

DANSVILLE CENTRAL SCHOOL DISTRICT

2020-21 Reopening Plan

September 1, 2020



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Communication/Family and Community Engagement

Dansville Central School District has engaged school leaders, faculty, staff and will engage students via student council and Lighthouse Teams, parents and the Shared Decision Making Team in the development of our reopening plans. The plans have been submitted to the Department of Health and will be shared with local community groups including local law enforcement and government.

Administrators, department heads and teacher leaders have been primarily responsible for the initial draft of the reopening plan. The SDMT with representatives from all stakeholder groups have reviewed and provided feedback on plans which were revised where appropriate.

Communications Plan for a Hybrid Plan or Extended Closure

District. The superintendent shall prepare and disseminate a weekly update to school community members providing for:

1. State or SED regulatory changes that affect us.
2. Safety notes (i.e., known COVID-19 locally, temperature check reminders, etc.)
3. Logistical changes (i.e., changes in food service or transportation).
4. Calendar changes for District-wide events.

This update shall be emailed to all employees, parents and students in grades 6-12. It will be posted on the District website and posted on social media.

Schools. Each principal shall prepare and disseminate a weekly update to school specific personnel and families providing for:

1. The school's weekly event calendar.
2. School safety notes (i.e., recommendations from the school nurse)
3. Daily meal menus
4. Procedural and calendar changes if any.

This update shall be emailed to school specific personnel, parents and students as appropriate. It will be posted on the District website and on social media.

PK-12. Each grade level team will maintain and disseminate an assignment calendar which will be updated as necessary and sent home regularly when 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.

Emergency Communications. The District will utilize its message broadcast service to communicate emergency information along with the District's website, social media outlets and local radio and television stations.

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.

Training. In consideration of the employer groups, students and parents who require COVID-19 related safety training, school nurses working in consultation with administrators are developing/securing the following training modules:

Staff

- ❖ Recognizing the symptoms of COVID-19 in students and others.
- ❖ Procedures for referring symptomatic students to the nurse's office.
- ❖ Procedures for group/individual isolation of a symptomatic child, checking your health each day and reporting your daily clearance.
- ❖ How to ensure students are properly using PPE when social distancing cannot be maintained.

Students

- ❖ Recognizing the symptoms of COVID-19 and what to do if/when exhibiting a symptom.
- ❖ When to stay home.
- ❖ How to wear PPE, use barriers, practice proper hygiene.
- ❖ Using PPE when social distancing cannot be maintained.

Parents

- ❖ How to report your child's daily health check before sending him/her to school.
- ❖ How to conduct a daily symptoms check; when to keep your child home.
- ❖ Recognizing the symptoms of COVID-19 and what to do if/when exhibiting a symptom.
- ❖ When to keep children home.

- ❖ How to fit and wear PPE, use barriers, practice proper hygiene.
- ❖ Procedures for referring a symptomatic student to the nurse's office.
- ❖ Using PPE when social distancing cannot be maintained.

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 ESOL teachers.

Families may provide feedback by contacting their children's teachers, calling the school or District Office, sending an instant message on Facebook to our general mailbox. The website will provide a COVID-19/Pandemic page where parents, students and community members can access the latest information and submit "hotline" inquiries and feedback.

Each school principal is the COVID-19 response coordinator for the school. The superintendent is the COVID-19 response coordinator for the District.

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Health & Safety

Health Checks

Any student or staff member with a fever of 100°F or greater and/or symptoms of a possible COVID-19 virus infection are prohibited from attending school or coming to work in-person in the District.

The following resources are provided to staff and parents to educate them regarding the careful observation of COVID-19 symptoms and health screening that must be conducted each morning before coming to school.

[Find a test site](#)

The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- ❖ Fever or chills (100°F or greater);
- ❖ Cough;
- ❖ Shortness of breath or difficulty breathing;
- ❖ Fatigue;
- ❖ Muscle or body aches;
- ❖ Headache;
- ❖ New loss of taste or smell;
- ❖ Sore throat;
- ❖ Congestion or runny nose;
- ❖ Nausea or vomiting; and/or
- ❖ Diarrhea.

All DCSD employees will be educated to observe students or other staff members for signs of any type of illness such as:

- ❖ Flushed cheeks;
- ❖ Rapid or difficulty breathing (without recent physical activity);
- ❖ Fatigue and/or irritability; and
- ❖ Frequent use of the bathroom.

Students and staff exhibiting these signs with no other explanation will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the child's parent/guardian to come pick up their ill child or send the staff member home.

Health screenings are expected to be completed by parents daily including temperature checks. The screenings will be submitted each day using a screening application provided by the district to parents. A daily screening questionnaire is required for staff, contractors, vendors and visitors. Students are

required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students will be in a supervised isolated area while awaiting transport home.

- ❖ The designated area in the Primary School is the back room of the nurse's office or the front conference room.
- ❖ The designated area in the EBH Elementary School is the back office of the nurse's office and conference room if more than 2 students need to be isolated.
- ❖ The designated area in the High School room is the back room of the nurse's office and former OT/PT room if the number of students necessitates.

Nurses will refer symptomatic students and staff to a healthcare provider and provide resources on COVID-19 testing. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

Daily Screening

The District will collect screening information via a mobile screening application that parents and employees will access every day.

Staff members will complete required screenings prior to arrival at school/work and submit their responses each day through the DCSD symptom checker app.

Parents are expected to screen children before sending them to school each day. This means they must be screened and the symptoms checker must be submitted before placing children on a bus, in a vehicle or sending them out the door. Screening by the parent/guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival at school. Screening of students includes a daily temperature check and completion of a screening questionnaire.

The District's screening questionnaire minimally determines whether the individual has:

1. knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
2. tested positive through a diagnostic test for COVID-19 in the past 14 days;
3. has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
4. has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

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).

The District will provide staff and parents/guardians periodic reminders of the screening requirement using a variety of communication tools.

Temperature. School nurses and trained employees will check temperatures of students whose parent/guardian did not perform the screening. Visitors to schools who need to enter the office or proceed past the security doors into the school will have their temperatures checked by the school receptionist using an infrared no touch thermometer/device.

PPE and/or barriers for employees conducting the screening will be provided by the District.

Nurses and trained employees will follow methods recommended by the CDC for temperature screenings.

Primary Method

- ❖ Ask parents/guardians to take their child's temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, stand at least 6 feet away from the parent/guardian and child.
- ❖ Ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.
- ❖ Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Trained employees need not wear personal protective equipment (PPE) if maintaining a distance of 6 feet.

Secondary Method

- ❖ Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.
- ❖ Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- ❖ Conduct temperature screening (follow steps below)
 - Perform hand hygiene
 - Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.
- ❖ Put on disposable gloves.
- ❖ Check the child's temperature, reaching around the partition or through the window.
- ❖ Make sure your face stays behind the barrier at all times during the screening.

- ❖ If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and that the thermometer has been thoroughly cleaned in between each check.
- ❖ If you use disposable or non-contact (temporal) thermometers and you did not have physical contact with the child, you do not need to change gloves before the next check.
- ❖ If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.

Least Desirable Method

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child. However, reliance on PPE alone is a less effective control and more difficult to implement.

- ❖ Wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is anticipated.
- ❖ Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.
- ❖ Take the child's temperature.
 - If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and that the thermometer has been thoroughly cleaned in between each check.
 - If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
 - If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
- ❖ After each screening, remove and discard PPE, and wash hands.
- ❖ Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- ❖ If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.

Detailed Instructions for Use of Barriers/Partition Controls for Conducting Temperature Screenings:

1. Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks;
2. Perform hand hygiene;

3. Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol;
4. Put on disposable gloves;
5. Check the child's temperature, reaching around the partition or through the window;
6. Make sure your face stays behind the barrier at all times during the screening;
7. If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
8. If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, you do not need to change gloves before the next check; and
9. If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet.

Use of Personal Protective Equipment when Barriers/Partition Controls are Not Available

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child. However, reliance on PPE alone is a less effective control and more difficult to implement, given PPE shortages and training requirements.

1. Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is occurring;
2. Take the child's temperature;
3. If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
4. If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with an individual, you do not need to change gloves before the next check.
5. If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe if it remains wet;
6. After each screening, remove and discard gloves; and
7. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.

Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. DCSD will provide instruction to the school community in hand and respiratory hygiene and provide supplies and time to allow for frequent hand hygiene. Teaching healthy hygiene practices will be accomplished in person, by videos, announcements, and posters or signs. DCSD will post signage in highly visible areas such as:

- Entrances
- Restrooms
- Cafeteria or other dining areas
- Classrooms
- Administrative offices

- Auditorium
- Janitorial staff areas

Respiratory Hygiene

Students and staff will cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch trash cans will be available in each room. When no tissue is immediately available, students and staff will use the inside of the elbow (or shirtsleeve) to cover the mouth or nose. Students and staff will receive instruction advising them to always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Social Distancing

Social Distancing also called “physical distancing” means keeping a six foot space between individuals or separating individuals in closer proximity behind protective barriers. DCSD will develop, implement, and enforce physical distancing expectations in all school facilities and on school grounds, including transportation. When six feet of space or use of barriers in closer proximity are not practical, individuals must wear appropriate face coverings.

DCSD will ensure that student groupings are as static as possible by having the same group/cohort of students stay together wherever possible. This is most easy to achieve in Dansville Primary School and EBH Elementary School. Natural cohorts form with the scheduling of CTE, electives and honors/AP courses at Dansville High School but perfect cohort groupings are not possible in 7-12 without completely limiting student courses and eliminating options/choices.

Arrival. DCSD will extend the window of time within which students may arrive at school. Students may arrive as early as 7:15 AM. This will permit parents to drop off earlier to prevent too many students from arriving at the same time. Staff will supervise areas where students are dropped off and gather to ensure physical distancing. Parents and other visitors are not permitted to enter the schools during arrival times.

Dismissal. Under a hybrid or full time in-person model, dismissal will be staggered by grade level to reduce traffic flow and prevent social distancing compromise.

Arriving at & Dismissing from Dansville Schools

School	Drop off areas	Gathering areas	Staff	Entry Points	Egress Points
DPS	DPS loop, DPS lot	Cafeteria, gym,	4 paras	Main (PK-K), Early Learning Center (1st	Main (PK-K), Early Learning Center (1st &

		playground		& 2nd graders)	2nd graders)
EBH	Main loop, Weidman Lane (if necessary)	front yard, lobby, (cafeteria if extreme need)	3 paras	Main (3rd & 4th graders), south door by library (5th & 6th graders)	Main (3rd & 4th graders), south door by library (5th & 6th graders)
DHS	Main loop, Weidman Lane (if necessary)	NONE- students will report directly to homerom / first period	3 paras and/ or monitors	Rear Gym Entrance- 11th and 12th grade Main Entrance by Stairwell- 9th and 10th grade EBH Entrance- 7th and 8th grade	All students will exit from the exit nearest to their 8th period class 2:22- 11th and 12th graders 2:24- 9th and 10th graders 2:26- 7th and 8th e

Transitions and movement within Dansville Schools. Hallways will be designated one way wherever possible and all stairwells will be either ascending or descending. Directions will be clearly marked on floors and walls with appropriate tape. The DHS master schedule will be built in a manner that reduces transitions for students. Use of lockers will be prohibited for students. PK-6 students are more stationary throughout the day and will move according to a schedule that avoids interactions with other classes.

- ❖ PK-6 special area teachers will go to individual classrooms instead of rotating all students through a shared space if the space cannot be cleaned with each new use.
- ❖ PK-12 physical education and music classes will be conducted outside whenever possible with students spread out.
- ❖ The use of restrooms, wherever possible, will be staggered allowing use at other times when necessary. Bathrooms will be disinfected every 2 hours and monitored by staff to ensure social distancing and students are washing hands after use.
- ❖ All student desks will face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- ❖ All doors will remain open but locked and windows will be open when weather and temperatures permit and there are no health or safety risks (e.g., allergies, or potential fall);
- ❖ Individual student belongings shall be separated.
- ❖ Shared supplies shall be limited and cleaned between use by cohorts of students.
- ❖ Use of common areas like staff rooms shall be limited to 50% of capacity and social distancing is expected.

7-12 dismissal will be staggered by 2 minutes such that students in grades 7 and 8, 9 and 10 and 11 and 12 dismiss in cohorts to reduce the number of students retrieving their belongings simultaneously prior to leaving school so that individuals can be socially distanced.

Two persons with PPE at one time are permitted in elevators. No more than 3 are permitted in administrative and faculty offices and face coverings must be worn when proximity of individuals is within 6 feet.

Playground use is permitted when proper safeguards are in place. Playground use shall be staggered and no more than 25 children may be on the playground at any time. Children shall wash hands before and after touching play structures and keep 6 to 12 feet of space from other children. Visual cues will help demonstrate physical spacing on playgrounds.

A distance of twelve feet in all directions shall be maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.

Student assemblies will be conducted remotely. Outdoor student performances, practices and competitions will be permitted in compliance with social distancing rules and NYSPHSAA guidelines. Spectators may attend outdoor competitions and performances and will be instructed on social distancing. Virtual field trips are permitted.

Persons visiting schools shall be limited to “imperative” meetings. Imperative in person meetings are those required by law or Commissioner’s Regulations. There will be no in-person visiting authors, college or military recruiters or presenters. Volunteers who work in medical facilities and nursing homes are prohibited from volunteering in-person. Online meetings with parents and other essential personnel from outside agencies is strongly advised.

Medically Vulnerable/High-Risk Groups

DCSD will provide added or alternative provisions for social distancing for at risk individuals in the groups listed below. In addition, students who have family members who are in these high risk groups will have the option of remote learning. Persons in these groups should consult with their healthcare provider regarding prevention). Training will be provided to all staff as well as families to be sure DCSD is reaching all of the community with appropriate accommodations. The following groups are at increased risk for complications from COVID-19:

- ❖ Individuals age 65 or older;
- ❖ Pregnant individuals;
- ❖ Individuals with underlying health conditions including, but not limited to:
 - ❖ chronic lung disease or moderate to severe asthma
 - ❖ serious heart conditions
 - ❖ immunocompromised
 - ❖ severe obesity (body mass index [BMI] of 30 or higher)
 - ❖ diabetes

- ❖ chronic kidney disease undergoing dialysis
- ❖ liver disease
- ❖ sickle cell anemia
- ❖ children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

DCSD staff will or already have received training in the individual needs of some of our medically fragile students. For some of these students with special needs or students who are medically fragile maintaining social distancing, hand or respiratory hygiene, or wearing a face covering or mask may not be possible. DCSD staff will ensure that parents are aware of their options and that parents/guardians work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. DCSD will transition these students back to school in accordance with the following:

- ❖ Planning and coordination of:
 - school health services personnel
 - special education personnel
 - pupil personnel services and administration.
- ❖ An awareness that such families are already under significant stress and COVID-19 has made their situations more critical.

In addition, students who have moderate to severe respiratory issues, moderate to severe cardiac issues, severe allergies requiring Epipen or Inhaler will be required to have MD specific plans and orders provided to school nurses before attending school. The DCSD plan will address the level of risk and severity as well as appropriate interventions for that student.

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- ❖ Additional PPE for staff caring for such students;
- ❖ Assigning only one staff member to care for the student; and/or
- ❖ Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians choose not to send their child back to school, Dansville schools will provide instruction remotely. Please see the sections 7, 12 and 15 for more details on remote learning options for students.

Personal Protective Equipment (PPE)

In developing this reopening plan, Dansville reviewed the [OSHA COVID-19 guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their [Exposure Control Plan](#). The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards. This guidance is an integral part of the DCSD reopening plan.

In addition, DCSD staff integrated into the DCSD reopening plan the guidance the CDC recommends that school-based health personnel use [Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#) when providing care to ill persons as part of infection control protocols:

- ❖ Licensed healthcare professionals must utilize standard precautions at all times;
- ❖ [Transmission-based precautions](#) should be used when assessing persons suspected of having COVID-19;
- ❖ Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- ❖ Such PPE includes, but is not limited to:
 - face masks (disposable surgical masks)
 - respirators (N95) masks that are fit tested
 - eye protection or face shields
 - gloves
 - disposable gowns.
- ❖ Training Plans for Staff and students and families
 - DCS nurses and PD department will provide training for staff as well as act as a resource for precautions for COVID-19

When face shields are used, DCSD will require for optimal protection the face shield must be used with a face mask and:

- ❖ Extend below the chin anteriorly;
- ❖ To the ears laterally;
- ❖ There should be no exposed gap between the forehead and the shield's headpiece;
- ❖ Only be worn one person per shield;
- ❖ Be cleaned between use; and
- ❖ The wearer should wash their hands after removing the shield and before putting it on.

Students and staff will maintain suggested social distancing from others and wear face coverings at all times and when they are unable to distance appropriately.

- ❖ 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. According to pediatricians, "With very few medical exceptions, children over 2 can be taught to wear these for extended periods of time." Class walks outside of the school building for play and outdoor lessons will permit students to take frequent mask breaks. When inside, mask breaks should be permitted during quiet time, without talking and especially without singing. If students are quietly reading or working independently 6 feet apart they may be permitted to take mask breaks all at once. If there is talking in the classroom, then mask breaks should be staggered.

DCS will place orders in a timely fashion and seek multiple sources to obtain PPE. To assist schools in meeting Any difficulties in obtaining PPE will be resolved in consultation with Genesee Valley BOCES and/or the Livingston County Department of Health.

DISPOSABLE MASKS Initial recommended quantities of disposable masks per 100 individuals per group per school.

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

MATERIALS FOR STAFF MEMBERS WILL WHO MAY BE IN HIGH-INTENSITY CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS Initial recommended quantities calculated per 1 staff (e.g. nurses, custodians, and some special education teachers and other staff)

Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 pairs disposable nitrile gloves per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* <i>Note: N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures</i>	10	120	10 N-95 masks per week, per staff.

Appropriate PPE will be used when performing aerosolized treatments, assessing and caring for a person who is suspected of having COVID-19. DCSD nurses and administrators have reviewed the [CDC guidance on the correct use of PPE](#). Face shields worn without other face coverings are not considered adequate protection against COVID-19 and will not be used alone.

DCS nurses will work with B&G and the Business Office in procuring PPE and in replenishing as necessary in each office. The following internal spreadsheet was and will continue to be used to ensure staff have adequate PPE: [Dansville COVID 19 Supply List](#)

Aerosol Generating Procedures

DCSD staff has reviewed the guidance from NYSED on aerosol generating procedures: Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. To guard against these concerns, DCSD in accordance with CDC recommendations will require the following PPE use when administering AGPs:

- ❖ Gloves;
- ❖ N95 or surgical [facemask](#);
- ❖ In lieu of N95 - a surgical mask with face shield;
- ❖ Eye protection; and
- ❖ A gown (if necessary).

PPE should be used when:

- ❖ Suctioning;
- ❖ Administering nebulizer treatments; or

- ❖ Using peak flow meters with students who have respiratory conditions.

In addition the DCSD reopening plan requires that treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished. Due to limited availability of data, it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious. Cleaning of the room will occur between use and cleaning of the equipment will be done following manufacturer's instructions after each use. DCSD prefers the [CDC recommendation](#) that during the COVID-19 pandemic respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible, and we will adhere to this guideline. Based on limited data, use of MDIs (with or without spacers or valved holding chambers) is not considered an aerosol-generating procedure. Nebulizer treatments at DCSD will be reserved for children who cannot use an MDI (with or without spacer or valved holding chamber). Use of peak flow meters, including in the school setting, includes forceful exhalation. Based on limited available data, forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19. However, for some people with asthma, using a peak flow meter can trigger coughing.

Cloth Face Coverings

Dansville recognizes that cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in DCSD school facilities and on school grounds will be required to wear a face covering if another person unexpectedly cannot socially distance. All students and staff members as well as any visitors must wear cloth face coverings:

- ❖ Whenever they are within 6 feet of someone;
- ❖ In hallways;
- ❖ In restrooms; and
- ❖ In other congregate settings, including buses.

Dansville recognizes the importance of imparting this information to families and staff and students. Nurses and the PD Dept will ensure that pertinent information on acceptable face coverings, prohibitions of use on some people, and on providing face mask breaks is provided to staff, students and families on an ongoing basis. DCS will instruct students, parents/guardians and staff, contractors and vendors on:

- ❖ The proper way to wear face coverings;
- ❖ Washing hands before putting on and after removing their face covering;
- ❖ Proper way to discard disposable face coverings;
- ❖ The importance of routine cleaning of reusable face coverings; and
- ❖ Face coverings are for individual use only and should not be shared.

Training plans. Nursing staff in each building will develop training for staff, students, and families and disseminate information in as many ways as possible, including online PD (recorded for access on the website at any time), brochures, posters, the website, and social media.

Dansville will provide acceptable face covering to employees (and students if they forget their own) and will have an adequate supply in case of need for replacement. Employees MAY wear their own acceptable face covering if they prefer. DCS will waive this requirement for employees with healthcare provider documentation stating they are not medically able to tolerate face covering.

DCS recognizes that face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. The DSCD reopening plan will include scheduling mask breaks. Staff will be made aware of this in training and administration and nurses will ensure there are adequate face mask breaks for all students. Furthermore, DCSD cautions staff that face coverings should not be placed on:

- ❖ Children younger than 2 years old;
- ❖ Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- ❖ Anyone who has trouble breathing or is unconscious; or
- ❖ Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

DCSD staff will consult and use the information and resources in instructing others on the proper use and cleaning of face masks on the CDC webpage: [CDC Guidelines on Cloth Face Masks](#)

The DSCD reopening plan provides that students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

Management of Ill Persons

DCS directs that students and staff with symptoms of illness must be sent to the school nurse. Each building employs an RN available to assess individuals with chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

If the school nurse is not available, DCS administrative staff will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. DCSD Administrators will work collaboratively with school nurses to provide additional staff as needed to assist with non-nursing tasks such as:

- ❖ Student supervision;

- ❖ Telephone calls, text, or emails to parent/guardians; and
- ❖ Assistance with completing any required paperwork other than nursing documentation.
- ❖ *Please add text*

If Students or Staff become Ill with Symptoms of COVID-19 at School

Whenever a student in our schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

In compliance with [Education Law SS906, which provides](#), DCSD will immediately report any illness of students or staff to the school nurse or if unavailable, the school principal. Such reports should be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also will be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart.

The DCSD reopening plan provides that each building has identified two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms will be staffed with a supervising adult and will have easy access to a bathroom and sink with hand hygiene supplies. School nurses assessing or providing care to ill students and staff will follow Transmission-based precautions which includes the use of appropriate PPE (see section on PPE).

DCSD identifies the following locations for extra COVID-19 space

- ❖ Primary - Rear health office room and front office conference room
- ❖ EBH - Rear health office room and front office conference room
- ❖ HS Room 162D Rear Health Office Room

Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

DCSD reopening plan adheres to CDC and NYSDOH recommendations:

- ❖ Areas used by a sick person(s) will be closed off and not using these areas until after cleaning and disinfection has occurred;
 - If possible, Open outside doors and windows to increase air circulation in the area.

- ❖ All efforts will be made to wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- ❖ DCSD Custodial staff will Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
 - Refer to DOH’s [“Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure”](#) for information on [“close and proximate”](#) contacts.
 - If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

It is recommended that students showing signs of possible COVID sickness:

- ❖ Students will be escorted from isolation area to the parent/guardian;
- ❖ The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- ❖ Symptomatic students or staff members will follow CDC’s [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, staff will call 911 and notify the operator that the person may have COVID-19;
- ❖ School staff will be made aware of the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Schools will notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
 - Fever
 - abdominal pain
 - vomiting
 - Diarrhea
 - neck pain
 - rash
 - bloodshot eyes
 - feeling extra tired
- ❖ DCSD staff call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:
 - trouble breathing
 - pain or pressure in the chest that does not go away

- new confusion or inability to wake or stay awake or bluish lips or face or severe abdominal pain
- ❖ If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee will notify the local health department to determine what steps are needed for the school community.
- ❖ Training Plan for staff awareness:
 - Symptoms of COVID-19
 - Symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#)
 - Stay At Home When You are Sick Reminders - during flu season we are diligent about these reminders. During this COVID pandemic, DCSD staff will redouble efforts to remind ALL staff to stay home when sick. This will be lead by the school nurses

Return to School after Illness

DCSD will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- ❖ Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- ❖ If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they cannot be at school and will be instructed to stay at home until:

- ❖ It has been at least ten days since the individual first had symptoms;
- ❖ It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- ❖ It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#). DCSD will adhere to these guidelines.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

New Guidelines for Children with Symptoms (9/23/20)

Parents of a child with COVID-19 symptoms must keep the child home from school. The parent should consult with the child's primary care physician. Generally, the PCP will recommend a COVID-19 test for the child. The child may return to school when:

1. The child's symptoms subside,
2. The child has been fever free for at least 24 hours,
3. The child has a clearance note from the child's physician, and
4. The child tests negative for COVID-19 OR the child has been quarantined for at least 14 days and has satisfied 1-3 above.

COVID-19 Testing

DCSD will comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#). DCSD nurses will refer staff members or students to health care professionals when COVID symptoms are evident. Nurses will coordinate with the local health department.

DCSD has identified that the Livingston County Department of Health is responsible for referring, sourcing, and administering testing.

Contact Tracing. Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. DCSD will cooperate with state and local health department contact tracing. DCSD staff will assist public health departments in knowing who may have had contact at school with a confirmed case by:

- ❖ keeping accurate attendance records of students and staff members;
- ❖ ensuring student schedules are up to date;
- ❖ keeping a log of any visitors which includes date, time and where in the school they visited; and
- ❖ assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through [New York State Contact Tracing Program](#).

This does not mean schools are required to have staff members take the contact tracing program. Questions should be directed to the Livingston County Health Department.

DCSD recognizes that confidentiality must be maintained as required by federal and state laws and regulations. DCSD staff will not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

DCSD maintains regular contact with the Livingston County Health Department and other local health officials including the district physician. DCSD is committed to collaborate with the Livingston County Health Department in monitoring the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) established by the Governor that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

DCSD administrators will consider closing school if absentee rates impact the ability of the school to operate safely. DCSD will continuously monitor local and school-wide illness in collaboration with the nursing staff, the school physician and the Livingston County Department of Health and will modify operations prior to closing to help mitigate a rise in cases.

Cleaning and Disinfection

DCSD staff will adhere to CDC [Reopening Guidance for Cleaning and Disinfection](#) guidance as well as the Cleaning and Disinfection Decision Tool to aid in developing a DCSD cleaning and/or disinfection routine. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.

The framework is based on doing the following:

- ❖ Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- ❖ Disinfection using [US Environmental Protection Agency \(EPA\)-approved disinfectants against COVID-19](#). Where disinfectants are used, products should be registered with EPA and the [NYS Department of Environmental Conservation \(DEC\)](#). Frequent disinfection of surfaces and objects touched by multiple people is important;
- ❖ When [EPA-approved disinfectants](#) are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children;
- ❖ DCSD has identified cleaning and disinfection frequency for each facility and area type; and developed a schedule.
- ❖ DCSD is maintaining logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

In developing cleaning plans, DCSD staff included considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. DCSD consulted and will continue to monitor [The Occupational Safety and Health Administration's website on Control and Prevention](#) .

High touch surfaces are cleaned and disinfected frequently throughout the day. Disinfection and cleaning is particularly concentrated on high touch surfaces including:

- ❖ Tables;
- ❖ Doorknobs;
- ❖ Light switches;

- ❖ Countertops;
- ❖ Handles;
- ❖ Desks;
- ❖ Phones;
- ❖ Keyboards and tablets;
- ❖ Toilets and restrooms; and
- ❖ Faucets and sinks.

DCSD guidelines provide that students should never be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities.

- ❖ DCSD has established a schedule for cleaning and/or changing heating/air conditioning system filters. Staff are advised that opening windows, if it can be done safely, and conducting some classes outdoors, weather permitting are other strategies to increase airflow;
- ❖ DCSD will establish cleaning and disinfection schedules for electronic devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between use.
- ❖ DCSD established that shared wind musical instruments should be cleaned between uses;
- ❖ Playgrounds will be cleaned per CDC guidance:
 - outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection
 - do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public
 - high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely
 - cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended
- ❖ Sidewalks and roads will not be disinfected.
- ❖ Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's directions.

School Health Office Cleaning

DCSD has established that school health office cleaning must occur after each use of:

- ❖ Cots;
- ❖ Bathroom; and
- ❖ Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

Disposable items will be used as much as possible including:

- ❖ Disposable pillow protectors; or
- ❖ Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

More information on cleaning health office equipment is on the [New York State Center for School Health's](#) website under COVID-19.

Other Considerations

Health Physicals and Screenings. Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo [Health Examinations in Light of COVID-19 Pandemic](#), which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form [Required NYS School Health Examination Form](#). The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021;
- Parents/guardians are provided with additional time to provide the completed health exam to the school. Schools are encouraged not to schedule school physicals with the Medical Director until after January 2021 to allow parents to obtain physical from their primary provider. Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria; they must complete the Interval Health History for Athletics form with date and signature in order to be approved.
- Beginning February 1, 2021 health examinations for schools are to be completed on the [Required NYS School Health Examination Form](#) or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner's Regulations section 136.3(e).
- DCSD will adhere to these guidelines. DCSD will communicate these changes to staff and families.

DCSD Professional Development regarding Health and Safety during the COVID-19 Pandemic

The nurses in each building in collaboration with the Professional Development Department will plan and deliver training initially and ongoing throughout the pandemic. Nursing staff will provide ongoing resources for COVID-19 symptom awareness, hygiene practices, appropriate PPE including mask wearing and social distancing requirements throughout the pandemic. Hand washing healthy hygiene practices will be taught and re-taught.

Nursing staff and the DCSD PD Department will provide reminders and resources for this training to occur.

- ❖ The CDC provides sample announcements on reducing the spread of COVID-19, videos about behaviors that prevent the spread of COVID-19, and print and digital resources on CDC's communications resources main page, along with the NYSDOH COVID-19 signage.
 - [Sample Public Service Announcements](#)
 - [Sample Videos](#)
 - [Sample Communication Resources](#)
 - [COVID-19 Signage](#)

- [CDC Guidance of when and how to wash your hands](#)
- [CDC Transmission based precautions](#)
- [CDC Guidance on the use of Cloth face covering in slowing spread of COVID](#)
- [CDC Stay At Home When you are Sick guidance](#)
- [Multisystem Inflammatory Syndrome in Children \(MIS-C associated with COVID-19 - Guidance for Parents and Schools](#)
- [Coronavirus Symptoms](#)
- [NYS Travel Advisory](#)
- [Health Examinations in Light of COVID-19 Pandemic](#)
- [Cover coughs & sneezes](#)

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration has been given to how the Dansville School District will modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will still have to be taken to minimize the risk of spreading infection while conducting drills.

As such, it will be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than Dansville students and employees are accustomed to. Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety. Maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority. The Dansville School District has made modifications to the following drills:

Evacuation. The Dansville School District will conduct drills that require evacuation by using a “staggered approach.” This is where classrooms, or blocks of classrooms, will evacuate separately rather than all at once. Appropriate distance will be kept between students to the evacuation site. Staggering this way minimizes contact of students in hallways, stairwells and at the evacuation site.

If the Dansville School District re-opens with a “hybrid” in-person model, such as one where students attend school alternate days to reduce the occupancy of each school building, the district will be certain that drills encompass all students at the times that they are present on campus.

Lockdown Drills. The Dansville School District will conduct lockdown drills in the classroom without “hiding” or “sheltering.” Once the drill is called, the teacher will go through the process of securing the classroom. Then, instead of “hiding” or “sheltering” the district will provide students with a video overview of the lockdown process. Teachers will point out where the “hiding” or “sheltering” locations are in their room.

If the Dansville School District re-opens with a “hybrid” in-person model, such as one where students attend school alternate days to reduce the occupancy of each school building, the district will be certain that drills encompass every student at the times that they are present on campus.

If a classroom has a small number of students, and “hiding” or “sheltering” can be performed while continuing social distancing, a full lockdown drill will take place in that individual classroom.

Facilities

Means to Control Infection

DCSD will implement the following SED recommendations to reduce transmission of infection:

1. **Leave Doors Open:** To reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position. Wedge door stops are only permitted at doors without door closers and doors which are not fire rated.
2. **Plastic Separators:** The use of light-transmitting plastics is recommended in locations where social distance or mask requirements cannot be complied with or easily regulated. Light-transmitting plastics must comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school.
3. **Alcohol-based Hand Rub Dispensers:** DCSD shall assess each building's capacity to provide adequate hand washing facilities and determine if and where the use of alcohol-based hand rub dispensers is required. Alcohol-based hand rub dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.
4. **Time Management:** DCSD shall manage time and schedules to reduce student use of the corridors. The traditional practice of changing classes between periods results in congested hallways and creates challenges to social distancing. DHS will stagger passing times. PK-6 student transitions, while far fewer than in the high school, will be reduced and further staggered to ensure social distancing.

Changes to Space Utilization and/or Alterations

Alterations Mandatory Requirements

1. COVID-19 Projects shall be indicated as "COVID-19 Reopening" when submitted to the OFP. This will allow NYSED to expedite those reviews
2. Use of Cafeterias, Libraries, Auditoriums and Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.
3. Districts or other applicable schools can utilize available space in the cafeteria, gyms, auditorium, and libraries (or sections thereof), as classroom space. Minor alterations and the use of space dividers may be utilized in existing classrooms. The need for social distancing may be enhanced by alterations to a lobby or corridor and /or interior spaces/rooms.

Tents for Additional Space

Tents for Additional Space Mandatory Requirements

1. Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, "tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS".

2. The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means egress, illumination, exit signs, construction, use.
3. Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by OFP.
4. The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchor-age, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

Plumbing Facilities and Fixtures

Toilet and sink fixtures.

1. The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures.
2. Signage to be posted near as a reminder to wash hands to help stop the spread.
3. All temporary facilities must be approved through the Office of Facilities Planning.

Drinking water facilities.

1. Districts or other applicable schools may wish to reduce the number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants.
2. The temporary shutdown or reduced operation of a building and reductions in normal water use can create hazards for returning occupants.
 - a. Flushing will need to occur in segments (e.g., floors, individual rooms) due to facility size and water pressure. The purpose of building flushing is to replace all water inside building piping with fresh water.
 - b. Care should be taken to minimize splashing and aerosol generation
 - c. Other water-using devices, such as ice machines, may require additional cleaning steps in addition to flushing, such as discarding old ice. Following the manufactures cleaning instructions.
3. In the event drinking fountains need to be taken out of service, the following should be considered to provide potable drinking water to all occupants of the building:
 - a. Drinking fountains may be replaced with units with bottle fillers.

- b. Supplying students with bottled drinking water or water in disposable cups at specified locations is an acceptable alternative source.

Ventilation

Mandatory requirements.

1. Maintain adequate, code required ventilation (natural or mechanical) as designed.
2. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans or other methods. **Fans should blow air out of a window.**
3. Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility

New technology. Some school leaders may have been contacted by vendors promoting new technology that claims to purify air. Some of these systems may be proven over time to have merit, but the use of new technologies in school facilities must be stringently reviewed prior to the installation and issuance of permits for those technologies. Some of them could have a negative impact on the building occupants' health and safety.

1. New technologies must be proven safe by independent and impartial studies by a nationally recognized governing body, and the equipment must be listed/labeled for the intended use by a Nationally Recognized Testing Laboratory.

Deep Cleaning and Disinfection Procedures & Schedules

Procedures.

The District will:

1. Create and retain logs and checklists in every shared space/room stating:
 - a. Date
 - b. Time
 - c. Scope of cleaning and disinfection
 - d. Cleaners initials
2. Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains and hand railings) shared objects (toys, games, art supplies) between uses.
3. Ensure safe and correct application of disinfectants ensuring adequate contact times
4. Keep products away from children
5. Take steps to ensure all water systems and features (for example, drinking fountains, decorative fountains) are safe to use
6. Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
7. Electronics

- a. Follow manufacturer's instructions for cleaning and disinfecting. If there are no instructions, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surfaces thoroughly

Cleaning/Disinfecting Procedure

Appropriate cleaners.

1. Surface cleaning
 - a. Cleaning with soap & water reduces the number of germs, dirt and impurities on the surface
 - b. Disinfecting kills the remaining germs

Step 1. Clean

1. Wear disposable gloves or any other required PPE to clean and disinfect
2. Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
3. Read all labels and follow instructions (PPE may be required)
4. Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
5. Change out cleaning cloths (microfiber) often or use disposable products
6. Clean surfaces prior to disinfecting
7. Practice routine cleaning of frequently-touched surfaces.

Step 2. Disinfect

1. Disinfecting kills germs on surfaces
2. Ensure the area or item is cleaned with a cleaning agent before disinfecting
3. Then disinfectant can be used
4. Take all precautions on the label such as PPE, and safe handling procedures
5. Change out cleaning cloths (microfiber) often or use disposable products
6. Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - a. Keeping the surface wet for the entire contact/dwell time (see product label)
 - b. Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
7. Diluted bleach solutions may also be used if appropriate for the surface
 - a. $\frac{1}{8}$ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
 - b. Bleach solutions should be made fresh and not kept for more than 24 hours
 - c. Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - d. Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
 - e. Never mix bleach with ammonia or any other cleanser
 - f. Leave solution on the surface for at least 1 minute

Laundering

1. Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant
2. Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
3. If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
4. Face coverings must be completely dry before wearing
5. Wear disposable gloves when handling dirty laundry from a person who is sick
6. Dirty laundry from a person who is sick can be washed with other people's items
7. Do not shake dirty laundry
8. Clean and disinfect clothes hampers according to guidance above for surfaces

Classrooms

1. Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
2. Keep cleaning supplies out of reach of children
3. Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
4. In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
5. Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom.

1. Clean and disinfect high touch surfaces (but not limited to):
 - a. Classroom desks and chairs
 - b. Door handles and push plates
 - c. Bathroom faucets

- d. Light switches
 - e. Shared telephones
 - f. Shared desktops
 - g. Shared computer keyboards and mice
2. All trash receptacles emptied and trash removed from the room
 3. Floors swept and dust mopped
 4. Floors spot mopped or full mopped
 5. Wipe clean: Tables, furniture and countertops
 6. Window in the classroom door is cleaned at minimum once per week
 7. Walls are spot cleaned
 8. Carpets are spot cleaned
 9. Make sure all windows are locked
 10. Clean/Disinfect classroom sink and toilet area (if applicable)
 11. Vacuum carpet daily if applicable
 12. Re-stock all paper and soap products
 13. Clean Baseboards - Weekly
 14. Clean Light Fixtures - Weekly
 15. Replace Lights (Notify Custodian or Maintenance)

Restrooms and locker rooms.

1. Clean and disinfect toilets, sinks and shower areas
2. Clean and disinfect high touch surfaces (but not limited to):
 - a. Drinking Fountains
 - b. Door handles and push plates
 - c. Light switches
 - d. Handrails
3. All trash receptacles emptied and trash removed from the room
4. Floors full mopped
5. Clean Doors and Partitions in Restrooms and Locker Rooms
6. Walls are spot cleaned
7. Check that toilets, faucets, and drains are working
8. Check Sanitary Napkin Boxes
9. Clean Exterior of Dispensers
10. Make sure all windows are locked
11. Restock all toilet paper and soap products
12. Clean Baseboards - Weekly
13. Clean Light Fixtures - Weekly
14. Replace Lights (Notify Custodian or Maintenance)

Common areas (hallways).

1. Clean and disinfect high touch surfaces including but not limited to:
 - a. Drinking Fountains
 - b. Door handles and push plates
 - c. Bathroom faucets
 - d. Light switches

- e. Handrails
 - f. Buttons on vending machines
2. All trash receptacles emptied and trash removed
 3. Floors swept and dust mopped
 4. Floors spot mopped or full mopped
 5. Walls are spot cleaned, when soiled
 6. Carpets are spot cleaned
 7. Make sure all windows are locked
 8. Make sure all unoccupied classrooms are locked

Medical Office.

1. Clean and disinfect health cots regularly (after each student use)
2. Discard or launder coverings after each use
3. Cover treatment tables and use pillow protectors
4. Clean and disinfect high touch surfaces (but not limited to):
 - a. Classroom desks and chairs
 - b. Door handles and push plates
 - c. Bathroom faucets
 - d. Light switches
 - e. Shared telephones
 - f. Shared desktops
 - g. Shared computer keyboards and mice
5. All trash receptacles emptied and trash removed from the room
6. Floors swept and dust mopped
7. Floors full mopped
8. Wipe clean: Tables, furniture and countertops
9. Window in the door is cleaned at minimum once per week
10. Walls are spot cleaned
11. Carpets are spot cleaned
12. Make sure all windows are locked
13. Clean/Disinfect classroom sink and toilet area if applicable
14. Vacuum carpet daily if applicable
15. Re-stock all paper and soap products
16. Clean Baseboards - Weekly
17. Clean Light Fixtures – Weekly
18. Replace Lights (Notify Custodian or Maintenance)

Clerical and administrative offices.

1. Clean and disinfect high touch surfaces:
 - a. Door handles and push plates
 - b. Bathroom faucets
 - c. Light switches
 - d. Shared telephones
 - e. Shared desktops
 - f. Shared computer keyboards and mice

2. All trash receptacles emptied and trash removed from the room
3. Floors swept and dust mopped
4. Floors spot mopped or full mopped
5. Wipe clean: Tables, furniture and countertops
6. Window in the door is cleaned at minimum once per week
7. Walls are spot cleaned
8. Carpets are spot cleaned
9. Make sure all windows are locked
10. Clean/Disinfect shared sink and toilet area if applicable
11. Vacuum carpet daily if applicable
12. Restock all paper and soap products
13. Clean Baseboards - Weekly
14. Clean Light Fixtures - Weekly
15. Replace Lights (Notify Custodian or Maintenance)

Athletic areas.

1. Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
2. Disinfect mats and other high-use equipment at least daily
3. Clean and disinfect high touch surfaces:
 - a. Handles on equipment (e.g., athletic equipment)
 - b. Drinking fountains
 - c. Ice Machines
 - d. Door handles and push plates
 - e. Light switches
 - f. Shared telephones
 - g. Shared desktops
4. All trash receptacles emptied and trash removed from the room
5. Floors swept and dust mopped
6. Floors spot mopped or full mopped
7. Wipe clean: Tables, furniture and countertops
8. Window in the door is cleaned at minimum once per week
9. Walls are spot cleaned
10. Make sure all windows are locked
11. Re-stock all paper and soap products
12. Clean Baseboards - Weekly
13. Clean Light Fixtures - Weekly
14. Replace Lights (Notify Custodian or Maintenance)

Restrooms.

1. Clean and disinfect toilets, sinks and shower areas
2. Wear proper PPE, avoid splashes
3. Clean and disinfect high touch surfaces:
 - a. Sinks
 - b. Faucets
 - c. Soap dispensers

- d. Drinking Fountains
 - e. Door handles and push plates
 - f. Light switches
 - g. Handrails
4. All trash receptacles emptied and trash removed from room
 5. Floors full mopped
 6. Clean Doors and Partitions in Restrooms and Locker Rooms
 7. Walls are spot cleaned
 8. Check that toilets, faucets, and drains are working
 9. Check Sanitary Napkin Boxes
 10. Clean Exterior of Dispensers
 11. Make sure all windows are locked
 12. Re-stock all paper and soap products
 13. Clean Baseboards - Weekly
 14. Clean Light Fixtures – Weekly
 15. Replace Lights (Notify Custodian or Maintenance)

Child 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. School districts around the State did an incredible job, with tremendous community support, in ensuring that students received nutritious meals while schools were closed this past year. No child should ever go hungry, and school reopening plans must provide for the feeding of all students who require food assistance.

As Dansville Central School Food Service Operations transition from serving meals during unanticipated school closures and summer meals to serving school meals, Dansville will follow national, state, and local health and safety guidelines. All students at Dansville participating in all learning models will have access to healthy meals.

Dansville will consider the resources and flexibilities necessary to transition food service operations to an on site or off-site student meal delivery system or operate both at the same time. This includes utilizing state or nationwide waivers and updating school policies, standard operating procedures, and training to ensure compliance with Child Nutrition Program requirements with the fluidity of Covid-19.

Safety and Sanitation

1. Food Service Director will update standard operating procedures for sanitation of school kitchens, cafeterias, and central production kitchen;
2. Dansville Food Service will have enough of the following supplies on hand thermometers, alcohol wipes and will identify any additional equipment or supplies that may be needed to keep food, students, and staff safe;
3. Students with special feeding needs and students with severe disabilities whose safety and sanitation needs at mealtimes will be provided to those students
4. Install barriers at the point of sale/point of pickup (see the Facilities Guidance section);
5. Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section);
6. All high-touch surfaces including tables, chairs, carts used in transportation, and
7. point-of-service touch pads will be cleaned, sanitized and disinfected after every class. In addition touch free hand sanitizer floor stands will be installed at every serving line and cafeteria.
8. Use of timers for cleaning reminders will be in place in all cafeterias
9. The use of single-use gloves when handling or delivering all foods is in place;
10. Disposable aprons will be worn when when handling or delivering foods;
11. Only program staff are to enter program areas.

Cleaning/Disinfecting Protocols

General cleaning.

- ❖ Cleaning protocols will be reviewed for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils.
- ❖ All Food service Staff will be trained on any new PPE, cleaning products and techniques.
- ❖ The facility will be cleaned and disinfected per current NYSDOH/CDC protocols.

General disinfecting.

- ❖ Areas or items will be cleaned with Clorox Clean-Up Disinfectant Cleaner with Bleach and then wiped down with appropriate Disinfectant Wipes
- ❖ Food Service Staff will follow the instructions on the label to ensure safe and effective use.
 - Proper PPE will be worn when using this product and ensure proper ventilation
 - Diluted bleach solutions may be used

Cleaning daily cafeterias and kitchens.

- ❖ Lunch tables and desks will be cleaned and disinfected after each service.
- ❖ Food preparation areas will be cleaned and disinfected daily.
- ❖ Floors will be mopped.
- ❖ Walls will be spot cleaned.
- ❖ All paper and soap and hand sanitizers will be restocked.

Food Service Staff

The Food Service Director is required to:

1. evaluate staffing and make any needed adjustments based on operational needs;
2. ensure staff are trained on district policies and protocols on health and safety;
3. review and retrain staff as needed on standard operating procedures for food service;
4. Cross-train staff to perform essential activities in the event of key absences or emergency situations.

Contact Vendors and Suppliers

The unexpected closures may have impacted food supply chains or availability of certain services. The Food Service Director will work with food service vendors to determine the safest way to handle deliveries, maintain supplies on hand for in person and grab and go meal delivery and monitor its inventories.

USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021

Dansville Central School will notify the NYSED Office of Child Nutrition of its plan to use any of the following waivers necessary for operations:

- ❖ Non-Congregate Feeding

- ❖ Meal Service Time Flexibility
- ❖ Bulk meals require both non-congregate and meal service time waivers
- ❖ Parent/Guardian Meal Pick Up
- ❖ Meal Pattern Flexibility
- ❖ “Offer Versus Serve” Flexibility for Senior High Schools.

The Food Service Director is to contact the NYSED Child Nutrition Program Representative to ensure operations are within waiver allowances and to apply for appropriate waivers.

Meal Service

The Food Service Director is required to:

- ❖ Revise district, charter, and site food safety plans to include standard operating procedures for meal service in classroom, additional meal service procedures in the cafeteria, social distancing and PPE during meal prep and delivery, and receiving and storage;
- ❖ Ensure meals meet meal pattern requirements;
- ❖ Production records must be completed for each meal;
- ❖ Develop meal counting procedures for meals served outside of the cafeteria based on Free/Reduced/Paid status;
- ❖ Consideration on how to handle transactions that normally would occur in a cafeteria line – how payments will be collected, receipts issued, and money secured;
- ❖ Documented requests for children with special dietary needs (e.g., food allergies) Will be accommodated;
- ❖ Strongly encourage the use of the online school payment system My School Bucks.

Meals Consumed Onsite

Breakfast will be served in the Classroom for Grades PK-6. Breakfast for students in grades 7-12 will be served as “grab and go” at 3 door locations upon student entry and students will take to their 1st period class. All use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments will be suspended. Food sharing between students will be prohibited.

*** A la carte items and vending machines will be discontinued.**

The Food Service Director shall:

1. coordinate with building administrators and the Director of Facilities to establish proper sanitation and disinfection procedures and ensure cleaned and disinfected tables, chairs and other frequently touched hard surfaces between groups of students;
2. increase access points for providing meal service;
3. provide physical distancing guides in food service areas with:
 - a. tape on floors
 - b. Signage
4. remove tables from the HS Cafeteria and replace with desks that will all face one direction.

An additional lunch period may be added to split 7th and 8th grade students to reduce numbers. Food service staff will serve students while seated in the cafeteria. Students who are bringing lunch from home will eat in the auditorium following proper social distancing requirements.

In the primary and elementary school students eat in their classrooms, serving shall be staggered to permit one class to pass through the cafeteria line and return to the classroom at a time.

The Food Service Director shall work with building principals on:

- ❖ scheduling;
- ❖ establishing touch free hand sanitizer floor stands in all cafeterias and alternative eating spaces;
- ❖ pre-portioned condiments that cashiers & servers place on each tray;
- ❖ placing meals on a counter or tray line for quick pick up with appropriate social distancing and/or barriers;
- ❖ processing meal orders that teachers take in classrooms and send to the kitchen via Google Docs, and;
- ❖ lining up students according to meal choice to speed up service and maintain social distancing.

In addition, the Food Service Director shall coordinate with school nurses in order to meet the feeding and safety needs of students, some of whom may have medical considerations and/or disabilities.

When students eat in classrooms.

Teachers will be trained on food allergies, including symptoms of allergic reactions to food.

Meals consumed offsite (with election of waivers).

The Food Service Director is to assess service methods (grab and go, curbside pick-up, etc.) and determine if there are students who are unable to access school meal distribution sites and identify ways to address service gaps.

Bulk meals shall be packaged in boxes or containers and distributed in a way to provide for multiple days of meals.

Additional Food Service Resources

- ❖ The NYSED Child Nutrition Office website
- ❖ USDA Food and Nutrition Service
- ❖ Institute of Child Nutrition
- ❖ New York State Department of Health Food Safety Guidance
- ❖ CDC Guidance for Schools

Transportation

School Bus Mandatory Requirements

1. Students who are able will be required to wear masks and social distance while on the bus.
2. All buses will be cleaned/ disinfected everyday. All contact area's will be cleaned and disinfected between each trip.
3. No hand sanitizer will be allowed on the school buses (Flammable)
4. When conditions allow, windows and roof hatches will be opened to allow for fresh airflow.
5. No eating or drinking will be allowed on the bus.

School Bus Staff Mandatory Requirements

1. 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 are required to notify the Transportation Supervisor and seek medical attention before returning to work.
2. Transportation staff must wear a face mask along with an optional face shield.
3. Transportation staff will be trained on proper use of PPE and the signs and symptoms of COVID-19.
4. The DCSD Transportation Department 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.
5. Drivers, monitors and attendants who must have direct contact with a child must wear gloves in addition to all other required PPE.
6. Drivers, monitors and attendants are required to wash their hands before and after each driving assignment.

Students on School Bus Requirements

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

Transportation Routing Requirements

1. If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education

Plans have placed them out of the district whose schools are meeting in in-person sessions when/if the district is not.

2. The district will pursue alternative avenues to provide transportation for their student populations if the district can not. Students that ride alternative means will be encouraged to wear face masks and to social distance.
3. Students who transfer from district buses to out of district buses for off campus classes will remain on the district buses to the location of these classes.

Loading/Unloading & Pickup/Drop-off

1. Students shall be loaded in sequential route order. The first student on the bus sits in the back, on “to school” trips. The last off sits in the back on “take home” trips.
2. 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.
3. Route timing will be affected by delayed loading/unloading processes.
4. Staggered unloading times and/or multiple entrances to schools shall be implemented 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.

Social Emotional Well-Being

Communities and schools are facing unprecedented challenges as they respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest in response to structural racism. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments.

DCSD recognizes that to meet these challenges, individuals must start with the inner work of healing their own hearts and minds, finding the capacity within themselves to support healing for students, families, peers, and communities. While district and school personnel cannot solve every problem, collectively we are a powerful force in improving the well-being of ourselves and those around us.

As DCSD 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.

It is unrealistic to expect that students will return to instruction as they left it months ago. Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school, friends, and community. Some students have had positive experiences during school closures, learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. DCSD will support and nurture new skills and mindsets.

DCSD recognizes that students known to be vulnerable, as well as those not previously on district and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors. And some students have thrived in an on-line environment, as school anxiety has lessened. Should additional periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. We cannot assume that situations are as they were in spring. DCSD staff must be prepared to meet students where they are, regardless of the circumstances in which they find themselves. Many students, families, and staff will return with fear or anxiety, and DCSD school and district staff will need to balance physical safety with social and emotional needs.

DCSD recognizes the importance of clear communication with all stakeholders including students, families, staff, and community. DCSD will collaborate with stakeholders in developing our Reopening plan. These community partnerships can be leveraged to increase capacity. Social and emotional well-being will be prioritized during transitions back to school and for as long as necessary to appropriately support student needs; physical and emotional safety is necessary for the brain and body to be ready to learn.

Furthermore, DCSD recognizes the critical need to address adults' social and emotional needs before the return to school and on an ongoing basis. Adults must have systems of support including meaningful peer relationships, opportunities to connect, and resources to support self-care. Without these supports in place, adults will not have optimal capacity to support the needs of students and families. DCSD has planned activities on two days prior to students returning to focus specifically on Social Emotional needs and of staff and how we can in turn help our students transition back to school.

The following considerations were the basis for our plan to create a welcoming and caring school community that ensures its members are met with compassion and the support they need to achieve and thrive. Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. This is an embodied practice. Breathe, notice, feel, and be present. Except where otherwise noted, the considerations outlined below are relevant regardless of whether instruction is in-person, remote, or hybrid.

Reopening Plan Mandatory Requirements

- DCSD will review our district-wide and building-level comprehensive developmental school counseling program plan. This plan was developed under the direction of certified school counselor(s), and will be reviewed, revised, and updated to meet current needs. We plan to revise our annual goal(s) focusing on attendance, engagement and resilience skills.
- DCSD will work closely with the district-level Shared Decision Making Team (SDMT), which is an existing group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to review the comprehensive developmental school counseling program plan.
- DCSD 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 DCSD crisis response plan addresses how emergency referrals are made and monitored.
- 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 provide to *all* DCSD staff (Cultivating Resilience: Self Reflection - Sheri Kreher from GV BOCES)
 - Building specific reflection and developmental appropriately student approaches will be presented on 9/2 (Cultivating Resilience: Student Support - Sheri Kreher from GV BOCES)

- 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)

Considerations for Reopening Plans, DCSD staff seeks to ensure the following:

- DCSD will collectively deepen our understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation. This work began two years ago through collaboration with the TIG training offered through GV BOCES, and has continued throughout the school closure.
- DCSD will communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- DCSD will access the K-12 PPS department that will lead your implementation. The PPS department will leverage input from building and district communication, as well as the SDMT to decide how students, staff, and family will contribute.
- DCSD will determine how we can build upon existing strengths as a foundation for growth through student and staff surveys.
- Using social media (website resources, Facebook, Twitter, etc.) and other forms of parent communication, DCSD will examine opportunities to leverage community school strategies to support and sustain the work.
- DCSD will leverage mental health and social emotional well-being strategies to support and sustain increased educational equity using the MTSS approach to identify and target students in need.
- DCSD will leverage collaborative community partnerships with local medical and mental health agencies, community centers, and county-based programs to strengthen your initiatives.
- DCSD will use data to identify SEL needs and incorporate strategies to meet those needs in the district’s comprehensive school counseling plan. Data from pre-COVID, and during COVID surveys to both students and staff will be reviewed, and modified to develop a specific survey regarding school reopening. Data regarding student participation and grades will also be accessed.
- DCSD will also review, revise, and update the DCSD counseling/guidance plan and the DCSD Multi-Tiered System of Supports (MTSS) program.
 - This review will ensure that our MTSS framework, SEL, mental health, and well-being supports offered at all levels reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access. DCSD will also consider ways to improve support for families as well.
 - Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students. Staff will survey students and staff. The screening tool will be adapted from those used prior to a d during school closure.
 - Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services will be reviewed and revised to address identified needs.

Mental Health and Trauma-Responsive Practices

DCSD recognizes that childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas.

Trauma-responsive practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes. Integral to this will be training of all staff and review of disciplinary responses under the TIG model.

Multi-Tiered Systems of Support (MTSS)

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions conducted through the DCSD Counseling lesson plans), targeted activities for students identified at-risk (secondary interventions identified in the DCSD Counseling plan) and intensive activities for students identified at high risk (tertiary interventions). DCSD recognizes the impact that COVID guidelines may have on providing interventions to groups of students, and therefore considers the need for more individual support and family communication, as well as providing resources to families for additional services.

MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The supports represented in the universal tier (Tier 1) are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive support are often necessary to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that schools are not overidentifying students and adults for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers.

Pupil Personnel Services (PPS) Roles within MTSS

Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses are uniquely poised to be the primary source of expertise upon which the entire school community can draw. These professionals have overlapping skills, such as counseling, assessment, consulting, collaboration, parent/school liaison, professional development for faculty and staff, and crisis response. They share in facilitating social emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction and promoting a positive school climate. The PPT teams are critical to not only identifying students in need through survey results, staff/family communication, and individual contacts, but also effectively documenting those needs and the team's comprehensive response. DCSD does this through a computer-based database.

A key function of the school counselor's Tier 1 role is to promote a safe and supportive learning environment for everyone in the school community. School counselors utilize their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and social emotional skills. School counseling programs are most effective when there is collaboration among the school counselor, other PPS staff, teachers, administrators, and families to promote a school climate that facilitates student achievement, student engagement, and equitable access to educational opportunities so that all students can reach their full potential in school and beyond. At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs.

At the Tier 2 level, some of these supports may be provided by school counselors but are often referred to school social workers and school psychologists and are targeted to students identified as vulnerable due to academic, social emotional, and mental health challenges. At the Tier 3 level, school social workers, school psychologists, and licensed mental health counselors address a smaller number of high need students who require more specialized individual interventions and/or referral to community-based counseling and resources. It should be noted that specific roles can become overburdened when the full complement of PPS professionals are not available in a school. For example, if a school does not have the services of a certified school social worker, the school counselor and psychologist must then compensate for the missing service provider. Fortunately, DCSD employs counselors and a school psychologist in each building as well as school social workers.

Social Emotional Learning (SEL) and Transformative SEL

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." By developing core intra- and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors, including increased resilience, stronger empathy, heightened self-efficacy and agency, and more. DCSD's comprehensive counseling plan outlines the multitude of skills taught to all students by certified school counselors from Kindergarten to 12th grade. These proactive skills are aligned with the career development activities to

ensure students are not only employable, but can function as productive and positive citizens after graduation.

SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways. SEL lessons are culturally and linguistically responsive and sustaining to equitably meet the needs of our young people and adults.

Restorative Practices

DCSD has explored and participated in training in restorative practices, ACEs and TIG. These are an important part of our counseling plan and codes of conduct. DCSD has found that the implementation of restorative practices within our school community has invited an opportunity to reflect on school culture, discipline policies, practices, and disparities, and how policies and practices may contribute to the school to prison pipeline. Addressing behavior that is inappropriate from a whole child perspective requires students' and adults' acquisition of, and practice in using, all five SEL core competencies, and is strengthened by an understanding of and sensitivity toward Adverse Childhood Experiences (ACEs) and trauma-informed practices. Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior. Replacing traditional discipline with restorative alternatives has offered opportunities for our students to learn from mistakes and reduces disciplinary disparities and negative outcomes.

Planning and Capacity Building

Central to DCSD's reopening plan is clear prioritization of mental health, well-being, and SEL that is communicated clearly and consistently to staff, students, family, and community. DCSD has a strong foundation in SEL as we have developed a comprehensive school counseling plan, restorative practices, SEL standards, TIG and ACEs. Our comprehensive school counseling plan will be reviewed this year and annually with stakeholder input as a vehicle for DCSD to ensure a positive school climate and the social emotional well-being of students returning to school in the fall. To help schools and districts achieve these important expectations, a variety of resources are offered in this guidance, such as [Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation SS100.2\(j\)](#).

DCSD has recognized the importance of SEL and has many processes, systems and review actions in place. As we plan for reopening, it has been and will be important for us to review and ensure we have and adhere to our annual process of gathering, reviewing, and responding to data. This comprehensive SEL program allows for ongoing program development that is directly responsive to student need. With students returning in the fall, no matter which method is adopted, assessing student needs is the first

objective that we will meet, followed by ensuring we meet those needs. Pupil personnel staff will be utilized to develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district with identifying the needs of returning students. Once needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.

Resources

- [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#) and other [Social Emotional Learning Benchmarks, Guidance, and Resources from the NYSED](#)
- [Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School - CASEL](#)
- Visit [companion webpage for additional social emotional well-being resources](#) to support this guidance

Adult SEL & Well-Being

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. Additionally, adults need access to professional learning opportunities that can better prepare them to support their own well-being as well as the well-being of the students and families they serve. For students, investing in strong tier one social emotional supports for adults will reduce reliance on more resource-intensive tier 2 and 3 supports.

Before school reopens, and throughout the school year, DCSD will ensure the following:

- Supports are provided for school leaders who are faced with overwhelming challenges in this time of uncertainty in the pandemic through the on-going EAP program.
- Offer ongoing embedded opportunities for adults to develop and strengthen their own social and emotional competencies. Build school community structures that encourage human connection, and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort before we can effectively teach and learn.
- Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.
- Offer professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Prior to the re-entry of students, invite the staff into the building to talk about differences, losses, and newness of preparation for teaching and learning.
- Survey staff regularly. Ask about their needs. Do not wait for people to come to seek out help. Be prepared to respond with assistance or referrals.
- Support access to mental health and trauma supports for adults in the school community.

- Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work. Nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

Resources

- ★ [Advancing Adult Compassion Resilience: A Toolkit for Schools](#) - WISE Wisconsin and Rogers InHealth
- ★ [SEL Online Learning Module: Creating a Well-Rounded Educational Experience](#) American Institutes for Research
- ★ Visit our companion webpage for additional social emotional well-being resources to support this guidance.

Student SEL and Well-Being

DCSD recognizes the importance of improving school climate and that this promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community. DCSD will ensure:

- To develop and maintain a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. Encourage connection, healing, and relationship-building.
- Use community-building circles to ensure all voices can be heard.
- Foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Consider how community school strategies might be leveraged for greater impact. DCSD considers itself to be community schools that emphasize family and community engagement, collaborative leadership, expanded learning, and integrated student support. These areas of emphasis comprise the context for effective SEL competency development, and stronger SEL competencies increase the effectiveness of community school initiatives.
- 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.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- Survey students regularly. Ask about their needs. Do not wait for them to seek help. Be prepared to respond with assistance or referrals.
- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Leverage the expertise of all school community members, including pupil personnel services staff, to support students. Gather input from staff delivering or distributing meals. They can provide valuable insights about what they have seen and heard.

- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Scaffold SEL to best support the developmental needs of students at all grade levels, from Pre-K through high school.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Embed SEL and trauma-responsive practices in restorative discipline policies.
- Consider ways to mitigate the absence of school social activities, like sports or clubs, with socially distanced or online replacements.
- Consider teaching teams that work with the same cohort of students, with teacher teams meeting and communicating regularly. Consider a case-management style of checking in on students in the cohort.
- Collaborate with community partners such as after school program providers, tapping into their expertise to provide additional support services, to increase the school's capacity to meet student needs and know students and families, including their strengths, needs, and aspirations.

Using Data for Continuous Improvement

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. DCSD will assess immediate needs but recognize the need to continue to reassess regularly as circumstances are likely to change frequently in this tumultuous time. Continuing to collect data to ensure accurate understandings of need is necessary to continue providing the most effective and efficient response. DCSD will:

- ★ Consider first why we are collecting data and what we want to learn from it;
- ★ Collect and use data to support deeper relationships and improved supports for students, staff, and families;
- ★ Engage stakeholders in the collection and review of data; and
- ★ Support staff in reflecting upon data to inform continuous improvement.

A more thorough overview of issues surrounding social and emotional data collection and use is available on pages 44-47 of [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#)

Resources

- [NYS Mental Health Education Resource & Training Center](#)
- [NYS Safe and Supportive Schools Technical Assistance Centers](#)
- [Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide](#) - New York State Education Department
- [Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation SS100.2\(j\)](#) - New York State Education Department
- Visit [our companion webpage for additional social emotional well-being resources](#) to support this guidance.

DCSD School Schedules

Primary School

Arrival 7:40 - 8:00 (Staggered entry with parent & bus drop off)

Dismissal 2:20 (Teachers walk students out to buses)

Entrances/Exits	Grade Level
Main Entrance	PK & Kindergarten
Early Learning Center Entrance	1st & 2nd

Dansville Primary School Hybrid 2-1-2 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort #A	Cohort #A	Students remote only	Cohort #B	Cohort #B
Follow letter day Schedule		Professional Development Individual & Collaborative Planning Office Hours	Follow letter day Schedule	

EBH Elementary School

Arrival 7:40 - 8:00 (Staggered entry with parent & bus drop off)
 Dismissal 2:25

Entrance/Exit	Grade level
Main lobby doors	3rd & 4th
South door (near former CSE office)	5th & 6th

EBH Elementary School Hybrid 2:1:2 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort #1	Cohort #1	No Students	Cohort #2	Cohort #2
Follow letter day Schedule		Professional Development Individual & Collaborative Planning Office Hours No letter day	Follow letter day Schedule	

Dansville High School

Arrival 7:40 - 8:00 (Staggered entry with parent & bus drop off)

Dismissal 2:30

Entrances/Exits	Grade Level
Main Entrance (Stairwell)	9th/10th
EBH Entrance	7th/8th
Back Gym Entrance	11th/12th

Dansville High School Hybrid 2:1:2 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort #1 (ALL CTE BOCES @ DHS)		No Students	Cohort #2 (ALL CTE BOCES @ BOCES)	
Red Day Schedule	Black Day Schedule	ALL Students Virtual Periods 1-8 OR Professional Development AND/OR Professional Meetings (team, department, faculty, etc.) AND/OR Office Hours	Red Day Schedule	Black Day Schedule
9th Period: Live/Virtual Office Hours			9th Period: Live/Virtual Office Hours	

Dansville High School Full Remote Schedule (if necessary)

	Monday	Tuesday	Wednesday	Thursday	Friday
Day	AM Red	PM Red	AM Black	PM Red	AM Red
8:00-8:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
8:30-9:30	Period 1	Period 5	Period 1	Period 5	Period 1
9:30-10:30	Period 2	Period 6	Period 2	Period 6	Period 2
10:30-11:30	Period 3	Period 7	Period 3	Period 7	Period 3
11:30-12:30	Period 4	Period 8	Period 4	Period 8	Period 4
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Budget & Fiscal Matters

Economic Overview

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. Still unknown is the extent to which the impact will improve or worsen, how long it will last and which sectors of the state economy will be most severely impacted.

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible and flexible budget plans for reopening schools. The economic demographics of school districts across the state vary widely, from some of the wealthiest districts in the country to some of the poorest.

Dansville Central School is located in the Finger Lakes Region and is considered a rural district. For the 2020-21 fiscal year our projected State Aid was \$21,435,735 to help cover a budget in the amount \$33,616,146. Local school taxes will be levied at \$8,678,470 throughout nine taxing entities. Other revenues make up the difference.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

School District Fiscal Preparedness

Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Again, the individual district circumstance can vary widely. According to the most recent data available to the Department, overall unexpended fund balances total 13.83 percent of all school spending outside the big five city school districts but the level available in individual districts ranged from 0.04 percent to 86.19 percent.

These reserves are approximately two thirds capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. Unrestricted reserves total approximately 4.5% of total proposed spending, again excluding the five dependent city school districts. Relaxing rules around withdrawals from certain purpose driven reserves would provide districts additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation.

Dansville Central School District exercises protective fiscal discipline practices to ensure that student programs continue during times of economic uncertainty. Furthermore, DCSD finance strategies ensure that facilities can be maintained, improved upon and adapted over time as the needs of students and the District change. Toward these ends, the District maintains reserves to cover external cost increases, future capital projects and cuts in state aid.

DCSD Board Members and administrators understand that the current economic climate and downturn might be long-lasting.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. Dansville's increase was significantly less. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds. Dansville will use federal funds to preserve student programs and offset cuts in state aid.

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. DCSD is planning to use reserves to offset reductions in state aid as we strive to provide our students with the best education possible.

Attendance & Chronic Absenteeism

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.

In-Person Instruction

Teachers will leverage our Student Information System (SIS), as in years' past, to monitor student attendance. Building-level supports and interventions will continue for any student struggling with attendance.

Remote Instruction

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:

- Participation in virtual, synchronous class instruction
- 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

Hybrid Instruction

For in-person classes, teachers will indicate student attendance as per the expectations in the Faculty Handbook. On a regular basis, teachers will also monitor learning presence/engagement (see "Remote Instruction" heading) on students' remote learning days.

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.

Attendance for State Aid Purposes

All existing state aid reporting requirements and deadlines regarding the minimum and annual instructional hour requirement and 180 days of sessions requirements will be met and will be largely consistent with past practice (unless otherwise modified by law, regulation or executive order.)

Chronic Absenteeism

Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused.

Dansville faculty and staff value the importance of positive school relationships and the impact these have on student attendance and engagement. In addition to proactive measures to keep students connected with the school, student attendance/ engagement will be monitored and addressed through a multi-tiered approach.

- I. Classroom teachers will reach out to families via email/phone call/text when students fall behind in the week's learning activities.
- II. On a regular basis, teachers will identify students who have not been participating and not completing assignments to the appropriate building support team. The team will work with families and students to identify and overcome barriers to attendance and/or engagement and interventions which may include daily check-ins will be logged.

Educational Neglect

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons that jeopardize the child's educational progress. The Dansville CSD staff will leverage a collaborative approach with the Livingston County DSS, students and families to provide timely interventions when educational neglect is suspected.

If the child is participating in remote learning opportunities, education neglect will not be considered where a parent/ guardian has kept a child home because they believe it is unsafe for their child to attend school in person during the pandemic.

Persons in Need of Support (PINS)

Though the Dansville CSD staff collaborates with students and families to provide timely interventions, in certain circumstances, under the Family Court Act Article 7, a PINS proceeding may be initiated to have a person under eighteen years of age, who does not attend school, is incorrigible, ungovernable, habitually disobedient and beyond the lawful control of a parent, or other person legally responsible for such child's care, or appears to be a sexually exploited child, adjudicated by the Family Court as a PINS.

Technology & Connectivity

DCSD established a 1:1 Device to student program in 2014-15 with the express goal of leveling the playing field for our students. DCSD has recognized that for our students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity.

Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed, and DCSD made this a goal since 2014 and has worked to continuously maintain a robust 1:1 environment. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections.

The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. This has always been the focus of DCSD IT and Professional Development and even more so during the COVID-19 pandemic. The DCSD reopening plan includes ensuring all students have access to devices in good working order, all students have access to high speed internet and all staff, students and families have opportunities for digital learning.

Dansville's Technology

Regardless of whether in-person, remote, or hybrid models are utilized, the DCSD IT Department will provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- ❖ A computing device, such as a laptop, desktop, Chromebook, iPad, for their exclusive use;
 - All students in grades 2-12 in DCSD have access to Chromebooks for their individual use.
 - Students in Grades PK - 1 have iPads. Chromebooks will be available to all these students in Fall 2020 and for them to take home in hybrid and remote schedules as well as in-person sessions.
 - Faculty also all have Chromebooks for their use in school and at home.

DCSD has sought to ensure consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot) is available to all students and faculty. In alignment with the Board of Regents' vision for teaching and learning, as articulated in the [USNY Statewide Learning Technology Plan](#) (2010), DCSD IT is committed to working with faculty and families to help ensure students have "all the time, everywhere" access to devices and high-speed internet, both at school and at their places of residence. DCSD is aware that in specific, in limited areas of the Dansville Central School District, high-speed internet is not yet available, nor is there sufficient cellular service. Students' places of residence may not be connected to fiber, and/or cellular service may not be

available. DCSD has and will continue to make every effort to accommodate these and other staff and families.

- ❖ During Closure in Spring 2020, IT staff worked with administration, counselors and social workers in all buildings to determine staff and families with insufficient internet service. Mobile internet devices (hot spots) were provided to families and faculty.
- ❖ In some cases, families or staff did not have internet service or a cellular signal available to them. DCSD reconfigured access points to allow greater accessibility to district WiFi in the parking lots and grounds of the district.
- ❖ DCSD will continue to explore options to meet the needs of all students and staff with limited internet and cellular service.

Reopening Plan Mandatory Requirements

The DCSD Reopening Plan includes information on how the district will:

- ➔ reach out to families again to determine need;
- ➔ enhance the district wifi signal by relocating access points so that families could access outside the buildings on school grounds;
- ➔ continue to work with administration, counselors and social workers to bridge those gaps in internet access;
- ➔ work with teachers and administrators in providing multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet, and;
- ➔ collaborate with the Professional Development department on ensuring all staff, students and families have access to digital training.

Considerations for Reopening Plans

DCSD IT and PD staff have considered and acted upon the following recommendations:

- ❖ Survey parents and guardians to determine the level of access to computing devices and high speed internet to which students have access in their places of residence.
 - The IT Department did survey families as a reach out to gauge internet access as well as to offer instructional technology training. Surveying will continue as an integral part of our reopening plan. During the spring shut down, we worked with administrators, counselors, teachers, support staff and the social worker to outreach to families and will continue to use this approach as outreach to the community to assist with internet access, device issues and training as well as providing resource information.
 - DCSD will survey families and students as well as staff to get feedback on digital training as well planning ongoing training for all 3 groups
- ❖ Provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.

- Library Media Specialists in all buildings along with Technology Teacher Assistants and the Professional Development department will develop plans for professional learning for staff and digital training for students and families
- Learning will be front loaded to start the school year and continue on an ongoing basis.
- We will solicit feedback and suggestions for ongoing training.
- Provide instruction to students to build digital fluency.
- Tech-Savvy Staff: Designate staff members to provide ongoing support with technology to students, teachers and families. The IT department will develop a schedule and assign a technology point person to teachers by grade level or content area.
- Video Library: Create a video library on tech tutorials for student, teacher, and family technology use, accessible internally on Google Drive and both internally and externally on the district website. We will also provide reminders of where resources can be located through each teacher's online platform (Google Classroom or SeeSaw).
- Post all resources on the district website and direct staff, students and parents to the website consistently.
- ❖ DCSD will ensure student data privacy and security is maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
- ❖ DCSD IT and Professional Development department have collaborated with the building teams in streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
- ❖ DCSD IT and Professional Development department have collaborated with building teams to provide support and flexibility to students when designing remote/blended/online learning experiences.
 - DCSD IT and Professional Development department have collaborated with building teams, students and families to identify multiple effective structures and supports. Teams identified that open deadlines, ambiguous expectations, and/or lack of direct support from teachers are difficult conditions for students and families. Students who felt supported by their teachers and schools were more likely to have increased levels of engagement during remote learning.
 - Specifically each building worked on consistency in communication with families and schedules for such communications. We also began to identify common apps to use across buildings. And building teams all agreed to use Google Classroom (grades 2-12) and SeeSaw (PK-1)
 - DCSD teacher teams also built in flexibility in for example, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access. For students with extremely limited internet access, we provided materials and assignments on a flash drive or other file storage device, and paper packets when necessary.
 - We will continue these strategies in an ongoing effort to improve distance learning in 2020-21.

Resources

- ★ [Aurora Institute \(Formerly iNACOL\) Continuity of Learning Resources](#)
- ★ [CoSN Guidance and Resources](#)
- ★ [ISTE Providing Effective and Equitable Digital Learning for all Students: Key Considerations for District](#)
- ★ [Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During COVID-19 Pandemic School Closures and Beyond](#)
- ★ [NYSED: Funding Educational Technology](#)
- ★ [SETDA E-Learning Coalition](#)

Teaching & Learning

Dansville Central School students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts will acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and we will be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model.

The following section includes information about the mandatory requirements and recommended practices for schools as they prepare for the 2020-2021 school year, including information about Pre-kindergarten, K-12 Programs, and Career and Technical Education.

Reopening Plan Mandatory Requirements

- All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.
- Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students.
- Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Considerations for Reopening Plans

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
 - Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
 - Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
 - Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
 - Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
 - Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
 - Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.
-

Sections

[Early Learning](#)

[Grades K-6](#)

[Grades 7-12](#)

[Academic Intervention Services](#)

[Grading](#)

[Assessments](#)

[Libraries](#)

[Continuity of Instruction](#)

Early Learning

Prekindergarten

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. When planning for the reopening of prekindergarten programs, care must be taken to ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model.

Health and Safety Considerations

Dansville prekindergarten programs will follow all guidelines set forth by the New York State Department of Health when planning for 2020-21 Prekindergarten programming. The following health and safety guidance will also be considered:

- Family style eating should not be practiced due to social distancing requirements and for health and safety requirements.
- For classrooms without an interior bathroom, an adult will accompany each child to and from the bathroom outside the classroom and ensure that proper hand washing protocols are followed.
- Napping materials will be sanitized daily and, to the extent practicable, assigned to individual students for the school year.
- Center-based and small group learning is a critical component of a Prekindergarten instructional program. Dansville Early Learning will:
 - avoid centers that include multiple students using it at one time, such as water/sand tables, sensory tables, etc.;
 - provide students with individual sets of materials to avoid sharing of common items; and
 - follow proper sanitation guidelines from the Department of Health after children have been at a learning center or in small groups.

Instructional Practices and Programming Considerations

- While DCS recognizes the importance of teacher and student interaction and peer interaction as part of the best practices of Early Learning we will refrain from strategies and practices that encourage physical contact, such as hand-holding buddy systems.
- When developing remote learning plans, DCS will be cognizant of the amount of time young learners are spending directly viewing screens. Time spent learning remotely can be devoted to authentic learning activities at home.

Staffing Regulatory Flexibilities

To provide flexibility for in-person Prekindergarten programs in the 2020-2021 school year, the following will be allowable:

- Primary Instruction
 - Primary instruction should be delivered by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee.
 - For flexibility and to comply with social distancing requirements for the 2020-21 school year, another staff member can oversee students during learning centers in an alternate learning space so the lead teacher can provide primary instruction to students.

Prekindergarten/Kindergarten Screening Considerations and Flexibility

- Prekindergarten and Kindergarten screening should be done as soon as possible, following guidance from the New York State Department of Health.
- Under NYCRR 117.3(b), districts have until December 1, 2020 to complete screening of new students. Students who were screened by the district as a Prekindergarten student, under regulations, do not have to be screened in Kindergarten.
- To allow for flexibility, in the event schools are closed due to COVID-19, any student entering New York State public schools for the first time or who are re-entering a New York State public school with no prior screening record after December 1, 2020, should be screened as soon as practicable.
- To the greatest extent possible, the Emergent Multilingual Learner language profile to assess home language exposure should be administered to newly enrolled Prekindergarten students as soon as practical.

Considerations for Volunteers, Visitors, and Service Providers

- DCS will limit the number of volunteers and unnecessary visitors to prekindergarten classrooms.
- DCS will communicate clearly to volunteers and visitors any protocols that must be followed prior to entering prekindergarten classrooms.
- While in prekindergarten classrooms, volunteers and visitors should follow all the health guidance and protocols set forth by DCS
- Disability service providers for preschoolers should follow all health and safety protocols set forth by DCS prior to entering the classroom.

Grades K - 6

Per Commissioner's regulations, all Dansville Central students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Students will receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas. Each grade level has identified Priority Standards to guide their instructional planning. Teachers at grades K - 6 will utilize the Fountas and Pinnell Benchmark Assessment to measure reading level and need. iReady will also be used to measure levels of achievement in reading and math. This information will be combined with the data gathered in June regarding those students who fully/minimally participated in the remote learning that was in place.

Students in grades K- 6 will be organized in cohort groupings whereby their homerooms will serve as their cohort. Classes will travel as a group through the halls to lunch, specials (as needed) and restrooms (unless there is one in the classroom). Students may have plastic barriers on each desk and also wear

face masks when not able to social distance. Since younger children are less likely to contract or transmit COVID-19 (American Association of Pediatrics, 2020), students in grades PK-6 who are socially distanced may remove masks once seated and physically distanced upon being granted permission by their teachers. Students in grades 7-12 must wear masks in classrooms as the risk of COVID-19 is higher in adolescents. All students must wear masks when moving about the classroom and school. Mask breaks will be provided throughout the day.

Student materials will not be shared or “community” based. Each student will have their own supplies (pencils, pens, crayons, colored pencils, scissors, glue, etc). Cubbies will be utilized in classrooms and students will be monitored for their access to eliminate congregating or social distancing issues.

PE classes will be conducted outside to the greatest extent possible to ensure social distancing. Classes in grades 3 - 6 will not be changing clothes to eliminate the need to utilize the locker rooms. The focus will be on individual pursuits and skills rather than traditional team sports. Games and activities will be used that do not require physical contact and do not require students to be in close physical proximity to each other.

The current environment has created stress of varying levels for students. EBH Elementary and the Primary School will continue to utilize their social workers, counselors and social work case manager to monitor impact of the changes on students. Weekly meetings with the Pupil Personnel Teams will occur to identify students who may need extra support or check ins. This team will also connect with families for outreach and resources. The team at each building has a close relationship with students and classroom teachers readily access this team when they notice behaviors or concerns with students. Weekly class lessons will also occur with counselors. These sessions will provide another opportunity for student check-ins. Time during the opening Superintendent Conference Days will be devoted to understanding the social emotional needs of students when they return. Recognition of the need for time to be reacclimated to school and the processes in place. Priority will be given to a smooth transition that meets the needs of our student well-being.

Teachers from grades K - 6 have met with the grade level below to determine what academic material was not able to be covered during the extended school closure. This information has allowed each team to adjust their curriculum map for the 2020-2021 school year to address any gaps in the Priority Standards that have been identified. Opening Superintendent Conference Days on September 1 and 2 will also be time for teachers to continue planning for the coming school year and addressing the gaps in standards instruction. Time will also be spent to plan for addressing the social emotional needs that students will have.

In the event that remote learning must be re-activated, the remote learning plan in the Continuity of Instruction plan will be implemented. This will include training for families in the various platforms and apps used by teachers. The librarian and teaching assistants have already begun to plan for this for our families. Teachers at EBH are also involved in a remote book study for the book “Flipped Learning for Elementary Instruction” and the district is identifying books for teachers to have over the summer to

enhance their repertoire in remote learning. Professional development will continue to be provided in various technology pieces through Appy Hours and building specific faculty meetings and book studies.

If remote learning must be implemented, there are clear expectations outlined for students to check in daily with teachers in the EBH Remote Learning Plan. Grades will be assigned for learning tasks as outlined in that plan. Attendance will be monitored continuously. When students are not engaging in expected learning tasks, the PPT will contact families through various methods to convey the expectations for school work to be completed. The PS has their expectations outlined in their Remote Learning Expectations document.

Grades 7-12

Per Commissioner's regulations, all DHS students will be provided instruction designed to enable them to achieve the State's learning standards and master a body of content in a certain subject. Like in normal circumstances (in a face-to-face, in-person teaching environment), if we must transition to a hybrid or remote learning model, DHS students will be assigned schedules that meet the minimum State requirement of 180 minutes of instructional time, including but not limited to through digital technology or blended learning, and that represents standards-based learning. All students will have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course.

Particularly in the context of hybrid and remote learning models, it is important to note that instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen; an instructional experience encompasses time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Regardless of instructional format and learning experience, students at DHS will have access to assistance and support from a qualified teacher when they need it.

Teachers in grades 7 - 12 have met as departments to identify academic skills and content that needs to be reviewed/ re-taught/ introduced upon return from the 2020 spring extended school closure. As a result, departments have adjusted curriculum maps for the 2020-2021 school year. Superintendent Conference Days in early September will also be utilized for teachers to continue planning appropriate curriculum, instruction and assessments for the coming school year. Time will also be spent to plan for addressing the social emotional needs that students will have (see Section 6: Social Emotional Well-Being for additional information). All of this is to ensure that students are best prepared to meet learning outcomes for a course and receive credit upon doing so.

In the event that remote learning must be re-activated, the remote learning process in the District's Continuity of Instruction plan will be implemented. Regardless of instructional model, however, DHS

staff will provide families access to training in the various platforms and apps used by teachers. Teachers will also continue to have opportunities to engage in professional development on remote instructional practices and using technology to support such best practices.

Potential Learning Models

In-person instruction. This occurs when students and teachers are physically present in the school building and following a predominantly traditional approach to the school day. The largest shift that will occur to in-person instruction will center around the implementation of health and safety procedures necessary to ensure a safe environment for all students and staff. In addition, in preparation for a potential shift to remote learning, teachers may prepare remote lessons in advance that enhance and align to classroom instruction.

- In an in-person learning model:
 - 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 implement research-based assessment practices, including:
 - Initial screening/ diagnostic testing to identify intervention needs resulting from the 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.
 - Teachers will be provided with visuals and markings for the floor to reinforce social distancing and manage the flow of students in the classroom.
 - Students have been 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.
 - Teachers will use transition time for cleaning desks and other surfaces.
- 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.
- 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.
- Teachers will limit the use of or use alternatives for hard-to-clean supplies that are usually recycled such as clay.
- 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 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).
 - 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. 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.

Remote instruction. This occurs when students remain engaged with academic content while studying entirely from their homes. This model relies on a combination of synchronous (live teacher-student interaction) and asynchronous (videos/pre recorded lessons, independent or group assignments) learning opportunities to maintain community and teacher access. It also includes a commitment to communication through varied modalities to ensure the health and progress of all students.

- In a remote instruction learning model:
 - 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.
 - An initial period of reviewing procedures, tools, routines, etc. (about one week) prior to launching into new instruction.
 - To the greatest extent possible, teachers will translate regular daily classroom routines and procedures into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

- Teachers will leverage a variety of methods to connect with students (and connect students to each other) and support learning while students are at home. This includes use of Google Classroom, Google Hangouts/Chat, email, and/or text.
- Teachers will implement research-based assessment practices, including:
 - Initial screening/ diagnostic testing to identify intervention needs
 - 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 might consider using:
 - Shared documents as access to such documents is ongoing for teachers and students, alike, so feedback can be ongoing as well.
 - A tool that allows for synchronous editing and feedback between teachers and students. Some tools allow for feedback can be created via text, video, audio recording or links. Such an activity can act as a formative assessment, providing real time insight into student thinking, while allowing for similar feedback from peers and the teacher.
 - Quizzing apps that allow the teacher to receive responses from everyone in the class - no-one can hide! Dylan Wiliam has been quoted as saying he would have preferred to use the phrase ‘responsive teaching’ rather than formative assessment. This fits perfectly with the use of quizzing apps as they allow the teacher to collect data from everyone in the class at once and respond accordingly, in real time. Students might be encouraged to create their own quizzes to share with their classmates. The questions they pose will also provide insight into their thinking and understanding.
 - Screencasts of feedback shared via Google Drive.
 - Any of the above tools to encourage peer feedback.
- Teachers will encourage student collaboration and discourse through the use of shared documents, Google Hangouts/ Chat, discussion boards, etc.
- Teachers will ensure all required and appropriate accommodations are made for students
- Teachers are encouraged to streamline effective structures and supports with colleagues. For example, grade-level teams might consider having a “lead” person who sends out weekly communications/ assignments for all classes to families. They might also consider organizing their online presence in similar ways (i.e. using “topics” in Classroom to identify all resources linked to a certain unit or week, placing topics in reverse chronological order so the newest content is listed at the top, etc.).

- To the greatest extent possible, teachers will consider projects utilizing materials that students can easily access at home.
- Teachers will develop digital and non-digital options for sharing student’s creative works within the classroom community and with the broader school community.

Hybrid instruction. This 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 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 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 meet every other day:

- For classes that meet every other day, the one “in-person” day accounts for approximately 40 minutes (or 1 days) 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.

- In a hybrid model:
 - Teachers will reference previously listed expectations (identified in the “in-person instruction” 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 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).
 - For remote learning, teachers will develop asynchronous 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 leverage a variety of methods to connect with students and support learning while students are at home. This includes use of Google Classroom, Google Hangouts/Chat, email, and/or text.
- 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.).

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.

Academic Intervention Services

Students in grades 3 - 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. In grades 3 - 6, groups will be created from cohort homerooms and will travel to the support room with an escort to monitor face mask use and distancing. The AIS room may have plastic barriers to enable supports to be provided in a safe manner. In grades 7 - 8, social “physical” distancing guidelines will be followed and students will wear face masks whenever this is not possible.

Grading

Grades K - 6:

Standards Based grading will continue at the Primary School and Ellis B. Hyde Elementary School. Report cards will be distributed at 3 trimesters. If remote learning must be implemented, the grading process outlined in the EBH Remote Learning Plan will be utilized. Grading expectations will also be outlined in the PS Remote Learning Expectations document.

Grades 7 - 12:

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

As districts and charter schools develop instructional models under the three delivery methods (in-person, remote and hybrid), attention must be paid to how students are assessed and further, how student progress will be communicated to parents and caregivers.

- 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 pre 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

- Develop a strategy to determine those students who are in need of academic intervention services (AIS) and provide in-person, remotely, or in a hybrid model.
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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 during our specials schedule at K-6 and 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.

Continuity of Instruction Plan

Teachers. At the beginning, it was recommended that teachers make plans for at least 4 weeks of school. As the closure has progressed, we have adjusted to providing instruction in 4 week increments, including introduction of new material. Teachers worked in teams to modify instruction to distance learning. They have also prioritized standards to essential learning. As the school year is closed for the remainder of the 2019-20 school year, teachers moved ever more into providing instruction in those prioritized standards. As the year draws to a close, teachers will work with the grade level (3PK to 8) above to collaborate as to where students are in their learning and how to adjust beginning year instruction and priority standards for 2020-21. HS Departments are working in 7-12 teams, in consultation with Grade 6 on where students are in their learning at year end as well as modifying the fall curriculum and priority standards to accommodate the learning gaps identified in extended closure.

I. Guidelines for Planning

- Assignments should be focused only on essential elements of your course (i.e. building key skills, addressing prioritized standards, or reviewing content). The introduction of new material or skills will be a challenge. However, some high school teachers may need to plan lessons that keep pace with established program expectations (i.e., AP, college courses, Regents, etc.). PK-8 teams should discuss and agree upon review, practice and introductory lessons. Update May 2020: PK-8 teams worked in collaboration to bring new instruction to students in distance learning formats. Standards were prioritized to ensure essential learning. Instructional practices were modified to reach all students and provided across multiple platforms and delivered at regular times as well as accommodations for students and families who need access at other times. HS Departments also moved into introduction of new material in a similar fashion. As the year draws to a close grade level, department teams will work horizontally and vertically to collaborate on where they left off at closure, what was taught during closure, and how they can address the gaps going into 2020-21.
- Assignments should be easily understood by parents so that they can help their students. Accommodations have been made for students who need flexible schedules to access the learning, such as recorded sessions that can be accessed anytime. Resources

for parents have been made available in phone calls, emails, surveys, and on the website.

- Assignments will be manageable in length. Consistent guidance from around the region and NYS centers on expectations for students' at-home learning time not exceeding the recommendations listed below. (Note that students' at-home learning time includes time spent learning new material, watching video lessons, participating in class discussions and completing assigned work and activities. Review and practice of new material learned is not included in this time frame.) Teachers should utilize judgment as to how much time should be spent in review of the new material being learned, depending on the learner(s). (1)
 - **Grades K-2:** 2.5 hours total per week for ELA and math, with an additional one hour per week for learning in other disciplines (3.5 hours per week total). Special area teachers will also provide lessons.
 - **Grades 3-6:** 4 hours total per week for ELA and math, with an additional one hour per week for learning in other disciplines (5 hours per week total)
 - **Grades 7-12:** 30 minutes per course per day for each credit-bearing course (16 - 19 hours per week depending on student course load)
 - **Special Education** - Special education teachers will make modifications of assignments to meet individual education plans (IEP's) to the best of their ability.
 - **ELL** - one-on-one virtual meetings twice/week for 30-50 minutes. This is in addition to the teacher support given to all content area students.
 - Families are emailed translated district/school letters. An interpreter is used for phone calls and more complex two-way interactions
 - A bilingual teacher is consulted to provide personal emails, mailings, or report card comments
 - families are provided resources (bilingual books, short news articles) in their language of preference
 - TalkingPoints and See-Saw tools are used to provide two-way translation
 - Text, email and phone check-ins with students and families
 - Google meet office hours
 - classroom and content-area teacher support
 - monitoring of and communication with exited ELs
 - PreK-12 teachers are provided with a translated comment bank for grade reporting as well as access to a human translator for more lengthy commentary on report cards
- Teachers have the discretion to determine the number of assignments to be completed. For younger students, teachers may want to do 1 short assignment each day. For older students, teachers may want to do 1-2 longer assignments to be split over the week.
- Materials to complete assignments should be limited to general school supplies.
- Schedules by building:
 - EBH - [EBH Class / Meets Schedule](#)

- HS - [HS Virtual Schedule](#)
- Sample Home Schedules for Students
 - [Daily Schedules for Students - Examples](#)

II. Delivery of Instruction Formats

Dansville CSD was fortunate to have established a 1:1 computer to student environment several years ago. Listed below are some of the delivery formats we have available in the district. Resources for these and other online delivery formats are available in an internal shared Google Drive: [Learning During Extended Closure](#), internal Appy hours regularly scheduled on these and many other distance learning topics, as well as public resources on our website: [Resources for Parents in Distance Learning](#) and [Distance Learning Resources for Staff](#).

Primary- Grades 3PK-2	EBH - Grades 3-6	HS - Grades 7-12
<ul style="list-style-type: none"> ● SeeSaw* ● Google Meet ● Remind ● Google G-Suite Apps ● RAZ Kids ● iReady ● SORA Books ● Book Creator ● TpT School Access 	<ul style="list-style-type: none"> ● Google Classroom * ● Google Meet ● Google G-Suite Apps ● RAZ Kids ● SeeSaw ● iReady ● SORA Books ● Book Creator ● Newsela ● TpT School Access 	<ul style="list-style-type: none"> ● Google Classroom* ● Google Meet ● Google G-Suite Apps ● EdPuzzle ● Screencastify ● iReady ● Kami ● Castle Learning ● eDoctrina ● Edmentum ● Screencast-o-matic ● TpT School Access ● Membean Vocab

- **PK - 2.** Teachers at each grade level have prepared paper-based and computer learning activities in alignment with classroom instruction that students are used to. Families that do not have internet access at home will still have many and varied learning activities. In addition they can contact the school. The district has been proactive in ensuring equitable internet access by providing hotspots.
 - Update May 2020: Access to the Internet is important in this time of extended closure. Many grade levels are interacting with families online including SeeSaw, closed Facebook and YouTube groups, and Google Meet. In addition 2nd grade has moved to a virtual environment using Google Classroom to send assignments to families and to receive back. To ensure access, Chromebooks have been loaned to families of PK, K and Grade 1 students who do not have a computer or access to one at home. In addition, families who are having

difficulties accessing the Internet have been provided with a hotspot to access the internet.

- This document can be helpful for digital resources: ([Digital Resources - PS](#)).
- **Grades 3 - 6.** Teachers at each grade level have prepared primarily computer learning activities in alignment with classroom instruction that students are used to. There are some paper materials also provided for certain aspects of instruction. Families that do not have internet access at home will still have many and varied learning activities.
 - Please provide a master copy of the instructional packet to the principal.
 - Update May 2020: The district has identified families needing internet and have provided wireless hotspots. Students have taken home Chromebooks and chargers.
 - The district identified families with troubles accessing the Internet for a variety of reasons. A distribution time was announced and those needing a school device (Chromebook) and/or a Verizon hotspot came to pick it up In this way the district is ensuring equitable access to the Internet. It also facilitates effective use of Google Classroom work as well as Google Hangouts/Meet.
 - An initial paper-based packet went home with all students and future paper-based packets will be picked up and given only to those who request.
 - Many grade levels are interacting with families online including SeeSaw, closed Facebook, and Google Meet. In addition, families who are having difficulties accessing the Internet have been provided with a hotspot to access the internet.
 - This document can be helpful for digital resources: ([Digital Resources - EBH](#)).
 - When considering the amount of engaging learning activities, the following could be considered: iReady reading and math, meaningful links to videos for instructional purposes, links to books being read in class, independent reading if books are accessible at home, journal writing, recorded lessons by you and accessed by students to watch, instructional packets of review for reading, writing and math for those without internet access.
 - Grading for third trimester - Students at the PK-6 level will receive a report card that includes a narrative reflecting their growth over the school year until the extended school closure. Comments will also reflect work habits demonstrated through the closure.
- **High School.** Teachers may provide computer-based instruction but know that not every student will have regular access to the internet.
 - Please use Central Copy and the main office to ensure that students without internet access are provided hard copies of any work they might need.
 - Please include general notes about what students should do if they do not have internet access.
 - Please do not require anything that needs to be printed at home.
 - Work that is submitted may be graded.
 - All 3rd Marking Period back work will be accepted without penalty.

- Please do not give students more than one week's worth of work at a time
 - Students currently receiving tutoring will engage in the same remote learning opportunities as their peers throughout the extended closure.
 - Update May 2020: Families in need of Internet access at home were identified and provided with a mobile hotspot. This has allowed essential instruction to continue as well as the introduction of new material. It also ensures equitable access to the Internet.
 - High School Grading Considerations: Final grades will be based on averaging the first, second, and third marking periods. Students will be given the opportunity for credit recovery during the fourth marking period. Assignment completion during the fourth marking period closure will be factored into grades as well.
- **English Language Learners - ELL**
 - Students have received a visual dictionary as well as a character reference chart to support ELA instruction. They have also received supplemental scaffolded versions of texts (a graphic novel version, audio version of text)
 - Students have received bilingual storybooks on their grade level
 - ESOL co-teachers continue to communicate almost daily with classroom teachers to maintain ENL supports and provide appropriate English Language and grade-level instruction
 - ELLs with special education needs are continuing to receive services throughout the closure.
- **Community Outreach.** The district has been proactive in identifying and reaching out to all families and students as well the extra effort to reach out to families who have not been participating.
 - **Teachers** across the district have carefully monitored student attendance and participation throughout the extended closure. Teachers early on in the closure identified students not participating and made further attempts to contact the families through email, telephone, Remind, SeeSaw etc. The teacher would inquire if there are ways we can support further participation. In response many teachers have offered classes at alternative times, provided paper based activities and lessons, notified IT that families were having problems accessing the Internet for example. Early on in the closure, teachers forwarded concerns with participation to building counselors and administration. Teachers continue this process throughout the extended closure through the end of the school year.
 - **Principals and mental health staff** have worked with teachers in outreach to families and students identified by teachers as not participating. Counselors then made contact with each family and worked to resolve any barriers to more participation. In addition to this intervention, building administration and counselors have reached out to families on a regular and ongoing basis to keep

effective two-way communication and to be proactive in addressing students' and family concerns.

- Establishing and maintaining communication with those families has been an ongoing focus for administration and mental health staff throughout the extended closure.
- The District Preventive Caseworker has been key in reaching out to families independently and in collaboration with mental health, special education and administrative staff to identify barriers families and students may be experiencing. The barriers students and families are experiencing is varied and the Caseworker ensures that any problems associated with the extended school closure are addressed.
- Students who have not been regularly participating in school activities despite these efforts will be recommended for Summer School and provided with necessary support in the fall to address learning gaps.
- All students and families in the district have been contacted. Families and students have been contacted and contacted regularly; multiple times per week. The number of students not participating at all is very low.
- Any accommodations the district can make to increase participation have been employed. Examples include: sending assignments and communication in paper packets, and loaning hotspot and/or Chromebook devices to ensure all families have internet access, offering instruction and/or recordings in off school hours, and providing any translation services as well as childcare and nutritional needs.
- **ELL** - Multiple emails, phone calls, and texts were made to families identified as not participating. These were made in the families' preferred language. To date, all families in the district have responded in some way to school contacts.

III. Digital Resources

- **Internet Support:** The District recognized the need to ensure all families have access to the Internet for communication and learning. We took a proactive approach to reach out to families and to provide hotspots to assist families to ensure equitable access. In addition we have provided the following supports:
 - **Resources for these and other online delivery formats are available in an internal shared Google Drive:** [Learning During Extended Closure](#), internal Appy hours regularly scheduled on these and many other distance learning topics, as well as public resources on our website: [Resources for Parents in Distance Learning](#) and [Distance Learning Resources for Staff](#)
 - [Digital Resources - Extended Closure](#)
 - Spectrum is offering free WiFi during school closures for COVID 19: [Spectrum Internet Offer](#)
 - [Digital Resources - Extended Closure](#)
 - [Draft Letter to Families](#)
 - Google Hangouts / Meet has been reactivated.

IV. Professional Digital Learning for Teachers

- Training in digital resources commonly used in each building were offered on Tuesday, March 17th throughout the day.
 - PS - Library - Janelle Rinker
 - EBH - Library - Emily Wolf
 - HS - Library - Lynne Blum and Kim Derrenbacher
- Resource offerings have been voluminous and can be overwhelming. Admin team and Library/TA teams have worked to screen the plethora of resources for distance learning and to stick primarily with vendors and apps we know. Stepping outside of those familiar apps and vendors only through careful screening and teacher request / interest.
- Ongoing training has been offered through Appy Hours on a variety of commonly used district apps including Google Classroom, Google Meet, SeeSaw, Kami, Newsela, iReady, RAZ Kids, EdPuzzle, TpTSchool Access, Edmentum etc.
- ENL teachers have been provided with professional learning opportunities through membership in NYSTESOL such as webinars and book studies.
- Online webinars offered by these and other common vendors teachers use have been provided. Notice and registration info emailed and published in our Weekly Roundup.
- GVEP and EduTech have offered many online training. Notice and registration info emailed and published in Weekly Roundup.
- Resources are organized in the following Shared Google Drive Folder: [Learning During Extended School Closure](#)
- Paraprofessionals have been provided with an independent professional learning guide (teachers may access as well): [Paraprofessional PD - Extended Closure](#)

V. Teacher Responsibilities and Parent Communication

- If you do not already have a Google Classroom setup, please set that up now. (Many trainings were offered, including support from librarians and self help tutorials in [Google Specified Resources](#) which is in our Shared Google Drive Folder: [Learning During Extended School Closure](#)
- If you are making a phone call to a parent/student from your personal phone, dial *67 BEFORE you dial the phone number. This will block your number from displaying on their caller ID.
- Phone calls can also be made from Google Hangouts. [Link to Directions](#) (Currently this works from your personal Gmail account. Sadly, it isn't available to Google for Education. Making calls this way does hide your personal Gmail account address though. It shows up as "No Caller ID.")
- Staff are to check school email at least twice per day and respond to parent/student communication that is curriculum-based within 24 hours. In terms of time per day, the

district estimates that staff would spend 1-2 hours each day checking emails, communicating with parents and students, etc.

- Most teachers will leverage Google Classroom and/or SeeSaw to provide learning opportunities for students as well as communicate with families. In addition grade level teams in collaboration with administrators, counselors, related service providers, CSE, and the district social worker have ensured that there is regular communication with all families.
- The District has provided **Resources for Parents in Distance Learning** on the District public website. In addition the Librarians and TAs in each building have worked to support staff and families in transitioning to distance learning. A survey was put out on all-call to ask families what help they need with distance learning. They also provide Office Hours to staff and families to help with any issues surrounding distance learning.
- Update: Staff in all buildings have made regular and ongoing contact with students and families a priority as outlined in the Community Outreach section above. Students or families not participating are identified and extra efforts employed by teachers, counselors, mental health support staff, administrators and the District Preventive Caseworker.
- ESOL teachers ensure that written communications are provided in the families native language.

VI. Special Education Services

- 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/parents 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.

VII. Guidance, Mental Health, ELL and Other Services

- **Guidance / Counselors.** Guidance counselors and/or psychologists will check-in with students weekly. Students with known needs will be contacted more frequently/as needed.
 - Disseminate information to parents on how to structure a child's day and support them.
 - Use a variety of communication techniques.
 - Staff will communicate with students and parents who have counseling services on IEPs. School counselors and school preventive workers reach out to families and students via Google Meets, Facetime, text, email and/or phone to provide confidential services when possible.
- **ELL**
 - Frequent calls home and email check-ins with students have provided a continued network for support, routine, and familiarity for students with past and new mental health challenges.
- **Homeless Students / Students in Temporary Housing**
 - Faculty has regular two-way communication with students and parents. Faculty will alert District Homeless Liaison of any housing concerns so that a Counselor, Homeless Liaison or Preventive Caseworker can follow up with the family to assess further. Faculty may also choose to bring to the attention of the Pupil Personnel Team.
 - There is regular communication with Livingston County Social Services housing coordinator to ensure all homeless students are being reached.
 - If identified as homeless, families will be assessed to ensure safe temporary housing, referral to community based services as needed (i.e. child care, mental health, food pantry, temporary assistance, medical care), as well as assistance with enrollment as needed. Breakfast and lunch delivery will start immediately. Virtual learning will start immediately after students are provided with learning materials and/or mobile technology.
- **Social Emotional Health - Staff**
 - **Wellness Committee** - The Wellness Committee has focused on general health and wellness support for staff in this time of extended closure. They have used multiple tools such as online professional learning, social media, email, and fun

challenges to provide recreational, health, and information to all staff. Some examples: May walking challenge, Telemedicine, and understanding your benefits and information about the EAP program availability and confidentiality. They have used the district website, Facebook page and internal newsletter to provide nutritional and healthy living resources including links to online participation sites.

- **Counselors** - reach out to staff regularly and ensure they have contact with all staff in their respective buildings. They've been proactive in promoting a sense of community with video and social media. For example in one building the counselor compiled video messages submitted by staff to their colleagues. The district TIG team meets and discusses any concerns relayed by counselors and/or administration.
- **Mental Health staff and administrators** have coordinated efforts to make checking in with staff a key priority. Some examples include: Pupil Personnel Team sent out a staff check in survey: "What else are you doing to cope?" and sharing some responses on email and social media. Every staff meeting in the district begins with staff check-in, so they have plenty of time to discuss and share with each other struggles and successes both personally and professionally. Administrators follow up with leaders about any concerns either have noticed. They have also employed the district Facebook page continuously to promote the sense of community as well as providing further information such as news of other staff, health and wellness tips, offering office hours and availability to staff, and also information and contact on the availability and confidentiality of EAP services.

VIII. Summer 2020 - Extended Closure - Preliminary Plans

- Elementary and Primary Summer Program - Target the lower students based on data of student achievement/progress.
 - On-line instruction targeting reading, math and writing.
- High School Summer School - Target students who did not pass Regents-level courses and students who are taking English 12, Government, Economics, and High School Health for initial credit.
- Special Education Extended School Year (ESY) - Students will be enrolled based on data before closure. Compensatory instruction will be addressed when school resumes.
- ELL - ENL students will be given priority to participate in summer reading and math opportunities. These will be conducted online this year.
- Schedules -
 - PS (based on data as to need in reading and math) time with teachers on Google Meet with packets (some electronic on Google Classroom for Gr 2)
 - EBH (based on data as to need in reading and math) - combination of online (Google Meet) and Google Classroom push out and packets
 - Special Education - Extended School Year (ESY) students - virtual and/or paper &

pencil. Related Services contact families - only for Extended School year students

References

- (1) <https://essentialed.capitalregionboces.org/about-this-site/guidelines/> & <https://www.questar.org/wp-content/uploads/2020/04/Curriculum-and-Instruction-during-suspension-of-on-site-classes-INFOGRAPHIC.pdf>

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.

Special Education

Free Appropriate Public Education (FAPE)

Whether services are provided in-person, remote, and/or through a hybrid model, Dansville Central School District will continue to address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Parent Engagement

The reopening plan will be provided in the parent's preferred language through translation when needed in native language or mode of communication through email, facebook and/or letter regarding the provision of service to his/her child. Special education teachers and/or related service providers will document their communication with parents in a contact log during remote instruction/ distance learning.

Collaboration

The reopening plan addresses collaboration between the committees on preschool special education (CPSE) and the committees on special education (CSE) and program providers representing the variety of settings where students are serviced to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education program (IEPs), plans for monitoring and communicating student progress, and committee to sharing resources. The Director of Special Programs will collaborate with special education teachers, psychologists, speech therapists, physical therapists, occupational therapists and contracted providers (i.e. Autism consultants, Audiologists, Teacher of the Deaf- TOD, etc) to review progress monitoring and carryover of skills as well as expectations.

Accommodations, Modifications, Supplementary Aids/Services and Technology

Students will be provided access to accommodations, modifications, supplementary aids/ service and technology per their IEP to meet the unique disability related needs of students during all modes of learning to the extent possible.

Documentation

The programs and services offered and provided to students with a disability as well as communications with parents in their preferred language or mode of communication are documented in the current IEPs which have been provided to parents after each CSE/CPSE meeting in writing.

Least Restrictive Environment (LRE)

Parent voice is documented in CSE/CPSE meeting minutes which are provided in the prior written notices prior to the effective date of the IEP. Special education teachers and/or related service providers request parents to provide written level 1 assessments prior to the CSE meetings when the student will turn 15 in the year of the IEP to document parent voice. Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students.

IEP Implementation

Delivery of services during school closures due to COVID-19 continues to the extent possible per the IEP with flexibility related to mode/manner; group or individual sessions and group size for related services, frequency, duration, etc. Students with disabilities will continue to be provided programs, services, accommodations per the IEP in person, remote and/or during hybrid options.

Provision of Services

Various types of instructional models including in-person and remote learning will be provided to the greatest extent possible per the IEP.

Progress Monitoring

Teachers and service providers will continue to collect data to monitor student's progress toward the annual goals and/or objectives to evaluate the effectiveness of the students' IEP. Progress notes will be sent per the IEP at the same time as report cards.

Contingency Plan

CPSE/CSE will consider and prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures. Students will be provided technology (i.e. chromebooks/ipads/tablets) to assist with continued remote learning in the event of extended school closures. Parents will be provided hotspots to assist with access to electronic devices provided by the Dansville Central School District. Students who struggle with technology based learning will be provided instructional packets with calls to students and/or parents from teachers and/or related service providers.

Compensatory Services

CPSEs/CSEs will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how the services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year. Committees will review the communication logs, progress notes and baseline data when students return

to school to determine if students experienced a loss in skills despite best intentions, efforts and creative solutions during the extended school closure. Compensatory services will be documented in CSE/ CPSE meeting minutes, PWN's (prior written notice) and in the IEP when applicable.

IEP Implementation Documentation

During the COVID-19 closure, related service providers and special education teachers documented collaboration/ communication and goals/skills addressed via a communication log which will be used to assist in discussion for compensatory services.

Progress monitoring will continue to be provided through progress notes.

Procedural Safeguards

Procedural safeguards are provided to parents annually via paper copy and/or email. Parents have access to the procedural safeguards on the District website. Procedural safeguards are provided or offered as appropriate.

Bilingual Education and World Languages

DCSD recognizes that the spring 2020 COVID-19 crisis was extremely challenging for all students, and created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). These challenges exacerbated existing educational inequities, like a lack of access to technology and reliable Wi-Fi needed for remote learning. With this in mind, DCSD 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.

As DCSD prepares to reopen our schools in 2020-21, 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.

The DCSD reopening plan affords ELLs every opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. While many ELLs may have benefited from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning.

In developing our reopening plans, DCSD consults information and resources provided on the [NYSED Office of Bilingual Education and World Languages](#). DCSD is in regular communication with our local RBERN: [Mid-West RBERN](#) for additional guidance/support as a usual course of doing business, and especially during this reopening process.

Mandatory Requirements for Reopening

- ★ DCSD will complete the ELL identification process within 30 school days of the start of the 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 school year. After this 20day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- ★ Provision of required instructional [instructional Units of Study](#) will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. DCSD ELL teachers collaborated and will continue to do so with IT and the Curriculum and PD departments to ensure parents and students have internet access.
- ★ Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process.
- ★ Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. One of the most challenging parts of online learning was communicating with and supporting parents who speak a language other than English. The ENL department will work with admin, teachers, and support staff to ensure that parents can support their child's

learning at home. We will continue to use Monroe 1 BOCES to ensure accurate and timely communication.

DCSD Considered the following and the reopening plan 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 offer an online summer PD for preK-6 teachers who will have an EL in their classroom. 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.

Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs

DCSD recognizes that all ELL students must be provided the required instructional Units of Study in their ENL or BE program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning. To ensure these requirements are met, DCSD ELL staff will review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate.

Communications and Language Access

DCSD recognizes that all communications with or for parents/guardians of ELLs must be in their preferred language and mode of communication. As discussed in previous [guidance](#), language access obligations under federal and state law – including but not limited to those pursuant to Part 154 – have remained in effect throughout school closures, and DCSD acknowledges we continue to have the responsibility to ensure that parents/guardians of ELLs/MLLS receive access and information available to other parents in the language or mode of communication they best understand. DCSD will, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in the district, and at a minimum in those languages spoken by a large number and percentage of ELLs.

Professional Learning for Educators

DCSD recognizes that professional learning opportunities that promote understanding of Bilingual Education, use of home languages and the linguistically diverse needs of ELLs are an important part of reopening plans. Since our population of ELL students has generally been less than 1 percent, we do qualify for a waiver under Commissioner's Regulations Part 154.

DCSD does provide ELL-focused professional learning opportunities for ELL teachers to strengthen their knowledge and skills to address new learning challenges that ELLs may face as a result of spring 2020 COVID-19 closures. In order to address these challenges, DCSD has leveraged Midwest RBERN as well as collaboration with nearby districts that supports targeted professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. For ELLs, collaboration or cooperative learning with peers who have mastery in English or are non-ELLs is an impactful practice that is a part of their learning. OBEWL recommends that focused professional learning opportunities be offered in, but not limited to, the following areas:

- Implementing collaborative models of instruction: co-planning, sharing best practices to support standards-based curriculum accessibility for ELLs;
- Progress monitoring: analyzing and interpreting data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
- Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
- Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement; and
- Building positive relationships/rapport among teachers, students and parents/guardians.

The [Regional Bilingual Education Resource Networks \(RBERNs\)](#) are available to provide technical assistance and resources and are in the process of identifying and developing additional professional learning opportunities to address the needs of ELLs. Please see the section on Special Education for information regarding the particular needs of ELLs with disabilities.

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. Some options for schools to consider are provided below.

- ★ Local Progress Monitoring Assessment Tool: District leaders are encouraged to formalize the use of their existing local informal progress monitoring tools, implement tools that will allow the monitoring and collection of student performance data to inform instruction, develop instructional goals for English and Home Language development, and help accelerate the

learning. These progress monitoring tools can be used to plan, modify, and/or differentiate instruction. Refer to the [Checklist for Developing or Selecting an English Language Proficiency \(ELP\) Progress Monitoring \(Interim\) Assessment](#) provided by NYSED to guide the selection of progress monitoring tools to measure English Language Proficiency. ELL Staff will review this.

- ★ Multilingual Literacy SIFE (MLS) Screener: The MLS, which is generally used in NYS for identification of SIFE, can also be administered for a general literacy evaluation. The MLS is a multilingual screener that determines students' home language literacy and math skills to identify SIFE and design appropriate instruction. However, it can also be used by districts to conduct a general literacy screening of any newly identified ELL – even if they are not considered SIFE. This tool will provide a baseline of their academic and literacy level in their home language. Districts that use the MLS for this purpose are to use it to gain a snapshot of a student's initial literacy level when school resumes for 2020-21, but not as an assessment of a student's knowledge for the purpose of informing ongoing instruction.

A district that chooses to use the MLS as an initial literacy screener must take the following steps to ensure that the analysis does not impact their SIFE recordkeeping and data (i.e., to ensure that an ELL who undergoes the MLS for this purpose is not accidentally included in its SIFE count). If a district has never administered the MLS, they must first create an account on the MLS website and individually register each student (please see the [MLS User Manual](#) for detailed instructions). When answering the question "Why is the school district administering this test?" during registration of a student for an initial literacy screener, the district must select "This is going to help NYSED collect data about the usage of the MLS and the correct number of SIFE identified through the MLS" on the dropdown menu of four multiple choice options.

Educational Technology

In order to help students prepare for potential future closures, and to familiarize them with new technological trends in learning that will enhance their college, career, and civic readiness, DCSD will continue in the use of technology, including online learning, and other educational digital tools, to not only address the needs of and build on ELLs' knowledge, but to help ELLs become digital learners. Strategically including online resources, digital tools, and media in daily in-person or hybrid routines and lessons will facilitate a smoother transition into any future school closure.

OBEWL has created a [Resource Collection for ELLs and World Language Students](#) to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom. In addition, the Regional Bilingual Education Resource Networks (RBERNs) have created a repository of professional learning videos, known as [RBERN on Demand](#), which includes a section on technology integration for ELLs. Students with Interrupted/Inconsistent Formal Education (SIFE) SIFE15 are among the most vulnerable ELL subgroups, having already endured interruptions in their education prior to their arrival in NYS. Many SIFE are refugees and others may have left family and friends behind when they immigrated to the US. While school closures have been difficult on all students, SIFE have been among those having the hardest time adjusting, and many were not able to remain engaged with their learning. In response,

NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time. At this time, DCSD does not have any SIFE students.

Emergent Multilingual Learners in Prekindergarten

As more children in New York State begin their education in prekindergarten, there is an increasing need to support children from families who speak a language other than English at home in order to ensure that they have equitable access to these programs' advantages. As discussed in previous [guidance](#), the Emergent Multilingual Learners (EMLLs), profile process allows prekindergarten programs to assess the home language exposure of children in Prekindergarten. EMLLs are identified by the Profile as having exposure to a language other than English but are not assessed for English proficiency (which occurs in kindergarten when the ELL identification process is conducted). Prekindergarten programs are expected to continue to implement best practices to leverage the home language in instruction, as well as to implement culturally responsive-sustaining education, in accordance with NYSED's [Culturally Responsive-sustaining Education Framework](#). This practice will help set the foundation for positive self-identity and acceptance.

Family Partnerships and Communication

DCSD recognizes the need to provide information to families of ELLs in a language they understand in order to ensure that they can actively participate in their children's education. Also, as described above, the obligation of districts to provide language access remains in effect throughout COVID-19 closures and during the school reopening process. Educators, administrators, and parents/guardians will continue to work together to meet the needs of all ELLs/MLLs as seamlessly as possible as schools reopen in the fall. Collaboration and communication with parents/guardians and other family members must continue to be maintained and provided in their language of preference, in accordance with federal and state language access obligations.

DCSD will continue to create and disseminate parent/guardian resources in the language(s) most frequently spoken by a school's ELL/MLL population on how to access technology used in on-line education. Such resources will be posted on districts' websites, and/ or via social media platforms. In addition we will be starting a Title III funded program of outreach to ELL families to provide technology education.

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

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. Districts are encouraged, to the greatest extent possible, to continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21.

Documents and Resources

OBEWL and RBERNs resources are available to support ELLs/MLLs and World Language students and their parents/guardians as schools transition from COVID-19 closures to the reopening of schools in an in-person, remote, or hybrid model.

- [OBEWL Home Page](#)
- [RBERN Contact Information](#)
- [The Blueprint for ELL/MLL Success](#)
- [Provision of Services to English Language Learners and World Languages Students During Statewide School Closures Due to the Novel Coronavirus \(COVID-19\) Outbreak in New York State](#)
- [Bridges SIFE Resources](#)
- [Interpretation and Translation Supports](#)
- [NYSESLAT Cancellation Parent Notification Letter](#)

Staffing

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. Adequate staffing in each instructional model is necessary to execute the District's reopening plan. The District will take the following measures:

- ❖ Direct supervisors will continue to evaluate leave requests to ensure appropriate coverage by substitutes.
- ❖ Construct a continuous posting for instructional, support staff and school nurse substitutes.
- ❖ Ensure all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.
- ❖ Consider utilizing incidental teaching when determining how to staff classrooms.
- ❖ Employ substitutes to address staffing needs.
- ❖ Develop a voluntary period-by-period list of instructional staff who may be able to cover classroom assignments.
- ❖ Analyze leave requests to discern the appropriate type of leave:
 - Families First Coronavirus Response Act
 - Family Medical Leave Act
 - Accrued Leave
 - Unpaid Leave
- ❖ Modify the District's calendar to support staff in receiving additional training related to COVID-19.
- ❖ Provide professional development in constructing engaging learning opportunities in the virtual environment.
- ❖ Train staff in the measures indicated in the "Health and Safety" portion of this document.
- ❖ Modify the work week to allow for early student release on Mondays. This measure will act as a "pressure relief" valve for educators who must engage students in-person **and** in the remote environment.
- ❖ Purchase necessary PPE, cleaning/disinfecting materials, barriers, and signage to ensure the safety of its staff.
- ❖ Provide employees training on the Employee Assistance Program.
- ❖ Engage FLASHP for educational materials and opportunities to promote health and wellness.
- ❖ Collaborate with the Livingston County Department of Health regarding public health trends and make informed decisions based on current statistics.
- ❖ Engage the districts within Genesee Valley BOCES to develop innovative programming during the pandemic.
- ❖ Advocate to local, state and federal lawmakers for additional resources for school districts.

Teacher and Principal Evaluation System (Education Law §3012-D/APPR)

Pursuant to Education Law 3012-d, the District will fully implement its currently approved APPR plans in each school.

Student Teaching

Commissioner's Regulations Section 52.21(b)(1)(svi) defines student teaching as follows:

Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

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.