



September 24, 2020

Hybrid Model Guidance Document

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. Please see our updated [Instructional Delivery Timeline](#) to show the revised schedule for our K-6 students as we phase-in to hybrid learning for the rest of our grade levels. 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
<u>Tier I</u> Brinckerhoff, Fishkill, Fishkill Plains, Gayhead	8:25 Arrival 2:25 Dismissal	8:25 - 3:25

<p>Tier II Evans, Kinry, Myers, Oak Grove, Sheafe, Vassar <i>(KR & VR will continue to share bus runs which will affect arrival and dismissal times accordingly)</i></p>	<p>9:25 Arrival 3:25 Dismissal</p>	<p>8:25 - 3:25</p>
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(Classroom Teacher schedules will include time (1-hour) at either the beginning or the end of each in-person work day in which teachers will have opportunities to review student work completed during remote instruction, provide students with the feedback necessary for academic growth, and/or schedule synchronous learning opportunities.)

Hybrid Model (in-person/remote)

As a District, we understand the challenges that will come with hybrid learning. We want to set clear guidelines and expectations for our Continuity of Learning during this transitional period. At no point in time do we want our teachers to feel like we expect them to do twice the amount of work they normally would as they attempt to provide instruction to students who are on their rosters, but are attending class in different ways. We believe that as a team we can help create a level of efficiency that will minimize the impact of hybrid learning while still allowing for us to fulfill the NYSED mandate that we must provide ‘substantive daily interaction’ between students and teachers.

Much of this efficiency will come from us continuing to plan our instruction around a remote learning model. This means that a portion of our daily in-person instruction should include similar activities that we are now providing in our remote learning model. We understand that in-person learning has many advantages over remote learning, but in order for us to provide instruction throughout this dual modality instructional period we must make adjustments both to our in-person and remote learning styles in order to have the greatest impact on student learning while maintaining a manageable work environment for our teachers.

First and foremost, 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.

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.

The Instructional Directors, Professional Development Team, and other teacher leaders will provide additional information through presentations and workshops on how to utilize the curricular, instructional, and technological resources to instruct/support the hybrid students and the remote only students.

K-6 Hybrid Learning Structure

Monday Day 1	Tuesday Day 2	Wednesday Day 3 / Day 6	Thursday Day 4	Friday Day 5
Cohort A - In Person		Remote for All	Cohort B - In Person	
Cohort B - Remote			Cohort A- Remote	
Full Remote Cohort			Full Remote Cohort	

Hybrid Learning Structure per Subject Area

<p><u>Days: Monday & Tuesday</u> Currently Days 1 & 2</p> <p>Cohort A in-person Cohort B remote</p>	<ul style="list-style-type: none"> • All students: Up to 20 minutes of synchronous instruction live-streamed from the classroom • For the remainder of the instructional period: <ul style="list-style-type: none"> ○ 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
<p><u>Day: Wednesday</u> Currently Days 3 & 6</p> <p>All Students are Remote</p>	<ul style="list-style-type: none"> • 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
<p><u>Days: Thursday & Friday</u> Currently Days 4 & 5</p> <p>Cohort B in-person Cohort A remote</p>	<ul style="list-style-type: none"> • All students: Up to 20 minutes of synchronous instruction live-streamed from the classroom • For the remainder of the instructional period: <ul style="list-style-type: none"> ○ 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

During hybrid learning the following expectations shall apply:

- 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. This would alleviate the need to teach the same lesson twice for different cohorts of students.
- 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. Set times for live stream / synchronous

learning will need to continue to be staggered to accommodate the daily building specials period structure similar to what is expected during remote learning.

- On Wednesday, which is identified as a Remote Teaching and Learning Day, teachers will provide synchronous and asynchronous instruction to students. Classroom teachers will provide 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. All other teachers are to follow the [Remote Learning Guidelines disseminated on September 1, 2020](#).

Guidance criteria for Hybrid Learning:

- The District will provide to our community an explanation of our transition which includes the concept of the need for us to provide a ‘soft landing’ for this Hybrid Learning plan. This soft landing concept will help our parents, students, and staff understand that we need to allow time to transition into a working routine that will allow these components to work together.
- Our Instructional Directors, Professional Development Team, and other teacher leaders will provide a quick reference guide to help teachers navigate the best ways to ‘present’ to our remote learning students using the tools available in a typical WCSD classroom. This guide shall include:
 - best practices for setting up classroom technology to present to both in-person and remote only students;
 - summary of tools available to facilitate in-person AND remote classroom discussions;
 - ways to record / assign lessons so as to minimize the duplication of content delivery; and
 - assessment strategies that best support dual learning environments.
- Remote learning lessons for students will include the same minimum number of minutes of instruction per subject as identified in the [Remote Learning Guidelines disseminated on September 1, 2020](#). The allotted 100 minutes of synchronous instruction provided per day to students can be provided by either the classroom teacher or the remote student support teacher. During the soft landing, adjustments to these minimums are allowed.
- 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 the 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.

- Classroom teacher schedules include 1-hour at either the beginning or the end of each in-person work day in which teachers will have opportunities to review student work completed during remote instruction, provide students with the feedback necessary for academic growth, schedule synchronous/asynchronous learning opportunities, and/or consult with staff who will be supporting the remote only students in their classroom.

The following table illustrates our Hybrid Learning weekly attendance schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person	Cohort A In-person	Remote Teaching and Learning for all students Synchronous and asynchronous learning opportunities will be provided to students, as appropriate. Refer to additional language in this document for specific guidance.	Cohort B In-person	Cohort B In-person
Cohort B Remote	Cohort B Remote		Cohort A Remote	Cohort A Remote
Full-Remote Students	Full-Remote Students		Full-Remote Students	Full-Remote Students

Remote Only (WCT Members)

WCT Members who have been identified and approved as remote-only may be provided with an alternate schedule/assignment. WCT Members assigned to teach and support Remote Only students will provide remote instruction using the [Remote Learning Guidelines disseminated on September 1, 2020](#). See additional guidance noted earlier in this document. These teachers will be responsible for providing small group instruction, conducting formative assessments, re-teaching content as needed, conferencing with students, and ensuring all assigned students remain in curriculum and content alignment as their hybrid peers, etc. This assignment of work may span multiple class rosters, grade levels, and content areas. The teachers assigned to provide instructional lessons (synchronous and asynchronous) and academic support to remote-only students will work in collaboration with the classroom teacher to identify the content to be taught, when applicable. This process will be reviewed on a weekly basis and adjustments will be made as needed.

Our Instructional Directors, Professional Development Team, and other teacher leaders will provide a reference guide to help WCT Members navigate the best ways to instruct/support our remote only students using the tools available in a typical WCSD classroom. This guide shall include:

- best practices for instructing remote only students in small groups;
- summary of tools available to facilitate remote classroom discussions;
- ways to record / assign lessons so as to minimize the duplication of content delivery; and
- assessment strategies that best support the remote learning environments

Reassigning Teachers

The assignment of WCT members to a remote only role, due to factors outside of our control, may result in the District having to reassign other WCT members as needed. When reassigning WCT members, consideration of the members' expertise, as well as certifications held, will be taken into consideration prior to the change in assignment. Building principals will inform the staff impacted by a schedule/assignment change a minimum of 72 hours prior to the first day the teacher is scheduled to begin hybrid instruction.

K-6 Classroom Teachers

Classroom Teachers will work from 8:25 a.m. to 3:25 p.m.

60-Minute Remote Instruction Support Daily (either before or after school depending on Tier);

45-Minute Lunch Period (M, T, W, TH, F);

30-Minute Preparation Period (M, T, TH, F); and 60-Minute Preparation Period (W).

Classroom Teacher schedules include 1-hour at either the beginning or the end of each in-person work day in which teachers will have opportunities to review student work completed during remote instruction, provide students with the feedback necessary for academic growth, and/or schedule synchronous learning opportunities.

Special Area Teachers and Specials

Special Area Teachers will work from 8:25 a.m. to 3:25 p.m.

45-Minute Lunch Period (M, T, W, TH, F);

30-Minute Preparation Period (M, T, TH, F); and 60-Minute Preparation Period (W).

Special Area Teachers will have up to seven (7) 30-minute in-person classes on M, T, Th, F. Wednesday will be a full remote day and teachers are expected to follow the schedule provided by the building principal and the full-remote learning guidelines for Wednesday. To the greatest extent possible, special area teachers will provide instruction to students in the hybrid cohorts (M,T, TH, F) and follow the master schedule for classes scheduled on Wednesdays. To the greatest extent possible, full-remote students will receive instruction in the special areas by full-remote special area teachers. This may need to be revisited and modified depending on the number of remote special areas teachers, students and classes.

ENL Teachers

ENL teachers will work from 8:25 a.m. to 3:25 p.m.

45-Minute Lunch Period (M, T, W, TH, F);

30-Minute Preparation Period (M, T, TH, F); and 60-Minute Preparation Period (W).

Teachers will provide ENL instruction as per NYSED guidelines to students in-person and remotely, as needed, as scheduled in collaboration with the building principal and director.

AIS Teachers

AIS teachers will work from 8:25 a.m. to 3:25 p.m.

45 Minute Lunch Period (M, T, W, TH, F);

30 Minute Preparation Period (M, T, TH, F); and 60 Minute Preparation Period (W).

Teachers will provide AIS to students in-person and remotely, as needed, as scheduled in collaboration with the building principal. Some AIS teachers will provide instruction and academic support to students who are full-remote. The role of the AIS teacher may change to ensure equity in instruction for all learners. We value the expertise that our AIS teachers bring to the students and appreciate their flexibility as we phase into the hybrid model. Some AIS teachers will be reassigned and/or become a classroom teacher and classroom teachers will be reassigned as AIS teachers (as notified by the Building Principal). Some AIS teachers will take on the role of remote student support. Please refer to the areas in this document that reference remote only teachers.

SLP/OT/PT, School Counselors and Schools Psychologists

Related service providers and support staff are expected to report to their assigned school (M, T, TH, F) to administer services [either in-person (preferred) or remote (when in-person is not feasible)] 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, regardless of the duration of a specified school period. For most related services, the duration is 30 minutes per session and providers are to use that 30-minute duration, or whatever is appropriate for the student. Schedules should be built based around mandated service durations and fit within the teacher work day (8:25 a.m. to 3:25 p.m.). The same times and practices for scheduling lunch and preparation periods still apply.

- While K-2 transitions, please continue to provide "virtual" services to those students in grades 3-6 as well as those students in K-2 who have chosen to remain remote. For the K-2 students transitioning back to school, please make this a consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures before you begin to make your schedules and provide direct services.
- When we transition grades 3-4, please continue to provide "virtual" services to those students 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, please make this a

consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures before you begin to make your schedules and provide direct services. In addition, you can begin the process of scheduling and providing direct services for students in grades K-2.

- And finally, when we transition grades 5-6, please continue to provide "virtual" services to those students 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, please make this a consultant week as we want to allow the students and teachers the opportunity to establish routines and procedures before you begin to make your schedules and provide direct services. In addition, you can begin the process of scheduling and providing direct services for students in grades 3-4.

Traveling Teachers

There are five (5) traveling teachers who travel between schools in different tiers. The principals will work collaboratively with each other and the department director to try to eliminate the conflicts. Principals will follow the reassignment guidelines in this document if a reassignment is needed.

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. A secondary hybrid learning structure (similar to the K-6 document) will be created and disseminated prior to the start of the hybrid phase-in for grades 7-12.

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.