



The Plan for Reopening Dobbs Ferry Schools

**Dobbs Ferry High School
Dobbs Ferry Middle School
Springhurst Elementary School**

Mission Statement for Reopening

The Dobbs Ferry School District commits to reopening efforts that focus on providing an educational environment that is physically and emotionally safe for students and staff, that prioritizes nurturing and meaningful connections among the school community, and that creates high-quality learning opportunities for all students.

Revised August 25, 2020

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1. Board of Education

<u>Member</u>	<u>Position</u>
Louis Schwartz	President
Rita Kennedy	Vice President
Tracy Baron	Board Member
Massimo Bufalini	Board Member
Shannon Johnson	Board Member
Jean Lucasey	Board Member
Shannon Stringer	Board Member

2. District Administration

<u>Name</u>	<u>Position</u>
Lisa Brady	Superintendent of Schools
Douglas Berry	Assistant Superintendent of Curriculum & Instruction
Ron Clamser	Assistant Superintendent of Finance, Facilities & Operations
Jean Gismervik	Director of Special Education
Andrew Klaich	Director of Physical Education, Health & Athletics
Dave Robertin	Director of Facilities
Terance Huyter	Director of Technology

School Administration

<u>Name</u>	<u>Position</u>
John Falino	Dobbs Ferry High School Principal
Candace Reim	Dobbs Ferry High School Assistant Principal
Patrick Mussolini	Dobbs Ferry Middle School Principal
Anne Pecunia	Dobbs Ferry Middle School Assistant Principal
Julia Drake	Springhurst Elementary School Principal
Raymond Cavallo	Springhurst Elementary School Assistant Principal

3. Superintendent's Message

Dear Parents/Community,

COVID-19 caused one of the most severe public health crises in modern times. The District needed to pivot to remote learning in mid-March, and this was our only mode of instruction through the end of the year. Over the summer, we turned our sights towards the fall and our reopening efforts. The Dobbs Ferry School District is fully committed to thoughtfully planning a restart of school that adheres to our longstanding mission and vision, while maintaining the health and safety of students, staff, and the broader community.

We believe that the best education stems from the connections between students and teachers. While these relationships are most meaningful in person, we will keep this as a focus regardless of whether we are physically in school together. As a District, we are committed to opening schools as soon as it is deemed safe to do so by the Governor's office, the NY State Department of Education and the Westchester County Health Department.

We have developed a planning structure to include voices from all of our District and community stakeholders to ensure the reopening plan reflects a broad understanding of the needs of students, faculty, staff, administrators, and families. The goal is to foster relevant learning opportunities for each student regardless of the school scenario that takes place in the future.

While we engage in this process, one thing is clear: when we return to school, the experience will not be the same as before the pandemic. None of us is likely to be completely satisfied with how schooling looks in the fall of 2020. We will all need to be willing to compromise, support one another, and model patience and compassion for our children. The Dobbs Ferry Schools family has always supported each other through challenging times. That will be more important than ever as we re-envision what our "classrooms" will look like this fall and responsibly reopen for the 2020-2021 school year.

Sincerely,

Lisa Brady, Ed.D.
Superintendent

4. Reopening Planning Process

During the spring of the 2019-2020 school year, all schools in New York physically closed following the executive orders of Governor Andrew Cuomo. As a result, on March 16, 2020, the Dobbs Ferry School District transitioned to delivering instruction via remote learning only.

As the 2019-2020 school year concluded, the District began to plan for the 2020-2021 school year. Given the ever-changing course of the coronavirus pandemic, we needed to plan for multiple reopening scenarios -- remote learning, in-person instruction, or a hybrid approach. Additionally, to prepare for the potential for schools to physically reopen, we needed to plan for the necessary protocols to provide for the health and safety of students and staff. In June 2020, the Dobbs Ferry School District launched a comprehensive planning process that focused on six key areas: Instruction, Social and Emotional Learning (SEL) and Wellness, Operations, Health and Safety, Extracurricular Activities and Athletics, and Communications. We created a Task Force consisting of approximately 80 people to oversee the entire process, and we set up six committees, with representatives from every stakeholder group in our school community, to delve into the six key areas of focus.

The six working committees consisted of administrators, teachers, staff members, parents, students, members of the Board of Education, and community members. The committees were tasked with raising issues that needed to be considered in our reopening plans, brainstorming solutions, and identifying strategies that would be consistent with official guidance from the New York State Department of Health (DOH), the New York State Education Department (SED) and the Centers for Disease Control and Prevention (CDC). The committees were given the charge of developing suggestions for consideration by the Task Force. The Task Force then developed final recommendations for the District Administration to present to the Board of Education and the school community.

Committee Responsibilities and Membership

Task Force

The Task Force is composed of District-level leaders, administrators, teachers, staff members, parents, students, and Board of Education members. The Task Force also has representatives from each of the six committees. The Task Force develops charges for each of the committees and coordinates the efforts of the committees to ensure alignment of planning and to provide feedback. The Task Force, through the Superintendent, provides oversight of each committee in partnership with the committee chairpersons and ensures each committee has the resources necessary to complete their work.

Reopening Task Force Members

District

Lisa Brady	Doug Berry	Ron Clamser	Jean Gismervik
Liz Hausman	Terance Huyter	Andrew Klaich	Amber Klebanoff
Mike Nemeth	Diane Newell	Dave Robertin	Elizabeth Saperstein

Board of Education

Tracy Baron	Rita Kennedy	Jean Lucasey	
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High School

John Falino	Candace Reim		
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Middle School

Patrick Mussolini	Anne Pecunia		
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Springhurst

Julia Drake	Ray Cavallo		
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CSEA

Paul Avy	Gayle Dubensky	T'sha Gregory	Denise Helgesen
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DFUT

Marlene Behrendt	Adrienne Bell	Denisie Briscoe	Melinda Canary
Beth Cornell	Laura Cosgrove	Lauren Dwyer	Frank Ferri
Tara Galati	Melissa Gretczko	Sandy Hacker	Marcia Heffler
Jennifer Hickey	Richard Hoffman	Paul Huneke	JP Kaminski
Donna Misrok	Cristina Moccia	Jin Park	Scott Patrillo
Cristin Silk			

Nurses & Medical Director

Kelli Cronin	Cara DeLeon	Gina DiMaria	Amanda Jacobs
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Dobbs Ferry Schools Foundation / Parents

Cristina Galluzo	Carly Levine	Louise Pegg	Monica Shulman
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PTSA / Parents

Brooke Bass	Delita Marsland	Kathy O'Connor	
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SPRING Community Partners / Parents / Community Members

Ellen Crane	Isabel Dominguez	Robin Larkins	
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Trailguides / Parents

Rena DeLevie	Cathy Gutman	Mary McNamara	
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Parents

Rebecca Hershberg	Ali Moss	Penny Sullivan-Nunes	
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Students

Brice Bakker	Kaitlyn Burt	Crystal Daroczy	Gavin Kennedy
Hannah Kovach	Ashley Polimeno	Julia Schwabe	Ava Solis
Kiernan Van Engen			

Instruction Committee

The Instruction Committee focused on the following topics:

- Devising plans for each potential learning model (100% in person, 100% remote, hybrid) including:
 - Potential schedules for each model
 - Improvements to remote learning
 - Logistical considerations
 - Pedagogical considerations
- Curriculum pacing
- Academic Intervention Services (AIS)
- Special Education, Related Services
- ENL needs and services
- Needs of other at-risk or vulnerable populations
- Technology needs
- Professional development needs
- Building-specific considerations

Instruction Committee Members <i>**chairperson</i>			
Doug Berry **	<i>Assistant Superintendent</i>	Melissa Gretczko	<i>Teacher</i>
Brooke Bass	<i>Parent</i>	Richard Hoffman	<i>Teacher</i>
Marlene Behrendt	<i>Speech/Language</i>	Paul Huneke	<i>Teacher</i>
Lisa Brady	<i>Superintendent</i>	Amber Klebanoff	<i>Instructional Technology</i>
Kaitlyn Burt	<i>Student</i>	Donna Misrok	<i>Teacher</i>
Ray Cavallo	<i>Assistant Principal</i>	Cristina Moccia	<i>Teacher</i>
Beth Cornell	<i>Teacher</i>	Patrick Mussolini	<i>Principal</i>
Isabel Dominguez	<i>Community Member</i>	Anne Pecunia	<i>Assistant Principal</i>
Julia Drake	<i>Principal</i>	Louise Pegg	<i>Parent</i>
John Falino	<i>Principal</i>	Candace Reim	<i>Assistant Principal</i>
Tara Galati	<i>Teacher</i>	Ava Solis	<i>Student</i>
Cristina Galluzzo	<i>Parent</i>	Penny Sullivan-Nunes	<i>Parent</i>
Jean Gismervik	<i>Director of Special Ed</i>		

Social and Emotional Learning (SEL) & Wellness Committee

The SEL & Wellness Committee focused on the following topics:

- Design orientation and transition period to support social and emotional well-being and resilience before phasing in academic content

- Revise school counseling/guidance program to plan, develop and implement a Multi-Tiered System of Supports (MTSS)
- As part of an MTSS framework, provide SEL, mental health, and well-being supports at all levels to reflect schoolwide implementation of evidence-based practices and strategies that all students can access
- Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions
- Leverage transformative SEL to support the work of adult anti-racism and anti-bias work

Social and Emotional Learning (SEL) & Wellness Committee <i>** chairperson</i>			
Candace Reim **	<i>Assistant Principal</i>	Andrew Klaich	<i>Athletic Director & Health Services</i>
Ray Cavallo	<i>Assistant Principal</i>	Mary McNamara	<i>Parent</i>
Rena DeLevie	<i>Parent</i>	Anne Pecunia	<i>Assistant Principal</i>
Lauren Dwyer	<i>School Psychologist</i>	Monica Shulman	<i>Parent</i>
Jean Gismervik	<i>Director of Special Ed</i>	Cristin Silk	<i>Counselor</i>
Sandy Hacker	<i>Counselor</i>		
Rebecca Hershberg	<i>Parent</i>		

Operations Committee

The Operations Committee focused on the following topics:

- Social distancing requirements and repercussions for:
 - Signage
 - Facility use
 - Space requirements
- Student transportation
- Arrival and dismissal procedures
- Office spaces
- Visitor management
- Health screening protocols
- Food Services, including for remote instruction and provision of meals in nontraditional spaces in school
- Cleaning and disinfecting requirement
- Hallways, stairways and traffic flow
- Building systems air flow
- Bathrooms
- Building Maintenance
- Potential use of outdoor spaces for instruction
- Technology needs

Operations Committee

***chairperson*

Ron Clamser, Jr.** <i>Assistant Superintendent</i>	Rita Kennedy <i>BOE Member</i>
Dave Robertin** <i>Director of Facilities</i>	Karen LaPorte <i>Teacher</i>
Paul Avy <i>Head Custodian</i>	Mike Nemeth <i>Security Coordinator</i>
Karen Bandov <i>Secretary</i>	Kathy O'Connor <i>Parent</i>
Tracy Baron <i>BOE Member</i>	Scott Patrillo <i>Dean/Teacher</i>
Crystal Daroczy <i>Student</i>	Kiernan VanEngen <i>Student</i>
Gayle Dubensky <i>Teaching Assistant</i>	Kathy Weinborg <i>Food Services</i>
Terance Huyter <i>Director of Technology</i>	

Health & Safety Committee

The Health & Safety Committee focused on the following topics:

- Educating students and staff about reducing the risks of coronavirus
- Persons at high risk
- Screening and monitoring students, staff, and visitors
- Self-reporting exposures and infections
- Management of sick persons on-site
- Contact tracing
- Returning to school following quarantine
- Healthy hygiene practices
- Face coverings and PPE
- Social distancing
- Signage - Stop the Spread of COVID-19

Health & Safety Committee

*** chairperson*

Ron Clamser, Jr. ** <i>Assistant Superintendent</i>	Cathy Gutman <i>Parent</i>
Adrienne Bell <i>Teacher</i>	Denise Helgesen <i>Guidance Secretary</i>
Melina Canary <i>Teacher</i>	Dr. Amanda Jacobs <i>School Physician</i>
Ray Cavallo <i>Assistant Principal</i>	Andrew Klaich <i>Athletic Director & Health Services</i>
Laura Cosgrove <i>Teacher</i>	Mike Nemeth** <i>Security Coordinator</i>
Ellen Crane <i>Parent</i>	Jin Park <i>Teacher</i>
Kelli Cronin <i>Nurse</i>	Anne Pecunia <i>Assistant Principal</i>
Cara DeLeon <i>Nurse</i>	Candace Reim** <i>Assistant Principal</i>
Gina DiMaria <i>Nurse</i>	Dave Robertin <i>Director of Facilities</i>
T'sha Gregory <i>Teaching Assistant</i>	

Extracurricular Activities & Athletics Committee

The Extracurricular Activities & Athletics Committee focused on the following topics:

- Guidance from National Federation of State High School Associations and NYS Public High Schools Athletic Association
- Low-Risk Sports
- Extracurricular activities and clubs
- Use of school facilities by outside groups
- Field Trips
- Assemblies and other large gatherings of students
- Large group events such as Back to School Nights, concerts, theatrical performances

Extracurricular Activities & Athletics Committee			
<i>**chairperson</i>			
Andrew Klaich **	<i>Athletic Director & Health Services</i>	Hannah Kovach	<i>Student</i>
Denise Briscoe	<i>Teacher</i>	Jean Lucasey	<i>BOE Member</i>
Julia Drake	<i>Principal</i>	Delita Marsland	<i>Parent</i>
John Falino	<i>Principal</i>	Patrick Mussolini	<i>Principal</i>
Gavin Kennedy	<i>Student</i>	Ashley Polimeno	<i>Student</i>
		Julia Schwabe	<i>Student</i>

Communications Committee

The Communications Committee focused its work on the following efforts to facilitate communication between the District and the school community during the planning process:

- Communications about plans related to the mitigation of the spread of COVID-19, disinfection routines, health policies for staff and health & safety measures that will be put in place
- Identify pain points and areas of greatest concerns among parents, students, and staff that need to be addressed
- Establish formal and informal routes of communication for stakeholders to express concerns, raise questions, and give feedback and comments, including surveys and virtual parent and staff forums
- Design and launch a dedicated website for reopening efforts
- Effective use of social media
- Use of community partners to help the District reach all stakeholders
- Communication tools for before, during and after a closure

Communications Committee <i>**chairperson</i>			
Tracy Baron **	<i>BOE Member</i>	Liz Hausman	<i>Public Information Officer</i>
Brice Bakker	<i>Student</i>	Robin Larkins	<i>Community Member</i>
Doug Berry	<i>Assistant Superintendent</i>	Carly Levine	<i>Parent</i>
Lisa Brady	<i>Superintendent</i>	Ali Moss	<i>Parent</i>
Crystal Daroczy	<i>Student</i>	Diane Newell	<i>CIO/Webmaster/ Technology Coordinator</i>

5. Reopening Plan Overview

On Monday, July 13, 2020, Governor Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the District is also planning for remote learning and a hybrid model that combines in-person instruction and remote learning. Students who meet the criteria for high-risk or medically vulnerable populations will have the choice to remain in the remote learning model. In addition, parents will have the option of choosing a 100% remote option for their children even if their children are not in the high-risk or medically vulnerable categories. The plan outlined here is for the reopening of schools in the Dobbs Ferry School District for the 2020-2021 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following schools:

- Dobbs Ferry High School
- Dobbs Ferry Middle School
- Springhurst Elementary

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

It is highly likely that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders

from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools. This plan covers all three schools and is a flexible, living document that reflects where we are today in the process of preparing to go “back-to-school”.

Andrew Klaich, Director of Physical Education, Health, & Athletics, will serve as the District’s COVID-19 Coordinator. He will work closely with the Westchester County Department of Health and our District physician. Andrew will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the District is in compliance and following the best practices per state and federal guidelines. He can be reached via email at klaicha@dfsd.org.

Summary of Plan Provisions

Health and Safety

Focused on preventive actions, the Dobbs Ferry School District will:

- Perform health checks and screenings, per DOH guidance, to recognize signs and symptoms of illness in students and staff
- Take steps to maximize social distancing
- Identify, manage and isolate ill persons until they can be sent home
- Provide instruction for students and staff in proper hand and respiratory hygiene and wearing of appropriate face coverings
- Require face coverings to be worn by all students and staff while in District buildings and while riding school buses

Facilities

The Dobbs Ferry School District will do the following in its management of its facilities:

- Promote social distancing while maintaining existing safety requirements designed to protect students
- Perform cleaning and disinfection procedures in accordance with CDC and DOH guidance
- Provide for adequate ventilation in school facilities
- Continue to conduct mandatory fire and lockdown drills according to the existing statutory requirements, but with necessary social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Food Services

The Dobbs Ferry School District will:

- Provide all enrolled students with access to school meals each school day, whether school is in-person or remote

- Address all applicable health and safety guidelines
- Ensure compliance with Child Nutrition Program requirements
- Communicate with families through multiple means

Transportation

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. The District and/or the bus company that the District contracts with will:

- Perform regular school bus disinfection measures
- Train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times
- Train students and staff regarding the wearing of face coverings
- Train transportation staff (drivers, monitors, attendants, and cleaners) and provide periodic refreshers on the proper use of face coverings and social distancing on the bus
- Provide school bus drivers, monitors, and attendants with a face covering and an optional face shield and gloves

Both students and drivers will wear face coverings and social distance on the bus. The Dobbs Ferry School District will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools, and those with disabilities in accordance with District policy, IEP provision and applicable statutes and regulations.

Social-Emotional Well-Being

As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operations is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also 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.

School Schedules

The Dobbs Ferry School District developed a comprehensive plan for a schedule that includes in-person instruction, remote instruction (distance learning) and a hybrid of both in-person and remote instruction. To adhere to state and local health and safety guidelines and ensure social distancing practices, the District may modify reopening plans and schedules as needed. In such cases, however, the District shall endeavor to collaborate with district stakeholders when considering alternate schedules. The District will communicate all plans to students, families and staff.

Budget and Fiscal

Dobbs Ferry School District will continue to meet existing state aid reporting requirements inclusive of attendance data and will remain consistent with past practice, except where modified by law, regulation or executive order.

Attendance and Chronic Absenteeism

Each Dobbs Ferry school shall develop and implement a mechanism to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure shall be developed to make daily contact with students in remote or hybrid settings. Policies and procedures will appropriately focus on the academic consequences of lost instructional time and address absences before students fall behind in school. The Dobbs Ferry School District will use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Technology and Connectivity

Adequate access to a computing device and high-speed broadband is essential for educational equity. The Dobbs Ferry School District will ensure that all students and staff have access to a computing device and adequate internet connectivity to provide for necessary engagement in learning in a remote learning or hybrid model of instruction. Further, the Dobbs Ferry School District will provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Teaching and Learning

Mandatory teaching and learning requirements include providing clear opportunities for equitable experiences for all students regardless of the instructional model used. The District will demonstrate flexibility in its approach to achieving curricular goals to ensure that all students receive a thorough and developmentally appropriate education.

Special Education

The District will provide:

- A Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services;
- Meaningful parental engagement regarding the provision of services to their child;
- Collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served;

- Access to the necessary instructional and technological supports to meet the unique needs of students;
- Documentation of programs, services and communications with parents.

The District will consider in-person services a priority for high-needs students with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

English as a New Language

The District recognizes its responsibility to meet the learning needs of our students for whom English is not their primary language. Regardless of the model of instruction (in-person, remote, or hybrid) ENL students will continue to receive specialized support as required by NYSED regulations.

Staffing and Human Resources

The Dobbs Ferry School District will continue to ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; where practicable will work with educator preparation programs to identify opportunities in which student teachers can support classroom instruction; and consider whether the currently approved APPR plans may need to be revised in order to be consistent with their plans for reopening under an in-person, remote or hybrid instructional model.

6. Communication: Family and Community Engagement

Community engagement, now more than ever, is essential to support student learning and community health needs. To help inform our reopening plan, the District has sought feedback and input from all stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. We have developed an organizational structure to include voices from all of our District and community stakeholders, to ensure that our planning reflects the needs of students, faculty, staff, administrators, and families. The goal of this work is to develop plans for reopening that will foster high-quality and engaging learning opportunities for each student, regardless of the way school opens in the fall.

The District formed a Task Force of approximately 80 stakeholders from the aforementioned groups to oversee the planning process. That initial group was then split into working subcommittees (including parents, students, teachers and key community members) to delve into the following focus areas:

Health & Safety, Operations, Instruction, Communications, SEL Health/Wellness and Extracurricular Activities/Athletics.

The six working committees were tasked with raising issues that needed to be considered in our reopening plans, brainstorming solutions, and identifying strategies that would be consistent with official guidance from the New York State Department of Health (DOH), the New York State Education Department (SED) and the Centers for Disease Control and Prevention (CDC). The committees were given the charge of developing suggestions for consideration by the Task Force. The Task Force then developed final recommendations for the District Administration to present to the Board of Education and the school community.

The District remains committed to communicating all elements of this reopening plan to students, parents/guardians, staff, visitors and the community-at-large. The plan will be available to all stakeholders via the District website at www.dfsd.org, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage (posted on District and School websites in SpotLight) and on the special “Reopening Dobbs Ferry Schools” website at <https://www.dfsd.org/Domain/617>.

Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the District website.

The Reopening Dobbs Ferry Schools website is the official repository for the latest information regarding restart efforts. This includes detailed progress reports of each of the working committees, discussing every conceivable aspect of reopening. The Reopening Dobbs Ferry Schools website also includes timelines, links to official guidance from the New York Department of Health and the New York State Education Department, copies of all communications to parents, videos of parent/community forums, parent survey results, and many COVID-19 resources for parents and community members.

As part of its planning for the reopening of schools and the new academic year, the District has developed a plan for communicating all necessary information to district staff, students, parents/guardians and the community.

The District will use its existing communication channels – the District and school websites, District and school Facebook pages, Twitter, Instagram, YouTube, email (SchoolMessenger), e-Newsletter and Dobbs Ferry School District cable television station. Engagement efforts included online parent/student/teacher surveys, virtual forums/meetings, live streamed Superintendent updates with Q&A, email blasts and one-on-one conversations, in addition to social media posts, in-house videos and advertorials and articles in local news media.

The Communications committee is also responsible for suggesting collateral materials/videos as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic. Communications to students will be age-appropriate and, whenever possible, communications will be translated and provided in Spanish.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communicating with our school community. The District will rely on email blasts from the Superintendent, Facebook posts, District e-Newsletter, Principal newsletters, District/school videos, DFSD Cable TV Station, internal and external virtual meetings to disseminate news, report new mandates and relay updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face

coverings and proper hand and respiratory hygiene. The information that the District shares will be based on NYSED and NY State and Westchester County Department of Health guidance.

Important Communication Resources

Email Communication: Parents and guardians are required to keep current email addresses on file with their child(ren)'s schools and the District Office. Parents/guardians can update this information by emailing k12@dfsd.org or by updating the eSchoolData Parent Portal.

Phone Communication: Parents and guardians are required to keep current phone numbers on file with their child(ren)'s schools and the District Office. Parents/guardians can update this information by emailing k12@dfsd.org or by updating the eSchoolData Parent Portal.

Emergency Contact Information: In the event of an emergency, it is critical that schools have current emergency contact information for other responsible parties who can be reached in the event that a parent/guardian is unavailable. This too must be updated annually and as necessary. Changes in emergency contact information can be updated by emailing k12@dfsd.org or by updating the eSchoolData Parent Portal.

Website Resources: The District will maintain a website for all reopening plans, resources, information and communications. Links to that website will be accessible from the main District website and from the homepage of each individual school's website.

- [Dobbs Ferry School District Reopening website](#)
- [Dobbs Ferry School District website](#)
- [Dobbs Ferry High School website](#)
- [Dobbs Ferry Middle School website](#)
- [Springhurst Elementary School website](#)

Social Media Resources: The District also uses Facebook, Instagram and Twitter to communicate with the school community. The above referenced websites, however, should be considered the primary resources for official District and school communications. The District social media pages are:

- Facebook: <https://www.facebook.com/dobbsferryschooldistrict>
- Instagram: <https://www.instagram.com/dobbschools/>
- Twitter: <https://twitter.com/dobbsferryufsd>

Should any member of the school community experience difficulties in receiving District or school communications, please send an email to: website@dfsd.org

District's COVID-19 Coordinator: Andrew Klaich, Director of Physical Education, Health and Athletics, will serve as the District's COVID-19 Coordinator. He will work closely with the Westchester County Department of Health and our District physician. Andrew will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the District is in compliance and following the best practices per state and federal guidelines. He can be reached via email at klaicha@dfsd.org.

7. Health and Safety

Site Safety Managers

The District will establish a District-wide Safety Manager who will oversee continuous compliance with all aspects of this plan. Each school building will designate a Site Safety Monitor who will ensure compliance with this plan in their respective buildings and report directly to the District-wide Safety Manager.

School Name	Site Monitor Name	Phone	Email
District Manager	Mike Nemeth	914-693-1500 ext. 3032	nemethm@dfsd.org
High School	Candace Reim	914-693-1500 ext. 3104	reimc@dfsd.org
Middle School	Anne Pecunia	914-693-1500 ext. 3006	pecuniaa@dfsd.org
Springhurst Elementary School	Raymond Cavallo	914-693-1503 ext. 1475	cavallor@dfsd.org

Persons at High Risk

Information provided in this section is based on guidance from the CDC. That guidance was revised on July 17, 2020, to reflect recent data supporting increased risk of severe COVID-19 among individuals with cancer. The listed underlying medical conditions in children were also revised to indicate that these conditions might increase risk and to better reflect the quality of currently available data.

People aged 65 years and older and people who live in a nursing home or long-term care facility are considered to be at a high risk for severe illness from COVID-19. In addition, people of any age who have the following underlying medical conditions are at an increased risk of severe illness from COVID-19:

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)

- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

Children who have medical complexity, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease might be at increased risk for severe illness from COVID-19 compared to other children.

The District will rely on self-identification of high-risk persons utilizing the following procedure:

- Communication of high risk attributes to school community
- Providing a link to the District COVID-19 Screening Application for self-reporting before entering the buildings
 - <https://entry.neric.org/dobbsferryschools>

Screening and Monitoring

In an effort to screen building occupants prior to their arrival at school, the district will implement the following screening procedures:

- Educate/encourage staff to stay home if they are sick.
- Educate/encourage parents to keep sick children home.
- Distribute a written protocol to instruct parents/guardians that their child will be required to stay home from school if they observe the following signs of illness in their child:
 - Rapid or difficulty breathing (without recent physical activity)
 - Flushed cheeks
 - Fatigue, and/or irritability; and
 - Frequent use of the bathroom
- All employees, parents, regular contractors, and all visitors to the building will be required to complete a mandatory health screening assessment at home, including a temperature check, prior to departing for school. This will be completed using a web based application that can be done on a computer or smartphone at <https://entry.neric.org/dobbsferryschools>. A Spanish language version of this mandatory health screening assessment will also be provided. Employees and parents will be required to certify “No” to all of the following in order to be permitted access to school buildings:
 - If they have had any of the following COVID-19 symptoms in the past 10 days or at a level of severity or frequency that is more than typical for the individual:
 - 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
- Diarrhea
- If they have had a positive COVID-19 test in the past 10 days
- If they had close contact (defined as being within 6 feet for 10 minutes or more) with confirmed or suspected COVID-19 case in the past 10 days
- If they have 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
- Kiosk temperature scanners will be installed at entrances for building visitors.
- Hand-held temperature scanners will be available in multiple places in each building.
- Random temperature checks will take place daily as students and staff enter the buildings.

The District will take steps to ensure that any process has multiple avenues of completion and is not used as a basis to exclude students from school. Students who may require screening to be completed at school will be treated in a confidential manner and will have the screening completed as quickly as possible to minimize time away from class.

If an individual presents with a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.

Self-Reporting Exposures and Infections

Prior to the opening of schools, employees and families will be advised of the requirement that individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 or have been alerted via tracing, tracking or another mechanism, are required to self-report to the District/school immediately and shall not be permitted to remain in or return to the building until they have completed the required quarantine.

In the event a student or district employee tests positive for COVID-19 or is exposed to a person who tests positive for COVID-19, the parent, student or district employee should immediately notify the district by contacting:

- The nurse's office at the school that the student attends or the employee works in
 - Springhurst nurse's office: 914-693-1503 ext.1467
 - Middle School nurse's office: 914-693-1500 ext. 3046
 - High School nurse's office: 914-693-1500 ext.3046
- For District personnel not assigned to a school building, the employee should contact Human Resources at 914-693-1500 x3029

If a student or district employee tests positive for COVID-19, the District will immediately notify the New York State and Westchester County Health Departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Management of Sick Persons

In the event a person **becomes ill with COVID-like symptoms while at school**, the following procedure will be followed:

- Staff will be provided training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms.
- The person will be assessed by a registered nurse at the school.
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.
- Areas used by a sick person will be closed off and not used again before cleaning and disinfection.
- When possible, custodial staff will wait 24 hours (or as long as possible) before cleaning and disinfecting the area in accordance with procedures contained in this plan. If it is not possible to wait 24 hours, wait as long as possible.
- Persons who had close contact with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC guidance for home isolation.
- Sick staff members and children will be advised not to return until they have met CDC [criteria to discontinue home isolation](#).
- The District will consult with the Westchester County Health Department regarding the current [Local Hospital Capacity](#) when making decisions on school closures.

In the event that the school is notified that an employee or student **has been exposed to COVID-19 and is quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated**, the following procedure will be followed:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days.
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned, and if they exhibit symptoms, they will also be excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

These protocols will be updated as any shifts in guidance are provided by NYSDOH communications.

Contact Tracing

The Westchester County Department of Health has the primary responsibility for contact tracing for public schools in Westchester County. Effective contact tracing is a joint collaborative effort, however, and the Dobbs Ferry School District will assist this important work by providing staff and student lists, schedules and other information necessary to identify exposed individuals.

If a student, faculty or staff member tests positive for COVID-19, we will immediately notify the Westchester Department of Health:

- 914-813-5110 (weekday hours)
- 914-813-5000 (evening and weekend hours)

Contact tracers will tell potentially infected persons that they were exposed; they will not disclose the identity of the person to whom they were exposed.

Individuals who are exposed to someone with COVID-19 will be required to quarantine for 14 days from the day they were last exposed. **Please note that a negative test does not release an individual from quarantine.**

The District's COVID-19 Coordinator, Andrew Klaich, will be working closely with the Westchester County Department of Health and our District physician and will be responsible for coordinating contact tracing efforts for the District. At the building level, our Assistant Principals will be responsible for supporting this work.

For additional information about contact tracing in schools, please see the [Westchester County Department of Health COVID-19 FAQ for Schools, dated August 10, 2020](#).

General information about contact tracing in Westchester County can be found on the [Westchester County Department of Health website](#), under the "Contact Tracing" tab.

Returning to School

The following procedure will be followed for allowing persons to return to school following illness, diagnosis of a confirmed case of COVID-19, or following quarantine. Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and NYSDOH. As of July 27, those guidelines are:

- **Symptomatic and untested:** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms, may return to school if **all** the following conditions are met:
 - At least **ten (10)** calendar days have passed since symptoms first appeared; and
 - Fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - Other symptoms have improved (for example, cough or shortness of breath have improved); and
 - Documentation of evaluation by a health care provider clearing individual for return to school

- **Symptomatic and test positive:** Persons who experience symptoms and who test positive for COVID-19 may return to school if **all** the following conditions are met:
 - At least **ten (10)** calendar days have passed since symptoms first appeared; and
 - Fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - Other symptoms have improved (for example, cough or shortness of breath have improved); and
 - Documentation of evaluation by a health care provider clearing individual for return to school, as well as release from isolation per DOH guidance

- **Symptomatic and test negative:** Persons who experience symptoms but test negative for COVID-19 may return to school when **all** the following conditions are met:
 - Documentation of a negative COVID test; and
 - Fever-free for at least 24 hours (without the aid of fever-reducing medicine); and
 - Other symptoms have improved (for example, cough or shortness of breath have improved); and
 - Documentation of evaluation by a health care provider clearing individual for return to school

- **Asymptomatic and test positive:** Persons who experience **NO** symptoms but test positive for COVID-19 may return to school when **all** the following conditions are met:
 - At least **ten (10)** calendar days have passed since the date of the positive test; or
 - If symptoms develop, at least **(10) days** have passed since the symptoms first appeared, fever-free for at least 24 hours (without the aid of fever reducing medicine), and symptoms have improved; and
 - Documentation of evaluation by a health care provider clearing individual for return to school, as well as release from isolation per DOH guidance

- **Asymptomatic and close contact to a person with Covid-19:** Close contact is defined by the Westchester County Department of Health (DOH) as being within 6 feet of a person displaying symptoms of or testing positive for COVID-19 for 10 minutes or longer. Persons who experience **NO** symptoms but have had close contact with a person with COVID-19 requiring quarantine (as defined by the DOH) may return to school upon completion of a **fourteen (14)** day quarantine as outlined by the CDC.
 - If a potential exposure is at school, the DOH will determine what exposure necessitates quarantine.
 - Any exposure outside of school should be communicated to the school via the daily screening tool.

- If a student has traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#), they must complete 14 days of quarantine before returning to school.

Additionally, persons may return prior to 10 days from the start of symptoms with written documentation of an alternate diagnosis from a medical provider that **fully** excludes the possibility of COVID-19.

A Note on COVID testing:

1. Students who have been home for 10 days (either because they tested positive for COVID or they had COVID-like symptoms but were not tested) DO NOT need a negative COVID test to return to school as long as they meet all other criteria.
2. Students who test positive for COVID must stay home for at least 10 days. Even if they have a subsequent negative test before the 10 day period, they are not allowed to return to school.

Healthy Hygiene Practices

The following healthy hygiene practices will be in place at all district buildings:

- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Alcohol-based hand sanitizer containing 60% or more alcohol will be provided for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Elementary students will be brought to hand washing locations prior to eating or handling food.
- Posters reminding all of the importance of handwashing steps will be installed.
- Posters describing handwashing steps will be installed near sinks.
- Additional receptacles will be placed around all district buildings for the disposal of soiled items including PPE.
- The District will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.
- Additional handwashing stations will be placed in larger areas now used as extended learning space such as cafeterias, libraries, gyms and other necessary areas.

Face Coverings

The following procedures regarding face coverings will be in place at all District buildings:

- Face coverings/masks are required by all students and staff at arrival and dismissal and throughout the time that they are in the buildings. That includes during hallway transitions and other building movements, on school buses, in restrooms, in classrooms, in the Commons, in the gymnasium, and in the auditorium.
- Face coverings can be removed inside the buildings only when eating or drinking and at those times individuals must maintain at least 6 feet of social distancing.
- The District will supply all students with 2 cloth face masks at the beginning of the school year.
- This District will supply all teachers and staff with 2 cloth face masks as well as 1 face shield at the beginning of the school year. The Dobbs Ferry PTSA is planning to donate 1 clear face

mask to all teachers. Surgical masks will be available throughout all buildings for students or staff who have forgotten, misplaced, or soiled their face coverings.

- Face mask breaks can be taken only outside of the school building, but 6-foot social distancing still needs to be maintained on school property at all times.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.
- The District will obtain and maintain adequate supplies of cloth face coverings for school staff and students who forget their masks, and adequate supplies of PPE for use by school health professionals.
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Students who do not adhere to the requirement to wear a face covering may be assigned to a remote only learning option if non-compliance is continued.
- The District will train all students, faculty, and staff on how to put on, take off, clean (as applicable), and discard PPE, including, but not limited to, appropriate face coverings.
- Face shields and gowns will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.
- Students who have an IEP or 504 Plan that indicates that they are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, will not be subject to the required use of a face covering. Those students must provide a physician's note, which will be reviewed by the District Medical Director.

Signage

The District will install CDC-provided signage at multiple locations around each school building on the following topics:

- Proper hand washing techniques
- Social distancing reminders
- Using an acceptable face covering when unable to maintain social distancing
- How to put on, take off and properly wear, discard and store PPE
- Good daily hygiene measures
- To stay home if they feel sick
- How to report symptoms of or exposure to COVID-19

Arrival and Dismissal

To reduce close contact of persons entering and exiting the building, the District will:

- Stagger arrival times of both buses and parent transportation to reduce density

- Establish designated areas for student drop-off and pick-up,
- Limit contact and entry of parents/legal guardians into the building, to the greatest extent possible.
- Utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms
- Require face coverings to be worn by students, staff, and parents/guardians during the arrival and dismissal process.
- Install hand sanitizer dispensers at all entrances to each building

Visitor Management

A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents, will be permitted into the school buildings.
- Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom, including for parent/teacher conferences, which should be limited to virtual meetings.
 - Picking up of sick persons, with ill students being escorted out of the building to meet their parent/guardian
 - Other visits deemed essential by the school administration
- Visitors will be asked to complete the COVID-19 Self Screening assessment prior to having access to the building. Additionally, visitors must pre-register their visit using a Google Form (or equivalent) that will:
 - Provide instructions on pre-screening steps (see Screening and Monitoring)
 - Advise the visitor they will be contacted prior to their scheduled appointment
 - Instruct the visitor to conduct pre-screening steps prior to their visit to the school
 - Advise the visitor they will be required to wear a face covering prior to being permitted entry into any district building
 - Greeters will contact visitors prior to their scheduled appointment to confirm their visit and verify pre-screening steps have been completed
 - All persons entering any district building will be required to wear a face covering prior to being permitted entry into the building. Disposable masks will be provided to visitors who need them
- Portable hand washing stations and touchless hand sanitizer dispensers will be installed at all building entrances, check-in locations and any delivery locations such as loading docks
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building service staff from visitors during the check-in process
- As with current practice, visitors will display their photo identification to school personnel, who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment. Visitors may scan their identification and remove the printed visitor badge from the printer without contact with the building employee
 - Badges will be printed prior to the visitor’s arrival
 - Lanyards will not be used
 - Stickers should be discarded by visitor upon exiting

- Visitors will be asked to clean their hands and utilize hand sanitizer upon completion of the check-in process
- Touchless temperature kiosks will be installed at all building entrances
- Polycarbonate shields will be installed at all security desks
- Contractors shall be required to wear PPE when moving through the building and where 6 foot distancing is not possible
- Drop off procedures will be modified as follows:
 - Most drop-offs will be prohibited unless prior approval is obtained from building administrator
 - Drop off bins will be eliminated
 - Medication drop-offs should be coordinated with the school health office
 - Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch
- A designated drop off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building

8. Facilities

Social Distancing

All building occupants will be required to maintain social distancing of at least six feet from one another. In order to accommodate social distancing in each school building, the District will take the following general actions:

- Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class.
- Furnishings may be removed from rooms to maximize capacity.
- Polycarbonate shields will be installed in areas where frequent interaction occurs, such as security desks.
- Portable polycarbonate shields will be provided in most classrooms and other spaces for situations where teachers or related service providers must briefly move closer to students.
- Outdoor or off-site spaces may be utilized as appropriate and if SED approved.
- Specific isolation rooms will be designated adjacent to each school health office.
- Any activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., certain activities in PE classes) will not take place in person at school.
- The district will require face coverings and will limit gatherings in small spaces (e.g., elevators, supply rooms, faculty offices).
- Elevators will be restricted to one person at a time.
- All nurses, teachers, Teaching Assistants (TAs), and related service providers who may not be able to maintain a 6-foot distance due to a child's specific needs will be provided with the appropriate PPE in order to maintain health and safety. This would include masks, face shields, gloves and in some instances, gowns.

Hallways and Stairways

Carefully planned movement of students and staff and a reduction in density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The District will take the following safety actions:

- Face coverings will be worn when students and staff are moving throughout the buildings
- Where possible, students will be released from classes in a staggered manner to reduce density in hallways during class changes. The additional time needed to stagger transitions should be factored into the school day.
- Floor and wall signage will be utilized to prompt distancing where appropriate, including outside classrooms where students may be required to stage during class transitions
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to:
 - Create one-way corridors where appropriate
 - Create one-way stairways where appropriate
 - Use of center hallway prompts (e.g., cones, floor tape) to promote maximum feasible distancing of two-way traffic

Cleaning and Disinfecting

The District will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the New York and Westchester County Departments of Health (DOH).

- All classrooms and areas will be cleaned and sanitized between cohorts.
- Comprehensive cleaning will take place district-wide on Wednesdays.
- Classroom and office spaces will be provided with appropriate cleaning/disinfection supplies for self-cleaning of shared and frequently touched surfaces.
- The custodial staff of each building will perform frequent cleaning of high-touch surfaces throughout the school day, including:
 - Door handles
 - Rails
 - Counters
 - Tabletops
 - Bathroom fixtures
 - Trash can lids
 - Shared phones
- Registered disinfectants identified by the Environmental Protection Agency (EPA) as effective against COVID-19 will be utilized.
- Daily cleaning log checklists will be completed for each area of the building and maintained by the head custodian.
- Logs will contain the following at a minimum:
 - Date of cleaning
 - Time of cleaning
 - Scope of cleaning (checkboxes)
- Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting.
- Once a week we will apply Clorox Total 360 (or equivalent) to most surfaces in our buildings.

- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.
- Cleaning (removing visible dirt or surface soil) and disinfecting (sanitizing) training will be provided to all employees including:
 - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard
 - Cleaning and disinfection protocol for suspected and positive cases
 - Personal Protective Equipment (PPE)
 - When to use PPE
 - What PPE is necessary
 - How to properly put on, use, and take off PPE
 - How to properly dispose of PPE

Building Systems and Maintenance

The District will take a series of steps to ensure the proper operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test systems that may have been used infrequently during the prolonged closure and ensure that they are safe. This is a normal practice of the District after summer recess.

Heating and Cooling

- The percentage of outdoor air will be increased where possible (e.g., using economizer modes of HVAC operations)
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow
- Building ventilation systems will periodically be run during unoccupied times to maximize dilution ventilation.
- Where possible, air filters are being upgraded to MERV 11.
- HEPA filtered air purifiers will be installed in areas with no windows and no access to outside ventilation.

Emergency Drills

Education Law § 807 requires that schools conduct eight evacuation and four lockdown drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency. When planning drills, the District, in consultation with our Security Consultant, may modify the drill procedures to minimize risk of spreading infection. As such, it may be necessary for schools to conduct drills in the 2020-2021 school year using protocols that are different than those used in the past.

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. If schools reopen with a “hybrid” in-person model, such as

one where students attend school alternate days to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in person.

9. Food Services

The District will provide all enrolled students with access to school meals each school day. This includes students in attendance at school and students learning remotely. The District will follow all applicable health and safety guidelines and will comply with Child Nutrition Program guidelines. Cafeterias may be closed or seating may be spaced to ensure six-feet-apart seating. Food Services will have a reduced menu and will rely more on grab and go options. We will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The District will also take the following safety actions:

- “Grab n’ Go” lunches will either be delivered to students in their classrooms or each classroom will be called to the cafeteria in a staggered manner.
- Should cafeterias be deemed safe to open with restrictions, the following safety actions will be implemented:
 - Seating will be arranged to ensure at least 6-foot distancing.
 - Cafeterias will have reduced capacity to allow for distancing and limiting the number of people who can sit together.
 - Seating capacity will be reduced to ensure distancing between tables
 - Physical distancing will be required while on service lines, and floor signage and floor prompts installed
 - Physical barriers may be placed in between seating if available
 - Congregating in kitchen areas will be prohibited
- At the Middle School/High School Commons, the outdoor courtyard will be set up with seating and tables under tents and students will be encouraged to eat there to the extent possible given the limited space available and the weather. Those seats will also be arranged to ensure at least 6-foot distancing.
- The District will create protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- The District will clean and disinfect prior to the next group of students arriving for meals, if served in the same common area.
- The District will require gloves for all back of house (BOH) staff and ensure that gloves are changed per current industry standards.
- The District will require face coverings for all BOH and all cafeteria staff.
- The District will utilize transportation methods (e.g., carts) for meals and snacks of food served in classrooms.
- The District will consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students by having a cashier enter student numbers and encouraging use of My School Bucks to minimize cash transactions.

10. Transportation

The District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. These guidelines state that students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who have an IEP or 504 Plan that indicates that they are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, will not be subject to the required use of a face covering. Those students must provide a physician's note, which will be reviewed by the District Medical Director. Members of the same household may be seated in the same seat. Otherwise, seating will be arranged to provide 6 feet distancing between all students on the bus.

Routes may be changed to support the school schedule and to minimize density on buses. Additional attention will be given to the loading and unloading of students to and from buses to promote social distancing. We will board children to occupy seats from back to front.

From a parent survey in July, many parents expressed that their child would not take the bus as well as expressed a willingness to not be routed, although eligible. This will reduce density on the buses and provide more room for social distancing.

Based on this information, a follow-up transportation survey was sent to parents in August asking parents for their transportation choice and whether the District should not route their children. If and when the need to ride the bus arises, the District will then add the student back on the route. The District does not have capacity to greatly increase the number of buses and while additional routes are being considered to reduce density, school start times would be affected and costs would be significant.

To further reduce density, the District will promote a Walk to School campaign. This will have an added benefit of reducing traffic congestion on our main streets and entrances into our school campuses.

All buses that are used every day by the District and contract carriers will be cleaned/disinfected at least once a day. High contact surfaces will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule. Based on [joint guidance issued on August 20, 2020, by the New York Department of Transportation, State Education Department and the Department of Health](#), school buses are now permitted to install securely mounted hand sanitizer dispensers in the area near the driver and students and staff are now permitted to carry personal size (no larger than 8 ounces) bottles of hand sanitizer. All school buses used by the District will be equipped with such hand sanitizer dispensers. In addition, parents/guardians should encourage their children to use hand sanitizer immediately before they board the school bus.

When temperatures are above 45 degrees Fahrenheit, drivers will increase bus ventilation by opening the top hatches of buses or opening windows.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of six feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or for students whose Individualized Education Plans have placed them out-of-district and whose schools are meeting in in-person sessions.

All students are entitled to transportation by the District to the extent required by law and District policy. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Staff

School bus drivers, monitors, attendants and mechanics are required to perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer/supervisor as per the reporting policies and seek medical attention.

School bus drivers, monitors and attendants must wear a face covering along with an optional face shield. Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. Transportation departments/carriers will provide Personal Protective Equipment 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 dispatch offices, employee lunch/break rooms and/or bus garages. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Drivers will maintain a passenger log for each run to assist with contact tracing when needed. Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing.

11. Social Emotional Well-Being

As district and school 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, our schools and district must 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. Schools should support and nurture new skills and mindsets.

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. Schools and districts must be prepared to meet students where they are, regardless of the circumstances in which they find themselves.

We recognize that social and emotional well-being must 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. We also recognize 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.

Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. The following considerations are intended to assist in creating a welcoming and caring school community that ensures its members are met with compassion and the support they need to achieve and thrive:

- A district-wide and building-level comprehensive developmental school counseling program plan has been established and, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- An advisory council will be established, with shared decision-making, school climate team, or other collaborative working 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 inform the comprehensive developmental school counseling program plan.
- The District will survey staff and families prior to the beginning of school to assess readiness to return and to identify students and/or staff members who will need additional support when school reopens.
- The District provides resources and referrals to address mental health, behavioral, and emotional support services and programs.
- The District addresses 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.
- Using existing Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) systems, buildings will identify students who are in need of Tier II or Tier III supports in SEL.

The District has partnered with the Collaborative for Academic, Social and Emotional Learning (CASEL) to provide ongoing support to our District administration, building leadership, faculty and staff in addressing these needs.

12. School Schedules

In response to the COVID-19 pandemic the Dobbs Ferry School District has developed a Continuity of Instruction plan for the 2020-2021 school year. The District's Continuity of Instruction plan includes contingency planning for three possibilities: 100% in person instruction, 100% remote learning, and a phased-in or hybrid approach. In addition, we are currently offering parents the option to choose remote-only learning for their children at the same time that the District is permitted to open schools for a hybrid approach. Throughout our planning and decision making, the District has been relying on NYSDOH guidance and NYSED Reopening Guidance, and soliciting feedback from various stakeholder groups. The District anticipates that it may be necessary to toggle between these various instructional models as the situation within our school community will be fluid. We recognize the need to be flexible and nimble in our response and view this planning as our current best thinking that over time will evolve and change as conditions within our community, directives and orders from New York State, and the needs of our students also change. Regardless of the model of instruction in place, the District may choose to prioritize certain groups of students (e.g., students with disabilities and/or English language learners) with regard to the frequency and duration of in-person instruction based on need.

100% In Person

It is the hope of the District that at some point in the near future we will be able to resume 100% in-person instruction. This will be possible, however, only when DOH guidelines are revised to no longer require the current social distancing requirements and the District is able to meet any other DOH health and safety requirements that may be in place. When District schools return to 100% in-person learning, each school will follow its traditional schedule.

100% Remote

The plan for 100% remote instruction will be implemented in the event that conditions are such that we are unable to open schools for either 100% in-person or a hybrid model of instruction. The need to shift to a 100% remote learning position may be influenced by a variety of factors including directives from New York State and/or the District's inability to appropriately staff in-person learning.

The District has identified the following goals for remote learning, which will serve to guide our actions:

- Maintain student engagement and focus on learning

- Use a blend of activities, both synchronous and asynchronous, to ensure that content and skills are reinforced and introduced in a variety of ways
- Provide opportunities for students and families to interact with teachers and other staff using multiple modalities
- Continue to address the unique learning needs of students
- Provide ongoing support for students' social and emotional health
- Be flexible with regard to students' developmental needs, independence and readiness
- Adapt, evolve and innovate as necessary

At all levels

- Learning will take place daily.
- Daily schedules will mirror a regular school day to the greatest extent possible, with breaks as appropriate based on age.
- Schedules will allow for 60 minutes at the end of each day to provide teachers with the flexibility to meet with students individually and/or in small groups as necessary, collaborate with colleagues, plan instruction, and respond to parent inquiries.
- One day a week will be designated as a “flexible teaching day” to allow for small group instruction, t-periods, and the provision of related services, limited in-person experiences and SEL planning initiatives.

100% Remote Learning at the Middle/High School

- Students and teachers **interact live** via Google Meet or other similar platforms for their normal 9-period day
- Follow the current “Wednesday” (condensed) bell schedule 4 days per week:
 - Monday, Tuesday, Thursday, Friday
 - 8:12am - 2:20pm every day
 - 38-minute periods
 - 3-minute breaks between periods (passing time)
 - Student lunch and Free Periods (Academic Study) as scheduled
 - Teacher lunch, preparation and professional period as scheduled
- 2:20pm - 3:20pm each day for:
 - Teachers to meet with students individually and/or in small groups as necessary
 - Teachers to collaborate with colleagues, plan instruction, and respond to parent inquiries
- Wednesday is Flex Day for small group meetings, meetings with counselors, T-periods, support, Social and Emotional Learning (SEL) initiatives, teacher collaboration, and homework assignments
- ENL/AIS/Related Services/Counseling services provided as scheduled

100% Remote Learning at Springhurst

Support 180 minutes of learning daily, facilitated by a teacher or staff member. (The number of minutes daily will differ based on children's development needs, readiness, independence level.)

- Remote learning activities will take place between 8:30am - 3:00pm
 - May include a combination of the following as appropriate:
 - Direct Instruction
 - Opportunities for Independent Practice
 - Opportunities for discussion
 - Small Group work
 - Project based learning opportunities
 - Daily learning activities will include:
 - Social and Emotional Learning
 - English Language Arts
 - Mathematics
 - FLES (grades 2-5)
 - Integrated Science and Social Studies (Weekly)
 - Specials (as scheduled): Physical Education, Art, Music, Technology, Library, and Band or Orchestra (if applicable)
- Planning will incorporate screen and movement breaks
- Lunch and “recess” time will be scheduled daily
- To the extent possible schedules will be consistent from day to day
- Teacher lunch, and preparation period as scheduled
- 2:00pm - 3:00pm each day available for flexibility to meet with students individually and/or in small groups as necessary, collaborate with colleagues, plan instruction, and respond to parent inquiries
- ENL/AIS/Related Services provided as scheduled

Hybrid

In anticipation of the likelihood that the District will be required to offer a hybrid model of instruction that involves students being on campus at their respective school on a part-time basis, the District engaged in planning around what hybrid models of instruction would best serve our school community. Like all school districts, the Dobbs Ferry Schools have unique challenges when undertaking such a task. Factors the District considered in making decisions regarding which hybrid model would best serve our needs included student academic needs, student social and emotional needs, student and staff health and safety, and students’ ability to work independently and self manage. Additional mitigating factors that impacted decision making included the limited availability of classroom space, transportation challenges, student nutrition, related childcare issues and budgetary reality.

Taking all of the above into consideration, the District is planning for the implementation of a district-wide hybrid model of instruction that maximizes our available resources and capacity, while recognizing the uniqueness of students at each of the various grade-level spans. While initial conversations focused on the feasibility of planning for a consistent alternating day model at all three schools, the District has ultimately settled on a differentiated approach. As a District, our belief is that different age students have different needs and so our implementation of hybrid models needs to be differentiated as well. Our hybrid plan at each of the three schools is differentiated with regard to the

amount of in-person instruction and support available, and offers the most practical solutions based on what is best for learning and social and emotional well-being given the students' varying developmental abilities.

Guiding Question (from NYSED)

Are the instructional experiences, when considered as a whole, comparable in rigor, scope, and magnitude to a traditionally delivered unit of study?

What the Differentiated Hybrid Model Would Look Like at Each School

High School - Student Choice Hybrid Model

- Students and teachers **interact live** via Google Meet or other similar platforms and will follow their regular 9-period day and the Wednesday bell schedule (8:12am - 2:20pm) to provide consistent synchronous learning experiences for all
- All students will have access to the High School building and their teachers 5 days a week
- A phase in approach in which all students will meet in person with all of their teachers during the first several weeks of school to launch the school year prior to transitioning to off-site.
- Students will meet in person with their teachers either one-on-one or in small groups throughout each week
- Core instruction takes place off-site Monday, Tuesday, Thursday, Friday, though students have the choice to work on-site with support
- Additional in-person support will be provided based on need, related services, and/or choice as it relates to the individual needs of each student
- Both breakfast and lunch services will be available for those who wish to avail themselves of it
- Wednesdays will be designated as a “Flex” day and will be for asynchronous experiences for students
 - Fitness experiences (PE)
 - Art experiences
 - Science Lab experiences
 - Related Services
 - ENL Services
 - Counseling Groups
 - SEL activities
 - T-Periods and/or small group In-person support and/or one-on-one support
- Students will have access to a blend of in-person support and activities five days a week including but not limited to:
 - In-person transitioning experiences for all incoming 9th graders
 - Small group and/or individual counseling
 - Small group and/or individual extra help (T-Periods)
 - Special Education and Related Services

- Dialectical Behavior Therapy (DBT)
 - ENL Support
 - Daily department in-person support
 - Art experiences
 - Hands-on Science Labs
 - Music experiences
 - Advisory (504 contact)
 - Speakers Series during lunch times
 - In-person experiences for “hands-on” electives, including science research, yearbook, computer science, film, Theory of Knowledge, etc.
 - Co-Curricular Club Meetings
- All on site activities will be managed through a scheduling system such as
 - Pick-A-Time
- Student Participation in on-campus activities will be monitored by the Assistant Principal, Dean of Students, counseling team, and teachers to ensure equity of access across the student body
- **Benefits of this hybrid schedule for High School students:**
 - Provides adequate synchronous instructional time to handle the curriculum of high school courses
 - Prioritizes student choice and student agency, allowing students to decide what they want to come to school for and whom they want to see
 - Creates flexibility for teachers and counselors so that blend of in-person and remote experiences can be customized based on student need

Middle School - A/B A/B Model

- All students will be on campus two days per week
- Students will be divided into 2 groups (Blue and White) and attend school on a split schedule model.
 - Blue Group attends on Monday/Thursday
 - White Group attends on Tuesday/Friday.
- When on campus, students would follow a 9-period day. We will use the Wednesday Bell schedule (8:12am - 2:20pm) to align with the High School and shared staff schedules.
- To allow for cleaning of classrooms, students will be cohorted for several classes. When cohorted, they will remain in the same room and teachers will rotate to them.
- When a change of classes is required, available space in the HS will be utilized to allow MS classrooms to be cleaned.
- When not on campus, students will complete individual assignments and learning opportunities posted to Google Classroom
- Additional AIS/Related Services for “off campus” days as necessary
- Both breakfast and lunch services will be available for those who wish to avail themselves of it
- Wednesdays will be designated as a “Flex” day and students will not be in attendance
- The Wednesday Flex day will provide valuable opportunities for teachers to provide related and academic intervention services, meet with students individually and/or in small groups as

necessary, collaborate with colleagues, plan instruction, and respond to parent inquiries

- **Benefits of this hybrid schedule for Middle School students:**
 - Provides a regular and easily understandable structured schedule, with all students following a fully-scheduled day 2 days per week
 - No more than 3 days in a row between in-person days for students
 - Allows ample time for counseling, small-group work, and individual attention based on student need

Springhurst - AM/PM Model

- All students will be on campus four days per week (Monday, Tuesday, Thursday and Friday)
- Students will be divided into one of two cohorts (A and B)
- Students will attend school on an AM/PM model and will be on campus for in-person instruction 2 1/4 hours each day (exact time schedule will differ by grade level and will be communicated once finalized)
- Cohort A will be on campus during the morning hours and cohort B will be on campus during the afternoon hours.
- During the portion of the day when they are on campus, students will receive instruction in ELA, Mathematics, Science, Social Studies, and SEL
- During the portion of the day when they are off campus, students will receive instruction remotely in at least one of the following subjects each day: Phys Ed, Art, Music, Technology, Library and/or FLES (grades 2-5) and band or orchestra (if applicable)
- Both breakfast and lunch services will be available for those who wish to avail themselves of it
- Bus transportation will be provided for students attending both the morning and afternoon sessions
- AIS/Related Services will be provided during the off-campus portion of the student day
- ENL Services will be in-person push-in and/or virtual as scheduling allows
- OT/PT will be in-person push-in and/or virtual as scheduling allows
- Speech/Counseling will be in-person push-in and/or virtual as scheduling allows
- Wednesdays will be designated as a “Flex” day and students will not be in attendance
- The Wednesday Flex day will provide valuable opportunities for teachers to provide related and academic intervention services, meet with students individually and/or in small groups as necessary, collaborate with colleagues, plan instruction, and respond to parent inquiries
- **Benefits of this hybrid schedule for Springhurst students:**
 - Allows our youngest students to see their teachers in person for as many days per week as possible
 - Provides a predictable and easily understandable routine for our youngest students
 - Uses remote instruction for activities that are often more engaging and accessible, while using in-person instruction for core academic areas

Parent Choice 100% Remote

If the District is permitted to open schools and offer a hybrid model of instruction, there may be parents who are not comfortable with their children attending school for any in-person instruction. The District is therefore offering parents the option of choosing a 100% remote learning model while the District is permitted to open schools and while other students will be in a hybrid model. The following summarizes what this “Parent Choice 100% Remote” model will look like at each school.

Dobbs Ferry High School Parent Choice 100% Remote

- Students and teachers **interact live** via Google Meet or other similar platforms for their normal 9-period day
- Follow the current “Wednesday” (condensed) bell schedule 4 days per week:
- Monday, Tuesday, Thursday, Friday
 - 8:12am - 2:20pm every day
 - 38-minute periods
 - 3-minute breaks between periods (passing time)
 - Student lunch and Free Periods (Academic Study) as scheduled
 - Teacher lunch, preparation and professional period as scheduled
- 2:20pm - 3:20pm each day for:
 - teachers to meet remotely with students individually and/or in small groups as necessary
 - teachers to collaborate with colleagues, plan instruction, and respond to parent inquiries
- Wednesday is Flex Day for remote small group meetings, meetings with counselors, T-periods, support, Social and Emotional Learning (SEL) initiatives, teacher collaboration, and homework assignments
- ENL/AIS/Related Services/Counseling services provided remotely as scheduled

Dobbs Ferry Middle School Parent Choice 100% Remote

- Schedule will mirror the Middle School A/B A/B Hybrid Model
- Students and teachers **interact live** via Google Meet or other similar platforms for their normal 9-period day, 2 days per week -- **either Monday & Thursday OR Tuesday & Friday**
 - Follow the current “Wednesday” (condensed) bell schedule 2 days per week
 - 8:12am - 2:20pm every day
 - 38-minute periods
 - 3-minute breaks between periods (passing time)
 - Student lunch and Free Periods (Academic Study) as scheduled
 - Teacher lunch, preparation and professional period as scheduled
 - 2:20pm - 3:20pm each day for:
 - teachers to meet remotely with students individually and/or in small groups as necessary
 - teachers to collaborate with colleagues, plan instruction, and respond to parent inquiries
- On the other days (Tuesday/Friday or Monday/Thursday), students will complete individual assignments and learning opportunities posted to Google Classroom
- Wednesday is Flex Day for remote small group meetings, meetings with counselors, T-periods, support, Social and Emotional Learning (SEL) initiatives, teacher collaboration, and homework assignments

- ENL/AIS/Related Services/Counseling services provided remotely as scheduled

Springhurst Parent Choice 100% Remote

- Support 180 minutes of learning daily, facilitated by a teacher or staff member (the number of minutes daily will differ based on children's development needs, readiness, independence level)
- Schedule will mirror the Springhurst Hybrid Model
 - During half the day, students will receive remote instruction in ELA, Mathematics, Science, Social Studies, and SEL
 - During the other half of the day, students will receive remote instruction (potentially joining other students in the remote portion of their hybrid day) in at least one of the following subjects each day: Phys Ed, Art, Music, Technology, Library and/or FLES (grades 2-5) and band or orchestra (if applicable)
- Remote learning may include a combination of the following as appropriate:
 - Direct Instruction
 - Opportunities for Independent Practice
 - Opportunities for discussion
 - Small Group work
 - Projects
- All students will be engaged in learning activities from about 8:00am to about 2:00pm, depending on grade
- 2:00pm - 3:00pm each day for:
 - teachers to meet with students individually and/or in small groups as necessary
 - teachers to collaborate with colleagues, plan instruction, and respond to parent inquiries
- ENL/AIS/Related Services provided as scheduled
- Planning will incorporate screen and movement breaks
- Lunch and “recess” time will be scheduled daily
- To the extent possible schedules will be consistent from day to day

13. Teaching and Learning

Even as we face the unprecedented challenges presented by the COVID-19 pandemic, we need to provide the best public education possible for Dobbs Ferry students. 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 should 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 our schools need to be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to our student body. One size does not fit all when it comes to instruction and learning, and our Dobbs Ferry School District plan reflects what is appropriate for each age group educationally and each school logistically, given today’s trying circumstances.

NYSED requires that the District provide a minimum of 180 days of instruction in a given school year. Absent any change in that requirement, the District will fulfill this requirement through a combination of in-person, remote learning or a hybrid combination of the two.

In developing our District reopening plan the District has taken the following into consideration:

- The District has developed a Continuity of Learning plan for the 2020-2021 school year that includes in-person, remote, and hybrid models of instruction.
- All Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Opportunities for all students to access learning aligned to New York State standards will be a part of all planning decisions whether instruction is delivered in-person, remotely, or through a hybrid model. Included in planning decisions will be efforts to provide consistency and predictability for students through the establishment of consistent schedules aligned as closely as possible to what a student would experience on a “normal” school day.
- Students will have regular and substantive interaction with an appropriately certified teacher regardless of the mode of instruction (in person, remote, or hybrid).
- Students will receive ongoing and specific feedback on their learning.
- During the period of transition, learning experiences will include a combination of both asynchronous and synchronous learning. Learning will not be defined narrowly as time spent interacting directly with the teacher, but will include guided independent learning experiences. As practicable and appropriate, students will have opportunities for small group learning, and individualized instruction.
- In grades 7-12, learning will be comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study.
- K-6 instruction will include a variety of instructional practices and resources and be mindful of the developmental needs of young learners, their readiness for learning, and their ability to focus and learn independently.
- At the MS/HS, the 1200-minute lab requirement will be met through a combination of hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports aligned to each course as appropriate. Students who complete all required laboratory experiences in Regents level courses will have met the requirements.
- All students K-12 will have access to and interaction with appropriately certified teachers on a daily basis.
- Each school will 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 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).
- Instructional experiences will be inclusive, culturally responsive, and consider the needs of all students, and adhere to all established state regulations and guidelines.
- The District will 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 will be involved and viewed as partners in the planning of support to the extent possible.
- To allow students an opportunity to re-adjust to the school setting, the District is developing plans to support students' social and emotional needs by focusing on the development of a

sense of safety and security within the school setting prior to the initiation of academic work. To support this, the District may use a variety of commercially and locally developed formative assessments to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.

- Individual schools will 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.
- Throughout the 2020-2021 school year, the District will remain focused on identifying professional development needs for administrators, teachers, and teaching assistants. Special attention will be given to needs related to teaching remotely and the use of technology.
- Training and support will be provided for students and families/caregivers to ensure comfort and ease with instructional platforms and devices.
- Instruction in the Arts and Physical Education will take place through both synchronous and asynchronous learning experiences as appropriate regardless of the mode of instruction (in person, remote, or hybrid)

14. Technology and Connectivity

The shift in schools toward the increased use of technology has been occurring over the last decade or more. Primarily the focus has been on how educational technology can serve to support and enhance instruction in the in-person environment. With this in mind, schools built and developed the hardware and infrastructure systems to support these efforts. Since the onset of COVID-19, schools have been forced to shift their thinking to maximize these same resources in a world of off-campus learning. This has presented challenges and opportunities for teachers, students and their families. Technology has shifted from being a means to support and enhance instruction to being the primary vehicle for instruction.

The Dobbs Ferry School District has and will continue to do all it can to ensure that our students and teachers have access to the technology they need to fully engage in learning, including to the extent possible, access to a technology device as well as reliable internet access.

Internet Safety and Data Security

The Dobbs Ferry School District views ensuring online safety as one of our primary responsibilities and is of paramount importance. Our efforts in this regard include the following:

- All student access to learning platforms, use of District-owned devices and access to authorized applications will be channeled through the District computer network. Such measures will ensure that internet traffic is protected by security filters and that inappropriate sites cannot be accessed.
- Additionally, to ensure privacy, students will be required to login to district authorized learning platforms/applications with school-issued credentials.
- All applications utilized will be District-approved and compliant with New York State Education Law § 2-d, which governs data privacy.

Digital Citizenship and Remote Learning Etiquette

It is the expectation of the Dobbs Ferry School District that when learning remotely students will adhere to the [District Code of Conduct](#), which remains fully in force. District-owned devices and school applications, such as Google applications, should be used only for school-related communications. General commonly accepted guidelines and advice for students and staff to follow that will support online learning are found below:

Remote Learning Guidelines for Students

- Log into Google Meet or Classroom as appropriate at the scheduled time
- Remain only when the teacher is present
- Be sure you have all the supplies you need before logging in (pen, paper, Chromebook, and any other materials your teacher has asked you to bring)
- Mute your microphone when not speaking
- Stay fully engaged during the entire class
- If appropriate, use the chat function to ask a question or provide a response to another person's question
- The [District's Code of Conduct](#) will continue to be in full effect
- Daily attendance, consistent completion of school work, and participation in all class activities are required

Remote Learning Guidelines for Parents/Guardians

- Encourage your child to be as independent as possible including logging in, participating in lessons and completing assigned work.
- Provide a quiet space, free from distractions, for your child to meet with their class and when completing assignments
- Allow the teachers to work with all students present. If your child needs support beyond what is offered in class, contact your child's teacher
- Support your child to work through challenges and frustration. Model problem solving and perseverance
- Respect the privacy of all students, including your child, and refrain from participating in the lesson
- Do not discuss anything you may have overheard during a live class
- If you need to speak with the teacher, reach out to them using email. Please be patient if it takes some time for them to respond. They are all busy teaching and preparing remote learning lessons for the students

Student and Family Technology Support

The Dobbs Ferry School District is dedicated to providing on-going support for students in their use of technology that is related to remote or hybrid learning. In the event of challenges arising in the use of a District-owned device, a student or their parent can submit an email to helpdesk@dfsd.org or call the

Technology office at 914-693-1500 ext. 3063 and leave a message with your name and a callback number. A technology department staff member will provide the necessary assistance. If the problem cannot be resolved remotely, a replacement device will be issued.

In addition, the District will offer learning opportunities for parents/guardians to assist their child with accessing learning via technology. Here, the District may offer virtual workshops on the use of school-related applications and school issued devices. Such learning opportunities will be communicated to parents utilizing the methods outlined in the Communication Plan.

Professional Learning for Teachers

The District has and will continue to provide on-going professional learning for teachers and administrators in the use of instructional technology. During the initial period of closure, teachers were provided with resources, online tutorials, opportunities for small groups and individual support in the effective use of technology tools. Those efforts have continued this summer as teachers K-12 have participated in and collaborated on enhancing their understanding of available tools and how to use them. Teachers have engaged in decisions regarding effective remote learning practices and shared proven successful strategies.

Shifting to remote learning, however, still represents a significant step for teachers. Access to tools and training on how to use them represents a piece of the puzzle. Ultimately, it will be through hands-on application that teachers will be able to gain the experience in applying the tools and training that will impact instruction. This will represent a continual learning process and students and their families must recognize that facilitating remote learning is still on the learning curve.

Throughout the year, teachers will have multiple opportunities to continue to gain deeper understanding in the effective use of instructional technology tools as well as opportunities to collaborate together on implementing best practices through facilitated learning and sharing opportunities. The District will respond to teachers' professional development needs when identified throughout the school year. It is important to note that experience in working with the tools will represent the best professional development for teachers. Just as students learn a new skill, it is only through use and application that the skill set is truly internalized.

15. Attendance and Chronic Absenteeism

The Dobbs Ferry School District views consistent student attendance and participation in learning as critical to the academic success of students. Additionally, we believe that consistent attendance and participation in learning is a critical factor in supporting students' social and emotional health. It is the expectation of the School District that students will be present and actively engaged in learning as scheduled regardless of the delivery model (remote, in person or hybrid). Student absences for those who are ill or who qualify for an excused absence should be reported to the child's school using established reporting procedures.

If at any time a student is ill, they should seek proper medical attention. Students should not come to school if they are sick. Additionally, **if students have symptoms that are consistent with COVID-19, have been in contact with someone demonstrating COVID-19 symptoms, or have been in**

contact with someone diagnosed with COVID-19 they should not come to school and such situations must be reported to the school nurse immediately.

Attendance: Mandatory Requirements

Attendance is mandatory regardless of the instructional delivery model in place (remote, in person, hybrid). The District has established a daily attendance system to track student participation in learning. At the elementary level daily attendance will be taken, and at the middle school and high school level period-by-period attendance will be taken.

In the event a student is identified as having a poor record of attendance, and/or not engaging and participating in learning, necessary follow-up will be initiated to determine the reasons for disengagement and necessary supports will be identified. Parents and/or families will be contacted when necessary. Follow up efforts are the responsibility of teachers, guidance staff, school social workers, and administrators. When deemed necessary, the Dobbs Ferry Police Department may be contacted to request that our school resource officer perform wellness checks.

Chronic Absenteeism

In cases when a student is determined to be chronically absent (missing 10% or more instructional days) additional efforts will be implemented to build relationships/partnerships with the student and his/her family to support improved attendance

Educational Neglect

A student's parent/guardian is responsible to ensure that their child attends school when it is in session. An allegation of educational neglect may be warranted when a parent or guardian fails in this responsibility or keeps their child out of school for reasons not qualifying as an excusable absence when it results in an adverse effect on the child's education. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities.

16. Career and Technical Education

The District will continue to ensure that all requirements for the provision of Career and Technical Education (CTE) are met within health and safety guidelines as prescribed by the NYSDOH.

17. Special Education

The Dobbs Ferry School District is keenly aware of the ways in which students with disabilities were impacted by the closing of schools during the Spring of 2020 related to the COVID-19 pandemic. The District is committed to providing students with identified disabilities full access to all education programs and services and the ability to fully participate in the general education curriculum. Continuing to provide students with disabilities a free appropriate public education (FAPE) during the period of COVID-19 related transition remains a priority throughout our planning process. The District's ability to provide special education and related services designed to meet the needs of students with disabilities is at the forefront of our thinking. The District will take all necessary steps to ensure the provision of FAPE regardless of the delivery model (remote, in person or hybrid), and our reopening plans reflect those efforts. To support efforts to address the needs of students with disabilities, the District will fulfill all accommodations as articulated in a student's IEP. Additional efforts to address the needs of special education students will include the following:

- **Prioritizing in-person learning:** To the degree possible the District will prioritize in-person services for those students with the highest degree of need within the health and safety parameters established in accordance within the Department of Health Guidance.
- **Access:** Students with disabilities will have access to the full instructional program, and in accordance with the terms of their IEP, participate in learning with their typical peers and will be supported in striving to achieve learning goals and targets in the least restrictive environment. The District will ensure that health and safety mitigation related efforts do not result in the unnecessary separation of students with disabilities from their non-disabled peers. When determining the Least Restrictive Environment for students, the District will consider parent voice, student need and teacher/provider input and data collection.
- **Collaboration between Committees:** To ensure compliance with students' IEPs, the District will facilitate collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served.
- **Provision of Services:** The District will ensure that, to the greatest extent possible, each student with a disability is provided the special education and related services identified in the student's IEP. Due to COVID-19 health and safety requirements the District may need to deviate from the ways in which services are usually provided. The various instructional models being considered under this transition plan will require flexibility with regard to how services are provided. Flexibility with regard to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc., may be necessary. Parents will be notified throughout the transition period as necessary adjustments are made to the ways in which services are provided.
- **Progress Monitoring:** Progress monitoring is a key element of effective special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance. Special Education teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward annual goals and to evaluate the effectiveness

of the student's special education services. As appropriate, parents will be updated regarding student progress as set forth in student IEPs or as otherwise possible.

- **Compensatory Services:** As students return to school, providers and teachers will use various methods of data collection to identify any potential loss of skills that may require compensatory services. In the event that a student requires compensatory services, the committee will make a determination as to delivery.
- **IEP Documentation:** Data collected with regard to student progress will be shared with the CPSE/CSE for consideration when making any determinations of subsequent student needs, including transition services. Such data will be collected by the Office of Special Education. The department will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure. Department staff will document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.
- **Child Find/Referrals:** If the School District suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. A referral may not be warranted if the reason for underperformance is due to school closures and a change in the mode of instruction. All parent referrals and requests for referrals by school staff will be considered as usual as set forth in Commissioner's Regulations section 200.4(e).
- **Initial Evaluation/Reevaluation:** All meetings will be conducted within required timelines whether in-person or remotely. Evaluations will be conducted in-person or virtually in order to follow appropriate timelines. In addition, the District will continue to follow OSE's March 27, 2020, and April 27, 2020, guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.
- **Eligibility Determination/Annual Review Meetings:** CPSEs/CSEs will meet to make eligibility determinations following initial evaluations and to review and, when appropriate, revise each student's IEP at least annually. The parent of a student with a disability and the District may agree to use an alternate method of meeting participation such as video conferences and/or teleconferences.
- **Communication/Coordination:** Parent engagement and communication will be in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. The District will collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.
- **Meaningful Outreach and Engagement with Parents:** The District will ensure that parents of students with disabilities are informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Communication will be provided in their preferred language or modality.
- **Procedural Safeguards and Prior Written Notice Requirements:** All procedural safeguards and prior written notice requirements will continue to be in place. Parents may elect to receive all Prior Written Notice communication via email and, if so, this will be documented.
- **Accommodations and Modifications:** In accordance with students' IEPs, the District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. If a remote or hybrid learning environment is implemented, the District will review instructional practices to ensure all accommodations and modifications are provided.

- **Supplementary Aids and Services:** The District will ensure that students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.
- **Technology:** The District will ensure that students have access to a working technology device as appropriate.
- **Partnerships and Collaboration:** For all District students currently placed in approved private schools or BOCES programs, outreach and communication will be conducted in order to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate. For students attending private schools within the district of location, communication with private school administration as well as students and families will identify and review all methods of referral, communication and delivery of services.

18. English as a New Language (ENL)

The District recognizes its responsibility to meet the learning needs of our students for whom English is not their primary language. Regardless of the model of instruction (in-person, remote, or hybrid) ENL students will continue to receive specialized support as required by NYSED regulations.

ENL students will continue to be supported in a variety of both synchronous and asynchronous methodologies as appropriate, including:

- Frequent opportunities for students to practice language (Including grammar and vocabulary) in small groups,
- Meeting one on one with students and using screen sharing to read aloud, listen to text and provide as many opportunities as possible for reading and listening to texts. Audio provided by websites (e.g., Scholastic) and/or through Google Chrome Extensions.
- Providing visual supports through photos, videos, diagrams and graphic organizers.
- Providing bilingual resources through online books and videos so students can access content in their language and using Google Translate when needed

Reopening plans must address the learning loss experienced by many English as a New Language (ENL) learners, in both their English language development and their mastery of content area knowledge. The District will take steps to:

- Provide parents/guardians with on-going communication regarding their child's education;
- Ensure that all ENL students receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language based on their most recently measured English language proficiency level;
- Conduct ENL identification for all students who enrolled during COVID-related school closures in 2019-2020, during the summer of 2020, and during the first 20 days of the 2020-2021 school year within 30 days of the start of the school year; and

- Recognizing that all teachers are teachers of ENL students, provide professional learning opportunities related to the instruction and support of ENL students to all educators, as required by Part 154 of the Commissioner's regulations.

The District will align its practices to the Blueprint for English language learner/Multilingual learner (ELL/MLL) Success; adopt progress monitoring tools to measure ENL proficiency; provide social-emotional learning supports to ENLs in their home language; continue utilizing technology in ENL instruction; support Students with Interrupted/Inconsistent Formal Education (SIFE) and other vulnerable populations; ensure the Emergent Multilingual Learners (EMLL) Profile supports early learning.

19. Extracurricular Activities and Athletics

Student participation in co-curricular activities, extracurricular activities and athletics is an important part of the school experience as they provide for enriching opportunities and promote positive social development. To this end, the Dobbs Ferry School District encourages students to participate in activities in which they have interest or those they wish to explore. Unfortunately, the pandemic has resulted in the necessity for schools to limit person-to-person contact and restrict large gatherings. Therefore, many traditional activities may have to be cancelled or modified. In all cases, the District will comply with NYSED and NYSDOH guidelines. No exceptions will be made.

During the 2020-2021 school year, each Dobbs Ferry school will attempt to facilitate as many co-curricular activities, extracurricular activities and athletics programs as possible. Aside from the aforementioned governing guidelines, local criterion and practical considerations such as facility needs and supervision requirements may be determining factors as to whether activities can be facilitated. Each school will communicate opportunities that will be available to its students. Should parents or students have questions, they should contact either their school or the District's athletic department.

Due to the nature of athletic competition, [specific guidelines](#) have been established by the NYSDOH that must be followed by all public school districts. Further, the [New York State Public High School Athletic Association \(NYSPHSAA\)](#) and Section I will establish standards the District must follow. The Athletic Director will communicate directly with students and parents regarding all athletic opportunities. Additionally, information will be posted on the District's Reopening website.

20. Budget and Fiscal Matters

The Dobbs Ferry School District will continue to meet existing state aid reporting requirements, including attendance data, and will remain consistent with past practice, except where modified by law, regulation or executive order. Additionally, the District will meet all other fiscal, purchasing and audit guidelines unless specifically altered by an Executive Order.

The District will plan for any anticipated reductions in state aid as the State is currently projecting a revenue shortfall of \$8.2 billion for the 2020-2021 fiscal year. Any potential cuts in state funding will be on top of the Pandemic Adjustment already made to state aid distributions to schools. The District must also anticipate increased costs for items such as health and safety supplies and equipment, PPE, enhanced cleaning measures, additional technology and portable devices for remote learning and other expenses as described throughout this plan. All non-necessary spending will be evaluated to support the additional needs and likely reduced revenue. The District will also apply for all applicable CARES Act or other funds available to us including the

Governor's Emergency Education Relief Fund (GEER) and Elementary and Secondary Schools Emergency Relief Funds (ESSER).

21. Economic Overview

The economy has been dramatically impacted by the COVID-19 pandemic and the mitigation efforts. There is still great uncertainty about how quickly the economy will recover and if future shutdowns will occur with a resurgence of the virus. The District budget did plan for reduced state aid, sales tax and interest income revenue sources. We will continue to monitor our projections versus economic trends and updated forecasts.

22. Staffing and Human Resources

The Dobbs Ferry School District will continue to ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; where practicable will work with educator preparation programs to identify opportunities in which student teachers can support classroom instruction; and consider whether the currently approved APPR plans may need to be revised in order to be consistent with their plans for reopening under an in-person, remote or hybrid instructional model.

23. Teacher and Principal Evaluation System (APPR)

The Dobbs Ferry School District is committed to a teacher and principal evaluation system that values reflective practice and focuses on identifying an individual's strengths and areas for continued growth. Such a system of providing teachers with timely and ongoing feedback is at the core of improving teacher and principal quality. The District views this process to be collaborative in nature and should reflect an ongoing dialogue between the teacher/principal and the evaluator.

During the period of transition caused by the COVID-19 pandemic, the collectively bargained Annual Professional Performance Review Plan (APPR Plan) negotiated between the District and the Dobbs Ferry United Teachers and the Dobbs Ferry Administrators Association, as approved by NYSED, will remain in effect. Should changes in schedules and instructional practices warrant changes to the plan, such changes will be negotiated with the appropriate bargaining unit and the revised APPR plan will be submitted to NYSED for approval.

24. Glossary of Terms by Topic

English as a New Language and World Languages

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner (ELL): A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Multilingual Literacy SIFE Screener (MLS): A state-wide diagnostic tool that was created to determine SIFEs' literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.

New York State English As a Second Language Achievement Test (NYSESLAT): The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.

New York State English As a Second Language Identification Test for English Language Learners (NYSITELL): An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.

Students with Inconsistent or Interrupted Formal Education (SIFE): ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two

or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

World Languages: Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Career and Technical Education

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Career and Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Exploration Internship Program (CEIP): A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn $\frac{1}{4}$, $\frac{1}{2}$, or 1 unit of elective or CTE sequence credit.

CDOS Credential: An exit credential that meets the definition under section 100.6(b) of Commissioner's Regulations.

CDOS 4+1 Graduation Pathway: A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

Cooperative Career and Technical Education Work Experience (CO-OP): A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

General Education Work Experience Program (GEWEP): A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work

experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

NYSED-Approved CTE Program: An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of Commissioner's Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

Perkins Act: The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

School-Based Enterprise: A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Supervised Clinical Experience: Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory.

The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

Training Plan: A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student's work-based learning experiences.

Work-Based Learning: Sustained interactions with industry or community professionals in real work-place settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Work Experience Career Exploration Program (WECEP): A registered work-based learning program open to students 14-15 years of age who are considered "at risk". These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be re-registered every two years.

Health and Safety

Aerosol Generating Procedures: Procedures performed on patients that are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Cloth Face Covering: Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Fit Testing: A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

Hand Hygiene: Hand washing with soap and water or alcohol-based hand sanitizer

Metered Dose Inhaler (MDI): A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

***N95 Mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

Nebulizer: An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

Peak Flow Meter: An asthma management device used to measure a person's ability to push air out of the lungs.

Personal Protective Equipment (PPE): Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

Respiratory Hygiene: Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

Spacer: A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

Standard Precautions: A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Surgical Mask: Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

Transmission Precautions: When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

Valved Holding Chamber: A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

**Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.*

Social Emotional Learning

Adverse Childhood Experiences (ACEs): Potentially traumatic events that occur in childhood (0-17 years).

Multi-Tiered Systems of Support (MTSS): An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

Pupil Personnel Services (PPS): Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

Response to Intervention (RTI): A multi-tier approach to the early identification and support of students with learning and behavior needs.

Restorative Practices: 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.

Social Emotional Learning (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."

Trauma-Responsive Practices: Practices that 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.

Special Education

Annual Review: An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the

functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.

Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

Compensatory Services: Services provided to students with disabilities to remedy the school district's failure to provide a student with a disability with "appropriate services" during the time the student was entitled to FAPE and was denied appropriate services.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning

Academic Intervention Services: Additional instruction that supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Equivalent: At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

Hybrid (blended) model: A combination of in-person and remote learning.

In-person instruction: Instruction that takes place with students in attendance at the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Unit of Credit: The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Unit of Study: means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

All the Time Access is a reference to the [National Educational Technology Plan](#), which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient Access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.