

## Instruction – **4-12 Hybrid**. Updated July 27, 2020

**How will classes be delivered?** Students will attend school face-to-face two days per week and attend online three days per week. This is often called “hybrid” instruction or “blended learning”. Many schools and most colleges CHOOSE blended learning options for learning because it offers opportunities for teacher instruction as well as student projects, research, or work outside of the classroom in support of what happens in class. Students will be assigned to a “cohort” and they will come on both Monday and Tuesday or both Thursday and Friday from **8:00 am to 1:00 pm**. Families will be assigned to the same cohort as their siblings.

Depending on the grade level and teacher, the online instruction will be “synchronous”, meaning students will be able to see the teacher and interact as lessons are being taught, OR “asynchronously” where projects, tasks, or video demonstrations by the teacher can be done or viewed according to the student and family's schedule.

Here are some resources regarding blended learning if you are interested...

<https://www.rasmussen.edu/student-experience/college-life/what-isblended-learning-model/>

<https://www.christenseninstitute.org/wp-content/uploads/2013/04/The-rise-of-K-12-blended-learning.emerging-models.pdf>

**How is blended learning different from fully online learning (like we did last spring)?** Blended learning includes elements of teacher instruction as well as online learning. Accordingly, instruction that requires direct interaction with a teacher will occur at school. Learning that can be done independently, like further

exploration of a topic, watching a demonstration, practicing a skill, using media to learn, assignment submission, etc. can be done online. Last year, EVERYTHING was delivered online so face to face dialogue, human interaction with a teacher, interaction with peers, teacher accountability, and needed supports were limited. With blended learning, students will get more help and instruction. Parents will still need to monitor students, but not to the degree that was required with full online instruction.

**What will be done for students who have home internet connectivity issues?** There are several options for this situation.

The online part of the classes can be partially replicated via a USB drive format where teachers place tasks onto a USB drive and students bring work back in that same way. The school district needs to know specifically who has internet connectivity issues. We have a grant that will allow us to individually explore the best way to improve or acquire connectivity on a case-by-case basis. For students where no remedy is possible, the district is continuing to seek program options. Please check the website for updates.

**What hours will school run?** Drop off (either by car or bus) will be between **7:45 and 8:15 am** and pick up will be between **12:45 and 1:15 pm**. Both will be staggered to allow for proper distancing upon entry and exit from the building.

**What will be different?** Students will be seated and move within the building with proper social distancing. The teacher will be wearing a type of protective covering so they may be in proximity with students. Specialist time may be delivered differently (PE, special education support, Title, ESOL support, etc.) to ensure that students do not mix cohorts. Of course IEP requirements will still be met. At the high school, classes will be longer than before and students will

take less classes per term. Credits will be issued by quarter rather than semester, because full courses (due to increased time in each class) will be completed more promptly.

**Will students have to wear masks?** YES, under current Department of Education guidance, students must wear masks at school and on the bus. These may be provided by parents and the school will have them available as well.

**Will there be an online component?** Yes, through the generous support of the Knappa Schools Foundation, we will have one-to-one ChromeBook availability and these will be used to support instruction. If a student got ill and they and others needed to quarantine, the teacher will temporarily deliver ALL content online.

**What if a classmate or the teacher gets ill?** Their teacher would not change, but that student and others who have been in contact with the student would quarantine. The level of quarantine is determined by the Health Department. Just like normal, sick students will stay home and rest until better. If they are better prior to the end of the quarantine period, the remaining days would be delivered online temporarily until the student could return to school, typically around 14 days.

**If I don't like this model, can I change?** Yes, changes will be allowed at the nine week periods (at the end of each quarter) throughout the year.

**How often will this program be reviewed?** The district will formally review the plan for educational effectiveness and safety every four weeks, and adjustments will be made as needed. The program may also be adjusted “along the way” if unexpected needs arise.

**What role will parents play?** This program is really prompted based on the face-to-face interactions. The online content will be connected with the learning happening at school so students can experience increased independence at home. As always, parents should help students when they can, and should communicate with the teacher as needs arise. Also, parents can monitor progress using the google classroom parent portal.

**Can I volunteer in the classroom?** Unfortunately, classroom volunteers, while welcome, will be unable to join classes at this time.

**Why was K-2 chosen to return full time first?** K-2 learners are unique. They are learning to read, and this instruction is difficult to deliver in an online or hybrid format. Online learning is hard at this age because of difficulty with reading AND a need for a lot of parental help and supervision. Additionally, one of the goals of early learning is to teach students “how to do school.” In a hybrid environment, your young learners do not learn traditional skills about how to interact and learn in a “normal” classroom. This is essential for student success in the future and full time instruction supports long term learning goals. Older students, while this model is not ideal for all, are more capable of using an online platform for part of their learning with support when they are in school with their teacher.

When the District conducts reviews of the program every four weeks, efforts will be made to find ways to increase face-to-face time for all students, while being mindful of state guidance and safety conditions.

**What does research say about hybrid learning?** Please follow the link to see a MIT review of various studies related to hybrid/blended learning:

[http://tll.mit.edu/sites/default/files/library/Blended Learning Lit Reveiw.pdf](http://tll.mit.edu/sites/default/files/library/Blended_Learning_Lit_Reveiw.pdf)

As the periodic 4-week reviews of the overall program occur, we hope to be able to increase face-to-face time for all learners.

**What about special circumstances?** We are aware that some students may not thrive well in a hybrid environment. Some of those students may qualify for special education, be second language learners, or have internet connectivity issues. We are continuing to investigate viable program options for all students. Please check the website for updates as this planning occurs. We DO recognize that these needs exist.

**Why don't students come on Wednesday and why is the student day a bit shorter?** Wednesday will be used for deep cleaning of the building between the cohorts. Additionally, since teachers are face-to-face with students on Monday, Tuesday, Thursday, and Friday, they need time to update online materials, communicate with students and families, conduct assessment, and review program effectiveness, participate in professional development, and plan for the needs of students. They can't really do these things while students are in front of them, and during each day the slightly shorter school day allows for the same activities. During the school day under typical circumstances, teachers have planning time when they are not with students. Now, teachers will remain with students almost the whole day due to cohorting, so they get no planning time and that must be provided to them to abide by the union contract. Also, the teachers need to supervise students during the staggered start and will need time within their contract day to do this.

**Who else is using this model?** Many school districts in Oregon and around the nation are using this model. Local districts include Seaside and Warrenton. This model is being followed in Hillsboro, OR as well as in New York City Public Schools. It is not unique to Knappa in these times, but we have given it a “local twist” based on community and teacher feedback, and local transportation realities. Also, hybrid learning is quite common in higher education and intentionally used.

**Will the program change?** Yes, we are reviewing the offerings on an ongoing basis and changes will occur. The information here is the best information we have as we plan. We know some adjustments are needed for special populations. We are also working on solutions related to staggered drop off times. Please monitor this website to see changes as they occur.