

Hybrid Learning Model

In order to accommodate this unique situation our teachers will be adopting a Hybrid Model of Instruction.¹The foundation of the Hybrid Model of Instruction is a pedagogical practice called *the flipped classroom*. In *the flipped classroom*, new content is presented mostly through **teacher-created**, prerecorded presentations and/or high quality, **videos aligned with our curriculum**. In addition to the video lessons, students will be provided a list of required assignments which will include independent reading, writing, problem solving, virtual experiments, and group work through digital tools. These activities will mirror the same learning activities that have traditionally been part of normal classroom instruction. Additionally, online reading and math platforms will be used to enhance skill development for our K-6 grade students.

Synchronous time with the teacher, either in-person or virtually through a video platform, is highly valued as time for teachers to deepen student understanding, reteach misunderstood content, and to personalize instruction for students. Although this is a paradigm shift away from traditional classroom instruction, *the flipped classroom* model is not new. Proponents of this model cite the ability for teachers to personalize instruction at a much greater level as a significant instructional benefit. Additionally, this model replicates the ability for teachers to assess understanding and support learning through small group conversations, both virtually and in-person.

The Schedules

Students in the grades 7-12 will be attending school in a four day, continuous rotation. For example, if you are in *Cohort 1* you would attend school on Tuesday(9/8) and Wednesday(9/9), work from home on Thursday(9/10) and Friday(9/11), and return to school again on Monday(9/14) and Tuesday(9/15). This four-day, **continuous** rotation provides greater access to students having in-person time with their teachers.

Students in grade K-6 have a permanent, weekly schedule. Students in *Cohort 1* will consistently come to school Monday and Tuesday and work virtually Wednesday-Friday. Students in *Cohort 2* will consistently come to school on Wednesday and Thursday and work virtually on Friday, Monday and Tuesday.

These schedules were determined in order to best meet the needs of the curriculum. The rigorous nature of the 7-12 grade content prioritized teacher contact time; while weekly goals of the K-6 curriculum can be maintained.

¹ Sheninger, Eric. *Moving to a Hybrid Learning Model*, 21 June 2020, esheninger.blogspot.com/2020/06/moving-to-hybrid-learning-model.html.

UMS and MHS - Four Day Rotation

4-hour Early Dismissal School Day	Day 1 (Cohort 1)	Day 2 (Cohort 1)	Day 3 (Cohort 2)	Day 4 (Cohort 2)
	A1	B1	A1	B1
	A2	B2	A2	B2
	Possible Break			
	A3	B3	A3	B3
	A4	B4	A4	B4
40 Minutes	School Dismissal - Teacher Lunch			
Afternoon School Session (60-75 Minutes)	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for Cohort 2 and Online-Only Cohort(3)*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for Cohort 2 and Online-Only Cohort(3)*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for Cohort 1 and Online-Only Cohort(3)*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for Cohort 1 and Online-Only Cohort(3)*.</i>

*The Online-Only cohort **may** participate in afternoon sessions on all four days as scheduled by the various classes and teachers.

September 2020

**Proposed Fall Schedule. A1/B1= Cohort 1 (8 days). A2/B2=Cohort 2 (8 days).

N°	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
36			PD 1	PD 2	PD 3	PD 4	5
37	6	7	A1 8 Cohort 1	B1 9 Cohort 1	A2 10 Cohort 2	B2 11 Cohort 2	12
38	13	A1 14 Cohort 1	B1 15 Cohort 1	A2 16 Cohort 2	B2 17 Cohort 2	A1 18 Cohort 1	19
39	20	B1 21 Cohort 1	A2 22 Cohort 2	B2 23 Cohort 2	A1 24 Cohort 1	B1 25 Cohort 1	26
40	27	OFF 28	A2 29 Cohort 2	B2 30 Cohort 2			☺

LMS Schedule

	Monday (Cohort 1 - In School)	Tuesday (Cohort 1 - In School)	Wednesday (Cohort 2 - In School)	Thursday (Cohort 2 - In School)	Friday
4-hour Early Dismissal School Day	A1	B1	A1	B1	All students work independently on weekly learning plans, including teacher-created learning experiences, virtual group work, reading and writing assignments, and digital learning software.
	A2	B2	A2	B2	
	A3	B3	A3	B3	
	Possible Break				
	A4	B4	A4	B4	
	A5	B5	A5	B5	
	A6	B6	A6	B6	
40 Minutes	School Dismissal - Teacher Lunch				Lunch
Afternoon School Session (60-75 Minutes)	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for GOLD Cohort and Online-Only Cohort*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for GOLD Cohort and Online-Only Cohort*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for GREEN Cohort and Online-Only Cohort*.</i>	<i>Teachers will host "office hours", Q&A Sessions, and Reteaching Sessions for GREEN Cohort and Online-Only Cohort*.</i>	<i>Small group Google Meet Session hosted by teachers as needed.</i>

*The Online-Only cohort **may** participate in afternoon sessions on all four days as scheduled by the various classes and teachers.

OHES and VES Schedule

	Monday (Cohort 1 - In School)	Tuesday (Cohort 1 - In School)	Wednesday (Cohort 1 - In School)	Thursday (Cohort 1 - In School)	Friday (ALL Students Are Online)
4-hour Early Dismissal School Day 9:30-1:30 (See Kindergarten note below)	Classroom Instruction	Classroom Instruction	Classroom Instruction	Classroom Instruction	All students work independently on weekly learning plans, including teacher-created learning experiences, virtual group work, reading and writing assignments, and digital learning software.
	Possible Break & Snack				
	Classroom Instruction	Classroom Instruction	Classroom Instruction	Classroom Instruction	
1:30-2:15	School Dismissal - Teacher Lunch				Student Lunch
Asynchronous	Green students extend learning day through digital learning software and independent reading.	Green students extend learning day through digital learning software and independent reading.	GOLD students extend learning day through digital learning software and independent reading.	GOLD students extend learning day through digital learning software and independent reading.	<i>Small group Google Meet Session hosted by teachers as needed.</i>
Afternoon School Session (60-75) minutes	<i>Teachers will host Google Meet Q&A Sessions and Reteaching Sessions for GOLD Cohort and Online-Only Cohort*.</i>	<i>Teachers will host Google Meet Q&A Sessions and Reteaching Sessions for GOLD Cohort and Online-Only Cohort*.</i>	<i>Teachers will host Google Meet Q&A Sessions and Reteaching Sessions for GREEN Cohort and Online-Only Cohort*.</i>	<i>Teachers will host Google Meet Q&A Sessions and Reteaching Sessions for GREEN Cohort and Online-Only Cohort*..</i>	

*The Online-Only cohort **may** participate in afternoon sessions on all four days as scheduled by the various classes and teachers.

- All full-day preschool disability classes will run 5 days a week. Tentative times 9:30-1:30.
- Our special education *integrated preschool program* will run 5 days a week. Tentative times 9:30-11:20 or 11:50-1:30.
- All kindergarten classes will run 5 days a week (2 days in-person; 3 virtual). Tentative times 9:30-11:20 or 11:50-1:30. Inclusion students will follow their building's Monday and Tuesday or Wednesday and Thursday schedule with all virtual on Friday. The Hybrid Model of Instruction will include live instruction daily both on-site and in-home or families may choose a fully online instructional model.
- Kindergarten students with a *pull-out supplement program* will follow either Monday and Tuesday 9:30-1:30 or Wednesday and Thursday 9:30-1:30 with all students virtual on Friday.