

Millis Public Schools Hybrid Model 2020



School Committee
October 6, 2020

Phased-In Hybrid Model

Phase 1 - Teachers and Staff Return

- Training, planning, lesson and curriculum development
- Setting up learning spaces
- Family and student engagement & enhanced communication

Phase 2 - Remote Model Begins

- Student orientation, family engagement, social emotional wellness, training on safety protocols, and fully remote learning from 9/16

Phase 3 - Hybrid Instruction

- 2 days in-school cohorts with 3 days remote (Mon. & Tue. or Thur.-Fri.)
- Wednesdays remote learning for all
- Families have long term remote learning option

Phased-In Hybrid Model

Phase 3 - Hybrid Transition

- Public health metrics
- Social emotional wellness
- Educational progress

Students	
Monday/Tuesday cohort in-school	Thursday/Friday cohort remote learning
Wednesday 100% remote learning; special populations may be in-school half day	
Thursday/Friday cohort in-school	Monday/Tuesday cohort remote learning
Staff	
On-site five days per week, with 1.5 hours Wed. supporting hybrid model, time for collaboration, professional development and video & lesson development	

Hybrid Model enables learning and connections



The Definition Of Blended Learning

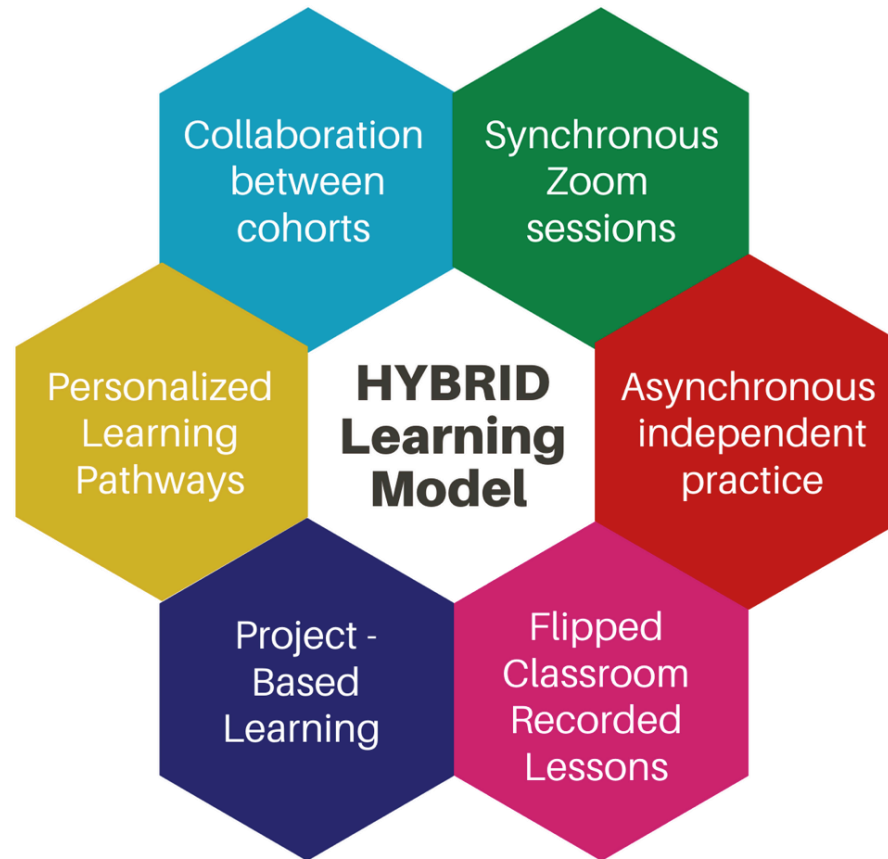


"Blended learning is an approach to learning that combines face-to-face and online learning experiences.

Ideally, each (online and off) will complement the other by using its particular strengths."

Why in-person time benefits students

- *Meta-analysis of research: Blended learning most effective
- *At risk students, lower performing students lose more ground
- *Socio-economic disparities are heightened- food, academics, mental health
- *Younger students do not progress as much
- *Students have lower GPAs for current class and future classes- true for Millis students as well
- * Social-emotional wellness & mental health- a great concern



Meaningful Asynchronous Learning*

At home and in-person at school:

- ◆ Direct instruction for a learning goal
- ◆ Recorded instructional videos framed by a learning goal
- ◆ Assigned readings, explorations, “assignments” - connected to learning goals
- ◆ Participation in discussion boards, shared documents, etc.
- ◆ Completion of checks for understanding (formative assessments)

Meaningful Synchronous Learning*

At home and in-person at school:

- ◆ Direct instruction for a learning goal
- ◆ Data based instructional decisions
- ◆ Student check-ins
- ◆ Small group remediation/intervention or enrichment
- ◆ Class discussions
- ◆ Assessments- formative and summative checks for mastery
- ◆ “Live streaming”

**Decisions about how time is used are based on professional judgement and research-based practices.*

Hybrid Model enables greater personalization

- Teachers analyze each learning goal and determine appropriate/most meaningful modality - either synchronous or asynchronous
- Determine which of the learning experiences are:
 - “Must do” (all learners)
 - “Should do” (remediation / reinforcement)
 - “Aspire to do” (enrichment)
- Create student learning plans and pathways within the Learning Management System (Google Classroom or ITs Learning)
 - Starting with a STUDENT LEARNING GOAL/OBJECTIVE/TARGET
 - With formative assessments along the way to monitor learning
 - Structured for clarity of timelines / due dates / etc.
 - Flipped learning model makes the most of in-person time for all

What are other districts doing?

Walpole - Kindergarten: 4 days per week in-person, Gr. 1-12 Hybrid

Dover/Sherborn - Hybrid PK-12, Oct. 19 they propose Gr. PK-3 fully in-person

Norfolk - Hybrid- Gr. K-12

Holliston- Gr. PK-3: fully in-person learning & Gr. 4-12: Hybrid

Medway- Gr. PK-2: 4 days per week fully in-person- Gr. 3-12 hybrid

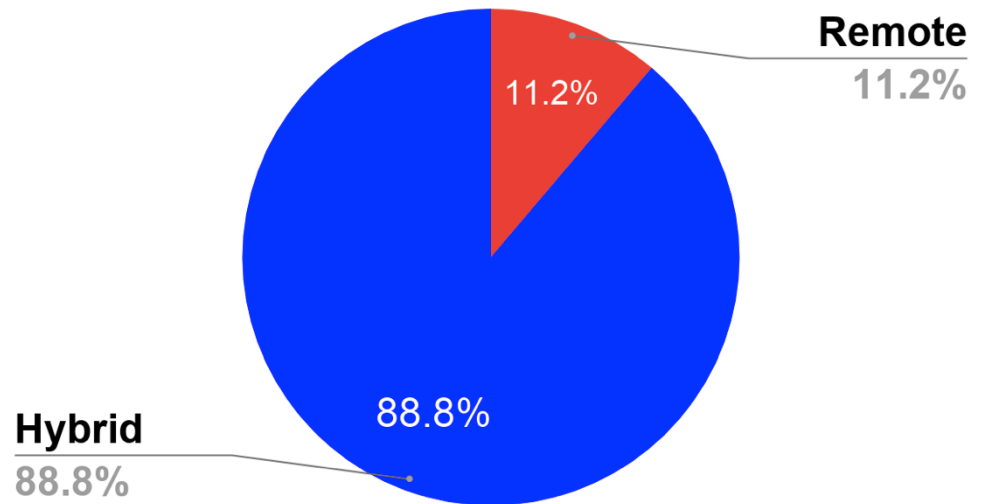
Medfield- Hybrid - Gr. PK-12

Franklin- Started remote, 10/1 Transitioned to hybrid PK-1, adding grade spans each week with hybrid for all grade levels by Nov.

Survey Results: Hybrid or Long Term Remote

School	# Responses Hybrid	# Responses Fully Remote
CFB	395	49
MS	205	19
HS	186	28
Totals	786	96

Family Survey - Remote or Hybrid



Responses represent 882/1177 students

Health and Wellness

Guideline Area	In-person	Hybrid	Fully Remote
<p>Health and Safety PPE Masks/face coverings: Students above grade 2, Adults</p> <p>Isolation space and illness response (health office)</p> <p>Training- for staff and students to include virtual, in-person, demos, signage</p>	<ul style="list-style-type: none"> ● PPE determined and ordered - DSP and custodians considered ● PPE use training adopted ● Isolation space identified ● Protocols in draft for response to illness staff and students ● Handwashing ● Hand sanitizing ● Covid-19 - symptoms ● First Aid/thermometer use ● Train DPS - those within 3 feet <ul style="list-style-type: none"> ○ Protocol for toileting 	<ul style="list-style-type: none"> ● PPE determined and ordered - DSP and custodians considered ● PPE use training adopted ● Isolation space identified ● Protocols for response to illness staff and students ● Handwashing ● Hand sanitizing ● Covid-19 - symptoms ● First Aid/thermometer use ● Train DPS - those within 3 feet 	<ul style="list-style-type: none"> ● Not applicable, except for PK and most at risk students ● Not applicable, except for PK and most at risk students ● SEL and wellness professional development for staff for all students

Teaching and Learning

Guideline	In-person	Hybrid	Fully Remote
<p>TECHNOLOGY Equitable Access to Devices</p>	<ul style="list-style-type: none"> • K-12 students assigned mobile devices 1:1 for daily use (K-1 and 7-8 iPads; 2-6 and 9-12 chromebooks) • No shared mobile devices among students or staff 	<ul style="list-style-type: none"> • Students take 1:1 assigned mobile devices home • Provide hotspot technology for families who need Internet access 	<ul style="list-style-type: none"> • Students take 1:1 assigned mobile devices home • Provide hotspot technology for families who need Internet access
<p>PROFESSIONAL LEARNING</p>	<ul style="list-style-type: none"> • Health, wellness, Covid updates • Modern Classroom Essentials course for all staff • Millis Digital and Remote Learning Site • Google Suite PD for staff (summer and fall) • Screencasting and Instructional Videos course (summer and fall) 	<ul style="list-style-type: none"> • Modern Classroom Essentials course for all staff • Millis Digital and Remote Learning Site • Google Suite PD for staff (summer and fall) • Screencasting and Instructional Videos course (summer and fall) 	<ul style="list-style-type: none"> • Modern Classroom Essentials course for all staff • Millis Digital and Remote Learning Site • Google Suite PD for staff (summer and fall) • Screencasting and Instructional Videos course (summer and fall)

Teaching and Learning- Special Education

Guideline	In-person	Hybrid	Fully Remote
<p><u>Delivery of IEP Services</u> Strong emphasis on providing in-person instruction to the greatest extent possible</p> <p><u>Team Meetings/ Evaluation</u> Adhere to regulatory timelines /DESE guidance</p> <p><u>Parent Engagement</u> Partner with families to improve all planning</p>	<ul style="list-style-type: none"> • Deliver IEP services as outlined. Progress monitor. • Address young students & special population needs for accommodations and staff training (PPE) • Hold most team meetings remotely • Address pending evaluations with safety precautions • Adhere to timelines • Providers communicate early and frequently consider experiences during time away 	<ul style="list-style-type: none"> • Plan mostly in-person instruction for students with moderate to severe disabilities. • Prioritize in-person service for most students with IEPs including • Hold most IEP meetings remotely • Continue in-person evaluations • Share individual Remote Learning Plans • Establish 'Office Hours' to collaborate with students and families 	<ul style="list-style-type: none"> • Implement individual remote learning plans to provide all IEP services • Adjust synchronous, asynchronous and independent learning • Hold IEP meetings remotely • Complete Re-evaluations with compiled data • Share individual Remote Learning Plans • Establish 'Office Hours' to collaborate with students and families

Facilities

Guideline	In-person	Hybrid	Fully Remote
Classroom configuration - 3-6 ft distancing, desks facing same way, 6ft buffer between teacher & students	<ul style="list-style-type: none"> Capacity assessment completed at 3' & 6' in all buildings. CFB and MS accommodate in-person at 6ft. HS can't easily accommodate 100% students at 6ft.but exploring options 	<ul style="list-style-type: none"> Finalized plans for use of space at 6' distancing 	Finalized plans for use of space,6' distancing
Repurpose alternate spaces	<ul style="list-style-type: none"> Developed building based plans (ie. use of cafe, gym, library, auditorium) 	<ul style="list-style-type: none"> All health and safety protocols developed 	All health/safety protocols developed
Utilize external facility spaces	<ul style="list-style-type: none"> Plans fully developed 	<ul style="list-style-type: none"> Outdoor areas available 	Plans fully developed
Arrival/Dismissal Procedures	<ul style="list-style-type: none"> Investigating tents to create temporary outdoor learning, break, & lunch spaces 	<ul style="list-style-type: none"> All procedures finalized 	Outdoor areas available
Cleaning & Ventilation	<ul style="list-style-type: none"> Developing building based plans w/ social distancing & hand sanitizing 	<ul style="list-style-type: none"> All procedures finalized 	Procedures finalized
	<ul style="list-style-type: none"> Cleaning solutions & procedures are compliant; Developed cleaning & sanitation schedules; Assessed ventilation in both school buildings 	<ul style="list-style-type: none"> HVAC and air flow study completed, repairs made, recommendations implemented 	HVAC and air flow study completed, repairs made, recommendations implemented
		<ul style="list-style-type: none"> All procedures and schedules finalized, staff trained, teachers concerns addressed 	All procedures and schedules finalized, staff trained, teachers concerns addressed

Social-Emotional Wellness

Guideline	In-person	Hybrid	Fully Remote
<p>Assessments, Collaboration, Tiered systems of supports for schools/students</p> <p><i>(MPS will continue to fully implement our SEL multi-tiered systems of support for students)</i></p>	<ul style="list-style-type: none"> • SEB screenings (Fall) • Consultation with staff • Tier 1 whole class instruction for SEL. • Small group for tier 2 and tier 3 instruction 	<ul style="list-style-type: none"> • <i>Assessment = same</i> • <i>Consultation = same</i> • <i>Tier 1 = same</i> • <i>Tier 2 and 3: prioritize in-person services in school- (case by case)</i> 	<ul style="list-style-type: none"> • Assessment = same • Consultation = virtual • Tier 1 = virtual class sessions • Tier 2 and 3 virtual small group or individual sessions
<p>Resources and support for parents/guardians</p>	<ul style="list-style-type: none"> • Parent resources on SEL topics (Caregiver website) • Communication via phone, email, meetings • Possible virtual parent groups/trainings 	<ul style="list-style-type: none"> • Same as in-person 	<ul style="list-style-type: none"> • Same as in-person
<p>Trainings and resources for staff</p>	<ul style="list-style-type: none"> • On student adjustment and return to school • Plan/process for students in need of support • Resource website for staff 	<ul style="list-style-type: none"> • Same as in-person 	<ul style="list-style-type: none"> • Same as in-person

Operations

Guideline	In-person	Hybrid	Fully Remote
Transportation	<ul style="list-style-type: none"> • Transportation Plan Created for all levels of Transportation • One Student Per Seat • Additional drivers needed • Additional Bus & Van May be needed 	<ul style="list-style-type: none"> • Transportation Plan created for all levels of Transportation • One Student Per Seat • Multiple Routes according to cohort • Waiting list established 	<ul style="list-style-type: none"> • Transportation Plan created for all levels • Transportation likely only to OOD schools, if operating
Food Service	<ul style="list-style-type: none"> • Food Service Plan for both buildings • Perhaps feeding in rooms • Serve vs Offer • Additional Staff, equipment required 	<ul style="list-style-type: none"> • Food Service Plan for both buildings • Feeding in Rooms • Serve vs Offer • Additional Staff, equipment required 	<ul style="list-style-type: none"> • Pick up meals at school • Meal Delivery continues
Extended Day	<ul style="list-style-type: none"> • Plan in development with questions: • Spaces available, Staff/ student ratios, social distancing/PPE, 	<ul style="list-style-type: none"> • Plan in development with questions: • Spaces available, Staff/ student ratios, social distancing/PPE, 	<ul style="list-style-type: none"> • Can Extended Day operate if Schools cannot? • Should we pursue a child care/Emergency Child Care license for Extended Day Program?

Athletics

Guideline	In-person	Hybrid	Fully Remote
Transportation	<ul style="list-style-type: none"> • Sporting events have been scheduled for weekends to allow for parent transportation 	<ul style="list-style-type: none"> • Sporting events scheduled for weekends to allow for parent transportation 	<ul style="list-style-type: none"> • Same as other models
Visitors to school: opponents/coaches, officials, fans	<ul style="list-style-type: none"> • No one is allowed in the building 	<ul style="list-style-type: none"> • No one allowed in the building. 	<ul style="list-style-type: none"> • Same as other models
Restrooms	<ul style="list-style-type: none"> • Porta-toilets have been provided on the field 	<ul style="list-style-type: none"> • Porta-toilets have been provided on the field 	<ul style="list-style-type: none"> • Same as other models
Locker room	<ul style="list-style-type: none"> • Locker rooms will not be used by either team. Players are expected to arrive dressed to play. 	<ul style="list-style-type: none"> • Locker rooms will not be used by either team. Players are expected to arrive dressed to play. 	<ul style="list-style-type: none"> • Same as other models
Training Room	<ul style="list-style-type: none"> • Training room has been moved to an exterior location 	<ul style="list-style-type: none"> • Training room has been moved to an exterior location 	<ul style="list-style-type: none"> • Same as other models
Weight Room	<ul style="list-style-type: none"> • Weight room is closed 	<ul style="list-style-type: none"> • Weight room is closed 	<ul style="list-style-type: none"> • Same as other models

Additional preparation and planning

- Continuous training for staff
- Ventilation and air quality study- 100% of classroom and office spaces
- Information disseminated- Newsletters, Bear's Den, listserves, website
- Bus registrations completed- routes adjusted for cohorts
- Surveyed families
- Engaged and surveyed teachers - collaboration in planning
- Refined schools' reopening plans
- Developed health metrics and collaborated with BOH
- Professional development and time to develop lessons/curricula
- Identified and provided key hybrid model information
- Refined internal protocols

Family Partnerships- what can families do?

- Ask questions of your child's teachers
- Share what's working and what has been a challenge
- Suggest alternatives / offer support
- Complete feedback surveys when available
- If the above are not successful, connect with building principals, assistant principals
- Understand that not all students learn in the same ways and that teachers are using professional judgement to personalize to the best of their abilities