

FREDERICK DOUGLASS HIGH SCHOOL

SAFE RETURN OF IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES

2021-2022 SCHOOL YEAR

DESCRIPTION OF PLAN

Frederick Douglass High School is planning to reopen schools for in-person learning on August 9th, 2021. At this point, the School will plan on returning to a full in-person learning experience without a hybrid option unless the State of Ohio releases additional information surrounding remote learning. We have made great progress over the last year we believe we can create an in-person educational experience that is rich, engaging, and nurturing; while also prioritizing safety for students and staff members.

Although great progress was made last year, we know that students learn best when they are in school. We have created our plan with the following factors in mind: safety and public health criteria, student learning, and social emotional wellbeing.

The school has also developed plans to reengage students that only participated in remote learning over the past year as well as to address any learning loss over the last year. Included in the plan are:

- Retention Plan – Developed to reengage students back to in person learning for the 21/22SY
- Optional Summer School – School will remain open with modified hours for students to participate in optional in-person learning to address learning loss. The school will be sending communication to all students and families with the specifics of the summer program.
- Professional Development- School will identify appropriate Professional Development for staff to address academic, social, emotional, mental health and other needs.
- Community partners will be identified to address students' academic needs

The plan we have devised is subject to change as additional federal and state guidance is released.

GUIDING PRINCIPLES

SAFETY

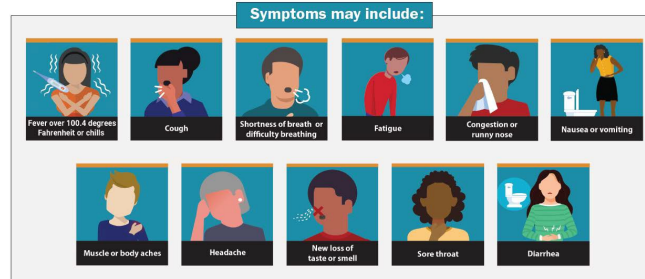
Safety of students and staff is paramount, and we have made significant modifications to our programming, systems, and routines, including: temperature checks, testing and continued social distancing, among others. Our school operation processes are rooted in health and safety best practices. Ohio has lifted the mask order as of June 1st. All staff and students will continue to wear masks through the end of the 20/21SY school year, however when school resumes in August, masks will be optional.

Daily Self-Monitoring:

All staff and students will be required to self-monitor symptoms and temperature prior to arrival.

The School will actively encourage sick students or staff to stay home until they have recovered.

- As of May 15, 2021 guidelines from the Centers for Disease Control and Prevention for people confirmed or suspected COVID-19 are as follows:



Updated guidance from the CDC regarding quarantine process:

Who needs to quarantine?

People who have been in [close contact](#) with someone who has COVID-19—excluding people who have had COVID-19 within the past 3 months or [who are fully vaccinated](#).

- People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.
- People who develop symptoms again within 3 months of their first bout of COVID-19 may need to be tested again if there is no other cause identified for their symptoms.
- People who have been in close contact with someone who has COVID-19 are not required to quarantine if they have been [fully vaccinated](#) against the disease and show no symptoms.

What counts as [close contact](#)?

- You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (hugged or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

Steps to take

Stay home and monitor your health

- Stay home for 14 days after your last contact with a person who has COVID-19.
- Watch for fever (100.4°F), cough, shortness of breath, or [other symptoms](#) of COVID-19
- If possible, stay away from others, especially people who are at [higher risk](#) for getting very sick from COVID-19

Arrival/Dismissal:

Students and staff who are ill must stay home and get tested immediately. COVID-19 tests were provided to the school by the local ESC and will be provided to students as needed. Every day, student and staff temperatures will be checked at arrival and those above 100 degrees Fahrenheit will be sent home and will not be allowed in the school. The School will have an IP-TGMIR temperature camera at the entrance. This will provide a contactless way to read the body temperature. School personnel will refer the student or staff exhibiting symptoms to a local health care provider or testing site. Students will exit out a separate door to reduce congestion at main entrance.

Cleaning:



Teachers and our operations staff will sanitize high touch surfaces throughout the day and in between sessions. Professional cleaners will clean and sanitize the building every night. Students will also be provided a set of supplies (paper, pen, calculator etc.) that will be sanitized after each use.

Handwashing:



Regular handwashing and sanitizing are important tools in preventing the spread of COVID-19 by killing the virus. Students and staff will practice frequent handwashing for at least 20 seconds when hands are dirty, before and after eating, and after using the restroom. The School will establish regular routines for students to wash their hands throughout the day. To supplement handwashing, the School will also have 'sanitation stations' located in each classroom and in common areas which will contain hand sanitizer (60%-95% alcohol based), cleaning spray, wipes etc.

Personal Protective Equipment/Masks:



Ohio recently updated health orders which no longer requires mask wearing.

SOCIAL EMOTIONAL WELLBEING

The School understands that there will be great challenges with the in-person return to school. We also recognize that many students and families are feeling the stress and emotional and financial impact of coronavirus and that recent upheavals over racial violence have also produced additional feelings of anxiety. The school will utilize ESSER funds to identify appropriate Professional Development for Staff and supports for students surrounding DEI and wellbeing. The social-emotional well-being of students has important links to academic success. Students struggle to be in 'learning mode' when their lives are filled with uncertainty. And that's especially relevant right now. Our Family Advocates are also working to identify local community organizations that can assist with additional needs that arise during this pandemic. These will include assistance with food, housing, healthcare, and COVID testing. We encourage all students and families to reach out directly to the School for assistance and to frequently check the website and social media sites for additional guidance. Help is also available 24 hours a day, seven days a week by calling the COVID-19 CareLine at 1-800-720-9616.

INSTRUCTIONAL NEEDS AND ASSESSMENTS

Upon commencement of the 2021-2022 School Year, all enrolled students will complete a *Well-being Assessment*. The survey results will be used by school personnel to prioritize and determine instructional delivery needs of all students, food assistance needs, socio-emotional needs and primary contact medium for all students since we know that all these factors impact academic progress.

Student instructional needs will be determined using student academic tracking, individualized graduation progress tracking, Career Technical Education progress tracking, Technology and Study Skills coursework, Apex Learning curricular programming, NewsELA implementation for reading comprehension support, MTSS implementation, PBIS implementation and Special Education Services. Further description of the components used to determine student instructional needs and documentation are listed as follows:

Well-Being Needs Survey: All students will participate in this survey to communicate instructional needs and resources for the 21/22 SY. These include needs for food assistance, social-emotional needs, and primary method of contact (social media, phone, email, home visit, etc.)

Student Academic Tracker: Student academic needs and academic progress will be documented for all students by school staff to ensure academic needs are being met, and to ensure all students are making adequate progress through coursework. The *Student Academic Trackers* are updated daily to inform all school personnel about individual student achievement levels, student active course schedule, student contact modality and frequency, course specific progress monitoring and daily assignment completion documentation. This will be the guiding document used to track attendance for students. If students are not making appropriate academic progress they will be referred to MTSS to identify potential barriers.

Graduation Progress Tracker: All students will have access to a digital copy of their Individualized Graduation Progress Tracker available through their school-issued Google account. Graduation Progress Trackers include detailed information regarding specific courses completed, specific courses remaining for graduation, grade promotion information, and graduation pathway information (EOC results, ACT/SAT results, Industry Credential Certifications).

CTE Progress Tracker: All students participating in CTE programs will be tracked through school CTE Progress Tracking System. School personnel will track student progress in each CTE program. These are updated weekly to provide current achievement needs and completion documentation for all pathway program requirements.

DETERMINING COMPETENCY, GRANTING CREDITS, PROMOTING STUDENTS

The method for determining competency, granting credits and promoting students will remain unchanged. The school will continue to follow their Education Plan and the board approved policies as it did prior to COVID.

GRADING

Each student is required to complete weekly academic activities using on-line curriculum options (Apex Learning, Google Classrooms, NewsELA, etc.) or off-line activities (paper packets, written assignments from on-line curriculum tools) or a combination of both.

The curriculum assignments require a 70% mastery or better in order to progress in the course. Once all assignments have been turned in and graded, a final grade will be awarded and credit will be added to the student's transcript.

GRADE LEVELS/GRADE PROMOTION

As in the past, students will be assigned two academic courses at a time. Once a course is completed and credit is earned, students will meet with their academic advisor to gain enrollment into the next course needed to fulfill graduation requirements.

Below are the requirements that must be met for students to be promoted to the next grade level. Grade level promotion can occur at any point during the school year as long as these requirements are met.

Promotion to 10th Grade:

- 5 total credits
- 4 core credits required (1 ELA, 1 MTH, 1 SS, 1 SC)

Promotion to 11th Grade:

- 10 total credits
- 7 core credits required for promotion to 10th grade and 3 additional core credits. (1 ELA, 1 MTH, 1 SS or 1 SC)

Promotion to 12th Grade:

- 15 total credits
- 10 core credits. The 7 required for promotion to 11th grade and 3 additional core credits (1 ELA, 1 MTH, 1 SC or 1 SS)

ATTENDANCE POLICY

The school understands that there will continue to be barriers to attendance during the 2021/22 and that our population of students will be disproportionately affected by COVID-19. The school will follow the Guiding Principles for tracking attendance in a remote learning setting put forth by the Ohio Department of Education. These principles are familiar to the School since they are steps the School has always taken when working with Ohio's most underserved students.

- Maintain contact information for students and families and build/maintain strong relationships.
 - The School will continue to gain the most up to date contact information for all students.
 - The School will frequently survey its students to learn more about their digital access
 - The School will continue to engage in and build long term trust. This requires frequent and meaningful communication regarding the importance of frequent attendance as well as offering solutions to remove barriers preventing frequent attendance.
- Pay attention to health and safety first
- Emphasize student presence and engagement
- Use data to drive decisions
- Leverage community partnerships that address the whole system
- Use a multi-tiered system to support the whole child.

Student attendance will be documented daily using the Student Information System. The School will continue to report attendance in hour increments. Students are given daily academic goals by their teacher which will account for 4.5 hours of learning opportunities per day. Due to the structure of our program, some students may be able to complete more than the goal each day while others may require additional time and support.

Ohio law requires that any student who, *without legitimate excuse, fails to participate in 72 consecutive hours of learning opportunities offered to the student by the School shall be automatically withdrawn.* Frequent attempts will be made to contact those students not completing the required hours of learning opportunities. If there continues to be no documented participation in the learning opportunities for 72 consecutive hours or 16 school days, they will be automatically withdrawn from the School.

Excused absences will be accepted and documented for all reasons outlined in Schools' current policy and COVID illness or isolation will be included as a Personal Illness excused absence.

LEARNING OPPORTUNITIES

Using Apex Learning as the main platform for in-person learning allows students to have access to high quality, standards-based curriculum and the scaffolds and supports that expose them to grade level coursework. All core and elective courses are available through Apex Learning while content teachers provide supplemental material, accommodations and interventions based on individual student needs. All courses will provide students with the credits necessary to graduate with a high school diploma.

- Course Content – Learners will cover the same content with the same rigor and with the same performance expectations
- Pedagogy – The instructional methods and questioning techniques used during in-person instruction are still used in a remote classroom.
- Student Engagement – Learners are still required to be active participants in their courses. They will interact with the instructor and collaborate with others in the class.

Students will be able to participate in Asynchronous Learning where the students work independently in Apex on learning activities and assignments. They will also be able to participate in Synchronous Learning where the student will join an audio/visual enabled meeting space at the same time. This session may include whole group instruction led by the instructor and a small group of students.

These learning opportunities will be documented using the Academic Tracker mentioned previously. All Apex Reports, Google Classroom and other learning platform participation will be reported and documented to ensure all students are making progress towards the provided learning opportunities.



Google Classroom

Apex Learning offers several reporting tools to ensure progress is being made by students. Alerts can be set up for teachers when students are participating in asynchronous learning and are not making adequate progress. The Academic Tracker will also show staff members a weekly snapshot of all students' progress. A lack of progress will alert a teacher to step in and contact the student to provide additional support or instruction.

Course Completion Forms: Teachers are responsible for closing students out of classes upon completion and awarding final grades. The Course completion forms will be kept in a student's permanent academic file. The purpose of this is for accountability to all stakeholders and to identify students who are not making timely academic progress towards graduation.

Renaissance Star Assessment: All Students will complete a Progress Assessment in Reading and Math using the Star assessment. Students will take this upon enrollment in order to assess current levels and then complete again during required windows.

Graduation Tracker: The purpose of the Graduation Tracker is to establish a graduation plan for each student based on their unique wants and needs. Upon enrollment, a Graduation Tracker will be created for each student. This will guide the students' progression in courses as well as assessments until graduation is reached. Individual meetings are held with students who are not making adequate progress earning credits towards graduation.

Progress Monitoring for students with Special Needs: School will monitor key academic milestones or goals for each student using the parent/teacher observation forms completed by IAT members every two weeks. For students not making adequate progress based on measures above and observation forms submitted by students or parents, a meeting will be scheduled with student/parent.

Additionally, Apex Learning platform includes a variety of activities that serve all types of learning styles. Instructors will consider Universal Design for Learning (UDL) when planning their synchronous and asynchronous instruction.

Supporting Students with Special Disabilities

The School will maintain communication between teachers and students or families of students with disabilities. Intervention Specialists will be reaching out to identified students to discuss the student's individual needs. Intervention Specialists will provide services as well as hold IEP/ETR meetings whether in-person, by video, or over the phone as dictated by their Individualized Education Plan.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional Development is important during this ever-changing time. Specific Professional Development surrounding Diversity, Equity & Inclusion, Wellness, Crisis Intervention Prevention and Trauma Informed Care will be a focus for the beginning of the 21/22SY. Additional PD will be scheduled following the completion of the student wellness surveys.

ODE Health Guidelines

The school will provide training to all staff and students to provide them with the most current safety information regarding COVID-19 and adopt safety protocols according to the ODE Health guideline.

All staff has completed a training module through Safe Schools specific to COVID-19.



Educational Technology

All school staff are required to complete Google Educator Level One Training. We aspire as an educational organization that our teachers also complete the certification test. Many staff completed this during the initial school closure and new staff will work to complete within the first few months of the 21/22SY. Staff will also have the opportunity to complete Google Educator Level Two Training as they develop their technology skills.

The school will participate in on-going training and support provided by Oakmont Education for teachers in Technology and Remote Learning Integration to improve our instructional strategies and to best meet the needs of our diverse student population. We strive to provide the most innovative, accessible, and engaging remote and in person academic programs to meet our students' diverse needs. Staff will also be encouraged to participate in training offered by organizations such as the local ESC, the school Sponsor, EdTech, ODE, Apex, Google, NewsELA and others throughout the 21/22SY.

FOOD SERVICE

Breakfast and Lunch will be made available to all students as regularly scheduled.