

Secondary Schools, Reopening Instructional Plan

Instructions:

Please review the [In-Person Guidance](#) and engage your school communities to develop a reopening plan for term 3. **A draft of your reopening plan and the Term 3 Reopening Blueprint [form](#) is due on December 14th.** In order to ensure collaborative community engagement at the school level, each secondary school leader will convene a “Reopen Community Corps” to inform reopening plans for the remainder of this school year. In many cases this diverse group of 12-15 stakeholders (staff, teachers, families, students) will be your LSAT -with possibly additional members added.

The “Corps” will collaborate and provide recommendations around key decisions concerning plans for Term 3. Each school’s Reopen Community Corps will meet **at least once** before **final school-level plans are due on December 18th** and again after winter break to create a plan for broader engagement with the school community. In order to support your work Community Action Team members are leaning in to help and provide resources such as meeting decks, talking points, agendas and flyers have been created. To view what has been developed for elementary schools for Meeting 1, please see [here](#); we encourage you to adapt these materials for your purposes as you work on your reopening plan.

Instructional Plan Self-Assessment: Schools Will Need to Affirm the Following Statements Prior to Submitting Reopening Proposals

<i>Does my plan meet the baseline expectations?</i>	
At least 25% of the school population will participate in in-person instruction	X <input type="checkbox"/>
My plan prioritizes at least one or more priority groups defined by DCPS (Homeless, SPED (prioritizing self-contained), ELL, At-Risk, students with low attendance, and course failures and students at risk for other reasons) OR, if another group is prioritized, my proposal clearly explains the rationale and confirms the Instructional Superintendent is supportive of that approach.	X <input type="checkbox"/>
My cohort model meets the 1:11 teacher-student ratio	X <input type="checkbox"/>
Students will be invited to participate for at least 1 day per week	X <input type="checkbox"/>
My plan addresses the baseline health and safety protocols outlined in the DCPS COVID-19 Operations Handbook and aligns with my “COVID-19 Operations School Plan” template	<input type="checkbox"/>
Does the school plan account for the updated secondary tech policy (secondary tech policy is forthcoming)	X <input type="checkbox"/>

Reopening Metrics Submitted via MS Forms

Details Submitted Prior to 12/14/20		Changes made after 12/14/20
Name	Vanessa Anderson	
School Name	Bard High School Early College DC (Bard DC) (ID: 1058)	
Please select the best descriptor(s) of your programming at your school. If you are	Option D: Academic and Social Emotional Support Center ;	

using multiple models (Please select all that apply).		
Based on your plan, when will students report to the school for in-person instruction? (Select all that apply)	Tuesday, Wednesday, and Thursday	
Based on your plan, what grade levels will you be welcoming back? (Select all that apply)	9th Grade;10th Grade;11th Grade;12th Grade;	
# of cohorts per grade level		
6th Grade	N/A	
7th Grade	N/A	
8th Grade	N/A	
9th Grade	4	
10th Grade	2	
11th Grade	N/A	
12th Grade	N/A	
MS Mixed Grades	N/A	
HS Mixed Grades	2	
Other - If identified in the question 4.	N/A	
Based on your plan, what are the total numbers of cohorts of students you will be able to offer seats for in your building? (Cohorts are sets of 8-11 students who maintain their group structure du...	8	
Based on your plan, what is the total number of staff (Non-WTU Office Staff, Aides, Support Staff, Leaders, Custodians) who will be in your building in Term 3?	8	
Based on your plan, what is the total number of Non-WTU instructional staff who will be in your building in Term 3?	8	
Based on your plan, what is the total number of teachers (WTU) that you are planning to return to your school in Term 3?	5	

Secondary Schools, Reopening Instructional Plan

Instructional Overview: *What is your vision for in-person instruction? What will be the focus of in-person instruction?*

The focus of our in-person instruction model will be to support: 1) our seniors with academic work and postsecondary planning; 2) 9th and 10th graders who are failing English and/or math; 3) students in all grades who struggled with attendance and assignment completion in Terms 1 and 2; and 4) SPED and ELL students who might benefit from in-person related services and supports. We will follow Option D and provide .5 days of student supports (help logging on to virtual instruction, approaching faculty for office hours, tutoring and small group SEL support to our highest need students, based on our Term 1 academic performance data. We will welcome approximately 20 students (two cohorts of roughly 10 students) daily on Mondays, Tuesdays, Wednesdays and Thursdays to align with our school nurse's current schedule.

Please refer of Step 2 in the [In Person Learning Guidance](#) for support on the following sections.

Student Population: *How many students will be extended the opportunity for in-person instruction (schools must extend in-person instruction opportunities to a minimum of 25% of students)? What days of the week will the school be open for in-person instructions?*

The focus of in-person support will be to support our seniors, our at-risk students, students with low attendance and students who failed more than one class during the first term, with a focus on English 9, 10, Algebra I and Geometry. We will extend the opportunity to all students who fit this category which we estimate to be ~82 students (estimated 30% of our student population). Should we find that more students require support, we will extend the invitation to them as well.

Additional student considerations:

- Our priority is to identify the students with the greatest demonstrated need for in-person learning/support.
- District-wide, DCPS identified the following groups as both far from opportunity and experiencing barriers to success in virtual instruction: homeless students, students in SPED self-contained programs, English Learners, and students at risk for other reason. That said, schools will have autonomy in determining which groups it makes best sense to prioritize bringing back for in-person learning.

Student Support: *How will in-person instruction support students in the pre-identified sub-groups? What data did you use to inform your instructional priorities?*

We will be working with our seniors on postsecondary planning (college applications, financial aid, job applications). We will also serve students who are currently not passing their core academic classes (i.e., Math and English) and/or are at risk for not passing due to attendance issues. We believe that bringing these students in person will provide them with a quiet space to work and give them access to staff who can support in organization and planning and serve as in-person accountability partners. We will also have Advisory/community circle time to provide SEL support to each group.

All of our seniors will be invited back for postsecondary planning and SEL support. Similarly, all of our 11th graders will be invited back for SEL and community building support. Our 9th and 10th grade student selection process will be driven by Term 1 and Term 2 midterm data. As an early intervention, we will invite to in-person learning all students who have failed English 9, English 10, Physics, Algebra, Geometry or Chemistry so that they may receive in-person support in these critical, high stakes gateway courses to promotion and graduation. Within these groups, we will prioritize students with IEPs and 504s and 9th grade repeaters to ensure that they are properly supported.

We currently do not have any students who require OSSE transportation, so will maintain our bell schedule.

Student Transportation Guidance:

- Information on transportation and schedules is forthcoming; DCPS is working with partners to plan for safely transporting students for Term 3 options.
- At this time, OSSE is designed to provide transportation for full day programming.

Please refer to Step 4 of the [In Person Learning Guidance](#) for examples of cohorting and teaching models.

Cohorting Students: *How will you cohort student? Students must be in cohorts that remain intact throughout the entirety of in-person learning. Students must be in cohorts that remain intact throughout the entirety of in-person learning. There can be no more than 11 students in a cohort.*

Seniors will be cohorted together to work on secondary planning. Other students will be cohorted by grade-level, based on the classes they are taking, anchored by the classes they failed or struggled with. This will allow for students to be supported and to work together in small, socially distanced groups.

Additional cohorting considerations:

- It is possible to be scheduled regularly with up to 4 adults per month (see an example under option A in the [In Person Learning Guidance](#)).
- Instructional staff (IPL teachers and aides, CARE and SSC facilitators) should interact with no more than an average of two cohorts per term
 - Exceptions for SPED services- to a limited degree they may see slightly more than 2 cohorts, but no more than 4.
- Relief staff should interact with no more than an average of:
 - 2 cohorts at the elementary level per term
 - 3 cohorts at the secondary level per term
- Students who require a dedicated aide or nurse must be afforded this service. If a student who requires this service receives a seat, the overall student count must be reduced according to health guidance.
- Related service providers who offer in-person services may push into self-contained classes or pull from grade level cohorts. RSPs will not push into more than two cohorts on a school day; services will be provided in accordance with health guidance and with individual considerations.
- For complete DCPS guidance, see COVID-19 Health Guidelines and Operations Planning on the [Term 2 Reopening Website](#) (particularly the return to work webinar) and the FAQs and other resources at dcpsreopenstrong.com.

Describe the instructional staffing models you plan to implement: *How will teachers continue to support student virtually? Will teachers be using the "Combined Teaching Model"? How will teachers maintain their planning time? Will staff need to be scheduled to support students during virtual learning?*

We will use the Academic and Emotional Support Model, which will largely utilize our Student Support Team (counselors, social workers, Assistant Director of Student Supports, Activities Director) and teacher volunteers to provide SEL and organizational support and supervision to students.

Teachers will continue to teach the same number of courses as they have been teaching in order to maintain their planning time. We will not schedule more than 11 students in an in-person class. We will also attempt to not increase the size of virtual classes by too much. When not supervising in-person learning, staff will complete their virtual duties (teaching, admin, student supports) from separate, dedicated spaces. Teaching staff will support no more than one period per day to allow them to teach their virtual classes.

On a daily basis, we will require two in-class staff (one per classroom), two staff to relieve the in-person support staff to allow time for planning and any scheduled virtual classes or meetings, one staff member to assist with arrival and dismissal and hallway duty. The administrative team will be present daily to support and provide coverage as needed.

Describe the instructional resources you will need to deliver in-person instruction and maintain virtual learning: *Will a set of digital devices remain at the school or will students need to bring a device with them? Note: A policy is being developed on tech device usage in Secondary Schools, but it will allow Secondary students to transport devices between home and school.*

Students will bring their DCPS provided devices. We will have backup devices at school that they can use should they forget theirs. We will also provide students with planners to work on organization and time management. We will not require any additional instructional resources.

New Tech Guidance:

- DCPS is in the process of developing a policy on tech device usage in Secondary Schools that will give Secondary students permission to transport their DCPS issued tech device between home and school. The policy will keep student safety in mind and will possibly require parents to sign off on their child bringing the device back and forth.
- For students attending school in person (learning in person or virtually) they must use a DCPS issued laptop and cannot use a personal laptop. DCPS has ample laptops available, and this way OCTO can service the laptop should an issue arise.
- Additional guidance if forthcoming.

Career and Technical Education Course Guidance:

- CTE Classroom and lab demonstrations/collaborations must be done 1-on-1 (student and teacher) or in pairs (two students and a teacher) while practicing social distances and remaining 6 feet apart from each other. Schools should use signage, tape marks on the floor, or a desk or table between the demonstration area and the students.
- Sharing equipment and machinery should be avoided as much as possible, no more than two students at a given time. Again, if students share equipment and machinery, students must wear a mask and gloves. All shared equipment and machinery must be cleaned before and after each use. Teachers must sanitize equipment and machinery between each class session.
- Supplies and materials should be laid out or distributed by one person (preferably the teacher) to students to ensure that the fewest people handle the materials and supplies. Students are required to maintain social distancing while gathering supplies and materials. Marking spots on the floor will help students maintain social distancing.

Additional Instructional Staffing Supports:

We may need additional staff to be available to maintain the front office and the nurse's suite, supervise the health isolation rooms, monitor hallways, assist with breakfast and lunch (serving and supervision) and supervise dismissal. The admin team will also be present each day and will assist.

Substitute Staff Protocol: *What needs to happen if a teacher or core staff member calls in sick?*

If a staff member calls in sick, an additional staff member who was already scheduled to be onsite will provide coverage by monitoring students as they join virtual classes and complete asynchronous work. The admin team is prepared to provide coverage as needed.

Submitting your Instructional Plan:

A complete draft of your Instructional Plan is due by COB (5pm) on December 14th. Once you have submitted your plan to the shared folder, please complete the [linked](#) form to submit your Reopening metrics. The Instructional Plan and your reopening metrics will be shared with Principal's Instructional Superintendents.

Additional information, such as staffing plans and operations plans, are due after the Instructional Plans are approved by the panel and Chief of Secondary Schools. More details on next steps are forthcoming.

Once you submit the form, OSS will gather the responses and add them to your shared Instructional Plan by Monday 12/14 so that responses are all conveniently in one place. Any edits or updates will be made on the shared Instructional Plan.

Any necessary operational adjustments can be done in the "COVID-19 Operations School Plans." If you have any questions about this, you should contact your SSO specialist with questions. **Operations templates are due on January 8th.**