

The examples of what each learning model will look like are provided below to help families decide between distance learning and blended/hybrid learning for their child.

Special education

Special education services will be determined on an individual basis. The student’s team will make individualized determination of the frequency, location, and duration of services for the student.

“Day in the life” of distance learning
Access to pre-recorded content in short videos that students can watch when learning is best for them.
Activities in small virtual group environments that provide meaningful learning activities to apply concepts learned in pre-recorded content.
Each student has the opportunity for meaningful engagement activities with their teacher(s) <i>on a regular basis</i> . <ul style="list-style-type: none"> ○ One-on-one meetings/activities ○ Small group meetings/activities (2-12 students)
Teachers will facilitate regularly-scheduled opportunities for peer-to-peer learning activities.

Elementary example: This is an example of what a student might experience during part of the day during distance learning.

Students join the class for a morning meeting and work on community-building activities. Teacher provides a mini-lesson on the math lesson for the day. Students meet in small groups with the teacher to apply what they learned in the mini-lesson. Students are provided with an independent activity to practice the math concept learned during the mini-lesson.

Secondary example: This is an example of what a student might experience during part of the day in distance learning.

Students receive communication through Google Meet that provides an overview of the lessons, learning and expectation for the week for that particular class. This will include a combination of recorded sessions, live interactions with teachers and student-to-student interaction activities.

“Day in the life” of blended/hybrid learning

In-school learning days	At-home learning days (may include the following activities)
Direct instruction provided by the teacher	Small group meetings with peers supported by staff member
Small group work with their teacher and peers	Independent practice on the concepts learned during the in-school learning day.
Verbal feedback on student’s work from their teacher	Some live interaction with staff member may be provided to support or extend in class
Directions and information provided about the expectation for student’s at-home learning	
<p>Elementary example: This is an example of what a student might experience during part of the day in blended/hybrid learning.</p> <p>Students start their day with a morning meeting to build community and review the previous day’s math activity. Teachers present a mini lesson on the math concept for the day. Students practice the concept using a math game. Students then work independently on an activity to show their understanding while the teacher confers with students about their work. Teachers provide information on the activities for the at-home learning day.</p>	<p>Elementary example - This is an example of what a student might experience during part of the day in blended/hybrid learning.</p> <ul style="list-style-type: none"> ● Students watch the math recorded math lesson for the day and complete the Google Form to show what they know. ● Students work on independent reading and write in reading journal about what they are learning about the main character in their book.

<p>Secondary example: This is an example of what a student might experience during part of the day in blended/hybrid learning.</p> <p>Students meet with their teacher on their in-person day. Based on exit slips/check-ins from the at-home learning, teachers work with students on their personalized learning needs on the skill/concept. Group discussion such as a socratic seminar, peer-to-peer collaboration and/or assessments are some samples of the activities the students may be engaged in. There may also be an opportunity for one-on-one teacher/student learning based on the at-home work that the student completed.</p>	<p>Secondary example: This is an example of what a student might experience during part of the day in blended/hybrid learning.</p> <p>Flipped instruction: a recorded lesson on a skill or concept that leads into the work the student will be engaged in during in-person learning. During or at the conclusion of the lesson, students complete an exit slip to show what they know and can do regarding the content in the video. This will help the teacher plan for the in-person learning with the student. They will also engage in learning that their teacher sent home with them from their in-person day. The at-home learning may be in a discussion board, flip grid video response, skill practice.</p>
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