September 24, 2020

<u>Parents' Guide to Hybrid Model</u>

Our reopening plans indicate that the Wappingers CSD is scheduled to utilize a phase-in hybrid model of teaching and learning in which students will be scheduled to report to school on specific days of the week. When students are not assigned to report to school, students will continue to learn remotely from home.

Hybrid phase-in will begin on Thursday, October 1, 2020. For a further breakdown of the phase-in hybrid model, you may wish to review this Consolidated Timeline.

Hybrid School Day Schedule:

During this challenging time we have found it difficult to fill vacant bus driver positions. Due to the lack of qualified / interested candidates for our open positions we find ourselves short the number of drivers necessary to satisfy all of our grade K-6 bus runs. Therefore, we will begin our hybrid learning school year with a modified two tier elementary (K-6) bus run schedule. This two tier approach is necessary for us to provide busing for all of our students, but will require a change in start / end times for our in-person school day.

Our modified two tier elementary schedule will now be as follows:

- **Tier 1: Brinckerhoff ES, Fishkill ES, Fishkill Plains ES, and Gayhead ES will be on the first tier** (this is necessary as these routes have the longest distances to traverse, so from a timing perspective these schools were placed in Tier 1). Start time for these Tier 1 schools will begin at 8:25 a.m. and end at 2:25 p.m. (new bus pickup / drop off times are viewable on our website).

- **Tier 2: James S Evans ES, Kinry Rd ES, Myers Corners ES, Oak Grove ES, Sheafe Rd ES, and Vassar Rd ES will be on the second tier.** Start time for these Tier 2 schools will begin later at 9:25 a.m. and end at 3:25 p.m. (new bus pickup / drop off times are viewable on our website).

	Student Day	**Teacher Work Day**

Tier I Brinckerhoff, Fishkill, Fishkill Plains, Gayhead	8:25 Arrival 2:25 Dismissal	8:25 - 3:25
Tier II Evans, Kinry, Myers, Oak Grove, Sheafe, Vassar *(KR & VR will continue to share bus runs which will affect arrival and dismissal times accordingly)*	9:25 Arrival 3:25 Dismissal	8:25 - 3:25

Hybrid Model (in-person/remote)

During hybrid learning the following apply:

- When we enter into the hybrid model, teachers will continue to have the same students on their rosters as they do currently (in the remote model). We understand that there are certain circumstances that are out of our control which will require some of our student rosters and/or teacher assignments to change.

- Teachers will work collaboratively with their colleagues to combine best practices from remote and in-person instruction to create robust teaching and learning experiences for all students.

- Teachers will continue to take daily attendance for all students on their roster (including on "Remote Wednesdays").

- Teachers will provide synchronous instruction for all students on their roster through either a live-stream of a current lesson/activity OR as a class discussion derived from a previously recorded lesson or assignment.

- Teachers will provide updated schedules for synchronous instruction (live-streamed lessons or discussions) with students/parents in advance to allow for ample time for planning/scheduling to minimize conflicts.

- On Wednesday, which is identified as a Remote Teaching and Learning Day, teachers will provide synchronous and asynchronous instruction to students. Students will receive approximately 100 minutes of synchronous instruction on Wednesday. Students will also work on tasks/assignments that are asynchronous and assigned by the teacher. The asynchronous tasks/assignments will support synchronous learning and provide background information for new learning or reinforcement of learned material.

- Teachers in Hybrid classes will provide small group instruction, assessment, and additional learning opportunities / lessons as needed for students who are in-person on a given day.

- When students are working remotely and not participating in synchronous learning, the students will work on tasks/assignments that are asynchronous and assigned by the classroom teacher, similar as to what is currently being assigned. Asynchronous lessons can also be provided by a remote support teacher. The asynchronous tasks/assignments will continue to support synchronous learning and provide background information for new learning or reinforcement of learned material.

K-6 Hybrid Learning Structure

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person	Cohort A In-person	Remote Teaching and Learning for all students	Cohort B In-person	Cohort B In-person
Cohort B Remote	Cohort B Remote	Synchronous and asynchronous learning opportunities will be provided to students, in either small or whole group settings.	Cohort A Remote	Cohort A Remote
Full-Remote Students	Full-Remote Students		Full-Remote Students	Full-Remote Students

Hybrid Learning Structure per Subject Area

Days: Monday & Tuesday
 	
Cohort A in-person
Cohort B remote
	● **All students**: Up to 20 minutes of synchronous instruction live-streamed from the classroom
	● For the remainder of the instructional period:
	  ○ **Cohort A**: In-person: individual and small group instruction
	  ○ **Cohort B**: Asynchronous activities
	  ○ **Full Remote Cohort**: Synchronous and asynchronous individual and small group instruction with designated staff member

Day: Wednesday **All Students are Remote**	● **Cohort A & B Students**: synchronous/asynchronous remote instruction provided by classroom teacher ● **Full-Remote Students**: synchronous/asynchronous remote instruction/support provided by designated staff member

Days: Thursday & Friday
 	
Cohort B in-person
Cohort A remote
	● **All students**: Up to 20 minutes of synchronous instruction live-streamed from the classroom
	● For the remainder of the instructional period:
	  ○ **Cohort B**: In-person, individual and small group instruction
	  ○ **Cohort A**: Asynchronous activities
	  ○ **Full Remote Cohort**: Synchronous and asynchronous individual and small group instruction with designated staff member

Related Service Providers and Support Staff

Related service providers and support staff will continue to administer services either in-person or remote as per a student's Individualized Education Plan. Wednesday is a full-remote day and services should be provided remotely to students. Students should be seen for the duration of services recommended on the Individualized Education Plan.

- While K-2 transitions, related service providers are being asked to continue to provide "virtual" services to those students in grades 3-6 as well as those students in grades K-2 who have chosen to remain remote. For the K-2 students transitioning back to school, related service providers are being asked to make this a consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures.

- When we transition grades 3-4 to hybrid learning, related service providers are being asked to continue to provide "virtual" services to those students in grades K-2 and 3-4 (those who remain remote) as well as those students in grades 5-6. For the grade 3-4 students transitioning back to school, related service providers are being asked to make this a consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures. In addition, related service providers can begin the process of scheduling and providing direct services for students in grades K-2.

- And finally, when we transition grades 5-6 to hybrid learning, related service providers are being asked to continue to provide "virtual" services to those students in grades K-2, 3-4, and 5-6 (those who remain remote) as well as direct services to those students in grades K-2. For the 5-6 students transitioning back to school, related service providers are being asked to make this a consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures. In addition, related service providers can begin the process of scheduling and providing direct services for students in grades 3-4.

Grades 7-12 Hybrid Phase-In

As the District continues to monitor and assess the hybrid phase-in process, additional information will be shared specific to grades 7-12. At this point, the District is not intending to change class rosters. Some secondary teachers may need to be reassigned to ensure adequate class coverage.

Handling Scheduling Conflicts Specific to Synchronous Learning

Families/students should address any conflicts associated with synchronous learning with the classroom teacher and building principal, if necessary. Teachers will work collaboratively with the family/student to address each unique circumstance to ensure students have access to equity in education. For situations which require a more active problem solving approach, the building principal/assistant principal will assist all parties in finding a suitable solution.