







Guiding Principles

- We needed to maintain the same existing class schedules for continuity and consistency
- Every student will keep their existing teachers because the student-teacher relationship is critical to students' success and essential to support their social/emotional well-being
- Students should also continue to be able to maintain relationships with students in their class. These relationships are crucial to our students at this time
- We needed to ensure flexibility for our staff to allow them to take the first steps to begin this process
- We also believe it is imperative that staff receive ongoing training and support, and that they are provided the time necessary to collaborate with each other to maximize success

Essential Elements

- ► High-quality instruction with Williamsville teachers
- Access to all of our programming opportunities for all students, whether learning remotely or in-person
- ► Teachers have the flexibility to choose how to engage students within a set of expectations
- Customizable and district-aligned professional learning opportunities to include a set of foundational baseline virtual learning skills for synchronous and asynchronous instruction. This will include opportunities for collaboration among colleagues, recorded meetings, traditional courses, and asynchronous experiences
- The ability to provide a daily synchronous experience for all students in each class Mondays, Tuesdays, Thursdays, and Fridays and in homeroom/home base on Wednesdays
- A learning model that engages students who are learning in-person and remotely during the same class period, both synchronously and asynchronously

- Hyflex Model
 - ► Not "live streaming"
 - ► Teachers customize instruction and engagement based on student needs
 - Students at home will be actively engaged by their teacher, not just watching what is happening in the classroom
 - Synchronous, asynchronous, and independent
 - ► Large group, small group, and individual









- Model Differences and Enhancements From Previous Plans
 - Committee of stakeholders researched and reviewed best practices and also created guiding principles and essential elements of the plan
 - > Parents and students provided feedback and made suggestions
 - Utilizes a research-based model
 - Acknowledges screen time considerations
 - Our Williamsville teachers are our instructors
 - Outsourcing was not a viable option for our community
 - ► Enables remote learners to take a full schedule of electives

- Model Differences and Enhancements From Previous Plans
 - Teachers are engaging in professional learning that allows them to gain tools and strategies to simultaneously engage and provide instruction to students who are in the classroom as well as students learning remotely
 - Teachers will make strategic decisions about how to best address lesson objectives using synchronous and asynchronous methods
 - ► Technology system testing is an essential component
 - Ensuring technology items (e.g. equipment) are in place prior to implementation
 - Structures for ongoing technology support

- Phase-In Timeline
 - ▶ October 13, 2020: Grades 5-6
 - October 19, 2020: Grades 7-8
 - October 26, 2020: Grades 9-12



- ► Instructional Groups
 - ► Group A: Last Names A-L
 - ► Group B: Last Names M-Z
 - ► **Group C:** English Language Learners
 - ► **Group D:** District Self-Contained Classes
 - ► Fully Remote: Students who receive classroom instruction from home

<u>Key</u>

- 🚢 : Hybrid In-Person
- Hybrid
- Fully Remote
- Wednesdays (Synchronous homeroom/home base experience followed by asynchronous and independent learning)

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	•	•			<u> </u>
Group B		<u> </u>		•	•
Group C					
Group D	.	.	2 🚇	2 <u>0</u>	2 <u>0</u>
Fully Remote	\$	(\$	\$

Frequently Asked Questions

Available here:

https://www.williamsvillek12.org/news_detail_T2_R425.php

QUESTION AND ANSWER SESSION