

**Waverly Central School District**  
**Kids-Community-Each Other**  
**#wcsdletsgo**



**Distance Learning Plan**

We believe that being flexible is an essential skill that humans must possess in an ever changing, evolving world, and here we are all putting this skill to the test. As we respond to the COVID-19 situation – or any future situation that disrupts our in-person learning model – flexibility as a school community is more important than ever. We are thankful for your partnership, participation and collaboration in our Distance Learning Plan during this challenging time and grateful for the hard work that each of you do to keep this learning community strong and resilient.

As we move into Phase Two of Distance Learning at Waverly Central School, we must consider what it means to learn at a distance from the brick and mortar of school. We will deliberately use the term distance learning rather than technology-specific labels such as “virtual learning,” “e-learning,” or “online classes.” This choice reflects our conviction that quality learning can occur at a distance without solely relying on computers. Rather than being tied to an electronic device for their learning, Waverly CSD’s goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. The use of technology is just a vehicle for the delivery and communication of instructional goals, activities and assignments.

**In this document you will find detailed plans for distance learning at Waverly Central Schools.** The intent of the document is to explain the following:

- Methods of Communication
- Guidelines for parents and teachers
- Instructional goals/schedules/tools/expectations
- Suggestions and best practices for Distance Learning for students, families, and staff

## Communication with Students and Families

| Method of Communication | Audience                          | Description & Access   |
|-------------------------|-----------------------------------|--|
| Email                   | Faculty, staff, parents, students | Email will be used for all major communications and announcements, including those from the Superintendent of Schools, District Leadership and Building Leadership. Faculty and staff will also use email to communicate, although they will use other platforms to interact with their students and families as well. |
| Microsoft365            | Students grade 2-12               | Microsoft 365: Including Outlook, Word, Excel, PowerPoint, Teams, Meet Now - will continue to be the platform used by most teachers.   |
| Zoom                    | Staff and students                | Zoom will be used as a resource for video conferencing for small or large groups.  |
| All Call System         | Parents and staff                 | The school district will use the All Call System to inform parents and staff of updates  |
| Public Website          | General public                    | WCSD will maintain general information on its closure status for the public <a href="https://www.waverlyschools.com/">https://www.waverlyschools.com/</a>  |
| Waverly App             | General Public                    | The school district will use the application to send messages to those using the application   |

*Communication with students and families is essential to ensure that our students are engaged in learning and are being supported academically, socially and emotionally. Technology is a bridge that allows us to communicate easily with the Waverly School Community. We will continue to use these resources in conjunction with phone calls and letters to reach out to stakeholders.*



# Guidelines for WCSD Parents

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*The guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.*

## 1—Establish routines and expectations

- Set regular hours for children's schoolwork
- Keep normal bedtime routines for all of your children
- Don't allow middle and high school aged children to stay up late and sleep in
- Children should move regularly and take periodic breaks as they study

## 2—Define the physical space for your child's study

- Establish a space/location where their children will learn
- Study space should be a public/family space, not in a child's bedroom
- It should be a place that can be quiet at times and have a strong wireless internet signal, if possible
- Above all, it should be a space where parents are present and monitoring their children's learning.

## 3—Monitor communications from your children's teachers

- Teachers will communicate with parents through email
- Parents please contact your children's teachers
- Remember that teachers will be communicating with dozens of other families, if not 100+ and allow for a 24- hour turn-around time for a response

## 4—Begin and end each day with a check-in with your child

- In the morning, ask what is your child learning today?
- What are the learning targets?
- How will they divide the time between subjects?
- What resources do they require?
- What support do they need?
- Older students may not want to have these check-ins with parents (that's normal!)
- Parents should establish these check-ins as regular parts of each day.
- Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure.
- These check-in routines need to be established early, before students fall behind or begin to struggle.

## 5—Take an active role in helping your children process and own their learning

- Human beings learn best when they have opportunities to process their learning with others.
- Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning.
- However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

## 6 —Encourage physical activity and/or exercise

- Make sure your children remember to move and exercise
- Chores and household responsibilities are a great way to encourage movement

## 7 —Remain mindful of your child's stress or worry, and your own

- Children will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.
- Distance learning can be stressful to parents as well, if you are struggling reach out to your child's teacher, school counselor, or student assistant advisor

## 8 —Monitor how much time your child is spending online

- WCSD does not want its students staring at computer screens for 7-8 hours a day
- We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences
- Principals or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust
- We thank you in advance for your patience and partnership

# Guidelines for WCSD Teachers



*The guidelines provided below are intended to help teachers across the school district reflect on challenges they'll confront in shifting to distance learning.*

## 1—Walk the talk of a learning community that cares

- WCSD is committed to caring for kids, our community and each other
- Before diving into curriculum, take the time to assess your students' social and emotional wellbeing.
  - How are they doing?
  - How are their families?
  - Are they in a place where they are ready to learn?
- Conduct regular social and emotional check-ins with your students as long as this DLP is in place.

## 2—Evaluate your students' conditions for distance learning

- While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not.
- Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing.
- Ask your students and/or their parents to confirm whether their online access is reliable; and what devices the student has at their disposal.
- Open a dialogue with families and avoid assumptions that all students' circumstances are the same.

### 3—Stick with the familiar

- Teachers should continue using existing communication channels and Teams.
- Teachers should remember that while many students will thrive with distance learning, others will struggle

### 4—Less is more

- Teachers need to take a *less-is-more* perspective, including the pacing of lessons and assignments.
- Ensure the work you are providing allows for learning or reinforcement of skills.

### 5 —Provide space for personalized learning

- Distance learning can provide opportunities for students to personalize what, how, and when they learn.
- Students can move more flexibility and freely through content using project-based learning approaches
- Distance learning can also provide students with the opportunity to learn at different paces (e.g. [Khan Academy](#)).

### 7—Designers of experience; facilitators of learning

- In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning
- Teachers need to establish conditions where students have a clear learning target, opportunities to learn the content, experiences that allow them to work toward mastery and receive feedback on learning. This will help students stay motivated and engaged in learning, even when they are not physically at school.

### 8—Design asynchronous online learning experiences for students

- Students may have different schedules teachers may need to design lessons that occur asynchronously
- Teachers can use Teams or Flipgrid to create discussion forums

### 9—Design synchronous learning experiences

- When it comes to student engagement and learning, relationships matter as much online as they do in person.
- Students might be able to gather for synchronous learning times via video chat through Zoom, Skype or TEAMS
- Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

### 10—Think differently about assessment

- Assessment is one of the most challenging adjustments for teachers new to distance learning.
- Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat.

- Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit distance learning.
- Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

| <b>School Personnel Roles &amp; Responsibilities</b> |  |
|--|--|
| Leadership Team                                      | <ul style="list-style-type: none"> <li>• Create and distribute WCSD Distance Learning Plan, or DLP</li> <li>• Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated</li> <li>• Support faculty and students/families shifting to a distance learning environment</li> <li>• Support all teachers and teams in the implementation WCSD's DLP</li> <li>• Provide models and examples of outstanding distance learning units and lessons</li> <li>• Recommend new methods and techniques for providing feedback to students</li> <li>• Support teachers and teams as they design new methods to assess student learning</li> <li>• Support teachers and teams in developing strategies to differentiate instruction</li> </ul> |
| 7 <sup>th</sup> -12 <sup>th</sup> Grade Teachers     | <ul style="list-style-type: none"> <li>• Collaborate with other members of your team or department to design distance learning experiences for your students</li> <li>• Communicate frequently with your students and, as needed, with their parents</li> <li>• Provide timely feedback to support your students' learning</li> <li>• Reflect on the Guidelines for WCSD's Teachers shared earlier in the DLP and how you can implement them</li> </ul>  |
| Special Education Teachers                           | <ul style="list-style-type: none"> <li>• Communicate regularly with the subject or classroom teachers who teach the students on your caseload</li> <li>• Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers</li> <li>• Help subject or classroom teacher differentiate lessons and activities for the students on your caseload</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning</li> </ul>  |
| Intervention Teachers                                | <ul style="list-style-type: none"> <li>• Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps</li> <li>• Collaborate with co-teachers to design learning experiences that teach the students on your caseload</li> <li>• Provide supplementary learning activities for students, either in the curriculum or with additional targeted learning needs</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning monitor the progress of students on your caseload and provide timely feedback</li> </ul>  |



|   |  |
|---|--|
| <p>School Counselors</p>                      | <ul style="list-style-type: none"> <li>• Serve as liaison for communication with students/families in crisis</li> <li>• Maintain bank of social-emotional lessons</li> <li>• Tailor recommendations to the specific crises: Does the time of year affect the planning?; Do the events of the crisis require any special handling?; and What are talking points for teachers or advisors?</li> <li>• Host Office Hours at set times for students to access counseling sessions virtually</li> <li>• Students, parents, and guardians encouraged to schedule these meetings as needed</li> <li>• Evaluate timeline for graduation requirements, class credit, and AP testing deadlines</li> <li>• If needed, help students locate testing centers near them for AP or SAT</li> <li>• Host Office Hours at set times for students to call in and access support virtually</li> <li>• Encourage students, parents, and guardians to schedule these meetings as needed</li> </ul> |
| <p>Library Media Specialists</p>              | <ul style="list-style-type: none"> <li>• Collaborate with colleagues to find resources for high-quality distance learning experiences and research</li> <li>• Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences</li> <li>• Maintain and update online library site for obtaining resources</li> <li>• Be available for teachers and students as needed for support</li> </ul>   |
| <p>K-5 Specials Teachers</p>                  | <ul style="list-style-type: none"> <li>• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families</li> <li>• Art – Staying mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families</li> <li>• Music – Staying mindful of the instruments or resources families may <u>not</u> have in their home, develop a bank of activities for students and share these with classroom teachers and families</li> <li>• Communicate regularly with your students and provide timely feedback to them</li> <li>• Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.</li> </ul>   |
| <p>Teaching Assistants/<br/>Teacher Aides</p> | <ul style="list-style-type: none"> <li>• Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP</li> <li>• Monitor student learning and provide feedback to students, as requested by the teachers and teams you support</li> </ul>  |
| <p>Tech Support Team</p>                      | <ul style="list-style-type: none"> <li>• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment</li> <li>• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed</li> <li>• Be available in person or remotely to provide on-demand tech support help</li> <li>• Audit usage to identify students or parents who may be unavailable or out of reach</li> </ul>   |



## Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Dojo, Teams, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty
- Do your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your Wolverine peers in their learning
- Comply with Waverly's Acceptable Use Policy
- Proactively seek out and communicate with other adults at WCSD as different needs arise (see below)

| For questions about ...                          | Contact   |
|--|---|
| a course, assignment, or resource                | the teacher for the class   |
| a technology-related problem or issue            | Technology Support<br>Kyle Ackland- <a href="mailto:kackland@gstbooces.org">kackland@gstbooces.org</a> or Frank Brown- <a href="mailto:fbrown@gstbooces.org">fbrown@gstbooces.org</a> |
| a personal, academic or social-emotional concern | your assigned counselor   |
| other issues related to distance learning        | the principal or AP from your child's school  |

## Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the *10 Guidelines for WCSD's Parents* as well as you can:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

| For questions about ...                          | Contact   |
|--|---|
| a course, assignment, or resource                | the relevant teacher  |
| a technology-related problem or issue            | Technology Support<br>Kyle Ackland- <a href="mailto:kackland@gstbooces.org">kackland@gstbooces.org</a> or Frank Brown- <a href="mailto:fbrown@gstbooces.org">fbrown@gstbooces.org</a> |
| a personal, academic or social-emotional concern | your child's school counselor assigned counselor or Student Assistant Advisor   |
| other issues related to distance learning        | the principal or AP from your child's school  |

## Prekindergarten Priorities & Considerations

- Distance learning for ELC children will remain holistically focused on broad language, cognitive, physical and social-emotional development
- Learning activities and experiences will emphasize interaction, play, and creativity. These activities will require minimal technology or specialized materials.
- The Prekindergarten team will provide parents with recommended activities and experiences targeted at certain skills;

## Prekindergarten: Approximate Time Frames for Learning

| Approximate Time per Day | Subject Area  |
|--------------------------|---|
| 20+ minutes              | <b>Emergent Literacy Activities, Games &amp; Challenges</b> focused on language development, vocabulary, comprehension, and phonological awareness.   |
| 20+ minutes              | <b>Emergent Numeracy Activities, Games &amp; Challenges</b> focused on counting, sorting, and patterning.   |
| 20+ minutes              | <b>Holistically-Focused Activities, Games &amp; Challenges</b> to support cognitive, physical, and social emotional development.  |
| Flex Learning            | <p>Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects.</p> <ul style="list-style-type: none"> <li>• Learning new board game or skill</li> <li>• Practicing mindfulness/yoga/breathing exercises</li> <li>• Exploring a new interest or passion</li> <li>• Completing activities suggested by the PE, Art or Music</li> </ul> |



## Elementary School Priorities & Considerations

- The primary tools for communication between teachers and families will be Classroom Dojo, newsletters via email, and/or Teams (Grades 2-6).
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-6.

### Elementary School: Approximate Time Frames for Learning

| Kindergarten to Second Grade          |   |
|---------------------------------------|---|
| 20-25 minutes                         | Reading/Writing (Science/Social Studies connections as appropriate)   |
| 20-25 minutes                         | Mathematics   |
| 20-25 minutes                         | Science/Social Studies related experiences and/or integrated projects   |
| Third to Sixth Grade                  |   |
| 25-30 minutes                         | Reading (Science/Social Studies connections as appropriate)   |
| 25-30 minutes                         | Writing (Science/Social Studies connections as appropriate)   |
| 25-30 minutes                         | Mathematics   |
| 20-25 minutes                         | Science/Social Studies related experiences and/or integrated projects   |
| All K-6 Students                      |   |
| Approximately 30 minutes every 3 days | Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program   |
| Flex Learning                         | <ul style="list-style-type: none"> <li>● Reading aloud and independent reading: reading times are K: 10 mins 1: 10 mins 2: 15 mins 3: 20 mins 4: 20 mins 5: 20 mins</li> <li>● Board games &amp; challenges with math/strategy/critical thinking</li> </ul> |

## Middle School Priorities & Considerations

- The primary tools for communication between teachers and families will be Teams and email.
- Teachers will either link materials in Teams class pages or share materials directly to each student's email.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material in our databases, reading materials including ebooks and read alouds by teachers.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

### 7<sup>th</sup> and 8<sup>th</sup> Grade: Approximate Time Frames for Learning

| All MS Students (Grades 7 & 8) |   |
|--------------------------------|---|
| 20 -30 minutes per class       | <b>ALL Middle School Classes</b>  |
| In addition:                   | <ul style="list-style-type: none"><li>• Read for pleasure</li><li>• Be active</li><li>• Explore personal interests/passions</li></ul> |



## High School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the HS Principal with division-specific information.
- The primary tools for communication between teachers and families are Teams and email.
- Teachers will either link materials linked in Teams class pages or share materials directly to each student's email.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research materials in our databases, and reading materials including ebooks
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

### High School: Approximate Time Frames for Learning

| Approximate Time per Class                  | Grade Level   |
|---|---|
| 30 Minutes                                  | Grades 9 & 10   |
| 30 – 40 Minutes                             | Grade 11 & 12   |
| Discretion of the college and/or instructor | Dual Enrollment Courses – ACE, AP   |
| Also encourage:                             | <ul style="list-style-type: none"><li>● Read for pleasure</li><li>● Be active</li><li>● Explore personal interests/passions</li></ul> |



## Considerations for Special Education

### Concerns about Delivery of Special Education Services:

If there are concerns about the delivery of IEP and 504 related services, please reach out directly to your child's special education teacher or service provider through email. They will support the needs of your child throughout the distance learning plan

### CSE and 504 meetings:

Teachers will be available for scheduled CSE and 504 meetings that can be performed by phone and/or video conference. Every effort will be made to evenly distribute these responsibilities.

### Special Education Requirements:

*SPED Memo from State Education:* The NYS Education Department (NYSED) recognizes the exceptional and unprecedented challenges that students, their families, and school communities are facing right now. School districts across the State are working tirelessly to provide continuity and support to address the special needs of students with disabilities including English Language Learners with disabilities. We greatly appreciate those efforts and encourage parents, educators, and administrators to continue working together to meet the special needs of these students.

Students with disabilities must be provided a free appropriate public education (FAPE) consistent with the need to protect their health and safety, as well as the health and safety of the individuals who provide them with their education, specialized instruction, and related services. NYSED will allow school districts as much flexibility as federal and state laws and regulations allow in determining how FAPE is to be provided during the Coronavirus outbreak, and we will continue to seek further guidance regarding additional flexibility during this pandemic.

### NYSED Regulation & Law:

All provisions described are subject to change based on changes to NYSED Regulation, mandates, or changes to State Law.

