

Richmond School District Blended Learning Program (Kindergarten - Grade 7)

The Blended Learning (BL) program is an option for families who live in Richmond looking for an alternative to attending their local catchment school or homeschooling. As the name suggests, this program is a **blend** of online and in-person learning opportunities in a collaborative partnership between the student, parent/guardian, and a certified SD38 teacher. Although students complete most of their educational program at home, there will be monthly in-person class activities based out of Grauer Elementary School.

The BL program is part of Richmond Virtual School (RVS). RVS is the Online Learning School within School District No. 38 (Richmond) and follows the same BC Ministry of Education and Childcare guidelines and curriculum.

Interested students must submit an application to join the RVS BL program. Once submitted, RVS will contact the family to arrange an in-person interview. Please note: this program is **not** designed for students in the early stages of English Language Learning (completion of ELL 3 required), and/or students with complex communication and support needs, due to the program's online and individual learning environment.

BL Program Overview

- Upon successful acceptance into the program, an in-person meeting is scheduled with the teacher to review program expectations.
- Each student will have a Student Learning Plan (SLP) developed in the first month, designed by the teacher, in consultation with families. The SLP will detail the learning activities and resources that guide the teacher and parents. This document will be updated throughout the year.
- Students will complete most of their educational program at home with the support of a home facilitator (most often a parent or guardian) who must be available and prepared to support the student with their learning, every day.
- Students and the home facilitator will participate in weekly meetings, led by their classroom teacher, to review learning expectations, lessons, and assignments that the home facilitator will focus on during the week. These meetings will take place at a pre-scheduled time each week, with both in-person and online options.
- Learning materials appropriate to each grade level are identified by the teacher and home facilitator.
- An online learning management system, such as Microsoft Teams and Moodle, will be used to deliver content and assess student work.
- Regular communication will occur between the teacher and home facilitator/student via email, phone, videoconference, and messaging.

During in-person learning events:

- Kindergarten and Grade 1 – 7 students will attend one or two in-person events each month (e.g. Science Fair, Portfolio Share Day, Community BBQ, etc.) or field trips (e.g. Pumpkin Patch, Science World, ADST Day at Palmer, etc.).
- The focus of these in-person learning events will be on emphasizing collaborative learning and allowing students to connect with peers and engage in hands-on activities that enrich the at-home components of the program.

During at-home learning days:

- Students and the home facilitator will attend scheduled support meetings **each week** (using Microsoft Teams video or as otherwise arranged in-person).
- Support meetings will be 45 - 75 minutes to provide instruction and review the SLP and activities planned for the week.
- Students will complete/submit assignments as guided by the teacher using our Moodle platform.
- Students will engage in self-directed learning with the support of their home facilitator as it relates to their Student Learning Plan and will develop a portfolio of artifacts to demonstrate/support this learning.
- Students and home facilitators will have the option to sign up for additional online meetings with the teacher during “office hours.”
- We recommend students establish a schedule to benefit from a consistent and predictable learning routine.

Student – Parent – Teacher Partnership

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

RICHMOND

SCHOOL DISTRICT NO.38

K – Grade 7 Blended Learning Program

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

Expectations of a Blended Learner	Expectations of Parents	Expectations of Teacher
<ul style="list-style-type: none"> • Engage in all aspects of in-person and online learning • Complete assignments and learning activities and keep up with learning activities and development of core competencies. • Establish a portfolio to track and share learning progress both informally and through student led conferences. • Attend and engage in all virtual classes and check-ins. • Keep cameras on during videoconference calls to enhance engagement and so the teacher can check for understanding. • Manage time and schedule efficiently to meet deadlines. • Ask home facilitator and teacher for support, as needed. • Connect with other students to provide peer support and/or group work. • Attend the in-person learning events and/or field trips each month. 	<ul style="list-style-type: none"> • Identify a home facilitator and support/monitor child’s learning. • Provide devices (computer and printer), reliable internet connection and space where your child can engage in self-directed learning and virtual meetings without distraction. • The home facilitator will participate with their child in online meetings each week led by their teacher so that the expectations are clear for the home facilitator to support their child with the lessons and assignments. • Help your child with time management, planning, and organization. • 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 and SLP development/reviews. • Support your child with attending learning events and field trips. 	<ul style="list-style-type: none"> • Develop and review student learning plans in consultation with parents. • Provide instruction and guide curriculum content as found in a Student Learning Plan. • Facilitate virtual support meetings. • Facilitate in-person learning days that focus on group work, hands on activities, and/or assessments. • Be available to provide support to students and parents during scheduled learning support time. • Take attendance for each in-person event or field trip. • Engage with parents and students at regular intervals. • Provide and review formative and summative assessment.