

Schedules: Moving Between Models - Hybrid

AT THE ELEMENTARY SCHOOL:

- Students would be placed into morning or afternoon cohorts five days per week.
 - Half of K-6 students would come in the morning, from 8:00-11:15am.
 - The other half would come in the afternoon, from 12:00-3:15pm.
 - The 4K program would run as originally scheduled.
- Students would not have online learning expectations when not at school. There may be some homework, extension activities, or recommended activities to become acquainted with online learning platforms, but nothing would be required.
- Face masks and social distancing would be enforced.
- Students would stay in cohorts throughout their time at school.

AT THE MIDDLE AND HIGH SCHOOLS:

- Middle School: Students would attend face-to-face classes in either an AM or PM cohort.
 - Students would have 4 core classes (English, Math, Science, and Social Studies) during blocks 1-4 every day for 38 minutes each.
 - Block 5 (38 minutes) would be for Specials that rotate by term. Students could pick a total of 8 Specials for the school year. Band, Choir, and PE could be taken more than once.
 - Students would stay in cohorts with staff moving (to the greatest extent possible).
- High School: Students would attend face-to-face classes in either an AM or PM cohort.
 - A student's schedule would remain consistent with their scheduling choices from the spring.
 - Cohort 1 would attend face-to-face classes in the morning, while Cohort 2 attends synchronous classes virtually. In the afternoon, Cohort 2 would attend face-to-face classes, while Cohort 1 attends synchronous classes virtually.

Pros:

- Students follow a structured, consistent schedule each week.
- Smaller class sizes would allow for 1:1 and small group instruction.
- Teachers see all of their students every day.
- Related Arts and interventions could be in place.
- Contact tracing would be more attainable in this model.
- Masking and social distancing could be practiced in classrooms, as PHMDC advises.
- This structure can transition to both all virtual and all in-person models.
- Flexibility for students with learning plans

Cons:

- Equity concerns include:
 - Internet access.
 - Access to at-home support.
 - Child care/supervision.
- Instruction is at 50% of a traditional school day for elementary and middle school students.
- Middle school students have limited Specials' options.
- Modifications to transportation and food service would be necessary.

Schedules: Moving Between Models - All Virtual

AT THE ELEMENTARY SCHOOL:

- Teachers would provide asynchronous (recorded to access when it works best for students) virtual lessons for students in core content areas.
- Related Arts would be integrated into the platforms (Google and Seesaw) used at each grade level.
- Teachers and interventionists would have scheduled synchronous learning opportunities via small-group or 1:1 sessions through Google Meet on a weekly basis.
- Teachers would have weekly class check-ins for social-emotional learning as well.

AT THE MIDDLE AND HIGH SCHOOLS:

- End-of-the-year survey feedback showed the importance of live lessons and structure in a student's day.
- All students will attend scheduled, live virtual classes with Belleville teachers.

Pros:

- Lowest risk for spreading COVID-19
- Building on our experience from online learning from the spring, staff would make necessary improvements to their teaching practices.

Cons:

- Equity concerns include:
 - Internet access.
 - Need for intensive at-home support (particularly with third-party software).
 - Child care/supervision.
- Monitoring student academic progress
- Attendance and engagement
- Lack of social-emotional support for students
- Building relationships and connections with students and families