

FPS Hybrid Model Update

Teaching and Learning Subcommittee
March 8, 2021

Key Terms

In Person (Schedule)	A schedule where students are receiving instruction in person in a classroom setting from the school.
Remote (Schedule)	A schedule where students are receiving instruction from a location outside the school setting via the computer (virtually).
Hybrid (Schedule)	A schedule where students are receiving instruction on a rotating schedule that includes both in person and remote experiences.
Concurrent Classroom Model	A model in which students attend class in person and others attend virtually. The teacher in a concurrent classroom attempts to meet the needs of the students in class and online simultaneously.

Key Terms

Synchronous Instruction (live)	<p><u>Synchronous Instruction</u></p> <ul style="list-style-type: none">● Occurs in real-time, with participants doing something together or “in sync” with others;● May include Zoom/Google Meets meetings or be streamed; live video is not required for synchronous learning;● May include scheduled learning experiences, assessments, or collaboration to be completed at the same time as others; and/or● May provide additional structure, accountability, and opportunities to engage with others in the learning community.
Asynchronous Instruction (not live)	<p><u>Asynchronous Instruction</u></p> <ul style="list-style-type: none">● Occurs on one’s own time or pace, with no requirements to be in lock-step with others;● Allows students to work independently, or potentially with others, at a flexible pace that meets their individual needs;● May include experiences, assessments, or collaboration to be completed within a window of time, but not necessarily in real-time with others; and/or● Allows teachers to work synchronously with one or more students while others are engaged in asynchronous learning tasks. <p>Asynchronous instruction does NOT mean that a student is “offline”, as in not engaging virtually with content.</p>

Student Cohorts

Students identified as high priority for a full return to in-person learning are considered “Cohort S” and will report to school ***every day each week***

All other students will be assigned to Cohort A or Cohort B, and will attend school in person on ***alternating weeks***, with live remote learning during the other weeks

Phase	Cohort	Students Impacted	Schedule
Phase I	S1	Students who returned in October	In person every day each week
Phase II	S2	Students who returned in November	In person every day each week
Phase III	S	Remaining high needs students	In person every day each week
Phase IV	A and B	All other students who elected to return in person	Alternating weeks of in person and remote

Hybrid Model by the Numbers

School	Number of S1, S2 and S students (high needs)	Number of S1, S2, and S attending in person	Number in Cohort A	Number in Cohort A attending in person	Number in Cohort B	Number in Cohort B attending in person
Barbieri	264	147	207	131	197	105
Brophy	188	99	139	83	132	82
Dunning	105	89	151	104	158	104
Hemenway	88	82	217	143	209	133
King	64	43	151	85	152	78
McCarthy	134	88	178	98	171	102
Potter Road	132	95	195	114	185	107
Stapleton	103	69	114	62	95	60
Wilson	261	146	129	69	90	55

Hybrid Model by the Numbers

School	Number of S1, S2 and S students (high needs)	Number of S1, S2, and S students attending in person	Number in Cohort A	Number in Cohort A attending in person	Number in Cohort B	Number in Cohort B attending in person
Cameron Middle	127	86	223	121	218	116
Fuller Middle	260	160	142	70	151	70
Walsh Middle	122	83	320	170	315	162
Framingham High	518	264	895	417	920	410
Thayer Campus	12	3	11	7	11	4

Hybrid Model by the Numbers:

Total Number of Students Attending In-Person Each Week

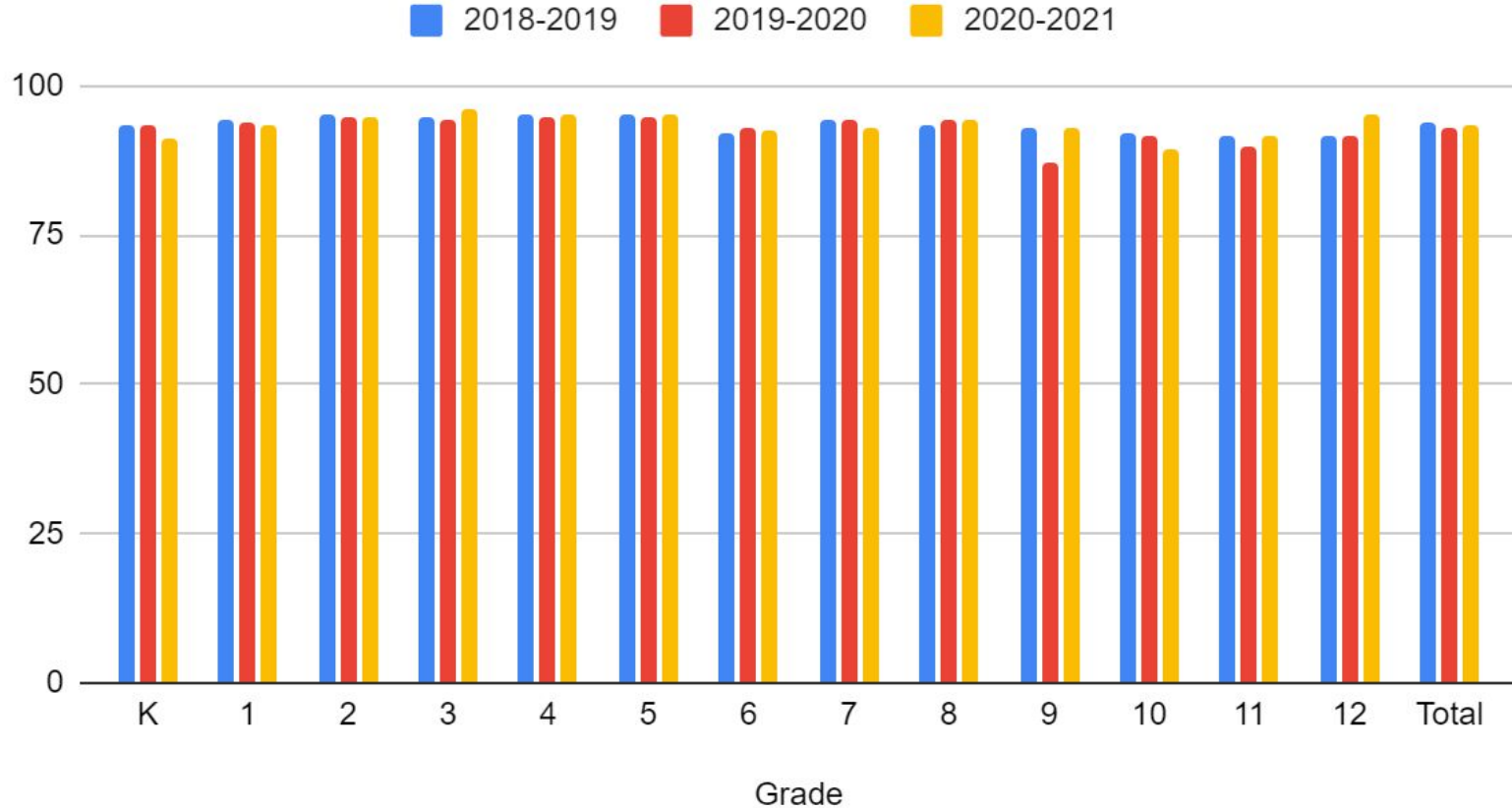
School	BAR	BRO	DUN	HEM	KIN	MCC	POT	STA	WIL
Total “A Week”	278	182	193	225	128	186	209	131	215
Total “B Week”	252	181	193	215	121	190	202	129	201

Hybrid Model by the Numbers:

Total Number of Students Attending In-Person Each Week

School	CAMERON	FULLER	WALSH	FHS	THAYER
Total "A Week"	207	230	253	681	10
Total "B Week"	202	230	245	674	7

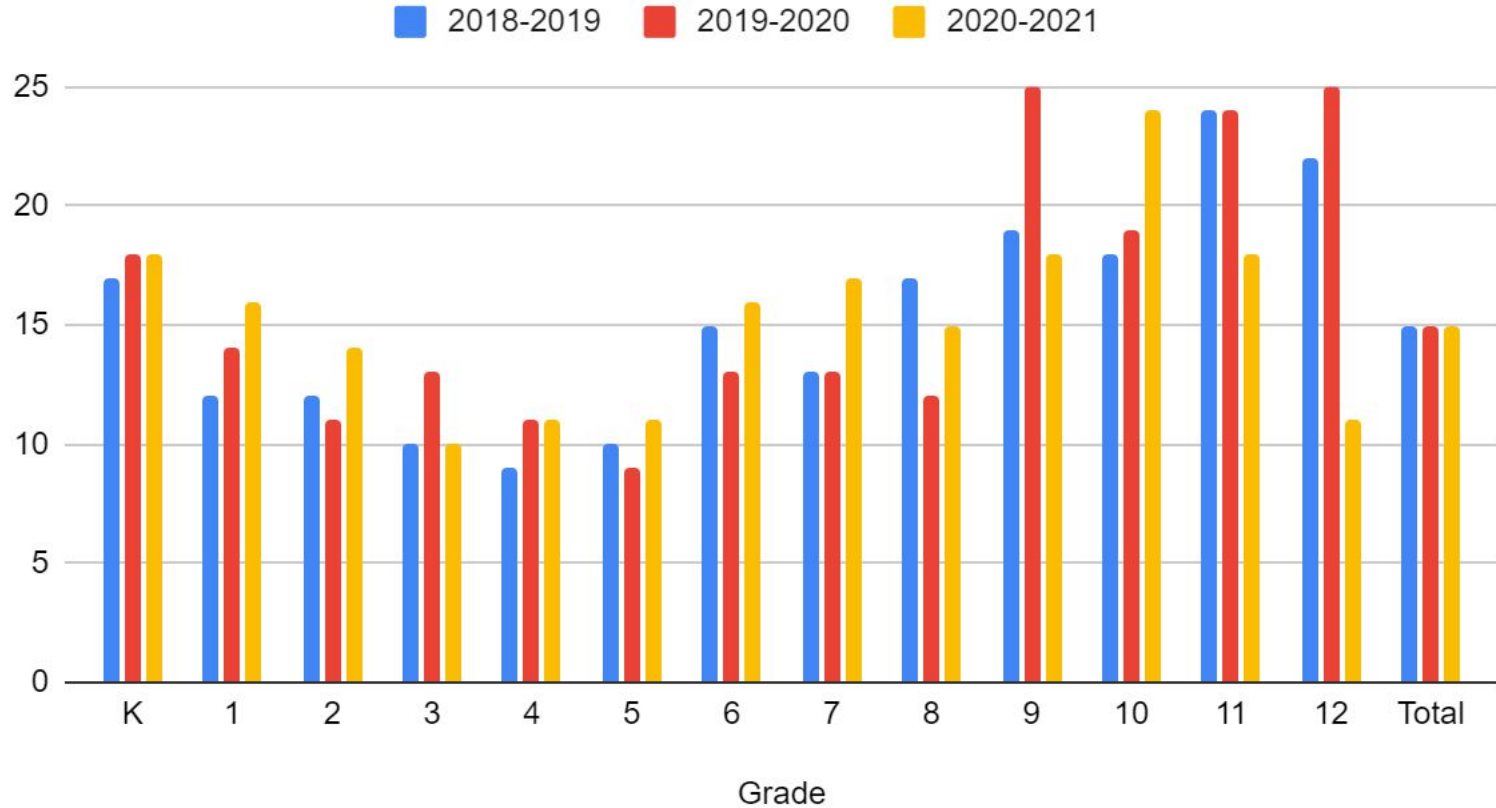
Attendance Percentage by Grade Level



Average daily attendance rate for each grade level, compared to same time in previous years

[Daily Attendance Averages](#)

Chronic Absenteeism by Grade Level



Percent of students who have missed 10% or more days so far this year, compared to same time in previous years.

[Chronic Absenteeism Data](#)

What to Expect

1. In the hybrid model, student learning should occur during the scheduled class time. Regardless of the cohort in which a student is participating, the expectation is that the ***student is engaged in their learning for the full school day.***
2. Teachers in the hybrid learning model will provide daily, developmentally-appropriate, ***synchronous, face to face interaction, with at-home students for attendance taking, direct instruction, instructional check-ins, providing feedback, and/or to permit students to interact with one another.***
3. When engaging both at-home and in-person learners, ***educators will prioritize the safety and learning needs of in-person learners.*** When necessary to facilitate the safety of the learning environment, educators may turn off audio or video during a lesson. In such instances, educators will return to simultaneous teaching as soon as the safety and/or learning needs are resolved.

What to Expect

4. The nature of simultaneous teaching ***experiences may differ based on grade level, subject, and structure of the course.*** However, when it is not feasible or appropriate for remote students to engage in the remainder of the live lesson, teachers shall provide meaningful asynchronous tasks, aligned with curriculum standards, for remote students to engage in during that portion of the instructional period.

5. All lessons should include ***content and language objectives, checks for understanding, intentional groupings, meaningful tasks, and support for all learners regardless of the instructional model.***

What to Expect

- ***This is a work in progress*** - demonstrate grace and patience!
 - As with remote learning in September, educators need time to adjust their strategies to accommodate a hybrid schedule that focuses on concurrent teaching and learning
 - Additional focus on meeting the SEL needs of students as we transition back to the building
 - Additional focus on teaching all in person students the COVID-19 safety protocols as we transition back to the building