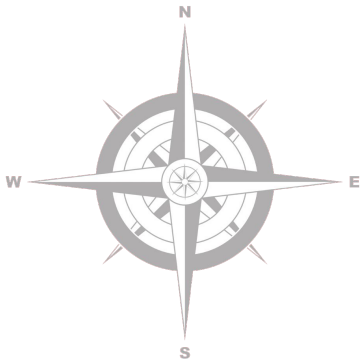

WPS School Reopening 2020-2021

Community Update
July 23, 2020



WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Presentation Overview

- Welcome & Introductions
- Return to School Surveys & Focus Groups Results
- Additional Guidance from the State
- Update on the WPS Reopening Models
- Intent to Return: Staff & Families
- Possibility of Local Testing Program
- Updated Timeline
- Q & A

Welcome & Introductions

Introductions

Linda Chow

Chair, WPS School Committee

Sharon Gray

WPS School Committee

Dr. Joan Dabrowski

***Assistant Superintendent for Teaching
& Learning***

Dr. David Lussier
Superintendent

Cindy Mahr

***Assistant Superintendent for Finance
and Operations***

Linda Grape
Wellesley Board of Health

Linda Corridan

Director of Nursing

Leonard Izzo
***Director, Wellesley Community &
Public Health***

Kathy Dooley

Director of Technology

Sarah Orlov
Director of Student Services

Gayle McCracken

Director of Human Resources

Joe Hutton
IT Operations Manager

Dr. Mark Ito

Principal, Wellesley Middle School

Toni Jolley
Principal, Bates Elementary School

Gerardo Martinez

Principal, Schofield Elementary School

Dr. Jamie Chisum

Principal, Wellesley High School

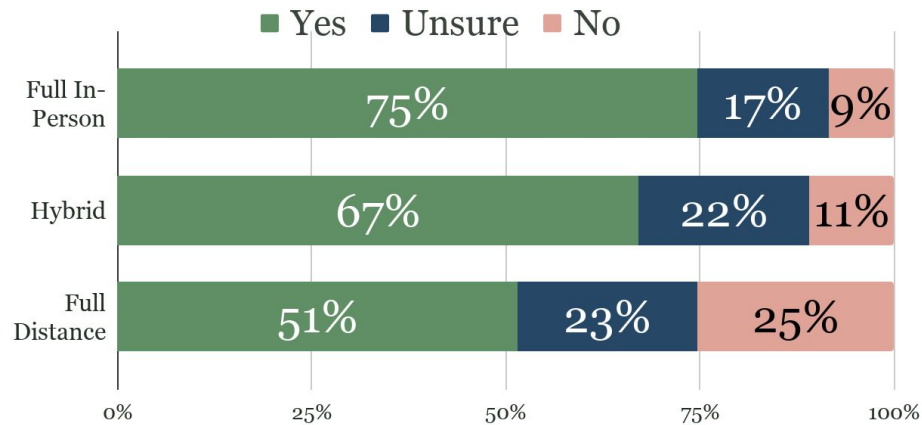
Survey & Focus Group Themes

Initial Return to School Surveys

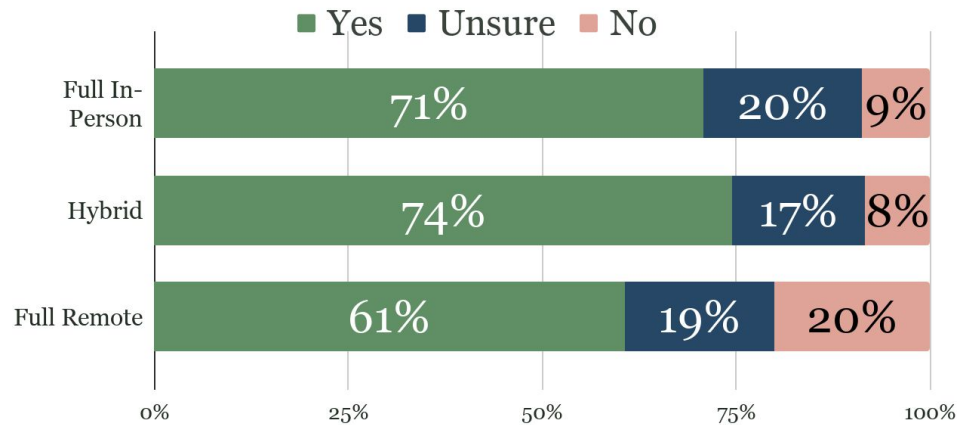
- Timeframe for the two surveys:
 - Parent/Guardians: July 3rd - 10th
 - Educators: July 6th - July 13th
- Responses:
 - 2,754 parent/guardians
 - 733 educators
- Presented full results to the School Committee on July 15th

Families would enroll in full in-person and hybrid models at similar rates.

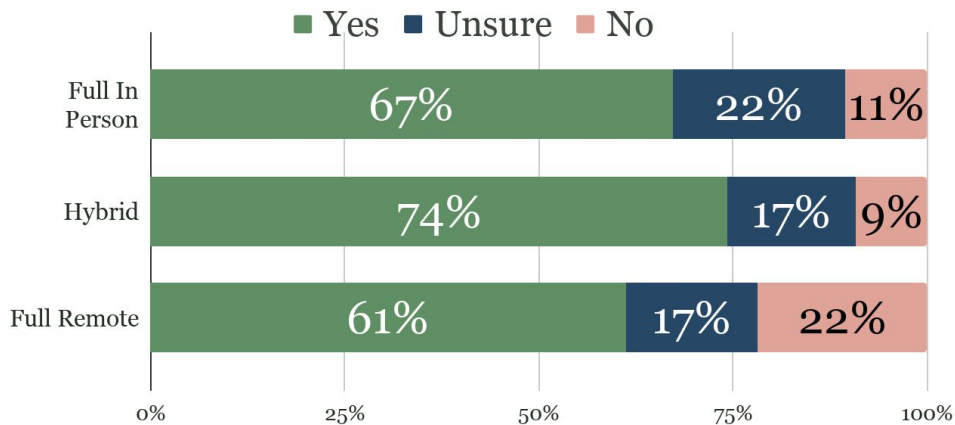
Gr. PreK-2



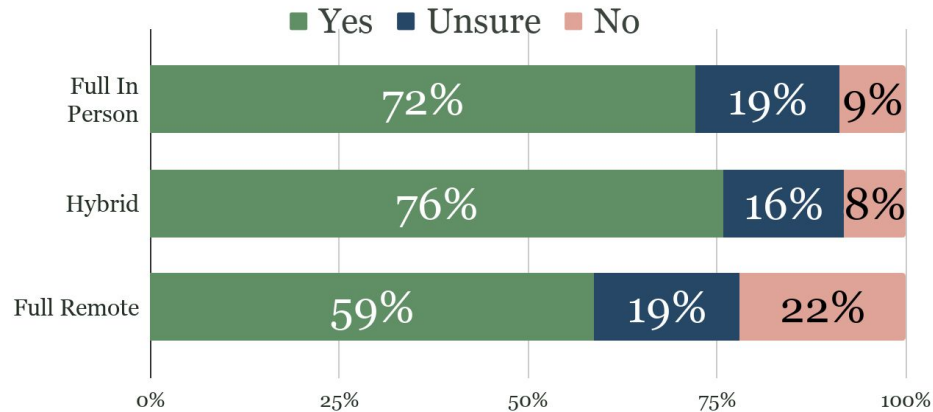
Gr. 3-5



WMS

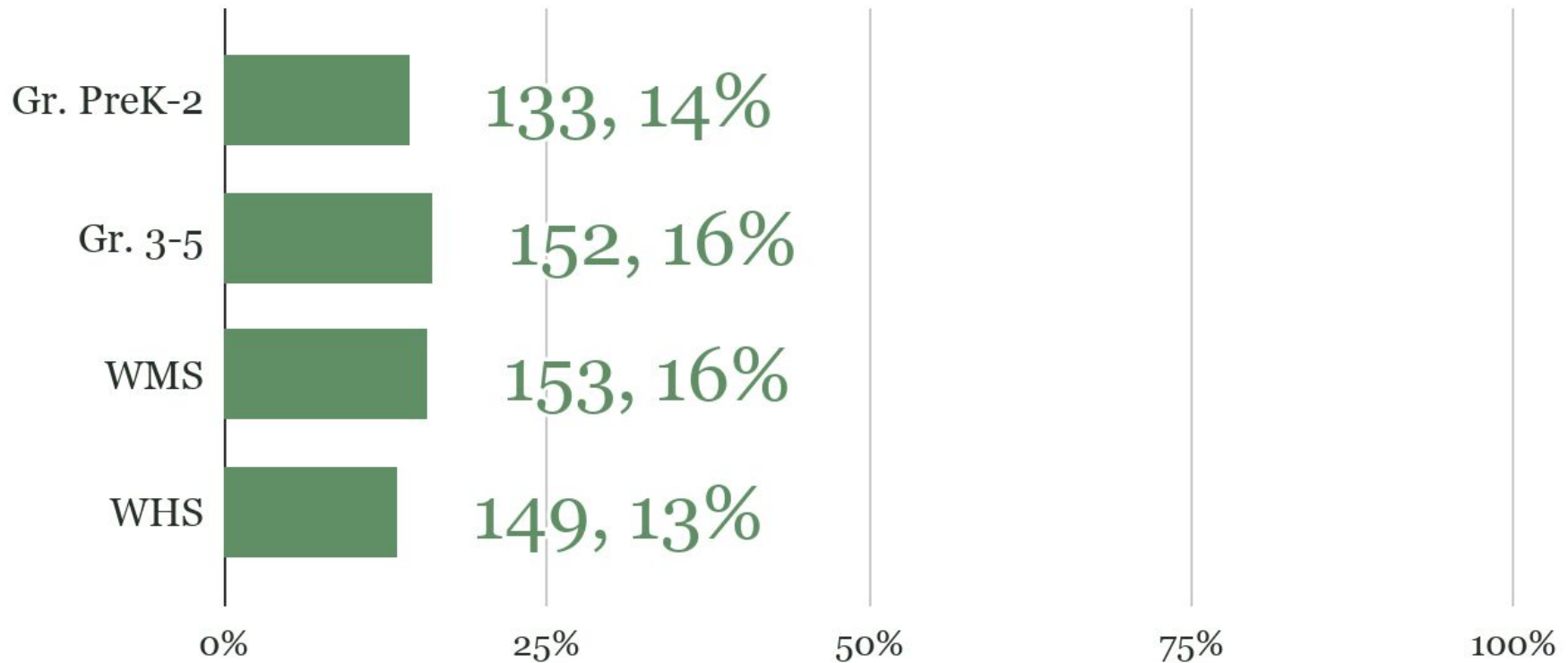


WHS



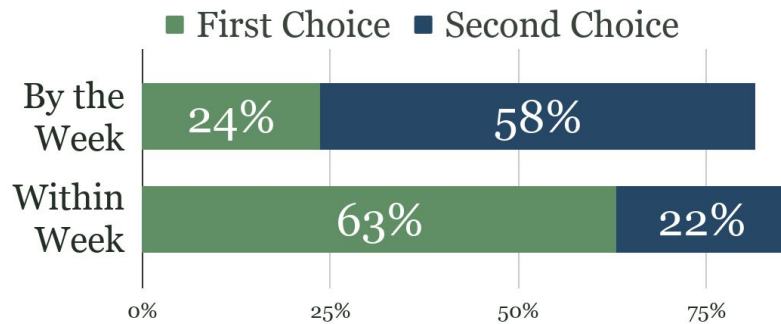
At every level, about 1 in 6 families had a medical need for a full remote model.

Medical Need for Remote

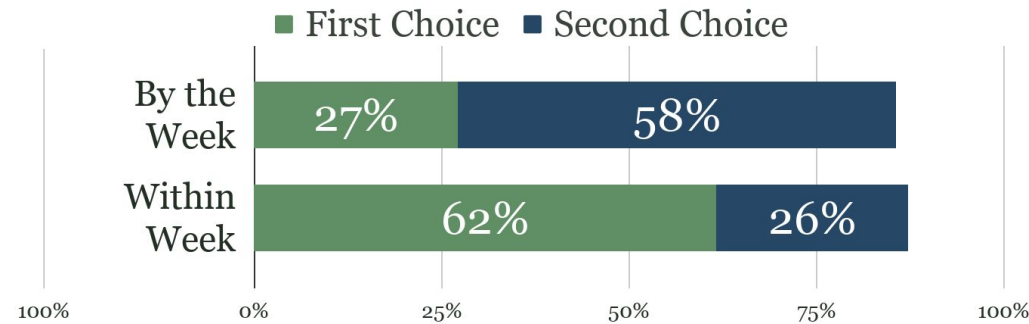


More families preferred a within week hybrid over a by the week hybrid model.

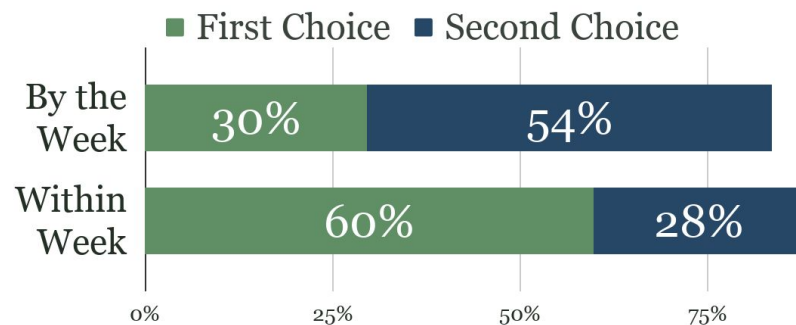
Gr. PreK-2



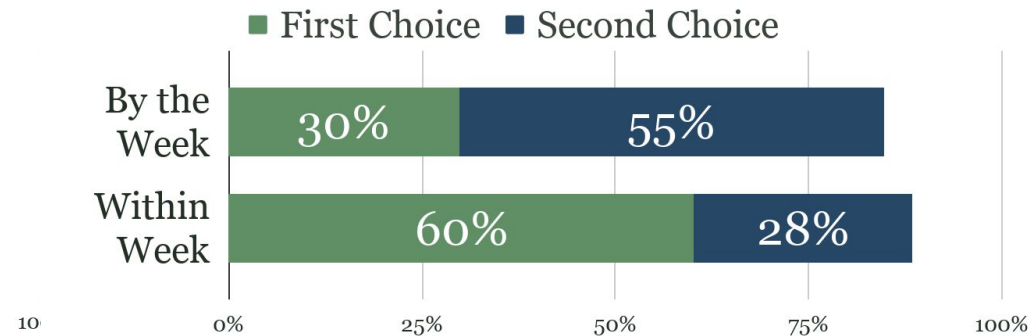
Gr. 3-5



WMS

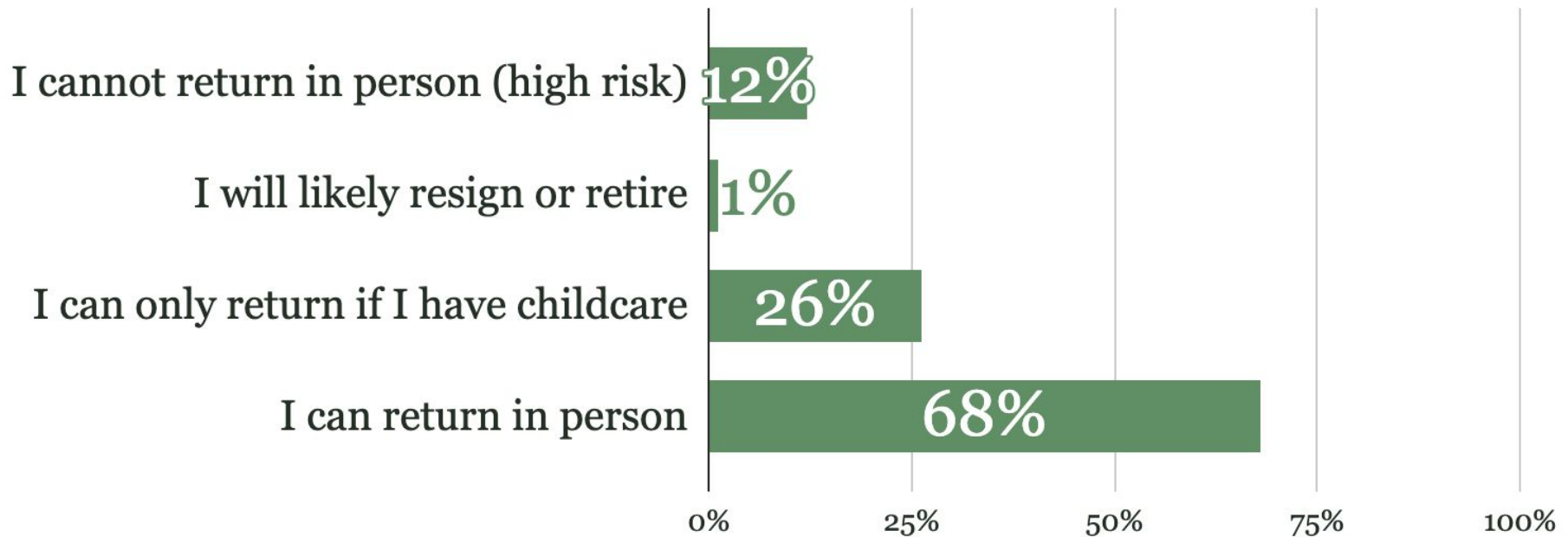


WHS



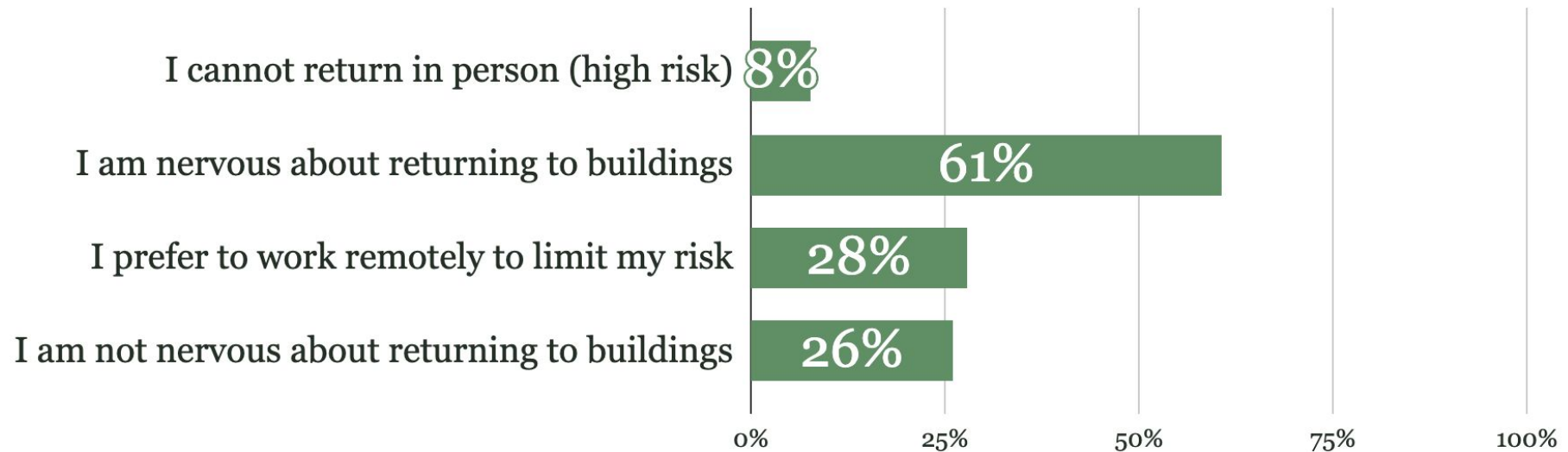
**2 in 3 educators can return in person.
1 in 4 educators require childcare.**

Returning Plans



3 in 5 educators are nervous about returning.

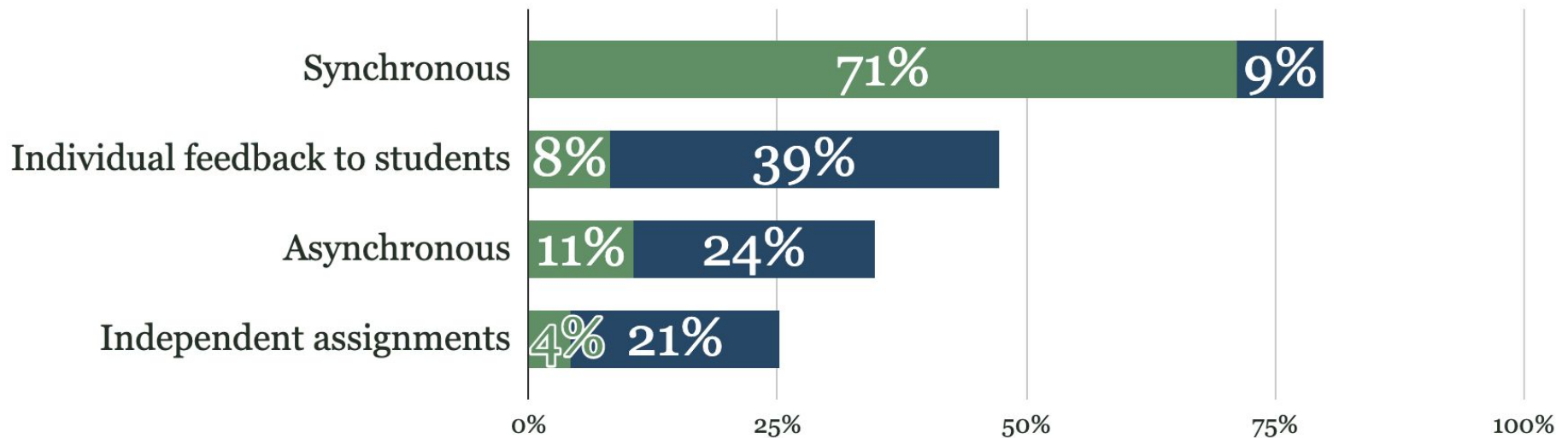
Perceptions of Risk & Safety



In a full remote model, educators overwhelmingly rated synchronous experiences as most valuable.

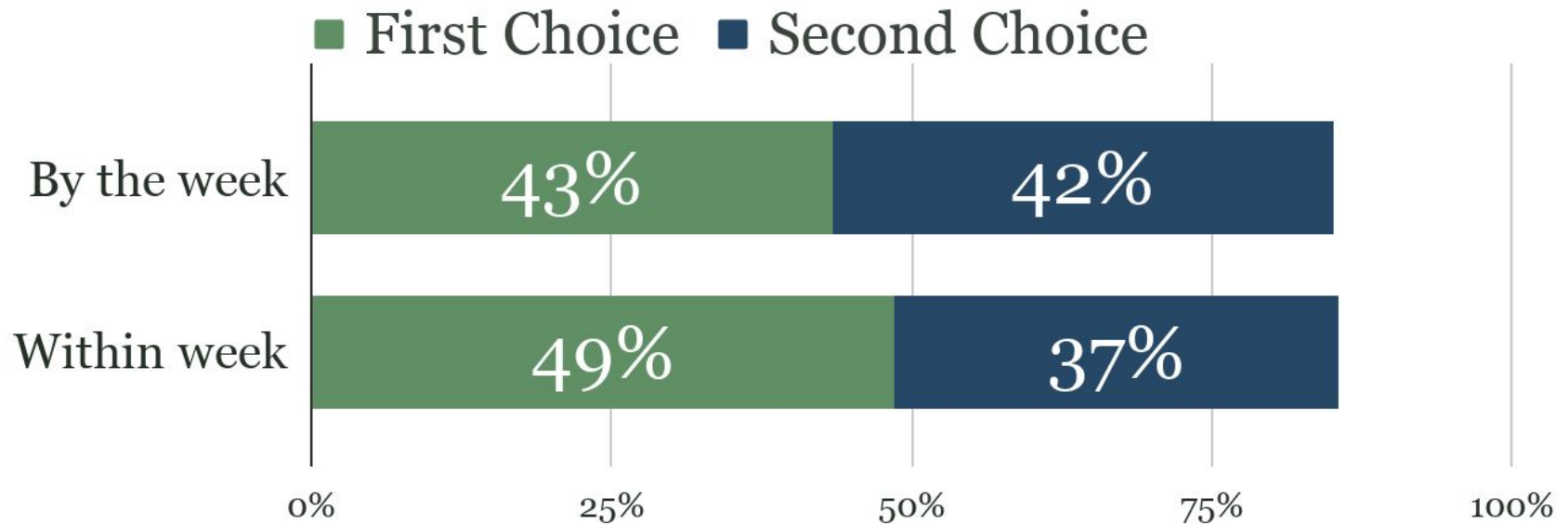
Valuable Components of Full Remote

■ Most Valuable ■ Second Most Valuable



Educators rated by the week and within week hybrid models similarly.

Hybrid Preferences



Educator & Parent/Guardian Survey

- Key Takeaways:
 - Preferred Hybrid Model → Within in the Week
 - Concerns for Health & Safety (students & staff)
 - Some student/staff medical need for full remote
 - Most educators can return, but most are nervous
 - A number have childcare concerns
 - Educators Highly Value Synchronous Experiences

Focus Groups

- Educator Focus Groups
 - Health & Wellness (SEL)
 - HR & Safety and Security
 - Technology (Hardware & Software)
 - Curricula
 - Student & School Schedules
 - Anti-Racism Work
- Student Focus Group (Grades 9-12)
- Parent/Guardian Focus Groups
 - PreK-5
 - 6-8
 - 9-12

Educator Focus Groups: Key Findings

- Large number of safety and logistical concerns
 - Eager to begin planning
- Meeting students and staff emotional needs
 - Screen and identify student needs/strengths
 - Prioritize connection and relationships in all classes and modes
 - Integrate social emotional materials and methods
 - Stakeholder support for prioritizing emotional needs
- Meeting family needs
 - Insure students have materials and books at home
 - Remote work that allows student independence
 - Parent training in technology and supporting learners
 - Support beyond support from teachers

Educator Focus Groups: Key Findings

- Educator collaboration across the district
- Professional development in effective remote methods
- Consistency and structure
 - Schedule: individual, class, school, district
 - Expectations: protocols, deadlines, microaggressions
 - Technology: platform, location
 - Difficult conversations: anti-racism, anxiety
- Intentional strategies to increase engagement
 - Small groups and 1:1
 - Grading that encourages progress

Parent Focus Groups: Key Findings

- Remote portions
 - More live experiences, small groups, and 1:1
 - Increased accountability (feedback, grades, attendance)
 - More academic/teacher support
- Student emotional needs
 - Stress and social emotional learning
 - Start of year connection/orientation
- More rigor/content
- Structure and consistency
 - Deadlines
 - Platforms
 - Parent communication
 - Continuity of school structure and programs
- Openness to new options

Student Focus Group: Key Findings

- *Remote schedule*: longer blocks, no class/lab overlap, later start/night classes
- *Engagement*: easier live, feedback is motivating, participation is easier in small groups (read the room)
- *Zoom Cameras*: some feel listened to, but more noticeable to be a student of color
- *Support*: 1:1, labs, frequent check ins, 9th gr outreach
- *Grades*: clear expectations, feedback is needed
- *Coordination*: consistent platform, standardized practices, coordinated due dates, consistent schedule

Additional Guidance from the State

Additional Guidance from DESE

- Received
 - Protocols for Responding to COVID-19 Scenarios
 - Transportation & Facilities
- Anticipated
 - Electives
 - Fall Athletics
 - More information on Remote Learning

Update on the WPS Reopening Models

School Reopening Priorities

- Prioritize a safe return of students and staff for in-person instruction
- Attend to social and emotional health of students, staff, and families
- Differentiate approach for the most vulnerable students, including full provision of IEP services
- Increase rigor, feedback, and amount of live time in remote learning
- Provide flexibility in staffing models
- Prepare to move to more relaxed/restrictive standards and schedules as determined by public health indicators
- Continue to support the professional growth of all educators

Feasibility of a Full Return of Students

- Feasibility Study in Each School
 - space
 - furniture
 - staff
- 6 foot vs. 3 foot criteria
- Emerging science on COVID-19

Conclusion: WPS cannot support a full return of students for the fall based on current reopening standards

WPS Recommendation for September: Within the Week Hybrid Model

- Clear preference for a hybrid model that alternates within each week
- Need for staff to have dedicated time each week for job-embedded planning and professional development → 1/2 day on Wednesdays (PreK-12)
- **WPS Planning Goal:** Students will not be away from attending school in person for more than one day in a row during the week

WPS Recommendation for September: Within the Week Hybrid Model

- Calendar challenge of a fixed days vs alternating days
 - A full alternating day model results in both groups of students being separated by only one day when modeled for the full fall semester
 - Two fixed days (i.e, M&R /T&F) with alternating Wednesdays results in a five day differential

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WPS Remote Learning School (RLS)

- For *any* family who plans to keep their child(ren) at home
- RLS is separate from those students who are returning to school
- Identify WPS educators to teach students
- Core academics with limited electives
- The state may offer additional remote courses for local districts to consider

Outdoor Spaces

- Maximizing the use of our outdoor spaces for:
 - Lunch
 - Mask Breaks
 - Fitness & Health classes
 - Recess
 - Electives
- Collaborating with FMD to identify appropriate locations for outdoor canopies

Planning for Childcare

- WPS continues to work with:
 - Wellesley Recreation Department
 - Wellesley Youth Commission
 - Wellesley Community Children's Center (WCCC)
- Exploring possible venues for potential childcare solutions for working families and/or staff
- After school programs and childcare in WPS buildings may be limited due to cleaning protocols.

Planning for Special Populations

- Prioritizing our planning (across all three models):
 - PreK, Kindergarten, & Grade 1
 - Students with disabilities
 - English Learners in the early stages of English development
 - Economically disadvantaged
 - Those without internet access

Intent to Return: Families & Staff

Families: Intent to Return for SY20-21

Two Options for Students:

1. *Return to School* → Hybrid model
2. *Remain at Home* → WPS Remote Learning School
 - a. separate from “Return to School” cohort
 - b. core academics & limited electives
 - c. taught by WPS educators; or additional state offerings

Staff: Intent to Return for SY20-21

- Return to Work
 - Any Scenario (full return, hybrid, remote)
 - Remote Learning Only
- Not Returning to Work
 - Medical Reasons/High Risk
 - Other (e.g. childcare)

Updated Timeline

Our Updated Timeline

June 2020	Establish School Reopening Advisory Committee and Assemble Working Groups; Build Schedule of Weekly Meetings for June and July 2020.
July 3 - 17th	Gather data from Parents/Guardians and Educators through <i>Initial Return to School Surveys</i> and Focus Groups across a range of topics and levels
July 9th	Provide First WPS Community Update
July 15th	Share results from the Parent/Guardian and Educator <i>Initial Return to School Surveys</i>
July 23rd	Provide Second WPS Community Update
July 31	Overview of WPS SY20-21 Reopening Plans due to DESE
August 4th-6th	Collective Bargaining: WPS & Wellesley Education Association (WEA)
August 6th	Share Final Draft with School Committee of our three models: Full In-Person, Hybrid, and Full Remote Learning
August 10th	WPS SY20-21 Reopening Plans due to DESE
August 13th	School Committee Vote on the WPS SY20-21 Reopening Plan

Q & A