

Franklin Public Schools
Summary of K and 1 Full and In-Person Family Survey
December 2020

The District conducted a survey of Kindergarten and grade 1 families from Monday, December 14 to Friday, December 18, 2020. A summary of these results is being presented to the Franklin School Committee on January 12, 2021 for discussion.

Responses were based on the following Scenarios:

SCENARIO I -- Full and In-Person at 3-6 Feet of Distance

Overview:

Students would be full and in-person with desks spaced between 3 and 6 feet apart, which will vary depending on class size and square footage of the classroom space.

Considerations:

Classrooms at Oak, Keller, Jefferson, and Parmenter are larger; classrooms at DT and Kennedy are smaller. There may be plexiglass dividers surrounding student desks for close distances (3-4 feet). Alternative spaces may also need to be used, such as school libraries. At this density, lunch would likely involve lunch in the cafeteria, with students spaced 6 feet apart. Alternatively, lunch could be staggered within the classroom so that half of the students are eating at one time. Other school building spaces would likely maintain the 6-foot standard (bathrooms, hallways, etc.).

SCENARIO II -- Full and In-Person at 6 Feet of Distance

Overview:

Students would be full and in-person with desks spaced at 6 feet apart, as currently configured in the current hybrid model. In some classrooms, all students will fit within the classroom space. Some classes would be separated into two groups and taught/supervised by a team including a teacher with an Educational Support Professional. Students at Keller, Oak, Jefferson, and Parmenter can likely be accommodated within their own school.

Considerations:

Due to space restrictions at Davis Thayer and Kennedy, alternative spaces other than DT and Kennedy classrooms would need to be used. 2 classrooms of Davis Thayer students would likely be relocated to Keller, and 2 -3 classrooms at Kennedy would likely be relocated to Oak.

It is possible that the serving of lunch at your child's school would change.

SCENARIO III -- Modified Hybrid Schedule with Half-Day of in-person learning daily and Half-Day of asynchronous learning

Overview:

The hybrid schedule would be modified in order to facilitate daily in-person instruction in the school setting. Half of the students would be scheduled for a morning half-day, and half of the students would be scheduled for an afternoon half-day. Literacy and mathematics instruction would be prioritized.

Considerations:

Specials may not be able to be offered or they may be offered when students are learning at home. When not in school in-person, students would be engaged in asynchronous grade level work at home.

SCENARIO IV -- Remain in the CURRENT hybrid model.

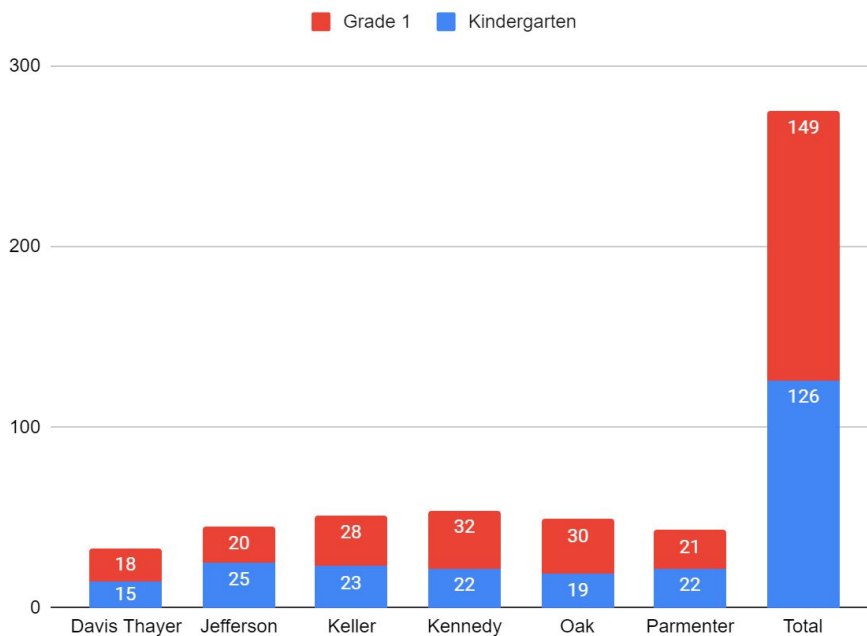
PLEASE NOTE:

1. In Scenarios 1-3, individual students remaining in the current hybrid schedule would NOT be an option.
2. You would still be able to choose a fully remote option for your child through the Virtual Learning Academy, which would involve transferring to another teacher.
3. If many families opt for VLA, we may need to shift a small number of staff to the VLA and consolidate in-person sections. This may mean that in-person students may also have a switch to their teacher.

Overall Survey Responses

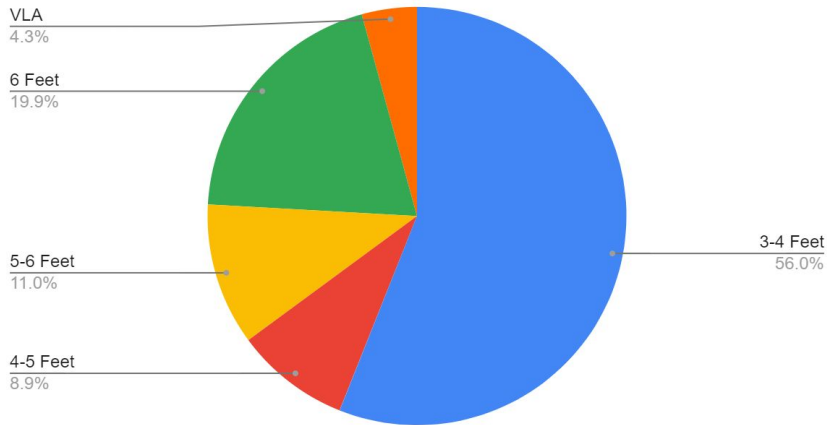
Families were asked to complete the survey for each of their children. This represents 50% of students enrolled in FPS grades K and 1 based on a total enrollment of 542 students. Duplicate entries were removed.

Kindergarten and Grade 1 Family Survey Responses (N=275)



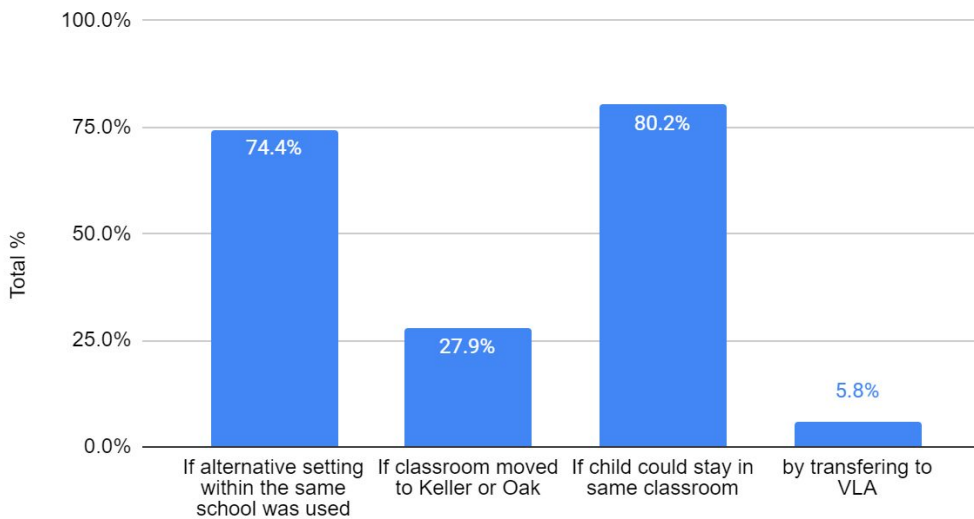
The following question pertains to Scenario I, which involves students being full and in person at a distance of between 3 and 6 feet, depending on the specific school and classroom space.

K/1 Family Survey: If Scenario I were chosen by the district, I would send my child to school at...of distance.



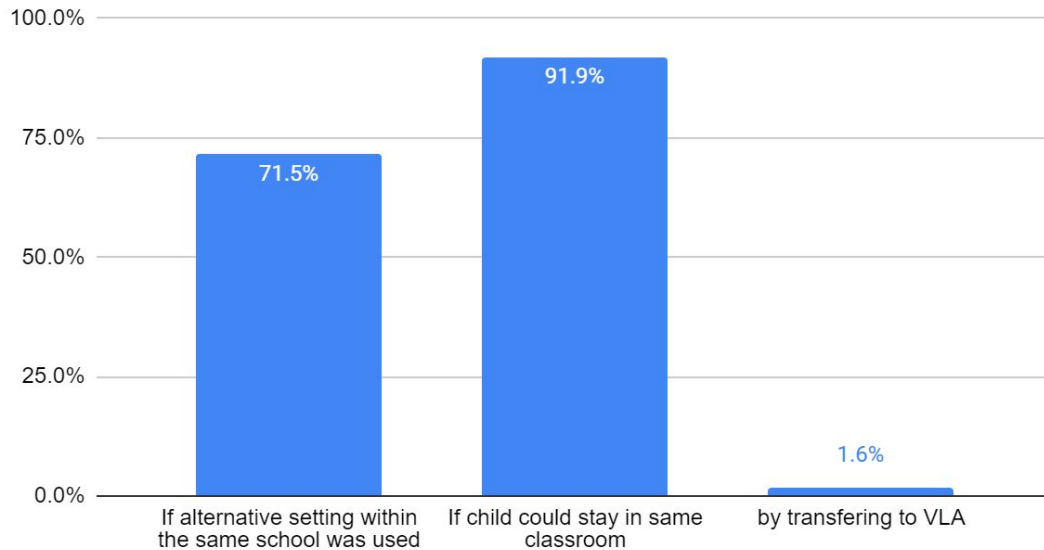
The next question asked families about their intentions for full and in person school in Scenario II. For families at Davis Thayer Elementary and Kennedy Elementary School, the possibility exists of having to change the classroom to an alternative space within the school or at a different elementary school (Keller Elementary or Oak St. Elementary). The chart is based on 86 entries (1 blank); families could select more than one response.

K/1 Family Survey. For DT/Kennedy families, if Scenario II were chosen by the district, I would send my child to school...



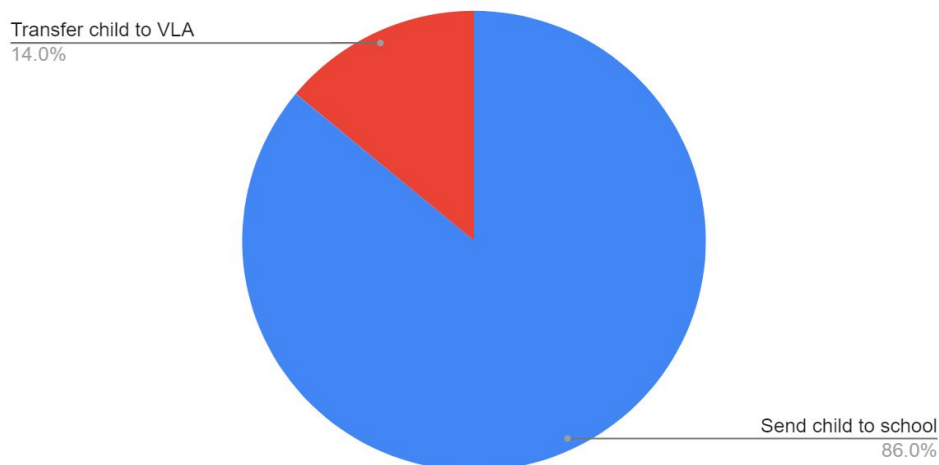
For families at Jefferson, Keller, Oak St. and Parmenter, the possibility exists of having to change the classroom to an alternative space within the school. The chart is based on 186 entries; families could select more than once response.

K/1 Family Survey: For Jefferson/Keller/Oak/Parmenter families, if Scenario II were chosen by the district, I would send my child to school...



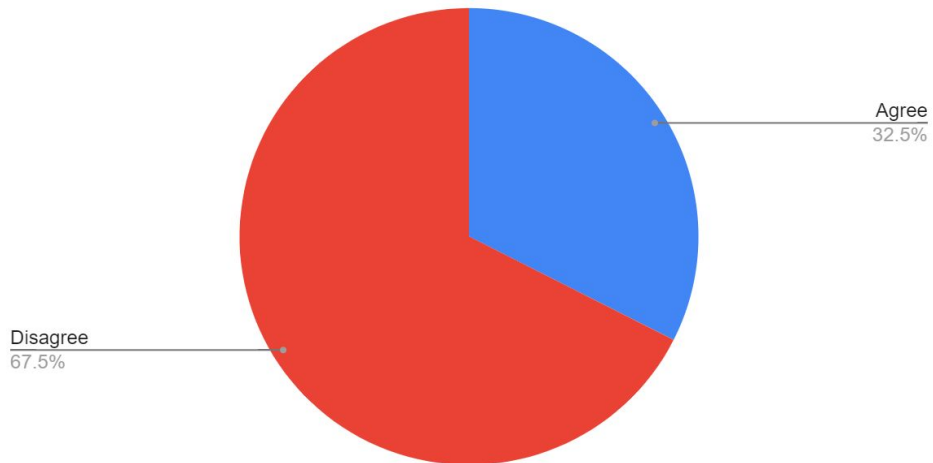
The following question asks about intentions if Scenario III were chosen. Scenario III involves in person half days for K and grade 1 students. (265 responses)

K/1 Family Survey: If Scenario III were chosen by the district I would...



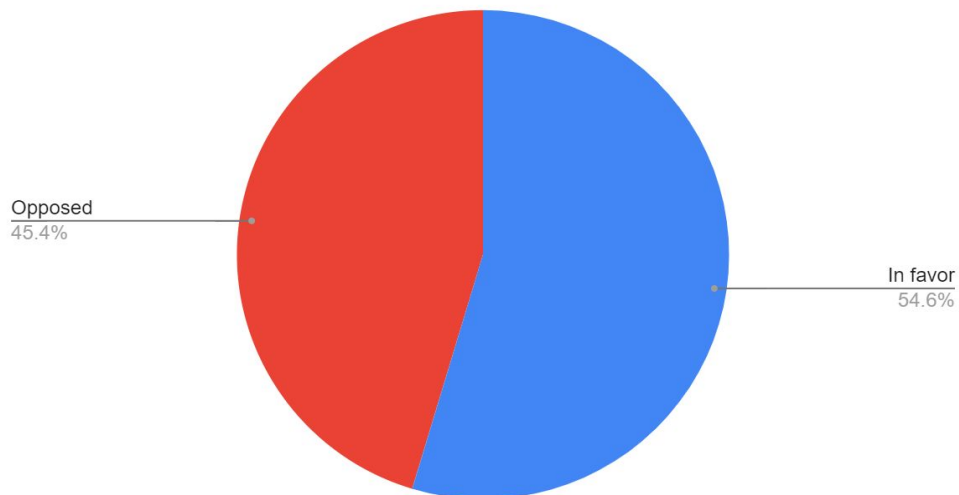
The next question asked about a fourth scenario, which is to remain in the current hybrid model. (271 responses).

K/1 Family Survey: I prefer to remain in the current hybrid model at this time.



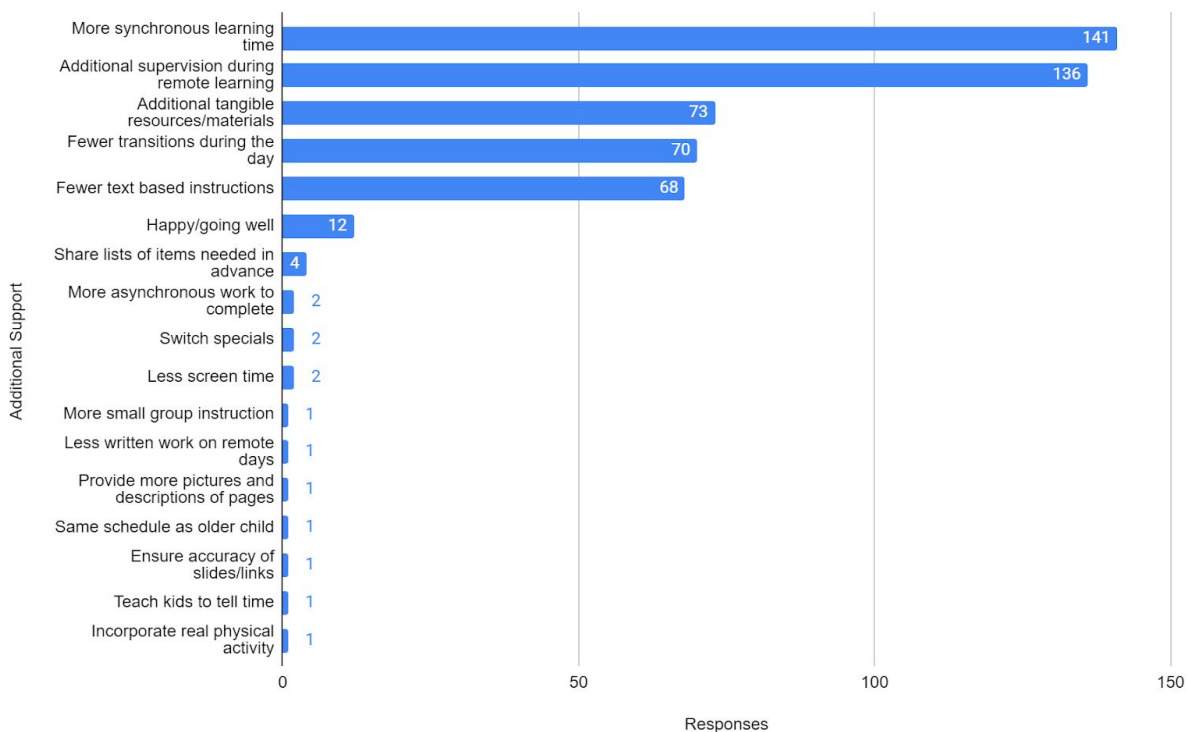
The following question summarizes opinions of families about the potential of a teacher change. (269 responses).

K/1 Family Survey. Opinions of parents/guardians on moving to in-person learning if it means their child's teacher would change.



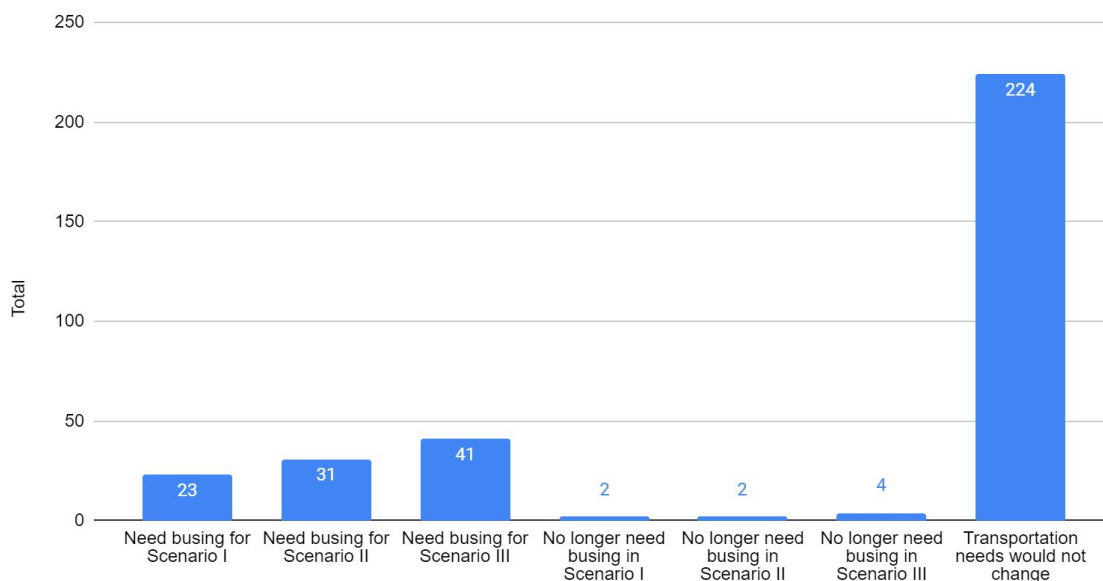
Families responded about additional supports and resources to support their child in hybrid learning. Families were provided with several options and the opportunity to offer a suggestion in “other”.

K/1 Family Survey: Additional Supports and Resources to Support Hybrid Learning

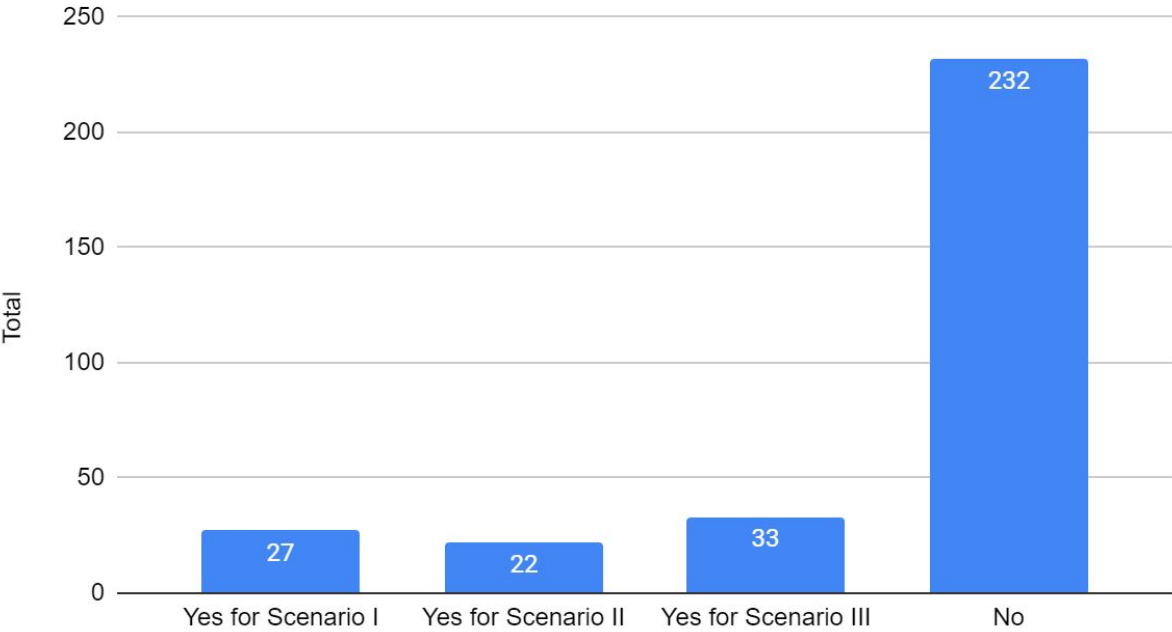


Families responded about transportation changes and the need for Solutions child care under the various Scenarios.

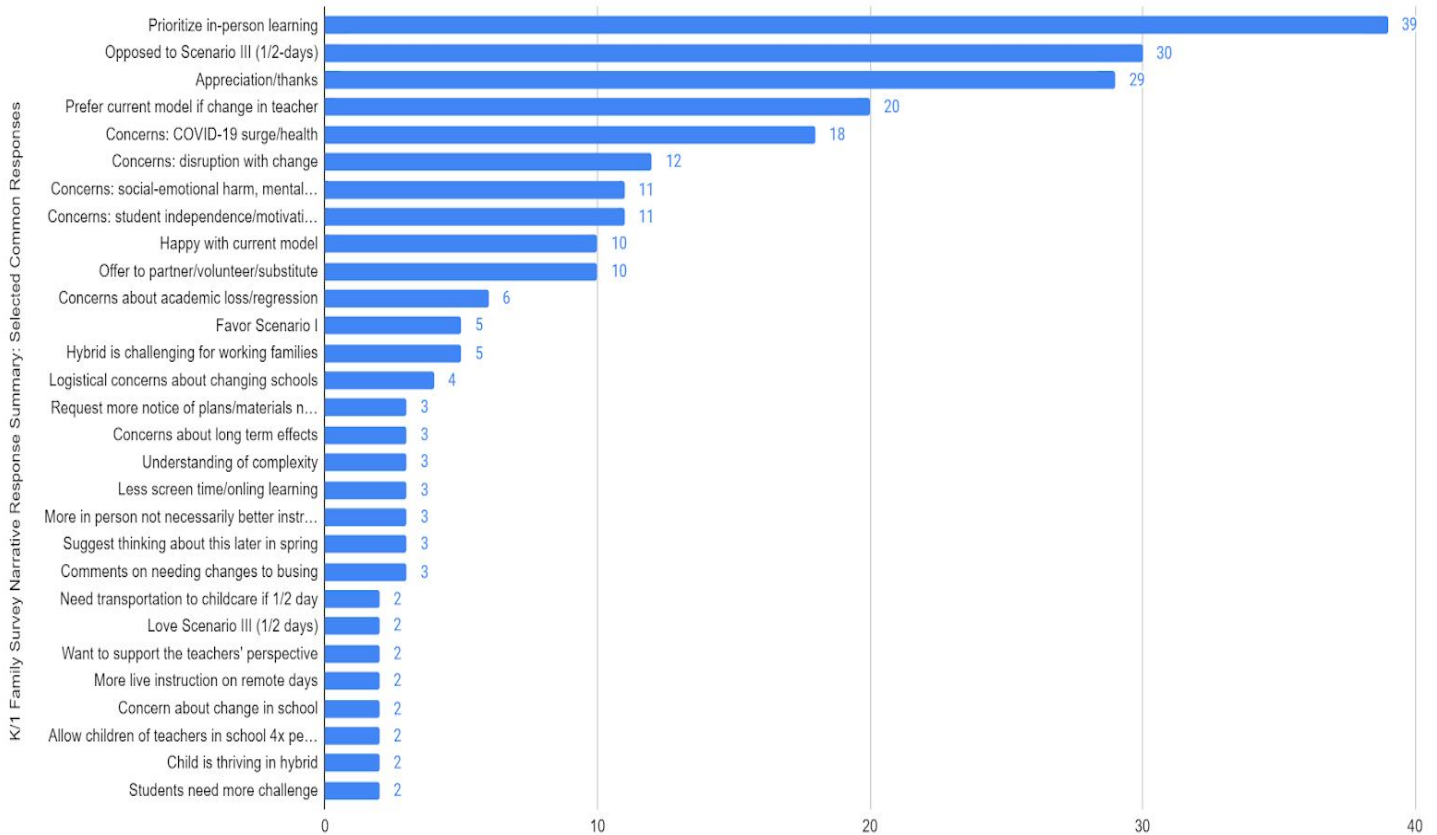
K/1 Family Survey: Transportation Considerations



K/1 Family Survey; Need for Solutions After School Care



176 Narrative responses were read and coded for patterns. Themes are summarized below and graphed for any comment made more than once.



Comments with one response are noted below.

1/2 Day Complicated due to YMCA model	1
Would accept 1/2 day if no change to teacher	1
Suggestion to balance cohort A/B in person days	1
Concerns about scheduling of specials	1
Suggestion to improve 1/2 day scenario	1
Suggestion to expand criteria for high needs	1
Concern about special education services/continuity	1
Survey seems biased against change	1
Questioning fairness of high needs criteria	1
Offense re: learning pod suggestion and finances	1
Suggestion to go remote for January only	1
OK 3-4 feet with plexiglass	1

High needs student doing well 4x week	1
Suggested adding 3rd day on Wed. and alternate cohorts	1
Keep remote Wed. in a in person model	1
Focus instead on improving remote learning	1
All in person provides equal access	1
Communicate specific COVID positive interaction independent of time/space	1
Would Title I services continue if school changed?	1

Franklin Public Schools
Summary of K and 1 Full and In-Person Classroom Teacher Survey
December 2020

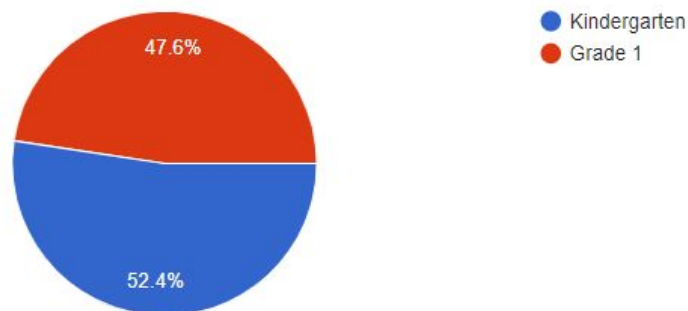
In addition to surveying families, the District conducted a survey of Kindergarten and grade 1 classroom teachers from Monday, December 14 to Friday, December 18, 2020. A summary of these results is being presented to the Franklin School Committee on January 12, 2021 for discussion.

Overall Survey Responses by School

Twenty-one (21) teachers completed the survey regarding the possible scenarios presented for full and in person learning for students in Kindergarten and grade. 1. One additional teacher (grade 1) missed the submission deadline but emailed narrative thoughts. These 22 responses reflect 68% of teachers, based on 16 sections of K and 15 sections of grade 1.

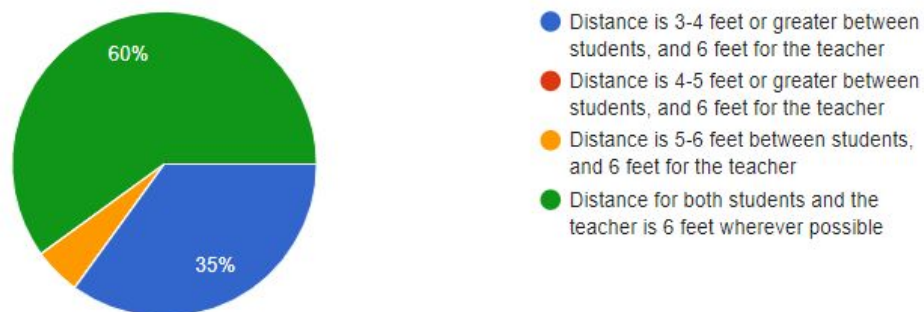
Grade Level

21 responses



I would feel comfortable teaching in a classroom environment where

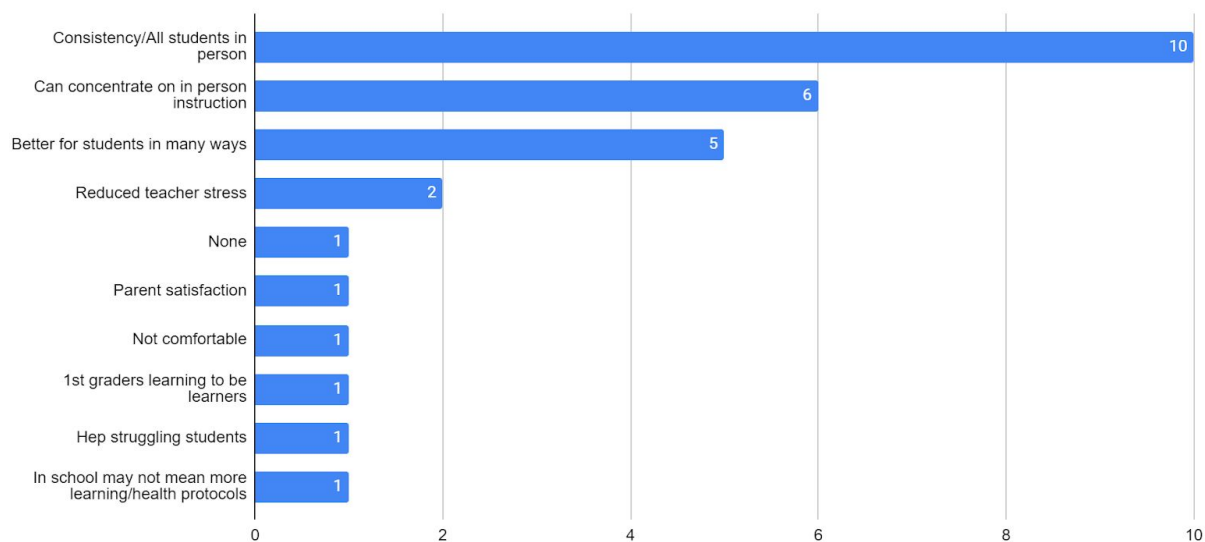
20 responses



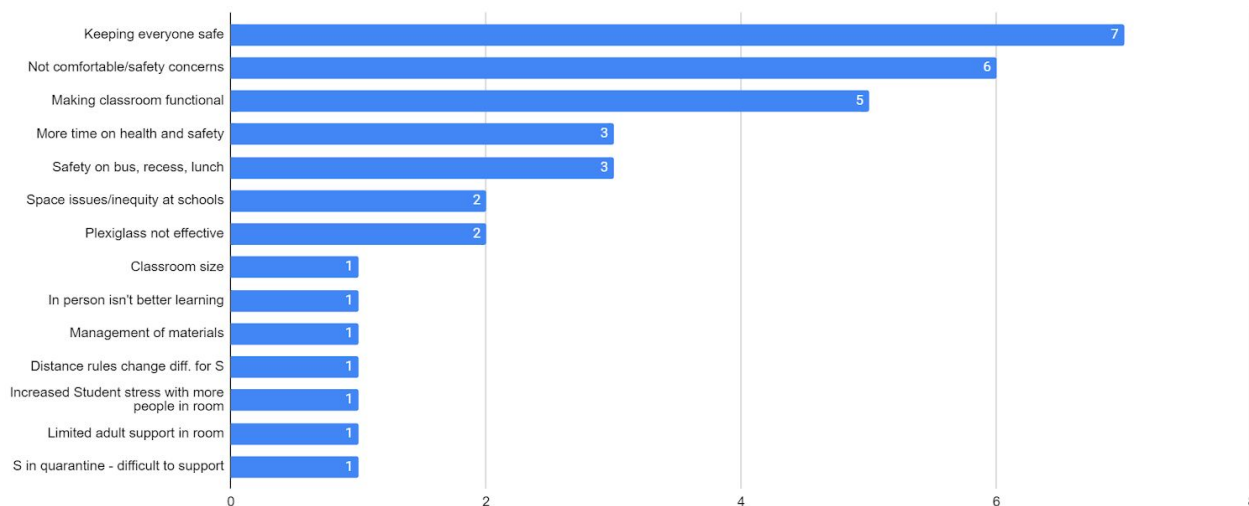
The teacher who emailed indicated discomfort with distances closer than 6 feet.

The following charts demonstrate narrative comments shared by classroom teachers regarding Scenario I, where students would be full and in person at a distance of between 3 and 6 feet depending on the classroom.

Strengths of Scenario I (3-6 feet of distance)



Challenges in Scenario I (3-6 feet of distance)

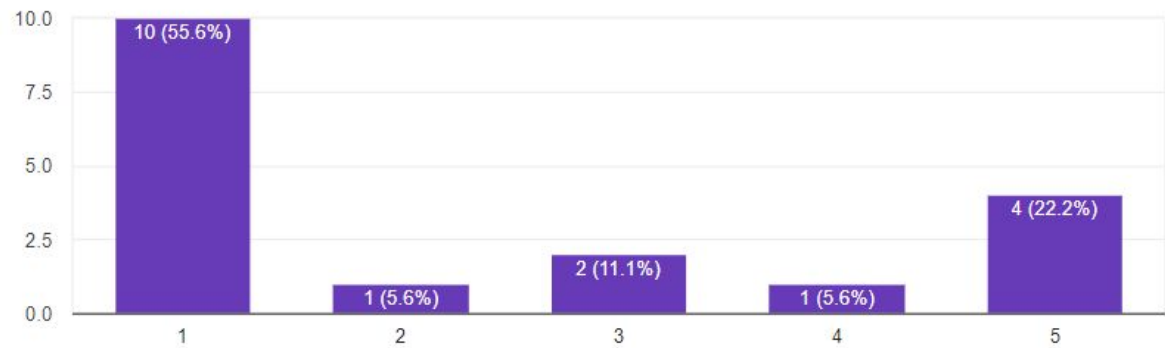


The following charts demonstrate narrative comments shared by classroom teachers regarding Scenario II, where students would be full and in person at a distance of 6 feet but separated into two groups in separate classrooms.

Rating scale: 1 -- strongly disagree; 2 - disagree, 3 - neutral, 4 - agree; and 5 - strongly agree

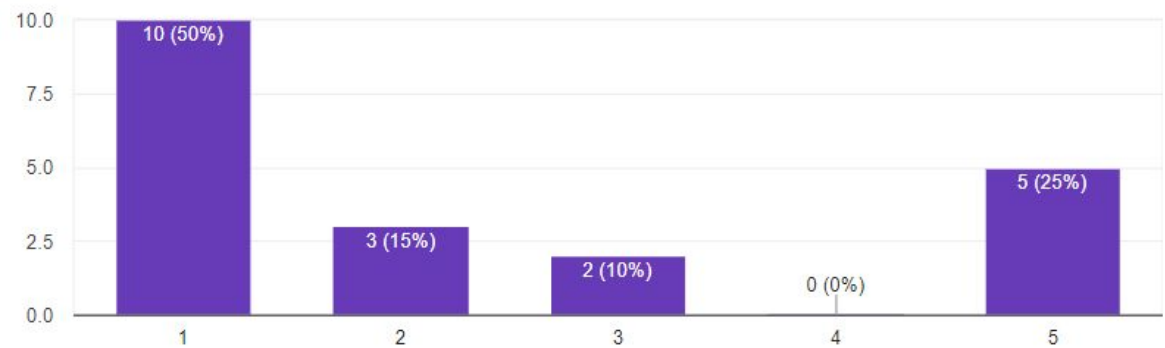
Splitting my class among two classrooms (if needed) with an ESP and myself would be worth it if it means all of my students will be full and in person

18 responses



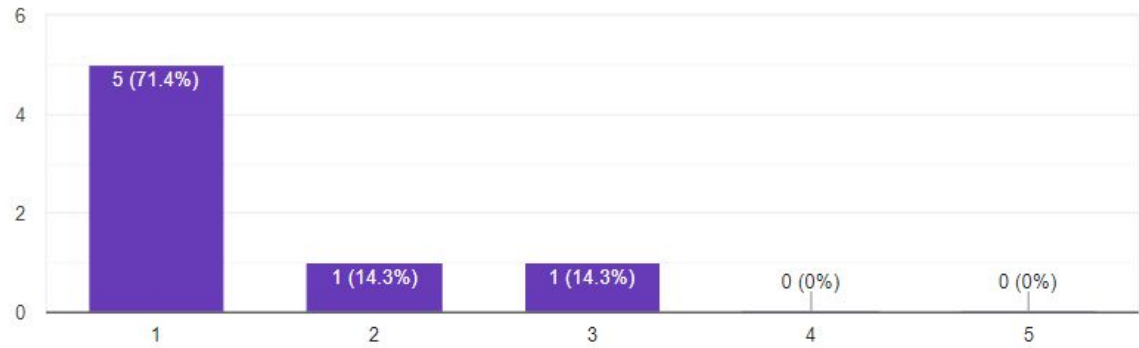
Moving my classroom to an alternative space in my building would be worth it if it means that all of my students will be full and in person

20 responses

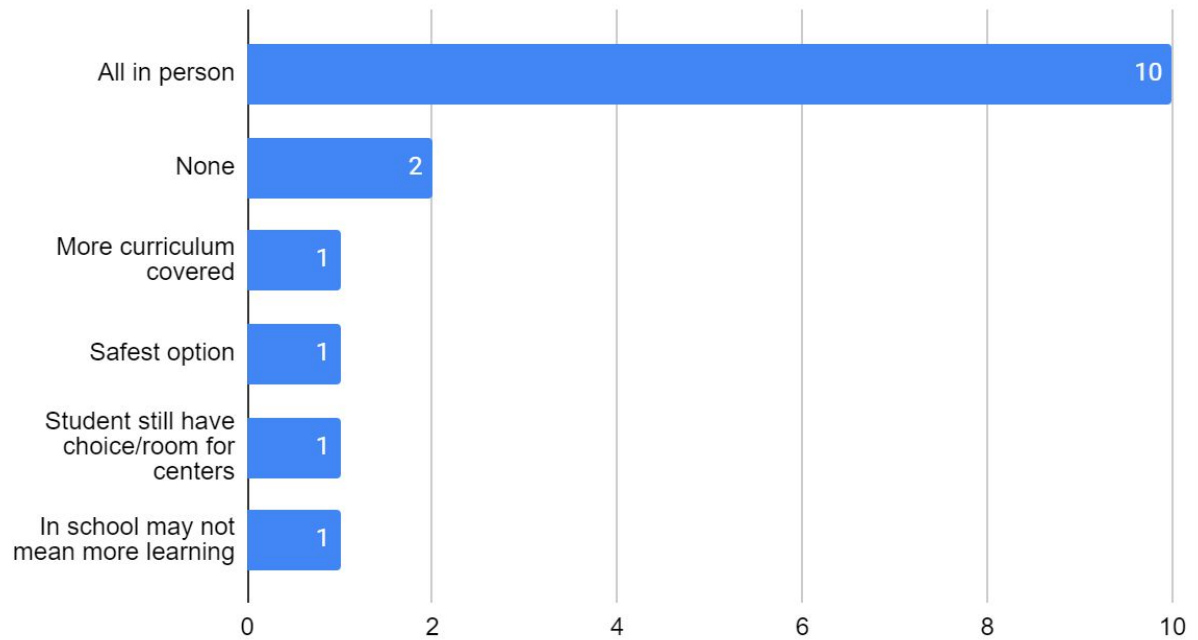


For DT/Kennedy teachers: moving my classroom to another school building would be worth it if it means that all of my students will be full and in person

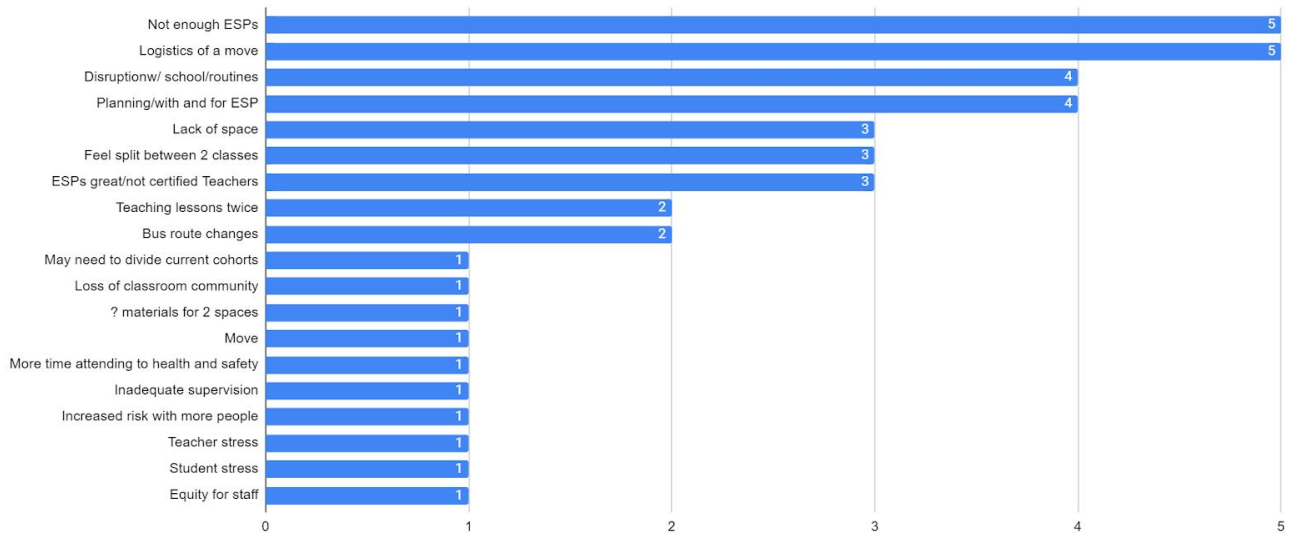
7 responses



Strengths in Scenario II



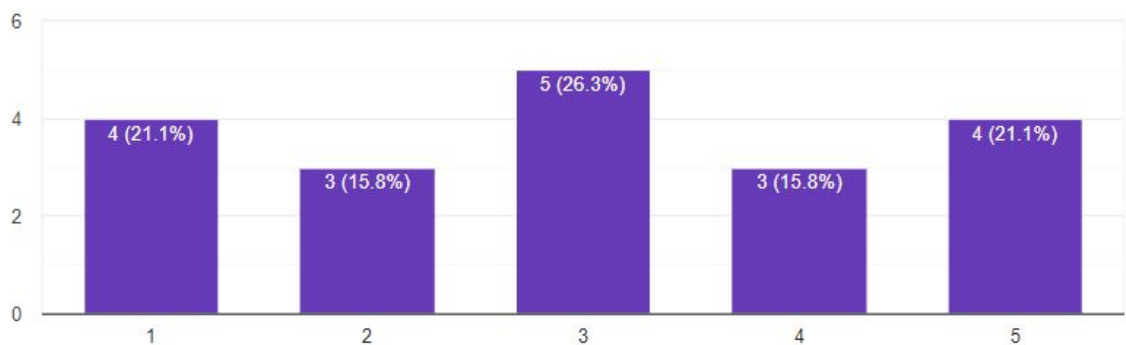
Challenges in Scenario II



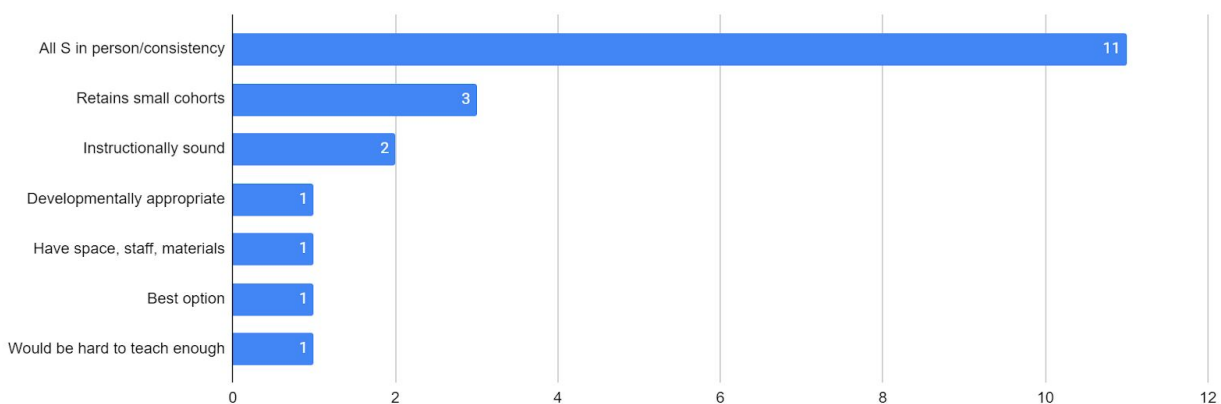
Teachers were also asked about a third Scenario (Scenario III) where students would have alternating half day schedules by cohort. Rating scale: 1 -- strongly disagree; 2 - disagree, 3 - neutral, 4 - agree; and 5 - strongly agree

Adjusting the hybrid schedule so that students have half a day of in person instruction daily is worth it if it means that all of my students are able to be in person daily.

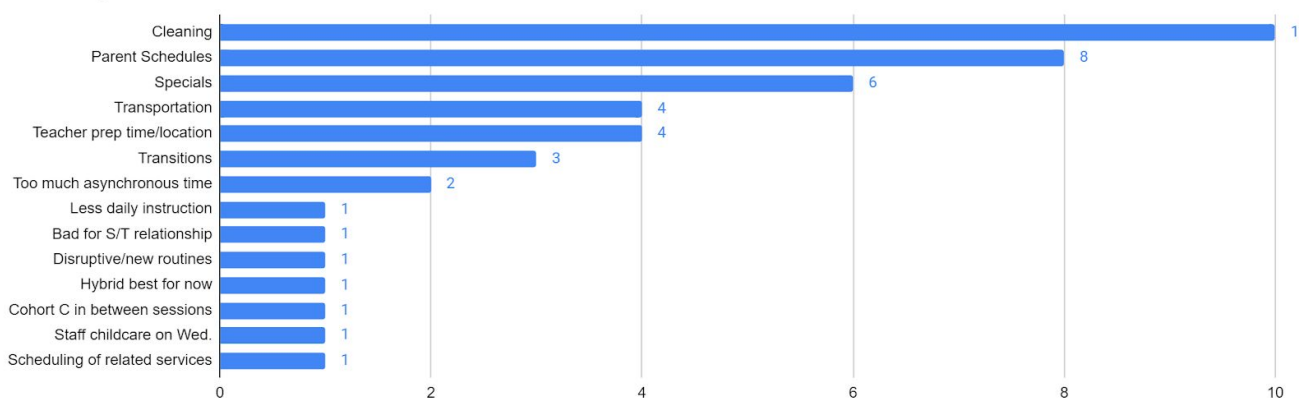
19 responses



Strengths in Scenario III (Half-days)

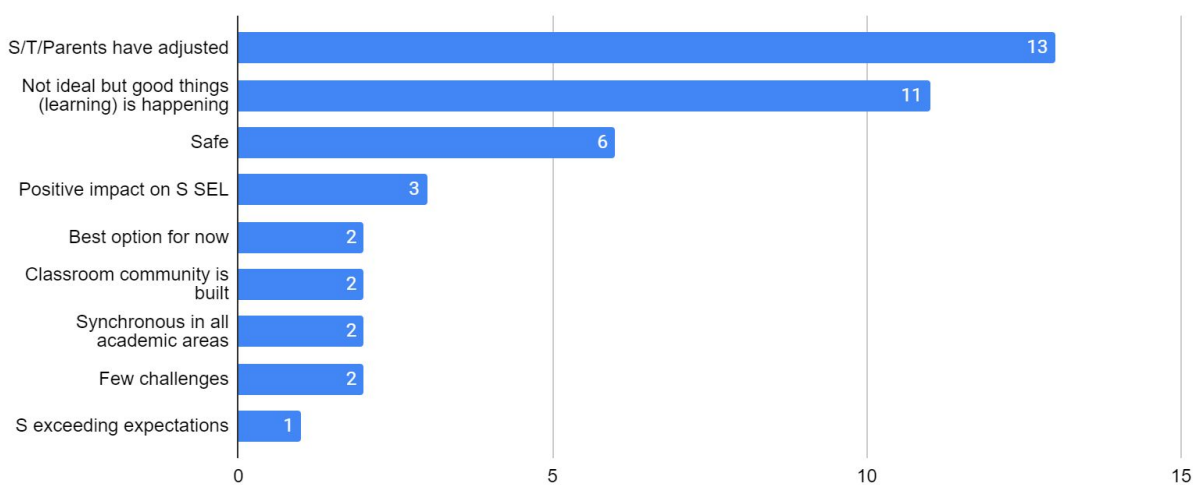


Challenges in Scenario III

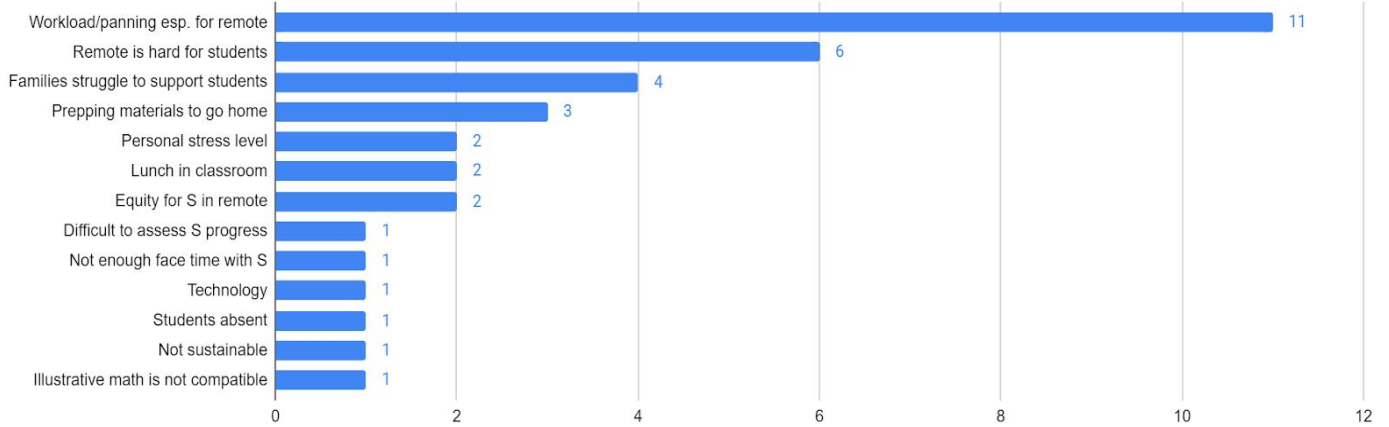


Teachers also had the opportunity to comment on the current hybrid model.

Strengths of Scenario IV (Current Hybrid model)

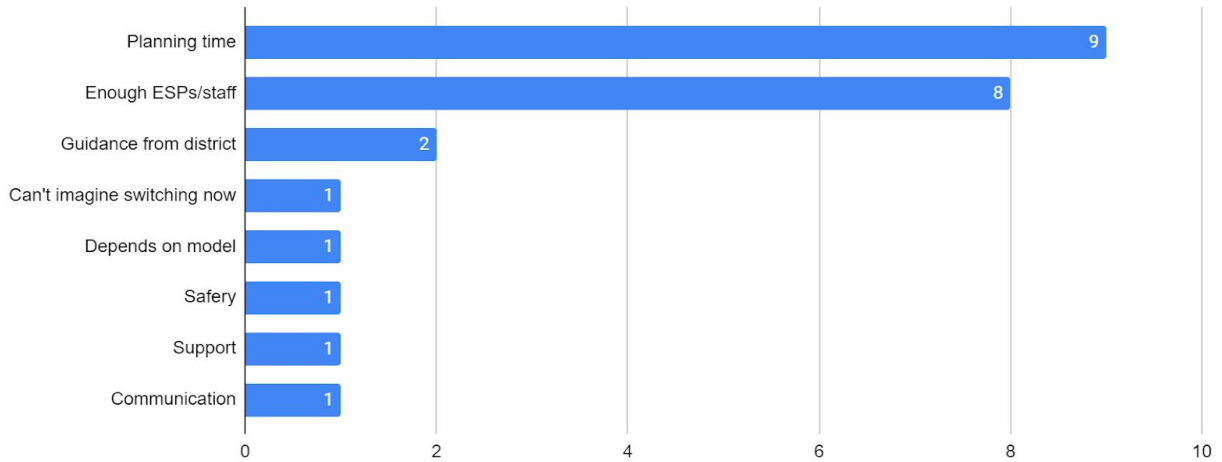


Challenges with Scenario IV (Current Hybrid Model)



Teachers also commented about additional supports that they would find helpful in the supporting the current model.

Additional Support



Additional comments from teachers:

Additional comments

