



# Douglas County High School

## UPDATED INFORMATION - Spring 2021

### Family Communication

### Hybrid Learning 2.0

### (en Español)

Dear Huskie Families,

Since we shared this document with you during semester 1, there have been many changes, challenges, and amended information! We are so very grateful for your partnership as we navigate uncharted territory and do our very best to serve you within the limitations placed on us. Our main goal is to ensure the health, safety, and security of every student and staff member while maintaining a rigorous approach to academic and social/emotional education, and supporting activities and athletics. It is this combination of offerings that make our fully comprehensive high school an outstanding place to learn and grow and we will do all we can to help students continue to thrive, despite the barriers created through COVID-19.

Each year our staff select a theme that is woven into the thread of our daily practices, planning, and thinking. This year we chose #LivingTheLearnerProfile and we feel we could not have settled on anything more relevant! We know that teaching and learning the [IB Learner Profile](#) attributes is one thing, but truly embracing each one and incorporating them into our daily lives is another! We challenge you, our families, to intentionally demonstrate the attributes whenever you can: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

We recognize that there are many new terms being used during this period in education so we felt it might be helpful to provide you with a [glossary of educational terms](#) used frequently (but often easily confused) during this time. Please don't hesitate to reach out should you have additional questions. Your student's teachers, or their Alpha Administrator or Alpha Counselor would be the best place to start. While some of these terms might have different meanings in other organizations, these are the definitions used in DCSD and DCHS.

Each of our families is so valuable to us and we are grateful that you have chosen to entrust us with the education of your children this year, whether through hybrid learning or eLearning. We guarantee we are doing our best but welcome your feedback when you feel we could alter our approach. We are learning as we go and are honored to be part of a time that will enrich our approach to education forever.

In partnership,

*Your DCHS Administration Team*

*Tony Kappas (Principal), Jeff Gardella (Assistant Principal & Athletics Director), Katy Kollasch (Assistant Principal), Diane Shuck-Gray (Assistant Principal & Activities Director), Nicole Stone (Dean of Students), Casey Turnbaugh (Dean of Students), and Christine Veto (Assistant Principal)*

# Building Expectations

## Daily Symptoms Check

- \* All staff complete a detailed health screener including a temperature check before arriving at any DCSD campus building each day.
- \* Those exhibiting symptoms or experiencing a temperature of 100.0 degrees or higher are asked to stay home. Information is communicated to the school nurse.
- \* Students are asked to perform a daily health screener before coming on to campus (see this [link](#)). Their temperature before coming on to the school campus. If they are experiencing any symptoms from the screening tool, they should stay home and call the DCHS attendance line (303) 387-1002.
- \* The fever, coupled with one major or two minor symptoms should create sufficient alert to seek medical guidance.
- \* Should a student or staff member begin to feel ill during the school day, they will be asked to return home after seeking guidance from the school nurse/health assistant.
- \* For more information please see [CDE's guidance](#).

## Physical Distancing

- \* 6ft social distancing should be maintained between all individuals when possible (per CDE guidelines, 3-foot distancing still provides substantial benefits and is acceptable when a variety of mitigation protocols are in place).
- \* Seating charts will be assigned to students in each class when possible.
- \* Two-way hallways will be employed at DCHS in order to maintain distancing during transitions.
- \* General education students will not have access to lockers.
- \* All assemblies, performances or all-school gatherings will be remote until further notice.
- \* Clarifications will be determined and communicated as new information becomes available from DCSD and CDPHE.

## Face Coverings

- \* **Required** for all STAFF and STUDENTS.
- \* When exercising or teaching outside and able to appropriately distance (6ft), student face coverings may be removed.
- \* Face shields are acceptable but must be worn with a mask.
- \* Extra masks will be available (**on a limited basis**) upon entering the building if a student forgets. Help everyone by remembering your OWN mask.
- \* Students and staff do not need to wear face coverings when eating or drinking.
- \* Social distancing must be maintained in cafeteria/commons (12 feet - please sit where designated spots are available at tables - no more than 3 people per table).
- \* Students must replace their mask once they have finished eating if they choose to remain in the cafeteria until their next class begins.
- \* Food/drink (aside from a personal water bottle) will not be permitted in learning environments.

## Hand Washing, Sanitizing, Cleaning, and Ventilation

- \* Students and staff will be encouraged and reminded to wash hands regularly; use hand sanitizer; avoid touching eyes, nose and mouth; and cover coughs and sneezes.
- \* Bathroom soap dispensers and paper towel dispensers will be checked frequently and refilled as needed.
- \* Hand sanitizing stations will be located in a variety of areas around each school and will be checked frequently and refilled as needed.
- \* Touch points (i.e. door knobs, light switches, etc.) will be disinfected throughout all buildings on a daily basis.
- \* Teachers and staff will have disinfectant supplies, including disinfecting spray and cleaning cloths available to them to disinfect high touch areas regularly and will limit sharing of supplies, utensils, and devices.
- \* The circulation of outdoor air within district buildings, via mechanical systems, will be increased.

## Other Expectations and Guidance

- The [DCSD Code of Conduct](#) as well as the DCHS code of conduct policies outlined in the [Student Handbook](#) will still apply whether remotely or in-person.
- All family meetings will be held via Google Meet or by phone unless approved by an administrator.

- No visitors or volunteers are able to access the school until guidelines change per the District.
- A specific location in the school has been determined in order that we can immediately isolate any students or staff experiencing COVID symptoms until they are able to leave the building.
- During off hours and lunch, students must be in designated indoor spaces (as capacity allows).
- During lunch time students may go outside but remain on campus.
- Campus is **closed** for freshmen.
- Open campus for lunch is permitted for sophomores, juniors, and seniors. Food can be brought back from lunch but only eaten in designated eating areas (not classrooms).
- No open food or drink containers will be permitted outside of designated eating areas (North or South Commons (lunch rooms) and anywhere outside of the building (per Tri-County Health).
- Drinking fountains will be shut off, but the water bottle filling stations will be on, and water bottles will be permitted in classrooms.
- **Students who are isolated or on mandatory quarantine due to direct COVID-19 exposure should recognize that they are not just isolated or quarantined from school. They should abide by isolation/quarantine stipulations for the 7 - 10 days as directed by our school nurse or the full 14 days if they are an athlete which means no social interaction outside the home (parties, activities, events, or athletics etc.) (Per Tri-County Health).**

## Academic Expectations

### Instruction and Assessment

- The Spring 2021 Hybrid BLOCK Schedule will be as follows:
- On a FIVE day week of school (no holidays or PD days)
  - Cohort A - Attend classes in-person on Monday's (this is an ODD day schedule - classes 1,3,5,7) and Wednesday's (this is an EVEN day schedule - classes 2,4,6,8)
    - Cohort A will remote on Tuesday (this is an ODD day schedule - classes 1,3,5,7) & Thursday (this is an EVEN day schedule - classes 2,4,6,8)
  - Cohort B - Attend classes in-person on Tuesday (this is an ODD day schedule - classes 1,3,5,7) & Thursday (this is an EVEN day schedule - classes 2,4,6,8)
    - Cohort B will remote in Monday's (this is an ODD day schedule - classes 1,3,5,7) & Wednesday's (this is an EVEN day schedule - classes 2,4,6,8)
  - Friday - REMOTE Lavender Day
- Semester 2 will operate with a 'full accountability' (not 'hold harmless') model.
- Students must arrive to class ready to learn with a personal device (fully charged) and appropriate materials (calculator, library books, pens/pencils etc.) as there will be no sharing of items during class time.
- If you do not have a device, DCSD will check one out to you (please see your counselor for help).
- Students will be required to practice independent learning, time management, respectful and timely communication, and self-advocacy.
- No more than 50% of a student's grade will be derived from tests, quizzes, formal assessments, summative/end of unit or final exams.
- On the days when a student's cohort is not meeting at school, students will be expected to take personal responsibility for logging into all their classes and learning in a remote synchronous environment. There is NO asynchronous time with Hybrid 2.0.
- *Students can expect to have limited homework due to the modified block schedule we are using.*
- Some students can expect to receive some homework during evenings and weekends, particularly if they are part of AP, Concurrent Enrollment, Career Technical Education, or IB programs which will have externally moderated exams at the end of the course.

- If students have any problems with organizing, prioritizing, scheduling, time managing, locating assignments etc. they should email their TEACHER immediately for support.

### **Grading Policy**

- Students will receive grades in each of their courses that reflect progress toward mastery and proficiency in School, District, and State standards.
- Grades will be updated in Infinite Campus weekly to reflect student progress toward course expectations. **Please do not rely on grades in Canvas, official grades are in Infinite Campus.**
- Teachers will use CANVAS to remind students of DUE DATES and tell them if an assignment is missing. Students should check in with teachers if they are unsure about due dates or assignment expectations well BEFORE the assignment is due!
- Regardless of the learning model (synchronous Hybrid 2.0, remote, or eLearning), students will be expected to produce work with consideration for due dates. Grades may reflect completion of assignments. Final grades will be added to the high school transcript and will count toward graduation credit despite the current learning environment.

### **Etiquette for Remote Learning days (Fridays or Shutdown)**

There will be a great deal of time spent in Google Meetings on remote learning, Fridays or during a shutdown. Below are a few things to keep in mind when preparing to participate in remote learning from home:

- Students are STRONGLY encouraged to have their cameras on so teachers and staff can properly interact with them during class.
- Consider your appearance on the webcam. The less seriously a student takes online interaction, the harder it will be to learn the material or participate in the class.
- Students are expected to follow the dress code outlined in the [DCHS Student Handbook](#).
- Consider what is in the background of the video. A blank background is easiest to work with, but be considerate and select an appropriate digital background if necessary.
- Consider the lighting of the room. A poorly placed light or sitting in front of a window will create a shadowy effect. Play around with the lighting prior to logging into the virtual classroom.
- Consider internet connection. If the internet is lagging, consider restarting the computer and be aware of how far away you are from your home internet router.
- Remember that a video conference should have the same degree of respect as a live class (students don't randomly interrupt or fall asleep during class, so please continue that respect in your virtual environment).
- Mute yourself upon entering the class.
- Be on time. Click on the Google Meet link at the same time as your class is scheduled to begin.
- Staff will always do their best to respond to communication within 48 hours.

## **Canvas - Learning Management System (LMS)**

\* Aligned with every high school in DCSD, Douglas County High School teachers and students will continue using a common Learning Management System (LMS) called CANVAS. The [CANVAS LMS](#) facilitates and organizes online and in-person learning activities. Canvas is a research-based, carefully selected LMS that is used at high school and universities all over the world. Implementing CANVAS means students will have access to all of their courses, a common calendar of assignments and due dates, and a message board protected behind their universal DCSD logins and passwords. Students are encouraged to take initiative in learning the new CANVAS platform in order to best support their learning both in school and at home.

\* Families can find help [here](#).

\* We are thrilled to have the expertise of Ms. Theresa Hemming ([tghemming@dcsdk12.org](mailto:tghemming@dcsdk12.org)) and/or Mr. Ben Brelje ([ben.brelje@dcsdk12.org](mailto:ben.brelje@dcsdk12.org)) as we have learned this new system. If you have specific questions, please don't hesitate to reach out to them for support.

## Technology

\* We strongly recommend all students obtain and then bring a personal device to school in order to complete their work (laptop, chromebook etc.) Students also need access to a device and internet at home with which to complete their work and access Google Meetings.

\* Students and families unable to obtain a personal device will be issued one from our current school resources. Families can indicate their need for a device by emailing their counselor.

\* Students and families without an internet connection should also communicate with their counselor and ultimately will be provided with a 'hot spot' for the duration of remote learning.

\* Teachers of classes who use specific software programs will communicate technology needs for those courses with students (for example, Computer Science).

## Attendance

### \* [DCSD/DCHS Family Communication](#)

\* Taking attendance regularly and accurately is essential to student support and required by District policy and CO State law. Parents should use expected attendance reporting procedures to communicate when a student will not attend due to an excused absence. Parents should call the school to report excused absences from in-person and online learning. Normal make-up work procedures still apply.

\* Students are expected to engage in their learning daily, including days when their learning occurs in-person or remotely.

**\* Daily attendance for all students will reflect engagement and have a direct correlation with performance and achievement.**

Mode of Learning	Students will	Families will	Teachers will
<b>In-Person Synchronous (in the building)</b>	<ul style="list-style-type: none"> <li>- Arrive to class on time</li> <li>- Be prepared</li> <li>- Actively participate</li> <li>- If arriving late or leaving early, visit the North or South office to sign in or out.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure students arrive to school on time</li> <li>- Call attendance line to excuse absences (by Friday of the week of the absence)</li> <li>- Follow up with school regarding attendance concerns</li> <li>- Monitor student attendance through IC Parent Portal</li> </ul>	<ul style="list-style-type: none"> <li>- Take attendance of students physically present</li> </ul>
<b>Remote (accessing class on non-cohort days, when isolated, quarantined, or during a</b>	<ul style="list-style-type: none"> <li>- Students will find the Google Meet link for each class on their teachers' CANVAS Homepage.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure students have access to technology to participate in Google Meetings for each class.</li> </ul>	<ul style="list-style-type: none"> <li>- Take attendance of students who are learning remotely on non-cohort days</li> </ul>

whole school shutdown)	- Participate in class activities and complete assignments.	- Ensure students have a plan for attending classes during the day - Create a schedule and support the organization and prioritization of assignments and online access (time management and personal organization does not always come naturally to students)	- Take attendance of students who are learning remotely due to personal choice (with prior communication to DCHS's Principal, Mr. Kappas). - Create a Google Meet link to share with students and add to CANVAS Homepage - Offer as much support as necessary to students and communicate with families in a timely manner
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**COVID-RELATED ATTENDANCE REPORTING** In the event that a student is absent because he or she is displaying symptoms of COVID-19, parents must clearly indicate the following in the school message:

- student first and last name
- student grade
- student cohort
- when the student is scheduled to obtain a COVID test
- **Results must be provided prior to returning to Hybrid learning on campus**

Families should address their communication to the school nurse ([meagan.boyne@dcsdk12.org](mailto:meagan.boyne@dcsdk12.org)) (303) 387-1003, the Principal ([ankappas@dcsdk12.org](mailto:ankappas@dcsdk12.org)) and the Alpha administrator. One of these individuals will respond immediately and discuss action steps.

**\* A - Bt**

Counselor - Mrs. Hay [chay@dcsdk12.org](mailto:chay@dcsdk12.org)

Administrators - Mrs. Stone [nicole.stone@dcsdk12.org](mailto:nicole.stone@dcsdk12.org) or Mr. Gardella [Jeff.Gardella@dcsdk12.org](mailto:Jeff.Gardella@dcsdk12.org)

**\* Bu - D**

Counselor - Mrs. Anderson [aanderson1@dcsdk12.org](mailto:aanderson1@dcsdk12.org)

Administrator - Mr. Turnbaugh [Casey.Turnbaugh@dcsdk12.org](mailto:Casey.Turnbaugh@dcsdk12.org)

**\* E - Hak**

Counselor - Mrs. Wein, [amy.wein@dcsdk12.org](mailto:amy.wein@dcsdk12.org)

Administrator - Mrs. Shuck-Gray [dhshuck@dcsdk12.org](mailto:dhshuck@dcsdk12.org)

**\* Hal - Kh**

Counselor - Mr. Davis [jmdavis2@dcsdk12.org](mailto:jmdavis2@dcsdk12.org)

Administrator - Dr. Veto [christine.veto@dcsdk12.org](mailto:christine.veto@dcsdk12.org)

**\* Ki - Mh**

Counselor - Mr. Monroe [cmonroe@dcsdk12.org](mailto:cmonroe@dcsdk12.org)

Administrator - Mr. Turnbaugh [Casey.Turnbaugh@dcsdk12.org](mailto:Casey.Turnbaugh@dcsdk12.org)

**\* Mi - Rh**

Counselor - Mrs. Boyce [aeboyce@dcsdk12.org](mailto:aeboyce@dcsdk12.org)

Administrator - Mrs. Kollasch [Katy.Kollasch@dcsdk12.org](mailto:Katy.Kollasch@dcsdk12.org)

**\* Ri - Sc**

Counselor - Mrs. Mancuso [mmancuso@dcsdk12.org](mailto:mmancuso@dcsdk12.org)

Administrator - Mrs. Kollasch [Katy.Kollasch@dcsdk12.org](mailto:Katy.Kollasch@dcsdk12.org)

\* **Sd - Sz**

Counselor - Mrs. Mancuso, [mmancuso@dcsdk12.org](mailto:mmancuso@dcsdk12.org)

Administrator - Mrs. Shuck-Gray [dhshuck@dcsdk12.org](mailto:dhshuck@dcsdk12.org)

\* **T - Z**

Counselor - Ms. Willard [Maggie.Willard@dcsdk12.org](mailto:Maggie.Willard@dcsdk12.org)

Administrator - Dr. Veto [christine.veto@dcsdk12.org](mailto:christine.veto@dcsdk12.org)

## Hybrid Schedules ([Day and Cohort Rotation Calendar](#))

- **Cohort A:** Synchronous in-person learning on Monday and Wednesday, synchronous remote learning on Tuesday and Thursday, and synchronous remote learning on Fridays.
- **Cohort B:** Synchronous in-person learning on Tuesday and Thursday, synchronous remote learning on Monday and Wednesday, and synchronous remote learning on Fridays.
- **Synchronous in-person learning:** Students will follow the bell schedule and attend all core and elective classes in person.
- **Synchronous Remote Learning:** Students will follow the bell schedule and attend all core and elective classes remotely. Fridays will include participation in Google Meetings, independent work, group work, individual student support, whole class teaching, or personal student conferencing etc.
- The updated schedule for Fridays now includes TWO opportunities for teachers to meet with students during 'remote office hours'. Despite the labels (HR Cohort A or HR Cohort B) ANY students are able to meet with ANY teachers via Google Meet links during these times.

### ODD DAYS

Period 0	6:40 - 7:35
Period 1	7:38 - 9:12
HR/AA	9:19 - 11:02
<i>*no traveling during AA; stay in HR - use AA as study hall</i>	
Period 5	11:09 - 1:16
-Lunch (group 1)	11:09 - 11:43
-Class (group 1)	11:43 - 1:16
-Class (group 2)	11:09 - 12:42
-Lunch (group 2)	12:42 - 1:16
Period 7	1:23 - 2:55

### EVEN DAYS

Period 0	6:40 - 7:35
Period 2	7:38 - 9:12
Period 4	9:19 - 11:02
Period 6	11:09 - 1:16
-Lunch (group 1)	11:09 - 11:43
-Class (group 1)	11:43 - 1:16
-Class (group 2)	11:09 - 12:42
-Lunch (group 2)	12:42 - 1:16
Period 8	1:23 - 2:55

### FRIDAYS (for 5-day weeks only)

PLC/Dept Meetings	7:38 - 8:35
HR/AA	8:40 - 9:40
<i>(both cohorts check in &amp; then go to AA)</i>	
Period 1	9:45 - 10:10
Period 2	10:15 - 10:40
Period 4	10:45 - 11:10
Period 5	11:15 - 11:40
<b>Lunch</b>	<b>11:45 - 12:15</b>
Period 6	12:20 - 12:45
Period 7	12:50 - 1:15
Period 8	1:20 - 1:45
HR/AA	1:50 - 2:55
<i>(students DO NOT need to check in; go to AA)</i>	

### ODD/EVEN LATE START

Period 1/2	9:13 - 10:25
Period HR/4	10:32 - 11:42
Period 5/6	11:49 - 1:38
-Lunch (group 1)	11:49 - 12:28
-Class (group 1)	12:28 - 1:38
-Class (group 2)	11:49 - 12:59
-Lunch (group 2)	12:59 - 1:38
Period 7/8	1:45 - 2:55

## Lunch (Students are required to eat lunch in the building where they attended 5th period)

**LUNCH - Group 1** AGRICULTURE BUSINESS COMPUTERS ENGLISH FACS INDUSTRIAL ARTS  
MATH PERFORMING ARTS

**LUNCH - Group 2**  
ART ELD ISS SCIENCE IND & SOC (SOCIAL STUDIES) STAR LAB WORLD LANGUAGE PE

## Communication

\* Direct communication between the teacher and the student in a class is the most effective and timely method for resolving class concerns. We ask that you be specific in the information you require from a teacher so they can provide a response that meets your needs.

\* If or when concerns arise, particularly with regard to class engagement, communication should initially involve the teacher and student, and then the family. Teacher emails are listed on the [school website](#).

\* Families and students can expect teachers to respond within **48 hours** during the business week.

\* Please bear in mind that regardless of your child's cohort schedule, his/her teacher is instructing in person every day. Teachers may be unavailable to respond to communication during the work day.

## Arrival and Dismissal

**Student Pick-up and Drop-off:** In order to avoid traffic and to ensure safety for our community, student drop-off and pick-up will take place in front of the North and South Main Offices. In an effort to decrease contact between students at the beginning of the school day, please drop students off during the designated arrival time - 7:15 a.m. to 7:33 a.m. Students will be considered TARDY after **7:38 a.m.**

**Student Parking:** Upon completion and approval of the parking registration application, any licensed student will be permitted to park in one of the two student lots during their synchronous in-person learning days. If DCHS moves from a hybrid environment to a full in-person environment five days a week, we will communicate new parking expectations. **There will be no charge for a parking permit** during this time. Sophomores and Juniors will be able to park in the South Lot. Seniors will be able to park in the North Lot. All registration and parking forms can be found on the [DCHS Website](#). **All students who plan to drive to school, MUST have a DCHS issued parking hang tag - No EXCEPTIONS.** Please see Mrs. Thompson in the North Office with questions.

## Specialized Programs

### **Personalized Learning**

\* Students who access services through any identified plan will continue to receive those services regardless of the learning model chosen.

\* DCSD Case Managers will be working with individual students and families to address services and programming. The family may request a meeting to discuss programming and service plans by contacting their case manager. Please see additional information from DCSD regarding the delivery of personalized learning services detailed with the comprehensive [DCSD Road to Return plan](#).

### **English Language Learners (ELL/ELD)**

\* DCSD classroom, content, English Language Development (ELD), and Special Service Providers will continue to collaborate to meet the needs of English Language Learners and their families.

\* Educators will work with families to develop and implement an English Learner Plan outlining all aspects of English Language Development programming/services aligned to student need, academic and social language development, and specific language goals for the student.

<p>* Please reach out to your student’s Case Manager with any questions.</p>	<p>* English Learners will be served directly and consistently according to their English Learner Plan regardless of the learning model chosen.</p> <p>* Please reach out to Casey Turnbaugh (<a href="mailto:cnturnbaugh@dcsdk12.org">cnturnbaugh@dcsdk12.org</a>), or Carmen DeTata (<a href="mailto:cdetata@dcsdk12.org">cdetata@dcsdk12.org</a>) Dean of Students, with any questions.</p>
<p><b><u>Gifted Education</u></b></p> <p>* Douglas County students receiving gifted education services are guided by their Advanced Learning Plans (ALPs), which outline all aspects of gifted education programming aligned to students’ needs as well as academic and affective goals for the students.</p> <p>* Support for eLearning and hybrid teachers will be provided to ensure students receive curriculum and instruction to match their ALP - aligned academic and social emotional needs.</p> <p>* Please reach out to Michelle Fleet (<a href="mailto:michelle.fleet@dcsdk12.org">michelle.fleet@dcsdk12.org</a>), Gifted Education Coordinator, with any GT related inquiries.</p>	<p><b><u>IB MYP and DP</u></b></p> <p>* The International Baccalaureate (IB) Diploma Program (DP) at DCHS would like to extend an invitation to students who believe that a better society results from an educational system that promotes academic rigor in an environment of intercultural respect.</p> <p>* All students in 9th and 10th grade follow the Middle Years Program (MYP) framework. 10th grade students will continue to participate in the Personal Project. All students will be exposed to elements of the IB programme in all MYP classes including The Learner Profile.</p> <p>*International Baccalaureate Diploma Program (IBDP) students must accept the challenge of a demanding curriculum while contributing to their high school environment as good students and great citizens.</p> <p>* Information meetings are typically scheduled for interested students and their parents in November and December. If you are in the ninth or tenth grade and would like to know more about this prestigious program, please plan to attend one of these meetings.</p> <p>* The application process begins in November for incoming ninth grade students, and will be completed in the month of January for all students interested in the IB program at DCHS.</p> <p>* Please reach out to Dr. Steve Fleet (<a href="mailto:sjfleet@dcsdk12.org">sjfleet@dcsdk12.org</a>), IB Coordinator, with any questions.</p>
<p><b><u>AP/CE/CTE</u></b></p> <p>All Advanced Placement (AP), Concurrent Enrollment (CE), and Career &amp; Technical Education (CTE) courses at DCHS will be offered as planned (on the hybrid model ONLY). <i>**Concurrent Enrollment courses both at ACC and DCHS are not available in the eLearning model.</i></p> <p>A few reminders:</p>	

- AP and CE students have chosen a curriculum that goes beyond the regular high school graduation requirements as students are taking college-level classes. This is reflected in the pacing, time commitment, difficulty, skill development, and content of the course.
- DCHS AP students will be taking the 2021 exams **in-person** starting the week of May 3rd through May 14th. The national test schedule can be found at this [link](#)
- Students whose applications were approved to take classes at an ACC (Arapahoe Community College) campus will continue as planned.
- Please reach out to Diane Shuck-Gray ([dhshuck@dcsdk12.org](mailto:dhshuck@dcsdk12.org)), Assistant Principal/Activities Director, with any questions regarding Advanced Placement, Career Tech Ed or Concurrent Enrollment.

## Other Considerations

### Security and Guidance

- \* In order to maintain a safe learning environment for our staff and students, we will continue to practice **all of our school and district** emergency procedures.
- \* Drills will be altered to maintain health protocols, but teachers will explain normal procedures for students to follow in case of an emergency.
- \* Fire drills will continue to be practiced once a month in line with state regulations.
- \* Safety drills may be performed during the second semester. More details to come.

### Homeroom (Advisement)

- \* As Homeroom is a cornerstone of DCHS with the primary purpose of fostering lasting relationships and providing rapport with at least one adult mentor, we continue to value this time with our Huskies.
- \* Homeroom will be used as a daily opportunity to take care of school business and check in with students regarding their academic success and social-emotional well-being.
- \* Homeroom will be **non-travel** until further notice. Specific permission to travel to any location will be granted and documented by administration for the purposes of contact tracing.
- \* During synchronous in-person “ODD” (periods 1,3,5,7) learning days, students will have the opportunity to use AA time to study, check in (remotely) with teachers, or complete assignments from class that would otherwise have to be completed for homework.
- \* Students will remain in their assigned Homeroom for AA. Again, this will be a non-travel time until further notice so students should ensure they have everything they need for AA before they arrive at Homeroom.

### Athletics and Activities

- \* DCHS will adhere to CHSAA (Colorado High School Activities Association), Continental League, and DCSD guidelines with regard to athletics and activities.
- \* For any athletic questions, please reach out to Jeff Gardella ([jlgardella@dcsdk12.org](mailto:jlgardella@dcsdk12.org)), Athletic Director.
- \* Clubs, activities, and athletics will not be allowed to meet during Homeroom due to maintaining strict separation of cohort groups.

### State Testing Spring 2021

- \* [\\*DCHS spring testing parent information letter please read.](#)
- \* Spring testing will be taking place on the following dates [DCHS Mandated State Testing Schedule 2020-21](#)
- \* [Click on the link below to be taken to the .State-Mandated Testing and Assessments\) page located on the DCHS school website.](#)

- \* Groups that can maintain social distancing and adhere to safety protocols may meet before and/or after school, or online.
- \* Please see the coach or club/activity sponsor for correct information.
- \* Consistent with DCSD policy, field trips and overnight trips will not be approved for Semesters 1 and 2 for the 2020-21 school year.
- \* For any clubs or activities questions, please reach out to Diane Shuck-Gray ([dhshuck@dcsdk12.org](mailto:dhshuck@dcsdk12.org)), Activities Director.

- \* Please reach out to Casey Turnbaugh ([cnturnbaugh@dcsdk12.org](mailto:cnturnbaugh@dcsdk12.org)), School Assessment Coordinator, with any questions.
- \* Please reach out to Cory Monroe ([cmonroe@dcsdk12.org](mailto:cmonroe@dcsdk12.org)), Counselor, with questions.

**Homework**

- \* If you have been actively participating/engaged during the day, there will be **“little to no homework”** in general education classes or Special Education classes.
- \* Typically homework will be built into ‘Independent Workspace’.
- \* You will be expected to remain on task even during independent workspace or collaborative workspace and complete all assignments in a timely manner.
- \* If you are not engaged or participating, or are absent, you will be expected to complete classwork/independent tasks in your own time (as ‘homework’ after class).
- \* Advanced Placement (AP), International Baccalaureate (IB) and Concurrent Enrollment (CE) classes can expect some work outside of class due to the predetermined curriculum and the time available to cover the content prior to externally moderated assessments.

**Cameras**

- \* Having your camera on allows you to engage in learning authentically. It prevents you from being distracted and helps you remember you are part of a live learning opportunity.
- \* Feel free to use a background available on Google Meet to protect your anonymity if you prefer.
- \* Please communicate with your teacher before class if you are having difficulty with your camera, otherwise they will expect to see your smiling face when taking attendance and during direct instruction/collaborative time.

**What can you expect class to look like?**

\* With a schedule that has 90 minute block classes, teachers will be working hard to create engaging experiences that combine different activities using a variety of learning strategies! You can expect that a typical class might include some of the following ‘spaces’ (based on MYP Approaches to Learning (ATLs):

Space	Description
Direct instruction space	Direct, whole-class instruction/lectures might last 15 - 20 minutes at a time. Teachers <b>will not</b> use this time to lecture for a full 90 minutes!
Independent Workspace	Teachers might use class time to give you time and space to work independently (typically cameras will be off but you will be expected to stay online to access your teacher).
Collaborative Workspace	You will have opportunities to join breakout rooms in order to collaborate with your classmates on projects or teacher-driven discussions. Groups might be cohort based or mixed.

<b>Creative Workspace</b>	You will engage in learning away from your screen with creative projects that you will eventually share with your class. Being truly creative is a high level skill that takes thought and effort.
<b>Affective Workspace</b>	This is a place where you are considered both a learner and a member of a community dedicated to learning and personal growth. Activities might be dedicated to mindfulness, perseverance, emotional management, self-motivation, and resilience.
<b>Reflective Workspace</b>	Time to reflect on your learning is essential. You might reflect on the content you have learned, the feedback provided by your teacher, or the interaction you had with your classmates during collaborative work. Check-in with your peers or teachers and reflect on your whole experience so changes can be made in the future if needed.

\* Example of what an odd day schedule might look like:

Monday (Odd)	Tuesday (Even)	Wednesday (Odd)	Thursday (Even)	Friday (Remote)
Affective - warm up, review, mindfulness activity		Affective - warm up, review, mental check-in		Performance - share out, discussion board, test
Direct Instruction - PPT intro to unit		Direct Instruction - mini lesson		Reflective - reflection based on week's activity
Critical thinking - reading new content and responding to questions		Creative - independent activity or group project		
Collaborative - breakout groups to discuss new content		Collaborative - group share out from creative project		
Reflective - exit ticket		Reflective - mindfulness check-in		

**If you have an academic concern, what is the process for communication?**

\* If you have a concern or question during your time at DCHS please use the flowchart below to guide you to the person you need to contact. We ask that you always begin at the top of the chart and work with teachers first to address concerns and achieve resolution.

\* In alignment with our school and district philosophy, while also being an International Baccalaureate World School that values self-advocacy, resilience, and communication skills, students are strongly encouraged to address issues directly with their teacher before engaging later steps in the process. We respectfully ask that families allow their students to try to resolve issues before involving parents/guardians or administration.

\* Each department may have their own 'flow of communication' document with specific contact information.

\* [DCHS Flow of Communication 20-21](#)

**Social Emotional Learning and Support**

\* Counselors and mental health staff are available 5 days a week to meet with students in-person or remote.

\* Students and parents can schedule appointments by calling Heather Hartman at 303-387-1084 or emailing her at [hehartman@dcsdk12.org](mailto:hehartman@dcsdk12.org)

# Resources

- [DCSD Road to Return Plan](#)
- [DCSD Code of Conduct](#)
- [DCHS Website](#)
- [DCHS Student Handbook](#)
- [Canvas LMS](#) introduction
- Canvas student [instructional video](#)
- [IB overview](#) for families
- [DCHS spring testing parent information letter](#)