HCPSS

Board of Education Meeting

Reopening Work Session

Hybrid Model

November 5, 2020

Reference Document

BACKGROUND

Hybrid instruction refers to an instructional model in which instruction is delivered part face-to-face (F2F) and part virtual through synchronous and asynchronous learning experiences. HCPSS students and staff are currently engaging in a virtual learning model through January 29, 2021.

Under the direction of Ms. Anissa Dennis, a cross-divisional workgroup has been researching potential hybrid models, analyzing viability of models, and determining impact on the school system resources and operations. In order to successfully launch a hybrid model for instruction, HCPSS staff developed a proposed plan that keeps health metrics and safety at the forefront of decision making,

HEALTH METRICS

During the October 23 Board of Education meeting, the following metrics were approved as measures for guiding the determination of the HCPSS color band in response to the COVID-19 pandemic. The color bands outline the instructional model, school activities, mitigation strategies, Athletic and Extracurricular activities, and Staffing.

Howard County Public School System COVID-19 Response Color Bands

HCPSS will move to a virtual environment if the HCHD/MDH report: a positivity rate above 5% over a 7 day range **and** the 7 day rolling average case rate per 100,000 increases to 10 or greater for two consecutive weeks or based on a Howard County Health Department Recommendation. The seven day testing positivity rate and seven day rolling average per 100,000 will serve as primary guides for determining the color band but other data points will be considered. Data will be gathered from the Howard County Health Department on Thursday, analyzed on Friday and on Saturday HCPSS will release the color band for the upcoming week.

	Green *Lowest Risk of Transmission in Schools*	Yellow *Lower Risk of Transmission in Schools*	Gold *Moderate Risk of Transmission in Schools*	Orange *Higher Risk of Transmission in Schools*	Red *Highest Risk of Transmission in School*
Testing Positivity Rate (over a 7 day average)	< 3%	3 to ≤ 5%	5.01 to ≤ 5.13%	5.13 to ≤ 5.25%	> 5.25%
7 day rolling average case rate per 100,000 increases for two consecutive weeks	< 4	4 to < 10	10 to < 20	20 to < 25	≥ 25
Instructional Model	Hybrid instructional model moving to full face to face instruction	Hybrid instructional model	Virtual instructional model except those participating in small groups	Virtual instruction model except individual student assessments as needed	Virtual instruction model
School Activities	Broader attendance at activities where universal precautions can be maintained and not to exceed state and local levels for gatherings.	Limit attendance at school activities where universal precautions can be maintained and not to exceed state and local levels for gatherings.	Limit school activities to small groups where universal precautions can be maintained and not to exceed state and local levels for gatherings.	School activities in a virtual format	School activities in a virtual format
Mitigation	Continue to engage the community on following universal precautions/mitigation strategies.	HCPSS leaders work with HCHD to determine if increased mitigation and community engagement is necessary to prevent escalation of disease.	HCPSS leaders work with HCHD to determine if increased mitigation and community engagement is necessary to prevent escalation of disease.	HCPSS leaders work with HCHD to increase mitigation and community engagement to prevent escalation of COVID-19.	HCPSS leaders work with HCHD to increase mitigation and community engagement to prevent escalation of COVID-19.
Athletics and Extra-curricular Activities	Athletics - Out of county contests where rates are as above. Spectators limited to the number that can socially distance in the venue.* Extra-curricular - HCPSS Clubs/other groups upon approval may expand gathering numbers not to exceed state/local levels	Athletics - All sports may resume with Intra-county contests only and no spectators Extra-curricular - HCPSS Clubs/groups limited to the number that can socially distance.	Athletics - In person conditioning for all sports and non-contact sport practice Extra-curricular - No more than 5 HCPSS Clubs/groups per school meeting at a time.	Athletics and extra-curricular activities limited to virtual conditioning/meetings.	Athletics and extra-curricular activities limited to virtual conditioning/meetings.
Staffing	Staff required to be in schools	Staff required to be in schools	Staff volunteers and admin coverage	Staff volunteers and admin coverage	No staff in buildings

HCPSS urges everyone to follow CDC and Howard County Health Department guidelines regardless of which color band the system is in.

- Individual schools could have programming altered due to an outbreak in the building. The Maryland Department of Health defines a school outbreak as 3 or more classrooms with cases from separate households that meet the classroom outbreak definition that occur within 14 days or 5% or more unrelated individuals have confirmed COVID-19 within a 14-day period (minimum of 10 unrelated individuals) in the building.
- HCPSS participation in state and regional athletics contests will be determined based on the metrics of HCPSS and participating counties.

HYBRID MODEL FRAMEWORK

While there are a number of hybrid models currently being implemented in various districts across the country, each model includes benefits and challenges. In order to find a hybrid model that provides students with adequate instructional time while also addressing the unique challenges and needs for HCPSS learners, the following framework was developed to guide the analysis of potential models:

- Key health metrics are met and operational preparations are complete prior to the start of the hybrid model.
- Staff will be expected to return to the school building to participate in hybrid instruction.
- Families will have the option for their children to:
    - remain as a virtual student for second semester, or;
    - attend face-to-face on designated days and receive instruction virtually during the remaining days.
- The teacher of record will be responsible for the learning for the students who are remaining virtual and for the students who are attending face-to-face on designated days.
- Students will be grouped into cohorts to meet classroom and bus social distancing guidelines. Students who are remaining virtual will be designated as "group V." Students who are attending school on designated days will be assigned to either "group A" or "group B." Members of the same household will be assigned to the same cohort.
- Transitions between classes will be necessary at all levels so that students can engage in all COMAR-required instruction by certified teachers and to provide teachers with duty-free lunch and teacher preparation time as outlined in the negotiated agreement.
- School start and end times will return to a schedule similar to pre-COVID with a 20 minute later start and end time. The shift in schedule is necessary to allow the bus routes to be able to complete all necessary drop off and pick ups.
- Room capacities, including cafeteria, have been analyzed to determine how many students can be in each room while meeting social distancing guidelines. These room capacity numbers, paired with the number of students who wish to remain virtual, will determine how many days each cohort will be able to attend school in-person each week.
- The hybrid model must be able to convert easily to and from a virtual model as a classroom, a school, and/or the school system needs to transition between models based on health metrics.

Using this framework as a guide, the workgroup was able to identify two potential hybrid models for further exploration. HCPSS engaged in discussions with HCEA and HCAA leadership to review the potential models and to convene focus groups with teachers and administrators representing each level (elementary, middle, and high school). Feedback from each of the focus groups revealed while each model contains considerable challenges, one model was considerably less ideal than the other. As a result, the workgroup is sending forward one model for the Board of Education's consideration.

PROPOSED HYBRID MODEL

The following hybrid model is being proposed for the Board's consideration:
- The teacher of record will be expected to simultaneously engage face-to-face students and synchronous students. The teacher will have students logged in remotely through Google Meet while some students are logged on in the classroom.
- Families will have the option to have their children remain virtual for the second semester.
- Students will be assigned to one of three cohorts: Cohort A (attend school Mondays and Tuesdays), Cohort B (attend school Thursdays and Friday), and Cohort V (attend school virtually Monday, Tuesday, Thursday, and Friday). It is important to note that if the number of students who select the in-school option exceeds classroom and/or cafeteria capacity, the cohorts will be subdivided so that each cohort attends school one day per week.
- On designated "A" days, students in group "A" would be attending school, students in groups "B" and "V" would be attending synchronously using Google Meet.
- On designated "B" days, students in group "B" would be attending school, students in groups "A" and "V" would be attending synchronously using Google Meet.
- On Wednesdays, all students will engage in virtual learning activities to allow buildings to be cleaned.

Cohort Schedule for Hybrid Instruction
(Cohorts A & B attend school two days per week)

	Monday	**Tuesday**	Wednesday	**Thursday**	**Friday**
In-School Instruction	Cohort A	Cohort A	All students are virtual	Cohort B	Cohort B
Virtual Instruction	Cohort B and Cohort V	Cohort B and Cohort V		Cohort A and Cohort V	Cohort A and Cohort B

The proposed hybrid model meets the criteria outlined in the hybrid model framework. Students would receive instruction synchronously or in person each day that the class meets. If an individual, class, or school needs to quarantine, the model could switch to virtual using the same schedule. Additionally, the proposed hybrid model meets the MSDE requirements, which includes:
- All schools must include at least a total of six hour per day
- Schools must have an average of 3.5 hours across the grades K through 12 of synchronous instruction spread out over the course of the day
- Half day PreK school day for each local school system must include a minimum of 1.5 hours of synchronous instruction spread out over the course of the half day
- School systems must provide some synchronous instruction each day in each grade, which would include directed teacher instruction, targeted small group instruction, collaborative groups, assessments, and/or office hours.

It is important to note that since there will be staggered start times at the elementary and middle school levels to accommodate bus routes, the virtual schedule for each grade and/or school will be different than the model currently in place. On days in which the cohort is virtual, students will be logged in for more synchronous hours of instruction than in the current virtual model.

The following schedules show a sample weekly schedule and a comparison of the proposed hybrid schedule and current virtual schedule.

Sample High School Hybrid Schedule

	Monday Group A In School	Tuesday Group A In School	Wednesday Asynchronous	Thursday Group B In School	Friday Group B In School
7:45-9:15	Period 1	Period 1	Flex Time & Office Hours	Period 1	Period 1
9:20-10:45	Period 2	Period 2	Teacher Professional Development	Period 2	Period 2
10:45-12:55	Period 3/ and Lunch	Period 3 and Lunch		Period 3 and Lunch	Period 3 and Lunch
1:00-2:30	Period 4	Period 4	Teacher Preparation Time	Period 4	Period 4

Note: All high schools will begin at 7:45 and end at 2:30.

Comparison of Virtual and Sample Hybrid Day

High School Virtual Day 8:30-3:15		High School Hybrid Day 7:45 - 2:30	
8:30-8:50	Synchronous Supports	7:45-9:15	Period 1
9:00-9:45	Period 1	9:20-10:50	Period 2
10:00-10:45	Period 2	10:55-12:55	Period 3 and lunch
10:50-11:20	Flex/SEL (Monday only)	1:00-2:30	Period 4
1:10-1:55	Period 3		
2:10-2:55	Period 4		
2:55-3:15	Synchronous Supports		
Synchronous time/week - 910 minutes Asynchronous time/week - 650 minutes		Synchronous time/week - 1440 minutes Asynchronous time/week - 375 minutes	

Sample Middle School Hybrid Schedule

	Monday Group A In School	Tuesday Group A In School	Wednesday Asynchronous	Thursday Group B In School	Friday Group B In School
8:25-9:55	Period 1	Period 1	Flex Time & Office Hours	Period 1	Period 1
10:00-11:30	Period 2	Period 2	Teacher Professional Development	Period 2	Period 2
11:35-1:35	Period 3 and Lunch	Period 3 and Lunch	Teacher Preparation Time	Period 3 and Lunch	Period 3 and Lunch
1:40-3:10	Period 4	Period 4		Period 4	Period 4

Note: Middle schools will have staggered start times to accommodate bus routes. The earliest school day will be 8:00-2:45. The latest school day will be 8:45-3:30.

Comparison of Virtual and Sample Hybrid Day

Middle School Virtual Day 8:30-3:15		Middle School Hybrid Day 8:25 - 3:10	
8:30-8:50	Synchronous Supports	8:25-9:55	Period 1
9:00-9:45	Period 1	10:00-11:30	Period 2
10:00-10:45	Period 2	11:35-1:35	Period 3 and lunch
10:50-11:20	Flex/SEL (Monday only)	1:40-3:10	Period 4
1:10-1:55	Period 3		
2:10-2:55	Period 4		
2:55-3:15	Synchronous Supports		
Synchronous time/week - 910 minutes Asynchronous time/week - 650 minutes		Synchronous time/week - 1440 minutes Asynchronous time/week - 375 minutes	

Sample Elementary School Hybrid Schedule

	Monday Group A In School	Tuesday Group A In School	Wednesday Asynchronous	Thursday Group B In School	Friday Group B In School
9:45 - 10:15	Morning Meeting/SEL	Morning Meeting/SEL	Office Hours Teacher Professional Development Teacher Preparation Time	Morning Meeting/SEL	Morning Meeting/SEL
10:15 - 12:15	ELA	ELA		ELA	ELA
12:15 - 1:15	Related Arts	Related Arts		Related Arts	Related Arts
1:15 - 2:15	Lunch/Recess	Lunch/Recess		Lunch/Recess	Lunch/Recess
2:15 - 3:30	Math	Math		Math	Math

Note: Elementary schools will have staggered start times to accommodate bus routes. The earliest school day will be 8:55-3:25. The latest school day will be 9:45-4:15. The individual daily schedules will vary by grade level.

Comparison of Virtual and Sample Hybrid Day

Elementary School Virtual Day (Grade 2) 9:00-3:45			Elementary School Hybrid Day (Sample Grade) 9:45 - 4:15	
9:00-9:15	Morning Meeting/SEL		9:45-10:20	Morning Meeting/SEL
9:15-10:15	ELA		10:20-12:00	ELA
10:25-11:15	RA/Content		12:00-1:00	Related Arts
11:15-12:45	Lunch/Recess		1:00-2:00	Lunch/Recess
12:45-1:45	Mathematics		2:00-3:15	Mathematics
2:50-3:45	Synchronous Supports		3:15-4:15	Content
Synchronous time/week - 960 minutes Asynchronous time/week - 480 minutes			Synchronous time/week - 1320 minutes Asynchronous time/week - 360 minutes	

INSTRUCTION IN HYBRID MODEL

While the hybrid model does provide students with an opportunity to return to school buildings in cohorts, it is important to note that instruction in a hybrid model is significantly different than instruction provided prior to March 2020. In order to maintain a safe environment, there will be significant limitations to what students and teachers will be able to do while in person. Additionally, since the teacher will be engaging students in instruction synchronously and in-person at the same time, students will need to use chromebooks even while in-person throughout the day so that teachers are not expected to "double plan" for the same lesson as well as to reduce distribution and sharing of materials.

In the proposed hybrid model, the synchronous day will be longer than the current virtual model. Since there will be more synchronous time, students will have less asynchronous work each week and teachers will be designing less asynchronous activities. During each instructional block, students will participate in synchronous learning activities, small group activities, and opportunity to work offline on individual assignments. Professional learning and centralized guidelines will include best practices for utilizing the time effectively in extended instructional blocks.

Additionally, while the current model includes synchronous support blocks that allow for the teacher to work with smaller groups of students, the hybrid schedule does not allow for as much accommodation for small group support for students who are joining synchronously. When the teacher sets up small group time, the teacher will still have a cohort of students in the classroom at the same time.

CLASSROOM SETUP

All classrooms and learning spaces will include the following arrangements:
- Desks will be spaced 6 feet apart
- There will be a designated area for the teacher
- Students will bring their chromebooks to class
- There will be limited sharing of classroom supplies
- Student lockers will not be used
- Students will remain 6 feet apart in learning spaces without desks

MEALS

While in the hybrid model, students coming into the buildings for face-to-face instruction will have breakfast and lunch meals available for them. Breakfast will be served in a Grab and Go format where the students will pick up their meals and take them to their classroom. During lunch, students will eat in the cafeteria while seated 6 feet apart. Students will sit in individual student desks and chairs that have been set up for social distancing. Students picking up meals from the food service line during lunch will maintain 6ft apart while waiting in line. Cleaning of the cafeteria will occur between each lunch shift. Lunches for virtual students may be picked up for the week at distribution centers which will be at the high schools.

TRANSPORTATION

Following the Maryland Recovery Plan for Education and the CDC recommendations HCPSS will limit one student per seat on the bus, while keeping the seat directly behind the driver open. Siblings or students who reside in the same residence may be allowed to sit together. If possible, students will have assigned seats and the seat will be based on the route, so students are loading in the rear and working forward, and vice versa on the return trip. While waiting to exit the bus, students will remain seated and not congregate in the aisle. The adult in charge will dismiss the students one row at a time. Buses will use a "drop and go" approach to unload students at the school sites. This will alleviate any idle time in the bus loop and get the students off the bus quickly and safely. This will also assist in getting the buses to their next location sooner to account for the changes in schedule and unloading procedures.

The HCPSS will be administering a parent survey to identify which students are "opting in" for bus transportation. The information will be used in planning and routing to properly balance the bus loads to incorporate social distancing protocols. Although the ultimate goal is to have no more than one student per seat on the bus, absolutely no students will be denied service and left at a bus stop if the capacity is reached or surpassed.

Loads back to front
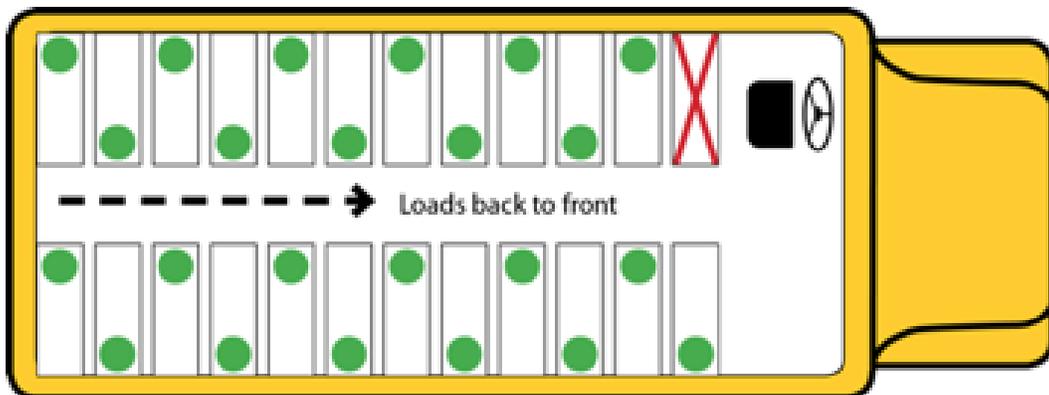
STAFF SURVEY

A survey of staff was administered to find out staff's initial intentions if a change in instructional model necessitated all staff returning to schools. The question asked was, *If there is a change to the instructional model on February 1 (or at some point before or after that) which necessitates that all school based staff return to their buildings, what option are you most likely to select?* The results of the survey are below.

Of the approximately 7,250 **school based staff** we received 6138 responses (84%)

Return to School Building:	70.8%	4,346 responses	5,133 staff*
Request an Extended Leave:	23.8%	1,462 responses	1,726 staff
Resign:	3.4%	208 responses	247 staff
Retire:	2.0%	122 responses	145 staff

*based on all 7,250 school based staff

Of the approximately 5360 **certificated staff** (teachers, counselors, administrators, etc.) we received 4,544 response (85%)

Return to School Building:	70.3%	3,195 responses	3,768 staff*
Request an Extended Leave	24.6%	1,118 responses	1,319 staff
Resign:	3.5%	159 responses	188 staff
Retire:	1.8%	82 responses	96 staff

*based on all 5,360 certificated staff

FAMILY SURVEY

A survey of families was administered to find out their initial intentions if HCPSS moved into a Hybrid model that included face-to-face instruction. The survey and its results are below.

Intent to Participate in Hybrid Instruction Survey

The Howard County Public School System (HCPSS) and Board of Education are evaluating possibilities for a hybrid instructional model for the second semester beginning February 1, 2021, which could include opportunities for in-person instruction. A hybrid model could provide an option for parents/guardians to send their child back to the classroom for part of the week and learn virtually for the remainder of the week.

This fall, there will be significant public discussion and consideration around the second semester. With the form below, HCPSS is seeking to understand families' intentions regarding sending their students back to school (if that option becomes available) or continuing fully virtual learning. This form is separate from the small group instruction survey that select families already received. Additionally, it is crucial for planning to know if students who qualify to receive bus service would use it. This form is not a commitment for the second semester; you will be able to change your reply. Your intention at this time will help facilitate planning. **Please complete this survey by Friday, October 23 at 4:00 pm**

1) For the second semester, do you intend to send your child to school for part of the week if that option is available?
2) Do you intend to have your child ride the bus?

Question 1 - *For the second semester, do you intend to send your child to school for part of the week if that option is available?*

Overall Responses
- 53.8% responded (30,804 responses out of 57, 288)
- 61.5% will return to school building (18,949 out of 30,804)
- 38.5% will remain virtual (11,891 out of 30,804)

High School
- 48% responded (8,677 responses out of 18,075)
- 64.4% will return to school building (5,591 out of 8,677)
- 35.6% will remain virtual (3,086 out of 8,677)

Middle School
- 54% responded (7,385 responses out of 13,658)
- 60% will return to school building (4,433 out of 7,385)
- 40% will remain virtual (2,952 out of 7,385)

Elementary School
- 58% responded (14,713 responses out of 25,320)
- 60.4% will return to school building (8,885 out of 14,713)
- 39.6% will remain virtual (5,828 out of 14,713)

Question 2 - *Do you intend to have your child ride the bus?*

Overall Responses
- 53.8% responded (30,804 responses out of 57, 288)
- 30.3% will have their child ride the bus (9,356 out of 30,804)
- 69.7% will not have their child ride the bus (21,484 out of 30,804)

High School
- 48% responded (8,677 responses out of 18,075)
- 26.1% will have their child ride the bus (2,267 out of 8,677)
- 73.9% will not have their child ride the bus (6,410 out of 8,677)

Middle School
- 54% responded (7,385 responses out of 13,658)
- 36.1% will have their child ride the bus (2,663 out of 7,385)
- 63.9% will not have their child ride the bus (4,722 out of 7,385)

Elementary School
- 58% responded (14,713 responses out of 25,320)
- 29.9%% will have their child ride the bus (4,396 out of 14,713)
- 70.1% will not have their child ride the bus (10,317 out of 14,713)

TIMELINE

In order for the hybrid model to launch on February 1, 2021, the following timeline of events is necessary:

Date(s)	Event	Rationale
November 23, 2020- December 11, 2020	Final commitment by parents and staff	Cohorts need to be finalized based on room capacities. Vacancies and/or long-term substitutes will need to be secured and placed.
January 4, 2021	Central office staff and all administrators return to buildings	This will allow time for necessary building and instructional preparations.
January 19, 2021	All teachers and school-based support staff return to school buildings	This will allow for adequate classroom preparation and planning for students to return to classes.
February 1, 2021	Hybrid schedule launches for all grades. Grades PreK-2, 6, and 9 return to building on assigned cohort days Grades 3-5, 7, 8, and 10 begin new schedule virtually	The new schedule is launched. This will allow for staggered start of in-person to address any bus route issues, transitions with smaller groups, etc. Grades 6 and 9 students will have time to become familiar with their new school buildings.
February 16, 2021	Grades 3-5, 7, 8, 10 - 12 return to building on assigned cohort days	This allows for the next hybrid group of students to return to buildings on assigned cohort days.

Health metrics will be analyzed before February 1, 2021 and throughout the hybrid phase-in to ensure that conditions remain appropriate for students to return to buildings. Timelines will be adjusted if the metrics indicate a need to shift to virtual using the new schedule.

REVIEW OF ALTERNATIVE HYBRID MODELS

As the workgroup researched various hybrid models in effect in other districts, many models were eliminated. The following document provides an overview of alternative models and the rationale for why these models were not determined to be feasible.

A-B-V Rotation Model
Description: The teacher of record would be responsible for the learning for both hybrid and virtual students, but would not teach them at the same time. Each school day would be assigned as A, B, then V on a rotating basis. The teacher would only work with students in that cohort on the designated day. Students in the other cohorts would complete asynchronous assignments.

Sample February Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
February 1 Group A	February 2 Group B	February 3 Group V	February 4 Group A	February 5 Group B
February 8 Group V	February 9 Group A	February 10 Half Day (ES) Group B	February 11 Half Day (ES) Group V	February 12 Professional Work Day
February 15 Schools and Offices Closed	February 16 Group A	February 17 Group B	February 18 Group V	February 19 Group A
February 22 Group B	February 23 Group V	February 24 Group A	February 25 Group B	February 26 Group V

Reason(s) Model was not Recommended: In this model, students would only have "live" time with the teacher 1 out of every 3 days and would be completing asynchronous assignments 2 out of every 3 days. Families would not have a consistent designated day of the week for which students would attend school, making this model difficult to secure consistent childcare. Teachers would have significantly less teacher prep time while planning for two days of asynchronous learning for each cohort.

Virtual School, A-B Rotation for Hybrid (Multi-Track Model)
Description: Students who are remaining virtual would be reassigned to a "virtual school" for synchronous learning. Students selecting a hybrid option would attend on designated days (Cohort A and Cohort B).

Reason(s) Model was not Recommended: While this model would have teachers only be responsible for students attending in the same option (i.e. hybrid only or virtual only), this model presented a number of challenges. Since HCPSS is not budgeted for additional staff, all students and teachers would need to be reassigned due to preferences and needs. There is potential for a mismatch between teacher requests, areas of certification needed for virtual, and student requests. Depending on the number of students opting for hybrid, class schedules would most likely need to be reconfigured to meet classroom capacity limits. Additionally, this plan did not provide for easy transition in the event that a class or school needed to transition quickly to a virtual model.

A-B Rotation, Wednesday V Day
Description: The teacher of record would be responsible for the learning for both hybrid and virtual students, but would not teach them at the same time. Students opting for the hybrid option would attend school two days a week. Some models had Monday-Tuesday and Thursday-Friday cohorts. Some models have Monday-Thursday and Tuesday-Friday cohorts. Students opting to remain virtual would have synchronous classes with the teacher on Wednesdays.

Reason(s) Model was not Recommended: This model did not provide equitable instructional time for students who opted to remain virtual. Teachers would have a significant increase in workload to plan for both students attending in cohorts,for the one day of virtual learning, and for asynchronous assignments for the days not in class.

No Transition Hybrid Model
Description: Students would not transition between classes. There are several variations of this model that fall into two distinct categories:
- Variation 1: One teacher is responsible for all learning throughout the day for the group of students for all content areas, regardless of certification area(s).
- Variation 2: Students attend school for a portion of the day to attend one class. In most cases, there is an A-week/B-week rotation for in-person support.
  Sample Secondary Schedule (A week):

Monday	Tuesday	Wednesday	Thursday	Friday
7:25-8:55 Breakfast/Period 1 (Group A) **in person support**	7:25-8:55 Breakfast/Period 2 (Group A) **in person support**	Asynchronous Work Time	7:25-8:55 Breakfast/Period 3 (Group A) **in person support**	7:25-8:55 Breakfast/Period 4 (Group A) **in person support**
9:00-9:55 Period 1 (Group B & V) Synchronous Supports	9:00-9:55 Period 2 (Group B & V) Synchronous Supports		9:00-9:55 Period 3 (Group B & V) Synchronous Supports	9:00-9:55 Period 4 (Group B & V) Synchronous Supports
10:00-10:45	10:00-10:45		10:00-10:45	10:00-10:45

Period 1 Synchronous Class	Period 1 Synchronous Class		Period 1 Synchronous Class	Period 1 Synchronous Class
11:00-11:45 Period 2 Synchronous Class	11:00-11:45 Period 2 Synchronous Class		11:00-11:45 Period 2 Synchronous Class	11:00-11:45 Period 2 Synchronous Class
Lunch				
1:00-1:45 Period 3 Synchronous Class	1:00-1:45 Period 3 Synchronous Class	Asynchronous Work Time	1:00-1:45 Period 3 Synchronous Class	1:00-1:45 Period 3 Synchronous Class
2:00-2:45 Period 4 Synchronous Class	2:00-2:45 Period 4 Synchronous Class		2:00-2:45 Period 4 Synchronous Class	2:00-2:45 Period 4 Synchronous Class

Reason(s) Model was not Recommended: Each of the variations pose significant challenges.
- Variation 1 does not fully account for COMAR requirements and certifications of the teachers assigned to the student group. If related arts teachers were to push into classes, it does not account for the sprinkled classes. Additionally, students would not be able to attend mixed levels of certain subjects within the same class and same teacher (i.e. Algebra I, Geometry, and Algebra II students in the same group). This model also provides challenges for coverage during duty-free lunch and teacher preparation times as outlined in the negotiated agreement. This model can also pose challenges in terms of physical space needed to accommodate students. In many systems that were using this model, there was not an easy transition plan to virtual in the event that a class or school needed to transition quickly to a virtual model.
- Variation 2 only allows students to visit each class at most one time per week and as little as one time every other week. Students are in school only for a portion of the day and still need to attend classes virtually each day.

Other Variations to Hybrid Models
Description: Each of the models described including the proposed synchronous model have slight variations in implementation. These variation include, but are not limited to:
- alternating weeks for cohorts to attend in-person (i.e. A week, B week)
- one day per week in person (i.e. cohorts A, B, C, and D)
- Monday-Thursday, Tuesday-Friday cohorts

Reason(s) Variations were not Recommended: The proposed model attempts to maximize in-person time while also providing for cleaning between cohorts. One day per week in person models may need to be selected if the number of students returning for hybrid exceeds room capacity.

FOCUS GROUP INPUT REGARDING HYBRID MODELS

The workgroup conducted focus groups with individuals identified by HCEA and HCAA to represent their membership. Focus groups were provided with an overview of the hybrid framework and previewed two potential hybrid models: the proposed simultaneous instruction model and the A-B-V rotation model. Focus group members identified benefits, challenges, and other considerations as they unpacked each of the models. While there were several concerns raised regarding each of the models, the focus groups showed greater preference for the proposed simultaneous instruction model over the A-B-V rotation model. Focus group members were given a means to provide additional input to the workgroup after the focus group concluded.

The following chart shows a sampling of comments shared by each of the focus groups for each of the models:

Proposed Simultaneous Instruction Model

Focus Group	Benefits	Challenges
High School Teachers	- Students see their teacher more often for synchronous instruction - School work is paced better - More consistent schedule - Will easily convert to virtual model if needed	- Longer synchronous blocks for students - Less teacher preparation time - Cleaning between classes
High School Administrators	- Manageable for teachers and support staff - Potential for more interactivity	- Substitutes for when staff are out for personal or family illness - Teaching to multiple groups simultaneously - Effective contract tracing - Teacher workload
Middle School Teachers	- Socialization and building connections - Schedule is more consistent than other hybrid option	- Managing the classroom and what students are doing online simultaneously will be difficult - Five hours of synchronous screen time for virtual students is a huge concern - Providing enough support in the classroom to the students who need it, while also providing online support - Less teacher planning time than current model
Middle School Administrators	Predictable pattern for families, students, and staff	Students and staff getting mask and being seated in one place

Focus Group	Benefits	Challenges
		fatigue from a full day in the building ● Teachers' ability to plan appropriately and facilitate learning to excite and engage students for a class period beyond 45 min. ● Coverage for classes when staff do not return
Elementary School Teachers	● More consistent schedule for families ● Time for cleaning between face to face groups ● Students have contact with their teacher four out of five days a week	● Teaching virtual and face to face at the same time - I'm not sure either group gets our best ● Small group learning, reading groups will be a challenge ● Managing the caseload of planning for face to face and virtual at the same time seems overwhelming ● Less teacher planning time
Elementary School Administrators	● More synchronous instructional time for students and families ● Young students whose parents can't supervise their learning at home will be more supported for their learning ● Consistency in the schedule ● Less asynchronous work	● Challenging for teachers to meet the needs of in-person and virtual students simultaneously ● When the teachers is wearing a mask, it may be more difficult for virtual students to understand/hear the teacher

A-B-V Rotation Model

Focus Group	Benefits	Challenges
High School Teachers	● None	● Inconsistent weekly schedule can be confusing for students and families ● On any given day, a teacher is making three separate lesson plans for each class ● Not "seeing" your students for days at a time ● Less teacher planning time than virtual model
High School Administrators	● Teachers are not required to teach face-to-face and synchronously at the same time	● Less "live time" with the teacher than the current model ● Asynchronous work while balancing live instruction
Middle School	● Allows for better focus in the	● Much less synchronous time

Teachers	classroom ● Socialization and building connections	● This model seems very confusing to follow ● It will be difficult for staff to keep the rotating days straight, much less the students ● Providing feedback to students on asynchronous assignments will be significantly delayed and thus ineffective ● Less teacher preparation time and more planning needed
Middle School Administrators	● Students will get more individualized attention from the teacher on the days when they are working directly with the teacher	● This model is significantly different than the virtual model and will be a harder transition ● Child care for families
Elementary School Teachers	● Teacher only has to focus on one group at a time	● Lack of consistency from week to week. Very confusing for families ● Less teacher planning time ● Scheduling for special education will be challenging ● Reading and intervention groups will be spread across A-B-V groups ● The students would receive about ⅓ of the curriculum in live instruction and may fall behind ● Planning for childcare would be difficult for families ● Increased asynchronous time would be detrimental to student learning
Elementary School Administrators	● Teachers can focus on synchronous or F2F instruction for only one group of students at a time	● Schedule may be too confusing, especially for students and families who are already struggling ● Families will not be happy with less instructional live sessions and more asynchronous work ● Asynchronous work does not meet the learning needs of many students