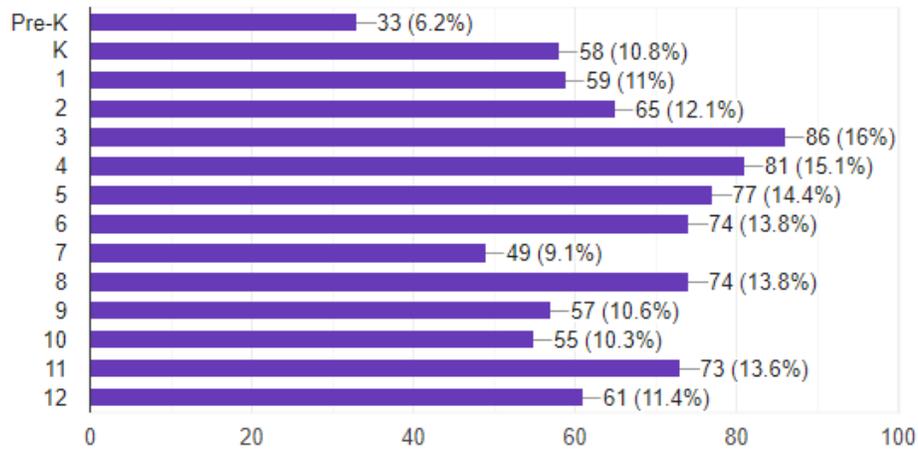


Distance Learning Survey – Exeter-West Greenwich (Week 1 Results)

What Grades is/are your child/children in? (check all that apply)



536 responses

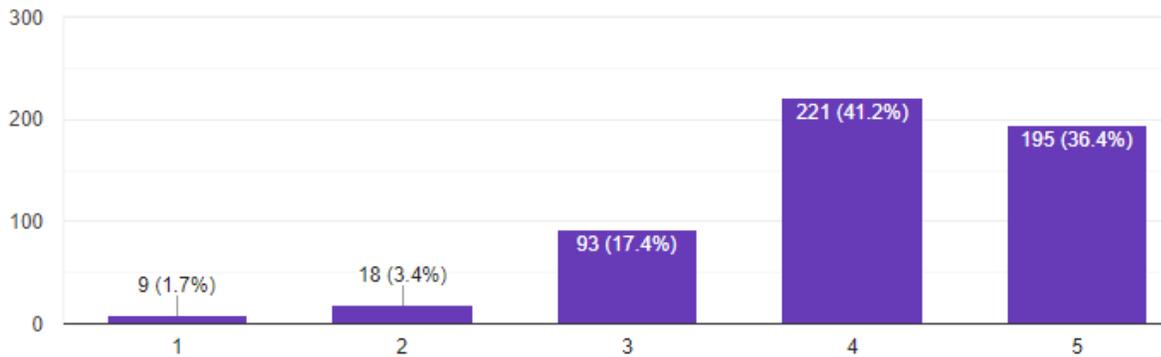


Note: 536 responses, representing 900 students

Overall, how would you rate the first week of virtual learning?



536 responses

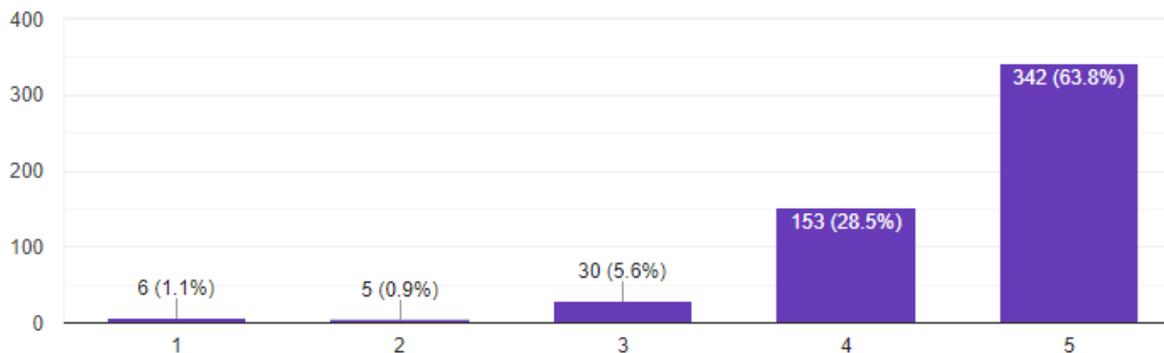


Note: 77.6% of respondents answered “well” or “extremely well” and 95% of respondents were at least satisfied.

Overall, how would you rate the level of communication from the district/school(s)?



536 responses

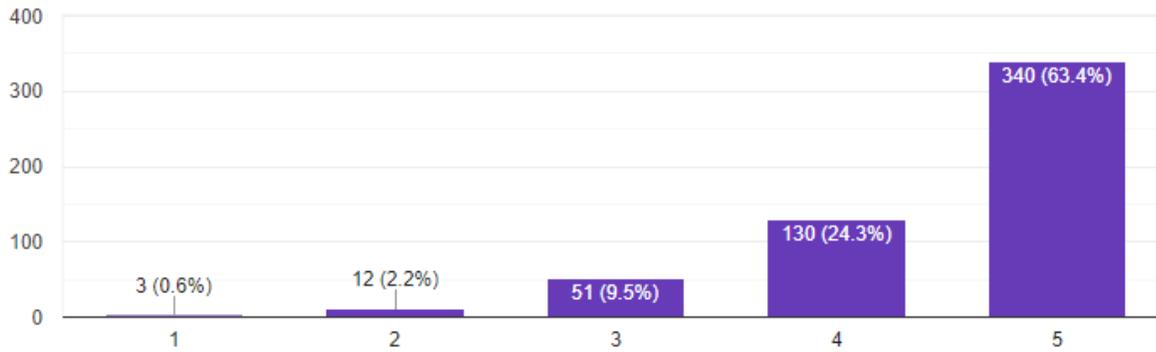


Note: 92.3% of respondents answered “well” or “extremely well” and 97.9% of respondents were at least satisfied.

Have you been able to communicate effectively with your child's/children's teacher(s)?



536 responses

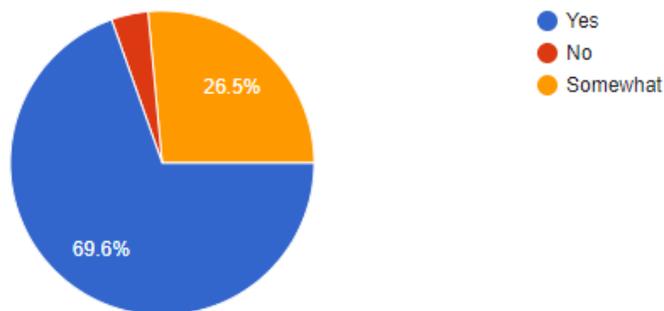


Note: 87.7% of respondents answered “well” or “extremely well” and 97.2% of respondents were at least satisfied.

Do you have a clear understanding of what your child/children is/are expected to do as part of their distance learning day?



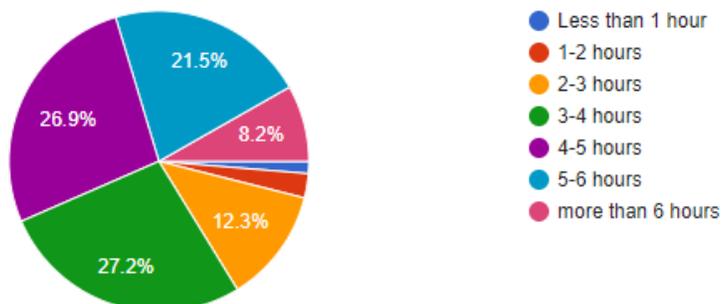
536 responses



Approximately how much time is/are your child/children spending on daily learning?

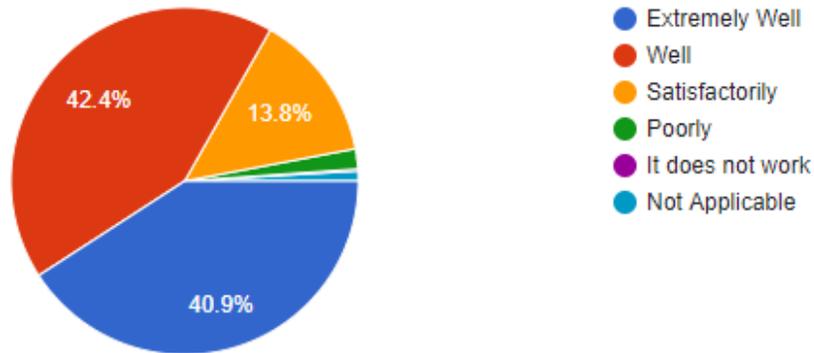


536 responses



How well did your child's/children's technology work during the first week of distance learning?

536 responses

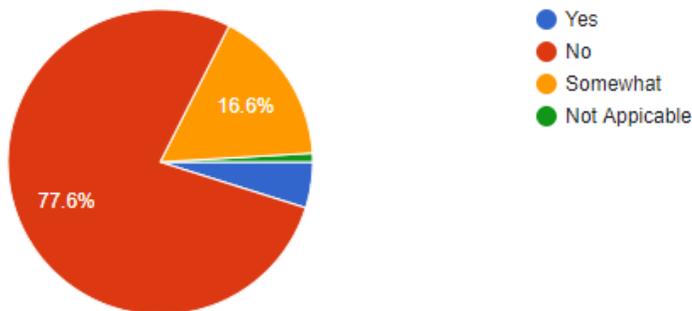


Note: 83.3% of respondents answered "well" or "extremely well" and 97.1% of respondents were at least satisfied. IT has reached out to all remaining families to provide additional support.

Are your children facing any technology challenges completing distance learning assignments?



536 responses



Feedback Themes:

Interestingly, many of the positive comments (highlights) reported by families matched the recommendations of other families. The table below is organized to show this relationship.

Note that almost every person with a recommendation for improvement started their comments by recognizing the incredible amount of effort and appreciation of district teachers and staff.

Positive Feedback/Highlights	Needs/Recommendations
<p>Being able to virtually meet with the teacher and classmates was by far the <u>most widely shared comment</u>. Parents stressed the importance of connections and also described how helpful it is to receive in-the-moment support (particularly for families who are still working/working from home).</p>	<p>Parents have noted that not all classes/teachers offer opportunities for daily virtual meetings. One parent wrote, "I feel like the teachers who do this contribute immensely to the learning process for the students." Another parent wrote, "I'd love to see more video classes (I know they are stressful for teachers and difficult to manage... but they are so wonderful for the kiddos to feel seen and heard by their classmates and teachers.)"</p> <p>Many parents indicated that the daily video check-ins are fantastic, but wished there was also an opportunity for a similar check in later in the day. Many parents indicated that this was the best part of their children's day... one stated, "There is an obvious difference in their overall level of happiness and engagement."</p>
<p>Many parents described how daily "checklists," with all the important information in one spot has been very helpful. Parents also appreciate that information is shared at least the night before so they can help to structure the day (particularly for elementary students).</p>	<p>Many parents are requesting daily checklists. Many expressed that they are overwhelmed by too many emails (perhaps Google classroom notifications?), and some are struggling with a wide range of "platforms" and "apps" used by different teachers/schools. They are looking for some structure because they want to ensure that the children are keeping up with required material.</p>
<p>Many parents expressed appreciation for flexibility and understanding of family circumstances. Some schools/classrooms prioritize assignments and tasks, have flexible due dates, and offer extension/specialist activities as optional.</p>	<p>As one parent wrote, "I guess my suggestion is to keep it simple – what does he HAVE to do, What would you like him to do, and what is extra for when he is driving me crazy? I want to make sure that he gets what is most important done first – however, I am working while he is trying to get his schoolwork done and am unable to support him as much as I would like. He is having a hard time sifting out what is most important and what is extra."</p> <p>Several parents expressed frustration with same day due dates, like "must submit by 3:00 pm today." For families who are required to work (we have many essential health care workers and first responders), they are unable to provide needed support until they get home later in the day. Parents want to help and ensure their children are progressing, but feel certain "rules" do not always respect their circumstances.</p>
<p>Many parents have commented on how excited children are, and how well-mannered classmates are during virtual meetings.</p>	<p>A couple of parents have requested that we disseminate an "etiquette guide to families to help students understand online learning/behavioral expectations."</p>
<p>Many secondary parents have commented on the virtual schedule. They are happy with the later start time. They are also appreciative of virtual meetings/classes that start on the hour.</p>	<p>Several parents have indicated that it has been difficult to keep track of classes starting at "random" times, particularly when there are multiple children in the home all on a different schedule and sometimes sharing devices/high speed access.</p> <p>A few parents, particularly with multiple children at the high school, want to see the school move to one lunch period so the family can sit together and eat. One parent wrote, "My cafeteria has space for all three students at the same time and the cook would prefer prepping lunch once." Others have indicated that greater flexibility would eliminate the need for a scheduled lunch all together. 80+ minute, teacher-directed classes are too much. Several parents are requesting shorter check-ins/instruction for each class followed by office hours for specific questions/clarifications/concerns. As one parent describes it, "the constant start and stop easily disrupts their focus."</p>

<p>Most families have indicated that teachers have found just the right balance. There is a reasonable amount of work, much of which has been adapted to be completed independently or with the support of teachers.</p>	<p><u>Many</u> parents described very difficult family circumstances. There is a lot of anxiety and worry among parents and kids. One parent wrote, “The amount of work assigned is simply too much for a family to manage in addition to the social/emotional stress of the pandemic. Life in every facet has changed. We cannot replicate a school day in the home setting, just like we cannot replicate our work environment in our home setting. Expectations need to shift from what is ideal to what is actually able to be accomplished while respecting the stresses of the situation.”</p> <p>For some families, we have clearly not yet found that just right balance – and that is causing added stress and anxiety. We also need to keep our fingers on the pulse of the social/emotional needs of children and families. Some of our families are really struggling.</p>
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Additional Recommendations/Needs:

- It is important to recognize that it takes longer for some elementary students to complete work on the computer as opposed to paper and pencil. Kids have not mastered keyboarding skills.
- It is becoming increasingly evident that we need to address the issue of grading. Each school is engaged in discussion about alternative options to the standard report card grading process. We need to come to consensus on what makes sense for our students, their families, and our current reality. These decisions must be communicated to students and families in order to eliminate the stress of uncertainty that many have expressed.
- Some families are still confused about how children are “submitting” work. Others describe a process that is difficult and “clunky.” It is important for teachers to check in regularly with students and families to ensure that there is clarity of expectations, and to address any bumps in the road. The more we can do to eliminate barriers and stressors, the healthier our families can be.
- Special educators must be checking in with students on their caseload, individually.
- Several families (and teachers) have requested information on how much time students should be engaged in work at each grade level. This is a difficult question to answer easily, as students will vary greatly based on strengths, needs and family circumstances. The survey responses are helpful to see what families are reporting in terms of the amount of time spent daily on at-home learning. Other variables to consider include how much work can be completed independently as opposed to work that requires adult oversight. Based on responses and comments, once we pass the 4-hour mark, the level of stress increases greatly. My suggestion is to use this as a guideline and adjust up or down based on need.
- Several parents recognized that teachers are getting better with some of the technology, including Google classroom. Some parents are quite skilled in the use of Google classroom, and they may serve as a valuable resource to us as we continue to refine our technology skills. Reach out to your families for feedback and ideas!
- FAQ: Should we be introducing/teaching new material or maintaining previously learned skills?
A: Both. We want to maintain previously learned skills and that is critical during a time where we may not have a typical school experience for the rest of the year and into the summer. It is also expected that we introduce and teach new skills. We cannot replicate the standard classroom experience, and it is not expected that we will cover the entire curriculum. However, it is important to identify the most important new concepts and teach them well. Kids need to continue learning, and we will need to adjust to the circumstances of curriculum coverage when we return to normal.