



October 7, 2020

Dear FPS High School Families,

We have been working with our high school teachers to set expectations for how to best support our hybrid and remote learners.

We recognize our educators' professional expertise, as well as the varied needs of the courses and students they teach. While course goals and learning outcomes are consistent across all sections of the same course, instructional models and routines between and among sections should vary based on the teacher's professional judgement and the specific needs of students. As a result, teachers have the flexibility to determine what model of instruction will work best.

The attached summarizes the Guidance for Hybrid Instruction in the Fairfield High Schools provided to all our high school teachers. As the title suggests, this is guidance which includes a number of suggested options.

While we are using Google Meet to provide access to live instruction for all remote learners, we do not require teachers to record or post live-streaming/Google Meets

Teachers plan for engaging learning experiences, either synchronously or asynchronously, during all instructional periods. A learning experience is defined as an interaction with content-based resources, the teacher, and/or other students. Minimum expectations include:

- Hybrid students:
 - One in-person learning experience per week
 - One remote learning experience per week (synchronous or asynchronous)
 - One 30-minute learning experience on Wednesdays (during 5-day weeks)
- Always Remote students
 - One learning experience per week (cohort A or B days) when students can live-stream in for direct instruction portions of the lesson. The duration of the Google Meet will be determined based on what is appropriate for that lesson.
 - One remote learning experience per week (synchronous or asynchronous)
 - One 30-minute learning experience on Wednesdays (during 5-day weeks)
- If a student is absent, the teacher will work with the student to ensure they have all the materials they need.

Sincerely,

Mike Cummings

Mike Cummings
Superintendent

Paul Cavanna
Headmaster, Warde H.S.

Greg Hatzis
Headmaster, Ludlowe H.S.



Parent Summary of Guidance for Hybrid Instruction in the Fairfield High Schools

1. Access by Remote Learners:

Goal: Provide opportunities for remote learners to engage in live classes through Google Meet.

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Flexible Grouping Models: Different models may be used at different times, during different weeks, depending on what works best. For example:

- *Assign Always Remote Students to a Specific Cohort* (either Cohort A or Cohort B). Always Remote students will live-stream in for direct instruction portions of lessons and any other activities the teacher determines are appropriate.
- *Daily Check-In*: Invite all remote learners to a Google Meet for a defined segment of the class (e.g. first or last 10-15 min of class, or a specific time like “8:15”). In that segment, teachers can give directions, explain assignments, review important content, and/or provide new direct instruction. Once the class moves into discussion or practice work, the remote learners may continue to participate, or work independently. Follow the same schedule the following day with the other cohort.
- *All Cohorts, All the Time*: Each lesson is taught synchronously, with all learners participating in the lesson every day and provide new and extended learning for your class.
- *Flipped Classroom*: Pre-recorded direct instruction or directions available in Google Classroom. Both remote and live students have access to new information. Remote learners are invited to another portion of the class to participate in discussion or other activities. This gives you the most flexibility to how you meet with the remote learners.

2. Recordings

Recordings can consist of directions, explanations, assignment descriptions, and/or direct instruction. Recording and posting of live-streamed Google Meets is NOT required in any of the above models. However, teachers may record when they feel it is advantageous for their instruction to meet the intended learning target(s).

- Giving directions on an assignment, so students can access the posted explanation.
- Repeated access to a particularly important lesson, direct instruction, or demonstration.
- Provide access for students who are absent.

3. Technology

- All students and parents will be provided a copy of the "[Notice to Parents/Guardians Regarding Rules and Guidelines for Participation in Live Video Instruction](#)" and will need to agree to adhere to the guidelines in order to participate in live streaming via Google Meets.
 - Students and/or parents who violate this agreement will forfeit their (or their student's) right to participate in live-streaming in the future.

4. Feedback/Communication

- Given the many platforms teachers need to monitor, it is understandable that they may not always be able to respond to all communication within 24 hours.
- Course curriculum and content may include controversial or sensitive topics. Our Board of Education Policy encourages conversation around these topics ([BOE Policy 6144](#)). If a parent or student has a concern about content or a lesson, parents and students should contact the teacher first.

5. Assessment

Formative and summative assessments are an important part of monitoring and measuring student performance. The feedback provided on formative assessments, both formal and informal, is a critical part of the learning process. Summative assessments should not be limited to end of unit tests but can also include performance tasks, projects, lab reports, essays, debates, etc. The current hybrid and remote models present challenges to many of our traditional assessment models. We continue to work on assessment design and implementation.

6. Curriculum Implementation

Program Directors, Coordinators, and Liaisons continue to work with their departments to prioritize standards within courses and adjust pacing and implementation guides as needed.