



# MHIS Learning Model Framework

# Introduction

## Looking Ahead to the 2020-21 School Year



**Dear MHIS,**

Looking ahead to the 2020-21 school year and beyond, MHIS is committed to the highest standards of student health and wellbeing and to providing quality academic and learning experiences for our students. Within the context of keeping our students, faculty, staff, and community safe and abiding by ADEK guidelines, MHIS will exercise an abundance of caution when rolling out our reopening plan.

We have designed this Learning Models Framework with the ADEK guidelines put forth with regard to reopening school amid COVID-19. With this in mind, we embrace the opportunities for us to leverage the advantages of virtual learning experiences to build the foundations for flexible learning models that will best meet the holistic educational needs of our students in the coming year and beyond.

We are ready for our hybrid model but are prepared to move between the different learning models according to the needs and requirements set forth.

This framework is guided by six organizing principles:

- Adhere to MHIS's Mission, Core Values, and Vision for the MHIS learner.
- Prioritize student, faculty, staff, and community member health, safety, and wellbeing by following ADEK directives and safety protocols.
- Seek to optimize the academic and learning experiences of our students within the COVID-19 context.
- Return to campus according to ADEK guidelines and safety protocols.
- Ensure safety, health, and hygiene policies and procedures are research-based and aligned with local, national, and international standards.
- Enact policies and procedures to reduce the risk of virus transmission and support our capacity to be responsive when facing changing circumstances.

Through this framework, we outline optimal, mission-driven models within the challenging COVID-19 context. This work has been informed by the experiences during the spring distance learning period, the answers received from our various community surveys, and the ADEK guidelines for school reopening.

Thank you, students, for your patience and adaptability. Thank you, parents, for your continued support and engagement. Thank you, faculty, for your courage, commitment, and professionalism.

**Sincerely,**  
**Margaret Wright**  
**Head of School**



# Overview

## Our Big Ideas Matter (\*These are essential, especially during these times\*)

### VISION STATEMENT

MHIS will connect students to their purpose and passion.

### MISSION STATEMENT

MHIS will connect students to their purpose and passion through academic achievement, social achievement, and character development.

ESLRs = Skills/Competencies + Values

### Skills/Competencies:

- Literacy, numeracy, and technology Skill Development
- Accessing and analyzing information
- Effective communication
- Being multilingual and multicultural
- Collaboration and Leadership
- Critical thinking and problem solving
- Curiosity and imagination (INNOVATION)
- Initiative and entrepreneurialism
- Adaptability

### Values:

- Confidence
- Integrity
- Tolerance
- Responsibility
- Generosity
- Respect



# Overview

## Shared Expectations & Responsibilities

We carry the greatest respect for the emotional and physical wellbeing of all our community members. During the COVID-19 pandemic, there will be significant emphasis on the safety and health of all MHIS community members.

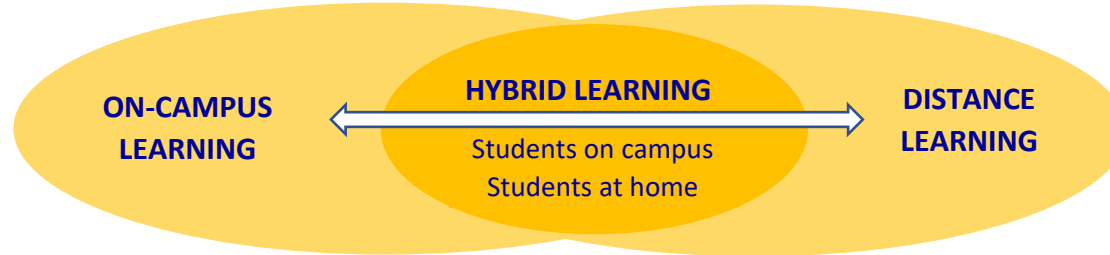
Expectations	Responsibilities
<p>Expect a “new normal” and prepare to adapt and change. Our ability as a community to be successful through this depends on each of us practicing our core values of respect, responsibility, integrity, responsibility, and tolerance of diversity.</p> <ul style="list-style-type: none"><li>• The possibility of exposure to COVID-19 is real and adaptations to routines, programming, and protocols will be made to ensure every reasonable precaution is taken.</li><li>• Each of us will comply willingly with all COVID-19 protocols, rules, and policies designed to keep our community members safe.</li><li>• Each of us will seek to be respectful and compassionate in our interactions with others</li><li>• We are in this situation together and cannot blame the COVID-19 pandemic on anyone.</li></ul>	<p>Each of us will participate in a safe and healthy return to campus by:</p> <ul style="list-style-type: none"><li>• Following health, temperature, and symptoms of illness guidelines and not coming to campus when symptomatic of any illness;</li><li>• Wearing face masks, washing and disinfecting hands frequently, and by practicing social distancing norms;</li><li>• Following campus entry protocols and signs for movement;</li><li>• Interacting safely with each other and support efforts to maintain a healthy environment;</li><li>• Treating all staff members – security, maintenance, office staff, nurses, etc. – with respect, remembering that everyone must practice safety;</li><li>• Complying with all ADEK rules relative to travel, return to school, and exposure to COVID-19.</li></ul>
<p>* The decision to open our campus to 50% capacity is based on the ADEK regulations and policies regarding school reopening. We have taken these policies and aligned our plan with best practices and procedures in use by schools locally and internationally in the best interest of our school community.</p>	



# Three Learning Models

## Intentional Planning while Remaining Adaptable













Based on the reopening policies put forth by ADEK we are starting with the HYBRID Learning Model. However, with the ongoing and evolving challenges associated with the COVID-19 pandemic for the foreseeable future, MHIS has developed three learning models. Our experience with distance Learning has also helped us to see that there are opportunities to enhance and transform our approaches to teaching and learning through this experience. Across all three models, our commitment to providing holistic education, personalized learning, sustaining wellbeing, engaging environmental responsibility, learning from experiences and exposure to differences, and taking advantage of the resources of our community are unwavering.



<b>ON-CAMPUS LEARNING</b> 100% on campus (Back to “normal”)	<b>HYBRID LEARNING</b> One week at school / One week virtual learning	<b>DISTANCE LEARNING</b> 100% Virtual
<p>Conditions dictate that the MHIS campus can be open at normal capacity levels, health risks are low, and our student body is local.</p> <p>This is the MHIS learning experience with all students, faculty, and staff attending school in-person five days a week, according to our daily schedules and annual calendar. Preventative health measures, realistic physical distancing guidelines, as well as routine hygiene policies and procedures will still be implemented on campus, for the safety of all.</p>	<p>Conditions dictate that campus can be open and that some students and faculty can be safely on campus.</p> <p>Due to social distancing guidelines not all students and faculty can be on campus at the same time. This model offers the opportunity for on-campus learning along with teacher-directed virtual experiences. This model also introduces physical distancing and density reduction on campus as key strategies to further reduce exposure within our community, while at the same time maximizing in-person and synchronous interactions between students and teachers.</p>	<p>Conditions dictate that MHIS’s campus must be closed.</p> <p>Our campus is closed and school remains open though distance learning experiences. Students attend school virtually through synchronous and asynchronous lessons, activities, and projects. Collaboration and engagement is largely virtual. Courses and classes will follow a specified schedule and students will engage with developmentally appropriate digital instruction, both face-to-face and through virtual artifacts. Technology and digital literacy support will be quality and varied to support our MHIS families.</p>



# Comparison of the Learning Models

		ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING
				
Access to Campus		Campus fully open	Campus open or partially open. Reduced capacity.	Campus Closed
Access to Technology		Grades 4-12 will continue to use the school provided devices and our youngest learners will have access to devices in class. Families will continue to have access to our distance/on-campus IT support, with on-campus, online, and phone support for technology and device issues.	Grades 4-12 will continue to use the school provided devices and our youngest learners (when at home) will use personal/family devices. Families will continue to have access to our on-campus/virtual IT support.	Grades 4-12 will continue to use the school provided devices and our youngest learners will use personal/family devices. Families will continue to have access to our virtual IT support.
Daily Schedule		Full on-campus schedule with after-school activities on site.	Socially distanced classroom schedule supported by parallel distance (virtual) schedule, in accordance with safety guidance. Staggered entry and exit, adjusted lunch guidelines, and shorter school days to support safety and health.	Full virtual schedule with synchronous and asynchronous lessons, office/class hours, meeting and social interaction time.
Digital Literacy		Full on-campus and virtual support for digital tools use, full technology integration on-site support. Blended virtual and on-campus digital literacy training.	Flexible, structured, and design-specific digital tools training, in combination with on-campus support. Blended virtual and on-campus digital literacy training.	Whole school focus on digital tools usage and virtual support for student digital engagement. Virtual literacy training.
Instruction		Full instructional use of campus. Instruction is according to learning space, physical learning tools, and group opportunities.	Combination of virtual and on-campus instruction, enhanced where possible with developmentally appropriate physical learning tools.	Full virtual instruction through synchronous and asynchronous formats. Scheduled instructional support built in.
Learning Location		Learning in physical (on-campus) learning spaces supported by digital tools.	Learning in physical spaces (on-campus) and at home through the use of developmentally appropriate virtual platforms.	Learning at home through the use of developmentally appropriate virtual platforms.
Learning Support Services		Students with Identified learning needs receive specialized instruction through a “push-in” model with in the classroom or in a separate space via a “pull-out” model. A written plan is developed for each student and their progress frequently monitored.	Individualized supports that address each student’s unique learning needs will be provided either on campus or virtually.	Students will receive instruction and virtual support that has been specifically designed to meet their needs.
Positive Classroom Cultures		Positive teacher-student relationships form the foundation of the classroom and other physical learning spaces.	Positive teacher-student relationships form the foundation of the on-campus and online learning spaces.	Positive teacher-student relationships form the foundation of the online learning environment.
Productive Communication and Collaboration		Teachers establish classroom communication and feedback to students that is positive and supportive, through online and physical methods.	Online and on-campus communication expectations are developmentally appropriate and guided by the teacher	Online conversation expectations are developmentally appropriate and guided by the teacher.

# Well-being at MHIS

**\*No matter what model we operate within taking care of oneself is extremely important**

We at MHIS believe that it is our responsibility as a learning community to intentionally promote well-being and empower students to thrive. Collectively, we define well-being as feeling good and functioning well, knowing and taking care of oneself, making positive choices, and helping others to flourish.

Care for our well-being has never been so important as it is during these trying times. MHIS recognizes the need for our community to feel good and function well. MHIS has teachers, counselors, and activities working towards the goal of successful well-being for our students, teachers, and staff.

If you have any questions or concerns please contact our Head of Pastoral Care, Ms. Lilian - [lilian.v@manorhallschool.com](mailto:lilian.v@manorhallschool.com).





**MANOR HALL**  
INTERNATIONAL SCHOOL

