

# Dansville High School

## Hybrid Reopening Plan



**2020-21**

**DRAFT**

**Last updated 9-25-20**

## **DHS Hybrid Learning Plan**

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## Introduction

Dansville High School is committed to providing high-quality learning opportunities to all of our students, regardless of instructional model. Now more than ever, we are working to be flexible yet intentional in our planning for the upcoming school year. DHS has planned for three distinct models, and we recognize that at any point during the academic year, it may be necessary to shift between the options. The contents of this document identify our plan for hybrid instruction during the 2020-2021 school year.

Hybrid Instruction occurs when students and teachers engage with content in combination of face-to-face and online activities. Modifications to the traditional schedule are made to allow for better social distancing. In a hybrid plan, students will attend school/ live instruction two days a week (either Monday/ Tuesday or Thursday/ Friday) in order to limit the number of students on campus at one time and to adhere to social distancing guidelines. When not on campus, students are expected to engage in asynchronous (at own pace/ on-demand) learning activities.

<b>Synchronous Instruction</b>	<b>Asynchronous Instruction</b>
<ul style="list-style-type: none"><li>• Takes place in real-time with a group of learners who are learning simultaneously</li><li>• Students can access content, resources, and activities at a specific time and location</li><li>• Students have access to teacher and peer support while completing assignments and tasks</li></ul>	<ul style="list-style-type: none"><li>• Students engage in learning on their own schedule, at their own pace</li><li>• Educational materials are accessed through an online platform</li><li>• Lessons may contain pre-recorded videos, online discussion boards, simulations, etc.</li><li>• Students work independently to complete assignments and tasks</li></ul>

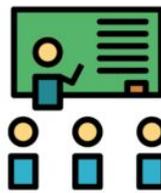
## Synchronous Learning Activities



Build Community + Relationships



Lead Interactive Modeling Sessions



Differentiate Instruction for Small Groups



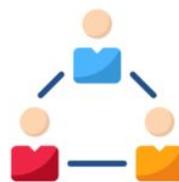
Personalize Instruction + Provide 1:1 Coaching



Guide Practice + Application



Facilitate Real-time Conversations



Foster Collaboration Among Students



Real-time Feedback on Work In Progress

## Asynchronous Learning Activities



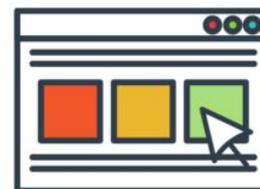
Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document Learning

## **Communication/ Family Outreach**

Communication with students and families will occur in a variety of forms throughout the school year.

- Building-level administrators will communicate with families, faculty, students and staff on a weekly basis. Such communications, to be sent via email and posted on the district website, will include information on topics such as weekly events, building safety notes, menus, procedural/ calendar changes, etc. Periodically, feedback will be solicited from students, parents and teachers in an effort to monitor and adjust instructional and school operations to meet the needs of DHS families.
- DHS faculty will use Google Classroom, Parent Portal, and email to communicate assignments and progress with students and families. Parents/ Guardians will receive an automated weekly progress report via email from Google Classroom, but it is to be noted that SchoolTool's ParentPortal is the district's official platform for communication of assignment progress and grades. In addition to identifying incomplete assignments, this report contains information regarding upcoming assignments. Parent Portal and Google Classroom access are only possible with an up-to-date email address.
- Assignments for asynchronous learning will be posted by 3:30:
  - On Friday for Cohort B
  - On Tuesday for Cohort A
  - The purpose of this is to minimize confusion that might occur when assignments are posted on varied dates and at varied times.

## **Signage**

Signs directing traffic flow, hygiene instructions, PPE instructions, visitor's policy, social distancing instructions are being printed and posted throughout our facilities and on buses. All signage will refer to CDC and DOH guidance.

DCSD will post signs throughout each school and building and the District will regularly share messages with the school community. Signage will remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

All communications to limited English speaking students and families will be translated into the family's native language and shared with them by the child's ELL teachers.

## Health and Safety

### A. Medically Vulnerable/ High-Risk Groups:

- Students and staff who are in high risk groups, or who live with individuals in a high risk group, may need to attend school remotely.

### B. Screening:

- Students, faculty and staff will be required to stay home when experiencing any COVID-19 symptoms.
- Students who ride the bus will have their temperature screened as they board the bus.
- Students will also have their temperature screened upon entrance to the building.
- In addition to weekends and holidays, families are expected to conduct a temperature and health screening everyday before their child(ren) leave for school.
- The District will also staff entrances with employees trained to conduct a health screening as students walk through our doors each day.
  - Upon entering the building, students who are cleared will immediately move on to their classroom. If a student does not pass the screening, the school nurse will be notified and will conduct an additional screening.
- All staff will complete a daily health screening questionnaire before coming into work.
- The Nurse's office and the Attendance Office will collaborate daily to monitor screening results and follow up with students/ staff as necessary.
- DCSD is prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but we shall maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).
- Students will be required to periodically complete screening questionnaires while in the building. This will take place in each student's 1st period class.
- We will try to limit visitors by using online meetings whenever feasible. All unexpected visitors, expected visitors, contractors, and vendors entering DHS will be screened for symptoms. Visitors are expected to adhere to the guidelines set forth below regarding face coverings for students and staff.

### C. Training:

School nurses, working in consultation with administrators, are developing/securing the following training modules. DHS will provide frequent opportunities for staff, students and families to review these policies and protocols so that all know what is expected of them as they return to the school setting.

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Physical distancing
- Respiratory hygiene
- How to conduct and report daily health checks and what to do if/ when exhibiting a symptom
- Identifying symptoms of illness and procedure for reporting to the nurse

### D. Social Distancing Requirements:

### Traffic Flow/ Gatherings

- To ensure social distancing, students will disembark from busses in a staggered manner and will enter the building through assigned entrances.
  - Main Entrance (Stairwell)-9th/10th Grades
  - EBH Entrance-7th/8th Grades
  - Back Gym Entrance - 11th/12th Grades
- Students will be dismissed from 8th period in a staggered manner and leave the building via the exit closest to their classroom.
  - 2:24- 11th and 12th grade
  - 2:26- 9th and 10th grade
  - 2:28- 7th and 8th grade
- Staff will enter through any door not assigned as a student entrance.
- For the 2020-2021 school year, students will not be assigned/ using hall lockers. Students are encouraged to clean out their backpacks daily and carry only what they need for in-person learning into the building.
- During transitions, hallways and stairways will be clearly marked in a manner that encourages social distancing.
- Teachers will be provided with visuals for their classrooms to reinforce social distancing.
- Mass gatherings such as assemblies, field trips, staff meetings, etc. will be avoided when social distancing guidelines cannot be observed. Content provided in large-group assemblies will be delivered digitally.
- Attempts will be made to offer extra curricular activities virtually.

### Face Coverings

- Students and staff will maintain suggested social distancing from others and wear face coverings at all times when they are unable to distance appropriately.
  - Students and staff are required to wear a face covering when:
    - in all common areas (i.e. entrances, exits, hallways, etc.)
    - while waiting outside buildings before and after school
    - while at a school function in any school building or any area of our school campus
  - Students and staff will maintain 6 feet of social distancing from others and, except where rare medical exclusions apply, wear face coverings at all times in school and on school buses
  - Mask breaks can be given when students are all socially distanced in the classroom at the discretion of the teacher or person in supervisory relation.
  - Staff may remove masks/ face coverings when working in an individual office/workspace when alone.
  - Students and staff who do not have a mask will be provided with one by the bus driver, door monitor, or nurse.
    - Acceptable face coverings include, but are not limited to, cloth-based coverings and surgical masks that cover both the nose and mouth.
    - When purchasing/ making face coverings to be worn in school, please be mindful of the expectations outlined in the DHS Code of Conduct.

- Some students and staff, with healthcare provider documentation, may be unable to tolerate face coverings. They will transition to classes at designated times and maintain appropriate social distancing in instructional spaces at all times.
- Students who refuse, or repeatedly fail, to wear a mask or face covering shall be subject to disciplinary consequences under the DHS Code of Conduct.

#### Meals

- Students who eat breakfast at school will be able to pick up a “grab and go” breakfast at their designated entrance and will take it to their first class of the day.
- Students will eat lunch in the cafeteria and adhere to social distancing guidelines. When students enter the cafeteria, they will immediately report to a desk. If they brought a meal from home, they may take off their mask immediately and begin eating. If they are purchasing lunch, the cafeteria staff will come around with a cart to serve them.
- Students should have their masks on when not eating.
- Students should use hand sanitizer upon entering and exiting the cafeteria.
- Students who are learning at home may pick up meals in the Primary School Loop on Mondays and Wednesdays between 9:15 and 10:15am.

#### Special Considerations for Music

- Students and staff will maintain a distance of twelve feet in all directions while participating in activities requiring voice projection (e.g., singing) or playing a wind instrument.
- When possible, students will practice outside in order to easily increase the distance between students.

#### Special Considerations for Physical Education

- Per New York State Health Department Guidelines students will observe a distance of twelve feet in all directions while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).
- Teachers may consider using a microphone and speaker when delivering instruction to students as the use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Teachers will use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Teachers will plan lessons around the available space for instruction and will leverage outdoor opportunities when the outdoor temperature is greater than 45 degrees and there is no precipitation.

#### Special Considerations for the Library

- The library will function to the greatest extent possible while adhering to all social distancing guidelines.
- Students will still be able to borrow books, but books will go through a “quarantining” process before being entered back into circulation.
- Students will still be able to borrow Chromebooks from the library, but Chromebooks will be disinfected when returned/ prior to being loaned to another student.

#### E. Hygiene Measures:

- *Instructional Spaces*
  - Classroom desks will be positioned at least 6-feet apart and face in the same direction.
  - Windows and doors will be open to assist in ventilation.
  - Will be stocked with hand sanitizer, paper towels, disinfectant, tissues, hands-free waste containers, etc.
  - Physical interaction and partner work between students will be limited.
  - Students are encouraged to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
  - Students will have access to hand hygiene supplies if necessary for them to work with shared materials and surfaces.
  - Student desks and other surfaces used by students will be sanitized during transitions.
  - Special Considerations for Art, Music, FACS, Tech
    - Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces will be cleaned following appropriate CDC State and local guidelines. This includes shared technology, desks, drying racks, changing rooms, easels, stage floors, and music stands.
    - Students and/or staff will not share instruments.
    - Teachers will limit the use of or use alternatives for hard-to-clean supplies that are usually recycled such as clay.
- *Common Spaces*
  - Water fountains can only be used to fill water bottles/containers.
  - Cleaning/ disinfecting of hallways and other high-touch surfaces (i.e. door knobs, bathroom surfaces, etc.) will take place throughout the school day in accordance with CDC guidelines.
  - Touchless, paper-towel dispensers will be available in shared bathrooms to replace hand dryers and decrease the chance of aerosolizing of germs
  - Signage will be posted in classrooms, hallways and entrances to communicate how to stop the spread of COVID-19, symptoms, preventative measures, good hygiene, and building specific protocols.
  - Staff will reinforce good hygiene practices such as hand washing, covering coughs, and face coverings.
- *Meals*
  - Students and staff will be expected to clean their hands prior to and after eating meals in the building. They will be educated about and encouraged to adhere to proper handwashing techniques and will have access to sinks/ sanitizing stations prior to and after meals.
  - Students may remove their face coverings when seated at their table/desk for their meal.

F. Suspected/ Confirmed COVID-19 Cases:

- Students and staff who demonstrate COVID-19 symptoms will be sent to an established location until they can be assessed by the school nurse and safely leave the building if necessary.
- Students who are symptomatic will be sent home.
- DHS staff will not conduct COVID-19 testing. Those demonstrating symptoms will be referred to the appropriate agency.
- DHS will coordinate with the Livingston County Department of Health regarding suspected and confirmed cases and determine a course of action on a case-by-case basis.

## Nutrition

### Meals Consumed Onsite:

- Breakfast for students in grades 7-12 will be served as “Grab and Go” at 3 student entrances upon entry. Students will take their breakfast to 1st period class.
- Lunch for students in grades 7-12 will take place in the cafeteria:
  - All use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments will be suspended.
  - There will be no food sharing between students.
  - Tables, chairs and other frequently touched hard surfaces will be cleaned and sanitized between groups of students.
  - Increased access points for providing meal service have been accommodated.
  - Physical distancing guides will be provided in food service areas through tape on the floors and clear signage.
  - Tables will be removed from the HS Cafeteria and replaced with desks that will all face the same direction.
  - Servers will provide pre-portioned condiments and place on each tray.
  - The Food Service Director will continue to coordinate with school nurses in order to meet the feeding safety needs of students with disabilities.
- Students will eat lunch in the cafeteria and adhere to social distancing guidelines. When students enter the cafeteria, they will immediately report to a desk. If they brought a meal from home, they may take off their mask immediately and begin eating. If they are purchasing lunch, the cafeteria staff will come around with a cart to serve them.
- Students should have their masks on when not eating.
- Students should use hand sanitizer upon entering and exiting the cafeteria.

### Meals for students on days in which they are not attending school in-district:

- The Food Service Director will continually assess service methods (curb-side pick-up or delivery) to ensure safety and efficiency.
- Students who are learning at home may pick up meals in the Primary School Loop on Mondays and Wednesdays between 9:15 and 10:15am.

## Transportation

### School Bus Staff Mandatory Requirements:

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving for work. If personnel are experiencing any of the symptoms of COVID-19, they should notify their employer and seek medical attention.
- Transportation staff must wear a face mask along with an optional face shield.
- Transportation staff will be trained on proper use of PPE and the signs and symptoms of COVID-19.
- The transportation departments will provide PPE such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as break rooms, office areas and bus garages.
- Drivers, monitors and attendants who must have direct contact with a child must wear gloves.
- Drivers, monitors and attendants are required to wash their hands before and after each driving assignment.

### Students on School Bus Requirements:

- All parents / guardians will be required to ensure their child / children are not experiencing any signs and symptoms of COVID-19 prior to them boarding the school bus.
- Students will have their temperature screened prior to boarding the bus.
- Students must wear a mask on the bus at all times if physically able.
- Students who do not have a mask will be provided one by the district.
- Students of the same household will be encouraged to sit together. All others will follow social distance guidelines.
- When students embark and disembark the bus, they will be expected to follow social distancing protocols.
- Students are not permitted to eat or drink while on the bus.

### Loading/Unloading & Pickup/Drop-off:

- Adjustments shall be made to allow buses to unload immediately (2 at a time) upon arrival to minimize congestion in entrances as much as possible.
- Route timing will be affected by delayed loading/unloading processes.
- Staggered unloading times and/or multiple entrances to schools to minimize congested school entrances.

### Safety Protocols:

The Dansville Transportation Department will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned. This includes cleaning and disinfecting frequently touched surfaces in the vehicle (e.g., surfaces in

the driver's cockpit, seats, arm rests, handles, seat belt buckles, and handrails) prior to morning routes and prior to afternoon routes. Staff will clean, sanitize, and disinfect equipment including items such as car seats, and wheelchairs.

Due to concerns regarding flammability, hand sanitizer is not permitted on school buses. When conditions allow, windows and roof hatches will be opened to allow for fresh airflow.

## Social Emotional Well-Being

As DHS personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, DCSD will prioritize social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

DHS staff will monitor student's emotional needs through the building-level Pupil Personnel Teams (PPT), who meet weekly and frequently provide resources and referrals to address mental health, behavioral, and emotional support services and programs for all students, but especially those at most risk.

- The PPT team will identify student needs through a variety of means: survey administration and results analysis, staff/family communication, and individual contacts.
- The PPT team will collaborate with internal and external support to identify and implement targeted interventions to meet students' specific needs. Counselors will work with students and families to complete home-based academic support plans as necessary to address concerns around readiness to learn, academic skills, motivation/ work engagement, etc
- Counselors, social workers, and school psychologists will collaborate with DHS faculty and staff to ensure that students are learning and practicing core intra- and interpersonal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Teachers will continue to create and maintain safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- All staff will nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Staff will offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.

DCSD has recognized that adults in our school community must take care of themselves and our peers, both for their own well-being and so that they may be better able to help young people heal. Adults in DCSD have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment. Throughout the school year, DHS will ensure the following:

- The K-12 PPS department will work with the PD department to address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

*Planned PD opportunities include:*

- General overview of self-care and resilience skills on 9/1 will be provided to *all* DCSD staff: Cultivating Resilience: Self Reflection.
- Building specific reflection and developmental appropriately student approaches will be presented across Sep 2, 8 and 9 on Cultivating Resilience including Growth Mindset, Innovation & Creativity, New Connectivity, Strength & Perseverance (“grit”) and Compassion & Community.
- Ongoing preliminary plans including one hour segment “Appy Hours”, faculty and department meeting as well as subsequent conference days on the topics of resilience (ensuring safety, while developing connection and community)
- Survey staff regularly. Ask about their needs and respond with necessary group/ individual supports.
- Support access to mental health and trauma supports for adults in the school community.

## Schedule

### 2:1:2 Hybrid Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (ALL CTE BOCES @ DHS)		All students learning asynchronously (off-campus)	Cohort B (ALL CTE BOCES @ BOCES)	
Red/Black Day <a href="#">Schedule</a>	Red/Black Day <a href="#">Schedule</a>	Red/Black Day  Virtual Office Hours  AND/OR  Professional Development  AND/OR  Professional Meetings	Red/Black Day <a href="#">Schedule</a>	Red/Black Day <a href="#">Schedule</a>
9th Period: Virtual Office Hours (Cohort B)			9th Period: Virtual Office Hours (Cohort A)	

- 11th and 12th grade students will be dismissed at 2:24pm
- 9th and 10th grade students will be dismissed at 2:26pm
- 7th and 8th grade students will be dismissed at 2:28pm
- ***Students should exit through the closest exit in relation to their 8th period class.***

Wednesday Office Hours for All Students	
9:15-10:00	Art/Business/FACS/Music/Technology/PE
10:00-10:45	Special Education
10:45-11:30	LOTE
11:30-12:15	English
12:15-1:00	Math
1:00-1:45	Science
1:45-2:30	Social Studies

## Attendance

The Dansville Central School District believes that access to and engagement in continuous learning opportunities are crucial to academic as well as social emotional success. When students are not active participants in their learning, they are missing out on valuable opportunities to grow and are at-risk of falling behind. It is important that every effort is made to attend school and arrive at classes on time. To help in this area, Dansville CSD staff will use a variety of methods to proactively support families and students with attendance and participation.

### Hybrid Attendance:

Protocol:

1. Attendance has been autoset to “present” for all students in SchoolTool.
2. Attendance for students who are in-person and students who are joining class virtually should have their attendance taken as normal.
3. Attendance for students who are asynchronous will be taken by having these students complete a daily attendance Google Form before NOON on their asynchronous days. Clerical staff will update attendance as necessary based on these responses.
4. Students who are 100% remote will have their attendance taken as described above in #2 when they join class virtually on Mondays and Tuesdays.
5. Students who are 100% remote will use the Google Form as described in #3 when they are learning asynchronously.
6. If a student is home sick on her cohort day but joins a class virtually, she is still considered to be absent and should be marked as such in SchoolTool.

### **Attendance for Reporting Purposes**

Attendance of any school-age student of compulsory age who resides within or is enrolled in the district will be reported to the New York State Student Information Repository. This includes those attending charter schools, nonpublic schools, and approved home schooling programs.

## Special Education

- Instructional accommodations and modifications will continue to be made to the best of our current ability. Teachers and related service providers will leverage technology and/or other resources that are adaptable to individual student needs and/or tasks/activities to target IEP goals to maintain skills.
- IEPs for students have been written with flexibility in relation to service minutes. Missed minutes of service (PT/OT/Speech/Counseling) will be attempted to be made up when regular school services resume.
- Any evaluation, CSE meeting, or conference that can be rescheduled after regular school services resume will be rescheduled in collaboration with parent consent. Time-sensitive evaluations, CSE meetings, or conferences will be held via phone or video conference. Face to face initial evaluations/ re-evaluations will be conducted during the extended school closure in collaboration with parents based on validity, student abilities to complete the evaluations and possible record reviews until face to face evaluation can be conducted.
- Providers will be in communication with students and /or parents who have related services on IEPs. Providers will utilize virtual sessions, email, phone calls and/or paper/pencil tasks to assist in maintenance of skills.
- Staff are to communicate with students and parents who have related services on IEPs to support students based on student/parent participation. Related service providers will provide confidential services when possible. Staff will document sessions and communication.
- Private schools/BOCES will communicate with parents and/or students directly via phone, email, virtually and/or websites for safety checks, IEP implementation and/or maintenance of skills.
- CSE has frequent two-way communication with out of district placements to address student needs for learning and services. Alternative placements are documenting interactions with parents/students which will be or currently are submitted to the District. Any identified needs are addressed: For example, the District assisted with providing Chromebooks for alternative placement students in need of distance learning options.

## Teaching and Learning

In the 2:1:2 hybrid model, teachers will teach a cohort of students “in-person” for two consecutive days and then the cohort will be remote for three school days.

### Classes that would normally meet daily:

- For classes that meet daily, the two “in-person” days account for approximately 80 minutes (or 2 days) of the minimally required 180 minutes of instruction per week.
- Teachers will need to ensure that students receive 3 asynchronous lessons (a minimum of 120 minutes or 3 days) for remote learning per week.

### Classes that would normally meet every other day:

- For classes that meet every other day, the one “in-person” day accounts for approximately 40 minutes (or 1 day) of the minimally required 90 minutes of instruction per week.
- Teachers will need to ensure that students receive 1.5 asynchronous lessons (a minimum of 60 minutes or 1.5 days) of remote learning per week.

### Technology platforms and apps:

Technology will play a pivotal role whether students are learning face-to-face, remotely, or in a hybrid structure. As in the past, all students will have access to a Chromebook for home use. If a student does not have access to the internet at home, the district can provide families with a wireless hotspot. Hotspots are paired with student devices to allow for access to instruction and materials. Families will be surveyed early on to determine needs regarding regular internet access for students within the home.

DHS teachers have been working to streamline their use of tools. Below is a list of tools that students are likely to use in more than one of their courses. Students will be instructed how to access and utilize the following apps/platforms/tools, and tutorials will be archived for them (and parents/guardians) to easily access and reference as needed. We have also developed a webpage that is linked on each building’s webpage under: [Resources for Parents in Distance Learning](#). This page is still evolving and has links to trainings for families (and some for students too) on apps, software and programs widely used in the district (i.e. Google Classroom, G-Guite, Google Meet, SeeSaw, Kami, Newsela, etc.). We are asking that each teacher link this resource on their own Google Classroom so parents and families can easily find it in the moment they need it

- **Google Classroom (Required for ALL teachers)**
- **Google Meet**
- **Gmail**
- **Google Calendar**
- **Screencastify**
- **Flipgrid**
- **Kami**

- **iReady**
- **SchoolTool’s Parent Portal**
- **Other apps that are used by teachers for specific classes**
  - EdPuzzle
  - eMath Instruction
  - Castle Learning
  - Membean

Teachers are encouraged to collaborate and streamline access to tutorials and organization of digital materials.

#### Planning for Hybrid Instruction (Role of the Teacher)

- Teachers will reference previously listed expectations (identified in the “Health and Safety” portion of this document) to ensure the health and safety of students and staff in the building.
- Teachers will consider what processes students have already learned and what might need to be emphasized when designing curricula for the 2020-2021 school year.
- Teachers will make intentional decisions when planning lessons so that they may best support those learning experiences which must be done in person and those which might be completed remotely to support in-person instruction. Teachers might consider the following in their planning:
  - Ensuring that coursework carrying the highest cognitive load is done in presence of the greatest level of support with the teacher present. For example when thinking of Bloom’s Taxonomy, tasks at the higher end of the pyramid (i.e. creating, evaluating, analyzing and applying) should be done with the highest level of teacher support (in-person). Those at the lower end of the pyramid (understanding and remembering) can be done with less support and in more independent environments.
  - Teachers may assign tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- During in-person instruction, teachers will prepare students with the skills and knowledge they will need when working remotely (e.g., Google Classroom, SchoolTool, eMathinstruction, Edmentum, Edpuzzle, Membean, Kami, etc.).
- For asynchronous learning, teachers will develop lessons (students can complete at the time and location of their choosing) that teach new content or review previously taught content. While it is advised that students work on tasks that demand higher levels of cognition while physically on campus, teachers will ensure that students have opportunities to engage in rigorous instructional activities at home. Remote lessons will be based on priority standards and include the following elements:
  - Clearly defined goals/“I can” Statements/Objectives
  - Recorded instructional and interactive demonstrations/ slideshows/ videos (produced by and starring the teacher when possible)

- Formative/summative assessments, the results of which will be applied to future lesson design
- Other possibilities:
  - Discussion boards
  - Collaborative documents
- Teachers will implement research-based assessment practices, including:
  - Initial screening/ diagnostic testing to identify intervention needs resulting from the spring closure
  - Formative assessments/ progress monitoring/ benchmark assessments to identify remediation needs
  - Summative assessment
  - Collection of varied artifacts as evidence of learning
- Teachers will leverage clear, actionable feedback when designing lessons and assessments. For feedback to have a positive effect, we need clear and rigorous learning goals; understanding of prior levels in relation to these goals; clear criteria of success.
- Teachers will encourage student collaboration and discourse.
- Teachers will ensure all required and appropriate accommodations are made for students.
- Teachers will look to include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Special Considerations for Music
  - Students and staff will maintain a distance of twelve feet in all directions while participating in activities requiring voice projection (e.g., singing) or playing a wind instrument.
  - When possible, students will practice outside in order to easily increase the distance between students.
- Special Considerations for Physical Education
  - Teachers will focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).
  - Though locker rooms will not be in use during the pandemic, students should be prepared to participate in low-aerobic and/or socially-distanced outdoor activities.
- Science Laboratory Requirements
  - Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year.

- This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.
- Science teachers at Dansville High School are responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Teachers will also determine a method for students to record laboratory experiences and satisfactory lab reports.
- When working in a virtual environment, emphasis will be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience.
- **Special Considerations for FACS**
  - Students will be able to cook so long as they are working independently and are following social distancing guidelines. Demonstrations are encouraged, and there will be no sharing of utensils.
- **Academic Intervention Services**
  - Students in grades 7 - 8 who are at risk of not achieving State Learning Standards in ELA, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). Dansville will use a combination of teacher observation, classroom work and assessments, iReady data and Fountas and Pinnell data to identify students who will need AIS support. This support will continue to be provided in a manner that allows social distancing. Social "physical" distancing guidelines will be followed and students will wear face masks whenever this is not possible.
- **Grading**
  - Numerical grading will continue at Dansville High School with a focus on priority standards and timely, actionable feedback. Assignments will be graded during in-person, hybrid instruction, and/or remote instruction. Progress will continue to be reported through our Student Information System as will quarterly report cards. Further grading expectations are articulated in the DHS Faculty Handbook.
- **Assessments**
  - Teachers will focus on pre assessment and embedded formative assessments to inform instruction.
  - The District will build in time and opportunities for educators to collaborate and plan for the creation of assessments.
  - Teachers will keep the testing accommodation needs of some students in mind when planning the approach to assessments.

- Teachers will leverage assessment tools that can be utilized in various instructional models: remote, hybrid and in-person.
- Teachers will use formative assessment (do now, short quizzes, Google Forms, tickets out the door, etc.) when students are in-person and learning asynchronously to inform their instruction.
- Teachers will significantly limit the use of in-person time for summative assessments (unit tests, longer quizzes, etc.) to maximize learning time.
- Libraries
  - School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. The School Library Media Specialists will provide instruction to students about online resources and etiquette through a push-in model in grades 7-12. They will also provide opportunities for training and professional development for teachers and families for the various platforms, apps and websites that will be used in school and also as part of the remote learning plan as needed.

### Role and expectations of students

Regardless of the instructional format, students are expected to engage in learning opportunities provided by all teachers, including exploratory, AIS courses, related services, etc.. Students are continually supported and encouraged to develop their self-advocacy skills, and to this end, students are expected to...

- Complete the attendance form on all remote learning days (including Wednesday)
- Check email (at least 2x per day)
  - Students are expected to respond, with appropriate email etiquette, to their teachers within 24 hours of when messages are received
- Review assignments in Google Classroom on a daily basis
- Track weekly due dates and create a realistic plan to meet them
  - Know how to access instructional materials
  - Watch provided tutorials
  - Ask peers or teachers for support
- Contact teachers, counselors, support staff with any questions/ for assistance.
- Watch instructional videos, complete assignments and take part in support sessions as assigned by teachers
- Demonstrate academic integrity in work completion, crediting others when including their thoughts/ creations in their own submissions
- Demonstrate positive digital citizenship
  - Respect classroom expectations for online meetings
  - Remember that Chromebook use should be limited to instructional/curricular activities

### Role and expectations of families

Though our goal is always to foster independence in our students, we recognize that a supportive home is essential to student success. To this end, we suggest that parents/guardians engage in the following activities with their children during hybrid instruction.

- Review weekly assignments to develop and support a realistic plan that will allow for success in learning and completing assignments
- Review weekly summaries from Google Classroom AND regularly check SchoolTool's ParentPortal to monitor work completion and progress
- Encourage child(ren) to notify the teacher if there is confusion about an assignment, and contact teachers if additional academic, social and/or emotional concerns exist
- Keep the school staff informed of any home issues that are impacting the completion of learning tasks. This includes trips or issues that may prevent a student from being part of instruction
- Notify the school if they have any technological needs (i.e. the need for a hotspot for internet access, repairs to Chromebooks, etc.)
- Review technology tutorials as necessary to support student use
- Monitor District communication for up-to-date information regarding resources, instructional plans, etc.
- Periodically review contact information on SchoolTool's ParentPortal to ensure that email addresses and phone numbers are up-to-date

### Remote Learning:

Some families may opt for 100% remote learning instead of attending classes in the 2:1:2 hybrid format. For these students, DHS will ensure remote access to rigorous courses that are delivered by highly trained staff. In addition,

- Students who are learning on the remote plan will have virtual access to teachers and essential courses on their graduation plan.
- Courses delivered to remote learners will require students to engage in the minimally required 180 minutes of instruction per course, per week.
- Courses delivered to remote learners will address prioritized learning standards and include formative/ summative assessments and regular feedback cycles.
- Students opting for remote learning will still be assigned to a cohort and will participate in live, virtual lessons on two assigned days. They will engage in remote, asynchronous learning on the remaining three days, just as the other students in their cohort will.
- The expectations for students and families, listed above, are equally applicable to students learning on the remote plan.
- DHS staff will collaborate with remote teachers and monitor student's emotional needs through the building-level Pupil Personnel Teams (PPT), who meet weekly and frequently provide resources and referrals to address mental health, behavioral, and emotional support services and programs for all students

## Career & Technical Education

The Dansville Central School District in collaboration with Genesee Valley BOCES is dedicated to teaching students both industry and work-readiness skills in a variety of technical areas, as well as supporting academic skills mainly in the areas of Math, Science and English. In a blended learning environment, CTE teachers will be on campus five days per week and students will follow an assigned schedule that groups them in cohorts which will assist in meeting social distancing guidelines.

In following a two day schedule, students enrolled in programs that require hours for certification will be assured that these hours can be met. Additionally, the academic credits that can be earned by virtue of being enrolled in an approved CTE program will be preserved. This flexibility to earn potentially up to three academic credits including Math, Science, English, PE, and/or Health may prove to be a valuable tool to assist students meeting all CTE and academic credit requirements for graduation.

For students who may opt for a virtual high school experience, CTE teachers will use Google Classroom to connect, post assignments, and give traditional assessments (tests and quizzes). Webex or Zoom will be used to deliver real-time lessons. All students, whether learning virtually or in-person will take part in the live lessons. Teachers will also provide recorded lessons for students to review as reinforcement, or if they have missed a lesson. After the live lesson, students working virtually will complete work assigned through Google Classroom. Students on campus will work in shops/labs to gain hands-on experience. Teachers will assess skill attainment at this time.

Through a combined effort, DHS and BOCES staff will reach out to industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications.

### Work Based Learning Experiences:

Dansville Central School District and GV BOCES will collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students should be provided opportunities to participate in work-based learning, either in-person or remotely to the extent possible. In implementing work-based learning for the 2020-2021 school year, consider the following:

- Internship hours for registered programs may be completed in a fully remote format where practical. The work-based learning coordinator and other interested school staff should determine, in collaboration with business and industry partners, where remote and/or hybrid (some onsite, some remote) experiences are practical given a student's training plan.

- Non-Registered Work-Based Learning Experiences: Where practical, and when supervised by school staff, non-registered work-based learning experiences may be conducted in a remote or hybrid format.
- For those programs which require a minimum number of work-based learning hours, BOCES will strive to provide comprehensive and thorough work-based learning experiences that meet the needs of the students (may be through remote or hybrid means, if practical). However, discretion may be exercised if a student is not able to meet the minimum hours requirement set for the program and/or credential being sought.
- Health Sciences students are required to complete supervised clinical hours under regulations set forth by the Department of Health. All regulations from the Department of Health will be followed when planning and supervising clinical experiences.
- Supervised clinical experiences for students in appearance enhancement programs will meet all guidelines set forth by the Department of State.

Transportation will be provided for Dansville CTE students to and from the Mt. Morris Campus 2 days per week (Thursdays and Fridays). On Mondays and Tuesdays, CTE students will attend their classes at Dansville High School. Transportation will be provided to ensure students arrive at school on time and are transported home at dismissal. All transportation provided by the district, will be done in a manner that follows guidelines from the Department of Health and SED.

## **Athletics & Extracurricular Activities**

Interscholastic sports and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. The Dansville Central School District will continue to be informed and be diligent in following guidelines for bringing back activities that can be conducted in a safe environment that adheres to social distancing protocols. In addition, Dansville Central School District will consider the creation of extracurricular activities that can be continued remotely.

Per the [reopening guidance issued by the NYS Department of Health](#), schools/districts must develop policies regarding extracurricular programs including which activities will be allowed when considering social distancing, PPE usage, cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies will consider how to maintain cohorts, if applicable, or members of the same household. Dansville Central School District will refer to [DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency"](#) to assist in development of these policies.

### **Interscholastic Athletics**

Per the NYSDOH guidance, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

[The New York State Public High School Athletic Association](#) (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the [NYSPHSAA website](#)

- [NYSPHSAA Update](#) as of July 16, 2020

### **Considerations for Athletics and Extracurricular Activities**

- Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, the district will ensure such organizations follow State and locally developed guidance on health and safety protocols.

- Extra-curricular advisors and coaches are encouraged to use technology and online resources to create or continue extracurricular activities that abide by social distancing guidelines which may include small group gatherings and/or remote participation.

## **Bilingual Education**

DHS has sought to ensure that our reopening plans address the special needs of ELLs, and that all communications with ELL students and their families be in their preferred language and mode of communication. We remain mindful of legal requirements and will proactively address inequities, including, to the greatest extent feasible, providing support and instruction to all parents/ guardians regarding the use of technology in their preferred language of communication. ELLs must be provided with the support needed to close the potential learning loss that may have been a result of the school closures due to COVID-19.

### **DHS will:**

- Ensure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs.
- Adopt policies to meet the guidelines outlined in the [Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning](#). The Blueprint will be provided to all faculty.
- ELL teachers will consult with 7-12 teachers and counselors for high school ELs as needed.
- Establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning. ELL teachers will regularly (at least weekly) check-in with teachers who have ELL students. ELL teachers will also offer regular office hours for staff, students, and families.
- Adopt or develop progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students' home languages. See progress monitoring guidelines below.
- Continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.
- Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning. DCSD ELL teachers plan to continue weekly family check-ins when the district is all online or hybrid instructional models.
- To the greatest extent possible, DCSD will ensure that all ELLs and other vulnerable students can access technology and wi-fi (See Technology and Connectivity Section 11) needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning. ELL teachers have collaborated closely with administrators and IT staff to reach out to ELL families and assisted with providing hotspots as needed. ELL staff has also proposed parent technology workshops for ENL families through our Title III grant.

- DCSD will keep the unique needs of parents of ELLs/MLLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model—including interpretation and translation needs—to ensure that they have equitable access to critical information about their children’s education as they transition back to school in fall 2020. As mentioned above DCSD is collaborating with nearby districts to leverage Title III funds in an outreach program to local ELL families to engage them in technology education and support.
- Implement the practices described in the [Culturally Responsive-sustaining Education Framework during hybrid or remote learning](#).

### **Initial Identification of Potential ELLs**

DCSD acknowledges that NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- ❖ DCSD has a very small population of ELL Students (less than 1 percent) and our reopening plans for both in-person instruction or blended/hybrid instruction models will include the requirement that DCSD ELL staff will complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20- day flexibility period, DCSD will complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process will be followed in person for new entrants following the district’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.

### **Culturally Responsive-Sustaining Education Framework**

NYSED has created the [Culturally Responsive-sustaining \(CR-S\) Education Framework](#) to help educators create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. The Framework provides guidelines that address contributions to be made by multiple stakeholders—including teachers, administrators, students, and community partners—in developing a strong CR-S education.

### **Progress Monitoring**

With the cancelation of the 2020 NYSESLAT, schools must determine new methods to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction. Districts and schools are encouraged to identify and adopt additional progress monitoring tools to track language skills progress toward English Language Proficiency.

***New York State English Language Learner Parent Hotline***

Parents and students can contact the NYS ELL/MLL [Parent Hotline](#) if they have questions or concerns related to language access or other aspects of parents and students' educational rights. This resource is operated by the New York State Language RBERN and it serves as a way for parents of ELLs/MLLs and persons in parental relation to inquire about their rights and the delivery of services for their children based on state regulations. It is intended to allow parents/guardians and students to inquire and receive responses in the top ten ELL/MLL home languages in NYS. The Parent Hotline can be reached via phone at (800) 469-8224 or via email at [nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)

## **Student Teaching**

Students teachers will continue to be welcomed at Dansville Central School during the 2020-2021 school year. These experiences will mirror the instructional program that is in place whether it is in-person or remote. Student teachers will be an integral part of supporting students when in remote situations as they can provide additional small group support. Student teachers are a great resource to staff in the host school in terms of monitoring student growth, providing additional support and supporting the teachers during this time. Whether the school is in-person or remote - the student teacher will be provided opportunities to gain more responsibilities and independence under the close supervision of the host teacher.

Student teachers will not replace the host teacher - this is not allowed per college regulations. The colleges will work closely with the host teacher and administration to communicate requirements of student teaching and expectations of the school and host teacher.

Student teachers will adhere to all expectations and guidelines established by Dansville regarding masks, daily screenings, social distancing and notifying administration of any symptoms or exposure to COVID-19. They also will be expected to avoid travel to areas that require a quarantine period upon return.