

A Preview of Hybrid Instructional Model Requirements



This brief document is intended to provide schools and districts with information that is important to consider when planning to open in a hybrid instructional model for the 2020-21 school year.

ODE is actively working to be as consistent, clear, and efficient as possible to provide districts, schools, and communities with guidance to further implement the directions put forward in *Ready Schools, Safer Learners* (RSSL). ODE will continue to update the RSSL guidance through the summer.

The August 11 update to Ready Schools, Safe Learners guidance will integrate information from Comprehensive Distance Learning (CDL) guidance that will directly impact Hybrid Instructional Models.

Schools and districts considering opening in any Hybrid Instructional Model should plan for all sections of guidance addressed in Comprehensive Distance Learning. You can anticipate that the following sections from the CDL guidance will be required, with some possible modifications, for Hybrid models:

- **Academic Conditions:** Teaching and Learning, Instructional Time, Assessment, Grading, and Reporting Progress
- **Operational Conditions:** Nutrition, Attendance, Clubs and Extracurricular activities
- **Student and Family Support:** Equity and Access, Mental, Social, and Emotional Health, Partnering with Parents, Families, and Caregivers
- **Digital Learning Needs:** Infrastructure, Devices, Software Systems, Digital Content, Professional Development and Training

The August 11 iterations will also provide additional guidance for schools and communities with low or no digital access and infrastructure.

All guidance provided in the RSSL guidance applies to any in-person aspects of Hybrid Instructional Models. State and federal rules, regulations, and requirements will still need to be adhered to, including planning for services provided to students through ESSA, IDEA, and ADA/504.

To be explicit, the key message of this preview is that Hybrid Instructional Models will need to be consistent with CDL and RSSL. ODE supports and wants this flexible and creative option to be

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deployed while also making clear that it isn't a model that should have any less rigor or clarity than either of the other instructional models.

What is a Hybrid Instructional Model?

A hybrid instructional model blends in-person and off-site learning, typically through online or digital curricula. For purposes of definition, the Hybrid instructional model includes any design or operational blueprint that is not fully On-Site and in-person (with all students attending on-site every day) or fully in [Comprehensive Distance Learning](#). Hybrid models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid instructional models require prioritization of on-site learning activities and determinations regarding key elements of successful content delivery and engagement from a distance.

Examples of a Hybrid Instructional Model

Hybrid instructional models are any structure of learning that blend on-site/in-person learning with off-site/online/digital learning. Examples of this include, but are not limited to:

- All students attend school on-site for 4 days/week and participate in off-site learning 1 day/week.
- Students are divided into two cohorts, one of which attends school on-site on Mondays and Thursdays, while the second attends school on-site on Tuesdays and Fridays. Everyone is off-site on Wednesdays.
- Some students attend school on-site while others engage in remote/off-site learning.
- Some students attend school on-site 1 day/week for select classes or activities and off-site the rest of the week, while other students attend school off-site each day of the week.

Counter Examples of a Hybrid Instructional Model

- A school delivering all instruction for all students enrolled off-site within the Ready Schools Safe Learners guidance is offering Comprehensive Distance Learning.
- A school delivering all instruction in person with no distance learning designed as part of their general offerings or design is offering the On-Site instructional model.

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Hybrid Model Considerations

In a hybrid schedule, it is **instructionally** preferable that:

- **On in-person learning days:** Students are engaged with their teacher on complex learning activities best handled in person; and
- **On remote learning days:** Students work on lesson components that are best done at home with minimal direction from adults.

The goal is to ensure teachers do not have to modify lessons to facilitate half the class being remote, and by necessity, weaken the more complex tasks. Because of this, it is not preferable for students on hybrid schedules to video conference into a live class on their remote days. Rather, instruction should be optimized for the in-person or the remote setting. The exception to this is for remote-only/homeroom students. These remote-only students are considered part of the class, so during in-person days, these remote-only students join class via videoconference so they can participate in instruction.

ODE recommends that schools prioritize high school students in credit assurance recovery plans for On-Site learning where safe and feasible.

Clarifying On-Site Instructional Model Parameters

The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-COVID models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a hybrid model.