

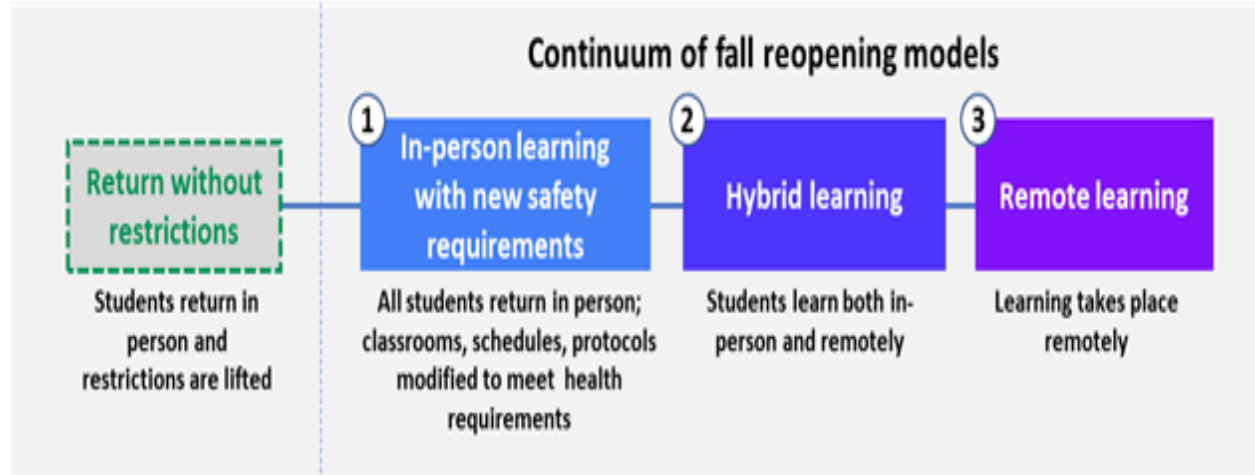
Milton Public Schools
Return to School (RTS)
Presentation:
Guidance, Process, and Draft Plans

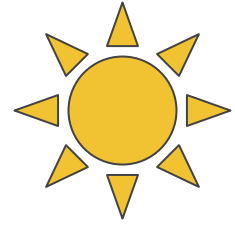
MPS School Committee July 29, 2020

MA DESE Continuum of Fall Reopening Models

By Friday, July 31, districts must complete and submit a ***preliminary reopening plan summary*** to DESE.

By Monday, August 10, districts must finalize their ***comprehensive plan documents***, submit them to DESE, and release them publicly to their communities.





MPS Return To School Task Force

| | | |
|---|---|--|
| Facilities Subcommittee | Technology Subcommittee | |
| Teaching and Learning Subcommittee <i>Early Childhood</i> <i>Elementary</i> <i>Middle School</i> <i>High School</i> <i>Art, Music, Health, PE</i> | Family Outreach and Communication Subcommittee | Operations/ Beyond the School Day: <i>Athletics, Clubs, Community Schools, Rentals, Ancillary Programs, Food Services, Finance</i> |
| Health Subcommittee | Wellness Subcommittee | <i>Transportation</i> |

MPS Guiding Principles for Planning for RTS

The safety and well being of our students and staff is paramount.

Equity and access must be at the center of every decision.

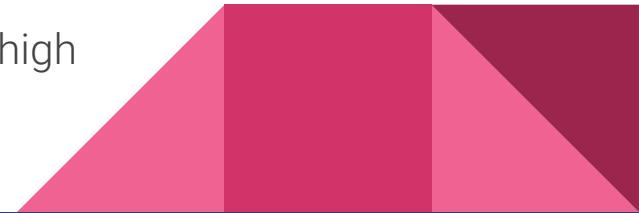
Plans must include supports for the mental health and social emotional learning of each student and practices must be trauma-informed.

Teaching must be rigorous, high quality, and rooted in best practice literature.

There must be a constant cycle of reflection and improvement with opportunities for all stakeholders to provide feedback.

Technology must be leveraged in order to support the facilitation of high quality teaching.

Educators and parents/guardians must receive ongoing support.



Addressing Health and Safety- *if in person*

Masks/face coverings will be required for all staff and students (Grades 2-12) and highly encouraged for Preschool, Kindergarten, & Grade 1. Masks will be available for students and staff if needed.

Physical distancing will be practiced and reinforced.

Sinks and/or hand sanitizer will be readily available.

Routine cleaning and disinfection will take place- *frequently touched surfaces during day & at night.*

Fresh air flow will be maximized in classrooms and HVAC will be inspected and well maintained.

A cohort model will be applied to the greatest extent possible to reduce contacts.

Students and staff will be encouraged and expected to stay home if ill or symptomatic.



Addressing Equity and Access

Students who receive special education services at Levels 3 or 4, ELL students (WIDA Levels 1 & 2), and students who are economically disadvantaged students will attend school everyday (if a hybrid model).

Instruction and support for targeted groups will be facilitated on remote days.

Guidance and adjustment counselor coordination, outreach, and student supports will be in place.

Breakfast and lunch will be available for students.

Devices and high-speed internet service will be acquired for students in need.

Student materials will be provided by the district when necessary.

Varied support for remote learning will be provided for students and families who need it.

High-quality, engaging instruction with frequent feedback to students will be provided.




Full In Person Model: Elementary

Feasibility study indicates that a full return at **3 feet** cannot happen at **Cunningham Elementary School**, but could happen at **Collicot, Glover, and Tucker Elementary Schools** if:

- *Classroom spaces are reconfigured and larger spaces are recaptured as classroom spaces (i.e. library, gym, cafeteria)*
- *Classes are reconfigured and staff is reassigned to ensure no more than 18 students (for example at one school) in a classroom*
- *Specialists travel to classrooms and specialists' spaces are recaptured*
- *Additional lunch/recess and paraprofessional coverage are acquired*
- *Classroom spaces and other spaces cycle students through for lunch to achieve the 6 foot requirement; additional spaces needed*

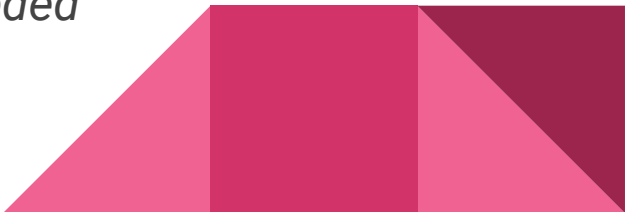
Full In Person Model: Pierce Middle School

Feasibility study indicates that a full return at **3 feet** could happen at **Pierce Middle School** if:

- *Classroom spaces are reconfigured and larger spaces are recaptured as classroom spaces (i.e. library, gym, cafeteria)*
 - *Classes are reconfigured and staff is reassigned to ensure no more than 22 students in a classroom (the maximum allowed by 3 feet at Pierce)*
 - *Classroom spaces and other spaces cycle students through for lunch to achieve the 6 foot requirement; additional spaces needed*
- 

Full In Person Model: Milton High School

Feasibility study indicates that a full return at **3 feet** could happen at **Milton High School** if:


- *Classroom spaces are reconfigured and larger spaces are recaptured as classroom spaces (i.e. library, gym, cafeteria)*
 - *Classes are reconfigured and staff is reassigned to ensure no more than 24 students in a classroom (the maximum allowed by 3 feet at MHS)*
 - *Classroom spaces and other spaces cycle students through for lunch to achieve the 6 foot requirement; additional spaces needed*
- 

Full In Person Model Notes and Thoughts

The ultimate goal is to get **all** students and staff back into school as not being in school has significant adverse academic, social emotional, and mental health effects.

A full in person model could be implemented at 3 feet between desks in the Milton Public Schools. Physical distance less than 6 feet without a mask, which could be the case for students in grades preK, K, and 1 as well as those who cannot wear a mask, increases the risk of virus transmission.

Lunch, transitions, and hygiene routines would consume a significant amount of instructional time due to the movement of large groups of socially distanced students.



Hybrid Model: Elementary

Students will be divided into two groups- Group 1 and Group 2.

Group 1 In School: Monday & Thursday and Every Other Wednesday (Early Release)

Group 2 In School: Tuesday & Friday and Every Other Wednesday (Early Release)

| Week One | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---------|---------|----------------------------|----------|---------|
| Learning In School | Group 1 | Group 2 | Group 1 (Early Release) | Group 1 | Group 2 |
| Learning At Home | Group 2 | Group 1 | Group 2 | Group 2 | Group 1 |

| Week Two | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---------|---------|----------------------------|----------|---------|
| Learning In School | Group 1 | Group 2 | Group 2 (Early Release) | Group 1 | Group 2 |
| Learning At Home | Group 2 | Group 1 | Group 1 | Group 2 | Group 1 |

Hybrid Model: Pierce Middle School

Students will be divided into two groups- Group 1 and Group 2.

Group 1 In School: Monday & Thursday and Every Other Wednesday

Group 2 In School: Tuesday & Friday and Every Other Wednesday

| Week One | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---------|---------|-----------|----------|---------|
| Learning In School | Group 1 | Group 2 | Group 1 | Group 1 | Group 2 |
| Learning At Home | Group 2 | Group 1 | Group 2 | Group 2 | Group 1 |

| Week Two | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---------|---------|-----------|----------|---------|
| Learning In School | Group 1 | Group 2 | Group 2 | Group 1 | Group 2 |
| Learning At Home | Group 2 | Group 1 | Group 1 | Group 2 | Group 1 |

Hybrid Model: Milton High School

Students will be divided into two groups- Group 1 and Group 2.

| | Day 1 | Day 2 | Day 3 | Day 4 |
|-------------|--|---|---|---|
| 7:50—8:48 | A <u>Group 1 Learning In School</u> Group 2 Learning At Home | A Group 1 Learning At Home <u>Group 2 Learning In School</u> | E <u>Group 1 Learning In School</u> Group 2 Learning At Home | E Group 1 Learning At Home <u>Group 2 Learning In School</u> |
| 8:54—9:52 | B <u>Group 1 Learning In School</u> Group 2 Learning At Home | B Group 1 Learning At Home <u>Group 2 Learning In School</u> | F <u>Group 1 Learning In School</u> Group 2 Learning At Home | F Group 1 Learning At Home <u>Group 2 Learning In School</u> |
| 9:58—10:56 | C <u>Group 1 Learning In School</u> Group 2 Learning At Home | C Group 1 Learning At Home <u>Group 2 Learning In School</u> | G <u>Group 1 Learning In School</u> Group 2 Learning At Home | G Group 1 Learning At Home <u>Group 2 Learning In School</u> |
| 11:02—12:00 | D <u>Group 1 Learning In School</u> Group 2 Learning At Home | D Group 1 Learning At Home <u>Group 2 Learning In School</u> | Office Hours <u>Group 1 Learning In School</u> Group 2 Learning At Home | Office Hours Group 1 Learning At Home <u>Group 2 Learning In School</u> |
| 12:00—1:10 | Student Dismissal, Grab & Go Lunch, Travel Home, Teacher Collaboration, Meetings, Prep & Lunch | | | |
| 1:10—1:55 | E Groups 1 and 2 <i>Remote</i> | G Groups 1 and 2 <i>Remote</i> | A Groups 1 and 2 <i>Remote</i> | C Groups 1 and 2 <i>Remote</i> |
| 2:00—2:45 | F Groups 1 and 2 <i>Remote</i> | Advisory & Office Hours Groups 1 and 2 <i>Remote</i> | B Groups 1 and 2 <i>Remote</i> | D Groups 1 and 2 <i>Remote</i> |

Hybrid Model Notes and Thoughts

Hybrid Model allows for 6 feet of physical distance with half the number of students.

Every other day supports student engagement (as opposed to every other week).

MA DESE expectation is that the full scope of learning standards will be addressed, so at home remote learning will not be limited to practice and review, but rather work toward moving students forward through synchronous and asynchronous teaching.


Consistent platform will be used- See Saw and Google Classroom.

Siblings will be assigned to same Group # across schools and levels (to the greatest extent possible).

Students who receive special education services at Levels 3 or 4, ELL students (Levels 1 & 2), and students who are economically disadvantaged students attend everyday.

Remote Learning 2.0 Model- *Newly Imagined*

The MPS 2020-2021 Remote Learning Model will:

- Be consistent across grade levels/subject areas
 - Be scheduled in a manner similar to if students were in person
 - Be focused on moving students forward in the curriculum with carefully planned opportunities to circle back to skills and knowledge that were only touched upon last spring
 - Be rigorous and include frequent checks for understanding with authentic feedback to students
 - Utilize a grading system similar to if students were in person
 - Incorporate best practice strategies for remote learning
- 

Remote Learning Model Across the Levels

| | Elementary | Pierce Middle School | Milton High School |
|--|--|---|---|
| Attendance | Attendance will be taken at each class session. Schedule will mirror in person portion of hybrid. | Attendance will be taken daily at each class. Schedule will mirror in person. | Attendance will be taken at each class. Schedule will mirror in person. |
| Synchronous (Live Teaching) Asynchronous (Pre-recorded) | <p>K-2: (Daily) At least 4 sessions live instruction with teacher inclusive of morning meeting and close of day check in.</p> <p>3-5: (Daily) At least 6 sessions live instruction with teacher inclusive of morning meeting and close of day check in</p> | All classes will begin live. Duration of live interaction will vary depending on lesson goals/activity. | All classes will begin live. Duration of live interaction will vary depending on lesson goals/activity. |
| Additional Notes | Number of live instruction sessions is guided by grade level and the need to offer some sessions as small groups. | | |

Preschool

| Full In Person | Hybrid | Remote |
|---|---|---|
| <ul style="list-style-type: none">● Integrated Half Day-All students in school following their half day 4 or 5 day schedule● Full Day at Cunningham - Following their normal schedule● Full Day at Tucker School- Following their normal schedule● Students will receive special education services as captured in their Individual Education Plans. | <ul style="list-style-type: none">● Integrated Half Day-All students in school following their half day 4 or 5 day schedule● Full Day at Cunningham - Following their normal schedule● Full Day at Tucker School- Will be either every other day or AM/PM split● Students will receive special education services as captured in their Individual Education Plans. | <ul style="list-style-type: none">● All students follow the K-5 Model● Students will receive special education services as captured in their Individual Education Plans. |



Special Education

Levels 1 & 2: Low Level need
Level 3: Moderate Need
Level 4: High Need

| Full In Person | Hybrid | Remote |
|--|--|---|
| <p>All services in IEP provided. No Remote Learning Plans</p> <ul style="list-style-type: none"> ● All students in School for Special Ed Svs ● All families offered and <u>encouraged</u> to attend Remote Meetings ● Students tested under regular conditions in person | <p>All services in IEP provided. No Remote Learning Plans</p> <ul style="list-style-type: none"> ● Students who receive special education services at Levels 3 & 4 will attend everyday to receive those services. ● Students who receive special education services at Levels 1 & 2 will receive them Remotely when home and in person when in school ● All families offered and <u>encouraged</u> to attend Remote Meetings ● Students tested under regular conditions in person During day OFF of instruction | <p>All services in IEP provided. No Remote Learning Plans</p> <ul style="list-style-type: none"> ● All students Remote for Special Ed Svs ● All families offered and <u>encouraged</u> to attend Remote Meetings ● Students tested as we can bring them safely in on careful schedule (TBD) |
| <p>A Grid Services:</p> <ul style="list-style-type: none"> ● Consults conducted remotely | <p>A Grid Services:</p> <ul style="list-style-type: none"> ● Consults conducted remotely | <p>A Grid Services:</p> <ul style="list-style-type: none"> ● Consults conducted remotely |
| <p>B Grid Services:</p> <ul style="list-style-type: none"> ● Co-Taught and Collab Staff In General Ed Setting ● Learning Center Staff Remotely push into General Ed Setting | <p>B Grid Services:</p> <ul style="list-style-type: none"> ● Co-Taught and Collab Staff In General Ed Setting daily ● Learning Center Staff Remotely push into General Ed Setting during ON days, Remote during OFF days | <p>B Grid Services:</p> <ul style="list-style-type: none"> ● All Svs Remote |
| <p>C Grid Services: learning center</p> <ul style="list-style-type: none"> ● Pull out model with sanitation procedures between students | <p>C Grid Services: learning center</p> <ul style="list-style-type: none"> ● Pull out model with sanitation procedures between students ON days, Remote during OFF days | <p>C Grid Services: learning center</p> <ul style="list-style-type: none"> ● All Svs Remote |

Elementary French Immersion

| | Grade 1 | Grades 2-5 |
|------------------------|---|---|
| In person (full) | <ul style="list-style-type: none">❖ Program unchanged | <ul style="list-style-type: none">❖ Program unchanged❖ Curriculum pacing adjusted to account for spring loss |
| Hybrid & Remote Models | <ul style="list-style-type: none">❖ Bilingual program to start the year (i.e. some English will be used)<ul style="list-style-type: none">➤ More exposure to/practice with language; less emphasis on output➤ Sounds, key words/phrases in French➤ Some instruction (e.g. math, some reading, etc.) in English❖ Thoughtfully planned transition to Immersion when back in person❖ Additional opportunities to hear/use language | <ul style="list-style-type: none">❖ Program unchanged❖ Curriculum pacing adjusted to account for spring loss❖ Additional opportunities to hear/use language |

Return to School Planning Additional Thoughts

Families will have the opportunity to opt for a Full Remote Plan.

The Milton Public Schools Return to School Task Force will continue to meet to further develop plans.

As MA DESE provides additional guidance, we will respond via our planning process.

MPS continues to work with the Milton Educators Association (MEA) as plans develop.

Anti-racism work continues both independently and as an integral part of the Return to School Planning process.

We wish to thank every MPS educator and staff member, student, parent/guardian, and community member for their commitment and dedication to safely returning to school.

We are exploring a later start date for Preschool and Kindergarten.



Please Join Us

Return to School Question and Answer Session
July 30, 2020 5:45-7:00 PM

Please Visit: <http://www.returntoschoolmilton.com/>

