

Windham-Ashland-Jewett Central School, Windham, NY

COVID-19 Response Plan - Spring 2020

WAJ is fortunate to have such a small and supportive community during this challenging time. Despite the abrupt and unexpected nature of the pandemic, the district has been able to successfully develop an instructional plan that continues to be individualized to all students. While many districts have implemented a “one-size-fits-all” learning platform—primarily due to district size, WAJ teachers have been able to continue with their “normally occurring” instructional goals and objectives by changing from a classroom format to an online format at home. While this instructional approach has certainly required many additional modifications to the format of the lessons, it also optimizes individual teacher control of the content and allows for individualized daily feedback to the student. Primarily because of our size, we feel this is the format that best fits what our students are accustomed to as it minimizes many of the disruptive variables that could affect learning during such an abrupt transition. To that end, all WAJ students continue to have direct access to their teachers each day during this time of crisis.

WAJ Goals for Instructional Continuity

- Provide all students access to continued instruction in all content areas that is aligned to New York State and Next Generation Standards
- Provide students and their families technical support needed for online learning
- Assure that all seniors are able to meet the requirements needed for graduation in 2020
- Prioritize instructional time for ELA, math, social studies, science, and World Languages
- Provide support for all students enrolled in AP courses so they can meet the requirements needed for revised assessment timelines and procedures (E.g. course content minimized and “at-home” assessments administered—all per College Board directives)
- Provide support for all students enrolled in college-level courses to meet requirements for college credit in the online forum

PHONE

FAX

WEB

- Maximize communication to students and parents regarding assignments, deadlines, and access to teacher support
- Maximize written and oral feedback between teachers and students
- Provide continued support for all students entitled to IEP or 504 support services

Remote Support - Curriculum and Instruction

Instructional Expectations for Teachers

- Email will be the primary tool used to communicate with parents and teachers. While many teachers use other digital means of communication, email is primary unless the teacher makes it clear to students and parents otherwise. While phone calls are not required, they are certainly not discouraged. In fact, many teachers prefer to follow up emails with such support. Also not required—but certainly welcomed and used by some teachers—is the use of videoconferencing.
- Parents will be copied on all assignments sent to students.
- Teachers are expected to provide daily feedback—either to the entire class as a whole—or to individual students regarding responses to their submitted work.
- Teachers are to be available (“office hours”) for the duration of the school day (8:00 – 3:15 PM) to respond to emails from students, parents, and administration.
- Communication is the key to success in the online learning environment. Such communication is also reciprocal. If a teacher has a concern with a student, the teacher should contact the student and/or parent. If a student or parent has a concern or question, the teacher should be contacted.
- The focus should always remain on learning. No work should be assigned as “busy work.” Instead, all assignments should be clear and germane to the learning standards, goals, and objectives.
- All lessons must be aligned to New York State and Next Generation Standards.
- Remote participation in CSE meetings is expected.
- Administration should be informed of all students with whom you have not been able to make contact.
- Teachers will continue to collaborate with Special Education teachers and other service providers as needed.

- Teachers will meet all expectations (including grading) of all dual enrollment students (E.g. CGCC).
- Teachers will meet all expectations of the College Board for AP testing and submissions.
- Teachers will adhere to IEP and 504 Plan modifications and accommodations in coordination and consultation with the SPED teachers.
- Records must be kept of all lesson plans, assignments, and student submissions.

Learning Expectations for Students

- Check email (and other assigned digital resources) daily.
- Complete and submit all assignments provided by the teacher by the deadline indicated unless a student has extended time for assignments per their education plan.
- Communicate with the teacher via email for questions and clarification to assignments if needed.
- Contact additional support resources if needed (technology, Guidance Dept.).
- Communicate with parents about academic work.... (Did you do the work assigned? Let them know.)
- Set short and long-term learning goals (E.g. spend 3-4 hours each morning on school work, master content needed for continued coursework next year).
- Make learning a priority.
- Be kind to yourself. Get away from the computer and TV...Go for a hike. Stay physically, mentally and emotionally well. Check in with a teacher or guidance counselor if you need support.

Expectations for Parental Support

- Notify the school immediately if your child is unable to access remote learning in your home or if your child does not have the resources needed for online learning.
- Check email daily to view the lessons assigned to your child.
- Check in with your child daily to be sure the work is getting done.
- Contact the teacher if you have questions about the work or if you need feedback on whether your child is doing the work.
- Establish and communicate routines for online learning to your child

- Identify a “space” for online learning in your home.
- Monitor all communication from your child’s teachers.
- Monitor your child’s stress or anxiety level. Contact school support (E.g. counselors) if needed.
- Ensure that you and your child are engaging in physical activities, mindfulness techniques and other de-stressors. (E.g. Take a hike. Get away from the computer. Enjoy the outdoors.)
- Communicate immediately with school staff if you have ANY questions or need additional support.

Updated Guidance on Grading

WAJ students have recorded grades up until March 10, 2020, which was the last regular school day before closure due to COVID 19. While the emphasis in our district has remained on student learning following closure and a very comprehensive plan for online learning has been implemented, we recognize that some families may have experienced challenges accessing the online learning provided. We have been guided by Governor Cuomo and by the New York State Education Department in our decisions regarding online learning and feedback. In its April 7, 2020 memo, NYSED exempted all New York State students from the Regents Exam requirements scheduled for June, 2020, saying that “It is most important that during the time of closure, educators be able to continue to focus their efforts toward local school and community needs and not have to be concerned about preparing students for State assessments.” Further, as a result of an Executive Order from the Governor (April 6, 2020), districts are permitted “to provide an exemption to students from the unit of study requirements where a student is unable to meet such requirements due to schools being closed.” And finally, NYSED has placed the decision-making process regarding a plan for continued instruction in the hands of the local district. “Decisions on continuity of learning, including instructional decisions, methods, tools, curriculum, and resources utilized, are a local decision” (NYSED COVID website <http://www.nysed.gov/edtech/continuity-learning>).

Using this guidance, the district continues to explore all options for the calculation of final grades for WAJ students for the 2019-2020 school year. We do not believe that students should be penalized due to a pandemic over which they had no control. Our goal has always been—and still remains—first and foremost—the health and safety of our students and staff. During the process of implementing all precautions issued by the Center for Disease Control, NYSED, and state health agencies, we have been fortunate to also be able to provide our students with a plan for personalized, continued education in an online environment. It is our hope and our expectation that students and parents are taking advantage of the education that is being provided by our dedicated staff. We are navigating very challenging circumstances where so much of what we take for granted—our health—our very life—could easily slip away from us. To be able to hold on to our access to an education is, indeed, something to be valued and not taken for granted.

To that end, all students who understand this and take advantage of the online educational resources that are available to them will be able to earn a pass / fail achievement status in each of their courses for the duration of closure in the 2019-20 school year. We will be able to provide more details regarding final grade calculations as we continue to receive guidance from the Governor and from NYSED regarding additional school closure.

Remote Support - Building Management

Expectations for Building Principal

- Contact teaching staff at least twice weekly regarding lesson plans and feedback delivery
- Contact support staff at least once per week
- Contact custodians and bus drivers at least once every two weeks
- Respond to parent and student emails
- Read, respond, and implement guidance from NYSED
- Communicate with other administrators
- Problem-solve scheduled school events that need to be modified due to closure
- Communicate with WAJ PTA regarding plans going forward
- Update staff as new information becomes available
- Review and edit WAJ News Broadcast
- Check in with fragile students
- Review and edit WAJ yearbook
- Review Regents Assessment List (accurate information for exemptions)
- Check in with Guidance Department as needed
- Assist teachers with technology problems; Involve AJ Savasta and/or Samantha Candreva as needed
- Join video meetings when appropriate
- Communicate with SRO Schrader for updates on community issues that affect the school
- Make phone calls to staff to check in and troubleshoot as needed

Remote Support Services / Special Education

Our special education teachers are consulting with classroom teachers and students to ensure accommodations and modifications on Individualized Education Plans are followed to the best of our ability during the COVID 19 pandemic. Resource room support is offered via individual telephone conferences, email, and Zoom video conferencing group sessions. Our special education teachers are also assisting families by creating customized schedules for some students to ensure a routine that is manageable based on their specific needs. Additionally, related service providers are following the guidelines provided by NYSED and the Office of Professions providing teleservices for students. Our district is proceeding with annual review meetings using phone and videoconferencing and parents are made aware that we will meet again to discuss the potential need for compensatory services to address regression for students with disabilities due to the inability to provide traditional face-to-face instruction and related services.

Remote Support Services / Guidance Department

Expectations for Guidance Counselors

- Make contact with families in need regarding coordination of meal delivery, food pick up, and arranging deliveries of other basic needs including clothes, hygiene items, etc.
- Support teachers with instructional plans, technology, and help them address questions and concerns from parents and students
- Continually check in with students and parents, maintaining a record in which counselors and school psychologist are contacting families (at least 15-20 per week)
- Ensure students without technology are connected with the Director of Technology and laptops are provided
- Facilitate individualized phone conferences for students who receive counseling services
- Offer family and parent phone conferences to assist with challenges around creating a routine to complete academics

- Refer students and families to appropriate contact person when concerns are raised, including in-house faculty and outside agencies (E.g. Greene County Mental Health and Social Services)
- Coordinate and disseminate updated information and changes for AP and CGCC courses
- Provide emotional support and advice for families in need
- Coordinate with out-of-district placements to ensure instructional plans for students
- Communicate information to all students, faculty, and staff regarding mental health resources, instructional support, parenting strategies, coping mechanisms for stress, etc.

Expectations for School Psychologist

- Review IEP and 504 Plans
- Conduct re-evaluation reports
- Attend annual review meetings
- Provide phone counseling
- Coordinate and ensure support for ELL and Alternatively Assessed students
- Share suggested strategies with families regarding how to discuss COVID 19 pandemic with children as well as strategies to cope with stress and anxiety

Remote Support Services - Technology

Expectations for Technology Support (Access, Connectivity, Tech Resources, Tech Support)

- Supply students with appropriate devices (ipads, chromebooks, or laptops)
- Deliver to students resources if needed
- Provide ongoing tech support to parents, students, and teachers for devices, apps, and log in issues, etc.
- Assist students and local Internet providers with connectivity issues

Expectations for Instructional Technology Support (Online Learning)

Listed below are some of the platforms being used and serviced by the district during the COVID 19 closure period. Most of these platforms have been used by the students throughout the year, so they are very familiar with them.

- IXL (math and ELA)
- HMH PK – 8 ELA)
- Castle Learning
- Schoology
- Quizlet
- Google Docs
- Duolingo
- Envisions (K-6 Math)
- XtraMath
- ReadWorks
- Keyboarding Without Tears
- Albertio
- College Board AP
- EdPuzzle
- Math Flashcard App
- Squiggle Park
- Handwriting Without Tears
- Scholastic LFO
- Raz Kids
- Desmos
- Mathbitsnotebook
- Freckle

Who to Contact

Curriculum & Instruction	Tammy Hebert, Assistant Superintendent Curriculum & Instruction (thebert@wajcs.org) Lara McAneny, Director of Student Services (lmcaneny@wajcs.org)
Building Management	David Donner, PK – 12 Principal (ddonner@wajcs.org)
Support Services – Special Education	Lara McAneny, Director of Student Services (lmcaneny@wajcs.org)
Support Services - Guidance	Lara McAneny, Director of Student Services (lmcaneny@wajcs.org)
	Michael Pellettier, 7-12 Counselor (mpellettier@wajcs.org)
	Nicole Baldner, PK – 6 Counselor (nbaldner@wajcs.org)
	Megan Wilkey, School Psychologist (mwilkey@wajcs.org)
Technology Support	AJ Savasta, Director of Technology (asavasta@wajcs.org)
Instructional Technology Support	Samantha Candreva, Instructional Technology (scandreva@wajcs.org)
School Nurse	Gabrielle Gonzalez, School Nurse (ggonzalez@wajcs.org)