

After-School all-stars

FY 2020-2021

ASAS Virtual Learning Program

Operations Manual

after-school all-stars

Helping youth succeed in school and in life

5900 Wilshire Blvd., Suite 2000

Los Angeles, CA 90036

Phone 323.938.3232 • Fax 323.938.3210

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

Table of Contents

[Section One](#Welcome): Welcome and Introduction 1

[Section Two](#VPL): Virtual Program Logistics 5

I. [Program Intent](#ProgramIntent) 5

II. [Program Hours](#ProgramHours) 6

III. [Planning for the Unexpected](#Unexpected) 6

IV. [Roles and Responsibilities](#Roles) 6

V. [Requirements for Student / Participant Enrollment](#Requirements) 9

VI. [Cost of Program](#Cost) 11

VII. [Collection of Funds](#Collection) 11

VII. [Responding to the Media](#Media) 12

[Section Three](#Staff): Staff Policies and Expectations 13

I. [Dress Code](#dress) 13

II. [Off-site Physical Environment](#offsite) 14

III. [Communication with Students](#staffcommstudent) 15

IV. [Communication with Parents](#staffcommparent) 16

V. [Protecting Student Information](#staffprotect) 16

VI. [Virtual Classroom Management](#vlmgmt) 18

VII. [Discipline and Rules](#discipline) 22

VII. [Child Abuse and Reporting](#abuse) 24

VIII. [Use of ASAS Technology](#tech) 26

IX. [Additional Staff Policies](#additional) 27

[Section Four](#student): Student Policies and Expectations 29

I. [Online Behavior](#studentbeh) 29

II. [Digital Safety and Data Protection](#digitalsafety) 31

[Section Five](#parent): Parent / Guardian Policies and Expectations 33

I. [Parent/Guardian Program Procedures](#parentprog) 33

II. [Accommodating Students](#accomdate) 35

III. [Communication with ASAS Staff](#commwithstaff) 35

IV. [Parent/Guardian Conflicts and Program Separation](#parentconflict) 36

V. [When Parents Want To Get Involved](#parentinvolve) 36

[Section Six](#guest): External Guests / Programmatic Partners Policies and Expectations 38

I. [Online Behavior](#guetsbeh) 38

II. [Protecting Student Information](#guestprotect) 39

III. [Communication with Students](#guestcommstudent) 41

[In Conclusion](#conclusion) 43

[Operations Manual Agreement Form](#agreement) 43

1

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

Section One:
Welcome and Introduction

The responsibility of an After-School All-Stars (ASAS) team member is to serve our youth with a goal of having a significant impact on their lives.

Y

ou have the opportunity during your time with

After-School All-Stars (ASAS) to do more than simply show up to work. The opportunity before you is to impact the lives of the youth we serve in a manner that is positive and enduring. All children deserve an opportunity to grow and thrive beyond the regular school day–a vision driven by the leaders of the ASAS network across the country. It is critical that, together, we set a standard of excellence in arts, health and fitness, STEM, career exploration, social emotional learning, and academic support programs.

As an organization, we believe it takes a community of positive adults to help youth thrive in any social and academic environment. ASAS creates a virtual learning environment, we are asking the community of parents, guardians, ASAS staff, community partners, and other stakeholders to uphold a safe and healthy culture and climate by understanding and adhering to the following expectations:

* ASAS will develop “Virtual Learning Plans” for parents and caregivers so they know what to expect and are comfortable with policies set by the organization. ASAS will establish roles and responsibilities of students, teachers, and parents, guidelines for online learning, attendance goals, interaction expectations, content and timing, and other specifics of the learning experience.
* ASAS will look to communicate with parents and caregivers involved by educating them on how ASAS staff and their children will be using selected online platforms.
* ASAS virtual learning classes and activities will align with our school and district partners’ policies for online learning, including the use of “live” virtual instruction.

This Virtual Learning Program Operations Manual (this “Manual”) is designed as a reference guide to outline and support policies and procedures that are fundamental to our program mission and vision at all ASAS sites. This Manual will serve as a tool to assist individual sites in planning, organizing, and implementing ASAS virtual programs that help youth build knowledge and skill while developing attributes and attitudes that will help them succeed in school and life. We expect staff and supervisors will call upon their own creativity and innovation to expand our vision of excellence. Ultimately, after-school programming is a team sport. To provide an excellent program for students, we must work as an All-Star team!

Thank you for your dedication and service to our youth and welcome to the ASAS community.

# **About this Operations Manual**

This Manual is designed to acquaint you with the functions of virtual program dynamics and guidelines and to provide you with information.

**The information contained in this Manual applies to all ASAS staff, students, parents/guardians, and programmatic partners/guests**. For ASAS staff, following the policies described in this Manual is considered a condition of continued employment. The content of this Manual shall not constitute nor be construed as a promise of employment or as a contract between ASAS and any of its employees. The Manual is a summary of our policies, which are presented here only as a matter of information and reference.

You are responsible for reading, understanding, and complying with the provisions of this Manual. The objective of our policies and procedures is to create an environment that is safe and healthy for staff and students. Thank you once again for supporting a positive, safe, and healthy virtual learning experience for staff and students of ASAS.

# **Changes in Policy**

This Manual supersedes all previous operations manuals and memos that may have been issued on subjects covered in this manual.

However, we reserve the right to interpret, change, suspend, cancel, or dispute, with or without notice, any and all parts of our policies and procedures at any time. We will notify all employees of these changes. Such changes will be effective on the dates determined by ASAS, and after those dates all superseded policies will be nullified.

NO individual ASAS staff has the authority to amend these policies at any time. If you are uncertain about any policy or procedure, speak with your chapter’s Program Manager. Each employee will be required to sign an acknowledgement form confirming receiving access to the Manual as a condition of continued employment. In addition, employees will receive the ASAS Employee Handbook upon or shortly following commencement of employment.

# **Program Overview**

# A. Mission Statement

Mission Statement: ASAS provides comprehensive after-school programs that keep children safe and help them succeed in school and life.

Vision Statement: Our vision is for our All-Stars to be safe and healthy. We want our students to graduate high school and go to college, find careers they love, and give back to their communities.

# B. Program Goals and Objectives

The priority of ASAS is to administer services that provide significant expanded learning opportunities for elementary, middle, and high school youth, while keeping them safe in the virtual program environment. ASAS utilizes paid staff who are properly screened using FBI and Department of Justice background checks and other required clearances as mandated by local school districts.

DAY-TO-DAY PROGRAM OBJECTIVES

* For each youth to learn in a virtual environment that is physically, mentally, psychologically, and emotionally safe.
* For students to experience caring youth-adult relationships while participating in ASAS programs.
* For the learning environment to include the involvement and participation of the local community and family unit.
* For ASAS staff to plan for skill-building in the design of program classes and activities.
* For youth to have the opportunity to define and give voice to what a successful after-school program looks like, expressing their interests in things they care to pursue.
* For each ASAS program site to build strong schools, communities, and business partnerships that benefit youth and their families.

# C. Plan of Service

ASAS virtual program operating hours vary from site to site and should be coordinated in collaboration with the school. **The recommended ratio for virtual classes is 1 staff member for every 15 students (1:15 ratio). ASAS staff members must be added to virtual classes to keep ratio. In all cases, there must be a minimum of two adults, inclusive of 1 ASAS staff member, in every virtual meeting space when students are present.**

The virtual program structure includes enrichment activities that are featured under our comprehensive program model including:

* *Health and Wellness (Nutrition, SEL, Sports & Active Play)*
* *Career Exploration Programs and Experiences*
* *STEM-based Programs and Activities*
* *The Visual and Performing Arts*
* *Academic Readiness Programs and Initiatives*
* *Family Engagement*

Specific virtual enrichment offerings, based primarily on local student interests, vary in response to the uniqueness of each student population.

2

Section Two:
Virtual Program Logistics

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

A

fter-School All-Stars was designed to be a model comprehensive out-of-school-time education program. Staff members work closely with school teachers and administration and local community and business leaders to provide top quality programming for participating students.

ASAS offers a variety of virtual enrichment programs, opportunities for academic support, sports and recreational activities, youth leadership opportunities, STEM programs, visual and performing arts, nutrition education, and college and career exploration activities. Virtual learning opportunities are meant to bring added value to communities that are often underrepresented.

As you look ahead towards planning and scheduling your virtual classes and activities, please keep in mind:

* The activities schedule should change periodically to keep class offerings current, relevant, and exciting.
* The program requires the best efforts of participants, as well as good attendance, and good behavior.
* The safety of our participants is our primary concern. As ASAS staff, you will receive trainings and workshops on a variety of important topics such as safety in virtual environments and virtual classroom management.

# I. Program Intent

The following parameters must be considered when planning your virtual program. The program must:

* Create a safe environment for students through careful management and planning.
* Provide opportunities for youth to build tangible skills and increase content knowledge.
* Offer youth opportunities to build interpersonal skills and core competencies, develop and practice 21st Century workplace readiness skills, and positively impact school and community.
* Be fun and engaging.

# II. Program Hours

Virtual program hours may vary from school to school and are dependent on staff capacity, district requirements, and technology. Staff should confirm with their program leadership for chapter- and site-specific schedules.

ASAS school sites are expected to make program schedules virtually visible to program staff, students, and parents (e.g., on social media, on chapter website, on virtual learning platform). It is a best practice to make program schedules available to registered guests visiting the virtual learning space.

# III. Planning for the Unexpected

All staff must be informed of schedules and plans. Plans should include and communicate to ASAS staff members how to prepare for and generally conduct activities, and what to expect during regular program hours.

Staff must stay flexible, remembering that even the best-laid plans are susceptible to changes due to unforeseen circumstances. Plans and activities may also experience sudden changes if the well-being of students and staff require such changes.

All staff should look ahead. When planning the schedule, calendar, and activities, all staff members should be prepared for unforeseen events or special situations. No detail should ever be overlooked, ensuring that the school site—including its virtual environment—will achieve its goals in both quality of program and safety!

# IV. Roles and Responsibilities

ASAS is a program that requires staff members to manage multiple responsibilities. To continue having a successful program, clear roles must be designated at the beginning of every session. These roles should be assigned based upon an individual’s interests, talents, and qualifications. As the year progresses and staff grow in their capacity to lead and instruct, new skills and interests may develop that can be transferred to learning opportunities for students. Roles may expand and change based upon the needs of the chapter and site. As an important note, teaching staff will not always have their first choice in class assignments.

KEY PRIORITIES AND RESPONSIBILITIES FOR VIRTUAL PROGRAMMING ARE AS FOLLOWS:

PRIMARY FACILITATOR (i.e. program leader, coach, teacher, other, etc.)

* Provide an emotionally, physically, mentally, psychologically, and socially safe program for students to thrive.
* In cooperation with their secondary facilitator and supervisors, create an engaging virtual program atmosphere that keeps young people coming to the program.
* Organize and communicate planning and provide a dynamic and exciting program for students.
* Connect with youth and serve as a conduit to develop and support students’ personal and academic growth.
* Assure students are part of the program design process.
* Lead content delivery and classroom management efforts.
* If the secondary facilitator must leave the virtual class, the primary facilitator must immediately add a second ASAS staff member to the class. If a second ASAS staff member is unavailable, the primary facilitator must immediately end class.

SECONDARY FACILITATOR (i.e. program leader, coach, teacher, other, etc.)

* Provide an emotionally, physically, mentally, psychologically, and socially safe program for students to thrive.
* Support the primary facilitator in creating an engaging virtual program atmosphere that keeps young people coming to the program.
* Facilitate administrative needs of the virtual class (take attendance, assist with muting/unmuting participants, etc.)
	+ Secondary facilitators should be prepared and able to take over the primary facilitator’s role if the primary facilitator is indisposed before or during a virtual session.
	+ If the primary facilitator must leave the virtual class, the secondary facilitator must immediately add a second ASAS staff member to the class. If a second ASAS staff member is unavailable, the secondary facilitator must immediately end class.
* Monitor participants’ video and chat function of virtual communication platform for questions, comments, or inappropriate behavior.

PROGRAM MANAGER / DIRECTOR

* Provide an emotionally, physically, mentally, psychologically, and socially safe program for students to thrive.
* Be available to step into virtual classes should a facilitator need to leave class and/or designate another ASAS staff member as a floater during virtual programming hours.
* Ensure school sites offer comprehensive after-school programming inclusive of Health and Wellness, Academic Readiness, Career Exploration Experiences, STEM, and the Visual and Performing Arts.
* Ensure that program staff has the support and guidance needed to succeed, while promoting a culture of excellence, fun, safety, and creativity.
* Manage all aspects of program attendance, personnel, expenses, and budgeting, as well as general site level policy, safety compliance, and other administrative functions (the business side of the work).
* Ensure the program meets the needs of the core day, maintain effective and respectful communication with the parent and student community, and continuously search for external opportunities and experiences that benefit students of the program.
* Guarantee program planning is taking place (looking ahead to develop relevant programming, program themes, and events).
* Establish times for staff to evaluate how programs are **REALLY** doing and address how programs are impacting student recruitment and attendance while utilizing agreed upon tools and resources.

SITE COORDINATOR

* Provide an emotionally, physically, and socially safe program for students to thrive.
* Ensure that program staff has the support and guidance needed to succeed, while promoting a culture of excellence, fun, safety, and creativity.

EXECUTIVE DIRECTOR

* Establish a solid relationship with school principals and school administration, while being responsive and knowledgeable of expectations, concerns, and ideas that core day faculty and teachers express towards the program.
* Ensure that program staff has the support and guidance needed to succeed, while promoting a culture of excellence, fun, safety, and creativity.
* Establish times for staff to evaluate how programs are **REALLY** doing and address how programs are impacting student recruitment and attendance while utilizing agreed upon tools and resources.

NATIONAL OFFICE

* Ensure that program staff has the support and guidance needed to succeed, while promoting a culture of excellence, fun, safety, and creativity.
* Explore, establish, and maintain national level partnerships and act as the liaison between partners and chapters.
* Lead and train regional and chapter staff on programmatic content and delivery design and standards.
* Identify, train regional and chapter staff, and ensure operational compliance with national safe and healthy initiatives.

V. Requirements for Student/Participant Enrollment

**The participant and their family MUST fill out an ASAS student enrollment registration form.**

Only participants enrolled in the ASAS virtual learning program are eligible to participate. All students and parents who have completed the forms and commit to the requirements will have an equal chance of acceptance into the ASAS program. If there are more candidates than openings, ASAS program sites will implement a selection process best suited for their unique situations. Students not allocated a position through a locally determined process will be placed on a waiting list. Families will be immediately contacted when a space becomes available.

It is a requirement of the ASAS program that participants and parents/guardians demonstrate their commitment to the rules of the program by signing an agreement that covers the following:

1. Legal Consent and Authorizations
2. Emergency Medical Contacts
3. Medical and Dietary restrictions
4. Other required Documents, Waivers, and Clearances

**Acceptable behavior and citizenship in school and in the program**

The objective of ASAS virtual learning is to provide a positive and safe environment for all participants. Negative behaviors such as cyber-bullying, disruption, or defiance will not be permitted. Any participant exhibiting continuous disruptive behavior will be separated from the program.

**Attendance**

At the time of enrollment into the ASAS program, we will communicate to both youth and their families the expectation for students on attendance. Students and families should follow the guidelines provided and if expectations are not met, the student CAN be separated from the ASAS program. Site leadership will determine if students on a wait list are eligible to replace any students removed from the program. There are exceptions to the attendance rule (e.g., medical situations, extended travel, etc.). In such cases, the students’ parent or legal guardian must have a conversation with the appropriate ASAS staff as soon as possible.

It is the family’s responsibility to notify their local ASAS program if the participant will be absent. If the participant is scheduled to attend and does not report to the program, the site staff will make every effort to verify the absence with the school staff and/or contact the parents/guardians.

All virtual programming content should be housed in Schoology. Schoology will be used to capture participation/attendance in virtual programming, inclusive of synchronous and asynchronous programming.

* Synchronous virtual programming should have a correlated course within Schoology, with students enrolled and daily attendance tracked. Attendance should be recorded directly in Schoology live during the activity.
* Asynchronous virtual content should be housed within Schoology so that engagement can be documented and easily aggregated with national data. Schoology provides a variety of options for tracking engagement with asynchronous content that can be adapted as needed.
* Effectively tracking engagement should be considered at any point that content is shared with students, and if an option to track engagement does not seem immediately apparent, consultation from the National Programs and Evaluation team should be pursued.

**Virtual Re-Entry Protocols**

The following procedures should be applied to ensure student safety if students should have to re-enter a virtual meeting space after ASAS virtual programming has begun.

* If applicable, late arriving students are accounted for in daily attendance records and roster checks.
* Same rules (e.g., accepted from waiting room, confirming student identity) will apply if students need to re-enter the virtual platform.

# VI. Cost of the Program

There is no cost to be a participant in ASAS virtual learning program. However, there may be some at-home projects (e.g., cooking, arts and crafts) where students may want to purchase additional items. It will never be required for families and/or students to purchase materials; ASAS staff and programmatic partners will be trained and able to help students find substitute materials that are already in the home. ASAS and ASAS programmatic partners may provide additional funds to support project materials.

# VII. Collection of Funds

No monies shall be collected from students for fundraising purposes during the ASAS Virtual Learning Program without **prior written approval** from the Executive Director and School Principal. Proper fundraising forms must be submitted. This includes any virtual fundraising events such as social media posting, dances, competitions, raffles, fairs, coin collection drives, etc.

Approved fundraising must follow the established protocol:

1. Send out Parent letter via electronic communication;
2. Document all received funds on collection sheet
3. Funds reviewed and verified by Program Manager
4. Submit collected funds to ASAS program office and reviewed and verified by each school’s Site Coordinator

VIII. Responding to the Media

Staff will not comment on any questions given from the media, news reporter, or the public. Only designated ASAS representatives are permitted to comment on media issues involving the program. The following steps should be taken by ASAS staff if a media inquiry is made:

* Politely tell the media that staff focus must be maintained on program participants and sequentially refer the media representative(s) to the chapter Executive Director.
* Immediately notify the Site Coordinator and Program Manager (who will notify their local ASAS Executive Director) should the situation appear that an immediate response is needed to media requests.
* Only the Executive Director will comment on behalf of ASAS.
* If a local Executive Director is not present to answer press inquiries, the ASAS National office will assume the role of communicating with the press/media.
* In extreme cases or situations, the ASAS National office will assume the role of media contact throughout the duration of said event or circumstance.

3

Section Three:
Staff Policies and Expectations

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

W

hen working with participants in our programs, it is important for staff to remember that we know very little about participants’ lives. We do not know the situations they have survived, nor do we know their capacity for relationships. It is important for staff members to maintain boundaries with students and practice safe operating procedures. The following procedures must be observed during virtual instructions and meetings to protect both ASAS participants and staff.

# I. Dress Code

Our organization’s professional atmosphere is maintained, in part, by the image that employees present to our students, schools, communities, and the public at large. We require that all employees utilize good judgment in determining their dress, grooming, and general appearance while providing virtual ASAS programming. Our families, schools, and communities have every right to expect employees to be neat, clean, and professional. Staff should dress as if they were traveling to site even when a class is being offered virtually. The following are some guidelines for employee dress:

* Appropriate attire must be worn in all ASAS virtual programming (e.g., polo, t-shirt, sweater); ASAS attire is preferred but not required.
* Extreme fashion styles/trends should be reserved for non-working hours;
* No torn, frayed, faded, soiled or wrinkled garments;
* No garments or items advertising lifestyles not consistent with the Company and its purpose (i.e. alcohol, drugs, etc.);
* No cut-off shorts, bare midriffs, mini-skirts, halters, shorts above mid-thigh, high heels, tank tops, excessively baggy pants, jeans/pants with holes in inappropriate places and transparent leggings;
* No revealing garments (too tight, too short, low cut, see-through, etc.);
* Visible tattoos should be discussed and addressed on an individual basis
* Employees must wear appropriate attire during scheduled worked hours, meetings, and trainings.

All school or district dress code policies supersede the foregoing. The Chapter Executive Director has final responsibility for the standards, reputation, and appearance of ASAS employees. The Executive Director will resolve questions of judgment regarding dress and/or appearance.

# II. Off-Site Physical Environment

Because ASAS staff’s physical environment may be “on camera” and visible to students and other participants, ASAS staff must ensure an environment that projects an appropriate image, relative to the age of the student being instructed, when virtually teaching off-site. Staff must guarantee that none of the following paraphernalia is visible to or heard by others in the virtual learning environment:

* Posters, images, clothing, music, or language that promotes violence, drugs, alcohol, or other illicit behaviors.
* When screensharing, inappropriate websites, images, or tabs.
	+ It is recommended that any internet tabs or pages that are unrelated to the class are closed prior to the start of virtual learning.
* Family members, friends, or roommates who are not employed or approved by ASAS.

If any of the aforementioned becomes visible while facilitating, the ASAS staff member should immediately turn off the video, adjust the angle of the video, and/or mute the audio as appropriate to address the issue.

* The co-facilitator should be ready to step in and take over the course to keep the program moving.
	+ If either the primary or secondary facilitator must leave the class, an ASAS staff member (such as the Program Manager/Director) must immediately join the class.
	+ If no second ASAS staff is available to join, the class must be ended.

III. Communication with Students

In order to create a psychologically and emotionally safe virtual environment for all participants, ASAS staff must follow the communication standards listed below.

* In alignment with our “Never Alone” policy, ASAS staff may never be alone with an individual student at any point during virtual programming. Every class must have at least 2 adults present and active; facilitators should wait to open the class or virtual meeting until both adults are able to join simultaneously.
* ASAS staff may not directly contact students using personal communication devices/apps (e.g., cell phone messaging, Whatsapp). Instead, an ASAS approved or School District communication platform must be utilized (e.g., Schoology).
* In alignment with our “Never Alone” policy, ASAS staff should not have one-on-one conversations with students on any platform (even ASAS/School District approved platforms). If an ASAS staff member needs to directly contact a student via the platform, a second adult must be copied/added into the conversation.
	+ If a student directly contacts a staff member via the virtual learning/communication platform, a second staff member must be added to the conversation immediately.
	+ If a student directly contacts a staff member via personal communication devices / apps (e.g., texts to personal cell phone), staff should move the conversation to an ASAS approved platform and copy a second adult.
* ASAS staff may not give out any personal contact information to students (e.g., phone number, email address, social media handles, physical address).
	+ Sometimes, ASAS participants may ask employees to become their "friend" or “follower” on social media sites. This is prohibited.
	+ ASAS staff is prohibited from "friending" or “following” any participant under the age of 18 on any social media site, except on official ASAS-sponsored or approved sites.
* Staff members are not allowed to interact with participants in non-All-Star activities after program hours.

### IV. Communication with Parents

As ASAS staff, we are partners with parents/guardians of our students in providing the best care possible for children during after-school hours.

Parents lead demanding lives and deserve our respect and support. Part of our professional responsibility in assisting our students is to develop positive relationships with parents. It is important to provide regular communication with parents, keeping in mind that praise should occur twice as much as constructive criticism/negative reports.

It is also important to try in all possible ways to answer questions that parents have about their child. Any staff member who is unsure of how to handle a request from a parent, or a particular situation, must speak with their supervisor.

### Communication Guidelines

* Always be professional, enthusiastic and positive. You are not in the position of passing judgment on the parent/guardian.
* Actively listen carefully to the parent’s requests or statements.
* Do not compare children or situations.
* Maintain confidentiality.

# V. Protecting Student Information

ASAS staff hold special responsibility for protecting our students while in the virtual space. Staff must follow the following guidelines, which are aligned with the requirements of the Family Educational Rights and Privacy Act (FERPA), in order to protect students’ personal identifying information.

* ASAS staff may not take or post images/videos/screengrabs of students or their parents/guardians to the web or to personal social media sites.
	+ Any photos or videos taken during class must serve a specific purpose (e.g., grant reporting, chapter social media posting) and must only include participants who have given written consent for video and photo release.
	+ Any photo or video taken of staff or students must hide all personal identifying information (e.g., name, location, age) before being shared.
	+ Staff and students must be alerted if any photos or videos are taken during virtual classes and participants reserve the right to revoke photo and video consent. Any revocations must be made in writing to the chapter Program Manager/Director.
	+ Any photo, audio, video or recordings taken of students that contains personal identifying information must be stored in the ASAS cloud and must be deleted off personal laptops, phones, and hard drives.
	+ Only official ASAS social media accounts (site, chapter, or national) or marketing materials may use images or videos of ASAS virtual learning.
		- Under no circumstances should an ASAS staff member post any photo or video taken of ASAS classes or students to their personal social media accounts.
* ASAS staff must follow FERPA guidelines and may not disclose student information or records to anyone other than authorized ASAS staff members.
	+ Tips to stay FERPA compliant while off-site:
		- Avoid verbally using student’s full names or any identifying information;
		- Whenever possible, move away from non-ASAS staff if you need to share or discuss any student’s personal identifying information (e.g., date of birth, home address) or educational records;
		- Only save documents containing student personal identifying information or educational records on the ASAS cloud; no information should be saved on personal laptops, cell phones, or hard drives.
		- Only share student personal identifying information or educational records through encrypted and approved ASAS communication platforms (ASAS SharePoint, ASAS email, Schoology).

# VI. Virtual Classroom Management

Facilitating and teaching in the virtual world demands intentional, flexible, and creative classroom management. However, many principles and best practices in a physical environment may be adapted to the virtual environment.

* ASAS staff must create an emotionally, mentally, and psychologically safe space for students to fully engage in the learning environment.
* ASAS staff should empower students to utilize flexible seating and movement during virtual class, as long as it is not a distraction to others. For example, if a student wants to participate in class while standing or needs to walk around, they should feel free to do so. If the instructor or other participants feel it is a distraction, the instructor may ask the student to mute their microphone or turn off their camera; the instructor may also mute them or turn off their camera.
* ASAS staff **cannot** require students to share, display themselves, or be visible through video. Facilitators can encourage students to share, display themselves, or be visible through their video, but to protect students’ psychological and emotional safety, students can choose to turn their video on and off at will (as long as it is not a distraction to others).
	+ If the instructor or other participants feel that a student turning their camera on/off is a distraction, the instructor may ask the student to leave their camera on or off; the instructor may also turn on or off the student’s camera.
	+ Many chapters and sites utilize video to ensure the correct participants are joining the call as a safety protocol. If a student does not feel comfortable sharing their video, they must contact the facilitators prior to the class to arrange to join the course a few minutes early to show their video to the facilitators. Students may contact their facilitators through approved ASAS communication platforms. Both facilitators must be present as no staff can be one-on-one with a student.
		- It is recommended students contact facilitators at least 15 minutes prior to class.
		- If a student does not contact facilitators before class to ask for accommodation and does not share, display themselves, or become visible at the start of class, the student may be removed from the class for that day.
* ASAS staff must accommodate, to the best of their ability, different learning styles and exceptional learners’ needs; staff should work to incorporate multiple learning styles into each lesson. If unsure of how to accommodate students’ needs, please contact your ASAS supervisor.
	+ Each child has their own special contributions to make and it’s up to the staff to help create ways for them to succeed.
	+ The learning styles are:
		- Visual (Spatial) – images, diagrams, color coding
		- Aural (Auditory) – music, listening to the information
		- Verbal (Linguistic) – writing, speaking, mnemonics
		- Physical (Kinesthetic) – hands-on-learning, physical activity
		- Logical (Mathematical) – patterns, classifying and grouping information
		- Social (Interpersonal) – socializing with other, collaboration
		- Solitary (Intrapersonal) – independent, introspection
	+ Examples of exceptional learners are those with:
		- Autism Spectrum Disorder
		- Deafness/hearing impairment
		- Blindness/visual impairment
		- Emotional needs
		- Intellectual disabilities
		- Learning disability
		- Traumatic brain injury
		- Development delay disorders
		- Gifted and talented
* ASAS staff must monitor video and chat during online learning and report any suspected online bullying, hate crime, or threats of violent behavior.
	+ This includes name-calling, hate speech, profanity, sharing of unauthorized photos or information of others, and/or any other negative and disturbing exchanges between students. More information on cyber-bullying can be found under Section 4.1 (page 30).
	+ If online bullying behavior is suspected or observed during live instruction or on chat functions, staff should:
		- If during live instruction, immediately mute and/or turn off the video of the participant(s) who are instigating the cyber-bullying.
		- In all cases,
			* Facilitator should notify chapter leadership by completing an Accident/Incident [**report form**](https://afterschoolallstars.sharepoint.com/%3Ab%3A/g/program/ESScPAXmv6ZGoJASwB5hFNcBxRfSApJ9G1Agqy-6k8BkcA?e=tQXTKw) and virtually submitting it to their local ASAS chapter main office by the end of the day of the incident.
			* ASAS chapter office must submit report to National HR team by the end of the day of the incident.
			* HR will lead an investigation into the reported incident.
				+ HR will provide chapter with investigation steps.
				+ HR has the right to request any saved chats or video recordings.
				+ Dependent on the severity (e.g., threats of violence or hate crime) of the situation, ASAS may contact law enforcement.
			* After debriefing incident with HR and chapter leadership, HR and/or appointed parties will contact parent/guardians and/or appropriate parties to discuss incident and potential consequences (up to and including removal from program).
* ASAS staff must save all learning management platform chats if enabled (e.g., Zoom, Google Meet, Google Classroom).
	+ Upon class or meeting completion, course facilitators should immediately read the transcript to look for potential incidents, concerns, and/or cyberbullying.
		- Transcripts should be uploaded into the ASAS cloud and not kept on private computers, phones, hard drives, etc.
	+ Chapter leadership should perform frequent transcript spot checks across courses.
* ASAS staff should show genuine interest in every participant and avoid favorites.
* Staff should be consistent. Youth are quick to spot inconsistencies.
* Staff should show confidence in the participant’s abilities to develop self-control and accept responsibilities.
* ASAS staff should encourage open conversations and stay present for difficult conversations.
	+ If staff member does not feel equipped to discuss a difficult topic with participant, the staff member should connect the student with another ASAS staff member.
* ASAS staff should promote participation, learning, and enjoyment over competition and be enthusiastic about activities.

VII. Discipline and Rules

Discipline in ASAS is used as a learning opportunity, rather than a punitive experience. The approach is preventative and is based upon respect for the participant’s personal rights. The goal is:

* To teach self-control.
* To enable the participant to become responsible for themself and all areas related to school and their community.
* To teach the participant to become self-sufficient.
* To teach the participant to respect themself and others.
* To enable the participant to understand that they cannot disrupt positive experiences for others enrolled in the program.

Any disciplinary action taken is to be age-appropriate, clear, have reasonable expectations, and positively reinforce appropriate behavior, while having logical consequences for inappropriate behavior.

* ASAS staff must use best judgment when identifying disciplinable incidents and disciplinary actions.
	+ Staff have the responsibility to correct inappropriate behaviors while using best judgement in corrective actions.
	+ Staff must consult with their supervisor on additional disciplinary actions.
* ASAS staff must not use verbal and/or emotional aggression that is considered emotionally or psychologically dismissive, demeaning, or abusive (e.g., use of expletives, put-downs, name calling) when addressing students and/or student behavior.
* In the event of a reported mental, emotional, or psychological child abuse incident in the virtual environment involving a staff person or volunteer, the supervisor will suspend the person from all activities involving the supervision of participants. Such suspension of the employed staff will be without pay until the person is cleared or allegation(s) are proven.

In addition, ASAS staff should *consult with the school administration to determine what the school discipline policy is and how the after-school program can complement the regular school day procedures.* All ASAS staff should receive ongoing training regarding disciplining student behavior.

Rules and Agreements can be established by involving children in the making of rules. Allowing children to help in creating rules and agreements allows them to better understand such guidelines and the consequences that result from not abiding by them.

Rules and Agreements may vary slightly from course to course, but each course must use a positive approach to discipline when stated rules are broken. Behavior problems are recorded in writing and plans for corrective action are noted. Parents are notified if an inappropriate behavior persists:

* If a child continually misbehaves, the facilitator may separate the child from the program.
* If a child acts in a way that creates a risk of harm and/or health to themselves and anyone else, the facilitator may immediately separate the child from the program.

Reasons for disciplining a participant:

* Participant continuously disrupts group during virtual instruction.
* Participant physically, emotionally, mentally, or psychologically harms other children.
* Participant harms themself.
* Participant is continuously unable to adhere to classroom standards.
* Participant persistently shows socially unacceptable behavior.

Steps in disciplining a participant:

* Approach the situation immediately when appropriate.
	+ Staff should not engage with student(s) involved one-on-one; a second ASAS staff member must be copied and/or present in any disciplinary correspondence (written, phone calls, video calls, etc.).
* Explain that exhibited behavior(s) and/or action(s) are not appropriate or tolerated.
	+ Staff should remind student(s) of their agreement to respect themselves, their peers, and the ASAS staff.
* Explain the consequences of the behavior to the student.
* Ask participant(s) to state/acknowledge why their behavior or actions are not acceptable.
* If participant does not acknowledge their inappropriate behavior and refuses to refrain from such behavior, contact your chapter supervisor or designated staff request that the Site Coordinator and/or Program Manager follow-up.
* If necessary, complete an Accident/Incident **report form** and virtually submit it to your local ASAS chapter main office by the end of the day of the incident.
	+ Staff should collect as much information as possible regarding the incident.

General standards of discipline:

* ASAS staff should not interfere with another ASAS staff engaged in disciplining a participant unless asked to assist or to stop inappropriate disciplinary actions.
* The individual disciplining the student will be consistent in word and actions.
* Never discuss the problems of a participant with other parents.
* Participants should never be intentionally embarrassed in front of peers.
* Do not discipline an entire group for the misbehavior of a single student.
* Staff should remain calm and in control of their emotions and behaviors while disciplining.
	+ While many situations must be dealt with immediately, it is expected that ASAS staff communicate with students in a non-threatening manner.

# VIII. Child Abuse and Mandated Reporting

**All ASAS staff are required to participate in Child Protection Training**, which shall include, but not be limited to how to prevent child abuse, identify abuse, respond to an abuse allegation, and report a reasonable suspicion of child abuse.

All ASAS staff members are mandated reporters, meaning if ASAS staff has knowledge of or reason to believe that a child has been abused or neglected, the staff member is legally responsible to report it. The staff member’s knowledge or belief generally may be based on something the staff member directly observes, such as an uncomfortable or inappropriate behavior between their student(s) and an adult in the student’s home, or on a report or disclosure by a student describing behavior that could reasonably be construed as abuse or neglect. The specific standards for when a report is required vary from state to state, but in no case is it required or expected that the mandated reporter be able to “prove” that abuse or neglect has occurred.

If a student confides in you or tells you that they have been abused:

* Exhibit calming voices, behaviors, body language, and facial expressions.
* Listen intently to the information shared to help the child feel safe and obey the no one-on-one contact (never alone) policy.
	+ If a student directly contacts you, ask them to identify a second adult they are comfortable sharing with and invite that adult into the conversation.
* Use supportive language (e.g., “Thank you for trusting me with this information”) when addressing the student.
* Avoid passing judgment or blame while addressing the student.
* Inform the student that you must report the allegation to your Program Director/Manager and Executive Director.
* Respect the child’s privacy. Keep the information confidential and share it only with your Program Director/Manager, Executive Director, and official agencies.

ASAS staff must report to local law enforcement or to their local child protective agency any good-faith suspicion or belief that any child is or has been:

* Physically or sexually abused.
* Physically or emotionally neglected.
* Exposed to any form of violence or threat.
* Exposed to any form of sexual exploitation, including the possession, manufacture, or distribution of child pornography, online solicitation, enticement, or showing of obscene material.

No person may abdicate this reporting responsibility to any other person.

**Reports shall be made according to applicable state’s laws, which typically require a report to made within 24-48 hours, and in keeping with your specific ASAS program’s Abuse Reporting Policy.**

**In addition to reporting to local law enforcement or the local child protective agency, ASAS staff should immediately report any good-faith suspicion of child abuse or neglect to their Program Manager and their local ASAS chapter Executive Director.**

ASAS staff should not discuss suspicions or allegations with other staff members except with their Program Manager/Director and/or local ASAS chapter Executive Director. Reporting child abuse or violations of ASAS Youth Protection policies is not being a “tattle-tale.” Reporting suspected violations and child abuse will help prevent harm to ASAS students and possibly many other children.

For more information on reporting abuse and/or neglect, please see your state’s reporting statutes on the Child Welfare Information Gateway website at

[www.childwelfare.gov/topics/systemwide/laws-policies/state/](http://www.childwelfare.gov/topics/systemwide/laws-policies/state/).

# IX. Use of ASAS Technology

ASAS staff understand that the laptop and other technology equipment assigned to the employee remains the property of ASAS. The laptop and technology use and security policy outlined below will guide use of this productivity tool.

* Employee may only use the laptop and other office equipment appropriately and for ASAS purposes only; ASAS may monitor or audit the use of its technology equipment, and employee must surrender any equipment assigned to them upon demand by ASAS.
* Employee is responsible for the safety and security of the laptop and equipment assigned.
* If stolen or lost, employee must immediately notify their supervisor and file a report with the police under the guidance of their supervisor.
* Employee is expected to protect their laptop from damage and theft, and will be responsible for damage or theft that takes place off ASAS property.
* Employee must not install any software on the laptop assigned to them or on any other ASAS computer or technology equipment without the consent of their supervisor.
* Employee is responsible for the general care of equipment assigned to them and keeping it in good working order; employee should report to ASAS technology department any software and hardware malfunctions or needed repairs.
* ASAS is responsible for providing the employee with appropriate and adequate software (Virus Protection, Microsoft Office, Updates & Renewals).
* Employee must return their laptop and other office equipment if they resign, or are planning to leave ASAS.

# X. Additional Staff Policies

ASAS staff must employ professional behavior in the virtual space and refrain from any of the following unacceptable conduct:

1. Violation of ASAS policies prohibiting discrimination, harassment, or retaliation;
2. Excessive absenteeism and/or tardiness;
3. Failure to adhere to dress standards;
4. Possession of or being under the influence of alcohol or illegal drugs or vaping / smoking
5. Refusal to follow directives of ASAS supervisors and/or similar
insubordinate or disrespectful behavior;
6. Falsification or omission on an employment application; personnel record; vouchers; timecards; or other ASAS records;
7. Misuse of ASAS funds, property, or records;
8. Possession of or threat to use weapons, firearms, or explosives;
9. Unacceptable job performance or disruptive conduct in the workplace or conduct that hinders the performance of others or creates a hazard;
10. Unexcused absence from duty;
11. Conducting personal affairs on ASAS times;
12. Gambling or conducting unlawful games of chance on ASAS premises, including virtual spaces;
13. Refusal to work overtime when reasonable request is made;
14. Unauthorized and/or excessive use of ASAS telephones, technology, or property;
15. Engaging in rude or discourteous conduct towards other staff, parents, students, employees, or the public;
16. Violation of any other ASAS policy or procedure;
17. Excessive and/or unauthorized overtime;
18. Failure to report all and every case of suspected child abuse to a government agency or a manager

4

Section Four:
Student Policies and Expectations

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

ASAS participants are expected to practice personal safety and respect for others as they learn and connect with the All-Star community of teachers and students.

# Online Behavior

* ASAS students should be dressed appropriately. It is encouraged that they dress as if they were attending school.
	+ ASAS suggests students follow their school dress code guidelines when attending ASAS virtual programming.
* ASAS students must respect the learning environment.
	+ ASAS students should use respectful language at all times (both spoken and written). Profanity, hate speech, derogatory remarks, name-calling, and other such behavior will not be tolerated.
	+ ASAS students should not post anything on the learning platform that could hurt others or have a negative effect such as images, someone else’s social media postings, or inappropriate chat messages.
	+ ASAS students must respect others’ (teachers, guests, other students) voices when others are sharing/talking.
	+ Students may eat on camera / during virtual programming as long it is not distracting to others in the virtual environment (e.g., calling attention to your food, crinkling chip bags into the microphone, etc.).
		- If the instructor or another participant feels it is distracting, the instructor may ask a student to mute their microphone or turn off their camera; the instructor may also mute the student or turn off their camera.
	+ Students should feel free to move around and utilize flexible seating during virtual learning sessions as long as it is not distracting to others and students feel they are able to focus.
		- If the instructor or another participant feels the student’s movement is distracting, the instructor may ask the student to mute their microphone or turn off their camera; the instructor may also mute the student or turn off their camera.
* Cyber-bullying is not acceptable and will not be tolerated. Students who are perpetrators of bullying behavior will be asked to leave the day’s class or may be suspended from the ASAS program.
	+ Cyber-bullying is defined as the use of electronic communication (texts, apps, and chats on cell phones, computers, tablets) to bully a person, typically by posting, sharing, or sending messages of an intimidating or threatening nature. This also includes sharing personal or private information about someone else causing harm or embarrassment.
	+ Examples of cyber-bullying include, but are not limited to:
		- Name-calling (spoken or written)
		- Sending mean, intimidating, or threatening messages via chat or text
		- Sending anonymous messages of any kind
		- Posting unwanted pictures of classmates, teachers, or guests
		- Using racist, profane, pornographic, sexually oriented, or obscene language or materials (spoken or written)
		- Encrypting communications so as to avoid security review or monitoring by the system administrator
		- Purposely engaging in activity that may harass, threaten, defame, slander, libel, malign, or abuse another (individual or group)
		- Forgery or attempted forgery of electronic messages; attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail
	+ If you are a victim of cyberbullying or suspect cyberbullying is happening to a classmate, please alert your facilitator immediately.
* Behavior problems are recorded in writing and plans for corrective action are noted. Parents are notified if an inappropriate behavior persists:
	+ If a student continually misbehaves, ASAS staff may separate the student from the program.
	+ If a student acts in a way that creates a risk of harm and/or health to themselves and anyone else, ASAS staff may immediately separate the student from the program.

# II. Digital Safety and Data Protection

* ASAS students should not give out personal information (e.g., address, cell phone number, email address, full name) to anyone online while in ASAS virtual programming.
* ASAS students should develop good digital citizenship skills when being online. They should be careful about opening ads or e-mail from unfamiliar addresses.
	+ Students should only open links from verified websites or shared by ASAS staff members.
* ASAS students should protect their virtual learning passwords for platforms such as Zoom or Google Classroom. They should not give them to anyone outside of parents/guardians.
* ASAS students should never arrange to meet privately online or in-person or in a private online session with ASAS staff or any other adult interacting with them during their virtual learning classes/activities.
	+ If someone asks a student to meet privately online or in-person, the student should immediately notify their parent/guardian and ASAS Program Manager/Director. Students should include information on who tried to meet with them and any proof of communication. Students should not respond to the person who asked them to meet.
* Out of respect for the privacy and safety of all participants, students must not take screenshots, pictures, or recordings of virtual classes to protect the privacy of others.
* ASAS encourages students to join virtual classes with video to increase engagement and participation and as a preventative safety measure.
	+ If student or student’s parent/legal guardian is uncomfortable with student sharing video, student should communicate with program facilitator or Program Manager/Director prior to class.
		- In this case, student or their parent/guardian will be asked to log-on to class early to share their video with just the program staff to confirm student’s identity; student will then be able to turn off video for class.

5

Section Five:
Parent/Guardian Policies and Expectations

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

Our All-Star parents and guardians play an important part in helping their children experience a safe and positive online learning environment. ASAS wants parents and guardians to be aware of what it means to be an ASAS virtual learner in order to better partner with them in providing virtual learning programs.

I. Parent/Guardian Program Procedures

* ASAS requires parents/guardians to give signed approval via an ASAS virtual learning application for their child’s participation in ASAS virtual programs.
	+ Even if students were registered for onsite programming during the 2019-2020 school year, parents must register their students for virtual programming, which is inclusive of virtual learning waivers. Students who are not registered for virtual learning may not participate in online instruction.
	+ Starting in Fall 2020, application forms, registration forms, and waivers will include on-site and virtual learning environments.
* ASAS encourages parents/guardians to discuss responsible, inclusive, and appropriate virtual learning behaviors with their child.
	+ Please see the section on Discipline and Rules (Section 3.7, page 22) and the Cyber-bullying policy (Section 4.1, page 30) to understand online behavior expectations for students and potential consequences for students.
* ASAS encourages parents/guardians to support their child’s participation by reminding them of class schedules and discussing ASAS virtual learning projects and/or activities.
* Parent/guardians are invited to join/participate in their child’s classes and activities at any point during the ASAS virtual learning experiences.
	+ Any parent/guardian has the right to enter and inspect any ASAS online virtual meeting their child is attending - **without advance notice to ASAS staff**. ASAS staff may ask for parent/legal guardian to present identification (such as a government issued identification card). The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect.
	+ The law authorizes the person in charge of the program to deny access to a parent/guardian under the following circumstances:
		- The parent/guardian is behaving in a way that poses a risk to participants in the program.
		- The adult is a non-custodial parent and the program has been requested, *in writing and with proper authority*, by the custodial parent not to permit access to the non-custodial parent.
	+ In the event the parent/guardian is unhappy with the program, an authorized representative of the program (Facilitator, Site Coordinator, Program Manager/Director) should inform the parent/guardian of the provisions of law regarding complaints. These provisions include, but are not limited to, providing the address and telephone number of ASAS main office, and ensuring that the parent/guardian’s case remains confidential.
* A parent/guardian’s home environment might be subject to viewing by ASAS staff and students and/or external guests during video communication sessions.
	+ ASAS asks parents/guardians to ensure that none of the following paraphernalia is visible to or heard by others in the virtual learning environment:
		- Posters, images, clothing, music, or language that promotes violence, drugs, alcohol, or other illicit behaviors.
	+ ASAS asks parents/guardians to stay mindful of communication with youth during ASAS live virtual learning sessions.
* Guests from outside organizations approved by ASAS may join live video classes or participate in pre-recorded videos.
	+ Parents/guardians who have any concerns about an external guests should be directed to the chapter’s Program Director/Manager and/or Executive Director.

II. Accommodating Students

* Students may be engaging in live video communication with All-Star staff members and/or receive prerecorded videos.
	+ If parents/guardians do not give consent for their student to share, display themselves, or be visible through video, an ASAS staff member will coordinate with the parent/guardian on alternative strategies to confirm the participating student’s identity prior to the start of virtual instruction.
* ASAS encourages parents/guardians of exceptional learners (e.g., Autism Spectrum Disorder, deafness/hearing impairment, blindness/visual impairment, emotional needs, intellectual disabilities, learning disability, traumatic brain injury, development delay disorders, gifted and talented, etc.), to contact their chapter’s Executive Director and/or Program Manager/Program Director.
* Parents should inform program staff of any food allergies or other medical conditions that might affect a participant during the program.
* Students might use materials and supplies from home during virtual learning classes. These include food supplies for cooking classes, supplies for DIY activities, and other items.
	+ Parents/guardians are encouraged to alert ASAS staff if there are any issues or concerns related to the use of such supplies from home.

III. Communication with ASAS Staff

* ASAS encourages parent/guardians to contact ASAS staff via phone calls, video calls, or email to discuss their child’s participation in ASAS virtual programming.
	+ ASAS program staff is available during the week to allow for parent conferences. These are encouraged to discuss any student’s participation in the program if the need arises.
* Parents should communicate any changes that may impact his/her child that were not initially noted on the ASAS Program Application.
	+ It is the parent’s responsibility to keep their emergency information current, including additions and/or deletions of authorized adults to sign out their child. It is imperative that changes in emergency contacts, including phone numbers, be kept updated to ensure notification from staff in case of emergency.

IV. Parent Conflicts & Program Separation

There are certain written and/or verbal behaviors and/or actions exhibited by the parents/guardians of program participants during virtual programming that may require students to be separated from the ASAS program. These include but are not limited to:

* Failure of parent/guardian to cooperate with ASAS staff where such failure disrupts the safe and efficient operation of program;
* A pattern of conduct that disrupts the smooth and efficient operation of the program.
* Behavior by parents/guardians that creates unsafe and negative program experiences both for their own child(ren) and/or of other participating ASAS students and staff. Such behaviors include, but are not limited to:
	+ Use of Profanity
	+ Demeaning and/or public embarrassment of youth(s)
	+ Being under the influence of drugs and/or alcohol
	+ Use of aggressive or violent behavior/language
	+ Confrontational/bullying behavior with ASAS staff and/or external guests
	+ Refusal to abide by the organization’s Program Procedures (see section 5.1, page 34)

V. When Parents Want to Get Involved

Many parents will offer to assist the program. Most of the time, the parent has some idea of how they want to contribute their time to the program. Below is a list of ideas for a parent asking to help or volunteer in the ASAS program:

* Attend parent meetings and conferences;
* Discuss activities and enrichment with the students at the end of the day;
* Review/assist with student homework assignments;
* Donate items or materials to the program.

6

Section Six:
External Guests / Programmatic Partners Expectations and Policies

**HELPING YOUTH**

**SUCCEED**

**IN SCHOOL & LIFE**

ASAS external guests are expected to practice personal safety and respect for others as they learn and connect with the All-Star community of teachers and students when joining a live virtual class or a prerecorded video.

I. Online Behavior

* Guests should be dressed in appropriate attire (e.g., t-shirt, polo, sweater). ASAS requires that all guests utilize good judgment in determining their dress, grooming, and general appearance to present a consistent, professional image.
* Guests must ensure an age-appropriate environment when teaching from home.
	+ Posters, images, music, language, or clothing that promote violence, drugs, alcohol, or other illicit behaviors are not acceptable.
* Guests must employ professional behavior in the virtual space and refrain from unacceptable conduct:
1. Violation of ASAS policies;
2. Possession of or being under the influence of alcohol or illegal drugs;
3. Misuse of ASAS funds, property, or records;
4. Possession of or threat to use weapons, firearms, or explosives on ASAS virtual space and property;
5. Unacceptable job performance or disruptive conduct in the workplace or conduct that hinders the performance of others or creates a hazard;
6. Gambling or conducting unlawful games of chance on ASAS virtual space and property;
7. Engaging in rude or discourteous conduct towards students, volunteers, employees, or the public.

# II. Protecting Student Information

ASAS guests hold special responsibility for protecting our students while in the virtual space. Guests must follow the following guidelines, which are aligned with FERPA, in order to protect students’ personal identifying information and create an emotionally and psychologically safe space.

* ASAS guests may not take or post images/videos/screengrabs of students or their parents/guardians to the web or to personal social media sites.
	+ Any photos or videos taken during class must serve a specific purpose and must only include participants who have given written consent for video and photo release.
	+ Any photo or video taken of staff or students must hide all personal identifying information (e.g., name, location, age) before being shared.
	+ Staff and students must be alerted if any photos or videos are taken during virtual classes and participants reserve the right to revoke photo and video consent. Any revocations must be made in writing to the chapter Program Manager/Director.
* ASAS guests must follow FERPA and may not disclose student information or records to anyone other than authorized ASAS staff members.
	+ Tips to stay FERPA compliant while off-site:
		- Avoid verbally using student’s full names or any identifying information;
		- Whenever possible, move away from non-ASAS staff if you need to share or discuss any student’s personal identifying information (e.g., date of birth, home address) or educational records;
		- No information containing student personal identifying information or educational records should be saved on personal laptops, cell phones, or hard drives.
		- Only share student personal identifying information or educational records through encrypted and approved ASAS communication platforms (ASAS SharePoint, ASAS email).
* ASAS guests must accommodate, to the best of their ability, different learning styles and exceptional learners’ needs.
	+ Each child has their own special contributions to make and it’s up to the class facilitators to help create ways for them to succeed.
	+ The learning styles are:
		- Visual (Spatial) – images, diagrams, color coding
		- Aural (Auditory) – music, listening to the information
		- Verbal (Linguistic) – writing, speaking, mnemonics
		- Physical (Kinesthetic) – hands-on-learning, physical activity
		- Logical (Mathematical) – patterns, classifying and grouping information
		- Social (Interpersonal) – socializing with other, collaboration
		- Solitary (Intrapersonal) – independent, introspection
	+ Examples of exceptional learners are those with:
		- Autism Spectrum Disorder
		- Deafness/hearing impairment
		- Blindness/visual impairment
		- Emotional needs
		- Intellectual disabilities
		- Learning disability
		- Traumatic brain injury
		- Development delay disorders
		- Gifted and talented

# III. Communication with Students

In order to create a psychologically and emotionally safe virtual environment for all participants, ASAS guests must follow the communication standards listed below.

* ASAS guests may never be alone with an individual student at any point during virtual programming. Every class must have at least 2 adults present and active, inclusive of 1 ASAS staff member; facilitators should wait to open the class or virtual meeting until both adults are able to join simultaneously.
* ASAS guests may not directly contact students using personal communication devices/apps (e.g., cell phone messaging, Whatsapp). Any necessary communication must be through ASAS staff on ASAS approved platforms.
* In alignment with our “Never Alone” policy, ASAS guests should not have one-on-one conversations with students on any platform (even ASAS/School District approved platforms). If an ASAS guest member needs to directly contact a student via the platform, a second adult must be copied/added into the conversation.
	+ If a student directly contacts a guest via the virtual learning/communication platform, a second staff member must be added to the conversation immediately.
	+ During ASAS programming, if a student directly contacts an ASAS guest, they should move the conversation to an ASAS approved platform and copy a second adult.
* ASAS guests may not give out any personal contact information to students (e.g., phone number, email address, social media handles, physical address).
* Guests are not allowed to use their association with ASAS to interact with participants in non-All-Star activities or outside of program hours.

In Conclusion

Thank you for reviewing the operational policies and procedures outlined in this manual. After-School All-Stars is committed to presenting youth with a relevant and meaningful after-school experience, but also providing a safe space for staff, students, families, and guests. ASAS students will continue to learn, interact, and discover new opportunities and possibilities under the vigilant and safe supervision of well-trained adults. For any questions concerning the content of this manual and its procedures, please talk to your immediate supervisor.

Please read and sign the closing letter confirming you have read and understand the contents of the ASAS Operations Manual.

Thank you,

After-School All-Stars Program Division and Operations Department

OPERATIONS MANUAL ACKNOWLEDGEMENT AND AGREEMENT

As an ASAS site/chapter, we commit to reviewing the policies and procedures listed in the organization’s Virtual Operations Manual as part of the ongoing ASAS Safe and Healthy Initiative.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Director Name (printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Director Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASAS Chapter/City Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date