



Hybrid Learning Plan 1.0

February 2021

Educational Goal:

The goal of the Olympia School District is to provide continuous high quality learning opportunities for students as they transition from full-time remote learning to in-person learning or a combination of remote and in-person learning. As stated in our board-approved reopening plan from last summer, “hybrid” is a temporary step in the process of moving back to “regular in-person” learning when all students and staff will be in the school building full time, five days a week. Our goal is, regardless of learning model, to provide a supportive and balanced learning environment that is appropriately challenging but manageable. As with our previous transition to full-time remote learning last spring, our first focus is and always should be on the health and well-being of students and staff, so social-emotional support will be emphasized alongside academic instruction. Every effort will be made to keep siblings at different grade levels in the same “cohorts” so that families can attend in-person school on the same days. Families are asked to remain in their chosen model until at least the end of 3rd quarter, April 23, 2021. While there are no guarantees, at that time, if conditions change, there may be an opportunity to change models.

Note: If your child is currently receiving services in one of our Developmental Learning Classrooms (DLC), LifeSkills, or preschool programs, those schedules and staff assignments will remain as established. If there are any future changes, they will be communicated directly to families in a timely manner.

Safety/Mitigation Protocols:

A special board meeting was held Thursday, January 21 to discuss how our schools have been prepared to open safely. You can get access to the recording of that meeting [here](#). Questions about how we handle safety and health situations including how positive or suspected positive COVID cases are handled in school, isolation rooms, cleaning, communication, etc., are in our pandemic safety plan that you can find [here](#).

Attendance:

For students who are on-site for their hybrid cohort day, the teachers, at their earliest opportunity, will mark them as “In Person” in the Portal Attendance System. This process not only marks them as “present”, but also that the student is on-site, which is important in the case of an emergency on campus. Students who are not part of the on-site cohort or are in full remote learning will continue to check in for their attendance, as they do now. If teachers wish to mark additional contact with those students (email, text, video, etc.), they may do so. Regardless of learning model (hybrid or full-time remote), ALL students should continue to check in each morning, as they do currently.

Elementary Schools

At the elementary level, because of the ability for teachers to teach all subject areas (i.e. reading, math, science, etc), students will be assigned a teacher, dependent on the family’s choice to either remain in full-time remote status or attend school in-person in a hybrid model. Those families who choose to keep their student in full-time remote status will be assigned a teacher who is working full-time in a remote status. That teacher may or may not be the student’s current teacher. Likewise, those families who choose to attend in-person in a hybrid model will be assigned a teacher who is working on site. When creating schedules, prioritization will be made to first keep students with their current teacher. If not possible, then priority will be made to keep students in their current school. If neither of those options is feasible, students will be placed with a teacher in a school that is geographically close in proximity. Once hybrid begins, the full-time remote schedule for students will look mostly similar to the current full-time remote schedule. An example is below:

Elementary Schedule REMOTE:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM Block	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
AM Instruction	ELA	ELA	Classroom Teachers K-5: Calibration with Academic Pacing Collaboration Planning	MATH	MATH
AM Support	Instructional Support & Independent Work	Instructional Support & Independent Work	Student: ELA Practice Student: Math Practice	Instructional Support & Independent Work	Instructional Support & Independent Work
	<i>Lunch, Break, & Transition Times</i>			<i>Lunch, Break, & Transition Times</i>	
PM Support	Specialists, Interventions, & Independent Work	Specialists, Interventions, & Independent Work		Specialists, Interventions, & Independent Work	Specialists, Interventions, & Independent Work
	<i>Science & social studies woven into the schedule based on each school & classroom master schedule.</i>		Intervention services can still occur on Wednesday including the following: Students with IEPs, EL, Interventions, etc.		

In a hybrid schedule, elementary students will attend school twice a week either Monday and Thursday or Tuesday and Friday. The other three days when students are not in school will involve a combination of independent work and other assignments and learning opportunities. The on-campus school day will be approximately 5 ½ hours long and start and end times will vary by school to accommodate transportation requirements. PE, Music, Library, and Art will not take place on school campuses but rather will still be offered remotely to students. Days and times when students access PE, Music, Library and Art specialists in real-time will vary and be shared out by each school. There will be significantly more asynchronous learning for hybrid students on off-site days. The days of the week that students will attend are dependent on their cohort assignment. Cohort “A” students attend on Mondays and Thursdays and Cohort “B” students attend on Tuesdays and Fridays. Wednesdays will remain a remote day for all students. Start and End Times and Cohort assignments will be distributed by the school. A sample hybrid schedule is below:

Elementary Schedule HYBRID:

GROUP A MONDAY/THURSDAY	WEDNESDAY FOR EVERYONE	GROUP B TUESDAY/FRIDAY
Morning Meeting Onsite Students Only	Morning Meeting Synchronous & Remote for All	Morning Meeting Onsite Students Only
Synchronous ELA: Wonders	PE*	Synchronous ELA: Wonders
Asynchronous: See Schoology Menu	Asynchronous: See Schoology Menu	Asynchronous: See Schoology Menu
Lunch/Recess		
Synchronous Math: Bridges	Music*	Synchronous Math: Bridges
Asynchronous: See Schoology Menu	Asynchronous: See Schoology Menu	Asynchronous: See Schoology Menu
Break/Recess		
Asynchronous: See Schoology Menu	Library*	Asynchronous: See Schoology Menu

Grading: Elementary teachers will use their normal standards-based grading system.

Lunch: In most instances, students will eat lunch in the cafeteria, multi-purpose room, and/or gym. All elementary schools have a specific design plan for these spaces. Lunch will be supervised by classified staff and administration. Lunch tables or desks will be arranged so that students are sitting 6-feet apart, and we can include as many students as is appropriate in the cafeteria. We expect about 1/3 of a grade level to be present on any given day of hybrid that should allow for lunches to be broken up and served in a manner similar to the regular school model. Also, our existing meal sites will be in operation for students and families to pick up meals on days they are not attending.

Recess: At recess we will maintain the integrity of each cohort and ensure no commingling or close contact. Recess will be supervised by paraeducators, admin or other staff. Disinfecting outdoor equipment is not recommended by health agencies.

Secondary Schools

At the middle and high school level, unlike elementary, our teachers are content area specialists. For example, an English teacher does not teach science or math. Because of this, it is extremely difficult to pair up students from families that prefer hybrid or continued remote learning with staff that are able to provide those distinct services. As a result, at the secondary level, our schedule will have teachers providing both remote and in-person services to students. By doing so, it will be much easier to keep students with their current teachers and teachers with their current students. Subsequently, the secondary hybrid schedule will have a daily schedule where half the day, (the morning), is remote for all students and the other half of the day, (the afternoon), is for in-person learning for those students whose families choose that option. All students will have three real-time contacts per period per week with their teacher. Two will be remote class periods on Monday, Tuesday, Thursday, or Friday mornings. Hybrid students will have one other in-person class period per week with their teacher on Monday, Tuesday, Thursday, or Friday afternoons. Wednesday office hours will be dedicated to remote only-students to ensure that any material covered with hybrid students is also accessible to full-time remote students.

Like with elementary school, the days of the week that students will attend are dependent on their cohort assignment. Cohort “A” students attend on Mondays and Thursdays and Cohort “B” students attend on Tuesdays and Fridays. Wednesdays will remain a remote day for all students. **Start and End Times, which will vary slightly in each secondary building due to transportation, and cohort assignments, will be shared out by the school.**

A sample schedule is below. The schedule applies to all students whether they are in hybrid or full-time remote:

COLOR KEY
A= Cohort A
B= Cohort B
R= Remote Only Students

Secondary COMBINED HYBRID/REMOTE Schedule:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-7:45	AM Prep		Remote Day 9:00-9:45 SEL PLC Homeroom/Advisory for all	AM Prep	
7:45-8:35	Period 1	Period 4		Period 1	Period 4
	Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time		Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time
	A R B	A R B			A R B
8:40-9:30	Period 2	Period 5		Period 2	Period 5
	Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time		Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time
	A R B	A R B		A R B	A R B

9:35-10:25	Period 3	Period 6	11:45-2:50 Office Hours For Remote Only Learners	Period 3	Period 6	
	Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time		Cohort A,B and Remote Only all attend class remotely at same time	Cohort A,B and Remote Only all attend class remotely at same time	
	A	R		B	A	R
10:25-11:55	Lunch Shift (Teacher Lunch & Prep, Students Arrive)			Lunch Shift (Teacher Lunch & Prep, Students Arrive)		
11:55-12:45	Period 1	Period 1		Period 4	Period 4	
	COHORT A In Person	COHORT B In Person		COHORT A In Person	COHORT B In Person	
12:50-1:40	Period 2	Period 2		Period 5	Period 5	
	COHORT A In Person	COHORT B In Person		COHORT A In Person	COHORT B In Person	
1:45-2:35	Period 3	Period 3		Period 6	Period 6	
	COHORT A In Person	COHORT B In Person		COHORT A In Person	COHORT B In Person	
2:35-3:05	PM Prep				PM Prep	

Remote Teachers with In-person Students: Teachers who are unable to be on-site for in-person hybrid learning will provide instruction and support remotely over Zoom to students in Cohort A and B in the afternoons on Monday, Tuesday, Thursday, Friday. Cohort students will be assigned a space in school that will be supervised by an adult.

In-person Teacher with Remote Students: As stated above, in-person hybrid teachers will utilize Wednesdays to ensure that remote only students have access to any instruction or support that was provided during Cohort A and B in-person times on Monday, Tuesday, Thursday, Friday afternoons.

Grading: In a full-time remote or hybrid learning model, high schools and middle schools are using an adjusted grade scale in which only grades “A” through “C” are assigned. Any student who is significantly below standard will receive an “incomplete”. Students who receive an incomplete will be contacted along with their families to assess needs and create a plan of enhanced support to be implemented. College in the High School courses will continue to use the same grade scale that is accepted by the college.

Lunch: Because secondary students are attending in-person for afternoons only, lunches will be grab-and-go the day before. Also, our existing meal sites will be in operation for students and families to pick up meals on days they are not attending.