Hybrid Learning Model

▸ Our goal is to bring back as many students as possible while adhering to safety protocols
  ▸ Relationship and community building is paramount.
▸ There will be growing pains.
▸ By working together, our community will grow stronger.
Hybrid Learning Model
Transition Dates

- Tuesday, October 20
  - Grades 1, 2, 9
- Monday, October 26
  - Grades 3-8
- Monday, November 9
  - Grades 10-12

Hybrid Learning Model
Teacher PD Dates

- Monday, October 19
- Tuesday, November 3
- Friday, January 8
Hybrid Learning Model
Kindergarten Update

K students have been fully in-person since 9/16 and will remain fully in-person when the rest of the district transitions to hybrid on 10/20.

Slight changes to school hours for K students will be made starting on 10/20:

▸ To ensure equity in staff collaboration and preparation times across K-8 schools
▸ Consistency for staff and families with children enrolled in different grade levels throughout the system.

▸ Friday will no longer be an early release day. Kindergarten students will be in school until 2:30 on Fridays.
▸ Wednesday will be an early release day. Kindergarten students will be dismissed from school with students in grades 1-8 at 12:00pm on Wednesdays.
▸ Kindergarten students will not have lunch in school on Wednesdays.
Hybrid Learning Model
Changes to First to Return Cohort

▸ Reminder: First to Return cohort was created because DESE charged districts with bringing most vulnerable students back into buildings in a remote model

▸ Starting 10/20: First to Return cohort will also begin the hybrid model with their classmates and teachers

▸ Exceptions:
  ▫ ALC, RISE
  ▫ Housing Insecure

▸ Additional students will be determined by Principal and relevant support staff

Hybrid Learning Model
Class and Building Readiness

▸ Building Readiness
  ▫ HVAC improvements, new cleaning and disinfecting protocols
  ▫ Remaining spaces will be ready by the dates published

▸ Classroom Readiness
  ▫ Disinfectant Protocol
  ▫ Available cleaning and PPE supplies

▸ Health Protocols
## Hybrid Learning Experience
### Grades 1-8 Cohort Schedule

Students will be **split into two cohorts** (A and B)

- To the extent possible, siblings will be kept in the same cohort regardless of grade level

### WEEK 1

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (12:00pm Dismissal)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHORT A</td>
<td>In-person</td>
<td>In-person</td>
<td>In-person</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>COHORT B</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>In-person</td>
<td>In-person</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (12:00pm Dismissal)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHORT A</td>
<td>In-person</td>
<td>In-person</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>COHORT B</td>
<td>Remote</td>
<td>Remote</td>
<td>In-person</td>
<td>In-person</td>
<td>In-person</td>
</tr>
</tbody>
</table>

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## Hybrid Learning Experience
### BHS Schedule

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 to 9:40</td>
<td>A1</td>
<td>E1</td>
<td>A2 820 845</td>
<td>A3</td>
<td>E3</td>
</tr>
<tr>
<td>10:00 to 11:20</td>
<td>B1</td>
<td>T1 (1000 to 1035)</td>
<td>B2 855 920</td>
<td>B3</td>
<td>T2 (1000 to 1035)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X (1045 to 1120)</td>
<td>C2 930 955</td>
<td></td>
<td>X/SEL (1045 to 1120)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D1</td>
<td>D2 1005 1030</td>
<td>D3</td>
<td></td>
</tr>
<tr>
<td>1125 to 11:55</td>
<td>Lunch</td>
<td>Lunch</td>
<td>E2 1040 1105</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 to 1:20</td>
<td>C1</td>
<td>F1</td>
<td>F2 1115 1140</td>
<td>C3</td>
<td>F3</td>
</tr>
<tr>
<td>1:40 to 3:00</td>
<td>D1</td>
<td>G1</td>
<td>G2 1150 1215</td>
<td>D3</td>
<td>G3</td>
</tr>
</tbody>
</table>
Hybrid Learning Model
New Shifts

▸ Teacher planning:
  ▷ Students in two different modes on a two week cycle

▸ Time on learning:
  ▷ Less time with “live” teachers on remote days
  ▷ More project based learning on remote days

▸ Lunch in classrooms

▸ Additional breaks during in-person days (mask & outdoor)

Hybrid Learning Model
Cohorting Parameters

▸ Commingling
  ▷ Creating guidelines when mixing of cohorts is necessary
  ▷ Minimize as much as possible, outside when possible
  ▷ All other mitigation strategies in place
Hybrid Learning Model Instruction

Maintain the use of the Learning Management Systems:

▸ Instructional material will be housed on the learning management system
▸ Provides access to materials for students in-person and remote

Remote Learning Days
▸ Driven by a schedule
▸ Live touch points with teachers
▸ Synchronous lessons
▸ Asynchronous lessons and project time
## Sample of Week 1 Guidance for Teachers (Grade 2 Science)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (Dismiss at 12:00)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce the field of geology by learning about Adrianne Block, a black woman geologist who discovered an unknown mountain range in Antarctica.</td>
<td>Introduce landforms and start exploring “Landforms of MA” using slides 1-15 of Landform Lesson</td>
<td>Continue “Exploration of Landforms of MA” using slides 16-36 of Landform Lesson</td>
<td>Students complete “Exploring Islands of MA” SeeSaw Activity</td>
<td>Introduce Maps: Students respond to questions from the introduction of Part 1 Engage writing in Seesaw.</td>
</tr>
<tr>
<td><strong>Cohort B</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce the field of geology by learning about Adrianne Block with this narrated version of the Adrianne Block presentation. Have students ask questions in their notebook.</td>
<td>Introduce Maps: Students respond to questions from the introduction of Part 1 Engage writing in a Seesaw assignment.</td>
<td>Making Maps: Students watch Map It Videos on SeeSaw and make a map of their neighborhood</td>
<td>Introduce landforms and start exploring “Landforms of MA” using slides 15-36 of Landform Lesson</td>
<td>Continue “Exploration of Landforms of MA” using slides 16-36 of Landform Lesson</td>
</tr>
</tbody>
</table>

## Sample of Week 2 Guidance for Teachers (Grade 2 Science)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (Dismiss at 12:00)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss maps as models and features of maps using the prompts in the second part of Part 1 Engage. Look at the map features Landform Lesson slides 1-36</td>
<td>Reinforce understanding of maps and landforms with Landform Lesson slides 37-43 Demonstrate for students how to navigate the Plum Island Land and Water Game</td>
<td>Students complete Part 2 Explore using the Plum Island Land and Water Game</td>
<td>Making Maps: Students watch Map It Videos on SeeSaw and make a map of their neighborhood</td>
<td>Students explore SeeSaw choice board with landform songs and read alouds from slides 46 and 47 of Landform Lesson</td>
</tr>
<tr>
<td><strong>Cohort B</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students complete this exploring Islands of MA SeeSaw Activity</td>
<td>Students explore SeeSaw choice board with landform songs and read alouds from slides 46 and 47 of Landform Lesson</td>
<td>Discuss maps as models and features of maps using the prompts in the second part of Part 1 Engage. Look at the map features Landform Lesson slides 1-36</td>
<td>Reinforce understanding of maps and landforms with Landform Lesson slides 37-43</td>
<td>Students complete Part 2 Explore using the Plum Island Land and Water Game</td>
</tr>
</tbody>
</table>
Hybrid Learning Model
Grades 1-5 Structure Example - Remote Day

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Thursday (Cohort A) REMOTE</th>
<th>Friday (Cohort A) REMOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 Start</td>
<td>15-30 min</td>
<td>15-30 min</td>
</tr>
<tr>
<td>45-60 min</td>
<td>ELA (asynchronous)</td>
<td>ELA (asynchronous)</td>
</tr>
<tr>
<td>45-60 min</td>
<td>Math (asynchronous)</td>
<td>Math (asynchronous)</td>
</tr>
<tr>
<td>30-45 min</td>
<td>SS/Sci (asynchronous)</td>
<td>SS/Sci (asynchronous)</td>
</tr>
<tr>
<td>30-45 min</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>30-45 min</td>
<td>WIN (synchronous)</td>
<td>WIN (synchronous)</td>
</tr>
<tr>
<td>2:30 End</td>
<td>20-30 min</td>
<td>Closing Check-In (synchronous)</td>
</tr>
</tbody>
</table>

*EXAMPLE ONLY

Hybrid Learning Model
Grades 6-8 Structures - Remote Day

- Daily attendance/check-in each morning when in remote
- One synchronous meeting of conservatory for each cohort
- Asynchronous material shared via CANVAS
- Existing schedule to serve as a guide for students in organizing their time on Remote Learning days
- Schedule dependent--additional synchronous/asynchronous specials
- Synchronous participation in Tutorial/WIN block
- Synchronous partner-work with students who are in-person

*EXAMPLE ONLY
Hybrid Learning Model
Special Education and English Learner Supports

- The move to hybrid model may mean schedule changes for service providers.
- Special education and English Language Learning staff may need additional time to complete their new schedules and this may mean delay in services.
- Students may come in contact with more than one cohort in order to provide specialized services. Mitigation efforts will be implemented to reduce risk.

Learning Model Change
Parent/Guardian Choice

- Parents/guardians will be given the opportunity to change learning models (RLA to Hybrid or Hybrid to RLA) from November 2nd - November 6th
- Granted change requests will be effective November 16th
- Between now and November 16th, no change requests will be granted unless there is a special circumstance specific to special education, English language learning and/or socio-emotional functioning and agreed to by both Principals, parents/guardians, and relevant support staff
QUESTIONS?