

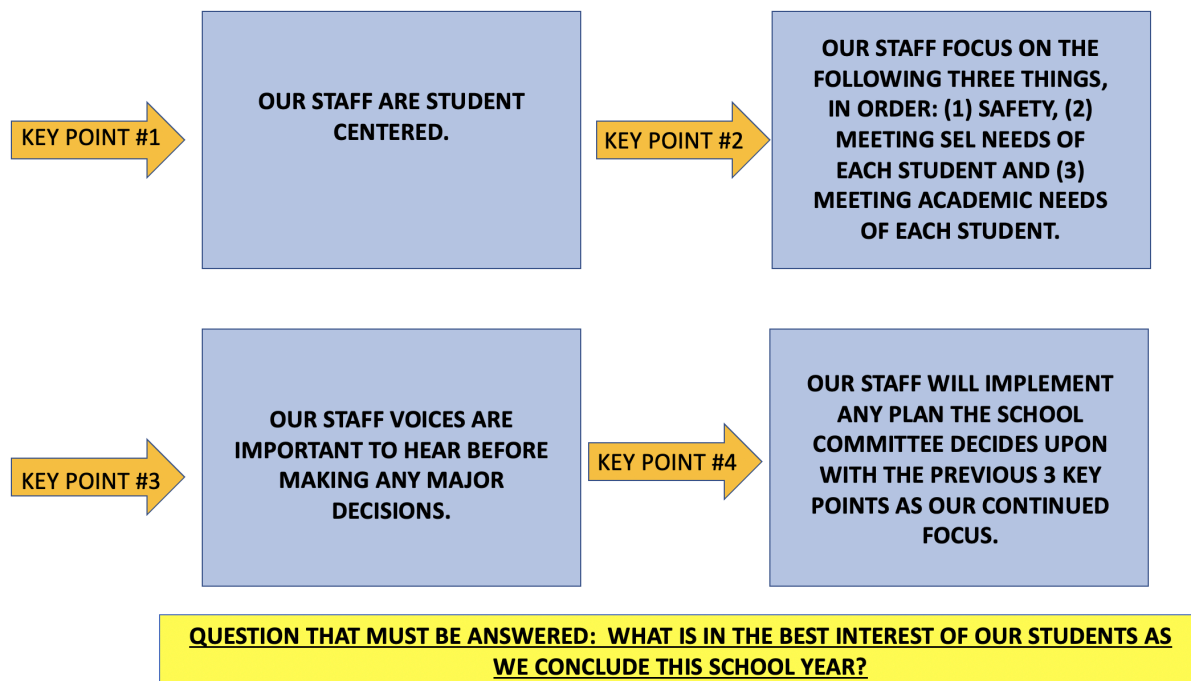
Introduction:

On Feb. 24, 2021 the Gorham School Committee gave me the opportunity to work with the district leadership team to develop three scenarios for how we would suggest increasing face to face time for students this spring while still in the midst of the pandemic. The DLT has worked diligently to create these three scenarios and to put enough “meat on the bones” of each to allow the School Committee to get a sense of the implications, both +/- to consider moving forward.

As a part of the work to prepare these scenarios for presentation to the Gorham School Committee, we felt it was important to ensure that the voices of K-12 staff were heard since they would be the individuals implementing any of these scenarios if decisions are made to move forward. By asking our professional educators to provide feedback, the DLT is able to share with the School Committee a broad understanding of the various +/- of each scenario that the common “layperson” may not understand or think about.

Below is a summary of the key results of this staff survey. The overall results of the survey clearly represent our overall community and the complexity of the conversations we have already undertaken. They are mixed with strong feelings +/- towards each scenario.

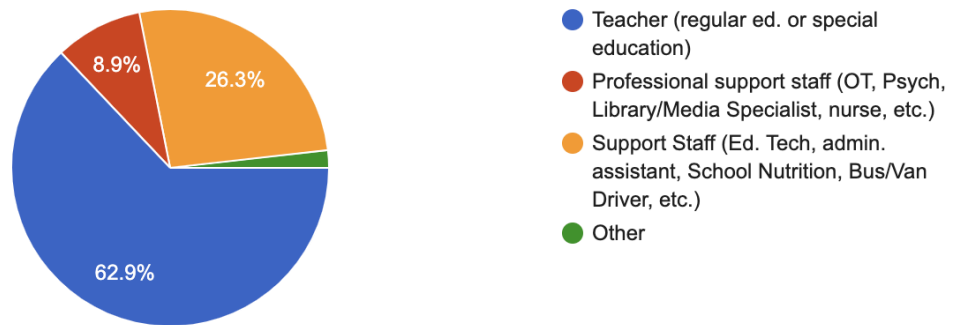
As you read the summary information, we want to be clear about **FOUR KEY POINTS**, and the **ONE QUESTION** that must be kept at the forefront of our minds as we consider next possible steps:



OVERALL STAFF SURVEY PARTICIPATION INFORMATION:

Are you a . .

224 responses

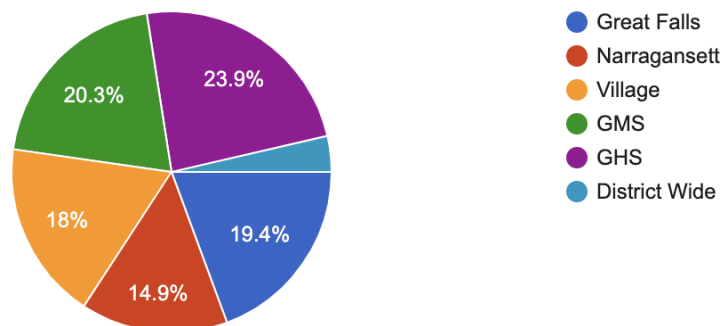


Overall participation rate was very good.

- Just over 220 survey participants
- 62.9% are Teachers
- 26.3% are Ed. Techs & other support staff
- 8.9% are other professional support staff

What Building do you work most within?

222 responses



Overall participation was well balanced across the various buildings

- 23.9% of participants were associated with GHS
- 20.3 % of participants were associated with GMS
- 19.4% of participants were associated with Great Falls Elem.
- 18% of participants were associated with Village Elem.
- 14.9% of participants were associated with Narragansett Elem.
- 3.6% of participants were associated with district wide programs.

Word Cloud Summaries Of 1-2 Things We Should Remain Focused On as We Consider The Possibilities for This Spring...

relationships

social

emotional

change

amount

safety

transportation

academic

stress

communities

significant

impact

opportunities

another

meeting

requires

care

transition

capacity

time

level

added

support

parents

families

value

practicing

asking

maintaining

year

many

child

like

activities

seems

[illegible]

Pandemic Advisory Committee:



SPECIFIC NARRATIVE FEEDBACK ON THE THREE SCENARIOS:

SAFETY RELATED
• Overall response from staff was mixed. Some wanted to make a shift this spring, while many were anxious because we know our existing practices are safe because we've done them. • Although staff were very thankful that they will have had the opportunity to become vaccinated by April break, they also understand that their students will not be vaccinated, and many adult members of our community may also not be vaccinated in time for these changes to be implemented. • Concerns were expressed regarding capacities of elementary classrooms & the need to use a "tripod" configuration in some rooms in order to fit the appropriate number of students. • Lunch times will continue to be the most "at risk" times for students in terms of possible exposure. • Larger numbers of students in classrooms will mean larger numbers of close contacts in a positive case. (Elem. move from 25-30 impacts in hybrid to 50-60 impacts in full. HS would move from 40-50 impacts in hybrid to 80-100 impacts in full.)

SEL RELATED

- Overall response from staff was mixed. Although most staff indicated they continue to be concerned about the SEL needs of students, many were not sure how another significant transition at this time of the year would help address those needs, and may in fact, would exacerbate rather than help.
- Many staff indicated that one possible benefit of transitioning this spring is that we could use existing, strong relationships to help us work through the difficulties of the transition. If we wait until Fall, relationships will be new again.
- Concern was expressed regarding staff's ability to meet the SEL needs of students if they too are overly stressed and exhausted by having to work through another set of significant transitions in bus schedules, duty schedules, meeting schedules, larger class sizes, larger quarantining impacts, re-working lesson plans, etc.
- There was concern expressed from support service providers that a significant change in schedule may likely cause support service schedules to change significantly for students.

ACADEMIC RELATED

- Overall response from staff was mixed. Many teachers stated that they would love to see their students for more time this spring. However, teachers were unsure whether the gains in face to face time were enough to outweigh the lost time associated with making the transition and the significant upheaval a change of this magnitude would cause, especially when considering that our data is showing our hybrid model is doing its job relatively well.
- Although GHS can make a move if 3ft were the rule, the current schedule was built with current conditions. Making changes now in the middle of a semester could place some students at risk of not earning credits. There are currently 9 classes and approx. 40 students who are impacted if changes are made this spring, while if we wait until fall, we could build the schedule around existing conditions (i.e. 3ft) and make it work for all students.

[CLICK HERE](#) for the full Teacher Survey Narrative Feedback.

- **Based on the relative success of the year thus far, combined with our concerns, both the DLT and teachers support remaining in the hybrid model for the remainder of this school year.**
- **If a decision is made to bring students back more fully this spring, a slight majority of teachers supported Scenario #1 while the District Leadership Team agrees that we could most successfully implement Scenario #2 given current safety requirements and programming constraints.**

