

Elementary School Hybrid Learning Model Logistics Planning

Students will be organized into two cohorts (Cohort AM & Cohort PM), rotating between in-person and remote learning. A combination of synchronous (live direct/interaction instruction) and asynchronous (independent learning) teaching will be provided during remote learning for specials and intervention blocks as needed.

Rationale:

- Nearly four thousand students attend one of Fairfield Public Schools elementary classrooms. Each school has between 260 and over 400 students. Although it is easier to cohort students at the elementary level, the building structures and logistics make it challenging to maintain social distancing recommendations.
- This hybrid model allows for students to be placed in one of two school cohorts (an AM and PM cohort). This will allow for approximately 50% of the school and classroom’s population to be in the school at any one time.
- This plan allows for elementary schools to adapt to state recommendations for a safe environment and with more fidelity to health, safety, and instructional practices.
- Instructional and well-being benefits include:
 - An instructional blended learning model which takes the best aspects of both in-class and distance learning.
 - There will be a consistent daily schedule and a consistent group of students, five days a week, which will afford continuity of education.
 - Remote learning, five days a week, will also be consistent and allow for special areas to reduce contact and material sharing. Core academic teachers will increase intervention, independent work, and acceleration of individual learners. Finally, peers will have one consistent group of students in both the in-person and remote classroom experiences.
 - Support staff will be available throughout the in-person and remote learning days.
 - Reducing the non-instructional periods (e.g.: lunch and recess) which had an inability to social distance and created barriers to providing appropriate learning throughout the school day.

K-5 AM/PM Hybrid Model

Day/Cohort	Monday - Friday	
AM Cohort	In Person Learning 9:00 - 11:30	Remote Learning 12:30-3:15
PM Cohort	Remote Learning 9:00 - 11:45	In Person Learning 1:00 - 3:30

- *Teachers will build in mask breaks throughout the day while in-person learning and as appropriate to the classroom.*

- *Buildings will develop rotating schedules for special areas (e.g.: health, band, chorus, Spanish).*

Benefits of the AM/PM Cohort Model (model selected by elementary schools)

- Opportunity for individual students to connect with peers and teachers five days a week in core academic areas.
- More individualized and personalized opportunities for in-person learning due to reduced capacity in individual classrooms.
- Fidelity of Instruction:
 - All students will be part of a consistent group of peers which will allow for flexible and consistent grouping of students.
 - Increases the efficiency of delivering instruction and engaging learners during in-person and remote models.
 - Keeps students in the same cohorts on the “same page” during instruction and allows for effective organization of classroom instruction, curriculum, and assessment.

Remote Learning Platform

- The remote learning platform for Fairfield Public Schools will be Google Classroom.
- Instruction, support sessions, and meetings with students will be conducted via Google Meets including live video. Google Meets allows for the use of break out rooms, which can be used for small groups of students.
- Teachers will communicate with students via the students’ .net accounts (Google accounts).
- Access to additional online platforms, such as Padlet, Wixie, RAZ-Kids, will be provided by teachers, as needed and be available through ClassLink.

Devices and Wi-Fi

- Grades 3, 4, and 5 will receive Chromebooks assigned to them in mid to late September 2020.
- Technology Staff are preparing devices to be made available within school buildings for PreK-2 students to take home in the event of closures of short duration or longer duration
- If schools are closed or for parents who choose to participate in remote learning in lieu of in-person instruction, distribution of Chromebooks to grades 3, 4, 5, and 6 and for new students will be conducted at designated pick up dates, times and locations specified in district communication.
- The district will provide mobile hotspots to any student who requires it to provide access to high-speed Wi-Fi.

Impact on Staff:

- Staff will report to the buildings every day of the week (Monday through Friday).
- Remote learning will occur throughout the day. The PM Cohort will be in remote learning from 9-11:30 and the AM Cohort will be in remote learning from 12:30-3:15 daily.

- The Google Classroom platform will be used for both in-person and remote learning instruction.
- Classroom teachers will see their students, physically in the building, everyday of the week but for reduced hours. Remote instruction will occur daily in an asynchronous manner. Synchronous instruction with staff will occur as necessary.

Hybrid Model Planning Template

School Level	Elementary School
Remote learning – Google Classroom setup	<ul style="list-style-type: none"> • Elementary students will have an integrated classroom with all teachers located in the same Google Classroom. • Special educators and other support personnel will work within classrooms and with students who require their services. • Synchronous instruction will include the use of live sessions.
Cohort parameters <ul style="list-style-type: none"> • Size • Households 	Infinite Campus (IC) can be used to create cohorts <ul style="list-style-type: none"> • Cohorts will be determined at the household level to make sure students within a household will be on the same schedule. • IC will balance cohort and grade sections. • AM and PM Cohorts will be consistent during in-person and remote learning.
In-person learning schedule	<ul style="list-style-type: none"> • Elementary schedules will follow the A-F model (6 day rotation). Unique building based schedules are being created to maximize the staff assigned to each building. • A regular full day schedule will not be implemented. Schools will have in person language arts, math, and writing every day. • Sample and model schedules for AM and PM Cohorts are provided below this table.
Lunch procedure/ Schedule during in-person instructional day	<ul style="list-style-type: none"> • All students will have 20 minutes of recess and lunch built within the schedule framework during transition times between in-person and remote learning (school to home or home to school). • Lunch for the PM group will be delivered in the building as necessary as students arrive. • Proper cleaning will occur during the AM and PM Cohort.

<p>Arrival/Dismissal plan adjustments</p>	<p>Arrival-All staff will be on duty at 8:45 AM and 12:45 PM to supervise students. Students will enter through classroom doors when possible or through predetermined access points determined by individual schools.</p> <p>Dismissal- All staff will be on duty at 11:30 AM and 3:15 P.M. to supervise dismissal of students. Each school will determine its plan based on its specific dismissal information and building layout.</p> <p>* Building principals will communicate the school's procedures prior to opening day.</p>
<p>Remote learning schedule</p>	<p>Teachers will utilize both live instruction and pre-recorded videos during remote learning.</p> <ul style="list-style-type: none"> ● Student’s schedule will be determined by school in regard to specials following an A-F day rotation. ● Attendance will be determined by active participation throughout the day. ● Any synchronous activities requiring attendance at a certain time by students will be communicated to parents and students at least one day prior to the activity whenever possible. ● Below is a model schedule for both the AM and PM Cohorts for remote learning (blue). ● Flexibility is inherent in the AM and PM remote learning block. Students will have some choice in when to complete work. However, live sessions will require student and family commitment during the noted time frame.
<p>Plan to address asymmetrical weeks (e.g.: weeks where there are only three days)</p>	<p>The elementary plan will function the same during asymmetrical weeks. The six day rotation (A-F) will continue wherever it last left off.</p>
<p>Prekindergarten Considerations</p>	<p>Pre-K students will be on a 4 day schedule (Monday, Tuesday, Thursday, and Friday). Wednesday will be reserved for a remote learning day.</p> <p>AM Pre-K session will be 9:10-11:45 PM Pre-K session will be 12:45-3:15</p>

Pre-K AM/PM Hybrid Model

Day/Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
AM Cohort 9:10-11:45	In-person Learning	In-person Learning	Remote Learning	In-person Learning	In-person Learning
PM Cohort 12:45-3:15	In-person Learning	In-person Learning	Remote Learning	In-person Learning	In-person Learning

AM COHORT DAILY SCHEDULE

Time	Activity
8:45 - 9:00	Arrival
9:00 - 9:30	Morning Meeting/ Social Emotional learning Activities
9:30 - 10:30	Language Arts
10:30 - 11:15	Math
11:15 - 11:30	Dismissal
11:30 - 12:30	Transportation/ Lunch/ Recess Teacher Preparation, Lunch, and Cleaning Protocols
12:30 - 1:00	Intervention Block Independently Assigned Work
1:00 - 1:40	Specials A combination of synchronous and asynchronous learning
1:40 - 2:25	Science Social Studies Health <i>(grade level specific building rotating schedule developed)</i>
2:25 - 2:40	Snack / Break
2:40 - 3:00	Word Work (asynchronous)
3:00 - 3:15	Number Corner (asynchronous)

PM COHORT DAILY SCHEDULE

Time	Activity
9:00 - 9:30	Intervention Block Independently Assigned Work
9:30 - 10:10	Specials A combination of synchronous and asynchronous learning
10:10 - 10:55	Science Social Studies Health (grade level specific building rotating schedule developed)
10:55 - 11:10	Snack / Break
11:10 - 11:30	Word Work (asynchronous)
11:30 - 11:45	Number Corner (asynchronous)
11:45 - 12:45	Lunch/ Recess/ Transportation
12:45 - 1:00	Arrival
1:00 - 1:30	Afternoon Meeting and Social Emotional Learning Activities
1:30- 2:30	Language Arts
2:30 - 3:15	Math
3:15 - 3:30	Dismissal

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