



The District has developed three instructional models (in-person, remote learning, or hybrid learning) for the 2020-2021 school year. Stakeholder input has been gathered and considered for model selection. The District's goal has been to maximize student learning, including in-person instruction, while balancing the safety and well-being of our students, faculty, and staff. Students at each of the Lancaster schools will be taught in accordance with the applicable New York State Learning Standards.

In-Person Model

Under the in-person model, all faculty, staff, and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be present and involved in the school environment. In accordance with the Governor's mandate of face coverings and maintaining six or twelve feet of social distance in classrooms, this model cannot be implemented.

LCSD Hybrid Model

The LCSD hybrid model allows us to maximize student learning in the most equitable hybrid format possible. Students will be placed into one of two groups (i.e. Group A or B). Student group designation will be visible in eSchool for parents and students to view. During the odd weeks of the school year (e.g., week one, week nine, week 11), students assigned to Group A will attend school on Mondays, Wednesdays, and Fridays and participate in remote instruction on Tuesdays and Thursdays. During the even weeks of the school year (e.g., week two, week eight, week 14), students assigned to Group B will attend school on Mondays, Wednesdays, and Fridays and participate in remote instruction on Tuesdays and Thursdays. See below for a visual representation of the LCSD hybrid model.

Under the hybrid model, remote instruction will consist of both in-person and asynchronous learning. This will be dependent upon the grade level/course. Students/families who select the hybrid model must commit the option through the first 20 weeks of the school year (i.e., the end of the first semester). Attendance will be taken on both in-person and asynchronous instruction days.



LCSD Hybrid Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1	Group A (in-school)	Group A (remote)	Group A (in-school)	Group A (remote)	Group A (in-school)
	Group B (remote)	Group B (in-school)	Group B (remote)	Group B (in-school)	Group B (remote)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #2	Group A (remote)	Group A (in-school)	Group A (remote)	Group A (in-school)	Group A (remote)
	Group B (in-school)	Group B (remote)	Group B (in-school)	Group B (remote)	Group B (in-school)

Sample Hybrid Schedule for an Elementary Student

Elementary Hybrid Information			
SAMPLE			
Grades K-6 (In-person Instructional Minutes)			Grades K-6 (Hybrid Asynchronous Days)
Subject Matter	In-Person Day (Minutes)	10-Day Cycle (In-Person Minutes)	<p>This time should be used to deliver the instruction that is usually passive in nature. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.</p> <p>Lessons for every core subject area should be loaded into Google Classroom on a daily/weekly basis. Special Area teachers should create lessons to meet the number of times they would ordinarily see students.</p>
Literacy Block	90	450	
Math	60	300	
Science/ Social Studies	30	150	
Specials	30-60	150-300	



Sample Hybrid Schedule for a Secondary Student

Secondary Hybrid Information SAMPLE		
Grades 7-12 Student Schedule (In-Person Teaching Days)		Grades 7-12 (Hybrid Asynchronous Days)
7:30 AM	8:11 AM	*Elective
8:15 AM	8:56 AM	U.S. History & Government
9:00 AM	9:41 AM	Elective
9:45 AM	10:26 AM	Language
10:30 AM	11:11 AM	Chemistry
11:15 AM	11:56 AM	LUNCH
12:00 PM	12:41 PM	ELA 11
12:45 PM	1:26 PM	Elective
1:30 PM	2:11 PM	Algebra II

This time should be used to deliver the instruction that can be done independently. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement or provide your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.

This time should be used to deliver the instruction that is usually passive in nature. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.

*Where you see elective spaces, those are spots in the schedule where students will participate in Academy courses and general electives and/or for students who have IEP's or ELL students - those are times they would receive Academic Support or Resource Room.

Remote Model

Students/families will have the opportunity to select the fully remote model prior by August 24, 2020 and/or LCSD will have to transition to the fully remote model due to outside variables (i.e.,



Governor’s executive order, NYSDOH decision). Students/families who select the fully remote option must commit the option through the first 20 weeks of the school year (i.e., the end of the first semester).

Under the remote model, students will not attend school in the physical building. Instruction will be conducted digitally through online methods. 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 be dependent on the grade level/course. Students will receive a combination of asynchronous and synchronous instruction from a certified teacher. Students and teachers will have substantive interaction and attendance will be taken everyday. Students at each of the Lancaster schools will be taught in accordance with the applicable state standards.

Sample Remote Schedule for Elementary Student

Elementary Remote Information		
SAMPLE		
Grades K-6 (Synchronous Teaching Days - SAMPLE)		Grades K-6 (Remote Asynchronous Days)
9:00-9:15	Morning Meeting	This time should be used to deliver the instruction that is usually passive in nature. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.
9:15-10:45	Whole Group and Small Group ELA	
10:30-11:30	Whole Group and Small Group Math	
11:30-12:00	Specials	This time should be used to deliver the instruction that is usually passive in nature. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.
12:00-12:30	Lunch	
12:30-1:15	Whole Group and Small Group Science	
1:15-2:00	Whole Group and Small Group SS	*Depending upon final numbers, 100% remote students will most likely be broken into two cohorts.
2:00-2:30	Support in Any Subject	



Lancaster Central School District
Office of Curriculum, Instruction & Pupil Personnel
Remote Learning Plan (September 2020)

2:30-3:00	Review of the Day or Second Special	
3:00-3:15	Closing Circle	



Sample Remote Schedule for Secondary Student

Secondary Remote Information		
SAMPLE		
Grades 7-12 Student Schedule (Synchronous Teaching Days - Follow Bell Schedule)		Grades 7-12 (Remote Asynchronous Days)
SAMPLE		
7:30 AM	8:11 AM	Elective
8:15 AM	8:56 AM	U.S. History & Government
9:00 AM	9:41 AM	Elective
9:45 AM	10:26 AM	Language
10:30 AM	11:11 AM	Chemistry
11:15 AM	11:56 AM	LUNCH
12:00 PM	12:41 PM	ELA 11
12:45 PM	1:26 PM	Elective
1:30 PM	2:11 PM	Algebra II
		<p>This time should be used to deliver the instruction that can be done independently. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement or provide your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.</p> <p>This time should be used to deliver the instruction that is usually passive in nature. The mini-lesson/direct instruction should be recorded and shared with students/families during this time. To supplement your direct instruction, you may add websites, readings, assignments, assessments, and projects. Grade level teams should collaborate to support each other, remain aligned, and share the creation of content.</p> <p>*Depending upon final numbers, 100% remote students will most likely be broken into two cohorts.</p>



High-Needs Students

Students considered high-needs will be prioritized for full-time in-person learning when feasible. For example, certain programs and services may be provided in person on a limited basis to high-needs students to meet their unique needs for instruction and other supports. The Special Education Department has already notified all parents about students who will attend on a daily basis.

The following section describes instructional models, prioritizing standards, academic gaps and interventions, structures and expectations for K-12 hybrid/remote learning, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the District will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

Curriculum and Instruction

The District has focused on ensuring alignment of coursework vertically, horizontally, and to the applicable standards to provide clarity around what is to be taught and what students should learn. Furthermore, curriculum alignment fosters efficient planning and more efficient sharing of resources. Regardless of delivery model, the expectation is that students will be provided with the same content knowledge and skills from all the teachers of a given course/grade level.

Structures and Expectations for K-12 Hybrid/Remote Learning

A predefined set of structures has been established for hybrid/remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

Systems Management

A Learning Management System (LMS) is used to plan, deliver, and manage the learning content for hybrid/remote instruction. Content is created in other applications, uploaded, and organized within the LMS. Learning content may include documents, videos, learning activities, and assessments.

Grades K-12 will use Google Classroom as our LMS to post assignments, communicate with students and parents, create assessments, and share digital information.

- All students will be provided with an electronic device for use at home.



- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Keep and/or establish a regular school schedule with times for course/subject area instruction. Times established by K-3, 4-6, 7-8, 9-12 grade level bands.
- Take attendance in eSchool for each instructional session.

Communication Protocols for Students and Families

- Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.
 - District welcome letter sent to all students and families including directions for parent access to the Google Classroom.
 - Teachers will follow-up and welcome all students and families outlining class/course schedule and online participation expectations, including teacher contact information.
 - Teachers will respond in a timely manner to all instructionally relevant emails, discussion board posts, and submitted work. (Suggested best practice: Emails & discussion boards - 24 hours; and submitted work - 72 hours)
 - In addition to daily class meetings, teachers will host regular office hours for individual student questions (Suggested Best Practice: two sessions each week)
- Establish remote classroom materials access for students and families
 - Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
 - Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
 - Communicate tech-help protocol for logistical and technical help

Setting Learning Objectives

- Establish weekly learning targets that are posted to the LCSD eLearning website with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward 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 as needed.



Engagement Strategies and Online Tools

Asynchronous Learning: asynchronous learning occurs when students work independently on learning activities and assignments in a virtual setting. Teachers provide lesson content through written materials and visual presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - synchronous learning occurs when students join an audio/video enabled meeting at the same time in a virtual setting. This space is greatly enhanced when the meeting includes an interactive opportunity to chat or break out into separate discussions. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners.

- Using video conferencing (Google Meet) software for live (synchronous) lesson instruction.
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - During class meetings, instructors can use GSuite and other online tools to keep learners engaged in the material. Design activities that learners must respond to using the by typing or drawing. Remember that using the interactive tools may be new for some learners. Offer a practice activity (scavenger hunt) to give them the time and opportunity to figure out how the tools work. When assigning any Google type document through Google Classroom, use the setting “make a copy for each student” so that progress is visible to the teacher as the student works on it. It will also provide information on when the student opens the document.
- Video conference lessons can be recorded (asynchronous) and the saved file can easily be shared with students.