

Wayland-Cohocton Central School District



Excellence Starts Here

WCCS 100% Remote **Continuity of Learning** **Parent Guide**

(For Full Closure)

2020-2021

MISSION: To ensure high levels of learning for all students.

VISION: To continuously develop our capacity to function as a collaborative culture.

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The following guidance is designed to help the WCCS school community to provide continuous learning, **if there is a need to go completely remote for all students**, through the Covid-19 pandemic. This includes focused learning around NYSED essential standards, while maintaining instructional delivery that furthers student academic success. Learning will look different through this challenging time; however, Wayland-Cohocton Central Schools (WCCS) will continue to provide educational access, resources, and sound learning opportunities for all students by implementing our Continuity of Learning Plan.

Goals

1. Engage students in meaningful content area work resulting in academic growth during the time of remote instruction.
2. Support students and families with clear, concise and consistent communications.

General Information

- To allow families and teachers time to successfully prepare, plan and implement long-term closure learning schedules, the first two days of closure will be asynchronous learning,
- All staff will continue to follow the Essential of the Essential Standards identified for the 2020-21 school year.
- Staff comes to school unless otherwise directed by the superintendent.
- All staff will be expected to maintain a grade book.
- Students will receive grades in all courses from various formative and summative assessments.
- Student work will continue to be graded, in keeping with the WCCS Grading Philosophy and associated grading practices.

Grades K-5

For students in grades K-5:

- Online learning will follow the same schedule that they have right now in the hybrid model (what cohort they have been assigned to), except this learning will take place online at home.
- Online learning will be synchronous (live on Google Meet) and asynchronous (on demand work to be submitted).
- Class meetings will occur daily, attendance will be kept daily, small groups and direct instruction will occur for various subjects.
- Students and families will have a schedule provided by the teacher.
- Students will attend specials remotely according to their special schedule.

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- Students in grades K-3 will be directed by teachers using ClassDoJo. Grade 4 and 5 students will be directed by teachers using Google Classroom.
- Time online will vary based on the developmental age and the lesson.
- Daily tasks, assignments and requirements will be posted at the beginning of each day, no later than 9am
- The building will consider sending home print materials, project materials or preparing packets for pick up as required.

*** Please reach out to your child's building principal if your family needs flexibility or assistance with navigating the 100% remote schedule listed above.

Grades 6-12

For students in grades 6-12:

- Online learning will follow the same schedule as in the hybrid model (Cohort), except this learning will take place online at home.
- Students will follow their current school schedule and participate in synchronous (live on Google Meet) and asynchronous (on demand work to be submitted) throughout the week.
- Attendance will be kept daily.
- Students will be using Google Classroom for assignments.
- Daily tasks, assignments and requirements will be posted at the beginning of each day, no later than 9am
- Supplemental materials may be provided and prepared for pick up from families.

Learning Expectations

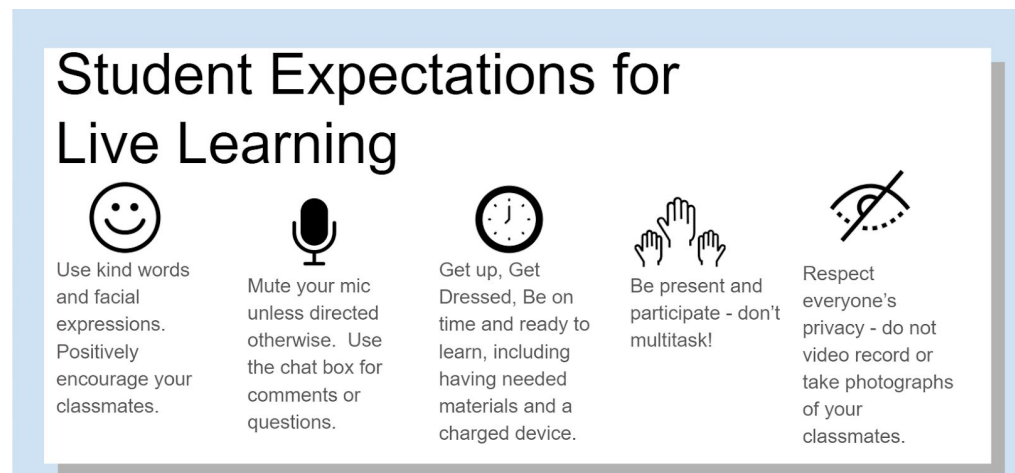
Online learning will be synchronous and asynchronous instruction:

| Synchronous Learning (Live) | Asynchronous Learning (on demand) |
|--|---|
| Learners participate in online learning at the same time, but different locations. This type of learning allows students to interact with teachers and other students. | Learners participate in online learning activities at different times. The learner can complete activities at their own pace, within a given time frame. |

- **Expectations for Synchronous and Asynchronous Learning**
 - Synchronous Learning Classes - Live instruction
 - Students attend class on-time - per their weekly/class schedule.
 - Students will follow the District Code of Conduct.

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- Students are ready to learn.
- As much as possible have a designated workspace for the student.
- Students will be invited and encouraged to show their face on their screen to engage with a teacher and classmates virtually.
- Students will participate in the class.
- Norms and expectations for 100% virtual class sessions:



- Asynchronous Learning Classes - On demand instruction
 - Complete asynchronous activities assigned each day.
 - Students show proof of participation in daily remote learning by satisfactorily completing assigned assignments to demonstrate evidence of learning with teacher feedback (i.e., video, picture, or activities submitted as lessons and/or completing assignments).
 - Students and parents will communicate with the teachers when needing additional assistance.

Partnership - Communication/Engagement

- Families are encouraged to reach out to their child's teacher(s) to continue to work collaboratively to support all learners. All staff is here to assist students, monitor progress, and offer assistance as needed.
- Methods of outreach may include:
 - Telephone calls
 - Emails
 - GoGuardian
 - ClassDoJo/Google Classroom - lessons, work submissions, feedback, etc..
 - Office Hours & Support Sessions (Wednesdays)

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Wednesdays

- Wednesdays will continue to be reserved for:
 - Student asynchronous learning: learners participate in online learning activities at different times. The learner can complete activities at their own pace (“on demand”).
 - Teacher Office Hours to answer student questions and/or to provide support:

| Wednesday Office Hours | | | |
|-------------------------------|---|---|--|
| | Elementary | Middle School | High School |
| 8:00-9:00 | Student Support Team | 5th Grade Math (Gr.6-8) All Encores | Art/Business/Music |
| 9:00-10:00 | Grade Prek - 2, Special Programs (8:1:1, 12:1:1 & SOAR Academy) & Academic Intervention Service Providers (AIS) | ELA (Gr.6-8) Foreign Language | English/World Languages/Culinary |
| 10:00-11:00 | Grade 3 and 4 Teachers and Academic Intervention Service Providers (AIS) | Social Studies | Social Studies/Health/PE |
| 11:00-12:00 | Art, Music, PE & Related Services | Science (Gr.6-8) Lifeskills Special Education | Science/Technology/Special Education/Academy |
| 1:00-2:00 | | | Math |

Special Education/ 504 Accommodation Plans/ English Language Learners and Academic Intervention Services

- The District will provide the special education programs, related services, supplementary aides, modifications and/or accommodations identified in student Individualized Education Programs (IEPs) and 504 Accommodation Plans.
- When remote, teachers/providers are expected to continue to collaborate with their colleagues (i.e., general and special education teachers, paraprofessionals, and related service providers) to plan and provide the necessary specially designed instruction as per student IEPs and accommodations as per 504 Accommodations Plans. Small group, synchronous learning experiences are preferred for supplemental services, including

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Resource Room and Academic Intervention Service (AIS). In some cases, there may be student privacy issues which require us to modify the delivery of services in the remote environment. Telepractice will be the primary method for related service staff to provide services to children learning at home. This will be supplemented with activities families can do at home to practice skills.

- Data toward goal attainment will be collected and IEP progress reports will be completed and sent to parents/guardians.
- CSE/CPSE and 504 meetings will be held virtually using Google Meet/Zoom and/or phone conference, based on parent/guardian need and/or preference. All meeting materials will be sent to parents/guardians in advance of the meeting to ensure parent/guardian participation and FAPE.
- Students referred to the Committee on Preschool Special Education (CPSE), Committee on Special Education (CSE), or 504 Accommodation Team and those due for a Re-evaluation will receive a comprehensive evaluation, specific to the individual student, within the time frame set forth by the New York State Education Department or the agreed upon time frame established by the committee and parent/guardian.
- Students that are recommended for and attend an out of district placement will continue to be transported to and from their program if their program continues to provide in-person instruction. The district will comply with NYSED and NYSDOH guidance.
- Student contact with his/her ELL teacher will be based on their proficiency level (i.e., entering, emerging, transitioning, expanding, or commanding).