

## Revised Elementary Hybrid Model

### Grades TK-6 Hybrid Schedule

**Group A: In-person Monday and Tuesday afternoons, Group B: In-person Thursday and Friday afternoons, Group C: Distance Learners**

| Time                | Monday   | Tuesday  | Wednesday   | Time                | Thursday   | Friday   |
|---------------------|--|--|---|---------------------|--|--|
| <b>8:30 - 12:00</b> | <b>Groups A,B,C:</b><br>Distance Learning  | <b>Groups A,B,C:</b><br>Distance Learning  | <b>8:30 - 9:00:</b><br>Morning meeting (Zoom)                                     | <b>8:30 - 12:00</b> | <b>Groups A,B,C:</b><br>Distance Learning  | <b>Groups A,B,C:</b><br>Distance Learning  |
|                     | <b>Group C:</b> Virtual Instruction, Intervention, and Work Time   | <b>Group C:</b> Virtual Instruction, Intervention, and Work Time   | <b>9:00 - 3:00:</b><br>Groups A,B,C:<br>Asynchronous                              |                     | <b>Group C:</b> Virtual Instruction, Intervention, and Work Time   | <b>Group C:</b> Virtual Instruction, Intervention, and Work Time   |
| <b>12:00-1:00</b>   | Lunch  | Lunch  | Teacher collaboration, staff meeting, and preparation time (240 minutes per week) | <b>12:00-1:00</b>   | Lunch  | Lunch  |
| <b>1:00 - 3:00</b>  | <b>Group A:</b> In-person Instruction, Intervention, and Work Time<br><br><b>Group B:</b> Asynchronous<br><b>Group C:</b> Asynchronous | <b>Group A:</b> In-person Instruction, Intervention, and Work Time<br><br><b>Group B:</b> Asynchronous<br><b>Group C:</b> Asynchronous |   | <b>1:00 - 3:00</b>  | <b>Group B:</b> In-person Instruction, Intervention, and Work Time<br><br><b>Group A:</b> Asynchronous<br><b>Group C:</b> Asynchronous | <b>Group B:</b> In-person Instruction, Intervention, and Work Time<br><br><b>Group A:</b> Asynchronous<br><b>Group C:</b> Asynchronous |

#### Definitions:

Groups A,B,C: Distance Learning - All students participate in Distance Learning four mornings/week based on instructional guidelines established for Fall 2020 for Distance Learning (see table below).

Group C: Virtual Instruction, Intervention, and Work Time - Group C (Distance Learners) will receive dedicated instruction, intervention, or work time that meets the same learning objectives that Groups A and B experience during the afternoon block. Teachers have the flexibility to determine when and how this instruction is delivered. Options may include:

- Individual or small group instruction
- Dedicated instructional time during the morning Distance Learning Block
- Inviting Distance Learners to “Zoom in” to an afternoon in-person instruction session

Group A/B In-person Instruction, Intervention, and Work Time - Students participate in-person school-based activities two (2) days a week following a Monday/Tuesday or Thursday/Friday in-person grouping schedule. Activities during these afternoon blocks are based on teacher discretion and may include direct instruction, physical education, arts, outdoor and social activities.

Asynchronous - During asynchronous time, students are assigned independent work by their classroom teacher. Asynchronous instruction may include extension activities, independent work, or assignments using digital curriculum.

Teacher collaboration, staff meeting and preparation time - Teachers will hold a synchronous whole class morning meeting on Wednesdays from 8:30 a.m. to 9:00 a.m. The remainder of Wednesday from 9:00 a.m. to 3:30 p.m. is designated for contractual teacher preparation time, collaboration and staff meetings, while students engage in asynchronous work at home.

**Model Features:**

**Meals/Room Disinfection** - Meals will be available for students at the end of each day and will include a breakfast and lunch for the next day. Meals will also be available for pick up for Distance Learners and groups not on campus. Custodial staff will clean and disinfect each room at the end of each day.

**In-Person Group Assignments**

Students will be assigned to an A or B group. These cohorts will be assigned by prioritizing Elementary siblings to have the same daily attendance schedule. Staff will also work to maintain balanced cohort groups using the same criteria currently used to make classroom assignments, including student strengths, needs, and services.

**Special Subjects**

Special subjects (Library, Music, Intermediate Science) are scheduled during at-home hours and will be delivered primarily through virtual synchronous and asynchronous instruction and through in-person instruction as practicable.

**Special Education and Academic Supports**

Special Education (SPED) and academic supports will be delivered throughout the day. Note: SPED intervention times need to be prioritized over other services to ensure needs are met. Schedules will vary by site.

**English Learner Services and Interventions**

English Language Development is a core subject and will be delivered in small groups throughout the day according to student language proficiency. Interventions will be prioritized based on student need.

**Distance Learning Only Option (Group C)**

Elementary students who opt out of in-person instruction will participate in synchronous instruction with their currently assigned classroom teacher four days/week in the mornings. Morning instruction will include dedicated small group instruction for Distance Learners based on site or teacher discretion so that each of the three student groups (A, B, C) experience the same content and learning objectives each week.

**Health and Wellness**

Each site will organize movement breaks during in-person time on campus. These movement breaks will be staggered by classroom. Social Emotional Learning will continue to be embedded in both synchronous and in-person classroom instruction.

**Instructional Minutes**

The daily minimum for total instructional minutes (including synchronous and asynchronous instruction) required in a Hybrid model are consistent with expectations outlined in Senate Bill 98 (SB98) and are noted in the Distance Learning guidelines in the table below. SB98 also requires a “daily live check-in” with all students.

**Implications**

- There will be no staff reassignments for the morning Distance Learning block. Staff may need to be reassigned to manage in-person afternoon blocks depending on student numbers and teacher availability.
- As a result of half-day, in-person attendance, there will be childcare challenges for some families, and there may also be an increase in person-to-person contact among students who share childcare providers.
- Some families may find a mid-day drop-off schedule challenging due to work or childcare schedules.
- Staff may have reduced time to prepare asynchronous assignments to the degree they are able to during Distance Learning. This may limit asynchronous activities that introduce new content.

### Fall 2020 Distance Learning Guidelines

Monday, Tuesday, Thursday, Friday 8:30 a.m. - 12:00 p.m. Schedule Detail

| Time         | Elements  | Activities  |
|--------------|---|---|
| 8:30-9:00    | <b>SOCIAL EMOTIONAL LEARNING (SEL)</b>  | <b>Daily Morning Class Meeting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SEL Activity/Incorporating Positive Behavior Interventions and Supports (PBIS) into class culture</li> <li><input type="checkbox"/> Set up Learning Expectations for the Day</li> </ul>  |
| 9:00-12:00   | <p style="text-align: center;"><b>INSTRUCTION</b><br/><b><u>Daily <i>Minimum</i> Instructional Minutes</u></b></p> <p><b>TK/K:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 180 <b>Total</b> minutes</li> <li><input type="checkbox"/> 30-45 <b>Synchronous</b> minutes</li> </ul> <p><b>1st-3rd:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 230 <b>Total</b> minutes</li> <li><input type="checkbox"/> 40-50 <b>Synchronous</b> minutes</li> </ul> <p><b>4th-6th:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 240 <b>Total</b> minutes</li> <li><input type="checkbox"/> 50-60 <b>Synchronous</b> minutes</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Group C: Virtual instruction, Intervention, and Work Time</b></p> <p>Number of minutes to be determined by the teacher based on the number of students and their needs.</p> | <p style="text-align: center;"><b>Daily Instructional Activities Include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Synchronous</b> (<i>This is live with the teacher</i>): <ul style="list-style-type: none"> <li><input type="checkbox"/> SEL Daily Class Meeting</li> <li><input type="checkbox"/> Whole Class Direct Instruction</li> <li><input type="checkbox"/> Small group/1:1</li> <li><input type="checkbox"/> Mindfulness, Brain Breaks, etc.</li> </ul> </li> <li><input type="checkbox"/> <b>Asynchronous time may include:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independent work on assignments and projects</li> </ul> </li> </ul> <hr style="border-top: 1px dashed black;"/> <p>May include dedicated small group instruction based on site or teacher discretion so that each group, including the Distance Learning only students, experiences the same content and learning objectives each week.</p> |
| <b>LUNCH</b> |   |   |