

CPS Hybrid (Secondary) - for middle and high school students who have chosen the In-Person option

Why a 2-day-a-week in-person hybrid model?

The Columbia/Boone County Health Department has indicated CPS can host in-person school if we can ensure physical distancing of 3 feet to 6 feet, with masks. By dividing our student population in half, we can achieve that physical distancing standard in our classrooms.

Dividing into two groups means each group gets 2 days per week in the school building and 3 days online. The fifth day will be used to clean the building between groups, allow for student access to teachers for support, and providing time for teachers to continue to plan for this very complicated learning system.

Why a “4x4” or “4-block” at high school, and why not all the classes at once in middle school?

- With only 2 days per week of in-person instruction and 3 days of online instruction, the A/B model of alternating classes at high school would have given
 - 1 day per week of in-person instruction per course (HS)
 - An inconsistent schedule for each set of hybrid classes (Mon/Tue and Thu/Fri) (HS)
 - Students managing 6 or 7 classes in both the in-person and online environment (HS and MS), with an alternating day schedule (HS)
 - Teachers managing 10 different classes of students (each of their five courses, split in half) (HS & MS)
- With a reduction in the number of courses at one time
 - 2 days a week of in-person instruction per course (HS & MS)
 - A consistent schedule, every day, regardless of in-person or online
 - Students will manage 3 or 4 classes (add one elective for MS) in both the in-person and online environment
 - Teachers will be managing only 6 different classes of students

What are the basics?

- Students separated into groups: Group 1 and Group 2. Groups determined by last name.
- Group 1 students
 - Attend in-person on Mondays and Tuesdays
 - Attend remotely on Wednesdays, Thursdays, and Fridays
- Group 2 students
 - Attend remotely on Mondays, Tuesdays, and Wednesdays
 - Attend in-person on Thursdays and Fridays
- MS classes core classes will be taken two at a time, by quarter
 - Core classes will be extended time each day and during one quarter of each semester
 - Elective classes will remain daily for a standard period of time
- HS classes will be offered by semester
 - Students will be enrolled in up to four credit-bearing classes in each semester
 - Semester-long classes will be for 1.0 credit
 - Quarter-long classes will be for 0.5 credits
 - Classes will change at the semester break
- Semester 1 will end on January 15. Semester 2 will begin on January 19.

- Grading will be A, B, C, D, F; GPA will be calculated
- Student schedules will be the same each day
- Wednesdays will include independent work and teacher access time for support

How will a schedule look different?

In the 8-block schedule (pre-2020- 2021), a student’s sample schedule would have been:

1A	Band	1B	Spanish 3
2A	US History	2B	Study Hall
3A	Chemistry H	3B	Algebra 2
4A	English 11	4B	Digital Media

This schedule, in 2020-2021 this could look like:

Semester 1		Semester 2	
1	Band	1	Spanish 3
2	US History	2	Study Hall
3	Chemistry H	3	Algebra 2
4	English 11	4	Digital Media

For the sample student above, a **GROUP 1** student, the week will look like:

Monday & Tuesday - in-person (Semester 1)

8:55 - 10:32 am Go to Band (1st period)
 10:32 - 11:05 am Go to A lunch
 11:11 am - 12:45 pm Go to US History
 12:51 - 2:25 pm Go to Chemistry H
 2:31 - 4:05 pm Go to English 11

Wednesdays - remote (Semester 1)

9:00 - 11:00 am Access all teachers for support
 9:00 am - 4:05 pm Login to Schoology Band, US History, Chemistry H, and English 11 and complete the learning activities in the order as chosen by the student

Thursday & Friday - remote (Semester 1)

8:55 am Login to the Schoology Band course
 11:11 am Login to the Schoology US History
 12:52 pm Login to the Schoology Chemistry H
 2:31 pm Login to the Schoology English 11

*On these days, students will complete the expected learning and activities. They may spend more or less time on each course. The teacher **might** require real-time access, but it would only be during the scheduled time for the class.*

Another student's sample schedule would have been (pre-20-21):

1A	AP World Studies (Block) - AP World History & Honors English 10	1B	AP World Studies (Block) - AP World History & Honors English 10
2A	Foundations of Art	2B	PE (Sem 1)/Creative Cuisine (Sem2)
3A	Study Hall/AUT	3B	Algebra 2 Honors
4A	Biology	4B	French 3

This schedule, in 2020-2021 this could look like:

Semester 1		Semester 2	
1	AP World Studies (Block) - AP World History & Honors English 10	1	AP World Studies (Block) - AP World History & Honors English 10
2	PE (Q1)/Creative Cuisine (Q2)	2	Foundations of Art
3	Algebra 2 Honors	3	Study Hall/AUT
4	French 3	4	Biology

For the sample student above, a **GROUP 2** student, the week will look like:

Monday & Tuesday - remote (Semester 1)

8:55 am Login to the AP World Studies Block
 11:11 am Login to the PE (until quarter); Creative Cuisine (2Q)
 12:52 pm Login to the Schoology Algebra 2 Honors
 2:31 pm Login to the Schoology French 3

On these days, students will complete the expected learning and activities. They may spend more or less time on each course. The teacher might require real-time access, but it would only be during the scheduled time for the class.

Wednesdays - remote (Semester 1)

9:00 - 11:00 am Access all teachers for support
 9:00 am - 4:05 am Login to Schoology AP World Studies (Block), PE/Creative Cuisine, Algebra 2 Honors, and French 3 and complete the learning activities in the order as chosen by the student

Thursday & Friday - in-person (Semester 1)

8:55 - 10:32 am Go to AP World Studies (1st period)
 10:32 - 11:05 am Go to A lunch
 11:11 am - 12:45 pm Go to PE (1Q) Creative Cuisine (2Q)
 12:51 - 2:25 pm Go to Algebra 2 Honors
 2:31 - 4:05 pm Go to French 3

What about AP courses?

The 4x4 provides a challenge for AP courses. For AP courses offered in the first semester, additional support will be provided during the second semester for students to prepare for AP exams, in the form of guided review sessions and opportunities to take practice exams. For AP courses offered in the second semester, the completion of the content will be complete prior to the exams, but the preparation for the tests will look much like it does for those taking first semester, with additional support.

What happens in these sessions? In-person and online?

During the time students are in in-person class, teachers will be instructing to help students learn in the moment, and prepare them for the following three days of school - the days between each in-person experience. While online, students will access their courses via Schoology each day and complete the activities assigned. They could include video lessons, online activities, assignments, discussion groups, etc. Students will not have real-time (synchronous) instruction during those sessions. There might be assignments due.

How will grades and credit work?

Students have grade cards at the end of each quarter, and for high school students, credit will be awarded at that time. For a full semester course in high school, a passing grade (A, B, C, or D) will result in 0.5 credits at the end of a quarter. At the end of the semester, students who have passed both quarters will have earned 1.0 credit in the course.

What if a student is in an integrated block course?

In our high schools, a large number of students take Social Studies and English Language Arts courses in an integrated block. These blocks will meet all year. The credit will be awarded differently. Instead of earning 1.0 credits by the end of one semester, these courses will allow students to earn 0.5 credits in the Social Studies course, and 0.5 credits in the English Language Arts course each semester.

What about music, Career and Technical Education (CTE), and World Languages?

The 4x4 provides a different paradigm from how we have approached high school education. Instead of a year-long experience, each course will only be a semester long. While a full-adoption of a 4x4 would have changed the way we gather student course requests, this is an emergency adoption, and student requests will be honored as received. If a student wants to change a course at semester, and there is room in the course to do so they may change. An example might be a student in Band first semester might want to also take it second semester. Another would be a student in level 3 of a World Language might want to continue on to level 4 in the second semester. Similar examples can be found in CTE and other programs.

What happens on Wednesdays?

Students will have access to teachers during office hours (these will be virtual, but could also be in-person) over the course of a two hour period in the beginning of the day. In that time, in addition to general access for support there could be structured review sessions. After that time is complete, students should begin their school day, making their own choices about the amount of time needed to complete the necessary tasks for each course.

For teachers, after office hours are complete, the day will be spent in building level professional learning communities and district level curriculum work. There is a great deal of collaboration needed to allow this system to work.

How will CPS Virtual be offered?

Our CPS Virtual teachers also teach in-person courses. Students in CPS Virtual will take half of their courses in the first semester and half in the second semester.

Will students still be eligible for MSHSAA Activities?

Students enrolled in three or four courses in a semester will be eligible for MSHSAA Activities. *Students in the in-person hybrid or CPS Virtual will both be eligible for MSHSAA Activities.*

How will this effect students in the Early College program?

Students in the Early College program will still take their courses at MACC in the morning or afternoon, and take one or two CPS courses the remainder of the day.

What about students who plan to take dual enrollment courses at Mizzou or other colleges?

Students will still have the time blocked out of their schedule to take courses at colleges and universities. The schedule conflicts that have always been a problem in the past will no longer restrict the student, since the students schedule will be the same each day.