

2020-2021 CHES Virtual Student & Family Handbook

August 31- January 29, 2021



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Dear Families:

We believe that a safe, engaging and caring environment is essential to the maximization of your child's potential. This handbook has been created to provide families with immediate access to the policies and procedures implemented by Capitol Heights Elementary School (CHES) adhering to [Prince George's County Public Schools](#) Virtual Learning Plan to ensure all students are offered a world class educational environment in which to thrive.

Parents, I encourage you to take the time to review this guide together with your children. Please carefully read the [Code of Student Conduct](#). After reading the Code of Conduct and CHES Virtual Handbook, please sign and submit the [signatory page](#). If you have any questions about the information included in this handbook, please contact your Ms. Lattimore, Principal (301-817-0494).

We look forward to partnering with you to make this year truly exceptional.

Sincerely,

Ms. Nina Lattimore



INTRODUCTION

The *purpose of this handbook* is to compile, in one source, the policies, procedures and forms that will enable Capitol Heights Elementary students to successfully fulfill his/her responsibilities during Virtual Learning. It has been prepared with the sincere hope that it will be used as a ready reference by families with concerns related to classroom procedures, administration policies and organization codes.

Suggestions on how to become better acquainted with your children, how to learn about school routines and procedures, and how to secure professional help are included. I.

The adopted policies are subject to modification, as situations require. The need may arise for revision of this handbook. Feel free to offer suggestions. It is only through cooperative efforts of everyone concerned that we hope to create a wholesome atmosphere/environment for all.

CHES School Vision

Our School empowers all students to embrace learning, achieve their personal best to become lifelong learners and mindful citizens who succeed in life. We provide tools and strategies to promote growth across all domains of learning and to build students' social and emotional capabilities.

CHES School Mission

Capitol Heights Elementary School seeks to create a challenging environment that encourages high expectations for success through Talented Gifted Best Practices, Arts Integration and Dual Language models. We recognize that each child is an individual; that all children have gifts; that all children need to succeed and our families are partners in education. Our school promotes a safe, developmentally appropriate, caring, and nurturing environment.



CapitolHeights Elementary School's Pledge

We stand out in a crowd,
We imagine to believe;
We create to achieve & succeed!"

The World Needs to Know Who We Are
Live, Love, Learn--Shine

Capitol Heights School Staff

Office Staff	
Nina Lattimore	Principal
Neenah Gay	Secretary II
Annette Williams	Secretary I
Willa Darrisaw	Nurse
Keenan Hutchins	School Counselor

Coordinators & Instructional Lead Teachers	Special Education	Specialists
Laura Guzman- Dual Language	Joanne Frias- Chair	Carolone Bridgersi--ESOL
Monique Ivey- ELA	Norita Williams- Para	Justin Davis- Art
Daisy Ngaya- Math		Xavier Jones- Gen. Music
Wendy Walton- TAG		Brian McAllister- P.E.
		Diane Morse- Instrumental
		Andrea Rushing- ICAL



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Grade Level Educators

Pre-Kindergarten	Kindergarten	First Grade	Second Grade
Claudia Ortega	Shellana Bazil*	Alenna Johnson	Kori Edwards
Carolina Miranda	Tiljuana Hunter	Kathryn Kocis*	Nicole Gibbs
Nicole Keels	Karen Reyes	To Be Announced	Bridget McCoy*
Kayla Ritter*	Joycie Walderamma	Yahaira Vasquez	Tomas Riviera

Third Grade	Fourth Grade	Fifth Grade
Tramaine Crawford	Felecia Holmes	Marilu Fontanez
Rawha Habtamariam	Timothy McCotter	Marites Francisco
Tyler Henninger*	Joycie Walderamma	Tyrone Frierson
Xiomara Sanchez	Cristina Wren*	Natasha Rubin*

Building Staff	
Bryan Brown	Building Supervisor
Andre Ballard	Night Supervisor
Michael Hansberry	Custodian (Night)
Cafeteria Staff	
Roberta Brannon	Cafeteria Staff
Donna Thomas	Cafeteria Staff
Pamela Wallace	Cafeteria Manager



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Attendance Policy



Parents and guardians have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress and time spent on daily course work. Please review [PGCPS Virtual Learning Codes](#).

When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted. See Prince Georges' County Public Schools' notice regarding [absence documentation](#). All Virtual Learning students will follow the BOE approved school calendar.

Student Expectations:

- Students, along with a parent/guardian, are asked to attend the CHES' Virtual Orientation.
- Students must adhere to the [PGCPS Dress Code](#).
- Students are expected to follow [PGCPS Code of Conduct](#) (Misbehaviors and Disciplinary Options to provide a safe and respectful environment for teachers and students.
- Students are expected to follow the [PGCPS Technology Policy](#) when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible,



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ethical, and polite manner. **CHES Staff reserves the right to monitor all technology resource activity.**

- Online students will continue to follow and maintain all expectations contained in the [PGCPS Technology Policy](#). Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other's usernames and passwords is strictly prohibited.
- Students are expected to check Google Classroom or teacher Class Dojo communication formats daily.
- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments.
- Students will attend virtual lessons with teachers and/or participate in recorded lessons daily. Students may also receive small group instruction on Wednesdays.
- Students are to be an active participant in virtual discussions as instructed by the teacher.
- Students are to submit assignments as designated by the teacher. All assignments have a time and date stamp for completion.
- Students must attend school sessions daily. If absent a note must be submitted within 3 days of absence.
- It is expected that students keep online interactions positive and constructive.
- Report any technical issues to their teacher as soon as an issue arises.



- Students will maintain best practices for virtual learning sessions.

Best practices for virtual learning sessions

- Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.
- Mute audio when entering chats.
- Mute audio when not speaking.
- Be appropriate and respectful in your actions.
- Listen to the educator or individual speaking.
- Stay engaged throughout the lesson or activity.
- Ensure that all work is your own.

Parent Expectations:

In order for a student to be a successful virtual learner, a true partnership must be established between the parent, student, and the virtual teacher. It is imperative that all contact information be kept current in SchoolMax. CHES Staff will be communicating regularly with parents. Responsibilities of the parent are outlined below. These expectations must be agreed upon and followed in order to make our virtual learning experience successful.

- Attend the CHES Virtual Orientation and Back to School Night
- Post and maintain a daily work schedule for the student, including participation in virtual class meetings.



- Parents are asked to locate a dedicated learning space in the home - free from distractions and interruptions (pets, siblings, television, etc.)
- Parents are expected to check CHES platforms (Google Classroom and Dojo) for school news, assignments and grades.
- Parents are expected to ensure that the student follows the [PGCPS Dress Code](#).
- Ensure that the student follows the established classroom rules and expectations for virtual learning.
- Maintain open lines of communication (phone and email) with teachers. Attend student led virtual conferences in November.
- Ensure that the student is communicating appropriately with teachers and classmates (email, chat feature, etc.)
- Communicate with the teachers who are supporting the student at home and a point of contact during the day.
- Parents are expected to support academic integrity by allowing students to work independently and by monitoring resources used.
- Parents are expected to ensure students are submitting assignments as directed by the teacher.
- Parents are expected to communicate any issues or questions promptly to the teacher.
- Parents are expected to make arrangements to pick up needed devices, supplies and resources from Capitol Heights Elementary School (monthly).



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Maintain these devices, supplies and resources and return to CHES at designated time.

- Parents are expected to follow federal and state laws regarding student privacy and FERPA. This includes not recording lessons or sessions and not posting photos and videos on social media of CHES students other than your students(s).
- Parents are expected to read, review, and follow the [PGCPS Technology Use](#).

Characteristics of the Virtual Learner:

Students who participate in a virtual learning program offered by Prince George's County Public schools are held to the same academic standards as face-to-face instruction. Academic integrity must be maintained at all costs.

Virtual students who choose to resort to plagiarism, cheating, or using social media to transmit any work will be subject to disciplinary action and parents will be contacted should a violation occur.

Plagiarism is defined as "presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased."

It includes, but is not limited to, the following:

1. Copying verbatim all or part of another's written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;

Cheating is defined as representing any other person's work or work from any source as your own.



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CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option to redo the assignment within a specified period and accept a grade letter drop or take a zero on the assignment. Parents will be involved in making the decision.

Device Use/Misuse:

Improper use of any computer or the network is prohibited. This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- **Game playing during school between 8:30 AM – 3:30 PM is prohibited, unless agreed to by a teacher or administrator.**
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission



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●Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district’s system, or any of the agencies or other networks to which the district has access is prohibited.

School Counselor

We understand the social and emotional needs of our scholars during this virtual learning experience. Mr. Hutchins will be available for students during virtual learning. Parents and students can always contact the Mr. Hutchins at keena.hutchins@pgcps.org.

Engagement

All students participating in Virtual Learning are expected to engage in the learning environment and content. Student engagement is measured through participation and completion of assignments.

SCHEDULES:

Pre-Kindergarten- Fifth Grade students are required to participate in virtual instruction Participation in virtual instruction includes: whole group and small group session, individual work in Google Classroom (synchronous or asynchronous). [Please see our Master Schedule for Virtual Learning.](#)



ASSESSMENTS AND GRADING

Teachers will provide a variety of assessments to determine student mastery of the course content. Assessments may include discussion-based assessments, essays, project-based, and formative assessments.

LATE WORK

The procedure outlined below describes the approach to late work in our virtual learning program. If questions about late work arise, please communicate with your teacher.

- Late work may not be accepted more than two weeks after the due date.
- Consistently handing in late work is not acceptable. Students must not assume teachers will repeatedly accept late work without prior approval.

At times circumstances out of our control, such as illness, weather-related events, family issues, or other major events, would require an exception to this policy. If this is the case, talk to your teacher. Always make every effort to contact your teacher prior to turning in late work, if possible,

Making-up assignments.

If a student must be absent from school for any reason, excused or unexcused up to ten (10) days, upon returning to school, he/she shall be given the opportunity to make up any and all assignments that were missed during the student's absence. The student must request make-up assignments within three (3) days after returning. Teachers shall set a reasonable time for the



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completion of the work. Failure of a student to initiate a request for make-up work within three (3) days will result in lost opportunity for credit for that assignment.

Progress Reports/Report Cards

Students will receive Progress and Reports Cards following PGCPs' Distribution dates. Children receiving special education services must receive an IEP Progress Report each nine weeks that indicate progress toward goals and objectives outlined in the IEP.

Student Support Services (Special Education, 504)

Our team department is committed to providing free and appropriate educational opportunities for students with disabilities. During this public health crisis, we will continue to work with families to meet the needs of our students while following public health guidelines.

Individual Educational Plan (IEP) Meetings:

CHES will continue to provide families the opportunity to meaningfully participate in the IEP process. Staff will work with families to determine virtual meeting preferences. **CHES will make every effort to balance parent preference and public health guidelines.**

Delivery of Special Education and Related Services:

Teachers and service providers will work with families to prioritize services that provide access to the general curriculum and enable student progress



toward IEP goals. Services for students will be addressed in collaboration with families on an individual basis.

Supporting Parents as Learning Coaches:

Administrators and teachers will support in the following areas:

- Using technology including individual student devices and virtual schooling platforms (Google Classroom, Dojo, Peardeck, Nearpod, etc.)
- Providing specific student modifications and accommodations to support learning.
- Utilizing visual supports
- Managing behavior through positive strategies and techniques.

Section 504

Our department is committed to providing access to educational opportunities for students with physical or mental disabilities. During this public health crisis, we will continue to work with families to meet the needs of our students while following public health guidelines.

When a determination regarding the learning/medical needs are made, we will work with students and their families to set specific plans for accommodations and/or services. Our department will work with schools to ensure all students are provided access and prohibit discrimination according to Section 504 of the Rehabilitation Act of 1973.

- CHES will continue to provide families the opportunity to meaningfully participate in the 504 process.



- Staff will work with families to determine if virtual meeting preferences. **CHES will make every effort to balance parent preference and public health guidelines.**

Delivery of Services and Support:

Teachers and case managers will work with families to provide access to the general curriculum and enable student progress and growth. Services for students will be addressed in collaboration with families on an individual basis.

504 Accommodations:

The 504 team will work collaboratively to identify alternative solutions if it is determined an accommodation is not appropriate or successful in a particular setting.

School Year Assessments

Benchmark Assessments

Administer Benchmark assessments in an online platform to all students at the end of each quarter (English/Language Arts and Mathematics) to provide instructional feedback and progress monitoring on standards based instruction

Bridging Diagnostic assessments in an online platform to all students in all major content areas to support student placement and to identify gaps in understanding due to prolonged school closure.

Universal Screening diagnostic assessment in an online platform to all kindergarten, first, and second grade students to identify any students at risk in



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reading and language skills and determine the best interventions to provide for support and remediation.

Virtual Discipline Plan

Students are expected to behave during their virtual classroom lessons and teachers are expected to monitor and address those behaviors. Below is a virtual adaptation of our School-Wide Discipline Plan.

If a student misbehaves during a class session (example: talking back, disrupting class, inappropriate words/comments, arriving late, not submitting classwork), the following responses will be imposed.

1st Offense: Verbal warning

2nd Offense: Written warning using **Classroom Dojo Participation Points**

3rd Offense: Email or phone parent; notify Professional School Counselor, **Classroom Dojo Participation Points**

4th Offense: Parent meeting scheduled, **Classroom Dojo Participation Points**

5th Offense: Referral to an administrator

Student internet usage will be monitored during Virtual Learning. Student email accounts will be flagged and an email will be sent to administrators about the student's inappropriate use of technology. The Professional School Counselor and administrator will contact parents and will impose a response to the behavior, depending on the severity of the action.



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