2021-2022 School Year

April 12, 2021

History

- COVID-19 pandemic forced us to consider other instructional options.
- We knew that the virtual instruction model was not going to measure up to the Spring-Ford standard.
- We predicted the likely outcomes of students being away from in-person instruction and put as many measures in place as possible to mitigate given the limitations.
- Provided flexibility for families to choose preferred learning model.
- Our focus was to stay connected to students and get them back in the buildings as soon as safely possible.
  - Quarter 1: Students with special needs tiered reentry
  - Quarter 2: Kindergarten-6th for 5 days per week; 7th-12th hybrid instruction
  - Quarter 3: Option for all students to attend in-person for 4 or 5 days per week
- Knew in January that planning for 2021-2022 needed to occur ASAP.

Steering Team Members

- Erin Crew, Director of Communications, Marketing, and Media
- Karen DeLange, SFEA Vice President
- James Fink, CFO
- Zach Laurie, SFEA 2nd Vice President
- Beth Leiss, Director of Human Resources
- Rob Moyer, Brooke Principal
- Kelly Murray, Director of C&I
- Jen Rinehimer, 8th Grade House Principal
- Jackie Ritter, SFEA President
- Bob Rizzo, Acting Superintendent
- Tina Weidenbaugh, 9th Grade Building Principal
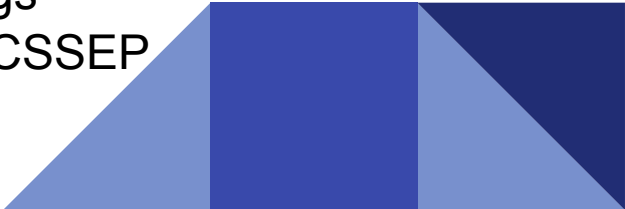
Meetings: 2/22, 2/26, 3/2, 3/8, 3/12, 3/23, 4/9
Subcommittee information shared via Google Docs

Subcommittees

- 21st Century Learning
- Data Collection/Analysis
- Special Education (IEP/504/ELL/GIEP)
- Virtual/Cyber Learning Focus Group

Other Committees (related but not developed as part of reopening efforts)

- C&I Department w/ Administration - Summer RAMS
- SFCL Core Team - Enhancing the experience, recruiting, embedding
- S.E. Supervisors - ESY "as is" for this summer
- S.E. Supervisors - Addl. summer/after-school offerings
- Weekly meetings with nurse department heads and CSSEP

What Went Into the Planning

- 16 meetings (combined...so far…)
- 95 staff members (all grades and buildings represented)
- **1000+ years** of experience in public education
- The work continues after tonight...

21st Century Learning Subcommittee

Co-Chairs:

- Gina Romanelli
- Sarah Toback

Meetings:

- 3/15
- 3/25

Name	Building	Grade	Content Area
Aikens, Jessica	ES - RES	Elementary	School Psychologist
Choi, Sue	ES - SCES	Elementary	Principal
Farischon, Jen	HS - 10-12GC	10th-12th Grade	English
Ferko, Mark	ES - RES	1st Grade	Gen. Ed.
Gabel, Kate	MS - Flex	7th Grade	Gen. Ed.
Haggar, Stephanie	ES - OES	4th Grade	Gen. Ed.
Hartnett, Melissa	ES - EES	3rd/4th Grade	Gen. Ed.
Hughes, John	ES - LES	K-4th Grade	School Counselor
Huntington, Stacey	MS - Flex	5th-7th Grade	Nurse
Lang, Josh	ES - UPES	3rd Grade	Gen. Ed.
Lena-Cottman, Maria	ES - LES	3rd Grade	Gen. Ed.
McAnallen, Erin	HS - 10-12GC	10th-12th Grade	Science
Ojakovo, Courtney	MS - Flex	5th Grade	Gen. Ed.
Renninger, Amy	ES - BES	2nd Grade	Gen. Ed.
Romanelli, Gina	ES - BES	4th Grade	Gen. Ed.
Rudinsky, Janet	ES - SCES	3rd Grade	Gen. Ed.
Tier, Nick	HS - 9GC	9th Grade	History
Toback, Sarah	HS - 10-12GC	10th-12th Grade	World Language
Wichner, Christi	ES - UPES	Kindergarten	Gen. Ed.
Zimmerman, Rhiannon	MS - 8GC	8th Grade	English

21st Century Subcommittee

Subcommittee really took a deep dive into investigating what key learnings we took away from this year can be implemented into our future classrooms.

- Centered around the International Society for Technology in Education (ISTE) Standards
  - ISTE Standards really frame the 21st Century Learning framework
- Focus on the 6 "C"s
  - Critical thinking, collaboration, communication, creativity, citizenship/culture, character education/connectivity
- How does technology support our instructional practices...not the other way around?
- Examining what we are already doing and comparing it to where we need to go.
- Acknowledges a scaffold approach to professional development and implementation.
- Building safe environments for students to speak freely. SEL, pro-social skills development.
- Important to acknowledge a need to build capacity.
- Students need time to learn how to collaboratively engage with peers.

21st Century Subcommittee

- Canvas and Google are great tools to facilitate collaboration, in-person and virtually
- Communication – Roles, in-person versus digital options, critical presentation information
- Applying existing information to create. Demonstrating knowledge as an additional measure of assessment. Problem-based inquiry.
- Celebrating differences among peers through the diversity and inclusion framework. Social Emotional Learning. Creating similar environments in online and in-person experiences.
- Lastly, helping each child to become responsible, caring, and contributing citizens.

Data Collection/Analysis Subcommittee
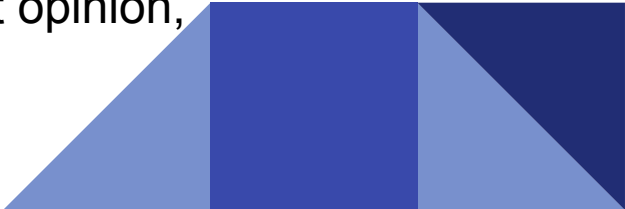
Co-Chairs:

- Catie Gardy
- Marilyn Nepps

Meetings:

- 3/15
- 3/25

Name	Building	Grade	Content Area
Cassel, Kelly	ES - UPES	K-4th Grade	Reading Spec.
Frost-Horvath, Sandy	HS - 9GC	9th Grade	Nurse
Gardy, Catie	DO	K-12	Curriculum Superv.
Horne, Rod	HS - 10-12GC	10th-12th Grade	Math
Kruemmling, Kat	HS - 9GC	9th Grade	Algebra 1/Spec. Ed.
Marchetti, Meghan	HS - 10-12GC	10th-12th Grade	Science
Miedlar, Mike	HS - 10-12GC	10th-12th Grade	Science
Morissette, Naomi	ES - UPES	K-4th Grade	School Psychologist
Nepps, Marilyn	ES - BES	K-4th Grade	Reading Spec.
Parsia, Kory	MS - 8GC	8th Grade	Science
Reagan, Todd	MS - Flex	7th Grade	Gen. Ed.
Rickard, Judi	ES - BES	Kindergarten	Gen. Ed.
Springer, Cara	ES - RES	K-4th Grade	IST
Starkey, Dana	MS - Flex	5th/6th Grade	Gen. Ed.
Stenman, Caity	ES - OES	K-4th Grade	School Counselor
Weber, Andrea	ES - EES	K-4th Grade	IST
Williams, Kristin	ES - LES	4th Grade	Gen. Ed.

Data Collection/Analysis Subcommittee

Data needed to determine best "next steps":

- **Academic**: Assessment, failure rates, missing assignments, dropped curriculum, pacing
- **Engagement**: Update on camera usage, switching models, authentic experience when in both models
- **Social/Emotional Wellness**: Increase in counseling needs (school and crisis), referrals (SAP, IST, S2S, Childline)
- **Behavior**: Home environment when virtual
- **Other**: Quarantine recommendations, student/parent opinion, supports, technology

Special Education Subcommittee

Co-Chairs:

- Aimee Oblak
- Mollie Smith
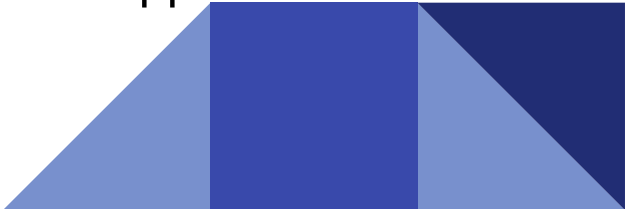
Meetings:

- 3/22
- 4/8

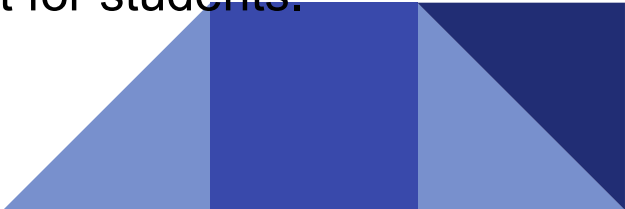| Name	Building	Grade	Content Area
Bates, Katie	ES - BES	K-4th Grade	School Counselor
Blazusiak, John	HS - 10-12GC	10th-12th Grade	School Counselor
Camp, Laura	ES - EES	K-4th Grade	Spec. Ed. (LS/AS)
Chester, Tara	ES - BES	K-4th Grade	ELD
Davis, Katie	MSHS	7th-9th Grade	Spec. Ed. Superv.
Edmunds, Lauren	ES - RES	Elementary	Spec. Ed. (LS)
Gilinger, Deirdre	ES - OES	K-2nd Grade	Spec. Ed. (LS)
Hauseman, Jess	ES - UPES	K-4th Grade	School Counselor
High, Gina	HS - 9GC	9th Grade	Spec. Ed. (AS)
Hiller, Amy	Elementary	K-4th Grade	Spec. Ed. Superv.
Hohenstein, Sharon	ES - BES	K-4th Grade	Spec. Ed.
Konschak, Patti	ES - LES	K-4th Grade	Spec. Ed. (FTAS)
Loveland, Katelyn	MS - Flex	5th/6th Grade	Spec. Ed.
McCarter, Dee	MS - 8GC	8th Grade	School Counselor
McVey, Jen	ES - OES	K-4th Grade	School Counselor
Miller, Megan	ES - SCES	3rd/4th Grade	Spec. Ed. (LS)
Mozi, Meghan	MS - 8GC	8th Grade	Spec. Ed.
Oblak, Aimee	HS - 10-12GC	10th-12th	Spec. Ed. Superv.
Paladino, Lyndi	MS - 7GC	Secondary	School Psychologist
Pastino, Gina	ES - UPES	K-4th Grade	Spec. Ed. (FTAS)
Rabinowitz, Cheryl	HS - 9GC	9th Grade	English/Gifted
Smith, Mollie	HS - 10-12GC	10th-12th Grade	CoTeach Bio/Alg II
Staino, Devon	MS - Flex	7th Grade	Spec. Ed.
Talley, Chris	ES - UPES	Kind-2nd Grade	Spec. Ed. (ES)
Yonchuk, Melissa	HS - 10-12GC	10th-12th Grade	Behavior Specialist

Special Education Subcommittee

Virtual Instruction

- Committee believes that we are unable to support the needs of most of our special education population through the virtual format.
- Students are inconsistent in their attendance, their technology skills are not developed enough to independently navigate virtual platforms, and the lack of constant/consistent teacher-supervision creates gaps in skill development, progress monitoring data reliability, and demonstration of skill/content mastery.
- Students have also not developed the self-advocacy skills needed to navigate content/technology without constant teacher support.

Special Education Subcommittee

Professional Development
- Needed for increased student engagement via virtual and cyber platforms (should they continue).
- Inconsistencies for staff given roles, and given the increase in the special education populations, more professional development is needed for general education teachers, special education teachers, and assistants for behavioral support.
- For some of the larger schools within the district there is a need for increased staffing, as it relates to school counselors, and classroom aids/teacher assistants for social/skill development for students.

Special Education Subcommittee

Curriculum/Resources
- Within the district there are inconsistencies in buildings being unable to provide the continuum of special education programming.
- Special education teachers do not have the same access to curriculum or resources that general education teachers do.
- Need for skills-based curriculum, a scope & sequence, and the consistent implementation of the curriculum from K-12.

Virtual/Cyber Learning Focus Group

Co-Chairs:

- Courtney Amersbach
- Christina Khoury
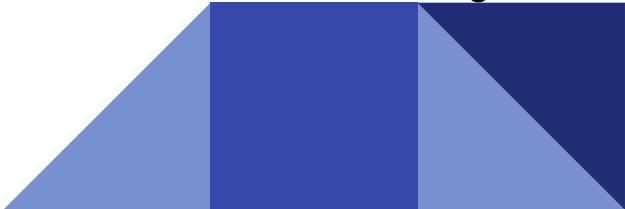
Meetings:

- 3/17
- 3/25
- 4/8

| Name	Building	Grade	Content Area
Albright, Beverly	ES - LES	2nd Grade	Virtual
Amersbach, Courtney	MS - Flex	7th Grade	Gen. Ed.
Baumgardner, Celeste	ES - RES	4th Grade	Gen. Ed. (Virtual)
Beideman, Kristin	HS - 10-12GC	10th-12th Grade	School Counselor
Carr, Lauren	ES - OES	3rd Grade	Gen. Ed. (Virtual)
Chambers, Tanya	HS - 10-12GC	10th-12th Grade	School Counselor
Cooper, Stephanie	ES - EES	3rd/4th Grade	Gen. Ed.
Cope, Bruce	HS - 9GC	9th Grade	World Language
Flynn, Patty	MS - 8GC	8th Grade	School Counselor
Hetrick, Eric	ES - UPES	1st Grade	Gen. Ed.
Khoury, Christina	ES - BES	3rd Grade	Gen. Ed.
Kurtas, Kelly	ES - RES	2nd Grade	Gen. Ed.
Marcellus, Erin	ES - CYBER	3rd-4th Grade	Gen. Ed (Cyber)
McElwee, Brittany	HS - 10-12GC	10th-12th Grade	Math
Nice, Matt	ES - UPES	4th Grade	Gen. Ed.
O'Connor, Tom	ES - SCES	1st Grade	Gen. Ed.
Pinard, Sarah	MS - 8GC	8th Grade	Reading
Randle, Vince	ES - LES	1st Grade	Gen. Ed.
Strickler, Chad	HS - 10-12GC	10th-12th Grade	Art
Weller, Tricia	MS - Flex	5th/6th Grade	Gen. Ed.
Wezner, Wendy	MS - Flex	5th/6th Grade	School Counselor
Wobensmith, Melissa	SFCL	K-12th Grade	School Counselor

Virtual/Cyber Learning Focus Group

Pros:

- Small groups at the elementary level (reading/math) have worked better in the virtual setting due to a reduction in classroom distractions.
- Students at the elementary level have remained engaged in instruction in the virtual setting.
  - Students are less inhibited than the older students.
    - These students are willing (and eager) to try new activities.
  - Cyber/virtual learning is still a novel experience.
- There is flexibility with asynchronous learning.
- Some departments (i.e., art) have stayed consistent with the curriculum in all learning models (in person, virtual, and cyber).

Virtual/Cyber Learning Focus Group

Cons:

- The counselors are expressing concerns about students' mental health.
- The lack of face to face time with students makes it difficult to give them immediate, meaningful feedback on their work.
- It is difficult to troubleshoot technology issues when students are learning virtually, particularly when students are using different technology.
- Students learning from home are not given the opportunity to socialize with their peers.
- There is a lack of accountability for students.
- The secondary staff is reporting more failures than in previous years.
- Secondary students report feeling "forgotten" in the virtual setting.
- Teachers at the secondary level have had to significantly reduced the content and teach in some cases only to the mandated standards.
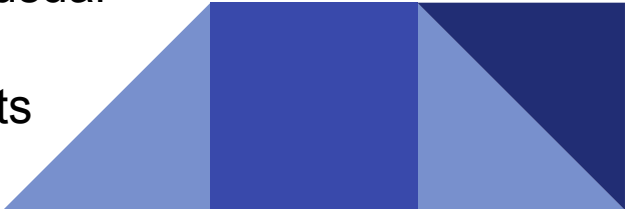 - Standards - SFASD valued content/skills - teacher nuance/artistry
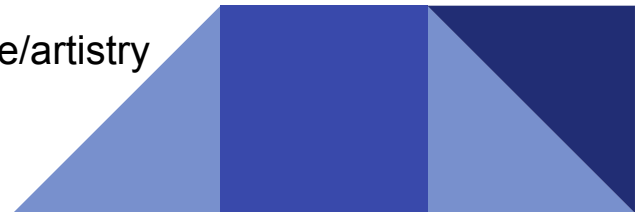
School Safety Statistics

- 469 positive (confirmed or probable) cases
- Approximately 1,551 close contacts
- 1 likely and 2 possible cases in-school transmission
- All mitigation efforts will continue to be upheld
- Can guarantee 3'-3.5' in all settings
- Can guarantee 6' in lunch
- Modified quarantine - Some counties are considering or implementing this.
  - MCOPH does not support that currently

Impacts of Virtual Instruction

- Increase in student failures
- Modified percentages for passing grades in secondary
- Slower instructional pace; less content covered
  - Standards met; less of what Spring-Ford values could be implemented
- Difficulty accurately assessing students' academic performance
- Disengagement and detachment from virtual students
- Increase in referrals for counseling
- Increase in special education referrals
- Increase in elementary IST and secondary SAP referrals
- Generally teachers do not know students as well as usual
- Attendance has decreased
- Requires the addition of more staff or shifting students

Nurses Recommendations

In talking with the nurses, they have deemed our buildings safe environments for students to learn and encourage an all-in approach next year.

- They acknowledge that if the social distancing definition does not change, more students will be quarantined.
- They support continuing mitigation efforts to the extent feasible to ensure safe environments.
- May not need to utilize the health annexes but still planning to have them in place.

Across Montgomery County

- There has been little chatter about next year aside from the County surmising an increasingly safe environment in all of our schools.
- Asynchronous, virtual option (working on collaboration with IU) is being explored.
- An overall "desire" to open schools as normally as possible.

Professional Recommendation

Given the information shared, the administration recommends:

- 5 days of in-person instruction for all students with additional supports
  - Commitment and limited switching to/from SFCL
- Enhanced SFCL options for students not comfortable with in-person learning
  - Office hours and/or seminar time
  - Possibility of layering a homebound instruction model for struggling students
- Emergency Instructional Plan (Mandated Closure)
  - Very likely to be short-term
  - Continuation of what we currently are doing does not meet Spring-Ford standards
  - Modified hybrid attendance (in-person and asynchronous) in limited enrollment
  - Full synchronous virtual learning if closure mandated

Professional Recommendation

Additional supports*

- School psychologists (permanent hires and/or contracted services)
- Additional behavioral specialists (contracted services)
- Additional school counselors (contracted services)
- Additional crisis counselors (contracted services)
- Potentially additional nursing staff for contact tracing efforts
- Additional supports for Social/Emotional Learning
- Expanded summer offerings for credit recovery/mitigating learning loss
- Summer and Fall support for students with special needs

In talking with Jim Fink, likely to be covered by ESSER Grant.

Emergency Instructional Plan (Mandated Closure)

- Date when we would make a decision to go to the Emergency Instructional Plan.
- Clear criteria for why we would switch to the Emergency Instructional Plan which would have to include input/directive from MCOPH and/or PDE.
- No flexibility of switching in and out of learning models as we are supporting this year.
- No expectation that the Emergency Instructional Plan would be the entire year. Families would be forced to be in-person or cyber when the Mandated Closure Plan goes away.
- Technology MUST remain in the in-person classrooms. New technology will be available to us to facilitate this.

Data Slides

Kindergarten-6th Grade Percentages

Quarter 4 Percentages	In-Person		Virtual		Cyber		Total
	#	%	#	%	#	%	4043
Brooke ES	309	71.20%	109	25.12%	16	3.69%	434
Evans ES	420	74.47%	118	20.92%	26	4.61%	564
Limerick ES	178	64.49%	78	28.26%	20	7.25%	276
Oaks ES	340	59.65%	195	34.21%	35	6.14%	570
Royersford ES	294	77.17%	65	17.06%	22	5.77%	381
Spring City ES	132	95.65%	0	0.00%	6	4.35%	138
Upper Providence ES	341	74.95%	100	21.98%	14	3.08%	455
5th/6th GC	753	61.47%	394	32.16%	78	6.37%	1225

7th-12th Percentages (Then and Now)

Survey Results (2/4/21)	7th GD	8th GD	9th GD	10th GD	11th GD	12th GD	Total
4-day In-Person (All) %	57.21%	57.81%	52.55%	49.51%	39.01%	45.51%	50.28%
Full-Time Virtual (All) %	38.76%	37.50%	42.94%	47.04%	56.85%	49.04%	45.32%
SFCL (All) %	4.03%	4.69%	4.50%	3.45%	4.14%	5.45%	4.40%

Quarter 4 Totals	7th GD	8th GD	9th GD	10th GD	11th GD	12th GD	Total
4-day In-Person (All) %	66.87%	64.81%	62.71%	61.16%	51.51%	56.26%	60.56%
Full-Time Virtual (All) %	31.90%	30.70%	32.63%	35.37%	44.69%	38.29%	35.57%
SFCL (All) %	1.23%	4.50%	4.66%	3.47%	3.80%	5.45%	3.87%

Respondents - 522 total

Building
522 responses

- ● Brooke ES
- ● Evans ES
- ● Limerick ES
- ● Oaks ES
- ● Royersford ES
- ● Spring City ES
- ● Upper Providence ES
- ● 5th/6th/7th GC

8.8% 22.6% 26.2%

▲ 1/2 ▼

Elementary or Secondary?
522 responses
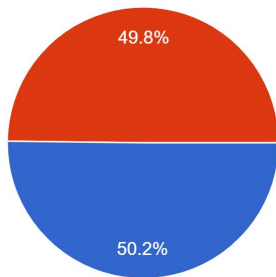
- ● Elementary (K-6)
- ● Secondary (7-12)

49.8% 50.2%

Respondents - 522 total

In what capacity do you serve?
522 responses

- Administrative Assistant
- Behavior Specialist
- Cafeteria (Manager or Server)
- Custodian
- Instructional Assistant
- Principal (Building or House)
- School Counselor
- School Nurse (RN or CSN)

▲ 1/2 ▼

76.4%

Grade(s) you work with (select all that apply)
522 responses

Grade	Count
Kindergarten	72 (13.8%)
1st Grade	86 (16.5%)
2nd Grade	86 (16.5%)
3rd Grade	95 (18.2%)
4th Grade	92 (17.6%)
5th Grade	65 (12.5%)
6th Grade	64 (12.3%)
7th Grade	63 (12.1%)
8th Grade	59 (11.3%)
9th Grade	61 (11.7%)
10th Grade	100 (19.2%)
11th Grade	101 (19.3%)
12th Grade	100 (19.2%)
N/A	16 (3.1%)

Social/Emotional Wellness - All Students

In general, how well do you feel your know your students this year as compared to a typical year.

	Significantly Less	Less	About the Same	More	Significantly More
Virtual	233	132	47	30	9
In-Person	26	144	165	77	34
SFCL	117	10	20	0	2

Attendance - All Students

How does the attendance rate compare to prior, typical years?

	Greater Absenteeism (1)	(2)	About the Same (3)	(4)	Lower Absenteeism (5)
Virtual	114	130	104	34	40
In-Person	42	123	191	53	38
SFCL	37	18	58	3	5

Social/Emotional Wellness - Virtual/Cyber Students

Rate the level of students withdrawing from engaging others than in prior years.

1 - Less peer/class interact.

3 - Same as prior years

5 - More peer/class interact.

VIRTUAL/CYBER STUDENTS: Rate the level of students withdrawing from engaging others than in prior years.

361 responses
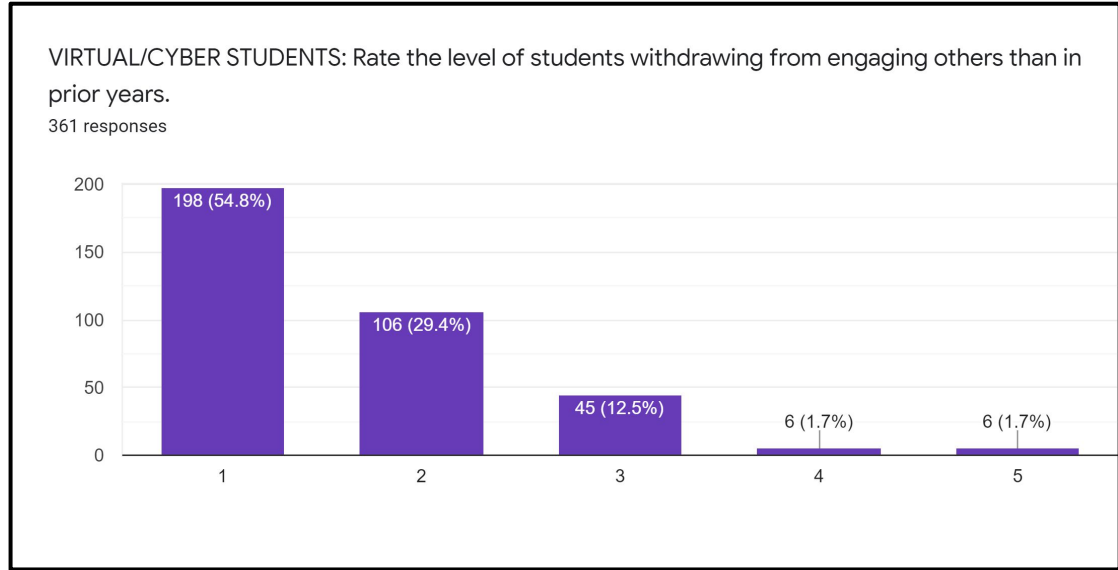
Failure Rates - Virtual Students

Are you experiencing a
significant difference in the
number of quarterly failures?

1 - Significantly more failures

2 - Same as prior years

3 - Significantly fewer failures

VIRTUAL STUDENTS: Are you experiencing a significant difference in the number of quarterly failures?

264 responses
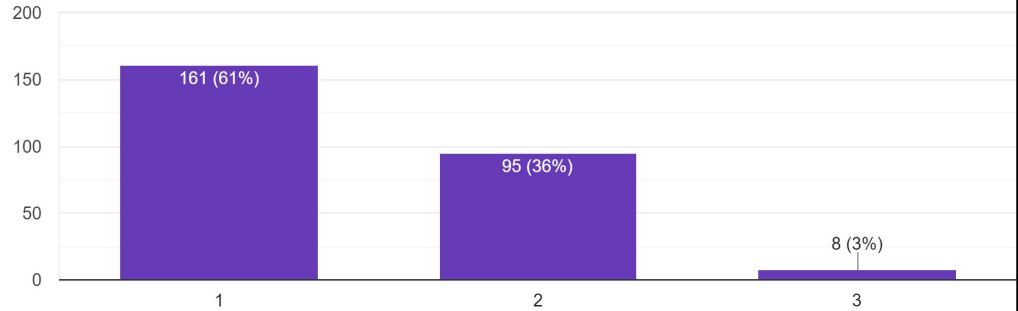
Failure Rates - In Person

Are you experiencing a significant difference in the number of quarterly failures?

1 - Significantly more failures

2 - Same as prior years

3 - Significantly fewer failures

IN-PERSON STUDENTS: Are you experiencing a significant difference in the number of quarterly failures?

279 responses
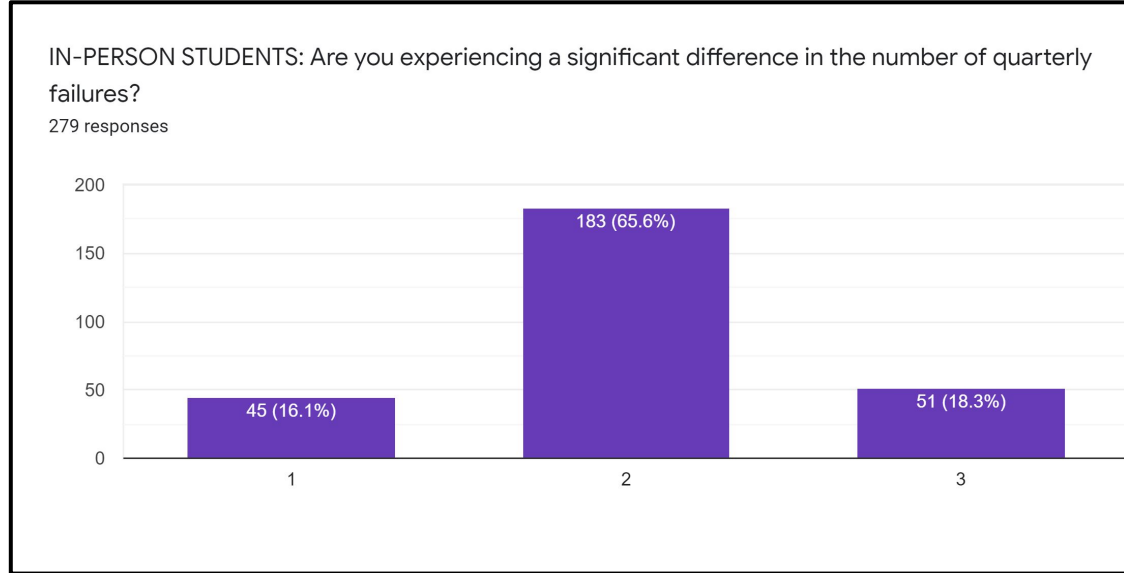
Instructional Pacing - Virtual

How has instructional pacing compared to prior years?

1 - Significantly slower

3 - Same as prior years

5 - Significantly faster

VIRTUAL STUDENTS: How has instructional pacing compared to prior years?
324 responses
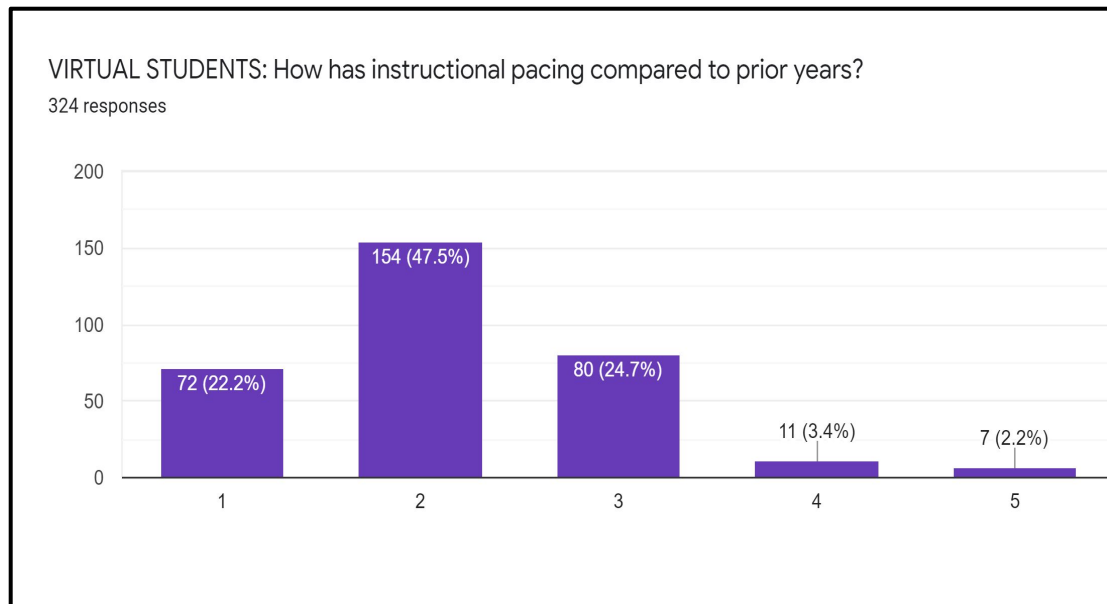
Instructional Pacing - In Person

How has instructional pacing compared to prior years?

1 - Significantly slower

3 - Same as prior years

5 - Significantly faster

IN-PERSON STUDENTS: How has instructional pacing compared to prior years
354 responses
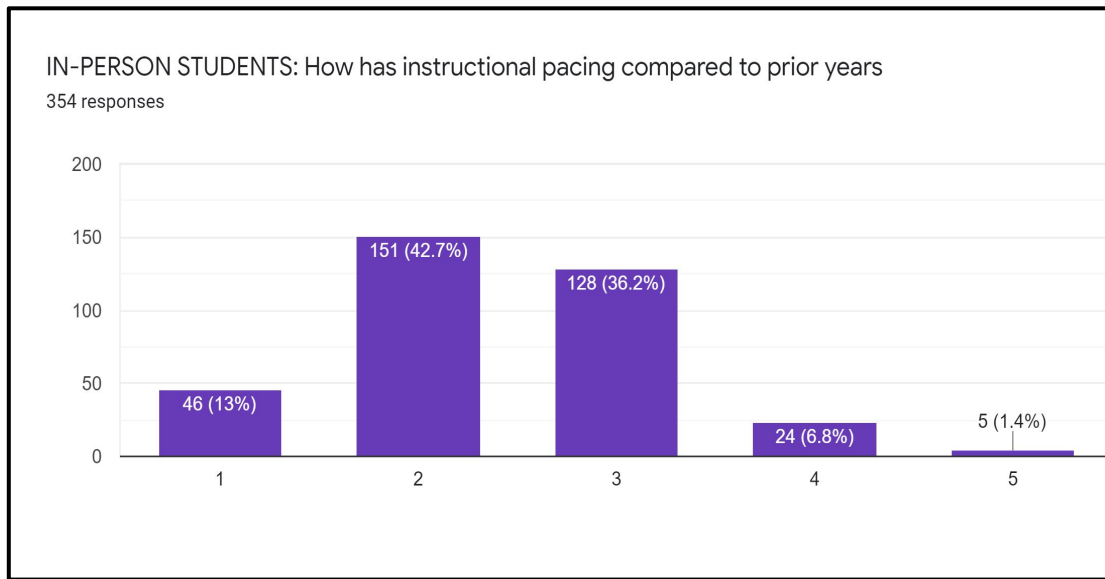
Adjusting Content - All Students

To what level have you had to adjust content?

1 - Removed much

3 - Same as prior years

5 - Added extra

IN-PERSON STUDENTS: How has instructional pacing compared to prior years
354 responses
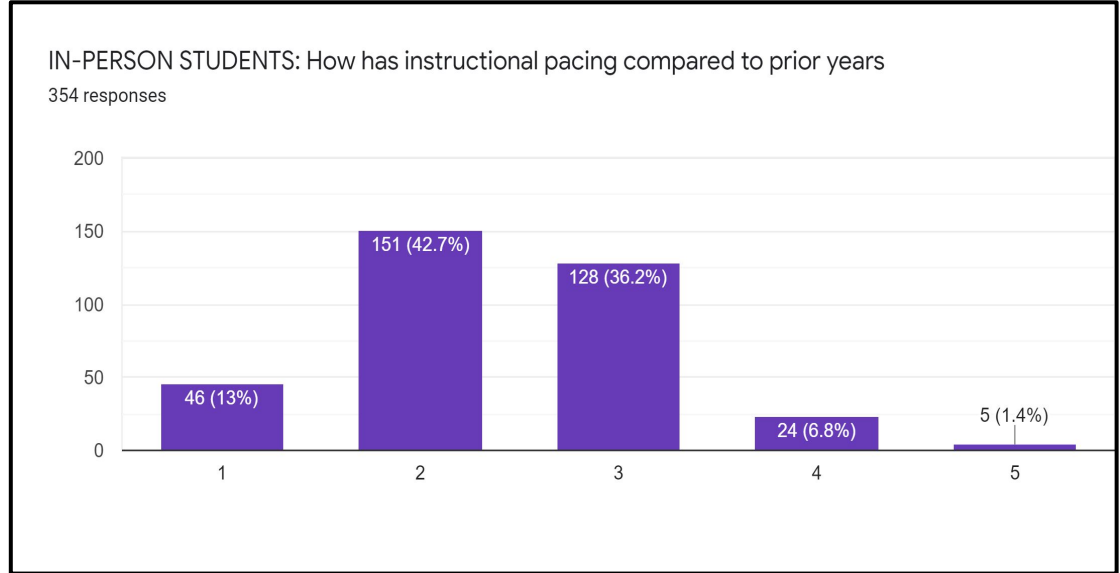
Adjusting Content - All Students

If you had to adjust content, can you approximate a percentage of content eliminated?

If you had to adjust content, can you approximate a percentage of content eliminated?
284 responses

- 10%
- 20%
- 30%
- 40%
- 50% or greater

21.1%
36.3%
6%
32.4%
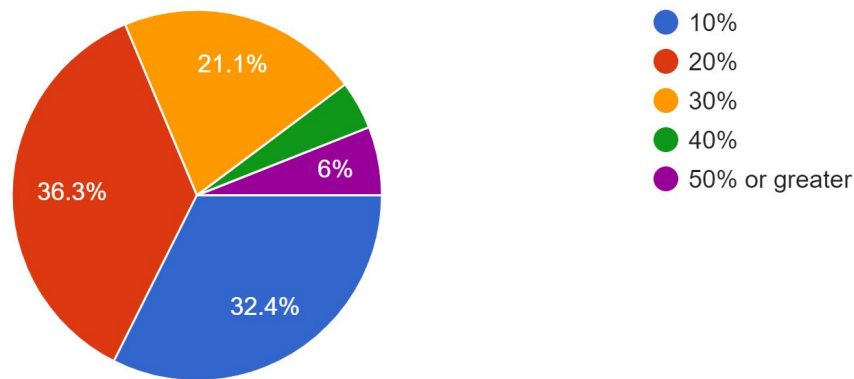
Assessments - All Students

Do you feel that your assessment results have accurately captured student learning and abilities?

1 - Not at all

3 - Same

5 - More than usual

ALL STUDENTS: Do you feel that your assessment results have accurately captured student learning and abilities?

399 responses
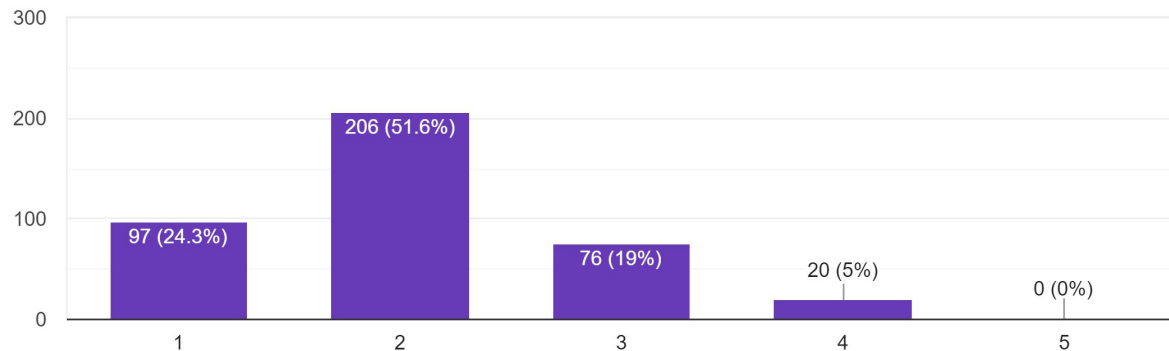
Engagement - Virtual

What approximate percentage of students have cameras on during instruction?

VIRTUAL STUDENTS: What approximate percentage of students have cameras on during instruction?

330 responses

- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%

1/2

58.5%

9.4%

10.9%
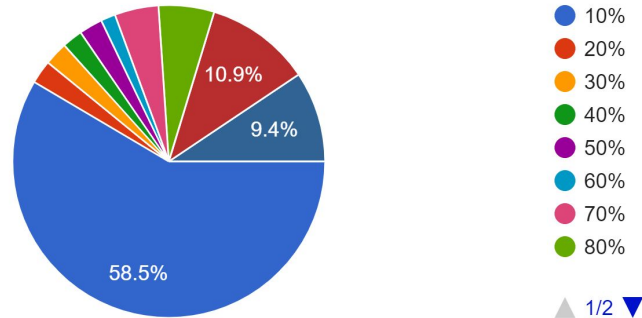
Engagement - Virtual

Do you find that students with cameras off are more or less engaged as compared to peers with cameras on?

1 - No impact

5 - High impact

VIRTUAL STUDENTS: Do you find that students with cameras off are more or less engaged as compared to peers with cameras on?

335 responses

- 1: 6 (1.8%)
- 2: 8 (2.4%)
- 3: 10 (3%)
- 4: 73 (21.8%)
- 5: 238 (71%)
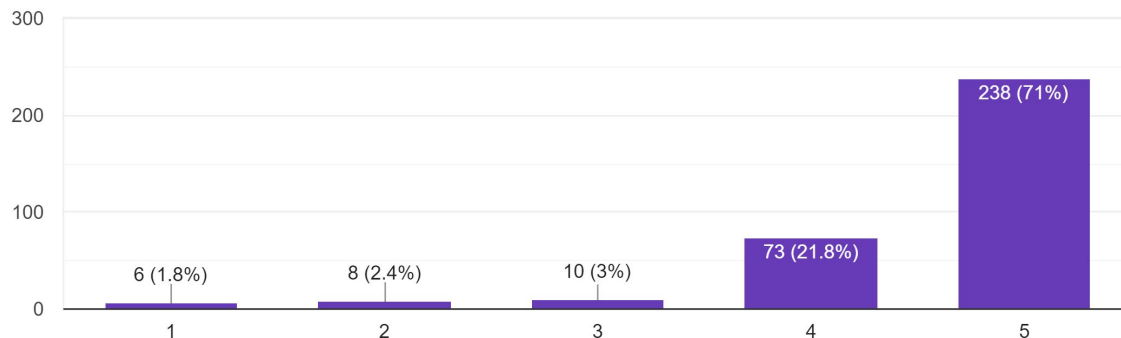
Assignments - Virtual

Do you find that students are less likely to submit assignments than their in-person peers?

1 - Unlikely

3 - Same

5 - Likely

VIRTUAL STUDENTS: Do you find that students are less likely to submit assignments than their in-person peers?

331 responses
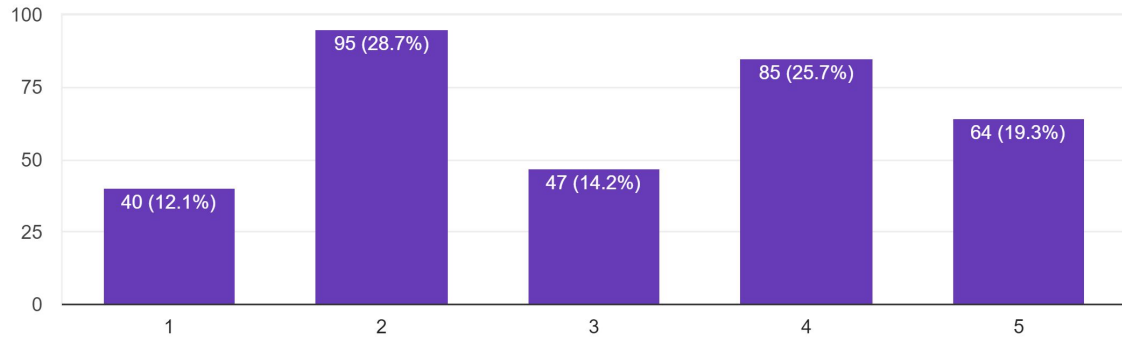
Switching Instructional Models - All Students

In your professional opinion, how likely is it that students changing instructional models throughout the year has negatively impacted their learning?
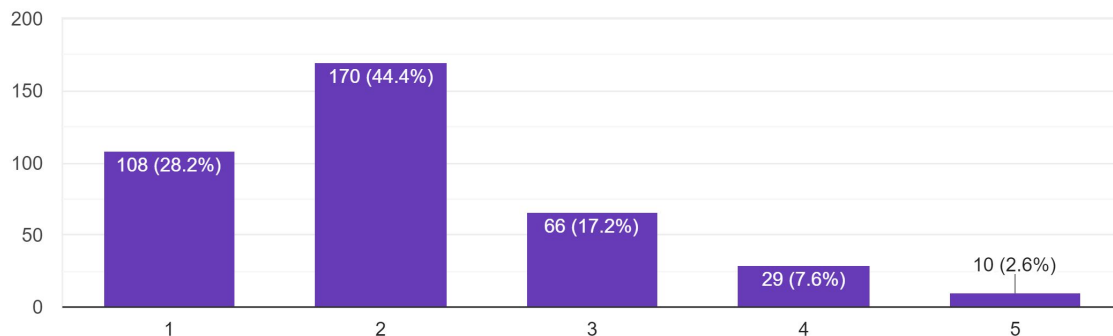
1 - Very likely

3 - Same

5 - Highly unlikely

ALL STUDENTS: In your professional opinion, how likely is it that students changing instructional models throughout the year has negatively impacted their learning?
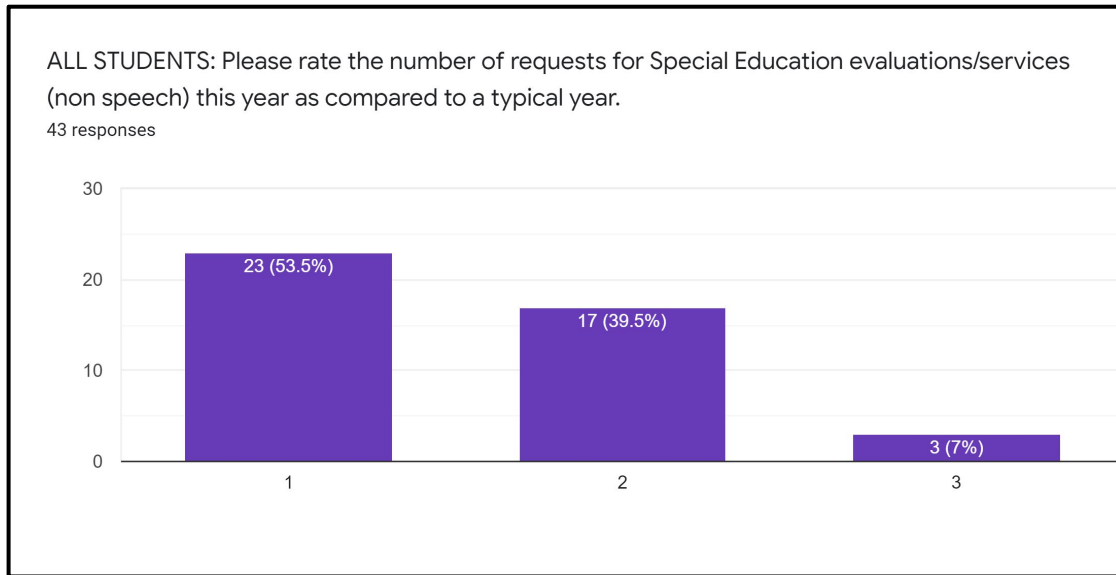
383 responses

Referrals and Related Services - All Students

Please rate the number of request for **Special Education** evaluations/ services this year as compared to a typical year.

1 - Significant increase

2 - Same

3 - Significantly less

ALL STUDENTS: Please rate the number of requests for Special Education evaluations/services (non speech) this year as compared to a typical year.

43 responses

Referrals and Related Services - All Secondary

Please rate the number of SAP referrals this year as compared to a typical year.
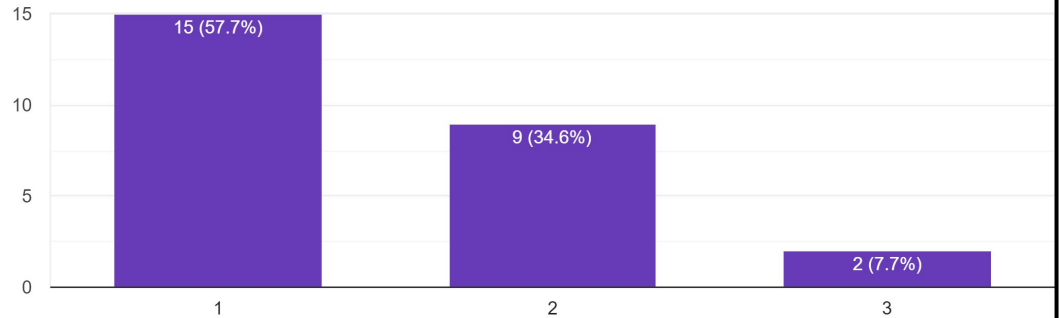
1 - Significant increase

2 - Same

3 - Significantly less

SECONDARY STUDENTS: Please rate the number of SAP referrals this year as compared to a typical year.
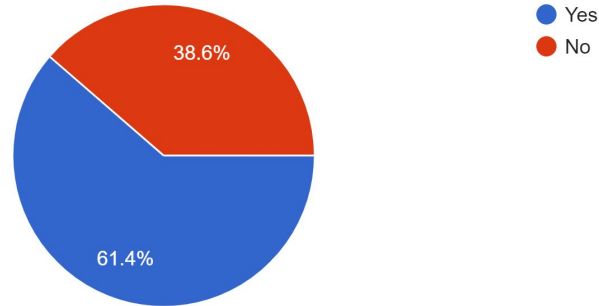
26 responses

Referrals and Related Services - All Students

Are you seeing an increase in any/all referrals relative to virtual students versus in-person?

ALL STUDENTS: Are you seeing an increase in any/all referrals relative to virtual students versus in-person?
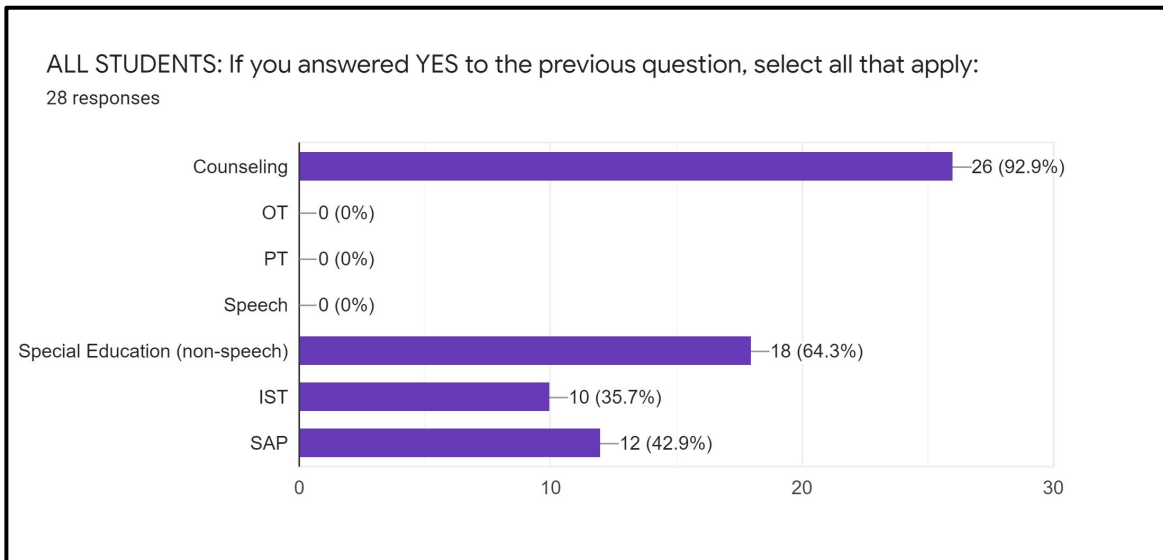
44 responses

- Yes
- No

61.4%

38.6%

Referrals and Related Services - All Students

If you answered YES to the previous question, select all that apply:

- Counseling
- OT
- PT
- Speech
- S.E.
- IST
- SAP

ALL STUDENTS: If you answered YES to the previous question, select all that apply:

28 responses

| Category	Value
Counseling	26 (92.9%)
OT	0 (0%)
PT	0 (0%)
Speech	0 (0%)
Special Education (non-speech)	18 (64.3%)
IST	10 (35.7%)
SAP	12 (42.9%)

Referrals and Related Services - All Students

Please rate the number of requests for **counseling services** this year as compared to a typical year.

1 - Significant increase

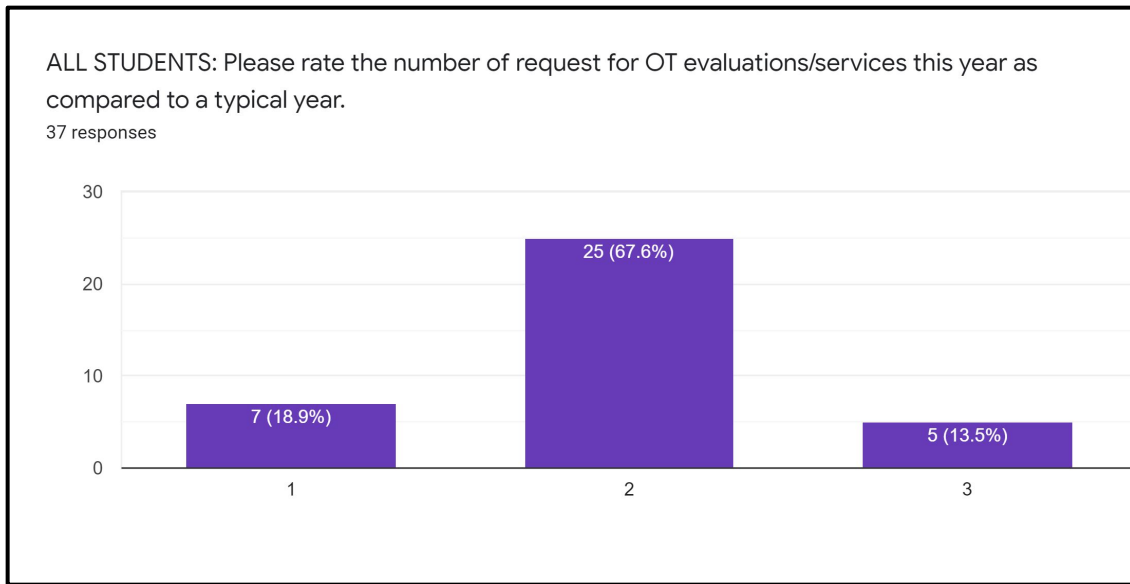2 - Same

3 - Significantly less

ALL STUDENTS: Please rate the number of requests for counseling services this year as compared to a typical year.

43 responses
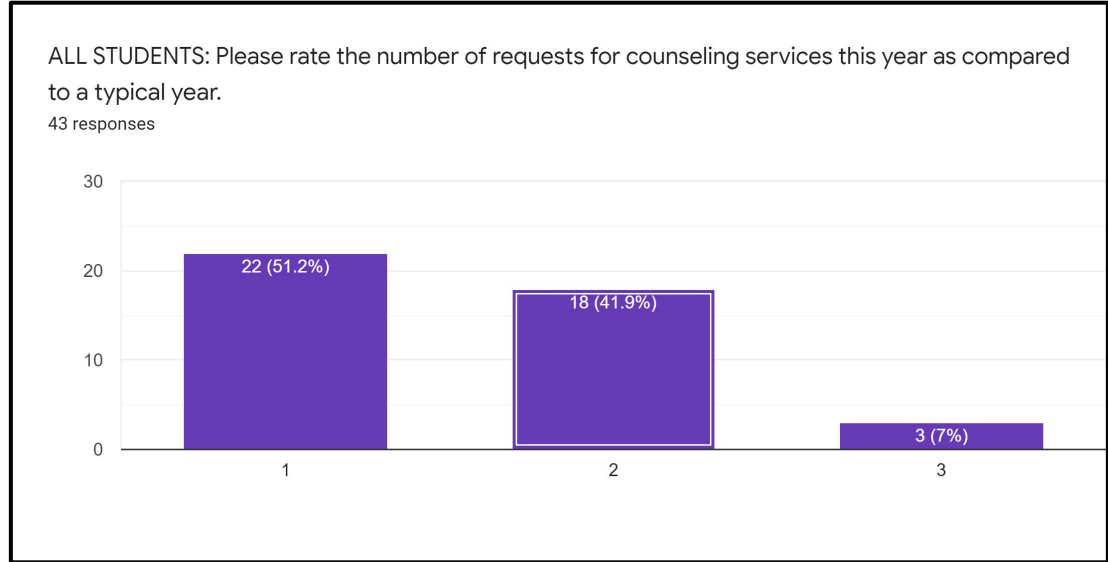
Referrals and Related Services - All Students

Please rate the number of request for **Occupational Therapy** evaluations/ services this year as compared to a typical year.

1 - Significant increase

2 - Same

3 - Significantly less

ALL STUDENTS: Please rate the number of request for OT evaluations/services this year as compared to a typical year.

37 responses

7 (18.9%) · 25 (67.6%) · 5 (13.5%)

Referrals and Related Services - All Students

Please rate the number of request for **Physical Therapy** evaluations/ services this year as compared to a typical year.
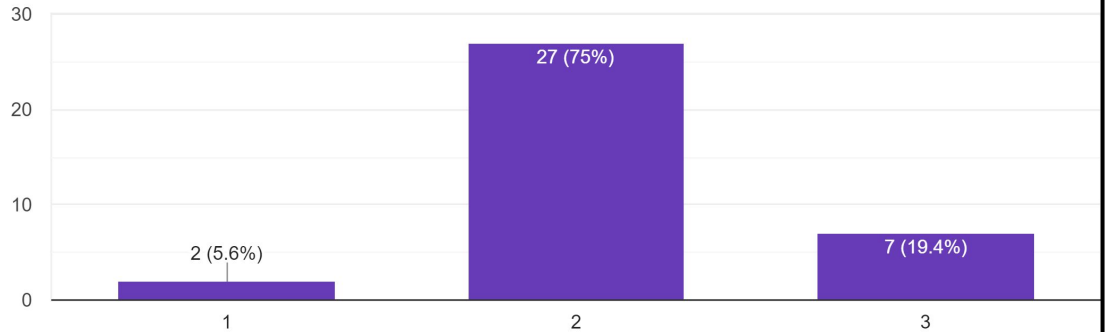
1 - Significant increase

2 - Same

3 - Significantly less

ALL STUDENTS: Please rate the number of requests for PT evaluations/services this year as compared to a typical year.
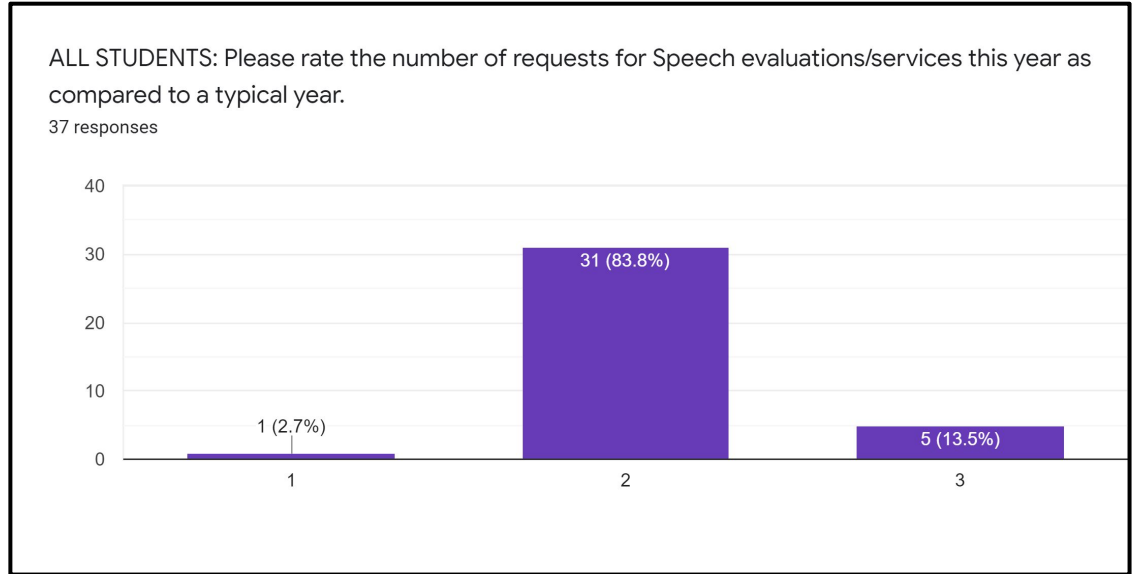
36 responses

Referrals and Related Services - All Students

Please rate the number of request for **Speech** evaluations/ services this year as compared to a typical year.

1 - Significant increase

2 - Same

3 - Significantly less

ALL STUDENTS: Please rate the number of requests for Speech evaluations/services this year as compared to a typical year.

37 responses

Referrals and Related Services - All Elementary

Please rate the number of request for **IST** evaluations/ services this year as compared to a typical year.
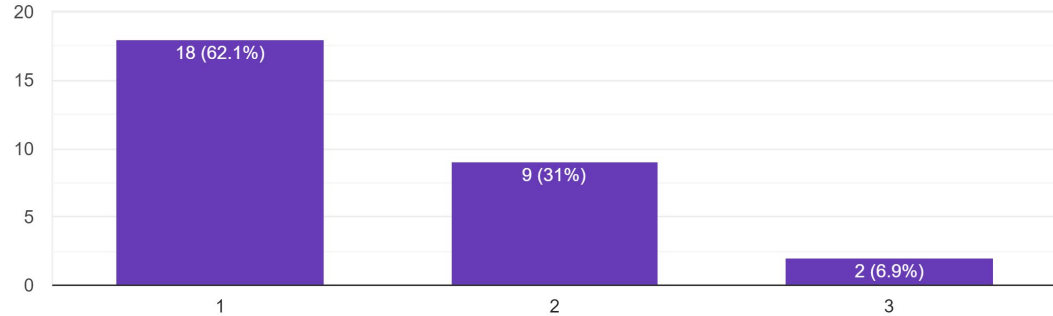
1 - Significant increase

2 - Same

3 - Significantly less

ELEMENTARY STUDENTS: Please rate the number of requests for IST evaluations/services this year as compared to a typical year.
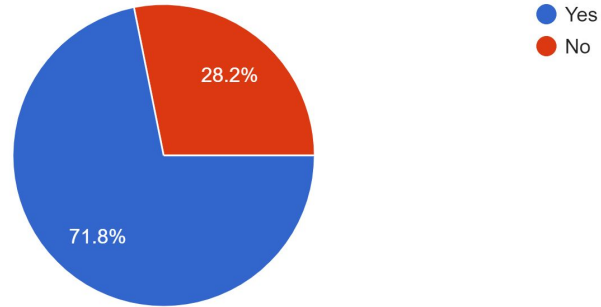
29 responses

School Safety

Are you comfortable with 3' social distancing?

Are you comfortable with 3' social distancing?
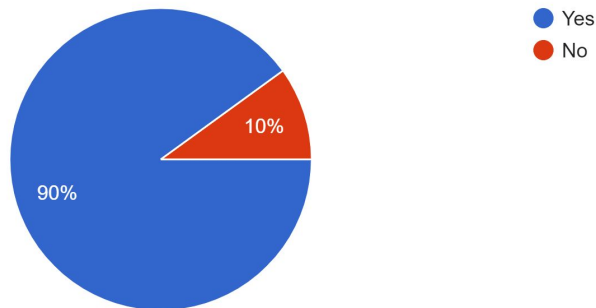
522 responses

- ● Yes
- ● No

28.2%

71.8%

Reopening Models

Do you support a 2-pronged approach next year (5 days in-person and SFCL)?

OPTIONAL: Do you support a 2-pronged approach next year (5 days in-person and SFCL)?
501 responses

- Yes
- No

90%

10%

Reopening Models

Do you support a 3-pronged approach next year (5 days in-person, full-time virtual and SFCL)?

OPTIONAL: Do you support a 3-pronged approach next year (5 days in-person, full-time virtual and SFCL)?

494 responses

- Yes
- No

77.3%

22.7%