

SUMMARY OF SURVEY RESULTS

November 17, 2020

	PK-12 Alt Remote Parents (101)	6-12 Alt Remote Students (23)	K-5 Hybrid Parents (659)	6-12 Hybrid Parents (804)	6-12 Hybrid Students (546)	Staff (284)
First 6 weeks 3+ 1-5 (not so great - very well)	73.3	82.5	73.8	53.8	61.8	69.5
Management of hybrid 3+ 1-5 (not so great - very well)	NA	NA	82.2	63.4	85.8 (managing safety)	81.6 (managing safety)
Management of remote 3+ 1-5 (not so great- very well)	83.2	87	NA	NA	NA	NA
Acclimated to hybrid 3+ 1-5 (not so great - very well)	NA	NA	69	56.4	92.1 (wearing mask)	87.5 (wearing mask)
Acclimated to remote 3+ 1-5 (not so great-very well)	80.2	NA	NA	NA	NA	NA
Comfortable - in class 3+ 1-5 (not so comf - very comf)	NA	NA	97.3	90.9	87.4 (feeling safe) 84.4 (how it's going overall)	71.8 (feeling safe) 86.2 (how it's going overall)
Comfortable - remote 3+ 1-5 (not so comf - very comf)	84.2	86.9	56.6	54.9	45.6 (how it's going)	60.4 (how it's going)
Manageable workload 3+ 1-5 (diff. - very manageable)	84.2	82.5	82.2 (1-5 Diff-too easy)	61.8	96.3	NA
How comfortable and happy with hybrid learning model 1-5 (Not comf - very comf)	NA	NA	NA	NA	56.8	NA
Communication - teacher 3+ 1-5 (too little - too much)	77	86.9	83.2	59.9	86.9	94 Communication to parents/students
Communication - admin 3+ 1-5 (too little - too much)	NA	NA	79.5	74.8	NA	69.9
Level of virtual live 3+	NA	NA	48.5	24.1	NA	NA

1-5 (too little - too much)						
Flexibility of remote 3+ 1-5 (not enough - too much)	89.1	100	83.3	77.2	84.2	NA
Time for teachers to meet remotely with students 3+ 1-5 (too little- too much)	71.3	87	NA	NA	87 (amount of time teachers avail.)	NA
Specialist schedule 3+ 1-5 (not great - very good)	NA	NA	57.8	NA	NA	NA
Access/use of tech 3+ 1-5 (not great - very good)	85.1	Tech Challenges 21.7% no, 43.5% yes, 34.8.% at times	94	87.9	19.1% no tech challenges; 49.6% tech chall "at times"	84.9 (3-5) (1 - not so great; 5- very well)
Support required - remote	24.8% max 31.7% ongoing 15.8% some or less	30.4 Some or more 69.6 Less/None	41.2% max 38.1% ongoing 20.7% some or less	11.4% max 21.4% ongoing 67.2% some or less	30.4 (3-5) (1 - no support; 5- constant support)	NA
Has child made appt for support	17.5% Yes- a few or multiple 5.8% one/twice	13.6% Yes- a few 31.8 once/twice	NA	52.2% Yes - a few times or multiple	50% Yes - a few times or multiple 31.8% - once/twice	NA
How helpful PD 3+ (1-5 not very - very helpful)						66.4
More PD						Software (46%) Canvas (34.9%) Devices (31.3%) Hybrid (28.6%) Remote (27%)



PK-12 Alt Remote - Parents

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • Special days (PJ day, mystery readers, etc.) (PK-5) • Reading instruction (PK-5) • Zoom sessions with FLVS (6-12) • Lunch bunch (PK-5) • Flexibility • Learning independence • Working at own pace 	<ul style="list-style-type: none"> • Need more communication on progress; more feedback • Need more instructional videos • A lot of reading (6-12) • Aspen/Canvas differences in grading 	<ul style="list-style-type: none"> • More small groups (PK-5) • Offer clubs • Offer live teaching or content check-ins • More interactive projects • Instruction on study strategies, taking notes, etc. (6-12) • Occasional required 1:1 check-ins

6-12 Alt Remote - Students

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Better communication • More video vs. texts 	<ul style="list-style-type: none"> • If struggling, teacher plan a meeting rather than email

K-5 Hybrid - Parents (659)

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • Zoom reading groups • Flexibility of remote days • Remote check-ins • Children love being in school with teachers and friends • Have gotten used to schedule • Teachers are great 	<ul style="list-style-type: none"> • Schedule - need timeline for due dates or checklists • Need more work; more challenge • Too much computer time • Overscheduled on Wednesdays • Printing at home • Remote work isn't being submitted or reviewed by teacher • Specialists add stress on remote days • Written homework on in person days - frustrating and hard to keep track • Noticeable difference in teachers using technology 	<ul style="list-style-type: none"> • Additional optional check-ins; utilize other staff • Live lessons or help instead of check-ins • School Psychs - coping strategies, encouragement for remote, mental health lessons • Paper packets • Connect cohorts and students • More videos of lessons and mini-lessons • Don't change schedule - too difficult for parents; only change if fully in person • Weekly report for what's due, missing • Keep lessons and zoom meetings short • Checklist - what needs to be done for remote • Additional challenge work, resources • Small group sessions; change groups

		<ul style="list-style-type: none"> • More positive messaging in addition to staying 6 ft. and wearing masks - “Smiles encouraged”, etc.
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6-12 Hybrid - Parents

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • Flexibility • Seeing friends; social time • Good fit for shy students, students with anxiety • Face to face days • Flexibility of due dates by some teachers • The district’s hard work • Safety • Extra help sessions • When teacher sends schedule/checklist in advance for remote days • Have made arrangements to make the schedule work 	<ul style="list-style-type: none"> • Cohort disadvantaged to when assignments are posted and due • Too much work, esp. on Wednesdays • Block schedule • Confusion on Canvas set-up • Too much computer on face-to-face days • Need more communication regarding missing work and grades • Need more interactive experiences • Powerpoints but no teaching videos • Need teaching, not just assigning work • More frequent and detailed feedback needed • Need to hear from guidance • Workflow inconsistent • Use of camera or submission of student videos - anxiety provoking • Absence of flexibility and understanding by some • Need accountability every day 	<ul style="list-style-type: none"> • Mandatory check-ins, at least start of day • More teacher videos; not just youtube • Daily schedule; clear due dates; checklist; agenda • Standardize use of Canvas • Wednesday intros/videos or mandatory zoom • After school clubs, drama, band • Change due dates for different cohorts • Some teachers are doing a really good job - use as examples • Zoom into English to discuss a book • Have a tutor available during school hours • Teach specials, world language synchronously on remote days; adjust so more time for core classes • Teachers include email signature with subject, grade, etc. • Release Wednesday work at least the night before

6-12 Hybrid - Students

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • In school learning going well • Adjusted to mask wearing • Feel safe • Flexibility • Smaller classes • Later start on remote days = less tired, more productive • Becoming more responsible • Seeing friends, teachers 	<ul style="list-style-type: none"> • Self-teaching • Too much work, esp. on Wednesdays • Busy work; simply submitting assignments • Due dates - one cohort doesn’t get much time to complete • Confusing - due dates, a lot of different links • Need more flexibility and understanding from teachers 	<ul style="list-style-type: none"> • Mandatory zoom on Wednesday • Screencasts/pre-recorded lessons instead of youtube or PowerPoints • Paper remote packets or textbooks • Wednesday - video from each teacher about due dates, assignments • Use in-class time for teaching and not for quizzes/tests or doing online activities • Can there be after school help?

		<ul style="list-style-type: none"> • More communication • Q&A sessions • Have check-ins with students on amount of work
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STAFF

PROS	CONS	SUGGESTIONS/IDEAS
<ul style="list-style-type: none"> • Safety protocols • Adjusted to mask wearing • Seeing students; students seem happy when in person • Smaller class sizes • Learned a lot of technology • PD • Collaboration • Elementary live times appropriate • Some students thrive in hybrid model • Kids more actively involved in their own learning; kids appreciate the opportunity for education in Marshfield • When this is over, I will be a better teacher; growth 	<ul style="list-style-type: none"> • Pace not sustainable • Workload is overwhelming • Remote teaching • Need to increase expectations of due dates - not 7-14 days • Need more consistency with workload, assignments • Need more live time • Lack of communication from admin; falls on teachers (grades, expectations, etc.) • Stress levels • Communication about covid cases • Expectations unclear if quarantined or diagnosed • Inconsistent rules, assignments, due dates • Students not accountable 	<ul style="list-style-type: none"> • Give the model a chance • Don't change schedule • Create suggested schedule and time management tips for students • Reduce remote expectations • 2 live sessions on Wednesdays • Extra help sessions; after school help • Have homeroom 7-7:20/7:30 • Overview in am; check-in later in day • Blocks for mandatory check-ins • Slow down on PD due to time • If PD - software, Canvas, devices, hybrid teaching, engagement • Utilize specialists, library, paras for check-ins, read alouds, live sessions • More collaboration

ELEMENTARY OPTIONS (1st/2nd choice combined):

Elementary	Parents	Staff
Zoom 10-15 min during class	292-1=291	23
Add/longer check-in times Wed	203	26
A/B ½ days M/T/Th/F	355	84
M/Th and T/F	110	35
Current is sufficient	353	52

6-12 OPTIONS (1st/2nd choice combined):

6-12	Parents	Students	Staff
Zoom 10-15 min	438	185	14
Shorten/add class periods	358	213	55
Check-in times Wed	235	125	25
A/B ½ days M/T/Th/F	294	206	33
M/Th and T/F	150	172	46
Current is sufficient	129	191	50

Changes made to date - Alternative Remote Program:

- PK-12 - Staff added (teachers, tutors, support staff, content facilitators)
- 6-12 - Small group support; optional but assigned when needed
- K-5 - specialist content
- 6-12 - Canvas/Aspen - working on import process
- 6-8 - guidance and admins in zoom sessions weekly

Changes made to date - Hybrid Program:

- K-5 - same specialist for 2-3 weeks
- Grade 6 English/Writing Lab - Mon, Tue, Thur, Fri (8-11 am)
- 6-8 - math lab support M/T/Th/F
- 6-8 - FlexTime assigned for extra help/clarification on synchronous and asynchronous assignments/ opportunity to work with peers on either synchronous/asynchronous work
- 6-8 - scheduled extra help sessions on Wednesdays to allow for students to seek out a number of teachers (as opposed to all having the same time slot)
- 6-12 - Created opportunities for quarantine teachers to teach from home to the entire class for 2 way communication/discussion
- Grade 9 - Time Management Class taught by administration - 11/18
- 9-12 - cleaned up the calendar through clarifying settings, what gets posted and when
- 9-12 - Adjusted the template to include weekly expectations
- 9-12 - Organized Modules in Canvas by Date - Most Recent on top
- 9-12- Added virtual writing conference
- 9-12 - MAST started 11/10 (general education support) - 2:00 - 4:00 pm Tues./Thurs.
- 9-12 - Increased tiered support meeting (parent/student/counselor/administration) for students not making effective progress after term 1