

Moscow School District's Hybrid Instructional Model

A hybrid model offers in-school instruction part of the week, with distance learning opportunities on other days of the week. Students are divided into two groups, an A group and a B group. These groups take turns attending school in person. Having half as many students in the school creates room for social distancing. School staff can space kids out in classrooms, hallways, the lunch room, and in other shared spaces.

Recommended Amount of Time for Students to Spend on Distance Learning on The Remote Days

It is intended that the hybrid learning model and the online-only model address the same standards, utilize the same support materials, have the same or similar assignments and require roughly the same amount of time from the student each week. Student-Teacher interactions, such as instruction, will be tailored from what is typically expected in the traditional model, with a focus on standards and related learning targets that are most critical. The following are a recommended range of minutes that each grade should expect when completing distance learning tasks. Distance learning includes students logging onto Canvas and watching instructional videos, working on online apps such as Khan, iStation or Zearn, etc., completing assignments/projects, and specialist activities (ie: PE, Music, etc.). Students at the elementary level will need support from a "coach" at home on the remote learning days to monitor engagement.

Grade Level	Approximate Range of Daily Distance Learning Time (Including Independent Work) In both the hybrid and online only models, the focus is on content covered and not necessarily specific time spent learning.
K	30 - 120 minutes
1-2	45 - 120 minutes
3-5	60 - 180 minutes
6-8	15 - 30 minutes per class
9-12	20 - 45 minutes per class

Students within the Special Education Program will have specific needs met according to their Individualized Education Program (IEP) and the Individualized Distance Learning Plan (IDLDP). Educational teams (including parents) in each building will identify and develop plans to meet the needs of students who have other educational concerns.

Grading Practices

It is intended that the hybrid learning model and the online-only model address the same standards, utilize the same support materials, have the same or similar assignments, and require roughly the same amount of time from the student each week.

Student-teacher interactions, such as instruction, will be tailored (from what is typically expected in the traditional model) to focus on standards and related learning targets that are most critical.

Assessment Practices

Benchmark Assessments	Benchmark assessments are administered periodically (e.g., fall, winter, spring) throughout a school year to establish baseline achievement data (starting points) and measure progress toward goals. These assessment practices are important for determining
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	programming for instruction, especially considering the current state of education. Benchmark assessments will continue to occur with the same frequency as in the traditional model.
Classroom Assessments	Classroom assessment is a systematic approach used by instructors to determine how well students are learning and to inform ongoing instruction. <u>For this reason, we ask parents/guardians to allow students to work independently on assessments.</u>
Participation and Attendance	Attendance in a hybrid school is as important as attendance in a traditional classroom. For students to have a positive, productive, and enjoyable learning experience, they must attend and participate on both the distance learning days and face-to-face days. Teachers will take attendance on the face-to-face days and monitor participation on the online days.

Concerns From the Spring Soft Closure	Solutions
Little or no contact was made with the student or the parent.	Teachers will engage with students on non-contact days through assignment delivery and feedback, help sessions, email, or phone calls. For example, AA group students will not receive direct instruction from their teachers on Thursday and Friday, but will have assigned learning opportunities on Canvas that can include video recordings as well as assignments that allow for the practice and further learning of material covered on the Monday and Tuesday in-person days. There will be a teacher contact opportunity provided on Wednesday for both AA and BB student cohorts.
Packets were given to students with little or no instruction.	Teachers will provide instruction for all student assignments. The assignments will be accompanied with written or oral (video/audio) directions.
Parents felt the burden of teaching fell on them.	Teachers will provide instruction for all student assignments. The assignments will be accompanied with written or oral (video/audio) directions. Parents are encouraged to be a support for their child/children, but all instruction (both assignment directions and teaching of skills) will be provided by the teacher.
Some students did not receive timely feedback on the work they completed.	Teachers will provide weekly feedback through Canvas.
Little or no opportunities for student engagement were provided.	In addition to classroom activities, teachers will deliver instruction and activities through Canvas.
Too much unsupervised time occurred, so it was easy for the students to drift and miss deadlines	Teachers will post all assignments on Canvas calendar.
Students were not actively participating in the learning.	Attendance and participation will be monitored. In general, pass/fail grades will not be an option.

Additional Recommendations
Teachers will provide regular weekly scheduled office hours via video conferencing or phone for students (and parents by appointment).
A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.