

CH VIRTUAL LEARNING

Dear Parents & Families,

We at Collegiate Hall are thankful for your support as we navigate these uncertain times. Our partnership with families is one of our top priorities this year. Communication, feedback, and individualized support is one of the most important parts of students having a successful school year.

This year COVID-19 has forced us to rethink education and we are embracing this challenge and adapting our teaching and learning to meet the needs of students. While we are all learning new skills daily, one thing remains true: we are a family. As a family, we will solve big challenges together and we will emerge even stronger and better than before.

We are prepared to provide a high-quality virtual learning experience for students to ensure the health and safety of all of our students, families, and staff members. One of the biggest strengths of Collegiate Hall has always been our incredible teachers that build strong relationships with students and families and the quality learning materials we have created in house. Our staff has been preparing for students and planning an experience where all students receive strong academic instruction, social emotional learning, and the support necessary to be successful.

The following document is an overview of the Middle School's virtual learning plan for the start of the 2020-2021 school year. We are confident that with your partnership, our family will be able to accomplish great things this year.

ATTENDANCE

Attendance will be taken daily.

On Monday, Tuesday, Thursday, and Friday, students will log on to either a Morning Pride Meeting each morning from 8:30 am - 9:30 am OR an Afternoon Pride Meeting from 2:30 pm - 3:30 pm. Students will only need to attend ONE Pride Meeting (Morning or Afternoon). This check in will serve multiple purposes:

1. to count daily attendance and meet the Oklahoma State Department of Education (ODSE)'s attendance requirements.
2. to provide time for Compass Circles and time to engage in social emotional learning.
3. to give the students the opportunity to socialize with their peers in an appropriate and educational manner.
4. to build community within each pride.

EXACT PATH WEDNESDAYS

On Wednesdays, students must complete their Exact Path work and their weekly attendance survey. This check will serve multiple purposes:

1. to count daily attendance and meet the Oklahoma State Department of Education (ODSE)'s attendance requirements.
2. to provide a reflection time for students
3. to give the school and pride leaders feedback on how virtual learning is going for students and understand each student's specific needs that week.
4. To provide students with targeted practice tailored to their specific level.

If students are having internet connectivity issues, a guardian must contact the school at 918-925-1620 immediately so that the student is not counted absent. If a guardian is not available to call, the student may call but they will be counted absent until we get confirmation from the guardian.

We recommend that students log on to their classes 3-5 minutes early to avoid being late and to ensure they are ready to start pride time on time.

CLASSES

- Each student will be given assignments for each class each day that will be posted on Google Classroom.
- With each assignment, teachers will post a 10-20 minute video to guide the students through the lesson.
- Following the video, students should be able to complete the assigned work within 30 to 45 minutes.
- Each grade level has different expectations for which classes they will need to complete (see chart below).
- Teachers will be hosting office hours to help support students throughout their work.

Grade Levels	Work Expectations
4th - 6th Grade	<u>Class Work</u> <ul style="list-style-type: none">• 55 minutes worth of work <u>Monday, Tuesday, Thursday, Friday</u> for 1) reading, 2) math, 3) science, and 4) intervention(4th grade), writing (5th grade), computer science (5th grade) classes.• 90 minutes worth of work <u>Wednesday</u> in:<ul style="list-style-type: none">○ 1) reading exact path and○ 2) math exact path.• All classwork must be completed and submitted by 5:00 pm <u>daily</u> unless otherwise specified by the teacher and on the assignment.
7th - 8th grade	<u>Class Work</u> <ul style="list-style-type: none">• 55 minutes worth of work <u>Monday, Tuesday, Thursday, Friday</u> for 1) reading, 2) math, 3) science, 4) social studies, and 5) humanities.• 90 minutes worth of work <u>Wednesday</u> in:<ul style="list-style-type: none">○ 1) reading exact path and○ 2) math exact path.• All classwork must be completed and submitted by 5:00 pm <u>daily</u> unless otherwise specified by the teacher and on the assignment.
ALL Grades	All students must attend a 1 hour live pride lesson each Monday, Tuesday, Thursday, and Friday which will cover: <ul style="list-style-type: none">• <u>Compass Badge Work</u>,• <u>PATHS SEL</u> lessons, and• Community building.

OFFICE HOURS

Each student will be given a schedule of office hours that they can attend to get their teachers help on their assignments. Office hours are optional but encouraged so that students can receive the necessary support for their daily work. *There may be times where students will be required to attend office hours due to their specific learning needs so students can receive the appropriate interventions to help them be successful.*

SMALL GROUP INTERVENTION

Students who are not understanding the content, MUST attend the small group their teacher invites them. Small groups are a targeted time where students will get the interventions they need to understand the material. Parents/guardians will be notified when their student has small groups at least 24 hours in advance.

GRADING POLICY

Core Classes (Math, Reading, Science, Social Studies, Humanities, Computer Science)

Category	Description	Percentage of Grade
Classwork	Complete daily classwork and exit ticket required in google classroom each day	50%
Assessments	Exit Tickets, Unit Assessments, Performance Assessments, Final Exams	50%

Exact Path

Category	Description	Percentage of Grade
Classwork	% of completed assignments each week	100%

Core Value

Category	Description	Percentage of Grade
Badge Work	Complete badge work and is prepared for conferences and to share in circle	30%
Circle	Attending and participating in circle	40%

PATHS	Attending and completing PATHS lessons	30%
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TECHNOLOGY

Every student that does not have a device at home is provided with a CH Chromebook and charger. In order to access a Chromebook, a guardian must complete the 5 Step registration process located at www.collegiatehall.org/backtoschool. They must use the CH Chromebook to log on and access all of the videos and classwork assignments. Necessary technology and other instructional materials will be provided free of charge to students

FAMILY ENGAGEMENT

To support you, CH commits to support families with:

- ☐ Creating a home learning schedule for students based on adult support/supervision.
- ☐ Supporting families to check email for teacher and school communication.
- ☐ Ensuring their student has technology or materials to participate in distance learning.
- ☐ Providing technology support real time for students who are having issues with technology or the internet.
- ☐ Setting up a learning station for students at home to complete independent work and log on to class meetings, small group lessons, and teachers' Google Classroom sites.
- ☐ Hosting Family Town Halls regularly during a convenient time for families to allow for parents to ask questions and get support on home learning.
- ☐ Sending out weekly communication through our website, email, text message, phone calls and more to inform parents of important announcements.

BACK TO SCHOOL PICK UP

Families will schedule a time to pick up uniforms, chromebooks, supplies, and complete yearly paperwork in the online orientation.

During this pick up

- Each student will pick up Chromebooks, chargers, and hotspots (if needed) at an assigned time during Back to School Pick Up.
- students will attend a 10 min session where we walk through the following systems:
 - How to log on to their Chromebooks
 - How to access their daily lessons and homework assignments
 - What are the care of technology expectations and responsibilities

When picking up the requisite technology, all students and parents must sign the CH Student and Family Handbook form stating the following:

- They received a copy of the addendum.
- They understand all of the responsibilities and expectations, which includes responsibility and care for CH technology equipment.

Families will also be given a hard copy of CH's Technology Policy at this time.

If families need to check out a hotspot, they will also be required to fill out the CH Hotspot Rental Agreement when picking up the technology.

WEEK 0

Week 0 is typically CH's orientation week at the beginning of the school year. Teachers will teach CH systems and procedures with every student so students are set up for success for the rest of the school year. Week 0 in CH Virtual Learning will have lessons to be able to navigate virtual learning and build community.

VIRTUAL EXPECTATIONS

CH has always strived to create a loving, safe, and structured learning environment. That continues to be our goal even during distance learning. The virtual expectations listed below is a tool to help our team ensure that we are able to maintain this environment despite the online parameters in which we find ourselves. The traditional bonus/deduction system will be modified to best suit virtual learning. The following is a description of virtual expectations that will be utilized during virtual learning:

Virtual Expectations:

1. Wear your Collegiate Hall shirt, or polo for any school zoom call.
2. Enter with your first and last name on your zoom profile.
3. Find a quiet place in your home to participate in the zoom call.
4. Be on time to the zoom call.
5. Don't draw on the screen.
6. Use the chat box only to talk with your teacher or share an answer when prompted.
7. Keep your mic muted unless you're called on/it is your turn to share.
8. Look at the screen and be present

Incentives:

1. Throughout the year, there will be different incentives for students to earn based on attendance, completion of work, showcasing core values
2. Each quarter, students will be able to participate in an auction and a school store
3. Each week, any students that completes all of their work and does not earn a referral reflection will be invited to Friday Fun. During Friday Fun, students will select a fun activity to virtually participate in with peers and an adult.

Dress Code:

1. If a student is out of dress code with a shirt that is appropriate (ex: patterned top), the teacher will give a reminder to the student about dress code expectations. The student will remain in the zoom call.
2. If a student is out of dress code with a shirt that is inappropriate/inappropriate attire, the teacher will turn off their Zoom camera and ask the student to change.

Consequence Ladder:

1. Students will receive a redirection with a specific directions on what to do to fix the behavior.
 - a. *If a student earns a \$10/\$15, it is a removal/reflection referral.*
2. Students will receive a formal warning if they continue to do the action after being redirected.
3. Students will be removed from virtual space and earn a reflection referral if after the formal warning they continue to do the action.

Virtual Bonuses and Deductions	
BONUSES	
1RT	Doing the right thing (following directions, tracking, on time for zoom call, etc)
1SC	Showing courage (Sharing in virtual circle, volunteering first for check in, going first in a game, etc)
1SU	Showing urgency (beating countdowns, first to answer a question in chat, etc)
1WD	Working diligently, turning in excellent work, turning in all assignments
1VR	Voracious reading (talking about books, turning in book summaries)

3IC	Insightful comment (on task, pushes thinking, gives thoughtful resonance)
3GQ	Insightful question (pushes conversation, makes you stop and think, etc)
DEDUCTIONS	
10CD	Major class disruption (behavior that stops class/ causes large disruption)
10DA	Disrespect to adult (rolling eyes, grunting, or arguing about a redirection, yelling, making fun of an adult)
10DS	Disrespect to student (making fun of student, laughing at a student, laughing after or while a student is answering a question, etc)
10FL	Foul language (saying a cuss word or a word that replaces a cuss word like dang, freaking, fuckin, shoot, darn; having cuss word in Zoom name or assignments)
15AD	Academic dishonesty, cheating, copying others classwork or homework, plagiarizing, forging signature, talking during a test, looking around during a test
15UB	Unsafe behavior (Threatening a student or staff member or bullying)

Referral Reflection

If a student earns a referral reflection, the following will take place:

1. A Dean will call family and discuss the incident.
2. A Dean will schedule a time with the family and student to facilitate a reflection conversation via Zoom.
3. A Dean will follow up with that student later in the week to ensure student is finding success
4. The teacher will facilitate a restorative conversation with that student within 2 days of the student earning a referral reflection.

Plagiarism

1. In first week packet, families will receive instructions around citations & plagiarism.
2. During Week 0, pride leaders will review citation expectations and clearly explain plagiarism
3. After Week 0, if a student is suspected of cheating, deans will investigate

4. If a student is found to have cheated/plagiarized, a 15AD will be assigned.

ISS (In School Suspension)

If a student earns a \$15 deduction, the following will take place:

1. A Dean will call family and discuss the incident
2. Student will check in with Dean the next day at 9:30 AM instead of attending Pride Time. During this time, Dean will set them up to do ISS reflection, assignment, and apology on google classroom. Student should complete ISS reflection and assignments by 5 PM that day.
3. A Dean will review the reflection, assignment, and apology and will meet with student and practice giving apology and answering questions. The Dean will ensure student is ready to give apology.
4. A Dean will reach out to affected parties to schedule apology.
5. Student will deliver apology to affected parties.
6. Affected parties will accept or not accept apology. If apology is accepted, student returns to Pride Meetings. If not accepted, dean will follow up with parties who do not accept and set up a restorative conversation with the student and affected parties.

SOCIAL AND EMOTIONAL LEARNING

Circle and Badgework

Collegiate Hall utilizes a social and emotional learning practice called Circle where students work to build community with their peers by building connections, sharing how they are feeling, and appreciating one another. Students will participate in one 60 minute circle a week during either the morning pride meeting block or the afternoon pride meeting block on Zoom. To prepare for these circles, students will complete badgework, a set of activities and questions that help develop skills regarding specific core values, on their grade levels google classroom and be coached at least twice prior to sharing in circle by their pride leader on Zoom. Students will have 30 minutes each week during either the morning pride meeting block or the afternoon pride meeting block to complete this badgework. Virtual expectations for these times are the same as described above.

PATHS

To supplement circle, Collegiate Hall will utilize PATHS, a social and emotional learning curriculum, to continue developing the skills that our students need. Students will participate in 30 minute lessons twice a week on Zoom during either the morning or afternoon pride meeting blocks.

STUDENT SUPPORTS VIRTUAL PLAN

The mission of the CHMS Student Supports Team is to:

- Have effective program planning, implementation, and evaluation of student placement success.
- Have processes that are data-driven (school-based & community-based)
- Have 100% of interventions implemented by teachers and collaborative support team
- Have shared ownership of student growth
- Have intentional and SMART (specific, measurable, achievable, relevant, and time bound) goals and interventions

Students on Individualized Education Program/Plans (IEPs) will receive accommodations and services listed in their IEP in:

- *The General Education Setting* - class with the rest of their peers
- *Small Group Interventions (SGI)* - targeted instruction to address specific skill gaps
- *Office Hours* - time for students to ask questions about things that are not addressed in SGI

Students on IEPs must attend:

- A minimum of **2 office hours** per week
- A minimum of **2 small group interventions** a week (more if the teacher deems it necessary for that student)

What do we work on with students?

- All students who have **academic goals** in their IEP fall into the following categories:

Goal Categories	<i>What does this mean?</i>
Written Expression	Written expression is the ability to convey meaning through writing. It involves low level skills such as spelling, punctuation, capitalization, and grammar, but also high level composition skills such as planning, organization, determining content, and revision to express information effectively.
Reading Fluency	Reading fluency is a student's ability to read at an adequate pace along with the ability to understand the text. Fluent readers recognize words easily, have smooth oral reading, and gain meaning from the text.
Reading Comprehension	Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.
Math Calculation	Mathematics calculation is the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Math Problem Solving	Mathematics problem solving is the ability to use decision-making skills to apply mathematical concepts and understandings to real world situations.
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- If you see deficits from students in your class they **likely** stem from one of these five buckets. So in small group interventions and office hours the focus is on **skill gaps that may be present in these areas.**

FAQs

How will parents be notified?

- When advisors have virtual home visits with you, please mention if your student has an IEP and the advisor will discuss the plan to serve your student (they will have to come to 2 office hours per week and 2 small group interventions per week).

How will parents be updated?

- Biweekly via email from Dean of Student Supports on progress.

How will we have meetings?

- Via Zoom! All team members will need to be present (Dean of Student Supports, General Education Teacher/Advisor, and Parent) for the meeting.

So will students on IEPs only get services, attention to goals, and accommodations in small group intervention and office hours?

- At Collegiate Hall, many of our supports for students with IEPs already receive support through the strategic lesson planning and scaffolded practice as well as the systems that make up the culture of Collegiate Hall. So, student services are a part of what teachers already do at Collegiate Hall!