	real ratent	Feedback									
Total Participants: 205 Part 1: DL - What's Working/What's Not	Strongly Agree	Agree	Disagree	Strongly Dissagree	Average % k	oy Level					
The school administration is doing a good ob of communicating during this crisis.	60.9	36.5	1.6	1.0						-	
Teachers and other staff are doing a good ob of communicating during this crisis.	29.2	60.4	8.9	1.6	Strongly Dissag 5.6% Disagree	ree			Str	ongly Agree	
The schedules provided by my teachers are					18.1%					26.6%	
vorking for my child. My student continues to receive regular	23.4	51.6	22.4	2.6						_	
contact from school staff. Ay student receives the social emotional	24.0	55.7	16.7	3.6							
support as needed.	18.2	53.6	20.8	7.3							
Finding information/assignments from eachers and classes is clear and easy to navigate.	22.4	56.8	15.6	5.2	Agree 49.7%						
Student workload and time spent on schoolwork is appropriate under the current ircumstances.	24.5	48.4	20.8	6.3							
The rigor of assignments or projects is appropriate for my child.	24.0	50.5	20.3	5.2							
My student finds the lessons provided to be engaging.	16.1	36.5	30.7	16.7							
Ay student is continuing to receive feedback about their learning.		46.9	22.9	6.8							
Average %		49.7	18.1	5.6							
	Extremely			Somewhat	Not at all	Not sure or					
Part 2: DL Practices	helpful	Very helpful	Helpful	helpful	helpful	Not used	Average % b	y Level			
Frequent teacher-to-student communications (verbal, text/chat, video, etc)	25.0	21.9	28.6	15.6	4.2	1.0	Not sure or Not	used			
Feacher use of live (synchronous) video- based instruction	28.6	25.0	20.3	16.1	6.8	2.1	6.7% Not at all helpfu 7.0%				Extremely helpfu
Teacher use of pre-recorded asynchronous) video-based instruction	17.7	16.7	21.4	17.7	8.9	6.3	Somewhat help	ful			27.09
Feacher use of supplemental online learning								-			
	16.7	17.2	27.1	19.3	8.9	5.7	14.9%	·			
programs (in addition to core curriculum) Teacher use of Google Applications (e.g. Google Classroom, Google Docs, Google		17.2 30.7	27.1 23.4	19.3 8.3	8.9		14.9%				Very helpfu
Programs (in addition to core curriculum) Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Feacher feedback to inform student	16.7	30.7		8.3	2.1	5.7					Very helpfu 21.49
brograms (in addition to core curriculum) Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Feacher feedback to inform student brogress	16.7 33.3		23.4			5.7 0.0	14.9% Helpful				
rograms (in addition to core curriculum) eacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3-4	16.7 33.3 25.0	30.7 20.3	23.4 22.9	8.3	2.1	5.7 0.0 4.2	14.9% Helpful				
forograms (in addition to core curriculum) interference of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) interferedback to inform student progress interactive discussions interactive discussi interactive discussi interactive discussions interact	16.7 33.3 25.0 22.9 20.3	30.7 20.3 19.8 11.5	23.4 22.9 22.4 15.6	8.3 15.1 15.6 11.5	2.1 6.3 5.7 8.3	5.7 0.0 4.2 6.8 13.5	14.9% Helpful				
rograms (in addition to core curriculum) eacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3-4 tudents) eacher use of screen-sharing to explain, lemonstrate, and model concepts	16.7 33.3 25.0 22.9 20.3 32.8	30.7 20.3 19.8 11.5 14.6	23.4 22.9 22.4 15.6 19.3	8.3 15.1 15.6 11.5 10.4	2.1 6.3 5.7 8.3 8.3	5.7 0.0 4.2 6.8 13.5 7.3	14.9% Helpful				
brograms (in addition to core curriculum) Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Feacher feedback to inform student brogress Feacher use of interactive discussions Feacher use of small group instruction (3-4 students) Feacher use of screen-sharing to explain, demonstrate, and model concepts Feacher use of a weekly planner/calendar Feacher use of virtual office hours for	16.7 33.3 25.0 22.9 20.3 32.8 27.1	30.7 20.3 19.8 11.5 14.6 21.9	23.4 22.9 22.4 15.6 19.3 18.2	8.3 15.1 15.6 11.5 10.4 10.4	2.1 6.3 5.7 8.3 8.3 8.3 5.7	5.7 0.0 4.2 6.8 13.5 7.3 8.3	14.9% Helpful				
reacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Teacher feedback to inform student orogress Teacher use of interactive discussions Teacher use of small group instruction (3-4 students) Teacher use of screen-sharing to explain, demonstrate, and model concepts Teacher use of a weekly planner/calendar Teacher use of virtual office hours for ndividualized help Average %	16.7 33.3 25.0 22.9 20.3 32.8 27.1 24.0	30.7 20.3 19.8 11.5 14.6	23.4 22.9 22.4 15.6 19.3	8.3 15.1 15.6 11.5 10.4	2.1 6.3 5.7 8.3 8.3	5.7 0.0 4.2 6.8 13.5 7.3	14.9% Helpful				
brograms (in addition to core curriculum) Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Feacher feedback to inform student brogress Feacher use of interactive discussions Feacher use of small group instruction (3-4 students) Feacher use of screen-sharing to explain, demonstrate, and model concepts Feacher use of a weekly planner/calendar Feacher use of virtual office hours for ndividualized help	16.7 33.3 25.0 22.9 20.3 32.8 27.1 24.0	30.7 20.3 19.8 11.5 14.6 21.9 17.2	23.4 22.9 22.4 15.6 19.3 18.2 13.5	8.3 15.1 15.6 11.5 10.4 10.4 10.4	2.1 6.3 5.7 8.3 8.3 5.7 6.3	5.7 0.0 4.2 6.8 13.5 7.3 8.3 13.0	14.9% Helpful				

Managing child care for your student during						1 -	-		[
DL	14.1	4.7	9.4	9.4	62.5					
Managing the amount of time your student is on a screen (screen-time)	22.9	21.4	27.6	15.6	12.5	Not a priority 12.9%				
Opportunities for your student to engage in Social Emotional Learning (SEL)	40.1	19.8	21.9	9.9	8.3	Low priority		-	Essential priority 32.7%	
Opportunities for your student to interact in real-time with his/her classmates	48.4	27.1	13.5	7.8	3.1	11.8%				
Opportunities for your student to complete multimedia and creative assignments/projects	24.5	35.4	25.5	9.4	5.2	Medium priority	v			
Having access to a teacher's schedule or calendar of your child's learning activities/assignments/projects	41.7	30.7	17.2	9.4	1.0	19.4%			High priority 23.2%	
Opportunities for your student to receive individualize/1 on 1 support from the teacher (s)	r 48.4	22.4	16.1	10.9	2.1					
Receiving frequent progress updates from the teacher	38.5	33.3	16.1	7.8	4.7					
Receiving at-home tech support when needed	24.0	18.2	22.9	21.4	14.1					
Receiving parent education on DL strategies to support your student at home	s 24.5	19.8	24.5	16.1	15.6					
Average %	32.7	23.3	19.5	11.8	12.9					
Part 3: Possible School reopening Models	%									
A) Full Distance Learning	17 72	School Reo	pening Models							
B) Blended Learning C) Other		-								
C) Other	11	-								
	•	C) Other 11.0%				A) Full	Distance			
		- 11.0 70					17.0%			
		_								
		_								
		_								
		_	1							
		-								
		_								
		B) Blended Lea	arning							
		72.0%	3	•						
		-								
		_								
		1								

PGMS Distance Learning: End of Year Pation Participants: 224							
otari attopunto. 224							
				Strongly			
Part 1: DL - What's Working/What's Not	Strongly Agree	Agree	Disagree	Dissagree	Average % k	oy Level	
The school administration is doing a good job of	73.3	26.7	0.0	0.0	Changly Disease		
communicating during this crisis. Teachers and other staff are doing a good job of	73.3	20.7	0.0	0.0	Strongly Dissag	ree	
communicating during this crisis.	62.1	32.8	4.7	0.0	Disagree 14.2%		
The schedules provided by my teachers are working or my child.	38.4	43.5	14.2	3.9			Strongly Agree
My child continues to receive regular contact from school staff.	43.1	44.8	9.9	2.2			40.8%
Ay child receives the social emotional support as needed.	35.3	44.0	17.2	3.4	_		
Finding information/assignments from teachers and					Agree		
classes is clear and easy to navigate.	37.1	49.1	11.6	2.2	41.1%		
Student workload and time spent on schoolwork is appropriate under the current circumstances.	34.1	43.1	17.7	5.2			
The rigor of assignments or projects is appropriate for ny child.	27.6	47.4	19.8	5.2			
My child finds the lessons provided to be engaging.	25.9	38.8	25.0	10.3			
My child is continuing to receive feedback about their earning.	31.5	40.5	21.6	6.5			
Average %		41.1	14.2	3.9			
	Extremely			Somewhat	Not at all	Not sure or	
Part 2: DL Practices	helpful	Very helpful	Helpful	helpful	helpful	Not used	Average % by Level
Frequent teacher-to-student communications (verbal, ext/chat, video, etc)	38.8	23.3	19.8	12.1	1.7	2.6	
Feacher use of live (synchronous) video-based							Not sure or Not
nstruction	32.3	21.6	20.3	11.2	4.3	7.8	10.9% Not at all helpful
Feacher use of pre-recorded (asynchronous) video-	24.6	23.3	20.7	10.8	5.2	9.5	3.6% Extremely helpful
based instruction Teacher use of supplemental online learning programs		23.3	20.7	10.0	5.2	9.0	Somewhat helpful 33.0%
(in addition to core curriculum)	25.4	25.4	20.3	13.8	5.2	6.5	
Teacher use of Google Applications (e.g. Google							
Classroom, Google Docs, Google Slides, etc.)	40.9	27.6	14.2	11.6	3.4	0.9	Helpful
Feacher feedback to inform student progress	31.5	20.7	15.1	14.7	3.9	8.6	18.3%
Feacher use of interactive discussions	29.3	22.8	18.1	11.6	3.0	7.8	Very helpful
Teacher use of small group instruction (3-4 students)	27.2	16.4	13.4	6.5	2.6	19.8	23.4%
Feacher use of screen-sharing to explain, demonstrate and model concepts	, 29.3	14.2	14.7	6.9	4.3	19.8	
Teacher use of a weekly planner/calendar	37.9	22.0	15.1	8.2	1.7	8.2	
Teacher use of virtual office hours for individualized							
help	22.4	23.7	16.4	3.4	2.2	20.7	
Average %	6 30.9	21.9	17.1	10.1	3.4	10.2	
	Essential		Medium				
Part 3: DL Planning and Implementation	priority	High priority	priority	Low priority	Not a priority	Average % b	by Level
Managing child care for your student during DL	39.2	15.5	12.9	14.7	17.7		
Managing the amount of time your student is on a	33.6	34.9	24.6	5.6	1.3	Not a priority 4.1%	
screen (screen-time) Dpportunities for your student to engage in Social		28.0	18.5	4.3	1.7	Low priority 7.5%	
Opportunities for your student to interact in real-time Opportunities for your student to engage in Social Emotional Learning (SEL)	47.4	28.0	18.5	4.3	1.7		Essential priority

Opportunities for your student to complete multimedia and creative assignments/projects Having access to a teacher's schedule or calendar of	26.3	31.5	28.0	10.3	3.9	20.2%				
your child's learning activities/assignments/projects	43.1	37.1	16.8	3.0	0.0					
Opportunities for your student to receive individualize/1 on 1 support from the teacher(s)	46.6	28.9	18.5	4.7	1.3	High priority				
Receiving frequent progress updates from the teacher	35.3	36.6	22.8	4.3	0.9	29.6%				
Receiving at-home tech support when needed	28.4	30.2	23.7	9.9	7.8					
Receiving parent education on DL strategies to support your student at home	29.3	28.4	19.0	16.4	6.9			1	1	
Average %	38.5	29.6	20.2	7.5	4.1					
Part 3: Possible School reopening Models	%	Sahaal Daam	nina Madala							
A) Full Distance Learning	19.8	School Reop	ening Models							
B) Blended Learning	66.4									
C) Other	13.8	C) Other								
		13.8%				A) Full D	19.8%			
							19.0%			
						·				
		B) Blended Lean	ning							
		66.4%								

FG Distance Learning: End of Ye		euback									
Total Participants: 252 Part 1: DL - What's Working/What's Not	Strongly Agree	Agree	Disagree	Strongly Dissagree	Average % I	oy Level					
The school administration is doing a good	Strongly Agree	Agree	Disagree	Dissagree	Strongly Dissag	jree					
ob of communicating during this crisis.	73.3	26.7	0.0	0.0	3.9% Disagree						
Teachers and other staff are doing a good ob of communicating during this crisis.	62.1	32.8	4.7	0.0	14.2%				Stro	ongly Agree	
The schedules provided by my teachers are working for my child.	38.4	43.5	14.2	3.9						40.8%	
Ay child continues to receive regular contact from school staff.	43.1	44.8	9.9	2.2							
Ay child receives the social emotional support as needed.	35.3	44.0	17.2	3.4	Agree 41.1%						
Finding information/assignments from eachers and classes is clear and easy to navigate.	37.1	49.1	11.6	2.2	71.170						
Student workload and time spent on schoolwork is appropriate under the current											
circumstances. The rigor of assignments or projects is	34.1	43.1	17.7	5.2							
appropriate for my child. My child finds the lessons provided to be	27.6	47.4	19.8	5.2							
engaging. My child is continuing to receive feedback	25.9	38.8	25.0	10.3							
about their learning. Average %	31.5 40.8	40.5 41.1	21.6 14.2	6.5 3.9							
Average %	40.8	41.1	14.2	3.9							
Part 2: DL Practices	Extremely helpful	Very helpful	Helpful	Somewhat helpful	Not at all helpful	Not sure or Not used	Average %	by Level			
Frequent teacher-to-student communications (verbal, text/chat, video, etc)	38.8	23.3	19.8	12.1	1.7	2.6	Not sure or N	ot			
eacher use of live (synchronous) video- ased instruction	32.3	23.5	20.3	11.2	4.3	7.8	10.9% Not at all help	oful			Extremely helpfu
eacher use of pre-recorded asynchronous) video-based instruction	24.6	23.3	20.7	10.8	5.2	9.5	3.6% Somewhat he	elpful			33.09
eacher use of supplemental online earning programs (in addition to core curriculum)	25.4	25.4	20.3	13.8	5.2	6.5					
Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.)	40.9	27.6	14.2	11.6	3.4	0.9	Helpful 18.3%				Very helpfu
					3.9	8.6					23.4%
	31.5	20.7	15.1	14.7							
progress	31.5 29.3	20.7 22.8	15.1 18.1	14.7 11.6	3.0	7.8					
rogress eacher use of interactive discussions eacher use of small group instruction (3-4						7.8 19.8					
rogress eacher use of interactive discussions eacher use of small group instruction (3-4 tudents) eacher use of screen-sharing to explain,	29.3	22.8	18.1	11.6	3.0		-				
rogress eacher use of interactive discussions eacher use of small group instruction (3-4 tudents) eacher use of screen-sharing to explain, emonstrate, and model concepts	29.3 27.2	22.8 16.4	18.1 13.4	11.6 6.5	3.0 2.6	19.8	-				
Feacher feedback to inform student orogress Feacher use of interactive discussions Feacher use of small group instruction (3-4 students) Feacher use of screen-sharing to explain, Jemonstrate, and model concepts Feacher use of a weekly planner/calendar Feacher use of virtual office hours for ndividualized help	29.3 27.2 29.3	22.8 16.4 14.2	18.1 13.4 14.7	11.6 6.5 6.9	3.0 2.6 4.3	19.8 19.8					
Feacher use of interactive discussions Feacher use of small group instruction (3-4 students) Feacher use of screen-sharing to explain, demonstrate, and model concepts Feacher use of a weekly planner/calendar Feacher use of virtual office hours for	29.3 27.2 29.3 37.9 22.4	22.8 16.4 14.2 22.0	18.1 13.4 14.7 15.1	11.6 6.5 6.9 8.2	3.0 2.6 4.3 1.7	19.8 19.8 8.2					

Managing shild any far your student during						1					
Managing child care for your student during DL	39.2	15.5	12.9	14.7	17.7	Not a priority					
Managing the amount of time your student	00.2	10.0	12.5	14.7	17.7	4.1%					
is on a screen (screen-time)	33.6	34.9	24.6	5.6	1.3	Low priority 7.5%					
Opportunities for your student to engage in Social Emotional Learning (SEL)	47.4	28.0	18.5	4.3	1.7				Essential prio		
Opportunities for your student to interact in real-time with his/her classmates	56.0	25.0	16.8	2.2	0.0	Medium priority 20.2%	-		38.5	5%	
Opportunities for your student to complete multimedia and creative assignments/projects	26.3	31.5	28.0	10.3	3.9						
Having access to a teacher's schedule or calendar of your child's learning activities/assignments/projects	43.1	37.1	16.8	3.0	0.0	High priority 29.6%					
Opportunities for your student to receive individualize/1 on 1 support from the teacher(s)	46.6	28.9	18.5	4.7	1.3						
Receiving frequent progress updates from the teacher	35.3	36.6	22.8	4.3	0.9						
Receiving at-home tech support when needed	28.4	30.2	23.7	9.9	7.8						
Receiving parent education on DL											
strategies to support your student at home	29.3	28.4	19.0	16.4	6.9						
Average %	38.5	29.6	20.2	7.5	4.1						
Part 3: Possible School reopening Models	%										
A) Full Distance Learning	19.8										
B) Blended Learning	66.4	School Reope	ening Models								
C) Other	13.8										
	10.0	C) Other									
		13.8%				A) Full Di					
							19.8%				
		B) Blended Lear	ning								
		66.4%									

RD Distance Learning: End of `	Year Parent I	Feedback					
Total Participants: 314							
Part 1: DL - What's Working/What's Not	Strongly Agree	Agree	Disagree	Strongly Dissagree	Average % I	oy Level	
The school administration is doing a good ob of communicating during this crisis.	67.7	30.7	1.7	0.0	Strongly Dissag	iree	
Feachers and other staff are doing a good ob of communicating during this crisis.		31.7	4.0	1.0	3.5% Disagree		
The schedules provided by my teachers are working for my child.	43.3	40.0	12.3	4.3	12.5%		
ly child continues to receive regular							Strongly Agree 45.0%
ontact from school staff. Ay child receives the social emotional	50.7	38.7	8.0	2.7			
upport as needed.	37.0	45.7	14.0	3.3	Agree 39.1%		
inding information/assignments from eachers and classes is clear and easy to avigate.	43.7	39.0	12.7	4.7	33.176		
Student workload and time spent on	40.7	33.0	12.7	7.7			
schoolwork is appropriate under the current circumstances.	39.0	39.0	17.0	5.0			
he rigor of assignments or projects is propriate for my child.	35.3	46.3	15.3	3.0			
Ay child finds the lessons provided to be engaging.	26.7	43.0	24.0	6.3			
ly child is continuing to receive feedback bout their learning.	43.3	36.7	15.7	4.3			
Average %	45.0	39.1	12.5	3.5			
	Extremely			Somewhat	Not at all	Not sure or	
Part 2: DL Practices	helpful	Very helpful	Helpful	helpful	helpful	Not used	Average % by Level
ommunications (verbal, text/chat, video, tc)	51.3	21.3	13.3	8.7	3.0	1.7	Not sure or Not used
eacher use of live (synchronous) video- ased instruction	50.0	16.7	9.7	10.3	4.3	4.7	Not at all helpful 4.7%
eacher use of pre-recorded asynchronous) video-based instruction	34.0	19.7	17.3	12.0	5.7	5.0	Somewhat helpful 9.0%
eacher use of supplemental online	04.0	13.7	17.5	12.0	5.7	5.0	Helpful Extremely help
earning programs (in addition to core urriculum)	34.7	18.7	21.0	13.3	7.3	3.3	13.8%
Cooper use of Cooper Applications (c. c.							
Google Classroom, Google Docs, Google Blides, etc.)	43.3	22.3	15.7	9.0	5.3	2.3	Very helpful
Google Classroom, Google Docs, Google Ilides, etc.) eacher feedback to inform student	43.3 46.7	22.3 20.0	15.7 12.0	9.0 7.7	5.3	2.3 3.0	Very helpful 21.1%
Google Classroom, Google Docs, Google Ilides, etc.) eacher feedback to inform student rogress							
Google Classroom, Google Docs, Google Slides, etc.) 'eacher feedback to inform student rogress 'eacher use of interactive discussions 'eacher use of small group instruction (3-	46.7	20.0	12.0	7.7	6.7	3.0	
Soogle Classroom, Google Docs, Google lides, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3- students) eacher use of screen-sharing to explain,	46.7 44.0	20.0 23.0	12.0 12.7	7.7 10.0	6.7 2.3	3.0 4.3	
Soogle Classroom, Google Docs, Google lides, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3- students) eacher use of screen-sharing to explain, emonstrate, and model concepts	46.7 44.0 45.7 44.0	20.0 23.0 14.0	12.0 12.7 10.0	7.7 10.0 6.7	6.7 2.3 3.3	3.0 4.3 8.3	
Soogle Classroom, Google Docs, Google Slides, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3- students) eacher use of screen-sharing to explain, lemonstrate, and model concepts eacher use of a weekly planner/calendar eacher use of virtual office hours for	46.7 44.0 45.7 44.0 48.3	20.0 23.0 14.0 23.0	12.0 12.7 10.0 9.0 10.3	7.7 10.0 6.7 4.0	6.7 2.3 3.3 5.7 2.0	3.0 4.3 8.3 6.0	
Feacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.) Feacher feedback to inform student orogress Feacher use of interactive discussions Feacher use of small group instruction (3- students) Feacher use of screen-sharing to explain, lemonstrate, and model concepts Feacher use of a weekly planner/calendar Feacher use of virtual office hours for ndividualized help Average %	46.7 44.0 45.7 44.0 48.3 41.3	20.0 23.0 14.0 23.0 22.3	12.0 12.7 10.0 9.0	7.7 10.0 6.7 4.0 6.3	6.7 2.3 3.3 5.7	3.0 4.3 8.3 6.0 5.0	
Soogle Classroom, Google Docs, Google Bildes, etc.) eacher feedback to inform student rogress eacher use of interactive discussions eacher use of small group instruction (3- students) eacher use of screen-sharing to explain, lemonstrate, and model concepts eacher use of a weekly planner/calendar eacher use of virtual office hours for ndividualized help	46.7 44.0 45.7 44.0 48.3 41.3	20.0 23.0 14.0 23.0 22.3 18.7	12.0 12.7 10.0 9.0 10.3 13.3	7.7 10.0 6.7 4.0 6.3 5.3	6.7 2.3 3.3 5.7 2.0 3.3	3.0 4.3 8.3 6.0 5.0 9.3	

						_				
Managing child care for your student during DL	40.3	17.0	14.7	10.7	20.7	Not a priority				
Managing the amount of time your student is on a screen (screen-time)	36.3	31.7	23.7	5.3	3.0	5.3% Low priority				
Opportunities for your student to engage in Social Emotional Learning (SEL)	46.0	29.3	19.0	4.3	1.3	6.9%			Essential priority	
Opportunities for your student to interact in real-time with his/her classmates	58.0	24.7	13.7	1.7	2.0	Medium priority	_		41.3%	
Opportunities for your student to complete multimedia and creative assignments/projects	22.0	28.7	33.0	11.3	5.0					
Having access to a teacher's schedule or calendar of your child's learning activities/assignments/projects	46.0	33.3	15.7	3.3	2.7	High priority 26.9%				
Opportunities for your student to receive individualize/1 on 1 support from the teacher(s)	51.7	27.3	16.0	4.3	1.0					
Receiving frequent progress updates from the teacher	45.3	33.0	14.3	6.3	1.3					
Receiving at-home tech support when needed	34.0	22.7	25.7	9.7	8.3					
Receiving parent education on DL strategies to support your student at home	35.3	23.0	22.3	12.0	7.7					
Average %	35.3 41.5	23.0	22.3 19.8	6.9	5.3					
Part 3: Possible School reopening Models	%									
A) Full Distance Learning	16.3	School Reope	ning Models							
B) Blended Learning	63.8									
C) Other	19.9									
-,		C) Other				A) Full D				
		19.9%					16.3%			
						B) Blended L	earning			
							63.8%			

CHS Distance Learning: End of Year Parent Feedba Total Participants: 9						
Part 1: DL - What's Working/What's Not	Strongly Agree	Agree	Disagree	Strongly Dissagree		
The school administration is doing a good job of communicating during this crisis.	7	1	0	0		
Teachers and other staff are doing a good job of communicating during this crisis.	8	0	0	0		
The schedules provided by my teachers are working for my child.	6	2	0	0		
My student continues to receive regular contact from school staff.	8	0	0	0		
My student receives the social emotional support as needed.	4	4	0	4		
Finding information/assignments from teachers and classes is clear and easy to navigate.	4	4	0	0		
Student workload and time spent on schoolwork is appropriate under the current circumstances.	3	4	1	0		
The rigor of assignments or projects is appropriate for my child.	3	5	0	0		
My student finds the lessons provided to be engaging.	2	5	1	0		
My student is continuing to receive feedback about their learning.	4	4	0	0		
Average # of Responses	4.9	2.9	0.2	0.4		
Part 2: DL Practices	Extremely helpful	Very helpful	Helpful	Somewhat helpful	Not at all helpful	
Frequent teacher-to-student communications (verbal, text/chat, video, etc)	7	0	1	0	0	
Teacher use of live (synchronous) video-based instruction	3	4	0	0	0	
Teacher use of pre-recorded (asynchronous) video- based instruction	4	0	0	0	0	
Teacher use of supplemental online learning programs (in addition to core curriculum)	4	4	0	0	0	
Teacher use of Google Applications (e.g. Google Classroom, Google Docs, Google Slides, etc.)	5	3	0	0	0	

% 62.5 37.5 0	School Reop	ening Models				
62.5	School Reop	ening Models				
	School Reop	ening Models				
%						
1.3	2.4	0.1	1.5	2.7		
1	3	0	1	3		
1	2	0	1	4		
2	5	0	1	0		
3	1	0	4	0		
2	1	0	5	0		
1	5	1	0	1		
0	2	0	2	4		
1	2	0	1	4		
1	2	0	0	5		
1	1	0	0	6		
Essential priority	High priority	Medium priority	Low priority	Not a priority		
3.9	1.8	0.1	0.0	0.4		
6	0	0	0	1		
•		•				
			-	-		
g	0	0	0	0		
2	1	0	0	1		
4	3	0	0	1		
	2 3 1 6 3.9 Essential priority 1 1 1 1 0 1 2 3 2 1 2 1 1 2 3 2 1 1 1 2 3 2 1 1 1 2 3 2 1 1 1 2 3 2 1 1 1 1 1 2 3 2 1 1 1 1 1 1 1 1 1 1 1 1 1	4 3 2 1 3 0 1 1 6 0 3.9 1.8 Essential priority High priority 1 1 1 2 1 2 1 2 1 2 1 2 1 5 2 1 3 1 2 5 1 2 1 2 1 5 2 1 3 1 2 5 1 2 1 3 1 2 1 3 1 3 1 3 1 3 1.3 2.4	4 3 0 2 1 0 3 0 0 1 1 0 6 0 0 3.9 1.8 0.1 Essential priority High priority Medium priority 1 1 0 1 2 0 1 2 0 1 2 0 1 2 0 1 2 0 1 1 0 1 1 0 1 2 0 1 1 0 1 2 0 1 5 1 2 1 0 3 1 0 2 5 0 1 2 0 1 3 0 1.3 2.4 0.1	4 3 0 0 2 1 0 0 3 0 0 0 1 1 0 0 6 0 0 0 3.9 1.8 0.1 0.0 Essential priority High priority Medium priority Low priority 1 1 0 0 1 2 0 0 1 2 0 1 0 2 0 1 1 2 0 1 1 2 0 1 0 2 0 2 1 5 1 0 2 1 0 4 2 5 0 1 1 3 0 1 1 3 0 1 1.3 2.4 0.1 1.5	4 3 0 0 1 2 1 0 0 1 3 0 0 0 0 1 1 0 0 1 6 0 0 0 1 6 0 0 0 1 6 0 0 0 1 6 0 0 0 1 6 0 0 0 1 6 0 0 0 1 6 0 0 0 1 3.9 1.8 0.1 0.0 0.4 1 1 0 0 6 1 1 0 0 6 1 2 0 1 4 0 2 0 1 4 1 5 1 0 1 2 1 0 4 0 3 1 0 1 4 1 3	4300121001300001100160001600013.91.80.10.00.411000.4Essential priorityHigh priorityMedium priorityNot a priority110061200512014020141510120141201413104310113101131011130131.32.40.11.52.7

