



Viola M. Coleman High
School

1600 EAST GOLF COURSE ROAD
MIDLAND, TEXAS 79701
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**Every Student. Every Day.
Whatever It Takes!**

Coleman Online
Academy
Parent Information Guide
Spring 2023

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Welcome!

If this is your child's first year with Coleman Online Academy (COA), I want to welcome you to our school. I know that together we can help guide your child on their way to a bright, promising future. The faculty, staff, and administration here at COA want you to know that we will do whatever it takes to provide your student with engaging, relevant and rigorous instruction, along with the necessary support they need to succeed. Online school can be a challenging, daunting experience for new students. However, we here at COA know that we can help your child succeed with your support.

If this is your child's second year with COA, I want to wish you a warm welcome back. We at COA understand that last year posed some difficulties for all of us. However, we overcame them together. Whether they were technical, curricular, instructional or other types of issues, together we overcame them. We learned a lot last year, and we are looking forward to putting those hard-taught lessons to fruitful purpose this year.

Regardless of whether your child is new here at COA, or a returning student, please keep in mind that online school poses its own challenges to students, not only during instruction, but at home too. Keeping that in mind, we wanted you to have this short guidebook with some information that we hope will make this year easier for both you and your child.

Last year, COA students did a phenomenal job overcoming the challenges posed by the online model. We had phenomenal academic success, and we are looking to improve this year.

Thanks again for your continued support.

Sincerely,

Ross C. Teller

Ross Teller, PhD

Dean of Virtual Learning

Phone: (432) 240-4615

Email: ross.teller@midlandisd.net

Mission Statement

Coleman Online Academy will provide every student with engaging, relevant and rigorous instruction in a flexible environment to ensure they graduate high school college, career and military ready.

Vision Statement

Coleman Online Academy is an innovative, non-traditional, online school that actively works with all community stakeholders to ensure that we meet our students' learning needs through engaging instruction, relevant and rigorous coursework and real-world, problem-based assignments.

Our Goal

To provide engaging, relevant and rigorous instruction to every student every day.

Important Information

Bell Schedule

| | |
|-----------------------------------|-------------|
| First Bell | 8:35 |
| 1 st Period | 8:40-10:00 |
| 2 nd Period (Advisory) | 10:03-10:53 |
| 3 rd Period | 10:56-12:15 |
| Lunch | 12:16-1:12 |
| 4 th Period | 1:17-2:37 |
| 5 th Period | 2:40-4:00 |

Teacher Email Addresses

Mrs. Benavidez (ELAR): kelli.benavidez@midlandisd.net

Ms. Dresel (ELAR): stephanie.dresel@midlandisd.net

Mrs. Phenix (Science): cassandra.phenix@midlandisd.net

Mrs. Reyes (Spanish): maria.reyes@midlandisd.net

Mrs. Schneider (CTE): marla.schneider@midlandisd.net

Mr. Whilden (Social Studies): lewis.whilden@midlandisd.net

Mrs. Zeno (Mathematics): natalie.zeno@midlandisd.net

Counselor Email Address

Ms. Hernandez: kathy.hernandez@midlandisd.net

Policies

Attendance

It is important that the student understands the individual attendance policies of each teacher.

Freshman

Algebra I: fully sync (the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.)

English I: fully sync (the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.)

World Geo: sync (If a student can accelerate, they can. However, the student must be in the Google Meet for attendance and stay for the entire class period.)

IPC: sync (If a student can accelerate, they can. However, the student must be in the Google Meet for attendance and stay for the entire class period.)

Sophomore:

Geometry: sync (If a student can accelerate, they can. However, the student must be in the Google Meet for attendance and stay for the entire class period.)

English II: fully sync (the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.)

World History: sync (If a student can accelerate, they can. However, the student must be in the Google Meet for attendance and stay for the entire class period.)

Biology: fully sync (the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.)

Junior:

Algebra II/MM: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

English III: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

US History: fully sync (the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.)

Chem/Physics: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

Senior:

English IV and ELAR CB: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

Government/Economics: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

EnvSys/ESS: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

PreCal/FM and Math CB: async (students must log into class within the first 15 minutes for attendance, but can then be released by the teacher if they are on pace. Students can accelerate.)

Electives:

BIM: sync (students must log into class within first 15 minutes for attendance, but can then be released by teacher if they are on pace)

A/V pathway: sync (students must log into class within first 15 minutes for attendance, but can then be released by teacher if they are on pace)

LOTE:

Spanish I: Monday and Wednesday are sync. Tuesday and Thursday are async (students must log into class within the first 15 minutes for attendance for both sync and async, but can then be released by the teacher if they are on pace on async and do not require direct instruction. Students can accelerate.)

Spanish II: Monday and Wednesday are async. Tuesday and Thursday are sync (students must log into class within the first 15 minutes for attendance for both sync and async, but can then be released by the teacher if they are on pace on async days and do not require direct instruction. Students can accelerate.)

Students can accelerate in sync classes that are non-tested.

Fully sync means that the student must be in the Google Meets for attendance, stay for the entire class period, and cannot accelerate through the content.

Credit Recovery classes: These are all async. The student must be in class within the first 15 minutes to be counted present. The student can be released at the teacher's discretion. Students can accelerate.

Bullying

COA has a commitment to providing an online educational environment that is free from bullying or harassment of any kind. To that end, students are required to communicate with their peers and teachers in a respectful manner that is appropriate for an educational environment in all communications, including email, online chat rooms, breakout rooms, video conferencing sessions and any other communication method.

In addition to this, COA fully follows MISD's policies in regards to bullying and harassment.

This excerpt was taken verbatim from the MISD Student Code of Conduct 2022-2023.

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status or any other basis prohibited by law. [See policy FFH.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

During the investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

Discipline

Students are expected to follow the district's behavior policies. These can be found online in the Midland ISD Student Handbook for the 2022-2023 school year and the Midland ISD Student Code of Conduct for the 2022-2023 school year.

Expectations

COA has established the following program-wide expectations.

Students are expected to:

- maintain a C or better in each class they are taking
- engage regularly in their classes (regular engagement is determined and assessed on a weekly basis by the student's individual teachers)
- make adequate weekly progress in mastering the course's content (this mastery is determined and assessed on a weekly basis by the student's individual teachers)
- behave in a manner that is consistent with both the school's and district's behavioral policies
- attend courses regularly, including those courses relying on a synchronous model, as well as those using an asynchronous model

In addition to these program-wide expectations, each teacher will have specific expectations related to their courses. It is the student's responsibility to be aware of these expectations. These expectations can be found on the teacher's individual Google Classrooms.

Online Academy Knight School (OAKS)

There will be tutoring on Tuesdays, Wednesdays and Thursdays from 4:05 to 6:00 PM. Online Academy Knight School (OAKS) will begin on January 10, 2023. The code to join the Google Classroom Meet can be found on the back of this booklet. Students are required to have their cameras on to be counted present if they are doing make-up hours for attendance.

Students may also attend OAKS for remediation. The schedule for which subjects is: Tuesday: Math, Wednesday: Social Studies and Spanish, Thursday: Science and English

Teacher Policies

It is important that your child become familiar with his or her teacher's attendance, grading, behavior, communication, homework and other policies. The teacher will have these policies linked to their individual Google Classrooms.

Technology Help

If your student is having technology issues that are preventing them from accessing Google Classroom, Google Meet or any of the other required educational applications, please make sure to have them contact their teacher right away.

The teacher should be able to help with basic troubleshooting. However, if your child needs additional technical help they can access the COA Technology Help webpage at <https://www.midlandisd.net/Page/35547> or call the district helpdesk at (432)240-1110.

Student Assistance Plan

Summary: Students failing courses will be consistently identified by their teachers. The teachers will then assign interventions to the students to help the student pass their class.

Expectations:

Students are expected to:

- Maintain a C or better in each class they are taking.
- Engage regularly in their classes (regular engagement is determined and assessed on a weekly basis by the student's individual teachers).
- Make adequate weekly progress in mastering the course's content (this mastery is determined and assessed on a Weekly basis by the student's individual teachers).
- Attend courses regularly, including those courses relying on a synchronous model, as well as those using an asynchronous model.
- Any student who is failing one or more classes will not be eligible to return to COA for Fall 2023.

We have made some changes to the Student Assistance Program for the Spring 2023 semester. In the past, we would identify students who were making inadequate academic progress within the first two weeks of the semester, assign them a monitor teacher, and then have the monitor teacher contact the students weekly to set academic goals. We are adjusting that process this semester.

Each teacher will ensure that their students are making adequate academic progress throughout the semester, starting from the first week. They will document their communication with the students and the parents as the semester progresses. They will assign those students various academic interventions, and document the student's completion of those interventions.

At the end of the Spring Semester, any student who has failed a course will not be allowed to return for the Fall 2023 semester.

Important Dates:

3rd Quarter

Teacher receives email reminder to be documenting grades and interventions: Jan 27

Dr. Teller Runs Failure Report: February 6

Dr. Teller spot checks teacher intervention documentation: February 6

Dr. Teller contacts parents of students failing one or more classes: February 6-7

Teacher receives email reminder to be documenting grades and interventions: March 1

Dr. Teller Runs Failure Report: March 10

Dr. Teller spot checks teacher intervention documentation: March 10

Dr. Teller contacts parents of students failing one or more classes: March 20-24

4th Quarter

Teacher receives email reminder to be documenting grades and interventions: April 3

Dr. Teller Runs Failure Report: April 24

Dr. Teller spot checks teacher intervention documentation: April 24

Dr. Teller contacts parents of students failing one or more classes: April 24-28

Teacher receives email reminder to be documenting grades and interventions: May 5

Dr. Teller Runs Failure Report: May 19

Dr. Teller checks all teacher intervention documentation: May 19

Dr. Teller contacts parents of students failing one or more classes: May 22-24

Interventions:

Here is a list of possible interventions:

Online Academy Knight School

Friday F2F School

Saturday School

Individual Breakout Rooms During Regular Class Time

Additional Tutoring Opportunities (Includes any additional times for tutoring the teacher schedules)

Advisory Tutoring

Supporting Your Child

As your child takes online courses, please remember that the responsibility for teaching your children is on us here at COA. The suggestions below are not designed to remove us from our responsibility. These suggestions are just that. They are suggestions based on research that has examined the experience of teachers, students, and family members who have gone through online learning for the past several years. The suggestions below are just here to provide parents with a starting place for supporting their children in an educational environment that is quite different from the one they have become used to.

1. Help your child create a daily routine for school work and home duties that includes provisions for course work, eating, restroom breaks, household chores, and downtime.
2. Help your child create a dedicated work area that is free from distractions, has adequate light and has easy access to all school supplies the student may need.
3. Learn how your child logs into Google Classroom and other online instructional tools.
4. Learn how your child uses Google Classroom to access Google Meets, find assignments, turn in assignments, locate important announcements and communicate with his or her teacher.
5. Help your student follow Google Meets etiquette, including when and how to mute, raise their hands, and what is appropriate language while using the chat feature.
6. Help your child by becoming familiar with and supporting their teachers' expectations.
7. If possible, observe your child during classes to become familiar with procedures in the class.

8. Help your child limit the amount of screen time outside of the instructional day.
9. Communicate regularly with teachers.
10. Make sure to take time to take care of yourself. Having a child at home who is taking online courses can disrupt family routines. Please make sure to take time to attend to your own needs.
11. Help your child's reading comprehension and fluency by encouraging them to read frequently from a variety of texts and genres.
12. Help your child's writing ability by allowing them to help you with any tasks you may have that include writing, such as writing thank you notes, letters or emails to family and friends or composing messages to businesses or others that you may need to communicate with.
13. Help your child with math by pointing out how you use math during your day-to-day life, including balancing your bank account, budgeting or in other situations where you use math.
14. Help your child develop good habits for practicing, including sharing how practice has benefited you and encouraging your child when he or she is practicing skills taught in school.
15. Help with your child's social and emotional learning by encouraging them to describe how online school is affecting their emotions and overall mental wellbeing.

Glossary

Asynchronous Instruction: An online learning model, where the student accesses the course work at a different time and place from the teacher and other students.

Blended learning: Also called a hybrid course, this is the model where students receive some of their instruction online and some in a F2F environment. COA does not use this model.

Face-to-face (FTF or F2F) Instruction: The traditional educational model where students attend class in person and get direct interaction with the instructor in person. This is also called in-person instruction.

Google Classroom: The LMS that COA uses. The student will access Google Classroom through their MISD Google account.

Google Meets: The video conferencing software that COA uses. The Google Meets Links for each course are found within the teacher's Google Classroom.

Learning Management System (LMS): The web-delivered system that the teacher uses to manage and deliver the course content. At COA, we use Google Classroom.

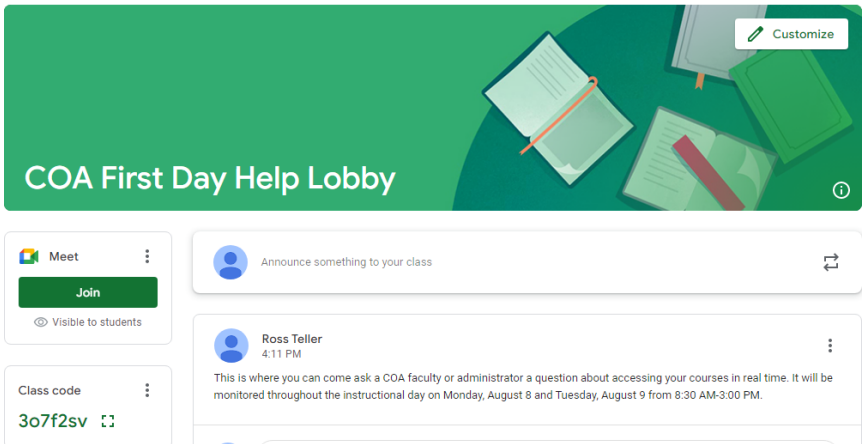
Online Learning: The instructional model where instruction is delivered through the Internet. This is the model that COA uses.

Synchronous Instruction: An online learning model, where the student accesses the course work at the same time as the teacher and other students. This access is provided through video conferencing software, such as Google Meet.

Video Conferencing: This is the software that the student uses to interact directly with the teacher through audio and video. COA uses Google Meet, which is set up through the teacher's Google Classrooms.

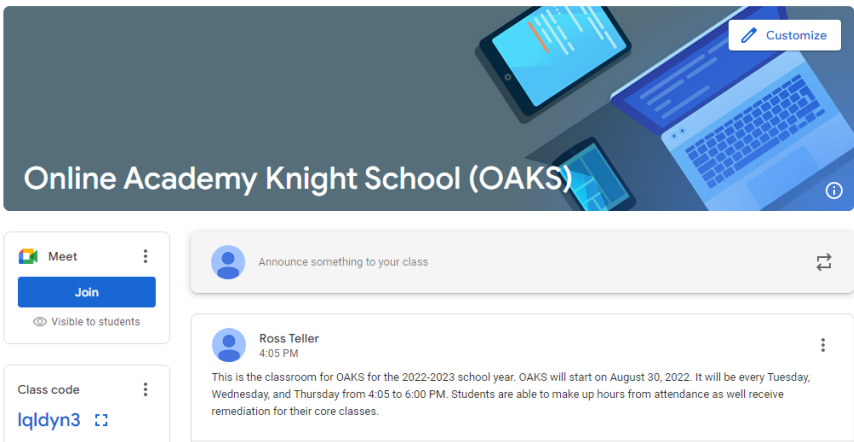
Google Classroom Codes

First Day Lobby



The screenshot shows a Google Classroom lobby interface. At the top is a green banner with the text "COA First Day Help Lobby" and a "Customize" button. Below the banner are several components: a "Meet" section with a "Join" button and "Visible to students" status; a "Class code" section with the code "3o7f2sv"; an "Announce something to your class" section with a "Ross Teller" post from 4:11 PM stating that the classroom is for asking questions about course access during the instructional day on Monday, August 8 and Tuesday, August 9 from 8:30 AM-3:00 PM.

Online Academy Knight School



The screenshot shows a Google Classroom lobby interface for Online Academy Knight School (OAKS). At the top is a blue banner with the text "Online Academy Knight School (OAKS)" and a "Customize" button. Below the banner are several components: a "Meet" section with a "Join" button and "Visible to students" status; a "Class code" section with the code "lqldyn3"; an "Announce something to your class" section with a "Ross Teller" post from 4:05 PM stating that the classroom is for OAKS for the 2022-2023 school year, starting on August 30, 2022, and meeting every Tuesday, Wednesday, and Thursday from 4:05 to 6:00 PM, with a note about make-up hours and remediation.

Disclaimer: This guide is not designed to include all of the information that you and your child will need to succeed in COA. Rather, its purpose is to provide the key information necessary for your child to start at COA on the right foot. For the most up-to-date information about the program and its policies, please refer to the school's website.
<https://www.midlandisd.net/Domain/2218>