

## A range of hybrid scenarios

While boards are planning for three scenarios, it continues to appear that the most likely scenario is a hybrid or “adaptive model” where students are divided into cohorts of 15 and are in school approximately half time. To create these adaptive models, boards create plans by dividing students in a fictitious class into groups “A”, “B” and “C”.

In all models where schools are open, students with high needs would be taught every day in school.

The models could be used to provide 2 or 3 days of in-class learning, alternating with online learning, or as [some boards have suggested, students alternating weeks](#) – one week in school, one week learning online. In most of the possible hybrid or adaptive scenarios approximately half of students’ education would be delivered online.

### One example of an elementary school scenario

In this scenario, on Wednesdays students from Groups “A”, “B” and “C” would be learning online together.

#### Group “A” (12 to 15 students)

- **Monday and Tuesday:**
  - attend school taught by a homeroom teacher.
  - physical education happens during recess, and lunch break is shortened, with potentially one teacher supervising two classes taking lunch in their classrooms.
  - Teachers’ mandatory preparation time is taken at the end of the day and the school day would be somewhat shortened.
  - Alternately classroom teachers would take their breaks and preparation time during the school day and other teachers such as a teacher-librarian or a guidance teacher would take over the class (but this would break the one teacher/15 students “bubble”).
- **Wednesday, Thursday, and Friday:**
  - learn online with a teacher available for most or all the school day.
  - the teachers for the online learning would normally be delivering preparation time during regular school days, and teaching things like music or health and physical education.

#### Group “B” (12 to 15 students)

- **Monday, Tuesday, and Wednesday:**
  - learn online from teachers who would normally be delivering prep time.
- **Thursday and Friday:**
  - attend school taught by a homeroom teacher.

#### Group “C”

- These are the students whose parents choose to keep them home full time. They would be taught online every day.

### One example of a secondary school scenario

- **School year divided into four; students take 2 courses per “quadrimester”; school day has 2 periods**
  - Group “A”: Period 1 in school, alternating courses; Period 2 learning online, alternating courses
  - Group “B”: Period 1 learning online, alternating courses; Period 2 in school, alternating courses
  - Every second week, the groups switch from morning to afternoon
  - Group “C” learns online full-time
  - Learning online would be both “synchronous” (teachers available in real time) and “asynchronous” (materials provided for students to work independently)
- **Challenges in this model**
  - Students may receive fewer than the required 110 credit hours per course – this would require Ministry of Education approval.
  - Teachers appear to have to be in two places at once - teaching one group of students in class and another online.