

Hybrid Courses Guidance

Clarification of definition of “blended learning” – 124D.095

I. What are hybrid courses?

Hybrid courses utilize blended learning in a way that combines both in-person and distance learning. See examples of how hybrid courses could be structured.

Example 1: **Alternate In-person and Digital Days**

Students in an Algebra II course attend in-person lessons at their school building on Monday, Wednesday, and Friday. On Tuesday and Thursday they learn online at a location of their choosing. The teacher monitors student logins to the Learning Management System (LMS) provides individual feedback to students, and responds to questions via the messaging system in the LMS and by email.

Example 2: **Small Group/Large Group and Digital Days**

Students in an English Literature course are divided into two groups. Group A attends in-person lessons at their school building on Monday, Wednesday, and Friday while Group B attends in-person lessons at their school building on Tuesday, Thursday, and Friday. Students learn online from the location of their choosing on the alternate days. The teacher monitors student logins to the LMS, provides individual feedback to students, and responds to questions via the messaging system in the LMS and by email during their prep hour.

Example 3: **Flexible and Personalized**

Students in a Physical Science course attend in-person lessons at their school building on Monday. Individual schedules are set for the week and an overview of the expectations for progress are established by the teacher. Some students learn online from the location of their choosing the rest of the week. They can access and set-up laboratory equipment in the school’s flex-space. Other students will attend in-person lessons with their teacher for all or some of the scheduled class periods depending on their needs according to the schedule set-up on Monday. Students can always drop-in to the physical classroom to see the teacher during the scheduled class periods. The teacher monitors student logins to the LMS, provides individual feedback to students, and responds to questions via the messaging system in the LMS and by email during scheduled class time as they are able or during their prep hour.

II. Who may offer hybrid courses?

A school may offer hybrid courses to its own students. As long as:

- i. Curriculum is assembled and delivered by a teacher with the appropriate MN license (see *124D.095 Subd. 4 para d*)

- ii. Courses have weekly scheduled in-person instruction, i.e., at least one class period per week
- iii. All students in the course have fair access to the digital learning component
- iv. Students participate in digital learning during scheduled school instructional days
- v. Teachers monitor attendance according to an established digital learning policy. Either the teacher or course software records daily attendance.

III. How is membership in hybrid courses determined?

- a. Follow the established school calendar. See guidance from MARRS manual (*note – any digital learning activities counting toward membership must be done during the core school day according to the student’s class schedule. Hybrid courses are not Independent Study – see I.S. requirements in MARSS manual procedure 8.*)
- b. Attendance policy is established.
 - i. In-person instructional days
 - 1. Student is physically present in class
 - 2. Teacher verifies attendance
 - 3. Evidence: attendance records
 - ii. Digital instructional days
 - 1. Digital presence on a class day could include:
 - a. Logging in to class page(s) on the LMS
 - b. Email exchange/ text exchange /phone call with teacher
 - c. Parent verifies attendance; documentation is retained by the school as part of the student’s attendance record
 - d. Activity in classes (pages accessed, discussion participation, formative assessments completed)
 - e. Work submitted
 - 2. Teacher or other designated program staff verifies attendance
 - 3. Evidence: attendance records