



Cheektowaga-Sloan Union Free School District (CSUFSD)- Hybrid and Remote Models for Instruction

Cheektowaga-Sloan Union Free School District

Hybrid and Remote
Instructional Models

August 14, 2020



Instructional Model

The Cheektowaga-Sloan Union Free School District (CSUFSD) vision centers on teaching to the whole child. The whole child approach to teaching supports and nurtures all areas of children's development learning- from social-emotional and cognitive skills to the arts, literacy, math, science, and social studies.

Since the COVID-19 pandemic, schools have been charged with reimagining how schools deliver education. We face many challenges and vow to provide the best educational program we can while keeping students, faculty, and staff safe. The NYS Department of Health (NYSDOH) and the State Education Department (SED) released detailed health and safety guidance for reopening. Pursuant to the guidance on social distancing, it is not practical for Cheektowaga-Sloan to open school in September with 100% of the students in-person every day. The NYSDOH guidance mandates that students be six feet apart in classrooms. Given that mandate and the physical size of classrooms, Cheektowaga-Sloan will be need to reduce group size to approximately 10-14 students in a classroom at a given time. To achieve this, the District is implementing a Hybrid Model.

For the Hybrid Model, students will be divided into two learning groups: Group A and Group B. In general, Group A will be composed of students with a last name starting with letters A-L and Group B will be composed of students with the last names M-Z. Any special education students integrated into general education settings will be included in the age appropriate grade level class and provided services in accordance with their Individualized Education Plans. All self-contained special education students will attend school Monday, Tuesday, Thursday and Friday.

When forming the A/B Groups, principals across the District are collaborating with one another to keep students from the same household together regardless of the last name. In these cases, the last name of the youngest student will be used to determine which group the family will attend in. In some cases, where a high school student may have a complex schedule due to the required course he/she needs for graduation, the group placement may be based on the older student. In addition, some students' schedules at the high school require certain course work that may require them to be placed into their group by course need and not last name.

If parents have a unique concern related to childcare issues and/or work schedules and may need to have their child placed in a specific group, please email your child's building principal with your concerns by **August 13th, 2020** (*Note: Parents were informed of this at a Parent Forum on August 10, 2020 and in alerts on our District Webpage*). The District will review each of these circumstances on a case-by-case basis and do its best to work with families. Requests related to students switching groups to be with friends will not be considered.

The District recognizes the burden this Hybrid Model places on families for childcare. Therefore, principals are working diligently to determine and finalize these groups as soon as possible. On



August 19th, all families will be mailed a letter from the District stating which group their child is assigned to and which instructional model the families have chosen (e.g., Hybrid or 100% Remote). **Parents need to review this letter and contact their building principal through email with any concerns by Monday, August 24th. All groups will be finalized by Wednesday, August 26, 2020.**

Students in Group A will report to school on Mondays and Tuesdays and students in Group B will report for in-person school on Thursdays and Fridays. On Wednesday, all students will be learning from home. While students are learning at home, a deep clean of the District will occur. This deep clean will be repeated on the weekend ensuring the school is sanitized and disinfected before Group A enters the building on the following Monday. Students in Group A and Group B will be learning remotely on the days they do not report for in-person school.

100% Remote Option. As stated at the District's Parent Forum on August 10, 2020, follow up robocalls and text messages, parents were given an opportunity to opt out of the Hybrid Model of instruction and choose a 100% Remote Model option for the first 20 weeks of school. Parents were provided a required District survey that was due on August 13, 2020. **Students who select this option will be committed to this model for 20 weeks.** After 20 weeks, families will be provided an opportunity to exit the 100% remote program and join the Hybrid Model. **If the survey is not completed by August 13th, students will be enrolled in the Hybrid program.**

Since the teachers are creating their curriculum and instructional resources in Google Classroom, this content will be utilized regardless of the instructional setting (e.g., in-person, hybrid, remote). Families that chose 100% remote for the first 20 weeks, will independently utilize the content in Google Classroom as the primary learning tool for students on Monday, Tuesday, Thursday and Friday. Teachers are designing activities for students to practice these skills and will provide assessments for students to complete, which will all be accessible in Google Classroom. Teachers will monitor this work and provide feedback to students on completed assignments.

On Wednesdays, 100% Remote students will be provided a daily schedule, similar to in-person school, and be expected to login at the designated time for synchronous teaching. This will allow teachers to get "face time" with 100% Remote students to support and remediate their asynchronous instruction. In addition, at grades prekindergarten through grade five, all students in Group A, Group B, and Remote, will participate in a synchronous activity to build community. In grades six through twelve, students will have a similar community building experience but this will take place during their Advisement/Kennedy Crew time. This will provide an opportunity for the entire class to have "face time" and feel a sense of connection to the school community as the District recognizes these are challenging times for students, families, faculty and staff. For more details on how the District will support social emotional needs, please see the full reopening plan. Links to Zoom or Google Meet will be provided in Google Classroom for all synchronous teaching.

Families with children in the 100% Remote 20-week program, can contact their child's teacher with questions and concerns through email at any time. Since the teachers are teaching in person while



these students are learning at home, the teacher will do the best he/she can to respond to these emails in a timely manner.

Professional Development. Wednesdays will also be utilized for professional development and District meetings for teachers. As a result, some Wednesdays may be 100% asynchronous for all Hybrid and Remote students. Families will be notified by their classroom teacher if they are engaged in a required meeting and may be temporarily unavailable for support.

Asynchronous and Synchronous Learning. CSUFSD will use a combination of asynchronous and synchronous learning for both the Hybrid and full Remote learning programs. These terms are defined as:

Asynchronous Learning- Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and/or video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects. Asynchronous learning can take place at any point during the day or evening based on the families' preferences.

Synchronous Learning- Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person learning experience.

Weekly Schedule for Hybrid Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-person instruction	In-person instruction	Synchronous Community Building Activity and Asynchronous Learning	Asynchronous instruction	Asynchronous instruction
Group B	Asynchronous instruction	Asynchronous instruction	Synchronous Community Building Activity and Asynchronous Learning	In-person instruction	In-person instruction



Remote	Asynchronous instruction	Asynchronous instruction	Synchronous Community Building Activity and Synchronous Instruction	Asynchronous instruction	Asynchronous instruction
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NOTE: All self-contained special education students will attend school Monday, Tuesday, Thursday and Friday. The District is deep cleaning all buildings Wednesdays and Fridays.

Teaching and Learning

Academic Standards. The District will apply regular academic standards and follow its normal grading procedures to the extent possible, subject to any applicable NYS Department of Education or other governmental directives for all students in prekindergarten through grade twelve at the CSUFSD. At the elementary level, faculty members will assess student academic work and administer grades similar to past practices. The standards-based report card for elementary will be temporarily modified.

Faculty members in grades 6-12 will assess student academic work and utilize the eSchool system to record and report numerical grades. Please note that numerical grades will be utilized to determine if students receive course and/or diploma credit. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will have similar expectations as if students were physically attending school

Learning Objectives:

- Establish weekly learning objectives with clear instructions that can be followed on- or off-site.
- Create lessons aligned to the New York State Common Core standards to work towards mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set intervals.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.



- Special education students' IEPs will be reviewed and accommodations/modifications will be added to ensure access for online learning accommodation and modifications will be determined on an individual basis.
- English Language Learners will be monitored and continue to receive services and extra support.
- Ensure equity of instructional opportunities regardless of the educational setting (e.g., in-person, hybrid, or remote) for all students.
- 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, re-mote, or hybrid)

Focusing the Curriculum. Teachers need to analyze the learning standards for their grade level/subject and determine what is truly important for students to know. Teaching in a Hybrid and/or Remote setting does not give teachers the same amount of time to teach the content. Therefore, the curriculum must be focused and essential learning is the priority. Teachers worked with their colleagues to collaboratively determine priority standards for math and created a modified scope and sequence. This work will need to continue for all subjects and adjustments will need to be made to the teaching and learning.

What should be taught?	Things to Consider
<ul style="list-style-type: none">● Soft skills, classroom and remote behavior expectations.● Foundational skills● Content that is critical to being successful (in the course and life)● Lessons that engage students and keep them engaged● Cross-curricular lessons● Activities that require critical thinking● Use formative (brief checks for understanding) and summative assessments to guide your work and provide relevant feedback to students highlighting for you what needs to be reinforced.● Students will need time to process and apply learning.	<ul style="list-style-type: none">● Eliminate content that isn't in the standards or critical to the course and life● Avoid lessons that require great amounts of time but cover little content● Avoid lessons that require high levels of parent involvement● Eliminate unnecessary assessments

Equity for Learners. In Spring 2020, CSUFSD did not have enough Chromebooks for all students. As a result, prekindergarten through grade eight students were provided paper based instructional packet while students in grades 9-12 were all provided Chromebooks. To resolve this disparity, the District ordered over 900 Chromebooks and purchased laptops for all teachers. As a result, all



students will be provided a Chromebook, and paper-based instructional packets will no longer be utilized. Chromebooks will be provided to all students who attend in-person (Group A and Group B) when they come to school. Some students in grades 9-12 still have Chromebooks from the 2019-2020 school year and they will continue to utilize these devices throughout the 2020-2021 school year. For 100% Remote students, the District will organize a “curbside pickup” model to distribute Chromebooks to students. Families may opt to utilize their own personal technological devices to facilitate remote learning.

Another challenge the District faced was the ability to make and receive phone calls when learning was taking place at home. The District purchased a phone service where faculty and staff’s work phones will be forwarded to their cell phones. This will open up the lines of communications between faculty, staff, and families, increasing the support the District can provide.

WiFi Access. Many of our families did not have access to a broadband wireless internet connection in Spring 2020 for remote learning. The District worked with families to obtain WiFi where it was needed. If a student or faculty member still does not have access, the family or faculty member in need will be provided a mobile WiFi internet access point at the District’s expense. This WiFi unit will provide internet to any District owned Chromebook, laptop, or iPad. The school social worker will be the point of contact for faculty and family who need assistance in obtaining sufficient internet access. Please contact your school’s social worker for more information.

Google Classroom. The District utilizes Google Suite which includes: Google Classroom, Gmail, Google Docs, Google Sheets, Google Meet, and Google Slides. All teachers in prekindergarten through grade 12 will be creating a Google Classroom. The Google Classroom must be formatted in a similar way (referred to as a “template”) so that parents and students can navigate through the content with ease. For example, assignments and activities will be separated by week and due dates will be required. This information will be located in the “classwork” section of each Google Classroom. Teachers will build their curriculum for the year in their Google Classroom. Teachers will need to provide videos, readings, assignments, and other learning activities that focus on the identified priority standards/objectives in the Google Classroom. To create equity, the learning objectives for all weekly lessons are required to be the same regardless of the instructional setting (e.g., in-person, hybrid, remote) and will be posted daily/weekly in each teacher’s Google Classroom.

Teachers will receive an instructional video on how to set up their Google Classroom page and the requirements for the template. An instructional video will also be provided for families. This, and other parental resources, will be available for on the District’s webpage towards the beginning of the school year.

Video Editing Program. The District is purchasing an online video editing program for all educators prekindergarten through grade 12 and all administrators. All employees will receive a training video on August 28th, 2020 that explains how to use this program to create instructional videos for students



that can be utilized in the classroom and/or for remote instruction. This video will also train teachers in Flipped classrooms and provide teachers resources on how to utilize this instructional approach.

Technology Support. At the elementary levels, parents and/or students may contact their classroom teacher for assistance with issues related to technology. At the middle and high school levels, parents and/or students may contact the student's Kennedy Crew or Advisement teacher for assistance with issues related to technology. These issues include, but are not limited to: computer hardware and software, logging in, working with the Google Suite and/or Zoom, accessing eSchool's Student and Parent Portal, and utilizing the student's District-issued email address. Our faculty member will then submit a "ServiceNow Ticket" to the appropriate personnel, and in turn, act as the point of contact for the family.

Data Driven Instruction. Teachers will be provided on-going professional development on Data Driven Instruction and Data Driven Dialogue to promote a consistent approach when engaging in the learning cycle centered around the content provided. This will include designing effective practice activities, assessments, and reteaching/remediation for those students who are struggling whether this be in the form of differentiated instruction or AIS (Academic Intervention Support).



Mandatory Attendance. Student attendance for the 2020-2021 school year is compulsory, which is consistent with New York State law and regulations of the Commissioner of Education. School districts must continue to track and report student attendance during the COVID-19 pandemic in all educational settings (e.g., in-person, hybrid, remote). Teachers will collect and record daily



attendance for all students in accordance with our typical attendance procedures in our student management system, eSchool. eSchool will be utilized to collect, record, and report student attendance whether it is in-person, hybrid, or remote instruction. Parents, guardians, and students may continue to access the eSchool portals to review a student's daily attendance during the 2020-2021 school year. Students are required to participate in instruction Monday through Friday for both the Hybrid and Remote Models. Attendance for asynchronous instruction remote learning days will be determined by work completion, participation, and student/family contact.

For the Hybrid Model, students who are absent on their regularly assigned in-school attendance days will not be allowed to attend school with the other attendance group to make up days missed. Students are required to participate in remote learning when they are unable to attend in person and are healthy enough for remote learning. If a student is ill, parents will contact the main office to report student to report student absences according to normal procedures.

Academic Gaps and Intervention. The District currently uses Response to Intervention (RtI), which is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classrooms. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

The District is in the process of transitioning from RtI to a Multi-Tier System of Support (MTSS). MTSS builds upon the original concept of tiered support, but is more proactive. MTSS addresses systematic barriers and conditions for both students and educators. MTSS will be used to identify students who have experienced educational gaps and create plans to remediate. The District utilizes multiple measures and data points to determine which students need additional support and services. This includes, but is not limited to, Fastbridge, Fountas and Pinnell Benchmark Assessment, Lexia, common formative assessments, etc. This will be particularly helpful in the upcoming school year given the absence of New York State Grades 3-8 test results and lack of Regents scores.

Teacher Certification. Under all instructional models, the District will ensure that all teachers hold valid and appropriate certificates for their teaching assignments as required by the New York Education Law and applicable Commissioner of Education regulations.

Specials. CSUFSD recognizes the value to all students of subjects such as music, art, library, computer classes, and physical education. The District will maintain these components of its curriculum throughout the coronavirus pandemic, making adjustments and providing alternative access methods as necessary and feasible. Building principals will work with teachers in these areas to develop safe approaches to continue instruction in these areas consistent with applicable guidelines and restrictions. The District will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities which require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.



Additional Information. The District has been implementing Lucy Calkins Reading and Writing Units of Studies for several years in grades kindergarten through grade five. The District also utilizes the Lucy Calkins Phonics program for grades kindergarten through second. Materials and large classroom libraries were purchased and a teachers have been provided a substantial amount of training in these programs. To continue this work and support this program, the District has purchased videos from the company that will include minilessons for Reading, Writing and Phonics. These will be provided in the Google Classroom for our asynchronous remote days and for our 100% remote students.