



### WCSD Continuity of Learning Guidelines 2020-2021

In an effort to assure high-quality teaching and learning, a Continuity of Learning Plan has been developed for the 2020-21 school year. This document considers and plans for teaching and learning through the use of full-remote and/or hybrid models of instruction. Through the Continuity of Learning Guidelines, instruction will be aligned with the New York State Learning Standards and assures equity as well as quality for all learners. All instruction in our District will be designed so regardless of the model utilized, there are clear, comprehensive, and accessible learning opportunities for all students. The WCSD believes in the importance of providing instruction that has been crafted through identified norms, uniformity, consistency and expectations. While we understand that instruction provided in either a remote or hybrid model will not equate to the same level of instruction provided in a full in-person model, we aim to provide high-quality learning experiences for all students at all grade levels in all schools within the district. The District is also committed to providing the professional development necessary to support all staff in accomplishing the aforementioned goals.

Professional development will be provided using a various methodology to allow for targeted differentiated learning opportunities for our staff. Staff will have access to real time, as well as, pre-recorded sessions on a multitude of topics to support teaching and learning in remote and hybrid models.

The District is committed to ensuring instructional staff have opportunities to work collaboratively and cooperatively. Now more than ever, teachers must continue to work together, discuss learning, and share instructional practices.

Assessing student learning gaps or areas of need will be critical. The use of formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice. Departments will work collaboratively to develop the pre-assessments and other formative assessments that will be utilized.

## **New York State Education Department Guidance Regarding Teaching and Learning**

According to [opening guidance](#) from NYSED, “all students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences.”

In addition, “Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Equity must be at the heart of all instructional decisions. Opportunities for instruction must include routine scheduled times for students to interact and seek feedback and support from their teachers.”

In order to ensure consistency and uniformity across our schools, all instructional staff (WCT) will use Google Classroom/Google Meet as the main instructional platform. WCSD Teacher Websites are an excellent resource for materials, but are static in nature, and can be used as a repository for work and assignments as the teacher deems appropriate. Other District supported means (tools for which the District provides professional development) of communication / instructional delivery such as video / phone conferences can be used to provide students with continued learning opportunities.

### **Guidelines for Instruction using a Full-time Remote Teaching and Learning Model**

The WCSD will begin remote learning for all students beginning September 10, 2020. In addition, throughout the course of the 2020-2021 school year, the WCSD may need to utilize a Full-time Remote Model of teaching and learning in which no students will report to school (due to COVID-19 related circumstances), or if certain grades and/or cohorts of students participate in Full-time Remote Teaching and Learning.

In order to meet the NYS requirement for providing *regular and substantive interaction* between teacher and students, both synchronous and asynchronous teaching and learning will be provided on a daily basis.

Full-time remote learning opportunities for students will include a greater emphasis on synchronous instruction, with teachers providing opportunities for live instruction and lessons

to students. Information specific to the elementary and secondary levels is included in this document.

**Elementary Level: Kindergarten to Sixth Grade Continuity of Learning Guidelines**

Teachers are expected to be available during their regularly scheduled work hours. Synchronous learning activities are to take place during the scheduled work day. The school’s master schedule will be used as the basis for scheduling synchronous instruction. Teachers will share the specific times of synchronous learning with families and students prior to the start of school.

During synchronous learning opportunities, teachers may provide either small group or whole class synchronous instruction, as appropriate. Synchronous instruction for each subject area (as noted in the chart below) will be a minimum of 20 minutes in length per academic day. In instances where teachers departmentalize, teachers will adhere to the 100 minutes per day of synchronous instruction. For all teachers, a minimum of 15% of synchronous instruction per week should be dedicated to small group instruction. Students, who are not participating in synchronous learning in a subject area on a particular day (because their small group is not scheduled to meet that day), will have access to asynchronous learning opportunities.

<b>Schedule Recommendations for Full-Time Remote K-6 Synchronous Instruction (Small group and/or Whole Class May Be Scheduled)</b>				
<b>Monday Day 1</b>	<b>Tuesday Day 2</b>	<b>Wednesday Day 3 or Day 6</b>	<b>Thursday Day 4</b>	<b>Friday Day 5</b>
Reading Writing Phonics/Word Work Math Science/Social Studies Special Class	Reading Writing Phonics/Word Work Math Science/Social Studies Special Class	Reading Writing Phonics/Word Work Math Science/Social Studies Special Class	Reading Writing Phonics/Word Work Math Science/Social Studies Special Class	Reading Writing Phonics/Word Work Math Science/Social Studies Special Class

<b>Elementary K-6 Recommendations for Remote Instruction</b>			
<b>Synchronous Instruction</b>	<b>Time Allotment</b>	<b>Asynchronous Instruction</b>	<b>Time Allotment</b>
<b>Possible activities:</b> -Whole Class lesson - Whole Class check-in -Small group instruction -Class Discussions	Minimum of 20 minutes per subject of live teacher and student interaction. (Refer to subject/day synchronous	<b>Possible activities:</b> -Pre-recorded videos -Posting on discussion board -Independent assignments -Practice and review of	Students will work independently on tasks assigned and complete prior to the assignment deadline (as appropriate).

-Conferencing -Question/answer period -Teacher explanation of task	instruction schedule.)	previously taught material	
--	------------------------	----------------------------	--

**K-6 Special Classes (Art, Music, Physical Education, Library)**

During the Full-Remote model of instruction, schedules for the special class teachers for providing synchronous learning opportunities will be provided by the building principal. Classroom teachers will schedule their synchronous learning opportunities as to not conflict with the special class schedule.

**Schedule Bi-Weekly “RTI” Meetings:**

Building Administrators, Teachers (including AIS), and Support Staff can collaborate using Google Meets to talk about additional supports needed for students in need of Tier 2 & Tier 3 and to strategize how the supports will be implemented.

**Academic Intervention Services**

Academic Intervention Services will be provided to students who are in need of such services as determined through the RtI process. AIS may be provided to students through small group differentiated instruction and will target specific academic skills and standards. AIS teachers will provide a minimum of 100 minutes per day of synchronous instruction, to be divided amongst the students identified to be seen that day. Asynchronous learning opportunities will also be provided to students. Schedules for providing synchronous instruction will be provided by the building principal in collaboration with the AIS teacher. This process will be monitored and adjusted as needed.

**English as a New Language**

ENL teachers will support all English Language Learners per the required frequency, to the greatest extent possible. The method of delivery will be designed to meet the needs of students. This will include both synchronous and asynchronous learning opportunities. To best meet the needs of the students, ENL teachers should collaborate with classroom teachers. ENL teachers will provide a minimum of 100 minutes per day of synchronous instruction, to be divided amongst the students identified to be seen that day. Asynchronous learning opportunities will also be provided to students. Schedules for providing synchronous instruction will be provided by the building principal in collaboration with the ENL teacher and ENL Director. This process will be monitored and adjusted as needed.

## **Handling Scheduling Conflicts Specific to Synchronous Learning**

When providing synchronous learning opportunities throughout the day at all grade levels, it will be inevitable that conflicts will arise. Families/students should address any conflicts associated with synchronous learning with the classroom teacher and building principal, if necessary. Teachers should 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.

## **Secondary Level: Grades 7-12 Continuity of Learning Guidelines**

### **Grades 7-12 Units of Study**

Educators should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities. The key question that should be considered when developing or adopting new modalities of instruction is the following:

*Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?*

Instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone.

The definition of a "unit of study" has been revised in Commissioner's Regulations to further clarify what may be considered in the design of such units of study.

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to digital technology delivery or blended learning, which represents

standards-based learning under the guidance and direction of an appropriately certified teacher.

### **Units of Credit**

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

## Secondary Schedules

Students enrolled in grades 7 & 8 are expected to follow their [individual student schedules](#) using the period structure identified in the table below for each day of [scheduled instruction](#). Please note that student attendance will be taken each period.

Junior High School Schedule for Full-Time Remote Instruction		
7:25 - 8:05	Teacher Preparation Period	
Period	Time	Instructional Guidance
Period 1	8:05 -8:30	<p>Students will log in to each period.</p> <p>Attendance will be taken.</p> <p>Teachers will provide students with synchronous instruction ranging from 10 to 25 minutes in length. The length of the synchronous learning lesson will be determined by the teacher and should be based off of the lesson for the day. It is understood that on some days, the amount of synchronous time may vary depending on the lesson. Please refer to the instructional framework for guidance on which pedagogical approaches lends itself best to synchronous vs asynchronous learning.</p> <p>Students may log off after the teacher has completed the synchronous lesson and begin the asynchronous learning until the next period begins.</p> <p>Teachers may schedule a shorter whole class synchronous lesson to allow for small group synchronous learning.</p>
Period 2	8:35 - 9:00	
Period 3	9:05 - 9:30	
Period 4	9:35 - 10:00	
Period 5	10:05 - 10:30	
Period 6	10:35 - 11:00	
Period 7	11:05 - 11:30	
Period 8	11:35 - 12:00	
Period 9	12:05 - 12:30	
12:30 - 1:15	Teacher Lunch Period	
12:30 -2:25	<p><b>Students:</b> Students work on asynchronous learning opportunities, as assigned, to complete independent/practice work. Students can schedule time to speak/meet with the teacher or support staff to discuss work or to ask questions. Students may also participate in small group follow-up lessons as arranged by a teacher.</p>	
1:15 - 2:25	<p><b>Teachers:</b> During this time period, teachers will be available to speak/meet with students individually or in small groups to answer questions. Teachers will work on asynchronous learning opportunities for students, provide students with feedback, participate in google discussions, etc. Teachers may also participate in administrative scheduled meetings, team meetings, RtI meetings, etc, as appropriate.</p>	

Students enrolled in grades 9 - 12 are expected to follow their [individual student schedules](#) using the period structure identified in the table below for each day of [scheduled instruction](#). Please note that student attendance will be taken each period.

High School Schedule for Full-Time Remote Instruction		
7:25 - 8:10	Teacher Preparation Period	
Period	Time	Instructional Guidance
Period 1	8:10 - 8:35	<p>Students will log in to each period.</p> <p>Attendance will be taken.</p> <p>Teachers will provide students with synchronous instruction ranging from 10 to 25 minutes in length. The length of the synchronous learning lesson will be determined by the teacher and should be based off of the lesson for the day. It is understood that on some days, the amount of synchronous time may vary depending on the lesson. Please refer to the instructional framework for guidance on which pedagogical approaches lends itself best to synchronous vs asynchronous learning.</p> <p>Students may log off after the teacher has completed the synchronous lesson and begin the asynchronous learning until the next period begins.</p> <p>Teachers may schedule a shorter whole class synchronous lesson to allow for small group synchronous learning.</p>
Period 2	8:40 - 9:05	
Period 3	9:10 - 9:35	
Period 4	9:40 - 10:05	
Period 5	10:10 - 10:35	
Period 6	10:40 - 11:05	
Period 7	11:10 - 11:35	
Period 8	11:40 - 12:05	
12:05 - 12:50	Teacher Lunch Period	
12:05 - 2:25	<p><b>Students:</b> Students work on asynchronous learning opportunities, as assigned, to complete independent/practice work. Students can schedule time to speak/meet with the teacher or support staff to discuss work or to ask questions. Students may also participate in small group follow-up lessons as arranged by a teacher.</p>	
12:50 - 2:25	<p><b>Teachers:</b> During this time period, teachers will be available to speak/meet with students individually or in small groups to answer questions. Teachers will work on asynchronous learning opportunities for students, provide students with feedback, participate in google discussions, etc. Teachers may also participate in administrative scheduled meetings, team meetings, RtI meetings, etc, as appropriate.</p>	

Asynchronous learning activities will be scheduled daily as appropriate to ensure instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners. The learning opportunities that are provided synchronously and asynchronously will support student learning in achieving the objectives of the course.



## **Handling Scheduling Conflicts Specific to Synchronous Learning**

When providing synchronous learning opportunities throughout the day at all grade levels, it will be inevitable that conflicts will arise. Families/students should address any conflicts associated with synchronous learning with the classroom teacher and building principal, if necessary. Teachers should 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.

## **Science Laboratory Requirements**

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or full-remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles student admission to a culminating Regents Exam. The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Schools must determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

## **Hybrid Model**

*Details regarding class assignments specific to students who will participate in the hybrid model versus students who choose to remain full remote, are still being finalized. If changes are made after the initial class lists have been assigned, teachers may experience changes in their class rosters, placements, and modalities. The District continues to engage in conversations with stakeholders to obtain the information necessary to place students and create assignments. Every effort will be made to ensure the least amount of disruption to class placements and teacher assignments, based on the needs of each school and certification*

*areas/expertise of the teachers. Additional information will be provided on the hybrid model prior to the hybrid model starting.*

Reopening plans indicate that [WCSD 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 learn remotely from home.

**Hybrid Model (in-person/remote)**

For instances in which a Hybrid Model is needed (Using a Cohort A & Cohort B Schedule) the following guidelines will be utilized:

Teachers will work collaboratively with their colleagues to combine best practices from remote and in-person instruction to create robust teaching and learning experiences in both environments. It will be necessary for teachers to think critically about what types of learning experiences work best for students in each of the learning environments using the hybrid model.

Hybrid model is represented in the chart below.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person	Cohort A In-person	Full-Remote Teaching and Learning for all students (Cohorts A and B)  Synchronous and asynchronous learning opportunities will be provided to students, as appropriate	Cohort B In-person	Cohort B In-person
Cohort B Remote	Cohort B Remote		Cohort A Remote	Cohort A Remote

Teachers will plan instruction for students when they are in person and when they are remote for both Cohorts A and B. An **instructional framework** has been developed for teachers to utilize as a reference on which elements of instructional practice and pedagogy lends itself best to in-person instruction vs remote instruction. While the instructional framework is a guide to assist teachers in developing their lessons, teachers will continue to have autonomy to address the academic needs and challenges of their students.

Our technology support team is working on the technical issues preventing all teachers in the District from being able to live stream from our classrooms at the same time. Discussions on the possibility of live streaming from the classroom are ongoing and may change as these technology hurdles are addressed.

Teachers who are scheduled to teach students in-person or synchronously will provide students in attendance with instruction using pedagogical approaches which will meet the instructional needs of the students.

When students are working remotely within their cohort (in a Hybrid Model), the tasks/assignments will be asynchronous. On Wednesday, which is identified as Full-Remote Teaching and Learning Day, teachers will provide synchronous and asynchronous instruction to students, as appropriate, utilizing the appropriate pedagogical strategies for synchronous and asynchronous learning.

Refer to the chart below of sample pedagogical strategies for in-person and remote instruction.

<b>Sample Pedagogical Strategies using Hybrid Model</b>	
<b>In-Person</b>	<b>Remote</b>
<ul style="list-style-type: none"> <li>● Conferencing with students</li> <li>● Guided instruction</li> <li>● Interactive discussions</li> <li>● Hands-On Lessons</li> <li>● Lab or science work that needs supervision</li> <li>● One-on One or small group instruction</li> <li>● Student collaboration/peer interaction</li> <li>● Well-being check-in</li> <li>● Community building</li> <li>● Social Emotional Learning</li> <li>● Formative and On-demand assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Video introduction of new content</li> <li>● Independent practice; assessment of proficiency</li> <li>● Purposeful interaction with peers</li> <li>● Thoughtful engagement with curriculum (i.e., research, journal writing, etc)</li> <li>● Opportunities to review previously taught material to remediate or strengthen understanding and/or skills</li> </ul>

Teacher schedules during a hybrid model may include time in which teachers will have opportunities to review student work completed during remote instruction and provide students with the feedback necessary for academic growth. It is understood that planning and

preparing for remote instruction and in-person instruction during a hybrid model is an unfamiliar model previously utilized and discussions regarding supporting all students are ongoing.

### **School Counselors**

In general school counselors will need to adapt their method of delivering the lessons discussed in the [School Counseling Plan](#). The initial focus will be on developing, revamping and assisting in the delivery of SEL lessons both remotely and in a hybrid model. At the beginning of the school year, school counselors will need to develop a means for parents and students to schedule appointments either by phone or Google Meet. Mandated counseling will also be scheduled accordingly.

### **Social Workers and School Psychologists**

Our social workers and psychologists will maintain a schedule with identified students. They will be in contact with students via email and can conduct meetings via Google Meet or conference calls. Office hours will also be provided. Social workers and psychologists, be available throughout the school day for students/families to provide support, assistance with tasks, and address questions. Additional guidance will be provided from the Office of Special Education.

### **Related Service Providers**

Related service providers for (Speech, OT, PT) will utilize the 3:1 model. Consultation, collaboration, assessment and make up sessions will occur during the 4th week of the 3:1 model. Synchronous sessions will be provided to students according to IEP mandates. Progress monitoring will be conducted in both the remote and hybrid models and in alignment with expectations outlined by the Office of Special Education.

### **Grading**

The District will use regular grading practices, with modifications made, in collaboration with administrators and teachers, to assessments/exams assigned to students while they work remotely. Professional development will be provided to teachers on administering formative assessments during Remote and Hybrid Models.

### **Distribution of Textbooks/Instructional Resources**

Some courses may require the distribution of textbooks and or other instructional materials to support remote learning. In these specific instances, arrangements for student pick up and distribution of identified items will be made in collaboration with the classroom teacher, department teacher in charge, department director and the building principal.