Milton Public Schools
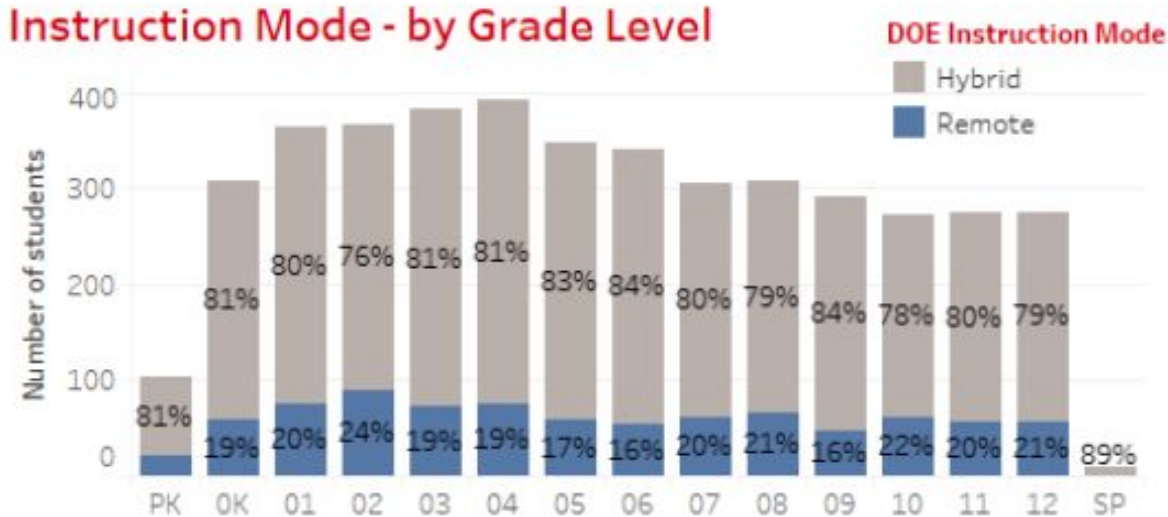
Instructional Model Update- *Superintendent James F. Jette*
December 2, 2020

The MPS Hybrid/Remote Choice Model

Instruction Mode - by Grade Level

- Approximately 80% of our families chose the Hybrid Model; 20% chose the Full Remote Model.
- Varies by demographics, by grade level, and by school.

What structures are in place to reflect on the models?

- Faculty listening sessions by level, by school, and by model (hybrid and remote)
- Discussion during regularly scheduled meetings to reflect on strengths and areas of growth for current model (Superintendent/Principal meetings, Instructional Council, Elementary Principal/Coordinator meetings, building-based leadership team meetings, curriculum/department/grade level meetings, meetings with Milton Educators Association leadership; meetings with Town and MPS Nursing Directors); meetings with MPS Food Services
- Feedback from families via listening sessions, existing structures (i.e. Site Councils, PTOs), and directly
- Regular meetings to monitor and discuss local COVID-19 trends

How has the model evolved since the August decision?

- Revision of frequency and length of mask breaks in order to maximize student learning in the hybrid model
- Use of afternoons to conduct critical one on one evaluations
- Increased access to professional development for teletherapy in order to improve services delivered remotely
- Increase of in-person hours for some special education programs (began November 30, 2020)
- Shift in protocols for quarantines in response to updated guidance
- Increased use of live streaming for students or staff (due to COVID-19 issues)
- More robust online tools and support for remote learning (e.g. Kami; Schoolytics; enhanced Google features; reading and writing support programs; at home STEM bags; hot spots)
- Air purifiers w/HEPA filters in every classroom and office space

What has been proposed to us, observed in other districts, and discussed?

Lengthening the number of hours elementary students are in person in the hybrid model

Increasing the time students in the remote model are in front of their teachers

Creating two in person sessions for our elementary students (one group in the morning and the other group in the afternoon)

What has been brainstormed/discussed?

	Benefits	Cost
Increase the time elementary students are in school (on their scheduled "in school day") to more than 3 hours	● More in person time for students in the hybrid model	● Would need to schedule lunch and thus should do at least 5 hours. Doing so would mean that students at home would no longer be able to connect virtually with their classroom teachers. ● An add of, for example, two hours does not equate to an addition two hours of instructional time as lunch safety protocols take time
Shift the elementary hybrid model to one cohort in person in the morning and one in the afternoon	● More in person time for students in the hybrid model ● Everyday in person time for students	● Would reduce session in school to 2.5 hours ● Requires approximately $450,000 to add the additional bus runs
Bring all elementary students in for the full day by utilizing all school buildings	● More in person time for elementary students ● More consistent (everyday) in person time for elementary students	● All high school and middle school students would be full remote ● Requires additional staffing ($800,000?)
Combine cohorts in the remote model	● More virtual face to face with teacher	● Would increase class size to at least 24 or as many as 30 ● Would compromise benefits of smaller classes

Next Steps

→ Continue to meet with special education staff, food service personnel, custodians, and administrators who are currently functioning in a full day model to discuss implementation, needs, etc.- ongoing

→ Meet with faculty representatives to further discuss all options and implications- first week of January

→ Implement staff survey- by end of December

→ Implement parent/guardian survey- early/mid January

→ Present insights to SC- by late January