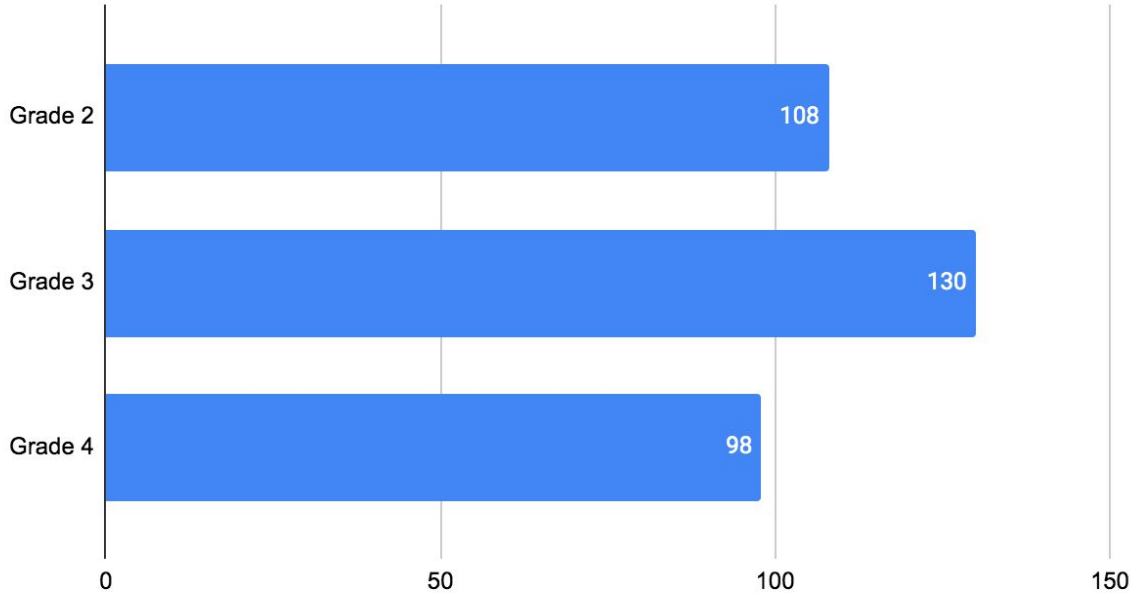


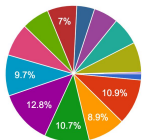


# Home Learning Survey Results

Number of Survey Responses



What grade was your child in during school closure?  
1,012 responses

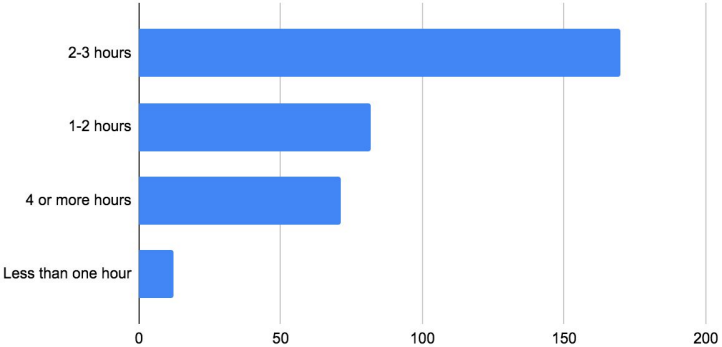


- Preschool
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

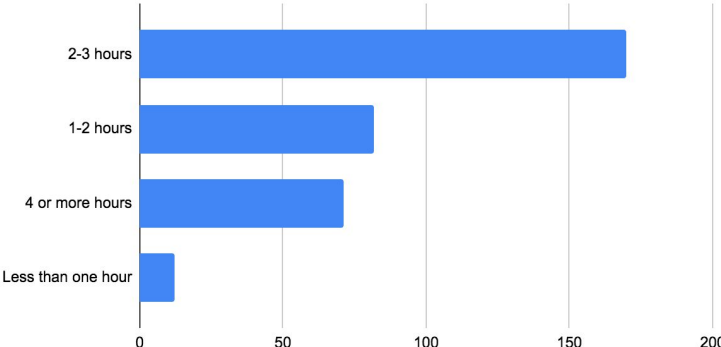
A total of 1,012 responses were recorded for this survey (PK-12).

# Academic Engagement

Time spent on home learning each day?



Time spent on home learning each day?



## Challenges

Challenges with regards to supervision or support for learning (working parents)

141

Difficulty navigating Google Classroom or Zoom

81

economic stressors

28

Family dynamics (caring for sick relative)

28

Insufficient number of devices in our home

22

Lack of quiet work space

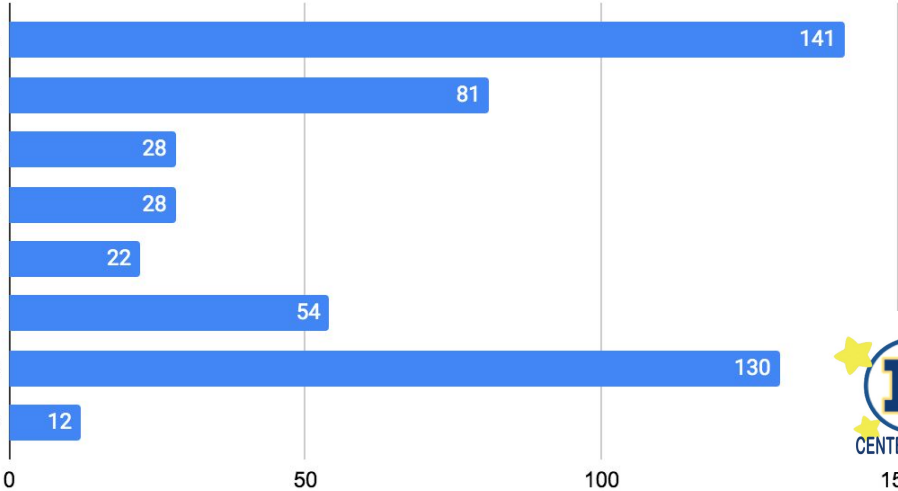
54

Level of independence for my child to complete assignments

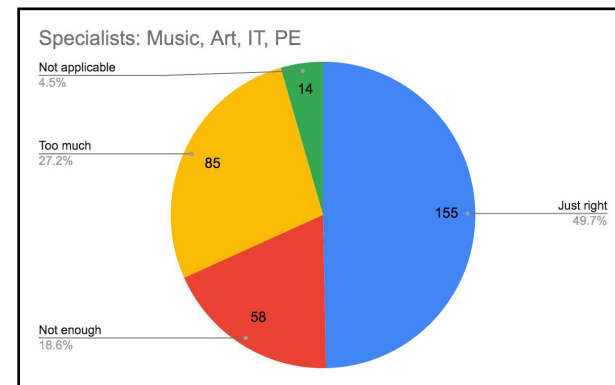
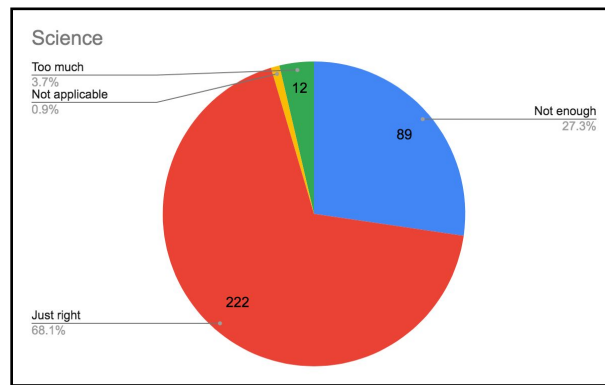
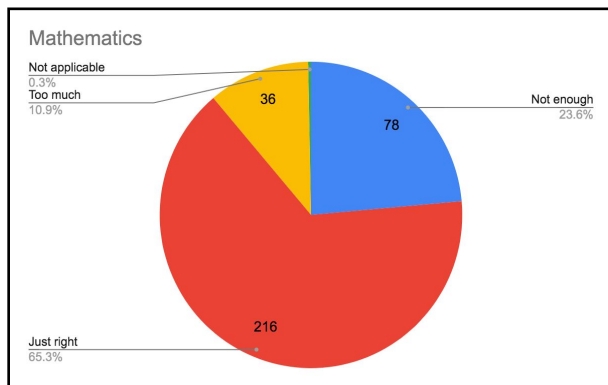
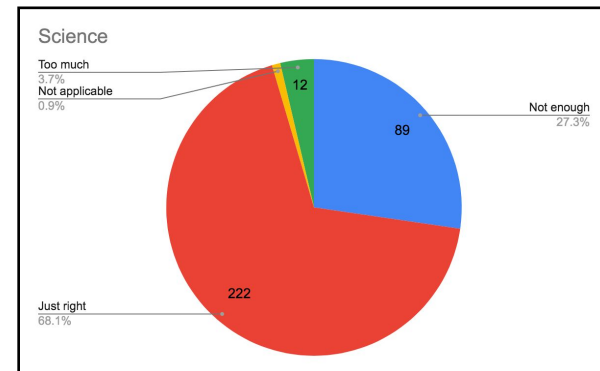
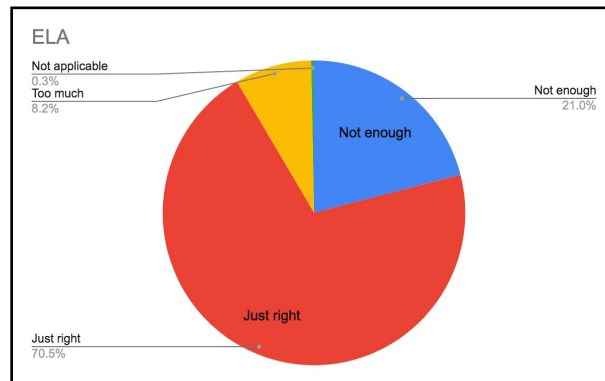
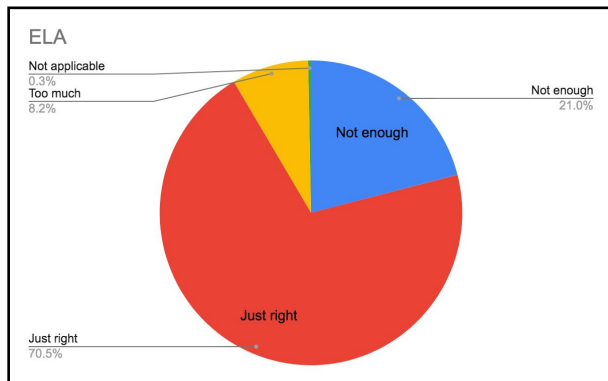
130

Unreliable Internet access

12

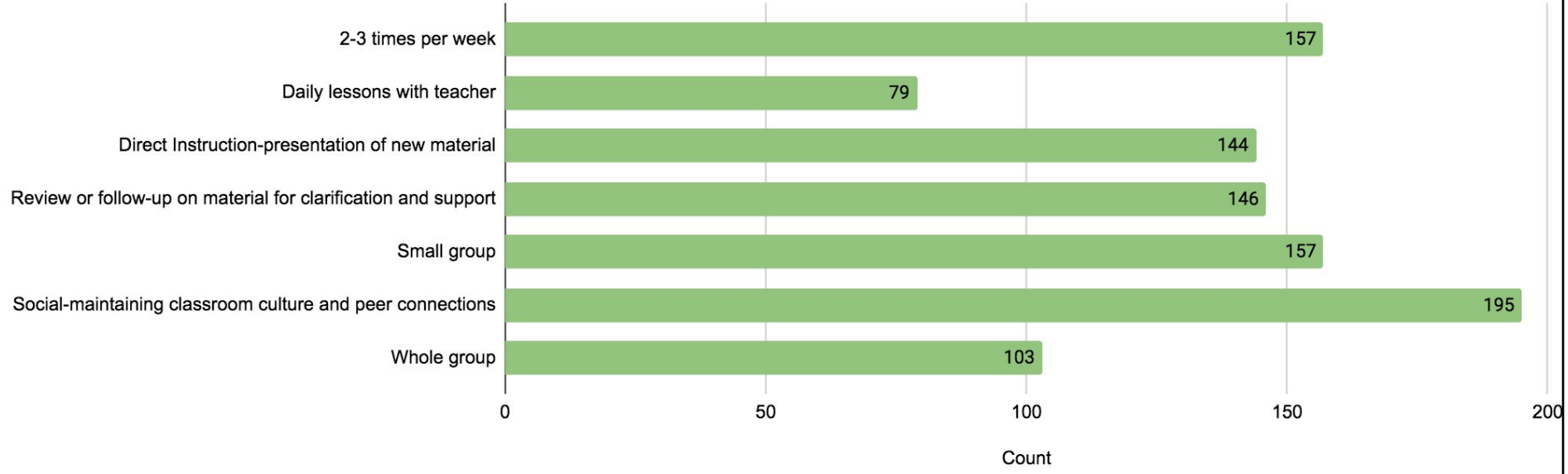


# Home Learning Plan in the Content Areas



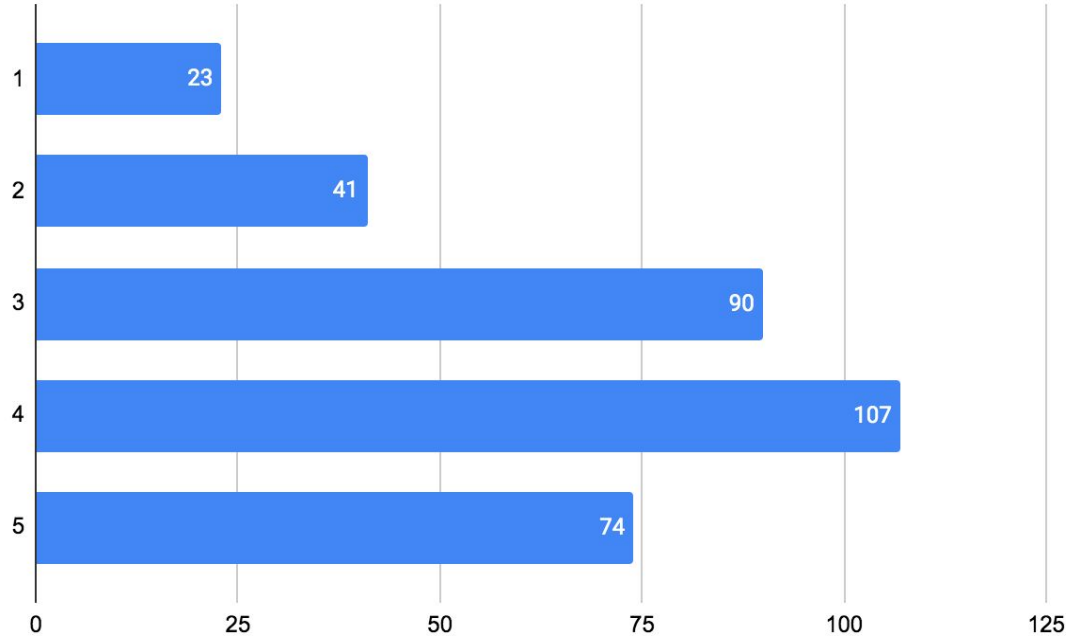
# Most Effective Use of Zoom

## Zoom

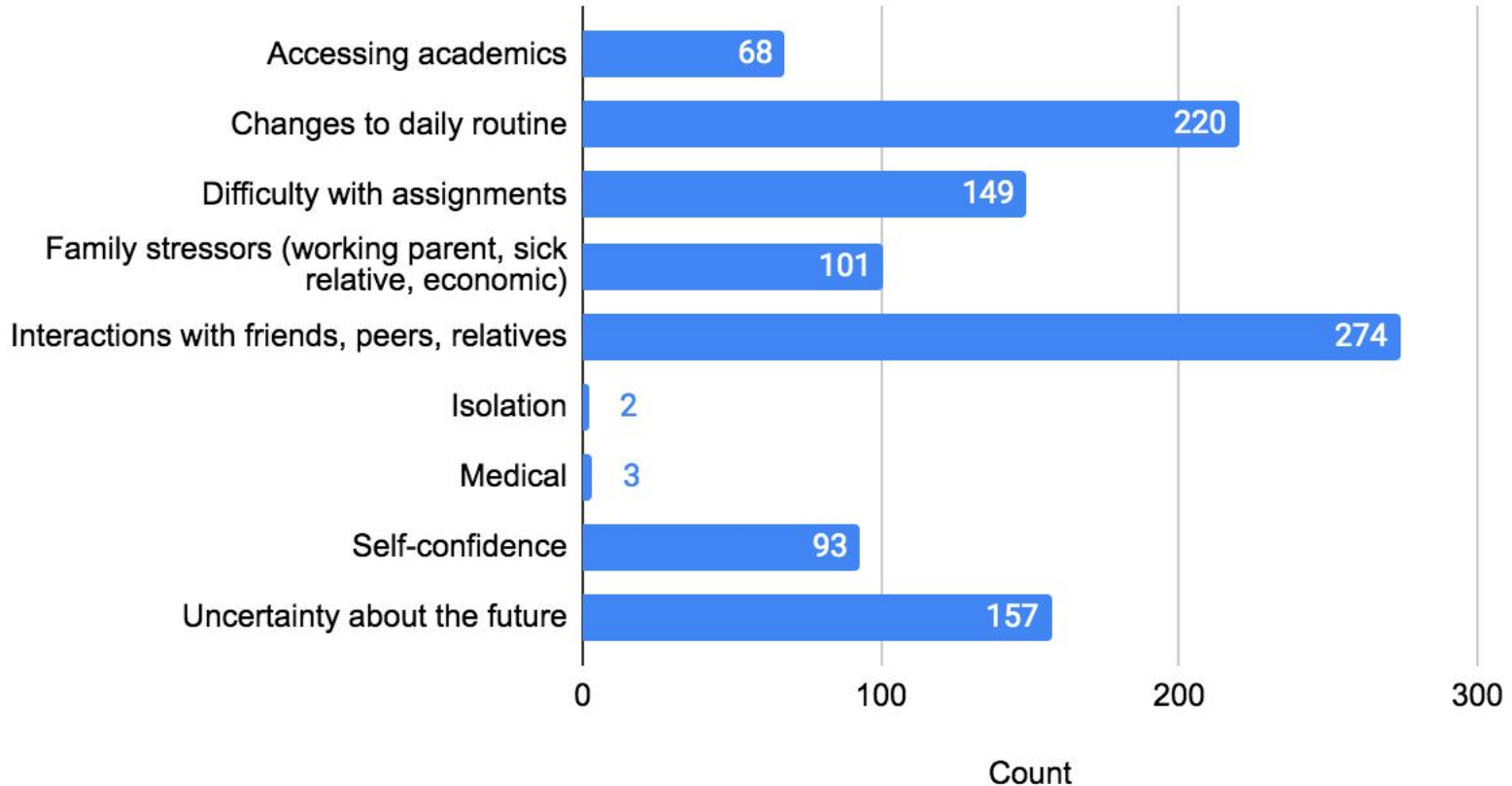


# Social Emotional Health

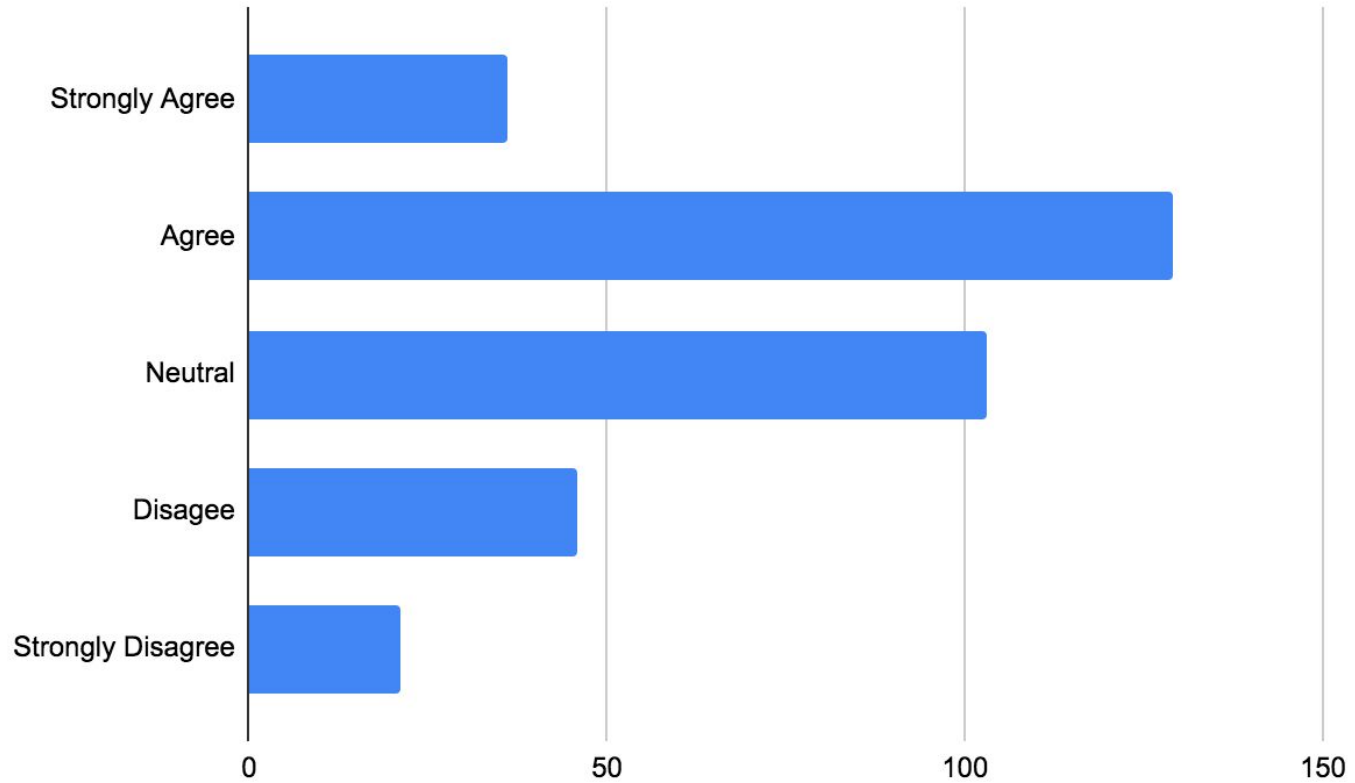
Level of concern in regards to child's social emotional health during home learning:  
Scale: 1: Not at All - 5: Extremely)



# Factors Impacting Social Emotional Health

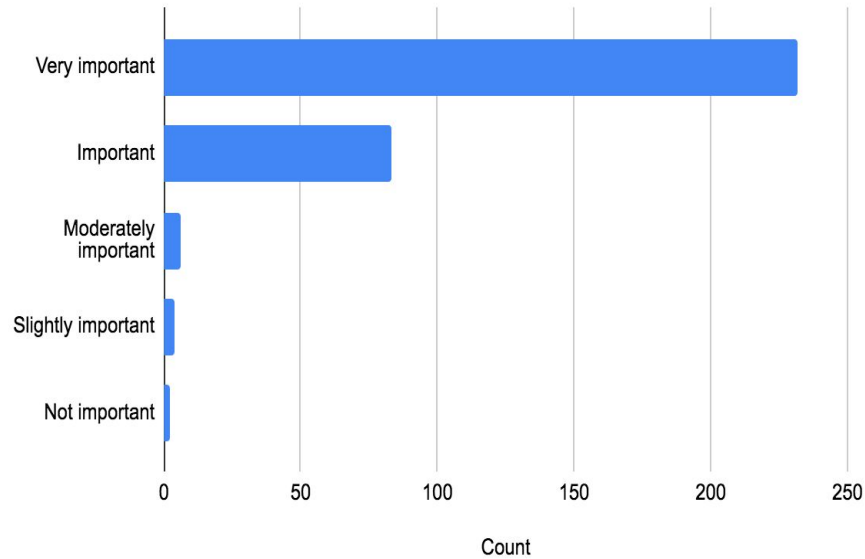


My child felt connected to his/her/their teacher.

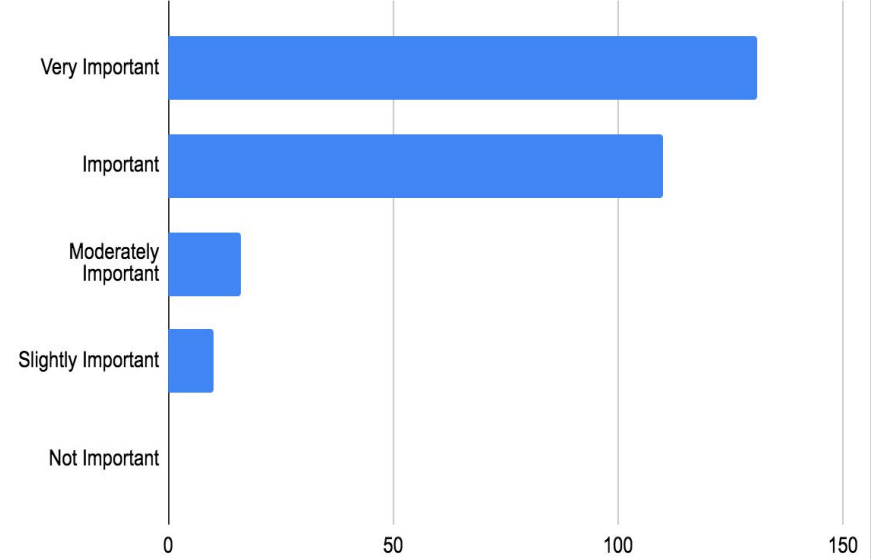


# Importance of Various Aspects of Home Learning

## Home Learning Posted Consistently

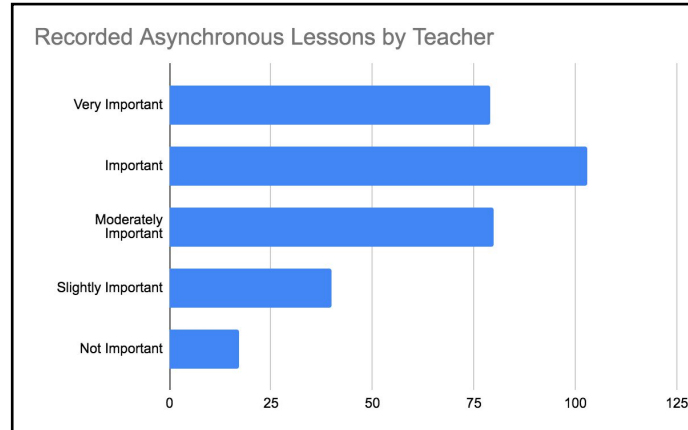
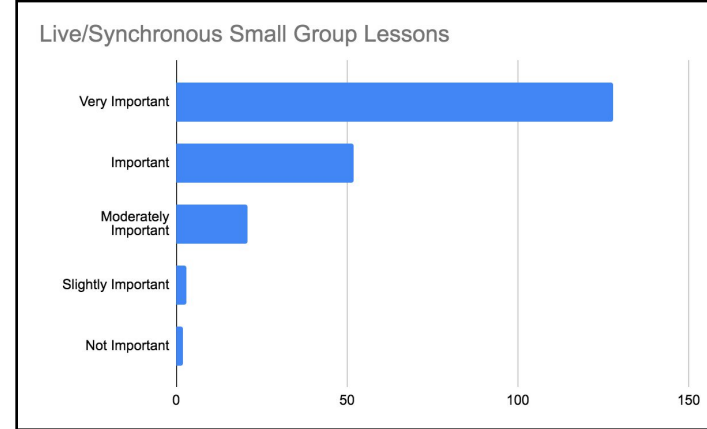
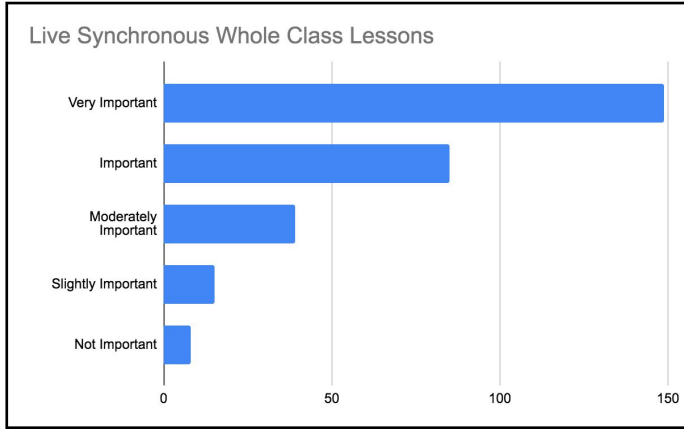


## Assignments that be could be completed and assessed anytime

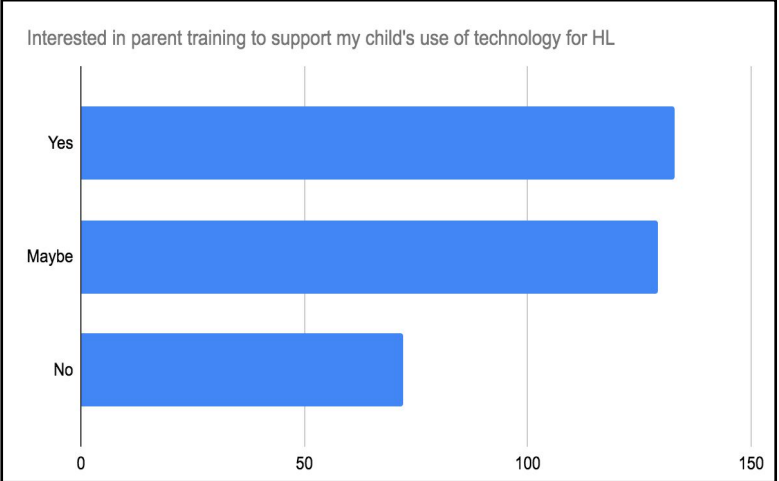
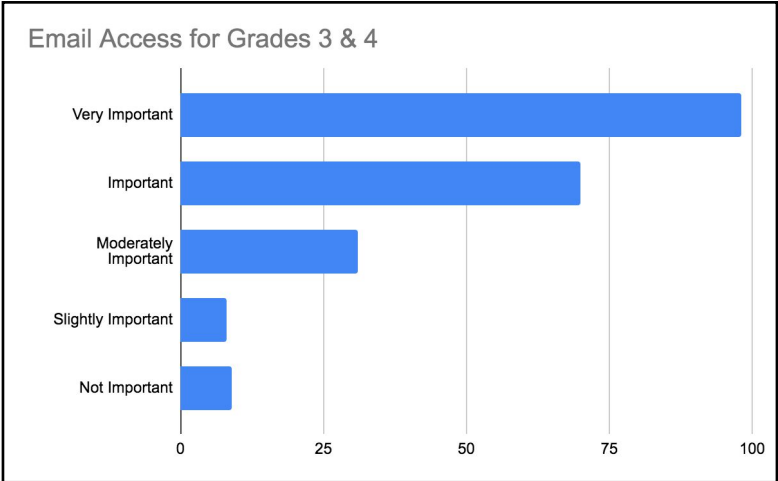
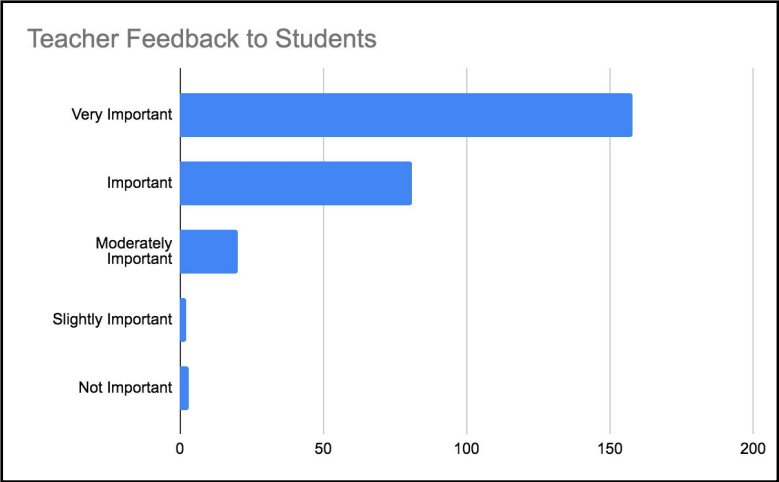
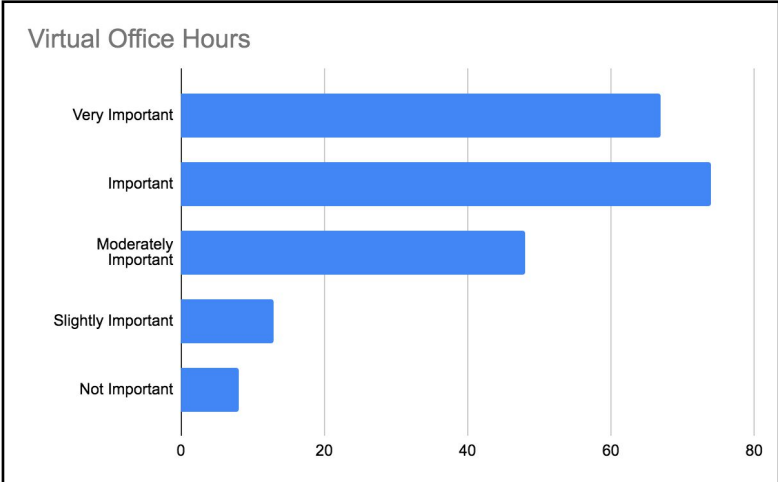




# Importance of Various Aspects of Home Learning

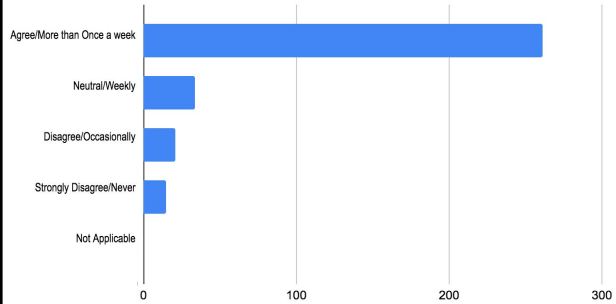


# Importance of Various Aspects of Home Learning

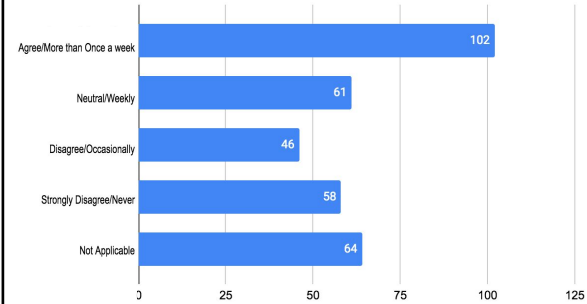


# Home Learning Website:

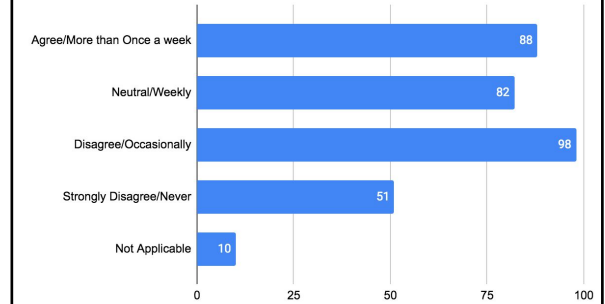
## Visited Home Learning Site



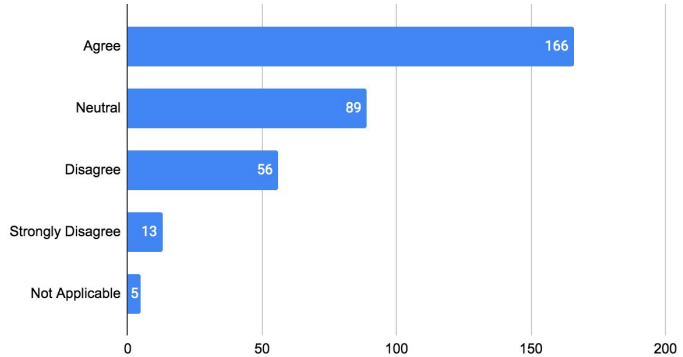
## Accessed Resources on Reading or Special Education Page



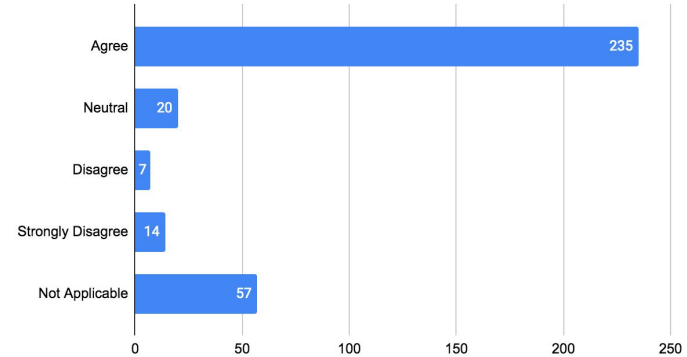
## Accessed Specialist Pages



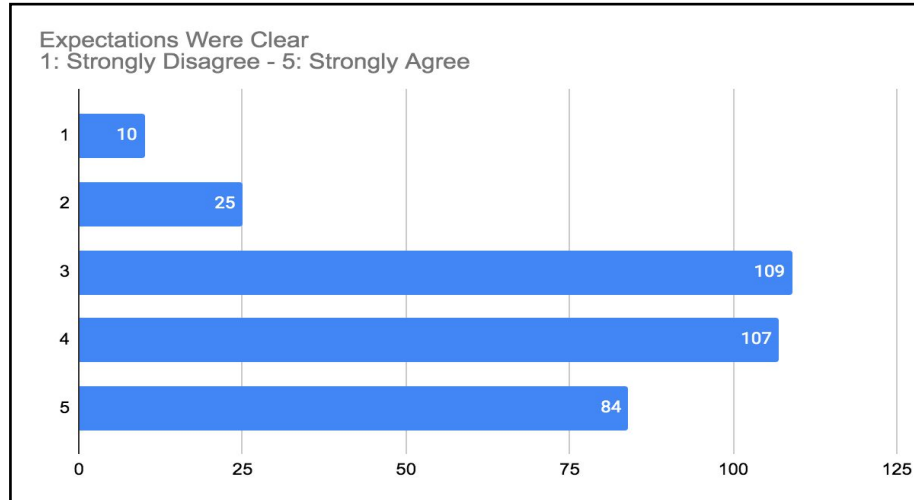
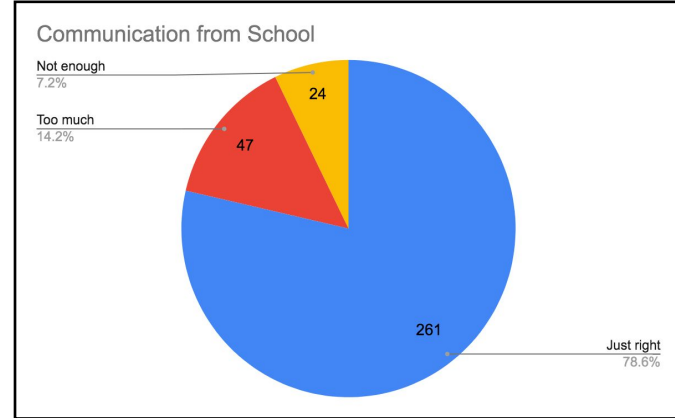
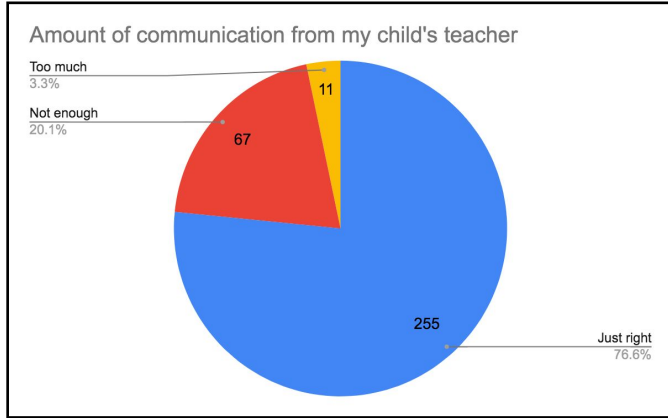
## Website was Easy to Navigate



## Helpful to Have All Info in One Place



# Communication:



# Challenges (Comments entered as “Other”):

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## Academic Engagement

- Lots of trouble getting my child to DO the work. Struggled keeping them focused.
- Incredibly difficult and stressful when two parents are working full time at home and also expected to assist/teach their child.
- My child is on an IEP and required me to be one on one with her. The modifications put forth by the school were appreciated and helpful
- My child requires significant support throughout her school day.
- Not challenged
- Not enough instructor or class time.
- Parents don't have the superpowers that teachers do.

## Social Emotional

- Soc/Emotional help is so important. No one will never truly understand the impact this has had on these students.  
Isolation

## Technology

- Occasionally a link wasn't working
- Google Slides didn't work on iPad
- Too young to navigate computer-based learning. Too much info/apps sent our way/not enough work at first then too much work parents needed to learn prior to helping their student.
- There needed to be a Google Classroom training.
- We have an old chromebook that is not very good. We probably could have borrowed a new one
- We had to print many pages for my daughter to complete assignments that could not be completed on Seesaw

## Communication

- Too many emails for a 4th grader (some days 20+)

# Most Effective Elements of Home Learning

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## Academic Engagement

- Weekly Learning Plans with links to the items was very helpful.
- Small Group and 1-on-1 lessons (More wanted)
- Instructional videos for new concepts or directions for lessons/activities
- Consistency of assignments
- Accountability with due dates and completion of assignments
- Website
- Flexibility with assignments
- Established relationship with teacher
- Amount of material and what was expected was manageable and appropriate.
- 1:1 and small group instruction
- The further we got into Virtual learning the more direction and video explanation we got. As well what was expected.
- My child was able to FaceTime daily with a friend also in her class, while navigating through class work on their chrome books.
- Zoom used for instruction
- Teacher sent daily check ins, lessons/expectations clearly stated
- Virtual Field Trips
- Extra literacy class - Book Club
- Special Ed sessions
- Presentation of new material or review of material
- Videos of teacher presenting new material
- Having to submit the work to the teacher and be held accountable.
- Having all work accessible in one location.
- Reading tutoring with my student's SPED providers
- Schedules, consistency. Mixing in fun assignments.
- Week long assignments for science and social studies where we could complete work on a weekly schedule instead of daily.
- Ability to print assignments to limit screen time.
- Having everything in one place
- Google apps - Slides
- Students gaining independence
- Acknowledging kids doing extra effort with star cards

## Social Emotional

- Zoom meetings for socialization
- Games
- Direct contact with teacher
- being able to comment in Google Classroom stream
- My student's teacher's commitment to the kids

## Technology

- Having links in the package saved time and hassle of trying to locate things on the Google Classroom.
- The use of Google Classroom
  - Easy to navigate
  - Everything accessible made it easier for students to work independently, ask for help, and turn work in all in one location.
- Same platform for whole school
- Having everything on google classroom and clever made it so much easier to manage his workload.
- Clever
- Zoom
- Using programs the kids already used at school: iReady, Lexia, Raz Kids, Prodigy, Storyworks
- Chromebooks

## Communication

- Receiving the weekly assignments Sunday night
- Teachers were very accessible and quick to respond to questions
- Frequent check ins and offers of optional assignments/projects
- Teacher did a lot to keep the class socially connected.
- Extra zoom meetings for clarification of assignments.
- Teacher sent daily check ins, lessons/expectations clearly stated
- My child could communicate openly with her teacher about school work
- Expectations clearly stated
-

# Least Effective Elements of Home Learning

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## Academic Engagement

- 94+ parent comments about Zoom
- Zoom meetings too large, more small group
- Most parents wanted fewer social meetings and more academic-focused meetings
- Small group or 1:1 Zooms wanted by many parents
- Daily Zoom wanted to make students feel like they were in school
- Too much independent learning without guidance
- New learning was “nonexistent”, all busy work
- More live teaching needed, fewer independent assignments
- Difficulty managing the home learning plan with two working parents
- Parents not able to provide the supervision necessary to complete work
- Difficult engaging with iReady
- Difficulty completing specialist work
- Would like to see specialists hold Zoom meetings
- More student-teacher interaction needed
- Students needed more guidance from teacher
- Students were expected to work on assignments without having been taught the material
- Too much independence expected
- Parents felt they had to teach the material
- More differentiation needed

## Social Emotional

- Difficulty with engagement in Zoom lessons
- Felt lonely without peers, hard to focus on school without parent guidance
- Felt lost without structure of a school day
- Infrequent meetings with teacher led to feeling isolated
- Not having daily interactions with other students
- Missing the relationship with teacher

## Technology

- Difficulty with too many websites/logins/passwords
- Too much screen time
- Google Classroom was tedious
- Inconsistency accessing documents
- Too much printing
- Difficulty turning in work
- Students did not know how to use all aspects of Google Classroom, didn't know how to find work that was turned in

## Communication

- Lack of feedback of assignments
- Little feedback, led to students rushing through work just to turn it in
- Would like more scheduled parent help sessions
- Would like to have seen office hours for parents
- Students did not know how to access feedback



# Factors Impacting Social Emotional Health (Entered as “Other”)

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## Academic Engagement

- Student getting frustrated when help was needed with assignments but guidance/attention could not be provided by parents
- Not enough work to keep busy/bored
- Difficulties with assignments
- Structure
- Needed guidance sometimes

## Social Emotional

- Cancelled activities
- Missing friends
- Student handled it well
- Student was in good spirits throughout but missed teachers and friends
- Social isolation
- Anxiety about Covid-19
- Depression

## Technology

- Frustrations with working online

## Communication

-

# Aspects of Home Learning that Contributed to Child Feeling Connected

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## Academic Engagement

- STAR cards /certificates
- Structure was important to keep kids on task
- Needs to be a more structured online presence for teaching throughout the day to keep the kids engaged and provided with proper direction
- A book club and extra math help with more challenging assignments was offered
- Adapting lessons to the strength and current interest of the student to maximize engagement
- Small group zoom with academic instruction
- Extra help and more instructional Zooms
- Direct interactions with teachers
- Engaging and educational Zoom meetings with student interaction
- Feedback from teachers on assignments

## Social Emotional

- A lot of interaction via email, messenger and zoom meetings with friends
- Casual/social talk
- Working with another student or two via FaceTime
- Teacher appreciation parade
- Keeping the students connected with games, birthday announcements, and fun projects
- The 4th Grade Celebration/4th Grade Memory Day projects
- Teacher willing to write to students and share home address and knowing the students personal attributes
- Seeing teachers in person at seed pickup
- Optional daily check-ins before whole class Zoom meeting

## Technology

- 1:1 connections - email or shout-out on a job well done
- 1:1 Zoom with teachers
- Small group Zooms
- "Social" Zoom meetings with entire class
- Being able to communicate with friends and teacher during zoom
- Assignments where students posted videos related to their work
- Flip Grid, Class Dojo, Google Classroom, Google Chat
- Morning message from teacher and ability to use stream for comments
- Classmates interacting by posting comments and questions
- Providing email to the students
- Virtual field trips
- Fun Friday social Zoom calls with games
- Question of the day/Brain Teaser posted to Google Classroom

## Communication

- Consistent, personalized feedback from teachers on all assignments
- Having consistency across the board with what is offered at each grade level
- Teacher videos

# Suggestions for how to Further Promote Connection during Home Learning

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## Academic Engagement

- More direct teaching moving forward - presentation of new material - instruction on how to access and complete assignments - more synchronous lessons - more time for student questions/support
- More specific feedback from teachers on participation and on assignments submitted (beyond "Nice Job")
- Incentives to promote/acknowledge/reward participation and achievement.
  - Maybe give parents an award package or something to give out weekly or daily.
  - Maybe some tracking app so kids could see their own success (graph or something)
  - Goal chart
- More access and instruction by Special ed teachers
- More Zoom Meetings.
  - Daily Zoom to start each day. Individual student Zoom meetings at least 1x per week.
  - More small group Zoom meetings.
  - Everyday zoom classroom instruction/teaching/review and ask the kids if they have questions.
  - Consistency between classes in quantity and expectations for participation.
  - More instruction provided in Zoom, not just greetings.
  - Administration and Specials to be more of a part of Zooms
  - Social Emotional group run by guidance
  - Maybe a zoom classroom to alleviate some of the stress of parenting and teaching at the same time.
- Differentiated Instruction
  - Leveling up grade level academic material and check-ins with parents about what child requires academically
  - Assignment modifications instead of substitutions for students on IEPs so they could feel part of the learning community when discussed on zoom
- Partner and small group work
- Schedule for home learning (similar to a school day schedule)
- Videos with instruction from teacher
- Teachers connecting individually with students for check in's (Zoom/Phone)
- Updates on lessons/progress/missing work on students - this would have been helpful to for working parent trying to monitor work.

# *Suggestions for how to further promote connection continued*

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## **Social Emotional**

- Opportunities for students to connect or “chat”
  - Structured small group zoom chats with peers to engage socially.
  - Class chat room
  - Google Meet & Google Chat was an important communication tool - shutting it down for the kids using it responsibly was a BIG punishment because some kids could not handle it. There must be a way to shut it off for kids who cannot handle the responsibility.
  - Virtual Play Dates
  - Small break-out group with fellow students, 100% teacher oversight not required.
  - Student email
- Structured social group invites that have a grade component to it.....like community points or something that count as 10% of grade or ?
- More opportunities for students to work together on assignments.
- Find a way for the kids to gather safely in small groups in person occasionally.

## **Technology**

- Take parents through the platform, and online tools
- Logging in and having to manage assignments was too hard but if there was a call where they followed along perhaps easier.

## **Communication**

- There needs to be more direct lines of communication - brief and pointed.
- Personal email check ins
- Town Hall like virtual meetings to provide information and allow parents to ask questions.
  - School-wide Zoom.
  - Share how the Teachers/Staff understand technology
  - Share steps being taken to increase that knowledge knowing a deadly virus was causing parents not educators to teach children.
  - How all student body was dealing and what district was doing to prepare for the future.
  - Helping us parents would have greatly helped our students
- More emails from teachers

# What Worked Well for Home Learning

## Academic Engagement

- Consistent and clear plans each week posted in the same place with similar weekly expectations
  - Challenge assignments and additional activities on plan
  - Checklist/Weekly Plan was helpful
  - The structure of the lesson plans, and the consistency in how they were presented. My child was able to access the website, google classroom, etc independently after just a few times of logging on.\*
- The use of videos and various educational websites was helpful. It was also great that he knew how to use his Clever badge and access so much already.
- Website with access to weekly plans, resources, and ability to print items -
- Flexibility of assignments (complete any time)
  - Self paced assignments with some due dates to ensure accountability
- Consistency of assignments within grade level
- Clear assignments, clear due dates, clear expectations, accountability.
- Having to turn assignments on a daily basis
- Live instruction
- Lessons with recorded instructions
- Feedback on assignments.
- Variety of assignments beyond iReady and Lexia
- Access to iReady and Lexia
  - Applications that are easy for self navigation for the kids. There is not as much need from a parent when working on these
- Worksheets
- Small groups and One on One
- Accommodations for IEP plans..
- Differentiation. He could watch an instructional video multiple times, work at his own pace, become familiar with managing digital platforms, and strengthen his executive functioning skills.
- Amount of material available for students.
- Google slides and Google docs
- Read aloud stories
- When the work was assigned and clear to understand and the teacher went over (by teaching!) the lesson first
- Project based writing assignments were good.
- Lessons presented by the school counselor. She chose timely topics and delivered helpful explanations of the themes in each story she read.
- Google classroom; volume of work; directions were mostly clear

## Social Emotional

- Teacher communication with children.
- Extra Zoom meetings.
- Games with the class via zoom and having some type of social interaction with their classmates.
- Less social stress for my child
- Spending more family time
- Students learning/gaining independence.
- Counselor presented weekly lessons with timely topics and delivered helpful explanations of the themes in each story that was read.

## Technology

- Zoom
- Google Classroom
  - Amazing resource. Being able to log-in there everyday, get the daily assignments and all the links.
  - Effective platform. Easy to Use and turn assignments in.
  - Liked how everything from the teacher was organized and submitted through Google Classroom. Nothing needed to be printed and/or scanned
  - Caused my son to grow his independence with computer use (google classroom), etc
  - Ease of use of Google Classroom. My child was able to independently complete most of the work which is important for working parents.
  - It was also great to have google classroom email me with missing assignments.
- Chromebooks and being able to borrow from school for every child.
- The tools for remote learning worked well after we got used to them.

## Communication

- Communications weekly from school and teacher. Sunday emails
- The communication by the teacher to parents was great. The school did a nice job, the challenges were more related to our working from home managing two students as well.
- The communication of expectations was clear.
- Ability for students to communicate with teachers about schoolwork
- Daily teacher check-ins.
- Teacher responsiveness and comments on student work
- Structured time and feedback from the classroom teacher
- As the routine improved it was helpful to receive fewer emails with consolidated information.
- The webpage where all the work was
- Schedules a week at a time
- Teacher connections and check ins
- Extra Zoom meetings for clarification
- Recorded lessons that kids could learn from.

# Improvement Suggestions for Home Learning experience

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## Academic Engagement

- More direct instruction of material both synchronous (live) and asynchronous (recorded).
- Daily instruction provided by teachers with opportunities for small group instruction for questions, reteaching, support, or check ins.
- More work: more in reference to amount/time, requests for more challenging/differentiated material, and more options for reinforcement.
- More structure to the “school day.” More like an in-school class day.
- More consistent feedback from teachers in regards to student work (completion, achievement, support)
- Consistency Among Classes - Expectations for each class/teacher.
  - Instruction - Frequency and types (whole class vs. small group/individual) (synchronous vs. asynchronous)
  - Feedback from teachers
- “Grades” - Families looking for accountability and teacher assessment on student participation and progress/achievement. Some felt a lack of feedback and grades resulted in parents having to push their home learners causing additional stress/tension at home.
- All lessons in one location - Including content and specialist assignments.
- More services for students with accommodation plans and IEPs. Some felt that their learners were not receiving the necessary supports and services as detailed in their plans, and although they understood the situation, would like to see an improvement if remote learning becomes necessary again.
- Virtual Meetings - ZOOM
  - There were numerous emails regarding Zoom. Most would like to see more opportunities for students to meet virtually, but with improvements as to the context and structure of those meetings.
  - Daily seemed to be most requested, some would like to see more than 1 each day to accommodate focused, needs based small group meetings.
  - More focused on instruction - less on games
  - Some whole class meetings to maintain connection as a class and go over lessons
  - More small group meetings (and/or individual meetings)
  - There were many comments about behaviors, perceptions of a “lack of control” in Zoom sessions. Teacher training and clearly communicated and enforced expectations recommended.
- More options for offline work to reduce screen time: printed materials, workbooks, weekly packets, choice activities.

## Social Emotional

- More opportunities to socialize with classmates
- Pictures on the website as a whole in school or class would emotionally be great for the kids to have connection.
- Opportunities created for group work
- Whole class and small group Zoom meetings.

## Technology

- Use of Tools
  - Same tools used throughout classes, school, district
  - Training for teachers to maximize and improve implementation
  - Training for families
- More Learning Plans - Sites/Links/Passwords
  - There were many references to the challenges of navigating and accessing
  - Common platform/tools preferred
  - Streamline and select essential apps - several comments about too many different tools and too many passwords
  - All site links and passwords in one location
  - Testing assignment links and documents to ensure they work and can be accessed/completed as intended.

## Communication

- More concise communication from school and teachers.
- Respondents noted an improvement in communication as we progressed through our spring Home Learning, but noted too many emails from too many different people at the onset.
- Better communication about grading and expectations (to students and parents). Some noted frustration and not being aware there wouldn't be grades issued.
- Feedback from teachers to students was one of the most frequently noted areas for improvement, as well as communication with parents about student progress or achievement.