



**Missoula County Public Schools  
COVID -19 Staff Survey**

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## Executive Summary

In May 2020, the Missoula County Public Schools (MCPS) requested that a research team from the University of Montana's Department of Public Administration and Policy's Big Sky Poll conduct an online survey surrounding staff perceptions and experiences due to COVID-19.

The University of Montana's research team (Dr. Sara Rinfret, Shane St. Onge, Chuck Harris) created a ten minute online survey using Qualtrics, a survey software system. To obtain staff feedback, MCPS sent the University of Montana's survey link via text and email to 2,200 staff. Individuals who did not have access to the link were invited to complete the survey at one of the local schools on paper. MCPS were invited to provide their feedback from June 3-15, 2020. A reminder was sent to participants to increase response rates. Out of the 2,200 staff employed with MCPS, 532 responded for a response rate of 24 percent.

Although online surveys are scientifically rigorous, there are limitations. For example, the survey was sent at the end of the school year, a busy time for staff. Out of the 532 participants that responded, many opted to not answer all of the questions. Therefore, the sample size (N value) in the report tables vary. The online survey was also conducted in English, which would limit the participation of non-English speaking participants. We do not believe that these limitations overshadow the quality of information provided in this report.

The following report provides an overview of the demographic data of the respondents included in the survey and aggregate level data of responses per survey question. The statistical analysis of the survey data was conducted with the Statistical Package for the Social Sciences (SPSS). Tableau and NVivo software provided mechanisms to visualize open-ended survey responses. Missing values were omitted from analysis, resulting in a changing N value for each question.

This report suggests the following key findings.

- The highest percentage of participants for the MCPS survey were certified staff and those who work at Big Sky, Hellgate and Sentinel (the district's largest three schools).
- MCPS staff were satisfied with the level of frequency they heard from their supervisor and communication with school-based administrators.
- Staff prefer to receive communication via email, but with a text reminder.
- More resources and support is needed to for remote work.
- Fifty percent of respondents are concerned the impact COVID-19 will have on their school and district.

## Overview of Demographic Data

Approximately 532 MCPS staff participated in the COVID-19 survey. Table 1 illustrates the bulk of participants were certified staff (69.5%). The highest percentage of participants were from Big Sky and Sentinel High Schools.

**Table 1: MCPS Staff Demographic**

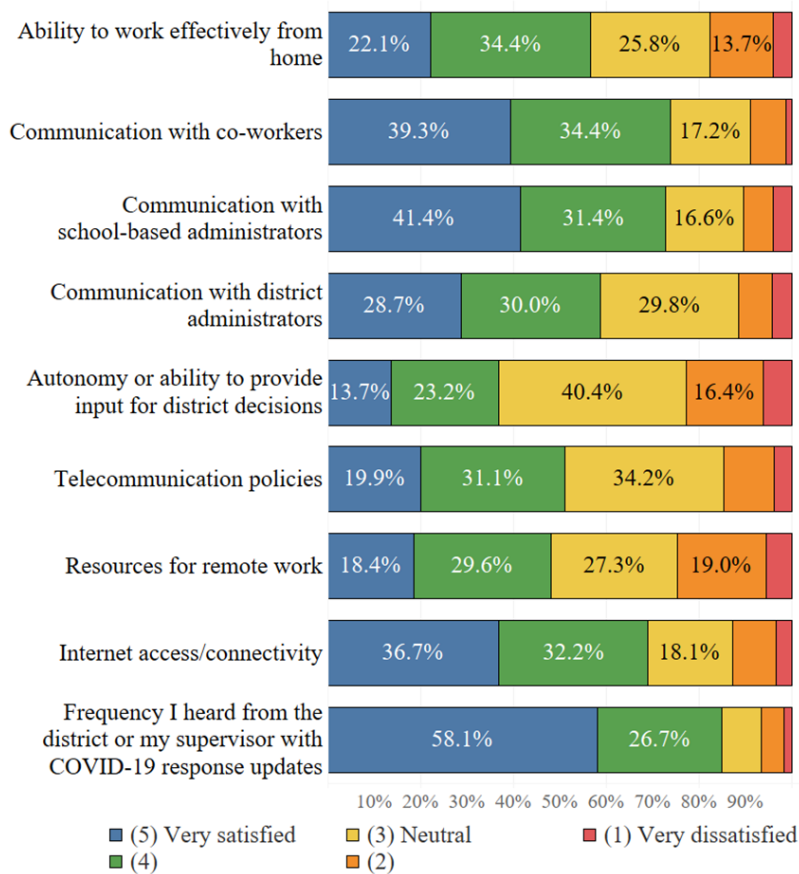
	<i>Survey Respondents</i>	<i>Percentage</i>
<i>Position Type</i>		
<i>Administrator/Supervisor</i>	15	2.9%
<i>Certified Staff</i>	354	69.5%
<i>Classified Staff</i>	129	25.3%
<i>Other</i>	11	2.2%
<i>Work Location</i>		
<i>Jefferson Early Learning Center</i>	10	2.1%
<i>Chief Charlo Elementary School</i>	24	5.0%
<i>Franklin Elementary School</i>	24	5.0%
<i>Hawthorne Elementary School</i>	25	5.2%
<i>Jeannette Rankin Elementary School</i>	15	3.1%
<i>Lewis and Clark Elementary School</i>	11	2.3%
<i>Lowell Elementary School</i>	17	3.6%
<i>Paxson Elementary School</i>	15	3.1%
<i>Rattlesnake Elementary School</i>	24	5.0%
<i>Russell Elementary School</i>	25	5.2%
<i>C.S. Porter Middle School</i>	15	3.1%
<i>Meadow Hill Middle School</i>	27	5.6%
<i>Washington Middle School</i>	33	6.9%
<i>Big Sky High School</i>	69	14.4%
<i>Hellgate High School</i>	36	7.5%
<i>Seeley Swan High School</i>	2	0.4%
<i>Sentinel High School</i>	56	11.7%
<i>Willard Alternative High School</i>	10	2.1%
<i>Program</i>		
<i>Central Kitchen</i>	1	0.2%
<i>Warehouse</i>	1	0.2%
<i>Maintenance Shop</i>	0	0.0%
<i>Administration Building</i>	14	2.9%
<i>Business Building</i>	7	1.5%
<i>Multiple Locations</i>	17	3.6%

## Examination of Aggregate Data

In addition to the demographic data, respondents were asked a series of questions related to their experiences due to COVID-19. These questions focused on job experience and satisfaction, well-being, and feedback for MCPS's reopening plan. We begin our examination with findings from questions surrounding job experience and satisfaction during COVID-19.

Specifically, Figure 1 visualizes the questions from the survey section on job satisfaction and experiences during COVID-19. Participants were asked to rank their experiences using the following scale: 1 (very dissatisfied) to 5 (very satisfied) with your current work at MCPS. The highest level of satisfaction (very satisfied) for MCPS staff were with the level of frequency they heard from their supervisor and communication with school-based administrators. However, approximately 14 percent of respondents are very satisfied with their ability to provide input into decision-making.

**Figure 1: Overview of Satisfaction & Experiences**



To offer additional analysis, Tables 2-10 offer individual level data per question.

**Table 2: Ability to work effectively from home**

**N=512**

<b>Answer</b>	<b>Percentage</b>
(1) Very dissatisfied	<b>4.1%</b>
(2)	<b>13.7%</b>
(3) Neutral	<b>25.8%</b>
(4)	<b>34.4%</b>
(5) Very satisfied	<b>22.1%</b>

**Table 3: Communication with Co-workers**

**N=529**

<b>Answer</b>	<b>Percentage</b>
(1) Very dissatisfied	<b>1.3%</b>
(2)	<b>7.8%</b>
(3) Neutral	<b>17.2%</b>
(4)	<b>34.4%</b>
(5) Very satisfied	<b>39.3%</b>

**Table 4: Communication with school-based administrators**

**N=529**

<b>Answer</b>	<b>Percentage</b>
(1) Very dissatisfied	<b>4.2%</b>
(2)	<b>6.4%</b>
(3) Neutral	<b>16.6%</b>
(4)	<b>31.4%</b>
(5) Very satisfied	<b>41.4%</b>

**Table 5: Communication with district administrators**

**N=494**

<b>Answer</b>	<b>Percentage</b>
(1) Very dissatisfied	<b>4.5%</b>
(2)	<b>7.1%</b>
(3) Neutral	<b>29.8%</b>
(4)	<b>30.0%</b>
(5) Very satisfied	<b>28.7%</b>

**Table 6: Autonomy or ability to provide input for district decisions**

**N=505**

<b>Answer</b>	<b>Percentage</b>
(1) Very dissatisfied	<b>6.3%</b>
(2)	<b>16.4%</b>
(3) Neutral	<b>40.4%</b>
(4)	<b>23.2%</b>

(5) Very satisfied	13.7%
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**Table 7: Telecommunication policies****N=512**

Answer	Percentage
(1) Very dissatisfied	3.9%
(2)	10.9%
(3) Neutral	34.2%
(4)	31.1%
(5) Very satisfied	19.9%

**Table 8: Resources for remote work****N=510**

Answer	Percentage
(1) Very dissatisfied	5.7%
(2)	19.0%
(3) Neutral	27.3%
(4)	29.6%
(5) Very satisfied	18.4%

**Table 9: Internet access/connectivity****N=518**

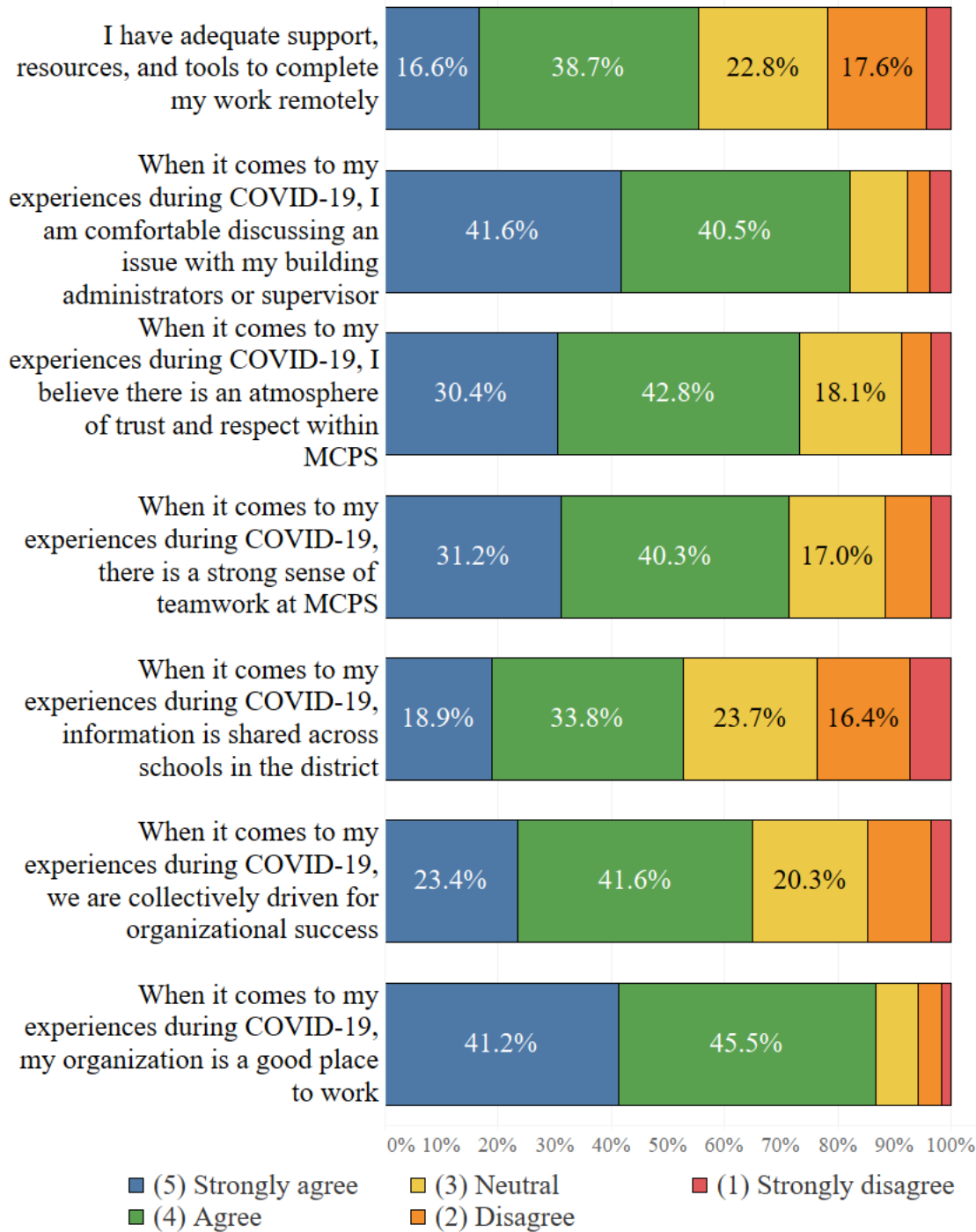
Answer	Percentage
(1) Very dissatisfied	3.5%
(2)	9.5%
(3) Neutral	18.1%
(4)	32.2%
(5) Very satisfied	36.7%

**Table 10: The frequency which I heard from the district or my supervisor with updates about our COVID-19 response****N=532**

Answer	Percentage
(1) Very dissatisfied	1.9%
(2)	4.9%
(3) Neutral	8.5%
(4)	26.7%
(5) Very satisfied	58.1%

To better understand staff experiences during COVID-19, a series of questions were asked, using the following scale to evaluate a respondent’s level of agreement: 1 (strongly disagree) to 5 (strongly agree). Figure 2 suggests approximately 41 percent of respondents strongly agree their organization is a good place to work. However, only 16 percent strongly agree they have the adequate support, resources, and tools to complete their work remotely.

**Figure 2: Overview of Staff Experiences during COVID-19**





To offer individual data for each of the responses in Figure 2, Tables 11-18 illustrate additional insight. Please note, however, Table 18 demonstrates the preference of respondents to receive their news.

**Table 11: I have adequate support, resources, and tools to complete my work remotely**

N=517

Answer	Percentage
Strongly disagree	4.3%
Disagree	17.6%
Neutral	22.8%
Agree	38.7%
Strongly agree	16.6%

**Table 12: When it comes to my experiences during COVID-19, I am comfortable discussing an issue with my building administrators or supervisor**

N=519

Answer	Percentage
Strongly disagree	3.7%
Disagree	4.0%
Neutral	10.2%
Agree	40.5%
Strongly agree	41.6%

**Table 13: When it comes to my experiences during COVID-19, I believe there is an atmosphere of trust and respect within MCPS**

N=519

Answer	Percentage
Strongly disagree	3.5%
Disagree	5.2%
Neutral	18.1%
Agree	42.8%
Strongly agree	30.4%

**Table 14: When it comes to my experiences during COVID-19, there is a strong sense of teamwork at MCPS**

N=519

Answer	Percentage
Strongly disagree	3.5%
Disagree	8.1%
Neutral	17.0%
Agree	40.3%
Strongly agree	31.2%

**Table 15: When it comes to my experiences during COVID-19, information is shared across schools in the district**

**N=518**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	7.1%
Disagree	16.4%
Neutral	23.7%
Agree	33.8%
Strongly agree	18.9%

**Table 16: When it comes to my experiences during COVID-19, we are collectively driven for organizational success**

**N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	3.5%
Disagree	11.2%
Neutral	20.3%
Agree	41.6%
Strongly agree	23.4%

**Table 17: When it comes to my experiences during COVID-19, my organization is a good place to work**

**N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	1.5%
Disagree	4.1%
Neutral	7.5%
Agree	45.5%
Strongly agree	41.2%

Table 18 illustrates the preference of how respondents want to learn about MCPS news. The vast majority prefer email. However, “other” responses stated MCPS would send an email that accompanied a text to alert them of it.

**Table 18: What is your preference to learn about MCPS news?**

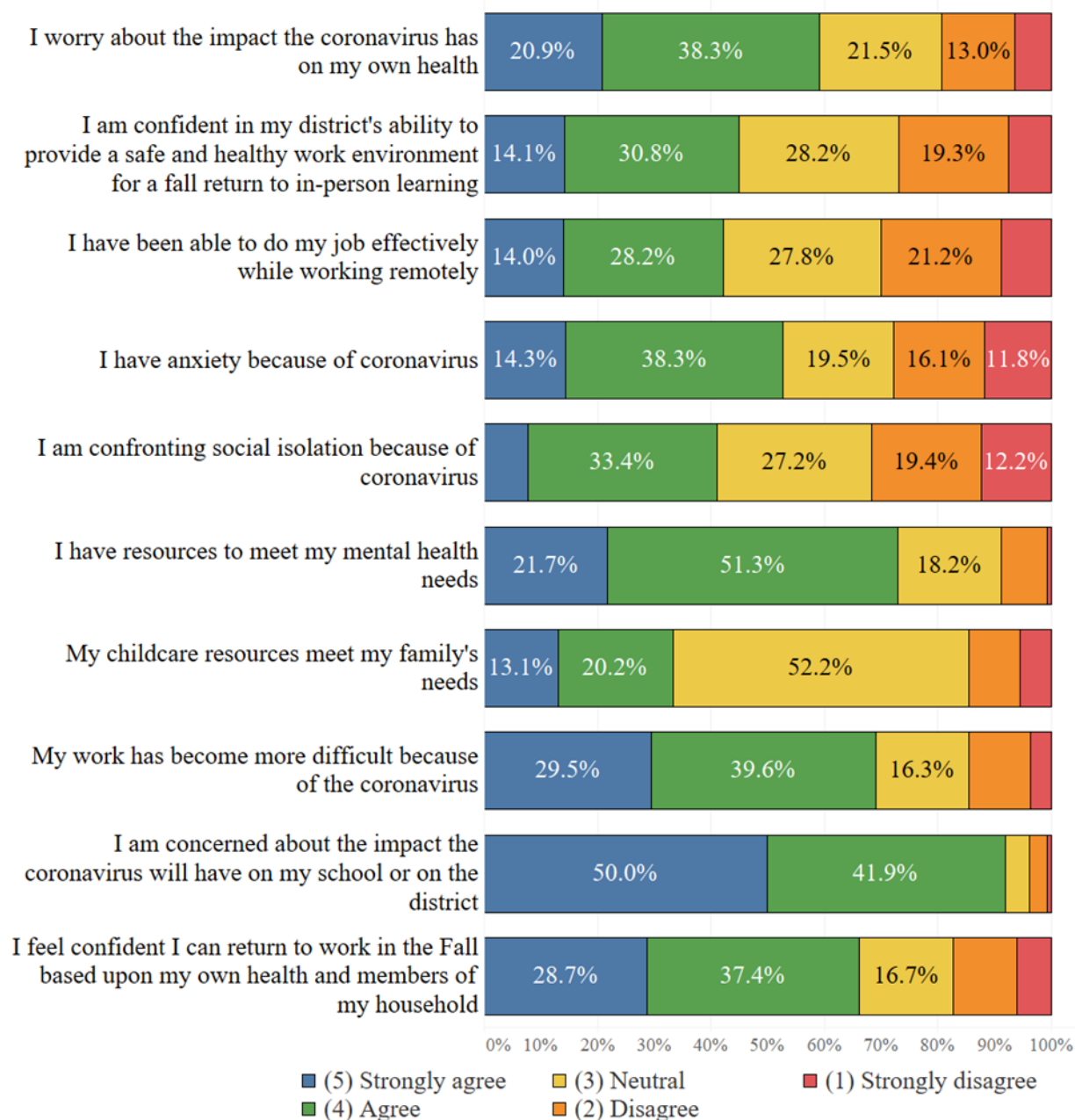
**N=515**

<b>Answer</b>	<b>Percentage</b>
Email	83.3%
Text	13.8%
Website	0.8%
Newsletter	0.4%
App	0.4%
Flyers	0.0%
Social Media	0.0%
Other*	1.4%

## Section II: Wellbeing

To better understand staff experiences during COVID-19, a series of wellbeing questions were asked, using the following scale to evaluate a respondent's level of agreement: 1 (strongly disagree) to 5 (strongly agree). Figure 3 suggests 50 percent of respondent strongly agree that they are concerned about how COVID-19 will impact their school or district. Almost 30 percent of respondents also believe their work has become more difficult. However, approximately 72 percent are in agreement they have resources to meet their mental health needs.

**Figure 3: Overview of Staff Wellbeing during COVID-19**



Tables 19-28 illustrate the respondents for each of the individual questions from Figure 3.

**Table 19: I worry about the impact the coronavirus has on my own health**

**N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>6.4%</b>
Disagree	<b>13.0%</b>
Neutral	<b>21.5%</b>
Agree	<b>38.3%</b>
Strongly agree	<b>20.9%</b>

**Table 20: I am confident in my district's ability to provide a safe and healthy work environment for a fall return to in-person learning**

**N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>7.5%</b>
Disagree	<b>19.3%</b>
Neutral	<b>28.2%</b>
Agree	<b>30.8%</b>
Strongly agree	<b>14.1%</b>

**Table 21: I have been able to do my job effectively while working remotely**

**N=514**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>8.8%</b>
Disagree	<b>21.2%</b>
Neutral	<b>27.8%</b>
Agree	<b>28.2%</b>
Strongly agree	<b>14.0%</b>

**Table 22: I have anxiety because of coronavirus**

**N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>11.8%</b>
Disagree	<b>16.1%</b>
Neutral	<b>19.5%</b>
Agree	<b>38.3%</b>
Strongly agree	<b>14.3%</b>

**Table 23: I am confronting social isolation because of coronavirus****N=515**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>12.2%</b>
Disagree	<b>19.4%</b>
Neutral	<b>27.2%</b>
Agree	<b>33.4%</b>
Strongly agree	<b>7.8%</b>

**Table 24: I have resources to meet my mental health needs****N=517**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>0.8%</b>
Disagree	<b>8.1%</b>
Neutral	<b>18.2%</b>
Agree	<b>51.2%</b>
Strongly agree	<b>21.7%</b>

**Table 25: My childcare resources meet my family's needs****N=496**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>5.4%</b>
Disagree	<b>9.1%</b>
Neutral	<b>52.2%</b>
Agree	<b>20.2%</b>
Strongly agree	<b>13.1%</b>

**Table 26: My work has become more difficult because of the coronavirus****N=515**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>3.7%</b>
Disagree	<b>10.9%</b>
Neutral	<b>16.3%</b>
Agree	<b>39.6%</b>
Strongly agree	<b>29.5%</b>

**Table 27: I am concerned about the impact the coronavirus will have on my school or on the district****N=515**

<b>Answer</b>	<b>Percentage</b>
Strongly disagree	<b>0.8%</b>
Disagree	<b>3.1%</b>
Neutral	<b>4.3%</b>
Agree	<b>41.9%</b>
Strongly agree	<b>50.0%</b>

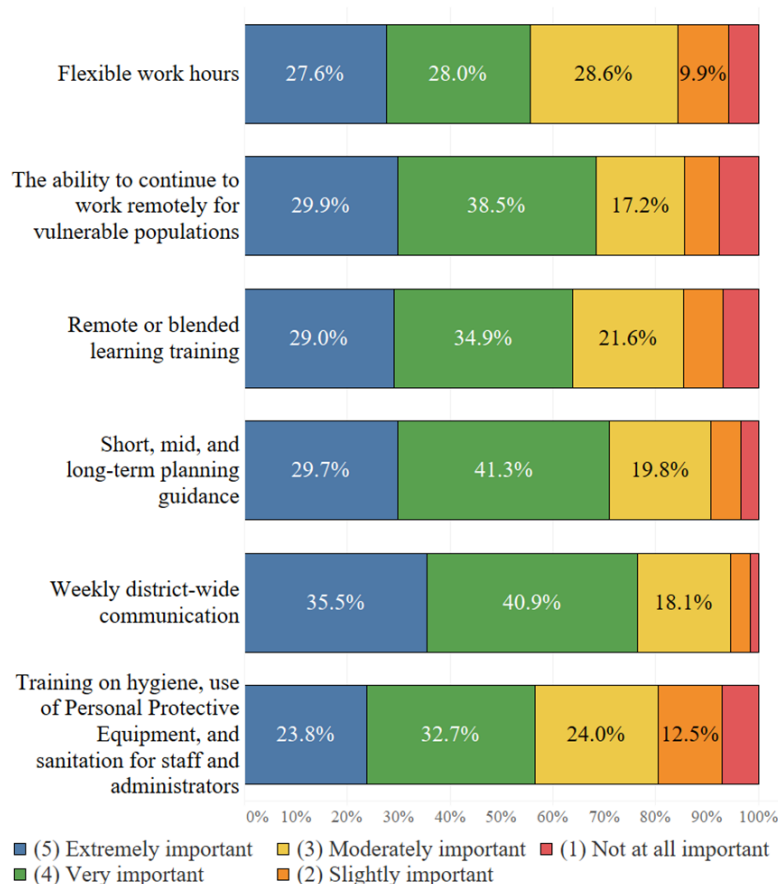
**Table 28: I feel confident I can return to work in the fall based upon my own health and members of my household**

N=516

Answer	Percentage
Strongly disagree	6.0%
Disagree	11.2%
Neutral	16.7%
Agree	37.4%
Strongly agree	28.7%

To examine the importance staff services, a series of questions asked respondents to rate how important a service is to their own personal well-being. Questions were asked, using the following scale to evaluate a respondent's level of importance, 1 (Not at all important) to 5 (Extremely important). Figure 4 suggests more than 35% of respondents believe weekly district-wide communication is extremely important. It also shows that 68.4% of staff feel that the ability to continue to work remotely for vulnerable populations is very or extremely important. By way of comparison, the respondents were mixed in their level of importance for flexible work hours.

**Figure 4: Overview of Services**



To delve more deeply into the individual questions examined in Figure 4, Tables 29- 34 offer additional insight.

**Table 29: Flexible work hours**

**N=514**

<b>Answer</b>	<b>Percentage</b>
Not at all important	<b>5.8%</b>
Slightly important	<b>9.9%</b>
Moderately important	<b>28.6%</b>
Very important	<b>28.0%</b>
Extremely important	<b>27.6%</b>

**Table 30: The ability to continue to work remotely for vulnerable populations**

**N=512**

<b>Answer</b>	<b>Percentage</b>
Not at all important	<b>7.6%</b>
Slightly important	<b>6.8%</b>
Moderately important	<b>17.2%</b>
Very important	<b>38.5%</b>
Extremely important	<b>29.9%</b>

**Table 31: Remote or blended learning training**

**N=510**

<b>Answer</b>	<b>Percentage</b>
Not at all important	<b>6.9%</b>
Slightly important	<b>7.6%</b>
Moderately important	<b>21.6%</b>
Very important	<b>34.9%</b>
Extremely important	<b>29.0%</b>

**Table 32: Short, mid, and long-term planning guidance**

**N=511**

<b>Answer</b>	<b>Percentage</b>
Not at all important	<b>3.3%</b>
Slightly important	<b>5.9%</b>
Moderately important	<b>19.8%</b>
Very important	<b>41.3%</b>
Extremely important	<b>29.7%</b>

**Table 33: Weekly district-wide communication**

N=513

Answer	Percentage
Not at all important	1.6%
Slightly important	3.9%
Moderately important	18.2%
Very important	40.9%
Extremely important	35.5%

**Table 34: Training on hygiene, use of Personal Protective Equipment, and sanitation for staff and administrators**

N=513

Answer	Percentage
Not at all important	7.0%
Slightly important	12.5%
Moderately important	24.0%
Very important	32.7%
Extremely important	23.8%

### Section III: Open-Ended

In our final section, respondents had the option to offer their own perspectives for two questions:

If you had to identify one thing you need to be successful going into the fall, what would it be?

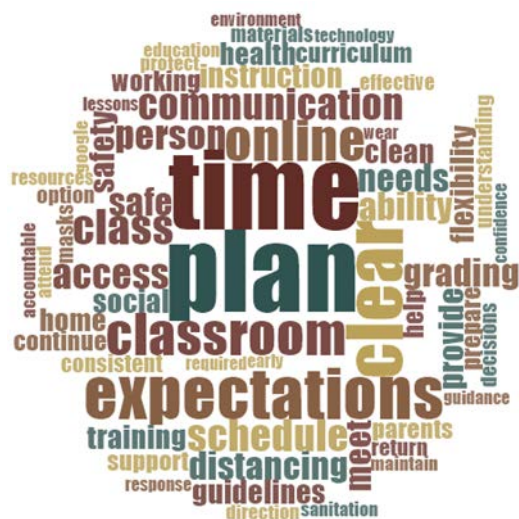
What could the District's leadership team do to be more effective in our response to COVID-19?

Our research team used the qualitative software to detect consistent themes in the responses. This software, NVivo, generates word clouds. Within the word cloud, the larger words identify consistent themes across the data (Figures 5 and 6).



**Figure 5: If you had to identify one thing you need to be successful going into the fall what would it be?**

N=433



#### Top 10 Words

Theme	Count
Plan	85
Time	83
Clear	58
Expectations	52
Classroom	42
Online	41
Class	34
Schedule	31
Communication	30
Access	29

To better understand the respondent's beliefs in using these words, we offer some example responses listed below. These examples are in the words of the respondents.

#### *Plan*

- A chance to plan as early as possible for whatever school will look like.
- A clear plan for keeping my students safe AND learning effectively.
- A concrete plan for the inevitable.
- A set plan and contingency plans.
- A succinct and measurable plan which is predictable for families and staff.

#### *Time*

- A realistic time period allotted for cleaning and disinfecting.
- Adequate time to plan. That means having 2 - 3 options for fall right away.

- Early confirmed plans as to how school will look. I need time to prepare for a smooth beginning.
- If we are expected to do both online and face to face, we need TIME to put it together each week.
- Longer lead time so I can plan accordingly and create meaningful assignments for students. I'm a very organized person, so getting policy decisions with two-week windows or even shorter inhibited me at times.

### *Clear*

- Clear expectations that need to be followed.
- A clear (clear as can be) understanding of what will be expected of teachers/families.
- A clear plan, with support from my coworkers and admin.
- Clear and concise guidelines and criteria for student and staff expectations.
- Clear communication from our building principal.

### *Expectations*

- Student access to technology to ensure we can maintain high expectations in a remote learning environment.
- A clear explanation of the expectations surrounding my job responsibilities - working in multiple buildings, I am concerned with both how I will keep myself and my colleagues safe, but also how I will be able to complete the work of my job.
- A clear plan or guiding statement on learning expectations for students. Everything else is all the detail work that is guided by that one philosophy or plan.
- Clear communication on expectations.
- Expectations of what is to be expected of us.

### *Classroom*

- Being able to be in a classroom setting. With proper sanitation, I think it will be possible to bring kids back into the classroom. I worry about mental health for both students and staff if the school year starts online.
- Clarity on classroom and school routines, schedules, numbers of students in the classroom at a time, etc.
- Knowing whether to prepare a face-to-face classroom or online classroom.
- When I come into work I want my building and classroom to be clean and sanitized. It is not getting cleaned enough, and I'm not sure why but that has to be stepped up greatly.
- I would like to request smaller class loads. I consistently teach the most students in the school. I have 180 students enrolled in my classes this Fall. This presents added stress for both remote learning and in classroom teaching.

### *Online*

- Better resources to use online and many unapproved websites need to be approved.
- Curriculum that can be used easily online.
- Confidence that all of my students can access my online materials from home.

- Fully prepared online lesson plans.
- If we are online, we need a common digital platform with existing digital resources. It takes forever to make online assignments.

### *Class*

- Being able to create a community of learners with ALL of my class present whether that is all online or all in class.
- Concerns about social distancing and children - we need smaller class sizes.
- Reduced class sizes - maybe a cap of 25 students? I have a big room, so I would be OK, others might not.
- To the extent possible, face to face classes are much better.
- Facilities in all areas being adequately sanitized daily and throughout the day in conjunction to classrooms having adequate sanitation wipes for after each class.

### *Schedule*

- A clear idea of what the schedule is going to be at the START of August at the latest- if the district has different schedules for the high school, middle schools, and elementary schools I will need time to figure out how we are going to manage if I am expected to be in my building.
- Important for us to have flexibility with our schedules or a clear plan in place (as early as possible) to coordinate teaching times and childcare.
- I work with special education students and if we go to alternate days having kids at school on consistent days/week would be much easier to schedule due to going to multiple schools.
- Making sure that my schedule matches my children's schedule who also attend MCPS schools
- The ability to manage my own work schedule and also be available for my kids if we go to a split schedule.

### *Communication*

- A better way to communicate with my students. I use email, text, phone calls and none of it is streamlined. My students need training on how to access the best communication methods as well.
- Continued communication.
- Ensure that district communication is received and understood and comfortable for ALL families.
- Updated communication as it relates to my school, my position and the staff. Lots of communication has been communicated but it seems to be solely directed to teaching staff leaving a lot of us wondering about expectations, requirements and consistency for all schools.
- More communication about a plan about how to safely return to school.

### Access

- A way to ensure students have genuine access to art supplies (I am an art teacher) and resources to work online if we are online or even blended.
- Ability to access curriculum/tech based (for both teacher and student) resources that cost a good amount of money.
- Access for all students
- Having access to sanitary environments without fear of contamination, or if remote learning is an option, access to a laptop
- More access to online district resources. Paras are limited to what online teaching materials we can access.

**Figure 6: What could the District’s leadership team do to be more effective in our response to COVID-19?**

N=361



**Top 10 Words**

<b>Theme</b>	<b>Count</b>
Communication	<b>75</b>
Plan	<b>63</b>
Timely	<b>63</b>
Decisions	<b>40</b>
Informed	<b>35</b>
Online	<b>33</b>
Response	<b>32</b>
Expectations	<b>30</b>
Training	<b>29</b>
Require	<b>26</b>

***Communication***

- Be transparent and communicate with staff - the district seems to always wait until the last minute to solidify its plan and inform its staff members. The unknown and uncertainty create anxiety.
- Better communication from the district level and a genuine invitation for input that will be valued and used in decision-making (not solicited for optics only).
- Communicate directly with staff instead of disseminating it through principals who pick and choose when and what information they are going to choose to give to their staffs.
- Communicate! Many teams across the district did not receive any communication for weeks at a time from their supervisors. Then when communication did occur it was presented in a "Do this! Do That!" manner.
- Communication, it is needed to be more open. We need to be more proactive and less reactive with everything in the district. The more knowledge we have before hand the better things can be planned and be prepared for.

***Plan***

- A succinct and measurable plan which is predictable for families and staff.
- Actually make a plan. There are so many meetings and documents, but nothing seems to come together to actually have a plan moving forward.
- Get a plan in place as soon as possible so teacher planning can begin.
- Have contingency plans clearly communicated to staff and families in August about how decisions will be made during the year with respect to in-person vs. blended vs. remote learning.
- We still have many at-risk students that are unable or unwilling to work digitally. Planning for those students needs should be a priority.

***Timely***

- Be very forthright and as timely as possible for expected fall routines. The sooner we can anticipate and prepare the better the learning and working environments can be.

- Continue communicating in a timely manner. Considering this was a situation that no one could've predicted or expected, I was happy with district communication and transparency.
- Get information out and decisions made as timely as possible.
- Give us lots of time ahead of the game to know what the plans will be for the upcoming year. I think it is best to start cautious and see how things progress.
- Make decisions in a timely manner that is consistent across the district

### *Decisions*

- Transparency in and ongoing communication of decision-making processes.
- Continue to base decisions on the safety and welfare of our students and staff and not on political pressures.
- Explain reasoning for District decisions more clearly to the public so that teachers are not put in the position of defending MCPS.
- More streamlined and efficient process of decision making regarding policy and procedures from the district level.
- Please solicit responses from all staff to make thoughtful decisions.

### *Informed*

- Keep families informed as things progress.
- Share all materials with all schools of the same age range. same with information. Be transparent and fair.
- Continue to keep everyone informed about what is happening.
- Increase the information given to certificated staff. We have too many staff members who don't "believe" COVID-19 exists. These same staff members share these thoughts with students.
- Getting the information to the employee that they need to plan for their tasks under the circumstances without micromanaging them

### *Online*

- Educate parents and students on how to use online learning platforms.
- I am very concerned about the lack of engagement from the students I worked with. Online learning just didn't seem to work for them for a number of reasons.
- I could just use more support figuring out how to use the online platform and calibrating the work load I give students and myself to be healthy and appropriate. What's hard is how wide the range of student situations is, and how this gap will likely be even wider by the fall.
- If remote learning continues, the district needs to emphasize the importance of education and that every student needs to be completing assignments and participating in the online environment.
- Provide online learning resources.

### *Response*

- More unification of response across grade level bands in the district (a more unified approach from all three high schools or middle schools).

- Please solicit responses from all staff to make thoughtful decisions.
- The district has done an outstanding job in their response to COVID-19.
- I felt like the communication was great, timeliness of information was great, the scope of the response was wide and encompassed everyone. I guess I would think about how we communicate with families about educating their children in general.

### ***Expectation***

- Continue to ensure consistent expectations/implementation at all schools in regards to policies, etc.
- Even though our HS admin teams met weekly (maybe even more), it didn't seem like we were all on the same page with student expectations at each HS.
- Perhaps sharing expectations when you have them ready rather than waiting until right before the school year starts to share them? That way teachers can plan and adjust accordingly.
- Provide an outline as early as possible containing expectations for grading procedures.
- It would be helpful if we could have more consistent expectations for students and stick to them.

### ***Training***

- Have training for all staff that work in our district. Be online videos.
- I would love to see some district sponsored training specifically for online learning. Free for teachers to take and prepare.
- Consider parent/student training opportunities to ensure that families are equipped to meet the educational needs of their students.
- Create videos to train parents on how to use their view of Google Classroom, or teach them during parent evenings.
- Take into consideration that not all staff are equipped to work from home. I ended up having to travel to work almost everyday. If we are going to be expected to continue with remote learning, please give us training and the proper equipment/internet to do so.

### ***Require***

- Require employees to check email regularly and use as the default communication.
- Make sure students know what they are **REQUIRED** to do as far as participation in school. There needs to be strong language used to make sure everyone is aware of their role in the success in this new format for school.
- Provide masks to students, limited the number of students per teacher, and require hand washing. All students need to follow these rules and the rules need to be enforced.
- Require masks and distance, for employees and for students and visitors to buildings. This would be the single most effective step in protecting one another, if it were universal.

- Require something, anything from our students. If we do remote learning attendance in virtual classes should be required, just as attendance is required in normal circumstances.