

# Belmont Public Schools Elementary Hybrid Model

Explained



# Elementary Hybrid Model

(no Lunch)

- Each group comes in for two consecutive half days and alternating Wednesday half days.
- The other group stays home at that time working on INDEPENDENT PRACTICE
- All students continue learning LIVE in academic workshops at home for the second half of the day
- Pre-recorded specials.

	Week 1					Week 2				
A	M	T	W	TH	F	M	T	W	TH	F
AM	In	In	In			In	In			
PM	Out	Out		Out	Out	Out	Out		Out	Out
	Week 1					Week 2				
B	M	T	W	TH	F	M	T	W	TH	F
AM				In	In			In	In	In
PM	Out	Out		Out	Out	Out	Out		Out	Out
	With a teacher					Independent Work				

**Light Blue** = teacher time

**Yellow** = independent work

**Green** = Community time

Intervention and IEP supports will also be part of the **Academic workshop**

WEEK 1 (not to scale)				
AM @ School	AM @ School	AM @ School	All Remote	All Remote
M	T	W	TH	F
Morning Meeting				
Academic workshop @ School	Academic workshop @ School	Academic workshop @ School	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports
Travel/ Lunch @ Home	Travel/ Lunch @ Home	Travel/ Lunch @ Home	Lunch/Break	Lunch/Break
Art, Music, PE, Library, (Pre-recorded)				
Academic Workshop - Remote	Academic Workshop - Remote	Independent practice	Academic Workshop - Remote	Academic Workshop - Remote
Closing circle	Closing circle		Closing circle	Closing circle

WEEK 2 (not to scale)				
AM @ School	AM @ School	All Remote	All Remote	All Remote
M	T	W	TH	F
Morning Meeting				
Academic workshop @ School	Academic workshop @ School	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports
Travel/ Lunch @ Home	Travel/ Lunch @ Home	Lunch/Break	Lunch/Break	Lunch/Break
Art, Music, PE, Library (Pre-recorded)				
Academic Workshop - Remote	Academic Workshop - Remote	Independent practice	Academic Workshop - Remote	Academic Workshop - Remote
Closing circle	Closing circle		Closing circle	Closing circle

# Reasoning behind this model

WEEK 1 (not to scale)				
AM @ School	AM @ School	AM @ School	All Remote	All Remote
M	T	W	TH	F
Morning Meeting				
Academic workshop @ School	Academic workshop @ School	Academic workshop @ School	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports
Travel/ Lunch @ Home	Travel/ Lunch @ Home	Travel/ Lunch @ Home	Lunch/Break	Lunch/Break
Art, Music, PE, Library, (Pre-recorded)				
Academic Workshop - Remote	Academic Workshop - Remote	Independent practice	Academic Workshop - Remote	Academic Workshop - Remote
Closing circle	Closing circle		Closing circle	Closing circle

- Eliminates potential risks involved with eating at school
- Community time connects the two cohorts
- Students see the teacher live 2-3 mornings/week
  - Helps build connections
  - Supports learning
  - Solves problems
- Mitigates the inherent lost teacher time in a full day hybrid - a teacher cannot teach in the classroom and remotely at the same time - therefore in a full hybrid much less content can be taught, especially for our youngest students who cannot work independently for long periods of time

# Challenges with this model

WEEK 2 (not to scale)				
AM @ School	AM @ School	All Remote	All Remote	All Remote
M	T	W	TH	F
Morning Meeting				
Academic workshop @ School	Academic workshop @ School	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports	Independent Practice Intervention Supports IEP Supports
Travel/ Lunch @ Home	Travel/ Lunch @ Home	Lunch/Break	Lunch/Break	Lunch/Break
Art, Music, PE, Library (Pre-recorded)				
Academic Workshop - Remote	Academic Workshop - Remote	Independent practice	Academic Workshop - Remote	Academic Workshop - Remote
Closing circle	Closing circle		Closing circle	Closing circle

- 2.0 days/ week of independent time for students (less content delivery than a full remote model)
- Specialists are pre-recorded so these teachers will be setting up times for student connections which will be complicated for teachers and families
- Staggered transitions in and out of school in order to maintain social distancing will be tricky
- Students are required to be independent during the yellow times. The teachers are not available because they are teaching the students in school.
- On alternating weeks, children have three days in a row of independent practice time.
- On alternating weeks, children might be out of school five days in a row.

# Remote Academic workshop: Family impact

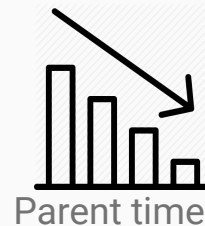
## First 2-5 weeks

Teachers will work with small groups of students - other students work independently on tasks assigned by teacher

- Build relationships that we know are going to be critical to engagement and success
- Foster independence with technology use
  - Direct instruction
  - Playful practice
- Establish routines for leaning

Families will need to partner with the schools in order for this to be successful.

Establish routines and expectations



Kids can do this!