



**Parent/Guardian Survey Summary: Data**  
**July 15, 2020**

*Approximately 1500 responses representing approximately 2500 students*

Spring of 2020 Feedback	Highly Satisfied	Satisfied	Unsatisfied	Highly unsatisfied	Unsure at this time
Academic Rigor	7.7%	47.8%	29.9%	7.4%	7.1%
Interactions with core teachers	13.5%	48.5%	25.3%	6.9%	5.8%
Interactions with non-core teachers	7.3%	49.1%	23.8%	6.9%	13%
One to one support	12%	49.1%	21.9%	5.8%	11.2%
Materials and resources access	13.6%	59.2%	16.7%	4.2%	6.3%
Accommodations for learning needs	10.4%	51.3%	18.3%	4.8%	15.2%

Summary: There are many areas for improvement related to the remote crisis learning that took place this past Spring. Much planning has gone into improving experiences for students should we find ourselves in a remote learning environment in the future.

This Fall I Prefer:	Preference
In person	60.5%
Stay at home	5.7%
Combination/blend of in person and remote	21.5%
Uncertain	9.1%
Does not apply	1.6%
Other	1.6%

Summary: The majority of respondents prefer that students go to school and experience learning "in person". Our current planning affords us ability to quickly shift between learning models should it be deemed necessary. Additionally, our plan is to offer remote learning experiences to families who do not feel comfortable sending their child to school.

Blended Learning Preferences	Acceptable	Somewhat Acceptable	Not Acceptable
Week to week remote/in person rotations	32.5%	34%	33.5%%
Every other day rotation	26%	32.2%	41.8%
Monday/Tuesday or Thursday/Friday rotation	34.3%	35.5%	30.2%
Four days in person and fifth remote learning	56.7%	29.3%	13.9%
Elementary in person and secondary remote	25.3%	26.2%	48.5%

Summary: Although four days in person and one remote is the most acceptable, it is not deemed to be possible in our school district (according to the guidance from DPI's Education Forward) because we do not have enough space available within the district to effectively socially distance students in this scenario. The second most favorable blended learning model is the "Monday/Tuesday or Thursday/Friday" rotation.

If Remote - Family Support for Learning/Supervision	
Support for both	32.5%
Supervision support	16.7%
No support	24.2%
Unsure	19.8%
Does not apply	1.7%
Other	5.1%

Summary: At least 40% of students will not have family support for learning at home. This could increase based on almost 20% of families being unsure at this time.

Top Priorities	Overall Percentage
Academic progress	93.8%
Childcare/supervision	11.9%
Social connections/interaction	60.2%
Extra/co-curricular activities	18.3%
Mental Health support	37.3%

Safety	56.8%
Does not apply	1%

Summary:  
**Academic progress** followed by **social connections/interactions** are the top two priorities for families. These are followed by **safety** and **mental health support**.

Procedural Feedback	Very Necessary	Somewhat Necessary	Not Necessary	Don't Know/Unsure
Hand washing routines	87.7%	9.9%	1.8%	0.6%
Coughing/Sneezing etiquette	79.9%	15.4%	4%	0.8%
Reduce the number of shared spaces	47.5%	36.4%	13.7%	2.3%
Students wearing masks	28.2%	28.4%	32.3%	11.1%
Staff wearing masks	33.8%	29.1%	26.3%	10.7%
Increasing cleaning of common surfaces	82.8%	14.6%	1.8%	0.8%

- Summary:
- Mitigation strategies of hand washing, coughing/sneezing etiquette, and cleaning of common surfaces are widely supported.
  - Approximately 56% of families indicated that at least some masking should take place for students.
  - Approximately 61% of families indicated that at least some masking should take place for staff members.
  - Over 80% of families would like to see at least some reduction of shared spaces.