
Chenery Middle School

— **HYBRID** MODEL —
September 2, 2020

To Build A Schedule....



The Middle School Model



- The **WHOLE** Child
 - Facilitating social, emotional growth and skills
 - Intellectual and Academic Development
- **Small Learning Communities (Bubble)**
 - Relationships, connection, trust
- **Extra supports for learning**

Guiding Principles

- Safety
- Social Emotional Wellbeing
- Equity and Access
- Robust Teaching & Learning

Benefits of the Hybrid Schedule

In person **connection** for educators and students.

In person **connection** for students and their peers.

In person **service delivery** for Special Education, ELL

Needed break from home to build needed independence.



Unique Challenges of Hybrid Model - SAFETY

- **874 people in the building in Hybrid IN day**
 - Over 727 students in a cohort
 - 147 faculty and staff
- **Cohort class sizes are still large - largest cohort = 17**
- **Need for Highly Controlled Movement of Students & Faculty**
 - Students remain in classrooms - teachers move to them.
 - Breaks, Nurse visits, Bathroom visits - must be monitored to ensure safety

Unique Challenges of Hybrid Model - SEL/Wellbeing

Restricted Environment - Age and developmental aspects of the middle school child



- Students stay in one classroom throughout the day - minimal body movement.
- All have to wear masks throughout the day - mask breaks require strict monitoring
- Atmosphere of reprimand to keep masks on.
- Limit normal and needed interaction with peers.
- Ability to persist through school day with many restrictions.

Unique Challenges of Hybrid Model - EQUITY

Special Education and ELL students

- Required time to service - academic, social, emotional
- Avoid pulling these students out of their CORE and ENCORE Classes
- Allow for extra supports as needed

Boston Students

- Allow for supports needed

Social Emotional Supports for those students not on an education plan.

Unique Challenges of Hybrid Model - Teaching & Learning

- Reduced Curriculum Coverage
- Students will need to remain on chromebooks for many activities (no shared supplies)
- Students face forward and in rows.
- Minimal movement of teacher and other adults in the classroom.
- Loss of partner/group work.
- Loss of quiet 1:1 teacher-student work

Lesson Structure

Introduction What are we learning? How does it connect to yesterday and tomorrow's learning? Why is this important?

Modeling and Instruction Exemplars, rubric, demonstration, types of thinking needed.



Guided Practice - Teacher facilitates skill building, understanding and exploration.

Independent Practice Student practice and application. Teacher supports depending on student needs.

Summarizer/ Assessment Teacher facilitates summary and solidification of key concepts.

WIN Block - What I Need

Different for every child.

- Time for teachers to meet with students one on one or small groups.
- Pull out time - RTI, Counseling, Special Education, ELL.
- Break from screen time.
- Completing school work.

At Home, all the above and/or

- Have a snack or lunch.
- Run around outside.
- Quiet time.
- Family time.



CMS HYBRID Schedule

CORE (ELA, Math, SS, Science) WIN

Foreign Language, Music, Engineering,
Art, PE, Independent Learning, 21st
Century Skills, WIN

Wednesdays - All remote. Cohorts
brought together.

CMS HYBRID Schedule DRAFT

IN PERSON		AT HOME		Wednesday - All Remote			
Cohort A		Cohort B		5th	6th	7th	8th
7:40-7:45 Suggested Entry		7:40-7:45 Suggested Entry		7:40-7:45 Suggested Entry			
Community Check In 7:45-8:00		Community Check In 7:45-8:00		Community Check In 7:45-8:00	Community Check In 7:45-8:00	Community Check In 7:45-8:00	Community Check In 7:45-8:00
Passing Time		Passing Time		Passing Time	Passing Time	Passing Time	Passing Time
8:05 - 8:50		8:05 - 8:50		A Block 8:05-8:30	A Block 8:05-8:30	A Block 8:05-8:30	A Block 8:05-8:30
				B Block 8:35-9:00	B Block 8:35-9:00	B Block 8:35-9:00	B Block 8:35-9:00
Passing		Passing		Passing Time	Passing Time	Passing Time	Passing Time
9:00-9:45		9:00-9:45		C Block 9:05-9:30	C Block 9:05-9:30	C Block 9:05-9:30	C Block 9:05-9:30
				D Block 9:35-10:00	D Block 9:35-10:00	D Block 9:35-10:00	D Block 9:35-10:00
Passing		Passing		Passing Time	Passing Time	Passing Time	Passing Time
9:55-10:40		9:55-10:40		E Block 10:05-10:30	E Block 10:05-10:30	E Block 10:05-10:30	E Block 10:05-10:30
				F Block 10:35-11:00	F Block 10:35-11:00	F Block 10:35-11:00	F Block 10:35-11:00
Passing		Passing		Passing Time	Passing Time	Passing Time	Passing Time
10:50-11:35		10:50-11:35		G Block 11:05-11:30	G Block 11:05-11:30	G Block 11:05-11:30	G Block 11:05-11:30
				H Block 11:35-12:00	H Block 11:35-12:00	H Block 11:35-12:00	H Block 11:35-12:00
Passing		Passing		Passing Time	Passing Time	Passing Time	Passing Time
11:45-12:30		11:45-12:30		Teacher Lunch 12:05-12:30			
TEACHER LUNCH 12:35-1:00		TEACHER LUNCH 12:35-1:00					
Teacher Prep 50 Minutes 1:00-1:50		Teacher Prep 50 Minutes 1:00-1:50					
Monday, Tuesday, & Thursday	Teacher Remote Office Hours	Monday, Tuesday, & Thursday	Teacher Remote Office Hours	1:35-2:35 Contractual Wednesday Meetings			
Guidance/Sp ed/ELL Consult Time 1:50-2:25	Friday 1:50-2:25 & when no meeting	Guidance/Sp ed/ELL Consult Time 1:50-2:25	Friday 1:50-2:25 & when no meeting				