Howard County Public School System
Distance Learning & Fall Planning
Stakeholder Survey

Survey Results
July 9, 2020
Guiding Questions

1. What considerations are critical for our fall planning?
2. What fall distance learning options would each of the stakeholder groups prefer?
3. What would each stakeholder group need to support distance learning?
Summary of Findings

Guiding Question 1
What considerations are critical for our fall planning?

○ Safety
○ Instructional excellence
○ Well-being
Guiding Question 2
What fall distance learning options would each of the stakeholder groups (students, staff, parents/guardians) prefer?

At least a third of all respondents across stakeholder groups preferred a hybrid model.

About a third of staff and about a fourth of parents/guardians preferred a fully virtual model.

About a fourth of students and parents/guardians preferred an in-person model.
Guiding Question 3.
What would each stakeholder group need to support distance learning?

- Ensure **safety**
  - Provide personal protective equipment to staff and students if face-to-face

- Support **student social-emotional well-being**
  - Peer interactions, collaboration, appropriate workload

- Provide **excellent instruction** with **ways to assess learning progress**

- Support **staff professional learning needs**
  - Built-in time for professional learning and planning
Survey Response Rates

What percentages of stakeholders responded to the “Distance Learning and Fall Planning Feedback” survey?
Almost 40% to over half of each stakeholder group responded to the surveys.

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>17,676</td>
<td>39%</td>
</tr>
<tr>
<td>Instructional staff</td>
<td>3,442</td>
<td>77%</td>
</tr>
<tr>
<td>Student services staff</td>
<td>379</td>
<td>61%</td>
</tr>
<tr>
<td>School administrators</td>
<td>148</td>
<td>69%</td>
</tr>
<tr>
<td>Paraeducator, clerical, custodial, support</td>
<td>1,148</td>
<td>51%</td>
</tr>
<tr>
<td>Parent/Guardian (calculated as unique respondents out of unique households)</td>
<td>16,264</td>
<td>43%</td>
</tr>
</tbody>
</table>

Surveys were open from 6/15-7/1 for students and from 6/16-7/1 for all other groups.
## Parent/Guardian Surveys by Language

<table>
<thead>
<tr>
<th>Parent/Guardian Surveys by Language</th>
<th>$n$ Responses</th>
<th>% of Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All languages</td>
<td>16264</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>92</td>
<td>0.6%</td>
</tr>
<tr>
<td>English</td>
<td>15754</td>
<td>96.9%</td>
</tr>
<tr>
<td>Korean</td>
<td>233</td>
<td>1.4%</td>
</tr>
<tr>
<td>Spanish</td>
<td>185</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Note. Each unique email address entered counts as a unique response.
Parent/Guardian surveys: Estimated household response rates by school

Total household counts are based on unique addresses at 2019-20 schools for rising PK-G5 families; and based on unique addresses at 2020-21 schools for rising G6-12 families.
Student Survey: Response Rates by Race/Ethnicity

Asian and White students had higher survey response rates than Black/African American, Hispanic/Latinx, and Two or More Races students.
Students who were economically disadvantaged, who have a disability, and who were eligible for ESOL services had lower survey response rates than their peers.

ESOL=English Speaker of Other Languages

*Economically disadvantaged status is based on direct certification status from the State. Students are categorized as a student with disability if they have an Individual Education Plan or a 504 Plan.
Student Survey: Response Rates by Device Deployment and Academic Performance Statuses

Students who used an HCPSS device and students who are lower performing academically* had lower survey response rates than their peers.

*Students are categorized as lower performing academically if: G3-5=marked below grade level in reading or math; G6-8=enrolled in a math or reading seminar; G9-12=not on track based on quality points (as of quarter 4)
Student Survey: Response Rates by School

<table>
<thead>
<tr>
<th>Grade band</th>
<th>School</th>
<th>N enrolled</th>
<th>n responded</th>
<th>% responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3-5</td>
<td>Atholton ES</td>
<td>235</td>
<td>88</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Bellows Spring ES</td>
<td>345</td>
<td>108</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Ballomin Bridge ES</td>
<td>383</td>
<td>54</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Bright Woods ES</td>
<td>219</td>
<td>33</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Rusty Park ES</td>
<td>514</td>
<td>48</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Cedar Lane</td>
<td>18</td>
<td>55</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Centennial Lane ES</td>
<td>414</td>
<td>251</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Clarksville ES</td>
<td>219</td>
<td>105</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Clemens Crossing E</td>
<td>244</td>
<td>84</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Cradlesbrook ES</td>
<td>223</td>
<td>47</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Dayton Dale ES</td>
<td>362</td>
<td>156</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Deep Run ES</td>
<td>336</td>
<td>120</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Dunketts Lane ES</td>
<td>282</td>
<td>92</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Elkridge ES</td>
<td>466</td>
<td>188</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Forest Ridge ES</td>
<td>363</td>
<td>178</td>
<td>49%</td>
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<td></td>
<td>Fulton ES</td>
<td>498</td>
<td>242</td>
<td>48%</td>
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<tr>
<td></td>
<td>Gorman Crossing ES</td>
<td>398</td>
<td>92</td>
<td>23%</td>
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<td></td>
<td>Guilford ES</td>
<td>232</td>
<td>63</td>
<td>27%</td>
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<td>Hammond ES</td>
<td>333</td>
<td>75</td>
<td>23%</td>
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<td></td>
<td>Hanover Hills ES</td>
<td>380</td>
<td>93</td>
<td>24%</td>
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<td>Hollowfield Station ES</td>
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<td>86</td>
<td>19%</td>
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<td>Ilchester ES</td>
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<td>Jeffers Hill ES</td>
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<td>Laurel Woods ES</td>
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<td></td>
<td>Lisbon ES</td>
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<td>128</td>
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<td></td>
<td>Longellow ES</td>
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<td>71</td>
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<td></td>
<td>Manor Woods ES</td>
<td>375</td>
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<td></td>
<td>Northfield ES</td>
<td>394</td>
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<td>50%</td>
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<td></td>
<td>Phelps Luck ES</td>
<td>278</td>
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<td></td>
<td>Pointers Run ES</td>
<td>463</td>
<td>208</td>
<td>45%</td>
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<td></td>
<td>Rockburn ES</td>
<td>298</td>
<td>185</td>
<td>62%</td>
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<td></td>
<td>Running Brook ES</td>
<td>203</td>
<td>71</td>
<td>35%</td>
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<td></td>
<td>St. John's Lane ES</td>
<td>388</td>
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<td>63</td>
<td>31%</td>
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<td>Swainfield ES</td>
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<td>Triadelphia Ridge E</td>
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<td>Veterans ES</td>
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<td>Waterloo ES</td>
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<td></td>
<td>Waverly ES</td>
<td>498</td>
<td>227</td>
<td>46%</td>
</tr>
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<td></td>
<td>West Friendship ES</td>
<td>284</td>
<td>115</td>
<td>40%</td>
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<tr>
<td></td>
<td>Worthenpark ES</td>
<td>267</td>
<td>124</td>
<td>47%</td>
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<table>
<thead>
<tr>
<th>Grade band</th>
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<th>n responded</th>
<th>% responded</th>
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</thead>
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<td>G6-8</td>
<td>Bonnie Branch MS</td>
<td>701</td>
<td>315</td>
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<td></td>
<td>Burleigh Manor MS</td>
<td>817</td>
<td>515</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Cedar Lane</td>
<td>27</td>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Clarksville MS</td>
<td>721</td>
<td>435</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Dunloggin MS</td>
<td>621</td>
<td>427</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Elkridge Landing MS</td>
<td>767</td>
<td>345</td>
<td>45%</td>
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<tr>
<td></td>
<td>Ellicot Mills MS</td>
<td>911</td>
<td>474</td>
<td>52%</td>
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<tr>
<td></td>
<td>Folly Quarter MS</td>
<td>702</td>
<td>426</td>
<td>61%</td>
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<tr>
<td></td>
<td>Glenwood MS</td>
<td>518</td>
<td>266</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>Hammond MS</td>
<td>612</td>
<td>313</td>
<td>51%</td>
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<tr>
<td></td>
<td>Harper's Choice MS</td>
<td>478</td>
<td>197</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Homewood</td>
<td>31</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Lime Kiln MS</td>
<td>667</td>
<td>372</td>
<td>56%</td>
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<td></td>
<td>Mayfield Woods MS</td>
<td>797</td>
<td>271</td>
<td>34%</td>
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<tr>
<td></td>
<td>Mount View MS</td>
<td>867</td>
<td>427</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Murray Hill MS</td>
<td>739</td>
<td>360</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Oakland Mills MS</td>
<td>507</td>
<td>255</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Patapsco MS</td>
<td>745</td>
<td>461</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Patuxent Valley MS</td>
<td>701</td>
<td>333</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Thomas Viaduct MS</td>
<td>743</td>
<td>334</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Wilde Lake MS</td>
<td>680</td>
<td>332</td>
<td>49%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grade band</th>
<th>School</th>
<th>N enrolled</th>
<th>n responded</th>
<th>% responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>G9-12</td>
<td>Atholton HS</td>
<td>1453</td>
<td>603</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Cedar Lane</td>
<td>40</td>
<td>*</td>
<td>&gt;55%</td>
</tr>
<tr>
<td></td>
<td>Centennial HS</td>
<td>1556</td>
<td>605</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Glenelg HS</td>
<td>1199</td>
<td>441</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Hammond HS</td>
<td>1400</td>
<td>817</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Homewood</td>
<td>309</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Howard HS</td>
<td>1906</td>
<td>448</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Long Reach HS</td>
<td>1707</td>
<td>299</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Marriotts Ridge HS</td>
<td>1477</td>
<td>526</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Mt. Hebron HS</td>
<td>1655</td>
<td>552</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Oakland Mills HS</td>
<td>1241</td>
<td>340</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Reservoir HS</td>
<td>1640</td>
<td>502</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>River Hill HS</td>
<td>1376</td>
<td>537</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Wilde Lake HS</td>
<td>1346</td>
<td>556</td>
<td>41%</td>
</tr>
</tbody>
</table>
Guiding Question 1

What considerations are critical for our fall planning?
Ensure safety
and
Provide high-quality instruction
are the two common themes among instructional staff and parents/guardians who wrote in considerations

“Safety first”
“We must find a way to maintain high expectations for the kids.”
[Question] What other considerations would you like to share with HCPSS?

All students

Miss being with friends

“Kids miss their friends.”

Themes from Grades 3-5
More time with teachers
Challenge us & make it fun
Keep us safe

Themes from Grades 6-12
Be mindful of workload/stress level
Well-being
Prefer later school start time

“Remember, we’re kids.”
For Parent/Guardian respondents, the most frequently mentioned considerations involved suggestions for improvements to the instructional model for the next school year, followed by considerations regarding safety. Among the most frequently listed considerations were:

- Increasing the rigor, teaching new content, and higher expectations from teachers (compared with the spring Distance Learning model).
- Allowing for in-person instruction to address learning and the social-emotional needs of students.
- Should virtual learning need to continue, parents strongly requested opportunities for their child to socially interact and not feel isolated, more synchronous instruction, instruction be interactive, and teachers to provide feedback to students.
- The next most frequently mentioned comments were around ensuring the safety of students/staff, and concerns with certain groups being able to follow health/safety guidelines (e.g., younger children).
For **instructional staff**, the most frequently mentioned considerations involved **safety**, followed by **instructional considerations**.

Among the most frequently listed considerations were:

- **Safety should be the highest consideration** ("safety first") and concerns regarding the **compliance of students and staff** to follow health/safety guidelines (e.g., masks, students coming to school sick, social distancing).

- Anticipating that **younger children** will have difficulty complying with health/safety guidelines.

- The next most frequently mentioned comments were around providing appropriate instruction to **students with special needs**, how to **provide rigorous and engaging virtual instruction**, and the desire to **teach new content**.
For students in Grades 6-12, the most frequently mentioned considerations involved social-emotional themes including:

- **Workload**, student **wellbeing**, and student **stress** were the most frequently listed
  - “Remember, we’re kids.”
- The importance of having opportunities to see/interact with **friends/peers** was the next most commonly mentioned consideration.
- **School start time** was the third most commonly provided response (e.g., have classes start later, not before 9am).

**Distance Learning feedback**

- Many commented that it was “fine as is,” and almost the same commented that it was “way too much work.” The differences in responses may reflect an inconsistency across teachers/schools of expectations during the spring distance learning experience.
For students in Grades 3-5, the most frequently mentioned consideration involved connecting with friends/classmates, including talking with friends, doing projects together, and using Google Meet to connect with classmates.

“Kids miss their friends”

The next most commonly mentioned considerations were suggestions for instruction including

- Increasing the amount of teacher interactions through check in’s, more time in Google Meets, and more Related Arts check in’s
- Making learning fun and interesting
- Increasing the amount and challenge of the work

“More time with my teacher”

Safety was a commonly mentioned consideration with themes around following safety guidelines for all and making sure it is safe before returning.

“Make choices that would keep kids safe”
- Returning safely
- Maintaining social distancing
- Staff and students practicing health guidelines
- Staff monitoring students in practicing health guidelines
— Consideration #1 —
Returning to school safely
Over 5 in 10 respondents across staff groups felt it was a little to not at all safe to return to school in the fall.

Under 2 in 10 staff felt it was quite safe or extremely safe.
At least 4 in 10 of the parent/guardian respondents at each grade band felt it was a little to not at all safe to return to school in the fall.

Under 3 in 10 felt it was quite safe or extremely safe.
**Staff:** How safe do you feel it is for you, staff, and students to return to school in the fall?

<table>
<thead>
<tr>
<th>Category</th>
<th>Not at all safe</th>
<th>A little safe</th>
<th>Somewhat safe</th>
<th>Quite safe</th>
<th>Extremely safe</th>
<th>I don't know</th>
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<tbody>
<tr>
<td><strong>Instructional staff (N=3425)</strong></td>
<td>35%</td>
<td>23%</td>
<td>23%</td>
<td>11%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Paraeducators &amp; support (N=1142)</strong></td>
<td>30%</td>
<td>21%</td>
<td>27%</td>
<td>11%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Student services (N=379)</strong></td>
<td>31%</td>
<td>23%</td>
<td>23%</td>
<td>15%</td>
<td>1%</td>
<td>8%</td>
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<tr>
<td><strong>School administrators (N=148)</strong></td>
<td>28%</td>
<td>34%</td>
<td>23%</td>
<td>9%</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Parent/Guardian: How safe do you feel it would be for your child to return to school in the fall?
[Question] How concerned are you with the following if we return to school buildings in the fall?

About 6 to 7 in 10 staff respondents were *quite concerned or extremely concerned* about their own health and safety.

Across grade bands, 6 to 7 in 10 parent/guardian respondents were *quite concerned or extremely concerned* about their children’s health and safety.
## Parent/Guardian Responses

### My child's health and safety

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely concerned</th>
<th>Quite concerned</th>
<th>Somewhat concerned</th>
<th>Slightly concerned</th>
<th>Not at all concerned</th>
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<tbody>
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<td>Rising PK-G2 (N=4452)</td>
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<td>15%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Rising G3-5 (N=5934)</td>
<td>51%</td>
<td>18%</td>
<td>15%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Rising G6-8 (N=5621)</td>
<td>47%</td>
<td>20%</td>
<td>15%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6809)</td>
<td>43%</td>
<td>18%</td>
<td>15%</td>
<td>14%</td>
<td>9%</td>
</tr>
</tbody>
</table>
— Considerations #2 & 3 —

Social distancing
Staff and students practicing health guidelines
Over 75% of staff and at least 50% of parents/guardians were quite concerned to extremely concerned about students:

- maintaining social distance in the classroom, hallways, or on the bus
- practicing health guidelines during lunch
- keeping face coverings on
### Staff: How concerned are you about students social distancing?

#### Students being able to social distance in the classroom

<table>
<thead>
<tr>
<th>Group</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff (N=3422)</td>
<td>58%</td>
<td>20%</td>
<td>11%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Paraeducators &amp; support (N=1135)</td>
<td>52%</td>
<td>24%</td>
<td>12%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Student services (N=377)</td>
<td>51%</td>
<td>25%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>School administrators (N=148)</td>
<td>65%</td>
<td>23%</td>
<td>7%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

#### Students being able to social distance in hallways

<table>
<thead>
<tr>
<th>Group</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff (N=3383)</td>
<td>58%</td>
<td>20%</td>
<td>12%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Paraeducators &amp; support (N=1134)</td>
<td>53%</td>
<td>23%</td>
<td>15%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Student services (N=378)</td>
<td>57%</td>
<td>22%</td>
<td>13%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>School administrators (N=148)</td>
<td>65%</td>
<td>18%</td>
<td>8%</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### Students being able to social distance on the bus

<table>
<thead>
<tr>
<th>Group</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff (N=3383)</td>
<td>57%</td>
<td>21%</td>
<td>11%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Paraeducators &amp; support (N=1134)</td>
<td>54%</td>
<td>24%</td>
<td>11%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Student services (N=378)</td>
<td>59%</td>
<td>23%</td>
<td>11%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>School administrators (N=148)</td>
<td>65%</td>
<td>18%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>
**Parent/Guardian:** How concerned are you about students social distancing?

### Students being able to social distance in the classroom

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely concerned</th>
<th>Quite concerned</th>
<th>Somewhat concerned</th>
<th>Slightly concerned</th>
<th>Not at all concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-G2 (N=4465)</td>
<td>40%</td>
<td>21%</td>
<td>17%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Rising G3-5 (N=5948)</td>
<td>40%</td>
<td>22%</td>
<td>16%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Rising G6-8 (N=5637)</td>
<td>36%</td>
<td>22%</td>
<td>18%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6822)</td>
<td>32%</td>
<td>20%</td>
<td>19%</td>
<td>16%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Students being able to social distance in hallways

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely concerned</th>
<th>Quite concerned</th>
<th>Somewhat concerned</th>
<th>Slightly concerned</th>
<th>Not at all concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-G2 (N=4465)</td>
<td>35%</td>
<td>20%</td>
<td>18%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Rising G3-5 (N=5948)</td>
<td>36%</td>
<td>21%</td>
<td>18%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Rising G6-8 (N=5637)</td>
<td>40%</td>
<td>20%</td>
<td>17%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6822)</td>
<td>38%</td>
<td>20%</td>
<td>16%</td>
<td>13%</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Students being able to social distance in the bus

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely concerned</th>
<th>Quite concerned</th>
<th>Somewhat concerned</th>
<th>Slightly concerned</th>
<th>Not at all concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-G2 (N=4437)</td>
<td>42%</td>
<td>18%</td>
<td>13%</td>
<td>10%</td>
<td>18%</td>
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<tr>
<td>Rising G3-5 (N=5915)</td>
<td>44%</td>
<td>18%</td>
<td>13%</td>
<td>10%</td>
<td>15%</td>
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<tr>
<td>Rising G6-8 (N=5609)</td>
<td>43%</td>
<td>20%</td>
<td>13%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6790)</td>
<td>39%</td>
<td>18%</td>
<td>12%</td>
<td>12%</td>
<td>19%</td>
</tr>
</tbody>
</table>
### Staff: How concerned are you about students practicing health guidelines?

#### Students following health guidelines during lunch

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff (N=3387)</td>
<td>58%</td>
<td>21%</td>
<td>10%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Paraeducators &amp; support (N=1131)</td>
<td>56%</td>
<td>23%</td>
<td>11%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Student services (N=377)</td>
<td>57%</td>
<td>23%</td>
<td>13%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>School administrators (N=148)</td>
<td>70%</td>
<td>14%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### Students keeping their face coverings on

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff (N=3417)</td>
<td>64%</td>
<td>18%</td>
<td>9%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Paraeducators &amp; support (N=1138)</td>
<td>62%</td>
<td>21%</td>
<td>9%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Student services (N=378)</td>
<td>63%</td>
<td>21%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>School administrators (N=148)</td>
<td>70%</td>
<td>18%</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Parent/Guardian: How concerned are you about students practicing health guidelines?

### Student following health guidelines during lunch

- **Extremely concerned**
- **Quite concerned**
- **Somewhat concerned**
- **Slightly concerned**
- **Not at all concerned**

#### Rising PK-G2 (N=4444)
- 42% Extremely concerned
- 21% Quite concerned
- 16% Somewhat concerned
- 12% Slightly concerned
- 9% Not at all concerned

#### Rising G3-5 (N=5934)
- 43% Extremely concerned
- 22% Quite concerned
- 15% Somewhat concerned
- 12% Slightly concerned
- 8% Not at all concerned

#### Rising G6-8 (N=5627)
- 40% Extremely concerned
- 22% Quite concerned
- 16% Somewhat concerned
- 12% Slightly concerned
- 9% Not at all concerned

#### Rising G9-12+ (N=6806)
- 37% Extremely concerned
- 20% Quite concerned
- 17% Somewhat concerned
- 13% Slightly concerned
- 13% Not at all concerned

### Students keeping their face coverings on

- **Extremely concerned**
- **Quite concerned**
- **Somewhat concerned**
- **Slightly concerned**
- **Not at all concerned**

#### Rising PK-G2 (N=4449)
- 52% Extremely concerned
- 21% Quite concerned
- 12% Somewhat concerned
- 8% Slightly concerned
- 7% Not at all concerned

#### Rising G3-5 (N=5929)
- 48% Extremely concerned
- 22% Quite concerned
- 13% Somewhat concerned
- 10% Slightly concerned
- 7% Not at all concerned

#### Rising G6-8 (N=5615)
- 42% Extremely concerned
- 22% Quite concerned
- 16% Somewhat concerned
- 12% Slightly concerned
- 9% Not at all concerned

#### Rising G9-12+ (N=6804)
- 37% Extremely concerned
- 20% Quite concerned
- 17% Somewhat concerned
- 14% Slightly concerned
- 13% Not at all concerned
How concerned are you about staff following health guidelines throughout the day?

### Staff Responses

- **Instructional staff (N=3401)**
  - Extremely concerned: 25%
  - Quite concerned: 20%
  - Somewhat concerned: 21%
  - Slightly concerned: 19%
  - Not at all concerned: 16%

- **Paraeducators & support (N=1135)**
  - Extremely concerned: 24%
  - Quite concerned: 18%
  - Somewhat concerned: 20%
  - Slightly concerned: 20%
  - Not at all concerned: 17%

- **Student services (N=378)**
  - Extremely concerned: 21%
  - Quite concerned: 22%
  - Somewhat concerned: 29%
  - Slightly concerned: 19%
  - Not at all concerned: 9%

- **School administrators (N=148)**
  - Extremely concerned: 30%
  - Quite concerned: 25%
  - Somewhat concerned: 28%
  - Slightly concerned: 11%
  - Not at all concerned: 5%

### Parent/Guardian Responses

- **Rising PK-G2 (N=4445)**
  - Extremely concerned: 21%
  - Quite concerned: 17%
  - Somewhat concerned: 22%
  - Slightly concerned: 21%
  - Not at all concerned: 19%

- **Rising G3-5 (N=5924)**
  - Extremely concerned: 22%
  - Quite concerned: 17%
  - Somewhat concerned: 22%
  - Slightly concerned: 21%
  - Not at all concerned: 19%

- **Rising G6-8 (N=5618)**
  - Extremely concerned: 22%
  - Quite concerned: 16%
  - Somewhat concerned: 21%
  - Slightly concerned: 22%
  - Not at all concerned: 18%

- **Rising G9-12+ (N=6812)**
  - Extremely concerned: 20%
  - Quite concerned: 15%
  - Somewhat concerned: 20%
  - Slightly concerned: 21%
  - Not at all concerned: 24%
Consideration #4

Staff monitoring health guidelines
Over 70% of instructional staff and school administrators were quite concerned to extremely concerned about their ability to monitor students in practicing health guidelines.
### Staff Responses

**My ability to monitor students in practicing health guidelines**

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff (N=3392)</td>
<td>48%</td>
<td>23%</td>
<td>14%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Paraeducators &amp; Support (N=1072)</td>
<td>38%</td>
<td>23%</td>
<td>17%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Student Services (N=374)</td>
<td>39%</td>
<td>24%</td>
<td>22%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>School Administrators (N=148)</td>
<td>51%</td>
<td>26%</td>
<td>16%</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Parent/Guardian Responses

**The burden on staff to monitor students in practicing health guidelines**

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Extremely Concerned</th>
<th>Quite Concerned</th>
<th>Somewhat Concerned</th>
<th>Slightly Concerned</th>
<th>Not at All Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-G2 (N=4450)</td>
<td>43%</td>
<td>23%</td>
<td>16%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Rising G3-5 (N=5945)</td>
<td>44%</td>
<td>23%</td>
<td>15%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Rising G6-8 (N=5629)</td>
<td>40%</td>
<td>23%</td>
<td>17%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6817)</td>
<td>36%</td>
<td>21%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Guiding Question 2

What fall distance learning options would each of the stakeholder groups prefer?
At least a third of all respondents across stakeholder groups preferred a hybrid model.

About a third of staff and about a fourth of parents/guardians preferred a fully virtual model.

About a fourth of students and parents/guardians preferred an in-person model.
For staff respondents who volunteered suggestions for how students might be prioritized to return to the school building in a hybrid model, these themes were identified:

1. Students with **special needs** should be prioritized to receive face-to-face instruction. Specifically mentioned are students with Individualized Education Plans, students who struggle academically, and English Learners.

2. Younger grades.

3. Students at risk for greater learning loss without face-to-face instruction.
Students & Staff: Which of the following distance learning models would you prefer for the 2020-21 school year?

Across respondents, about a third preferred a hybrid model. The next preference for students was a fully in-person model, supported by about a fourth. For instructional, student services, and paraeducators and other support staff, another third preferred a fully virtual. Almost 2 in 10 were not sure which model they preferred.
Parent/Guardian: Which of the following distance learning models would you prefer for the 2020-21 school year?

Across grade bands, a hybrid model received the most support (35-51%), followed by about equal proportions supporting a fully in-person (22-31%) and fully virtual (23-28%) models.
Students: Which of the following distance learning models would you prefer for the 2020-21 school year?

**Students:** Across grade bands, **about a third** of the students preferred a **hybrid** model; followed by **about a fourth** preferring a **fully in-person** model. **Just over 1 in 10** preferred **fully virtual**, and **almost 2 in 10** were **not sure** which model they preferred.

<table>
<thead>
<tr>
<th>Model</th>
<th>G3-5 (N=4919)</th>
<th>G6-8 (N=7017)</th>
<th>G9-12 (N=5501)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully in-person</td>
<td>29%</td>
<td>12%</td>
<td>27%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>35%</td>
<td>16%</td>
<td>38%</td>
</tr>
<tr>
<td>Fully virtual</td>
<td>12%</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>No preference</td>
<td>8%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Unsure</td>
<td>16%</td>
<td>21%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Students: Across student racial/ethnic groups, about a third of the students prefer a hybrid model, followed by a fully in-person model, being not sure, and a fully virtual model.
Staff: Which of the following distance learning models would you prefer for the 2020-21 school year?

About a third of instructional staff supported a hybrid and another third supported a fully virtual model for the 2020-21 school year. Almost 1 in 5 indicated they were unsure and over 1 in 10 preferred a fully in-person model.

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; if a respondent works with PK-2 and G3-5, they are labeled as PK-5. Other is for respondents who work with all other combination of grade bands.
**Staff:** Which of the following distance learning models would you prefer for the 2020-21 school year?

Paraeducator and other support staff generally supported a **hybrid (35%)** or **fully virtual (26%)** model for the 2020-21 school year across grade bands. 1 in 5 respondents indicated they were unsure and over 1 in 10 preferred a **fully in-person** model.

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; if a respondent works with PK-2 and G3-5, they are labeled as PK-5. Other is for respondents who work with all other combination of grade bands.*
Staff: Which of the following distance learning models would you prefer for the 2020-21 school year?

A little over a third of Student Services staff preferred a hybrid and a little over a third preferred a fully virtual model for the 2020-21 school year. Almost 1 in 5 indicated they were unsure and 1 in 10 preferred a fully in-person model.

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; if a respondent works with PK-2 and G3-5, they are labeled as PK-5. Other is for respondents who work with all other combination of grade bands.
Staff: Which of the following distance learning models would you prefer for the 2020-21 school year?

About 4 in 10 school administrators preferred a **fully virtual** model, followed by over 3 in 10 preferring a **hybrid** model for the 2020-21 school year. About 1 in 10 preferred a **fully in-person** model and another 1 in 10 was unsure.
[Question] If HCPSS were to offer staff the option to be a distance learning staff for the entire year OR return to physical school buildings to work with students under proper social distancing protocols, what option would you select?

Staff are fairly evenly distributed in their preferences among the options presented.
If HCPSS were to offer distance learning work options, which would you select?

Among the work options presented, staff are fairly distributed among all options. Over 2 to 3 in 10 of the staff who responded are unsure which option they would prefer. About 2 to 3 in 10 of the staff respondents would return to face-to-face as soon as any in-person day begins. About 2 to 3 in 10 of the respondents would prefer to work digitally for the entire school year. About 1 to just over 2 in 10 would return to the school only when all schools begin having in-person days.
Across students, staff, and parents/guardians who responded, a sizable portion of respondents expressed a need for more information before making a preference for the secondary schedule.

For the remaining respondents, in general, more students preferred the current 7-class schedule; whereas more staff and parents/guardians preferred the block schedule.
Students: Which secondary distance learning schedule would you prefer for the 2020-21 school year?

A third of both middle and high school students indicated needing more information to make a choice. Almost a third preferred a 7-class schedule. 1 to 2 in 10 did not have a preference for 7-class vs block scheduling and another 1 to 2 in 10 preferred a block schedule.

For grades 6-8 (N=7002):
- 7 class: 29%
- No preference: 22%
- Block: 16%
- Need more info: 33%

For grades 9-12+ (N=5485):
- 7 class: 34%
- No preference: 14%
- Block: 20%
- Need more info: 33%
**Staff**: Which secondary distance learning schedule would you prefer for the 2020-21 school year?

42% of instructional staff supported a block schedule and about a third needed more information for the secondary schedule.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>7 Class</th>
<th>No Preference</th>
<th>Block</th>
<th>Need More Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6-8 (N=735)</td>
<td>16%</td>
<td>5%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>G9-12 (N=846)</td>
<td>22%</td>
<td>5%</td>
<td>44%</td>
<td>29%</td>
</tr>
<tr>
<td>G6-12* (N=18)</td>
<td>22%</td>
<td>17%</td>
<td>44%</td>
<td>17%</td>
</tr>
<tr>
<td>Other* (N=34)</td>
<td>9%</td>
<td>15%</td>
<td>35%</td>
<td>41%</td>
</tr>
</tbody>
</table>

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; *Other* is for respondents who work with all other combination of grade bands.
Staff: Which secondary distance learning schedule would you prefer for the 2020-21 school year?

Paraeducators and other support staff were more evenly split among a block (30%) schedule, needing more information (31%), and having no preference (26%) for the secondary schedule.

<table>
<thead>
<tr>
<th>Grade Bands</th>
<th>7 Class</th>
<th>No Preference</th>
<th>Block</th>
<th>Need More Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6-8 (N=166)</td>
<td>12%</td>
<td>26%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>G9-12 (N=148)</td>
<td>16%</td>
<td>24%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>G6-12* (N=18)</td>
<td>11%</td>
<td>33%</td>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>Other* (N=35)</td>
<td>6%</td>
<td>37%</td>
<td>20%</td>
<td>37%</td>
</tr>
</tbody>
</table>

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; Other is for respondents who work with all other combination of grade bands.
**Staff:** Which secondary distance learning schedule would you prefer for the 2020-21 school year?

41% of student services staff preferred a block schedule, and just under a third needed more information. 1 in 5 had no preference for the secondary schedule.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>7 class</th>
<th>No preference</th>
<th>Block</th>
<th>Need more info</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6-8 (N=58)</td>
<td>7%</td>
<td>24%</td>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>G9-12 (N=80)</td>
<td>11%</td>
<td>15%</td>
<td>44%</td>
<td>30%</td>
</tr>
<tr>
<td>G6-12 (N=11)</td>
<td>9%</td>
<td>9%</td>
<td>45%</td>
<td>36%</td>
</tr>
<tr>
<td>Other* (N=23)</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; Other is for respondents who work with all other combination of grade bands.
Staff: Which secondary distance learning schedule would you prefer for the 2020-21 school year?

The majority (71%) of secondary school administrators prefer a block schedule.

- **G6-8 (N=31)**
  - 7 class: 10%
  - No preference: 3%
  - Block: 68%
  - Need more info: 19%

- **G9-12 (N=45)**
  - 7 class: 9%
  - No preference: 4%
  - Block: 76%
  - Need more info: 11%

- **Other (N=4)**
  - 75%
  - Need more info: 25%

Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12; Other is for respondents who work with all other combination of grade bands.
Parent/Guardian: Which secondary distance learning schedule would you prefer for the 2020-21 school year?

Over a third of middle and high school students' parents indicated needing more information to make a choice. Of the remaining parents, most indicated preferring a block schedule.

- Rising G6-8 (N=5613):
  - 7 class: 20%
  - No preference: 7%
  - Block: 35%
  - Need more info: 37%

- Rising G9-12+ (N=6810):
  - 7 class: 23%
  - No preference: 9%
  - Block: 33%
  - Need more info: 35%
[Question] If HCPSS were to implement a hybrid model (part face-to-face, part distance learning), which model(s) would you want considered?

About 24% of all staff and over 10% of parent/guardian respondents selected for consideration only the option that certain grades and/or student groups should be prioritized to return to school buildings.

At the high school level, a somewhat more distinct pattern emerged among staff, with more preferring an A/B day schedule over an A/B week schedule.

Preferences were less distinct at the elementary and middle school levels, but somewhat more staff at these levels preferred the A/B week schedule than the A/B day schedule.

Parent/guardian preferences were less distinct, with about a third preferring an A/B day and another third preferring an A/B week schedule.
If HCPSS were to implement a hybrid model (part face-to-face, part distance learning), which model(s) would you want considered?

- **A day/B day schedules** - Half of each class receives instruction in buildings on A days, half on B days, students engage in asynchronous assignments on remaining days

- **A week/B week schedules** - Half of each class receives instruction in buildings on A weeks, half on B weeks, students engage in asynchronous assignments on remaining days

- **Prioritizing certain grades and/or student groups to return to school buildings**, all other students remain on fully distance learning schedule
**Instructional Staff: Which hybrid model(s) would you want considered?**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A/B day</th>
<th>A/B day+prioritize</th>
<th>Prioritize only</th>
<th>Other</th>
<th>A/B day/week</th>
<th>A/B day/week+prioritize</th>
<th>A/B week+prioritize</th>
<th>A/B week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-2 (N=672)</td>
<td>22%</td>
<td>8%</td>
<td>20%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>G3-5 (N=488)</td>
<td>27%</td>
<td>5%</td>
<td>18%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>PK-5 (N=514)</td>
<td>19%</td>
<td>6%</td>
<td>22%</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
<td>9%</td>
<td>30%</td>
</tr>
<tr>
<td>G6-8 (N=710)</td>
<td>20%</td>
<td>6%</td>
<td>31%</td>
<td>8%</td>
<td>4%</td>
<td>2%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>G9-12 (N=821)</td>
<td>29%</td>
<td>7%</td>
<td>27%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>G6-12 (N=19)</td>
<td>16%</td>
<td></td>
<td>47%</td>
<td>5%</td>
<td>11%</td>
<td>5%</td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>Other (N=53)</td>
<td>19%</td>
<td>4%</td>
<td>26%</td>
<td>19%</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>
### Paraeducators & Support: Which hybrid model(s) would you want considered?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>A/B day</th>
<th>A/B day+prioritize</th>
<th>Prioritize only</th>
<th>Other</th>
<th>A/B day/week</th>
<th>A/B day/week+prioritize</th>
<th>A/B week+prioritize</th>
<th>A/B week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-2 (N=231)</td>
<td>33%</td>
<td>5%</td>
<td>21%</td>
<td>6%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
<td>24%</td>
</tr>
<tr>
<td>G3-5 (N=106)</td>
<td>27%</td>
<td>7%</td>
<td>22%</td>
<td>3%</td>
<td>7%</td>
<td>2%</td>
<td>7%</td>
<td>32%</td>
</tr>
<tr>
<td>PK-5 (N=291)</td>
<td>25%</td>
<td>3%</td>
<td>19%</td>
<td>8%</td>
<td>8%</td>
<td>3%</td>
<td>4%</td>
<td>28%</td>
</tr>
<tr>
<td>G6-8 (N=191)</td>
<td>23%</td>
<td>2%</td>
<td>26%</td>
<td>9%</td>
<td>3%</td>
<td>2%</td>
<td>7%</td>
<td>28%</td>
</tr>
<tr>
<td>G9-12 (N=174)</td>
<td>37%</td>
<td>5%</td>
<td>27%</td>
<td>8%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>G6-12 (N=20)</td>
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<td></td>
<td>40%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (N=46)</td>
<td>24%</td>
<td>7%</td>
<td>22%</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>PK-5 (N=135)</td>
<td>G6-8 (N=70)</td>
<td>G9-12 (N=95)</td>
<td>G6-12 (N=13)</td>
<td>Other (N=44)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A/B day</td>
<td>20%</td>
<td>24%</td>
<td>31%</td>
<td>8%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B day+prioritize</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
<td>8%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritize only</td>
<td>23%</td>
<td>20%</td>
<td>29%</td>
<td>23%</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>10%</td>
<td>8%</td>
<td>23%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B day/week</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B day/week+prioritize</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>7%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B week+prioritize</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B week</td>
<td>26%</td>
<td>29%</td>
<td>16%</td>
<td>38%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Admins: In a hybrid model (part face-to-face, part distance learning), which model(s) would you want considered?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>A/B day</th>
<th>A/B day+prioritize</th>
<th>Prioritize only</th>
<th>Other</th>
<th>A/B day/week</th>
<th>A/B day/week+prioritize</th>
<th>A/B week+prioritize</th>
<th>A/B week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-5 (N=64)</td>
<td>25%</td>
<td>6%</td>
<td>20%</td>
<td>3%</td>
<td>2%</td>
<td>11%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>G6-8 (N=28)</td>
<td>18%</td>
<td>29%</td>
<td>7%</td>
<td>4%</td>
<td>7%</td>
<td>21%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>G9-12 (N=44)</td>
<td>27%</td>
<td>7%</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (N=4)</td>
<td>25%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Parent/Guardian: In a hybrid model (part face-to-face, part distance learning), which model(s) would you want considered?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>A/B day</th>
<th>A/B day + prioritize</th>
<th>A/B day or week</th>
<th>A/B day or week + prioritize</th>
<th>Prioritize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-2 (N=4412)</td>
<td>27%</td>
<td>6%</td>
<td>20%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Rising G3-5 (N=5876)</td>
<td>29%</td>
<td>4%</td>
<td>16%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Rising G6-8 (N=5574)</td>
<td>30%</td>
<td>3%</td>
<td>13%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Rising G9-12+ (N=6722)</td>
<td>33%</td>
<td>4%</td>
<td>13%</td>
<td>6%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Across students and staff, respondents generally preferred having up to 2 or up to 3 live lessons for each class per week, except for elementary related arts, where most preferred 1 live lesson a week.

On the other hand, most parents preferred having up to 5 live lessons for each class per week, except for elementary related arts, where most preferred 1 or up to 2 or 3 live lessons a week.
**Students:** How many virtual live lessons would you prefer to have each week?

Across grade bands, 29-36% of students preferred to have up to 2 live lessons for each class per week. At the G3-5 grand band, 31% of the students also preferred having up to 3 live lessons for each class per week.
Staff: How many virtual live lessons would you prefer to have each week?

Elementary instructional staff preferred from up to 2 and up to 3 live lessons for each core class per week; but just 1 live lesson or up to 2 live lessons for related arts.

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with PK-2 and G3-5, they are labeled as PK-5. Other is for respondents who work with all other combination of grade bands.
Staff: How many virtual live lessons would you prefer to have each week?

*Respondents could select multiple grade bands from these choices: PK-2, G3-5, G6-8, G9-12. If a respondent works with G6-8 and G9-12, they are labeled as G6-12. Other is for respondents who work with all other combination of grade bands.*
Staff: How many virtual live lessons would you prefer to have each week?

Elementary school administrators preferred from up to 3 to up to 5 live lessons for each core class per week; but just 1 live lesson for related arts. Secondary school administrators preferred up to 3 to up to 4 live lessons for each class per week.
While the youngest grade band received equal support for having **up to 3** and **up to 5** live lessons for each core class per week, for other grade bands, about a third of parents/guardians preferred to have **up to 5** live lessons for each core class per week. For elementary related arts classes, about the same portions of parents/guardians preferred just **1** or **up to 2 or 3** live lessons per week.
Guiding Question 3

What would each stakeholder group need to support distance learning?
Of the supports listed, having **built-in time in the schedule for planning and professional learning** came up as a top need among instructional staff and school administrators.

At least a third to over half of the staff groups indicated a need for **personal protective equipment** in a face-to-face model.

**Childcare needs came in third**, with less than a third of staff indicating this as a concern in a distance learning model. Childcare concerns were also noted in the open-ended considerations from staff.
Staff: Supports anticipated needed in SY2020-21

About two-thirds of **instructional staff** indicated needing time built into the schedule for additional planning and professional learning; this was also the support selected by the highest percentage of **school administrators**. At least a third of all staff groups indicated a need for personal protective equipment in face-to-face models. Just under a third of all staff groups except for paraeducator and support staff indicated having childcare needs in fully virtual and hybrid models.

- I will need time built into the schedule for additional planning and professional learning. (67%)
- I will need personal protective equipment (e.g., face coverings) in face-to-face models. (59%)
- I have childcare needs that must be considered for fully virtual and hybrid models. (31%)
- I have significant health concerns that need to be considered in face-to-face models. (24%)
- I don’t anticipate needing anything additional. (22%)
- I have Internet service issues that need to be considered for fully virtual models. (4%)
- More professional learning opportunities (18%)
Over half of parents/guardians who responded did not anticipate needing additional supports from HCPSS or community organizations.

In a distance learning model, over 1 in 10 indicated a need for childcare support, additional devices, and/or well-being supports for their children.

In a face-to-face model, over 1 in 5 parent/guardian respondents indicated a need for face masks to be provided for their children. Just over 1 in 10 would need before and/or after-school childcare, transportation, and/or well-being supports for their children.

[Question] What supports do you anticipate you will need in the fall?
Over half of the parent/guardians who responded do not anticipate needing anything from HCPSS or community organizations. Over 1 in 10 would need childcare support, additional devices and well-being supports.
Parent/Guardian: Supports in a face-to-face learning model

Face-to-face learning supports
Over half of the parent/guardians who responded do not anticipate needing anything from HCPSS or community organizations. Just over 1 in 5 would need face masks provided for their children. Just over 1 in 10 would need before and/or after school childcare, transportation, and well-being supports.

- I don’t anticipate needing anything from HCPSS or community organizations. (54%)
- I will need the school to provide face masks for my child(ren). (24%)
- I will need before and/or after school childcare. (13%)
- I will need transportation arrangements because I won’t feel safe having my child(ren) ride the bus. (12%)
- My child(ren) will need well-being supports. (11%)
- My child(ren) has significant health concerns that may impact their ability to return to school. (6%)
- We will need meals provided. (4%)
Across students, staff, and parents/guardians, instruction on new material and more opportunities for students to collaborate were among the top ways selected by respondents to improve distance learning.

Over half of instructional staff and almost half of parents/guardians agreed that having more ways to assess student progress and more synchronous meetings with each class each week would be improvements.

Relatively lower percentages of respondents across groups thought longer synchronous meetings or more student work would be improvements.
At least half of the students who responded agreed that **more opportunities to collaborate with peers** would improve distance learning. At least a third or more thought that **teachers teaching new material** and **more ways to assess their learning progress** would be improvements. At the elementary level, students indicated more live meetings with each class would have improved the distance learning experience.
Over half of instructional staff and school administrators agreed that having more ways to assess students’ learning progress, providing instruction on new content, more synchronous meetings with each class each week, and more opportunities for students to collaborate with each other would improve distance learning.
Most of the parents/guardians who responded agreed that **providing instruction on new content** would improve distance learning. Over 60% of parents/guardians also agreed that **more live meetings with teachers each week** would improve distance learning.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>PK-G2 (N=4410)</th>
<th>G3-5 (N=5946)</th>
<th>G6-8 (N=5606)</th>
<th>G9-12 (N=6777)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers provide instruction on new content</td>
<td>68%</td>
<td>78%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>More live meetings with teachers each week</td>
<td>63%</td>
<td>72%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>More opportunities for students to collaborate</td>
<td>46%</td>
<td>52%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Ask teachers to assess my child's progress using tests and quizzes</td>
<td>46%</td>
<td>46%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>More tasks with different levels of difficulty</td>
<td>41%</td>
<td>41%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>Longer live meetings with teachers</td>
<td>35%</td>
<td>45%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>More pre-recorded lessons</td>
<td>33%</td>
<td>37%</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>More student work to be completed by end of week</td>
<td>14%</td>
<td>25%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>More flexibility in the weekly schedule</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Over 60% of students agreed that a benefit of distance learning was being able to learn at their own pace.

Over 4 in 10 secondary students agreed that benefits included school start and end times and less work*.

*It is worth noting that a sample of students’ comments suggests that some students also thought there was too much work.

Relatively lower percentages of students across grade bands experienced no benefits of distance learning.
Over three-quarters of instructional staff indicated being **more familiar with using Canvas** as a benefit of distance learning.

Over 40% of all staff groups felt that a benefit was being able to **connect with students in a different way**.

Except for paraeducators and support staff, close to half or more of staff agreed having **flexibility in scheduling meetings** was a benefit of distance learning.

Relatively low percentages of respondents across staff groups experienced no benefits during distance learning.
At least 6 out of 10 students who responded indicated that **being able to learn at their own pace** is a benefit of distance learning. Especially at the secondary level, other benefits included **school day start and end times** and that **work load is less**. Relatively lower percentages of students felt that there were no benefits to distance learning.
Almost half or more of respondents across staff groups experienced being more familiar with using Canvas as a benefit. Other benefits included being able to connect with students in a different way and having flexibility to schedule meetings.

- I am more familiar with using Canvas: 79%
- I have flexibility in scheduling my class/group (staff for admins) meetings: 61%
- I get to connect with my students in a different way: 50%
- I get to collaborate with my colleagues in different buildings more easily: 55%
- I can give feedback to my students more quickly: 36%
- I have strengthened relationships with colleagues/my staff: 60%
- I get to collaborate with my colleagues in the same building more easily: 49%
- I have not experienced any benefits during distance learning: 14%
- Connecting with families in a different way: 41%
Close to 70% of students and staff indicated a challenge of distance learning was not being able to see their friends and colleagues in person.
About half of secondary students felt more distracted when learning from home.

Between 4 to 5 in 10 students across levels felt that not getting to collaborate with classmates was a challenge.

Relatively lower percentages of students across grade bands experienced no challenges during distance learning.
At least half of instructional staff agreed that challenges included students not seeming engaged, students leaving cameras off, and having to wait a week between check-ins to see students.

Over 6 in 10 non-instructional staff indicated not getting to see their students as a challenge.

Balancing caretaking responsibilities with their work schedule was challenging for close to half or more of instructional staff, student services staff, and school administrators.

Relatively lower percentages of respondents across staff groups experienced no challenges to distance learning.
At least 2 out of 3 students who responded indicated that **missing seeing their friends in person** is a challenge of distance learning. Other challenges included being more distracted when learning from home and not getting to collaborate with classmates. At least a third also felt that having to wait a week between check-ins to see their teachers is a challenge.

- I miss seeing my friends in person: 68%, 74%
- I am more distracted when learning from home: 35%, 49%
- I don’t get to collaborate with my classmates: 34%, 48%
- I have to wait a week between check-ins to see my teachers: 36%, 50%
- My teacher’s technology doesn’t always work: 16%, 33%
- My technology doesn’t always work: 9%, 25%
- Work load is more: 19%, 29%
- I need more help to understand my assignments: 15%, 23%
- My teacher explains things in a way now that is confusing: 8%, 20%
- I don’t get the extra help that I need: 16%, 19%
- Nothing-Distance learning works for me: 9%, 18%
- School start and end times: 6%, 9%
Two-thirds or more of staff indicated that not being able to see colleagues in person is a challenge of distance learning. Not getting to see students for non-instructional staff or having to wait a week between check-ins to see students for instructional staff was challenging for at least half of the respondents. Instructional staff also cited students not seeming engaged, students leaving cameras off, and access to materials as challenges. Except for paraeducators, balancing caretaking responsibilities with their work schedule is challenging for close to 50% of staff.
[Question] If we return to school in either a hybrid or fully face-to-face model, how do you anticipate your child will arrive and depart from school each day?

19-23% of the parent/guardian respondents were not yet sure how they would transport their child(ren) in a hybrid or face-to-face model.

28-42% would opt for the school bus and another 25-38% would drive personally.

11-12% indicated their child(ren) would walk.
Parent/Guardian: If we return to school in either a hybrid or fully face-to-face model, how do you anticipate your child will arrive and depart from school each day?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Driven by Parent</th>
<th>Walk</th>
<th>Driven by Daycare</th>
<th>I am not sure yet</th>
<th>Ride School Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising PK-G2</td>
<td>38%</td>
<td>11%</td>
<td>2%</td>
<td>20%</td>
<td>28%</td>
</tr>
<tr>
<td>(N=4467)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rising G3-5</td>
<td>34%</td>
<td>12%</td>
<td>1%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>(N=5944)</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rising G6-8</td>
<td>25%</td>
<td>11%</td>
<td>22%</td>
<td></td>
<td>42%</td>
</tr>
<tr>
<td>(N=5621)</td>
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</tr>
<tr>
<td>Rising G9-12+</td>
<td>36%</td>
<td>11%</td>
<td>19%</td>
<td></td>
<td>34%</td>
</tr>
<tr>
<td>(N=6794)</td>
<td></td>
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</tr>
</tbody>
</table>
**Parent/Guardian:** What are the best way(s) for you to receive information from the school system?

**Best way to receive information from the school system**

Over 95% of the parent/guardians who responded chose email messages as that the best way to receive information from the school system. In addition, over 60% of the parent/guardians selected text messages and just under 1 in 4 selected school and HCPSS websites as their preferred method of receiving information.

- Email messages: 97%
- Text messages: 65%
- School website: 24%
- HCPSS website: 22%
- Personal phone call from school staff: 19%
- School social media posts: 10%
- HCPSS social media posts: 8%
Data analysis notes

Staff surveys. Respondents were first categorized to one of four staff groups according to their role: (a) instructional staff, (b) paraeducator/clerical/custodial/other support staff, (c) school administrator, or (d) student services staff. For the most part, respondents were categorized based on which version of the survey they completed. For respondents who selected the “other” option for their role, their manually-entered role was used to place them into the corresponding staff group. If a respondent did not respond to an item or selected not applicable, they were excluded from the analysis for that item.

Student surveys. Students were required to log in using their HCPSS account to complete the survey. Email addresses were used to identify student demographic information, including school, grade, race/ethnicity, and service statuses. For students who used an account that may have belonged to a sibling younger than Grade 3, or who was still logged into their parents’ HCPSS work account, their self-reported grade was used. Students who took both the elementary and secondary student surveys were retained in the corresponding form based on their enrolled grade. If a respondent did not respond to an item or selected not applicable, they were excluded from the analysis for that item.

Parent/guardian surveys. Respondents were required to enter an email address before completing the survey. Duplicated email addresses were first removed before surveys were analyzed. The most recent response was retained. Each unique email address was interpreted as a unique household. If a respondent did not respond to an item or selected not applicable, they were excluded from the analysis for that item.

Thematic coding of open-ended comments. Each survey included a question asking respondents to provide open-ended comments that HCPSS should consider in planning for school year 2020-21. Of the 17,676 student respondents, 72.5% (12,815 respondents) entered any text into this item. Of 5,117 staff respondents, 51.4% (2,632 respondents) entered any text into this item. Of the 16,273 parent/guardian respondents, 50.3% (8,183 respondents) entered any text into this item. To support recovery stakeholder group discussions and the HCPSS recovery team planning process, initial samples of these open-ended responses were analyzed prior to the survey being closed for thematic coding. Just under a week into the survey window, an initial sample of just over ten percent of the instructional staff responses (170 of 1385) was taken for thematic analysis. Two days prior to the surveys closed, a random sample of five percent each of the Grades 3-5 student responses (169 of 3367) and Grades 6-12 student responses (378 of 7548) was analyzed for themes. A little over a week into the survey window, a random sample of ten percent of the parent/guardian English responses (387 of 3868) was analyzed for themes.

Please note that these analyses were put together in a quicker timeline than is typical, and small discrepancies in the counts may be present. Themes and patterns in the results should remain the same.