



In-Person Model Comparisons Elementary Amended Plan

Board of Education Meeting 10/15/20





D33 Return to Proposed Partial In-Person Learning

Kindergarten - 8th Grade Students Assigned to Groups A, B, C

- Group A: Students split alphabetically for in-person instruction
- Group B: Students split alphabetically for in-person instruction
- Group C: Parents who choose 100% Online Academy only

3 Full Days of Instruction Phased in Over Time

- TBD: Begin Tuesdays & Wednesday for Groups A and B
- TBD: Add Thursdays & Fridays for Groups A and B
- TBD: Alternating Mondays for Groups A and B

**Phase-in dates are dependent upon metrics*



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

In-Person Learning Days vs Online Academy

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">● 4 half days for all students choosing in-person<ul style="list-style-type: none">○ 8:30-11:00 Group A○ 1:00-3:30 Group B● Monday e-Learning for all students● Simultaneous instruction of both in-person and remote learners	<ul style="list-style-type: none">● 3 full days for all students choosing in-person<ul style="list-style-type: none">○ Group A Tuesday & Thursday, 8:40-3:25○ Group B Wednesday & Friday, 8:40-3:25● Alternating Mondays for Groups A & B● Simultaneous instruction of both in-person and remote learners



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Instructional Minutes

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">● Each in-person group would receive 2.5 hours of math & literacy instruction 4 days/week, lunch/asynchronous work time from 11-1 daily, followed by 2.5 hours of remote learning● Temperature checks and safety procedures during arrival would occur twice daily which would impact the 2.5 hours of instructional minutes● Literacy and Math curriculum & pacing would be impacted due to time restraints	<ul style="list-style-type: none">● Each in-person groups would receive 7 hours of in-person instruction phasing into 3 days of week (alternating Monday schedule)● Temperature checks and safety procedures during arrival would occur once daily which would minimize impact to instructional minutes



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Core Subject Instruction

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">• Students would be limited to 2.5 hours of literacy and math instruction• Most in-person instruction would be facilitated whole group• Science and social studies would be impacted and instruction greatly minimized during remote learning only	<ul style="list-style-type: none">• Daily schedules for instruction remain the same• Students receive whole group and small group literacy and math instruction while in-person• Science and social studies instruction would not be impacted



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Staffing

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">• Students of parents choosing 100% Online Learning Academy would be assigned a new teacher• Teachers would be reassigned to teach outside of their content area (i.e. Art, Music, P.E.) to teach remote learners• District would have to hire new staff to teach all groups of students (20+ new staff)	<ul style="list-style-type: none">• Ensures all students (Groups A, B, and C) continue with the same teacher• Staff do not need to be reassigned• District would not have to hire any new staff



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Programming

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">• Dual and GATE programming impacted and not sustained with fidelity in all buildings (staffing & schedules impacted)• GATE students would not have the opportunity to interact with classmates during in-person days because GATE is replacement for literacy and math• Staffing concerns would impact fidelity of the Dual Language program	<ul style="list-style-type: none">• Little to no impact on Dual and GATE programming



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Programming

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<ul style="list-style-type: none">• Dual and GATE programming impacted and not sustained with fidelity in all buildings (staffing & schedules impacted)• GATE students would not have the opportunity to interact with classmates during in-person days because GATE is replacement for literacy and math• Staffing concerns would impact fidelity of the Dual Language program	<ul style="list-style-type: none">• Little to no impact on Dual and GATE programming



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

COVID-19 Exposure

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">• All students who choose in-person learning in the building each day (AM & PM sessions) which results in increased exposure to staff and students	<ul style="list-style-type: none">• Half of students who choose in-person learning in the building each day which minimizes the exposure to staff and students



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Student Groups

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">• Siblings assigned to different days/schedules for in-person learning (i.e. elementary student assigned to Group A attends 8:30-11:00 Tuesday - Friday and the middle school sibling attends all day Tuesday and Thursday)• Siblings assigned to different bus routes/times for in-person learning	<ul style="list-style-type: none">• Siblings assigned to the same days/schedules for in-person learning• Siblings assigned to same bus routes/times for in-person learning



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Transportation, Food Distribution, Child Care

	Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
Transportation	<ul style="list-style-type: none">• Bus routes would potentially double	<ul style="list-style-type: none">• Bus routes would remain the same
Food Distribution	<ul style="list-style-type: none">• Pre-packed grab and go breakfast/lunch available each day to eat at home	<ul style="list-style-type: none">• Students would eat breakfast/lunch daily during in-person learning in classrooms• Support staff would supervise student lunch
Childcare	<ul style="list-style-type: none">• Model poses challenges for parents to obtain child care/e-learning supervision supports for four half days	<ul style="list-style-type: none">• Model provides more consistency for parents to support child care/e-learning supervision supports for their children



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

School Closures & Return to 100% Online Learning Academy

Original Half-Day Hybrid Model	Proposed Partial In-Person Learning Model
<ul style="list-style-type: none">Student and staff schedules <u>would change</u> each time district moved from partial in-person learning to the Online Learning Academy	<ul style="list-style-type: none">Student and staff schedules <u>would not change</u> each time district moved from partial in-person learning to the Online Learning Academy



Considerations of Original Half-Day Blended Model vs. Proposed Partial In-Person Learning

Monitoring, Support & Next Steps

Monitoring

- Survey staff and evaluate success and areas for improvement through Academic Leadership Council
- Survey parents and evaluate success and areas for improvement through Citizens Advisory Council
- Teacher representation from schools will meet once a month to discuss implementation plan

Support

- Technology - iPad and voice amplifier speaker will be provided to certified staff
- Professional Development for teachers on how to utilize the technology
- Lead technology teachers will provide support to teachers as needed
- Recommendations from the teacher group will be reviewed to identify continuous support

Next Steps

- Parent surveys will go out to determine parent interest in returning to in-person instruction
- Monitoring of metrics at the county and school level to determine if it is safe to return to in-person learning