

Models and Examples for Consideration

Instructional Services Group A

05/28/2020

Items in gray font will not be developed further by small groups consistent with Reopening Washington Schools feedback on May 13.

1. **Traditional on-site face to face school** (no need for development)

2. **Split or rotating schedules WITHOUT distance learning**

Key characteristics: reduced person to person contact; fewer students onsite at any one time; possible robust homework requirements; prioritization of content; must consider alternative definitions of fulltime/part-time; educator caseload implications

3. **Split or rotating schedules WITH distance learning** *to meet social distancing demands*

- a. Same possible split characteristics as in #2 above
- b. Includes an organized system of distance learning— portability of the curriculum and instruction to include delivery online, from alternative locations with real-time broadcast, paper packet exchange, etc

Key characteristics: split or alternating schedule on-site combined with substantial portion of learning occurring off-site (online courses, videoconferencing, full alternate siting, organized system or assigning, exchanging, assessing off-site work)

4. **Phased in opening WITHOUT distance learning** *(by county, district, or other geographic slice) to meet social distancing demands*

- a. This could include elements of #1 and #2, above
- b. Staggering decisions based on county or district mandates or priorities

Key characteristic: some school facilities open for some groups of students, while others remain closed until a later date or certain community characteristics are met. Students who are not attending open schools are in waiting mode or are in “continuous learning” mode until more fully opened

5. **Phased in opening WITH distance learning** *(by county, district, or other geographic slice) to meet social distancing demands*

- a. Could include elements of #1, #2, or #3 above
- b. Staggering decisions based on county or district mandates or priorities



Key characteristic: some school facilities open for some groups of students, while others remain closed until a later date or certain community characteristics are met. Students who are not attending open schools are participating in distance learning

6. **Continuous learning 1.0** (*Current model is not sustainable for the 2020-21 school year*)
7. **Continuous Learning 2.0.** *An improved version of current continuous learning models to meet social distancing demands and any new "stay-at-home" orders from the Governor or County Health Department*

Example 1: One-Day Rotation (Narrative Descriptors of models from [Maryland Together; Maryland's Recovery Plan for Education; COVID-19 Response and the Path Forward \(pages 7-8\)](#))

Students report to school one full day a week at all levels (e.g., Elementary, Middle and High) for four days. Students will be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, distance learning, or a combination. *All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts, Physical Education and Health teachers would be included in the rotations to reduce the student teacher ratios. * One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.*

Example 2: Two-Day Rotation (Narrative Descriptors of models from [Maryland Together; Maryland's Recovery Plan for Education; COVID-19 Response and the Path Forward \(pages 7-8\)](#))

All students report to school two full days a week (e.g., Tuesday/Thursday or Wednesday/ Friday). Students would be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, eLearning or a combination. *All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts, Physical Education and Health teachers would be included in the rotations to reduce the student teacher ratios. * One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.*



Example 3: A/B Week (Narrative Descriptors of models from [Maryland Together; Maryland's Recovery Plan for Education; COVID-19 Response and the Path Forward](#) (pages 7-8))

Half of the student population will report to school for four full days each week, while the remaining second half of the school population participates in distance learning at home. The student population will alternate between each week. All grade bands will be included. Students will be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, eLearning or a combination.

*All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios. * One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.*

Example 4: Elementary Face-to-Face and Secondary Distance Learning

(Narrative Descriptors of models from [Maryland Together; Maryland's Recovery Plan for Education; COVID-19 Response and the Path Forward](#) (pages 7-8))

Elementary students will start school first and attend four full days a week, spread out across two buildings (e.g., Elementary and Middle) to reduce the student teacher ratio to support social distancing. Secondary students would complete distance learning. This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, elementary students would transition back to their home school and secondary students would start. *All elementary English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical education and Health will be included in the rotations to reduce the student teacher ratios. *One day is used for teacher planning and professional learning. Students will not report to school, distance learning would continue.*

Example 5: Grade Band Phase In (Narrative Descriptors of models from [Maryland Together; Maryland's Recovery Plan for Education; COVID-19 Response and the Path Forward](#) (pages 7-8))

The grade band phase in approach would be when the public health officials deem it is safe to relax the social distancing. Elementary students will return to



school first, for a week. Middle school students would report to second and high school would report the third week. Middle and high school students will continue distance learning while waiting to phase back into school.

