



# Planning for January 2021

Results of Parent and Staff Surveys

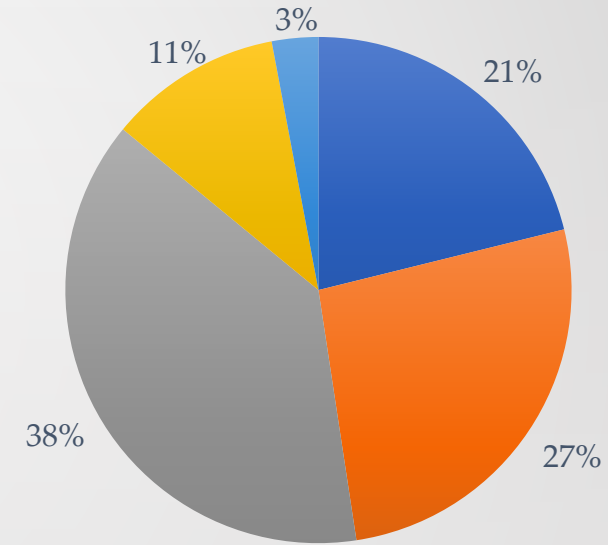
Recommendations from Return to Learn Committees

Presented November 23, 2020

# Parent Survey Results

- 1958 responses
  - 201 Briarwood
  - 213 Pinewood
  - 379 Westwood
  - 450 WWMS
  - 678 WWT
  - 21 EHS
  - 15 WVEC

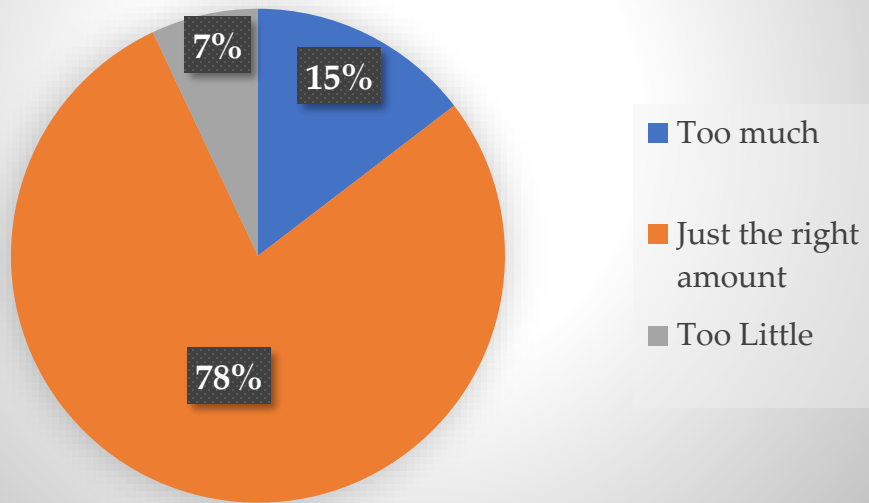
How well is your choice for either in-person or virtual learning going for **YOUR CHILD?**



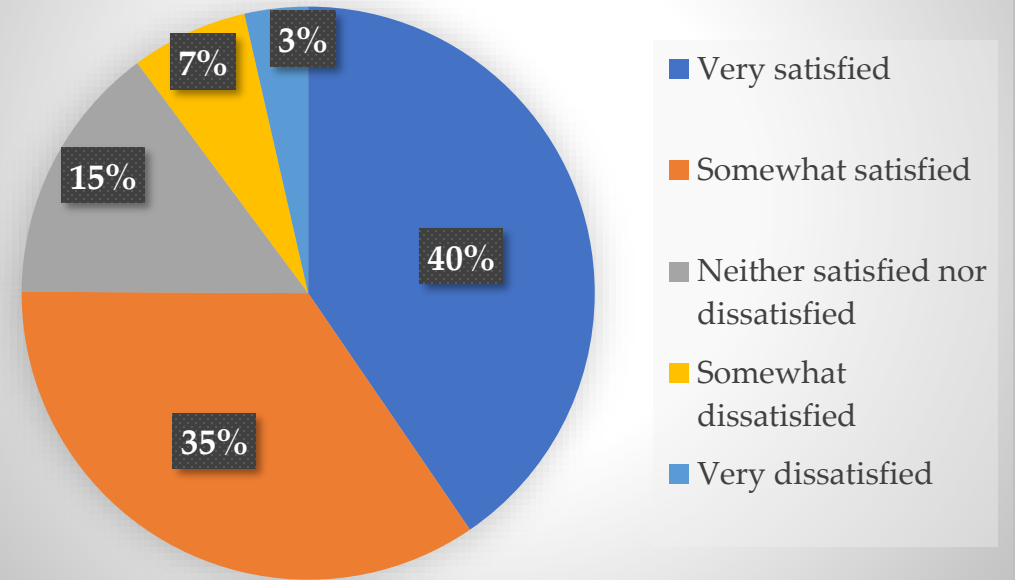
- Much better than expected
- Better than expected
- About what was expected
- Not as good as expected
- Much worse than expected

# Parent Satisfaction

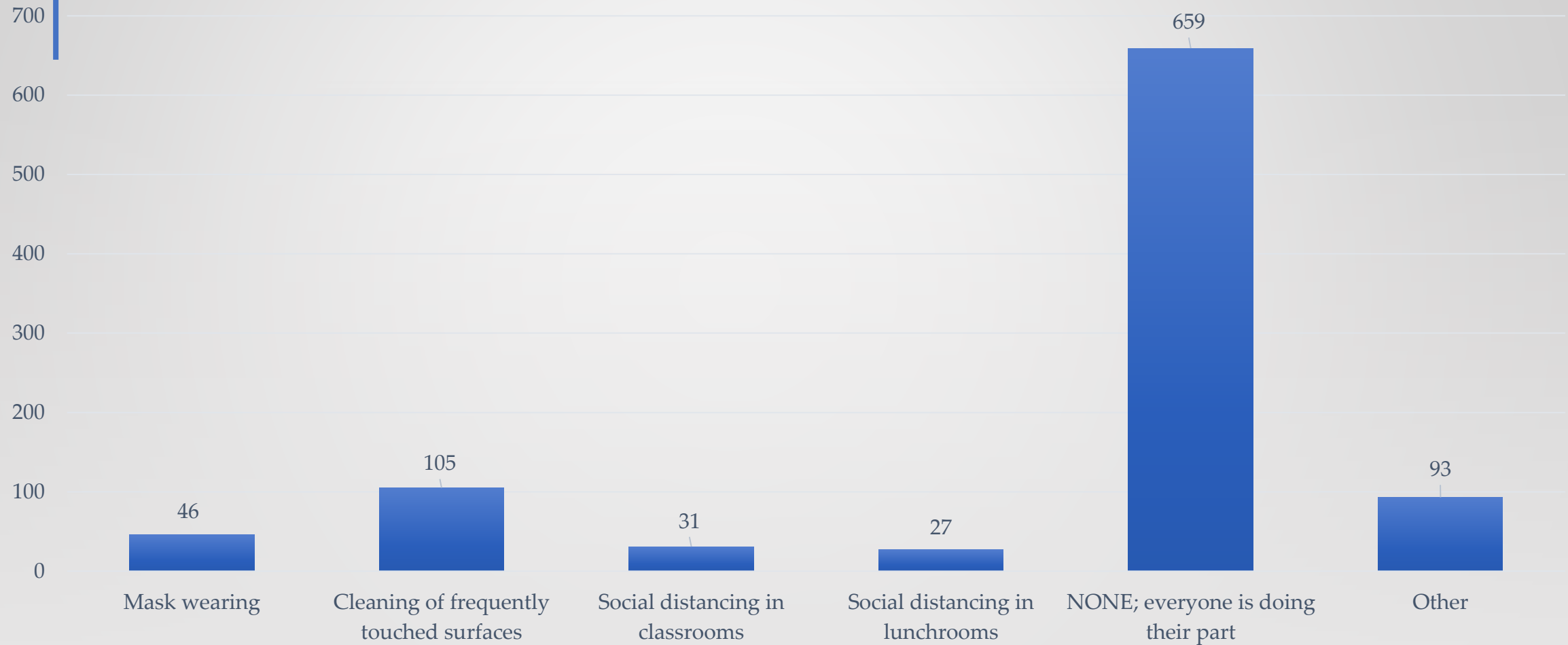
My child is being given  
\_\_\_\_\_ school work  
during this time.



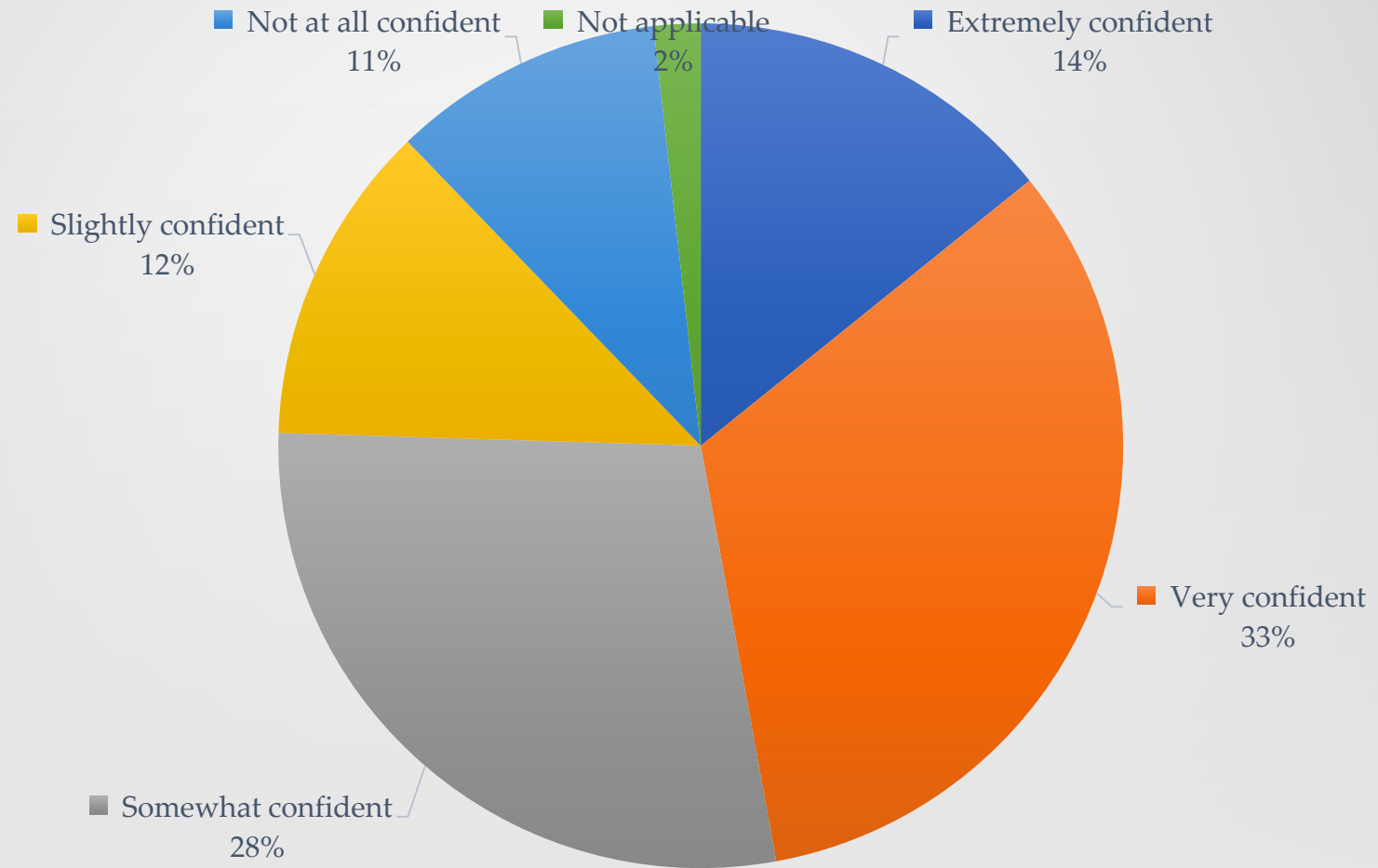
How satisfied are you with the  
option you chose?



# What safety protocols do parents want to see improve?



# Parent Perception of Academic Progress





# Staff Committee Meeting Discussions

Operations, Health & Safety, Instruction & Social/Emotional

# OPERATIONS: Staff Concerns

- 1. Social Distancing (Classes/Café) if we have any additional students come back in-person. (MS and Elementary in particular)**
  - Some elementary staff expressed concerns over social distancing
  - If additional students want to return face-to-face in January, some cafeteria operations will need to be adjusted
- 2. Plan for determining staffing and number of students Face-to Face vs Virtual**
  - Concern that if we have more F2F students than we did in September, we may have to change student schedules/teachers to remain socially distanced to the extent possible
  - Chicken and egg discussion; difficult to determine a plan prior to parent survey results
- 3. Plan for students to be able to transition between Face-to-Face to Virtual Instruction (Elementary and MS)**
  - WWMS Schedule changes – teachers teach two virtual/two face-to-face
  - Elementary class sizes will need to continue to be kept below the traditional/contractual class sizes.

# OPERATIONS: Concerns continued

## 4. Transparency/Communication/Consistent Procedures

- Parents and staff want more details: class, grade level, numbers, etc.
- Frustration from staff and parents that they do not receive more information regarding COVID-19 cases

## 5. Cleaning touchpoints/areas

- Staff reassigned to covers areas





# HEALTH & SAFETY: Staff concerns

1. Temperature Checks: Staff are concerned that parents are not taking students' temperatures in the morning
  - Remind parents and staff to do it before school
  - CDC does not recommend mass temperature taking
2. PPE: orders continually being processed; just ask
3. Air Filters: are being replaced as required (ahead of schedule) and have been upgraded
4. Students not wearing masks correctly:
  - Added additional signage
  - Increased communication with students and parents
  - Offer PBIS rewards
  - Send students home who continually need to be told



# HEALTH & SAFETY: Concerns continued

5. **Cafeteria:** Each building is currently meeting all health and safety guidelines for population size and spacing in the cafeteria. Upon second semester survey results, each building will need to re-evaluate their current cafeteria designs.
6. **Class size:** Using data collected from the S2 Parent Survey, building administrators will continue to implement social distancing protocols to the extent possible. If necessary, classroom balancing will be considered.
7. **Computer Lab:** Similar to class spaces, building administrators will continue to implement social distancing protocols to the extent possible in lab spaces. Currently, the H/S Committee is researching dividers to use in computer labs and other meeting spaces.



## HEALTH & SAFETY: Concerns continued

8. **District Reporting vs. State Reporting:** Some staff and families have reached out and expressed concern regarding discrepancies between the MI COVID dashboard and what Warren Woods is reporting to staff and families:

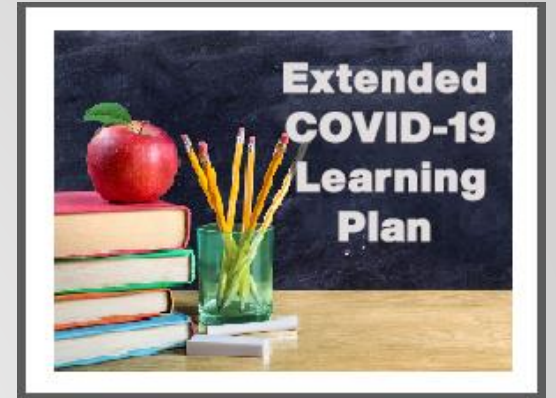
- Warren Woods will accurately report any case or close-contact case of COVID within our district in a timely manner.
- Warren Woods is committed to contacting *all* families of students requiring quarantine. We will not send out community updates before these families have been contacted. Sometimes this causes a delay in notifying all families.
- Other reporting agencies are not always 100% accurate in their reporting. For example, some agencies use ZIP code as a reporting tool for COVID. Many students do not live in the district that they attend, therefore this leads to reporting discrepancies.



# INSTRUCTION: Themes

## All

- Parent feedback mostly positive: No major changes to scheduling suggested
- Parents concern about perception of lost instructional time
  - Still providing the 1098 hours of content; packaged differently
- Remind parents that schedules/teachers could change at semester
- Additional Professional Development for engagement in Remote Instruction offered
- Reminder for the need and helpfulness of common pacing and following common essentials
- More tech video and guides for parents (i.e. ability to monitor student progress, etc.)
- Communicate expectations for online learners and families



# INSTRUCTION: continued

## Elementary

- Time to collaborate between virtual teachers – schedule preps accordingly
- Parents disappointment in lack of specials for virtual learners – planning to pay teachers to create and post lessons for virtual students
- Develop plan to address students who are forced to quarantine due to individual exposure; access to live instruction for all students
- Increase small group instructional time
- Recognition that it might be necessary to offer a modified schedule for K-2
- Staff requesting time for face-to-face teachers to check in with quarantined students

## Secondary

- Staff have concerns about accountability measures to engage online learners
- Recognition that the livestream schedule is not perfect, but it is working and evolving
- Conflicting staff opinions on a policy requiring students to have cameras on or off?
- Staff want more professional development to engage whole class - whether online or in-person

# Social Emotional Learning in Elementary Buildings

1. Second Steps Curriculum in hard copy & digital form - accessible to all classrooms
2. Daily Check in/ Check out
3. Multi-Tiered Systems of Supports (MTSS) for students requiring additional support
4. ALL teachers can access Social Emotional Resources in Schoology and One Drive for use with their students in the classroom – F2F or Virtual
5. ALL students have access to Social Emotional Learning Schoology Course
  - Monthly themed activities are provided on Feelings, Kindness, etc.
  - Links for videos, books and activities



# Social Emotional Learning in Secondary Buildings

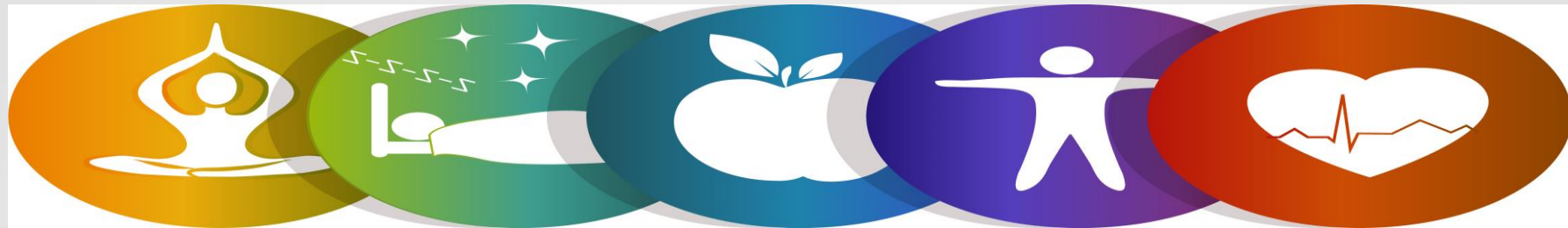
Character Strong Curriculum @ WWMS.. WWT also considering

Check in /Check out process – students request meetings with counselors, psychologist, social workers etc.

Whole class/Virtual presentations at WWMS, followed by lessons in Schoology for all students on various Social Emotional Topics

WWMS virtual lunch check-ins with students

Multi-Tiered System of Supports in Place



# Second Semester Pandemic Learning Timeline

**Committee Work**  
Nov. 6 - 24



**Options for Parents Shared via email**  
Nov. 24



**Implement decisions/changes**  
January 19

**Board Report**  
Nov. 23

Presentation of Committee Recommendations

(No action)



**Parent Decision due**  
**December 4**

Parents can choose to stay in their current instructional model or switch.

Changes would begin Jan. 19, 2021

