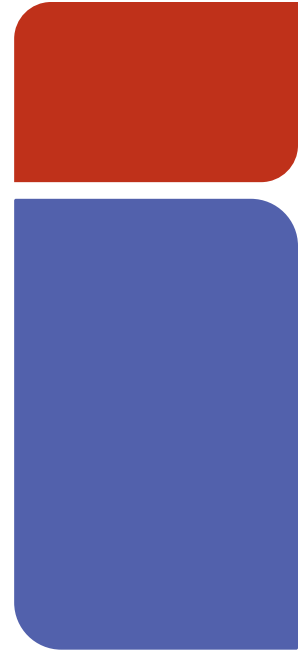


# Committee of the Whole

## *Update on Back to School 2020*




July 28, 2020



## Our Values

- Keeping students and staff safe and healthy
- Equity and access for all students
- Continuity of instruction
- Ongoing, two-way information sharing with families, staff, students, employees and community partners
- Being flexible to meet the diverse needs of students and staff

# Three Possible Scenarios Per Governor Walz

In-person Learning	Hybrid Learning		Distance Learning	
				
<p>All students are attending school in-person</p>	<p>Schools reopen on limited basis with combination of grade-level rotations and prioritization of students with specialized services</p>		<p>All instruction and student supports provided through virtual platform</p>	
<h3>Key Planning Areas</h3>				
<p>Instructional Considerations</p>	<p>Operations</p>	<p>Student, Family and Staff Engagement</p>	<p>Health and Safety</p>	<p>Social Emotional &amp; Mental Health Support Systems</p>

# Challenges with Each Model

## Challenges confirmed through MPS feedback and heard across the country

### Distance Learning

- Scheduling, structure, consistency and teacher interaction
- Access to technology and internet
- Home supervision and facilitation for working families

### In-Person Learning

- Health and safety of staff and students
- Increased costs associated with health and safety (transportation, staffing, nutrition)
- Percentage of staff and students will opt out

### Hybrid Learning

- Complex scheduling difficult to communicate and implement
- Health and safety challenges related to social distancing and transportation
- Possible staffing shortages

# MPS Community Weighs in on Back to School 2020

# Back to School Family Survey: Distribution and Demographics

- Survey fielded from July 15 to July 22
- Survey sent to MPS families via text message and email, and shared on MPS social media

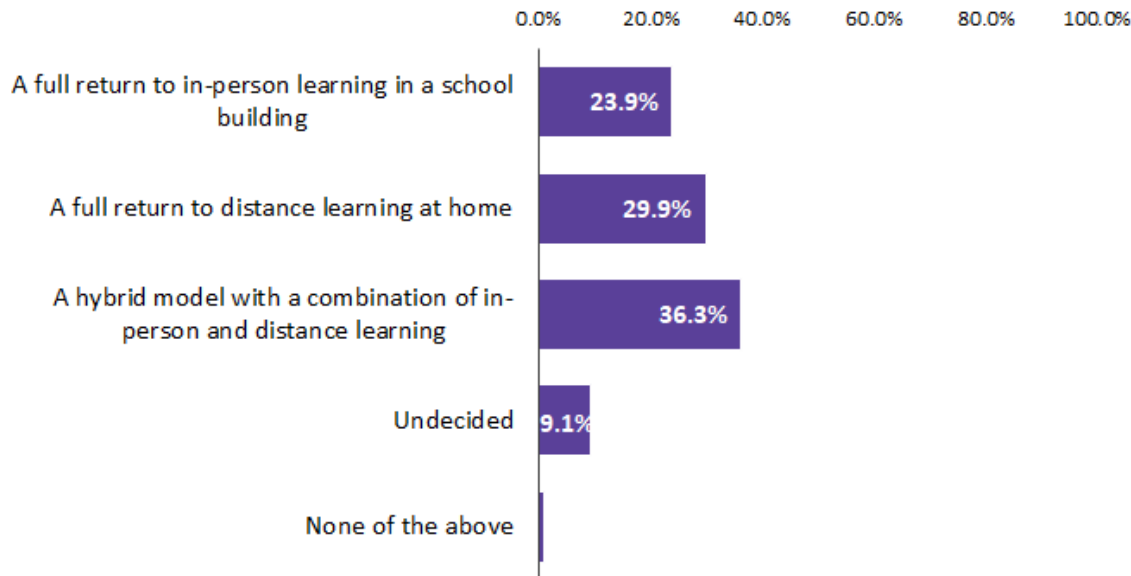
	N	% of Total
<b><i>Race/Ethnicity</i></b>		
African American/Black	1,826	15.0%
American Indian/ Alaskan Native	344	2.8%
Asian	749	6.2%
Hispanic/Latinx	1,147	9.5%
Native Hawaiian/Other Pacific Islander	76	0.6%
White	8,975	74.0%
Other	498	4.1%
<b>Total Respondents</b>	<b>12,133</b>	--

	N	% of Total
<b><i>Location</i></b>		
Downtown/University	720	6.0%
North	858	7.1%
Northeast	757	6.3%
South	4,429	36.8%
Southwest	4,643	38.5%
Not in Minneapolis	479	4.0%
Multiple Locations	161	1.3%
<b>Total Respondents</b>	<b>12,047</b>	--

\*Percentages sum to greater than 100 because respondents could select more than one racial/ethnic group

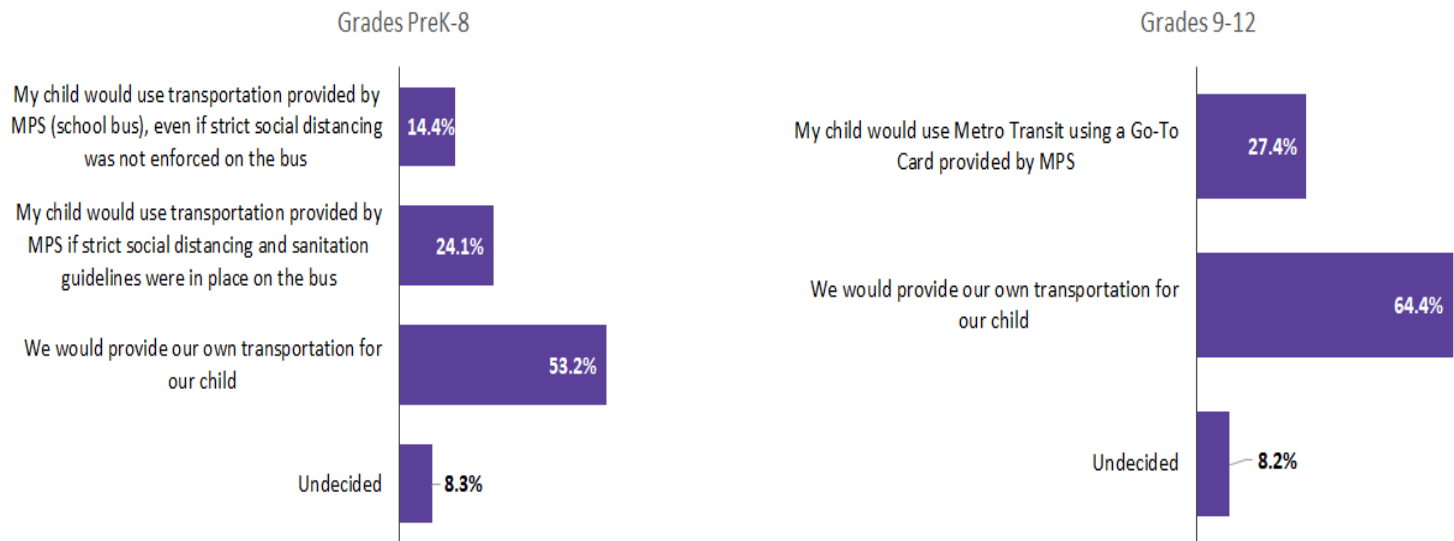
## Back to School Family Survey: Scenarios

Overall, a plurality of respondents prefer a hybrid model for their child(ren), followed by a full return to distance learning. Less than a quarter of respondents prefer a full return to in-person learning.



# Back to School Family Survey: Transportation

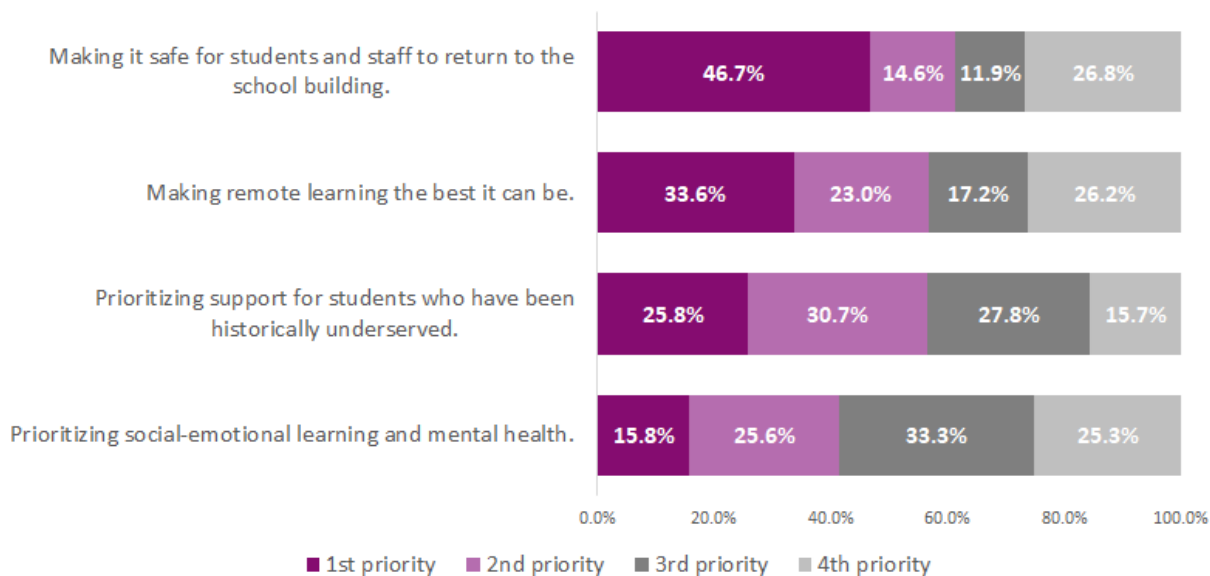
For families who indicated a preference for in-person or hybrid instruction, **most would provide their own transportation for their child(ren)**, if students were to return to some form of in-person instruction this fall.





# Back to School Family Survey: Priorities

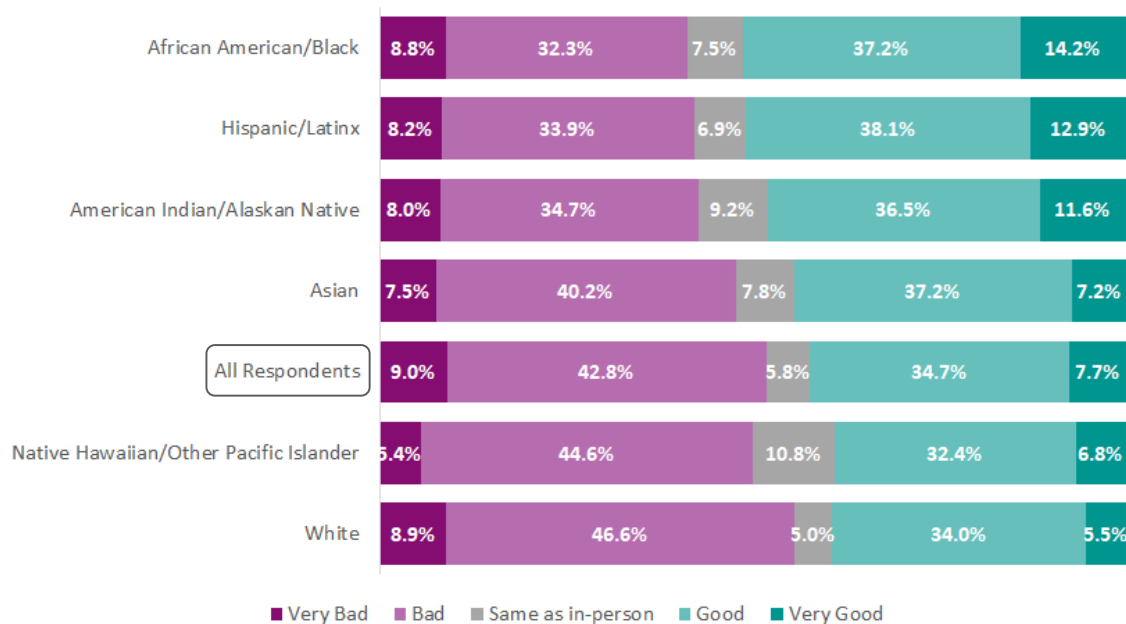
**Making it safe for students and staff to return to school buildings should be the district's top priority**, followed by making remote learning the best it can be -- according to respondents in all locations and all racial/ethnic identities.



\*Respondents were able to use the same ranking for multiple priorities.

# Back to School Family Survey: Experience with Distance Learning

Overall, about the same amount of families reported having good and bad experiences with distance learning. Higher percentage of African American/Black, American Indian/Alaskan Native and Hispanic/Latinx respondents reported good distance learning experiences than White and Asian respondents.



# MPS Return to Work Survey: Overview

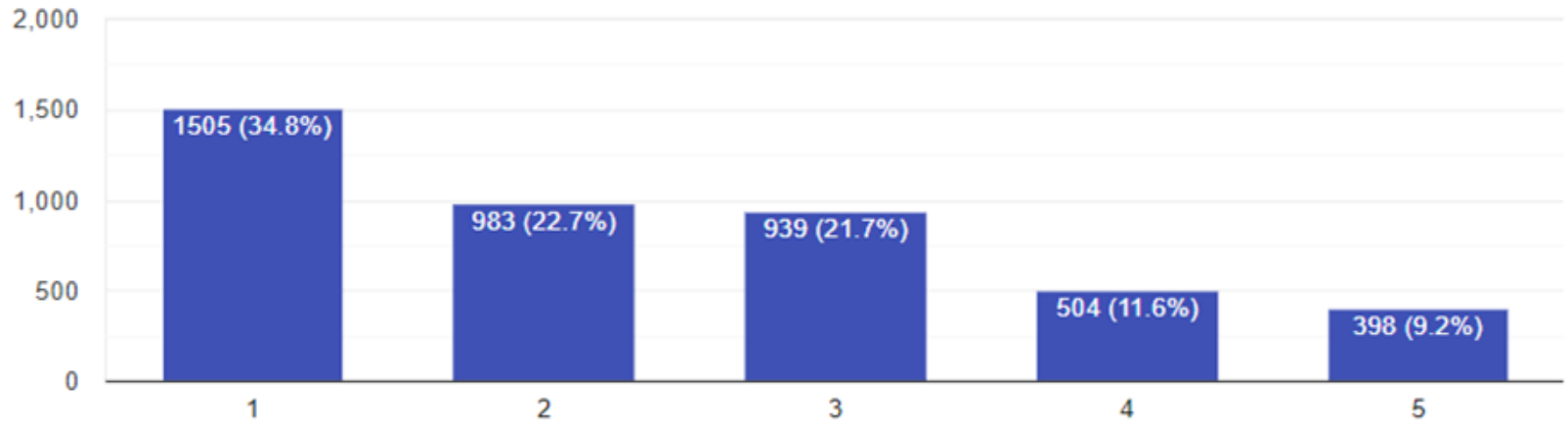
- Survey to all staff on Monday, July 13
- To determine staffing levels and potential accommodations needed for distance learning or in-person instruction (following guidance from State of Minnesota)
- 4,329 total responses by July 20

# MPS Return to Work Survey: Highlights

Survey asks rating on 5-point scale: **1=very uncomfortable, 5=very comfortable**

4. How comfortable will you be to return to work in-person for the fall semester (with safety precautions in place related to COVID-19) if allowed by the governor?

4,329 responses



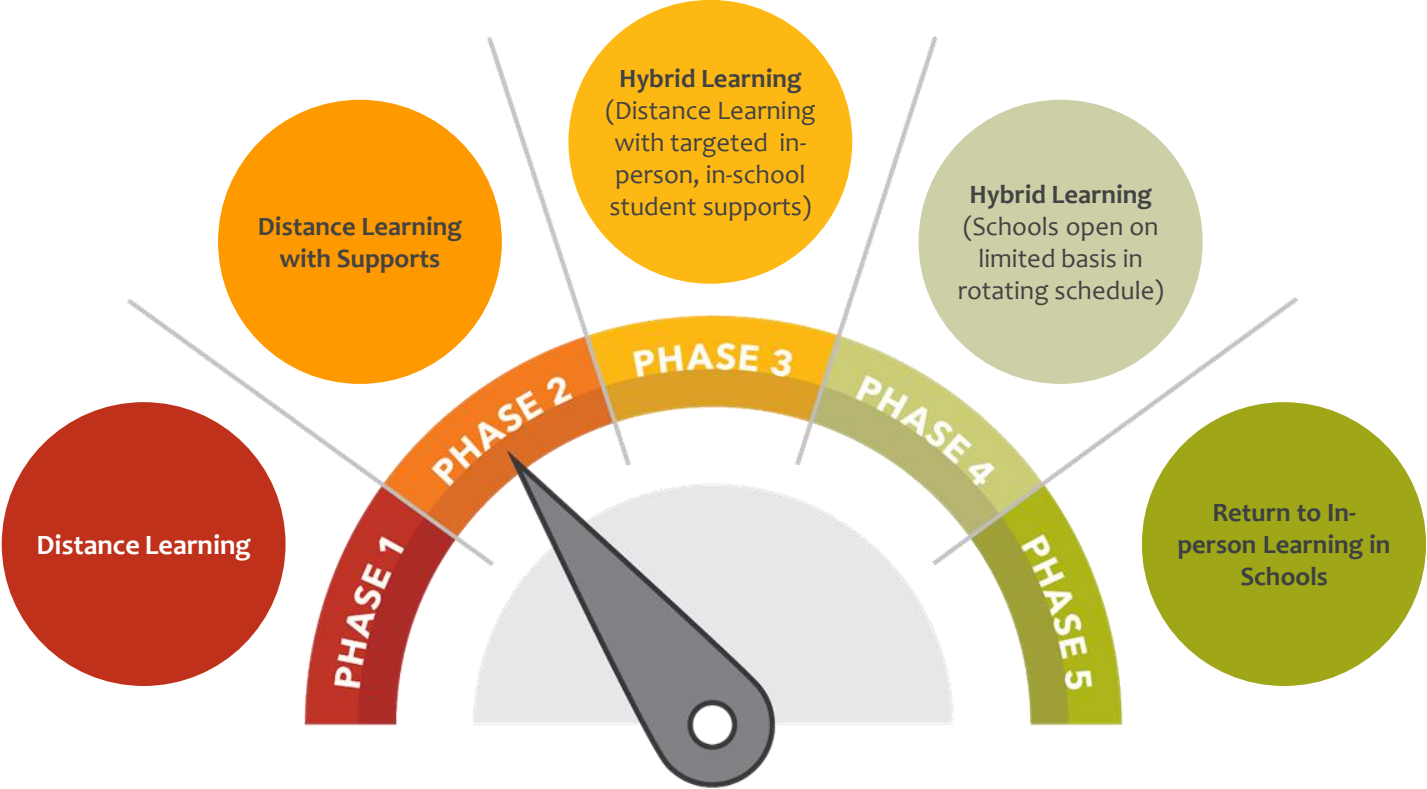
# MPS Return to Work Survey: Highlights

Survey asks respondents to select whether they would be able to return under hybrid or full in-person learning.

OPTION	HYBRID OR FULL IN-PERSON
Depends on other factors	1.4%
I will be able to return and perform my job in-person or partially in-person with some additional support due to a medical condition	16.6%
I will be able to return and perform my job in-person or partially in-person	67.8%
I will not be able to perform my job and may need to take a leave of absence	11.2%
Unsure	3.0%

# MPS Phases to Safe Learning

# MPS Phases to Safe Learning



# Phase 1: Distance Learning (during Shelter-At-Home Order)

- **All instruction and student supports provided through virtual platform**
- Better technology access, including adaptive technology for students receiving special education services
- More rigor, higher expectations, more structure to everyday learning; more consistent teacher interactions
- Continued professional development for educators
- Essential family supports, such as food distribution and limited child care, provided in-person.
- Virtual mental health support through partner agencies

## **Time Period**

- March 2020 through July 2020
- Possible return to model later in the year based on Governor's orders



## Phase 2: Distance Learning with Supports

- **Distance learning continues as primary instructional model**
- **Ability to reopen buildings to provide targeted support** such as tutoring, technology and mental health support to students and families
- Some supports will be universal (available at all schools); others school-specific

### Time Period

- Schools start September 8; academic supports could start earlier
- Possible return to model later in the year based on Governor's orders

## Phase 3: Hybrid Learning -- Add In-Person, In-School Supports

- Signals earliest part of transition back to in-person learning
- **Majority of learning continues on virtual platform with targeted student supports added in-person in schools** to supplement both academic and social/emotional skill building
- School-based staff return based on specific school needs to provide support such as: interventions, pre-teaching, academic reinforcement, lab experiences, increased access to education materials and exchange of paper materials

### Time Period

- Anticipated during Quarter 1
- Possible return to model later in the year based on Governor's orders

## Phase 4: Hybrid Learning - Schools Open on Limited Basis

- **Schools reopen on limited basis with combination of grade-level rotations and prioritization of students with specialized services**
  - K-3 (or K-5) on rotating AB schedule
  - 4-12 (or 6-12) continue in distance learning
- Focus on small class sizes, social distancing, disinfecting
- Bus transportation and nutrition available and socially distant
- Could include centralized TOSAs/DPFs assigned to buildings to make hybrid possible

### **Time Period**

- To be determined
- Multiple decision factors

# Phase 5: Return to Full In-Person Learning in Schools

- **Return to face-to-face instruction in the schools for all students**
- Transportation services expanded
- Nutrition services on-site
- Potential for extracurricular offerings
- All staff (who are medically able) return to normal duties

## **Time Period**

- To be determined
- Multiple decision factors

# A Better Distance Learning Experience at MPS

# Distance Learning Always an Option

- MPS will honor state guidance
- MPS will implement protocols to allow quick, efficient return to distance learning at both the school and district level if that's the safest option for staff and students
- MPS has developed a stronger distance learning program that:
  - Includes greater rigor, standards, consistency and expectations
  - Ensures technology access for all students
  - Requires more teacher interaction
  - Better manages screen time

# MPS Distance Learning: *Technology*

## **What will be different for students in distance learning in the fall?**

- Common online platform, dashboard, design and tools provide ease in accessing multiple classrooms
- Common platform for communication tools ensures safety and accessibility
- Standards created for online course development increase quality and consistency
- Website development requirements ensure accessibility per ADA
- Student online planner helps students better track assignments in one location
- Enhanced approved online tools to support both live and recorded instruction
- Teachers and students both learning how to work better online
- Digital literacy and digital citizenship training ensures students safety and privacy

# MPS Distance Learning: *Curriculum and Instruction*

## **What will be different for students in distance learning in the fall?**

- Curriculum resources and materials will supplement online learning
- Students and teachers can expect a structured schedule for instruction and learning
- Lessons will be designated as most effective live or pre-recorded
- Instructional guidance will be made specific to English Learners
- Common course templates and framework will build consistency
- Teachers will be guided on effective online planning and collaboration
- Roles will be better defined for ESL Teachers and Classroom Support Staff



# MPS Distance Learning: *Professional Development*

## **Distance Learning Implementation PD Outcomes**

- Understanding of requirements and recommendations for distance learning
- Intention and focus on applying the Curriculum Transformation process to daily lesson
- Collaboration with subject/grade level colleagues to apply proven instructional practices piloted during Quarter 1
- Increase consistency in the content, layout and format within digital classrooms
- Maximizing the usage of digital tools to support increased student engagement and learning

# MPS Distance Learning: *Special Education*

## **Special Education Goals**

- Increased capacity for virtual assessments and initial evaluations
- Google Classrooms with materials and resources to support job-alike special education staff
- Protocols to help organize and deliver collaborative services virtually
- Interventions that work on a virtual platform - success with MaxScholar
- Virtual calming spaces
- Examples of lessons/activities
- Progress monitoring
- Virtual job shadowing

## MPS Distance Learning: *English Learner*

- **Creating consistent learning routines** to support both student-directed and/or family-directed EL learning.
- **Providing needed collaborative structures among staff** to streamline EL family/student communication and support.
- **Making sure to continue working with EL students to ensure they feel safe, cared for, and connected** in the distance learning experience.
- **Ensuring student- and family-centered learning**

# MPS Enhanced Mental Health Supports

- Increased partnerships with Community Mental Health Agencies
- District Mental Health Support Coaches
  - Join multidisciplinary team of social workers, school psychologists, and school counselors
  - Consult with staff and resource for families
  - Teach pro-social skills
  - Promote deeper, long-term relationships with identified schools
  - Facilitate learning communities across schools and programs
  - Provide backup support to free up those with relationships with students
  - Deepening professional development
- Consultation with culturally specific community therapists
- New technology to support student/adult relationships

Questions?