## SUMMARY OF SURVEY RESULTS
November 17, 2020

<table>
<thead>
<tr>
<th>First 6 weeks 3+ 1-5 (not so great - very well)</th>
<th>PK-12 Alt Remote Parents (101)</th>
<th>6-12 Alt Remote Students (23)</th>
<th>K-5 Hybrid Parents (659)</th>
<th>6-12 Hybrid Parents (804)</th>
<th>6-12 Hybrid Students (546)</th>
<th>Staff (284)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73.3</td>
<td>82.5</td>
<td>73.8</td>
<td>53.8</td>
<td>61.8</td>
<td>69.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management of hybrid 3+ 1-5 (not so great - very well)</th>
<th>NA</th>
<th>NA</th>
<th>82.2</th>
<th>63.4</th>
<th>85.8 (managing safety)</th>
<th>81.6 (managing safety)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Management of remote 3+ 1-5 (not so great- very well)</th>
<th>83.2</th>
<th>87</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Acclimated to hybrid 3+ 1-5 (not so great - very well)</th>
<th>NA</th>
<th>NA</th>
<th>69</th>
<th>56.4</th>
<th>92.1 (wearing mask)</th>
<th>87.5 (wearing mask)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Acclimated to remote 3+ 1-5 (not so great-very well)</th>
<th>80.2</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comfortable - in class 3+ 1-5 (not so comf - very comf)</th>
<th>NA</th>
<th>NA</th>
<th>97.3</th>
<th>90.9</th>
<th>87.4 (feeling safe) 84.4 (how it’s going overall)</th>
<th>71.8 (feeling safe) 86.2 (how it’s going overall)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comfortable - remote 3+ 1-5 (not so comf - very comf)</th>
<th>84.2</th>
<th>86.9</th>
<th>56.6</th>
<th>54.9</th>
<th>45.6 (how it’s going)</th>
<th>60.4 (how it’s going)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Manageable workload 3+ 1-5 (diff. - very manageable)</th>
<th>84.2</th>
<th>82.5</th>
<th>82.2 (1-5 Diff-too easy)</th>
<th>61.8</th>
<th>96.3</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How comfortable and happy with hybrid learning model 1-5 (Not comf - very comf)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>56.8</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication - teacher 3+ 1-5 (too little - too much)</th>
<th>77</th>
<th>86.9</th>
<th>83.2</th>
<th>59.9</th>
<th>86.9</th>
<th>94 Communication to parents/students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication - admin 3+ 1-5 (too little - too much)</th>
<th>NA</th>
<th>NA</th>
<th>79.5</th>
<th>74.8</th>
<th>NA</th>
<th>69.9</th>
</tr>
</thead>
</table>

<p>| Level of virtual live 3+ | NA | NA | 48.5 | 24.1 | NA | NA |</p>
<table>
<thead>
<tr>
<th>1-5 (too little - too much)</th>
<th>1-5 (not enough - too much)</th>
<th>Flexibility of remote 3+</th>
<th>Time for teachers to meet remotely with students 3+ (too little- too much)</th>
<th>Specialist schedule 3+ (not great - very good)</th>
<th>Access/use of tech 3+ (not great - very good)</th>
<th>Support required - remote</th>
<th>Has child made appt for support</th>
<th>How helpful PD 3+ (1-5 not very - very helpful)</th>
<th>More PD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>89.1</td>
<td>100</td>
<td>83.3</td>
<td>77.2</td>
<td>84.2</td>
<td>NA</td>
<td>84.9 (3-5)</td>
<td>Software (46%) Canvas (34.9%) Devices (31.3%) Hybrid (28.6%) Remote (27%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71.3</td>
<td>87</td>
<td>NA</td>
<td>NA</td>
<td>87 (amount of time teachers avail.)</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>57.8</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.1</td>
<td>Tech Challenges 21.7% no, 43.5% yes, 34.8% at times</td>
<td>94</td>
<td>87.9</td>
<td>19.1% no tech challenges; 49.6% tech chall &quot;at times&quot;</td>
<td>84.9 (3-5)</td>
<td>(1 - not so great; 5- very well)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>24.8% max</td>
<td>30.4 Some or more 69.6 Less/None</td>
<td>41.2% max 38.1% ongoing 20.7% some or less</td>
<td>11.4% max 21.4% ongoing 67.2% some or less</td>
<td>30.4 (3-5) (1 - no support; 5- constant support)</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.5% Yes- a few or multiple 5.8% one/twice</td>
<td>13.6% Yes- a few 31.8 once/twice</td>
<td>NA</td>
<td>52.2% Yes - a few times or multiple</td>
<td>50% Yes - a few times or multiple 31.8% - once/twice</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>66.4</td>
<td></td>
</tr>
</tbody>
</table>
### PK-12 Alt Remote - Parents

<table>
<thead>
<tr>
<th><strong>PROS</strong></th>
<th><strong>CONS</strong></th>
<th><strong>SUGGESTIONS/IDEAS</strong></th>
</tr>
</thead>
</table>
| ● 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 | ● Need more communication on progress; more feedback  
● Need more instructional videos  
● A lot of reading (6-12)  
● Aspen/Canvas differences in grading | ● 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

<table>
<thead>
<tr>
<th><strong>PROS</strong></th>
<th><strong>CONS</strong></th>
<th><strong>SUGGESTIONS/IDEAS</strong></th>
</tr>
</thead>
</table>
| ● Flexibility | ● Better communication  
● More video vs. texts | ● If struggling, teacher plan a meeting rather than email |

### K-5 Hybrid - Parents (659)

<table>
<thead>
<tr>
<th><strong>PROS</strong></th>
<th><strong>CONS</strong></th>
<th><strong>SUGGESTIONS/IDEAS</strong></th>
</tr>
</thead>
</table>
| ● 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 | ● 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 | ● 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 |
<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
<th>SUGGESTIONS/IDEAS</th>
</tr>
</thead>
</table>
| ● 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 | ● 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 | ● 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 - Parents

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
<th>SUGGESTIONS/IDEAS</th>
</tr>
</thead>
</table>
| ● 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 | ● 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 due dates, a lot of different links | ● 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? |
## STAFF

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
<th>SUGGESTIONS/IDEAS</th>
</tr>
</thead>
</table>
| - 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 | - 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 | - 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):

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom 10-15 min during class</td>
<td>292-1=291</td>
<td>23</td>
</tr>
<tr>
<td>Add/longer check-in times Wed</td>
<td>203</td>
<td>26</td>
</tr>
<tr>
<td>A/B ½ days M/T/Th/F</td>
<td>355</td>
<td>84</td>
</tr>
<tr>
<td>M/Th and T/F</td>
<td>110</td>
<td>35</td>
</tr>
<tr>
<td>Current is sufficient</td>
<td>353</td>
<td>52</td>
</tr>
</tbody>
</table>
**6-12 OPTIONS (1st/2nd choice combined):**

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

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