



Elementary School: Hybrid Model and Remote Online Learning Model

Hybrid Model

This schedule includes one group of students (group A) attending school in person on Monday and Tuesday and another group (group B) attending school in person on Thursday and Friday.

Group A will be students with last names A-L and attend school on Mondays and Tuesdays. Group B will be students with last names M-Z and attend school on Thursdays and Fridays.

Group A would engage in at-home, independent learning on Thursday and Friday, while Group B would engage in at-home independent learning on Monday and Tuesday.

Group C, English Language Learners (ELLs) will attend school, in-person, on Monday, Tuesday, Thursday, and Friday. Students enrolled in our district self-contained classes (Group D) which include 15:1, 12:1 and 8:1 will attend school, in-person, each day Monday-Friday.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-school, in-person learning	In-school, in-person learning	Remote On-Line Learning	At-home, independent learning	At-home, independent learning
Group B	At-home, independent learning	At-home, independent learning	Remote On-Line Learning	In-school, in-person learning	In-school, in-person learning
Group C	In-school, in-person learning	In-school, in-person learning	Remote On-Line Learning	In-school, in-person learning	In-school, in-person learning
Group D	In-school, in-person learning	In-school, in-person learning	In-school, in-person learning	In-school, in-person learning	In-school, in-person learning

This model incorporates the following:

- *In person* - in-school instruction when students are physically in school
- *Synchronous learning* - direct instruction and engagement facilitated by the teacher/educator remotely, happening in real time
- *Asynchronous learning* - digital instructional materials and resources provided by the teacher/educator to students for their individual access (e.g., recorded and video-based lessons); can be revisited on multiple opportunities if desired or needed
- *Independent student practice* - meaningful engagement of students as they apply the skills and strategies gained and demonstrate understanding of their learning; also includes engagement with resources and activities not requiring a device
- *Support for students and parents* - opportunities for students and parents to interact directly with the teacher for any additional assistance needed or to ask questions

District teachers will deliver the hybrid model of instruction to students grades K-4.

When a teacher plans for his or her instruction, this includes the learning and experiences for the entire week's schedule. Strategically and using a planful approach, teachers determine the lessons/learning best delivered in person to students, as well as those learning experiences and opportunities that are to be developed and delivered to students without the teacher present on the days that they are not physically present in school.

In-Person Grade 2 Sample	
Time	Subject
9:00 am – 10:00 am	Math
10:00 am – 10:45 am	Curriculum Extension (Art, Music, Library, Physical Education)
10:45 am – 12:05 pm	ELA/Writing Workshop and Phonics
12:05 pm – 12:35 pm	Lunch
12:35 pm – 1:55 pm	ELA/Reading Workshop
1:55 pm – 2:15 pm	Recess
2:15 pm – 2:50 pm	Science and Social Studies

During the days that students are not physically in school (Thursday and Friday for Group A and Monday and Tuesday for Group B), teachers develop and will provide print, video-based and digital resources that students will access in addition to teacher-provided assignments, projects, and other work students are expected to complete to reinforce and advance their learning. Examples include independent reading and writing, read aloud (video), math practice, and other technology and non-technology activities (not requiring a device).

Sample schedules are provided for example purposes only. Actual times and activities will vary by school and grade level. Schools will provide actual student schedules to parents, following their school's established schedule, including start and end times for school days and components occurring within the day. For both hybrid and remote models, other items and supports (such as speech, OT, PT, counseling, stand-alone ENL, music groups/lessons, and Reading Recovery) will be scheduled at the building level, and take place in person or virtually, in accordance with the student's schedule. For remote learning, lunches will occur during independent timeframes. For students with 504 plans and for students receiving special education services, any adjustments or modifications to the student's schedule can only be made when recommended by the service provider, case manager and building principal with parent permission.

Remote Online Learning Model

A remote online learning model will be implemented when students access their learning through a distance or virtual learning model in lieu of participation in the hybrid model. This model incorporates the following:

- *Synchronous learning* - direct instruction and engagement facilitated by the teacher/educator remotely, happening in real time
- *Asynchronous learning* - digital instructional materials and resources provided by the teacher/educator to students for their individual access (e.g., recorded and video-based lessons); can be revisited on multiple opportunities if desired or needed

- *Independent student practice* - meaningful engagement of students as they apply the skills and strategies gained and demonstrate understanding of their learning; also includes engagement with resources and activities not requiring a device
- *Support for students and parents* - opportunities for students and parents to interact directly with the teacher for any additional assistance needed or to ask questions

Instructional Delivery and Offerings

District teachers will deliver the remote online learning option to students grades K-4.

For elementary school, grade level coursework will resemble what is provided to students in the hybrid instructional model. In addition, for curriculum extension areas, learning opportunities will be made available weekly.

Students will have daily synchronous (live) instruction with their classroom teachers. Each week, students and families will be notified about the scheduling of synchronous interactions for the week. Necessary paper materials and books will be provided to families.

It is planned that students will be engaged in learning activities for three (3) hours a day at K-1, and four (4) hours a day in grades 2-4. This includes live synchronous instruction, asynchronous instruction, and independent activities. Each student in K-1 will be engaged in synchronous interactions with their teacher for 60 minutes each day, throughout the traditional school day. Each student in grades 2-4 will be engaged in synchronous interaction with their teacher for 90 minutes each day, throughout the traditional school day. Arrangements will be made for students who are unable to attend synchronous meetings to access the learning (e.g., asynchronous video lessons for future viewing). Individual and small group check-ins and support will also be provided.

Remote Online Learning Option - Elementary School (Grades K-4)			
Grades	Synchronous Learning	Asynchronous Learning/Independent Practice	TOTAL TIME
K-1	60 minutes (1 hour)	120 minutes (2 hours)	180 minutes (3 hours)
2-4	90 minutes (1.5 hours)	150 minutes (2.5 hours)	240 minutes (4 hours)

Students will be provided with a daily schedule that will remain fairly consistent. Amounts of time dedicated to each subject area will be consistent across buildings.

Remote Online Learning Option - Sample K/1 Schedule (Monday, Tuesday, Thursday, Friday)	
9:00 - 9:20	Online with teacher for a math lesson
9:20 - 9:40	Follow-up practice from the math lesson
10:00-10:30	Online with teacher for a reading lesson
10:30-11:00	Independent reading and independent activities to support reading
11:00-11:30	Lunch
11:30 - 12:00	Recess
12:00-12:30	Curriculum Extension
12:30-1:30	Asynchronous activities (e.g., view mini-lessons for Reading and Writing Workshop or other online activities)
1:45 - 1:55	Online conference with teacher (as needed)
2:00-2:20	Independent writing time
2:20-2:40	Independent work time - social studies or science

Remote Online Learning Option - Sample 2-4 Schedule (Monday, Tuesday, Thursday, Friday)	
9:00-9:30	Online with teacher for a math lesson
9:30 – 10:00	Independent practice for math
10:00-10:30	Online with teacher for a reading lesson
10:30-11:00	Independent reading
11:00 – 11:30	Lunch
11:30-12:00	Recess
12:00-12:30	Curriculum Extension
12:30-1:00	Asynchronous learning (e.g., view mini lesson, independent practice, etc.)
1:15 – 1:45	Online conference with the teacher (as needed)
1:45 – 2:15	Independent writing time
2:15 – 2:45	Independent work time - science or social studies

On Wednesday at the elementary level for **both hybrid and remote online learning models**, instruction (synchronous and asynchronous) will take place from 8:45 am - 11:45 am.

Wednesday Sample Schedule	
8:45-9:00	Community circles/Social-emotional learning lesson
9:00-9:15	Whole group literacy lesson
9:15-9:45	Reading and writing small group and independent work
9:45-10:30	Math lesson and independent work
10:30-11:45	Small group and independent work

Sample schedules are provided for example purposes only. Actual times and activities will vary by school and grade level. Schools will provide actual student schedules to parents, following their school's established schedule, including start and end times for school days and components occurring within the day. For both hybrid and remote models, other items and supports (such as speech, OT, PT, counseling, stand-alone ENL, music groups/lessons, and Reading Recovery) will be

scheduled at the building level, and take place in person or virtually, in accordance with the student's schedule. For remote learning, lunches will occur during independent timeframes. For students with 504 plans and for students receiving special education services, any adjustments or modifications to the student's schedule can only be made when recommended by the service provider, case manager and building principal with parent permission.