

YBMHS REOPENING PLAN FOR 2020-21 SY

**VIRGINIA DEPARTMENT OF JUVENILE JUSTICE
DIVISION OF EDUCATION**



**YVONNE B. MILLER HIGH SCHOOL
BON AIR, VA
AUGUST 2020**



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OPERATIONAL INFRASTRUCTURE

SCHEDULE

Option 1: Full-Time Remote Learning

All students will follow the remote learning schedule.

Four days per week of direct/interactive instruction. One day per week of targeted remediation/intervention.

Specialized instruction for populations such as English learner, students with disabilities and gifted students will be provided as specified through the student's individual education program plans.

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Rotating day schedule of in-person instruction and remote learning.

A minimum of 2 days per week of in-person instruction with an "AB" schedule. Students who are not in the school building will be engaged in remote learning. One day per week of targeted remediation/intervention.

Specialized instruction for populations such as English learner, students with disabilities and gifted students will be provided as specified through the student's individual education program plans.



REMOTE LEARNING MODEL

A M S C H E D U L E	Monday	Tuesday	Wednesday	Thursday	Friday
	Residential Cluster 1	Residential Cluster 2		Residential Cluster 1	Residential Cluster 2
	8:00 AM - 9:30 AM	8:00 AM - 9:30 AM		8:00 AM - 9:30 AM	8:00 AM - 9:30 AM
	<u>Upper Campus</u>	<u>Upper Campus</u>		<u>Upper Campus</u>	<u>Upper Campus</u>
	Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)		Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)
	<u>Lower Campus</u>	<u>Lower Campus</u>		<u>Lower Campus</u>	<u>Lower Campus</u>
	CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)		CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)
	9:30 AM - 11:00 AM	9:30 AM - 11:00 AM		9:30 AM - 11:00 AM	9:30 AM - 11:00 AM
	<u>Upper Campus</u>	<u>Upper Campus</u>		<u>Upper Campus</u>	<u>Upper Campus</u>
	Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)		Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)
	<u>Lower Campus</u>	<u>Lower Campus</u>		<u>Lower Campus</u>	<u>Lower Campus</u>
	CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)		CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)

P M S C H E D U L E	Monday	Tuesday	Wednesday	Thursday	Friday
	Residential Cluster 1	Residential Cluster 2		Residential Cluster 1	Residential Cluster 2
	1:00 PM - 2:30 PM	1:00 PM - 2:30 PM		1:00 PM - 2:30 PM	1:00 PM - 2:30 PM
	<u>Upper Campus</u>	<u>Upper Campus</u>		<u>Upper Campus</u>	<u>Upper Campus</u>
	CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)		CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)
	<u>Lower Campus</u>	<u>Lower Campus</u>		<u>Lower Campus</u>	<u>Lower Campus</u>
	Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)		Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)
	2:30 PM - 4:00 PM	2:30 PM - 4:00 PM		2:30 PM - 4:00 PM	2:30 PM - 4:00 PM
	<u>Upper Campus</u>	<u>Upper Campus</u>		<u>Upper Campus</u>	<u>Upper Campus</u>
	CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)		CTE/Electives (Group B Synchronous Group A Asynchronous)	CTE/Electives (Group B Synchronous Group A Asynchronous)
	<u>Lower Campus</u>	<u>Lower Campus</u>		<u>Lower Campus</u>	<u>Lower Campus</u>
	Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)		Core Content (Group A Synchronous Group B Asynchronous)	Core Content (Group A Synchronous Group B Asynchronous)

REOPENING

HYBRID LEARNING MODEL

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Schedule	Residential Cluster 1 <u>In School</u> 8:00 AM - 9:30 AM 1st Block 9:30 AM - 11:00 AM 2nd Block	Residential Cluster 1 <u>Remote Learning</u> Follow the remote learning schedule	Rotating AB Schedule for Targeted Remediation, Intervention, & Extended Learning Student labs/hands-on activities for math, science, electives and CTE	Residential Cluster 1 <u>In School</u> 8:00 AM - 9:30 AM 1st Block 9:30 AM - 11:00 AM 2nd Block	Residential Cluster 1 <u>Remote Learning</u> Follow the remote learning schedule
	11:00 AM - 1:00 PM	11:00 AM - 1:00 PM		11:00 AM - 1:00 PM	11:00 AM - 1:00 PM
	<ul style="list-style-type: none"> Student Lunch Teacher Lunch Teacher Planning Student Advisory 	<ul style="list-style-type: none"> Student Lunch Teacher Lunch Teacher Planning Student Advisory 		<ul style="list-style-type: none"> Student Lunch Teacher Lunch Teacher Planning Student Advisory 	<ul style="list-style-type: none"> Student Lunch Teacher Lunch Teacher Planning Student Advisory
	Residential Cluster 2 <u>Remote Learning</u> Follow the remote learning schedule	Residential Cluster 2 <u>In School</u> 1:00 PM - 2:30 PM 3rd Block 2:30 PM - 4:00 PM 4th Block		Residential Cluster 2 <u>Remote Learning</u> Follow the remote learning schedule	Residential Cluster 2 <u>In School</u> 1:00 PM - 2:30 PM 3rd Block 2:30 PM - 4:00 PM 4th Block
PM Schedule					

REMOTE & HYBRID LEARNING MODEL

Remote Learning

We offer all courses required and approved by the Virginia Department of Education.

All content courses, selected electives, and selected CTE courses are offered through our online learning platform. Other scheduled elective and CTE courses are offered through alternative delivery.

Courses

In School

We offer all courses required and approved by the Virginia Department of Education.

All content courses, selected electives, and selected CTE courses are offered through our online learning platform. Other scheduled elective and CTE courses are offered through alternative delivery.

Labs/hands-on activities for selected courses are offered one day per week.



REMOTE & HYBRID LEARNING MODEL

	Remote Learning	In School
Technology	<p>All students will continue to have internet access to online curriculum.</p> <p>Ensure the expansion of technology can be supported throughout the facility for remote learning.</p> <p>Laptops are provided to all students.</p> <p>Webcams are available to staff and students for virtual/interactive instruction and support.</p>	<p>All students will continue to have internet access to online curriculum.</p> <p>Ensure the expansion of technology can be supported throughout the facility for remote learning.</p> <p>Laptops are provided to all students.</p> <p>Webcams are available to staff and students for virtual/interactive instruction and support.</p>
Bell Schedule/ Transitions	<p>Transition time between asynchronous and synchronous learning will be monitored.</p>	<p>Will reduce the amount of students in the hallway during transitions.</p> <p>Will have staff monitor entry points and hallways during transitions.</p> <p>Will systematically move students from classroom to classroom.</p> <p>Students will be staggered during arrival and dismissal times.</p> <p>Will utilize visual cues and signage to demonstrate social distancing and direct the flow of traffic during transitions.</p>
School Activities	<p>Not applicable.</p>	<p>All high-risk activities such as field trips, sports, assemblies and large gatherings will be canceled.</p>



REMOTE & HYBRID LEARNING MODEL

	Remote Learning	In School
Food Services	Not applicable.	Will follow facility schedule for meals. Meals will be provided to students on the units.
Attendance	<p>100% capacity of remote learning.</p> <p>All students must follow the remote learning schedule.</p> <p>Attendance will be recorded by log in and log out times for each class.</p> <p>Will adhere to the attendance policy and procedures.</p>	<p>50% capacity of in-person learning and 50% capacity of remote learning.</p> <p>Assigned group of students must follow daily bell schedule when in school. Others must follow remote learning schedule.</p> <p>Assigned group of students for in-person learning must physically attend classes. Assigned group of students for remote learning will be accounted for by log in and log out times for each class.</p> <p>Will adhere to the attendance policy and procedures.</p>
Transportation	Not applicable.	Not applicable.
Learning Environment	<p>Will follow the safety protocols of the residential units during the time students are participating in learning on the units.</p> <p>Social mitigation and face coverings must be used in the learning environment at all times.</p>	<p>Ensure that all staff are trained in health and safety protocols.</p> <p>Face coverings must be worn by staff and students at all times while in school.</p> <p>Increase the frequency of hand washing and sanitizing.</p>



REMOTE & HYBRID LEARNING MODEL

Learning Environment (continued)

Remote Learning

The learning environment will be preserved for instruction only free from competing activities and limited distractions.

In School

Will reduce the number of staff and students in a closed space to maintain six feet social distancing.

Will provide the use of barriers and personal protective equipment (PPE) to provide a higher level of protection.

Will arrange classroom seating and provide floor markings for social distancing.

Will implement enhanced cleaning of the school building and increase the frequency of facility cleaning throughout the day of high-touch surfaces.

Communication

Consistent communication will be shared with staff, students, and families via letter, email, phone call, team meetings, or the student information system.

Interpretation and translation services will be provided to families as requested.

Training will be provided to families on how to operate and navigate the parent portal on the student information system.

Consistent communication will be shared with staff, students, and families via letter, email, phone call, team meetings, or the student information system.

Interpretation and translation services will be provided to families as requested.

Training will be provided to families on how to operate and navigate the parent portal on the student information system.



NEW INSTRUCTION FOR ALL STUDENTS

Student Learning Needs and Equitable Instruction

Option 1: Full-Time Remote Learning

Ensure internet access and technology for all students.

Ensure that students have live-interactions with staff for support and resources.

Assess students' needs/learning profile and continue to implement personalized learning.

Ensure that students with disabilities, English learners, and gifted students will be provided specialized instruction as specified through the student's individual education program plans.

Schedule collaborative teacher planning to ensure a high-quality curriculum and instructional delivery for remote learning.

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Ensure internet access and technology for all students.

Ensure that students have live-interactions with staff for support and resources.

Assess students' needs/learning profile and continue to implement personalized learning.

Ensure that students with disabilities, English learners and gifted students will be provided specialized instruction as specified through the student's individual education program plans.

Schedule collaborative teacher planning to ensure a high-quality curriculum and instruction delivery for both in-person and remote learning.



NEW INSTRUCTION FOR ALL STUDENTS

Special Populations

Option 1: Full-Time Remote Learning

Follow student IEP, 504, EL, or gifted plan.

Provide in-person specialized instruction as specified in the student's individual education plan.

Students will have access to assistive technology/tools as appropriate.

Teachers will conduct virtual meetings, schedule time for extended learning, and continue to monitor and evaluate student progress.

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Follow student IEP, 504, EL, or gifted plan.

Provide in-person specialized instruction as specified in the student's individual education plan.

Students will have access to assistive technology/tools as appropriate.

Teachers will conduct virtual meetings, schedule time for extended learning, and continue to monitor and evaluate student progress.



NEW INSTRUCTION FOR ALL STUDENTS

Integrate Social Emotional Learning

Option 1: Full-Time Remote Learning

Students are provided scheduled mental health support and therapeutic services through our Behavioral Services Unit, facility counseling staff, school psychologists, and school-based Behavior Analytic Team.

School staff will have daily check-ins and/or checkouts as needed via virtual or email.

School staff will encourage appropriate communication to advocate for needs via virtual or email.

School staff will practice/model mindfulness and teach appropriate coping strategies to manage stress via virtual or email.

School staff will meet as necessary to address student concerns.

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Students are provided scheduled mental health support and therapeutic services through our Behavioral Services Unit, facility counseling staff, school psychologists, and school-based Behavior Analytic Team.

School staff will have daily check-ins and/or checkouts as needed via virtual or email.

School staff will encourage appropriate communication to advocate for needs via virtual or email.

School staff will practice/model mindfulness and teach appropriate coping strategies to manage stress via virtual or email.

School staff will meet as necessary to address student concerns.

A safe space will continue to be utilized for students in school who are in crisis.



NEW INSTRUCTION FOR ALL STUDENTS

Professional Development

Option 1: Full-Time Remote Learning

Will provide targeted professional development based on staff needs.

Examples of other professional development to support new instructional practices:

- Equitable Instruction
- Digital Project Based Learning
- Creating Online Resources
- Personalized Learning
- Remote Learning and
- Online Management
- Professional
- Learning Communities
- Social Emotional
- Learning

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Will provide targeted professional development based on staff needs.

Examples of other professional development to support new instructional practices:

- Equitable Instruction
- Digital Project Based Learning
- Creating Online Resources
- Personalized Learning
- Remote Learning and
- Online Management
- Professional
- Learning Communities
- Social Emotional
- Learning



BLENDED
Learning
in a
BLENDED
Environment

REOPENING

NEW INSTRUCTION FOR ALL STUDENTS

Communication

Option 1: Full-Time Remote Learning

Communicate with staff by sharing information during facility and school-based meetings.

Communicate with students via learning management system, letters, email and phone calls.

Communicate with families via letter, email, phone calls, or the parent portal.

Communicate with the Bon Air JCC and the student-family community via Virtual Town Hall Meetings.

Continue yearly student data report for stakeholders.

Option 2: Hybrid Model with In-Person Instruction, Social Distancing, & Capacity Limits

Communicate with staff by sharing information during facility and school-based meetings.

Communicate with students via learning management system, letters, email and phone calls.

Communicate with families via letter, email, phone calls, or the parent portal.

Communicate with the Bon Air JCC and the student-family community via Virtual Town Hall Meetings.

Continue yearly student data report for stakeholders.

REOPENING

INSTRUCTIONAL GAPS AND STUDENT NEEDS FOR BOTH MODELS

Curriculum

Identify and prioritize content power standards.

Identify prerequisite knowledge and skills learners will need for the next grade level.

Set benchmarks for content pacing on the online learning platform.

Increase opportunities for explicit instruction.

Continue to develop and implement student-personalized plans to meet learning needs.

Implement differentiated instruction and scaffolding practices.

Adjust or modify curriculum (i.e. student performance tasks) to meet learners' needs and performance standards.

Assessment

Conduct content pre-assessments to identify students' knowledge, skills and understanding prior to teaching a lesson.

Use formative assessments to gauge student knowledge, provide feedback, adjust instruction, and to monitor student progress.

Use summative assessments to identify student mastery of learning targets and provide opportunities to reteach and relearn.

Offer students multiple formats to demonstrate mastery of content.

Continue to have scheduled focus groups review and analyze student data during PLT meetings or collaborative teacher planning. These groups will develop student specific plans to address needs.

Conduct MAP assessment at least twice a year to measure student achievement and growth.

Conduct necessary assessments for students with disabilities, gifted learners and English learners as required.



INSTRUCTIONAL GAPS AND STUDENT NEEDS FOR BOTH MODELS

Intervention

Increase engaged learning opportunities with corrective feedback.

Schedule targeted remediation. Frequency and duration is based on student need and data.

Use assessment data to implement content specific, evidence based strategies to support learners with diverse needs.

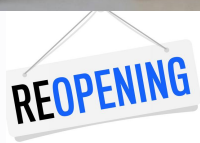
Develop supplemental learning tools beyond the online learning platform.

Continue to utilize the School Based Intervention Team (SBIT) to identify and support students who may have behavioral or academic challenges, and make the appropriate referrals when needed.

Resources

Develop online/digital resources such as content videos, games, virtual labs, etc. to enhance classroom instruction and to maintain student engagement.

Develop digital reading and math material to support remediation and intervention strategies.



PREPARING FOR FULL-TIME REMOTE LEARNING

School Closures

The hybrid model is subject to convert to a full-time remote learning model based on facility health conditions, and/or to remain in compliance with the Governor's latest Executive Order.

Central office and building leaders will communicate promptly to students, families, and staff if a school closure occurs.

No students are allowed in the school building for instruction during a closure.

All students will have access to the online learning platform and digital curriculum resources.

All students will follow the remote learning schedule.





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