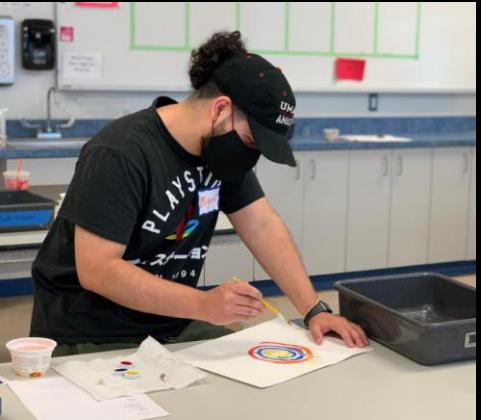




Salem Returns

Committee of the Whole

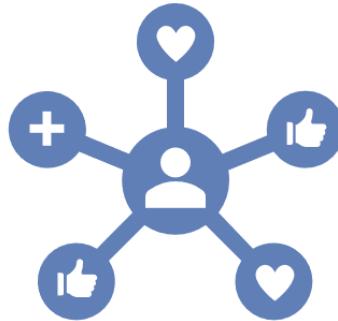
School Committee Working Session
July 29, 2020



Agenda

- I. Core Values & Framing
- II. Context for the work
- III. Process Overview
- IV. Stakeholder Input
- V. Components of the Draft Plan
- VI. Discussion

Salem Returns Core Values



Wellness

Everything is **grounded in ensuring the safety and wellbeing** of our students, staff, and families. We will be driven by the **science** and the needs of our students.

Equity

We need to **meet the needs of all our students, and those needs look different.** We are striving to create something that is even better than what existed before.

Community

We are **reopening together** – families, students, staff, and the broader Salem community. Our success depends on everyone doing their part.

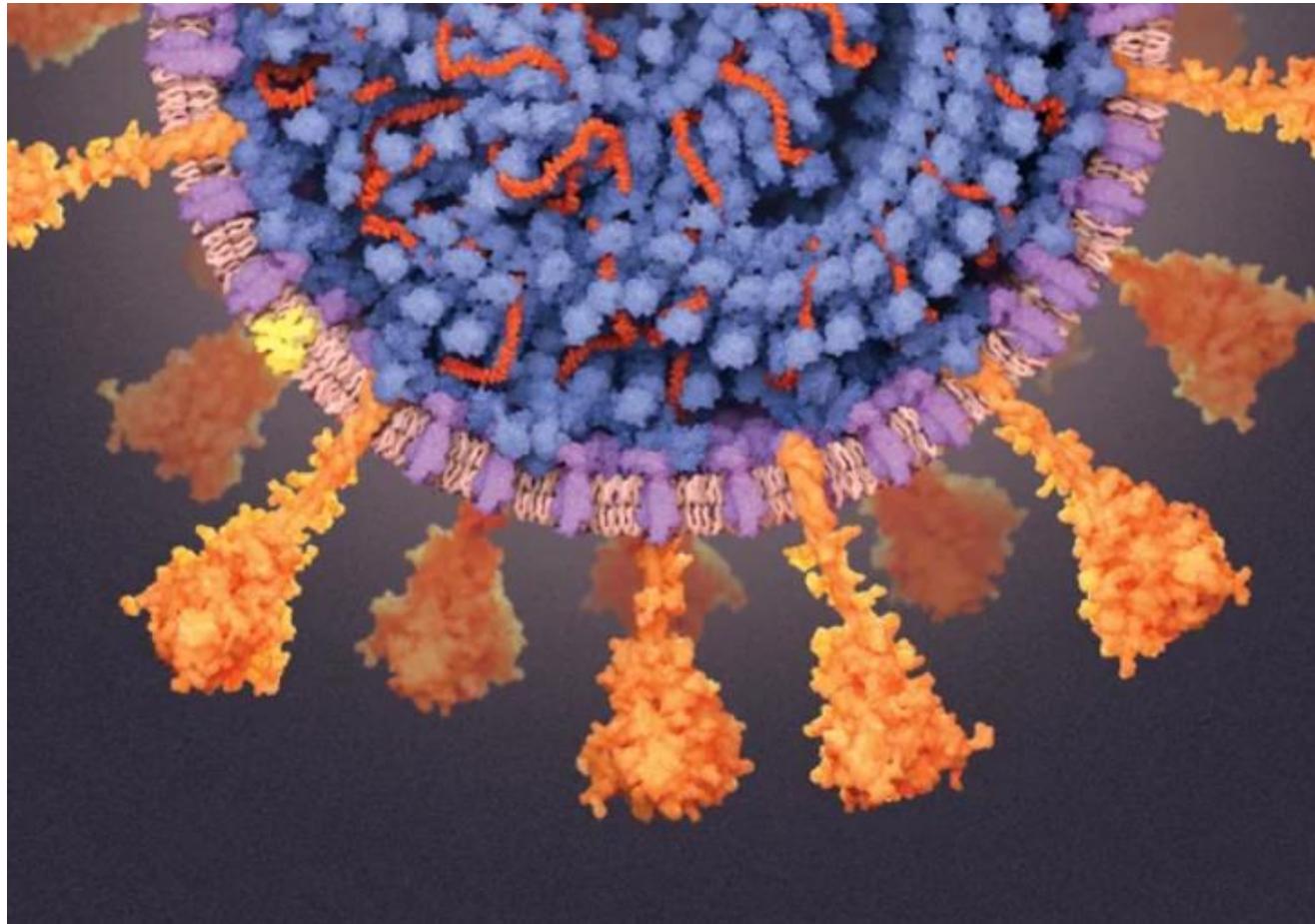
Flexibility

External factors will influence us. We will work to **communicate** as clearly as possible because we know that this year will **include changes & require flexibility.**

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This is a novel virus; we must expect change and listen to the science

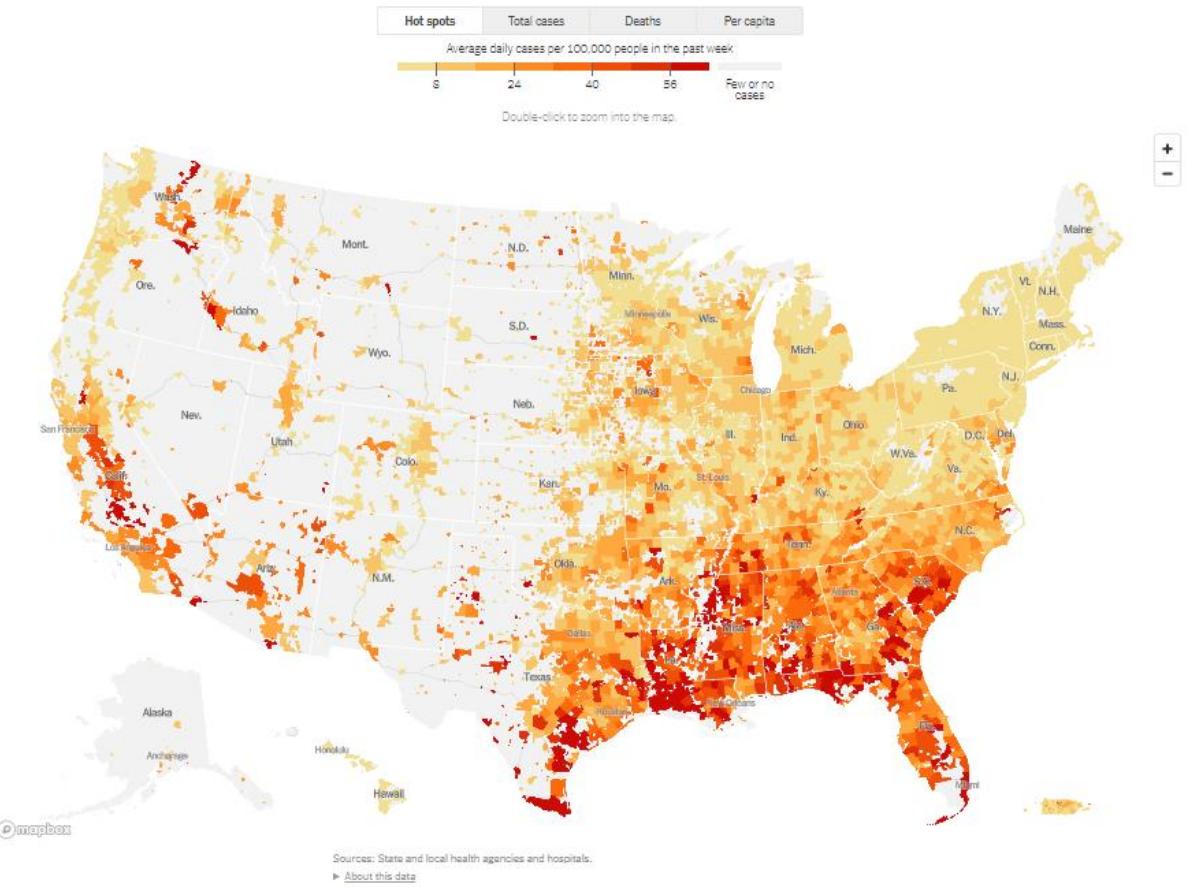


- Our work is guided by the **best information that we have**
- It will continue to **evolve to reflect new information** as it changes rapidly
- Responding to new information is not a flaw in the science, it is its **greatest strength**
- We therefore need to be **prepared for change** – everyone in Salem needs to have a plan

While the novel coronavirus is a global pandemic, we must address it as a local community



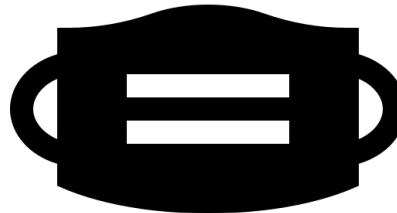
- We are working in partnership with the city and this will require a **community response**. We are partnering closely with the Board of Health & the Mayor, and listening to the experts who are informing the field & the guidance from DESE and the CDC
- Our ability to plan to reopen is entirely dependent on **strong community commitment to risk mitigation**, including social distancing, wearing masks, and getting the flu vaccine this fall
- Increased transmission in our community **will impact our work in schools**



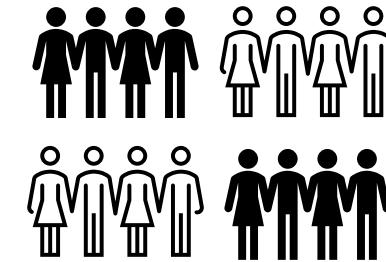
Our work is to employ the best risk reduction strategies by following the guidelines



Health safety measure
trainings for faculty, staff, and students



Face masks & mask breaks



Consistent student groups, reducing mixing



Regular handwashing & cleaning protocols



Addressing individualized student needs



Improving HVAC systems & exploring outdoor spaces

The risk we face is greater than just COVID-19; We must consider all the risks our students face



Risk of COVID-19 Infections

&

Risks of Not Returning

- This is a **new virus**, the long-term effects of which we do not yet know
- Some individuals have a **much greater risk** of serious illness
- The scientific understanding of the virus is still in process, including full understanding of **transmission in children and young adults**

- When children are out of school they are at **increased risk for physical and mental health challenges**, including (but not limited to) abuse, neglect, malnutrition, obesity, social isolation, and depression.¹⁻³
- Risks and benefits **are different for different learners**

1. Campbell, A. M. An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. *Forensic Sci. Int. Reports* 2, (2020).

2. Green, P. Risks to children and young people during covid-19. *BMJ* 1669, 1–2 (2020).

3. Loades, M. E. et al. Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry* (American Academy of Child & Adolescent Psychiatry, 2020). doi:10.1016/j.jaac.2020.05.009.hgr

“Here is the dilemma for those of us who care about equity, social justice, and science: there are (at least) two competing justice issues on the table — the risk of not having school for the students most marginalized, and the risk of schools spreading a deadly disease to the students and families who are most marginalized. Choosing to address one inherently worsens the other.”

- Shayla R. Griffin, PhD, MSW

School will be different; our goal is to maximize creativity & safety to create a better future together



- Partial restoration of a system that did not yet meet the needs of every student is not enough
- The current draft plan is based on the science and attempts to balance risk, resulting in different options for different student groups
- We recognize our educators are essential
- We are committed to seeking and responding to feedback, implementing changes, and supporting everyone in our community through these tumultuous times
- Our system is dependent on everyone doing their part

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We have followed an accelerated yet intentional timeline to develop our plans



Week of:	7/6	7/13	7/20	7/27	8/3	8/10	8/17	8/24	8/31
Phase:	1. Needs Assessment	2. Design Decisions	3. Implementation & Preparation	4. Finalizing for Day 1					
	Collect all the information we can to make informed decisions: <ul style="list-style-type: none">• Family & staff surveys• Stakeholder input• Academic options• Facilities capacity• Budget needs	Create draft plans that select the best option for our community across each scenario, driven by core values: Draft plans	Get everyone and everything ready for students: Final scenario plans and implementation	Finishing touches, trainings, & communication to prepare for all scenarios for Day 1					
	Stakeholder Engagement & Input			Clear Stakeholder Communications & Information					

Through a capacity assessment, SPS concluded there is sufficient physical space for 6' of distance

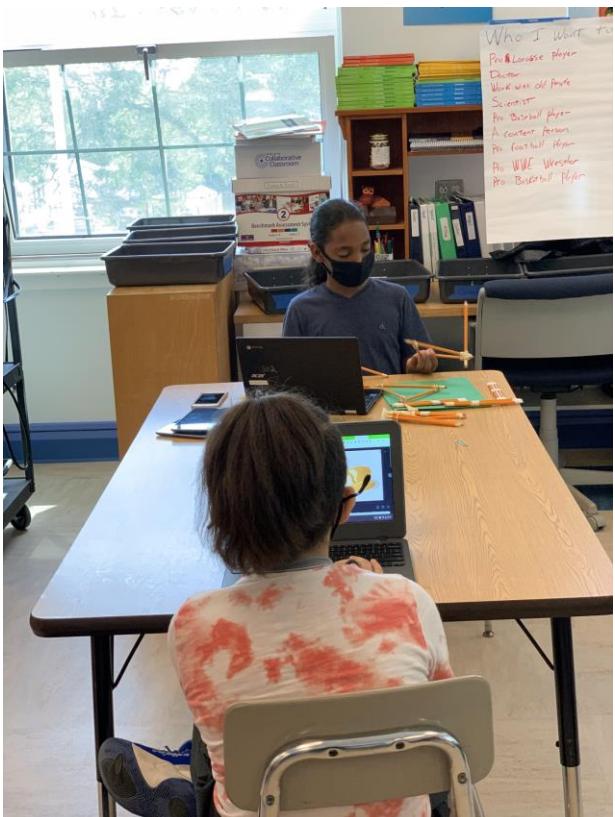


Conclusions from the feasibility study:

1. There is sufficient physical space to ensure **six feet of distance between students** in all Salem Public Schools. To achieve this requires rethinking our use of classroom and non-classroom spaces and student schedules.
2. The student learning model will therefore be driven by health & safety protocols for student groupings, staffing capacity, and the best opportunities for student learning.

Summary			
	# of Seats at 6ft	Estimated 2020 Enrollment	Difference
Bates	512	390	122
Bentley	452	327	125
ECC	148	90	58
Carlton	327	270	57
Collins	981	660	321
Horace Mann	464	290	174
Salem High	1,216	900	316
Saltonstall	518	406	112
Witchcraft	584	518	66
Total	5202	3851	1351

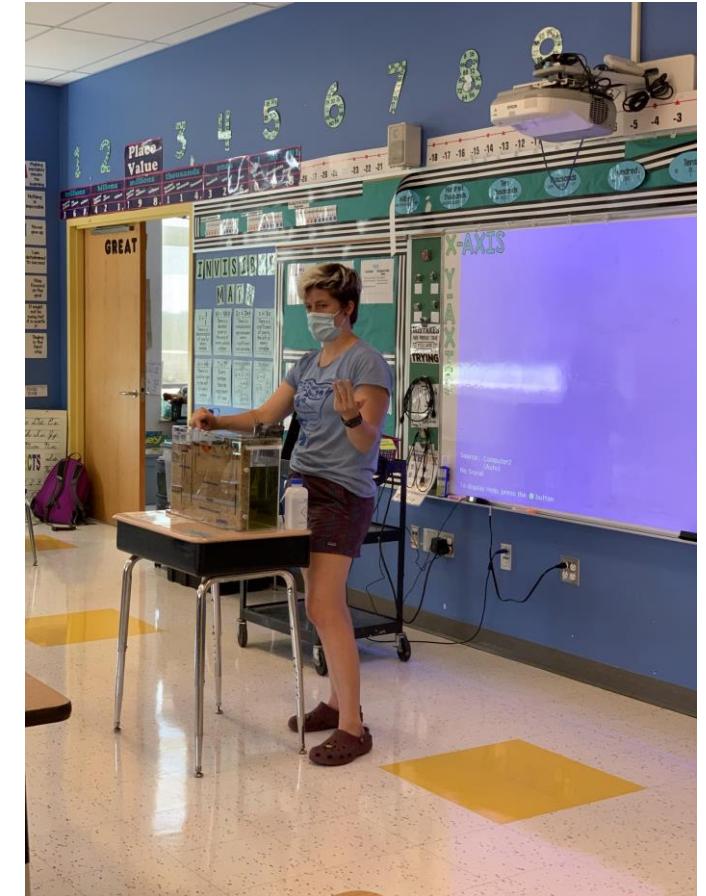
Buildings & Grounds crews measured each room and set up example classrooms in each school



Students integrating technology into their distanced classrooms



Saltonstall K-8 Classroom set up with 6' social distancing



Classroom layouts also have designated distanced spaces for teachers

Agenda

- I. Core Values & Framing
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- IV. Stakeholder Input**
 - Family survey
 - Staff survey
- V. Components of the Draft Plan
- VI. Next Steps

We are creating multiple avenues for engagement, feedback, and input into the planning process



Surveys



- Record participation in surveys to provide input and feedback
- Family survey representing 56% of students in the district
- Staff survey of over 60% of the staff in the district

Focus Groups



- Opportunities for deeper feedback across staff beginning this week
- Family engagement sub-committee prioritizes family voice in the process and strategies for engaging families across the district

Regular Communication



- Weekly newsletters to all constituents
- Weekly Facebook Live updates
- Ongoing collaboration with school leaders
- Town Halls and engagement events

Eight Task Force Subcommittees

including central office staff, school leaders, educators, the STU, and parents from across our schools

Health & Wellness

Human Capital & Staffing

Academics & Social-Emotional Learning

Building-based Operations

Districtwide Operations

Special Education Services

Communications

Families & Stakeholders

Over half our families replied to the family survey, expressing a range of preferences across grades

- Up to 56% of Salem's students are represented in the survey results:
 - 2,198 students represented in 1,514 responses
 - Responses are not a perfect sample of the district; results are therefore taken as informative but not representative of all students
- Families' current plans and preferences ranged by grade level, with more elementary families desiring more in-person instruction and more comfort with hybrid and remote in secondary
 - More elementary families (47%) want a fully in-person model than a hybrid or remote option; Middle school families have equal interest in in-person and hybrid, and high school families favored hybrid
 - Over 400 families expressed a preference for remote-only, even with a hybrid or in-person model option
 - Up to 20% of families are still unsure of their plans for their students in the fall, expressing a desire for both more information about the model and to waiting to see where the outbreak is in September
 - Families expressed the greatest driver of concern is a general fear of COVID-19, with some concern for student or family specific health concerns
- If Salem adopts a hybrid model, there is a strong preference for students to attend two full days per week, not alternating weeks or half days

Families of over 75% of students represented in the survey expressed a preference for an in-person or hybrid model, emphasizing the interest in students having at least some face-to-face instruction in the fall

Our staff survey of over 600 responses showed a range of comfort with returning in person



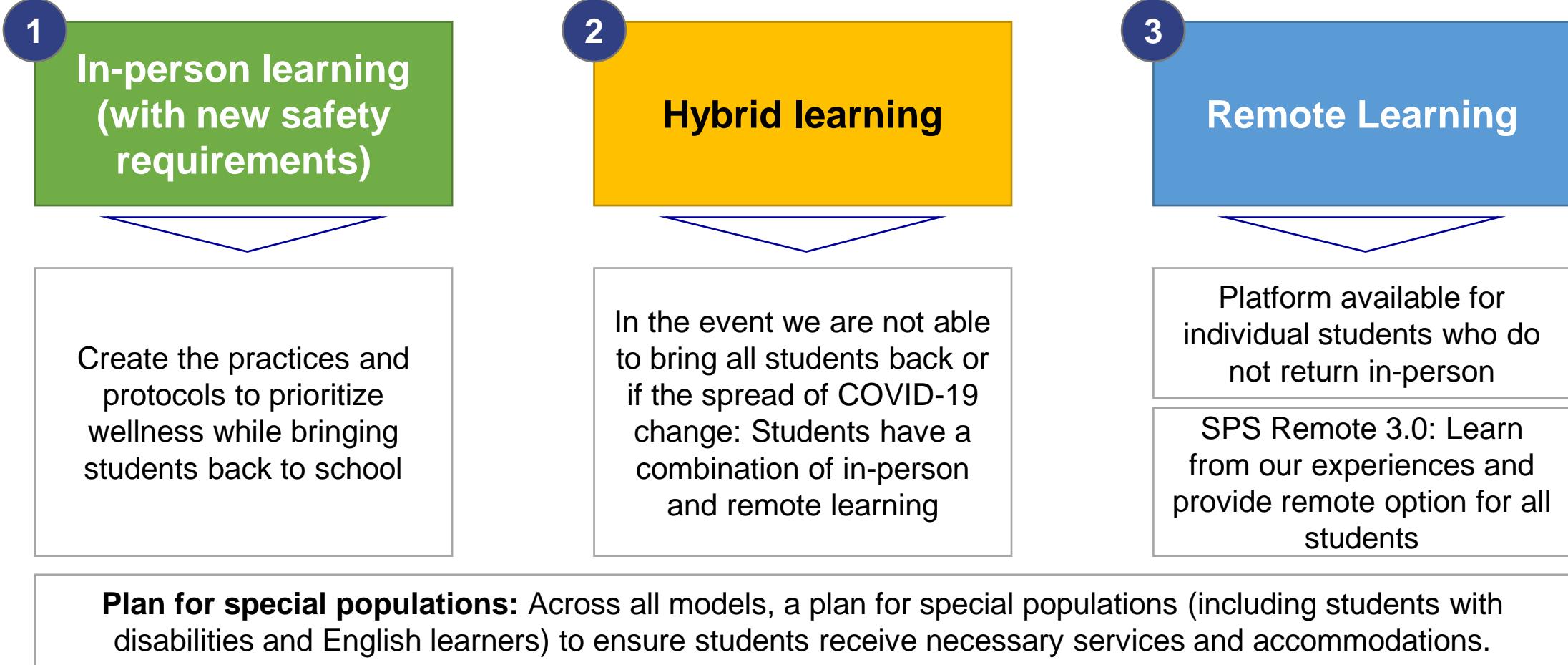
- Only $\frac{1}{3}$ of staff said they felt “comfortable” or “very comfortable” with the in-person model
 - About 20% said “yes” they would return (if a decision had to be made now)
 - Commitment to meet student needs was top driver of their decision
 - 20% said “no” they would not return (if a decision had to be made now)
 - Health concerns and general fear of exposure to COVID-19 drove decision
- About 52% of staff were either “comfortable” or “very comfortable” with the hybrid-model
 - One-third said “yes” to the hybrid model (if a decision had to be made now) and only 11.7% said “no.”
- Approx $\frac{1}{2}$ of Salem’s staff said “yes, but I have reservations” to both the In-Person and Hybrid models
 - Deeper understanding of those concerns is opportunity to work to address them
 - From many of the comments, more concrete specifics on safety measures & protocols would help
- Over 80% of staff expressed confidence in SPS’ ability to implement a successful remote learning model for all students

Overall, more staff (and especially teachers) appear to be more comfortable with and would return for a hybrid model.

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State DESE Guidance required SPS to plan for multiple scenarios



In-person learning

Adjustments to in-person learning:

- Reduced transitions, maintaining consistent cohorts
- Adjusted small group learning and use of technology to enable physical distancing
- Adopting best practices from digital learning to integrate technology into all lessons
- Requires investment of additional staff to create new classes of students across all schools

Health & Safety Protocols:

- Implementation of all DESE guidance
- Physical distance of 6' in each room
- Clear building protocols for use of hallways, arrival, dismissal, and lunch
- Increased custodial staff to support cleaning

Salem Public Schools Instructional Priorities

1. Welcoming Environments

*Meeting the needs
of all learners*

3. Comprehensible Input

4. Meaningful Interactions

Adapting instructional priorities to new learning environments & providing modeling of what working within the new physical space will look/feel like

Hybrid Learning

2-day rotation model with prioritized student groups:

- The hybrid model would offer students two days of in-person learning and three days of remote learning, with some students (Group A) able to attend in person at least four days a week
- Group B and C attend either Monday/Tuesday or Thursday/Friday in person and remote learning the opposite days to enable deep cleaning and remote engagement for all on Wednesday

	Monday	Tuesday	Wednesday	Thursday	Friday	
Full-time In-Person	Group A: Prioritized Groups		Deep Cleaning Clubs Interventions Independent Work Teacher planning	Group A: Prioritized Groups		
Remote Learning	Group B			Group C		
In-Person	Group C			Group B		
Group D: Opt-in Remote Only						

Full-Time Remote Learning

SPS Remote 3.0: District-wide Model

- If SPS opens with in-person or hybrid learning, throughout the year, SPS may need to transition to remote learning. SPS is **preparing either to open or remote or to anticipate the likely need to transition to remote, recognizing that if we open in person, it is not *if* but *when* it will happen.**
- **Remote 3.0:** SPS is integrating lessons from last spring and training teachers on instructional best practices and student engagement
 - Track attendance and grades—communicate clear, consistent expectations
 - Assign students to an adult mentor (10:1)
 - Streamline learning platform for all families
 - Ensure all students have a device, all households have internet access and provide parent/family workshops on platforms
 - Standardize schedules and method of posting
 - Extend small group instruction to all levels; ensure synchronous learning is a component within the high school model

Fully Remote DESE Opt-In Option

- Families that choose not to return to school in-person can **opt-in to a fully remote online platform**
- SPS is waiting for further information details from **DESE**, as the state is leading the procurement process to adopt an independent remote learning platform
- The platform will be **standalone, with content and instruction through the platform**. Salem educators may support this platform, but the details depend on the ultimate platform selected.

This is not a “one-size-fits-all” situation, nor is the plan required to be a “one-size-fits-all” recommendation



1. Remote learning posed a significant challenge for many students particularly those for whom school was not effectively meeting their diverse needs prior to the school closure.
2. Gaps in learning widened for students who were already behind academically.
3. For some students, social emotional, mental health and safety needs intensified or began to surface over the remote learning period this spring due to social isolation and other factors beyond their control.
4. Some households do not have access to internet connectivity, others have unstable internet access, and some households have children sharing single devices.
5. Remote learning was particularly difficult for diverse learners including English learners, students with disabilities, children experiencing homelessness, and students in early elementary grades.

Prioritized Groups	
<i>Tier 1</i>	<ul style="list-style-type: none">• Newcomers• Beginner ELs—Levels 1 & 2• Students in sub-separate special education classrooms• Homeless students• Students living in households with limited or unreliable internet access
<i>Tier 2</i>	<ul style="list-style-type: none">• Students in early grades: PK, K, Gr.1• Students in transition grades: Gr. 6, Gr. 9• Students who are significantly behind academically (as defined by DESE)
<i>Tier 3</i>	<ul style="list-style-type: none">• School-based recommendations for parents of children who struggled within the remote learning model to opt-in to group A (as possible, based on capacity for safe learning environments)
<i>Tier 4</i>	<ul style="list-style-type: none">• Option for families who believe in-person would be more effective to opt-in (as possible, based on capacity)

Note: Exploring special provisions for students whose parents are educators and Salem residents.

In addition to the proposed learning models, SPS is exploring other flexibilities to create the best plan



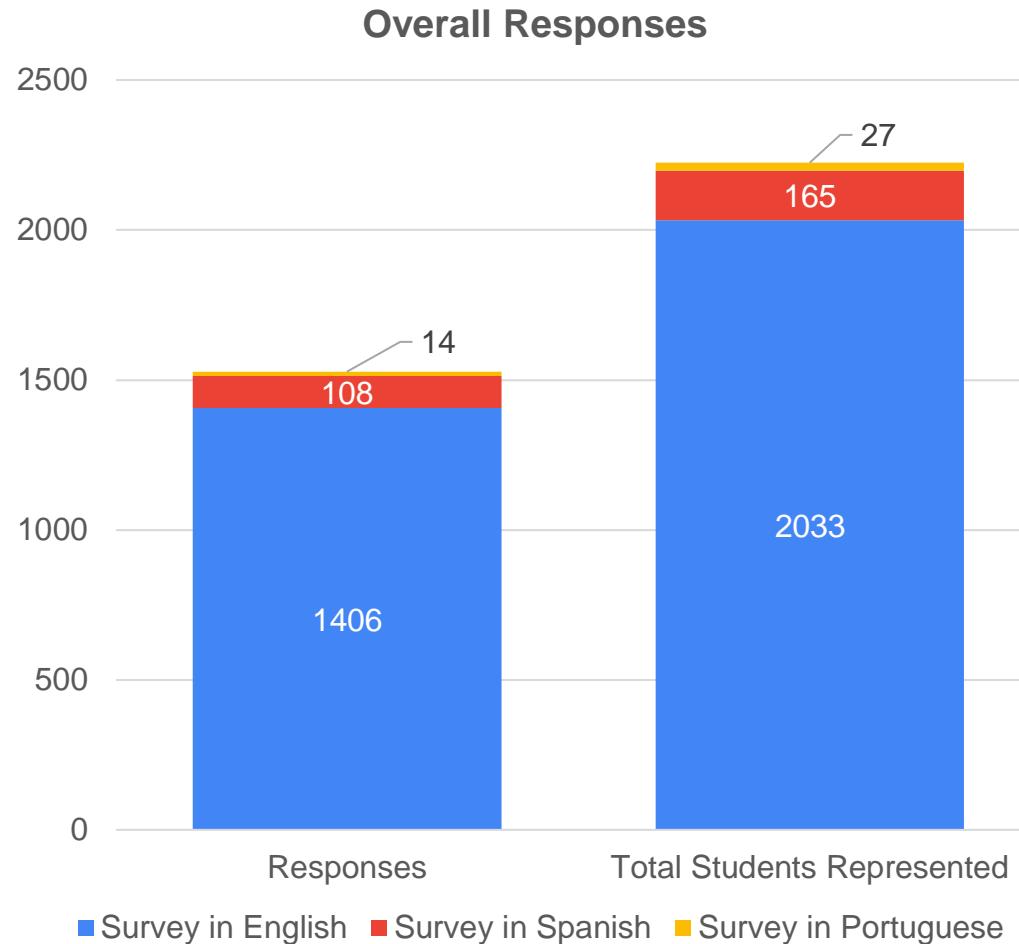
- ▶ Incorporating new guidance from DESE, explore options for extended teacher training and staggering student starts
- ▶ Explore flexibility with start- and end-times & the length of the school day
- ▶ Determine whether SPS adopts one model or different models for different school ages
- ▶ Build timeline for family communication and commitment for learning models in August, particularly opt-in remote learning

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Appendix

There was strong participation across our district:



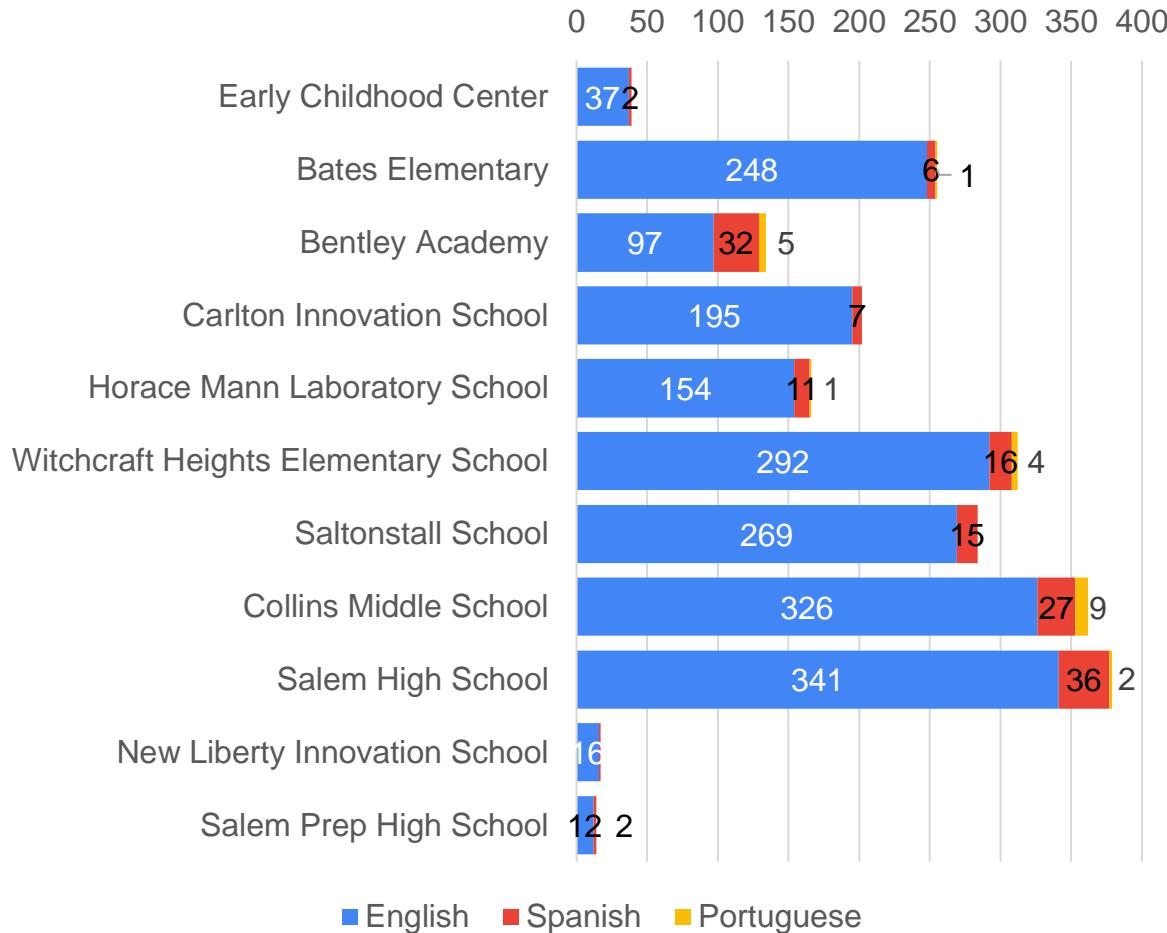
- Over half of Salem's students are represented in the survey results:
 - 2,198 students represented in 1,514 responses
 - 56% of the district

- Results are as accurate as possible
 - One family's voice is applied to all students
 - <20 students may be double-counted (for example, families that have two elementary students at different schools are counted in both schools)
 - Some families may have responded more than once

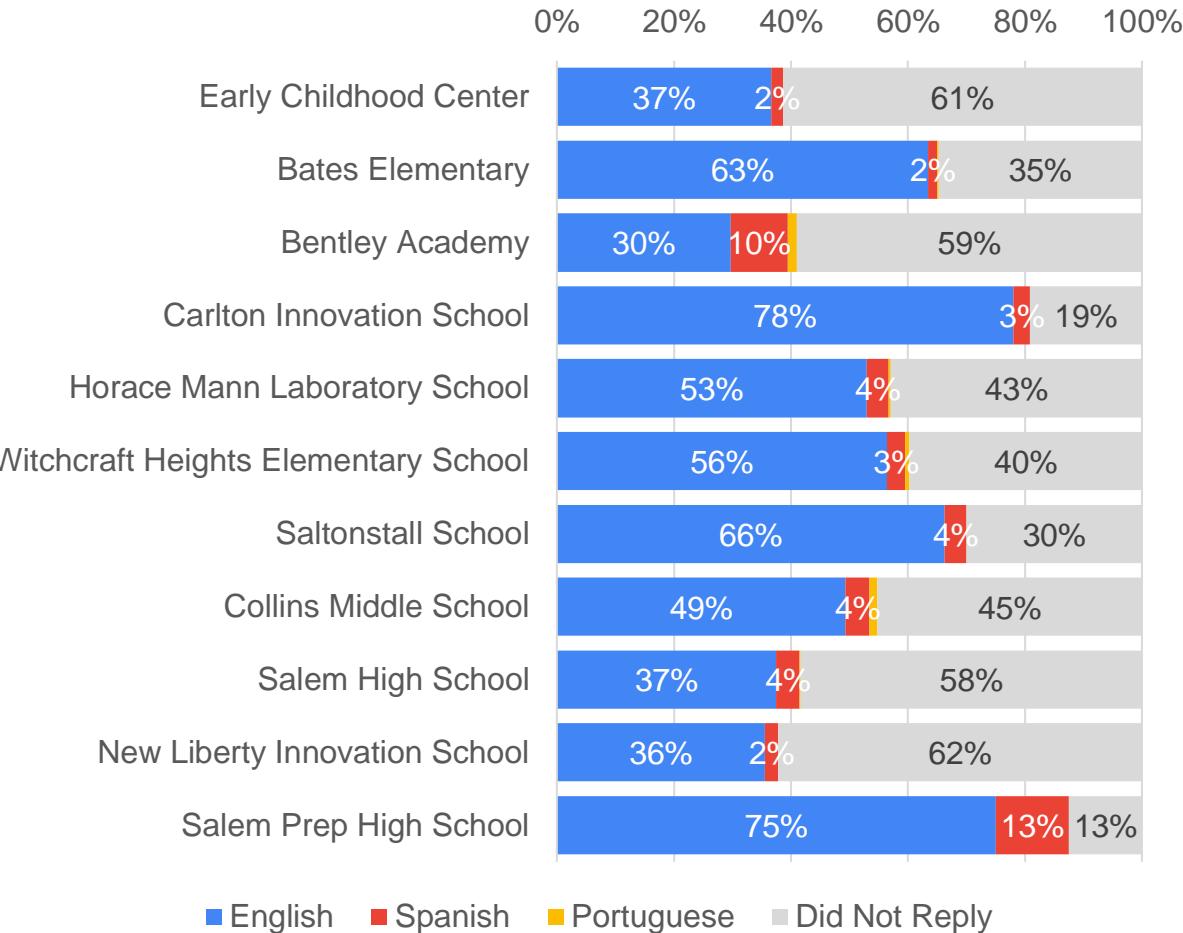
The participation represented families across Salem's schools



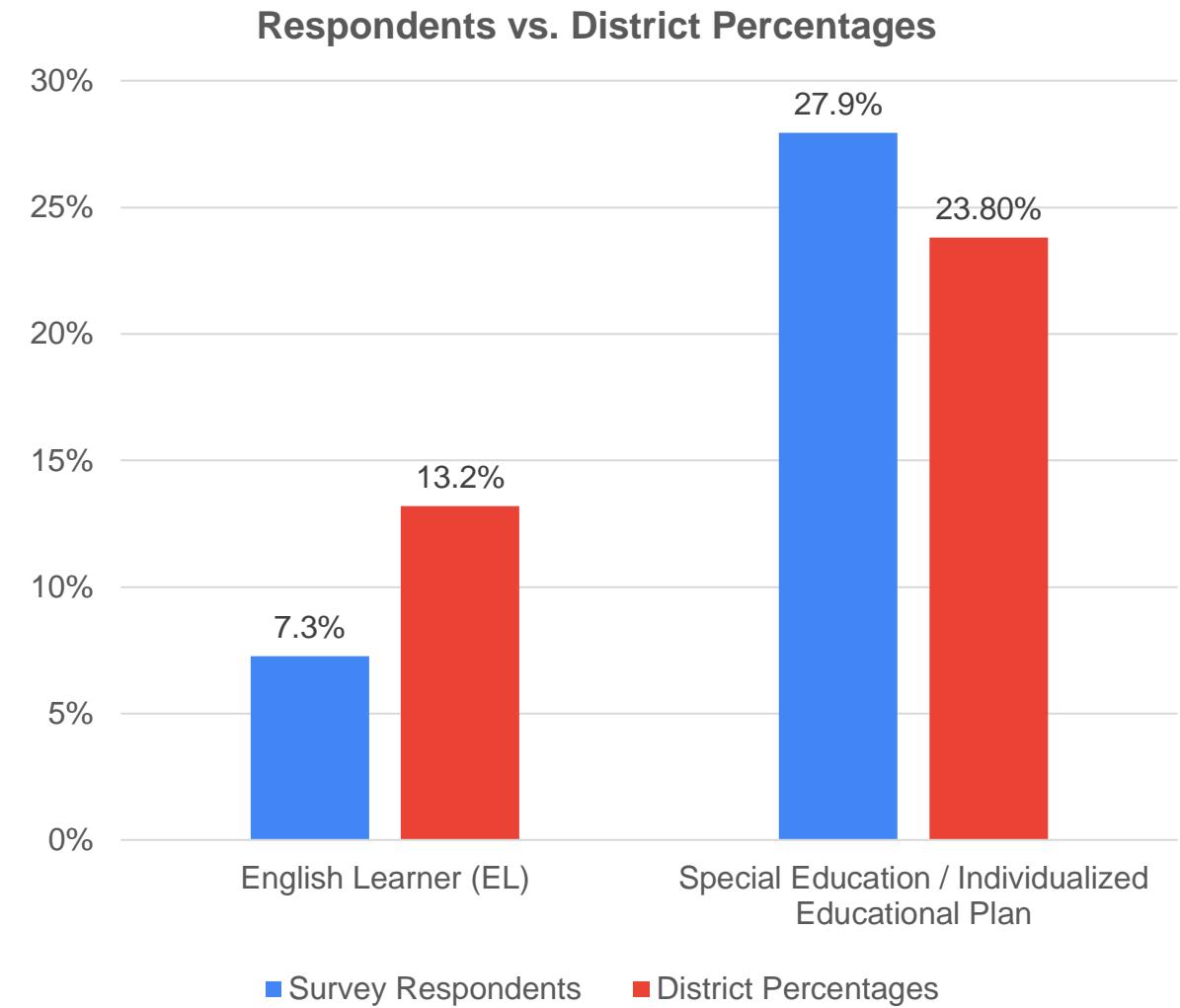
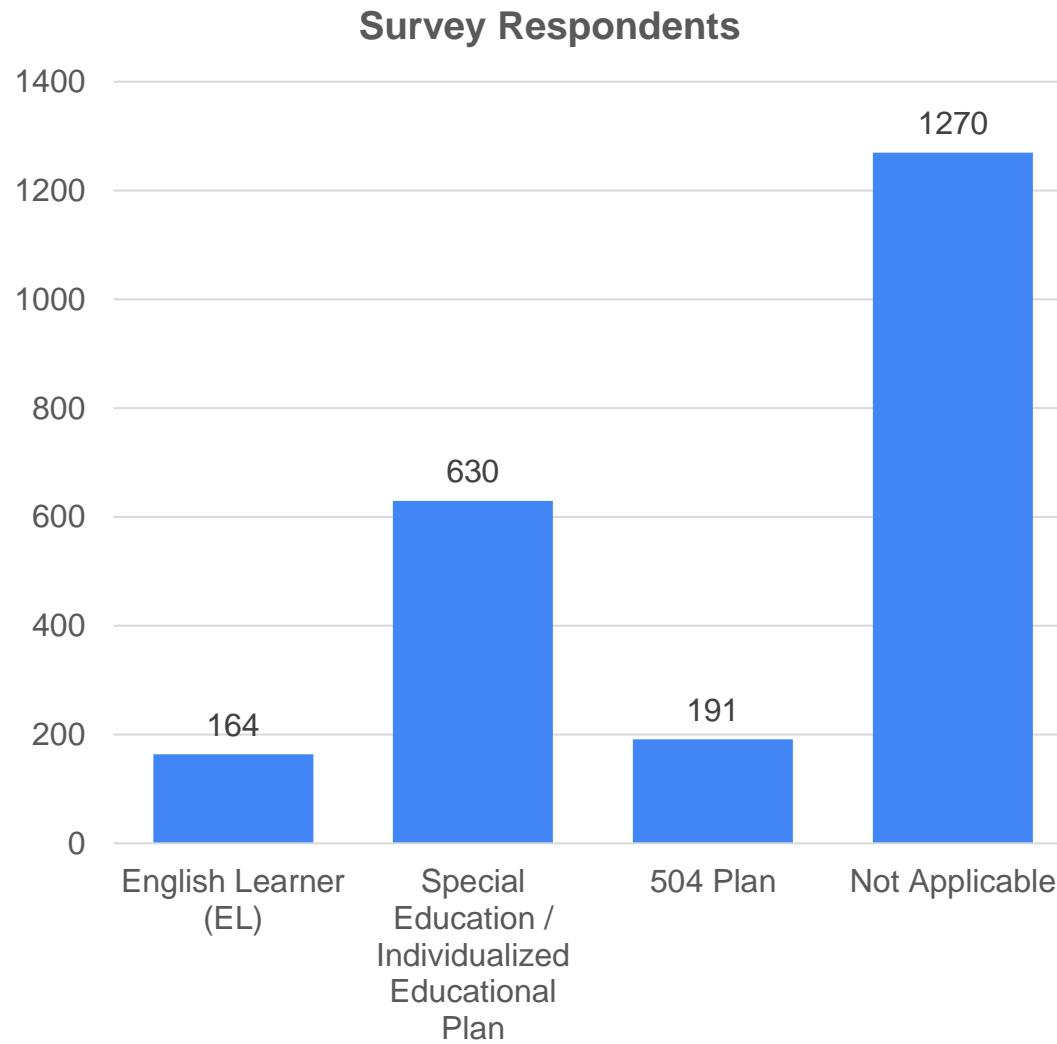
Responses by School



Percent of School Represented in Responses



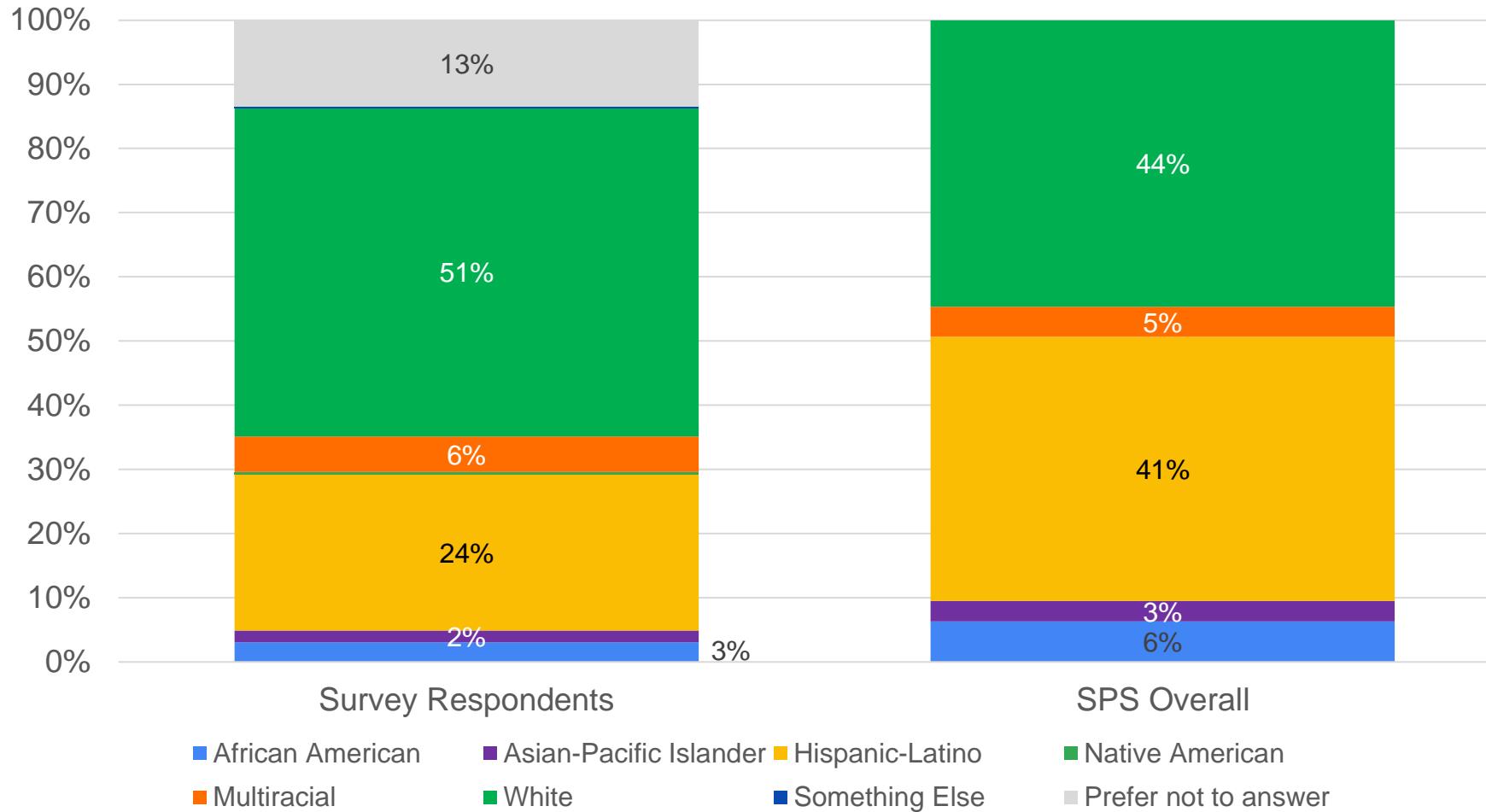
Families of students with IEPs are overrepresented, while English Learners are underrepresented despite offering the survey in multiple languages



13% of families did not share their ethnicity; the survey underrepresents non-white voices

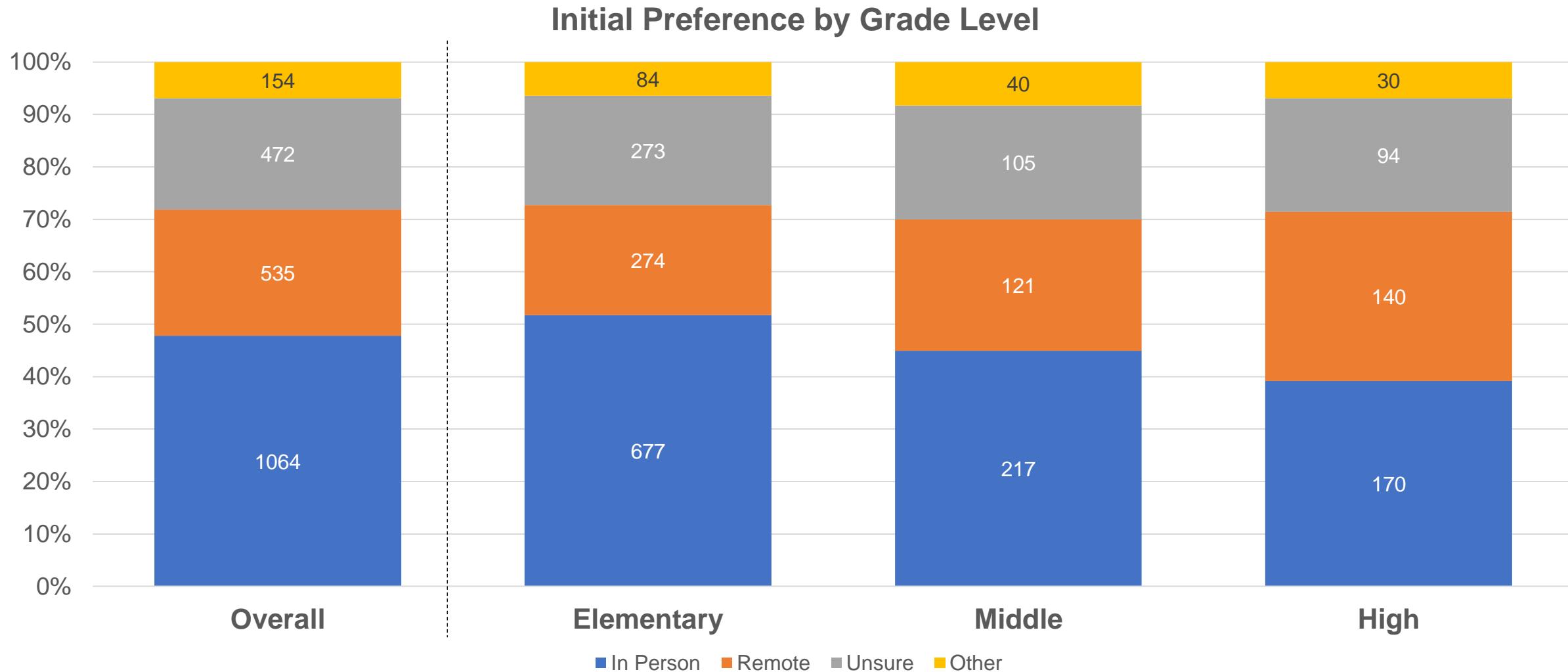


Survey Respondent Demographics



Our current plan is to allow every student to be back in school every day, with safety plans in place based on guidance from local, state, and federal health officials. Will you send your child(ren) in-person to school this fall?

One count per child, family answers applied to all children in the response.



We then provided families with descriptions of in-person, hybrid, and remote learning models



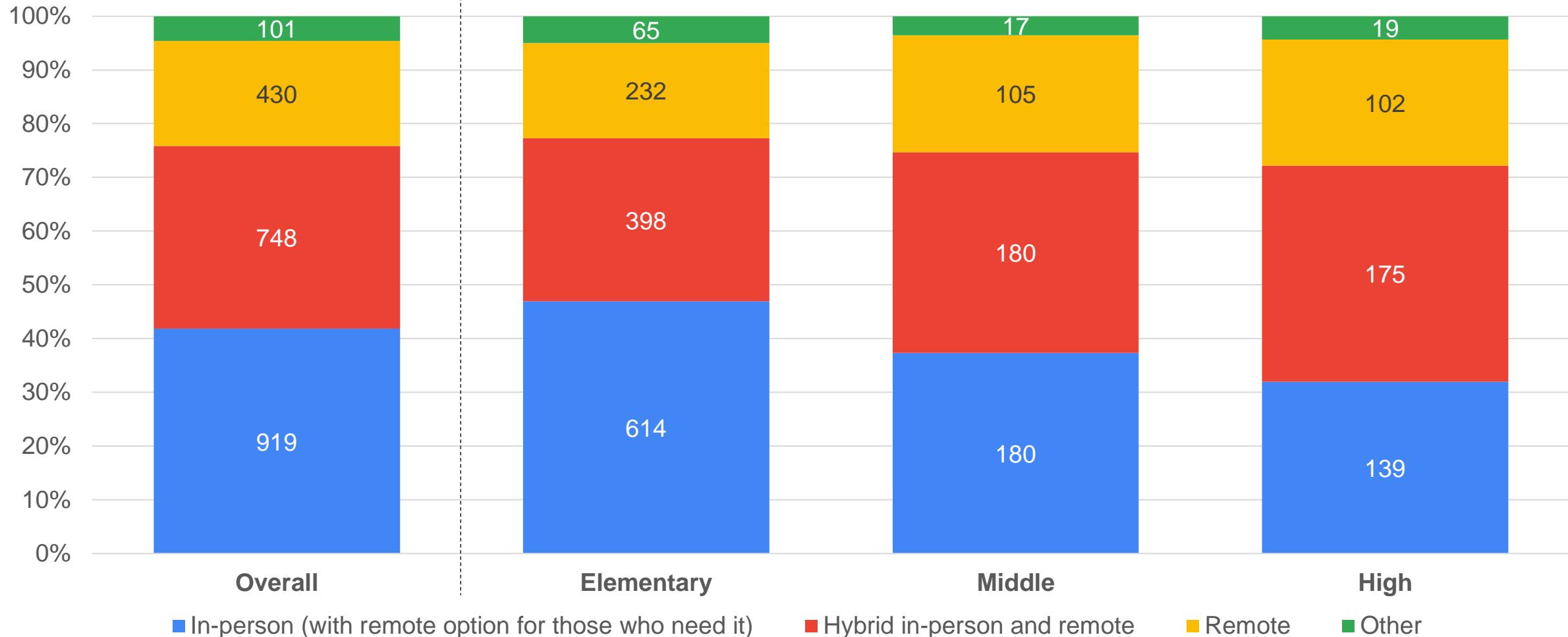
"Salem Public Schools Task Force - Salem Returns - is guided by four core values: wellness, equity, community, and flexibility. Knowing that the district must be prepared for multiple scenarios, the following questions ask for your initial plans and preferences for Fall 2020-21. These questions refer to the following potential options:

- “In-person” → Following all state guidance for public health regulations to ensure wellness, including but not limited to appropriate distancing, wearing masks, readily available sanitizing supplies, daily cleaning and sanitizing of classrooms, etc. This may include reduction of class size or innovative student groupings to best prioritize health and learning for students and meet guidelines.
- “Hybrid” → This option blends in-person learning with remote learning. Hybrid options alternate student groups who are present in-person, reducing the total number of students at school on any given day. Students who are not in-person are engaged in remote learning of different modalities depending on the grade or subject.
- “Remote” → Building off of lessons from this spring, Salem Public Schools will have a remote learning option for any families that do not feel comfortable sending students back to school in the fall, including those for whom it will not be safe due to health concerns. SPS will also be prepared to move to remote learning should public health needs change. This option does not incorporate any “in-person” learning, but rather relies on either “synchronous” (all students in a live video lesson) or “asynchronous” (students are assigned the same work, but can complete it at different times) opportunities for learning.

[Given descriptions of each type of learning model] What is your preferred learning model for the fall?

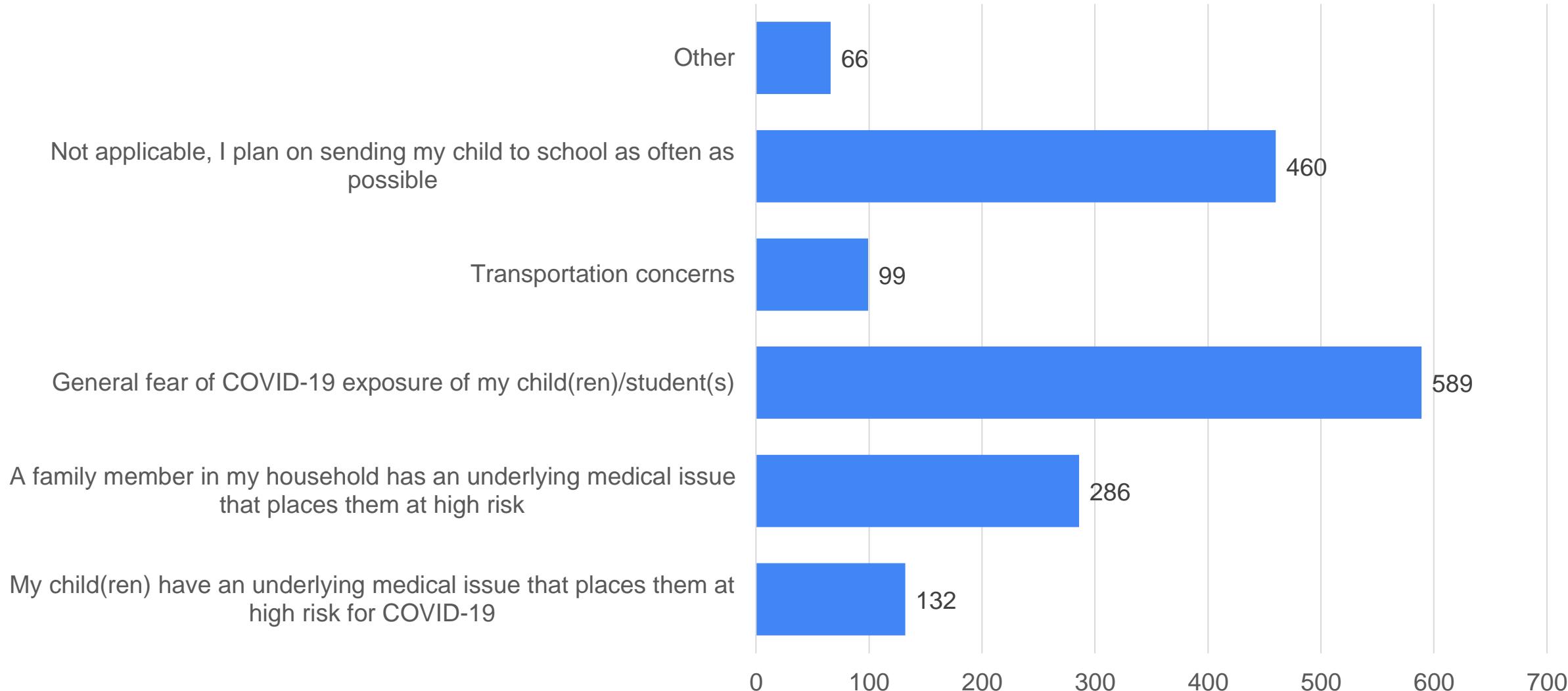
One count per child, family answers applied to all children in the response.

Preferred Model by Grade Level



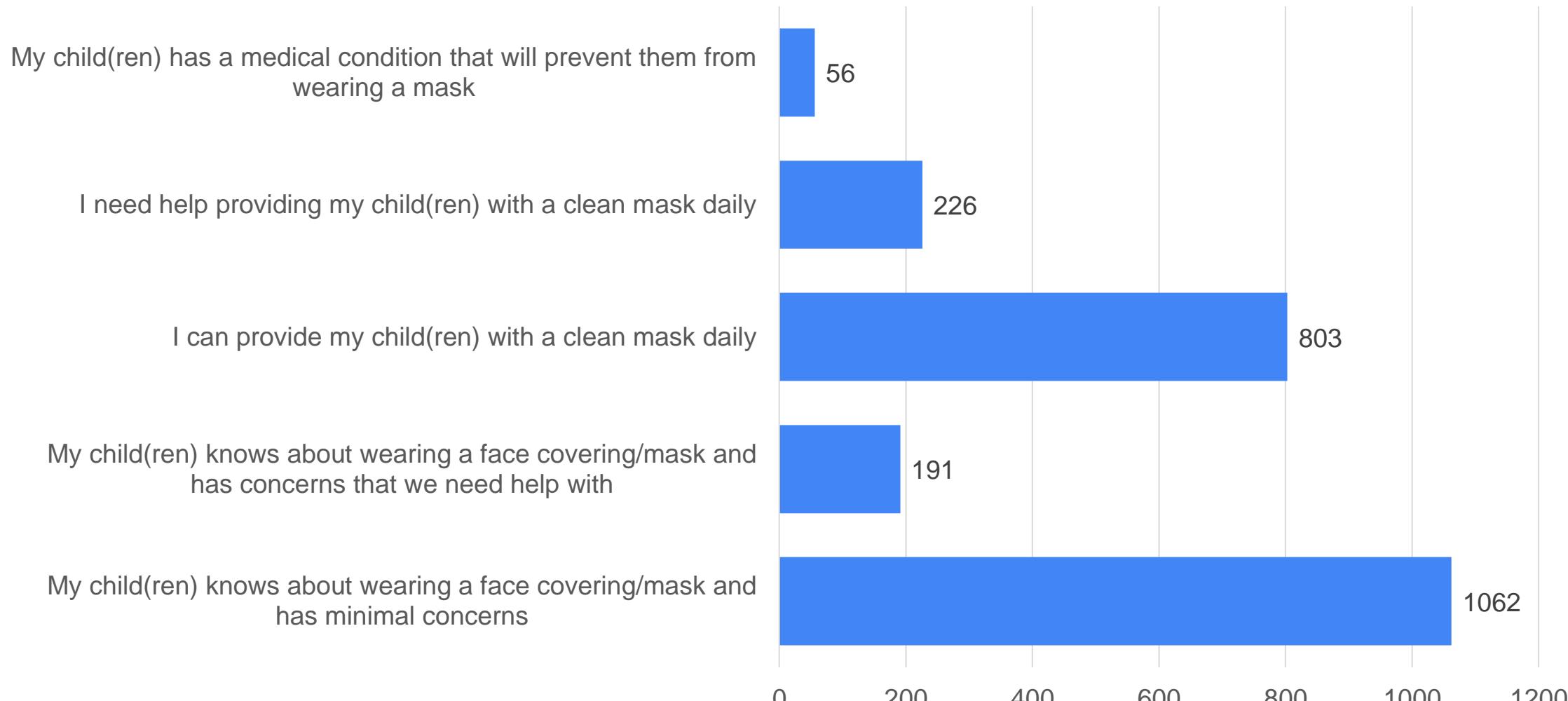
**If you do not plan to send your child(ren) to school in-person, please share your reason(s) why:
[Check all that apply]**

One count per family. Does not differentiate between students in a family.



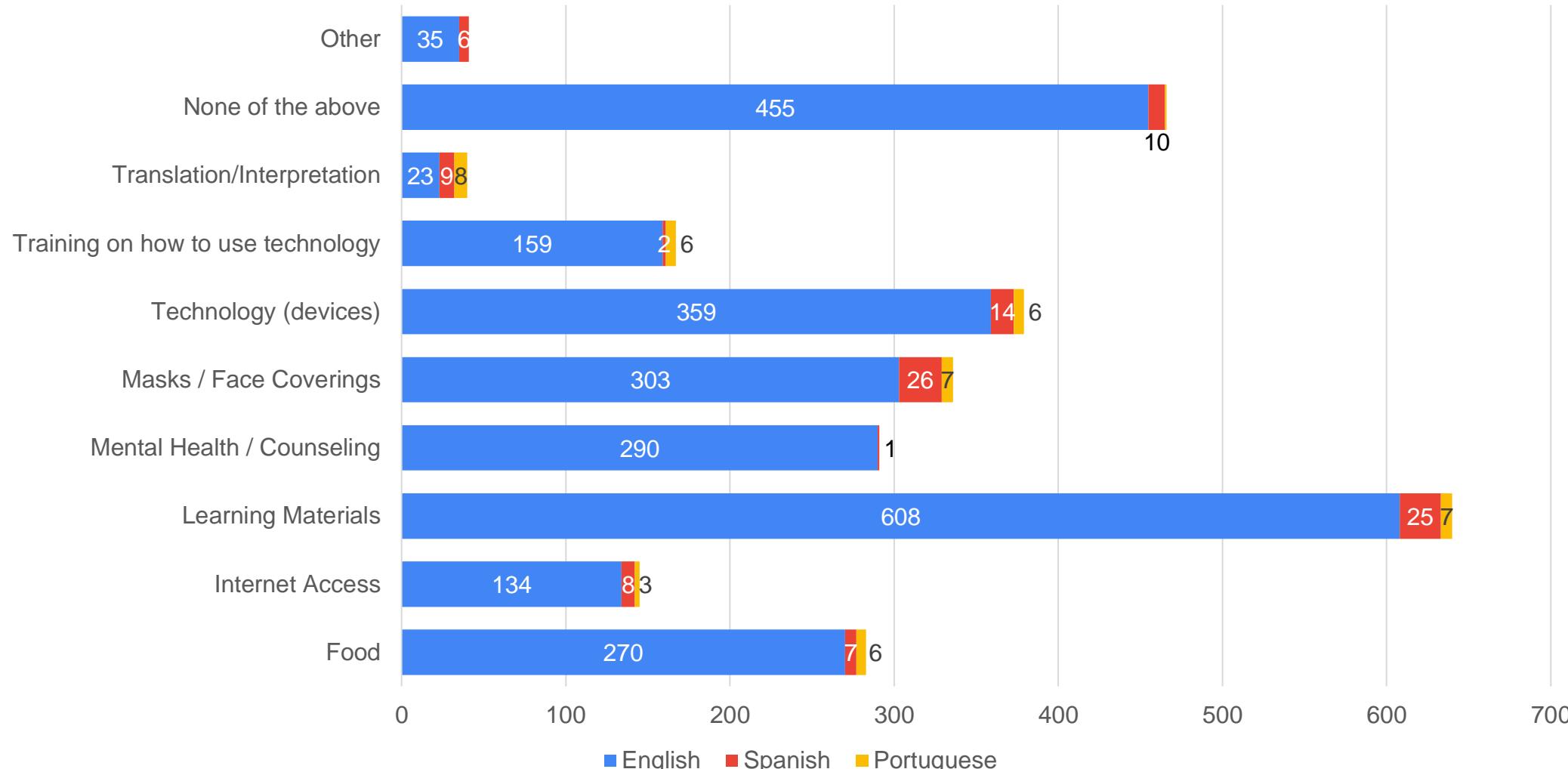
If your child(ren) attends school in-person, will you need any support to explain and enforce the expectation about wearing face coverings/masks safely? [Check all that apply]

One count per family. Does not differentiate between students in a family.



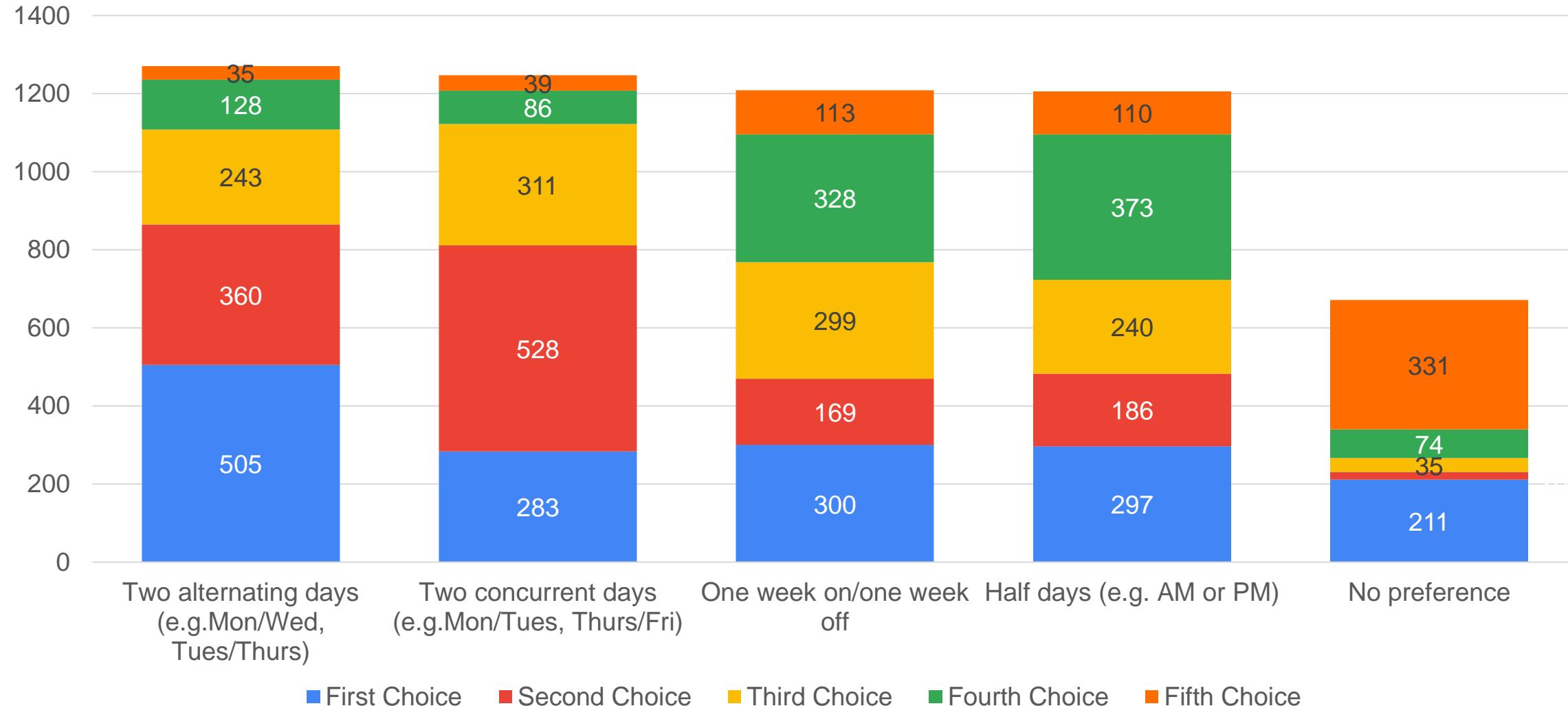
What supports do you think your family will need during the 2020-21 School Year? [Check all that apply]

One count per family. Does not differentiate between students in a family.



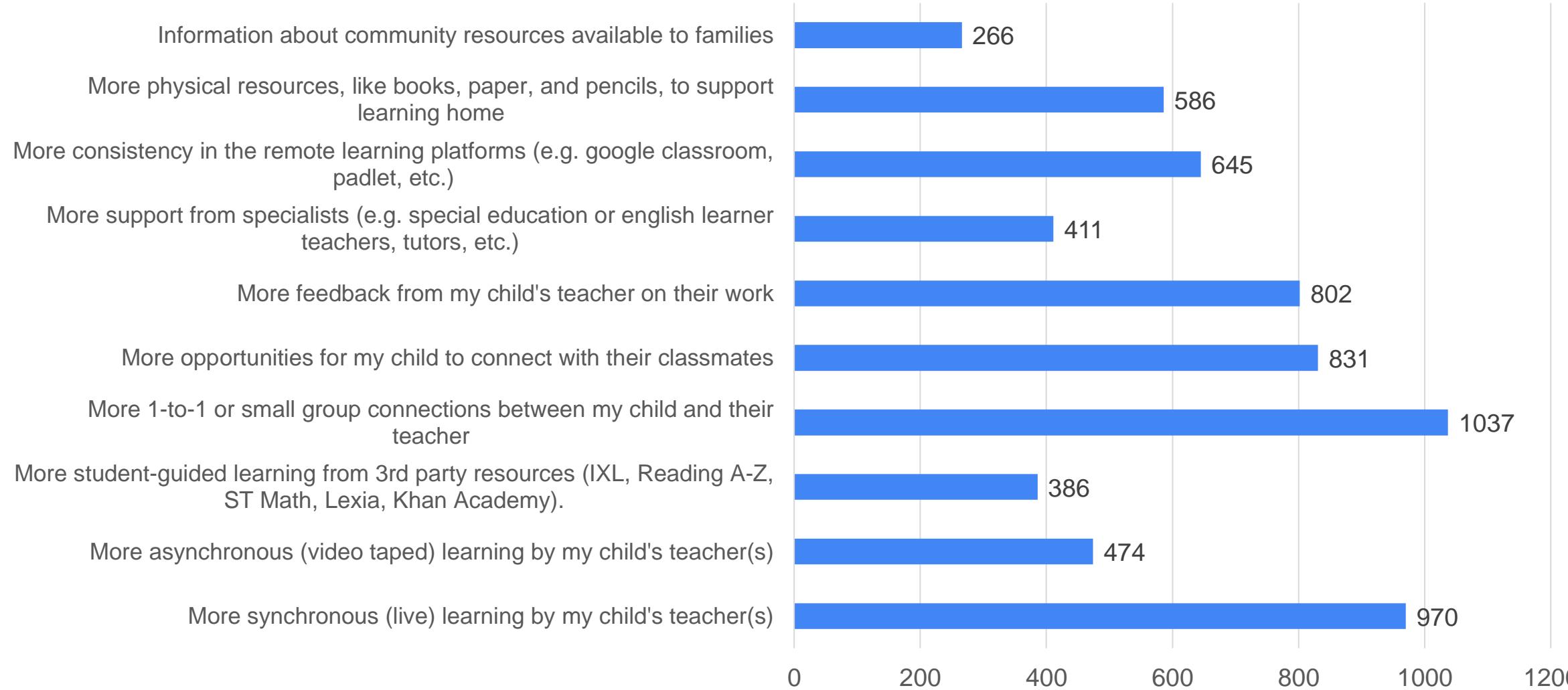
If we move to a hybrid option (with some in-person and some at-home learning), please rank your preferred schedule for in-person school from most preferred to least preferred:

One count per family. Does not differentiate between students in a family.



If we need to move to hybrid or remote learning at some point, what recommendations do you have for your child(ren)'s school? [Check all that apply]

One count per family. Does not differentiate between students in a family.



Staff Survey – Preliminary Results

7/28/20

About the Data

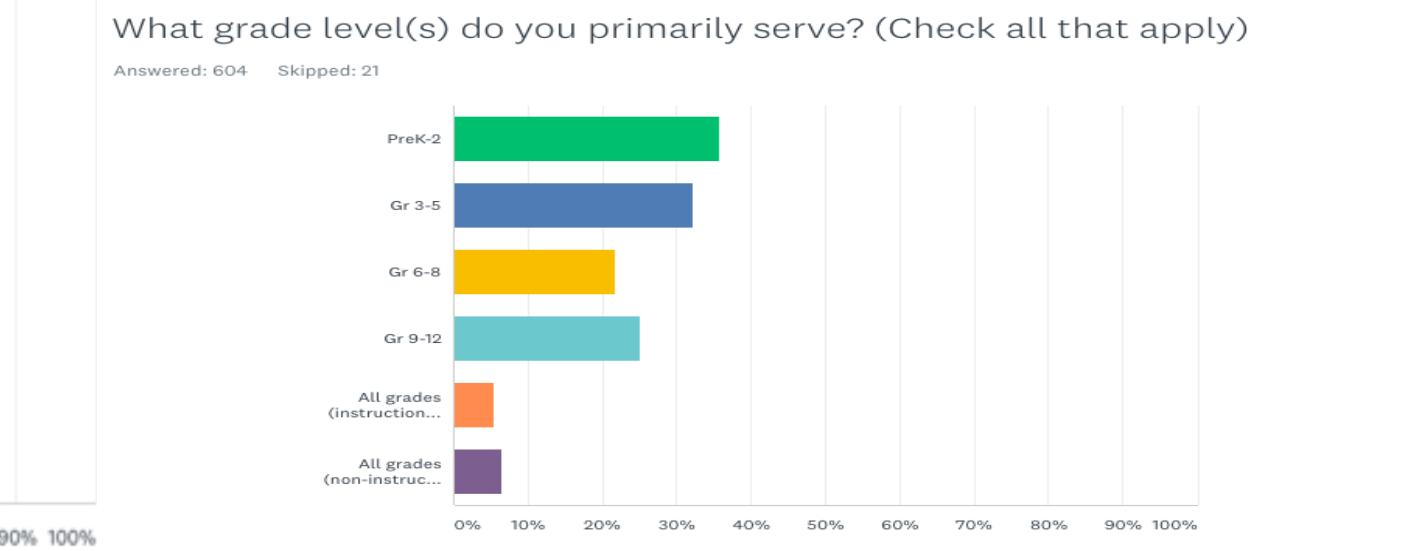
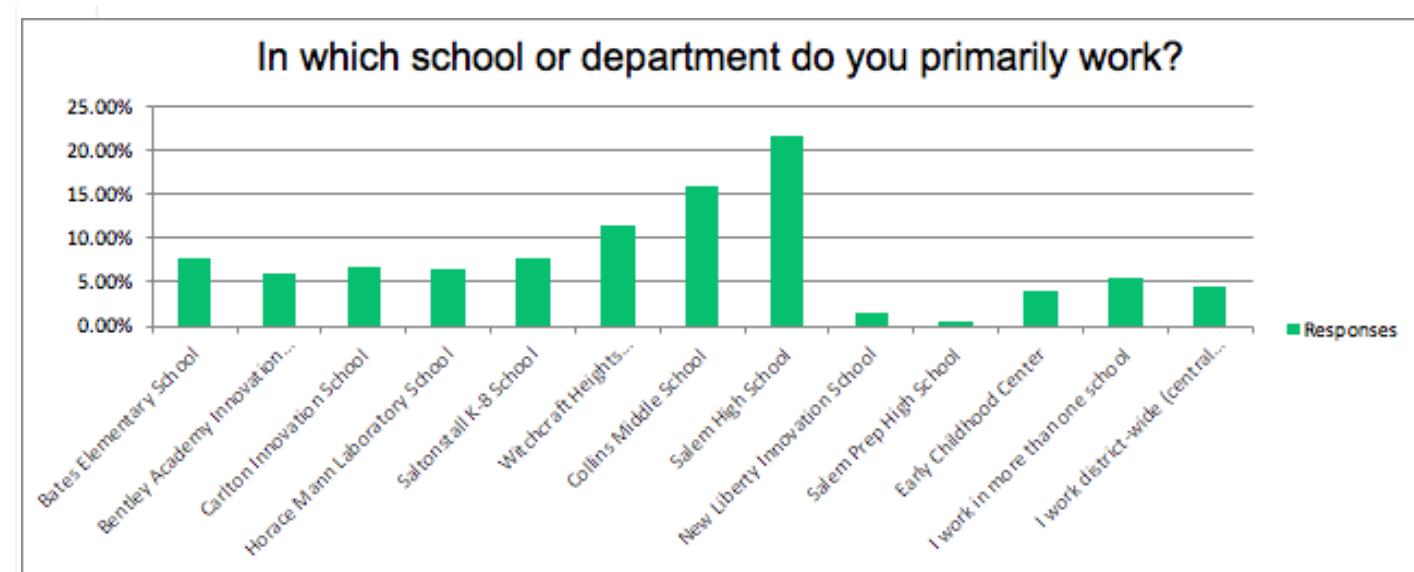
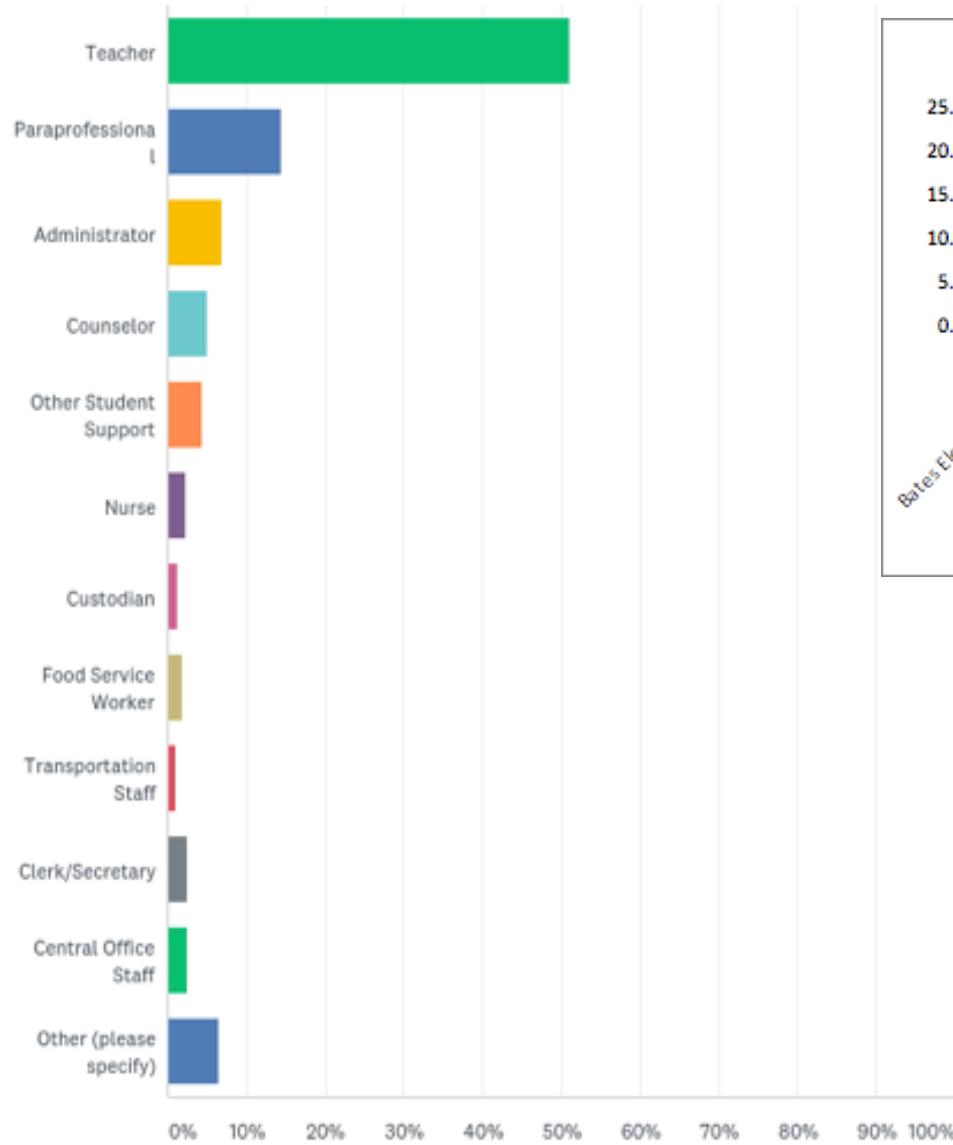
Data were collected during the week of 7/16/20 through 7/24/20. The data represent a snapshot of staff thinking during that timeframe

Staff members were asked to answer the questions based on the information they had at the time

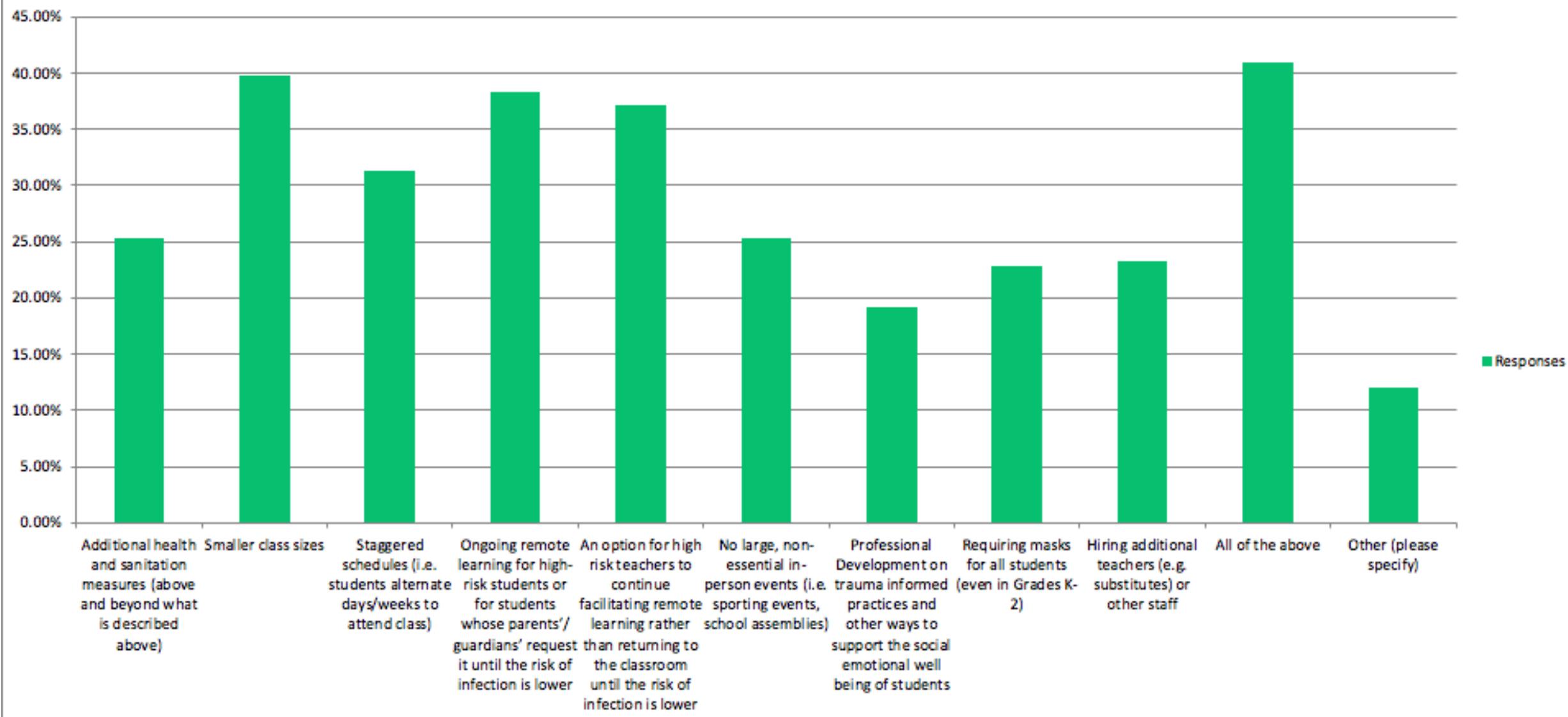
It is unclear, from the data, how some of the new guidance, decisions, and information may affect staff members' responses.

Nonetheless, the data help provide important insights into staff viewpoints during a point in time.

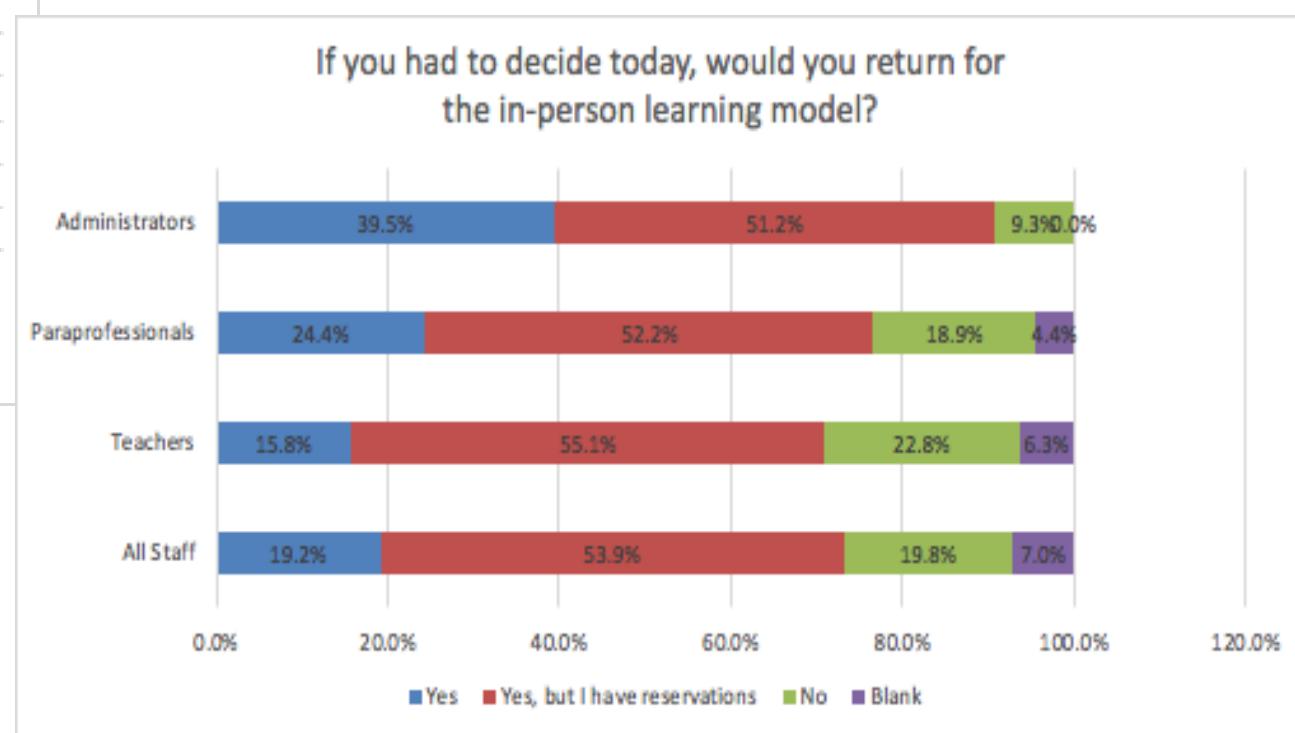
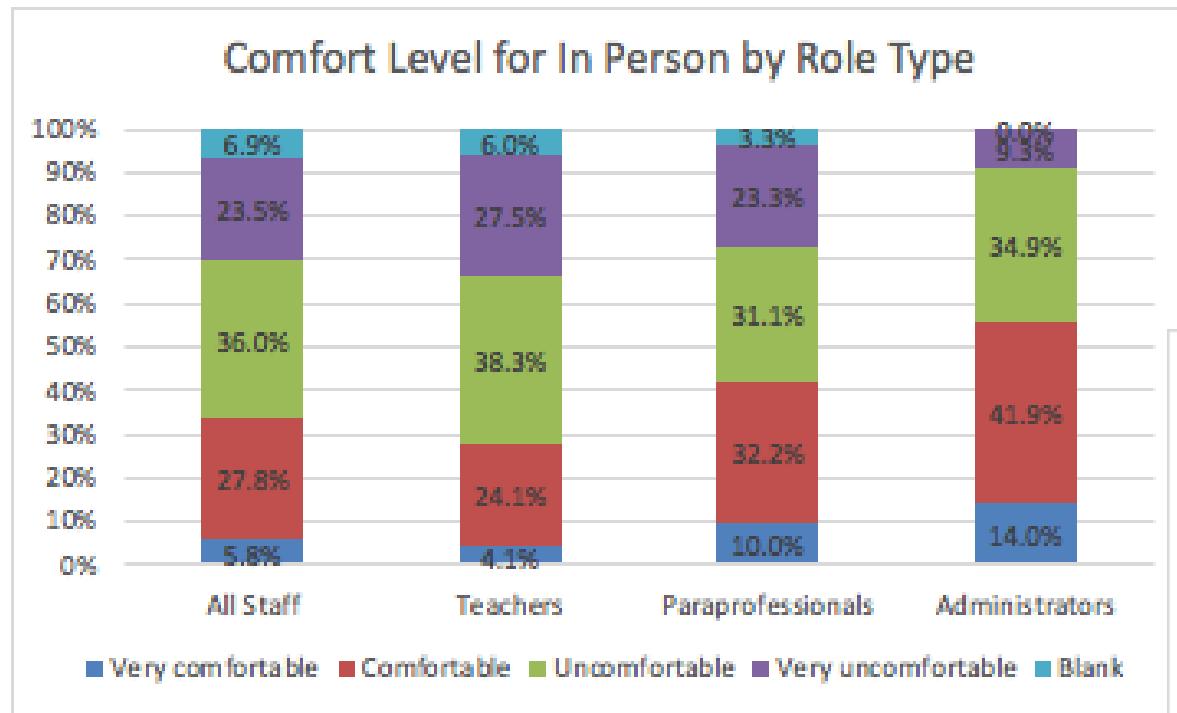
Staff Survey - Participants



Which of the following steps do you think are most important for the district to take when school reopens for in-person learning? Assume that all of the safety measures described above are already in place. (Choose up to three)

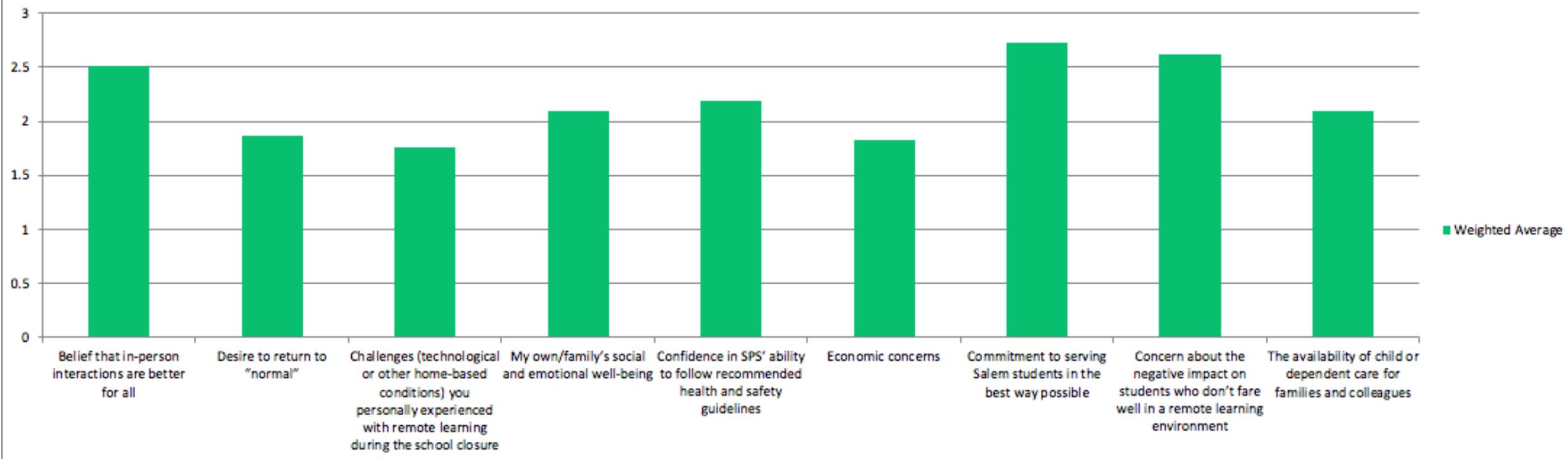


In-Person: Comfort Level and Decision by Role



If Yes to In-Person, what drove decision?

To what extent did each of the below factor into your decision?

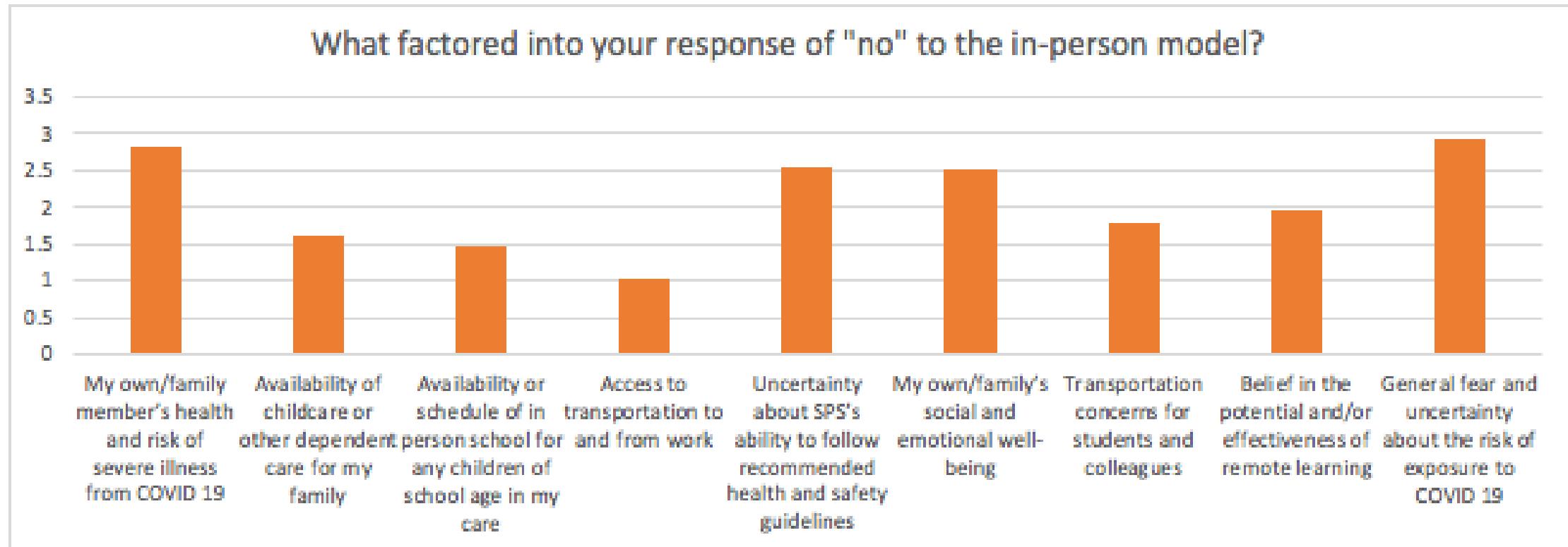


Q5 What recommendations do you have to ensure that the in-person learning scenario is as successful as possible?

*Open ended question being analyzed.
More details coming soon.*

able believe available will need everyone happen follow Covid small order distance expect possible first take virtual make trying safety procedures Make sure bathrooms one families work year etc set also Phase social distancing space classes way provide in-person learning Staff even smaller class sizes think guidelines staff students masks time weeks option teachers come need person students small group school considering will expectations building number classroom given learning going day teaching safe know students staff supplies plan groups people protocols ensure desks support state kids better keep especially cleaning risk parents materials teachers students many well virus must required allow place meet schedule use clear wear masks sharing PPE rooms

If “No” to In-Person, what drove your decision?

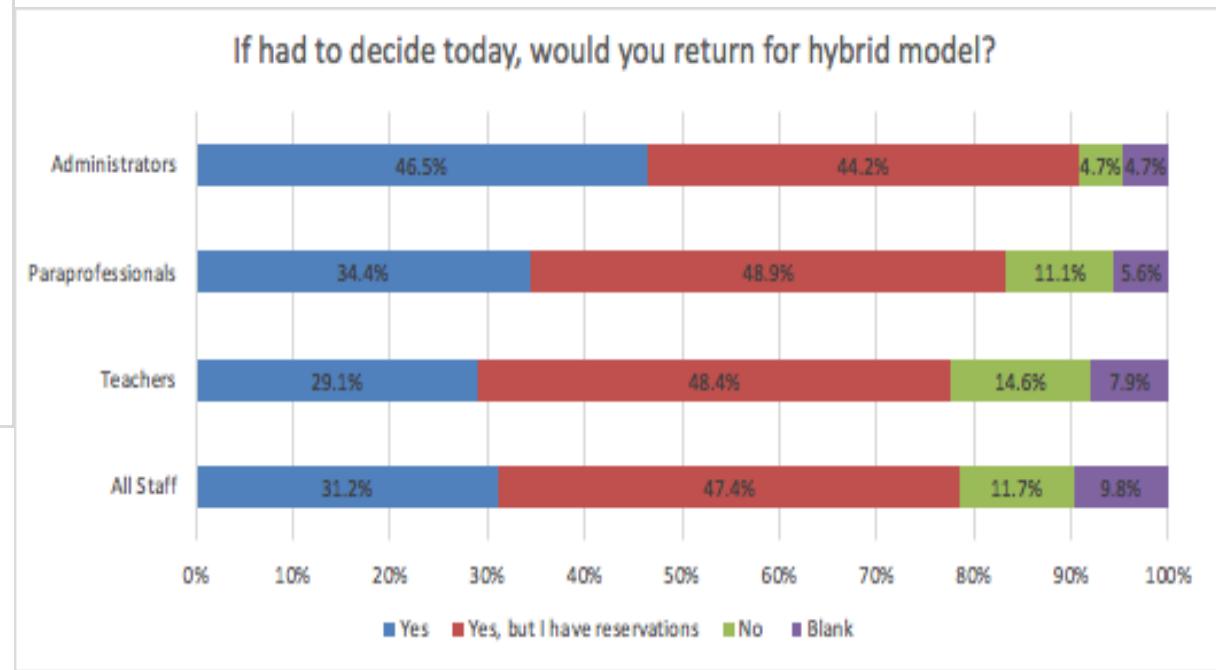
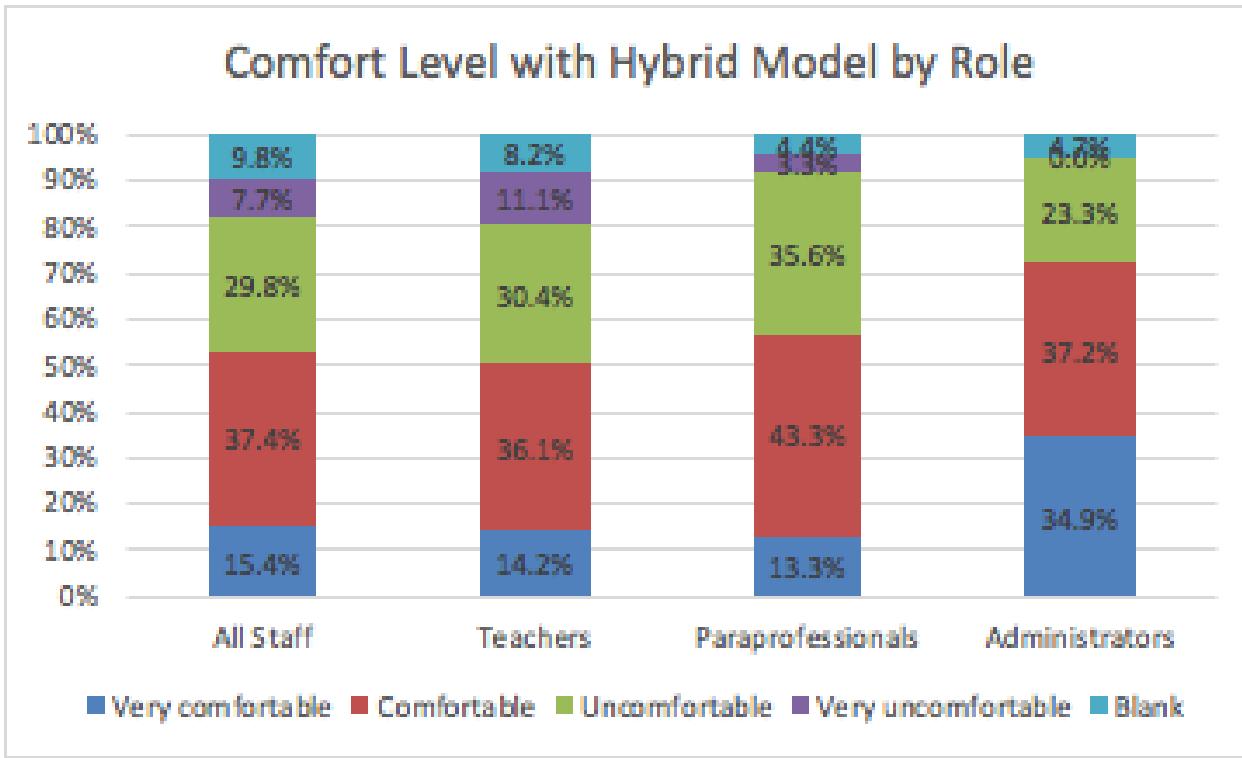


Q16 What steps could the district take to make you more comfortable to return to school/work for in-person learning in the fall?

*Open ended
question
being
analyzed.
More details
coming
soon.*

us school year one issues concerned honestly in-person hands point steps make feel COVID shut
return go back spaces plan smaller class sizes numbers risk safety much return person
teachers person learning sure outdoor staff limited fall many district teaching
make every work guidelines students good will provide safe
families school time need vaccine think
effective days nothing building use keep PPE students staff everyone
ensure s masks community well now person remotely start kids also addressed
sick reopening None option children way learn feet set opportunity enough really

Hybrid: Comfort Level and Decision by Role

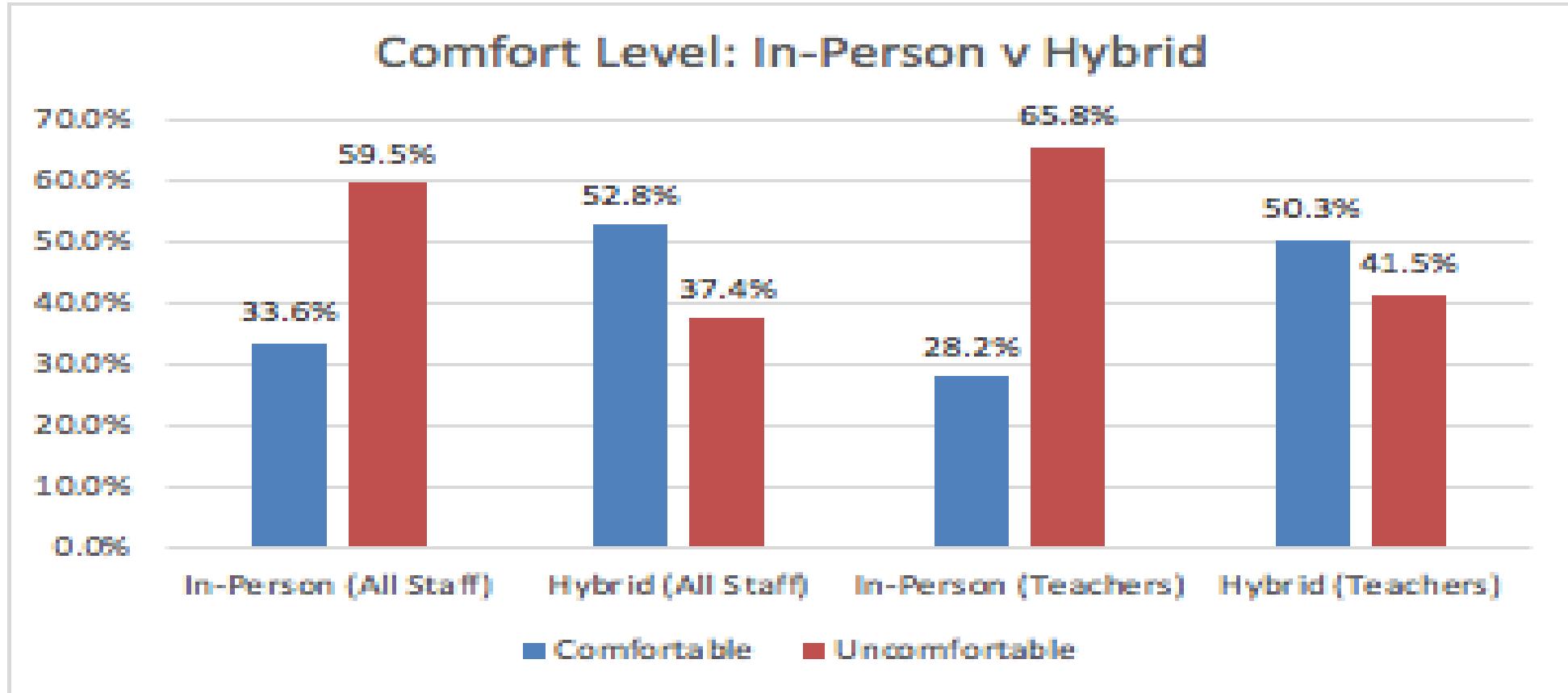


Q11 What recommendations do you have to ensure that the hybrid learning scenario is as successful as possible?

Open ended question being analyzed. More details coming soon.

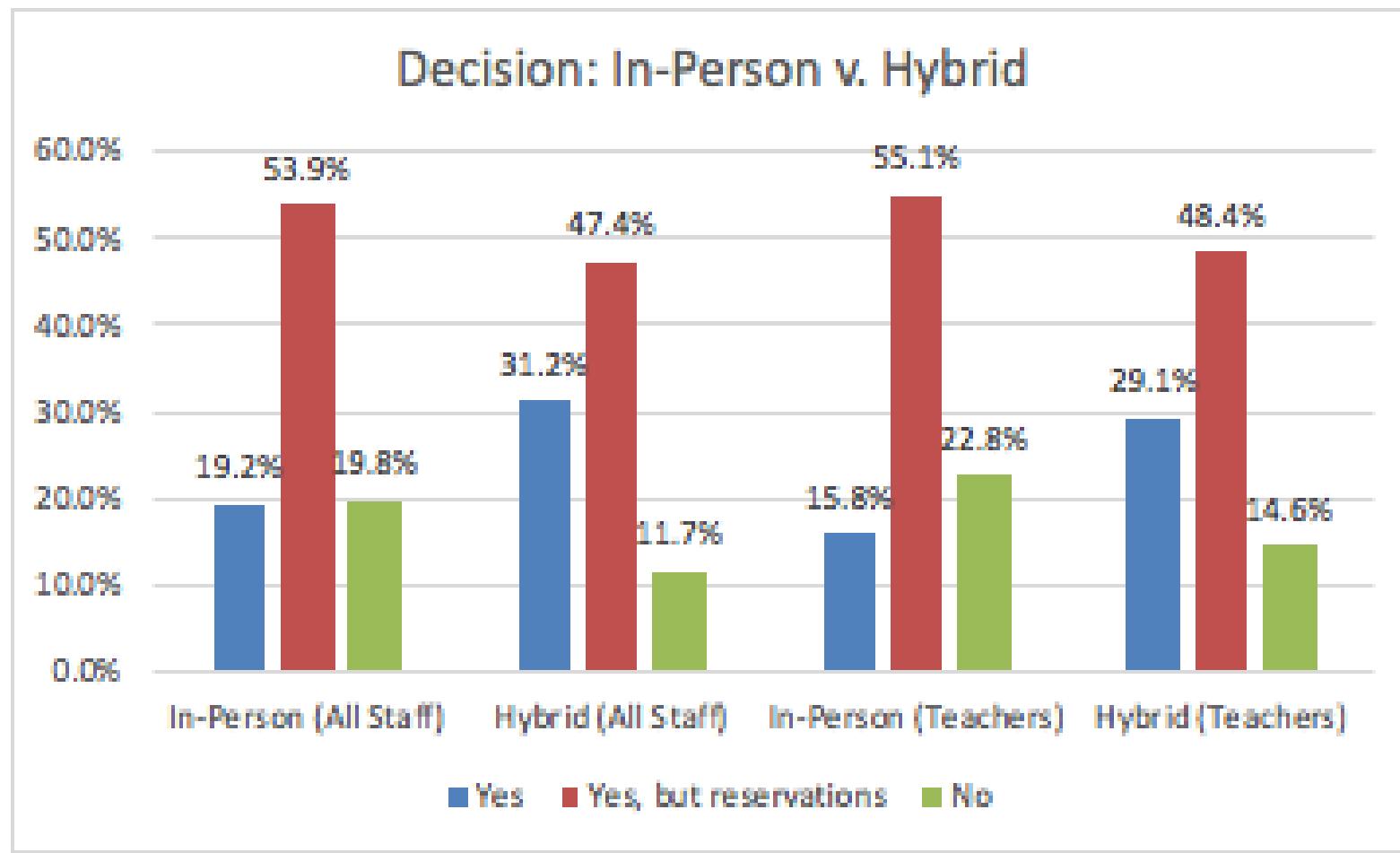
safe accountability available assignments Ensure held help remotely make sure attend given parents need parents concerned way small group days option best scenario students need considered children will need use must online access hybrid groups building expected well instruction model accountability students support take learning different time required will consistent school make sure students work training teachers students attendance students families need clear staff understand remote learning one person see remote communication home in-person families platforms plan know teaching complete make necessary also allow schedule continue hybrid model successful think held accountable class everyone going keep kids set materials PD technology return online learning teach classrooms provide time plan classrooms even able monitor follow lessons

Comfort Level - In-Person versus Hybrid Model



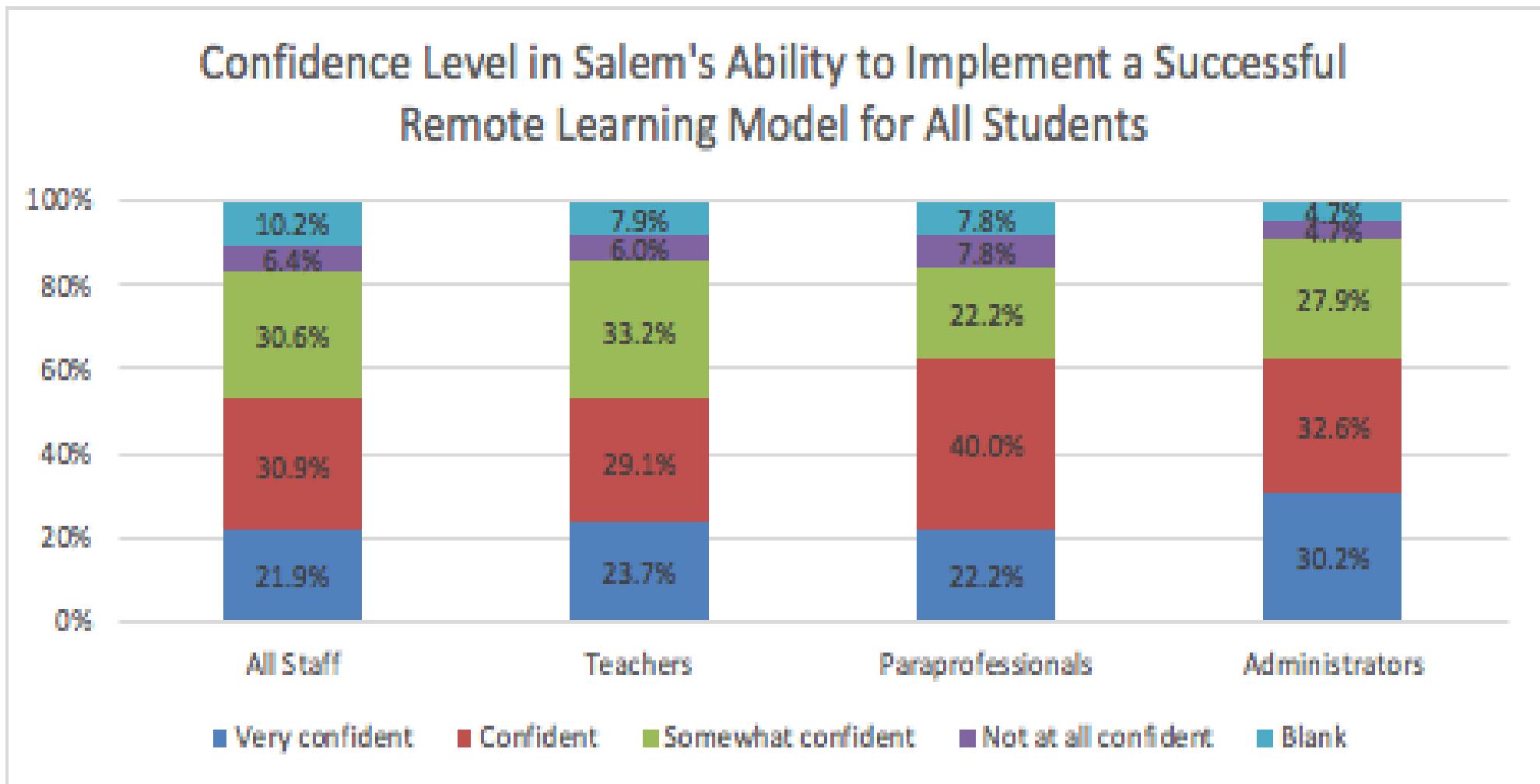
These results combine responses that were “comfortable” and “very comfortable” together. In addition, responses that were both “uncomfortable” and “very uncomfortable” were combined together.

Decision: In-Person v. Hybrid Model



- About 12% more staff members (and 13.3% more teachers) said “Yes” to the Hybrid model than they had for the In-Person Model.
- Fewer staff members said “No” to the Hybrid model as well (including teachers).
- For both models, approximately 48-55% of staff said “Yes, but I have reservations.” Understanding what the reservations are and how they could be addressed will be key to successfully staffing any final plan.

Remote: Confidence Level by Role



Q13 What recommendations do you have to ensure that the remote learning scenario is as successful as possible?

Open ended question being analyzed. More details coming soon.

model students attend given helpful children students will well students engaged kids create able check Will remotely teaching options technology system plan Allow students families going provide Zoom district accountability students schedules tools online may time set also participate think make sure best taken training engagement learning many remote learning meetings families successful work know need small group students consistent teachers resources parents materials support staff students parents school PD use understand classes engaging make instruction help clear accountability Start access structure grades etc platforms must lessons computer communication internet required assignments attendance sessions way offer ensure contact home remote spring keep students need even participation connect continue accountable