

**COVID-19 - School District Continuity of Education Plan - Continuity of Education**Continuity of Instruction Plan

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**LEA Information**

Institution Name: WATERLOO CSD

BEDS Code: 561006060000

Institution Id: 800000038087

County: SENECA

CEO Name: TERRI BAVIS

CEO Title: SUPERINTENDENT

Address

109 WASHINGTON ST  
WATERLOO NY, 13165**Learning Materials and Content**

1. **What learning materials and content will your district utilize in your continuity of learning plan? Please select all that apply.**

- Paper textbooks, and other content (books, magazines, etc.)
- Digital copies of textbooks
- Digital content and activities provided by the district, either free or subscription-based
- Online learning courses or course content modules
- Other

**Communication Tools**

2. **What communication tools will your district utilize in your continuity of learning plan? Please select all that apply.**

- Telephone and/or video calling
- Email
- Video Conferencing
- Social Media
- Website
- Learning Management System (LMS)
- Other

3. **Provide additional information about how parents and families will be notified of the district's plan for providing continuity of learning opportunities for students.**

Parents, families and students were notified and continue to be updated about the continuity of learning plans beginning on March 14, 2020 via the Blackboard Connect system through email and telephone contact. It was also posted on our school web page.

Parents were then notified again about learning plans on March 16, 2020 and asked to come to school to pick up their children's instructional materials from 3:00-7:00 p.m. that evening. This messaging was completed through the Blackboard Connect system via telephone and email contact. It was also posted on our school web page.

On April 16, 2020 families received communication regarding device pick-up for grades K-6, grading procedures, and delivering paper-based work for students who needed it. This messaging was communicated through Blackboard Connect, email, telephone, and social media outlets. This information was posted on the Waterloo CSD website and translated for families who require the information in their home language.

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3a. Please describe how you are communicating with parent(s)/guardian(s) of students during the COVID-19 crisis to ensure they know the expectations of their children.

On April 16, 2020, parents, families and students were given grading procedures, report card expectations, a Remote Learning PBIS matrix, and a rubric describing how students would receive course credit through email, Blackboard Connect messages, and a posting on the Waterloo School District Website. Phone calls were made using the Blackboard Connect system notifying families to expect the communication through email and on the website. Families were asked to call their student's principal if they had any questions regarding the expectations. Middle School and High School families will receive a hard copy of the notification with the mailing of third quarter report cards. Teachers of individual classes have shared the expectations with their students with class materials. All communication was translated into students' home languages as necessary. This District's updates from BOCES regarding the current status of grades for graduation determination and Regents participation for 9-12 grade students in a special education placement and all CTE students.

All students attending BOCES programs have been provided instructional materials through various delivery methods. Teachers have documented all instruction and family/student contacts. Special Education students have been provided tele-conferencing for related services. Annual review meetings continue to be held to stay in compliance and re-evaluations are also on track.

Teacher/Student Interface

4. How is your district planning for teachers and students to interact during the school closure as a result of COVID-19? Please select all that apply.

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
Asynchronous communication, feedback, and support via e-mail or LMS
Other

4b. How is your district tracking student interactions/engagement?

Teachers are required to make a minimum of once per week contact with students regarding Tier 1 instruction. This can occur through synchronous instruction, 1:1 or small group instructional sessions, phone calls, and/or email. Tier2 and Tier 3 instructional contact is tracked using instructional logs for services and interventions. Tier 2 and 3 instruction can be provided in a synchronous or asynchronous fashion. Teachers are tracking interactions and report to school counselors and building level administration if students have been unresponsive. Weekly sheets tracking student contact for all levels of instruction are sent to building principals and school counselors. Building level administration and school counselors then find alternate means of contacting any students who have been unresponsive.

All students attending BOCES programs have been provided instructional materials through various delivery methods. Teachers have documented all instruction and family/student contacts. Special Education students have been provided tele-conferencing for related services. Annual review meetings continue to be held to stay in compliance and re-evaluations are also on track.

Instruction

5. What methods of instruction does your district plan to implement in your continuity of learning plan? Please select all that apply.

- Hard copy (paper) instructional materials provided to students
Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
Online learning course, accessed through an LMS, self-directed and self-paced
Online learning course, accessed through an LMS, taught by a teacher
Other

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5b. For the methods that require internet and/or device access, how is the district ensuring that those with limited or no accessibility to the internet and/or a device remain engaged?

All students in grades K-12 have 1:1 devices that are provided by the Waterloo Central School District, grades 7-12 have had devices for online instruction starting March 16, 2020. All students in grades K-6 recieved District provided 1:1 devices during the last two weeks of April 2020. Students with limited access/no access to WiFi have been provided with Kajeet Hot Spots. In addition the District has set up "hot spots" in the bus loops of each school buidling. This allows students and families to park in the bus loop and have access to the District's internet service. The District conducted a survey of all families asking about internet access. Families that were unable to use a Kajeet Hot Spotsfor access due to being in a rural location, work at one of the District "hot spots", or preferred paper-based assignments were provided with paper-based instruction. Teachers of these students use phone calls, mailings through the USPS, and texting platforms to stay in contact with and support these students.

Technology Access

6. Student Devices

- We provide all students with a computing device
 All students use personal devices
 We provide computing devices to some students
 Our continuity of learning plan does not include the use of technology

7. Teacher Devices

- We provide all teachers with a computing device
 All teachers use personal devices
 We provide computing devices to some teachers
 Our continuity of learning plan does not include the use of technology

8. Student Home Access

- All students have high-speed internet access at home
 Not all students have high-speed internet access at home

8a. Please provide further information, including what the district has done to assist students with obtaining home internet access, if applicable.

Students with limited access/no access to WiFi have been provided with Kajeet Hot Spots. In addition the District has set up "hot spots" in the bus loops of each school buidling. This allows students and families to park in the bus loop and have access to the District's internet service. Families of students that attend BOCES placements/programs were identified that did not have computers or connectivity. Principals delivered computers and hotspots as available. Families with connectivity issues were informed on how to access within their home communities via individual phone calls. Phones with data packages have been ordered and will be delivered when they become available.

9. Teacher Home Access

- All teachers have high-speed internet access at home
 Not all teachers have high-speed internet access at home

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## Continuity of Instruction Plan

**10. In addition to the information above, use the text box below to describe how your district's plan addresses continuity of learning that meets the unique needs of all students. (Please specify students with an IEP, ELLs, Homeless, and Alternative Placed students)**

Learning is multidimensional for all students. The Academic Plan prepared for our students recognize that learning is interrelated. Effort in lessons provided recognize diversity in learning and culture. Lessons engage in virtual and self-directed learning with printed materials, communication tools, online resources, personalized learning modules, and digitalized SED resources. The intent of all lessons is to provide enrichment in standard core areas of learning. Maintenance of skills, enrichment, and promotion and extension of curriculum already learned are part of the lessons developed. On-line resources have been shared with families to provide supplemental learning experiences. Related service providers have provided supplemental materials and resources to support families.

Where course work is being delivered by the Finger Lakes Community College, or with accreditation from outside agencies, online platforms and equipment are continuing with instruction.

For specialty courses including lab or shop related work, teachers have provided online resources and materials.

Students who participate in out of district placements have been given assignments to meet their needs.

Teachers are keeping logs and communicating with families each week to ensure individual accommodations and student needs are being met.

Specific to standard driven lessons with age groups:

**Grades K-6 Students**

Lesson provided are inclusive of the following standards and skill development:

- Building fluency in reading
- The application of reading strategies to interact with texts.
- The ability to self-monitor their own reading and self-correct.
- A balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building.
- Identifying a main topic or central idea in a text and supporting written answers with select text details.
- Genre literature identifying character, craft and structure in identifying differences between literary and informational texts
- Point of view and purpose of text
- Reasons with shapes and their attributes
- Iterating length units and place value
- Mathematical thinking and vocabulary integrated and aligned to visual models, written symbols and mathematical methods.
- Interpreting data
- Understanding relationships in ecosystems
- Gathering information to define a problem that can be solved through the development of a new or improved object or tool
- Understanding historical developments by identifying continuities and changes over time
- Recognizing cause and effect relationships to changes in communities
- Understanding the interdependence of people

**Grades 7-8 Students**

- A balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building.
- Identifying a main topic or central idea in a text and supporting written answers with select text details.
- Genre literature identifying character, craft and structure in identifying differences between literary and informational texts
- Point of view and purpose of text
- Mathematical thinking and vocabulary integrated and aligned to visual models, written symbols and mathematical methods.
- Interpreting data
- Understanding relationships in ecosystems
- Gathering information to define a problem that can be solved through the development of a new or improved object or tool
- Understanding historical developments by identifying continuities and changes over time
- Recognizing cause and effect relationships to changes in communities
- Understanding the interdependence of people
- Developing logic through mathematical equations.
- Procedural fluency

**Grades 9-12 Students**

All high school material is aligned to the core subject standards. Conceptual, interdisciplinary lessons were designed to:

- To support student access to the knowledge and understanding

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- Procedural fluency
- Explore informative text
- Supply facts to develop points
- Provide evidence in written text
- Create responses to text, author or theme
- Create supportive written text
- Mathematical analysis
- Scientific inquiry
- Pose questions, seek answers and develop solutions.

**The Arts K-12**

We recognize that the study of the arts develops a variety of skills, thought processes, and socio-emotional understandings. Lessons were included as aligned to the current unit of study of the students. Lessons were created to continue the:

- Support the expanding the creators' and performers' expressive intent
- Application of personal and expressive preferences to thematic unit

**Technology and Digital Literacy**

Lessons were developed to support the six concepts of: Computational Thinking and Programming, Data and Artificial Intelligence, Networks and Systems Design, and the Impacts of Computing, and Digital Literacy in:

- Accessing, generating, processing, and transferring information using appropriate technologies
- Applying the knowledge and thinking skills of technology to address real-life problems and make informed decisions.

**Students w/Disabilities and 504 Plans**

All special education, 504 case managers and related services providers have made contact with the parents and guardians to discuss how we will continue to provide FAPE by working to ensure access and provisions of their services during the school closure. We are documenting all of our communications and steps for each individual child. We are working with our out-of-district placements to ensure they are providing the same level of support.

Special education teachers and related service providers will be using the same technologies and instructional methods as outlined above to ensure students are working to meet their academic needs. They will do their best to progress monitor growth on their IEP goals.

Upon reopening the district will review how the closure impacted the child's growth and learning and make adjustments as required. On an individual basis, a determination will be made whether and to what extent compensatory services might be needed and provide make-ups of any related services that could not be provided during the closure.

We are continuing to hold all scheduled IEP and 504 meetings via audio, video and telephone conferencing if parents consent to that methodology for their meeting to remain in compliance with timelines.

Per the United States Department of Education, Office of Civil Rights memo dated March 16, 2020 - If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school re-opens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, as long as a student's parent or legal guardian consents. We are working with parents and guardians to navigate this process as seamlessly as possible given the uncertainties of the current situation.

**Students Experiencing Homelessness or Housing Instability**

The district's homeless education liaison will be working to ensure the following for our students that are currently identified as experiencing homelessness:

Provide information and details regarding services that the district will provide to ensure they are connected to school instruction and other school and/or community-based supports, as needed and appropriate.

We have ensured that each of our families identified as experiencing homelessness have access to the internet. Those families that are not in a location where wifi is accessible they have been provided with a Kajeet device. We have a plan to continue to check-in and monitor their continued access. We are also working to create zones of access outside each of our schools so families can drive to the school if they don't have accessibility in their current housing situation.

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We have ensured each family has information regarding how they can access breakfast and lunch daily from the school as well the means to get those meals. We are traveling outside the boundaries of our district to ensure our homeless students living in communities outside Waterloo are receiving daily lunch and breakfast.

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Our MTSS and Student Support teams are planning to regularly communicate with these families to check in on their safety and well-being. The teams will develop action plans as needed to meet the needs of each child during the school closure.

English as a New Language Learners

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Our ENL teachers have made personal contact in their home language to ensure families understand the current situation related to the school closure. Translators are available any time they are needed. Materials are being translated and/or provided in the family's first language when needed.

Each ENL teacher will continue to contact their students to ensure access to their instruction as well as continue with their literacy skill development as per their ENL Identification levels.

MTSS and AT-Risk Learners Supports

Tier 3 teams from both buildings will continue to meet digitally during the extended closure. The focus of the meetings will be the analysis of data sources to identify students at risk for academic and/or mental health struggles during the closure. Data sources will include, but are not limited to:

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Schoology reports

- 

Teacher reports

- 

Parent emails

- 

Student emails

- 

Teacher emails

- 

Teacher contact log

- 

Living status reports (homelessness)

- 

Technology concerns

As a result of the data analysis, the Tier 3 committees will develop student-specific action plans, which will include communication with the student and/or guardians. The objective of the Tier 3 committee meetings is to prioritize students that have the highest level of academic and mental health needs to help ensure continued growth and academic success.

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**11. What tools/strategies are you using to address the social-emotional needs of students, families, and staff during this crisis?**

The district PBIS team developed a Remote Learning Rubric that was share with all families in grades K-12 on April 16, 2020 as a Tier 1 Level of support for families. Resources for community-based support for families and students are available on the District website. School counselors, social workers, psychologists, and community-based counselors who work within the school setting are contiuing to provide tele-counseling services to students with Tier 2 and 3 social-emotional needs. Students with needs that are newly identified by any school staff member can start services through the district or be directed to services available within the community.

The information below was shared with all staff

All WCSD staff and their immediate families have access to EAP. EAP is providing tele-counseling at this time. Information for EAP is:

The EAP website is: <http://www.fcsfl.org/> .

Please refer students, families, colleagues, or friends to the resources below if they are needed.

**IF YOU SHOULD NEED IMMEDIATE ASSISTANCE FOR EMOTIONAL HEALTH PLEASE:**

-call or visit Comprehensive Psychiatric Emergency Program (CPEP) at Clifton Springs

Hospital 315-462-1080

-call Finger Lakes Lifeline 2-1-1

-call 9-1-1

-contact the National Crisis Text Line by *texting* the word: HOME to 741-741

members as resources to support their own Social/Emotional health and that of their families during the school closure:

**12. Does your district have any additional materials that detail continuity of learning efforts currently being deployed by your district?**

- Yes, and I will upload the materials.
- Yes, and I will provide the link(s) to the materials.
- Not at this time.

**12b. Please provide the URL(s) for any additional materials that detail continuity of learning efforts currently being deployed by your district.**

<https://www.waterloocsd.org/>