

Dansville CSD Combined 100% Remote Learning Plan 2020-21



Table of Contents

Executive Summary	1
Primary School Remote Learning Plan	1
EBH Remote Learning Plan	6
HS Remote Learning Plan	13
Sample Daily Schedules	20

Executive Summary

Families who choose the 100% Remote Learning option for the 2020-2021 school year will find an outline of what this will entail on the following pages. The remote learning option will include a remote teacher who will provide assignments, conduct live instruction, utilize recorded instruction and implement progress checks. Students will be expected to be engaged in all activities, to interact with the teacher daily and to complete all assignments. Each level will look a bit different and the following document describes the 100% Remote Option for each building - Primary School, EBH Elementary, High School.

Primary School Remote Learning Plan

Overview

The document's purpose is to capture the practices that worked during the extended school closure and the lessons learned. It will also outline what remote learning will look like in the event of future extended closures.

Platforms and apps

We will ensure that each student is taught how to access and utilize the following apps/platforms:

- iReady - lessons and assessing
- Reflex math - math practice
- See Saw- multiple uses for providing instruction, communication, practice
- Google Classroom
- Google Meet
- Ladibug
- Kami
- Other apps can be used by teachers for their own classes

Communication with families

A weekly message to families will be in place. This can be in the form of a text, email, newsletter, Google Voice message, Remind message, Dojo message - or a combination of these. This communication will update on assignments, give a heads up to the next week's work, celebrate students for doing assignments, notify of the need to keep an eye on emails, etc. Parents will be notified if work is not being completed every 2 weeks

Role of teachers

Each teacher will have daily "live" contact with their students. This may be in the form of a google meet like a Morning Meeting at a set time each day or it could be small group check-ins (some 1:1 if necessary based on population) with students for extra help or office hours. Morning meetings can be utilized to keep the community of learners together and also give an overview of what the day holds with reminders to look at checklists for the day. It can be a time to share motivational messages, leadership ideas, assignments due, jokes, sharing, etc.

Daily checklists will be created and shared with students and families. This checklist will be similar across a grade level and will clearly outline what "must be done" and what "can be

done". Checklists will also include a reminder to check into special area classrooms and Intervention classrooms.

Remote instruction will be in the form of live lessons with the class/small groups OR video lessons that will then be followed up during small group sessions. There will be 2 lessons of new instruction a week in ELA and 2 in Math at a minimum.

It is strongly suggested that a consistent time for lessons/meetings be arranged. For example - students will meet with their teacher every day at 10:00. This seemed to help with levels of participation because students knew that no matter what day it was - they had something to do at 10.

Role of families

Parents should support their child's learning by providing them with the time and quiet space to complete assignments, notifying the teacher if there is confusion about an assignment, expecting their child to complete assignments, reminding their child that it is not a vacation and that learning is to continue. Parents should also review the teacher checklists provided to help their child know what is to be done each day. Attendance will be taken and monitored closely.

Families should also notify the school of technology needs. The district will maintain [Parent Resources for Distance Learning](#) on the website for families to access quick information and training videos for district technology programs, apps, and software. This can include the need for a hotspot for internet access, repairs to chromebooks, and need for more training or help with accessing the materials. Families will also be reminded that they should not use the school issued chromebook for their own personal use. They should also 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 - advanced notice of this is required. Parents will also notify the school of any other needs for academic or emotional support for their child.

Families will be asked to give updated email addresses and phone numbers at the Meet & Greets or Open Houses each year so that is accessible in the event of a closure.

Families should expect that students will be asked to work for at least 1.5 to 2 hours of work per day and this may be via live meets or with assignments.

Role and expectations of students

Students will be coached when they are in person to use and access email, utilize the calendar, document their passwords and usernames, and take care of the school devices. Students will also be instructed that if a closure happens that this is not a vacation and that learning will continue. They will be expected to join class meets, watch instructional videos, take part in small group support, ask for 1:1 sessions for help. An expectation that students should participate in at least 3 out of 5 lessons/meets will be shared with families. Students will follow the

expectations in the teacher's management system in regards to muting themselves, not interrupting, using chat appropriately, etc. A suggestion from this committee was to make a poster of "expectations" and have it hanging behind you as you teach remotely. This can then be reviewed before each lesson and be referenced as issues arise. Teachers may want to make a chart for this in advance to have whenever a closure may occur.

Students will also be expected to check their emails at least twice a day for messages from their teachers. Students are expected to respond to their teachers within 24 hours of when messages are received.

Scheduling

A document will be created so that each class can document when their class meets are being held. Intervention, related service providers and specials will use this document to schedule their support.

Specials

Special areas will have a Google Classroom devoted to their work. A schedule will be developed so that students are aware of which day they should check in with specific specials.

Mondays - Art,

Tuesdays - Music and PE

Wednesdays - Computer

Thursday - PE

Friday - Library

PE is reflected more frequently as it is a required class. Special area teachers may also ask to be linked to a classroom as a co-teacher in order to communicate with students.

Special Education

The special education teachers will collaborate closely with their respective grade levels and provide the support needed as best as possible. Special education teachers may adjust the class checklist to reflect a lesser load in compliance with the IEP or to allow for goal work. Prioritizing the skills and concepts for these students is important and the workload should be manageable. Again - being clear about what "must be done" or "may be done" is critical for this group. Small groups and 1:1 sessions with this population is also recommended to assist in their focus, comprehension of material and individualizing for their needs. This format appeared to have the best impact for our special education population. Special education teachers also have a disproportionate amount of students who were not engaged. These teachers will document all that is being offered and the communications with families in order to assist in any compliance reviews that may occur.

Intervention Services

Interventionists will have Google Classrooms to post assignments. Classroom checklists will include a reminder to check the Intervention classroom for those students involved. Intervention

will have groups that reflect their normal groups and will meet with each group at least 1 time per week. Classroom teachers will provide their meeting schedule to the Intervention providers in order to schedule the Intervention groups effectively. Intervention providers will also create and distribute a checklist that outlines what must be done and can be done to help their progress.

Related Services

1:1 sessions had the best impact when related to speech therapy, ESL, OT, counseling and PT. These sessions should be documented and logged as usual for documentation purposes.

Attendance and documentation of participation

There was a strong feeling that holding students accountable for attendance is needed. Each teacher will use their own system to track student attendance at meetings. Assignment completion will also be tracked by teachers using a system that is effective for them. It is understood that much of this is out of the control of the teacher but families will be contacted as issues arise.

A document will be sent out every 2 weeks that asks teachers to identify students who have been fully participating, not participating, participating in meetings but not doing assignments, etc. A sample of this document is at the end of this plan. This will enable the PPT to contact families regularly to check in, encourage them to log on, identify issues, etc. This document would also serve as a useful tool for receiving teachers to know which students will have larger gaps in their learning.

Families will be notified of attendance concerns every 2 weeks in order to document the issue.

Grading

When new material is presented, assignments will be collected and assigned a grade. Grade levels should agree on the number of assignments for consistency. The suggested frequency is one assignment in ELA and one in Math in order for it to be manageable for families and teachers to keep up. The committee also felt this frequency would be fair to those who have legitimate situations impacting their assignment completion - ex. Split between parents and internet accessibility, home issues, illness, etc. A frequency that is more than this needs to be shared with administration.

Keeping Connections

PPT will meet weekly to review those students who are not engaging, have home issues, or are typically seen by a counselor when school is in session to keep that support in place. PPT will also refer to the chart that teachers will be filling out every 2 weeks about level of engagement.

Special Area teachers are available and will be asked to help connect with students for emotional well being check ins and academic support.

Grade level/Department meetings

Grade levels will be expected to meet at least biweekly in the event of a closure. The agenda for these meetings should be to check in on curriculum to ensure consistency, check in on student participation and ensure names are in the chart for tracking, reviewing the assignments/grades being given, sharing of frustrations or celebrations, sharing instructional materials that can be useful to all in the grade level, any other grade level events or work that needs to be completed. Administration will be invited to each of these meetings. If additional meetings are warranted or wanted for the human contact factor - go for it!!!

Families who are unable to connect via internet

We will be proactive in reminding families that they can call in to Google Meets - a video component is not necessary. They can use the phone-in option to be part of instruction. We are unaware of any student who does not have access to a cell phone. We will also be better with reminding families that the internet is available in the school parking lot and front yard for their use. This will allow them access to google meets and/or videos for instruction.

We will deliver paper packets to those who need it via the food delivery system. These will be very limited as new instruction requires the interaction with the teacher. We also will ask faculty and staff at DPS to sign up to be delivery people if they wish to help distribute packets to families in need.

Sample document for tracking participation

Please use the following key to evaluate the level of participation for each student. If student has one or more teachers a second or third column should be added for each student

- 1: Students who have not attended any meets and have not submitted any assignments
- 2: Students who have attended some meets and submitted some assignments (less than 50%)
- 3: Students who have attended some meets(less than 50%) but have not submitted any assignments
- 4: Students who have attended some meets(less than 50%) but have not submitted any assignments
- 5: Students who have attended all or mostly all meets but have not submitted any assignments
- 6. No concerns, doing well

List all students names	Week 1	Week 1	Teacher comments	PPT follow up	Week 2	Week 3
Class list would be here						

--	--	--	--	--	--	--

EBH 100% Remote Learning Plan

Overview:

This document was drafted by a committee that represented all grade levels, special areas, special education and AIS supports. The parent survey results were also reviewed and are reflected in this plan. The document’s purpose is to capture the practices that worked during the extended school closure and the lessons learned. It will also outline what Remote Learning from EBH will look like for those who choose 100% Remote Learning (and if a complete closure should occur in the future). The document reflects what has been effective and should be continued.

Committee membership

Amber Ake, Sheila Cripps, Lauren Cutting, Jen Deaton, Kelly Greenway, Tina Gullen, Velma Kahn, Mike Palotti, Barb Pamper, Cristyn Reynolds, Emily Wolf, Shelby Young

Platforms and apps:

The committee found that students were often comfortable with various apps and platforms but parents expressed confusion. We will ensure that each student is taught how to access and utilize the following apps/platforms:

- iReady - lessons and assessing
- Reflex math - math practice
- See Saw (grade 3) - multiple uses for providing instruction, communication, practice
- Google Classroom
- Google Meet
- Zearn - great resource for instructional videos of new material
- Flipgrid - resource for video of self to instruct - Cristyn Reynolds will help anyone
- Ladibug
- Kami

-other apps can be used by teachers for their own classes - just ensure “training” right away in case of closure

We will also ensure that students will learn to use email, check calendar for invites and enter their assignments, demonstrate internet etiquette (ex. Muting self, correct grammar and respect in messages, sitting still in a meet). It is also suggested to have students check their emails each morning as they enter to receive their morning message or morning work to be done to be

in this habit - hopefully it would carry over to a closure. Emily Wolf and Velma Kahn will assist in this teaching in their settings:

- Email access and usage
- Calendar
- Internet etiquette

Communication with families:

In team meetings and in survey results, it was consistent that more communication between families and teachers is desired. With this in mind, the committee determined a weekly message to families should be in place. This will be in the form of a text, email, newsletter, Google Voice message, Remind message, Dojo message - or a combination of these. This communication will update families about assignments, give a heads up to the next week's work, celebrate students for doing assignments, notify of the need to keep an eye on emails, etc. Parents will be notified if work is not being completed every 2 weeks.

We will also work to streamline communication with families. It is easy to be inundated with emails. Classroom teachers will have a system to communicate with families and other services will at times ask for a link to be shared out by the classroom teacher. However, the establishment of special areas, related services and AIS google classroom contact point should help with this. This is defined in the section referencing these areas.

The committee also determined that we will provide more resources for families to help them understand how to access the various technology resources that we are using. Emily Wolf and Velma Kahn will gather video tutorials for the basic access issues and they will be shared with families for their information. Another suggestion was to have text reminders to parents of class meets to have them assist in getting students to log in. These resources will be available to families choosing full remote learning. A link to the parent resources on our District website is here: <https://www.dansvillecsd.org/Page/2689>

Role of teachers:

Each teacher will have daily "live" contact with their students. This may be in the form of a google meet like a Morning Meeting at a set time each day or it could be small group check ins (some 1:1 if necessary based on population) with students for extra help or office hours. Morning meetings can be utilized to keep the community of learners together and also give an overview of what the day holds with reminders to look at checklists for the day. It can be a time to share motivational messages, leadership ideas, assignments due, jokes, sharing, etc. Office hours for students to be able to contact teachers will also be established and announced.

Daily checklists will be created and shared with students and families. This checklist will be similar across a grade level and will clearly outline what "must be done" and what "can be

done". Checklists will also include a reminder to check into special area classrooms and AIS classrooms.

The first week of school (or closure) will involve review and practice of familiar material. This will give teachers time to plan for new instruction and access what they need for this to happen. New instruction will be in the form of live lessons with the class/small groups OR video lessons that will then be followed up during small group sessions. New instruction will begin in the second week of school (or closure). There will be 2 lessons of new instruction a week in ELA and 2 in Math at a minimum. Zearn, Flipgrid, Google Meets, See Saw will be primary sources for this.

Most of the committee felt that meeting in smaller groups was much more effective and seemed to make a bigger impact. A suggested format was to divide a class into 3 groups - Group A would meet with teacher 8 - 8:30, group B at 8:30-9, group C at 9-9:30 for example. This would also help when larger groups made management harder and internet connection was impacted. Another suggestion was to record the instructional video and send it out to all and then small groups would be used to follow up on the video and reinforce the material. Remote teachers will establish their system and schedule that works best for the students involved. This will be communicated with families.

It is strongly suggested that a consistent time for lessons/meetings be arranged. For example - students will meet with their teacher every day at 10:00. This seemed to help with levels of participation because students knew that no matter what day it was - they had something to do at 10.

Role of families:

The committee was very clear that it will be helpful to have a central reminder/message to families about the expectations for learners during a closure. Parents should support their child's learning by providing them with the time and quiet space to complete assignments, notifying the teacher if there is confusion about an assignment, expecting their child to complete assignments, reminding their child that it is not a vacation and that learning is to continue. Parents should also review the teacher checklists provided to help their child know what is to be done each day. Attendance will be taken and monitored closely. Grades will also be given for assignments. This is a change from the spring and will be important for monitoring progress.

Families should also notify the school of technology needs. This can include the need for a hotspot for internet access, repairs to chromebooks, and need for more training or help with accessing the materials. Again the link to our website resource is here: <https://www.dansvillecsd.org/Page/2689>. Families will also be reminded that they should not use the school issued chromebook for their own personal use as our GoGuardian will give any staff access to that info. They should also 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 - advanced notice of this is required. Parents will also notify the school of any other needs for academic or emotional support for their child.

Families will be required to give updated email addresses and phone numbers at the Meet & Greets or Open Houses each year so that is accessible in the event of a closure. Families will be expected to log in to Dojo, Remind or whatever platform is being used by the teacher - this will not be optional as it is a major means of communication.

**Families should expect that students will be asked to work for at least 1.5 to 2 hours of work per day and this may be via live meets or with assignments.

Role and expectations of students:

Students will be coached in the use of and access email, utilization of the calendar, document their passwords and usernames, and take care of the school devices. Students will also be instructed that Remote Learning is not a vacation and that learning will continue. They will be expected to join class meets, watch instructional videos, take part in small group support, ask for 1:1 sessions for help. An expectation that students should participate in at least 3 out of 5 lessons/meets will be shared with families. Students will follow the expectations in the teacher's management system in regards to muting themselves, not interrupting, using chat appropriately, etc.

Students will also be expected to check their emails at least twice a day for messages from their teachers. Students are expected to respond to their teachers within 24 hours of when messages are received.

Students who are involved in fully remote learning will be coached about all of the above by their remote learning teachers. This will be a focus during the first week of school so that all are clear on how to manipulate the platforms/apps and understand the etiquette that is expected.

Scheduling

A document will be created so that each class can document when their class meets are being held. This will allow each grade level to ensure that there is not overlap if a student is shared. It will also assist the PPT in giving the students who struggle to engage reminders about when classes are meeting. Teams that share students will coordinate their class schedules to avoid conflicts for students. Teams will also coordinate when larger assignments are due so that students can effectively complete all assignments. AIS, related service providers and specials will use this document to schedule their support.

Specials

Special areas will have a Google Classroom devoted to their work. A schedule will be developed so that students are aware of which day they should check in with specific specials.

Mondays - Art

Tuesdays - Music and PE

Wednesdays - Computer

Thursday - PE

Friday - Library

This will further establish the value and importance of these subjects and also help in having a consistent communication for families. PE is reflected more frequently as it is a required class. Band lessons will continue and students will be provided a schedule so this instruction can continue in a virtual manner. Chorus will continue in a modified format of smaller groups and this schedule will be communicated with those students. Special area teachers may also ask to be linked to a classroom as a co-teacher in order to communicate with students.

Special Education

The special education teachers will collaborate closely with their respective grade levels and provide the support needed as best as possible. Special education teachers may adjust the class checklist to reflect a lesser load in compliance with the IEP or to allow for goal work. Prioritizing the skills and concepts for these students is important and the workload should be manageable. Again - being clear about what “must be done” or “may be done” is critical for this group. Small groups and 1:1 sessions with this population is also recommended to assist in their focus, comprehension of material and individualizing for their needs. This format appeared to have the best impact for our special education population. Special education teachers also have a disproportionate amount of students who were not engaged. Families will be supported as much as needed to ensure that engagement is occurring and progress is being made.

AIS services

AIS will have Google Classrooms to post assignments. Classroom checklists will include a reminder to check the AIS classroom for those students involved. AIS will have groups that reflect their normal groups and will meet with each group at least 1 time per week. Classroom teachers will provide their meeting schedule to the AIS providers in order to schedule the AIS groups effectively. AIS providers will also create and distribute a checklist that outlines what must be done and can be done to help their progress.

Related Services

1:1 sessions had the best impact when related to speech therapy, ESL, OT, counseling and PT. These sessions should be documented and logged as usual for documentation purposes.

Attendance and documentation of participation

Holding students accountable for attendance is required. Each teacher will use their own system to track student attendance at meetings. Assignment completion will also be tracked by teachers using a system that is effective for them. It is understood that much of this is out of the control of the teacher but families will be contacted as issues arise. This is another change from the spring - attendance will be monitored and tracked.

A document will be sent out every 2 weeks that asks teachers to identify students who have been fully participating, not participating, participating in meetings but not doing assignments, etc. This will enable the PPT to contact families regularly to check in, encourage them to log on, identify issues, etc. This document would also serve as a useful tool for receiving teachers to know which students will have larger gaps in their learning in the event of a closure then a return to school.

Families will be notified of attendance concerns every 2 weeks in order to document the issue.

Grading

When material is presented, assignments will be collected and assigned a grade. Grade levels will agree on the number of assignments for consistency and this will be the same expectations for those choosing remote learning. The suggested frequency is one assignment in ELA and one in Math in order for it to be manageable for families and teachers to keep up. The committee also felt this frequency would be fair to those who have legitimate situations impacting their assignment completion - ex. Split between parents and internet accessibility, home issues, illness, etc. A frequency that is more than this needs to be shared with administration.

Please understand that students who are choosing the hybrid model will also be given assignments during their remote learning days that will be collected and assigned grades. These assignments will be followed up during the in-person instruction days.

Keeping Connections

The committee was clear that keeping those relationships intact and having connections with students is critical during a closure. Having regular class meets allows for this to happen. These are good times to conduct a Scavenger Hunt, a Kahoot, Show and Tell, Morning Meeting format.

PPT will meet weekly to review those students who are not engaging, have home issues, or are typically seen by a counselor when school is in session to keep that support in place. PPT will also refer to the chart that teachers will be filling out every 2 weeks about level of engagement.

Special Area teachers are available and will be asked to help connect with students for emotional well being check ins and academic support.

Grade level/Department meetings

Grade levels will be expected to meet at least weekly while in our hybrid/remote sessions. In the event of a full closure, they will meet at least biweekly. The agenda for these meetings should be to check in on curriculum to ensure consistency, check in on student participation and ensure names are in the chart for tracking, reviewing the assignments/grades being given, sharing of frustrations or celebrations, sharing instructional materials that can be useful to all in the grade level, any other grade level events or work that needs to be completed. Administration will be invited to each of these meetings.

Families who are unable to connect via internet:

We will be proactive in reminding families that they can call in to Google Meets - a video component is not necessary. They can use the phone-in option to be part of instruction. We are unaware of any student who does not have access to a cell phone. We will also be better with reminding families that the internet is available in the school parking lot and front yard for their use. This will allow them access to google meets and/or videos for instruction.

We will supply paper packets to those who need it as appropriate. These will be very limited as new instruction requires the interaction with the teacher. Families will be able to receive these packets in the school office.

Conclusion:

This document will hopefully be helpful in establishing a remote learning experience that benefits adults and students that are choosing the remote learning option (or should a full extended closure occur in the future.) The spring closure required everyone to come up with a plan with 1-2 days notice. By capturing what worked and what did not work, we will have a successful experience for our remote learners and a smooth transition if a full closure is to

happen again. The committee was very consistent in the above thoughts and they were conveying what their colleagues also had been experiencing.

HS Remote Instruction (DRAFT last updated 8/12/20)

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 remote instruction during the 2020-2021 school year.

Remote Instruction occurs when students and teachers engage with content virtually in a combination of synchronous and asynchronous activities. Modifications to the traditional schedule are made to ensure students still have access to the minimally required minutes of instruction each week. In a remote plan, students will participate in live instruction each day of the week.

Synchronous Instruction	Asynchronous Instruction
<ul style="list-style-type: none">• Takes place in real-time with a group of learners who are learning simultaneously• Predominantly face-to-face (in our hybrid structure), though teachers will be hosting virtual office hours “in real-time”	<ul style="list-style-type: none">• Students engage in learning on their own schedule, at their own pace• Educational materials are accessed through an online platform• Lessons may contain pre-recorded videos, online discussion boards, simulations, etc.

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 Google Classroom, but it is to be noted that SchoolTool's ParentPortal is the district's official platform for communication of assignment progress. In addition to identifying incomplete assignments, this report contains information regarding upcoming assignments.

Teachers will maintain and disseminate an assignment calendar which will be updated as necessary and sent home on Mondays, Wednesdays and Fridays that schools are in session. In the event of an extended closure or a partial distance learning structure (i.e., alternating day attendance), teachers will provide detailed instructions for students and their parents for synchronous and asynchronous instruction.

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.

Nutrition

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. No child should ever go hungry, and school reopening plans must provide for the feeding of all students who require food assistance.

- Students receiving free or reduced lunch will continue to have access to daily meals through our district's food services department.
- The Food Service Director will continually assess service methods (curb-side pick-up or delivery) to ensure safety and efficiency.
- Bulk meals will be packaged in boxes or containers for multiple days of meals picked up/delivered at one time.

Social Emotional Well-Being

As DHS staff 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 regular classroom level supports and 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 need 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 supports 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

TBD

Attendance

DHS staff will use a variety of methods to proactively support families and students with attendance and participation.

Synchronous Learning:

Students will be marked present based on their attendance at virtual class meetings.

Asynchronous Learning:

- Teachers will monitor student attendance/ engagement through a variety of means. Students will be considered present/ engaged based upon completion of one or more of the following:
 - Completing/ submitting online modules or tasks
 - Viewing instructional videos/ responding to embedded prompts
 - Responding to discussion posts or instructor questions
 - Completing an assessment
 - Engaging with peers in online discussions (synchronous or asynchronous)
 - Meeting with an instructor (one-on-one, small group, office hours, etc.)
 - Initiating contact with or interacting with the teacher about a subject related to the course
- Attendance will be continually monitored and chronically absent students will be assigned an adult ally.

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 2 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 & Learning

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

Planning for Remote Instruction (Role of the Teacher)

- Teachers will work to develop community and a learning environment in which all students feel they belong and can be successful. This can include:
 - Implementation community building routines and practices
 - A focus on asset-based learning environments
 - Consistent communication, routines and expectations
- 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 provide at least 180 minutes worth of instructional experiences per course, per week (about 35-40 minutes of daily learning time). These experiences might include, but are not limited to:
 - Completing online modules or tasks
 - Viewing instructional videos/ responding to embedded prompts
 - Responding to posts or instructor questions
 - Engaging with peers in online discussions
 - Conducting research
 - Completing an assessment
 - Meeting with an instructor
- Leverage a combination of “live” meetings and pre-recorded screencasts to deliver instruction. Live meetings may be large group, small group, or individual in nature depending on the goals of the meeting.
- 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 grade hybrid and remote assignments with a focus on priority standards. Progress will be reported in our Student Information System (ParentPortal) as per the guidelines in the DHS Faculty Handbook.
- 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.
- Teachers will collaborate, plan and learn with colleagues to continually improve learning opportunities for all students
- Tier II and Tier III AIS providers will utilize Google Classrooms to post assignments and will meet with each group at least one time per week. Students will continue to work towards their goals and will have access to additional supports as normal.

Role and expectations of students

Regardless of the instructional format, students are expected to engage in learning opportunities provided by all teachers, including encore classes, 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...

- 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.
- Join class meets, watch instructional videos, and take part in small group 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 remote 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

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.
- Provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.
- 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

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.

Sample checklists that can be shared with students and families...each remote teacher will develop their own and share with their respective students and families. These are samples that you can expect to see coming to you.

Sample #1



Highlight each assignment as you complete it. If you need help, call me or message me on Google Hangouts so I can help you! **You can do this!**

Day of The Week	Assignments
Monday	<ul style="list-style-type: none"><input type="checkbox"/> Reflex to get a green day<input type="checkbox"/> 15 minutes of I-Ready Reading<input type="checkbox"/> Seesaw Activity<input type="checkbox"/> Read a book<input type="checkbox"/> Google Meeting with Mrs. Greenway<input type="checkbox"/> Area Math Assignment due Tuesday

Tuesday	<input type="checkbox"/> 15 minutes of I-Ready Math <input type="checkbox"/> Seesaw Activity <input type="checkbox"/> Daily Writing Journal <input type="checkbox"/> Read a book <input type="checkbox"/> Google Meeting with Mrs.Greenway
Wednesday	<input type="checkbox"/> Reflex to get a green day <input type="checkbox"/> 15 minutes of I-Ready Reading <input type="checkbox"/> Seesaw Activity <input type="checkbox"/> Read a book <input type="checkbox"/> Google Meeting with Mrs. Greenway <input type="checkbox"/> Area Math Assignment due Thursday
Thursday	<input type="checkbox"/> 15 minutes of I-Ready Math <input type="checkbox"/> Seesaw Activity <input type="checkbox"/> Daily Writing Journal <input type="checkbox"/> Read a book <input type="checkbox"/> Google Meeting with Mrs. Greenway
Friday	<input type="checkbox"/> Reflex to get a green day <input type="checkbox"/> 15 minutes of I-Ready Reading <input type="checkbox"/> Seesaw Activity <input type="checkbox"/> Read a book <input type="checkbox"/> Google Meeting with Mrs. Greenway

Sample #2

Daily Checklist - _____(Date)

Name :

After you have finished the activities check them off and hand it in to me when finished.

- What makes roller coasters go so fast?

<https://mysteryscience.com/energy/mystery-2/coll>

[isions-energy-transfer/380?code=NzA3MTc4MQ
&t=student](https://www.khanacademy.org/science/physics/energy-transfer/a/energy-transfer-380?code=NzA3MTc4MQ&t=student) (clickable link)

- I Ready Reading 20 minutes
- ZEARN - continue with 1 lesson - link to Zearn
- Question of the day... See if you can ask a grown up what your nationality is? I am 75% Irish English and French!

Answer here:

- Meet with.... at 10:00
- Percy Jackson chapter 9 quiz
[quizizz.com/join?gc=7575058](https://www.quizizz.com/join?gc=7575058)
- Science ... Need a straw, thicker paper or index cards, and tape.
- Read a book or get on epic for 15 minutes
- Continue with your wonder slideshow...
Research 2 new things! More things you want to learn about and to your Google slideshow presentation.. This will be an ongoing project so do not hand it in yet.

Sample #3

Week of _____	To Do
------------------	-------

On your own

I-Ready Math 20 minutes everyday (1 hour,
40 min total)

Live Lessons	Volume Word Problems
Monday	<u>Monday-</u> full group intro with.... then breaking into 2 google classrooms
Wednesday	Group A Group B Do word problems in groups then exit ticket <u>Wednesday</u> Math RTI Groups Review of Monday then into separate google classrooms Need More practice? The Volume Song (clickable Link) Volume of composite rectangular prisms (clickable link) Volume Game (clickable link)

	<p>Ms. Z's exit tickets for the week</p> <p>Date: Volume Word Problems (clickable link)</p> <p>Date: Volume Word Problems (clickable link)</p>
Owed math work	<p>Reminder-</p> <p>Date: _____ (Assignment) _____ (Student name) _____ (what is due)</p>

Sample #4

At Home Learning Menu

Dear Families and Students

Please work to complete all of the daily activities. If you miss one assignment one day, you can make it up the next. Please continue to work hard and reach out to me if you need any help.

Daily/Weekly Must Dos (if internet access is available)

Monday	Tuesday	Wednesday	Thursday	Friday
*10 minutes I Ready Reading	*Work on I Ready Reading until you have 45 minutes.			
*10 minutes I Ready Math				

<p>*WRITING: Find the Writing assessment in Google Classroom under the classwork tab. Open the Google Doc and follow the steps one by one. Hit the Turn In button when you finish.</p> <p>*Ordering Fractions(Found in Google Classroom). You will put your answers right into the slides and then hit the turn in button.</p> <p>*Log on to Google Classroom. Look under the STREAM</p>	<p>**Compare Fractions On a Number Line 1(Can be found on Google Classroom under the CLASSWORK tab).</p> <p>Writing: Continue working on Monday's small moment story. When your story is complete, hit the turn in button so that I can read it.</p> <p>***Class Meeting 1:00. Look for the link in Google Classroom.</p>	<p>*Compare Fractions on a Number Line 2 (Find the link on Google Classroom under the Classwork Tab).</p> <p>* 20 minutes of reading on Epic</p> <p>*Catch up on any work that you did not complete on Monday and Tuesday.</p>	<p>Math: Compare Fractions on a Number Line 3 Complete the assignment in Google Classroom and click the turn in button.</p> <p>ELA- Find the assignment in Google Classroom under the classwork tab titled: "The Case of the Missing Poodle". Read the passage and answer the questions and then turn the document in to me.</p> <p>****Book Club Meeting 4 @</p>	<p>*Work on I Ready Math until you have 45 minutes.</p> <p>*Math-Compare Fractions Assessment</p> <p>* 20 minutes of reading on Epic</p> <p>***Class Meeting Online at 1:00. Look for the link to your invite in Google Classroom.</p>
--	--	--	---	---

tab and complete Flocabulary Lesson 9-1 Keep My Head Up			1:00.	
--	--	--	-------	--