Return To School Planning
Weymouth Public Schools

—

July 23, 2020

Overview

- Core Teams & Guiding Principles
- Timeline for Return To School Planning
- Phased Approach
- Hybrid Models
- Community Feedback & Trends
- Phased Approach for In-Person Teaching & Learning
- 3 Plans for Learning Provided to the State (Remote / Hybrid / In-Person)

Core Team and Project Groups

RETURN TO SCHOOL WORKING GROUPS

Central Leadership

Student Services | Operations | HR & Staffing | Family & Communication

Guiding Principles for our work

1. **Health and Safety** - Provide Physical & Emotional Wellbeing for our staff and students

2. **Inclusive Work** - All departments, staff, families, students and community stakeholders are considered in decision making

3. **Flexibility** - Encourage flexible thinking and solutions that can support multiple needs, phases, models

Includes All Administrators, School Committee Members, WEA, 40+ Educators, 30+Parent/Guardians and 6 Surveys of Students, Staff and Families

Student Services
- Health & Safety
- Teaching & Learning
- Sports, Activities, Weycare
- Equity & Cultural Proficiency

Operations
- PPE for all staff
- Transportation & Food Service
- Maintenance & Custodial

HR
- District Staffing Needs
- Safety Trainings
- Staff Supports

Family & Communication
- Weekly Message
- Website & Social Media
- Family Resources
- FAQs
- 2020Reopen@weymouthps.org

PLANNING TIMELINE

Planning Groups Established
June 22

Preliminary Plan to DESE
July 31st

Vote by School Committee on Plan
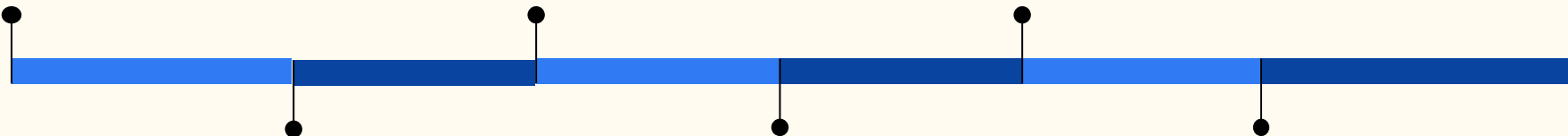August 6th

DESE Initial Guidance
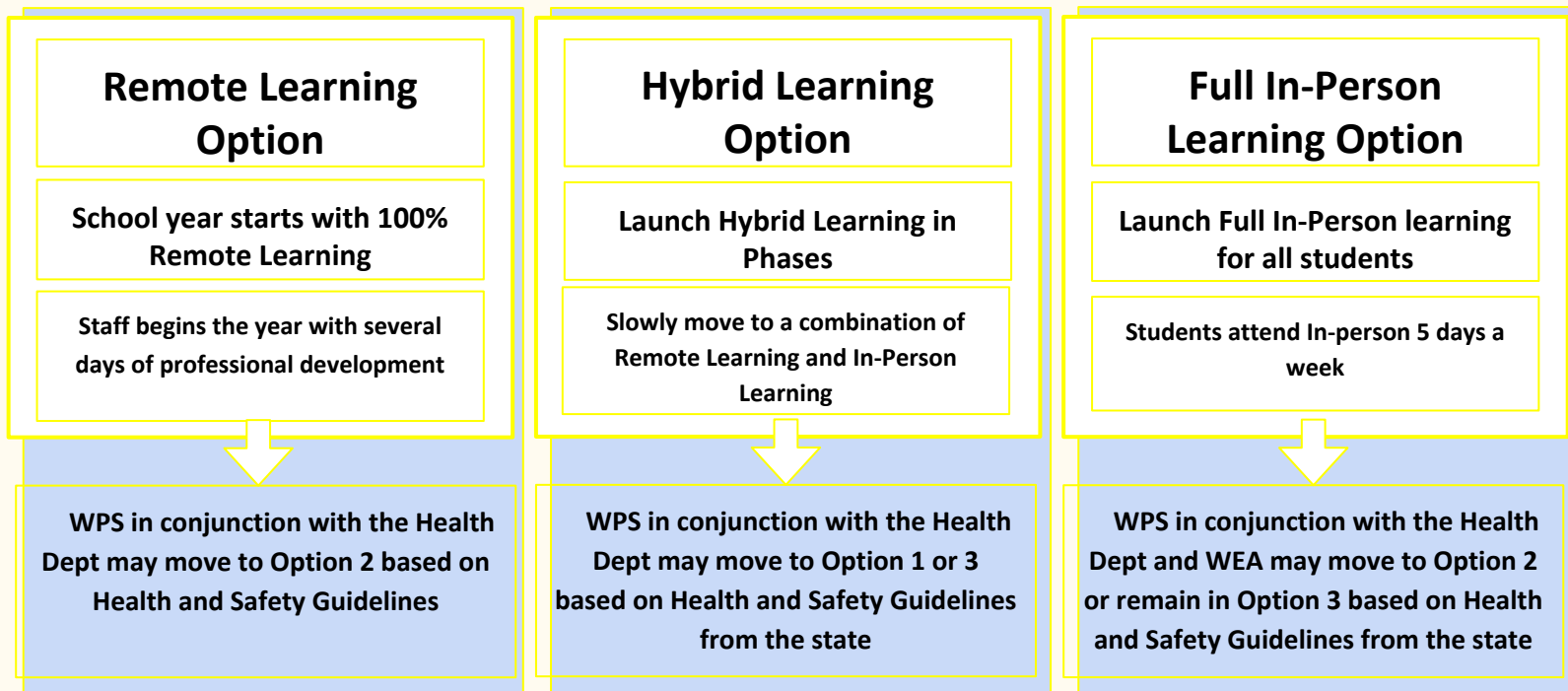June 25th

Draft Plan Presented to School Committee
August 4th

Return To School Plan Posted
August 10th

Preliminary Plan Presented to DESE

Remote Learning Option

School year starts with 100% Remote Learning

Staff begins the year with several days of professional development

WPS in conjunction with the Health Dept may move to Option 2 based on Health and Safety Guidelines

Hybrid Learning Option

Launch Hybrid Learning in Phases

Slowly move to a combination of Remote Learning and In-Person Learning

WPS in conjunction with the Health Dept may move to Option 1 or 3 based on Health and Safety Guidelines from the state

Full In-Person Learning Option

Launch Full In-Person learning for all students

Students attend In-person 5 days a week

WPS in conjunction with the Health Dept and WEA may move to Option 2 or remain in Option 3 based on Health and Safety Guidelines from the state

Weymouth Public Schools Phased Approach

In considering DESE and MTA/WEA guidance, we would like to use a phased approach to return to school.

- Students phase in from Remote Learning to Hybrid Learning slowly & safely
- Building Leaders first guide their staff through new safety procedures
- Educators receive professional development to improve the remote experience
- Educators schedule virtual conferences with families
- Families may have the option to choose full Remote Learning for Term 1 to start, but DESE and medical field recommend return to school

Possible Phasing Target Dates

1. **Possible School Start Dates For PreK to Post-Grad**
   a. Staff return to the buildings for professional development September 1, 2020
   b. Students begin Remote Learning on September 8, 2020 (3 days of fall PD for all Staff 180 for kids)
   c. Students begin Remote Learning on September 14, 2020 (7 days of fall PD for all Staff 175 for kids)

2. **Possible Target Dates to Phase into Hybrid Learning**
   a. September 14, 2020- aligns with b. start date
   b. October 5, 2020- aligns with b. or c. start date
   c. January 4, 2021- WEA leadership proposed and preferred start date

What Does Hybrid Mean...and what we have to consider based on DESE recommendations

It is different in every district!

It depends on space in each building- Pressure testing completed for each school

DESE has asked us to use all auxiliary space for teaching and learning-Gym, Aud

DESE has asked for our most needy students to return to school in person

DESE has asked for minimum cohort interactions -Impacts Weycare, electives

Athletics and Extracurriculars...waiting for guidance

Possible Hybrid Learning Models

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort Maroon A	**In-Person**	Remote	Remote	Remote	Remote
Cohort Maroon B	Remote	**In-Person**	Remote	Remote	Remote
Cohort Gold A	Remote	Remote	**In-Person**	Remote	Remote
Cohort Gold B	Remote	Remote	Remote	**In-Person**	Remote

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Program Cohort Maroon	**In-Person**	**In-Person**	Remote	Remote	Remote
Program Cohort Gold	Remote	Remote	**In-Person**	**In-Person**	Remote

Further Considerations

- **Pre K-1**
- **Special Ed Programs**

Possibly up to 5 days In-Person:

	Week A	**Week B**
Cohort Maroon	(Mon-Thurs) In-Person	(Mon-Thurs) Remote
Cohort Gold	(Mon-Thurs) Remote	(Mon-Thurs) In-Person

Community Feedback Opportunities

Community Feedback Opportunities

Remote Learning - Reflecting on Spring 2020

➢ Family Survey (May 1-14): 840 respondents
➢ Teacher Survey (June 24 - July 3): 271 respondents
➢ Paraprofessional Survey (July 2-12): 80 respondents

Planning for Re-Opening - Looking forward to 2020-2021

➢ Family Perspective (June 29 - July 7): 1,194 respondents
➢ Human Resources (all staff) Survey (July 9-19): 679 respondents
➢ Student Survey* (July 12-19): 586 respondents

*also includes questions reflecting on Spring 2020

Highlights of Results

Many families, teachers, and students are comfortable with Google tools. Teachers, however, are less comfortable with Clever (single sign-on for our curriculum products such as Big Ideas Math, Lexia, and Actively Learn).

Technology was not an issue for most families: # of devices, availability of internet, and capability of students to use the Google tools (e.g. submitting assignments, participate in Google Meet)

In most cases, communication from the schools and teachers has been clear and in the just the right amount

Families and teachers both report that students struggle, as many students across the U.S. do, with soft skills more so since moving to the remote learning platform.

Trends from Remote Learning Surveys

Reflecting on Spring 2020

Families Comfortable with Google Tools

Most families (72%) believe their children are either very or extremely comfortable with Google tools.

Nearly all parents are at least somewhat comfortable with the Google tools themselves and can provide support to their children (40%) or feel comfortable leaving this to their children and teachers (50%)

Extremely comfortable
Very comfortable
Somewhat comfortable
Slightly comfortable
Not comfortable at all
I don't know

19.8%
41.6%
30.5%

Very comfortable, I do not need any training
Somewhat comfortable, but I am leaving this to my child and his/her teachers
Not entirely comfortable and want training

50.2%
9.5%
40.3%
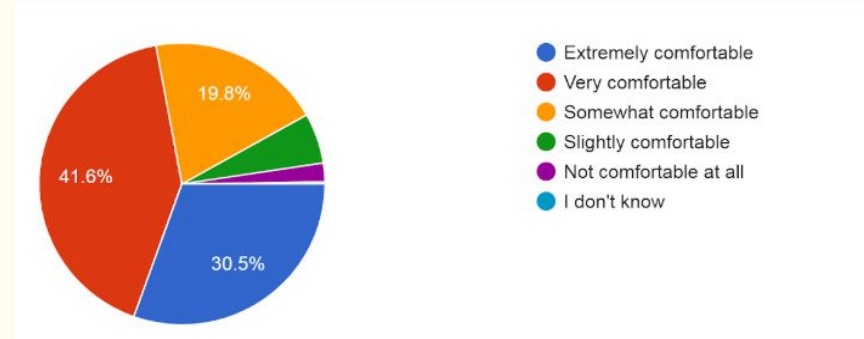
Most Students Comfortable with Google Tools

Nearly half of students (47%) are either very comfortable with Google tools, but there is still room for improvement as almost one in ten students are not very comfortable with these tools

2.   In Weymouth, for the online portion of remote learning, we were encouraging teachers and students to use Google Meets, Google Classroom,...ee technologies to complete classwork at home?
580 responses

- ● Very comfortable
- ● Somewhat comfortable
- ● Not very comfortable

43.8%

9%

47.2%
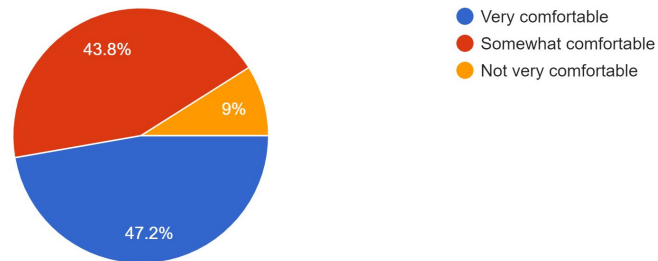
Teachers Comfortable with Google Tools

Many teachers (71%) are very comfortable with Google Meet while slightly more half are very comfortable with Google Classroom (53%) or Google Drive (57%).

A much smaller proportion (25%) are very comfortable with Clever.
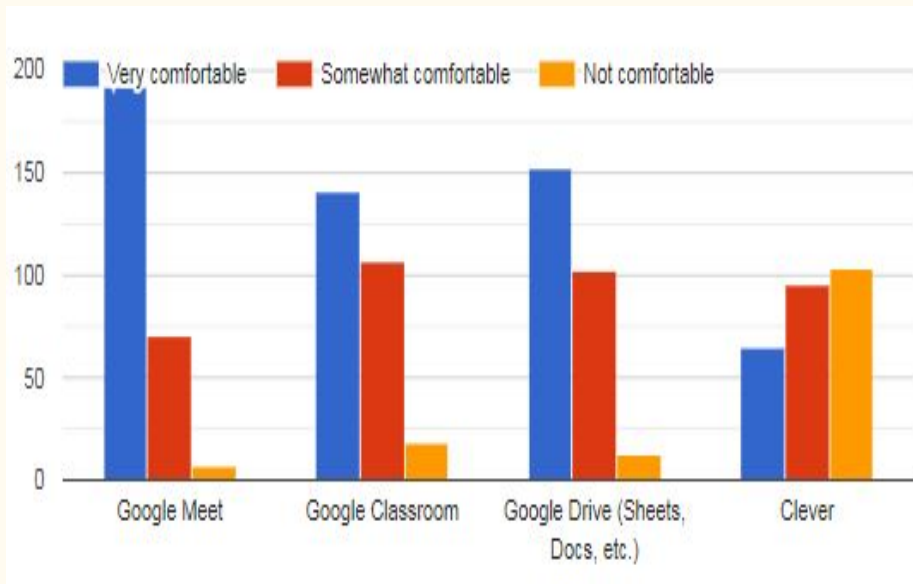
Paraprofessionals Somewhat Comfortable with Google Tools

Many paraprofessionals (67%) are very comfortable with Google tools while fewer are very comfortable with Google Classroom (32%) or Google Drive (36%).

A much smaller proportion (12%) are very comfortable with Clever.
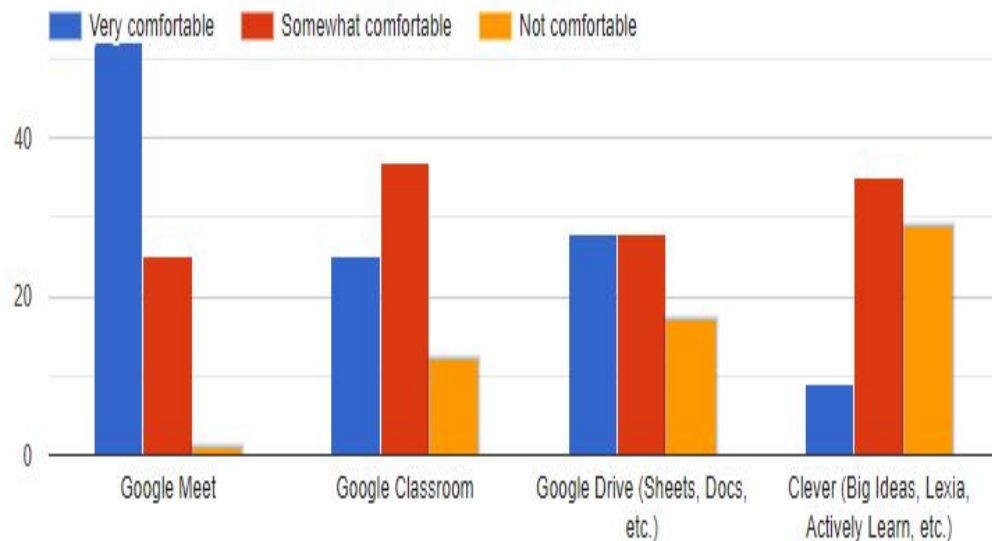
Type of Communication from Teachers

Most teachers use email (97%) and/or Google Classroom (90%) to communicate about learning activities.

Few (19%) use any products in Clever for this purpose.
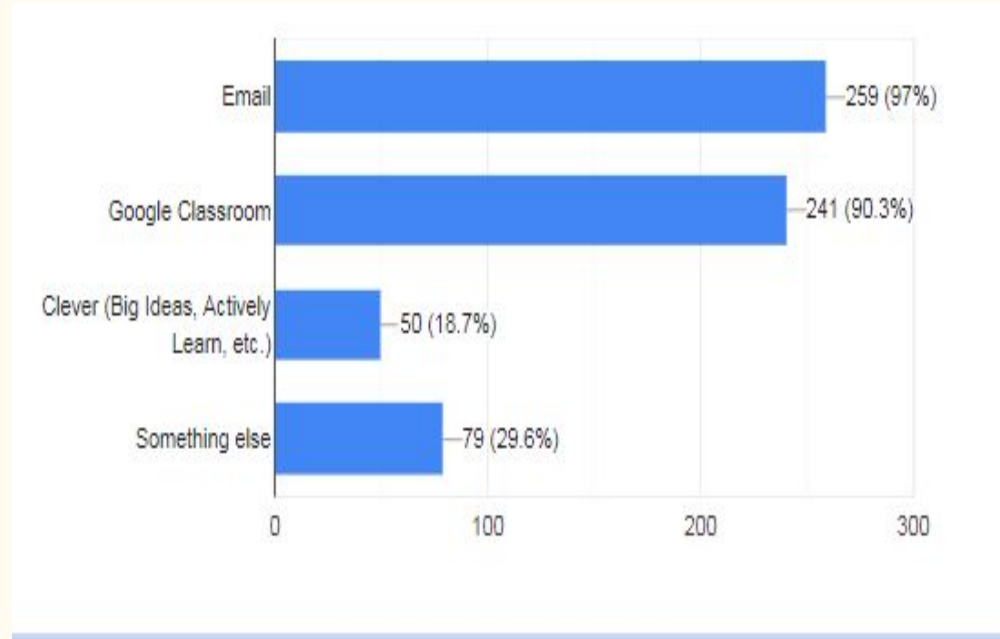
Types of Communication Students Use

Nearly all students indicated they use Google Classroom to (91%) to find out what learning activities their teachers had assigned.
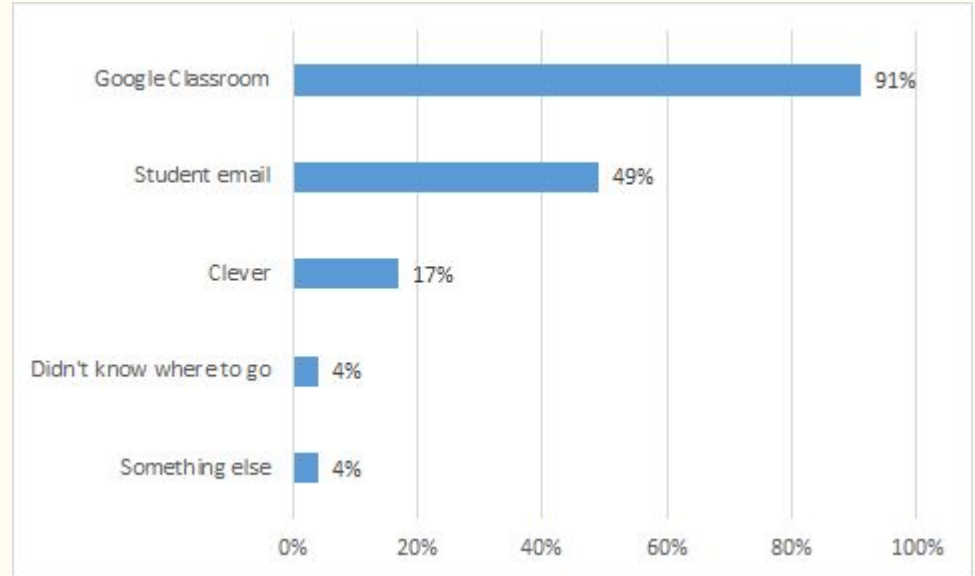
Type of Communication from Paraprofessionals

About paraprofessionals use email (49%) and/or Google Classroom (59%) to communicate about learning activities.

Very few (5%) use any products in Clever for this purpose.

About one-fourth (28%) reported not communicating with students directly - only half of these work in an instructional role as a paraprofessional.
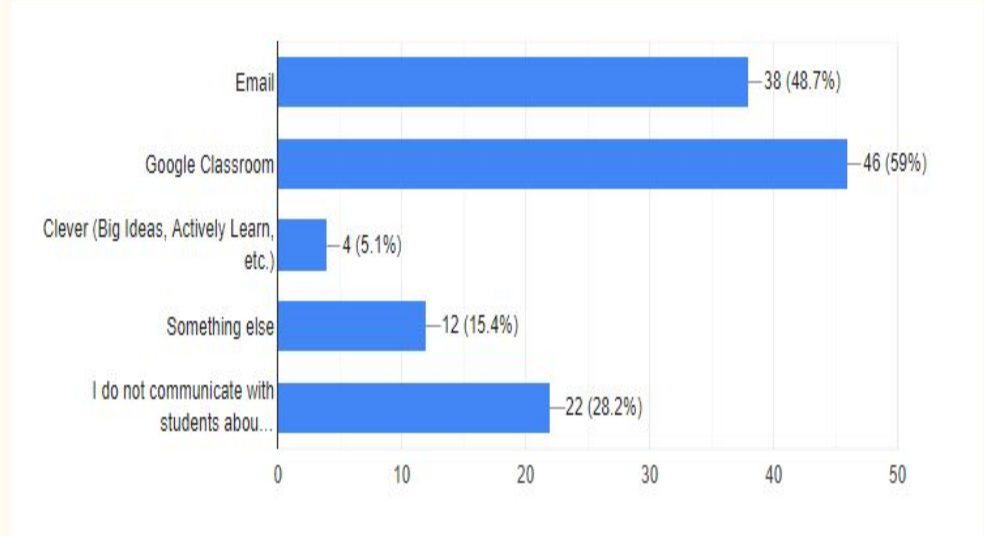
Families Report Communication is Clear and in the Right Amount

Two-thirds of families (68%) indicate that the amount of communication is just right.

The remaining third are equally split between too much (17%) and too little communication (18%).

Most families (76%) indicate the communication has been very or mostly clear. Another slice (19%) report that the communication has been somewhat clear. These two groups represent 95% of families responding to the survey.


Way too much
Somewhat too much
Just right
Somewhat too little
Way too little

12.9%
67.7%
12.8%

Very clear
Mostly clear
Somewhat clear
Not very clear
Not clear at all

18.7%
41.1%
34.9%
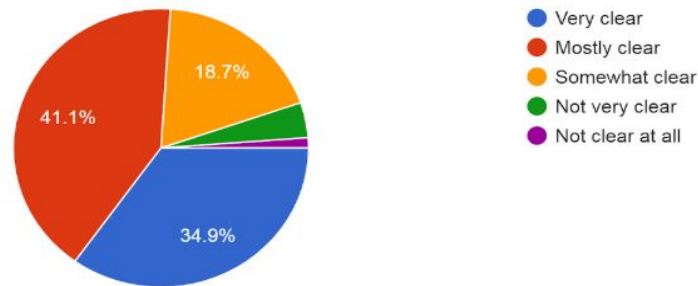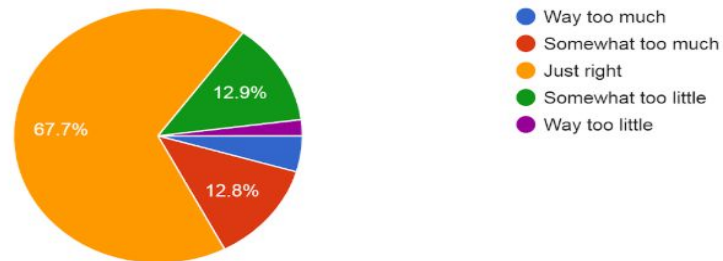
Most CTE Students Report Needing More Training

Over half of CTE students (51%) indicated that during remote learning they were not able to get the training they needed.

7. Did you feel like you were getting the training you needed during the Remote Learning this spring in your CTE classes?

39 responses

- No, not even close
- Sort of
- Yes, in most cases

38.5%

10.3%

51.3%
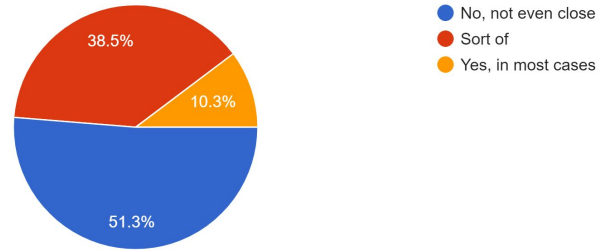
Student Struggles - But Not Unique to Weymouth

Many parents, teachers, and paraprofessionals report their students struggling at least somewhat with "soft skills" since moving to a remote learning platform and has resulted in their children being:

- Less motivated
- More distracted
- Struggle to get organized

Some families and teachers also report their students are struggling more academically now.

A few families indicate that there have been communication issues or technology problems that has resulted in missing assignments.

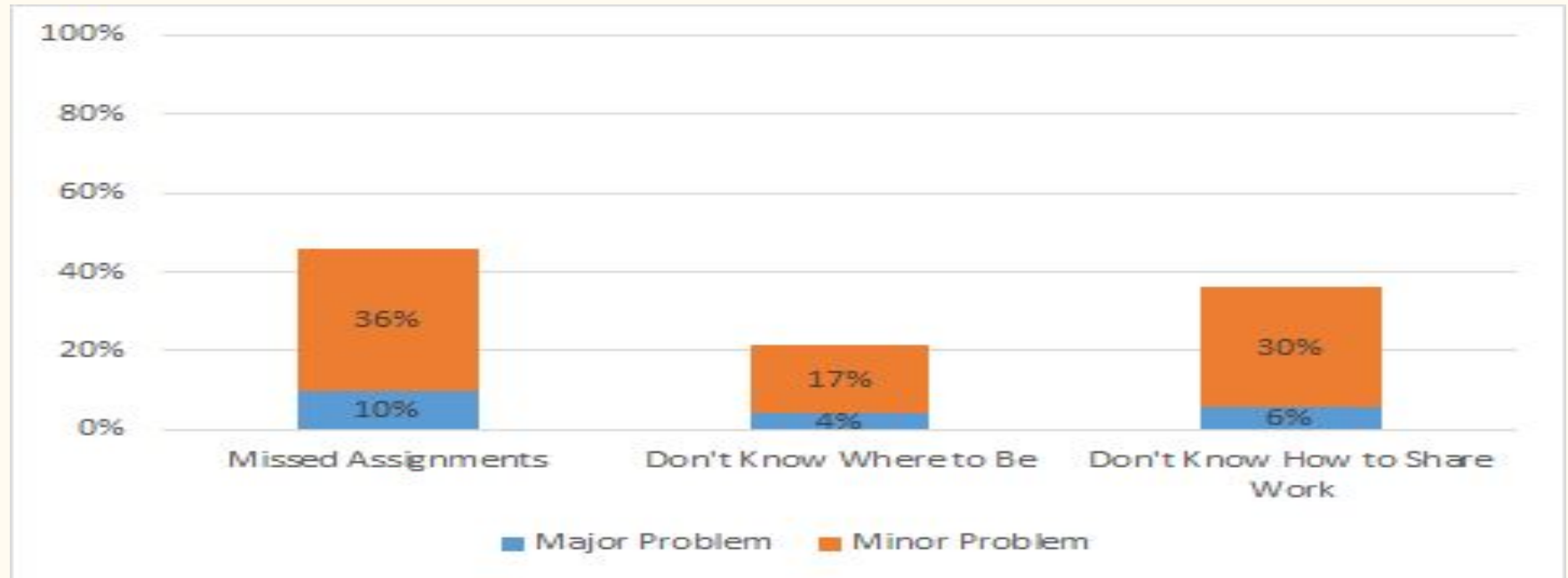# Families Report Students are More Distracted and Less Motivated
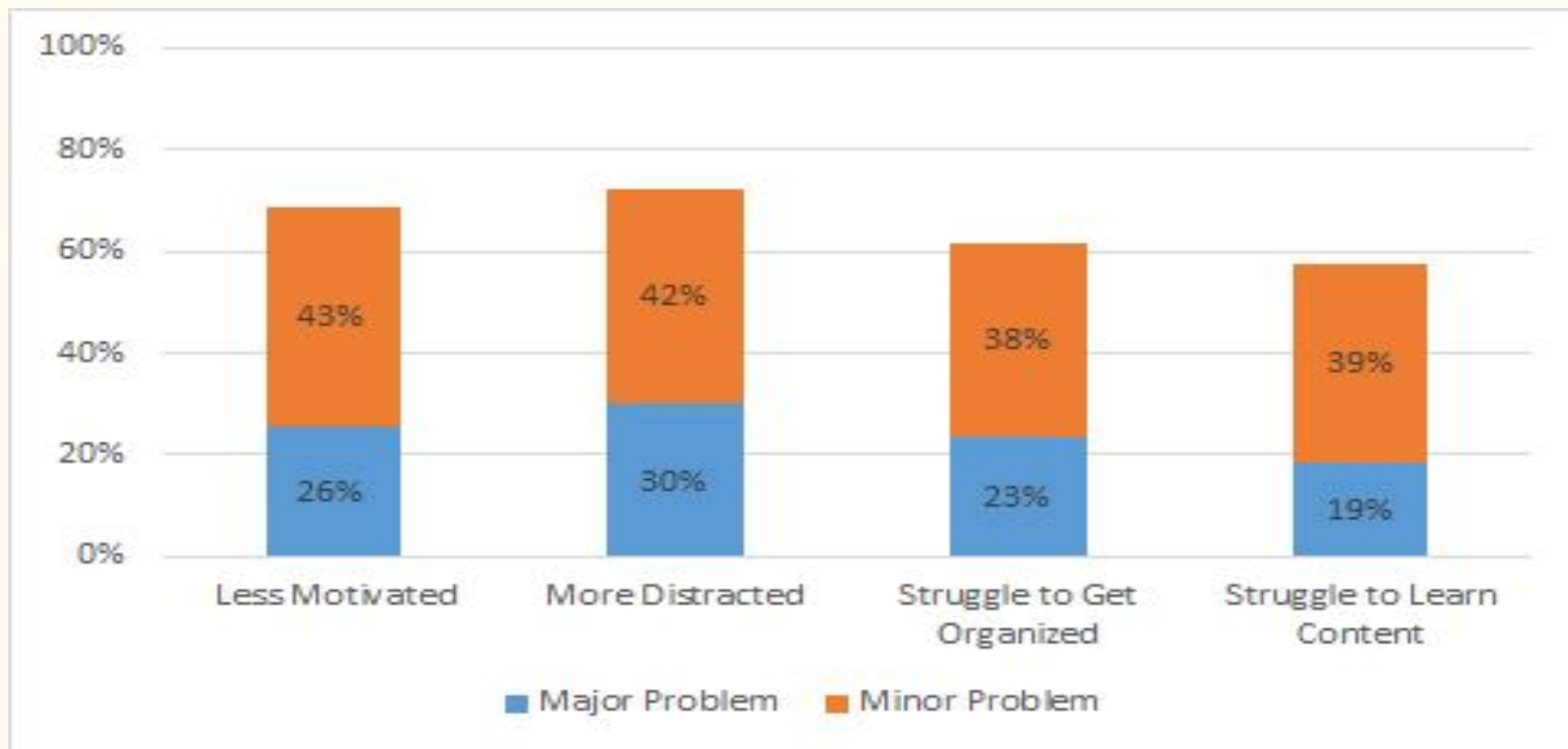
Teachers Report Similar Patterns, but as a Major Rather than a Minor Problem
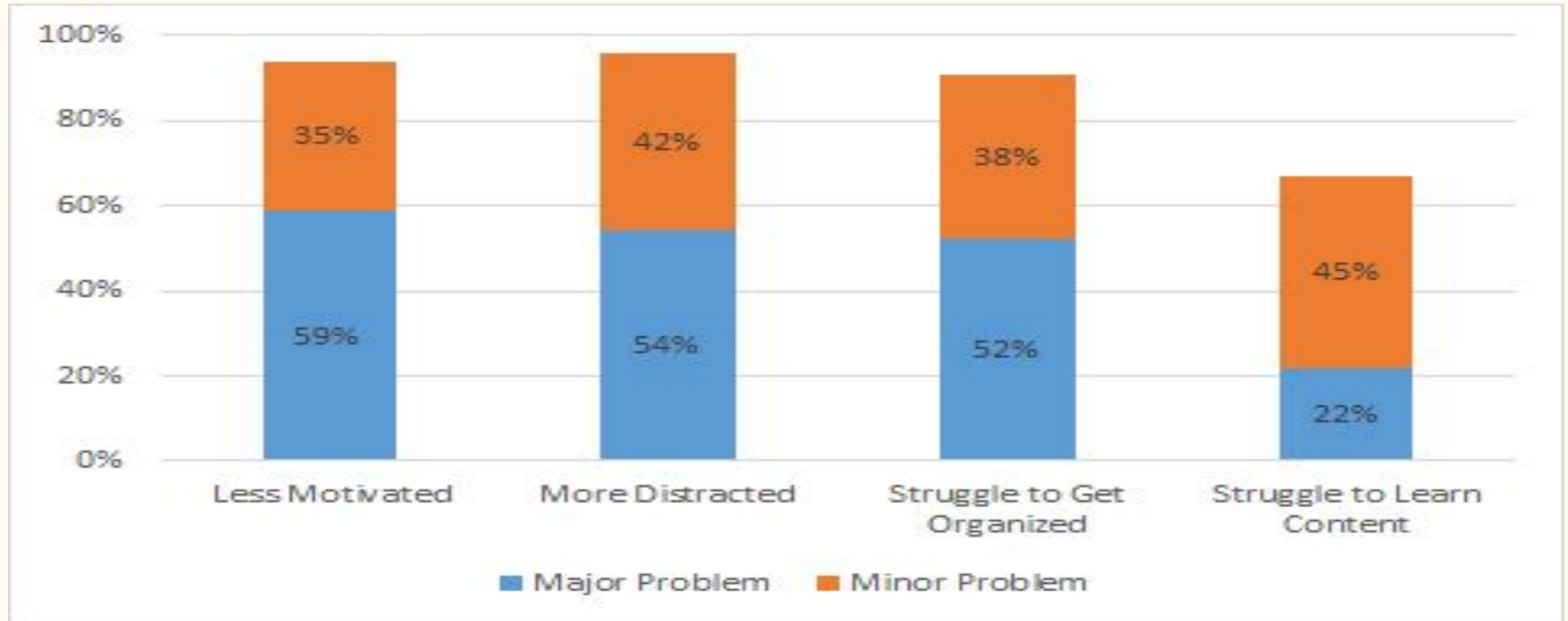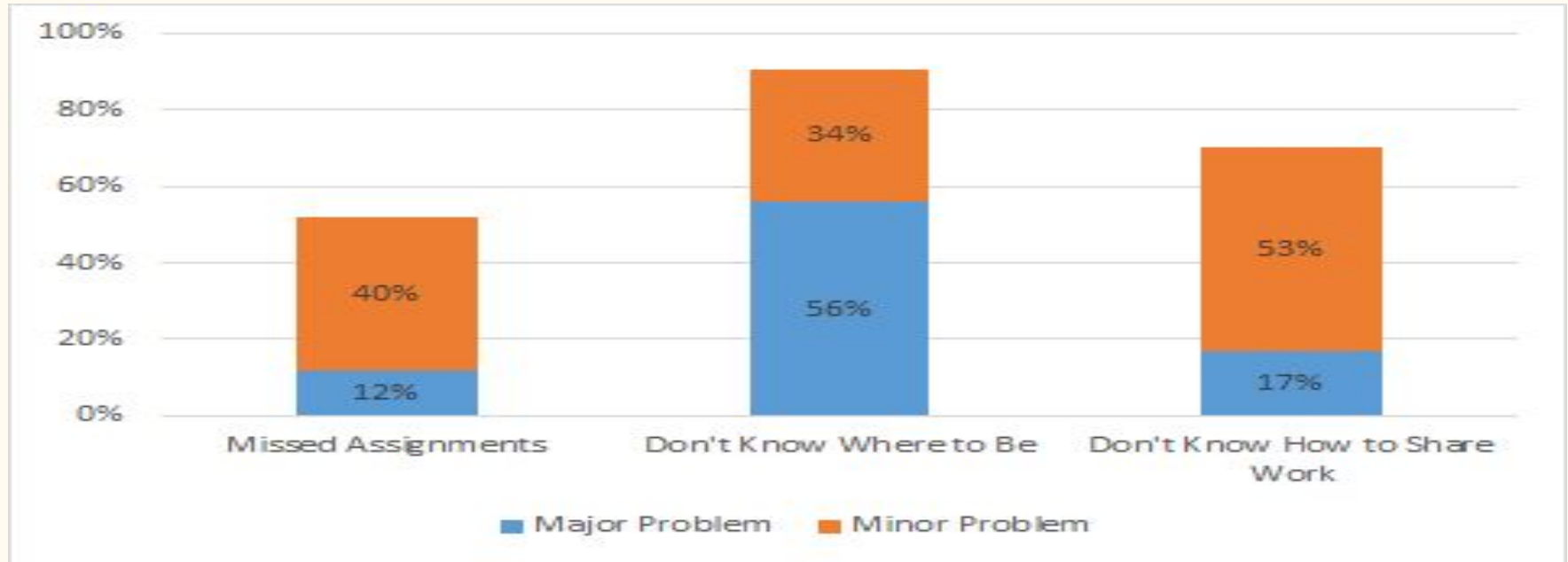
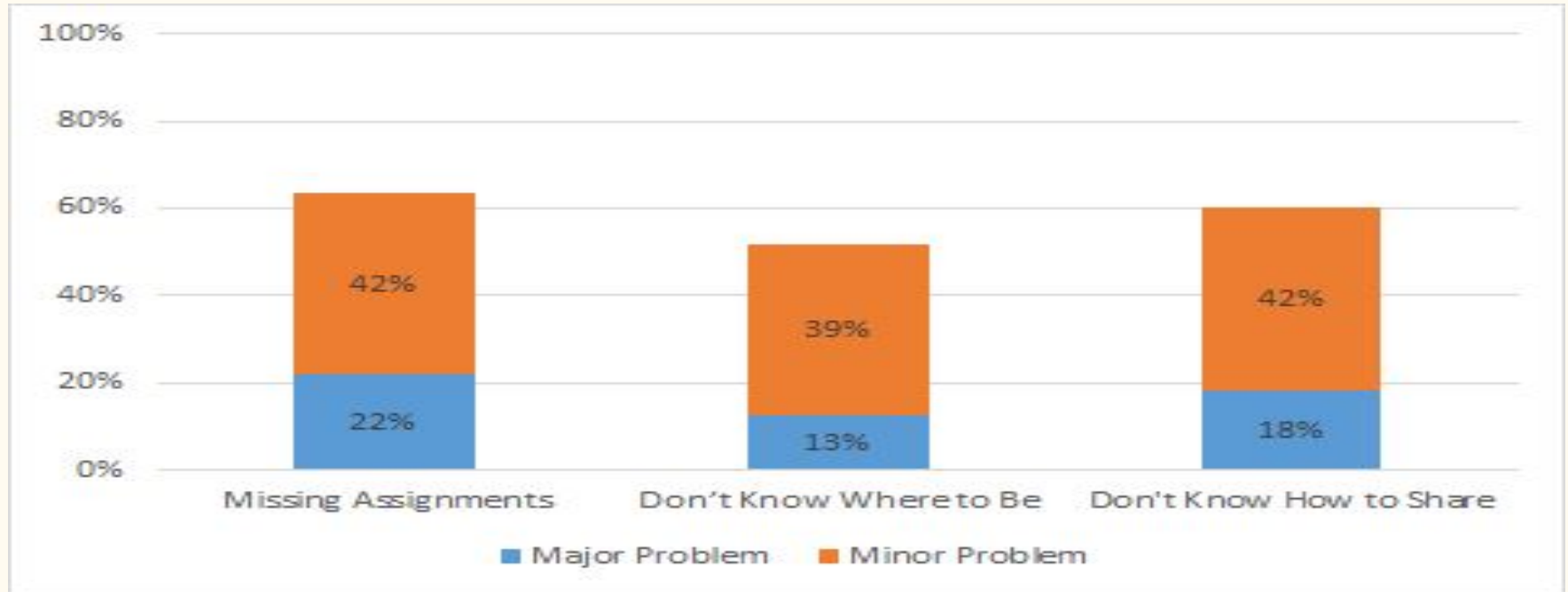# Many ESPs(Educational Support Professionals) Concur with Teachers
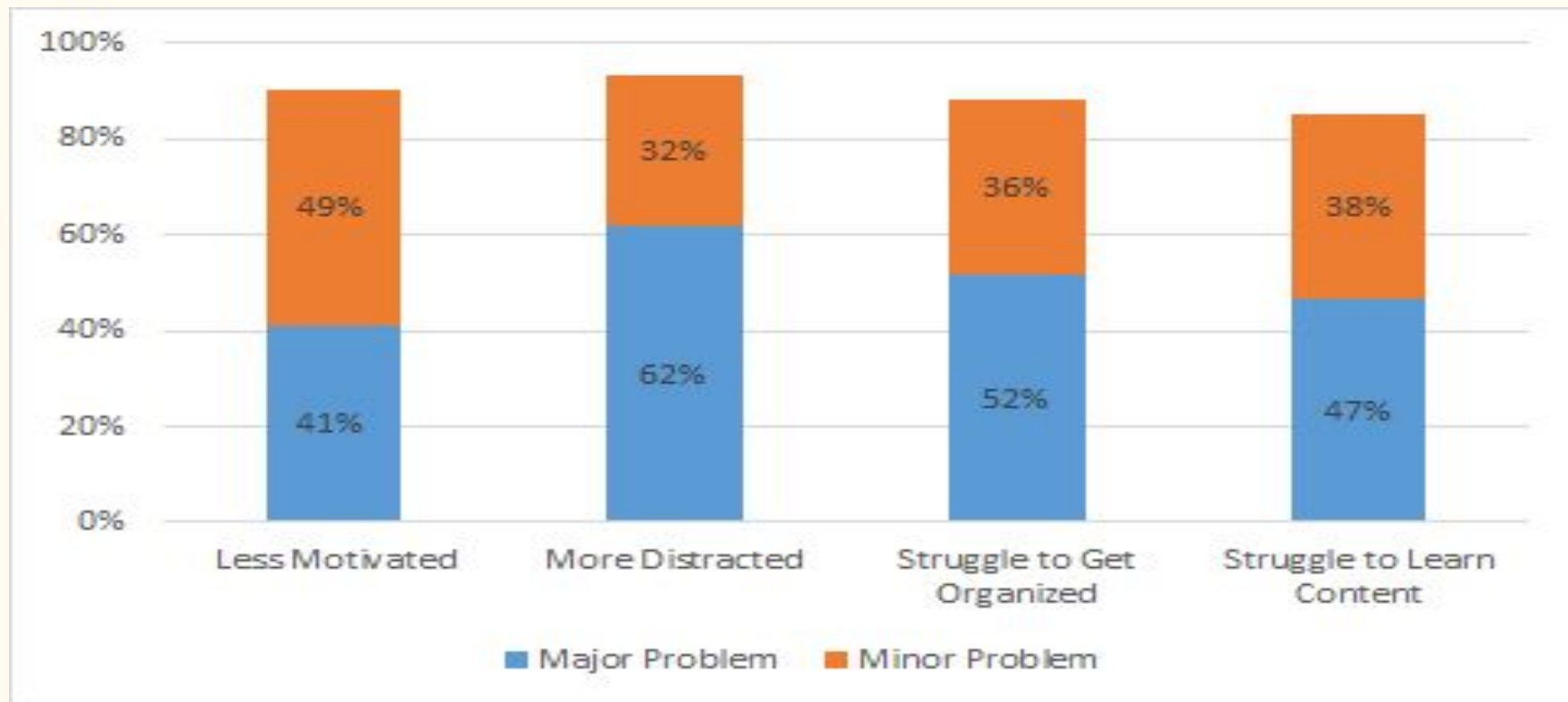
Families Report Logistical Issues as Minor Problems

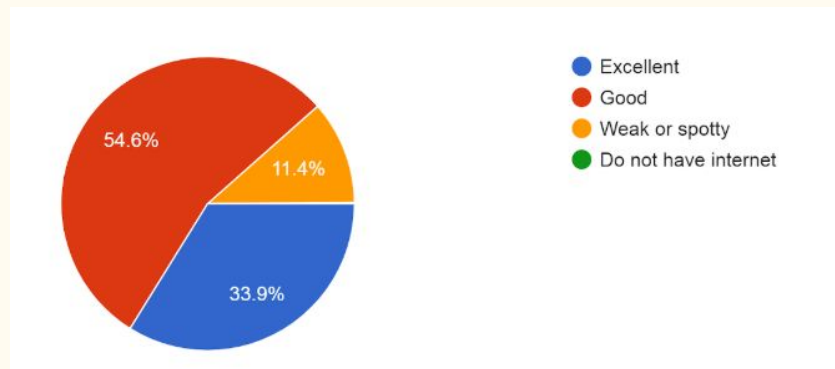# Teachers Report Some Logistical Issues as Major Challenges

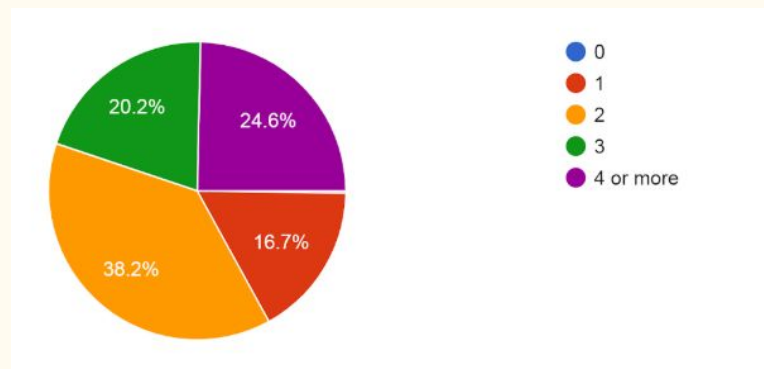# ESPs Also Report Some Logistical Issues But Usually as Minor Issues

Most Families Report Technology Not an Issue

Most families (89%) report good or excellent internet in their home.

Many families (83%) have two or more devices (e.g., computer, laptop, Chromebook) in their home available for their children.

Excellent
Good
Weak or spotty
Do not have internet

54.6%
11.4%
33.9%

0
1
2
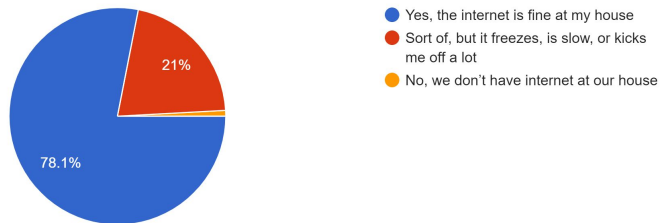3
4 or more

20.2%
24.6%
16.7%
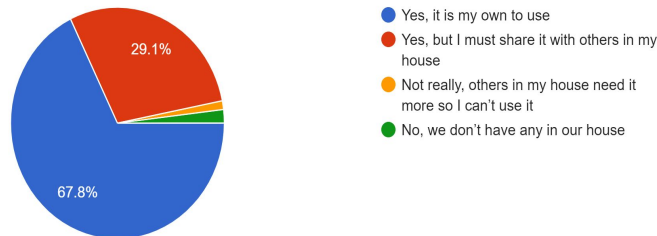38.2%

Most Students Report Technology Not an Issue

Most students (78%) report sufficient internet service in their home.

Nearly all students (97%) report having access to a devices (e.g., computer, laptop, Chromebook)at home for remote learning. In some cases, it is shared with other family members.

16. Is your internet connection good?
580 responses

- Yes, the internet is fine at my house
- Sort of, but it freezes, is slow, or kicks me off a lot
- No, we don't have internet at our house

21%

78.1%

15. Do you have a Chromebook, a laptop computer, or a desktop computer at home to use for remote learning?
580 responses

- Yes, it is my own to use
- Yes, but I must share it with others in my house
- Not really, others in my house need it more so I can't use it
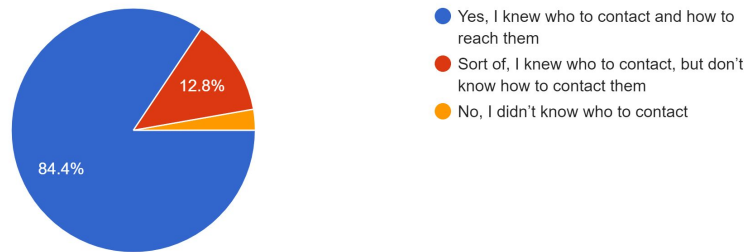- No, we don't have any in our house

29.1%

67.8%

Most Students Know How to Reach Out for Support during Remote Learning

Most students (84%) report knowing not only who to contact but how to reach them if they needed help during remote learning.

8. If you needed help during the school year, did you know how to reach out for support?
577 responses

- Yes, I knew who to contact and how to reach them
- Sort of, I knew who to contact, but don't know how to contact them
- No, I didn't know who to contact

84.4%
12.8%
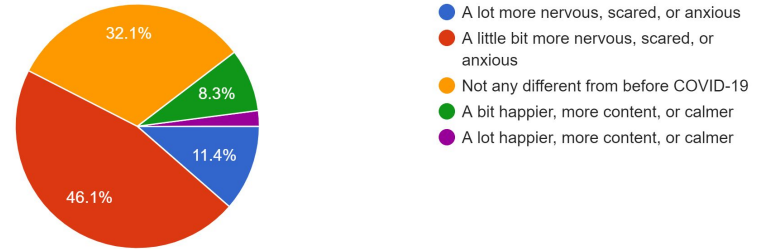
Students a Bit More Nervous

About half of the students (46%) feel a bit more nervous than before COVID-19.

Another third (32%) feel no different.

The remaining students are equally split:

- A lot more nervous (11%)
- Happier (10%)

12. How has COVID-19 impacted your mental health? In other words, how do YOU feel?
579 responses

- A lot more nervous, scared, or anxious
- A little bit more nervous, scared, or anxious
- Not any different from before COVID-19
- A bit happier, more content, or calmer
- A lot happier, more content, or calmer

32.1%

8.3%

11.4%

46.1%

Most Students Report Low Level of Concern about Personal Wellness and Safety

Most students have no concerns (35%) while a small proportion have a great deal of concerns (8%).

13. Please rate your level of concern with regard to your own personal wellness and safety.
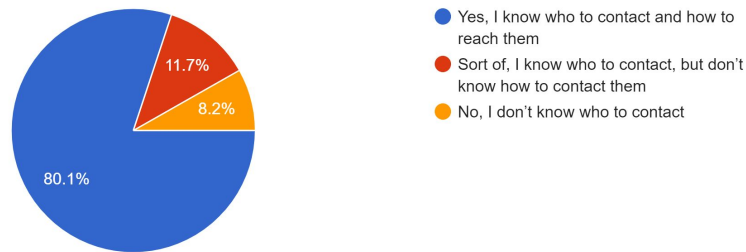576 responses

Students Know Where to Turn for Help

Most students (80%) know how to reach out for help regarding their own mental health, safety, and wellness.

However, one in 12 students do not know who to contact.

14. If you need help for your own mental health, safety, or wellness do you know how to reach out for support?
572 responses

- Yes, I know who to contact and how to reach them
- Sort of, I know who to contact, but don't know how to contact them
- No, I don't know who to contact

80.1%

11.7%

8.2%

Two Open-ended Questions on all Surveys

1. What questions, if any, do you have regarding remote learning?
2. Anything else to tell us about your experiences with remote learning?

Families' Comments about Remote Learning (337 respondents
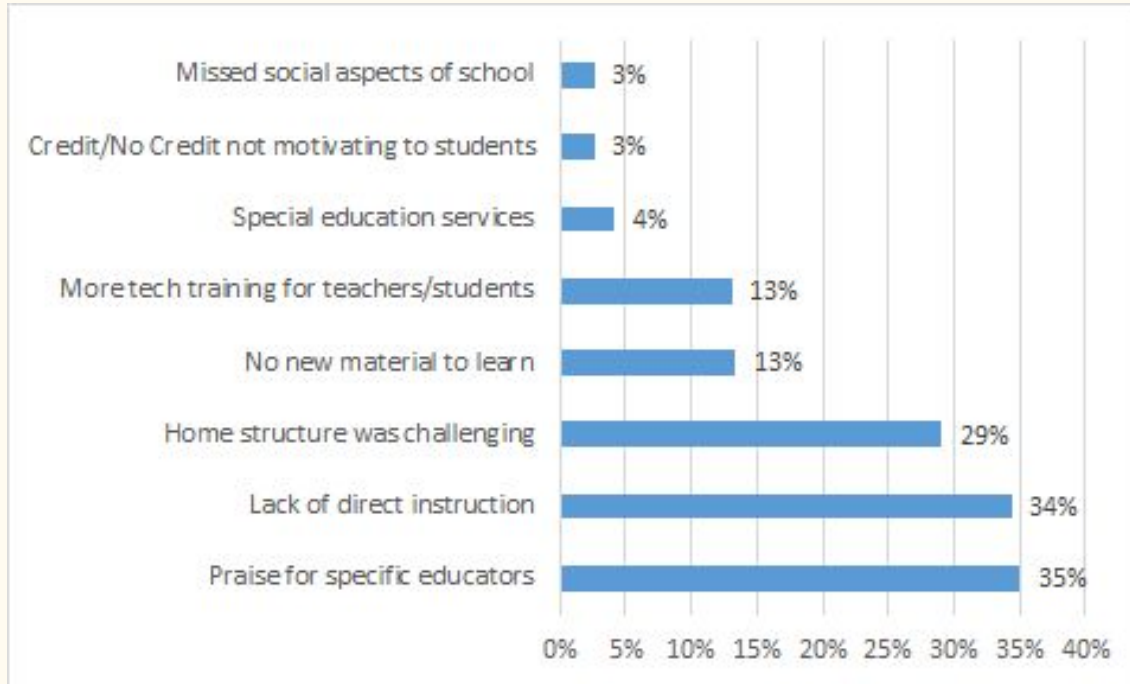
Trends from Planning for Re-Opening Surveys

Looking forward to 2020-21

Highlights of Results

Concerns: Run the entire gamut on no concerns to very concerned

Transportation: Most families are choosing the same method for 2020-21 as they did for 2019-20.

Weycare: Families want before- and after-school care.

Face Masks: Nearly all families support their children wearing masks in the the school building and on the bus. However, a few plan to leave that decision up to their child (or child cannot/will not wear a mask).

Mode of Learning: Most families want their children to return to the school building full-time. Few want remote learning as a full-time learning method. Students want more direct instruction from their teachers.

Students' Level of Concern

The level of concern among students run the gamut from no concerns at all (21%) to extremely concerned (19%).

18. On a scale of 1 to 5, please rate how comfortable you feel returning to the school buildings in the fall.

578 responses
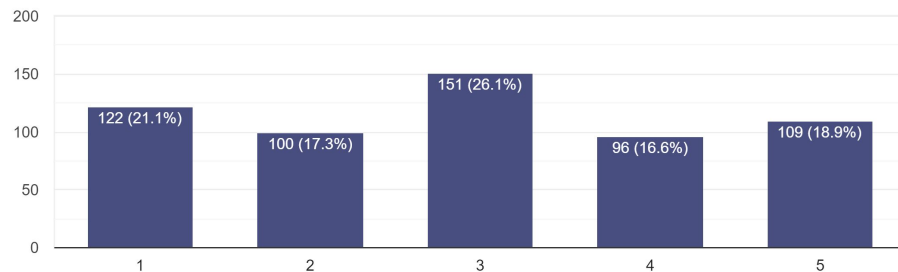
Level of Concern Among Staff about Physically Returning to Work

The level of concern among staff members also run the gamut from no concerns at all (15%) to extremely concerned (16%).

What is your comfort level of physically returning to work?
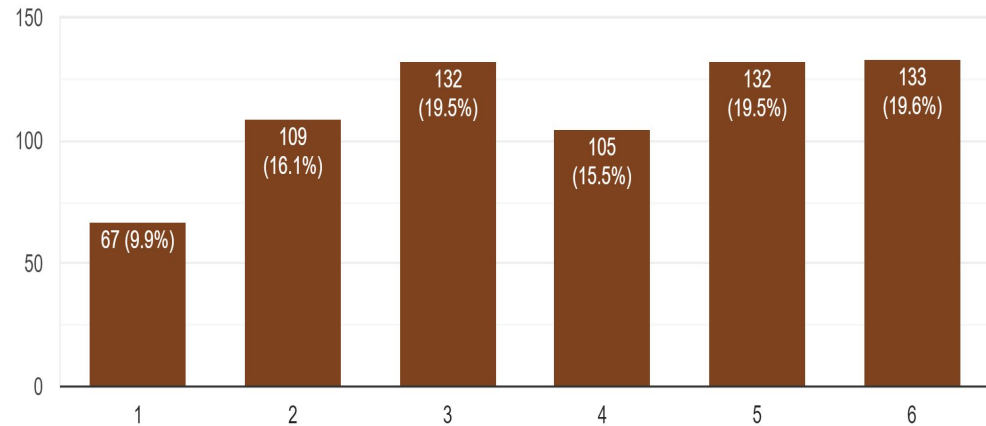677 responses
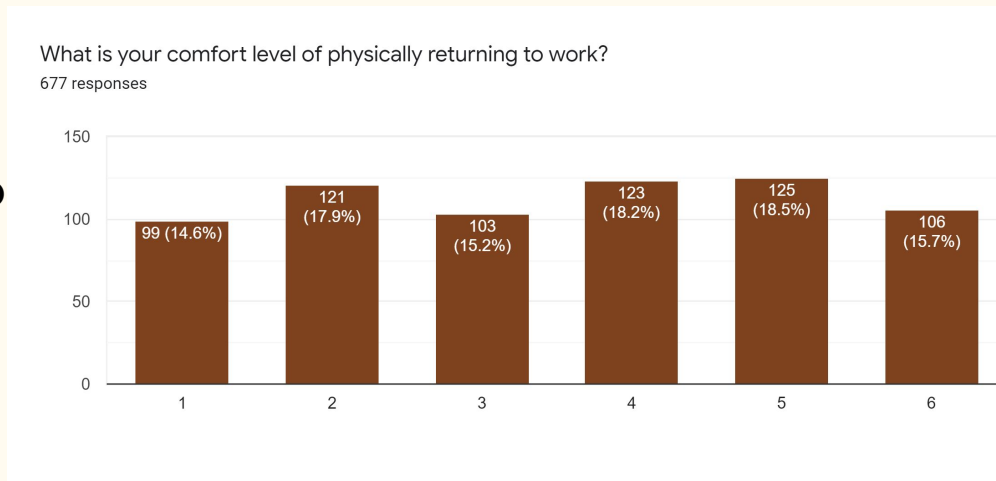
Staff Concerned about Buildings Full of Staff & Students

The level of concern among staff members also run the gamut from no concerns at all (10%) to extremely concerned (20%).

What is your comfort level with staff and students returning to the buildings?

678 responses

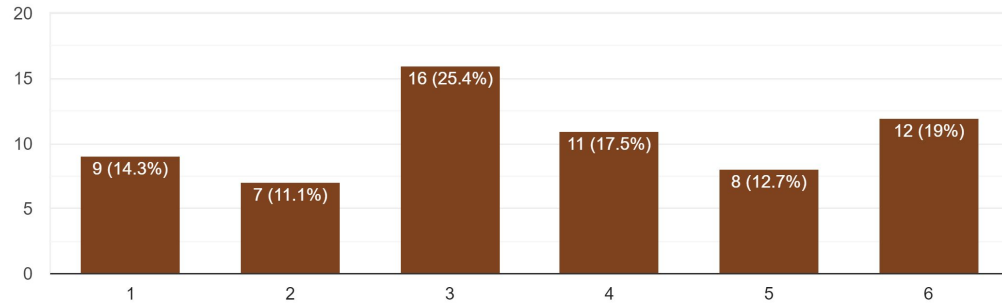| Rating	Count	Percentage
1	67	9.9%
2	109	16.1%
3	132	19.5%
4	105	15.5%
5	132	19.5%
6	133	19.6%

Staff Concerned about Opening Weycare and the WHS Childcare Program

The level of concern among Weycare and WHS Childcare Program staff members also run the gamut from no concerns at all (14%) to extremely concerned (19%).
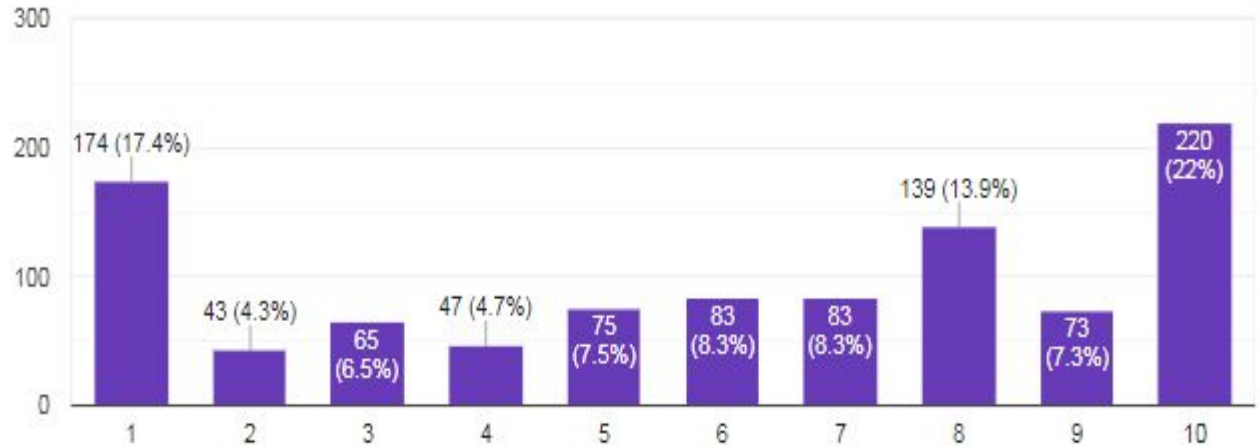
What is your comfort level with re-opening these programs?
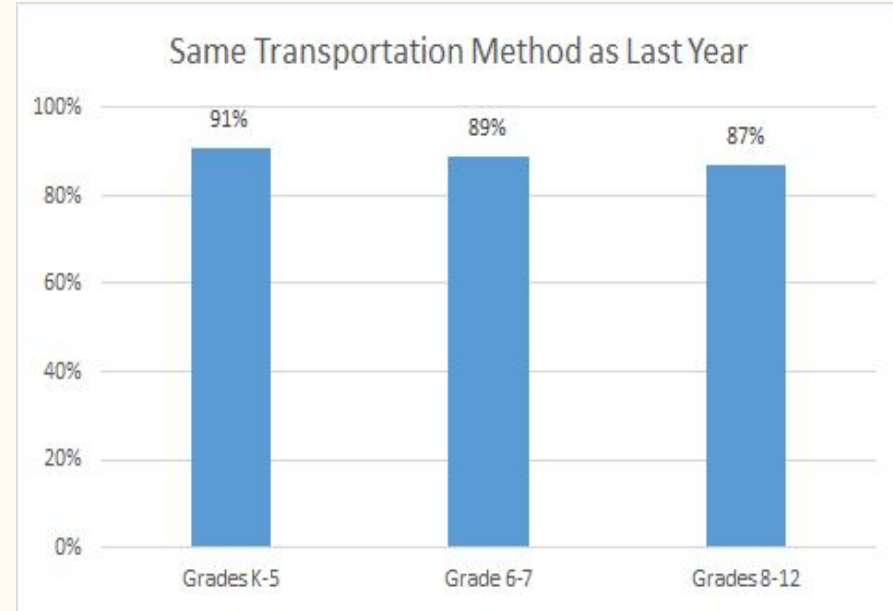63 responses

COVID Concerns Regarding Bus Ridership

COVID: Just about as many families have no concerns at all (17%) as compared to those who are extremely concerned (22%) with their children traveling on a school bus or van.

Transportation: Families Report Few Changes

Most families report they will be utilizing the same method for transportation they used this past school year (walk, school bus, car, etc.).

However, a small single-digit percentage will opting out of riding the school bus which will be offset somewhat by the families that will be opting into riding the school bus.
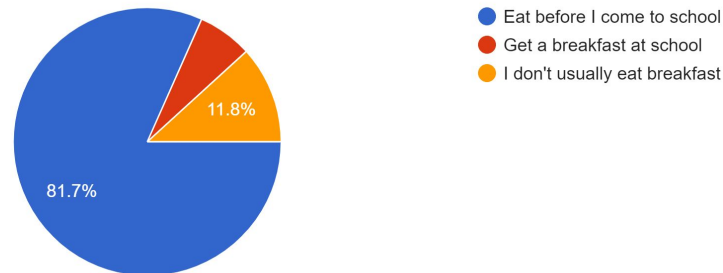

Same Transportation Method as Last Year

91% — Grades K-5
89% — Grade 6-7
87% — Grades 8-12

Fall 2020: Breakfast and Lunch Participation

20. For lunch, starting in September, what do you plan to do on MOST days?

578 responses

- ● Bring my own lunch
- ● Eat a school lunch
- ● I don't usually eat lunch

23.5%

72.7%
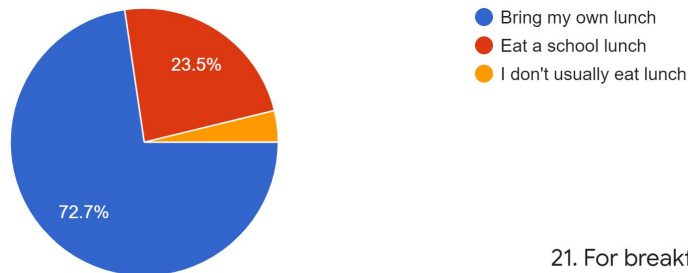
21. For breakfast, starting in September, what do you plan to do on MOST days?

578 responses

- ● Eat before I come to school
- ● Get a breakfast at school
- ● I don't usually eat breakfast

11.8%

81.7%

# Weycare: Families Want Before and After School Care

Typically, about 15% (~700 to 800 students) of the student population utilize Weycare for either before school and/or after school care. According to the family survey, we can likely expect similar numbers seeking Weycare for 2020-21.

- ● Before school care only
- ● After school care only
- ● Both before and after school care
- ● Neither before nor after school care

60.1%

13.9%

19.3%
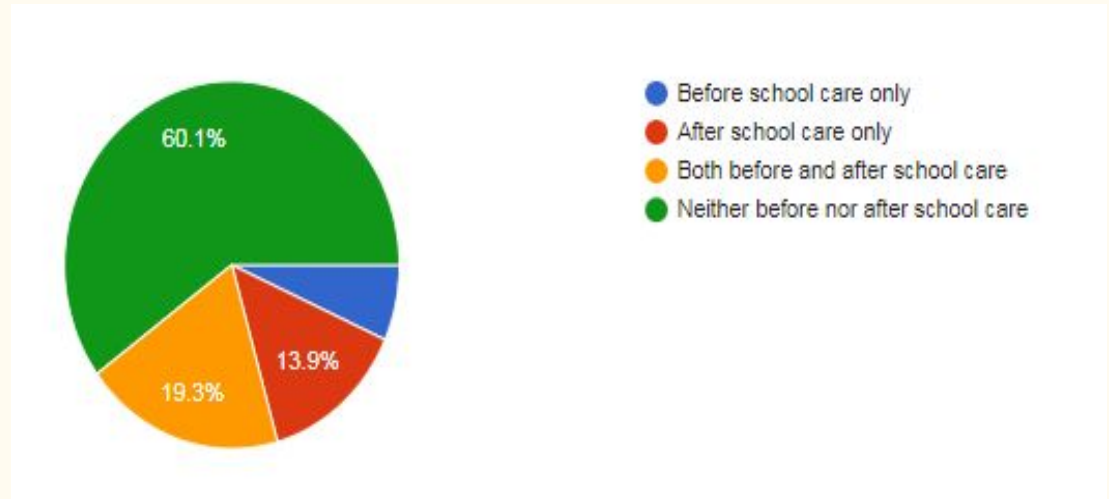
Most Families will Support Mask Wearing

The vast majority of families (89%) will support their children wearing masks at school and on the bus or van.

A small proportion (5%) plan to leave it up to their child. An additional 6% indicate their children cannot or will not wear a mask.
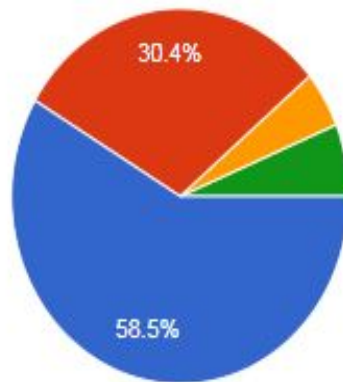
Legend:
- **Absolutely!** (blue)
- **Yes, I will make it clear to my child.** (red)
- **Not really, I will allow my child to do as he/she wishes regarding a face mask.** (orange)
- **No, I will not support this (my child cannot/will not wear a face mask).** (green)

Pie chart values: 58.5%, 30.4%

Most Students will Support Mask Wearing

The vast majority of students (83%) will comply with wearing masks at school and on the bus or van.

A small proportion (5%) reported that they can't or won't wear a mask.

19. How comfortable would you be in wearing a mask in the school building and on the bus? Pick the response that best describes how you feel.
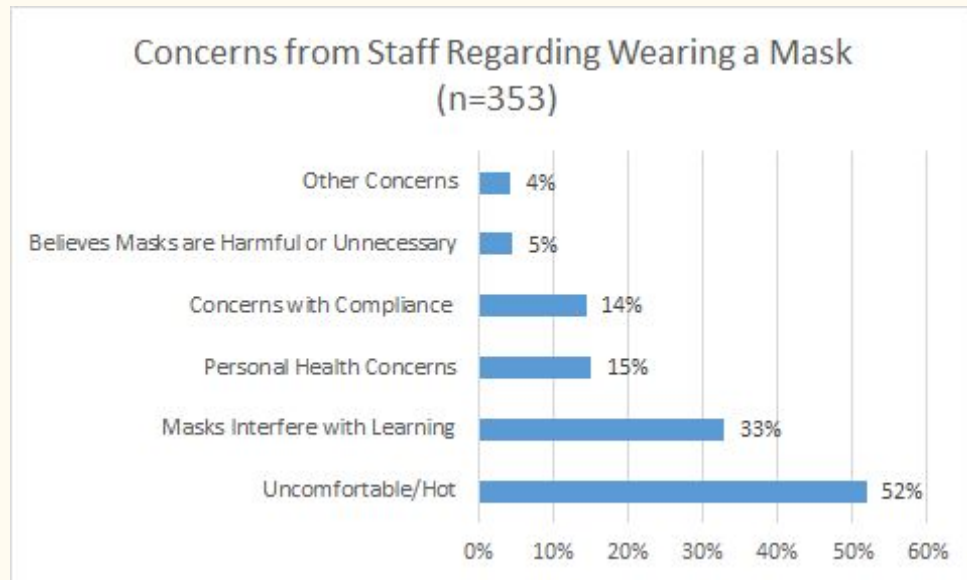
579 responses
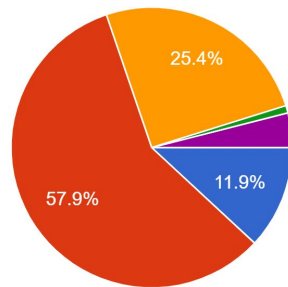
- Very comfortable...I like my mask and wear it often
- I'm not thrilled about it, but I will wear my mask
- Don't like wearing a mask for more than a few minutes and will take it off from time to time
- Can't wear a mask for health or other medical reasons (and will have a note...
- I won't wear a mask

25.4%

57.9%

11.9%

Staff Have Concerns Regarding Masks

About half of staff (54%) have concerns about wearing a mask all day while the other half do not (46%).

Of those who expressed concerns, over half stated that they are hot and uncomfortable (52%) and one-third (33%) indicate they interfere with learning (e.g., muffled sound, can't see face expressions, can't show how to form letter sounds with mouth).

Concerns from Staff Regarding Wearing a Mask (n=353)

- Other Concerns — 4%
- Believes Masks are Harmful or Unnecessary — 5%
- Concerns with Compliance — 14%
- Personal Health Concerns — 15%
- Masks Interfere with Learning — 33%
- Uncomfortable/Hot — 52%

Most Parents Want Students to Return to the Buildings, or at least a Hybrid Model, for 2020-21

At the primary level, most families are looking for their children to return to in-person learning full time. Few families prefer remote learning at the sole learning format.
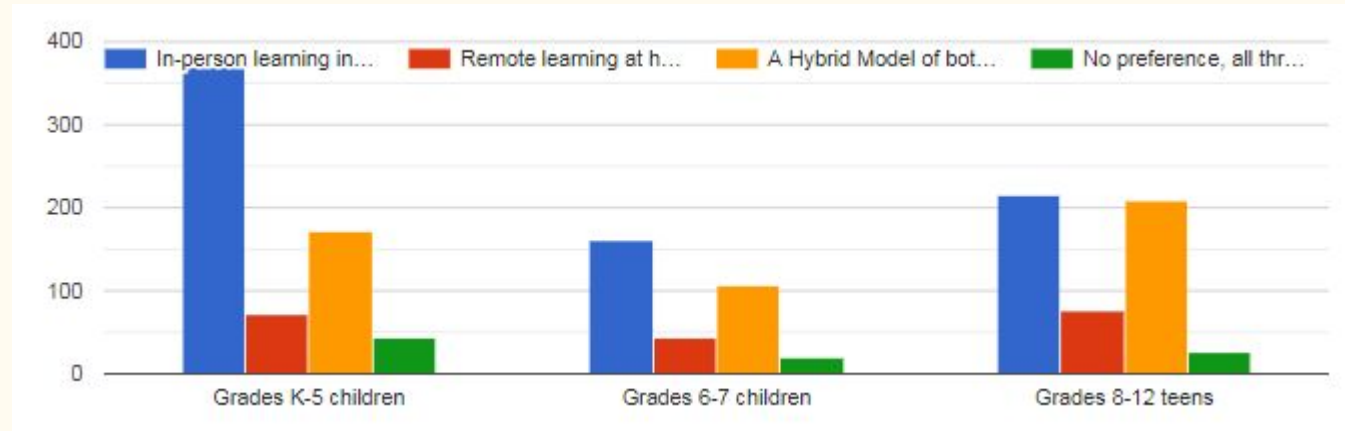
Most Students Want Direct Instruction and Feedback During Remote Learning

Top five (out of nine options) that would make remote learning a better learning experience according to students:

➢ More direct, real time instruction from MY teachers (71%)
➢ More direct, video-based instruction with MY teachers with chat feature for questions (59%)
➢ More feedback on what I have learned, not just a score or grade (51%)
➢ Grades posted regularly by my teachers, not just credit/no credit (48%)
➢ Being able to work collaboratively with a partner or small group in Google Meet (48%)
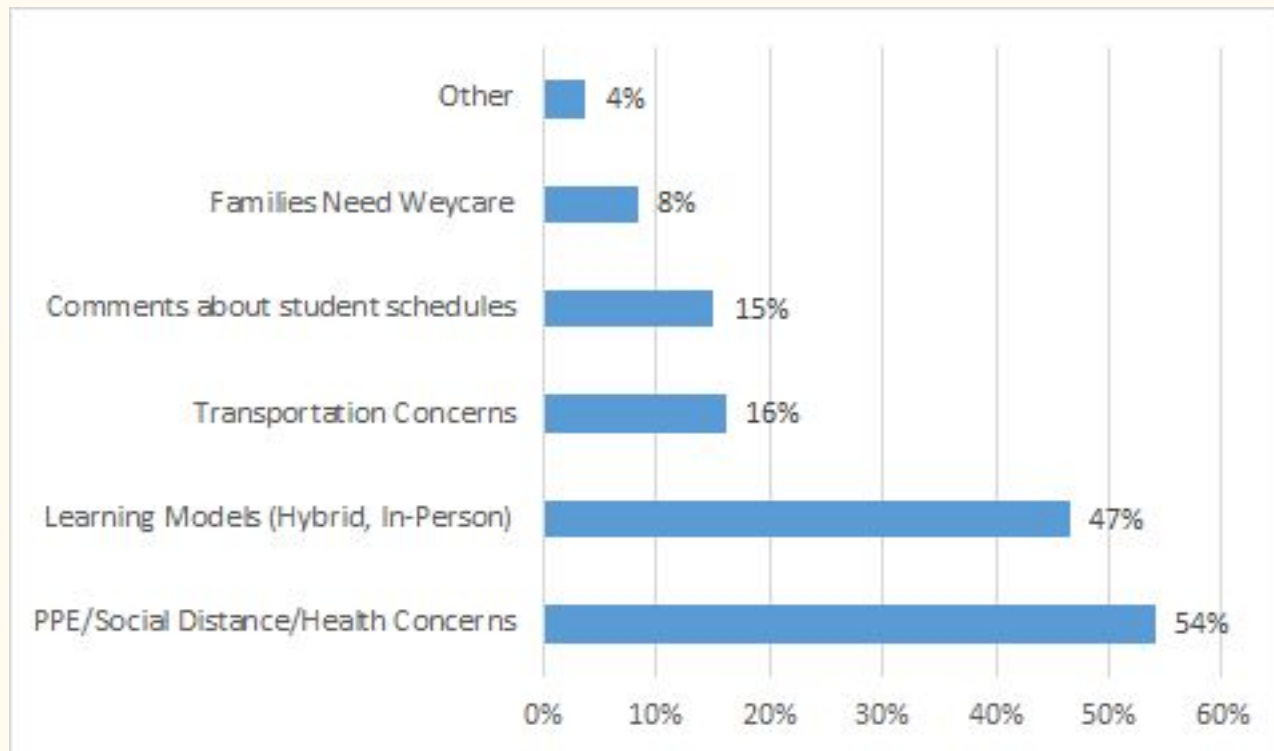
Supports Staff Need for the Fall

In planning for the fall, what kinds of supports do you anticipate needing? (558 staff responded across all bargaining units)

➢ **Training**/PD related to technology, new curriculum, mindfulness, and safety during COVID (52%)
➢ Access to **curriculum materials** (51%)
➢ **Collaborating** with an instructional coach, colleague, or my principal on my instruction (49%)
➢ Opportunities for **social-emotional well-being** (486)%
➢ Other, such as **PPE, sick time, daycare** (10%)

Families' Comments about Logistics for 2020-21

(346 respondents)

Weymouth Public Schools Phased Approach

In considering DESE and MTA/WEA guidance, we would like to use a phased approach to return to school.

- Students phase in from Remote Learning to Hybrid Learning slowly & safely
- Building Leaders first guide their staff through new safety procedures
- Educators receive professional development to improve the remote experience
- Educators schedule virtual conferences with families
- Families may have the option to choose full Remote Learning for Term 1 to start, but DESE and medical field recommend return to school

Possible Phasing Target Dates

1.   **Possible School Start Dates For PreK to Post-Grad**
     a.   Staff return to the buildings for professional development September 1, 2020
     b.   Students begin Remote Learning on September 8, 2020 (3 days of fall PD for all Staff 180 for kids)
     c.   Students begin Remote Learning on September 14, 2020 (7 days of fall PD for all Staff 175 for kids)

2.   **Possible Target Dates to Phase into Hybrid Learning**
     a.   September 14, 2020- aligns with b. start date
     b.   October 5, 2020- aligns with b. or c. start date
     c.   January 4, 2021- WEA leadership proposed and preferred start date

Next Steps

- Administrators will meet for three days next week to refine initial plans
- Meet with WEA July 28th and additional future dates
- Submit draft plan to DESE on July 31st
- Continue to meet with WEA and listen to feedback from working groups
- August 4th School Committee meeting to discuss proposed plan
- August 6th School Committee meeting to discuss proposed plan and vote
- August 10th Return to School Plan sent to DESE and posted on WPS website

Questions or Comments?