

Learning Plans

The District examined three options in providing instruction to the students of the District, complete in-person instruction, a hybrid learning model, which would include some in-person learning along with distance learning and a totally distance learning environment. These plans were examined, discussed, and dissected by stakeholder groups that included administration, instruction staff, parents, and support staff personnel. The District conducted a parent survey to gain insight from parents from all grade levels. The results of the survey in some cases showed the broad spectrum of which is the best form of instruction and in other cases provided tremendous insight on how we need to proceed for the current school year. It was quickly determined that no plan will be perfect with each having its pros and cons but choosing a plan that provided the safest and equitable educational opportunities while meeting all required guidelines had to be the District's mission.

Options

In-Person Instruction Model– This option is the most ideal in terms of instruction. However, it is not an option that is currently feasible to achieve given the following the guidelines provided by the New York State Education Department and New York State Department of Health. The inability to properly social distance students while on district transportation, classrooms, and while moving around the building creates the greatest stumbling block. The space limitation and the availability to increase these resources in the short term is not achievable to provide a safe social distanced environment for our students and staff.

Hybrid Model – This model would provide some in-person instruction for either all or some grade levels along with remote or distance learning for some or all grades. This model also includes examining a model where certain grade levels would receive in person instruction and other grades would distance learning. Space limitations to achieve a safe socially-distanced environment will dictate the configuration of this hybrid model.

Total Distance Learning Model – This model would provide all students in the District instruction through a total remote learning environment. This method was utilized from March 13 through the end of school for the 2019-2020 school year. Although we found many things to be effective in this format, learnings and improvements would be made for the 2020-2021 school year such as more structured class schedules, more face to face instruction time, and the need to be conscious of not limiting the amount of screen time for students. This model creates challenges for child care for younger students while families may be working.

The selection of the Instruction Model for 2020-2021 came with significant planning and considerations for many factors. As indicated no plan is perfect but the ultimate goal was to have a safe learning environment that provides an equitable learning experience.

Instruction Model for 2020-2021

The following is the proposed instruction model for the start of the 2020-2021 school year. It must be noted that this model is the proposed model by the District, further guidance or Executive Orders by the Governor of New York may force us to change this model.

All Students in Grades Pre K- Twelfth Grades

All students will begin the school year on September 10, 2020 with remote learning instruction. For EBIS and WHS students the remote learning schedule will be Monday, Tuesday, Thursday and Friday with a modified schedule similar to a 2-hour delay but with more time allowed for log in and log off. Students specifically in grades 7-12 will follow a Monday- A day, Tuesday- B day, Thursday- D day, Friday- E day schedule to account for classes that are held every other day such as health, PE, and science labs. WES students (pre k through 4th grade) will engage in up to two to two and half hours of online instruction each day.

Students with Disabilities in self-contained classes will come in to school for in person instruction ½ days on Monday, Tuesday, Thursday and Friday. Students with Disabilities with a co-taught, resource room, consultant teacher recommendation will come in ½ day Wednesdays. English Language Learners will also come in ½ day on Wednesday for instruction.

Wednesday will be a communication, collaboration, and check-in day for all students. This will allow students and teachers to check in with each other.

The District will transition to a hybrid learning model on October 5, 2020. Instruction for all students will be based on an AA/BB schedule, by splitting the student population of Pre-Kindergarten through Twelfth grades into two equal cohort groups. Students from the same household but different last names will be grouped together. Each grade will be grouped in smaller cohorts of 10-12 students to ensure the required social distancing when in the classroom. Students in Pre-Kindergarten through Fourth grade will have their classroom at the Webutuck Elementary School, students in Fifth grade through Eighth grade will have their classroom in Eugene Brooks Intermediate and, students in Ninth through Twelfth grade will have their classroom in the Webutuck High School. School. Smaller class sizes will allow for more focused instruction in the group which will assist assimilation from the distance learning model utilized this past spring while providing additional instruction on topics that may need to be reviewed.

The instructional model will consist of two days of in-person instructions for all students, one day of live remote learning, and two days of remote project- based learning. The two days of in-person instruction will consist of a full schedule of core, electives, and specials. The collaboration day on Wednesdays for all students will consist of live remote instruction, office hour time for teachers to work one on one with students, and time for assessments. The two days of remote independent learning will focus on practicing skills learned during the instruction period, individual project-based work utilizing learning platforms such as Seesaw, Ed Puzzle and Nearpod, along with allocated time for students to meet with teachers one on one.

Hybrid Learning Model



GROUP AA



GROUP BB

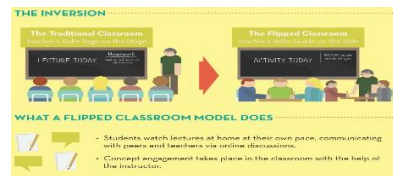
MONDAY:



TUESDAY:



WEDNESDAY:



THURSDAY:



FRIDAY:



The use of outdoor spaces will maximize our ability to safely deliver instruction while allowing for more social distancing. In addition, auxiliary spaces such as the cafeteria, auditoriums, and gymnasiums will also be utilized for cohort groups (cleaned and disinfected after each use) for instruction space.

Special Education Students

We recognize that a remote learning environment for students who have special education needs or accommodations will not be optimal. Based on review of 504 plans and/or IEPs, review of each students' needs will take place to determine if the student can receive an equitable education through a remote learning environment or if there is a need to bring the students to school for some in-person learning in a small group setting. All Special Education Certified Teachers have not been assigned their own class but will be focused on the Individual Education Plans for the special education students. After a review of each is conducted, communication, and conversations with parents/guardians will occur to discuss the best plan of instruction for the student.

English Language Learners

The District will follow all required guidelines in the English Language Learners (ELL) Identification Process.

It is recognized that the remote learning environment for ELL students may not be ideal. Therefore, each students' needs will be reviewed to develop the optimal learning plan which may include a combination of remote and in person instruction.

Communicating with the parents/guardians of ELL students is critical component in providing an equitable education. Therefore, the District will continue to distributes all communication in both English and Spanish, personalized outreach to families by staff, and conversations in their native language will be conducted by District Staff or with the assistance of the language translation services.

The District will provide the required instructional Units of Study to all ELLs based on their most recently measured English-language proficiency level during in-person or hybrid instruction.