Ouachita Parish Schools

Virtual Instructional Program

2020-2021

Mission:

As a community, Ouachita Parish Schools will connect learning to 21st Century skills needed for college and career ready students who will excel in a global society.

Virtual
(100% Online Model)
Instruction via a 100% virtual model with either synchronous and/or asynchronous learning

- ➢ **Families may opt for their child to be enrolled in a virtual program.**
- ➢ **Students do not report to school and receive instruction 100% virtually.**
- ➢ **Students should be able to secure access to internet.**
- ➢ **Daily online schedule will be followed.**
- ➢ **Student attendance will be mandatory.**
- ➢ **Certified teachers will provide support and teacher-led instruction via district-approved education platforms.**
- ➢ **Students identified as medically fragile/high risk, 504, or students with disabilities will be eligible.**
- ➢ **A parent's selection of virtual instruction is for the 20-21 school year. Program changes back to the school site must be approved by principal/director after at least nine weeks in the program. Transition back to school site will be subject to class space and staffing availability.**

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Overview

Ouachita Parish Virtual Instructional Program (VIP) offers high quality, individualized education, through approved digital platforms to students in P-K through 12th grade. This virtual environment promotes the development of skills, attitudes, and self-discipline necessary to achieve success in the 21st century. While engaged in online learning through VIP, students are expected to assume an increasing responsibility in their own learning.

Student learning in VIP will be both synchronous (students are face-to-face with the teacher and other students via Google Meet) and asynchronous (students are working independently to preview material through videos or other digital resources, to complete assignments, to complete assessments, etc.). The total time spent in both synchronous and asynchronous learning will be comparable to a face-to-face school day. Student learning in the VIP will mirror the course and content standards for student learning in the face-to-face school setting.

VIP learning allows students to earn transferable credits, take recognized examinations, or advance to the next level of education.

Parent Expectations

- Adhere to the guidelines in the [VIP Parent Contract](#).
- A healthy working relationship between the student/parent and the assigned teacher is essential. Parent/ is required to participate in conferences and class meetings with their students' teachers.
- Parents should utilize the Parent Center on the School Home Page. Teachers and Administrators can quickly notify you with school updates. Parents are expected to inform their student's teacher of any changes to contact information. Teachers will ensure these changes are updated in WebPams.
- Parents will attend a mandatory orientation prior to the student(s) being enrolled in VIP. Orientation will help acclimate both the parents and students to the learning platform, virtual environment, procedures, and expectations.
- **Elementary** parents should understand students will need a Learning Coach (parent or designee), a person providing significant guidance and support to the child.
- All students with Significant Disabilities (PK-12), participating in the Unique Curriculum will need a Learning Coach.

Discussing the Behavioral Expectations, Code of Conduct, and Acceptable Use Guidelines with your child(ren) is necessary to ensure that he/she is aware of the requirements set forth. It is also important that he/she understands the consequences for those who **CHOOSE** not to adhere to the expectations.

Student Expectations

- Adhere to the guidelines in the [VIP Student Contract](#).
- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s).
- Check appropriate online platforms for information on courses, assignments and daily resources.
- Attend classes on a regular basis.
- Identify a comfortable and quiet place to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timelines and/or due dates.

Behavioral Expectations

We believe all teachers have the right to teach and all students have the right to learn in a classroom free from disruptive behavior in all educational settings. To help provide this environment, it is important to read and adhere to the following expectations:

Discipline Consequence Definitions

Disciplinary actions are guided by Act R.S. 17:416 of the Louisiana Legislature and the Ouachita Parish School Board Policies and Procedures for Discipline and Attendance. The following information outlines the definition of consequences for failure to comply with school rules.

Inappropriate Behavior
- Insults or attacks of any kind against another person or group of people
- Use of obscene, degrading, or profane language
- Harassment (continually posting unwelcome messages to another person) or use of threats
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person, including but not limited to distributing "spam" mail, chain emails, viruses, or other intentionally destructive content
- Any other action that administrators deem inappropriate

Resulting Disciplines
- 1st Infraction: Students will be warned.
- 2nd Infraction: Parent will be contacted.
- 3rd Infraction: Parent and student will be required to attend a virtual teacher conference.
- 4th Infraction: Parent and student will be required to attend a virtual conference with a zoned school administrator or program coordinator.
- 5th Infraction: Parent and student will meet with the zoned school administrator and/or program coordinator to evaluate student's continued enrollment in VIP.

Internet/Chromebook Usage

Students are subject to the rules and restrictions implemented by the Ouachita Parish Virtual Instructional Program**.** Enrolled students should be aware of the guidelines and expectations listed in the documents below. Any activity not listed, which violates local, state, or federal laws, is considered a violation of the Internet/Chromebook Guidelines hyperlinked below.

Computer and Internet Use Policy
OPSB Chromebook Responsible Use Policy
OPSB Chromebook Responsible Use Agreement

Virtual Attendance

- Ouachita Parish is required to monitor student attendance in accordance with all applicable statutes set forth by the State of Louisiana.
- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s).
- Part of the appropriate learning time will be synchronous (face-to-face with the teacher and other students via Google Meet).
    - **Elementary**: If a student misses more than 4 unexcused synchronous (face-to-face with the teacher and other students via Google Meet) sessions in the 9 week marking period, the teacher will email the program coordinator.
    - **Elementary**: If a student misses more than 6 unexcused synchronous (face-to-face with the teacher and other students via Google Meet) sessions in the 9 week marking period, the student and parent will confer with the zoned school administrator.
    - **Elementary:** If a student misses more than 10 unexcused synchronous (face to face with the teacher and other students via Google Meet) sessions in the 9 week marking period, the student and parent will confer with the Director or Child Welfare and Attendance.
    - **Middle/High**: If a student misses more than 4 unexcused synchronous (face-to-face with the teacher and other students via Google Meet) class sessions per semester, the student and parent will be required to confer with a zoned school administrator and/or the program coordinator.
    - **Middle/High**: If a student misses more than 5 unexcused synchronous (face-to-face with the teacher and other students via Google Meet) class sessions per semester, the student and parent will be required to confer with the Director of Child Welfare and Attendance.
- Part of the appropriate learning time will be asynchronous (working on your own to preview material through videos or other digital resources, to complete assignments, to complete assessments, etc.). Asynchronous attendance will be determined by completed assignments.

- o **Elementary**: Failure to complete 3 major assignments in any subject within the 9 week marking period, will result in the student and parent being required to confer with the program coordinator and/or the zoned school administrator.
  - o **Elementary**: Failure to complete 10 major assignments in any subject within the 9 week marking period, will result in the student and parent being required to confer with the Director of Child Welfare and Attendance.
  - o **Middle/High**: Failure to complete 4 major assignments in any one class per semester will result in the student and parent being required to confer with a zoned school administrator and/or program coordinator.
  - o **Middle/High**: Failure to complete 5 major assignments in any one class per semester will result in the student and parent being required to confer with the Director of Welfare and Attendance.
- **Truancy Laws also apply to Virtual School.**
- *Participation in all state/district mandated testing is required for all VIP students.*
- Extenuating circumstances will be evaluated on a case by case basis.
- When a parent and student are required to confer with the Director of Child Welfare and Attendance regarding unexcused absences, the Director will evaluate the student's success in VIP. The student's continuation in the program will be determined at that time.

Excused Absences

Students shall be considered excused from school for the following reasons:
- Personal illness (with physician's verification). (Note: Personal illness: Although the absence will be counted as one of the allowed 5 days of absence, a student will be allowed to make up any work missed or tests missed if the student submits a note signed by the parent or guardian explaining the absence. A phone number or email where parents or guardians can be reached will be necessary.)
- Death in the family (not to exceed one week)
- Serious illness in the family (with documented verification)
- Recognized religious holidays of the student's own faith
- Physician's excuses must be scanned and submitted to the teacher within 48 hours
- Legal appointments
- The student shall be given the opportunity to make up work

Unexcused Absences

- Students shall not be excused for any absence other than those listed above.
- Students shall not be excused from school to work on any job including agriculture and domestic service, even in their own homes or for their own parents or tutors.
- Any unexplained, unexcused, illegal absence or habitual tardiness shall be reported to a school administrator and/or program coordinator.

Tardiness

In the VIP, tardiness refer to synchronous (face-to-face with the teacher and other students via Google Meet) sessions.

- 1st Tardy: Students will be warned.
- 2nd Tardy: Parent will be contacted.
- 3rd Tardy: Parent and student will be required to attend a virtual teacher conference.
- 4th Tardy: Parent will confer with a zoned school administrator and/or program coordinator.
- 5th Tardy: A zoned school administrator and/or program coordinator will confer with the parent and student to evaluate the student's continued enrollment in VIP.

VIP Curriculum

Grade* Level	English Language Arts	Math	Science	Social Studies	PE
PK	OWL	OWL	N/A	N/A	Go Noodle
K	IRLA/ARC	Ready/iReady	N/A	Studies Weekly	Go Noodle
1	IRLA/ARC	Ready/iReady	N/A	Studies Weekly	Go Noodle
2	IRLA/ARC	Ready/iReady	Amplify	Studies Weekly	Go Noodle
3	Guidebooks 3.0	Ready/iReady	Amplify	LA Standards	Go Noodle
4	Guidebooks 3.0	Ready/iReady	Amplify	LA Standards	Go Noodle
5	Guidebooks 3.0	Ready/iReady	Amplify	LA Standards	Go Noodle
6	Guidebooks 3.0	Ready/iReady	OpenSciEd	LA Standards	LA Standards
7	Guidebooks 3.0	Ready/iReady	OpenSciEd	LA Standards	LA Standards
8	Guidebooks 3.0	Ready/iReady	OpenSciEd	LA Standards	LA Standards
9-12	Varies by Course*	Varies by Course*	Varies by Course*	Varies by Course*	LA Standards

*Student learning in the VIP will mirror the course and content standards for student learning in the face-to-face school setting.

Middle school and high school VIP schedules will be determined according to the student's Individualized Graduation Plan in conjunction with the student, the parent and the student's counselor.

Grades/Promotion

VIP teachers utilize Google Meet and Google Classroom to teach and complete assignments, labs, tests, and other forms of assessment the teacher deems necessary for determining the grade.

WebPams and Grading Scale

Grades are provided through WebPams. Parents are expected to utilize the Parent Center for grade notifications. If there are any errors or questions about posted grades, please contact the teacher directly.

A	**93-100**
B	**85-92**
C	**75-84**
D	**67-74**
F	**0-66**

I = Incomplete (Becomes an F if work is not made up within three weeks)
F6 = No Grade (failure) due to excessive absences

Promotion/Retention

VIP student promotion/retention will mirror Ouachita Parish Pupil Progression Plan regarding promotion and retention.
- Kindergarten: Must pass phonics, Reading, and math skills with a C average for 2nd through 4th nine weeks
- Grade 1: Must pass Reading and math with a C average
- Grade 2: Must pass Reading and math with a C average and pass one other major subject.
- Grade 3, 4*, 5:   Must pass Reading and math and two other major subjects
    - *Grade 4 must also show proficiency on the LEAP2025*
- Grades 6, 7, and 8*: Must pass Math, ELA, 2 other major subjects and 1 minor subject or 3 other major subjects.
    - *Grade 8 must also show proficiency on the LEAP2025*
- Major Subjects: Math, ELA, Science, Social Studies
- Minor Subjects: PE and Electives

Students with Disabilities

The Ouachita Parish School System (OPSS) will ensure the implementation and will follow the requirements of Section 504 and IDEA. The OPSS will ensure that all students will receive an education that includes the requirements as determined by the students' individual plans.

IEPs/IAPs will be reviewed annually by the IEP/IAP team. Students will access the general education curriculum, with appropriate accommodations and modifications, as determined by the IEP team. Students with Significant Disabilities, as defined as meeting eligibility requirements in Bulletin 1508, will utilize the Unique Curriculum.

Student Support Services and the school's special education department will work collaboratively with students and families to ensure appropriate services are needed and provided, as specified on the IEP. Special education departments and Student Support Services will meet as needed to review the district's plan and ensure that the student's individual plans are being followed.

Assessments

Participation in all state/district mandated testing is required for all VIP students.

All State testing will adhere to policies and requirements under Bulletin 118.

Definitions

Asynchronous - working on your own to preview material through videos or other digital resources, to complete assignments, etc.

Docs, Sheets, Slides – digital tools used to collaborate, share feedback, and work together with your students in real time on documents, spreadsheets, and presentations

Google Classroom - learning management system teachers use to create assignments, communicate with students, and send feedback all from one place

Google Forms - teacher created forms, quizzes, and surveys to collect and analyze responses

Google Meet – virtual platform that allows synchronous communication for students and teachers through secure video calls and messaging

Internet - an electronic communications network that connects computer networks and organizational computer facilities around the world

Learning Coach - parent or designee, a person providing significant guidance and support to the child.

Major Assignments*- including, but not limited to the following: culminating writing tasks, course projects, unit test, chapter test, weekly test

Minor Assignments*- including, but not limited to the following: exit tickets, checkpoints, weekly quiz

Parent-refers to parent and/or guardian

Synchronous - face-to-face with the teacher and other students via Google Meet

VIP - Virtual Instructional Program

Virtual - occurring or existing exclusively online

**(Major and Minor Assignments will vary according to the course and instructor.*)

Hyperlinks

Computer and Internet Use Policy

OPSB Chromebook Responsible Use Policy
OPSB Chromebook Responsible Use Agreement

Student Registration Form

Virtual Instructional Program Parent Contract
Virtual Instructional Program Student Contract

Video Conferencing Support for Families

BEFORE Video Conferencing

Take Some Time to familiarize yourself with Google Meet and Google Classroom
- Before allowing your child to connect, make sure you understand the purpose of the meeting.
- Reach out directly to the teacher if anything is unclear.
- Participate in the first video conference to support your child's unique learning needs.

Give Consent
- You will be asked to allow your child to participate.
- The teacher may be checking in with the class to see how they are doing and/or providing instruction.
- You may choose to turn the camera off on the student's device if you are uncomfortable. Your child will still see the teacher video and hear the conversation.
- Students should not sign-up for any video conference account without parent consent.

Check the Time and Date of the Virtual Lesson
- Check the Newsletter or Week at a Glance posted on the Teacher's webpage or Google Classroom.
- Message the teacher if you miss a virtual session. The teacher may provide recordings or make-up materials. (Please be cautious of missed days.)

Dress Appropriately
- Follow the District/School Dress Code. This includes any family members that may be in the room during the video conference.
- Ensure the background area is acceptable for video conferencing

Check Technology Ahead of Time
- Check the audio to make sure your speakers are enabled.
- Check the microphone when you get to Google Meet

Choose a Quiet Area
- Try to find a place to set up the device where it is quiet with few distractions so your child can engage in the conference.
- Try to keep siblings and pets away from the conference.

Check the Lighting
- Make sure your child has adequate lighting so the teacher and classmates can see them.
- A window or other light in the background may make viewing the video conference difficult.

Check Camera Framing and Background
- Make sure that your child's face and shoulders are centered in the frame of the camera.
- Make sure whatever is behind you, and visible to the camera, is simple and appropriate.

DURING Video Conferencing

Be Ready for the Video Conference
- Google Meet may ask you to do a few things after you click on the "join link". Teams will prompt you to either download a desktop program or connect by browser. Use the browser option, if possible.
- If Google Meet asks to allow the microphone and camera, click on allow.
- You may be sent to the waiting room; it's ok, the teacher will allow you to enter the meeting shortly. You can check the microphone and sound while in the waiting room.

Troubleshoot Technology
- You may have some technology difficulties. Check the settings on the video conference interface. The video and microphone icons usually have settings.
- Close programs, apps, or browser windows that are unnecessary during the meeting.
- Also, use the chat function to communicate to the teacher(s)/classmates.. You may be able to get help from the chat.

Help your Child Listen for Purpose and Expectations
- Your child will be muted when entering the room. This means that nobody will be talking except the teacher.
- The teacher will talk about the expectations and functions of the video conference tool. It will be awesome! Please help your child with the expectations and how to use the tools.
- Review the many benefits of being a good digital citizen.

Use the Camera
- Show your child where the camera is on the device.
- If they get a chance to talk, encourage them to look into the camera, speak clearly, and with good volume.

Follow Directions
- It is important that all participants follow teacher directions to avoid distractions.
- Sometimes children need to be encouraged to pay attention. They should be reminded that they will only have a short time to engage with the teacher and classmates.

Say Good-Bye
- The teacher will end the video conference. This will close the video conference window.
- Make sure that your child leaves the Google Meet meeting space, just as you would ensure they leave an unsupervised school setting.

AFTER Video Conferencing

Follow-Up
- The teacher may follow up a virtual class session with a survey or instructional materials.
- Make sure your child understands the purpose of all assignments and materials posted.
- Be sure to clarify how to access all websites or instructional materials. Connect with the teacher directly if you have feedback, questions or need clarification.