

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

LEA Information

Institution Name: WATERVLIET CITY SD

BEDS Code: 011200010000

Institution Id: 800000055260

County: ALBANY

CEO Name: LORI CAPLAN

CEO Title: SUPERINTENDENT

Address

1245 HILLSIDE DR

WATERVLIET NY, 12189

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.**

Information can be found on the district website <https://www.watervlietcityschools.org/covid-19-coronavirus-information-and-resources/> regarding the expectations of students during the COVID-19 crisis and related school closure.

This information has been communicated directly to parents and guardians using the district's mass notification system, which allows the district to send e-mails, voicemails and text messages directly to parent(s)/guardians. Additional methods of communication to parents/guardians include; district social media, phone calls, letters mailed home, emails, text messaging via 1 Call Now System, and home visits when necessary/possible.

In addition, all teachers provide clear expectations and maintain a clear calendar outlining when assignments are due and what assignments are optional. All teachers and related-service providers communicate with students often using Google email, Google Classroom notifications, phone calls, as well as letters mailed home to see how they are doing socially and emotionally, as well as how they are doing with content and learning-specific standards based on each students' individual needs. These interactions are an opportunity for teachers to reiterate expectations.

Any time the school closure has been extended or a change has been made to the learning opportunities for students, this information has been communicated in the ways outlined above.

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

Continuity of Instruction Plan

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.

The Watervliet City School District is communication expectation for students w/ parents by sharing information that can be found on the district website <https://www.watervlietcityschools.org/covid-19-coronavirus-information-and-resources/> regarding the expectations of students during the COVID-19 crisis and related school closure.

This information has been communicated directly to parents and guardians using the district's mass notification system, which allows the district to send e-mails, voicemails and text messages directly to parent(s)/guardians. Additional methods of communication to parents/guardians include; district social media, phone calls, letters mailed home, emails, text messaging via 1 Call Now System, and home visits when necessary/possible.

In addition, all teachers provide clear expectations and maintain a clear calendar outlining when assignments are due and what assignments are optional. All teachers and related-service providers communicate with students often using Google email, Google Classroom notifications, phone calls, as well as letters mailed home to see how they are doing socially and emotionally, as well as how they are doing with content and learning-specific standards based on each students' individual needs. These interactions are an opportunity for teachers to reiterate expectations.

Any time the school closure has been extended or a change has been made to the learning opportunities for students, this information has been communicated in the ways outlined above.

Non-English speaking families are provided communications in their preferred language through a recent update on our school website with language translation drop down box in the upper left-hand corner of our home page. This translates all pertinent information on all webpages to preferred languages. In addition the Watervliet City School District utilizes Lexiquest; translating and interpreting service for phone, video, and print communication between ELL families and staff. This is an on-demand service as well as a scheduled service that can be used at any time.

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

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 and related-service providers are using different technical and non-technical tools to communicate with students. In the Watervliet City School District we are using the following tools to communicate: district social media, phone calls, letters mailed home, emails, text messaging via 1 Call Now System, and home visits when necessary/possible. Teachers and service providers continue to maintain their notes and plans so that they are able to document services for students and monitor progress. Teachers are also maintaining contact logs to document when they have reached out to their students and families.

The Watervliet City School District is reaching out to non-participating students in a multitude of ways; while delivering meals, administrators ride the bus and make routine home visits to children who are having difficulty staying engaged.

Paper packets are distributed to any students who do not or cannot engage via technology.

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

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

- 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?**

Instructional resources provided to students include a variety of online and paper-based materials to account for students with varying levels of access to technology. Additional ways the Watervliet City School District is ensuring students with limited or no access to the internet and/or a device remain engaged include distribution of learning packets, phone calls from teachers/administrators, letters mailed home, home visits when necessary.

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

6a. Please explain.

Due to the high needs population that the Watervliet City School District works with many families do not have technology or Wifi access. We have a limited number of Chrome books (we do not have 1 to 1 technology). All regular and special education students in grades 3-12 have been extended the opportunity to borrow a Chrome book to use at home.

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

7a. Please explain

Any educator that does not have personal technology was offered the opportunity to borrow one of the district's.

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.

The Watervliet City School District has offered our parking lots to any students who may want to use them as "hot spots."
We also shared via social media that Spectrum has offered free Wifi to certain populations.
We are collaborating w/ the city of Watervliet to establish multiple hot spots (ie) public library and community center.

9. Teacher Home Access

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

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

All students are receiving instruction based on continuity of learning. The Capital Region BOCES districts are working together to curate resources for all populations of students including English Language Learners and Students with Specialized Learning Needs (Special Education). Resources such as google classroom, Zoom meetings, learning packets delivered to students, educational programming on WMHT, distance learning instruction, university resources and other district and teacher developed resources have been aligned to the New NYS Standards and lessons are being developed by teachers to meet unique student needs.

The Guidelines for Continuity of Learning that the Capital Region BOCES districts including The Watervliet City School District are as follows:

- All teachers and related service providers will communicate with students often, checking in with students to see how they are doing both socially and emotionally and with content and learning specific standards based on individual student need.
- Use of Google Classroom, Google Meets, and Zoom meetings are used as the central tool to communicate with students.
- The District has been explicit about expectations, and teachers are maintaining/articulating a clear calendar for what assignments are due; when and what assignments are optional. There are regional guidelines for student schedule. We are confident that we are not giving students "too much" or "too little" work.
- Teachers are documenting these interactions in contact logs. Administrators are overseeing feedback from teacher to student and student to teacher and teachers are documenting their interactions with learners.
- All staff are encouraged to be empathetic and flexible. Families are impacted in a variety of ways by the current circumstances.
- Teachers are incorporating a combination of asynchronous and synchronous learning at the secondary level, where appropriate.

The design of all online instruction and all packets for students as well as assessments will align with the skill level of age groups and abilities, including students with disabilities and English Language Learners, to the greatest extent possible. For example, those serving the elementary and middle-school levels might have to consider creating instructional materials for both students and parents, while high school students are likely more capable of independent learning. In unique circumstances at the secondary level, particularly for students needing extra support such as English Language Learners and students with disabilities, more support is provided to students and parents based on individual needs.

Capital Region BOCES' Special Education teachers and service providers use Google Classroom or the Maywood website to host meetings and share resources. In some cases, printed materials are provided along with follow-up phone calls or office hours. All individual student outreach is documented by teachers and related service providers. Staff delivered Chromebooks, ipads and hotspots to all students who did not have technology currently enrolled in a Capital Region BOCES special education plan. Tech support for BOCES-owned equipment is available by calling 518-862-5490 weekdays from 8 a.m. to 4 p.m.

Teachers use Essential Ed, a crosswalk between the priority standards and the NYSAA Essential Elements and DLM Mini-Maps, and resources vetted by our instructional coaches. The NYSED Digital Content Resources and the Center on Technology and Disability websites are also in use.

PLCs reviewed NYSED, Department of Health and Office of Professions guidance on teletherapy carefully considering what is reasonable and appropriate for each student, gauged parent interest in remote therapy, discussed delivery options (video clips, phone calls, Google Meet, Webex), parameters, and talking points. When remote therapy is not an option for all students, alternative plans are in place to assure access to activities and ongoing conversations surrounding motor and speech/language goals.

Instructional staff monitor and document progress towards IEP goals through completed assignments/activities and the use of remote therapy and parent feedback. In some cases, the focus of the goal may shift to address the need to build functional skills in the home. Documentation is kept for any shifts. Submitted assignments provide the opportunity for feedback, discussion, and learning.

All staff have access to online training through Capital Region BOCES. Instructional staff are trained in Google Classroom and Webex. Teaching Assistants have access to online training through University at Albany and Life Skills/NYSAA teachers participate in virtual professional communities with teachers in the region.

Regular updates are sent to students and families via Blackboard by email, phone call and text. Important COVID-19 information and updates are accessible anytime on the BOCES website.

Capital Region BOCES Career & Technical School

Career and Technical Education teachers are taking traditional hands-on instruction and turning it virtual through the use of online platforms like WebEx, Google Classroom, Google Hangouts and others. They are teaching digital lessons and sharing resources and in turn students are sharing videos and pictures of their finished assignments. Online learning has afforded students the opportunity to earn industry certifications from home. All students enrolled in a BOCES Career and Technical Education Program who did not have access to technology or the internet were given devices and mobile hot spots. In some cases, teachers are calling individual students and/or providing them with materials via postal mail. Individual student outreach is being documented on a daily basis. Tech support for BOCES-owned equipment is available by calling 518-862-5490 weekdays from 8 a.m. to 4 p.m.

CTE and integrated teachers are assessing what major content and essential skills need to be taught in our new remote environment. They connect

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

regularly via Webex to share practices, collaborate and co-plan with special education teachers. CTE teachers and staff use resources and attend training provided by the CTE Technical Assistance Center of NY and Capital Region BOCES. SED guidance was shared with appropriate staff on Work-Based Learning, Appearance Enhancement (Cosmetology), and clinical hours for Health Careers programs.

Traditional numerical grades have been replaced with Evidence of Learning and Not Yet Learned, just like in our component school districts. Students received a “grade” of Pass or Incomplete for the 3rd quarter. Students may redo and resubmit work to move from an Incomplete to Pass. If we return to in-person classes, traditional grading practices will resume.

Students are eligible to earn a technical endorsement with a teacher recommendation (based on technical skills and employability profiles); with a score of 80% or higher calculated from the first two quarters of work in their senior year and a “Pass” in quarters 3 and 4; and by meeting Regents requirements.

Regular updates are sent to students and families via Blackboard via email, phone call and text. Important COVID-19 information and updates are accessible anytime on the BOCES website.

Some tools/strategies for supporting our ELL students in their development of English language proficiency are the ELL teachers scaffold student work virtually through Google Classroom. They scaffold with modified activities and english-rich resources. ELL teachers collaborate with planning and executing online lessons for all children including ELLs at all levels. As needed, directions are translated to students in their preferred language.

The Watervliet City School District’s homeless liaison communicates regularly with homeless children/families through various means of contact including phone, email, home/shelter visit. Technology was either picked up or delivered to all homeless children as well as daily/weekend meals. The homeless liaison also provides essential personal care items, as needed.

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

In addition to using various instructional resources, general education teachers are working closely with their colleagues in the Special Education and English as a New Language departments, as well as with guidance and social work staff members. To the greatest extent possible, teachers are working together to ensure that academic and social-emotional needs of students are being met. This includes new needs that have arisen during the current school closure period. As needed, teachers and caseworkers are reaching out to families to provide services and community resources during the course of each week while school is closed. Other ways the Watervliet City School District is supporting the social-emotional needs of students and families are daily support virtual office hours w/ school counselors, social workers as well as school psychologist. A 24-7 email hotline has been set up for children to email support staff: supportstaff2020@vlietschools.org We are also using tele-medicine and tele-therapy in conjunction with the Whiney Young School based health center.

Similarly, district administrators are regularly checking in with staff members using phone calls and email to ensure they have the social-emotional supports they need, in addition to professional resources. Staff members are being provided with Employee Assistance Program information, which includes a variety of important resources and services at no cost. Other ways the Watervliet City School District is supporting the social-emotional needs of staff are biweekly faculty meetings including the superintendent and administrative team, regularly scheduled checkins w/ building leaders and central administration, weekly updates/emails from the superintendent, as well as regular communication with all union leaders.

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.

12a. Please upload any additional materials that detail continuity of learning efforts currently being deployed by your district.

Watervliets Version - Curriculum Instruction Grading During Suspension of OnSite Classes.docx

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

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

<https://www.watervlietcityschools.org/covid-19-coronavirus-information-and-resources/#LearningPlan>

<https://essential.ed.capitalregionboces.org/>

All students are receiving instruction based on continuity of learning. With a focus on providing equity throughout the region for all students, including students with disabilities and English Language Learners, teachers in the Capital Region BOCES districts are working together to curate instructional resources. These resources include a variety of online and paper-based materials to account for students with varying levels of access to technology.

Resources include Google Classroom, WebEx and other virtual meeting tools, paper packets of information, educational programming on WMHT, distance-learning instruction, university resources and locally-developed materials aligned to the New York State learning standards.

In addition to using various resources, general education teachers are co-planning with Special Education and English as a New Language teachers. To the greatest extent possible, teachers are working together to ensure that special education, related services and ENL instruction is being provided to students based on individual IEPs and English proficiency levels.

As needed, teachers and caseworkers are reaching out to families to schedule services during the course of each week while school is closed. Teachers and service providers continue to maintain their notes and plans so that they are able to document services for students and monitor progress.

The 24 Capital Region BOCES districts also worked in partnership to produce Essential Ed: <https://essential.ed.capitalregionboces.org/>. This is a website that houses a host of high-quality curriculum planning resources aligned with priority learning standards. Material on the site is optimized for educators and focuses specifically on K-8 math and ELA, middle school science and social studies, and Regents courses. The site is not intended to be used directly by students or parents but is intended to help educators plan standard-specific lessons and units for students. Content also includes resources pertaining to curriculum, instruction and engaging students.

The site is updated on a regular basis throughout the school closure in order to provide new unit information every two-week period.

The assistant superintendents for instruction meet regularly to collaborate on instructional approaches, as well as to share best practices and share common challenges so that continuity of learning is equitable for all students throughout the region. This group of professionals continues to review the instructional resources being used, including those available on the Essential Ed website, and update accordingly. The resources and common best practices are then shared out with all Capital Region teachers.

Guidelines for continuity of learning, which have been adopted by all of the Capital Region BOCES component districts are:

- All teachers, and related-service providers, will communicate with students often to see how they are doing socially and emotionally, as well as how they are doing with content and learning-specific standards based on each students' individual needs.
- Districts will use different technical and non-technical tools to communicate with students. In the [name of district] we are using the following tools to communicate: [name of tools].
- Teachers will provide clear expectations and maintain a clear calendar outlining when assignments are due and what assignments are optional.
- Teachers will provide feedback to students and give students opportunities to provide feedback to them. Teachers will document these interactions.
- Teachers will be empathetic and flexible.
- Teachers will consider using a combination of asynchronous and synchronous learning at the secondary level, meaning, that where appropriate students will come together at common times for learning experiences and other times learning will be independent.

Our teachers and administrators are committed to providing online instruction and learning packets for students that are aligned with the varying skill levels and abilities of students to the greatest extent possible. This includes providing learning resources for students with disabilities and English Language Learners at meet individual needs.

Where appropriate, instructional materials are being provided to both students and their parents. For example, at the elementary and middle school levels instructional materials and communication is often tailored for both students and parents, while high school students are likely more capable of independent learning. However, in unique circumstances at the secondary level where a student may extra support – such as English Language Learners and students with disabilities – that support is given to both students and parents based on the needs of each individual student.