



Dobbs Ferry High School Reopening

August 11, 2020

Dr. Lisa Brady
Superintendent

Douglas Berry
Asst. Superintendent

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High School Principal

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Welcome!

- Louis Schwartz, BOE President
- Dr. Lisa Brady, Superintendent of Schools

Upcoming Informational Forums

Springhurst Parent Forum

- Wednesday 8/12 at 6 p.m.

Middle School Parent Forum

- Thursday 8/13 at 6 p.m.

Health & Safety Forum

- Monday Thursday 8/20 at 6 p.m.
- Westchester County Department Of Health Guidance is currently posted on the Reopening Schools website
- Masks will be required for all staff and students in our buildings

SE Parent Forums - to be scheduled

The Process (District)

- Administrative team review of notes and feedback from various Task Force Focus Area groups
- Continue review of evolving guidance from New York State Department of Education and State and County Departments of Health
- Consultation and collaboration with surrounding districts
- Thinking, reflecting, and adjusting

The Process (District)

Choosing the Right Plan for our Dobbs Ferry Schools

Areas to Consider (District)

- Student Academic Needs
- Student Social and Emotional Needs
- Student and Staff Health and Safety
- Mitigating Factors:
 - Space
 - Nutrition
 - Curricular Needs (Content Density)
 - Staffing
 - Budget
- Maximizing Resources

A Differentiated Approach (District)

Different age students have different needs and so our use of a Hybrid model needs to be differentiated as well

- amount of in-person instruction and support
- expectations for self management and independence

The DFHS Reopening Plan: Agenda

- Review our Key Priorities for our DFHS
- 100% Remote Learning Plan for DFHS
- The “Student Choice” DFHS Hybrid Option
 - Sample Student Schedules
- Next Steps

Questions and FAQs

Thank you for submitting your questions!

Overarching Question Guiding our Efforts

Are the instructional experiences, when considered as a whole, comparable in rigor, scope, and magnitude to a traditionally delivered curriculum?

Key Priorities at DFHS: Areas to Consider

Understanding the reality of this pandemic

- Education before March, 2020
 - A new level of uncertainty prompts a new way of thinking about teaching and learning
 - What is possible? What is not possible?
 - No “perfect” solution
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- A structure that provides consistency and certainty in an uncertain and ever-changing landscape
 - Academic and Instruction
 - Social and emotional
 - Mental wellness

 - A schedule that is easily adaptable to a shift to in-person learning

Key Priorities at DFHS: Areas to Consider

- Content acquisition, skill development, curriculum needs, and instructional minutes
- Teacher readiness and professional development
- Student readiness
- Providing high quality instruction within a virtual format.
 - Academic Content (“acquisition”)
 - “Live” teacher-student learning (“synchronous”)
 - Student engagement and collaboration
 - Assessment
 - Differentiation (“meeting the needs of all students”)

Scheduling Option #1

100% Remote Learning

Remote Learning Schedule at DFHS

- Follow student and teacher regular 9-period day
- Follow current “Wednesday” (condensed) Bell Schedule daily
 - 8:12 - 2:20
 - 38-minute periods (teachers 5 periods = 190 minutes live daily)
 - 3-minute breaks between periods (passing time)
 - Student lunch and Free Periods (Academic study) as scheduled
 - Teacher lunch, preparation and professional period as scheduled
 - 2:20 - 3:20 each day available for flexibility to meet with students individually and/or in small groups as necessary, collaborate with colleagues, plan instruction, and respond to parent inquiries
 - ENL/AIS/Related Services/Counseling services provided as scheduled

Remote Learning: Perfecting Our Craft at DFHS

- What opportunities does remote teaching offer that perhaps in-person teaching does not?
 - a) What does best practice within remote learning look like in each subject area?
 - b) What makes the best sense in terms of **instructional approaches** within a remote learning environment?
- What does group work and student **collaboration** look like in a remote setting?
- In what ways is it possible to **differentiate instruction** in a remote setting? ("differentiating content, process, and/or product based on student readiness, interest, and/or learning style")
- What does **assessment** look like in a remote setting?
- How can we ensure depth of **content** acquisition in a remote setting?
- What **skills** are best developed in a remote setting?

Scheduling Option #2

The Student Choice Hybrid Model

Overarching Question Guiding our Efforts

Revisiting the question with regard to a Hybrid for DFHS:

Are the instructional experiences, when considered as a whole, comparable in rigor, scope, and magnitude to a traditionally delivered curriculum?

Student Choice Hybrid Model (DFHS)

- **September Transition:**
 - “Phase-in” model that includes in-person classroom learning for all students
 - Students will be cohorted into small groups based on common teachers by grade level.
 - Build community
 - Establish routines, norms, expectations
 - Remote learning will still take place
 - 9th Grade Orientation and Experiences
 - Monday, August 31

Student Choice Hybrid Model (DFHS)

Why not stick with the in-person model that is being used for the phase-in for the full semester?

Why not stick with the in-person hybrid model that is being used for the phase-in for the full semester?

A Focus on Curriculum and Instruction

- Would result in a significant loss of teacher-student instructional time.
 - Fewer “instructional minutes”
 - Curriculum and content would likely be diminished
 - More independent work. Students left to “teach themselves”
- In-person teaching would be greatly diminished as compared to what teachers and students experienced pre-pandemic.
- Allows teachers to enhance their practice in a virtual setting by focusing and perfecting the most reliable and consistent methodology in this environment.
- It’s not sustainable. The uncertainty of the pandemic leads to the likely scenario of jumping from one format to another. This would likely cause major disruption for students both academically and emotionally.

Student Choice Hybrid Model

Monday-Tuesday/Thursday-Friday:

- Core instruction will be delivered using the structure of remote learning as outlined in slide 13
- Students can engage either off site or on site (by appointment)
- Spacing throughout the high school building
- Teachers teach from high school classrooms
- Students have in-person access to the high school
- Students may meet with teachers or counselors one-on-one or in small groups
- Flex time from 2:20-3:20

Student Choice Hybrid Model (DFHS)

Why would a student choose to work on-site on Monday, Tuesday, Thursday, or Friday?

Additional In-Person Opportunities for Students

- Special Education and Related Services
- ENL Support
- Mental Wellness and Support
- Counseling and Support
- Music and Art experiences
- Advisory (504 contact)
- Speakers Series during lunch times
- In-person experiences for “hands-on” electives, including science labs, research, yearbook, film, etc.
- Co-Curricular Club Meetings

Student Choice Hybrid Model

- **Wednesday “Flex” Day:**
 - Students have a choice to engage in learning experiences from home or in-person learning experiences at school.
 - Teachers follow their five “teaching periods” schedule to be used small group in-person instruction:
 - Students receive in-person support using a “flipped” approach to teaching and learning
 - A scheduler will be provided to ensure capacity
 - Opportunities for in-person fitness (PE), art, music, counseling
 - Additional opportunities for in-person experiences on previous slide!

Sample Student Schedules

Monday, Tuesday, Thursday, Friday

Period	Grade 11
1	IB Math HL
2	IB Chem Lab/Sci Res
3	IB Chem
4	IB Spanish
5	TOK/PE
6	Lunch
7	IB English
8	IB History
9	Early Dismissal

Possible In-Person Contact
Counseling Appointments
Period 6 or 9 by appointment
M, T, Th, Fri 2:20-3:20
Scheduled In-Person Experiences
All activities from slides 18-19 as needed
“Hands On”: PE, Art, Music, Science Labs
T-Periods: one-on-one/small group

Sample Student Schedules

Monday, Tuesday, Thursday, Friday

Period	Grade 10
1	Strategies for Mindful Learning (DBT)
2	English 10
3	Geometry
4	Global Studies 10
5	Physics
6	Drawing and Painting/MYP Personal Project
7	Lunch
8	Health/PE
9	Content Labs

Possible In-Person Contact
Counseling Appointments
Counseling period 7 or from 2:20-3:20
Scheduled In-Person Experiences
All activities from slides 18-19 as needed
“Hands On”: PE, Art, Music, Science Labs
T-Periods: one-on-one/small group
DBT/Content Labs

Sample Student Schedules

Monday, Tuesday, Thursday, Friday

Period	Grade 9
1	Late Arrival/Band
2	English 9
3	Spanish II
4	Algebra I
	Living Environment
5	Lab/Sculpture
6	Living Environment
7	Lunch
8	PE/Academic Study
9	Global 9H

Possible In-Person Contact
Counseling Appointments
Period 1 or 8 by appointment
M, T, Th, Fri 2:20-3:20
Scheduled In-Person Experiences
All activities from slides 18-19 as needed
“Hands On”: PE, Art, Music, Science Labs
T-Periods: one-on-one/small group

Concluding Thoughts

- The DFHS model provides students with consistency and certainty in an uncertain and unpredictable environment.
- The DFHS model best addresses the rigor, scope, and magnitude of a traditionally delivered curriculum.
- The DFHS model is flexible to the needs of all students and gives students choice based on their needs, wants, and comfort level.
- The DFHS model is easily adaptable post-pandemic.

Next Steps

The following information will be sent out in the coming weeks...

- Student Schedules for 2020-21
- The September “Phase-In” Plan
- Scheduling “in person” experiences for the hybrid
- 9th Grade Orientation
- Back to School Events and Information

Next Steps - District

The District will be offering a 100% remote only learning option for all students in the District

- Very early stages of planning

Establish rules and protocols as set by Department of Health Guidance

- Screening of students/staff
- Face Coverings
- Contact Tracing
- Positive Cases

Next Steps - District

Q & A documents for each school will be posted on the Reopening website.

Communication related to travel anytime after August 25th must be mindful of the 14-day quarantine requirement.

Communication is key but the District staff must be given a chance to do their jobs and prepare for the challenges ahead.