

Richmond School District Blended Learning Program (Kindergarten - Grade 9)

This program is not recommended for students in the very early stages of English language learning, and/or students with complex communication and support needs, due to the program's online and individual learning environment.

Content Delivery

- When students join the Blended Learning Program, an in-person meeting is scheduled with parents/guardians to review program expectations.
- Each student will have a Student Learning Plan developed in the first month of attendance, designed by the teacher, in consultation with families.
- Students will complete most of their educational program at home.
- Learning materials appropriate to each grade level are developed by the teacher.
- An online learning management system, such as MS Teams, Moodle and/or the district Portal, will be used to deliver content and assess student work.
- Regular communication will occur between the teacher and families/students via email, phone, videoconference and messaging.
- A home facilitator (most often a parent, guardian, or family member) must be available every day and be prepared to support the student with their learning at home.
- Kindergarten and Grade 1 – 7 students attend one full-day per week on-site at Grauer Elementary School. (8:45am – 2:45pm)
- Grade 8 – 9 students attend one full-day per week on-site at Palmer Secondary School. (9:00am – 3:00pm)
- During on-site learning days:
 - The focus will be on emphasizing collaborative learning and allows students to socialize and engage in hands-on activities that enrich the at-home components of the program.
 - Students will be grouped according to the age of those in the program. Grade groupings may span more than two grades, depending on enrolment numbers.
 - Learning groups will not exceed in-person class size limits.
 - Different grade learning groups will likely meet on different days, depending on staffing and facility capacity.

Supports

- Resource support is available for students with Individualized Education Programs.
- Language support is available for students with Annual Instruction Plans.
- The home facilitator will take on a more significant role with younger students. This role will decrease somewhat as students gain independence.
- Additional videoconference meetings will occur for students requiring additional support.

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Student – Parent – Teacher Partnership

Success in a Blended Learning program will require a collaborative partnership between the student, parent/guardian, and the teacher. While there is some teacher support provided, the Online Learning days are more independent in nature and do not mirror an in-class learning program. The parent or home facilitator needs to have time, every day, to support the child’s learning at home. For very young students, this may mean the home facilitator works alongside the student for a large portion of the day.

This table outlines some of the expectations that must be addressed to create a foundation for success:

Expectations of an Online Learner	Expectations of Parents	Expectations of Teachers
<ul style="list-style-type: none"> • Engage in all aspects of online learning including self-directed learning, class discussions, and virtual classes. • Complete assignments and learning activities and keep up with learning activities and development of core competencies. • Attend and engage in all virtual classes and check-ins. • Keep cameras on during videoconference calls so teacher can check for engagement and understanding. • Attend the on-site learning day each week. • Manage time and schedule efficiently to meet deadlines. • Ask parents and teacher for support as needed. • Connect with other students to provide peer support and/or group work. 	<ul style="list-style-type: none"> • Identify a home facilitator and support/monitor child’s learning. Most often the home facilitator is a parent. • Provide a device (computer or tablet), reliable internet connection and space where your child can engage in self-directed learning and virtual classes without distraction. • Help your child with time management, organization and planning. • Ensure your child completes and submits their assignments and learning activities. • Communicate and engage in learning reviews with the teacher, including in-person parent-teacher conferences. • Coordinate your child getting to school for on-site learning days. 	<ul style="list-style-type: none"> • Provide instruction and curriculum content through online platform. • Develop student learning plans in consultation with parents. • Facilitate virtual classes. • Facilitate on-site learning days that focus on group and social interaction, hands on activities, and/or assessments. • Be available to provide support to students during scheduled learning support time. • Take attendance for each virtual class. • Provide formative and summative assessment. • Engage with parents and students at regular intervals. • Differentiate instruction and delivery for students with exceptional needs including ELL needs.

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Sample Elementary K-7 Schedule

	Four Days of the Week (boxes in orange indicate time with a teacher)	One Day of the Week
Morning	Learning activities to be supported by the home facilitator according to the Student Learning Plan and the suggested schedule for at-home work.	Grades K - Grade 7 Onsite learning full-day 8:45am - 2:45pm Grauer Elementary
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 30 - 60 minutes of synchronous group instruction via videoconference (depending on age/grade, this may be broken up throughout the morning and/or into different sized groups) 2-4x/week depending on student age. </div> <div style="width: 10%; text-align: center; font-weight: bold;">OR</div> <div style="width: 45%;"> Small group or individual videoconferences scheduled with teacher (10-15 min) as needed. Drop-in tutorial times (20 min) via videoconference with a specific learning focus (i.e., specific literacy skill) as needed. </div> </div> <p><i>**Small group and tutorial frequency may vary depending on the individualized needs outlined in the Student Learning Plans.</i></p> <p><i>**Group instruction will sometimes occur in the afternoon.</i></p>	
12:00-12:50	Lunch and play time	
Afternoon	Learning activities to be facilitated by the home facilitator according to the Student Learning Plan and the suggested schedule for at-home work.	
	Office hours scheduled for parent/student communication of an individual nature. Formative assessment, monitoring of the Student Learning Plans, and teacher preparation time.	