



Appomattox County Public Schools 2020-2021



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Introduction

We are excited to welcome you to the Raider Remote program, an all-virtual educational program serving Appomattox County Public School students in grades K-12.

As part of Appomattox County Public Schools, we will offer students and families with a complete curriculum provided by ACPS teachers and aligned with the Virginia Standards of Learning. We have everything your child needs to have a successful educational experience.

Please take time to go over the handbook as a family. With your support, we will continue to provide all students with a positive learning environment where they can continue to be challenged and engaged.



ADMISSIONS

REGISTRATION

Raider Remote students need to complete the registration and fees process with their base school* before enrolling in the Raider Remote program. This includes proof of residency and immunization records.

ENROLLMENT

Parents wishing to enroll their children in the Raider Remote program must:

- Complete the online survey for application.
- Provide a learning coach who is able to read and understand the curriculum and instructional materials provided by Raider Remote and agrees to continuously supervise and engage in the academic support of the student.
- Have a working phone number, email account, and access to internet on a weekly basis.
- Understand and agree that students will be enrolled in their appropriate grade level.
- Understand and agree that the student's educational program will be at the direction of the assigned Raider Remote teacher(s); lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.
- Commit to keep the student on-pace and enrolled in the virtual program for at least one grading quarter.



PARENT/GUARDIAN RESPONSIBILITIES

Parent Communication Policy

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected parent to teacher and teacher to parent. The teacher is also an important link of communication from the Raider Remote coordinators. Parent phone conversations with teachers or coordinators that include profanity and/or uncontrolled anger or shouting will not be permitted. If parent behavior is disrespectful in this manner, the conversation will revert to written communication only. Parents are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.

School-Owned Devices

All Raider Remote students will use ACPS devices to participate in the virtual program. Parents must sign the Student/Parent Equipment Use Agreement in order to check-out an iPad (K-1) or Chromebook (Grades 2-12). In the event of technical difficulties, parents should first contact the site coordinator for their child's base school. If a problem cannot be resolved, the device may need to be taken to the base school for repair. Detailed information regarding repairs and loaner devices is provided in the Equipment Use Agreement.

Students must have regular internet access to participate in both synchronous (live) and asynchronous (self-paced) instruction. Community hotspots will be available at various locations throughout the county. An updated list of hotspots will be posted at acpsweb.net.



Responsibilities and Suggestions

Beginning of the Year

- Report any changes in phone, email, or mailing address to the base school.
- Set up a dedicated “school” space and organize materials.
- Attend orientation sessions presented by school personnel.
- Encourage student to begin checking Google Classroom and Gmail for updates from teachers.

Daily

- Check emails and respond as needed; communicate with teachers.
- Follow and complete the scheduled daily lesson and assignments.
- Monitor attendance at daily scheduled online, synchronous class sessions.

Weekly

- Review student progress.
- Note any topics to discuss with teacher.

As Required

- Attend conferences with base school teacher, counselor, advisor, or administrator.
- Collect and submit work samples.
- Provide transportation for testing.
- Attend IEP/504 placement meetings (if your child is identified with special needs); these meetings will have both in-person and virtual options.
- Report any changes in contact information to your base school *immediately*.

Before October 23, 2020

- Review/discuss enrollment plans for the next quarter with the base school site coordinator.



GOOGLE CLASSROOM

What is Google Classroom?

Google Classroom is one of the many Google applications that ACPS utilizes for instruction. Google Classroom is where students will access their instruction and assignments. Grade K-5 students will be members of one or two Google Classroom, central locations for all their instruction and assignments. Grade 6-12 students will be members of multiple Google Classrooms based on their course schedule for the semester.

Using Google Meet

The Google Meet application will allow students to meet with their teacher by video or phone. This application can be directly accessed from the Google Classroom.

How will my student gain access to the correct Google Classroom(s)?

There are a couple of ways to access the student's Google Classroom:

1. The teacher will add the student to their Google Classroom. The student will go to their Google Classroom home at classroom.google.com and click "Join" (the first time). After that, they will be able to access all content in that Google Classroom.

2. Each school has created a hyperdoc of all the Google Classrooms. The student can click on the classroom links for their teacher(s), and they will be directed to the Google Classroom.



Note: The Google Classroom icon can be found as an app on the iPad and on the Chromebook. When you click on the icon, it goes directly to the student's Classroom home.



ATTENDANCE

ATTENDANCE AND STUDENT COMPLIANCE

Attendance Requirements

Remote attendance will be taken for students based on time spent with teachers (such as participation in virtual lessons, phone calls, or emails) and/or task-completion (such as submission of assignments). Meaningful interactions will be conducted by phone or online. PreK-5 students will have meaningful interactions with their teacher or appropriate school staff four days per week. Secondary students (6-12) will have meaningful interactions with their teachers at least two days each week for each of the classes in which they are enrolled. On Wednesdays, students may reach out to teachers by contacting them during office hours. A “meaningful interaction” is a two-way engagement between a student and staff member that allows for feedback or input from the student on successes and challenges. All students will be expected to participate in learning. Students who participate later by watching recorded videos must complete the written assignment for the day in order to be counted present for the day.

Criteria To Be Marked Present

- Participation in a complete live lesson

And/Or

- Submission of daily assignments

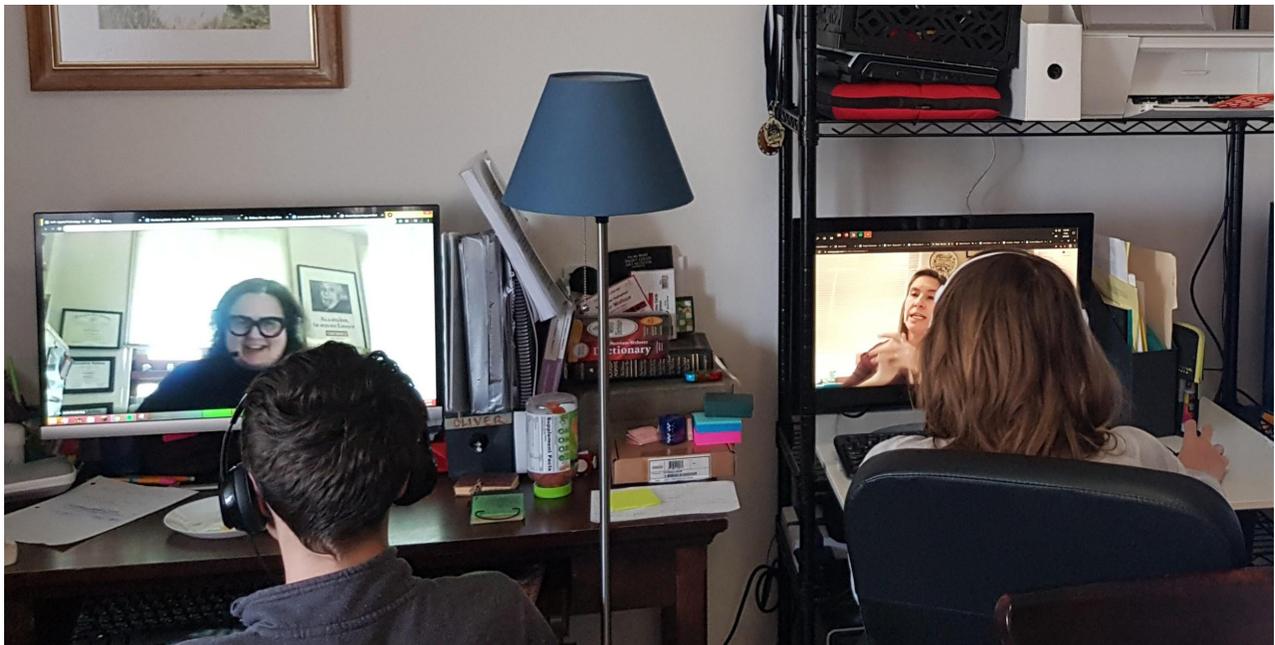


ATTENDANCE AND TRUANCY POLICY

Virginia public school absence and truancy laws apply to distance/virtual education (Code of Virginia § 22.1-254). A Raider Remote student who does not log on to his or her program or course, or does not turn in assignments, may be deemed absent. In the event of multiple absences, the student may be found truant, and the truancy process may begin (Code of Virginia § 22.1-258).

The Raider Remote program will comply with all state laws and local regulations regarding student attendance.

When a student is not meeting these requirements, parents and families will be notified, and a remedy will be pursued to enable the engagement of the student. If a student must be away from their program of study, parents are encouraged to communicate with the school to make alternative arrangements to complete any missed work. Parents should identify to the school any barriers their students are experiencing during the instructional process.





Truancy Process

2-3 Days of Absences - Teacher contacts student and parent

5 Days of Absences - Letter mailed; Interdisciplinary Team may review student's situation. Interdisciplinary Team may consist of teachers, counselors, administrators, students, parents, and/or technology consultants. The review could include training for students and parents on participation and monitoring tools, check of access to needed materials including hardware and internet service, and discussion of any other barriers that may be limiting a student's participation. Teachers and coordinators will continue to monitor participation and assignment submission.

5-10 Days of Absences - In the event that participation does not improve and the student is not making adequate progress, the student and family will be involved in a formal attendance review to determine if the problems lie with the programming or if other unmet needs are identified. This could result in a referral to the Family Assessment and Planning Team.

Both the family and the school must recognize that attendance is crucial to school success. Maintaining appropriate supervision and support will be a collective effort. The school and family must partner to problem solve and cooperate for a positive result for the student.



ACADEMICS

PRIMARY SCHOOL PROGRAM BASICS (K-2nd Grade)

Raider Remote students in Kindergarten, first, and second grades will be assigned to a homeroom teacher within the primary school building. Teachers will schedule live lessons for students daily Mondays, Tuesdays, Thursdays, and Fridays through the Google Classroom. Students will also be assigned independent and parent-supported work in Google Classroom. Families may be required to pick up tangible materials on a weekly or bi-weekly basis to fully support student learning from home.

ELEMENTARY SCHOOL PROGRAM BASICS (3rd-5th Grade)

Raider Remote students in third, fourth, and fifth grades will be assigned to a homeroom teacher or team of teachers within the elementary school building. Teachers will schedule live lessons for students daily Mondays, Tuesdays, Thursdays, and Fridays through the Google Classroom. Students will also be assigned independent and parent-supported work in Google Classroom. Families may be required to pick up tangible materials on a weekly or bi-weekly basis to fully support student learning from home.

Sample Schedule (K-5)

Time	K-2	3-5
9:00 AM	Check-in with teacher or other staff member	
9:00-11:30 AM	Synchronous learning and independent work opportunities (scheduled with specific groups of students) with breaks built in	
11:30 AM-12:00PM	Lunch and Recess	
12:30-3:00 PM	Synchronous learning and independent work opportunities (scheduled with specific groups of students) with breaks built in	



MIDDLE SCHOOL PROGRAM BASICS (6th-8th Grade)

Raider Remote students in grades six, seven, and eight will be enrolled in three core classes (math, English, and science or social studies) as well as encore. Students will have daily opportunities for instruction with AMS teachers in addition to independent work.

Sample Schedule 6-8

Time	Activity
9:00am-10:00am	Student will participate in live lesson (twice weekly) and/or independent work for their first block course
10:15am-11:15am	Student will participate in live lesson (twice weekly) and/or independent work for their second block course
11:30am-1:15pm	Student will participate in live lesson (twice weekly) and/or independent work for their third block course; this will also include a lunch period
1:30pm-2:30pm	Student will participate in live lesson (twice weekly) and/or independent work for their fourth block course

HIGH SCHOOL PROGRAM BASICS (9th-12th Grade)

Raider Remote students in grades nine through twelve will be enrolled in two courses for the first grading quarter and two different courses for the second grading quarter (a total of four courses completed in the first semester). Each teacher will communicate with students through the Google Classroom to let students know when synchronous learning opportunities will occur and when teachers will have office hours. Office hours will vary by teacher. Students will be responsible for daily learning activities.



ACADEMIC INTEGRITY POLICY

The Raider Remote program holds students accountable for doing their own work. Students who submit work as their own when it is not wholly and completely their own are guilty of cheating and/or plagiarism. Plagiarism is the deliberate representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Cheating can be defined as claiming credit for any assignment or assessment without putting forth the academic effort required for the assignment or assessment. Assisting other students in cheating or plagiarism is also considered academic dishonesty. This includes a parent/guardian offering unnecessary assistance to a student.

Here are some clear examples of what can be considered plagiarism or cheating:

- Having a friend or parent help you on a test, even if the friend/parent just explains words or questions to you
- Copying the words or ideas of another source without giving credit to the source, even if you are using your own words
- Using books, websites, smartphones, notes, or assistance from other people on tests or quizzes unless your teacher has specifically stated outside material may be used
- Talking with others (family, friends, acquaintances, online help sites, etc.) during a test.

After an initial warning and explanation by the teacher, students who are guilty of cheating or plagiarizing will be referred to the Raider Remote Administrator.

Unless otherwise instructed by your teacher, students are expected to honor the following:

- You will not copy or redistribute any part of an assessment in any way.
- Your answers will represent your work and *only* your work, free of outside assistance.



TESTING

SCHOOL-BASED TESTING

Formative and summative assessments to measure students' mastery of content will be completed in the students' virtual learning location under the supervision of a parent, guardian, or learning coach. Students are to complete assessments on their own without assistance from any person or other resource not previously designated by the teacher.

Any school-wide testing (such as PALS assessments) that can be completed virtually will be scheduled in live one-on-one sessions conducted by the teacher.

Schools may contact families to make appointments for other testing as needed. If students are asked to come to a school building, teachers and students will follow all CDC guidelines to ensure the health and safety of the student, teachers, and their families.

REQUIRED TESTING

State Testing

It is expected that students participate in all state-mandated testing, as they are required for graduation. During each state testing window, Raider Remote students will be scheduled to come into their base schools to take state tests and CTE credentialing exams on Wednesdays (when no other students are in the building).



BEHAVIOR

EXPECTED STUDENT BEHAVIOR

As a Raider Remote student, you are expected to follow the rules of network etiquette or “netiquette.”

Inappropriate Behavior

Inappropriate behavior includes the following:

- Insults or attacks of any kind against another person
- Vandalism of school property
- Disruptive behavior
- Bullying, including cyber interaction
- 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

Student Internet Safety

- Do not reveal personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or photographs of yourself or others.
- Do not agree to meet in person anyone you have met only on the internet and who is not affiliated with Appomattox County Public Schools.
- Users shall not upload, download, transmit, or post copyrighted software or copyrighted material. This includes copyrighted graphics or other materials found on the internet that may appear to be non-copyright protected.
- Avoid sarcasm, jargon, slang, and profanity. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.



Do

- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your feedback, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions (Google Meets).

CYBERBULLYING

What is Cyberbullying?

Cyberbullying is bullying that occurs over digital devices like cell phones, computer, and tablets. It can occur through SMS, text, apps, social media, or other forums where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying can be categorized as unlawful or criminal behavior.

Reporting Cyberbullying

- Don't respond to and don't forward cyberbullying messages.
- Keep evidence of cyberbullying to report to school.
- Report cyberbullying to your teacher or to the Bullying Hotline: (434) 352-2071.



COMPUTER AND TECHNICAL ISSUES

CONTACT INFORMATION FOR TECHNICAL ASSISTANCE:

Appomattox Primary School

Kelly Chavis, Site Coordinator
Phone: (434) 352-5407
Email: krchavis@acpsweb.com

Appomattox Elementary School

Melanie Ranson, Site Coordinator
Phone: (434) 352-5416
Email: mmranson@acpsweb.com

Appomattox Middle School

Jenna Hamlett, Site Coordinator
Phone: (434) 352-7236
Email: jchamlett@acpsweb.com

Appomattox County High School

Alison Paulette, Site Coordinator
Phone: (434) 352-2074
Email: acpaulette@acpsweb.com



SCHOOL PROGRAMS AND SERVICES

SUPPLEMENTAL LEARNING MATERIALS

Each school will offer opportunities for students and/or parents to drive through to pick up supplemental learning materials.

APS: Weekly material pick-up and return will begin on Wednesday, September 9 (8:30am-3:00pm), and continue each Wednesday throughout the semester.

AES: Materials will be distributed prior to the start of school during screening appointments. AES will communicate with parents if other materials need to go home.

AMS/ACHS: Materials will be distributed as needed on Wednesdays throughout the semester. Teachers will communicate with families when material distributions will take place.

ENGLISH LANGUAGE LEARNER SERVICES (ELL)

English Language Learners (ELL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff. The Raider Remote program is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students.

Translated Materials

Any students and families who need education or information materials translated should contact the base school.



SPECIAL EDUCATION AND 504 SERVICES

Special education is the provision of services to students with an identified condition who require specialized instruction and possible accommodations, modifications, and related services in order to benefit from their education. The Raider Remote program is responsible for providing a Free and Appropriate Public Education (FAPE) under the federal guidelines of the Individuals with Disabilities Education Act (IDEA). For students with a current Individualized Education Program (IEP), special education teachers and supporting staff members are expected to follow the components within the IEP.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap. The Raider Remote program has responsibilities to identify, evaluate, and provide access to appropriate educational services if a child is determined eligible. For students with a current 504 plan, the general education teachers are expected to follow the accommodations, modifications, and other services. Each base school has identified Section 504 Coordinators/Case Managers to assure compliance and appropriate services for all students.

Students who are identified as special education students and served under an Individual Education Plan (IEP) must follow school compliancy requirements unless exempt or adjusted within the IEP. The noncompliant process should be followed consistently for ALL students at the school. When a special education student reaches the last level of noncompliance where the school would normally institute administrative withdrawal, the special education manager needs to be notified and a Manifestation Determination meeting (MDM) will need to be held with the entire IEP team, including parent as mandated by state guidelines. During this meeting the determination will be made as to whether or not the student's disability contributed to the noncompliant status and if so, the IEP can be modified as appropriate to better meet the student needs. If not, then the noncompliant policy will be followed in the same manner as any other student.



Glossary of Terms

Asynchronous learning - learning and instruction that students can access anytime; this can include student-paced Nearpods, instructional videos, practice assignments, and assessments

Base school - the school where your child is registered and from whom they are receiving educational services (APS, AES, AMS, or ACHS)

Synchronous learning - learning and instruction that students access at a scheduled time with their teacher (and possibly other students); this can include teacher-paced lessons, instructional activities, and assessments