

DNHS Phase 3 Model Proposal (7/31/2020)

Given:

- We have to follow local and state public health guidelines with regards to physical distancing, face masks, hand washing, cohort numbers, etc.
- DNHS has over 1000 students; the average class size is 35 students.
- DNHS offers a vast array of electives, and most students take two electives each year.
- Students have various academic, social, and emotional needs.
- Teachers and students must meet daily to build connections and relationships
- HDNL/NCS/CIF sports has been postponed until Dec. 14, as of the writing of this proposal.

Proposal: Monday-Friday, direct instruction would occur from 9:00 am until noon on the computer. M/W would have periods 1, 2, 3 and T/TH would have periods 4, 5, 6. On Friday students would be expected to meet all of their teachers, virtually, for a review/preview session, to ensure that all students are achieving. Students would be required to be present “in class” during the designated class instructional time frames. Afternoons would be reserved for tier-2 interventions, where we would serve special populations and small cohorts (under 10 students) to be determined after week 3 of school. (Graphic [here](#))

Rationale: DNHS priorities include safety, instruction, meaningful feedback, and effective communication. Crisis learning worked for some families, some students, even some teachers; however, crisis learning did not offer a routine for anyone. Purposeful, dedicated time for instruction and established routines/systems for teachers, students and families will provide a meaningful educational experience for all. Communicating how, when and where to receive additional support and help will be broadcast daily, since daily interventions will be available either digitally or in person in small cohorts.

We will partner more effectively with our college and career programs and tutors to provide a safety net for our students who are struggling. Using a common learning management system (LMS) that goes hand-in-hand with specific digital programs (such as Math XL, Note Flight, ALEKS, Common Lit, Newsela, Cyber High, and Study.com) will empower parents / guardians to help their children achieve and succeed. Teachers utilized some of these programs in crisis learning mode, but our efforts will be more intentional and purposeful now, in Version 2.0 of COVID Distance Learning. Further, our teachers will be encouraged to work in professional learning communities (PLCs) to establish common lessons by content matter (for example, all freshman English classes would have the same direct instruction, projects, feedback, assessment, etc.) Common formative assessments (CFAs) would determine tier 2 intervention plans.

Why Not Go to a 2 / 3 or AM /PM Model:

Both of these scenarios at DNHS would still keep over 500 students in the building and approximately 17 students in each class, at any given time. This would create a challenging, and potentially unsafe environment with regards to physical distancing. DNHS classes aren't self contained; creating cohorts with the same schedule (six periods) would lead to exponential variations.

Possibilities:

- How will we establish cohorts?
We would assess student learning after the third week of school, and create cohorts that work, considering family and transportation needs.
- How will we ensure access to outlying areas?
We would consider "flexing" hours and asking teachers and/or instructional assistants to travel to outlying areas (such as Smith River, Gasquet Mountain, and Margaret Keating Schools, and access spaces such as unused rooms or Family Resource Center, the Grange, the Yurok Tribal building) in order to provide small cohort check-ins, instruction, etc.
- How will we shrink the "digital divide"?
We would explore the use of an LMS that can be used offline, but can also be updated once per- week at a designated hub.
- How will we address special education?
We will explore the idea of having some special education students (physically) on campus in small cohorts; offer a learning resource center for students with an IA, either on campus or in an outlying area; we would also limit co-teaching so that special education teachers can regularly connect with students and families.

Parent Concerns/Feedback:

- Many parents want their kids to have the social opportunities of the high school.
- Class of 2024 are not going to feel connected as DNHS Warriors. How will we welcome them and introduce them to us?
- Some parents may want to "fast track" their seniors; if on track with credits, seniors only need two classes for graduation (English and Gov/Econ). What "flex" in our practice can we consider?
- Flip teaching: Some parents may want to "see" and experience more of what their children are expected to learn and to do.
- Electives: What about CTE? Shop? Band? Choir? Dance? Many parents said "my kid can handle the academics; they want electives in person."
- Some parents said their child does better in the morning. Is there a possibility of establishing cohorts in the morning during that digital time?

- Parents with more than one child in the school system: How can the schools work together to help families with bussing and consistent schedules?
- How will ensure safety with restrooms?

Staff Concerns/Feedback:

- What exactly will August 24th look like? Will students have technology? What about books and other school supplies.
- Can we flex hours? What if our students want to keep their jobs and want to connect later in the day/night?
- How will we establish cohorts? Who will be checking temperatures? Who would count kids in the building? How do we “close” our doors but then open them to cohorts?
- Can't I just teach my class if I don't care about the virus?