Committee of the Whole

Update on Back to School 2020

July 28, 2020
Back to School 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

<table>
<thead>
<tr>
<th>In-person Learning</th>
<th>Hybrid Learning</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="School Building" /></td>
<td><img src="image" alt="School Building + Laptop" /></td>
<td><img src="image" alt="Laptop" /></td>
</tr>
<tr>
<td>All students are attending school in-person</td>
<td>Schools reopen on limited basis with combination of grade-level rotations and prioritization of students with specialized services</td>
<td>All instruction and student supports provided through virtual platform</td>
</tr>
</tbody>
</table>

**Key Planning Areas**

- Instructional Considerations
- Operations
- Student, Family and Staff Engagement
- Health and Safety
- Social Emotional & Mental Health Support Systems
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

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

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

*Percentages sum to greater than 100 because respondents could select more than one racial/ethnic group*
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.
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.
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.*
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
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
Survey asks respondents to select whether they would be able to return under hybrid or full in-person learning.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>HYBRID OR FULL IN-PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depends on other factors</td>
<td>1.4%</td>
</tr>
<tr>
<td>I will be able to return and perform my job in-person or partially in-</td>
<td>16.6%</td>
</tr>
<tr>
<td>person with some additional support due to a medical condition</td>
<td></td>
</tr>
<tr>
<td>I will be able to return and perform my job in-person</td>
<td>67.8%</td>
</tr>
<tr>
<td>I will not be able to perform my job and may need to take a leave of</td>
<td>11.2%</td>
</tr>
<tr>
<td>absence</td>
<td></td>
</tr>
<tr>
<td>Unsure</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
MPS Phases to Safe Learning
MPS Phases to Safe Learning

- **Phase 1**: Distance Learning
- **Phase 2**: Distance Learning with Supports
- **Phase 3**: Hybrid Learning (Distance Learning with targeted in-person, in-school student supports)
- **Phase 4**: Hybrid Learning (Schools open on limited basis in rotating schedule)
- **Phase 5**: Return to In-person Learning in Schools
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
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
● **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?