

West Seneca Central School District



Continuity of Learning Plan

PK-12

2020

Continuity of Learning

In accordance with the New York State Department of Education, the West Seneca Central School District ensures our plan for the continuity of learning encompasses four key areas:

- 1. Designing for the Unique Needs of All Students-** Plans that align with skill levels of all ages and abilities, SWDs, ELLs, etc.
- 2. Supporting System Orientation/Preparation-** Ensuring parents, students, and staff have the necessary training of systems being used to ensure all have true accessibility.
- 3. Ensuring Accessibility** -Making sure we offer a variety of methods for instruction and that technology is aligned to education laws.
- 4. Preparing for Short- and Long-Term School Closures** -Assessing which tools work best for anticipated closures, either short or long-term.

Continuity of Learning Overview

The West Seneca Central School District has developed alternative education plans for our students in grades K-12 as a result of the current COVID-19 pandemic. A schedule was created for district administrators and teachers to collaborate digitally and via telephone to ensure that students receive educational and social/emotional support. Our students in grades PK-12 were sent home with educational packets related to their areas of study on Friday, March 13th, to help keep them engaged in the educational process.

Our teachers have regular contact with students, and systems for communication have been shared with students and families. Our teachers interact with students using a variety of modalities (e.g. Google Classroom, Classroom Dojo, the Remind app, email, phone calls, and video conferencing etc.).

We utilize our website as a clearinghouse for educational resources and strategies for students and families. Once accessed, online resources and websites are housed by level, i.e, elementary, middle, and high, and are related to the various content areas our students are exposed to as part of their regular educational experience.

Our teachers are aware of which students do not have access to reliable internet services and, therefore, we will work to provide them with additional resources and support (beyond what they have already been given) in the coming days and weeks. These resources and supports will include the provision of activities and tasks/projects in which students can engage and explore. Some of these additional resources will not require students to access the internet, as we work to distribute technology to those families who do not have access in the home. We have established a new phone line that parents can call regarding any questions that may arise during this time of school closure.

We have taken necessary steps to ensure our students with disabilities maintain the accommodations and resources entitled to them to the extent possible while schools are closed. Our special education teachers and related service providers are in regular contact with their students to ensure they are able to access the general education curriculum.

Moreover, our students for whom English is a new language have had extensive communication with their teachers. Our ENL teachers have utilized language Lines to ensure communication is fluid and that students

and their families are fully aware of the supports that are available to them. Our ENL teachers work with our local BOCES to participate in professional development that targets how best to support these families during this time.

In addition to our academic preparations for students, we have also shared with our parents some tips and resources to support our children from the mental health standpoint. These tips and resources include, but are not limited to, contact numbers for mental health and crisis emergencies, links to videos and articles that address student fears or concerns regarding the COVID-19 pandemic, and how to manage stress during an outbreak.

Continuity of Learning for Students with Disabilities

We are meeting the needs of students with disabilities by having our staff including our service providers (special education teachers, occupational therapists, etc.) directly reach out to the students and their families as appropriate and based on the specific needs of the individual students. This communication will be focused on providing strategies, accommodations and supports in accordance with the IEPs of these students to the extent feasible. We are in the process of expanding our capability to provide services via tele-therapy [telepractice], remote instruction and via other modes to allow our students access the continuity of learning. The use of a specific mode of delivery is considered for each individual student in order to provide the student's IEP support services to the extent practicable and aligned with the student's individual and family needs. Additionally, a process for holding CSE meetings remotely through online platforms or via teleconference has been developed and meetings have resumed.

Continuity of Learning for English Language Learners

We are meeting the needs of our English Language Learners by having our ENL teachers reach out to these students digitally as well as via telephone translation services. During these interactions, our teachers are assessing need and providing targeted educational support and interventions (e.g. lack of transportation that inhibits access to food services). We are also utilizing collaborative online learning discussions facilitated by BOCES to provide our ENL teachers with strategies for supporting their students digitally.

Continuity of Learning for Students Experiencing Homelessness

Students who are identified as homeless under the McKinney Vento Act are in regular communication with staff/personnel to ensure that they have adequate resources for their basic and educational needs. All students receive regular communication from their teachers/staff and are afforded the same provisions as any other student in our District (e.g. technology, resources, and communication).

Continuity of Learning for Students in Alternative Educational Placements

Students who are in an Alternative Placement are in regular communication by staff/personnel at either their respective Alternative Placement or District personnel to continue their opportunities for learning based upon their individual needs. Continuity of Learning plans have been provided by Alternative Educational settings.

Social and Emotional Support

In addition to our academic preparations for students, we have also shared with our parents some tips and resources to support children from the mental health standpoint. These tips and resources include, but are not limited to, contact numbers for mental health and crisis situations, links to videos and articles that address student fears or concerns regarding the COVID-19 pandemic, and how to manage stress during an outbreak.

Assessment/Student Feedback

At the present time, teachers work to strike the proper balance between reviewing content in the most important units of a course of study and introducing new content/topics and skills that students need to know and be able to do by the end of that course.

Teachers evaluate and provide feedback on student work to help further their progression towards meeting the learning standards. We will utilize a mastery learning approach: exceeds expectations, meets expectations, approaching expectations, to provide students with appropriate feedback that demonstrates where they are academically with the new content they are learning.

Elementary Rubric

	Exceeds Expectations	Meets Expectations		Approaching Expectations
Effort How hard did you try?	Completed assignment demonstrates dedication and self-motivation.	Assignment is adequately completed.	Makes an attempt to complete the assignment.	Does not attempt to complete the assignment.
Directions Did you follow the directions that were given?	Clearly followed all of the directions.	Followed all of the directions with minor exceptions.	Followed some of the directions.	Directions were not followed.
Completion How much of the assignment did you do?	The entire assignment was completed. Student even goes beyond what was assigned.	The majority of the assignment was completed.	Some of the assignment was completed.	Very little of the assignment was completed.
Comprehension Did you show that you understood the learning goal?	Student demonstrates above average understanding and can apply what he/she learned.	Student demonstrates that he/she can apply learned skills with some prompting.	Student demonstrates basic understanding, needs assistance.	Student demonstrates a limited understanding.

Middle & High School Rubric

	Exceeds Expectations		Meets Expectations		Approaching Expectations
Completion	The entire assignment was completed.	Nearly all of the assignment was completed correctly.	At least half of the assignment was completed.	Less than half of the assignment was completed.	The assignment was not completed.
Accuracy	The entire assignment, or the majority of the assignment was done correctly.	Nearly all of the assignment was done correctly.	At least half of the assignment was done correctly.	Less than half of the assignment was done correctly.	The assignment was not done correctly.
Directions	The assignment was neatly done, showing lots of work, and was easy to follow.	The assignment was done showing most of the work.	The assignment was done showing some work.	The assignment contained only answers, and did not show any work.	The assignment had no answers or work.
Effort	Outstanding work, the assignment demonstrated strong effort.	Good effort was made and the student met expectations.	Some effort was made, the student did just enough work.	Minimal effort was demonstrated.	No effort was demonstrated.

Continuity of Learning for Students and Parents



Recommended Timelines for Remote Continuity of Learning

Grade	Amount of Time per Content Area	Total Time per Day	Recommended Length of Sustained Attention
Pre-K & K	15-20 minutes per day per content area	60-80 minutes	3-5 minutes
1-2	15-20 minutes per day per content area	60-80 minutes	5-10 minutes
3-4	15-20 minutes per day per content area	60-80 minutes	10-15 minutes
5-8	20-25 minutes per day per content area	100-125 minutes per day	1 subject area or class
9-12	20-25 minutes per day per content area	100-125 minutes per day	1 subject area or class

Non-Technological Remote Continuity of Learning for Students

Suggested Non-Technological Activities

Grade	ELA	Math	Science	Social Studies
Pre-K	*Read appropriate level books *Identify letters *Practice Letters *Write their name *Sing Songs	*Categorize Objects *Bake Something Together *Measure, Count & Record *Practice Telling Time *Practice Using a Calendar	*Take a Walk Outside and See What Is Blooming *Find an Acorn and Explore What's Inside *Dig Up a Weed and Explore the Roots *Plant a Seed in a Clear Cup and Study What Happens (Keep One in the Window and One in the Dark) *Record What Type of Birds Are Currently In Our Area *Record the Daily Temperature *Watch the Weather Report on TV Each Day *Explore Bugs Outside (What are their characteristics?)	*Look at clues in family photos to help remember key events. *Tell stories to help remember events. *Talk about how the weather in each season is different.

			*Recycle	
K	*Read appropriate level books *Journal writing-Poetry & Songs *Phonics *Singing Songs	*Categorize Objects *Bake Something Together *Measure, Count and Record *Practice Telling Time *Practice Using a Calendar	*Take a Walk Outside and See What Is Blooming *Find an Acorn and Explore What's Inside *Dig Up a Weed and Explore the Roots *Plant a Seed in a Clear Cup and Study What Happens (Keep One in the Window and One in the Dark) *Record What Type of Birds Are Currently In Our Area *Record the Daily Temperature *Watch the Weather Report on TV Each Day *Explore Bugs Outside (What are their characteristics?) *Recycle	*Ask questions about the topics in a song or book. *Review time measurements like days, weeks, months, and years. *Describe a past event. *Draw pictures of an object from the past/present. *Discuss activities that are respectful and help others.
1-2	*Read appropriate level books *Journal Writing *Phonics	*Categorize Objects *Bake Something Together *Measure, Count and Record *Build Something Together (Practice Measurement and Using a Tape Measure) *Practice Telling Time *Practice Counting Money (Paper and Coins) *Practice Using a Calendar	*Take a Walk Outside and See What Is Blooming *Find an Acorn and Explore What's Inside *Dig Up a Weed and Explore the Roots *Plant a Seed in a Clear Cup and Study What Happens (Keep One in the Window and One in the Dark) *Record What Type of Birds Are Currently In Our Area *Record the Daily Temperature *Watch the Weather Report on TV Each Day *Explore Bugs Outside (What are their characteristics?) *Recycle	*Look at photos from the same day or event, explore how they are similar and different? *Ask others what their favorite food, book, or amusement park ride is. Then discuss why? *Retell an event in sequential order and make a timeline. *Talk about how people impact the environment and how the environment impacts people. *Draw a picture of different jobs in your community. *Try to name as many government leaders or offices as you can. *Make a list of important rules.

		*Practice Addition Tables *Practice Subtraction Tables		
3-5	*Read appropriate level books *Journal Writing	*Practice Multiplication Tables *Practice Division Tables *Practice Fractions *Play Monopoly *Play Chess *Play BattleShip *Play MouseTrap *Study Your Favorite Sports Team's Stats *Work On A Family Tree (Talk about Difference in Years, Where People Were Born, etc.)	* Recycle *Study the Calories in Food/Drinks and Record It * Experiment With Dropping An Object And Record How Long It Takes To Hit the Ground (Gravity)...Is this true for different objects? *Experiment with Mixing Vinegar and Baking Soda (Why does this reaction happen?) *Explore With Magnets *Watch Discovery Channel	*Ask at least two people to describe the same event. Write down how their descriptions were similar and different. *Think about technology that you use that people in the past didn't have. Draw a picture of the items you thought about. *Think about another state or country. Write three facts about that place. *Write one paragraph describing some of the roles of the federal government in the United States. *Describe what it means to be an informed citizen *Make a list of the goods and services that people produce.

Grade	ELA	World Languages	Math	Science	Social Studies
6-8	*Read appropriate level books *Journal Writing	In French/Spanish... *Watch shows/movies *Keep a journal based on something you listen to, watch, experience, read, etc. *Review class notes and vocabulary if you have them at home. *Call a friend and speak with each other *Listen to music *Make flashcards for studying vocab...Categorize them by topic, make 2 sets to do matching games, concentration. *Call a friend to study with or quiz you. *Time yourself on how fast you can get through them all *Choose 10-15 vocab words (with a central theme) per day and teach them to a family member *Do a competitive flyswatter style game/scribble game on paper or Bingo	*Look at Graphs in the News and Discuss What They Tell You *Record Your Electric Meter Reading, Gas Meter Reading and/or Water Meter Reading Everyday and Track The Data On A Graph *Look for Geometric Patterns in Nature *Play Monopoly *Play Chess *Play BattleShip *Play MouseTrap	*Recycle *Study the Calories in Food/Drinks and Record It *Experiment With Dropping An Object And Record How Long It Takes To Hit the Ground (Gravity)...Is this true for different objects? *Experiment with Mixing Vinegar and Baking Soda (Why does this reaction happen?) *Explore With Magnets *Watch Discovery Channel	*Review topics or key ideas that you have learned about this year *Write down several examples of enduring issues *Choose two or three cultures or regions that you have studied and make a list of how they have adapted to their surroundings *Write a paragraph about an invention from history and how it changed the lives of people *Find a news article. Underline or identify statements that you think are facts. Repeat the same process for opinions *Write a poem or a song based on a topic you learned this year in class *Using key people from history, create a play based on their lives or experiences

9-12	*Reading appropriate level *Journal Writing	In French/Spanish... *Watch shows/movies *Keep a journal based on something you listen to, watch, experience, read, etc. *Review class notes and vocabulary if you have them at home. *Call a friend and speak with each other *Listen to music *Make flashcards for studying vocab...Categorize them by topic, make 2 sets to do matching games, concentration. *Call a friend to study with or quiz you. *Time yourself on how fast you can get through them all *Choose 10-15 vocab words (with a central theme) per day and teach them to a family member *Do a competitive flyswatter style game/scribble game on paper or Bingo *Draw a floor plan of your house and label rooms, furniture, etc. *Draw a map of your neighborhood and label the buildings, landmark, etc. *Write chalk messages on your sidewalk *Inventory your fridge, closet, etc.	*Look at Graphs in the News and Discuss What They Tell You *Record Your Electric Meter Reading, Gas Meter Reading and/or Water Meter Reading Everyday and Track The Data On A Graph *Look for Geometric Patterns in Nature	*Recycle * Study the Calories in Food/Drinks and Record It *Experiment With Dropping An Object And Record How Long It Takes To Hit the Ground (Gravity... Is this true for different objects? *Experiment with Mixing Vinegar and Baking Soda (Why does this reaction happen?) * Explore With Magnets *Watch Discovery Channel	*Review topics or key ideas that you have learned about this year *For grades 9/10, write down several examples of enduring issues. Why are they enduring issues? *Find a news article. Underline or identify statements that you think are facts. Repeat the same process for opinions *Make a list of all of the regions, countries, or empires that you have learned about in class so far. For each listed, write an answer to each of these questions: How did the environment impact development? What style of government was used in each place? What economic activities were used to satisfy the wants and needs of people? *Pick your favorite topic from class this year. Create a visual representation of that topic (for example a poster) *Write a poem or a song based on a topic you learned this year in class *Using key people from history, create a play based on their lives or experiences
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Suggestions for Additional Activities

Mind	Body	Spirit	Environment	Family
*Reading, independent or listening to others read *Puzzles, word searches *Write a story, journal *Count money *Draw a map of neighborhood *Build with blocks or legos *Listen to a podcast	*Take a walk *Dance *Exercise *Fine/gross motor activities *Stretch/Do Yoga *Play a sport	*Listen to music or sing *Playing (inside or outside) *Creative arts *Coloring or drawing *Imaginative play *Meditate *Do something you have avoided	*Clean your room *Do age-appropriate chores *Gardening *Fix something broken *Take care of pets or plants *Cook or bake	*Write a letter to someone *Play board games with a family member *Tell jokes or riddles *Build a fort and tell stories in it *Offer to help someone
Art	Music	FACS	Technology	Business
*Do a drawing with markers/crayons/pencils, whatever you have around the house *Make a collage *Make a project from empty boxes *Take some pictures out in nature *Make a color wheel from objects around the house *Draw a picture of something around the house or outside	*Practice your instrument *Listen to music *Watch a musical *Make an instrument from objects around the house (bucket, coffee can) *Do a porch concert for your neighbors *Sing along to your favorite songs	*Gardening *Cook a meal or bake a treat with a parent *Sewing project *Take care of pets or plants *Do a phone interview with a relative or friend and ask them about their career *Do a load of laundry *Clean your room *Do some spring cleaning- Wash windows etc.	*Building with blocks or legos *Practice measuring objects around the house using a ruler and/or tape measure *Do a repair project around the house *Build a project out of household materials *Organize the tools around your house *Create a boat from household materials and see if it will float	*Create a Resume *Do a phone interview with a relative or friend and ask them about their career *Create a budget *Fill out an application for a part-time job *Think of ways you could use your talents to earn money *Start a career plan for yourself. *Write down careers of interest, what you are good at, etc.

Physical Education		
K-4 (30 seconds and repeat)	5-8 (60 seconds and repeat)	9-12 (90 seconds and repeat)
*Jump Rope *Push-ups *Sit-ups *Squats *Jumping Jacks *Water Bottle/Soup Cans Arm Curls *Planks *High Knees *Front/Back Jump Squats *Wall Sits		
Perform all 10 activities on Mondays, Wednesdays, and Fridays. On Tuesdays, Thursdays, and on the weekends, go for a 30-40 minute walk, jog, or bike ride, or play outside (with appropriate adult supervision).		

Digital Remote Continuity of Learning for Students

Teachers in The West Seneca Central School District communicate digitally with their students using a variety of modalities. These modalities include, but are not limited to, Google Classroom, Google Meet, Remind, Class DoJo, district email, and others.

The District is surveying our families and then deploying chromebooks for those students in need of technology to ensure all students have equal opportunities for accessing learning remotely. Families have been informed of and provided with contact information for our local charter Spectrum and their offer to provide free accessibility for 60 days.

Student Digital Resources

Our district has created a new web page for student web resources - <https://www.wscschools.org/go>. This page has links to resources provided by our teachers, and are categorized by building level. The resources are a collection of bookmarks. We plan to add helpful information under the nested “How to” page soon. Amongst our most popular resources for students are Study Island, Studies Weekly, Learning A-Z, Naviance, Brain Pop, Typing.com, and Let’s Find Out.

The following are tips for successful video calls with teachers.

Student tips for successful **VIDEO CALLS**



1



Check in with your teacher. Gather your materials.

2



Be on time. Check in thru the chat when you arrive.

3



Stay engaged (nod or thumbs up) if others are talking.

4



Mute your mic if you're not speaking.

5



Use the chat or raise hand to share ?s/ideas.

6



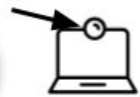
Wait for teacher to call on you or unmute your mic.

7



Take notes in a doc or on paper for reference.

8



If using video, look at the camera, not the screen.

Teacher Communication Guidelines for Continuity of Learning

Staff	Communication
Elementary Teachers, Reading Teachers, Academic Intervention Support Teachers (AIS)	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver instructional material/resources for students to whom they will provide meaningful feedback that will promote learning.
Secondary Social Studies, English, World Language, and ENL Teachers	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver instructional material/resources for students to whom they will provide meaningful feedback that will promote learning.
Secondary Science, Math, and Electives Teachers	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver instructional material/resources for students to whom they will provide meaningful feedback that will promote learning.
Elementary & Secondary Special Education Integrated Teachers	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver instructional material/resources for students to whom they will provide meaningful feedback that will promote learning. To the extent feasible, provide support, modifications, and accommodations consistent with IEP.
Elementary & Secondary Special Education Self-Contained Teachers	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver instructional material/resources for students to whom they will provide meaningful feedback that will promote learning.

	To the extent feasible, provide support, modifications, and accommodations consistent with IEP.
Social Workers, Counselors, Psychologists (Student Services Team)	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Stay in close contact with administration regarding students who are at-risk. Provide social/emotional and material support when necessary. To the extent feasible, provide support, modifications, and accommodations consistent with IEP.
Occupational Therapists/Occupational Therapy Assistants Physical Therapists/Physical Therapy Assistants Speech Pathologists Vision	Initiate and maintain regular contact with students and families throughout each week via their preferred method(s) of communication. Deliver support/activities appropriate for home. Provide meaningful feedback that will promote growth in their respective areas. To the extent feasible, provide support, modifications, and accommodations consistent with IEP.

Continuity of Learning Goals West Seneca Learning Plan

Below are the expectations and process for curriculum and instruction during the extended school closure. Your curricular leaders, our Directors and Facilitators, will work with you to provide further guidance and information regarding the selection of priority standards/concepts/skills that will drive the basis of our instruction.

We continue to emphasize the importance of providing students with meaningful feedback.

Note: In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible to ensure that students are provided the necessary supports to acquire the essential learning. Special Education and PPS staff should follow previously shared *Teacher Guidelines for Remote Learning* for reaching out and connecting with students and families.

PK-8
English Language Arts, Mathematics, Social Studies & Science & 7th and 8th Grade
World Language

1. Identify essential standard(s) that students must master for the 3rd trimester/4th quarter.
2. Create weekly scope and sequence documents based on selected essential standard(s) and share with your students. (Refer to timeframes previously established.)
3. Teachers will regularly check-in with students based on the previously provided *Teacher Guidelines for Remote Instruction*.
 - a. Teachers will collaborate with Related Service providers and/or co-teachers in order to provide appropriate scaffolding, accommodations or modifications.
 - b. Assigned work should follow the timeframes established in the *Teacher Guidelines for Remote Instruction*.
4. Provide regular opportunities to provide student feedback to students using the district rubric.
5. Keep a record of home learning experiences you created and contacts with students.

K-12 Elective Areas
Business, FACS, Technology, Physical Education, Health, Art, Music

1. Using current curriculum as a guide, create home learning experiences for students to engage in each week. (Refer to timeframes previously established.)
 - a. Lessons can be video-based, a furnished written guide, or in another forum with which students can engage.
 - b. Must collaborate to ensure all students have access.
2. Teachers will regularly check-in with students based on the previously provided *Teacher Guidelines for Remote Instruction*, and respond to student questions as they arise.
3. Provide regular opportunities to provide student feedback to students using the district rubric.
4. Keep a record of home learning experiences you created and contacts with students.

**Grade 8 Regents Courses
Algebra 1 & Earth Science**

1. Identify essential standard(s) that students must master for the 4th quarter.
2. Create weekly scope and sequence documents based on selected essential standard(s) and share with your students. (Refer to timeframes previously established.)
3. Teachers will regularly check-in with students based on the previously provided *Teacher Guidelines for Remote Instruction*.a. Instruction should be balanced between new content (new learning) and a review of previously taught content.
4. Provide regular opportunities to provide student feedback to students using the district rubric.
5. Keep a record of home learning experiences you created and contacts with students.

**High School
Full Year or Semester-Based, Non-Regents/Non-AP or Non-Dual Enrollment Courses**

1. Identify essential standard(s) that students must master for the 4th quarter.
2. Create weekly scope and sequence documents based on selected essential standard(s) and share with your students. (Refer to timeframes previously established.)
3. Teachers will regularly check-in with students based on the previously provided *Teacher Guidelines for Remote Instruction*.
4. Provide regular opportunities to provide student feedback to students using the district rubric.
5. Keep a record of home learning experiences you created and contacts with students.

Full Year or Semester Based, Regents/AP or Dual Enrollment Courses

1. Identify essential standard(s) that students must master for the 4th quarter.
2. Create weekly scope and sequence documents based on selected essential standard(s) and share with your students. (Refer to timeframes previously established.)
3. Teachers will regularly check-in with students based on the previously provided *Teacher Guidelines for Remote Instruction*.
 - a. Instruction should balance new content (new learning) and a review of previously taught content.
4. Provide regular opportunities to provide student feedback to students using the district rubric.
5. Keep a record of home learning experiences you created and contacts with students.

Social and Emotional/Mental Health/Well-Being

The Continuum of Social Emotional Learning and Mental Health intended to support the West Seneca Central School District staff, schools, students, parents, and families in recognizing and responding to signs of emotional and behavioral distress. Our District Counselors, Psychologists, Social Workers and Nurses will maintain open lines of communications and continue post updates, activities and resources.

Goals:

- ❖ Continuity of Social Emotional Learning
- ❖ Monitor/Maintain Student connection with school
- ❖ Comply with IEP mandated Counseling
- ❖ Support Students
- ❖ Support Families

Elementary Level/Middle School Level / High School

- ☐ Social Workers (Elementary/MS/HS)
- ☐ Counselor (Elementary Level/MS/HS)
- ☐ Continue to serve on RTI/SST/IST teams
- ☐ Open lines of Communication daily/weekly with District/Building Admin, District Social Worker Team, Counselors, Psychologists and teachers
- ☐ Daily / Weekly contact support with students and parents via multiple forms (website, email, phone calls, technology based – blogs)
- ☐ Logging contact with students and parents. (Date, Time, overview)
- ☐ Provide resources that pertain to but are not limited to stress reduction, mindfulness, anxiety, breathing techniques, social distancing
- ☐ Provide parents and post Resources related to but not exclusive to addiction, crisis intervention/support, food banks, shelters, suicide prevention, etc.
 - o *Spectrum Health & Human Services 24 hour emergency*
§ *helpline: (716) 882 – HELP or their Youth Crisis Line: (716) 882 – 4357*

IEP Mandated Counseling

- ☐ Communication daily / weekly through Google Platforms (Classroom, Meets, Voice), District Website, School Websites (Individual Counselor pages), Instagram.
- ☐ Connecting with Students individually weekly
- ☐ Connecting with parents – ongoing as needed
- ☐ Provide resources in the community when needed/requested
- ☐ Completing IEP progress reports / Send progress reports to parents/guardians

Technology Support

Staff Technology Support

West Seneca Schools has a Help desk available to staff outside of the District to ensure it is not a disruption to the learning process. We have deployed chromebooks to staff who were in need of additional technology for the home.

Staff can get help during regular school hours with:

- Connection issues
- Powerschool
- Clever usage
- Setting up Google Classroom
- Email Errors
- Remote access
- Other

Staff Communication with Students

One of the most utilized digital communications that is supported by our district and used by staff is Google Meet.

Google Meet – Virtual online Web meetings and Web phone calls - <https://meet.google.com>.

This utility will allow staff meetings with multiple attendees online. This tool can be used for online meetings with your classroom, meetings with district colleagues, making phone calls to parents.

Tech Integration

Our district is equipped to provide engaging, student focused learning applications that can be easily integrated. The following pages include a brief description of the app and links to understand the process of creating/using a teacher account with students.

1. Email
2. Go to -> Google Classroom – Click “plus sign” in upper right corner
3. Click “Join class”
4. Enter



Important Contact Information

Allendale Elementary

Principal	Dr. Holly Quinn
School Psychologist	Danielle Trode
Social Worker	Sean Hanley
School Counselor	Lea O'Malley
School Nurse	Dolores Amico

Clinton Elementary

Principal	Kimberly McCartan
School Psychologist	Lauren Wastchak
Social Worker	Tina Schoepflin
School Counselor	Lea O'Malley
School Nurse	Janet Zubler

Northwood Elementary

Principal	Angela Ferri
School Psychologist	Ashley Fillmore
Social Worker	Brenna Fitzpatrick
School Counselor	Lea O'Malley
School Nurse	Marcy Pisto

West Elementary

Principal	Kristen Frawley
School Psychologist	Nubia Cawthard
Social Worker	Elizabeth Caprio
School Counselor	Lea O'Malley
School Nurse	Tammy Larson

Winchester Elementary

Principal	Robyn Brady
School Psychologist	Danielle Trode
Social Worker	Luke Rejewski
School Counselor	Lea O'Malley
School Nurse	Judy Brooker

East Middle School

Principal	Dr. Sharon Loughran
Assistant Principal	Ryan MacKellar
School Psychologist	Christopher Scozzaro
Social Worker	Danielle Hubbard
School Counselor	Warren Yokom
School Counselor	AnneMarie Canaple
School Counselor	Leanna Parzych
School Nurse	Rebecca Boxler

West Middle School

Principal	David Kean
Assistant Principal	Jason Marchioli
School Psychologist	Charles Salva
Social Worker	Aimee Smart
School Counselor	Robert Lares
School Counselor	Katie Kubiak
School Counselor	Steve Mariglia
School Nurse	Linda Thibault

East Senior High School

Principal	Jason Winnicki
Assistant Principal	Paul Renzoni
Assistant Principal	MaryBeth Sweeney
School Psychologist	Darren Kavanaugh
Social Worker	Kristen Syracuse
School Counselor	Susan Clar
School Counselor	Kelly Page
School Counselor	Jill Smilnich
School Nurse	Sandy Boody

West Senior High School

Principal	John Brinker
Assistant Principal	Dana McManus
Assistant Principal	Ellen Soeckert
School Psychologist	Randall Zakrzewski
Social Worker	Kate DiPasquale
School Counselor	Erin Elze
School Counselor	Jacqueline Kivari
School Counselor	Eric Meslinsky
School Counselor	Jodi Smith
School Counselor	Trisha Walsh
School Nurse	Barb Reigle

Central Office Administration

Superintendent	Matthew Bystrak
Secretary to the Superintendent	Melissa Schutrum
District Clerk	Nicole Latza
Assistant Superintendent of Administrative	Dr. Jonathan Cervoni

Operations	
Assistant Superintendent of Educational Operations	Carmelina Persico
Assistant Superintendent of Exceptional Education	Jacquelyn Fowler
Interim Director of Special Education	Andrew Wnek
Director of Pupil Personnel Services	Tracy Spagnolo
Director of Math & Science	Franco DiPasqua
ELA Curriculum Administration	Dr. Holly Quinn (preK-2) Kim McCartan (3-6) Ellen Stoeckert (7-12)
ENL & World Language Curriculum Administration	Dana McManus
CIO/Director of Social Studies & Instructional Technology	Jonathan Dalbo
Food Service Manager	Annemarie Ralph
Childcare Program Coordinator	Stephanie Wright
Community Relations	Jennifer Flore
Print Shop Supervisor	Rose Godwin
Director of Academies, Art, CTE, Music	Dr. Robert Merkle
Superintendent of Buildings & Grounds	Joe Farr
Chief MCTSS (Network Coordination)	Scott Firkins
Director of Athletics, PE & Health	Marisa Fallacaro-Dougherty
Director of Transportation	Linda O'Grady