidance concerning COVID-19 safety precautions, advancements in digital learning and education technology must be made available to create opportunities for students, teachers, and parents. There is an increasing awareness and recognition of the limitations of traditional parent and family engagement opportunities. Digital tools can help provide meaningful parent and family engagement opportunities.

### Key Point #1 – Pathways to Parents

Websites, emails, e-newsletters, JCall, Google Classroom, apps like Remind and Class Dojo, and other digital media allow parents to find out what their children are doing, what the classroom activities are, and where learning is focused. These tools can help extend learning beyond the classroom and give parents' ideas about at-home learning activities. Technology allows schools and teachers to more easily communicate with parents.

### Key Point #2 – Digital Tips to Parents

The use of digital tools does not mean students' engagement in learning will happen on its own. Like any relationship, it needs effort and nurturing to start and continue to grow a parent's engagement with the teacher, the classroom, and the school.

Here are a few tips:

Build a learning plan to use at home that supports classroom learning and students' individual needs.

Parents can have opportunities to learn about and experience the use of digital learning. Parents can use tutorial videos, websites, emails, e-newsletters, JCall, Google Classroom, apps like Remind and Class Dojo, and other digital media to acquire information. Teachers and school administrators can talk with parents about the school's approach to digital personalized learning. Parents are encouraged to enter a dialogue with them as to how students are benefiting, how much time per day they are spending on screens, how digital opportunities allow students to work at their own pace and meet competencies, what homework will look like, and the overall reasons for why digital learning is being used. This may help combat frustrations and confusion about change. The way students are presently learning is much different from the way it has been before which can be unsettling and confusing for parents.
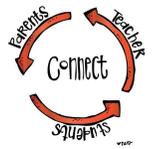
**Key Point #3 – The EL Parent**

Not all parents are fluent English speakers. Addressing the needs of those families is important. There are tools available that parents and teachers can use to help make it easier to grow and sustain student engagement even across language barriers.

**Key Points #4 - Expectations for Parents**

School staff members and parents can collaborate to set learning expectations. This is especially important in the middle and high school grades when students have multiple classes and multiple teachers. If staff members are using different apps and tools to engage families and each staff member has different expectations for students, it can quickly get overwhelming for parents and students. Imagine that a parent has two children, each with six different teachers who have six different ways to access information. This can create deep frustration for students and parents that is hard to overcome.

All students do not have experience with or access to technology, especially in rural or low income areas. Not all families have access to broadband internet or devices so not all students and parents may be familiar with how to operate the devices, how to send email, how to complete a google form, how to upload documents, etc. Teachers and/or school staff members should check in with students and their families often to make sure they are not falling behind or feeling confused or frustrated.

# STUDENTS SERVICES

**Overview**

The Webster Parish Schools System Student Services Department offers comprehensive services to promote the academic success of all students while maintaining the goals and objectives of Bulletin 741, Louisiana Handbook for Administrators, "Student Services Section". Student advocacy shall be the ultimate and foremost goal of all students.

This office continues to serve as a liaison between all stakeholders in our community. We find that these supports will be needed more than ever due to the evolution of COVID-19, a worldwide pandemic. The Student Services Office will remain steadfast in supporting our community of stakeholders in all facets of their academic endeavors
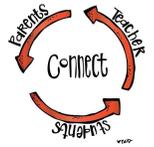
while always making all attempts to support the social and emotional needs of our diverse population.

### Areas of Concentration
- **Student Services**
- **Mental Health**
- **Online Registration**
- **Hospital/Homebound Services**

Student Services note from Bulletin 741; Student advocacy shall be the ultimate and foremost goal of all student services.

**Key Point #1 <u>Compulsory Attendance</u> - Bulletin 741**
Students who have attained the age of seven (7) years old shall attend a public or private day school or participate in an approved home study program until they reach the age of eighteen (18) years. Any child below the age of seven (7), who legally enrolls in a school, shall be subject to compulsory attendance.

Note: Webster Parish Schools, during COVID-19, will offer options for parents to participate in Webster Tech Connect (100% virtual learning) if they meet certain criteria.

**Key Point #2 <u>Attendance</u>**
Compulsory Attendance laws and Louisiana Board of Education (BESE) regulations require high school students to be in attendance a minimum of 30,000 minutes (equivalent to 83.5 six (6) hour school days) per semester or 60,120 minutes (equivalent to 167 six (6) hour school days) a school year for schools not operating on a semester basis in order to receive credit for courses taken. To receive a Carnegie unit for a course, the minimum amount of time present shall be as follows:

- 10,020 minutes for a six-period shield
- 8,589 minutes for a seven-period schedule
- 7,515 minutes for an eight period or 4 X 4 block schedule or a minimum of 7,515 minutes for other configurations.

Elementary students shall be in attendance a minimum of 167 six (6) hour days (or 60,120 minutes) a school year to be eligible to receive credit for the course taken.

Ref. La.Rev.Stat 17:221, 17:226, 17:227, 17:233 - Louisiana Handbook for School Administrators Bulletin 741 & Webster Parish School Board Policy - Attendance and Webster Parish School Student Handbook

**Key Point #3 - <u>Student Transfers</u> -**
Students shall be required to attend the school in the attendance area in which their residence is located. Students who wish to attend a school other than the one

designated for their attendance zone shall request a transfer online @ www.websterpsb.org. (See student services section for student transfers.)

Reasons for School Transfers

1. Hardship (grades K-3 only)
2. Physical Risk (grades 3-12) Ex: No one at home after school to supervise minor student or parent work situations
3. Learning Adjustment
4. Other (with Superintendent's approval) **

**Key Point #4 - <u>School Enrollment Requirements</u>**
- Birth Certificate
- Social Security Card
- Shot Record
- Two Proofs of Residency (utility bills) in the parent or legal guardian's name
- Students must reside with a legal parent or guardian.
- See on-line Registration Portal
- No Temporary or Provisional Custody accepted

# MENTAL HEALTH

## Overview

During COVID-19, students had to acclimate to virtual learning. It is incumbent upon us to address the mental health needs of our students. The pandemic has affected students who have diagnosed mental health concerns as well as many of those with undiagnosed concerns. Our students are of utmost importance to us as we prepare virtual means to attend to their mental health concerns. Additionally, we must have in place resources that can prepare our faculty, staff, and school mental health services to support students' needs. Our K-8 counselors have been in constant contact with students who were on a regular counseling regimen to assure that these students are receiving the necessary support that they need in order to address the issue(s) that they were dealing with prior to COVID-19 and to make sure they have some of the support that they need in attempting to process the abrupt adjustments that have been a result of the pandemic.

**Key Point #1 – Contact with students**
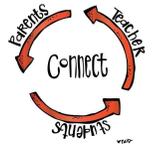
For so many of our students, school is more than a place for learning; it is a "safe place" and the stability they know.  If a students' home life is unstable, school becomes a place of routine, structure and ultimately "family".  Our counselors are in discussion with each other about the best ways to serve their students; though it may be virtually it needs to have a "one on one feel".  The parents are essential in assuring that the students' needs are being addressed and in many cases, shared with the counselor.  Counselors are in the process of creating an avenue for students to access them in the event they are experiencing a crisis (example: safe text line, online student and parent referral forms).

**Key Point #2 – Linking Services**

Our school counselors are aware that many of their students are seeing outside professional counselors and have in the past, worked closely with the family and the outside professional counselor to ensure that students' needs are being addressed both at home and at school.  A list of resources will be provided digitally that will outline explicit information about local resources.  Linking services will also include the educators.  Support from every teacher/educator who is on the frontline working with students.  Remote learning that promotes social emotional learning/student well-being will require that teachers/educators have the knowledge and skills to 1) recognize an at-risk student 2) address the concerns with the student.

## ONLINE REGISTRATION

**Overview**

In an effort to adhere to the CDC Guidelines for Social Distancing due to Covid-19, the Webster Parish School System will continue registering students completely online for the 2021-2022 school year. The Online Registration System is a paperless registration and it is user friendly and convenient. It is designed to be a contact free process for registering your students.

**Key Point #1**

The Online Registration System (ORS) will allow parents to update student demographics, emergency contact information and access permissions and policies online.

**Key Point #2**

With ORS parents are able to upload documents directly from their home computer or take a screenshot from their smartphone without the hassle of making copies to send to your student's school.
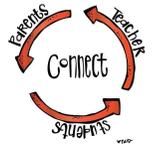
**Key Point #3**
The ORS is a contactless and paperless way to view your student's information and check grades through the Student Progress Center with the username and password created throughout the school year.

# HOSPITAL/HOMEBOUND SERVICES

**Overview**
As the delivery of educational services changes for all students enrolled in a school within the district, meeting the educational needs of students with unique medical demands will continue to be addressed. Each School Building Level Committee (SBLC) will work with caregivers of these students utilizing resources to reach their optimal learning potential by addressing and modifying health related barriers to learning. Hospital/Homebound services for students with disabilities will be determined by the student's IEP.

**Key Point #1- Qualifying for Services**
Hospital/Homebound services will continue to look much like it has in the past. Upon the student's eleventh consecutive day of absence and with a completed request for hospital/homebound services form, signed by a doctor, the student will be referred to the SBL Committee. If Hospital/Homebound services are deemed appropriate by the SBLC, the student will then begin receiving services away from school. However, the student will continue to be enrolled in the home-based school. Hospital/Homebound services will continue to be approved for a maximum of six weeks with the ability to extend that time once the six weeks are exhausted.

**Key Point #2- Delivery of Services**
Two types of Hospital/Homebound services will be offered, determined on a
student -by-student basis. As more information is available, these procedures are subject to change.
Students in grades K-5
- If the student is currently enrolled in the Webster Tech Connect, this platform of learning will continue. Measures will be taken to accommodate the needs of the student in the areas of attendance, workload, and access.
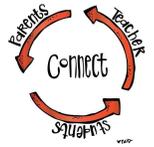
- If the student is physically enrolled on a campus,
    - the student has access to the Internet, services will be delivered through Webster Tech Connect (virtually).
    - the student does not have Internet access, services will be provided based on each student's unique circumstances.  The servicing teacher will act as a facilitator between the student and the school.

Students in grades 6-12
- If the student is currently enrolled in Webster Tech Connect, this platform of learning will continue. Measures will be taken to accommodate the needs of the student in the areas of attendance, workload, and access.

- If the student is enrolled on a campus,
    - the student has access to the Internet, services will be delivered through Webster Tech Connect (virtually).
    - the student does not have Internet access, services will be provided based on each student's unique circumstances.  The servicing teacher will act as a facilitator between the student and the school.
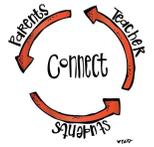
**Key Point #3- Dismissal from Services**
All students will be dismissed from Hospital/Homebound services on the date of expiration of the signed request by the doctor. However, if a student does not participate in the program with integrity and fidelity (based on medical abilities) the student will again be referred to the SBLC of the homebased school where the decision will be made to continue with or dismiss the student from hospital/homebound services.
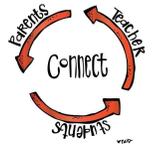
# WEBSTER PARISH SCHOOL BOARD MEMBERS

| | |
|---|---|
| Fred Evans | *President, District 6* |
| Charles Strong | *Vice-President, District 3* |
| Margaret Edens | *District 1* |
| Malachi Ridgel | *District 2* |
| Jeri O'Neal | *District 4* |
| Ronald Rhymes | *District 5* |
| Linda Kinsey | *District 7* |

| | |
|---|---|
| **Glenda Broughton** | *District 8* |
| **Frankie Mitchell** | *District 9* |
| **Johnnye Kennon** | *District 10* |
| **Jerry Lott** | *District 11* |
| **Penny Long** | *District 12* |

## WEBSTER PARISH SCHOOL SYSTEM SUPERVISORY STAFF

Superintendent-Johnny R. Rowland, Jr.
Assistant Superintendent/Supervisor, Student Services-Kevin J. Washington

## SUPERVISORS

Oreata M. Banks- PreK/Elementary
Jeff Franklin-Transportation/Maintenance/Security
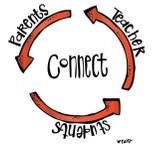Linda S. Hudson- Secondary/Career and Technical Education
Melanie Jacobs- Special Education/Nurses
Crevonne Odom-Business and Finance Director
Yolanda Palmer- Federal Programs Director
Dusty Rowland-Curriculum and Instruction
Robin Tucker-Personnel/Food Service

## COORDINATORS

Martha Burgess, Pupil Appraisal

David Griffith-Technology

Naomi Houston-Data Collections

Ursula Hullaby-Safe and Drug Free Schools/Community Liaison

Jill Hunter, IEP Coordinator

Candiss Shepherd-School Food Service

Beverly Smith-Jump Start

Kelli Tims-Accountability and Testing

## Facilitators

Becki Brown, Title II

Casey Fields, Early Childhood

Marty Kilgore, Early Intervention

Kristie Sheffield-504/Hospital-Homebound/Tech Connect