



**School Board Special Meeting
Monday, April 26, 2021; 5:00 PM
ECC 348 and Virtual**

- I. Determination of Quorum and Call to Order**
- II. Closed Session**
 - A. Teacher Negotiations **(5:00–5:30)**
- III. Consent (5:30-5:35)**
 - A. Concord Elementary Playground Improvements – Equipment
 - B. Concord Elementary Playground Improvements – Installation
- IV. Action**
 - A. Candidate Slate **(5:35-6:20)** *(walked in)*

Description: School Exec Connect will provide a slate of candidates for Board review and approval of those candidates to be interviewed April 27 and 28.

Presenter(s): School Exec Connect

Recommendation: Approve the slate of candidates.
- V. Report and Discussion**
 - A. COVID and Model Update **(6:20-7:30)**

Description: This report contains a summary of the Spring Survey administered to students in grades 4-12, licensed staff and parents. The information it provides is critical to the need of administration to monitor progress and refine the next steps of continuous improvement in the design of our learning models.

Presenter(s): Nick Kelley, Assistant Bloomington Public Health Administrator; Mary Heiman, Health Services Coordinator; Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; and Community Education, Early Learning, Elementary, Middle School and High School staff
- VI. Board Chair Updates**
- VII. Superintendent Updates**
- VIII. Adjournment**



Board Meeting Date: 4/26/2021 Special

TITLE: Concord Elementary School Playground Improvements- Equipment

TYPE: Consent

BACKGROUND: The Concord Elementary School Playground Improvements Project is a continuation of the Long-Term Facilities Maintenance Plan. This project is part of the pre-negotiated State Contract. Attached is a letter from Anderson-Johnson Associates, Inc. which details their recommendation of Landscape Structures for the equipment portion of this project. Anderson-Johnson Associates, Inc. and the administration recommend that the bid from Landscape Structures be accepted.

RECOMMENDATION: Approve the attached recommendation from Anderson-Johnson Associates, Inc. for the Concord Elementary School Playground Equipment.

PRIMARY ISSUE(S) TO CONSIDER: Concord Elementary School Playground Improvement Project

ATTACHMENTS:

1. Report (Anderson-Johnson Associates, Inc. Recommendation Letter)
2. Landscape Structures Bid for equipment

SITE PLANNING | LANDSCAPE ARCHITECTURE | CIVIL ENGINEERING

7575 Golden Valley Road | Suite 200 | Minneapolis, MN 55427

763-544-7129 | ajainc.net



ANDERSON - JOHNSON ASSOCIATES, INC.

A  BOLTON & MENK COMPANY

April 20, 2021

Eric Hamilton
Edina Public Schools - ISD 273
5701 Normandale Road
Edina, MN 55424

Re: Concord Elementary School Playground Improvements – **Play Surfacing & Equipment**

Dear Eric,

Proposals were received from Flagship Recreation and Landscape Structure for the Concord Elementary School Playground Improvements project. We have worked with both companies on several projects and feel comfortable with their capacity to perform on this project and their ability to complete the project in a timely manner. AJA recommends requesting Purchase Orders for the following work:

Play Equipment	
Landscape Structures	\$253,369.41
MN State Contract #119795	
Play Surfacing & Installation	
Flagship Recreation	\$96,794.75
MN State Contract #119795	

If you have any questions or need any other information, please do not hesitate to contact our office.

Sincerely,

Anderson-Johnson Associates (a Bolton & Menk company)

A handwritten signature in black ink, appearing to read 'JP', with a large, stylized flourish below it.

Jay R. Pomeroy, PLA

cc: John Toop, Director of Business Services – ISD 27

Attached: Flagship Recreation Proposal
Landscape Structures proposal



Please Make PO's & Contracts Out To:

Landscape Structures
601 7th St. S
Delano, MN 55328

Please Remit Payment To:

Landscape Structures
601 7th St. S
Delano, MN 55328

We are pleased to submit this proposal to supply the following products/services:

[illegible]

Quotes from Flagship Recreation, Inc. are subject to current Flagship Recreation, Inc. policies as well as Terms & Conditions, Inclusions & Exclusions outlined below unless noted otherwise on this quote. Changes are subject to price adjustment. Sales tax, if applicable, will be applied unless a tax-exempt certificate is provided at the time of order entry. Customer deposits, if required, must be received before orders will be entered & installation scheduled. Purchases in excess of \$1,000.00 must be supported by a formal Purchase Order made out to Landscape Structures, Inc.

Minnesota State Contract #119795

***Terms: Net 30 days; 1.5% finance charge on balances over 30 days**

Terms & Conditions

Contract: Seller's Copy of signed quote represents the contract between Seller and Buyer. This form supercedes all previous communications and negotiations and constitutes the entire agreement between the parties. Any changes to this contract are not binding unless jointly agreed in writing via Change Order.

Quantity: The quantity of merchandise and/or material to be delivered and/or installed shall not vary from the amount specified unless a different amount is first agreed to via Change Order. Changes are subject to price adjustment.

Pricing: Pricing is F.O.B factory. Current year pricing is honored on contracts completed prior to December 3, 2020. Contracts completed after this date are subject to price change.

Responsibility: Landscape Structures shall be responsible for any loss or damage to merchandise until delivered to Buyer at F.O.B destination point. Buyer is responsible for loss or damage thereafter.

Inspection: Merchandise shall be subject to Buyer's inspection within a reasonable time after the arrival at the ultimate destination. Upon inspection, it is the Buyer's responsibility to notify Flagship Recreation if merchandise does not meet requirements of the order.

Project Scope *(This Section For Quotes Including Installation)*

Inclusions:

- One Mobilization
- Public Utility Locates
- Unpacking of Play Equipment
- Assembly of Play Equipment
- Placing, Digging or Surface Mounting Equipment (as specified)
- Concrete for Play Equipment Footings
- Standard Insurance Offer (Detail Provided Upon Request)
- Standard Warranty Offer (Detail Provided Upon Request)
- Standard Wage Rates

Exclusions (Unless Specifically Quoted):

- Accepting & Unloading of Order Prior to Installation
- Storage or Security of Equipment
- Private Utility Locates (irrigation, low voltage, lighting, etc.)
- Additional Labor Due to Site Access. Require 8' Wide Clearance from Staging Area to Play Space.
- Additional Labor and/or Related Costs Due to Subsurface Conditions (Rock, Hardpan, Heavy Clay, Ground Water, etc.)
- Additional Labor and/or Related Costs Due to Working in Unstable Soils (Sand, Pea Rock, Mud, Poor Site Drainage, etc.)
- Offsite Removal of Spoils From Footing Holes or Other Excavation. Can be stockpiled for owner removal or left in play space
- Disposal of Packing Material. Can be Stockpiled for Owner Removal or Deposited in Owners Onsite Dumpster
- Removal of Existing Play Equipment, Border or Safety Surfacing Material
- Site Work of Any Kind. Exclusions include, site grading (owner to provide max slope of 1%), site restoration, drainage, etc.
- Border for Play Space
- Bonding of Any Type
- Permits of Any Kind

Please note, quotes including installation are based on site access and site conditions that have been conveyed to Landscape Structures by the owner/owner's representative and based on ideal conditions required to complete the project as quoted.

Unless addressed prior to the installation quote being issued or specifically documented herein, any issues encountered that impede the progress or completion of the project as quoted will result in additional charges.

Acceptance of Quotation:

Accepted By (Print)	Paul Domer - Principal	PO#:	
Signature:		Email:	Paul.Domer@edinaschools.org
Title:		Phone:	
Date:		Purchase Amount:	\$253,369.41





Board Meeting Date: 4/26/2021 Special

TITLE: Concord Elementary School Playground Improvements- Installation

TYPE: Consent

BACKGROUND: The Concord Elementary School Playground Improvements Project is a continuation of the Long-Term Facilities Maintenance Plan. This project is part of the pre-negotiated State Contract. Attached is a letter from Anderson-Johnson Associates, Inc. which details their recommendation of Flagship Recreation for the installation portion of this project. Anderson-Johnson Associates, Inc. and the administration recommend that the bid from Flagship Recreation be accepted.

RECOMMENDATION: Approve the attached recommendation from Anderson-Johnson Associates, Inc. for the Concord Elementary School Playground Installation.

PRIMARY ISSUE(S) TO CONSIDER: Concord Elementary School Playground Improvement Project

ATTACHMENTS:

1. Report (Anderson-Johnson Associates, Inc. Recommendation Letter)
2. Flagship Recreation bid for installation

SITE PLANNING | LANDSCAPE ARCHITECTURE | CIVIL ENGINEERING

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ANDERSON - JOHNSON ASSOCIATES, INC.

A  BOLTON & MENK COMPANY

April 20, 2021

Eric Hamilton
Edina Public Schools - ISD 273
5701 Normandale Road
Edina, MN 55424

Re: Concord Elementary School Playground Improvements – **Play Surfacing & Equipment**

Dear Eric,

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Sincerely,

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Jay R. Pomeroy, PLA

cc: John Toop, Director of Business Services – ISD 27

Attached: Flagship Recreation Proposal
Landscape Structures proposal

The logo for Flagship Recreation features a stylized sailboat with a teal sail and a dark blue hull. The word "flagship" is written in a bold, dark blue, sans-serif font, and the word "recreation" is written in a smaller, lighter blue, sans-serif font below it.

Ship To:	Please Make PO's & Contracts Out To:
Concord Elementary 5900 Concord Ave Edina, MN 55424	Flagship Recreation 11123 Upper 33rd St. N Lake Elmo, MN 55042
Bill To:	Please Remit Payment To:
Concord Elementary 5900 Concord Ave Edina, MN 55424	Flagship Recreation 11123 Upper 33rd St. N Lake Elmo, MN 55042

We are pleased to submit this proposal to supply the following products/services:

QTY	ITEM #	Description	UNIT PRICE	EXT. PRICE
1		Installation by Landscape Structures Certified Installers		\$53,419.75
1		Mobilization		\$500.00
1		Dumpster (disposal of packaging material & construction debris)		\$525.00
		Site Work - Excavation, Demo & Site Grading		General Contractor
		Concrete Border - 6"W x 12"D (LF)		General Contractor
		Concrete Flatwork - (Sq. Ft.)		General Contractor
20 Tons		Class V or Recycled Concrete (PIP base), Installation & Compaction		\$2,883.45
		Drain Tile - 4" Corrugated Pipe w/ Sock		General Contractor
10		Rubber Wear Mats (6 Swing & 4 Slide Mats)		\$1,514.35
13,991 SF		Geo Textile Fabric & Installation		\$3,709.36
648 CY		Engineered Wood Fiber (CY) - IPEMA Certified Playground Surfacing		\$23,520.38
		Blow-in Installation - 12" Compacted Depth.		
391 SF		Poured In Place or Turf (Sq. Ft.)		\$9,292.00
		Site Security for PIP		PTO or School
1		Payment & Performance Bonds		\$1,430.46
			Subtotal	\$96,794.75
			Freight	\$0.00
			Sales Tax	Tax Exempt Cert
			Total	\$96,794.75

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Minnesota State Contract #119795

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- Assembly of Play Equipment
- Placing, Digging or Surface Mounting Equipment (as specified)
- Concrete for Play Equipment Footings
- Standard Insurance Offer (Detail Provided Upon Request)
- Standard Warranty Offer (Detail Provided Upon Request)
- Standard Wage Rates

Exclusions (Unless Specifically Quoted):

- Accepting & Unloading of Order Prior to Installation
- Storage or Security of Equipment
- Private Utility Locates (irrigation, low voltage, lighting, etc.)
- Additional Labor Due to Site Access. Require 8' Wide Clearance from Staging Area to Play Space.
- Additional Labor and/or Related Costs Due to Subsurface Conditions (Rock, Hardpan, Heavy Clay, Ground Water, etc.)
- Additional Labor and/or Related Costs Due to Working in Unstable Soils (Sand, Pea Rock, Mud, Poor Site Drainage, etc.)
- Offsite Removal of Spoils From Footing Holes or Other Excavation. Can be stockpiled for owner removal or left in play space
- Disposal of Packing Material. Can be Stockpiled for Owner Removal or Deposited in Owners Onsite Dumpster
- Removal of Existing Play Equipment, Border or Safety Surfacing Material
- Site Work of Any Kind. Exclusions include, site grading (owner to provide max slope of 1%), site restoration, drainage, etc.
- Border for Play Space
- Bonding of Any Type
- Permits of Any Kind

Please note, quotes including installation are based on site access and site conditions that have been conveyed to Flagship Recreation by the owner/owner's representative and based on ideal conditions required to complete the project as quoted. Unless addressed prior to the installation quote being issued or specifically documented herein, any issues encountered that impede the progress or completion of the project as quoted will result in additional charges.

Acceptance of Quotation:

Accepted By (Print)	Paul Domer - Principal	PO#:	
Signature:		Email:	Paul.Domer@edinaschools.org
Title:		Phone:	
Date:		Purchase Amount:	\$96,794.75





Board Meeting Date: 4/26/2021 Special

TITLE: Superintendent Search: Candidate Slate

TYPE: Action

PRESENTER(S): School Exec Connect

BACKGROUND: School Exec Connect will provide to the Board a slate of candidates and for the Board to approve those candidates that will be interviewed on the 27th and 28th.

RECOMMENDATION: Approve the slate of candidates.

PRIMARY ISSUE(S) TO CONSIDER: Candidates for the superintendent position

ATTACHMENTS:

1. Candidates information, to be walked in

EDINA PUBLIC SCHOOLS SUPERINTENDENT SEARCH
CANDIDATE INFORMATION

DR. TIMOTHY ANDERSON

Professional Background

Position	Location	Dates
Principal, South View Middle School	Edina, MN	2016 – Present
Exec. Director, Learning and Teaching	Bloomington, MN	2014-2016
Director, Teaching and Learning	Bloomington, MN	2007-2014
Teacher, Social Studies, Jefferson HS	Bloomington, MN	2005-2007
Dean of Students, Jefferson HS	Bloomington, MN	2003-2005
		1998-2003
Teacher, Social Studies, Eden Prairie HS	Eden Prairie, MN	1997-1998
Adjunct Faculty, St. Mary's University	Winona, MN	2014-2015

Education

College/University	Degree
University of Minnesota	Doctor of Education
University of Minnesota	Master of Education
St. Olaf College	Bachelor of Arts
University of Minnesota	Principal, Superintendent Certification

DR. STACIE STANLEY

Professional Background Position	Location	Dates
Associate Superintendent	Eden Prairie, MN	2018-Present
Director of Curriculum, Assessment, Instruction, Support Services	Burnsville-Eagan-Savage MN	2016-2018
Director of Equity and Integrated Support Services	Burnsville-Eagan-Savage, MN	2014-2016
Principal, Central Park Elementary School	Roseville, MN	2011-2014
Principal, Emmet D. Williams Elem. School	Roseville, MN	2009-2013
Program Director, East Metro Integration District	Maplewood, MN	2007-2009
Teacher, East Metro Integration District	Maplewood, MN	2001-2007
Adjunct Faculty, Bethel University	St. Paul, MN	2010-Present

Education**College/University****Degree**

Bethel University	Doctor of Education
College of St. Catherine	Master of Education
College of St. Catherine	Bachelor of Science
College of St. Catherine	AAS Occupational Therapy
St. Mary's University	Principal, Superintendent Certification

DR. KENT PEKEL**Professional Background****Position****Location****Dates**

President and CEO, Search Institute	Minneapolis. MN	2012-Present
Exec. Director, College Readiness Consortium, Univ. Of MN	Minneapolis, MN	2006-2012
Senior Associate for Policy		
Natl. Center on Educ. And Economy	Washington, DC	2005-2006
Exec. Director, Research and Development		
St. Paul Public Schools	St. Paul, MN	2000-2005
Special Assistant to the Deputy Secretary		
U.S. Department of Education	Washington, DC	1998-2000
Special Assistant to the Deputy Secretary		
U.S. Department of State	Washington, DC	1996-1998
White House Fellow and Special Assistant		
To Director, Central Intell. Agency	Washington, DC	1995-1996
Teacher, High School, Bloomington PS	Bloomington, MN	1993-1995
Teacher, Huazhong Normal University	Wuhan, China	1990-1992

Education**College/University****Degree**

University of Minnesota	Doctor of Education
Harvard University	Master of education
Yale University	Bachelor of Arts

DR. RANDAL SMASAL

Professional Background

Position	Location	Dates
Assistant Superintendent	Edina, MN	2020-Present
Director of Teaching and Learning	Edina, MN	2012-2020
Associate Superintendent of Learning	Rockwood, MO	2011-2012
Director of Secondary Curriculum, Instruction and Assessment Anoka-Hennepin School District	Anoka, MN	2009-2011
Teaching and Learning Specialist for Secondary Science, AH School Dist.	Anoka, MN	2004-2009
Teacher, Science, Champlin Park HS Anoka-Hennepin School District	Anoka, MN	1996-2004
Teacher, Science, Roosevelt Middle School Anoka-Hennepin School District	Anoka, MN	1992-1996
Consultant, Rockwood Public Schools	Rockwood, MO	2010-2011
Consultant, MN Department of Education	Roseville, MN	2009-2010
Adjunct Professor, Bethel University	St. Paul, MN	2009-2010
Adjunct Professor, Concordia University	St. Paul, MN	2019-2020
Adjunct Professor, Hamline University	St. Paul, MN	2012-2019

Education

College/University	Degree
Sr. Cloud State University	Doctor of Education, Superintendent Certif.
St. Cloud State University	Education Specialist, Principal Certificate
University of Minnesota	Master of Education
University of Wisconsin, Eau Claire	Bachelor of Science

IBRAHIMA DIOP

Professional Background

Position	Location	Dates
Chief Financial Officer, Mpls. Public Schools	Minneapolis, MN	2015-Present
Director, Finance, Accounting, Budget, Compensation and Benefits. Omaha Public Schools	Omaha, NE	2012-2015
Manager, Omaha Public Schools	Omaha, NE	2009-2012
Senior Accountant, Federal Programs Fiscal Management, Omaha PS	Omaha, NE	2005-2009

Accountant, Federal Programs Fiscal Management, Omaha PS	Omaha, NE	1999-2005
Paraprofessional, Omaha Public Schools	Omaha, NE	1995-1999

Education

College/University	Degree
University of Minnesota, Minneapolis	Ph.D. Program in Progress
Creighton University	Master of Arts
University of Nebraska	Bachelor of Science
Board of School Administrators	Superintendent License
University Cheikh Anita Diop, Senegal	Law School

DR. JHARRETT BRYANTT

Professional Background

Position	Location	Dates
Assistant Superintendent, Office of Strategy and Innovation, Houston ISD	Houston, TX	2016-Present
Director, EMERGE, Department of College Readiness, Houston ISD	Houston, TX	2015-2016
Senior Manager, EMERGE, Department of College Readiness, Houston ISD	Houston, TX	2014-2015
Program Manager, EMERGE, Department of College Readiness, Houston ISD	Houston, TX	2013-2014
Director, Data Management, Teach for America	Houston, TX	2013
Teacher, Geometry, YES Prep School	Houston, TX	2011-2013

Education

College/University	Degree
University of Texas, Austin	Doctor of Education
University of Texas, Austin	Master of Education
Yale University	Bachelor of Science



Board Meeting Date: April 26, 2021 Special Meeting

TITLE: Learning Progress Update - Spring Survey Results, Learning Models Update, Summer and Future Plans

TYPE: Information

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; and Community Education, Early Learning, Elementary, Middle School and High School staff

BACKGROUND: This report contains a summary of the Spring Survey administered to students in grades 4-12, licensed staff and parents. Categories surveyed include safety, mental health and wellness, relationships, equity, social-emotional wellness, partnership, achievement, future ready skills, communication, and planning for future. The purpose of the survey is to monitor factors that affect learning. Many of these factors were first measured in a fall survey and the results of which are used for context or comparison to determine if improvements from fall to spring have been realized. There are numerous attachments which include the raw data, open ended comments and a data comparison dashboard. Over 5000 people participated in the surveys which is amazing! Lastly, this information is critical to the need of administration to monitor progress and refine the next steps of continuous improvement in the design of our learning models. We are very grateful to all of those individuals that have participated.

RECOMMENDATION: For school board information. No decision is required by the board at this time.

- PRIMARY ISSUE(S) TO CONSIDER:**
1. Consider the degree to which the school district is monitoring stakeholder feedback on learning progress and the learning environment via the spring survey.
 2. Consider the major observations and themes identified in the data.
 3. Consider the proposal for next steps to use this powerful feedback to improve the experience of our learners, staff and families in Edina Public Schools

Report Overview

- Learning Plan Update
- Spring Survey Results
- Summer Learning Offerings
- Process for fall preparation

Learning Plan Update

District and site administration continue to monitor the current COVID conditions in our schools. Recently the case rate has begun to climb in both the city of Edina, Hennepin county and many surrounding communities. Each week this data is brought to our Incident Command Team to review. The Incident Command Team (ICT), which includes our partners from Bloomington Public Health, reviews the current COVID status of the school and determines if any changes to mitigation, other practices or the learning model need to occur to ensure that EPS maintains a safe learning environment. At the time of this report, the recommendation of the ICT is to maintain the current learning model at the secondary schools, but communicate the current COVID conditions to families so they are able to make the best choice for their children for either EVA or in person learning. For students who would rather come to school, they are able to do so and attend their regularly scheduled courses. For students who can't or desire to learn from home (EVA) they are able to do so as well. Our teachers and administrators will continue to work hard to make learning accessible for students regardless of whether they are in person or learning virtually. Elementary programming will remain in person, unless families are signed up for EVA as the virtual option.

Spring Survey Results

Research questions we set out to answer:

- How has the learning experience changed from the fall to the spring of the 20-21 school year? Did we improve?
- Are there perception gaps among the stakeholders across the questions? If so, in what areas?
- Do students of different races/ethnicities perceive to have similar learning experiences? If not, where do we have gaps?
- Do secondary students in EVA and in Hybrid perceive to have similar learning experiences? If not, where do we have gaps?

Response Rates/Representation

- Student Survey
 - Grades 4 and 5 Response Rate: $454/1221 = 37.1\%$
 - Grades 6-12 Response Rate: $1551/4626 = 33.5\%$
- Staff Survey
 - Response Rate: $512/905 = 56.5\%$
- Parent Survey
 - Response Rate: $2521/8604 = 29.3\%$
- The response rates for each stakeholder group were significant and are considered to be a representative sample.

Overall Representation of Stakeholders who Responded Compared to District Demographics

	Student Response Rates	District Demographics	Parent Response Rates
*American Indian/Native Hawaiian/Pacific Islander/Middle Eastern	0.5%	0.2%	1.7%
Asian	13.9%	9.6%	10.3%
Black, African American	6.8%	7.8%	3.4%
Hispanic Latinx	5.9%	6.5%	3.8%
White	67.1%	70.2%	78.8%
Two or More Races	5.8%	5.7%	0.0%
Other	*	*	2.0%
*Counts too small too report so these groups were combined			
Source: District Demographics: LearnersEDGE; Response Rates: Stakeholder Feedback March 2021			

The student response rates more closely mirror EPS student demographics than parent response rates.

Data Sets Attached

- Student Survey Results Grades 4-5 and Grades 6-12
- Staff Survey Results
- Parent Survey Results
- Staff Open Ended Comments
- Pandemic Learning Progress Dashboard
- Grade 6-12 Response of EVA vs. Hybrid learners

Key Observations

- Survey responses represent the voices of 2000+ students, over 500+ staff, and 2500+ parents for a total of over 5000 Edina voices. This level of participation is a celebration!
- Health and safety protocols are well understood across stakeholders.
- The overall stress level decreased from October to March.
- Secondary students are finding it more difficult to manage their work and or school this spring, as compared to last fall.
- A feeling of connectedness (as defined by someone reaching out in the last mo.) is below our goal.
- Engagement has improved across all stakeholders from Oct. to March but is still below our goal.
- The perception of “High Expectations” for learning has increased from Oct. to March with all stakeholders, except teachers (consistently perceived as high).
- A commitment to all learners was rated as improved from Oct. to March by all stakeholders.
- There is an increase in the perception of student needs being met (Oct. to March) by parents and staff with student perceptions holding constant.
- Parents and staff perceive less learning of academic standards than a typical non-pandemic year but the majority of secondary students perceive learning more or about the same than in a non-pandemic year.

- All stakeholders report students making progress.
- All stakeholders report an increase in obtaining future ready skills as compared to a non-pandemic year.
- All stakeholders report that technology skills have been enhanced.
- Two of three stakeholders report classroom/school communication improving from Oct. to March, with room for growth.
- District and school communication has not met our goal.
- Overall, improvement in perception metrics is evident from the Oct. to March time period.
- The value/impact of Asynchronous Wednesdays was rated higher by staff than by parents. Many secondary students commented on the value of these days to catch up on homework and get help from teachers.

Rating	Staff	Parents
Extremely Impactful	43.5%	6.2%
Very Impactful	27.6%	11.8%
Somewhat Impactful	17.7%	24.3%
Not so Impactful	2.3%	22%
Not at all Impactful	0.8%	26.5%
Unsure	8.1%	9.2%

- Engagement perceptions for students in grades 6-12 based on race/ethnicity: Engagement was rated lowest by Asian students and slightly higher for Black/African American students. White, multi-racial and Hispanic/Latino students reported similar levels of engagement.

	I feel engaged in my learning		
<i>N Size = 1,227</i>	Agree	Somewhat / Sometimes	Disagree
American Indian/Alaska Native	50.0%	50.0%	0.0%
Asian	34.3%	60.2%	5.4%
Black/African American	41.9%	53.2%	4.8%
Hispanic/Latinx	56.7%	41.8%	1.5%
White	50.7%	42.3%	7.0%
Two or More Races	56.1%	31.7%	12.2%
Native Hawaiian/Pacific Islander	0.0%	100.0%	0.0%
<i>Source: Students Grades 6-12 Stakeholder Feedback March 2021</i>			

- Perceptions of being on track for the next grade level are consistent across race/ethnicities. The Native Hawaiian/Pacific Islander group consists of a very small sample size. However, we do see more concern among transition years of 8th graders and 12th graders replying that they are more likely to be unsure of their preparation for the next level.

	I feel I am on track for my next grade level		
<i>N Size = 1,161</i>	Yes	No	Not Sure
American Indian/Alaska Native	100.0%	0.0%	0.0%
Asian	73.0%	5.7%	21.4%
Black/African American	69.0%	5.2%	25.9%
Hispanic/Latino	74.6%	4.5%	20.9%
Two or More Races	79.4%	9.5%	11.1%
Native Hawaiian/Pacific Islander	14.3%	35.7%	50.0%
White	71.6%	10.0%	18.4%
Totals	71.6%	9.1%	19.3%
Source: Students Grades 6-12 Stakeholder Feedback March 2021			

- The three most frequently listed Wednesday activities by teachers were collaborating with peers, preparing/enhancing in person remote lesson plans, and connecting with families.
- Students most frequently used these 6 words when describing how they are feeling about school:
 - Grades 4-5: Happy, Excited, Supported, Hopeful, Curious, Exhausted
 - Grades 6-12: Burned Out, Overwhelmed, Confident, Supported, Anxious, Hopeful
- About 69% of secondary students feel they are on track for the next grade level.
- Grade 6-12 responses for EVA compared to Hybrid designated learners:
 - Responses to most questions were near identical with a few exceptions
 - Perceptions of learning were rated higher by EVA students than they were by Hybrid students
 - EVA students reported less participation in extracurricular activities
 - EVA students were much more likely to report not feeling safe at school
- Parents indicated interest in summer math and reading opportunities as follows:
 - Online opportunities - 22.5% Extremely/Very Interested
 - Face to face opportunities - 28.9% Extremely/Very Interested
- Themes (most frequent responses) coded from open ended comments
 - Staff: What might help enhance collaboration between team members?
 - Time (35 responses)
 - Asynchronous Wednesdays (17)
 - Reduce conflicts with other meetings (9)
 - Cross site collaboration (6)
 - Improved team dynamics (6)
 - Reduced workload (5)
 - None needed (4)
 - Equity alignment (3)
 - More autonomy (3)
 - Staff: How are you/were you using your time on Wednesdays?
 - Meetings with students (26 responses)
 - Meetings in general (22)
 - Care of self and others/mental health (13)
 - We are losing this time (13)
 - Collaboration with team members (10)
 - Prepping (10)

- Paperwork (10)
 - Cleaning (4)
 - Technology work (1)
- Staff: Is there something you feel we didn't ask, that is important to share right now?
 - Concerns with EVA and or the learning models (43 responses)
 - Mental health/stress (21)
 - Keep asynchronous Wednesdays (15)
 - Workload is overwhelming (15)
 - Desire for more administrative support (14)
 - Improve district racial equity efforts (12)
 - Communication concerns (10)
 - Planning time needed (9)
 - Low student engagement (7)
 - Need time (6)
 - Concerns over health and safety (6)
 - Desire for increased teacher voice (5)
 - Voice/plans for ELC teachers (4)
 - School board concerns (4)
 - Concern about student academic integrity (3)
 - Need equipment/resources (3)
 - SpED services (3)
 - Summer learning plans (3)
 - Vaccination concerns (3)
 - Curriculum (3)
 - Improve collaboration (2)
 - Low morale (2)
 - Insufficient training (2)
 - Class size too large (2)
 - Intervention (2)
 - Review pay rate of various teachers (1)
 - Data use (1)
 - Trust (1)
 - Testing (1)
- Students: What else would you like us to know?
 - A number of seniors commented on how they have been forgotten and this has not been a good year for them.
 - Many comments referenced too much homework.
 - Online learning is working well for some and not others.
 - 6-8 Google Meets per day is exhausting for our students
 - There are numerous comments about staying safe from COVID and the anxiety that has created.
 - There are quite a few comments that support an Asynchronous Wednesday.
 - Many students commented that their year is going well.
 - Many students commented that their year is not going well.
 - The mental health of our students is a clear theme in the responses.
 - Many students suggested ways to improve the learning models.

Next Steps for Spring, Summer and Fall.

- All sites were provided their site-specific data to review and apply at their site.
- A district work group is developing a recommendation around collaboration time for the 21-22 school year.
- The Assistant Superintendent has provided a communication to staff regarding equity efforts across the district.
- Several work groups are in planning mode for summer and fall programming changes, additions and modifications.
- Stakeholder voice will be collected multiple times per year to measure the pulse on the culture and climate of the district. We will continue to work toward standardization of tools for this use, preferably with national norms.
- The Student Services department will be sharing Mental Health resources with staff.
- EHS students had an opportunity to register for online courses this past spring. These courses will be completely online and will not ask the teacher to use a dual modality pedagogy. These online courses have enough enrollment to make them self-sustaining. Currently we have 17 online learning courses/sections being offered next year. Middle schools did not have sufficient interest in middle school online learning courses and will not be offering these next year. Elementary families are being surveyed to gather specific interest in Elementary EVA for next fall.
- An Edina PLC playbook is being developed by a district team and will launch in the fall. It will support collaborative teams with strategies for improving norms, trust building, team dynamics, team effectiveness and will include tools and resources for improving instruction, assessment, and intervention. All administrators, deans and site leadership teams will be trained on the playbook prior to the start of the school year.

Summer Plans by developmental level

Pre-K:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Current Status:
Ready Set Kindergarten: Leah Byrd	To provide targeted support focused on the transition to Kindergarten for 4 year olds with limited preschool experience and/or readiness opportunities. Students will be invited to participate.	Ready Set Kindergarten is a program done in partnership with the Hopkins School District. It is a 3 week long, half day program staffed with Kindergarten teachers.	Outreach to families has begun via Cultural Liaisons, Principals, ELC Outreach Manager, Families are registering now thru May 15th for the lottery. Once students are selected, transportation will begin to create bus routes for RSK.
Kindergarten Camp: Rachel Hicks	Create a program districtwide that offers incoming kindergarteners an opportunity to see their elementary school prior to the first day of school.	Ideally two sessions offered at each building, each session being two half days (9-12?)	Currently creating focus groups to develop goals for delivering quality programs, lining up logistics, etc. Potentially pilot at one site and expand to others.

	Kindergarten Camp would be held at all 6 elementaries, in the weeks prior to school starting. It would be available to all incoming kinders at no fee and run by kindergarten teachers in each building.		
Community Education Enrichment: Cheryl Gunness	Play-based, developmentally appropriate classes and camps taught by Early Learning Center staff as well as outside vendors. Pyramid model practices support social and emotional development in classes taught by internal staff.	40 summer classes and camps are offered for students ages 2.5-entering K for summer 2021. Traditional Book Buddies complemented by additional offerings in sports, art, music, nature, science and more.	Registration opened 2/16. Enrollments are strong, especially for Book Buddies, sibling art camp, musical theater, sports, cheer/dance/tumbling, art, ninjas, nature.

Elementary:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Current Status:
Summer Success: Mark DeYoung	To provide targeted support for students currently in K-4th grade and demonstrating below grade level work in literacy and/or math. Students will be invited to participate.	<p>There will be two, 3 week summer sessions that students are invited to. The sessions will be 3 hour morning sessions in person. Families can choose to attend one or the other, or both. Dates are: 6.14 - 7.1 & 7.19-8.5. The Summer Success team of Mark DeYoung, building leads, & teachers will be collaborating with Teaching and Learning to ensure enriching instructional programming.</p> <p>Working in conjunction with the Extended School Year (Special Education) and Multilingual Learning team.</p>	<p>Staff have begun to invite families to have students attend. Registration is officially beginning next week. Teams are working to determine instructional support and focus.</p>

Community Education Enrichment: Cheryl Gunness	Enrichment programs help keep kids safe and engaged while meeting the flexible needs of busy families. Classes and camps nurture a love of learning, support academic achievement and develop skills in technology, the arts, sports, and more while meeting social-emotional needs.	248 summer classes and camps are offered for elementary students in grades K-5 for summer 2021. Most are 1-week camps scheduled 9am-12pm or 1-4pm, M-TH. Collaboration with Special Services on accommodations. Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center. Additional reading camps created for summer 2021 in collaboration with district Media Specialists.	Registration opened 2/16. Enrollments are strong. 19% of camps are full/have wait lists; new sections being added as space and staff allows. Registration for new "Page Turner" reading camps is low.
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Middle School:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Current Status:
MS Targeted Services: To Be Determined	To provide targeted support for students currently in 5th through 7th grade and who are demonstrating below grade level work in literacy or math. Students will be invited to participate.	This will be constructed by the lead in coordination with the Teaching and Learning Department.	We have, as of Monday, hired a Middle School Program Design Lead, Molly O'Keefe. She has met with the High School summer school staff in order to learn about the programming being offered there and is familiar with Elementary as she has been a Lead at Summer Success in the past. She is beginning to create a list and time lines for: program design, the registration process, enrollment, securing space, transportation, etc.
HopDina AVID Summer Bridge: Alisa Kappel	Prepares our 7th and 8th grade AVID Elective students for the upcoming school year. Programming designed to build learner confidence and	This is a collaborative effort between Hopkins and Edina school districts. Instructors from both districts work together to create high quality and	4 different teaching positions are posted with Hopkins Public Schools. Email inviting interest from our middle school staff has been sent. We have current Edina teachers that have worked with the program in the past

	<p>relationships while still tackling rigorous academics. Along with academic growth, students create a support network with staff and fellow students to best prepare them for middle school success.</p> <p>Students are invited based on enrollment in the AVID Elective course.</p>	<p>engaging activities in the areas of Math, Science, Academic Rigor, and WICOR. Preloading content in these areas greatly impacts students' academic growth and success. Held in Hopkins the last three weeks of June at no cost to students and families.</p>	<p>also reaching out to staff. Student invites start to go out to students on Monday, April 19, 2021. Registration deadline is April 30th.</p> <p>AVID District Directors from Edina and Hopkins are working to include 2 Student Intern paid positions. This would target high school AVID students considering a career in education or human service.</p>
<p>Community Education Enrichment: Cheryl Gunness</p>	<p>At the middle school level, programming increasingly focuses on STEM, performing arts, developing affinity groups, career exploration), and community leadership.</p>	<p>163 summer classes and camps are offered for middle school students in grades 6-8 for summer 2021. Most are 1-week camps scheduled 9am-12pm or 1-4pm, M-TH. Collaboration with Special Services for insights on accommodations and new program development.</p> <p>Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center.</p> <p>Additional reading camps created for summer 2021 in collaboration with district Media Specialists. Summer Camp Enterprise is offered in partnership with Edina Rotary</p>	<p>Registration opened 2/16. Enrollments are strong. 19% of camps are full/have wait lists; new sections being added as space and staff allows.</p> <p>Five new "Unified" camps have been added (in addition to the Unified Theater camp that appeared in the print catalog). These camps blend students with special needs with students who are more typically developing to explore art, theater, science, fitness and more. . . and build a community devoted to awareness, advocacy, leadership and empathy.</p> <p>Thank you to our colleagues in Special Services and the teachers who are leading the classes for this collaboration!</p>

High School:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Current Status:
Credit Recovery: Heidi Howard & Gavin Mclean	<p>-Options Alternative Learning Program at EHS provides summer school for students who have fallen behind in the graduation plan. In this program, students who have previously failed a course may sign up to recover up to two credits toward graduation. This is a competency based program where students have another opportunity to learn the knowledge and skills they are expected to learn to progress to the next level and earn graduation credit.</p> <p>-Targeted program based on S1 & S2 grades.</p>	<p>LEARNING PLATFORM: F2F and Virtual Sessions (pending CDC guidelines)</p> <p>Dates: June 9th -July 8</p> <p>Summer School Hours: 9 am-2:30 pm (students may sign up for up to three courses)</p> <p>COURSES: English 9-12; Social Studies 9-12; Math: Intermediate Algebra, Algebra II, Geometry, Statistics; Science: Physics, Chemistry, Biology. (S1 & S2 courses available)</p>	<p>Communication:</p> <p>-Communication RE program initiated on 4/5: Updated website, EHS family newsletter, targeted email to S1 NG's; students who receive an NG in S2 will be notified of credit recovery by counselors.</p> <p>- Current enrollment - 30</p> <p>-Estimated enrollment - 120</p> <p>Staffing:</p> <p>-Content teachers have been secured.</p> <p>-Special education support will be requested (pending registrations).</p> <p>-Paraprofessionals: with the added \$ from the state, we plan to hire more paras this year to increase 1-1 support.</p> <p>- In communication with Edina Give and Go, for tutoring support. (1-1 skill building and encouragement to fill any learning gaps) Last summer (full DL), Edina Give & Go granted \$5000 for increased assistant support.</p>
High School Skills:	<p>To provide targeted support for students currently in 8th grade that will be transitioning to the High School next year. The academic support will be in the area of ELA and Math. Additional support will be provided focusing on the transition and social and emotional well-being. Students will be invited to participate in the program if they have demonstrated a need for additional time</p>	<p>The participating students will earn one EHS elective credit for completion of the class. High School Skills will run face to face from June 14th to July 1st. Monday - Thursday; 9 am-12:00 am. There will be additional asynchronous work that needs to be completed in order to earn the credit. The class will be structured with a session of transition/SEL time, a session of Math, and a</p>	<p>Valley View and South View staff are in the process of determining referrals and will be sending invitations to families the week of April 26th.</p> <p>We are also in the process of securing teachers and creating the curriculum.</p>

	and support to master core skills.	session of Literacy. Class sizes will be small in order to target instruction and support continued COVID protocols.	
High School Algebra Boost:	Options the alternative learning program at EHS is providing a new summer school experience for students who have successfully completed either Intermediate Algebra, or Geometry. This course is designed to help reinforce algebra skills and concepts to help students be successful in their next math course. Students/families will be contacted by EHS if this course would be a good fit for the student.	DATES AND TIMES: In person classes: Monday, June 14 - Thursday, July 1st Monday - Thursday; 9 am-12:00 am	This course running is contingent upon enough student registration and the ability of acquiring staff for the program. Currently working with the EHS math department on recommendations for the course.
Community Education Enrichment: Cheryl Gunness	At the high school level, summer enrichment camps increasingly focus on performing arts (marching band, jazz, orchestra and theater), college prep (ACT prep, college application bootcamp) and life skills (personal finance). High school volunteers (some working on Community Service Letter) provide extra support and intergenerational connections in enrichment camps for younger students.	66 summer classes and camps are offered for students in grades 9-12 for summer 2021. Collaboration with Special Services for insights on accommodations and new program development. Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center. Increasingly, Community Ed hires EHS students and recent grads to develop and teach enrichment camps for younger students. Leadership training is provided in partnership with KIDS Club staff.	Registration opened 2/16. Enrollments are strong. 19% of camps are full/have wait lists; new sections being added as space and staff allows. We are finalizing summer staffing, and expect to hire 8-10 current and former EHS students as Youth Enrichment Rec Leaders to lead our camps and classes.

Process for fall preparation

Planning for Academic Gaps:

A collaborative group led by Jody De St Hubert and the Teaching and Learning Department is meeting in June to create a fall protocol for teams of teachers. This protocol will be used to determine which standards need to be taught at the front end of the grade level or course before beginning their typical learning sequence. The protocol will further support teacher teams in prioritizing their typical standards so they can make room for any frontloading that they need to do. Staff will be supported with the protocol at the fall in-service so to prepare for academic learning gaps that students have.

Planning for SEL needs:

A design team led by Jeff Jorgensen and Laura McLuen will explore the Panorama Playbook (SEL lessons) for teachers and determine a training plan for administrators and teachers. The training plan will ensure staff can leverage the appropriate developmental resources needed based on the Panorama data from their school sites.

Online Learning Update for the 21-22 school year

High School

The application to become an accredited online provider in the state of MN has been submitted. The Minnesota Department of Education has requested additional information before approving Edina High School as an accredited online learning provider.

Middle Schools

Interest in online learning courses at the middle school was too low to be viable. For the 2021-22 school year, EPS will not offer online courses as part of middle school programming.

Elementary Schools

Interest is being collected from elementary families to determine level of interest in an online learning pathway for the next school year. Families have been asked to complete their interest forms by Friday, April 23rd.

COVID Safe Learning Plan	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Percent of respondents who understand the health and safety protocols	92.00%	88.90%	↔	89.00%	89.00%	↔	97.60%	97.30%	↔	94.20%	93.30%	↔	5% of Stakeholders from the Parent group indicated that they could use more information.
Mental Health & Wellness	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Stress: Percent of respondents reporting High or Moderate levels of Stress right now.	High = 14.8% Moderate = 47.3%	High = 10.5% Moderate = 37.4%	↑	High = 45.9% Moderate = 36.3%	Stress at Work: High = 39.1 Moderate = 40.2	↑	High = 19.6% Moderate = 37.9%	High = 17.7% Moderate = 30.8%	↑	NA	High = 3.5% Moderate = 9.7%		
Balance: Percent of respondents reporting it is less difficult to manage work and/or school now.	50.10%	68.10%	↑	39.10%	50.70%	↑	75.50%	49.10%	↓	NA	86.30%		
Developmental Relationships	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Connections: Percent of respondents indicating someone from school or the district reached out to them in the last month.	60.90%	52.00%	↓	48.90%	50.50%	↑	39.10%	66.60%	↑	50.10%	45.40%	↓	
Engagement: Percent of respondents indicated Agree, when asked about perceptions on student engagement.	52.90%	56.00%	↑	30.60%	47.80%	↑	42.80%	44.70%	↑	75.00%	79.50%	↑	
Equity	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
High Expectations: Percent of respondents indicated Strongly Agree or Agree, when asked about high expectations for the learning.	61.90%	64.60%	↑	96.40%	93.10%	↓	60.30%	77.30%	↑	68.00%	73.90%	↑	
Commitment: Percent of respondents indicated Agree, when asked about learning commitments to all students.	52.90%	75.40%	↑	30.60%	43.60%	↑	42.80%	69.00%	↑	NA	83.30%		
Social Emotional Learning	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Panorama data to go here													
Partners in Learning	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Partnering: Parents to Support Academic needs Teachers in Confidence Meeting academic Needs Student Perception of Academic Needs being Met	Agree = 45.0% Somewhat/ Sometimes = 34.1%	Agree = 55.0% Somewhat/ Sometimes = 29.8%	↑	Agree = 9.7% Somewhat/ sometimes = 56.8%	Agree = 27.5% Somewhat/ sometimes = 58.1%	↑	Agree = 52.3% Somewhat/ Sometimes = 40.2%	Agree = 53.4% Somewhat/ Sometimes = 38.6%	↔	Agree = 26.4% Somewhat/ Sometimes = 18.2%	Agree = 22.7% Somewhat/ Sometimes = 33.5%	↔	
Achievement	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Academic Content: Percent of respondents who feel students are learning more or about the same		35.0%			41.0%			66%					
Progress: Percent of respondents indicated Agree and Somewhat when asked if student/parent/teacher felt like they (student) were making progress.	Agree = 39.7% Somewhat/ Sometimes = 35.7%	Agree = 50% Somewhat/ Sometimes = 32.0%	↑	Agree = 24.12% Somewhat/ sometimes = 66.9%	Agree = 44.2% Somewhat/ sometimes = 51.2%	↑	Agree = 60.34% Somewhat/ Sometimes = 33.8%	Agree = 69.54% Somewhat/ Sometimes = 30.1%	↑	Agree = 42.3% Somewhat/ Sometimes = 34.8%	Agree = 28.9% Somewhat/ Sometimes = 50.8%	↔	
Future Ready Learning	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Future Ready Skills: Percent of respondents who feel students are learning more or about the same		65.0%			73.0%			80.00%					
Technology Skills	Parent			Staff			Secondary Students			Elementary Students			Notes
	October	March	Ind	October	March	Ind	October	March	Ind	October	March	Ind	
Training & Support: Percent of respondents indicated "YES" on confident in use of Tech Tools to support their students learning; and "NO" to no issues with Tech for Students.	77.7%	94.3%	↑	64.6%	85.6%	↑	55.3%	76.0%	↑	53.8%	77.3%	↑	

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March Check In with 4th and 5th Graders

Thursday, March 11, 2021

454/1221 = 37.1 Response Rate

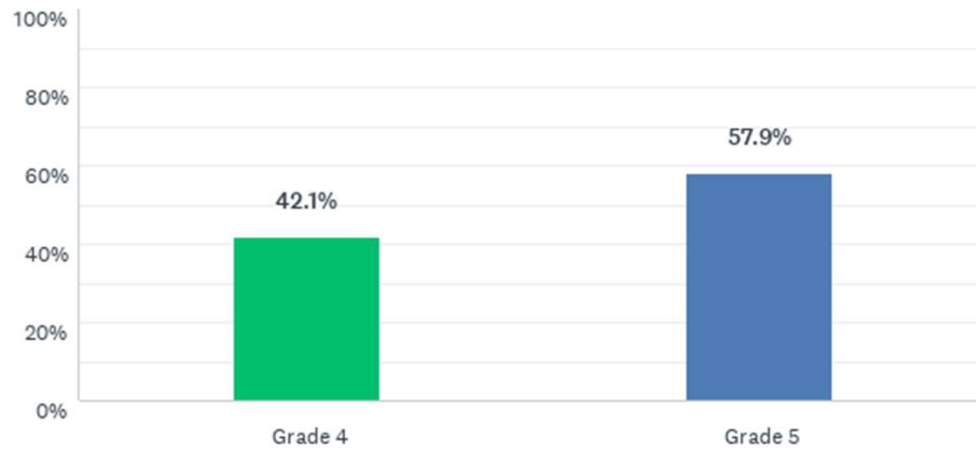
Total Responses

Date Created: Spring 2021

Complete Responses: 390

Q1: What grade are you in?

Answered: 454 Skipped: 0



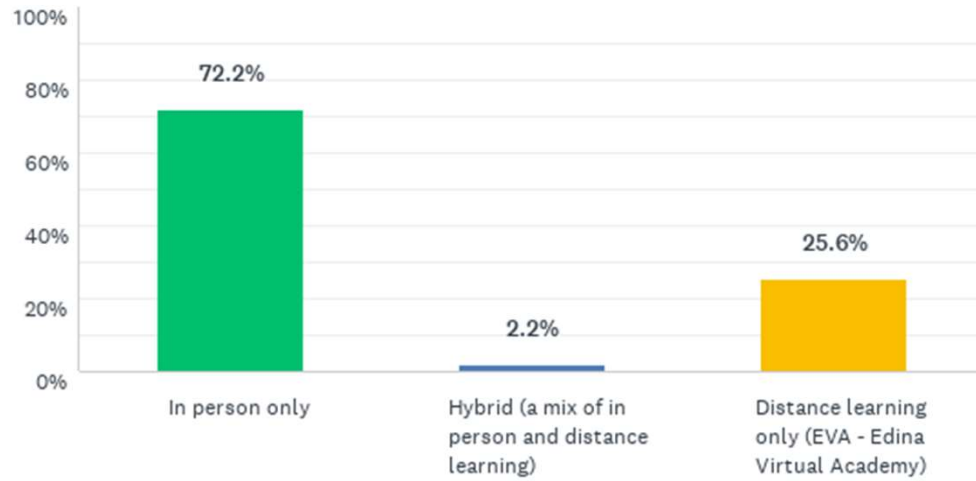
Q1: What grade are you in?

Answered: 454 Skipped: 0

ANSWER CHOICES	RESPONSES	
Grade 4	42.1%	191
Grade 5	57.9%	263
TOTAL		454

Q2: How do you learn right now?

Answered: 454 Skipped: 0



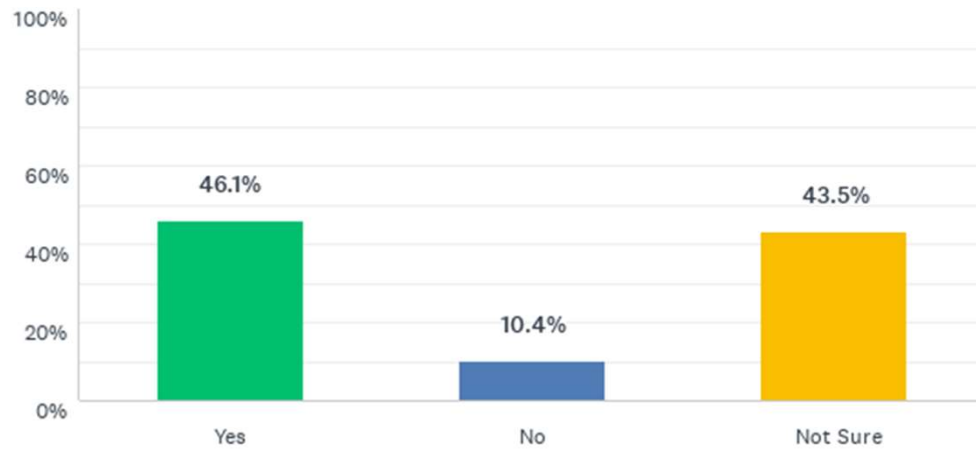
Q2: How do you learn right now?

Answered: 454 Skipped: 0

ANSWER CHOICES	RESPONSES	
In person only	72.2%	328
Hybrid (a mix of in person and distance learning)	2.2%	10
Distance learning only (EVA - Edina Virtual Academy)	25.6%	116
TOTAL		454

Q3: Do you think the district should keep Edina Virtual Academy (EVA) as a choice for students next year?

Answered: 115 Skipped: 339



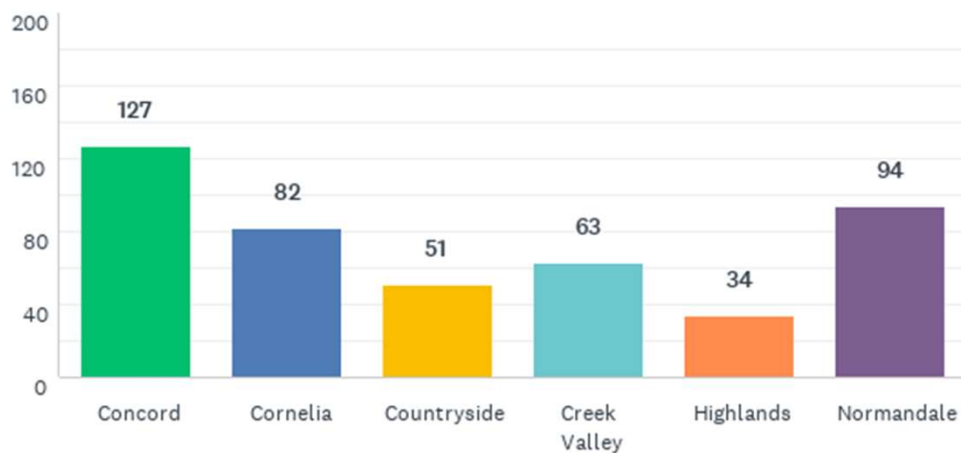
Q3: Do you think the district should keep Edina Virtual Academy (EVA) as a choice for students next year?

Answered: 115 Skipped: 339

ANSWER CHOICES	RESPONSES	
Yes	46.1%	53
No	10.4%	12
Not Sure	43.5%	50
TOTAL		115

Q4: What school do you go to? If you go to Edina Virtual Academy (EVA) for now, choose the school you would go to in a "normal" year.

Answered: 451 Skipped: 3



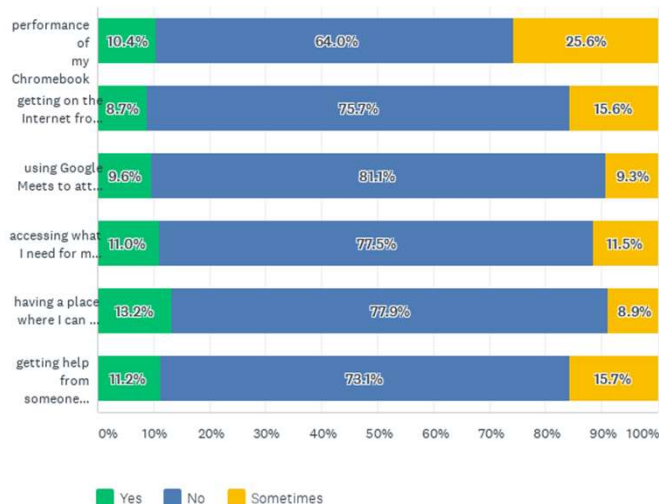
Q4: What school do you go to? If you go to Edina Virtual Academy (EVA) for now, choose the school you would go to in a "normal" year.

Answered: 451 Skipped: 3

ANSWER CHOICES	RESPONSES	
Concord	28.2%	127
Cornelia	18.2%	82
Countryside	11.3%	51
Creek Valley	14.0%	63
Highlands	7.5%	34
Normandale	20.8%	94
TOTAL		451

Q5: During this past week, have you had any issues with the following:

Answered: 429 Skipped: 25



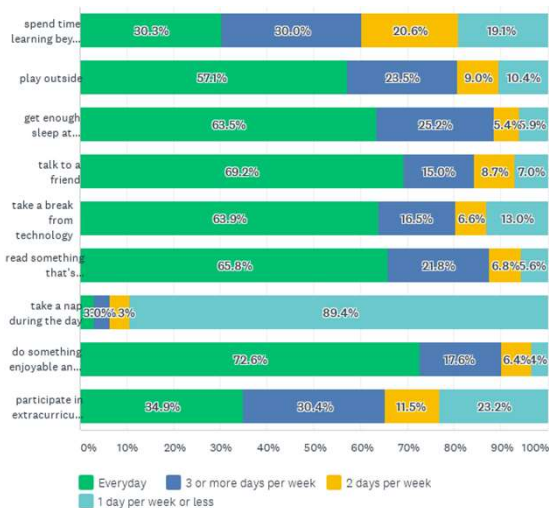
Q5: During this past week, have you had any issues with the following:

Answered: 429 Skipped: 25

	YES	NO	SOMETIMES	TOTAL
performance of my Chromebook	10.4% 44	64.0% 272	25.6% 109	425
getting on the Internet from home	8.7% 37	75.7% 320	15.6% 66	423
using Google Meets to attend class	9.6% 40	81.1% 339	9.3% 39	418
accessing what I need for my learning in Schoology	11.0% 46	77.5% 324	11.5% 48	418
having a place where I can get my work done	13.2% 55	77.9% 325	8.9% 37	417
getting help from someone with my school work	11.2% 47	73.1% 307	15.7% 66	420

Q6: Please tell us how often you do the following:

Answered: 415 Skipped: 39



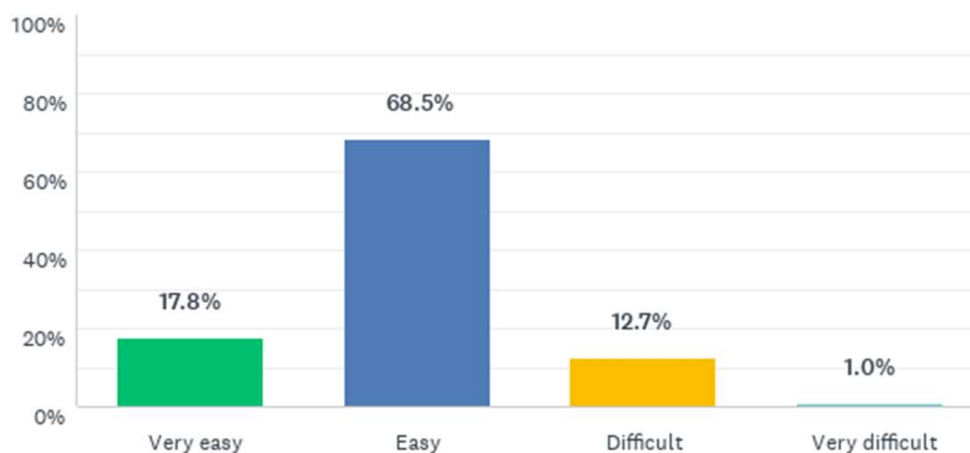
Q6: Please tell us how often you do the following:

Answered: 415 Skipped: 39

	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
spend time learning beyond what we do in class	30.3% 122	30.0% 121	20.6% 83	19.1% 77	403
play outside	57.1% 236	23.5% 97	9.0% 37	10.4% 43	413
get enough sleep at nighttime	63.5% 257	25.2% 102	5.4% 22	5.9% 24	405
talk to a friend	69.2% 286	15.0% 62	8.7% 36	7.0% 29	413
take a break from technology	63.9% 260	16.5% 67	6.6% 27	13.0% 53	407
read something that's interesting	65.8% 271	21.8% 90	6.8% 28	5.6% 23	412
take a nap during the day	3.0% 12	3.3% 13	4.3% 17	89.4% 353	395
do something enjoyable and fun	72.6% 297	17.6% 72	6.4% 26	3.4% 14	409
participate in extracurricular activities (i.e. band, athletics, clubs, theatre)	34.9% 140	30.4% 122	11.5% 46	23.2% 93	401

Q7: How easy or difficult is it to focus on school work right now?

Answered: 410 Skipped: 44



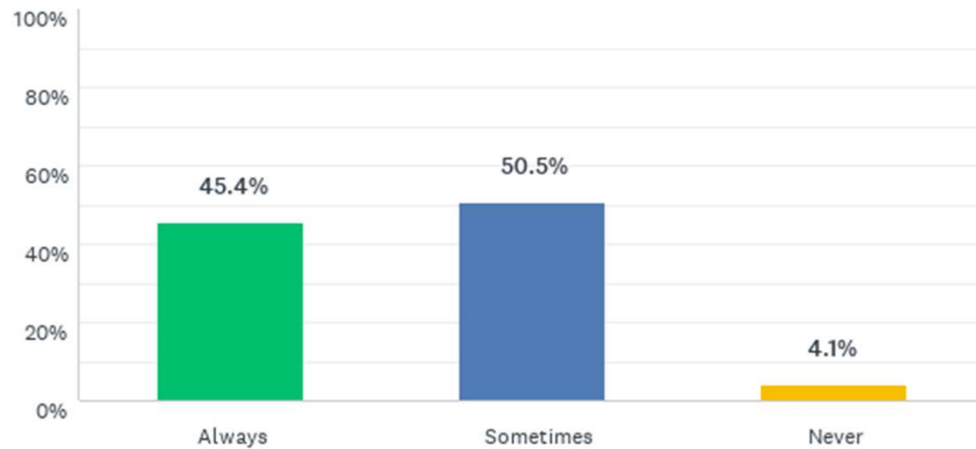
Q7: How easy or difficult is it to focus on school work right now?

Answered: 410 Skipped: 44

ANSWER CHOICES	RESPONSES	
Very easy	17.8%	73
Easy	68.5%	281
Difficult	12.7%	52
Very difficult	1.0%	4
TOTAL		410

Q8: My teacher checks in with me to see how I am doing.

Answered: 412 Skipped: 42



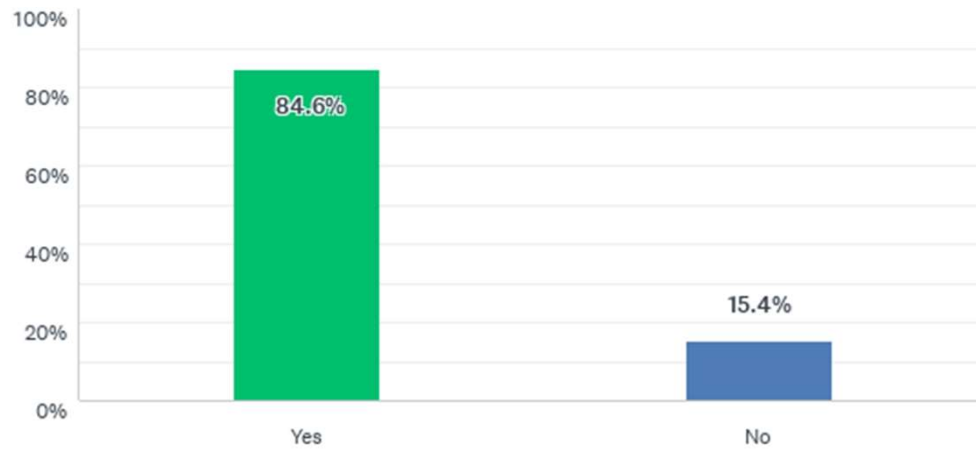
Q8: My teacher checks in with me to see how I am doing.

Answered: 412 Skipped: 42

ANSWER CHOICES	RESPONSES	
Always	45.4%	187
Sometimes	50.5%	208
Never	4.1%	17
TOTAL		412

Q9: I have someone I can talk to about my feelings, no matter what.

Answered: 408 Skipped: 46



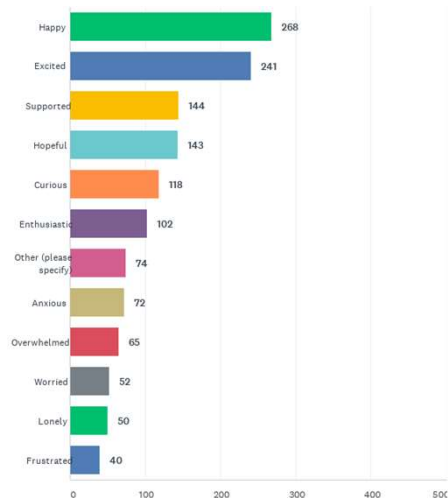
Q9: I have someone I can talk to about my feelings, no matter what.

Answered: 408 Skipped: 46

ANSWER CHOICES	RESPONSES	
Yes	84.6%	345
No	15.4%	63
TOTAL		408

Q10: Describe how you are feeling about school and the new structure for learning. (Choose three)

Answered: 410 Skipped: 44



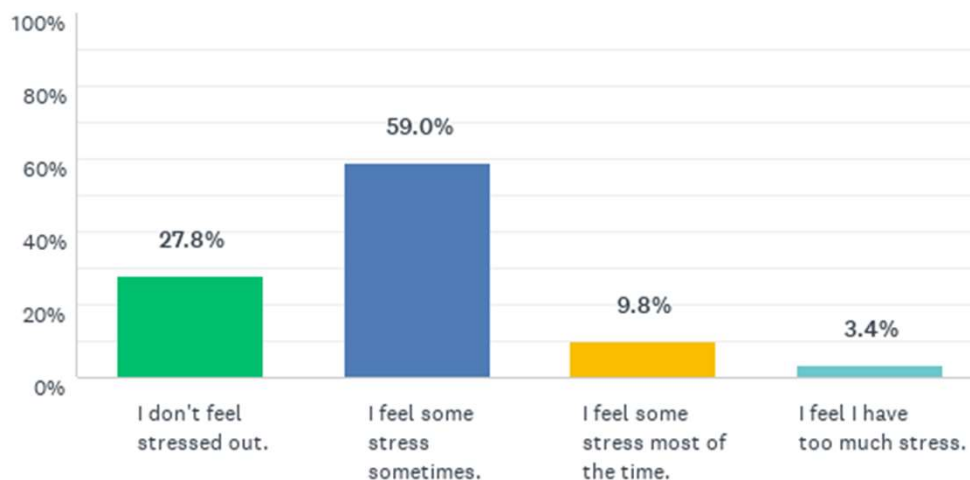
Q10: Describe how you are feeling about school and the new structure for learning. (Choose three)

Answered: 410 Skipped: 44

ANSWER CHOICES	RESPONSES	
Happy	65.4%	268
Excited	58.8%	241
Supported	35.1%	144
Hopeful	34.9%	143
Curious	28.8%	118
Enthusiastic	24.9%	102
Other (please specify)	18.0%	74
Anxious	17.6%	72
Overwhelmed	15.9%	65
Worried	12.7%	52
Lonely	12.2%	50
Frustrated	9.8%	40
Total Respondents: 410		

Q11: When you think about learning so far this year, how would you describe your own level of stress?

Answered: 410 Skipped: 44



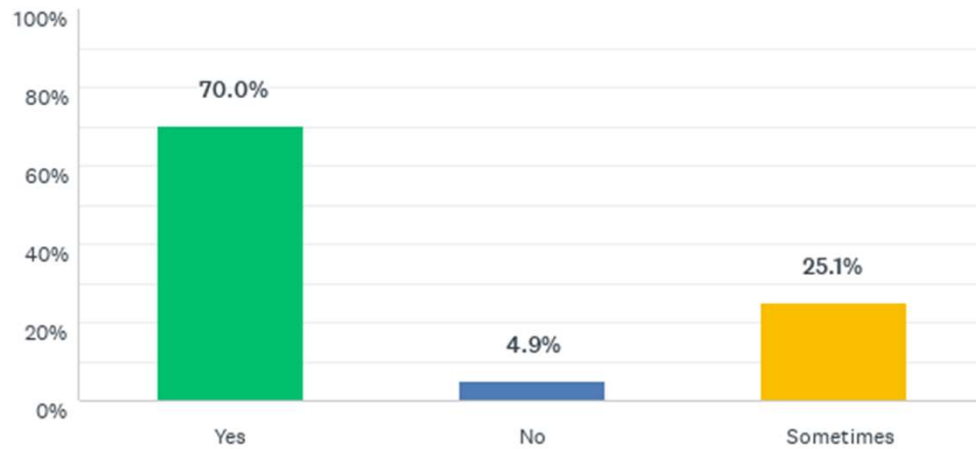
Q11: When you think about learning so far this year, how would you describe your own level of stress?

Answered: 410 Skipped: 44

ANSWER CHOICES	RESPONSES	
I don't feel stressed out.	27.8%	114
I feel some stress sometimes.	59.0%	242
I feel some stress most of the time.	9.8%	40
I feel I have too much stress.	3.4%	14
TOTAL		410

Q12: My classmates and I are finding ways to connect this school year.

Answered: 407 Skipped: 47



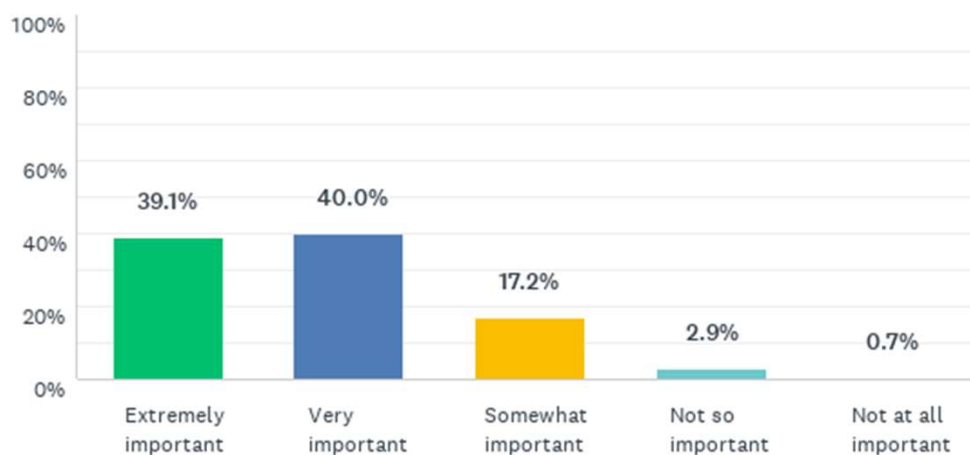
Q12: My classmates and I are finding ways to connect this school year.

Answered: 407 Skipped: 47

ANSWER CHOICES	RESPONSES	
Yes	70.0%	285
No	4.9%	20
Sometimes	25.1%	102
TOTAL		407

Q13: Connecting with my friends at school is:

Answered: 407 Skipped: 47



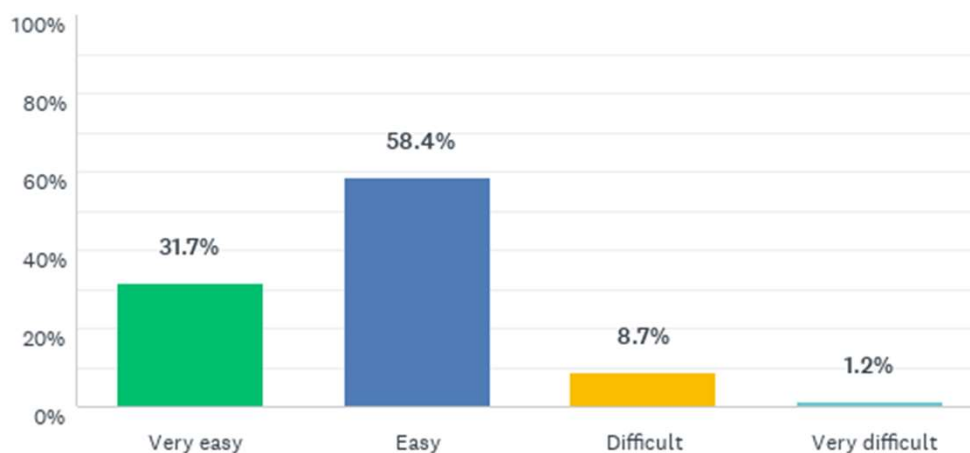
Q13: Connecting with my friends at school is:

Answered: 407 Skipped: 47

ANSWER CHOICES	RESPONSES	
Extremely important	39.1%	159
Very important	40.0%	163
Somewhat important	17.2%	70
Not so important	2.9%	12
Not at all important	0.7%	3
TOTAL		407

Q14: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 404 Skipped: 50



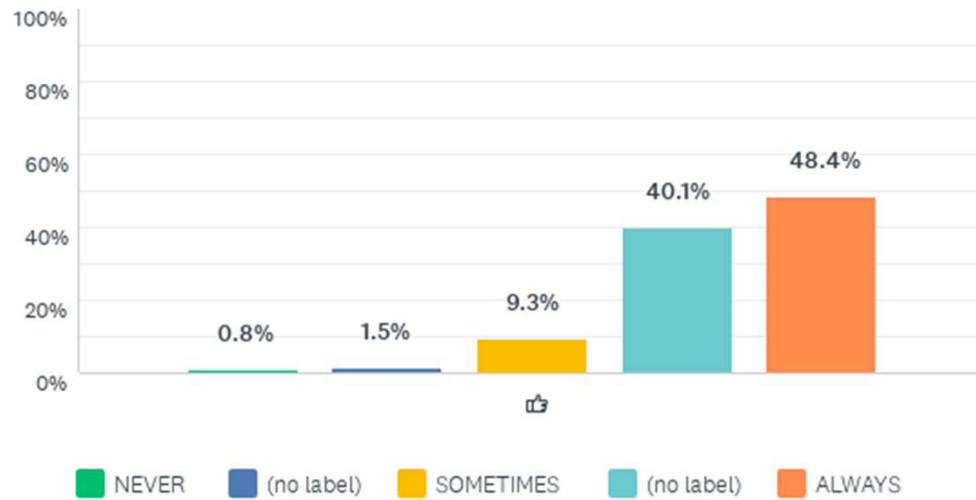
Q14: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 404 Skipped: 50

ANSWER CHOICES	RESPONSES	
Very easy	31.7%	128
Easy	58.4%	236
Difficult	8.7%	35
Very difficult	1.2%	5
TOTAL		404

Q15: I feel involved in my learning.

Answered: 397 Skipped: 57



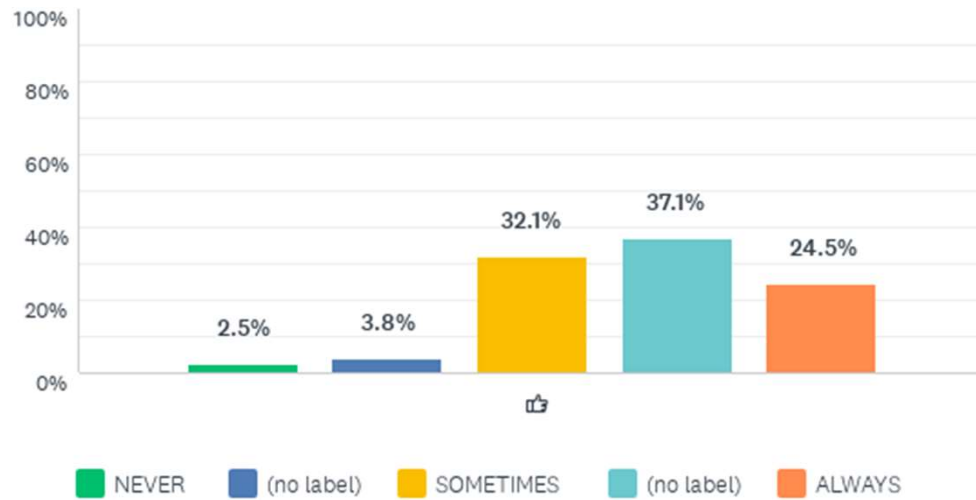
Q15: I feel involved in my learning.

Answered: 397 Skipped: 57

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	0.8%	1.5%	9.3%	40.1%	48.4%	397	4.34
	3	6	37	159	192		

Q16: I feel excited about my learning.

Answered: 396 Skipped: 58



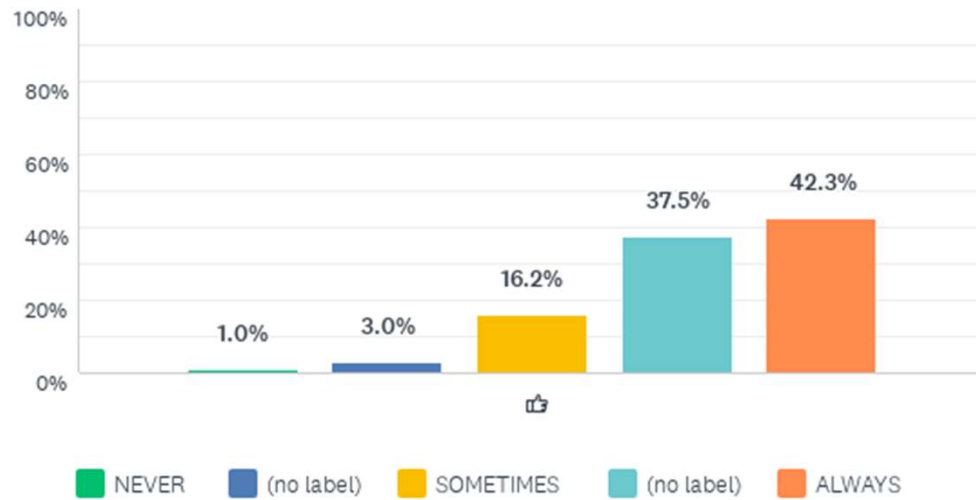
Q16: I feel excited about my learning.

Answered: 396 Skipped: 58

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	2.5%	3.8%	32.1%	37.1%	24.5%	396	3.77
	10	15	127	147	97		

Q17: I feel engaged in my learning.

Answered: 395 Skipped: 59



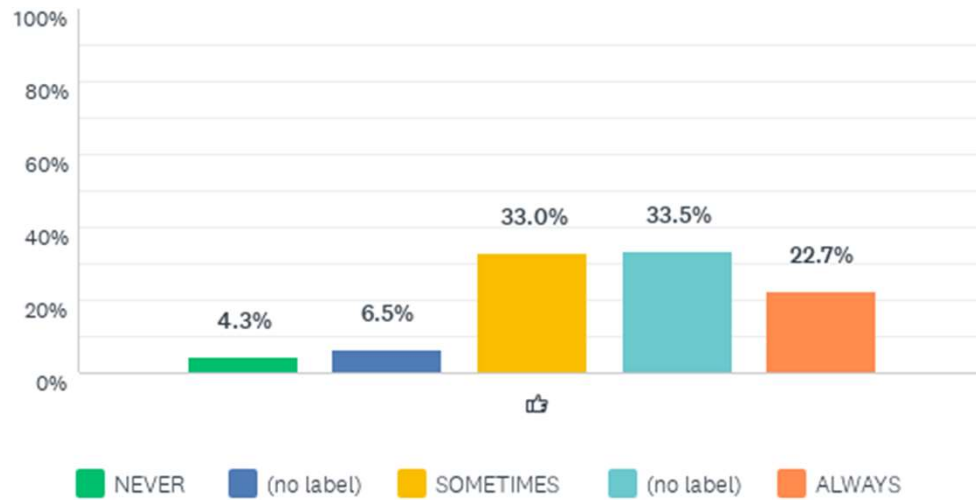
Q17: I feel engaged in my learning.

Answered: 395 Skipped: 59

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	1.0%	3.0%	16.2%	37.5%	42.3%	395	4.17
	4	12	64	148	167		

Q18: I feel challenged as a learner.

Answered: 397 Skipped: 57



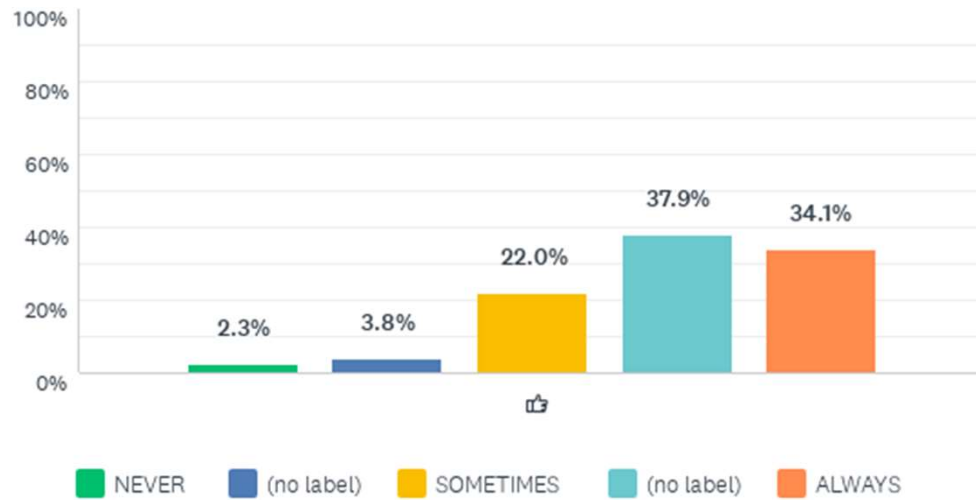
Q18: I feel challenged as a learner.

Answered: 397 Skipped: 57

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	4.3%	6.5%	33.0%	33.5%	22.7%	397	3.64
	17	26	131	133	90		

Q19: The speed (or pace) of learning is good for me.

Answered: 396 Skipped: 58



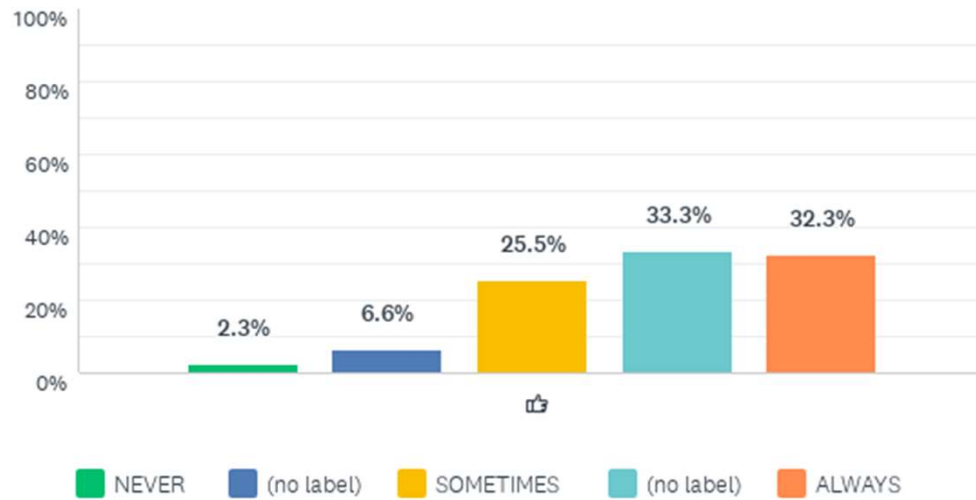
Q19: The speed (or pace) of learning is good for me.

Answered: 396 Skipped: 58

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	2.3%	3.8%	22.0%	37.9%	34.1%	396	3.98
	9	15	87	150	135		

Q20: I can decide how I show what I have learned.

Answered: 396 Skipped: 58



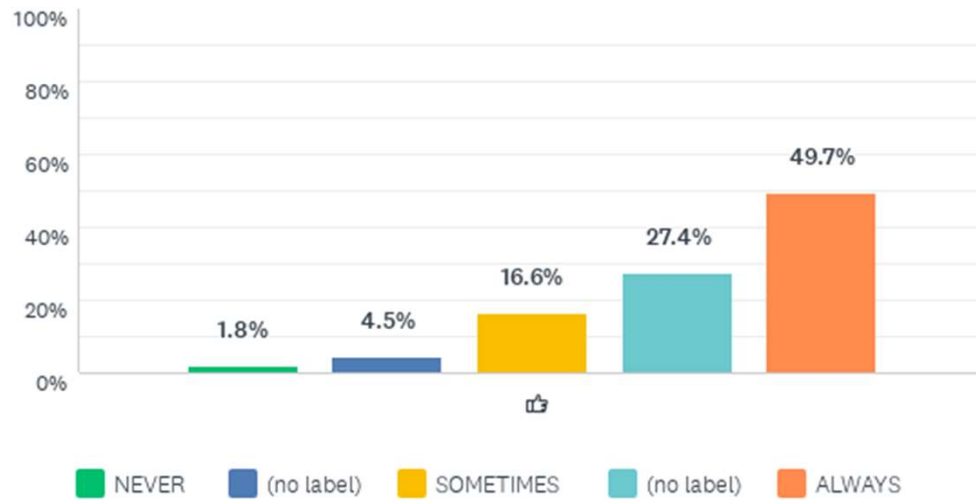
Q20: I can decide how I show what I have learned.

Answered: 396 Skipped: 58

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	2.3%	6.6%	25.5%	33.3%	32.3%	396	3.87
	9	26	101	132	128		

Q21: What I am learning about is important to me.

Answered: 398 Skipped: 56



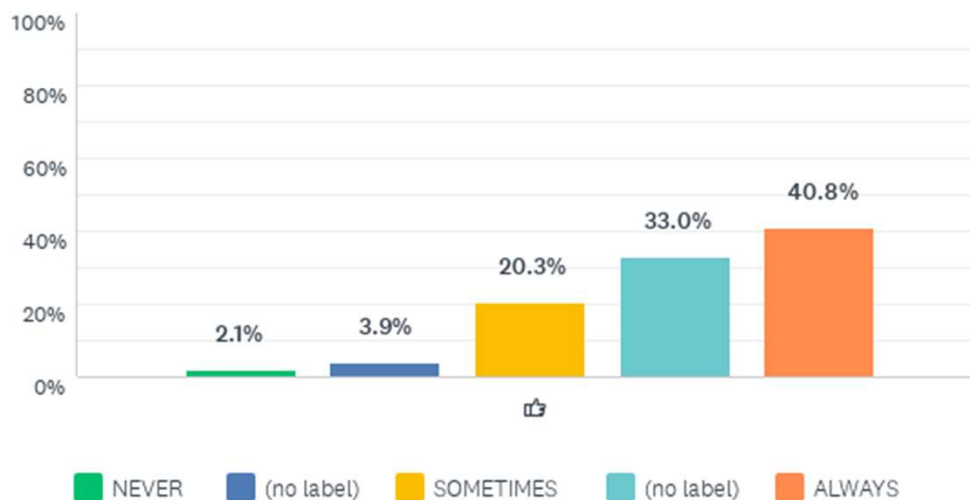
Q21: What I am learning about is important to me.

Answered: 398 Skipped: 56

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	1.8%	4.5%	16.6%	27.4%	49.7%	398	4.19
	7	18	66	109	198		

Q22: My teachers have high expectations for me.

Answered: 385 Skipped: 69



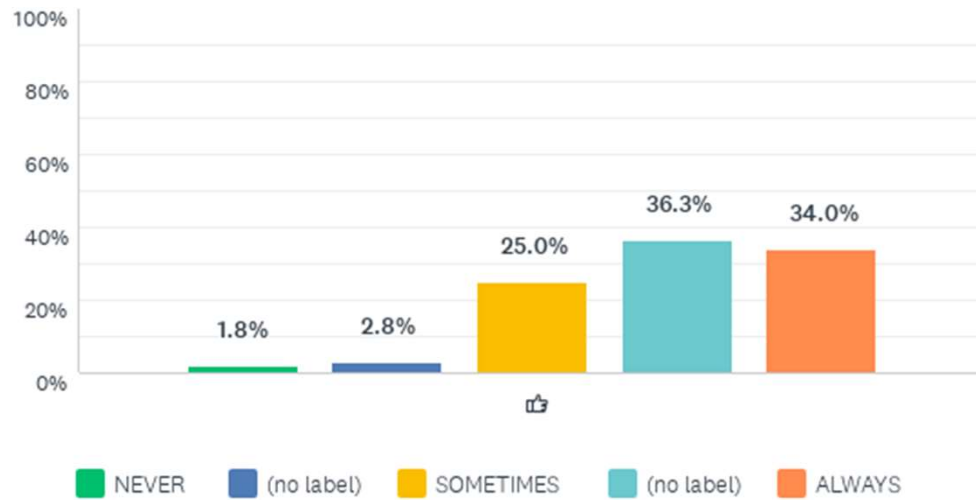
Q22: My teachers have high expectations for me.

Answered: 385 Skipped: 69

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	2.1%	3.9%	20.3%	33.0%	40.8%	385	4.06
	8	15	78	127	157		

Q23: My schoolwork requires me to work hard.

Answered: 388 Skipped: 66



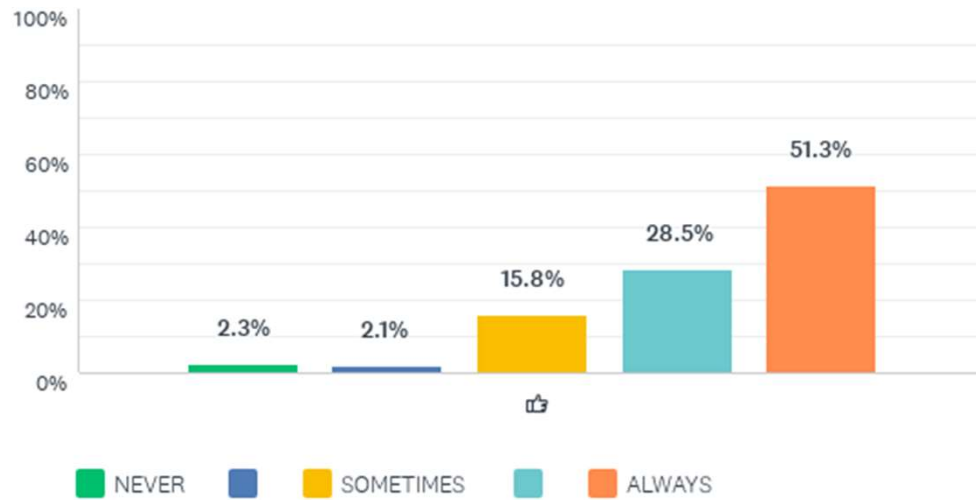
Q23: My schoolwork requires me to work hard.

Answered: 388 Skipped: 66

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	1.8%	2.8%	25.0%	36.3%	34.0%	388	3.98
	7	11	97	141	132		

Q24: I feel like I am growing as a learner.

Answered: 386 Skipped: 68



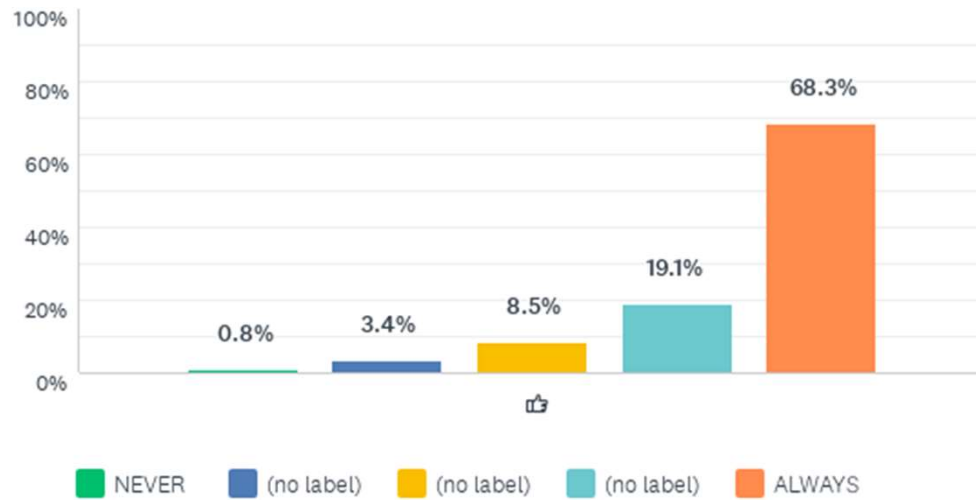
Q24: I feel like I am growing as a learner.

Answered: 386 Skipped: 68

	NEVER		SOMETIMES		ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	2.3%	2.1%	15.8%	28.5%	51.3%	386	4.24
	9	8	61	110	198		

Q25: My teacher helps me when I need it.

Answered: 388 Skipped: 66



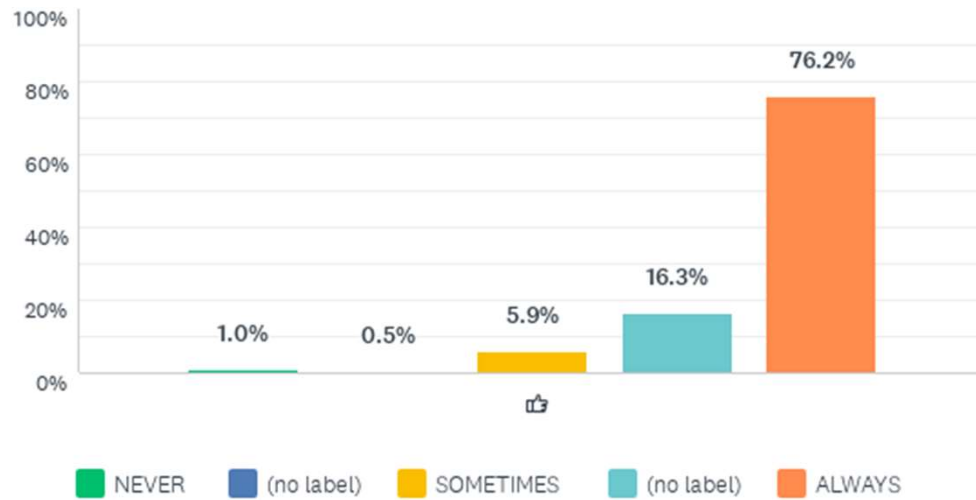
Q25: My teacher helps me when I need it.

Answered: 388 Skipped: 66

	NEVER	(NO LABEL)	(NO LABEL)	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	0.8%	3.4%	8.5%	19.1%	68.3%	388	4.51
	3	13	33	74	265		

Q26: My teacher believes in me and helps me be my best.

Answered: 387 Skipped: 67



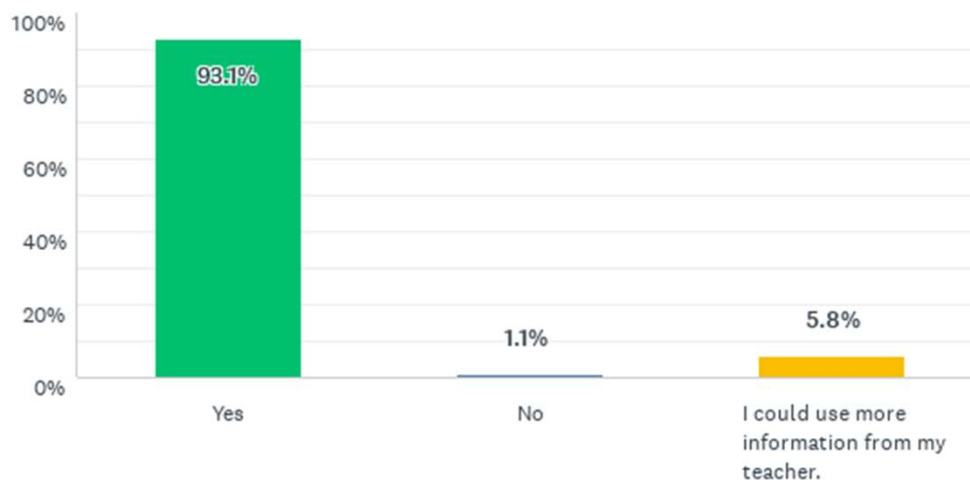
Q26: My teacher believes in me and helps me be my best.

Answered: 387 Skipped: 67

	NEVER	(NO LABEL)	SOMETIMES	(NO LABEL)	ALWAYS	TOTAL	WEIGHTED AVERAGE
👍	1.0%	0.5%	5.9%	16.3%	76.2%	387	4.66
	4	2	23	63	295		

Q27: I understand the health and safety rules because my teacher told me about them.

Answered: 378 Skipped: 76



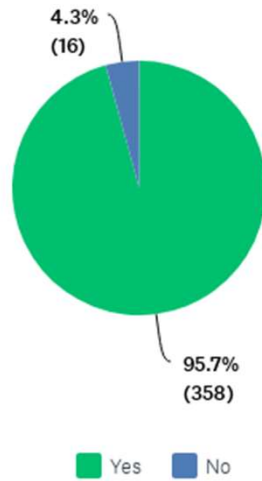
Q27: I understand the health and safety rules because my teacher told me about them.

Answered: 378 Skipped: 76

ANSWER CHOICES	RESPONSES	
Yes	93.1%	352
No	1.1%	4
I could use more information from my teacher.	5.8%	22
TOTAL		378

Q28: I feel safe at school.

Answered: 374 Skipped: 80

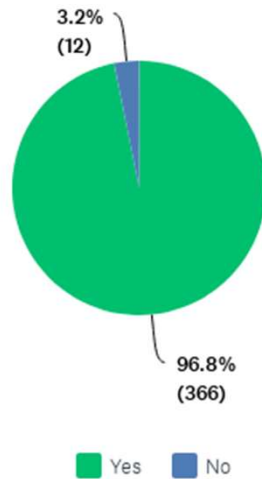
**Q28: I feel safe at school.**

Answered: 374 Skipped: 80

ANSWER CHOICES	RESPONSES	
Yes	95.7%	358
No	4.3%	16
TOTAL		374

Q29: I feel safe when I am online with my class.

Answered: 378 Skipped: 76



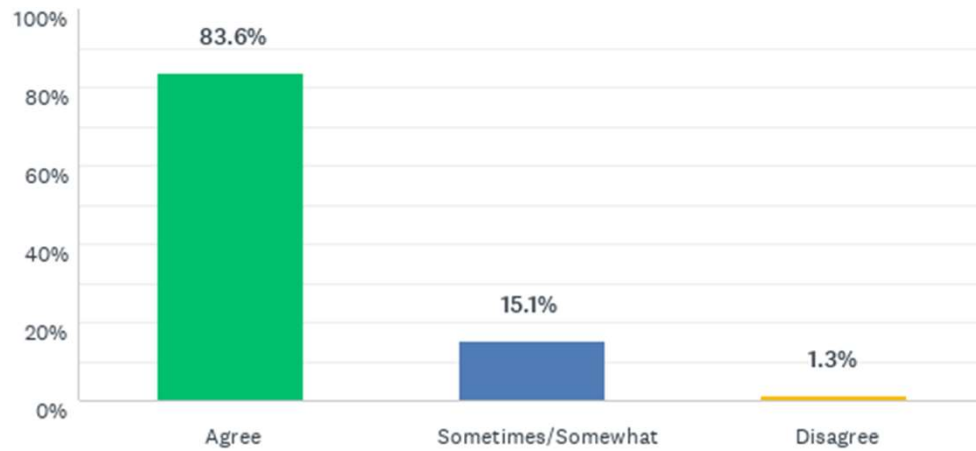
Q29: I feel safe when I am online with my class.

Answered: 378 Skipped: 76

ANSWER CHOICES	RESPONSES	
Yes	96.8%	366
No	3.2%	12
TOTAL		378

Q30: I feel my school is committed to the learning needs of all students.

Answered: 383 Skipped: 71



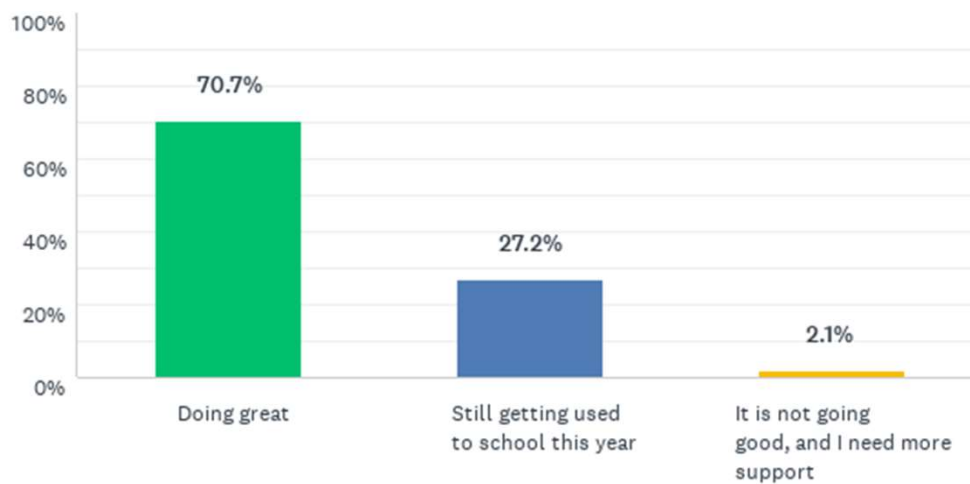
Q30: I feel my school is committed to the learning needs of all students.

Answered: 383 Skipped: 71

ANSWER CHOICES	RESPONSES	
Agree	83.6%	320
Sometimes/Somewhat	15.1%	58
Disagree	1.3%	5
TOTAL		383

Q31: How are you doing at this point in the school year?

Answered: 382 Skipped: 72



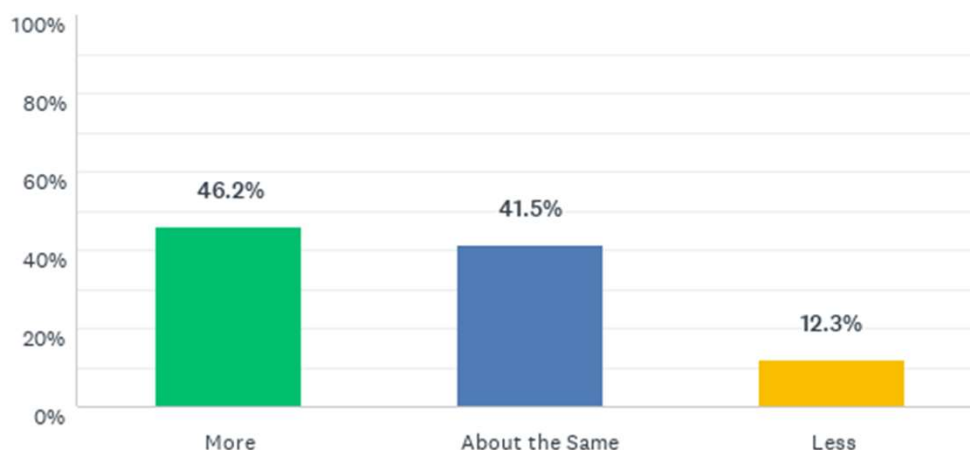
Q31: How are you doing at this point in the school year?

Answered: 382 Skipped: 72

ANSWER CHOICES	RESPONSES	
Doing great	70.7%	270
Still getting used to school this year	27.2%	104
It is not going good, and I need more support	2.1%	8
TOTAL		382

Q32: When I think about last year compared to this year, I feel I am learning

Answered: 383 Skipped: 71



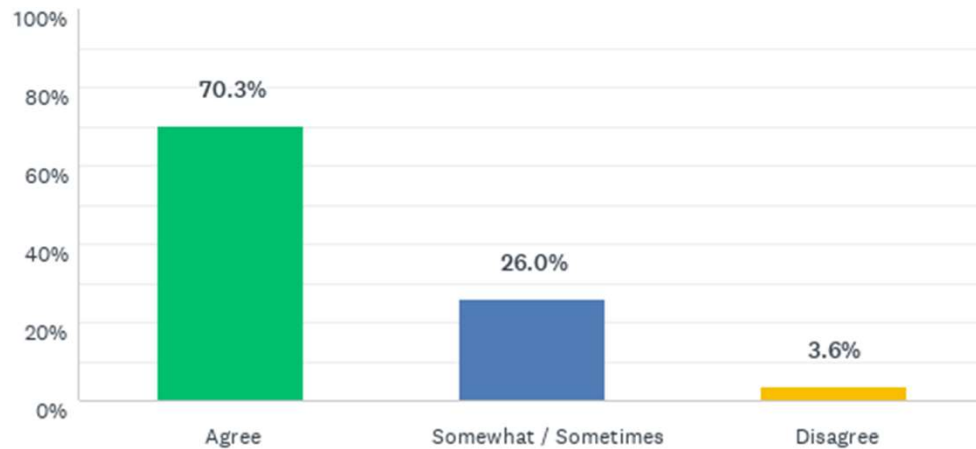
Q32: When I think about last year compared to this year, I feel I am learning

Answered: 383 Skipped: 71

ANSWER CHOICES	RESPONSES	
More	46.2%	177
About the Same	41.5%	159
Less	12.3%	47
TOTAL		383

Q33: Overall, I feel good about my school experience so far this year.

Answered: 384 Skipped: 70



Q33: Overall, I feel good about my school experience so far this year.

Answered: 384 Skipped: 70

ANSWER CHOICES	RESPONSES	
Agree	70.3%	270
Somewhat / Sometimes	26.0%	100
Disagree	3.6%	14
TOTAL		384

March Check In with 6-12 Students

Thursday, March 11, 2021

1551/4626 = 33.5% Response Rate

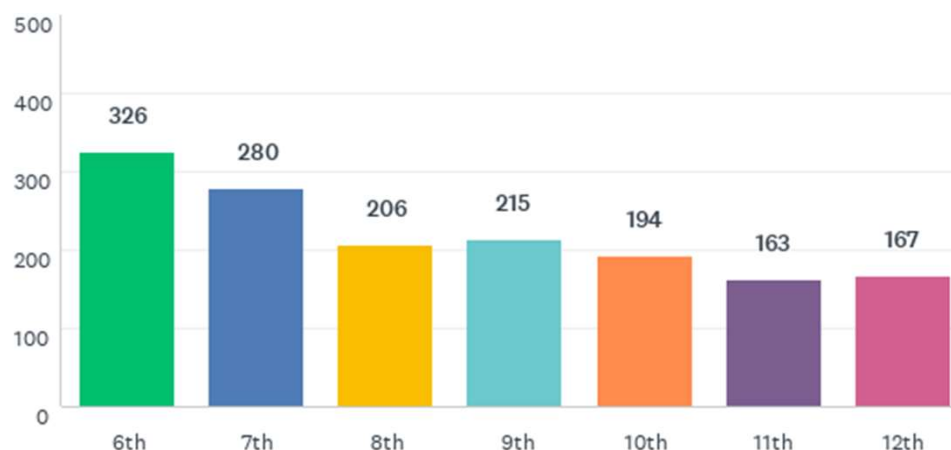
Total Responses

Date Created: Spring 2021

Complete Responses: 1197

Q1: What is your current grade level:

Answered: 1,551 Skipped: 0



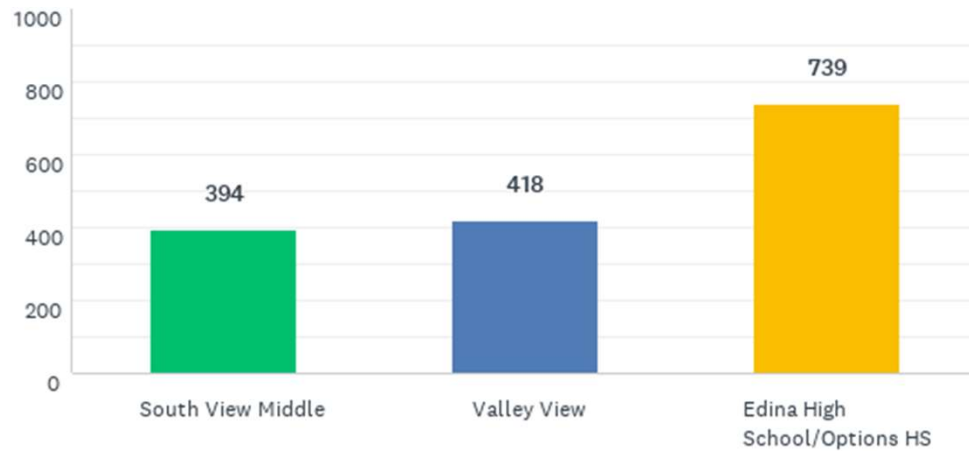
Q1: What is your current grade level:

Answered: 1,551 Skipped: 0

ANSWER CHOICES	RESPONSES	
6th	21.02%	326
7th	18.05%	280
8th	13.28%	206
9th	13.86%	215
10th	12.51%	194
11th	10.51%	163
12th	10.77%	167
TOTAL		1,551

Q2: Which school do you attend?

Answered: 1,551 Skipped: 0



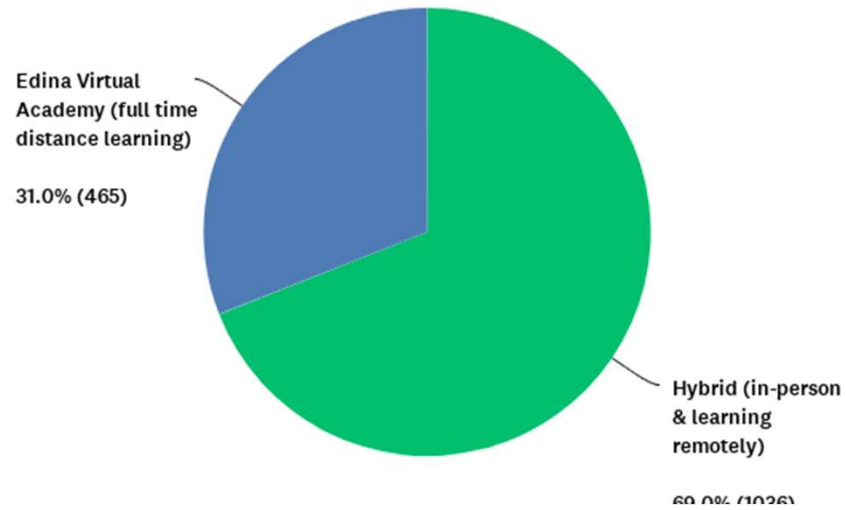
Q2: Which school do you attend?

Answered: 1,551 Skipped: 0

ANSWER CHOICES	RESPONSES	
South View Middle	25.40%	394
Valley View	26.95%	418
Edina High School/Options HS	47.65%	739
TOTAL		1,551

Q3: What learning model are you currently in?

Answered: 1,501 Skipped: 50



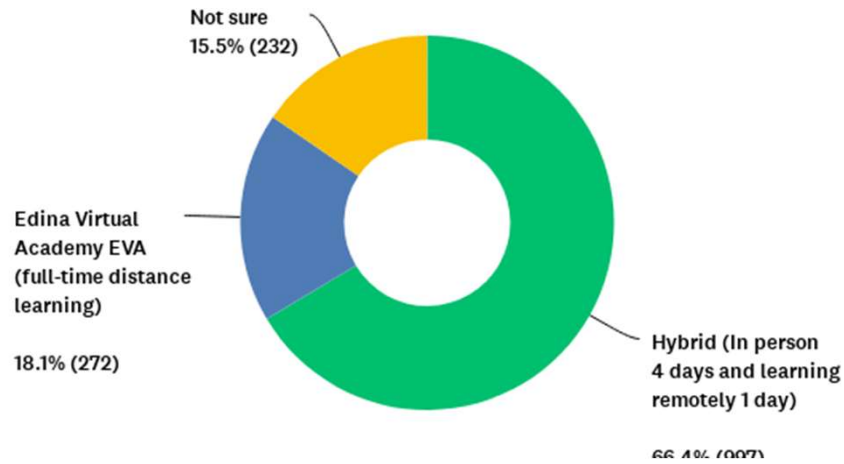
Q3: What learning model are you currently in?

Answered: 1,501 Skipped: 50

ANSWER CHOICES	RESPONSES	
Hybrid (in-person & learning remotely)	69.0%	1,036
Edina Virtual Academy (full time distance learning)	31.0%	465
TOTAL		1,501

Q4: What learning model will you be in next?

Answered: 1,501 Skipped: 50



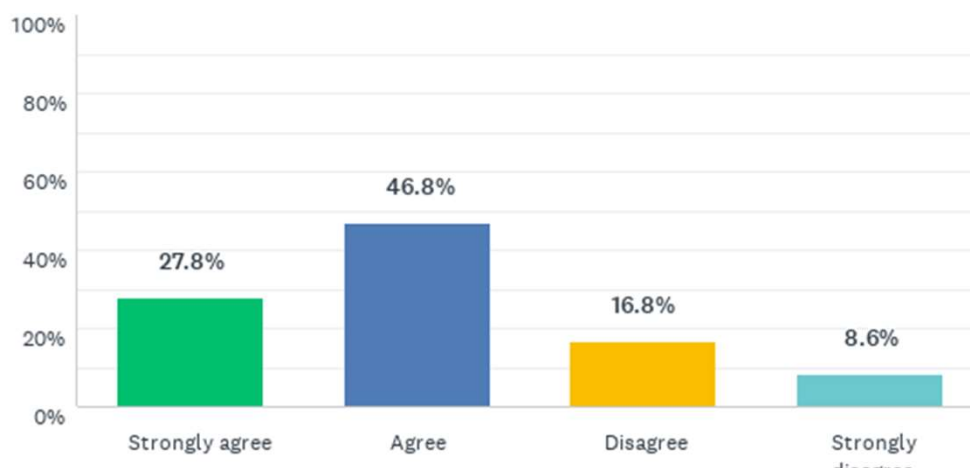
Q4: What learning model will you be in next?

Answered: 1,501 Skipped: 50

ANSWER CHOICES	RESPONSES	
Hybrid (In person 4 days and learning remotely 1 day)	66.4%	997
Edina Virtual Academy EVA (full-time distance learning)	18.1%	272
Not sure	15.5%	232
TOTAL		1,501

Q5: I believe our district should continue to offer online learning classes as a choice for students next year.

Answered: 1,492 Skipped: 59



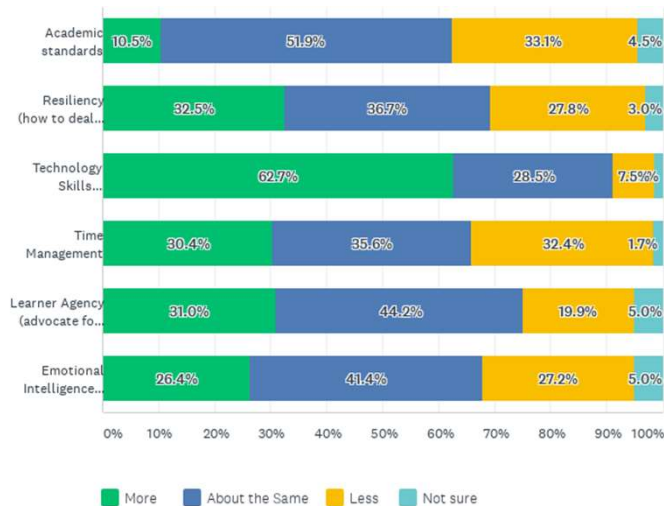
Q5: I believe our district should continue to offer online learning classes as a choice for students next year.

Answered: 1,492 Skipped: 59

ANSWER CHOICES	RESPONSES	
Strongly agree	27.8%	415
Agree	46.8%	698
Disagree	16.8%	251
Strongly disagree	8.6%	128
TOTAL		1,492

Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 949



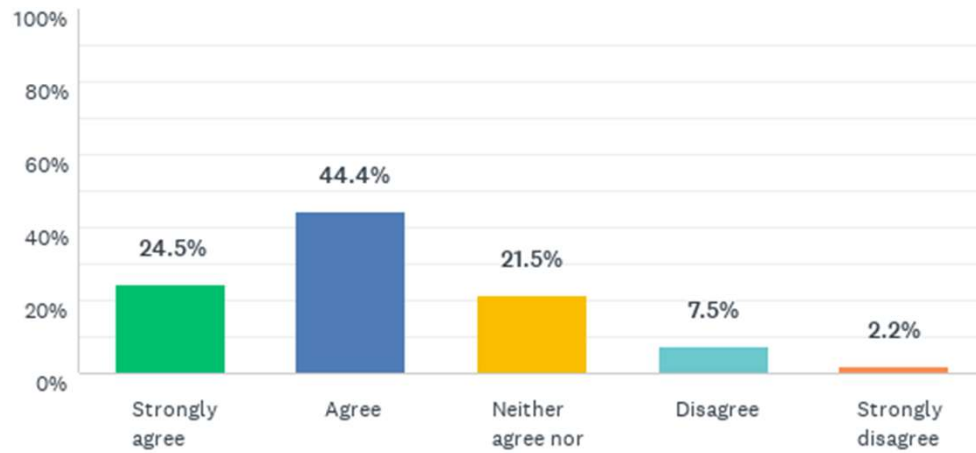
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 949

	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Academic standards	10.5% 63	51.9% 311	33.1% 198	4.5% 27	599
Resiliency (how to deal with situations)	32.5% 194	36.7% 219	27.8% 166	3.0% 18	597
Technology Skills (navigate new learning tools and digital content)	62.7% 377	28.5% 171	7.5% 45	1.3% 8	601
Time Management	30.4% 182	35.6% 213	32.4% 194	1.7% 10	599
Learner Agency (advocate for myself)	31.0% 181	44.2% 258	19.9% 116	5.0% 29	584
Emotional Intelligence (learning more about myself, more curious about others)	26.4% 158	41.4% 248	27.2% 163	5.0% 30	599

Q7: I feel I am on track for my next grade level.

Answered: 604 Skipped: 947



Q7: I feel I am on track for my next grade level.

Answered: 604 Skipped: 947

ANSWER CHOICES	RESPONSES	
Strongly agree	24.5%	148
Agree	44.4%	268
Neither agree nor disagree	21.5%	130
Disagree	7.5%	45
Strongly disagree	2.2%	13
TOTAL		604

Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 185



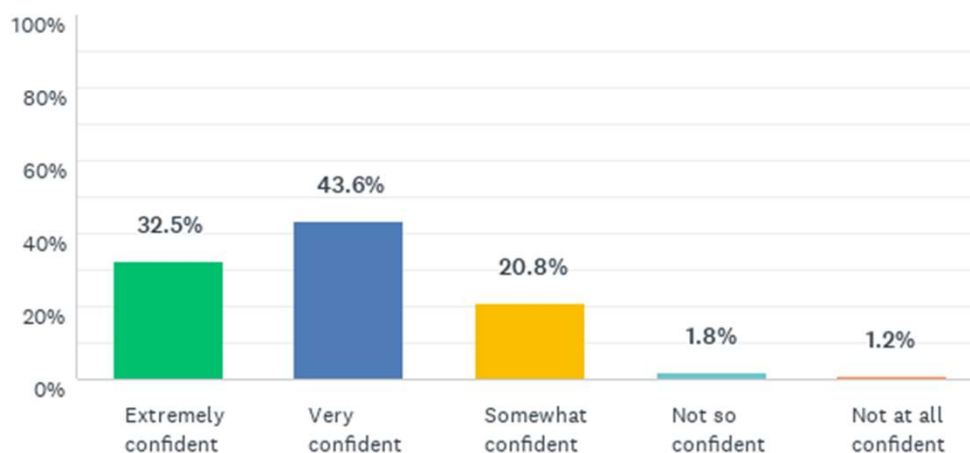
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 185

	YES	NO	SOMETIMES	TOTAL
performance of my Chromebook	16.7% 226	60.7% 824	22.6% 307	1,357
getting on the Internet from home	14.8% 201	63.0% 858	22.2% 302	1,361
logging in or using Google Meets to attend class	14.7% 200	65.3% 889	20.0% 272	1,361
accessing what I need for my learning in Schoology	11.6% 157	72.4% 983	16.0% 217	1,357
having a place where I can get my work done	9.7% 131	80.5% 1,090	9.8% 133	1,354
getting help from someone with my school work	11.4% 155	74.1% 1,006	14.5% 197	1,358

Q9: How confident are you in the use of the required technology tools available through school to support remote and hybrid learning? (i.e. Schoology, Google Meets, etc.)

Answered: 1,363 Skipped: 188



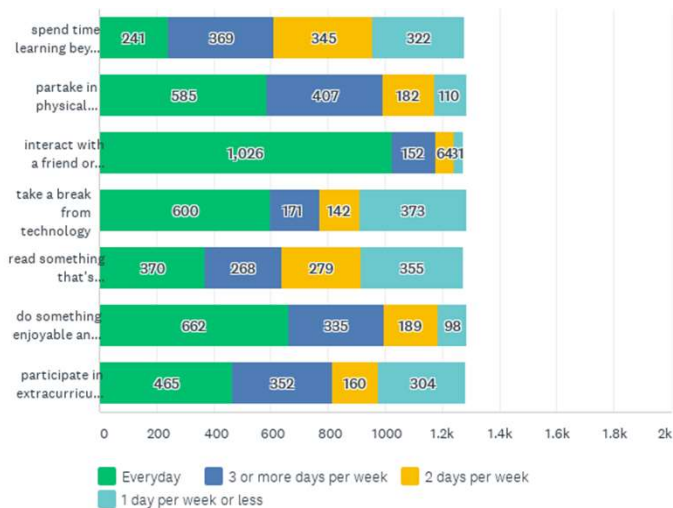
Q9: How confident are you in the use of the required technology tools available through school to support remote and hybrid learning? (i.e. Schoology, Google Meets, etc.)

Answered: 1,363 Skipped: 188

ANSWER CHOICES	RESPONSES	
Extremely confident	32.5%	443
Very confident	43.6%	594
Somewhat confident	20.8%	284
Not so confident	1.8%	25
Not at all confident	1.2%	17
TOTAL		1,363

Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 261



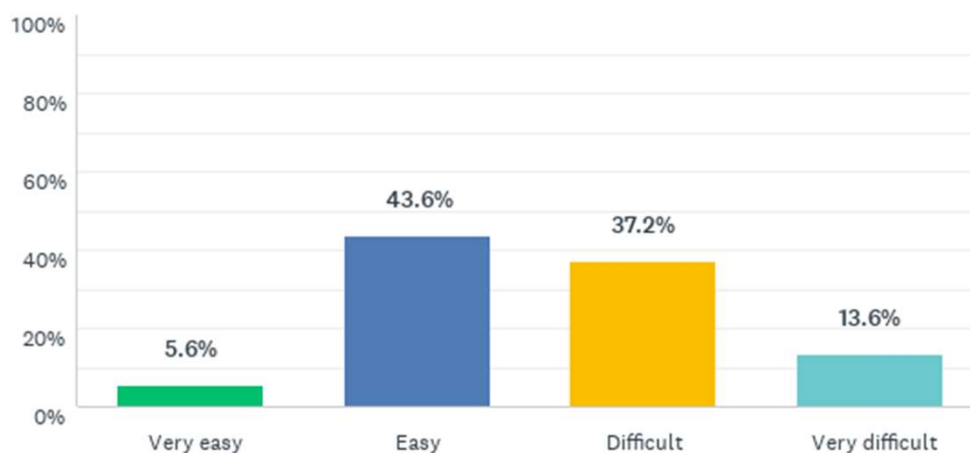
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 261

	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
spend time learning beyond what we do in class	18.87% 241	28.90% 369	27.02% 345	25.22% 322	1,277
partake in physical exercise	45.56% 585	31.70% 407	14.17% 182	8.57% 110	1,284
interact with a friend or family member	80.60% 1,026	11.94% 152	5.03% 64	2.44% 31	1,273
take a break from technology	46.66% 600	13.30% 171	11.04% 142	29.00% 373	1,286
read something that's interesting	29.09% 370	21.07% 268	21.93% 279	27.91% 355	1,272
do something enjoyable and fun	51.56% 662	26.09% 335	14.72% 189	7.63% 98	1,284
participate in extracurricular activities (i.e. band, athletics, clubs, theatre)	36.30% 465	27.48% 352	12.49% 160	23.73% 304	1,281

Q11: How easy or difficult is it for you to stay focused on your school work these days?

Answered: 1,258 Skipped: 293



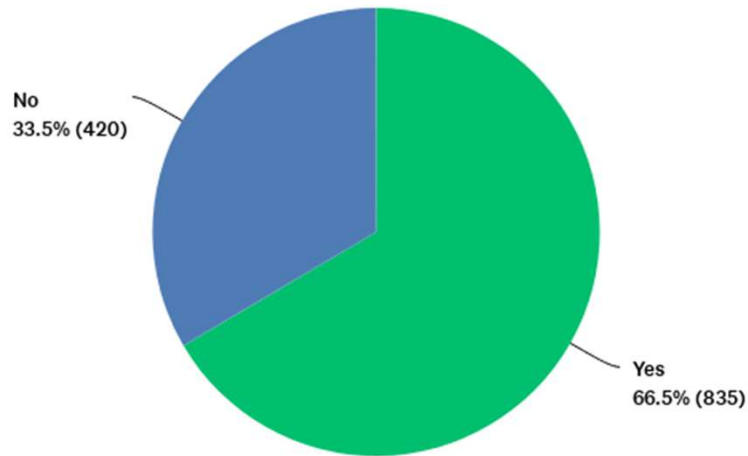
Q11: How easy or difficult is it for you to stay focused on your school work these days?

Answered: 1,258 Skipped: 293

ANSWER CHOICES	RESPONSES	
Very easy	5.6%	71
Easy	43.6%	548
Difficult	37.2%	468
Very difficult	13.6%	171
TOTAL		1,258

Q12: Do you feel a teacher or someone from your school has checked in on how you are doing?

Answered: 1,255 Skipped: 296



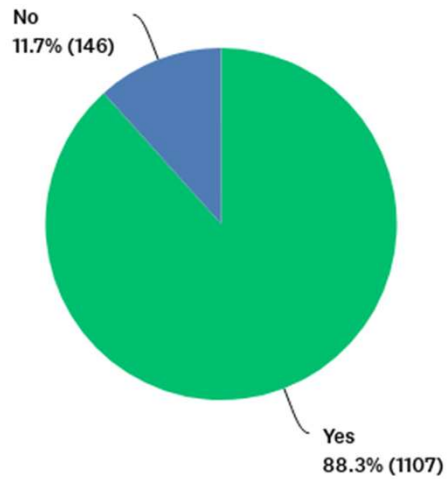
Q12: Do you feel a teacher or someone from your school has checked in on how you are doing?

Answered: 1,255 Skipped: 296

ANSWER CHOICES	RESPONSES	
Yes	66.5%	835
No	33.5%	420
TOTAL		1,255

Q13: Do you have someone at your school or at home that you can count on to help you, no matter what?

Answered: 1,253 Skipped: 298



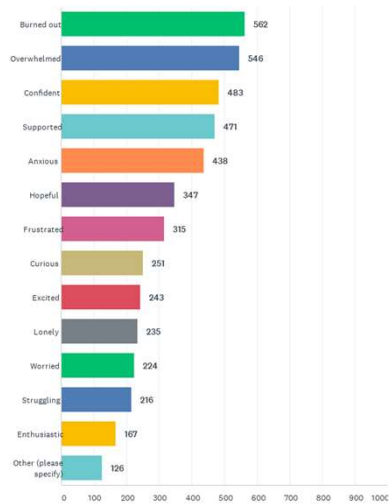
Q13: Do you have someone at your school or at home that you can count on to help you, no matter what?

Answered: 1,253 Skipped: 298

ANSWER CHOICES	RESPONSES	
Yes	88.3%	1,107
No	11.7%	146
TOTAL		1,253

Q14: Describe how you are feeling regarding school and your learning. (Choose three)

Answered: 1,251 Skipped: 300



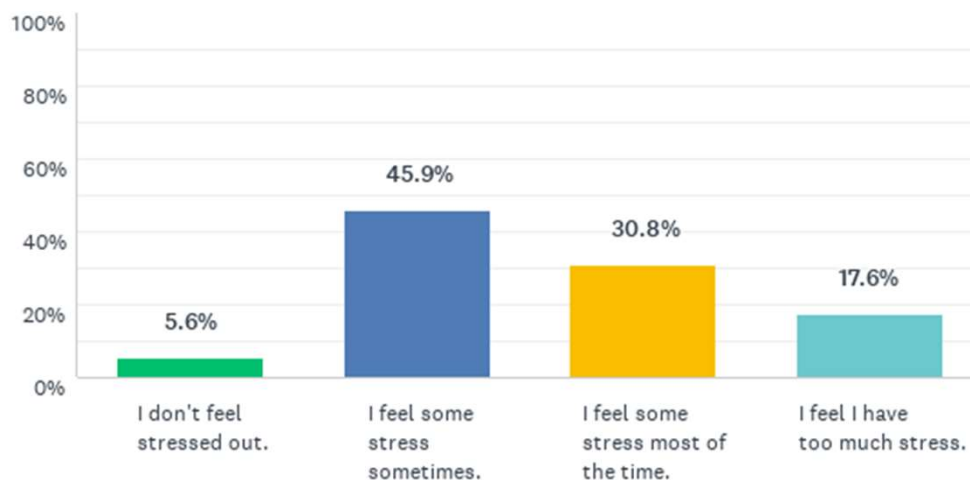
Q14: Describe how you are feeling regarding school and your learning. (Choose three)

Answered: 1,251 Skipped: 300

ANSWER CHOICES	RESPONSES	
Burned out	44.92%	562
Overwhelmed	43.65%	546
Confident	38.61%	483
Supported	37.65%	471
Anxious	35.01%	438
Hopeful	27.74%	347
Frustrated	25.18%	315
Curious	20.06%	251
Excited	19.42%	243
Lonely	18.78%	235
Worried	17.91%	224
Struggling	17.27%	216
Enthusiastic	13.35%	167
Other (please specify)	10.07%	126
Total Respondents: 1,251		

Q15: When you think about your learning this year, how would you describe your level of stress?

Answered: 1,258 Skipped: 293



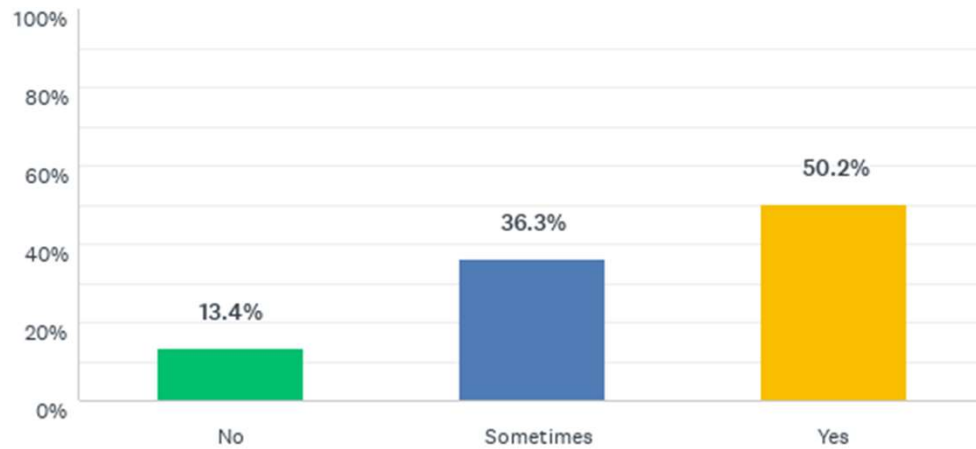
Q15: When you think about your learning this year, how would you describe your level of stress?

Answered: 1,258 Skipped: 293

ANSWER CHOICES	RESPONSES	
I don't feel stressed out.	5.6%	70
I feel some stress sometimes.	45.9%	578
I feel some stress most of the time.	30.8%	388
I feel I have too much stress.	17.6%	222
TOTAL		1,258

Q16: My classmates and I are finding ways to connect this school year.

Answered: 1,242 Skipped: 309



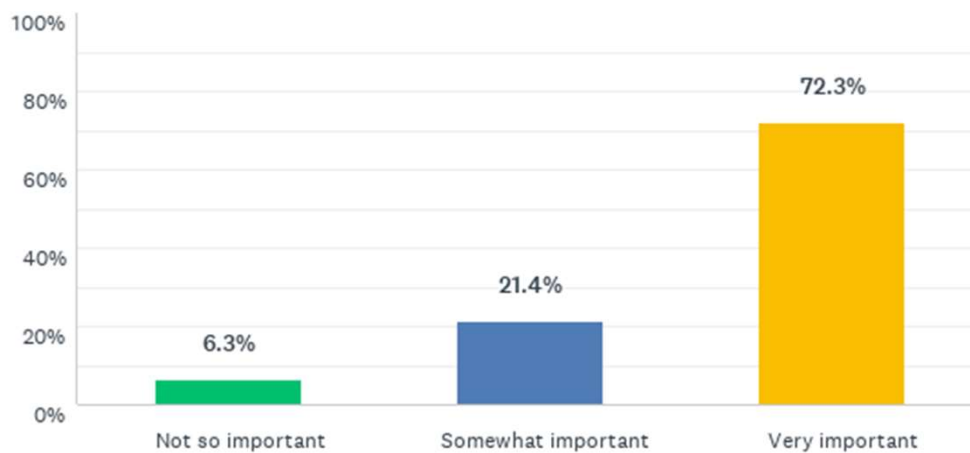
Q16: My classmates and I are finding ways to connect this school year.

Answered: 1,242 Skipped: 309

ANSWER CHOICES	RESPONSES	
No	13.4%	167
Sometimes	36.3%	451
Yes	50.2%	624
TOTAL		1,242

Q17: Connecting with my friends while at school is:

Answered: 1,242 Skipped: 309



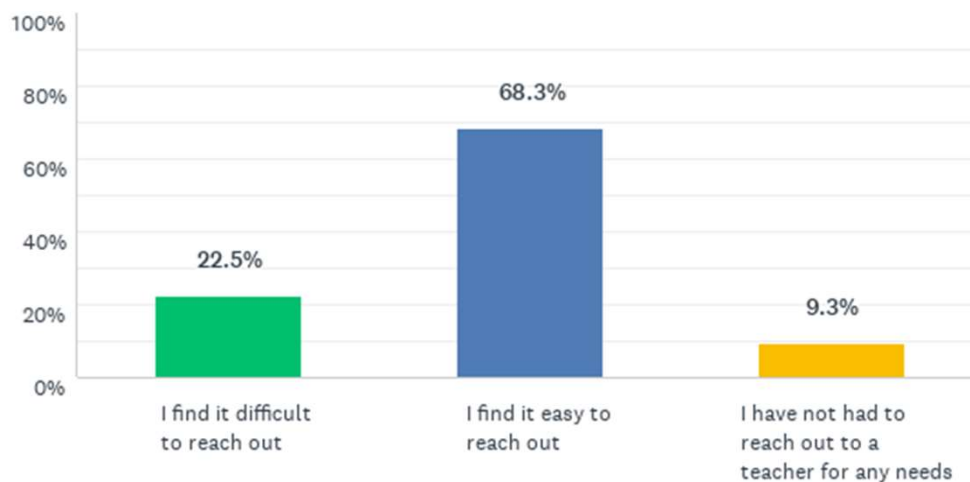
Q17: Connecting with my friends while at school is:

Answered: 1,242 Skipped: 309

ANSWER CHOICES	RESPONSES	
Not so important	6.3%	78
Somewhat important	21.4%	266
Very important	72.3%	898
TOTAL		1,242

Q18: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 1,241 Skipped: 310



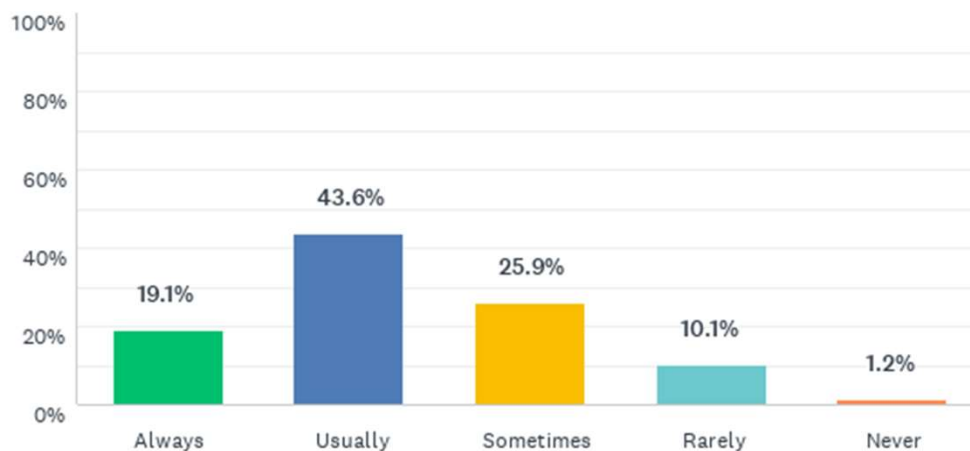
Q18: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 1,241 Skipped: 310

ANSWER CHOICES	RESPONSES	
I find it difficult to reach out	22.5%	279
I find it easy to reach out	68.3%	847
I have not had to reach out to a teacher for any needs	9.3%	115
TOTAL		1,241

Q19: What I am learning about is important to me.

Answered: 1,228 Skipped: 323



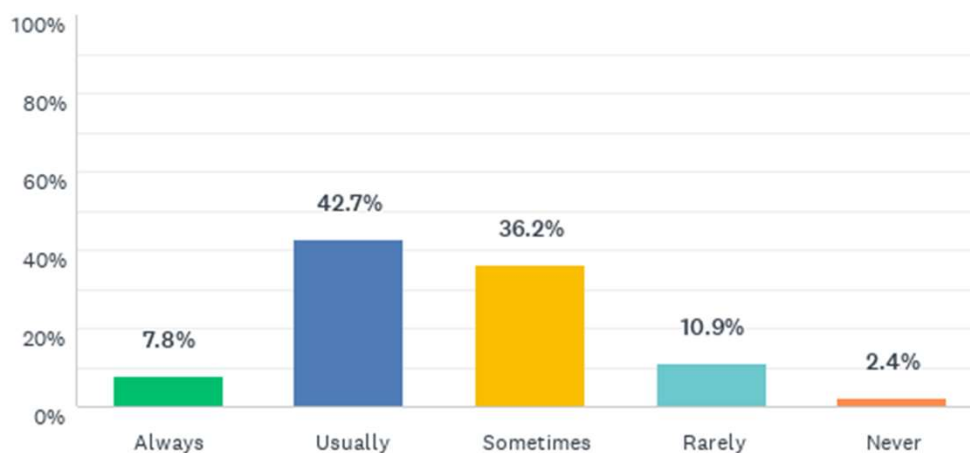
Q19: What I am learning about is important to me.

Answered: 1,228 Skipped: 323

ANSWER CHOICES	RESPONSES	
Always	19.1%	235
Usually	43.6%	536
Sometimes	25.9%	318
Rarely	10.1%	124
Never	1.2%	15
TOTAL		1,228

Q20: I feel interested in what I am learning.

Answered: 1,225 Skipped: 326



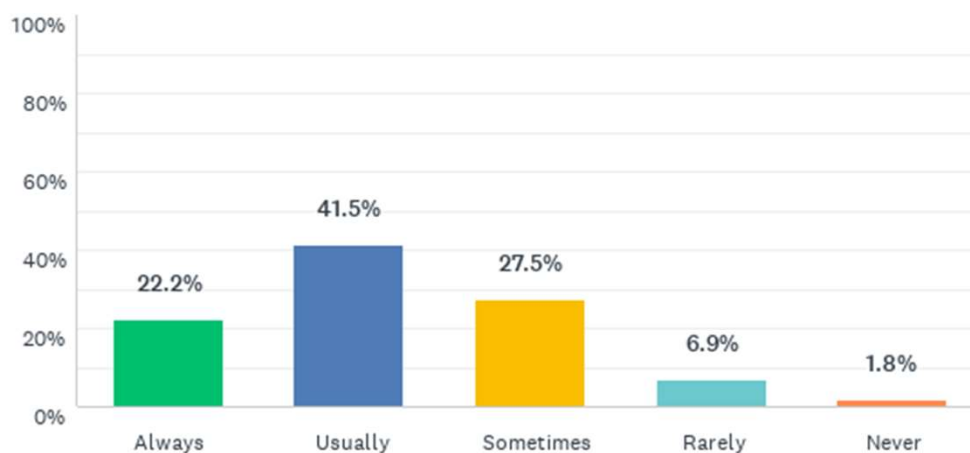
Q20: I feel interested in what I am learning.

Answered: 1,225 Skipped: 326

ANSWER CHOICES	RESPONSES	
Always	7.8%	95
Usually	42.7%	523
Sometimes	36.2%	444
Rarely	10.9%	134
Never	2.4%	29
TOTAL		1,225

Q21: I feel involved in my learning.

Answered: 1,227 Skipped: 324



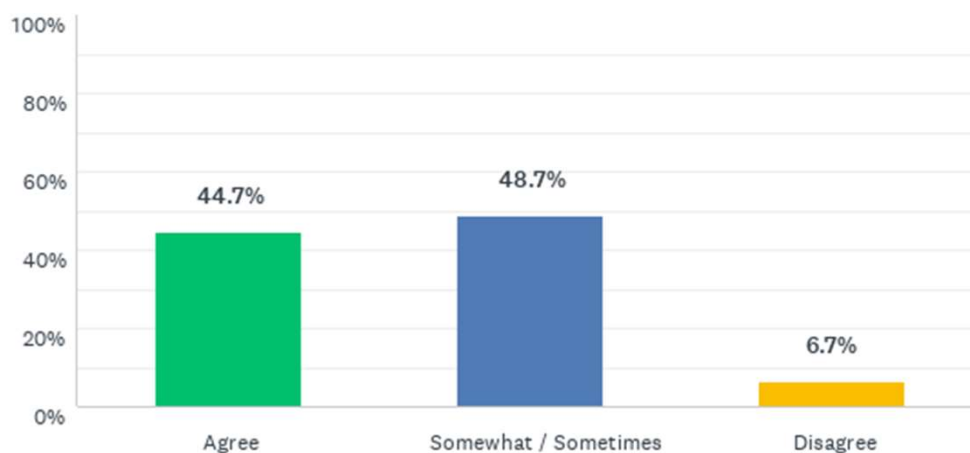
Q21: I feel involved in my learning.

Answered: 1,227 Skipped: 324

ANSWER CHOICES	RESPONSES	
Always	22.2%	273
Usually	41.5%	509
Sometimes	27.5%	338
Rarely	6.9%	85
Never	1.8%	22
TOTAL		1,227

Q22: I feel engaged in my learning

Answered: 1,227 Skipped: 324



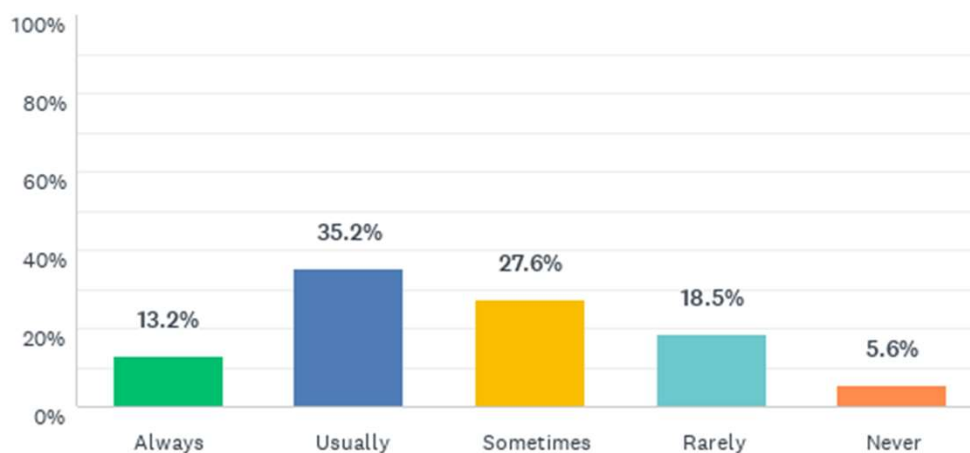
Q22: I feel engaged in my learning

Answered: 1,227 Skipped: 324

ANSWER CHOICES	RESPONSES	
Agree	44.7%	548
Somewhat / Sometimes	48.7%	597
Disagree	6.7%	82
TOTAL		1,227

Q23: I can decide how I show what I have learned.

Answered: 1,214 Skipped: 337



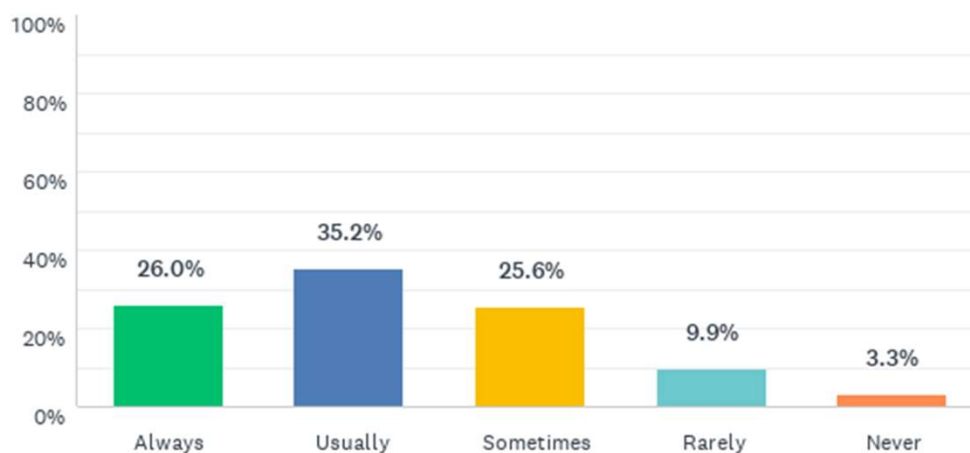
Q23: I can decide how I show what I have learned.

Answered: 1,214 Skipped: 337

ANSWER CHOICES	RESPONSES	
Always	13.2%	160
Usually	35.2%	427
Sometimes	27.6%	335
Rarely	18.5%	224
Never	5.6%	68
TOTAL		1,214

Q24: I feel I am growing as a learner

Answered: 1,215 Skipped: 336



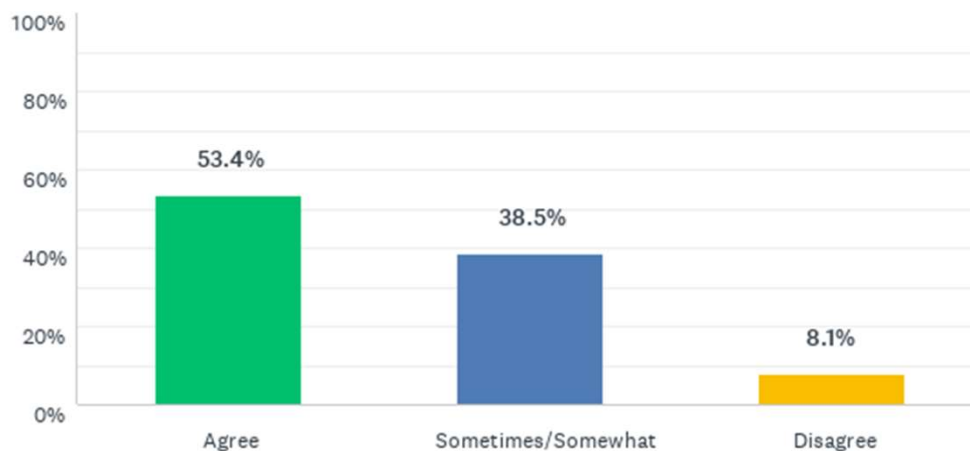
Q24: I feel I am growing as a learner

Answered: 1,215 Skipped: 336

ANSWER CHOICES	RESPONSES	
Always	26.0%	316
Usually	35.2%	428
Sometimes	25.6%	311
Rarely	9.9%	120
Never	3.3%	40
TOTAL		1,215

Q25: I feel my academic needs are being met.

Answered: 1,213 Skipped: 338

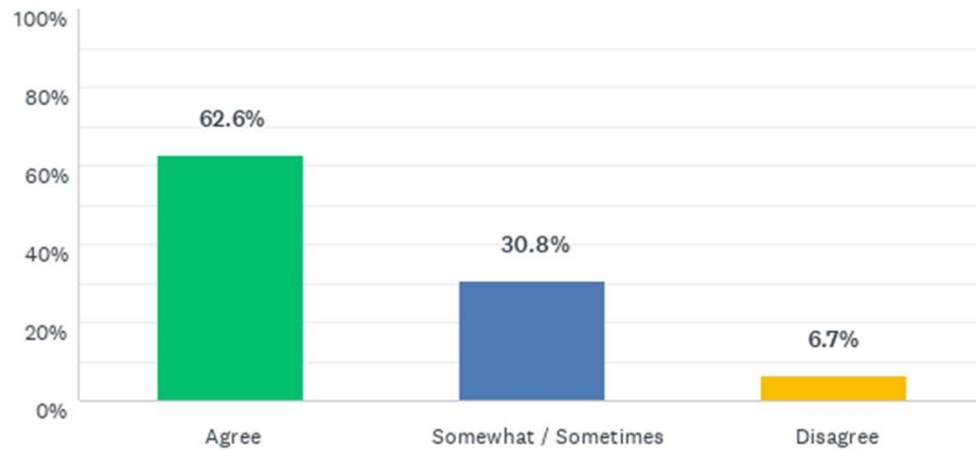
**Q25: I feel my academic needs are being met.**

Answered: 1,213 Skipped: 338

ANSWER CHOICES	RESPONSES	
Agree	53.4%	648
Sometimes/Somewhat	38.5%	467
Disagree	8.1%	98
TOTAL		1,213

Q26: I feel I am making progress in my classes.

Answered: 1,213 Skipped: 338



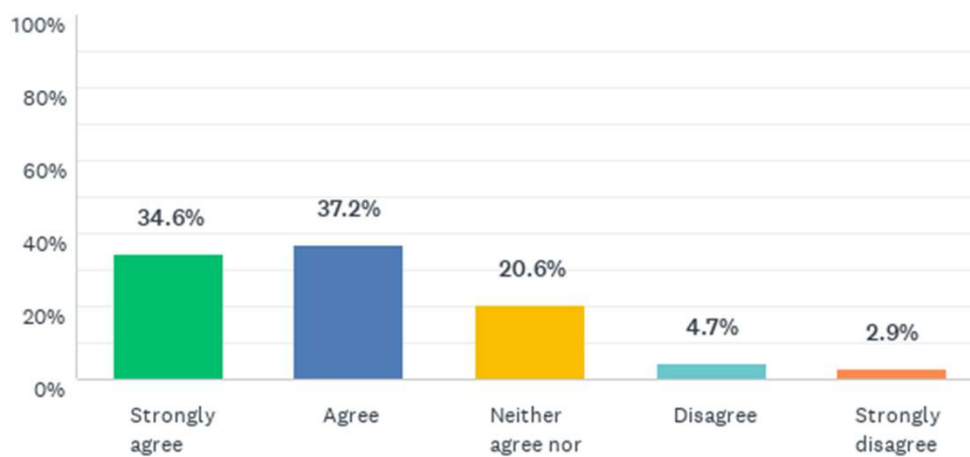
Q26: I feel I am making progress in my classes.

Answered: 1,213 Skipped: 338

ANSWER CHOICES	RESPONSES	
Agree	62.6%	759
Somewhat / Sometimes	30.8%	373
Disagree	6.7%	81
TOTAL		1,213

Q27: I feel safe at school.

Answered: 1,187 Skipped: 364



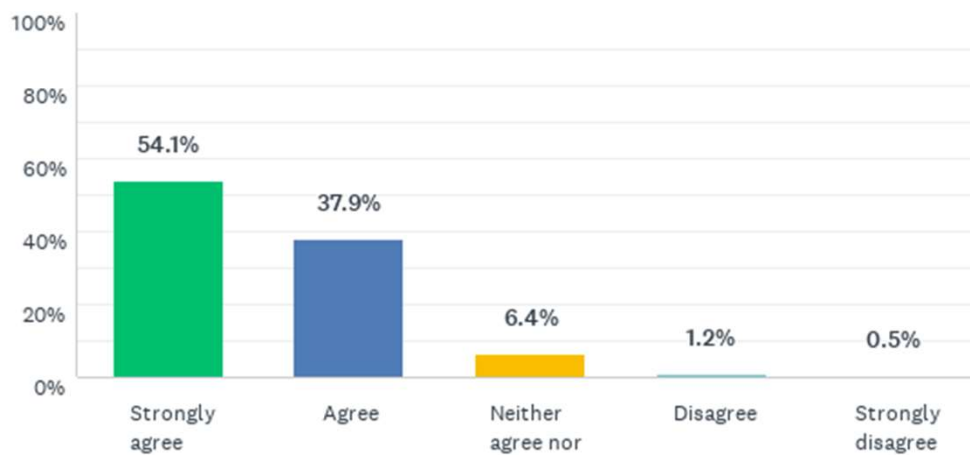
Q27: I feel safe at school.

Answered: 1,187 Skipped: 364

ANSWER CHOICES	RESPONSES	
Strongly agree	34.6%	411
Agree	37.2%	441
Neither agree nor disagree	20.6%	245
Disagree	4.7%	56
Strongly disagree	2.9%	34
TOTAL		1,187

Q28: I feel safe online.

Answered: 1,207 Skipped: 344

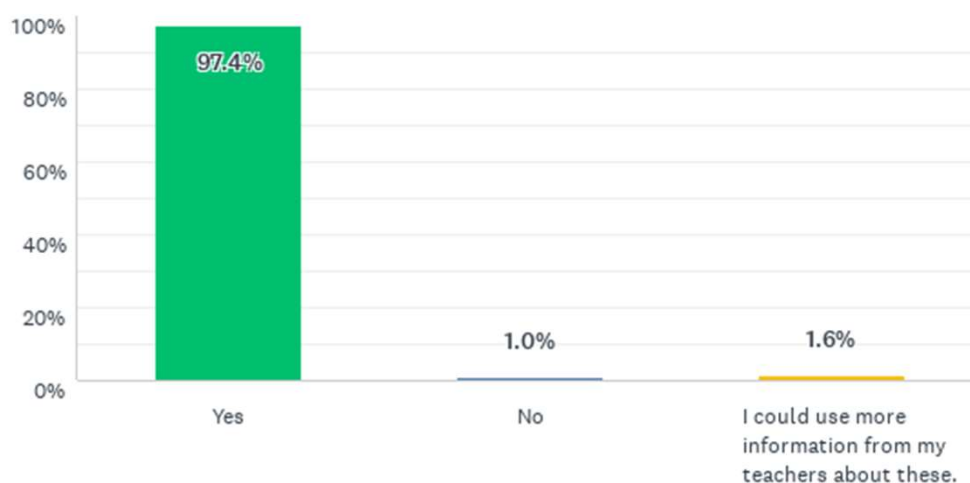
**Q28: I feel safe online.**

Answered: 1,207 Skipped: 344

ANSWER CHOICES	RESPONSES	
Strongly agree	54.1%	653
Agree	37.9%	457
Neither agree nor disagree	6.4%	77
Disagree	1.2%	14
Strongly disagree	0.5%	6
TOTAL		1,207

Q29: I understand the Health and Safety rules related to COVID.

Answered: 1,207 Skipped: 344



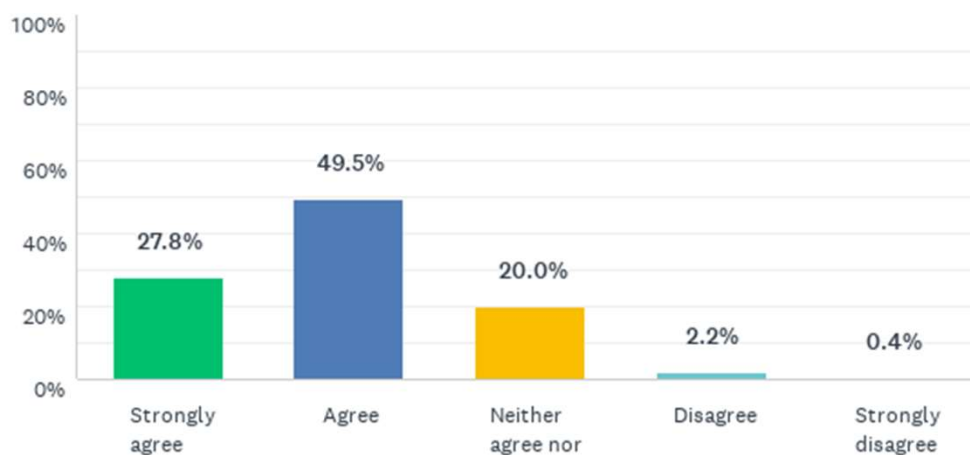
Q29: I understand the Health and Safety rules related to COVID.

Answered: 1,207 Skipped: 344

ANSWER CHOICES	RESPONSES	
Yes	97.4%	1,176
No	1.0%	12
I could use more information from my teachers about these.	1.6%	19
TOTAL		1,207

Q30: My teachers hold high expectations for me.

Answered: 1,207 Skipped: 344



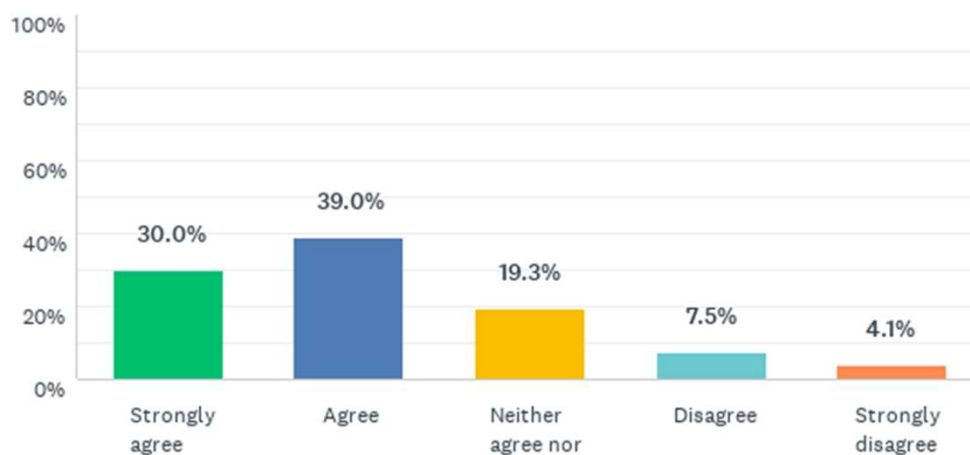
Q30: My teachers hold high expectations for me.

Answered: 1,207 Skipped: 344

ANSWER CHOICES	RESPONSES	
Strongly agree	27.8%	335
Agree	49.5%	598
Neither agree nor disagree	20.0%	242
Disagree	2.2%	27
Strongly disagree	0.4%	5
TOTAL		1,207

Q31: My school is committed to the learning needs of all students.

Answered: 1,206 Skipped: 345



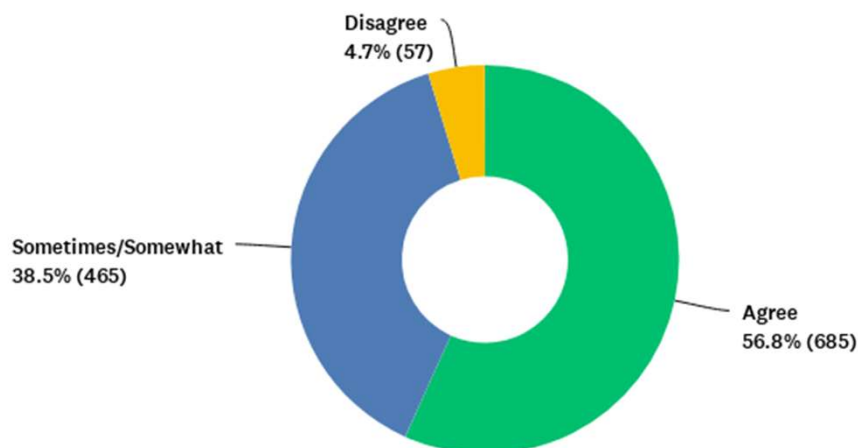
Q31: My school is committed to the learning needs of all students.

Answered: 1,206 Skipped: 345

ANSWER CHOICES	RESPONSES	
Strongly agree	30.0%	362
Agree	39.0%	470
Neither agree nor disagree	19.3%	233
Disagree	7.5%	91
Strongly disagree	4.1%	50
TOTAL		1,206

Q32: The communication from my classroom teachers has been effective.

Answered: 1,207 Skipped: 344



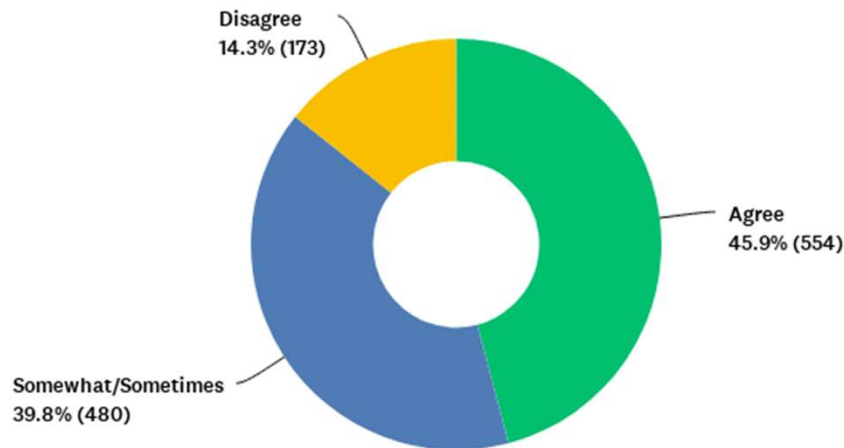
Q32: The communication from my classroom teachers has been effective.

Answered: 1,207 Skipped: 344

ANSWER CHOICES	RESPONSES	
Agree	56.8%	685
Sometimes/Somewhat	38.5%	465
Disagree	4.7%	57
TOTAL		1,207

Q33: The communication provided by the building Principal has been effective.

Answered: 1,207 Skipped: 344



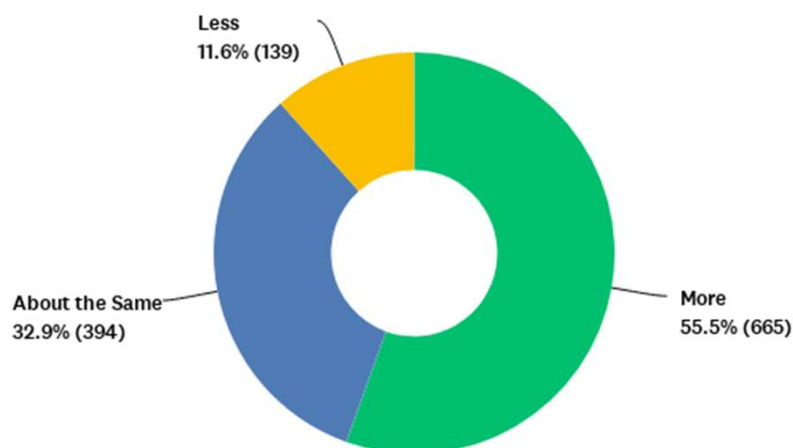
Q33: The communication provided by the building Principal has been effective.

Answered: 1,207 Skipped: 344

ANSWER CHOICES	RESPONSES	
Agree	45.9%	554
Somewhat/Sometimes	39.8%	480
Disagree	14.3%	173
TOTAL		1,207

Q34: When I think about last spring when we were operating in the pandemic, compared to this year in the pandemic, I feel I am learning:

Answered: 1,198 Skipped: 353



Q34: When I think about last spring when we were operating in the pandemic, compared to this year in the pandemic, I feel I am learning:

Answered: 1,198 Skipped: 353

ANSWER CHOICES	RESPONSES	
More	55.5%	665
About the Same	32.9%	394
Less	11.6%	139
TOTAL		1,198

March Check in with Staff

Thursday, March 11, 2021

512/905 = 56.5% Response Rate

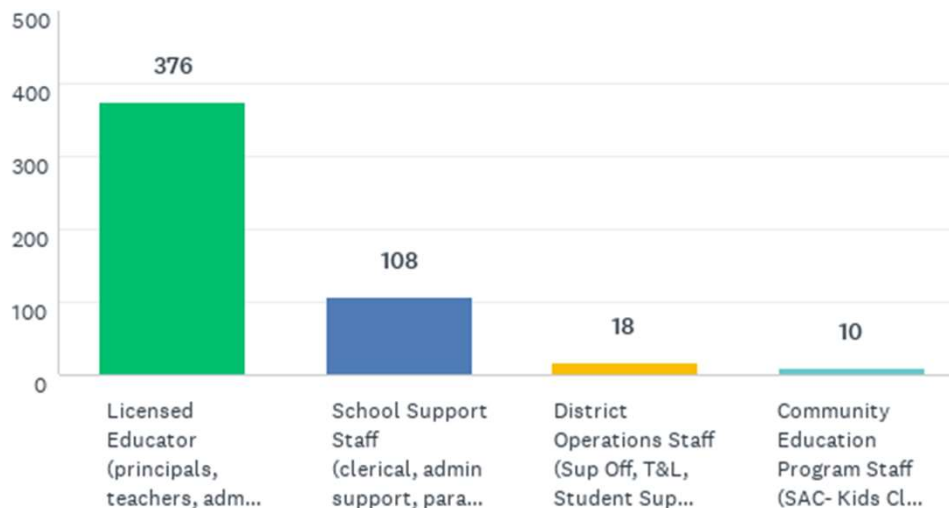
Total Responses

Date Created: Spring 2021

Complete Responses: 417

Q1: What is your primary role in the District?

Answered: 512 Skipped: 0



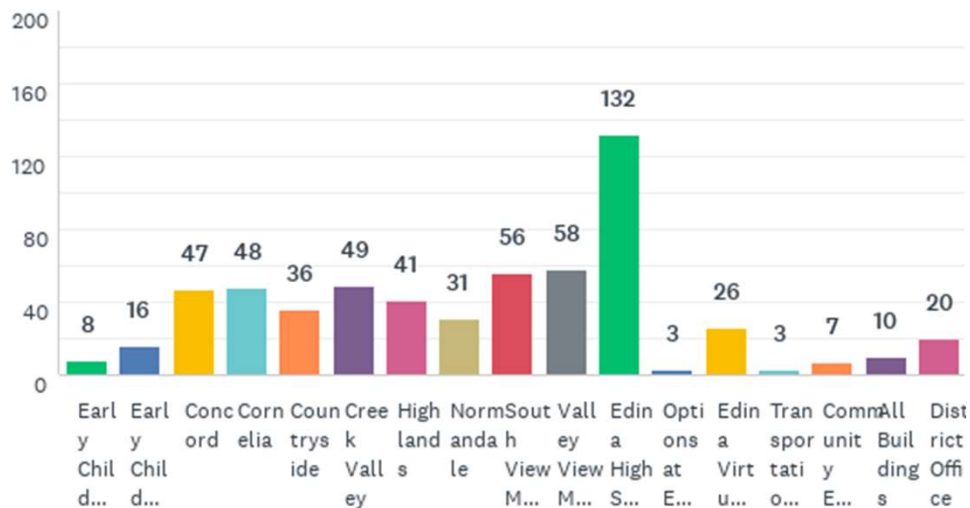
Q1: What is your primary role in the District?

Answered: 512 Skipped: 0

ANSWER CHOICES	RESPONSES	
Licensed Educator (principals, teachers, admin, sped, counselors, social worker, psychologists)	73.4%	376
School Support Staff (clerical, admin support, paras, education assistants, etc. .)	21.1%	108
District Operations Staff (Sup Off, T&L, Student Sup Services, IT, Communication, Trans, Bldg. & Grounds, Food Service, Finance, HR, payroll, Enrollment, etc. .)	3.5%	18
Community Education Program Staff (SAC- Kids Club, Adult, Early Learning, etc. .)	2.0%	10
TOTAL		512

Q2: Which school or building do you typically work in? (check all that apply)

Answered: 512 Skipped: 0



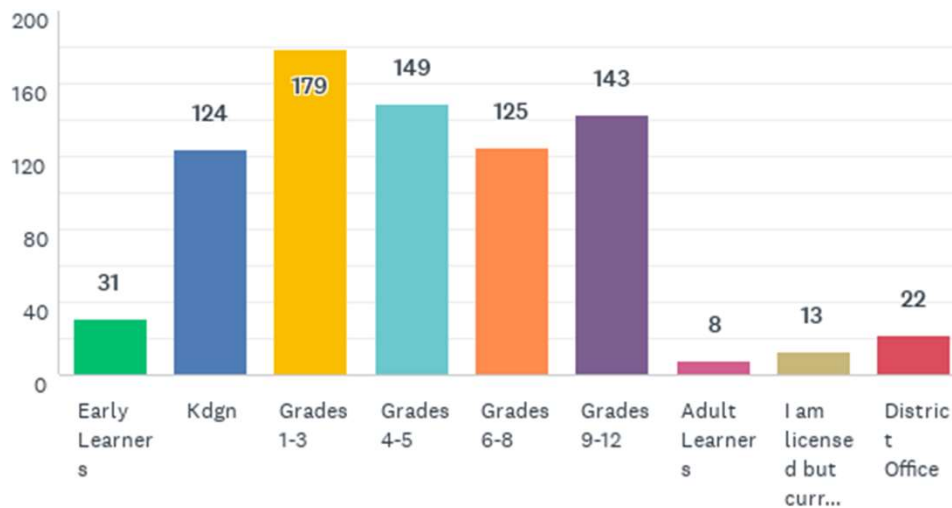
Q2: Which school or building do you typically work in? (check all that apply)

Answered: 512 Skipped: 0

ANSWER CHOICES	RESPONSES
Early Childhood Preschool Program	1.6% 8
Early Childhood Special Education	3.1% 16
Concord	9.2% 47
Cornelia	9.4% 48
Countryside	7.0% 36
Creek Valley	9.6% 49
Highlands	8.0% 41
Normandale	6.1% 31
South View Middle	10.9% 56
Valley View Middle	11.3% 58
Edina High School	25.8% 132
Options at Edina HS	0.6% 3
Edina Virtual Academy	5.1% 26
Transportation Building	0.6% 3
Community Education	1.4% 7
All Buildings	2.0% 10
District Office	3.9% 20
Total Respondents: 512	

Q3: Indicate the levels you teach or support? (check all that apply)

Answered: 512 Skipped: 0



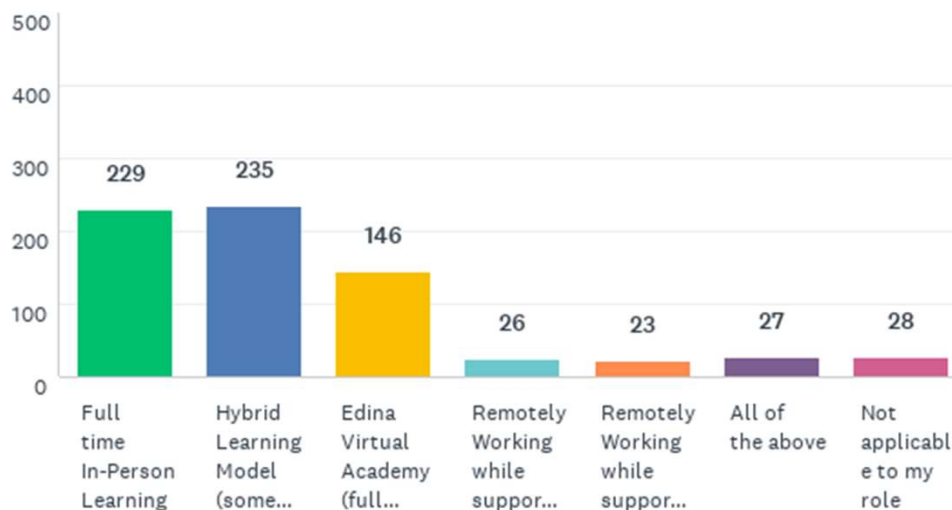
Q3: Indicate the levels you teach or support? (check all that apply)

Answered: 512 Skipped: 0

ANSWER CHOICES	RESPONSES	
Early Learners	6.1%	31
Kdgn	24.2%	124
Grades 1-3	35.0%	179
Grades 4-5	29.1%	149
Grades 6-8	24.4%	125
Grades 9-12	27.9%	143
Adult Learners	1.6%	8
I am licensed but currently not teaching students	2.5%	13
District Office	4.3%	22
Total Respondents: 512		

Q4: Please indicate which Learning Model you currently teach in or support through your role. (Check all that Apply)

Answered: 512 Skipped: 0



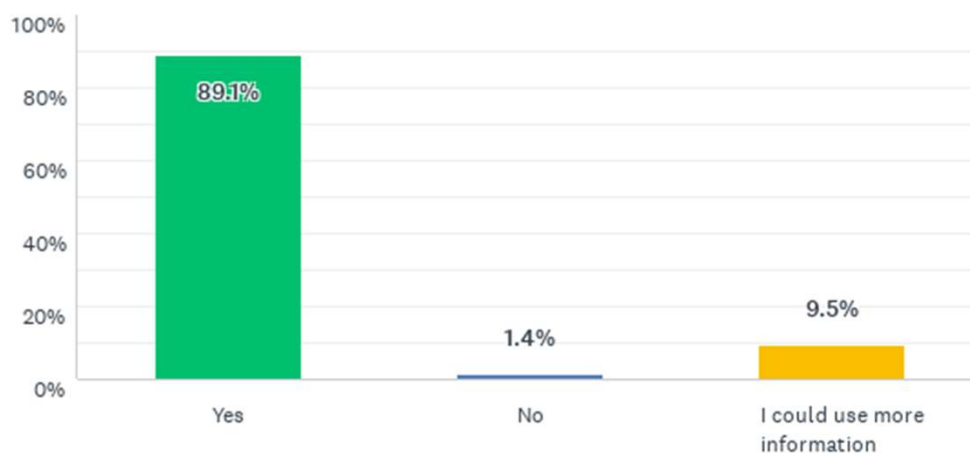
Q4: Please indicate which Learning Model you currently teach in or support through your role. (Check all that Apply)

Answered: 512 Skipped: 0

ANSWER CHOICES	RESPONSES	
Full time In-Person Learning	44.7%	229
Hybrid Learning Model (some In-Person, some Distance)	45.9%	235
Edina Virtual Academy (full time Distance)	28.5%	146
Remotely Working while supporting Hybrid Learning	5.1%	26
Remotely Working while supporting In-Person Learning	4.5%	23
All of the above	5.3%	27
Not applicable to my role	5.5%	28
Total Respondents: 512		

Q5: Do you feel you have a good understanding of the required Health and Safety protocols related to COVID being implemented in the Edina Public Schools per the Minnesota Department of Health?

Answered: 486 Skipped: 26



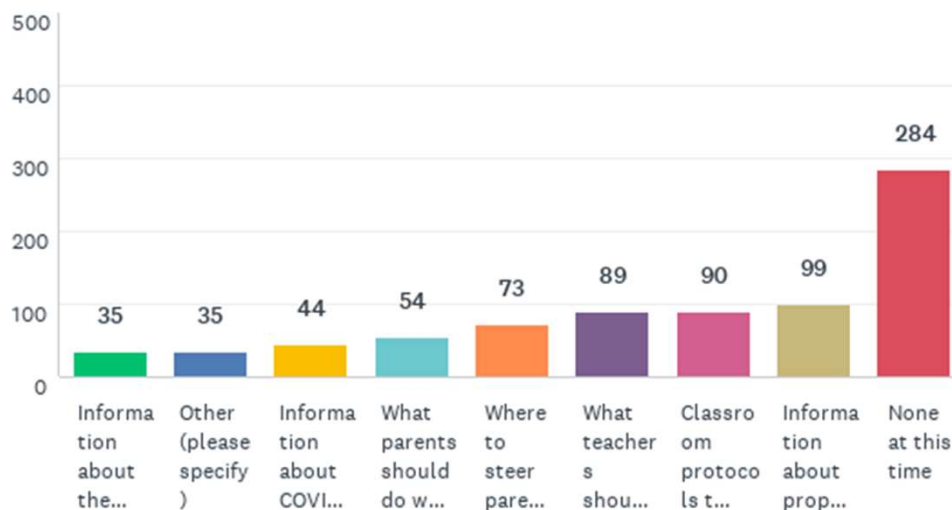
Q5: Do you feel you have a good understanding of the required Health and Safety protocols related to COVID being implemented in the Edina Public Schools per the Minnesota Department of Health?

Answered: 486 Skipped: 26

ANSWER CHOICES	RESPONSES	
Yes	89.1%	433
No	1.4%	7
I could use more information	9.5%	46
TOTAL		486

Q6: What information needs do you have related to the Health and Safety protocols? (check all that apply).

Answered: 470 Skipped: 42



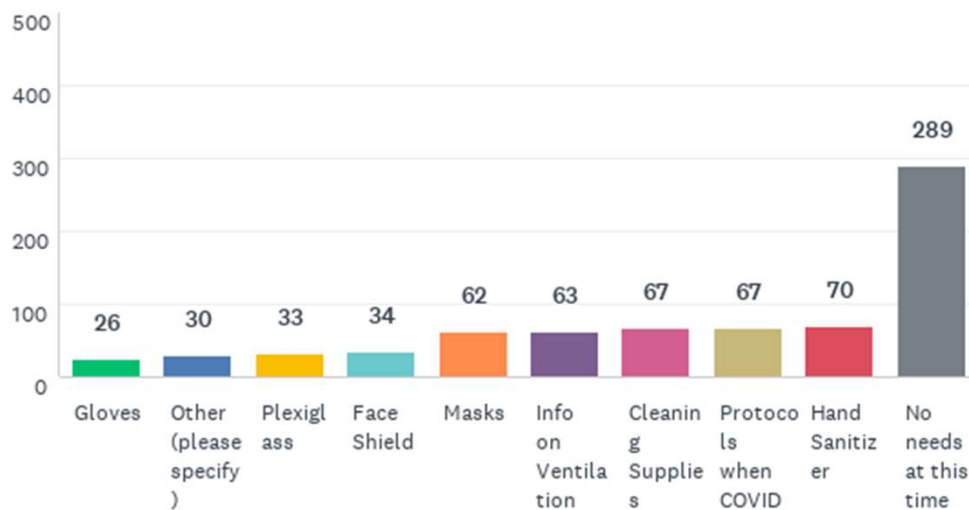
Q6: What information needs do you have related to the Health and Safety protocols? (check all that apply).

Answered: 470 Skipped: 42

ANSWER CHOICES	RESPONSES	
Information about the vaccines	7.4%	35
Other (please specify)	7.4%	35
Information about COVID testing for asymptomatic individuals	9.4%	44
What parents should do when COVID cases arise in their school or community	11.5%	54
Where to steer parents who are needing support during COVID	15.5%	73
What teachers should do when COVID cases arise in their classroom	18.9%	89
Classroom protocols to inform proper mitigation	19.1%	90
Information about proper Quarantine Protocols	21.1%	99
None at this time	60.4%	284
Total Respondents: 470		

Q7: What needs with regards to accessing PPE or protocols do you have? (check all that apply).

Answered: 468 Skipped: 44



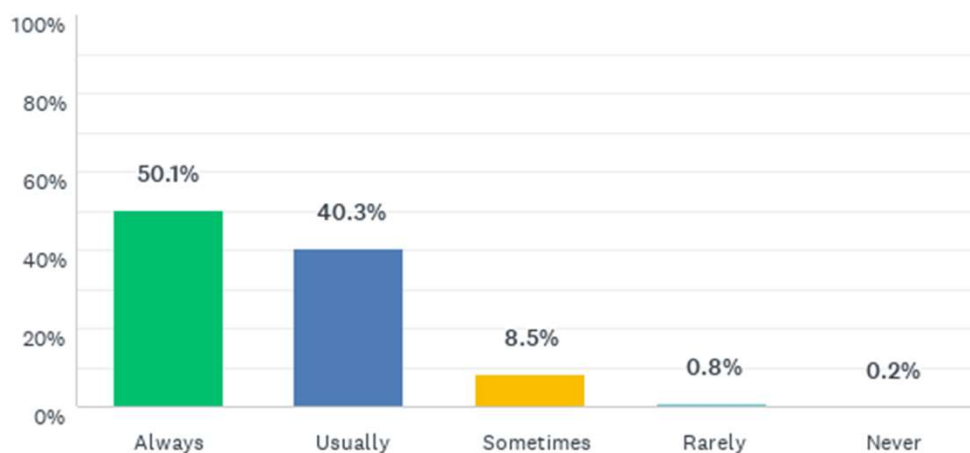
Q7: What needs with regards to accessing PPE or protocols do you have? (check all that apply).

Answered: 468 Skipped: 44

ANSWER CHOICES	RESPONSES	
Gloves	5.6%	26
Other (please specify)	6.4%	30
Plexiglass	7.1%	33
Face Shield	7.3%	34
Masks	13.2%	62
Info on Ventilation	13.5%	63
Cleaning Supplies	14.3%	67
Protocols when COVID cases arise (information)	14.3%	67
Hand Sanitizer	15.0%	70
No needs at this time	61.8%	289
Total Respondents: 468		

Q8: My team (within my school, grade or department) collaborates effectively.

Answered: 471 Skipped: 41



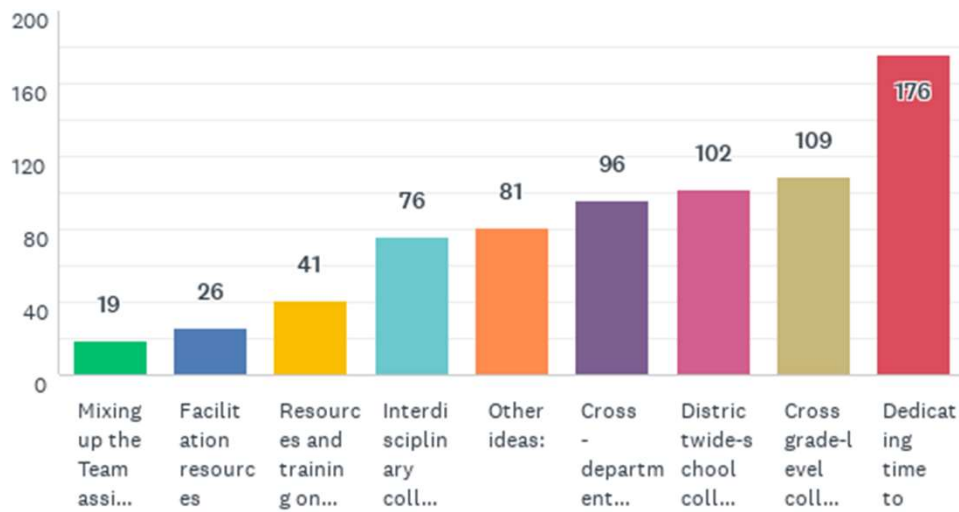
Q8: My team (within my school, grade or department) collaborates effectively.

Answered: 471 Skipped: 41

ANSWER CHOICES	RESPONSES	
Always	50.1%	236
Usually	40.3%	190
Sometimes	8.5%	40
Rarely	0.8%	4
Never	0.2%	1
TOTAL		471

Q9: Please indicate what might help to enhance collaboration between team members. (check all that apply)

Answered: 378 Skipped: 134



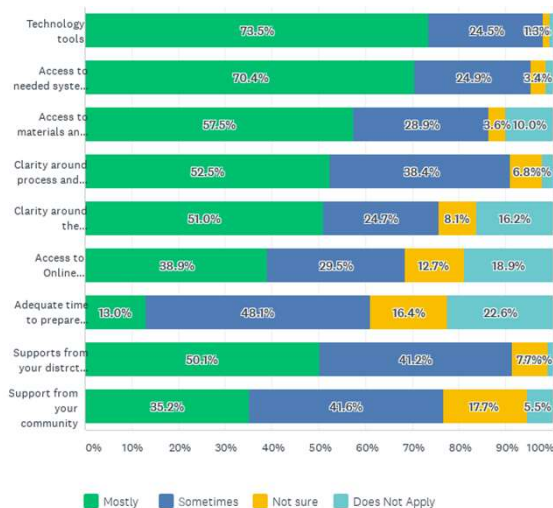
Q9: Please indicate what might help to enhance collaboration between team members. (check all that apply)

Answered: 378 Skipped: 134

ANSWER CHOICES	RESPONSES	
Mixing up the Team assignments more	5.0%	19
Facilitation resources	6.9%	26
Resources and training on groupwork	10.8%	41
Interdisciplinary collaboration time	20.1%	76
Other ideas:	21.4%	81
Cross - department collaboration time	25.4%	96
Districtwide-school collaboration time	27.0%	102
Cross grade-level collaboration time	28.8%	109
Dedicating time to develop strong relationships	46.6%	176
Total Respondents: 378		

Q10: Please indicate whether or not you have what is needed in each area to be successful in your work:

Answered: 448 Skipped: 64



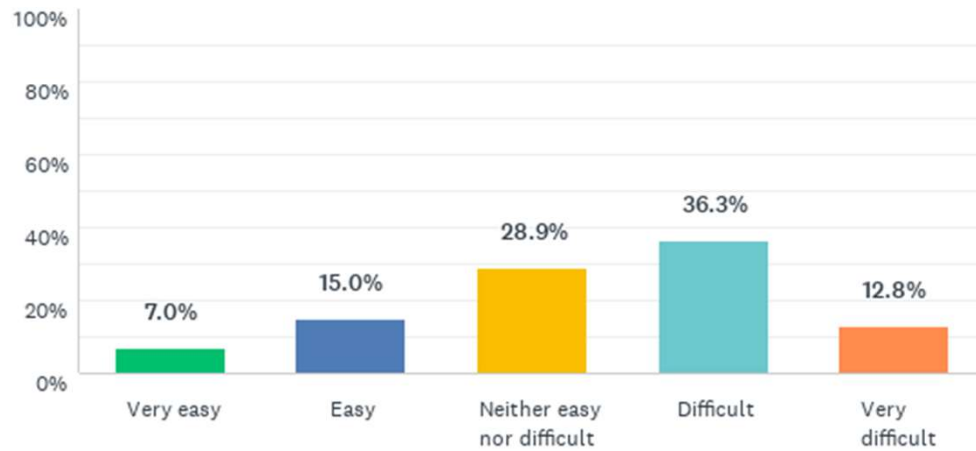
Q10: Please indicate whether or not you have what is needed in each area to be successful in your work:

Answered: 448 Skipped: 64

	MOSTLY	SOMETIMES	NOT SURE	DOES NOT APPLY	TOTAL
Technology tools	73.5% 327	24.5% 109	1.3% 6	0.7% 3	445
Access to needed systems and software	70.4% 314	24.9% 111	3.4% 15	1.3% 6	446
Access to materials and curricular resources	57.5% 253	28.9% 127	3.6% 16	10.0% 44	440
Clarity around process and protocols	52.5% 231	38.4% 169	6.8% 30	2.3% 10	440
Clarity around the Power/Essential MN State Standards	51.0% 227	24.7% 110	8.1% 36	16.2% 72	445
Access to Online Instructional Pedagogy	38.9% 171	29.5% 130	12.7% 56	18.9% 83	440
Adequate time to prepare lessons for hybrid and/or remote learning	13.0% 57	48.1% 211	16.4% 72	22.6% 99	439
Supports from your district, school and building leaders	50.1% 220	41.2% 181	7.7% 34	0.9% 4	439
Support from your community	35.2% 153	41.6% 181	17.7% 77	5.5% 24	435

Q11: How easy or difficult is it for you to work effectively these days?

Answered: 454 Skipped: 58



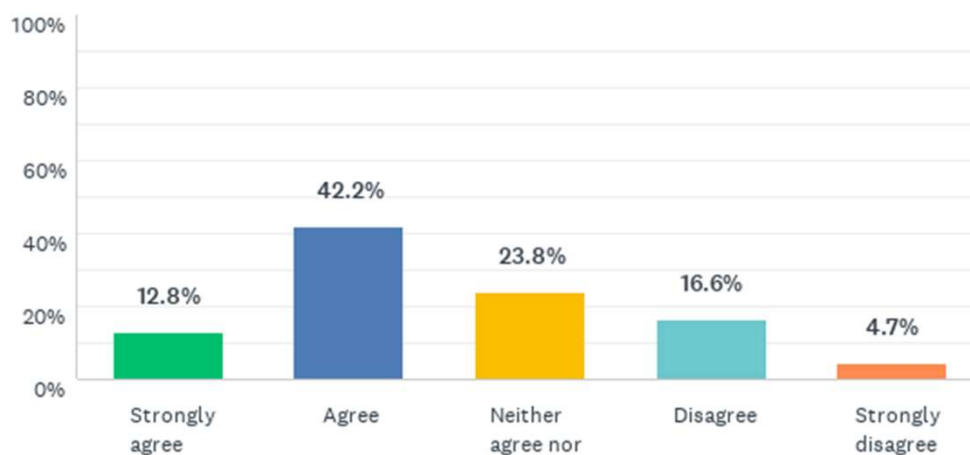
Q11: How easy or difficult is it for you to work effectively these days?

Answered: 454 Skipped: 58

ANSWER CHOICES	RESPONSES	
Very easy	7.0%	32
Easy	15.0%	68
Neither easy nor difficult	28.9%	131
Difficult	36.3%	165
Very difficult	12.8%	58
TOTAL		454

Q12: Overall, I have what I need to support the current learning models in place in my role.

Answered: 446 Skipped: 66



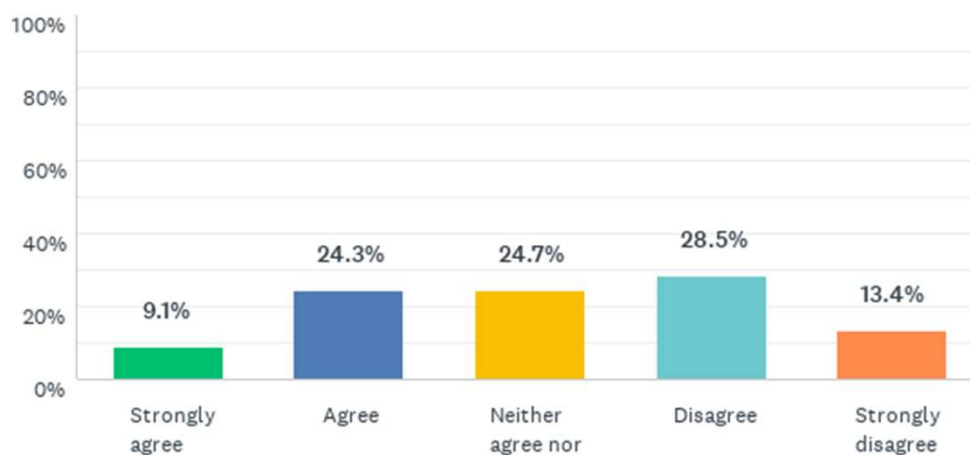
Q12: Overall, I have what I need to support the current learning models in place in my role.

Answered: 446 Skipped: 66

ANSWER CHOICES	RESPONSES	
Strongly agree	12.8%	57
Agree	42.2%	188
Neither agree nor disagree	23.8%	106
Disagree	16.6%	74
Strongly disagree	4.7%	21
TOTAL		446

Q13: I feel empowered to make change (or changes) that will improve my current workload.

Answered: 449 Skipped: 63



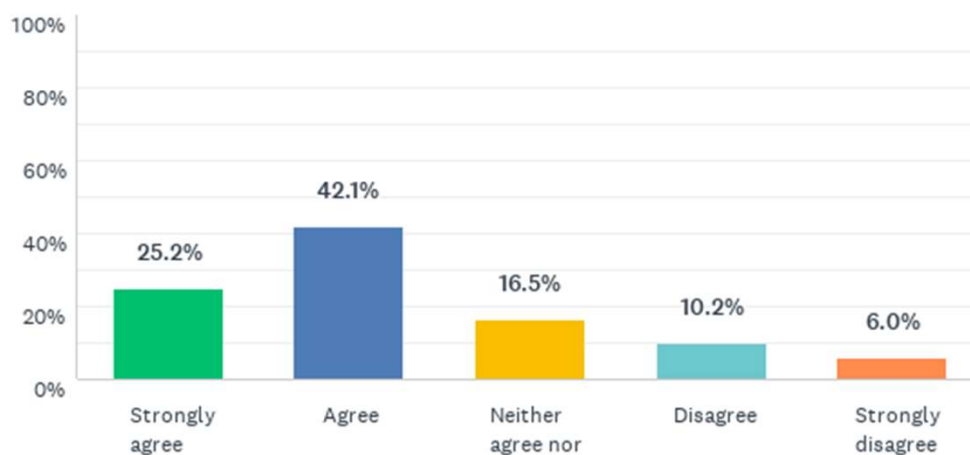
Q13: I feel empowered to make change (or changes) that will improve my current workload.

Answered: 449 Skipped: 63

ANSWER CHOICES	RESPONSES	
Strongly agree	9.1%	41
Agree	24.3%	109
Neither agree nor disagree	24.7%	111
Disagree	28.5%	128
Strongly disagree	13.4%	60
TOTAL		449

Q14: The work I do at this school/department/program is understood and appreciated by administrators.

Answered: 449 Skipped: 63



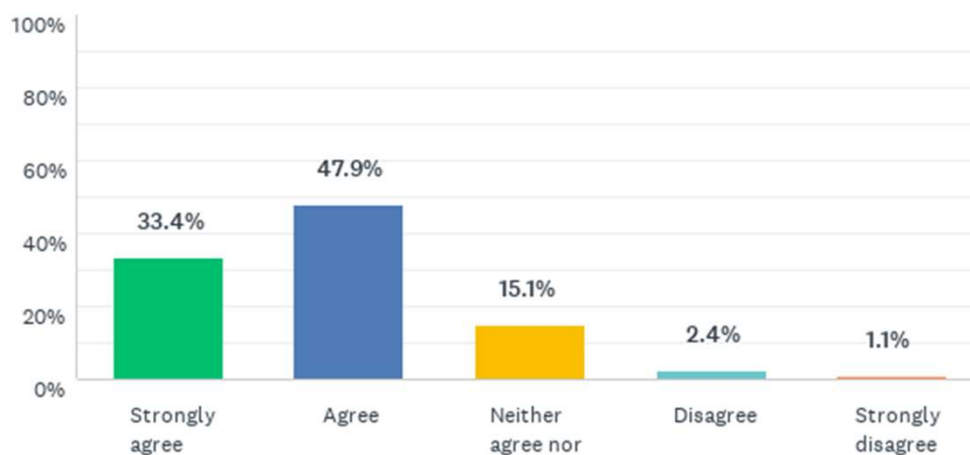
Q14: The work I do at this school/department/program is understood and appreciated by administrators.

Answered: 449 Skipped: 63

ANSWER CHOICES	RESPONSES	
Strongly agree	25.2%	113
Agree	42.1%	189
Neither agree nor disagree	16.5%	74
Disagree	10.2%	46
Strongly disagree	6.0%	27
TOTAL		449

Q15: I am proud to be a staff member at Edina Public Schools.

Answered: 449 Skipped: 63



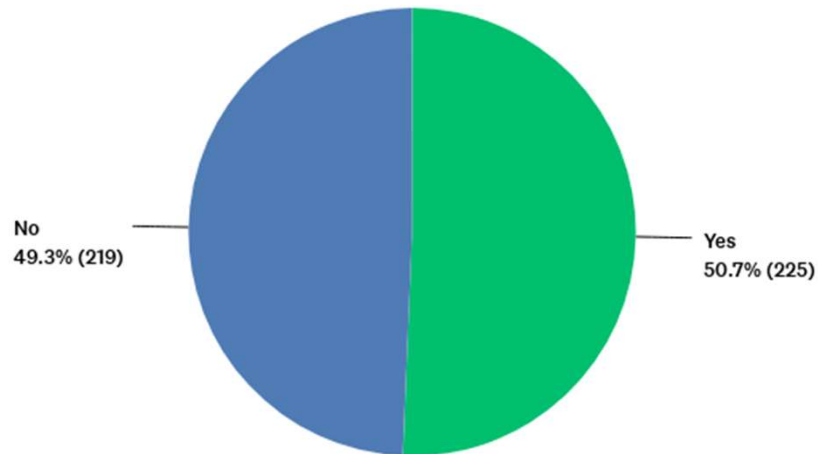
Q15: I am proud to be a staff member at Edina Public Schools.

Answered: 449 Skipped: 63

ANSWER CHOICES	RESPONSES	
Strongly agree	33.4%	150
Agree	47.9%	215
Neither agree nor disagree	15.1%	68
Disagree	2.4%	11
Strongly disagree	1.1%	5
TOTAL		449

Q16: Has someone from your school or the district checked in with you about how you are doing emotionally during the last month?

Answered: 444 Skipped: 68



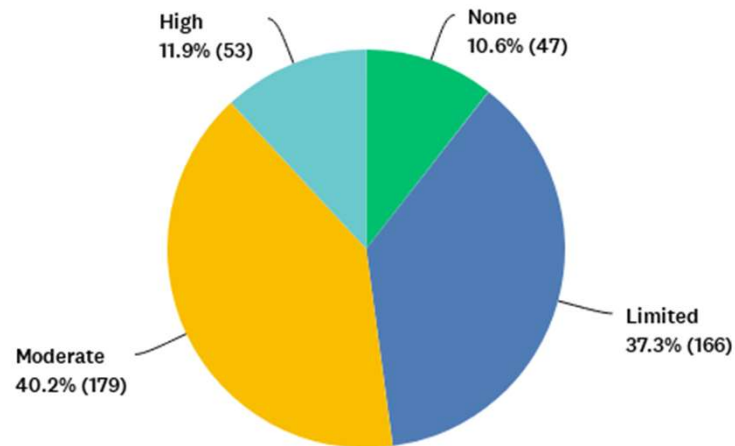
Q16: Has someone from your school or the district checked in with you about how you are doing emotionally during the last month?

Answered: 444 Skipped: 68

ANSWER CHOICES	RESPONSES	
Yes	50.7%	225
No	49.3%	219
TOTAL		444

Q17: Choose the word that best describes your current level of stress at HOME?

Answered: 445 Skipped: 67



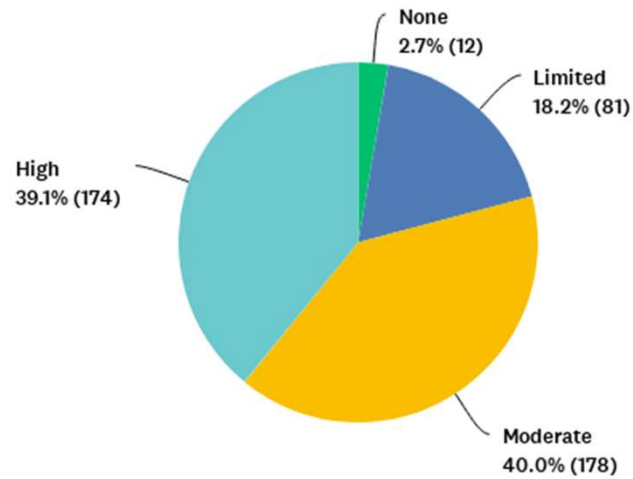
Q17: Choose the word that best describes your current level of stress at HOME?

Answered: 445 Skipped: 67

ANSWER CHOICES	RESPONSES	
None	10.6%	47
Limited	37.3%	166
Moderate	40.2%	179
High	11.9%	53
TOTAL		445

Q18: Choose the word that best describes your current level of stress at WORK?

Answered: 445 Skipped: 67



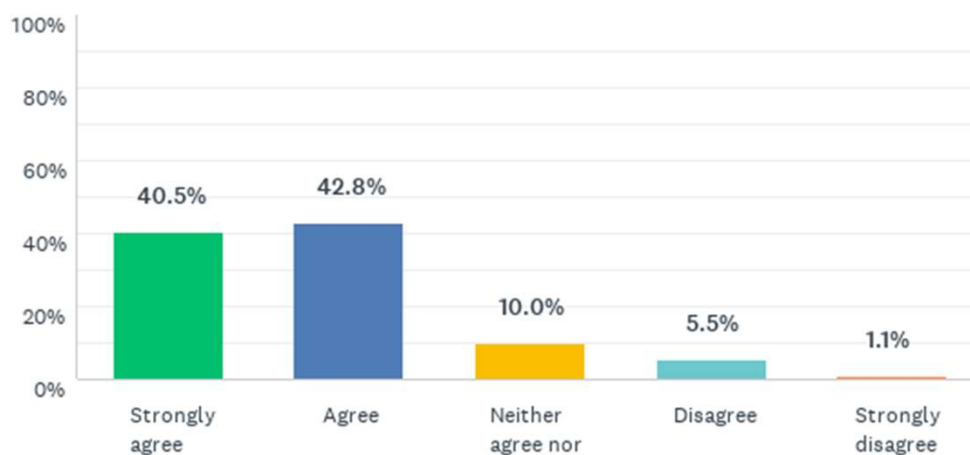
Q18: Choose the word that best describes your current level of stress at WORK?

Answered: 445 Skipped: 67

ANSWER CHOICES	RESPONSES	
None	2.7%	12
Limited	18.2%	81
Moderate	40.0%	178
High	39.1%	174
TOTAL		445

Q19: My school / department / program is committed to the learning needs of all.

Answered: 439 Skipped: 73



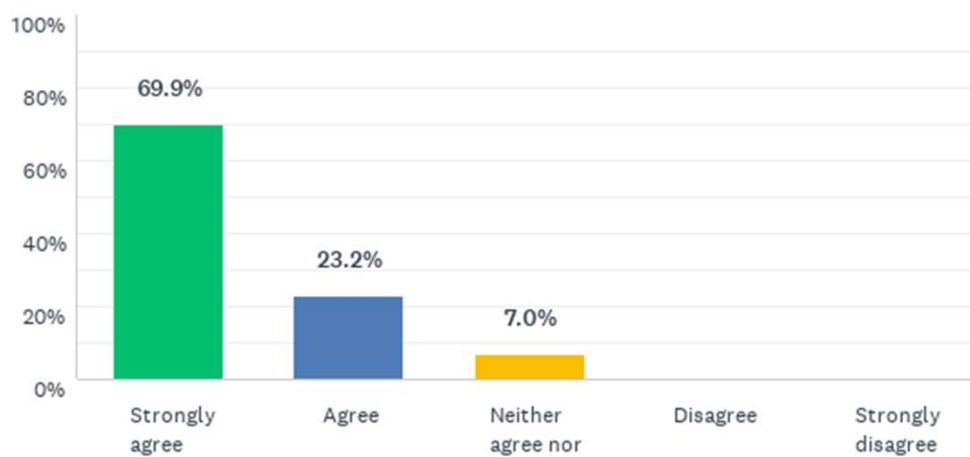
Q19: My school / department / program is committed to the learning needs of all.

Answered: 439 Skipped: 73

ANSWER CHOICES	RESPONSES	
Strongly agree	40.5%	178
Agree	42.8%	188
Neither agree nor disagree	10.0%	44
Disagree	5.5%	24
Strongly disagree	1.1%	5
TOTAL		439

Q20: In my instructional space, I am committed to the learning needs of all students. (this question is for classroom teachers, only)

Answered: 302 Skipped: 210



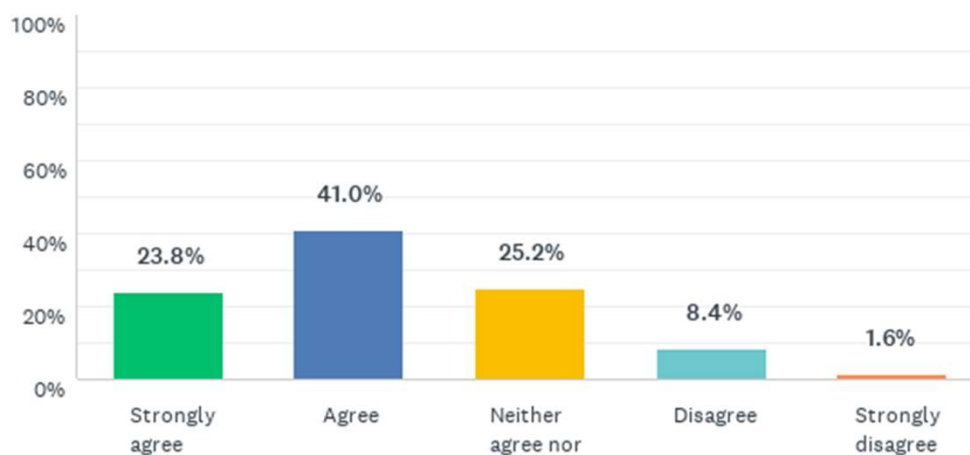
Q20: In my instructional space, I am committed to the learning needs of all students. (this question is for classroom teachers, only)

Answered: 302 Skipped: 210

ANSWER CHOICES	RESPONSES	
Strongly agree	69.9%	211
Agree	23.2%	70
Neither agree nor disagree	7.0%	21
Disagree	0.0%	0
Strongly disagree	0.0%	0
TOTAL		302

Q21: The central office administrators are committed to the learning needs of all students.

Answered: 429 Skipped: 83



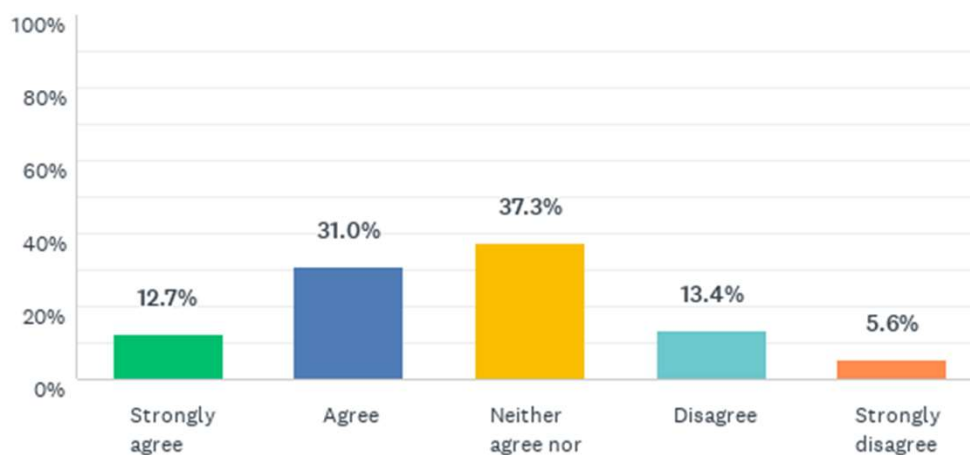
Q21: The central office administrators are committed to the learning needs of all students.

Answered: 429 Skipped: 83

ANSWER CHOICES	RESPONSES	
Strongly agree	23.8%	102
Agree	41.0%	176
Neither agree nor disagree	25.2%	108
Disagree	8.4%	36
Strongly disagree	1.6%	7
TOTAL		429

Q22: The school board is committed to the learning needs of all students.

Answered: 432 Skipped: 80



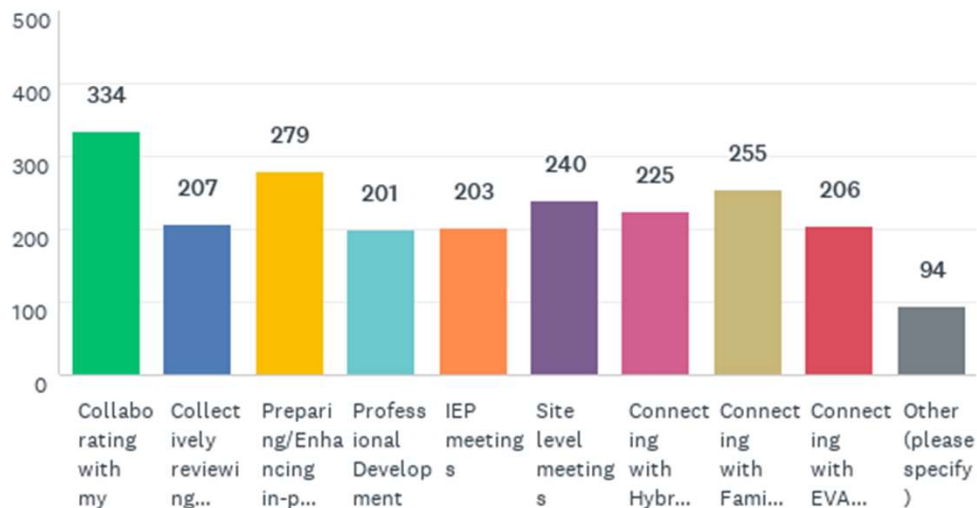
Q22: The school board is committed to the learning needs of all students.

Answered: 432 Skipped: 80

ANSWER CHOICES	RESPONSES	
Strongly agree	12.7%	55
Agree	31.0%	134
Neither agree nor disagree	37.3%	161
Disagree	13.4%	58
Strongly disagree	5.6%	24
TOTAL		432

Q23: Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays. (check all that apply)

Answered: 387 Skipped: 125



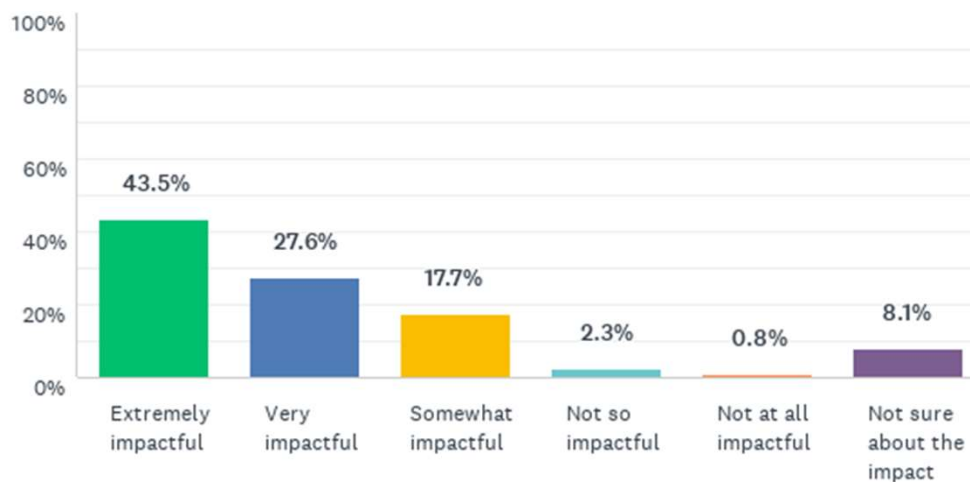
Q23: Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays. (check all that apply)

Answered: 387 Skipped: 125

ANSWER CHOICES	RESPONSES	
Collaborating with my peers	86.3%	334
Collectively reviewing student work	53.5%	207
Preparing/Enhancing in-person/remote lesson plans	72.1%	279
Professional Development	51.9%	201
IEP meetings	52.5%	203
Site level meetings	62.0%	240
Connecting with Hybrid/In Person Students	58.1%	225
Connecting with Families	65.9%	255
Connecting with EVA student	53.2%	206
Other (please specify)	24.3%	94
Total Respondents: 387		

Q24: How impactful did/do you feel the activities on Wednesdays are to your students overall learning?

Answered: 384 Skipped: 128



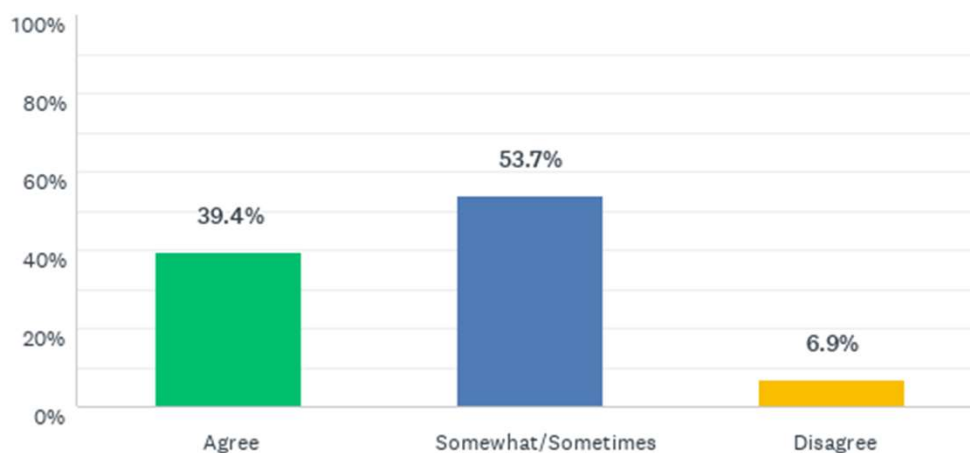
Q24: How impactful did/do you feel the activities on Wednesdays are to your students overall learning?

Answered: 384 Skipped: 128

ANSWER CHOICES	RESPONSES	
Extremely impactful	43.5%	167
Very impactful	27.6%	106
Somewhat impactful	17.7%	68
Not so impactful	2.3%	9
Not at all impactful	0.8%	3
Not sure about the impact	8.1%	31
TOTAL		384

Q25: I am confident in my ability to ensure learning of the essential standards this year given the new learning models.

Answered: 348 Skipped: 164



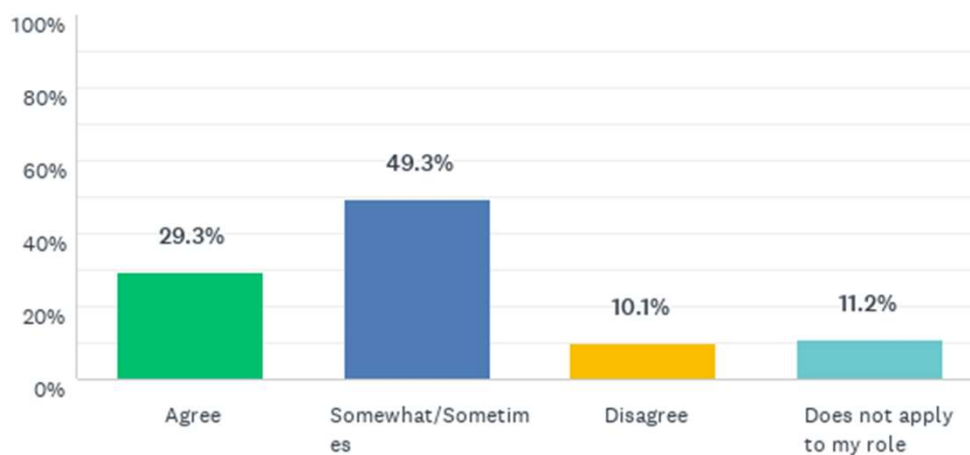
Q25: I am confident in my ability to ensure learning of the essential standards this year given the new learning models.

Answered: 348 Skipped: 164

ANSWER CHOICES	RESPONSES	
Agree	39.4%	137
Somewhat/Sometimes	53.7%	187
Disagree	6.9%	24
TOTAL		348

Q26: I am confident the essential standards will be learned by my students this year.

Answered: 365 Skipped: 147



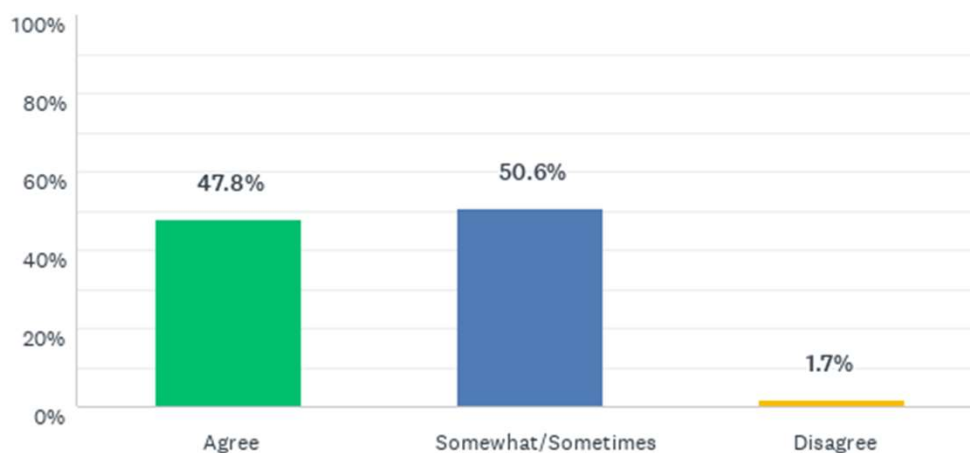
Q26: I am confident the essential standards will be learned by my students this year.

Answered: 365 Skipped: 147

ANSWER CHOICES	RESPONSES	
Agree	29.3%	107
Somewhat/Sometimes	49.3%	180
Disagree	10.1%	37
Does not apply to my role	11.2%	41
TOTAL		365

Q27: My students are engaged in their learning.

Answered: 358 Skipped: 154



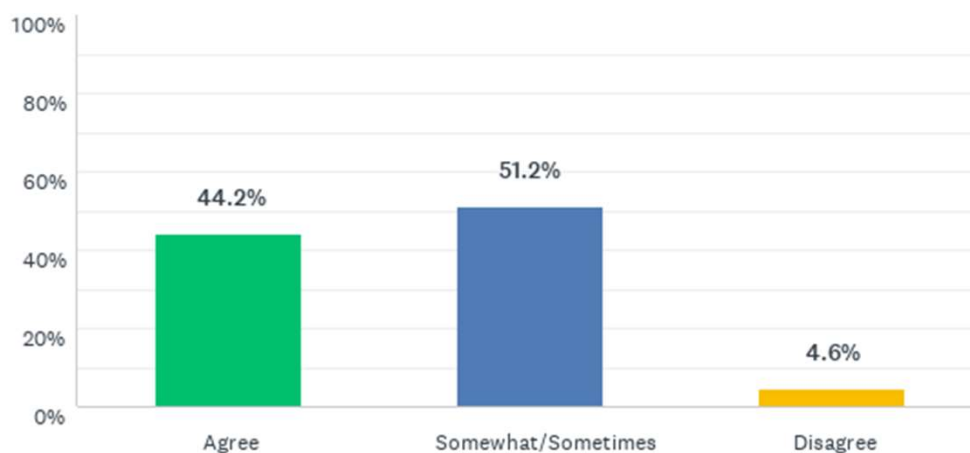
Q27: My students are engaged in their learning.

Answered: 358 Skipped: 154

ANSWER CHOICES	RESPONSES	
Agree	47.8%	171
Somewhat/Sometimes	50.6%	181
Disagree	1.7%	6
TOTAL		358

Q28: My students are making sufficient progress on the grade level/course level standards.

Answered: 346 Skipped: 166



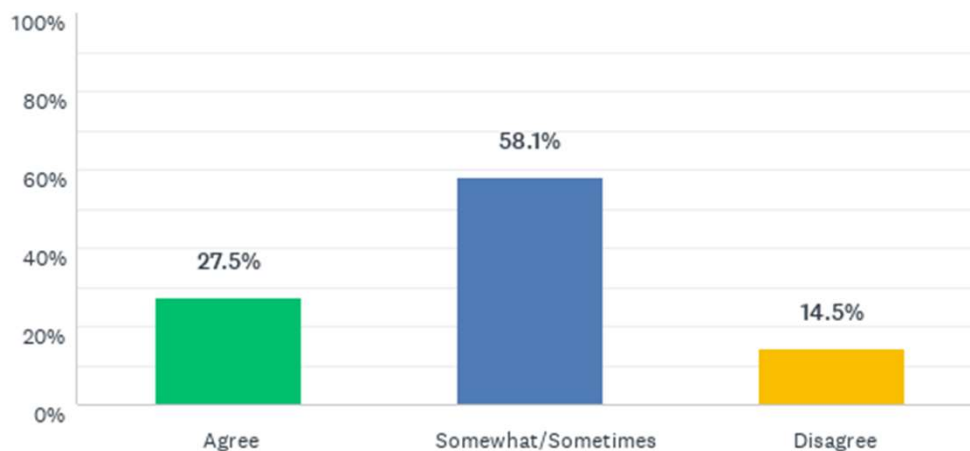
Q28: My students are making sufficient progress on the grade level/course level standards.

Answered: 346 Skipped: 166

ANSWER CHOICES	RESPONSES	
Agree	44.2%	153
Somewhat/Sometimes	51.2%	177
Disagree	4.6%	16
TOTAL		346

Q29: I am able to meet the academic needs of all of my students.

Answered: 346 Skipped: 166



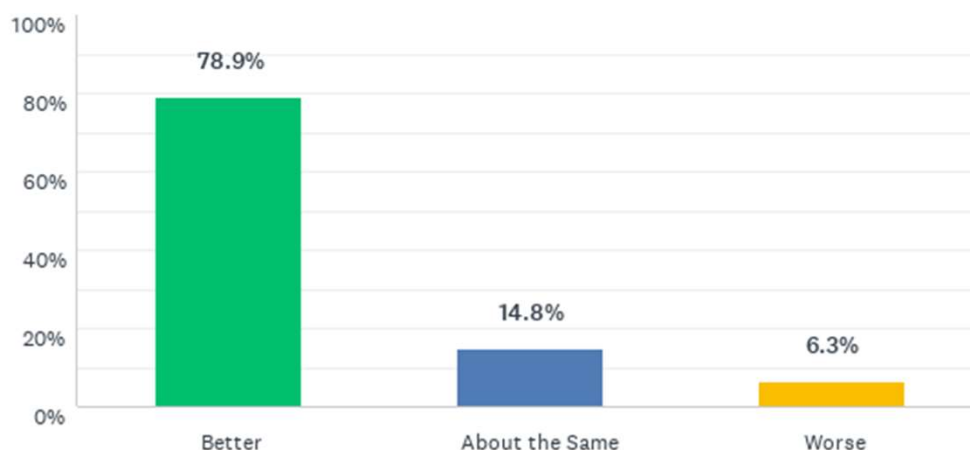
Q29: I am able to meet the academic needs of all of my students.

Answered: 346 Skipped: 166

ANSWER CHOICES	RESPONSES	
Agree	27.5%	95
Somewhat/Sometimes	58.1%	201
Disagree	14.5%	50
TOTAL		346

Q30: Thinking back to last spring when students began learning in a pandemic, compared to this year's learning experience, choose the word that best matches how you feel: I feel the quality of learning my students are doing during the pandemic this year is:

Answered: 365 Skipped: 147



Q30: Thinking back to last spring when students began learning in a pandemic, compared to this year's learning experience, choose the word that best matches how you feel: I feel the quality of learning my students are doing during the pandemic this year is:

Answered: 365 Skipped: 147

ANSWER CHOICES	RESPONSES	
Better	78.9%	288
About the Same	14.8%	54
Worse	6.3%	23
TOTAL		365

Q31: When I consider the learning in comparison to a normal, non pandemic year, students are learning:

Answered: 368 Skipped: 144



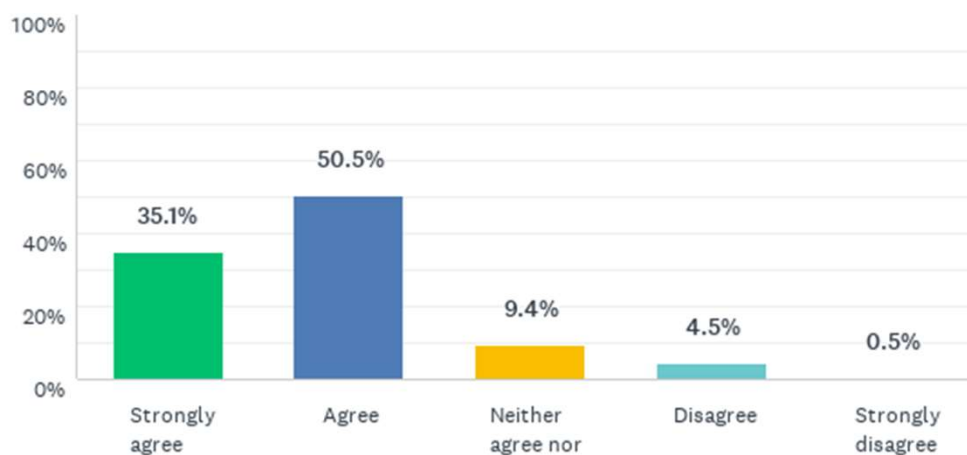
Q31: When I consider the learning in comparison to a normal, non pandemic year, students are learning:

Answered: 368 Skipped: 144

	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Academic standards	2.7% 10	38.4% 141	51.0% 187	7.9% 29	367
Resiliency - Situational Intelligence	55.9% 205	19.3% 71	19.6% 72	5.2% 19	367
Technology Skills	77.1% 283	16.1% 59	3.5% 13	3.3% 12	367
Time Management	41.7% 153	31.9% 117	17.7% 65	8.7% 32	367
Learner Agency	29.9% 109	35.6% 130	14.2% 52	20.3% 74	365
Emotional Intelligence	27.9% 102	28.1% 103	32.8% 120	11.2% 41	366

Q32: I am confident in my use of technology tools available through my school, department and the district.

Answered: 424 Skipped: 88



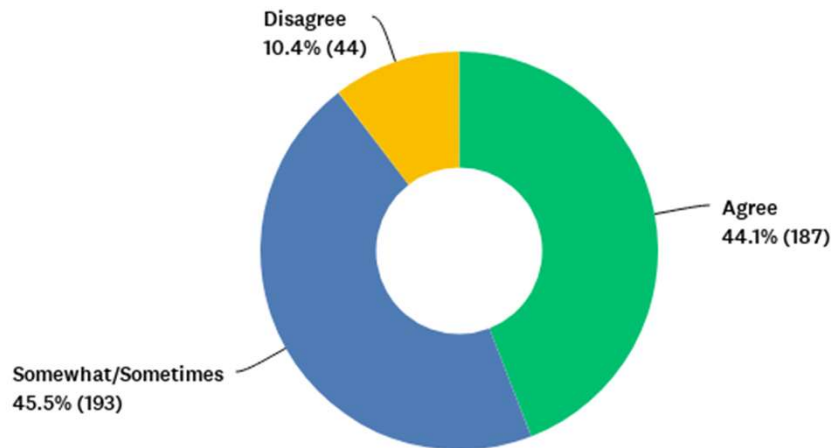
Q32: I am confident in my use of technology tools available through my school, department and the district.

Answered: 424 Skipped: 88

ANSWER CHOICES	RESPONSES	
Strongly agree	35.1%	149
Agree	50.5%	214
Neither agree nor disagree	9.4%	40
Disagree	4.5%	19
Strongly disagree	0.5%	2
TOTAL		424

Q33: The communication provided by the District has been effective.

Answered: 424 Skipped: 88



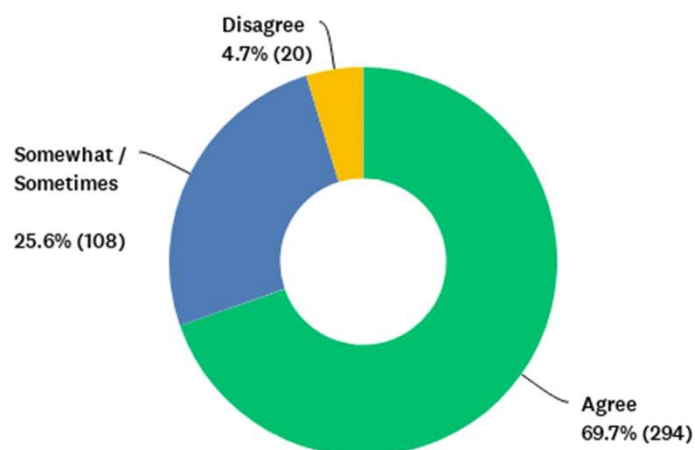
Q33: The communication provided by the District has been effective.

Answered: 424 Skipped: 88

ANSWER CHOICES	RESPONSES	
Agree	44.1%	187
Somewhat/Sometimes	45.5%	193
Disagree	10.4%	44
TOTAL		424

Q34: The communication provided by the Building Supervisor or School Principal has been effective.

Answered: 422 Skipped: 90



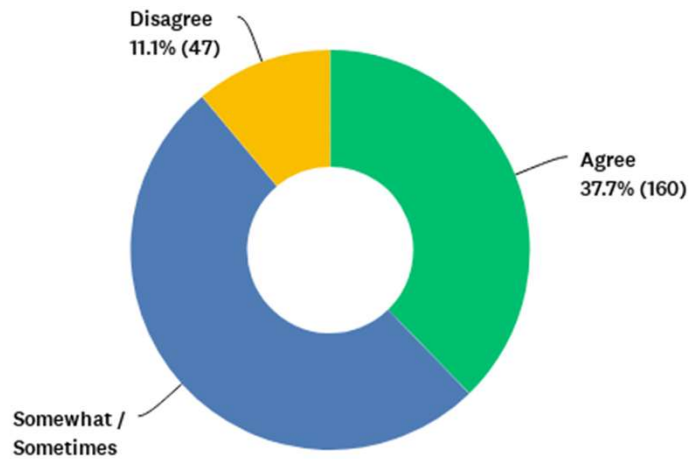
Q34: The communication provided by the Building Supervisor or School Principal has been effective.

Answered: 422 Skipped: 90

ANSWER CHOICES	RESPONSES	
Agree	69.7%	294
Somewhat / Sometimes	25.6%	108
Disagree	4.7%	20
TOTAL		422

Q35: Communication across the district is effective.

Answered: 424 Skipped: 88

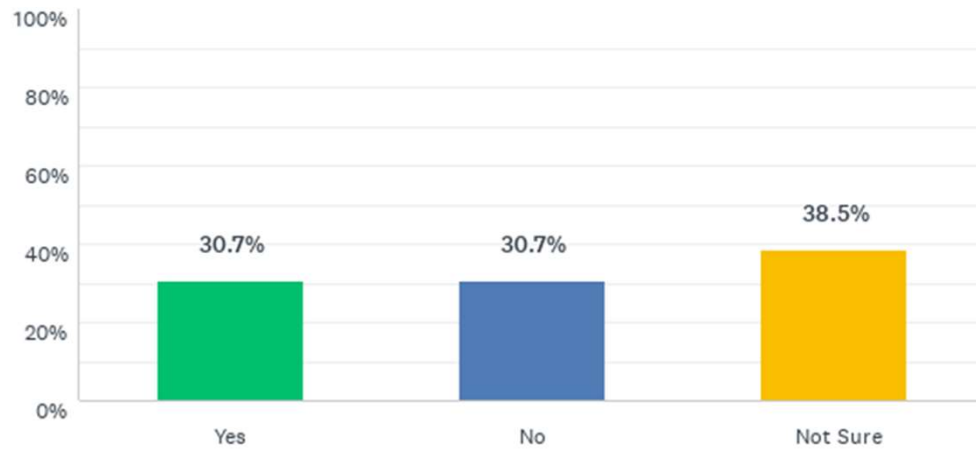
**Q35: Communication across the district is effective.**

Answered: 424 Skipped: 88

ANSWER CHOICES	RESPONSES	
Agree	37.7%	160
Somewhat / Sometimes	51.2%	217
Disagree	11.1%	47
TOTAL		424

Q36: Should Edina Public Schools continue to offer Edina Virtual Academy (EVA) as a choice for elementary students next year?

Answered: 423 Skipped: 89



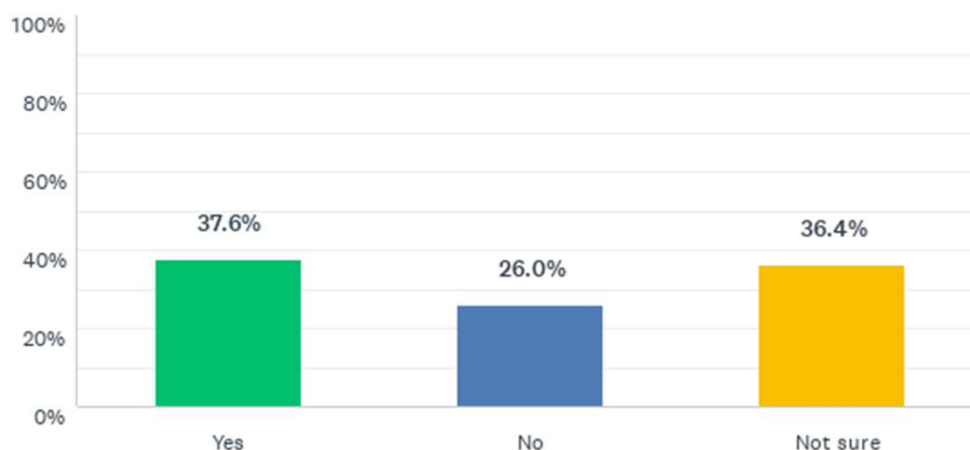
Q36: Should Edina Public Schools continue to offer Edina Virtual Academy (EVA) as a choice for elementary students next year?

Answered: 423 Skipped: 89

ANSWER CHOICES	RESPONSES	
Yes	30.7%	130
No	30.7%	130
Not Sure	38.5%	163
TOTAL		423

Q37: Do you think the district should continue to offer online learning as a choice for students in grades 6-8 next year?

Answered: 420 Skipped: 92



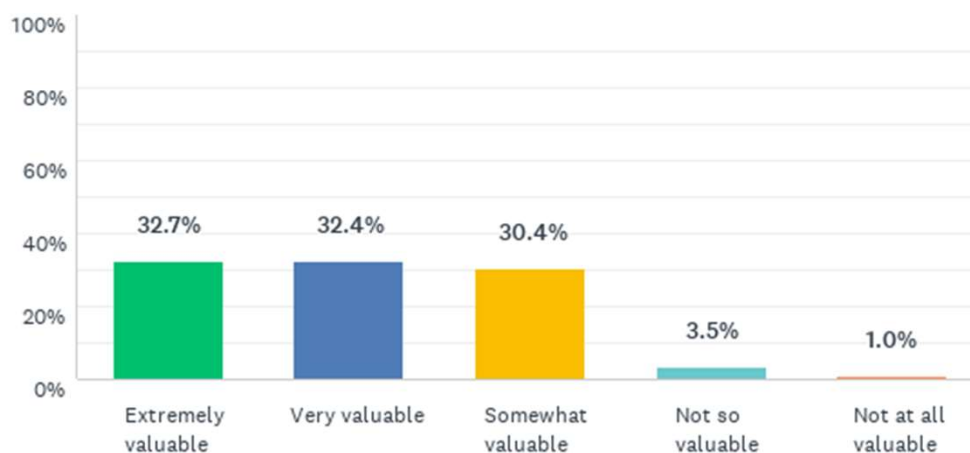
Q37: Do you think the district should continue to offer online learning as a choice for students in grades 6-8 next year?

Answered: 420 Skipped: 92

ANSWER CHOICES	RESPONSES	
Yes	37.6%	158
No	26.0%	109
Not sure	36.4%	153
TOTAL		420

Q38: How valuable would "in person" summer learning opportunities for math and/or reading be from your perspective?

Answered: 404 Skipped: 108



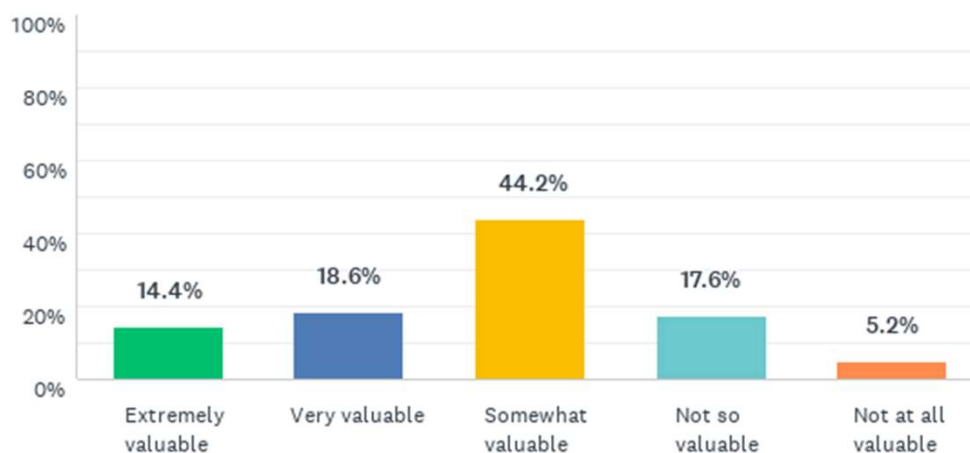
Q38: How valuable would "in person" summer learning opportunities for math and/or reading be from your perspective?

Answered: 404 Skipped: 108

ANSWER CHOICES	RESPONSES	
Extremely valuable	32.7%	132
Very valuable	32.4%	131
Somewhat valuable	30.4%	123
Not so valuable	3.5%	14
Not at all valuable	1.0%	4
TOTAL		404

Q39: How valuable would online summer learning opportunities for math and/or reading from your perspective?

Answered: 403 Skipped: 109



Q39: How valuable would online summer learning opportunities for math and/or reading from your perspective?

Answered: 403 Skipped: 109

ANSWER CHOICES	RESPONSES	
Extremely valuable	14.4%	58
Very valuable	18.6%	75
Somewhat valuable	44.2%	178
Not so valuable	17.6%	71
Not at all valuable	5.2%	21
TOTAL		403

March Check in with Parents

Thursday, March 11, 2021

$2521/8604 = 29.3\%$ Response Rate

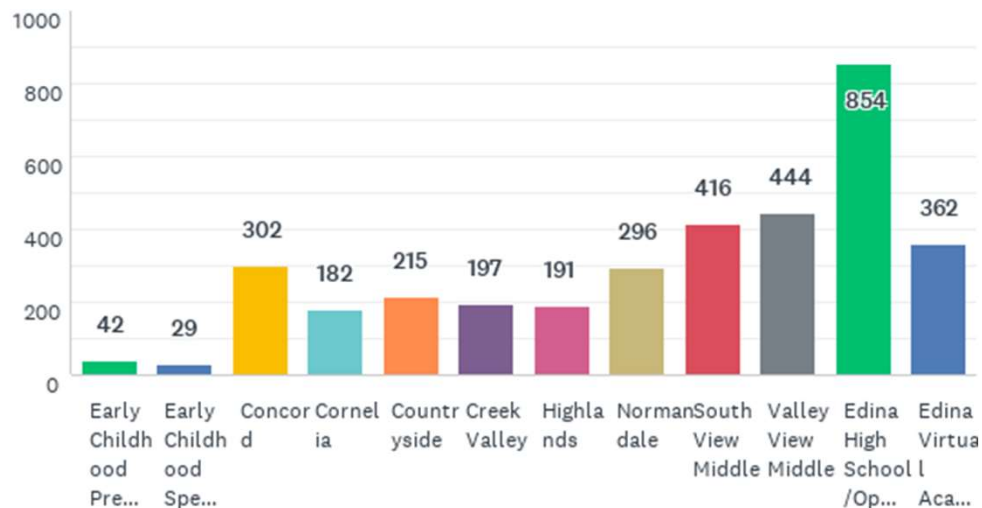
Total Responses

Date Created: Spring 2021

Complete Responses: 2205

Q1: Which school or building do your child(ren) attend? (check all that apply)

Answered: 2,521 Skipped: 0



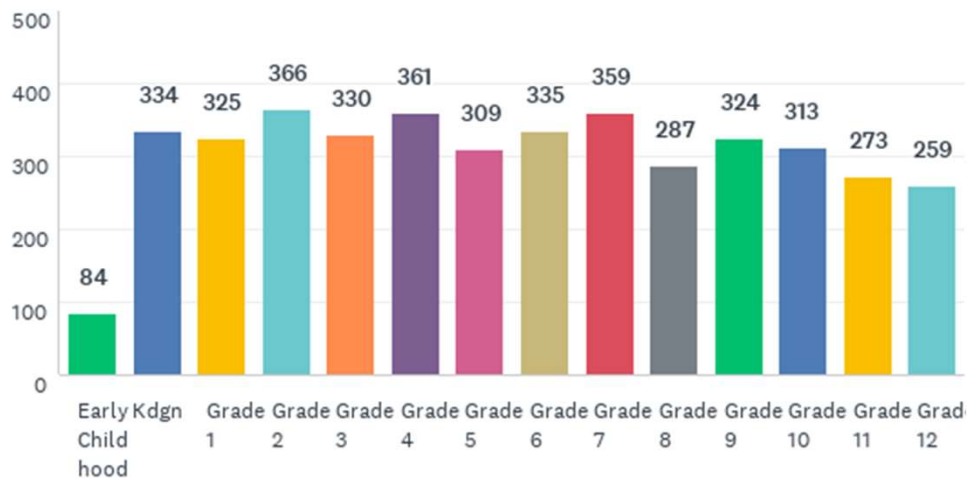
Q1: Which school or building do your child(ren) attend? (check all that apply)

Answered: 2,521 Skipped: 0

ANSWER CHOICES	RESPONSES	
Early Childhood Preschool Program	1.67%	42
Early Childhood Special Education	1.15%	29
Concord	11.98%	302
Cornelia	7.22%	182
Countryside	8.53%	215
Creek Valley	7.81%	197
Highlands	7.58%	191
Normandale	11.74%	296
South View Middle	16.50%	416
Valley View Middle	17.61%	444
Edina High School/Options HS	33.88%	854
Edina Virtual Academy	14.36%	362
Total Respondents: 2,521		

Q2: Indicate grade level(s) of your child(ren). (check all that apply)

Answered: 2,521 Skipped: 0



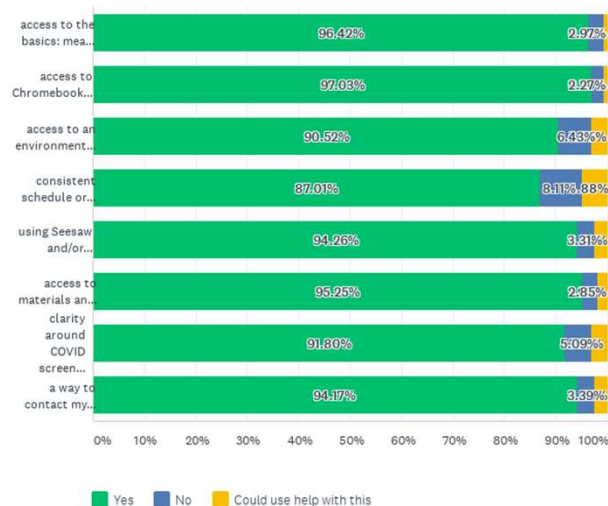
Q2: Indicate grade level(s) of your child(ren). (check all that apply)

Answered: 2,521 Skipped: 0

ANSWER CHOICES	RESPONSES
Early Childhood	3.33% 84
Kdgn	13.25% 334
Grade 1	12.89% 325
Grade 2	14.52% 366
Grade 3	13.09% 330
Grade 4	14.32% 361
Grade 5	12.26% 309
Grade 6	13.29% 335
Grade 7	14.24% 359
Grade 8	11.38% 287
Grade 9	12.85% 324
Grade 10	12.42% 313
Grade 11	10.83% 273
Grade 12	10.27% 259
Total Respondents: 2,521	

Q3: Please indicate whether or not you have what is needed in each area to be successful supporting your child's learning:

Answered: 2,432 Skipped: 89



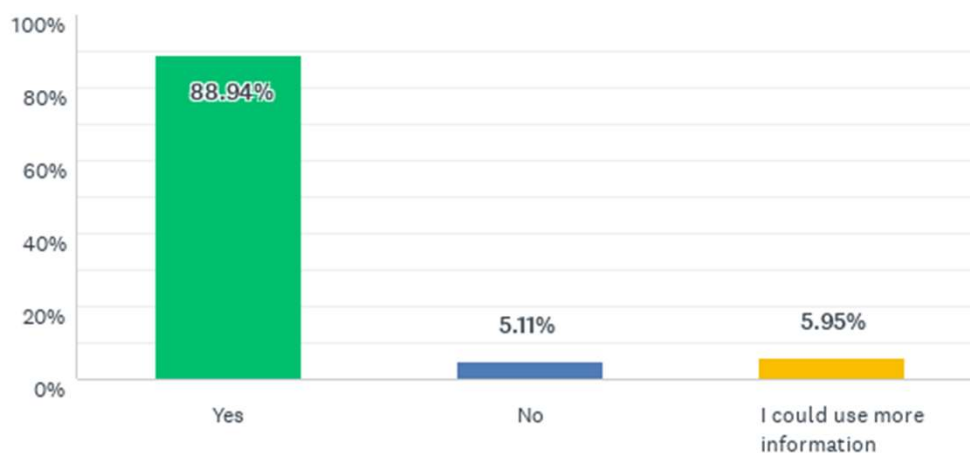
Q3: Please indicate whether or not you have what is needed in each area to be successful supporting your child's learning:

Answered: 2,432 Skipped: 89

	YES	NO	COULD USE HELP WITH THIS	TOTAL
access to the basics: meals, internet services, shelter	96.42% 2,341	2.97% 72	0.62% 15	2,428
access to Chromebook and/or iPad or if EHS, my own device	97.03% 2,352	2.27% 55	0.70% 17	2,424
access to an environment mostly free of distractions	90.52% 2,195	6.43% 156	3.05% 74	2,425
consistent schedule or routine	87.01% 2,104	8.11% 196	4.88% 118	2,418
using Seesaw and/or Schoology and Google Meets	94.26% 2,281	3.31% 80	2.44% 59	2,420
access to materials and books	95.25% 2,306	2.85% 69	1.90% 46	2,421
clarity around COVID screening rules	91.80% 2,218	5.09% 123	3.10% 75	2,416
a way to contact my child(ren)s teacher(s)	94.17% 2,278	3.39% 82	2.44% 59	2,419

Q4: Do you feel you have a good understanding of the required Health and Safety protocols related to COVID being implemented in the Edina Public Schools per the Minnesota Department of Health?

Answered: 2,387 Skipped: 134



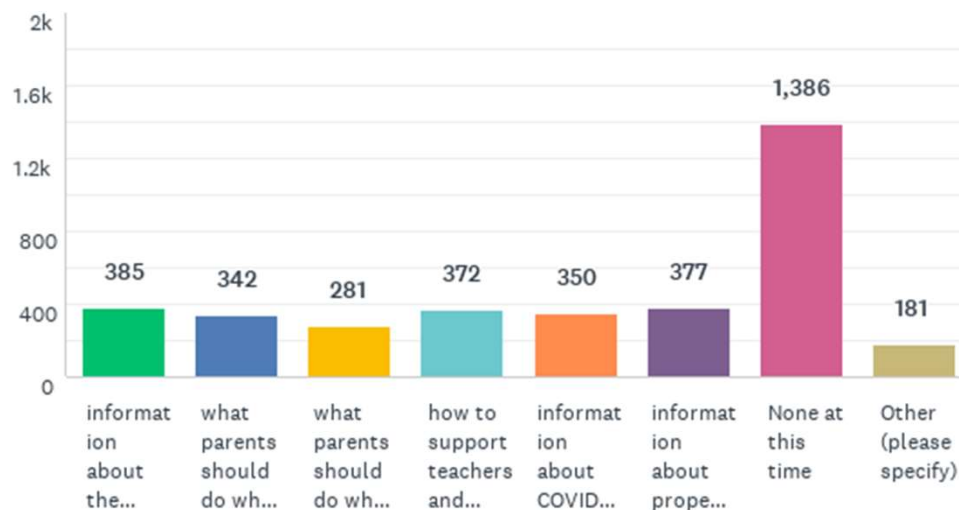
Q4: Do you feel you have a good understanding of the required Health and Safety protocols related to COVID being implemented in the Edina Public Schools per the Minnesota Department of Health?

Answered: 2,387 Skipped: 134

ANSWER CHOICES	RESPONSES	
Yes	88.94%	2,123
No	5.11%	122
I could use more information	5.95%	142
TOTAL		2,387

Q5: What information needs do you have related to the Health and Safety protocols? (check all that apply).

Answered: 2,288 Skipped: 233



Q5: What information needs do you have related to the Health and Safety protocols? (check all that apply).

Answered: 2,288 Skipped: 233

ANSWER CHOICES	RESPONSES	
information about the vaccines	16.83%	385
what parents should do when COVID cases arise in their school or community	14.95%	342
what parents should do when COVID cases arise in their home	12.28%	281
how to support teachers and schools who are implementing the new protocols	16.26%	372
information about COVID testing for asymptomatic individuals	15.30%	350
information about proper Quarantine Protocols	16.48%	377
None at this time	60.58%	1,386
Other (please specify)	7.91%	181
Total Respondents: 2,288		

Q6: My child is engaged in their learning (select each child's grade and indicate your agreement for each, do this for all your children).

Answered: 2,274 Skipped: 247

	EC	K	1	2	3	4	5	6	7	8	9	10	11
Agree	3.13% 50	14.61% 233	13.54% 216	15.67% 250	13.10% 209	13.04% 208	11.54% 184	9.97% 159	9.15% 146	7.59% 121	9.84% 157	8.15% 130	8.15% 130
Somewhat/Sometimes	1.06% 10	5.92% 56	6.98% 66	7.61% 72	8.25% 78	10.57% 100	10.04% 95	11.95% 113	15.54% 147	11.42% 108	11.84% 112	11.10% 105	9.20% 87
Disagree	0.36% 1	4.30% 12	4.30% 12	6.45% 18	3.58% 10	4.30% 12	1.79% 5	15.05% 42	16.13% 45	12.54% 35	12.90% 36	15.77% 44	10.75% 30
I don't Know	3.57% 1	14.29% 4	17.86% 5	7.14% 2	14.29% 4	3.57% 1	7.14% 2	10.71% 3	7.14% 2	14.29% 4	0.00% 0	14.29% 4	3.57% 1

Q7: I am able to effectively partner with my child's teacher(s) to support their academic needs.

Answered: 2,238 Skipped: 283

	EC	K	1	2	3	4	5	6	7	8	9	10	11
Agree	3.54% 52	15.57% 229	14.75% 217	16.32% 240	15.84% 233	14.55% 214	12.92% 190	9.04% 133	8.97% 132	8.02% 118	9.72% 143	6.39% 94	7.14% 105
Somewhat/Sometimes	0.63% 5	6.63% 53	7.51% 60	9.01% 72	5.13% 41	9.51% 76	8.89% 71	14.39% 115	16.02% 128	11.64% 93	12.39% 99	12.27% 98	10.01% 80
Disagree	0.39% 1	3.47% 9	3.47% 9	5.79% 15	5.02% 13	7.72% 20	3.47% 9	17.76% 46	17.76% 46	9.27% 24	15.06% 39	16.22% 42	14.29% 37
I don't know	0.63% 1	2.53% 4	1.90% 3	2.53% 4	3.16% 5	2.53% 4	5.06% 8	10.13% 16	12.66% 20	17.72% 28	13.29% 21	25.95% 41	15.19% 24

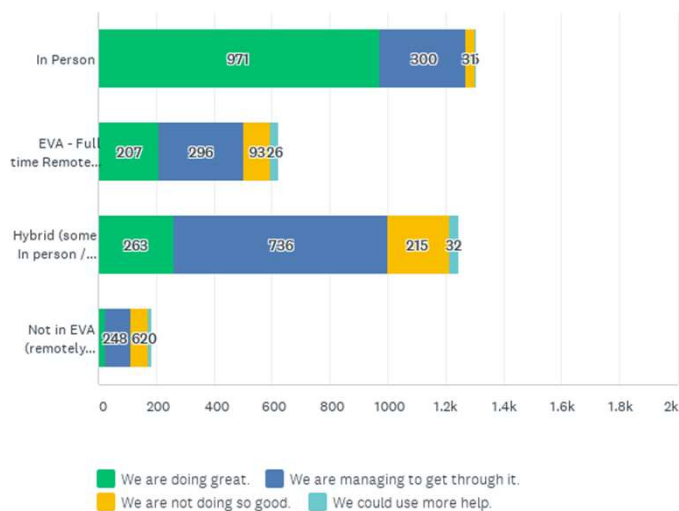
Q8: I feel my child is making progress in their learning.

Answered: 2,247 Skipped: 274

	EC	K	1	2	3	4	5	6	7	8	9	10	11
Agree	3.62% 49	15.82% 214	14.93% 202	15.74% 213	12.71% 172	11.38% 154	11.46% 155	10.05% 136	9.83% 133	7.39% 100	9.90% 134	7.54% 102	8.65% 117
Somewhat/Sometimes	1.04% 9	6.71% 58	7.51% 65	9.02% 78	10.06% 87	12.37% 107	10.17% 88	11.79% 102	14.22% 123	11.10% 96	11.91% 103	12.14% 105	9.25% 80
Disagree	0.49% 2	4.20% 17	3.21% 13	8.64% 35	5.43% 22	11.60% 47	6.91% 28	15.06% 61	17.04% 69	13.83% 56	13.58% 55	14.81% 60	12.35% 50
I don't know	1.25% 1	8.75% 7	7.50% 6	7.50% 6	16.25% 13	8.75% 7	11.25% 9	11.25% 9	8.75% 7	17.50% 14	10.00% 8	11.25% 9	7.50% 6

Q9: Indicate how your family is doing with the schedule and structure of the new learning model(s) to date? (Check all that apply to your family)

Answered: 2,234 Skipped: 287



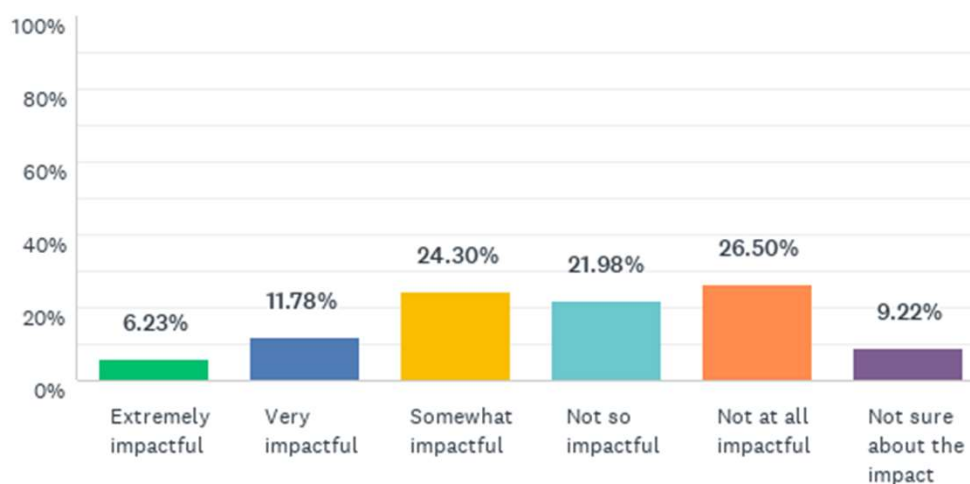
Q9: Indicate how your family is doing with the schedule and structure of the new learning model(s) to date? (Check all that apply to your family)

Answered: 2,234 Skipped: 287

	WE ARE DOING GREAT.	WE ARE MANAGING TO GET THROUGH IT.	WE ARE NOT DOING SO GOOD.	WE COULD USE MORE HELP.	TOTAL RESPONDENTS
In Person	75.86% 971	23.44% 300	2.42% 31	0.39% 5	1,280
EVA - Full time Remote Learning	35.08% 207	50.17% 296	15.76% 93	4.41% 26	590
Hybrid (some In person / some at home)	21.75% 263	60.88% 736	17.78% 215	2.65% 32	1,209
Not in EVA (remotely working from home due to COVID quarantine)	13.26% 24	48.62% 88	34.25% 62	5.52% 10	181

Q10: How impactful do you feel the activities on Wednesdays are to your child's overall learning? (answer only if you have secondary students or have students in EVA)

Answered: 1,638 Skipped: 883



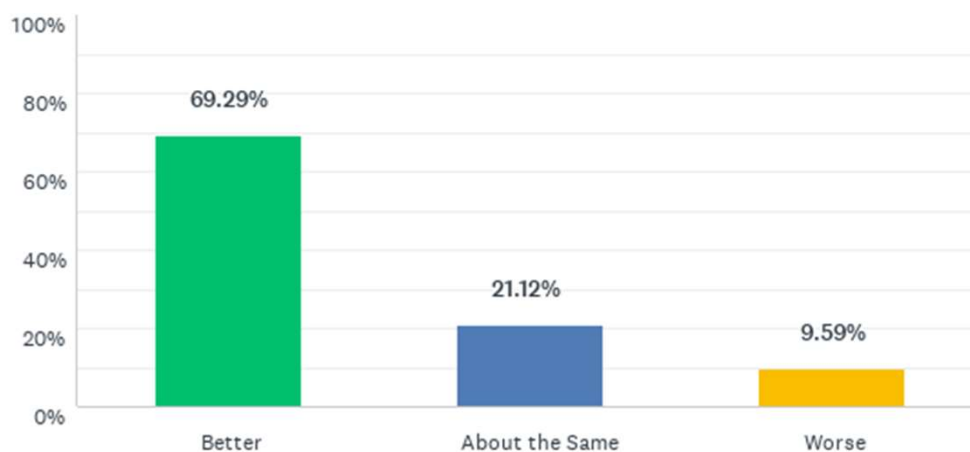
Q10: How impactful do you feel the activities on Wednesdays are to your child's overall learning? (answer only if you have secondary students or have students in EVA)

Answered: 1,638 Skipped: 883

ANSWER CHOICES	RESPONSES	
Extremely impactful	6.23%	102
Very impactful	11.78%	193
Somewhat impactful	24.30%	398
Not so impactful	21.98%	360
Not at all impactful	26.50%	434
Not sure about the impact	9.22%	151
TOTAL		1,638

Q11: Thinking back to last spring when students began learning in a pandemic, compared to this year's learning experience, choose the word that best matches how you feel: I feel the quality of learning my child(ren) is/are receiving during the pandemic this year is:

Answered: 2,211 Skipped: 310



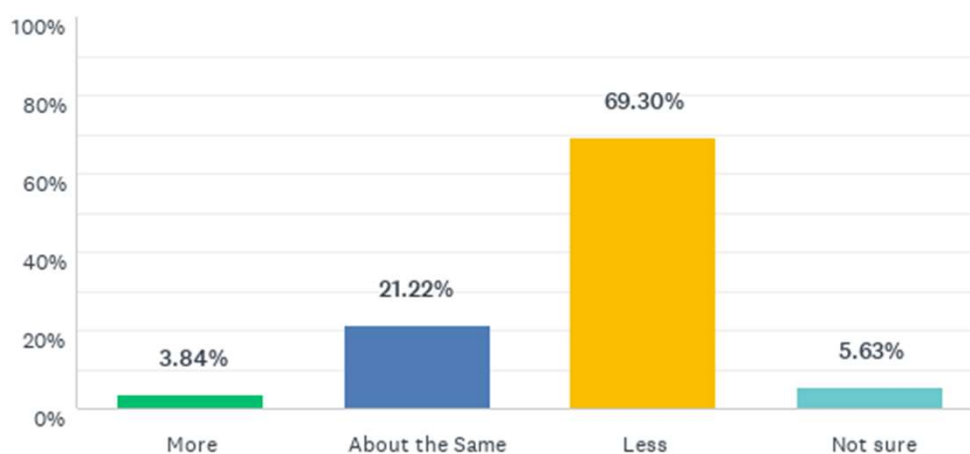
Q11: Thinking back to last spring when students began learning in a pandemic, compared to this year's learning experience, choose the word that best matches how you feel: I feel the quality of learning my child(ren) is/are receiving during the pandemic this year is:

Answered: 2,211 Skipped: 310

ANSWER CHOICES	RESPONSES	
Better	69.29%	1,532
About the Same	21.12%	467
Worse	9.59%	212
TOTAL		2,211

Q12: When I consider their learning in comparison to a normal, non pandemic year, I feel my child is learning:

Answered: 2,238 Skipped: 283



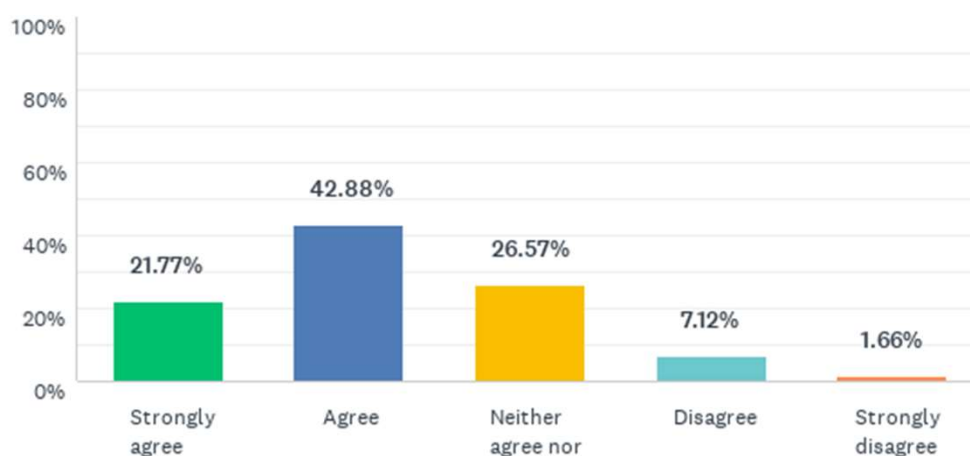
Q12: When I consider their learning in comparison to a normal, non pandemic year, I feel my child is learning:

Answered: 2,238 Skipped: 283

ANSWER CHOICES	RESPONSES	
More	3.84%	86
About the Same	21.22%	475
Less	69.30%	1,551
Not sure	5.63%	126
TOTAL		2,238

Q13: My child's teachers have high expectations for my child?

Answered: 2,232 Skipped: 289



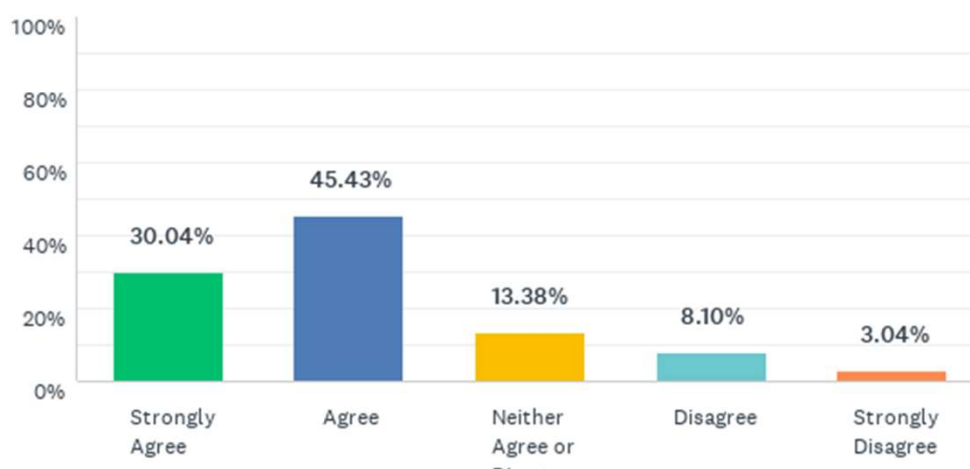
Q13: My child's teachers have high expectations for my child?

Answered: 2,232 Skipped: 289

ANSWER CHOICES	RESPONSES	
Strongly agree	21.77%	486
Agree	42.88%	957
Neither agree nor disagree	26.57%	593
Disagree	7.12%	159
Strongly disagree	1.66%	37
TOTAL		2,232

Q14: My child's school is committed to their learning needs.

Answered: 2,234 Skipped: 287



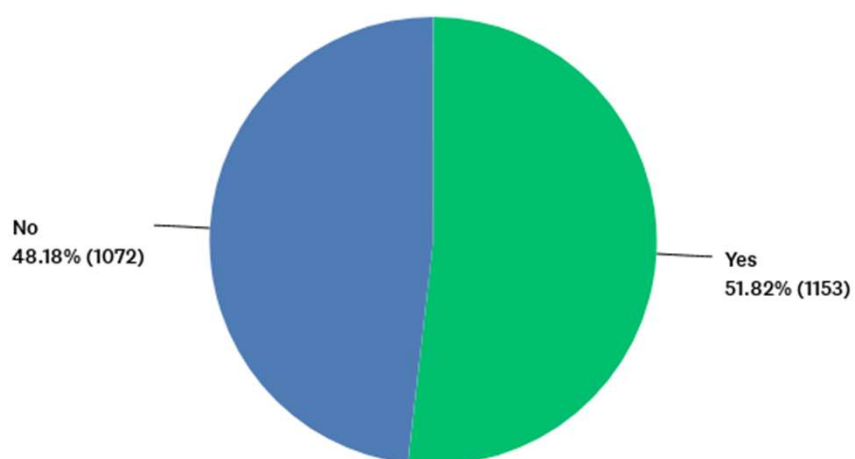
Q14: My child's school is committed to their learning needs.

Answered: 2,234 Skipped: 287

ANSWER CHOICES	RESPONSES	
Strongly Agree	30.04%	671
Agree	45.43%	1,015
Neither Agree or Disagree	13.38%	299
Disagree	8.10%	181
Strongly Disagree	3.04%	68
TOTAL		2,234

Q15: Has anyone from any of the schools your child(ren) attend(s), or the district office, contacted to you in the past month?

Answered: 2,225 Skipped: 296



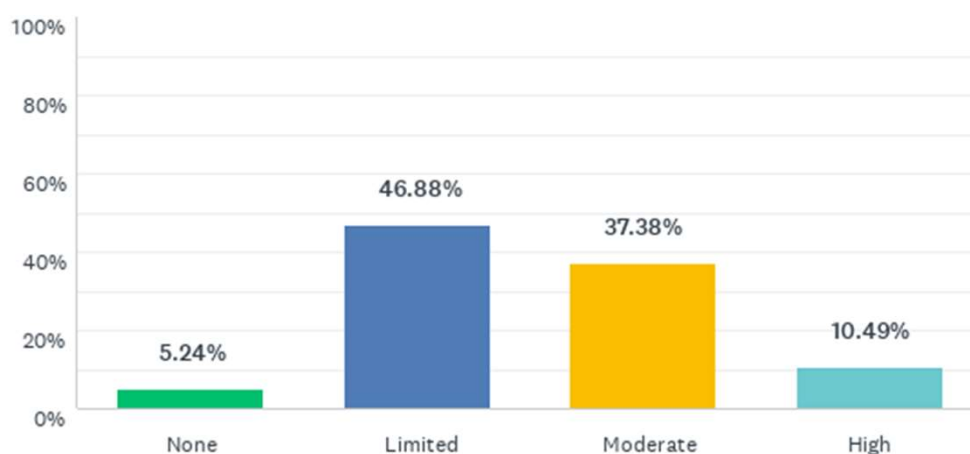
Q15: Has anyone from any of the schools your child(ren) attend(s), or the district office, contacted to you in the past month?

Answered: 2,225 Skipped: 296

ANSWER CHOICES	RESPONSES	
Yes	51.82%	1,153
No	48.18%	1,072
TOTAL		2,225

Q16: Choose the word that best describes the current level of stress at home?

Answered: 2,231 Skipped: 290



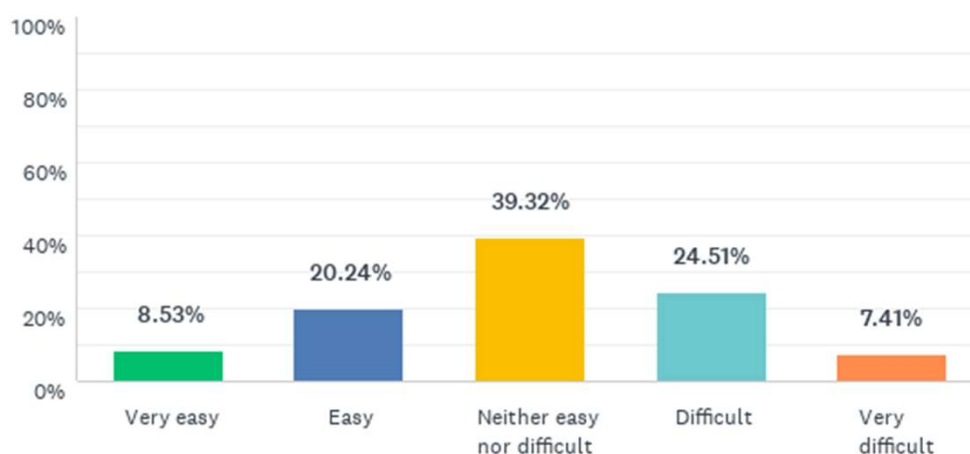
Q16: Choose the word that best describes the current level of stress at home?

Answered: 2,231 Skipped: 290

ANSWER CHOICES	RESPONSES	
None	5.24%	117
Limited	46.88%	1,046
Moderate	37.38%	834
High	10.49%	234
TOTAL		2,231

Q17: How easy or difficult is it for you to manage work and your child's(rens) school needs effectively these days?

Answered: 2,228 Skipped: 293



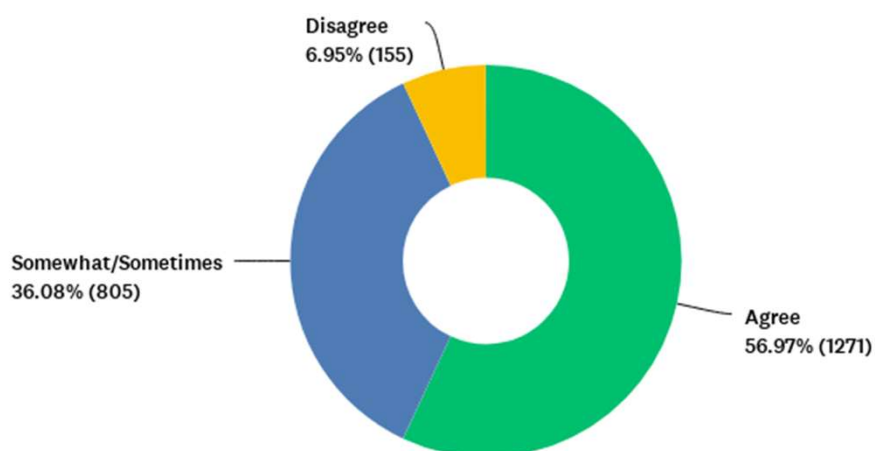
Q17: How easy or difficult is it for you to manage work and your child's(rens) school needs effectively these days?

Answered: 2,228 Skipped: 293

ANSWER CHOICES	RESPONSES	
Very easy	8.53%	190
Easy	20.24%	451
Neither easy nor difficult	39.32%	876
Difficult	24.51%	546
Very difficult	7.41%	165
TOTAL		2,228

Q18: The communication provided by the District has been effective.

Answered: 2,231 Skipped: 290



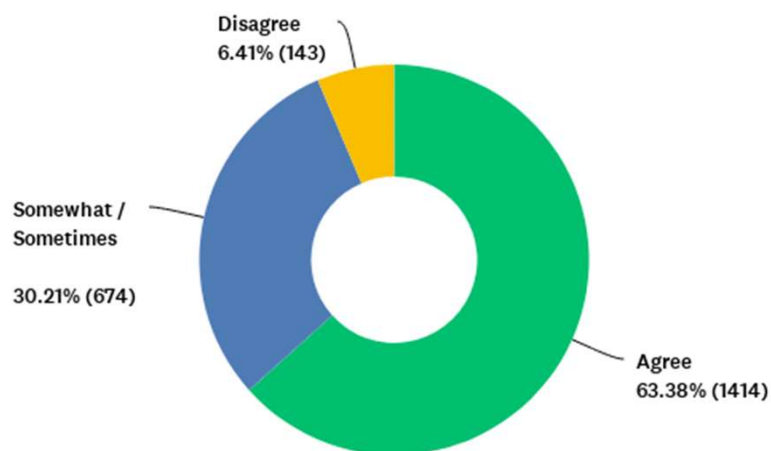
Q18: The communication provided by the District has been effective.

Answered: 2,231 Skipped: 290

ANSWER CHOICES	RESPONSES	
Agree	56.97%	1,271
Somewhat/Sometimes	36.08%	805
Disagree	6.95%	155
TOTAL		2,231

Q19: The communication provided by the School Principal has been effective.

Answered: 2,231 Skipped: 290



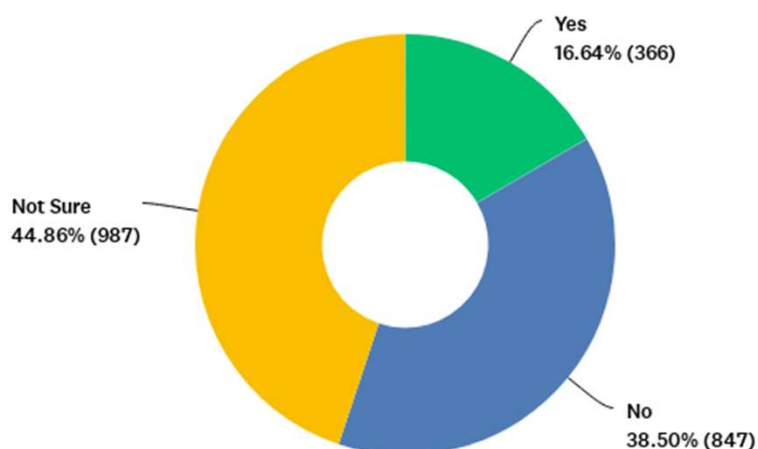
Q19: The communication provided by the School Principal has been effective.

Answered: 2,231 Skipped: 290

ANSWER CHOICES	RESPONSES	
Agree	63.38%	1,414
Somewhat / Sometimes	30.21%	674
Disagree	6.41%	143
TOTAL		2,231

Q20: Should Edina Public Schools continue to offer Edina Virtual Academy (EVA) as a choice for elementary students next year?

Answered: 2,200 Skipped: 321



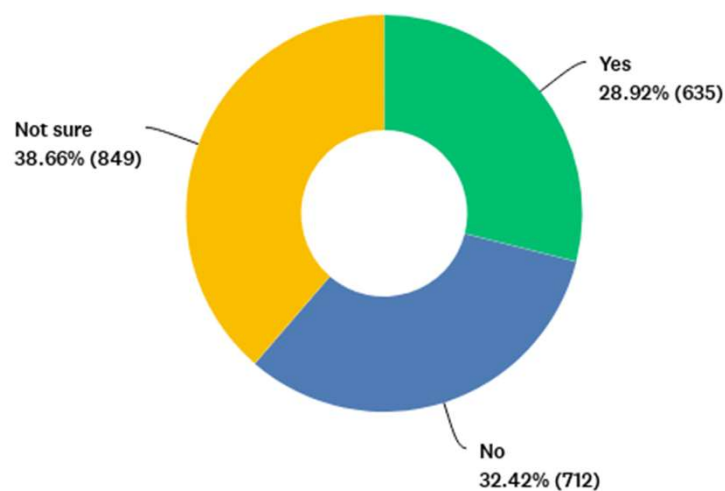
Q20: Should Edina Public Schools continue to offer Edina Virtual Academy (EVA) as a choice for elementary students next year?

Answered: 2,200 Skipped: 321

ANSWER CHOICES	RESPONSES	
Yes	16.64%	366
No	38.50%	847
Not Sure	44.86%	987
TOTAL		2,200

Q21: Should Edina Public Schools continue offering online classes and programming as a choice for students in grades 6-12 next year?

Answered: 2,196 Skipped: 325



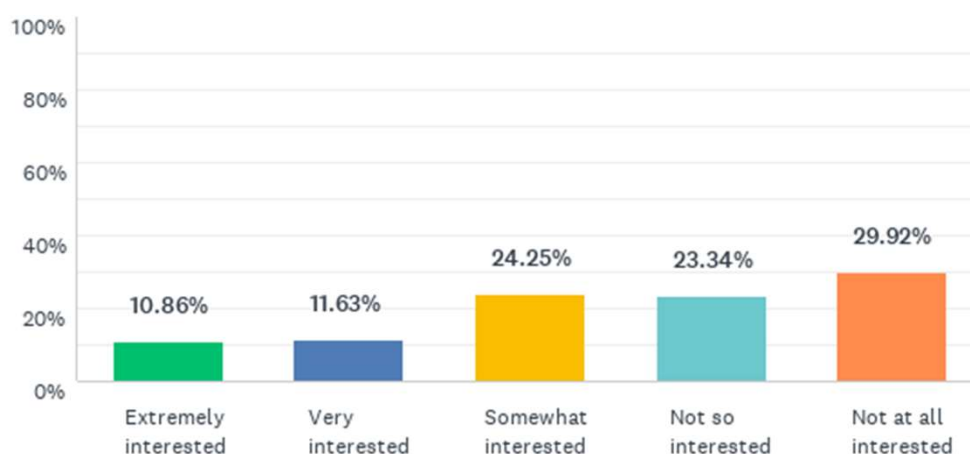
Q21: Should Edina Public Schools continue offering online classes and programming as a choice for students in grades 6-12 next year?

Answered: 2,196 Skipped: 325

ANSWER CHOICES	RESPONSES	
Yes	28.92%	635
No	32.42%	712
Not sure	38.66%	849
TOTAL		2,196

Q22: How interested are you in having your student participate in online summer learning opportunities for math and/or reading?

Answered: 2,219 Skipped: 302



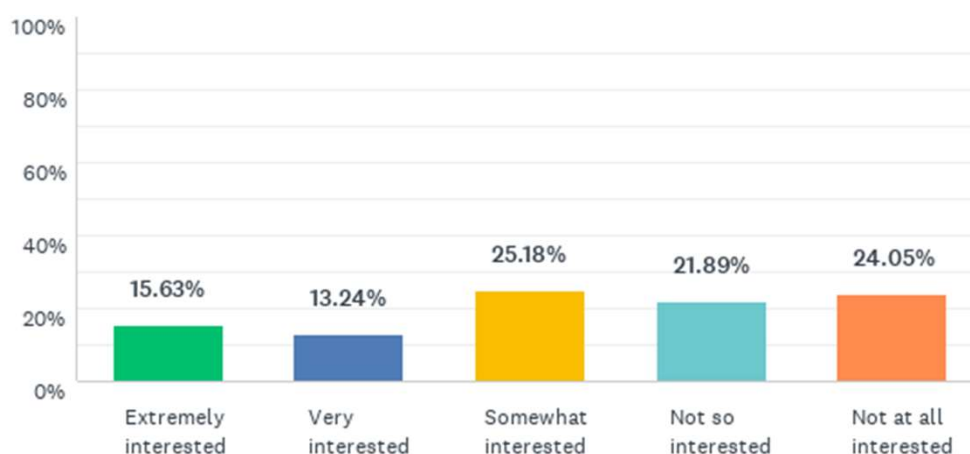
Q22: How interested are you in having your student participate in online summer learning opportunities for math and/or reading?

Answered: 2,219 Skipped: 302

ANSWER CHOICES	RESPONSES	
Extremely interested	10.86%	241
Very interested	11.63%	258
Somewhat interested	24.25%	538
Not so interested	23.34%	518
Not at all interested	29.92%	664
TOTAL		2,219

Q23: How interested are you in having your student participate in "in person" summer learning opportunities for math and/or reading?

Answered: 2,220 Skipped: 301



Q23: How interested are you in having your student participate in "in person" summer learning opportunities for math and/or reading?

Answered: 2,220 Skipped: 301

ANSWER CHOICES	RESPONSES	
Extremely interested	15.63%	347
Very interested	13.24%	294
Somewhat interested	25.18%	559
Not so interested	21.89%	486
Not at all interested	24.05%	534
TOTAL		2,220

Q26: Please indicate how your family members choose to identify when thinking about race/ethnicity (check all that apply)

Answered: 2,191 Skipped: 330



Q26: Please indicate how your family members choose to identify when thinking about race/ethnicity (check all that apply)

Answered: 2,191 Skipped: 330

ANSWER CHOICES	RESPONSES	
Black, African American	3.06%	67
Hispanic Lantinx	3.42%	75
Asian	9.08%	199
Native Hawaiian Pacific Islander	0.27%	6
American Indian Alaska Native	0.32%	7
American Indian South or Central America	0.18%	4
Middle Eastern or North African	0.73%	16
White	78.91%	1,729
Prefer Not to Say	11.64%	255
Other	1.55%	34
Total Respondents: 2,191		

Q27: Please indicate services your child(ren) currently receive by checking the box corresponding to the service and their current grade. (check all that apply)

Answered: 816 Skipped: 1,705

	EC	K	1	2	3	4	5	6	7	8	9	10	11	12
Special Education	7.73% 29	12.00% 45	8.00% 30	14.93% 56	10.13% 38	9.60% 36	8.00% 30	7.20% 27	8.00% 30	6.67% 25	8.27% 31	5.60% 21	5.33% 20	3.4
English language learning services	5.19% 4	19.48% 15	15.58% 12	11.69% 9	11.69% 9	9.09% 7	6.49% 5	9.09% 7	9.09% 7	9.09% 7	11.69% 9	1.30% 1	2.60% 2	0.0
Advanced Academic Services	0.21% 1	0.85% 4	0.85% 4	3.17% 15	11.63% 55	15.86% 75	16.07% 76	17.12% 81	14.16% 67	11.21% 53	12.47% 59	10.15% 48	8.88% 42	8.0

March Check In with 6-12 Students: EVA compared to Hybrid responses

Sunday, March 28, 2021

1551

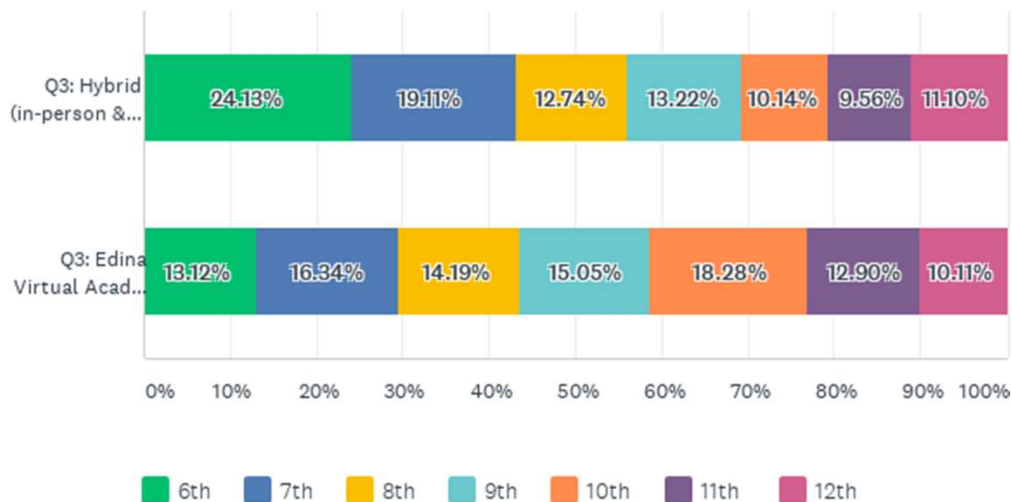
Total Responses

Date Created: Spring 2021

Complete Responses: 1198

Q1: What is your current grade level:

Answered: 1,501 Skipped: 0



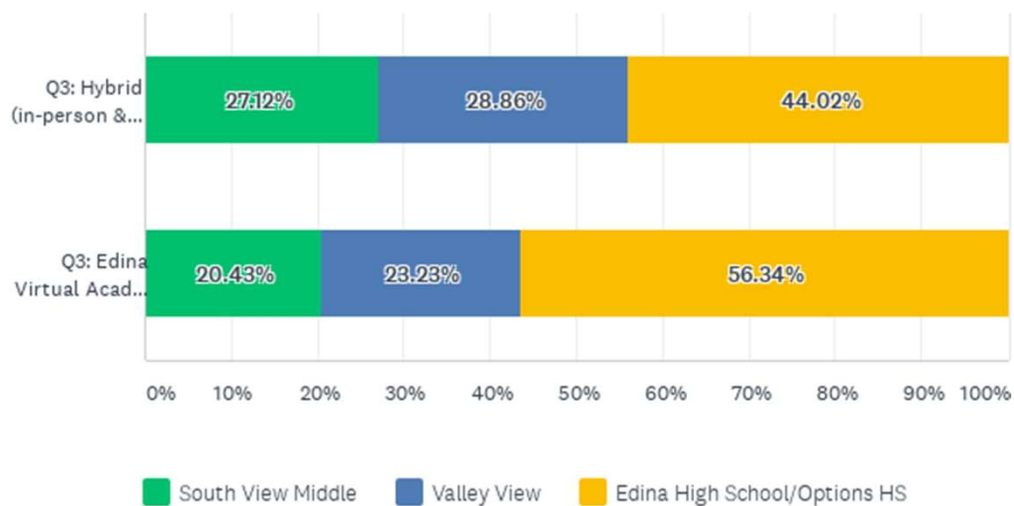
Q1: What is your current grade level:

Answered: 1,501 Skipped: 0

	6TH	7TH	8TH	9TH	10TH	11TH	12TH	TOTAL
Q3: Hybrid (in-person & learning remotely)	24.13% 250	19.11% 198	12.74% 132	13.22% 137	10.14% 105	9.56% 99	11.10% 115	69.02% 1,036
Q3: Edina Virtual Academy (full time distance learning)	13.12% 61	16.34% 76	14.19% 66	15.05% 70	18.28% 85	12.90% 60	10.11% 47	30.98% 465
Total Respondents	311	274	198	207	190	159	162	1,501

Q2: Which school do you attend?

Answered: 1,501 Skipped: 0



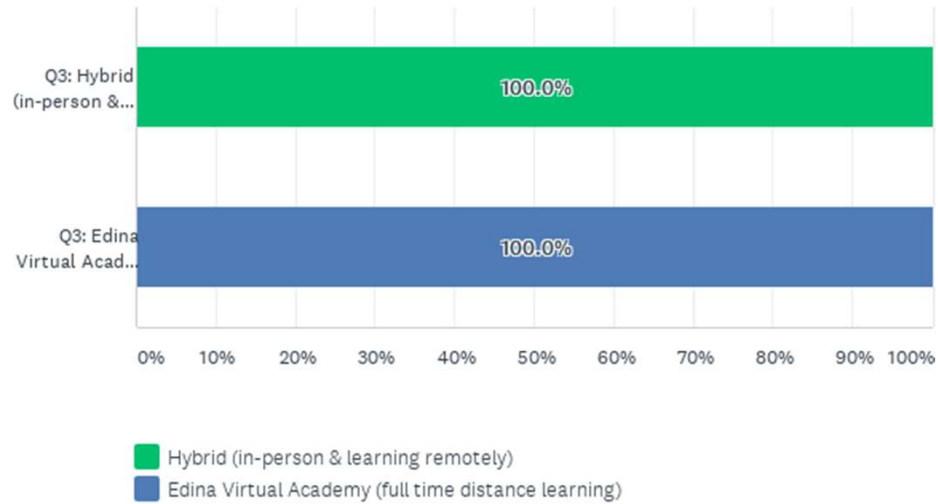
Q2: Which school do you attend?

Answered: 1,501 Skipped: 0

	SOUTH VIEW MIDDLE	VALLEY VIEW	EDINA HIGH SCHOOL/OPTIONS HS	TOTAL
Q3: Hybrid (in-person & learning remotely)	27.12% 281	28.86% 299	44.02% 456	69.02% 1,036
Q3: Edina Virtual Academy (full time distance learning)	20.43% 95	23.23% 108	56.34% 262	30.98% 465
Total Respondents	376	407	718	1,501

Q3: What learning model are you currently in?

Answered: 1,501 Skipped: 0



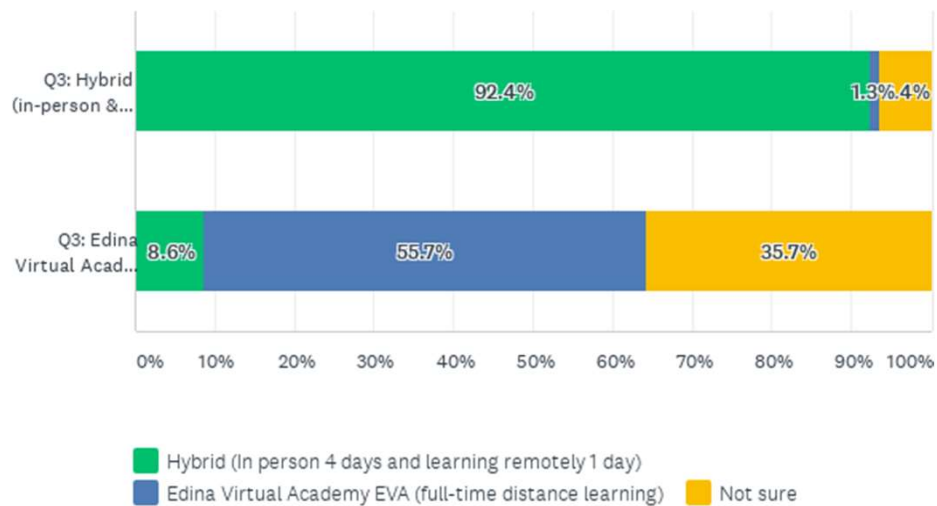
Q3: What learning model are you currently in?

Answered: 1,501 Skipped: 0

	HYBRID (IN-PERSON & LEARNING REMOTELY)	EDINA VIRTUAL ACADEMY (FULL TIME DISTANCE LEARNING)	TOTAL
Q3: Hybrid (in-person & learning remotely)	100.0% 1,036	0.0% 0	69.0% 1,036
Q3: Edina Virtual Academy (full time distance learning)	0.0% 0	100.0% 465	31.0% 465
Total Respondents	1,036	465	1,501

Q4: What learning model will you be in next?

Answered: 1,501 Skipped: 0



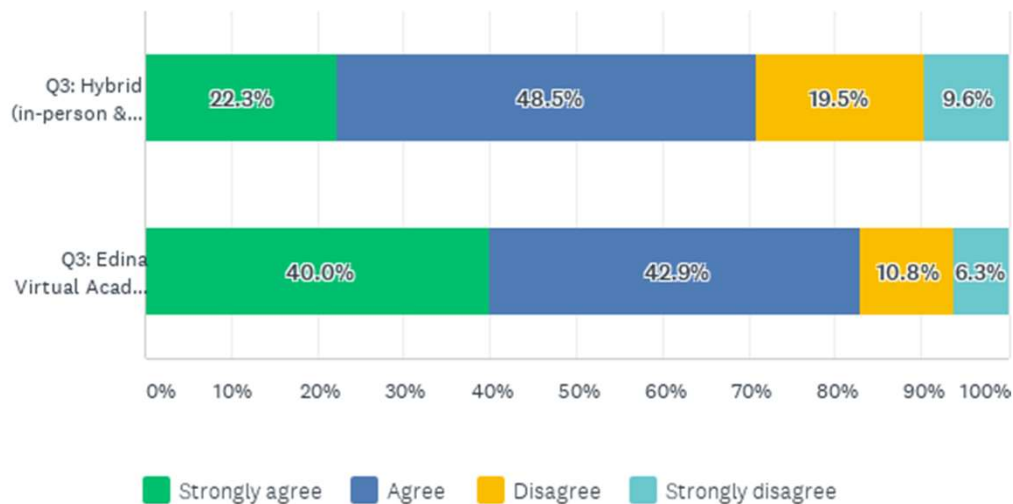
Q4: What learning model will you be in next?

Answered: 1,501 Skipped: 0

	HYBRID (IN PERSON 4 DAYS AND LEARNING REMOTELY 1 DAY)	EDINA VIRTUAL ACADEMY EVA (FULL-TIME DISTANCE LEARNING)	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	92.4% 957	1.3% 13	6.4% 66	69.0% 1,036
Q3: Edina Virtual Academy (full time distance learning)	8.6% 40	55.7% 259	35.7% 166	31.0% 465
Total Respondents	997	272	232	1,501

Q5: I believe our district should continue to offer online learning classes as a choice for students next year.

Answered: 1,492 Skipped: 9



Q5: I believe our district should continue to offer online learning classes as a choice for students next year.

Answered: 1,492 Skipped: 9

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	22.3% 230	48.5% 500	19.5% 201	9.6% 99	69.0% 1,030
Q3: Edina Virtual Academy (full time distance learning)	40.0% 185	42.9% 198	10.8% 50	6.3% 29	31.0% 462
Total Respondents	415	698	251	128	1,492

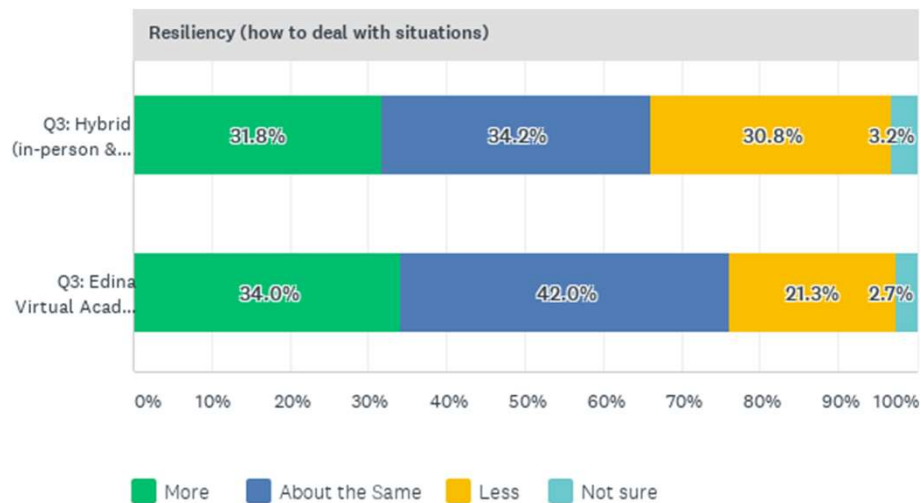
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



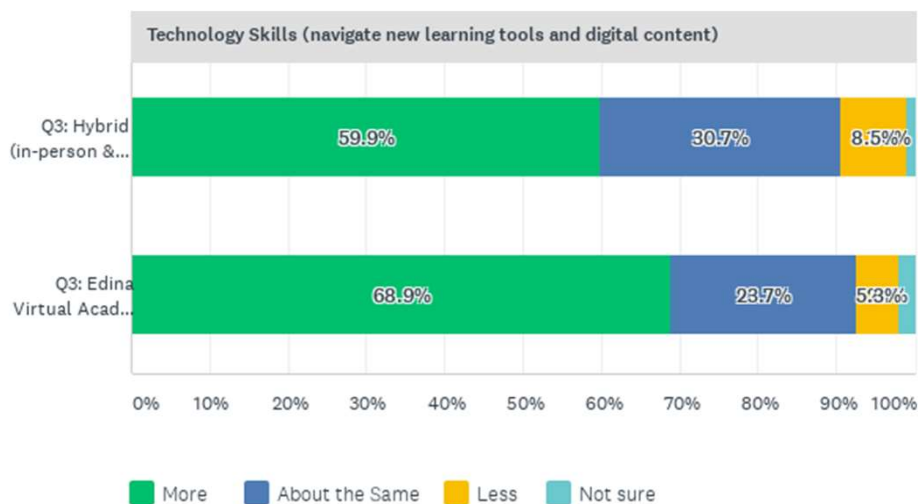
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



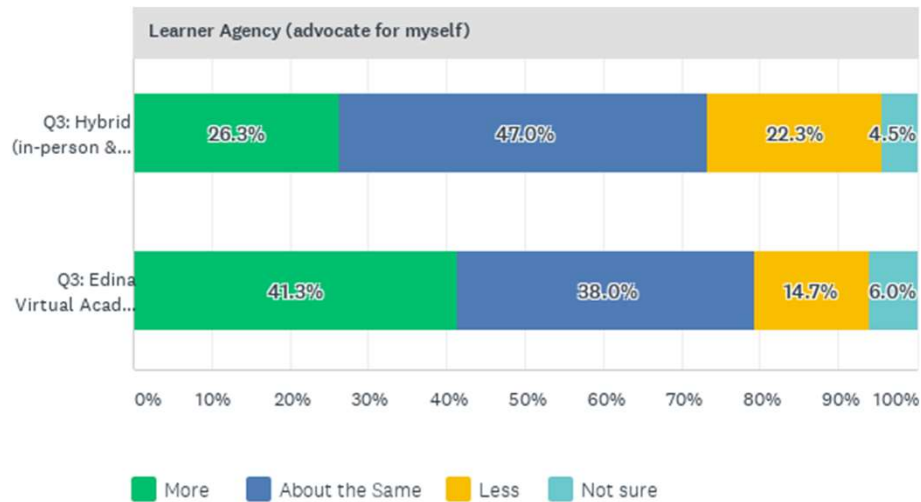
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



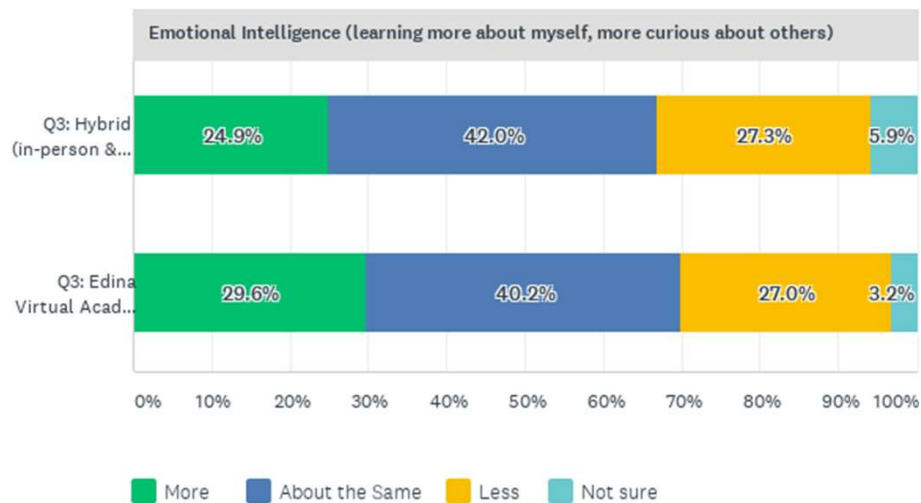
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899



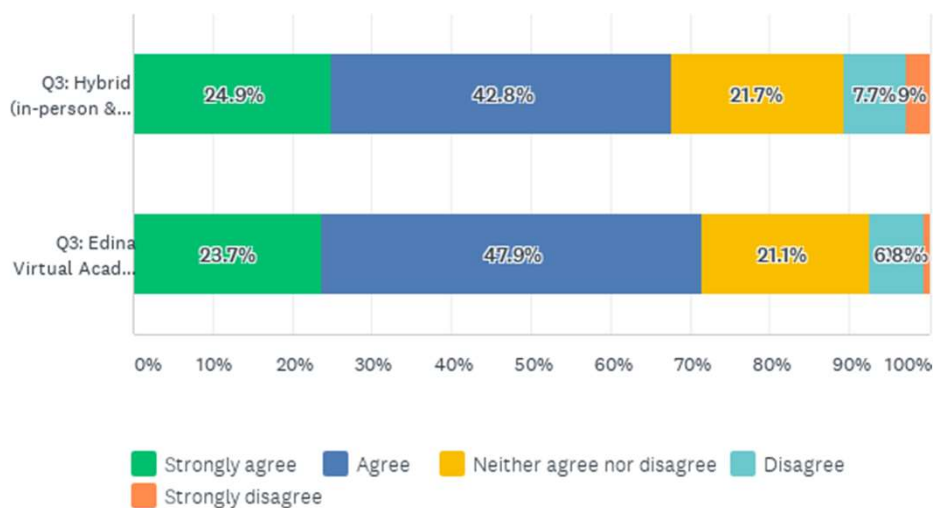
Q6: When I consider what I am learning in comparison to a normal, non pandemic year, I am are learning:

Answered: 602 Skipped: 899

Academic standards					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	9.5%	49.3%	36.8%	4.4%	68.1%
Q3: Edina Virtual Academy (full time distance learning)	22.7%	57.7%	24.9%	4.8%	31.4%
	39	202	151	18	410
	24	109	47	9	189
Resiliency (how to deal with situations)					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	31.8%	34.2%	30.8%	3.2%	67.9%
Q3: Edina Virtual Academy (full time distance learning)	34.0%	42.0%	21.3%	2.7%	31.2%
	139	140	126	13	409
	64	79	40	5	188
Technology Skills (navigate new learning tools and digital content)					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	59.9%	30.7%	8.9%	1.0%	68.3%
Q3: Edina Virtual Academy (full time distance learning)	68.9%	23.7%	5.3%	2.1%	31.6%
	246	126	35	4	411
	131	45	10	4	190
Time Management					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	25.6%	36.6%	35.9%	2.0%	68.1%
Q3: Edina Virtual Academy (full time distance learning)	40.7%	33.3%	24.9%	1.1%	31.4%
	105	150	147	8	410
	77	63	47	2	189
Learner Agency (advocate for myself)					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	26.3%	47.0%	22.3%	4.5%	66.4%
Q3: Edina Virtual Academy (full time distance learning)	41.3%	38.0%	14.7%	6.0%	30.6%
	105	188	89	18	400
	76	79	27	11	193
Emotional Intelligence (learning more about myself, more curious about others)					
	MORE	ABOUT THE SAME	LESS	NOT SURE	TOTAL
Q3: Hybrid (in-person & learning remotely)	24.9%	42.0%	27.3%	5.9%	68.1%
Q3: Edina Virtual Academy (full time distance learning)	29.6%	40.2%	27.0%	3.2%	31.4%
	102	172	112	24	410
	56	76	51	6	189

Q7: I feel I am on track for my next grade level.

Answered: 604 Skipped: 897



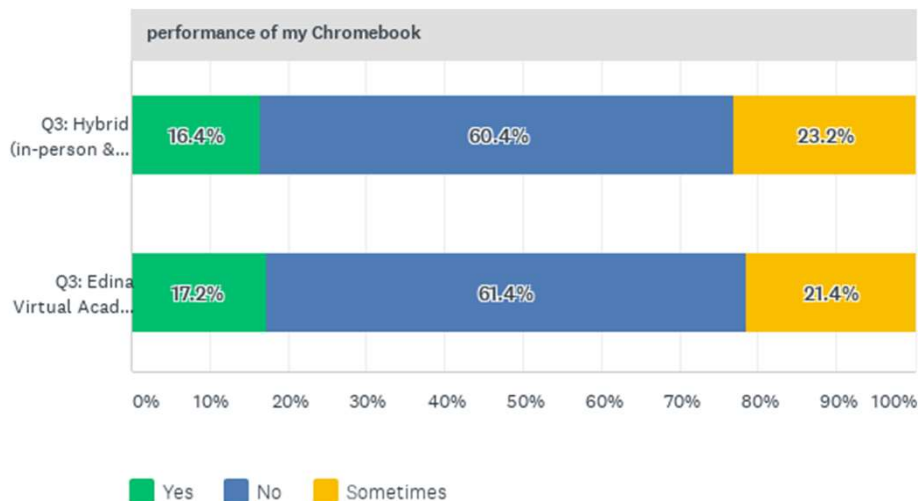
Q7: I feel I am on track for my next grade level.

Answered: 604 Skipped: 897

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	24.9% 103	42.8% 177	21.7% 90	7.7% 32	2.9% 12	68.5% 414
Q3: Edina Virtual Academy (full time distance learning)	23.7% 45	47.9% 91	21.1% 40	6.8% 13	0.5% 1	31.5% 190
Total Respondents	148	268	130	45	13	604

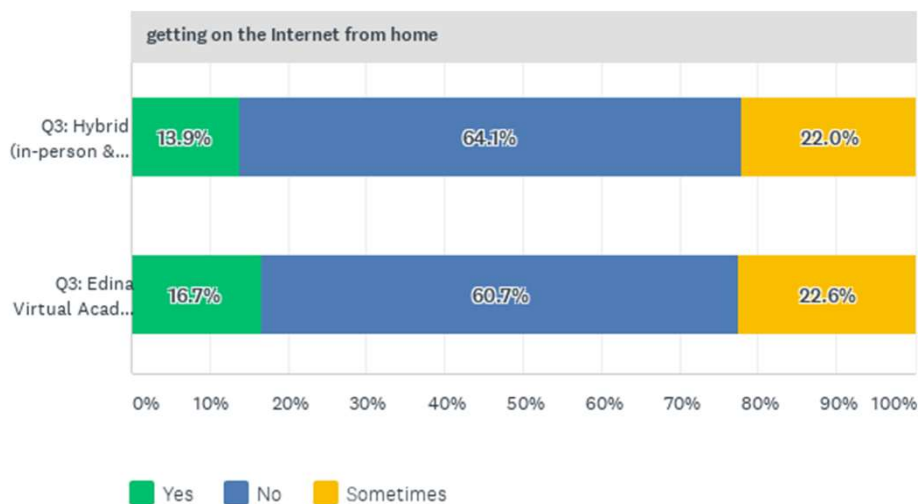
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



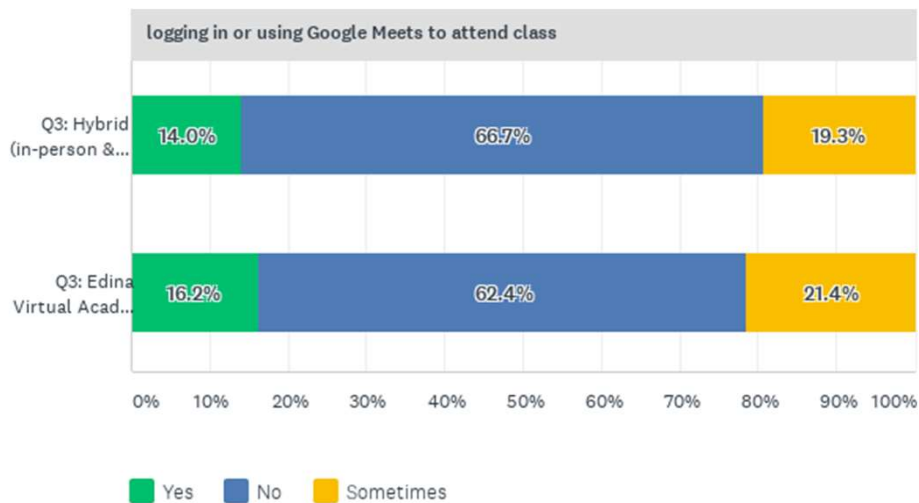
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



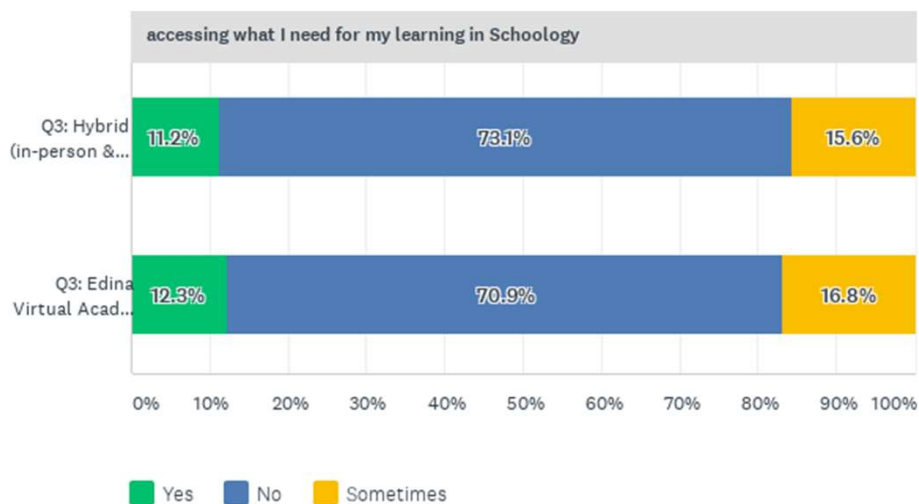
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



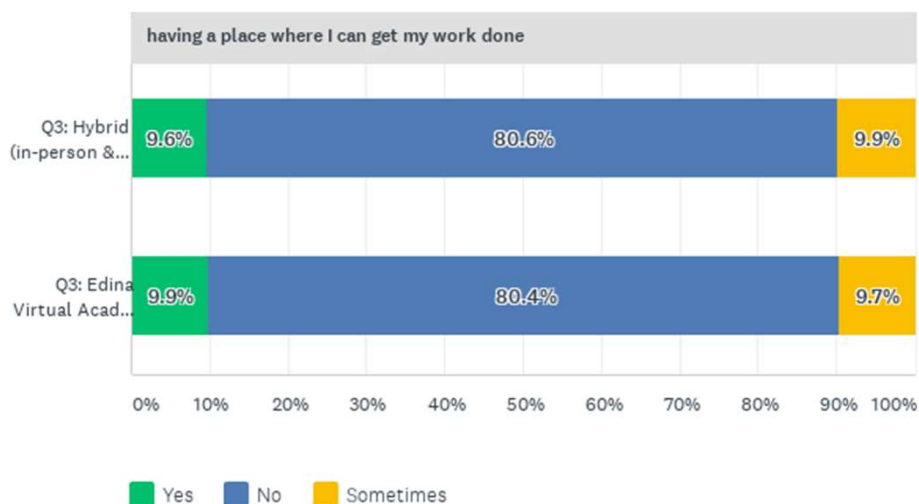
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



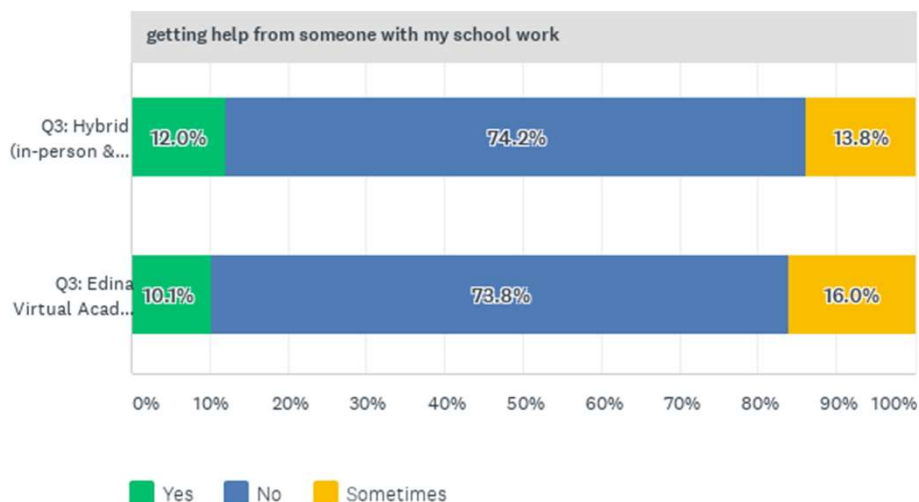
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135



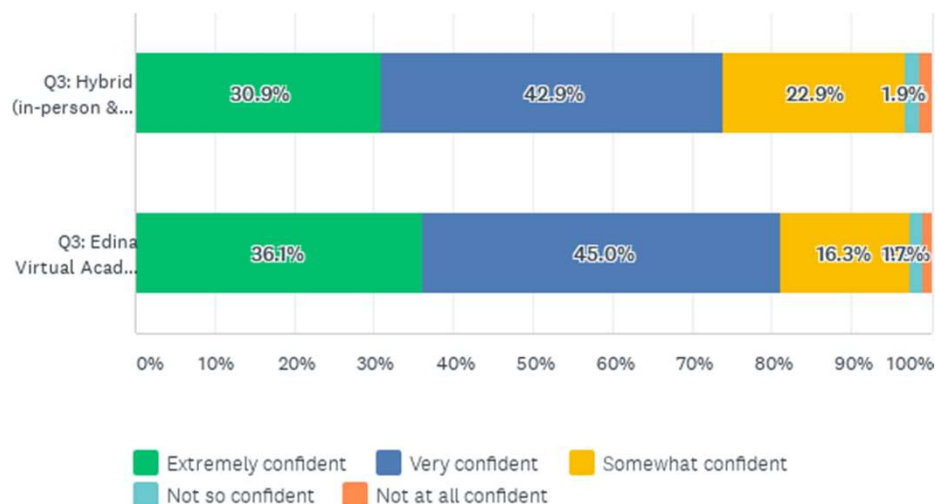
Q8: During this past week, have you had any issues with the following:

Answered: 1,366 Skipped: 135

performance of my Chromebook				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	16.4%	60.4%	23.2%	68.2%
	153	563	216	932
Q3: Edina Virtual Academy (full time distance learning)	17.2%	61.4%	21.4%	31.1%
	73	261	91	425
getting on the Internet from home				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	13.9%	64.1%	22.0%	68.5%
	130	600	206	936
Q3: Edina Virtual Academy (full time distance learning)	16.7%	60.7%	22.6%	31.1%
	71	258	96	425
logging in or using Google Meets to attend class				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	14.0%	66.7%	19.3%	68.5%
	131	624	181	936
Q3: Edina Virtual Academy (full time distance learning)	16.2%	62.4%	21.4%	31.1%
	69	265	91	425
accessing what I need for my learning in Schoology				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	11.2%	73.1%	15.6%	68.4%
	105	683	146	934
Q3: Edina Virtual Academy (full time distance learning)	12.3%	70.9%	16.8%	31.0%
	52	300	71	423
having a place where I can get my work done				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	9.6%	80.6%	9.9%	68.2%
	89	750	92	931
Q3: Edina Virtual Academy (full time distance learning)	9.9%	80.4%	9.7%	31.0%
	42	340	41	423
getting help from someone with my school work				
	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	12.0%	74.2%	13.8%	68.4%
	112	683	129	934
Q3: Edina Virtual Academy (full time distance learning)	10.1%	73.8%	16.0%	31.0%
	43	313	68	424

Q9: How confident are you in the use of the required technology tools available through school to support remote and hybrid learning? (i.e. Schoology, Google Meets, etc.)

Answered: 1,363 Skipped: 138



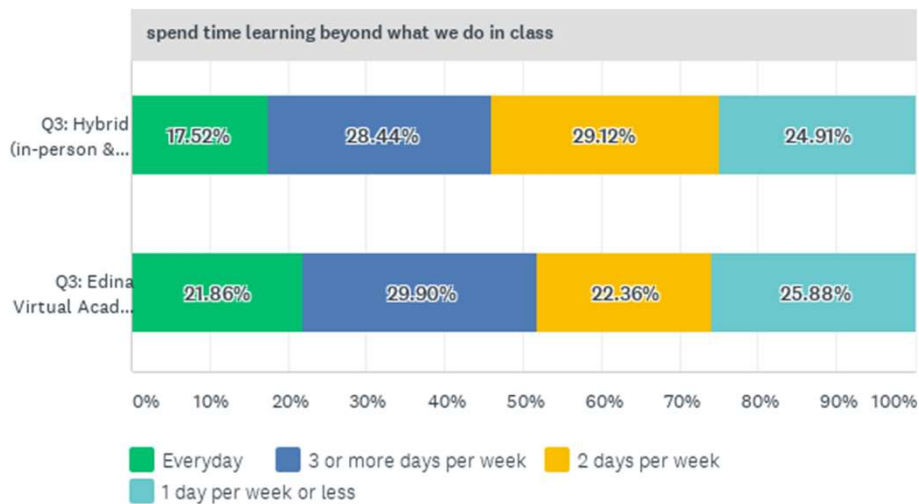
Q9: How confident are you in the use of the required technology tools available through school to support remote and hybrid learning? (i.e. Schoology, Google Meets, etc.)

Answered: 1,363 Skipped: 138

	EXTREMELY CONFIDENT	VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT SO CONFIDENT	NOT AT ALL CONFIDENT	TOTAL
Q3: Hybrid (in-person & learning remotely)	30.9% 290	42.9% 403	22.9% 215	1.9% 18	1.4% 13	68.9% 939
Q3: Edina Virtual Academy (full time distance learning)	36.1% 153	45.0% 191	16.3% 69	1.7% 7	0.9% 4	31.1% 424
Total Respondents	443	594	284	25	17	1,363

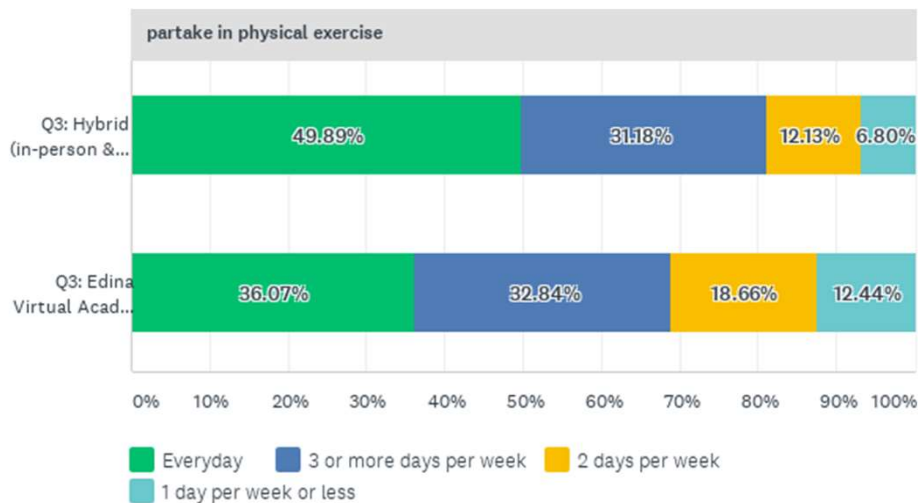
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



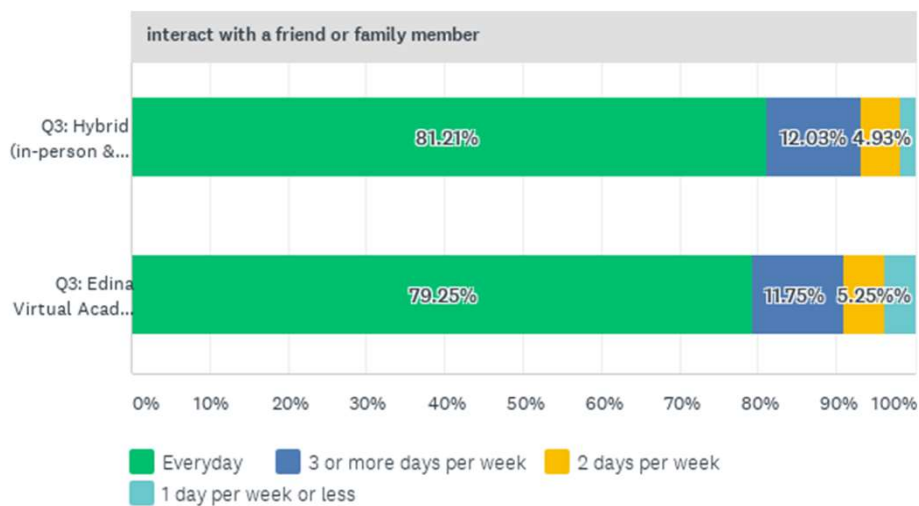
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



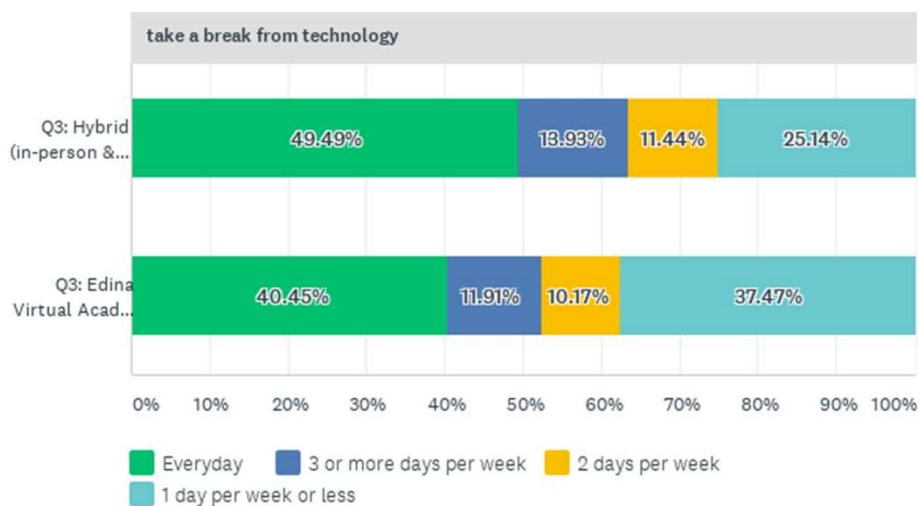
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



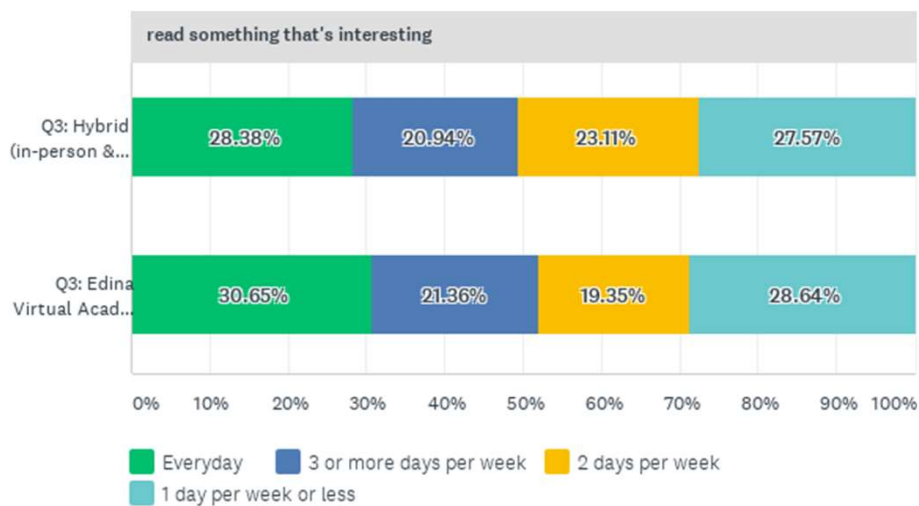
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



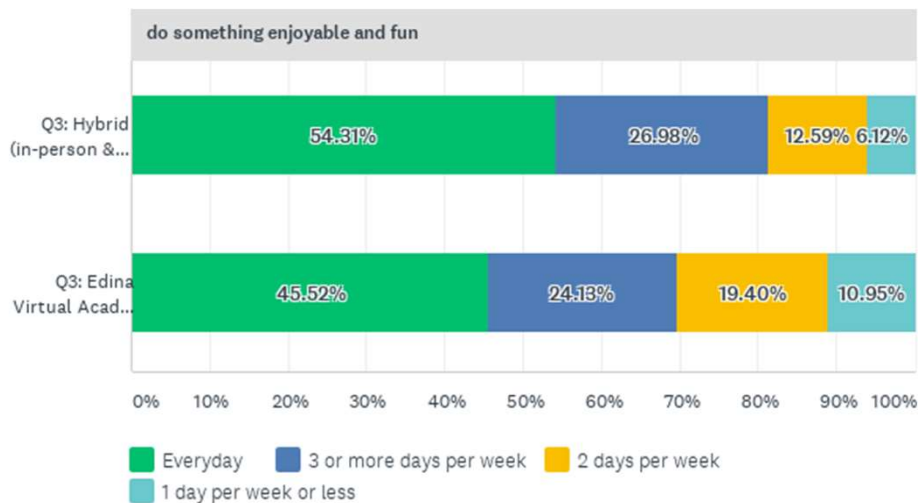
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



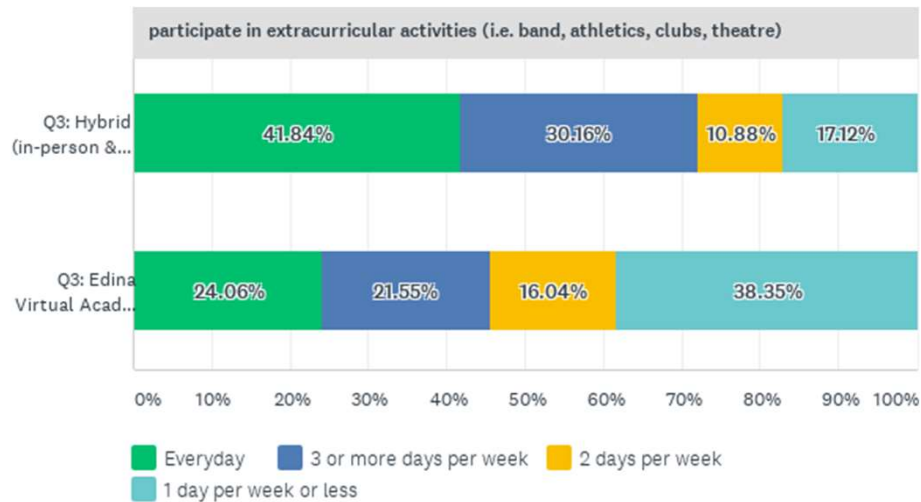
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211



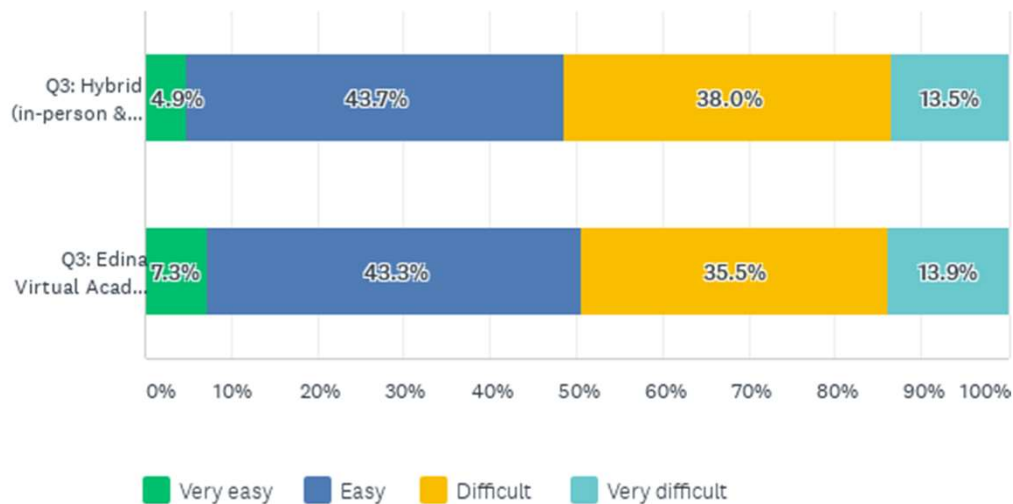
Q10: Please tell us how often you do the following:

Answered: 1,290 Skipped: 211

spend time learning beyond what we do in class					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	17.82%	28.67%	28.12%	24.39%	88.99%
Q3: Edina Virtual Academy (full-time distance learning)	21.88%	29.38%	22.38%	25.36%	98.99%
participate in physical exercise					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	43.09%	31.18%	12.27%	8.46%	88.99%
Q3: Edina Virtual Academy (full-time distance learning)	36.07%	35.64%	18.68%	12.64%	92.99%
interact with a friend or family member					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	81.21%	17.02%	4.93%	1.84%	87.87%
Q3: Edina Virtual Academy (full-time distance learning)	79.20%	11.71%	5.20%	3.79%	81.50%
take a break from technology					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	40.49%	18.42%	14.44%	26.14%	88.99%
Q3: Edina Virtual Academy (full-time distance learning)	40.40%	11.82%	21.72%	27.42%	81.99%
read something that's interesting					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	28.20%	25.54%	23.12%	27.52%	87.99%
Q3: Edina Virtual Academy (full-time distance learning)	10.00%	21.56%	19.00%	38.64%	90.99%
do something enjoyable and fun					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	54.71%	39.32%	12.90%	6.12%	88.99%
Q3: Edina Virtual Academy (full-time distance learning)	47.70%	27.00%	11.10%	14.20%	89.99%
participate in extracurricular activities (i.e. band, athletics, clubs, theatre)					
	EVERYDAY	3 OR MORE DAYS PER WEEK	2 DAYS PER WEEK	1 DAY PER WEEK OR LESS	TOTAL
Q3: Hybrid (in-person & hearing)	41.84%	30.16%	10.88%	17.12%	88.99%
Q3: Edina Virtual Academy (full-time distance learning)	24.06%	21.55%	16.04%	38.35%	98.99%

Q11: How easy or difficult is it for you to stay focused on your school work these days?

Answered: 1,258 Skipped: 243



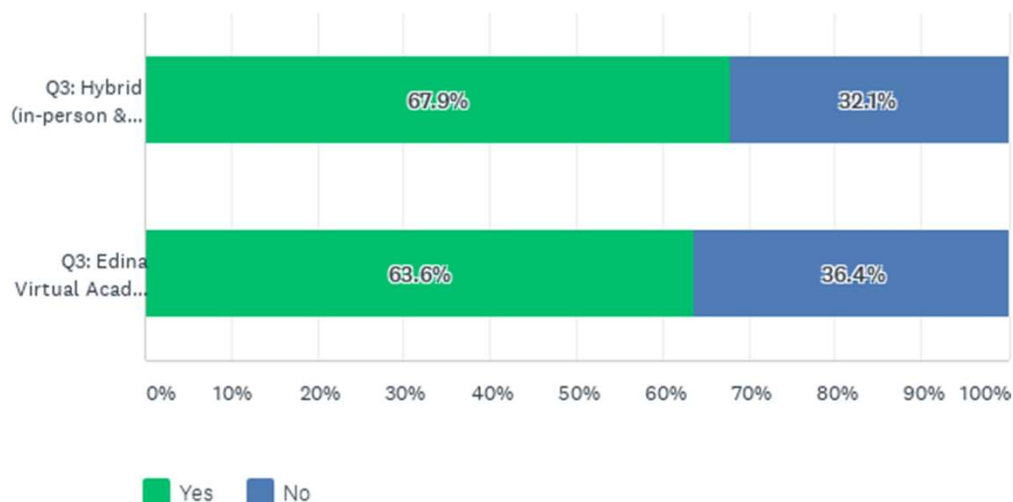
Q11: How easy or difficult is it for you to stay focused on your school work these days?

Answered: 1,258 Skipped: 243

	VERY EASY	EASY	DIFFICULT	VERY DIFFICULT	TOTAL
Q3: Hybrid (in-person & learning remotely)	4.9% 42	43.7% 376	38.0% 327	13.5% 116	68.4% 861
Q3: Edina Virtual Academy (full time distance learning)	7.3% 29	43.3% 172	35.5% 141	13.9% 55	31.6% 397
Total Respondents	71	548	468	171	1,258

Q12: Do you feel a teacher or someone from your school has checked in on how you are doing?

Answered: 1,255 Skipped: 246



Q12: Do you feel a teacher or someone from your school has checked in on how you are doing?

Answered: 1,255 Skipped: 246

	YES	NO	TOTAL
Q3: Hybrid (in-person & learning remotely)	67.9%	32.1%	68.7%
	585	277	862
Q3: Edina Virtual Academy (full time distance learning)	63.6%	36.4%	31.3%
	250	143	393
Total Respondents	835	420	1,255

Q13: Do you have someone at your school or at home that you can count on to help you, no matter what?

Answered: 1,253 Skipped: 248



Q13: Do you have someone at your school or at home that you can count on to help you, no matter what?

Answered: 1,253 Skipped: 248

	YES	NO	TOTAL
Q3: Hybrid (in-person & learning remotely)	89.4%	10.6%	68.5%
	767	91	858
Q3: Edina Virtual Academy (full time distance learning)	86.1%	13.9%	31.5%
	340	55	395
Total Respondents	1,107	146	1,253

Q14: Describe how you are feeling regarding school and your learning. (Choose three)

Answered: 1,251 Skipped: 250



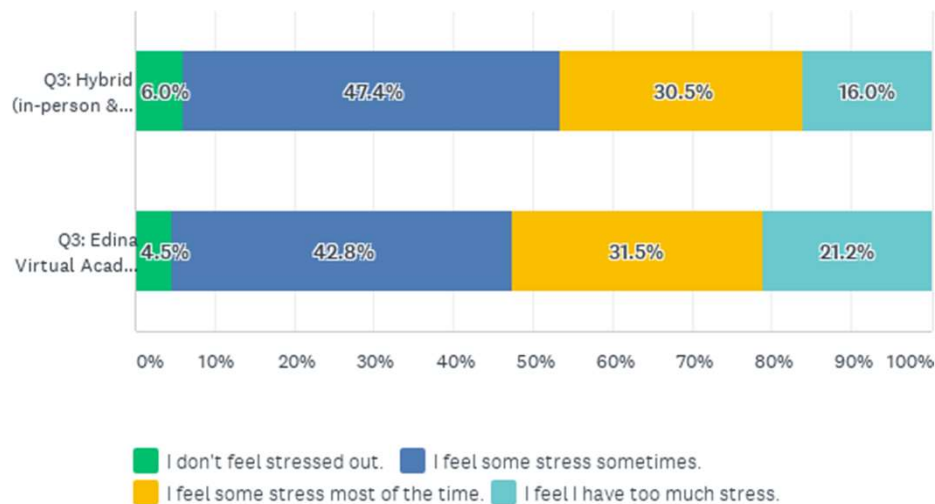
Q14: Describe how you are feeling regarding school and your learning. (Choose three)

Answered: 1,251 Skipped: 250

	CONFIDENT	CURIOUS	EXCITED	LONELY	SUPPORTED	ENTHUSIASTIC	STRUGGLING	OVERWHELMED	WORRIED	AI
Q3: Hybrid (in-person & learning remotely)	38.81% 333	20.05% 172	22.96% 197	18.07% 155	36.95% 317	14.10% 121	15.85% 136	43.94% 377	17.13% 147	
Q3: Edina Virtual Academy (full time distance learning)	38.17% 150	20.10% 79	11.70% 46	20.36% 80	39.19% 154	11.70% 46	20.36% 80	43.00% 169	19.59% 77	
Total Respondents	483	251	243	235	471	167	216	546	224	43

Q15: When you think about your learning this year, how would you describe your level of stress?

Answered: 1,258 Skipped: 243



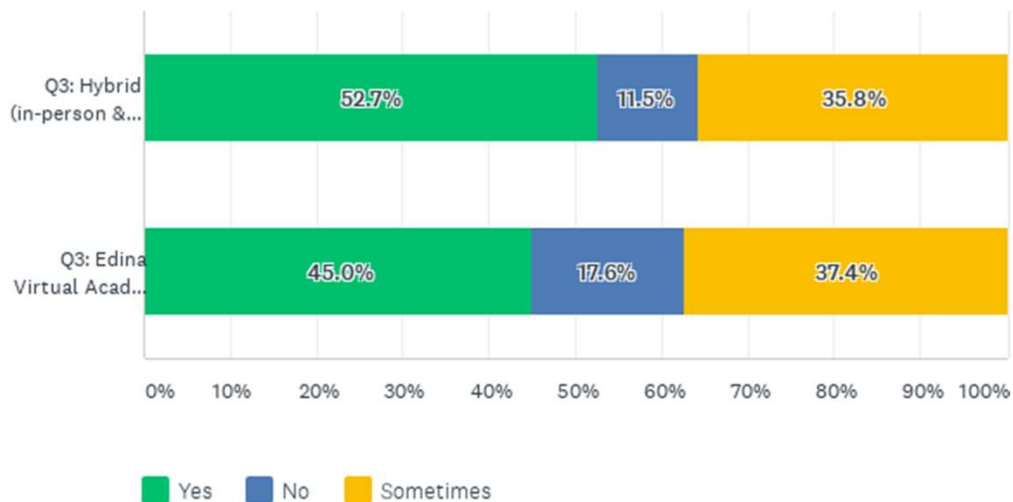
Q15: When you think about your learning this year, how would you describe your level of stress?

Answered: 1,258 Skipped: 243

	I DON'T FEEL STRESSED OUT.	I FEEL SOME STRESS SOMETIMES.	I FEEL SOME STRESS MOST OF THE TIME.	I FEEL I HAVE TOO MUCH STRESS.	TOTAL
Q3: Hybrid (in-person & learning remotely)	6.0% 52	47.4% 408	30.5% 263	16.0% 138	68.4% 861
Q3: Edina Virtual Academy (full time distance learning)	4.5% 18	42.8% 170	31.5% 125	21.2% 84	31.6% 397
Total Respondents	70	578	388	222	1,258

Q16: My classmates and I are finding ways to connect this school year.

Answered: 1,242 Skipped: 259



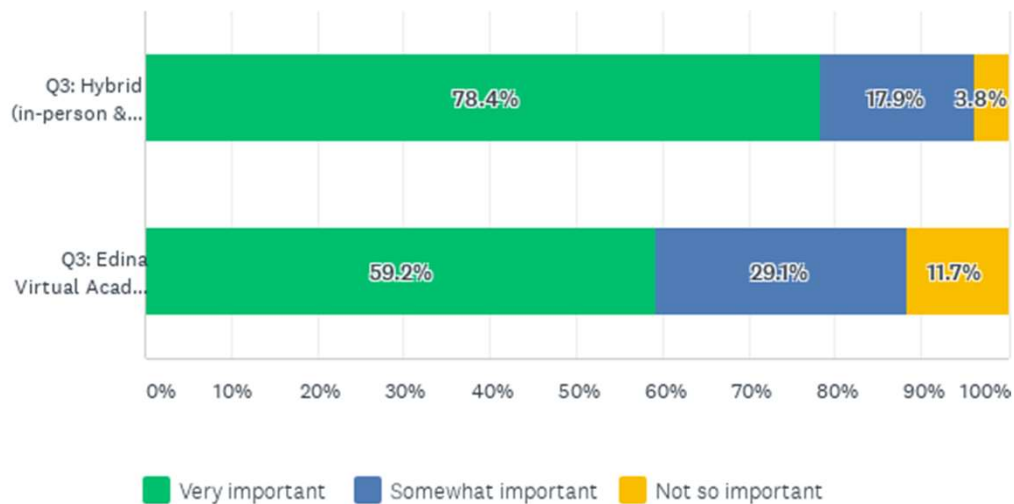
Q16: My classmates and I are finding ways to connect this school year.

Answered: 1,242 Skipped: 259

	YES	NO	SOMETIMES	TOTAL
Q3: Hybrid (in-person & learning remotely)	52.7%	11.5%	35.8%	68.4%
	447	98	304	849
Q3: Edina Virtual Academy (full time distance learning)	45.0%	17.6%	37.4%	31.6%
	177	69	147	393
Total Respondents	624	167	451	1,242

Q17: Connecting with my friends while at school is:

Answered: 1,242 Skipped: 259



Q17: Connecting with my friends while at school is:

Answered: 1,242 Skipped: 259

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT SO IMPORTANT	TOTAL
Q3: Hybrid (in-person & learning remotely)	78.4% 666	17.9% 152	3.8% 32	68.4% 850
Q3: Edina Virtual Academy (full time distance learning)	59.2% 232	29.1% 114	11.7% 46	31.6% 392
Total Respondents	898	266	78	1,242

Q18: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 1,241 Skipped: 260



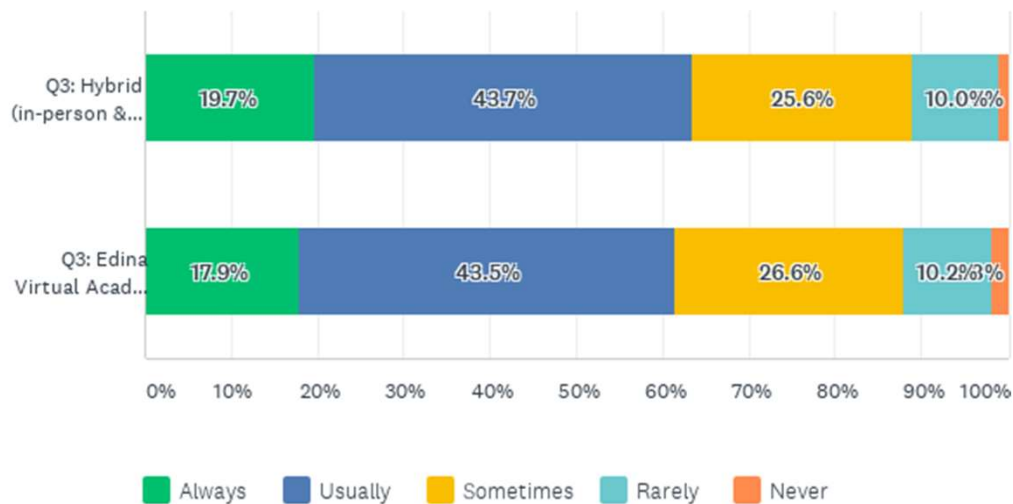
Q18: When you have a learning need, how easy or difficult is it for you to reach out to your teacher this year?

Answered: 1,241 Skipped: 260

	I FIND IT EASY TO REACH OUT	I FIND IT DIFFICULT TO REACH OUT	I HAVE NOT HAD TO REACH OUT TO A TEACHER FOR ANY NEEDS	TOTAL
Q3: Hybrid (in-person & learning remotely)	67.5% 572	22.3% 189	10.3% 87	68.3% 848
Q3: Edina Virtual Academy (full time distance learning)	70.0% 275	22.9% 90	7.1% 28	31.7% 393
Total Respondents	847	279	115	1,241

Q19: What I am learning about is important to me.

Answered: 1,228 Skipped: 273



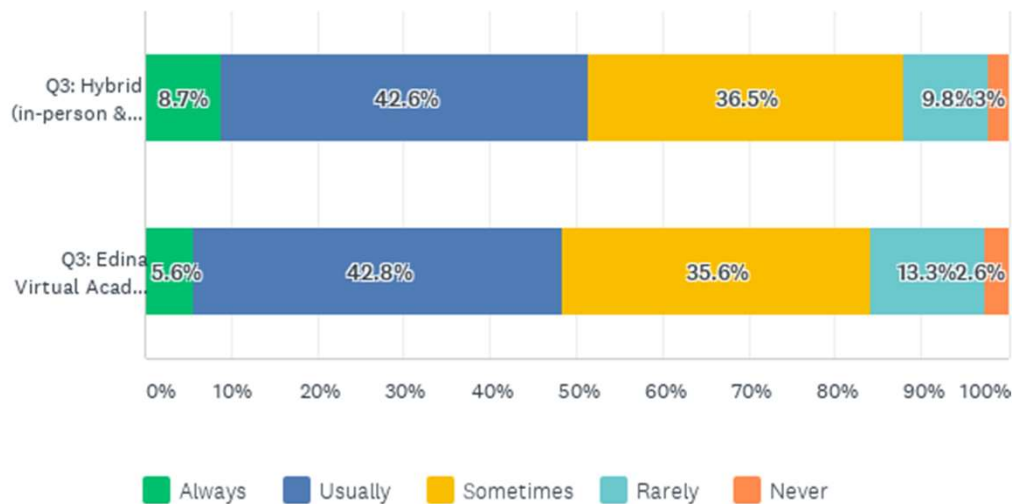
Q19: What I am learning about is important to me.

Answered: 1,228 Skipped: 273

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER	TOTAL
Q3: Hybrid (in-person & learning remotely)	19.7% 165	43.7% 366	25.6% 214	10.0% 84	1.0% 8	68.2% 837
Q3: Edina Virtual Academy (full time distance learning)	17.9% 70	43.5% 170	26.6% 104	10.2% 40	1.8% 7	31.8% 391
Total Respondents	235	536	318	124	15	1,228

Q20: I feel interested in what I am learning.

Answered: 1,225 Skipped: 276



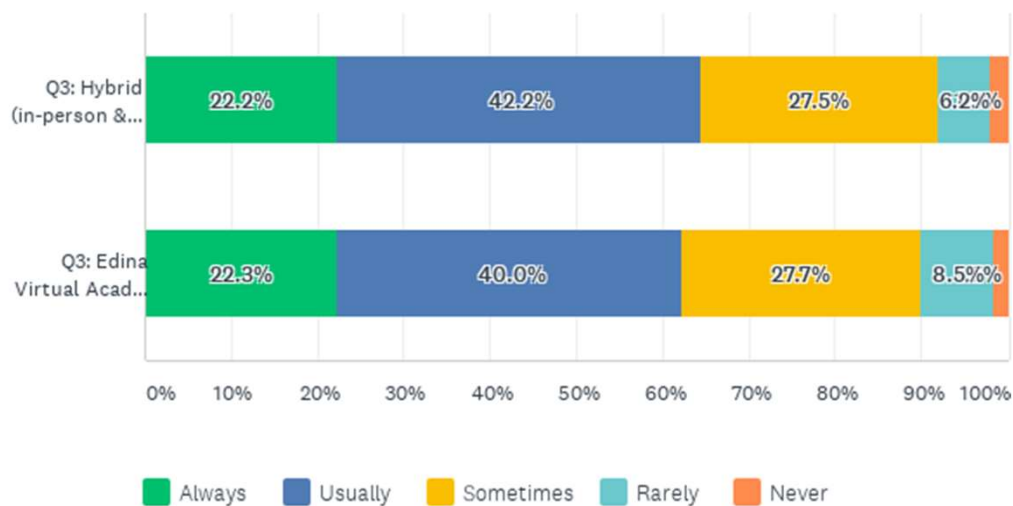
Q20: I feel interested in what I am learning.

Answered: 1,225 Skipped: 276

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER	TOTAL
Q3: Hybrid (in-person & learning remotely)	8.7% 73	42.6% 356	36.5% 305	9.8% 82	2.3% 19	68.2% 835
Q3: Edina Virtual Academy (full time distance learning)	5.6% 22	42.8% 167	35.6% 139	13.3% 52	2.6% 10	31.8% 390
Total Respondents	95	523	444	134	29	1,225

Q21: I feel involved in my learning.

Answered: 1,227 Skipped: 274



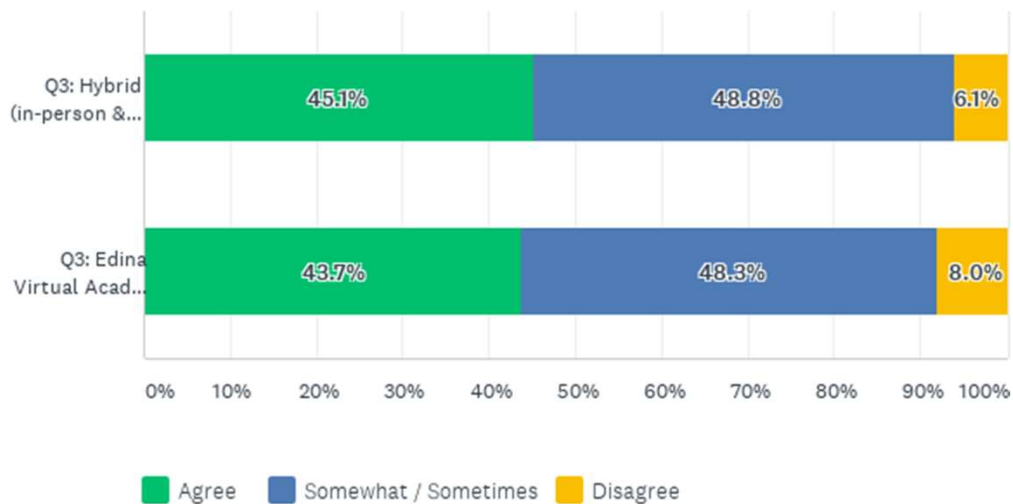
Q21: I feel involved in my learning.

Answered: 1,227 Skipped: 274

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER	TOTAL
Q3: Hybrid (in-person & learning remotely)	22.2% 186	42.2% 353	27.5% 230	6.2% 52	1.9% 16	68.2% 837
Q3: Edina Virtual Academy (full time distance learning)	22.3% 87	40.0% 156	27.7% 108	8.5% 33	1.5% 6	31.8% 390
Total Respondents	273	509	338	85	22	1,227

Q22: I feel engaged in my learning

Answered: 1,227 Skipped: 274



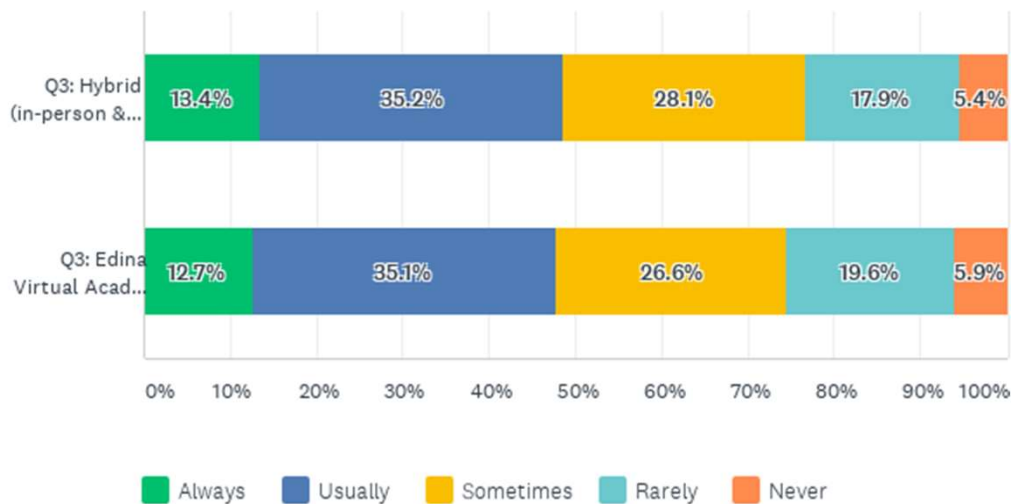
Q22: I feel engaged in my learning

Answered: 1,227 Skipped: 274

	AGREE	SOMEWHAT / SOMETIMES	DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	45.1% 378	48.8% 409	6.1% 51	68.3% 838
Q3: Edina Virtual Academy (full time distance learning)	43.7% 170	48.3% 188	8.0% 31	31.7% 389
Total Respondents	548	597	82	1,227

Q23: I can decide how I show what I have learned.

Answered: 1,214 Skipped: 287



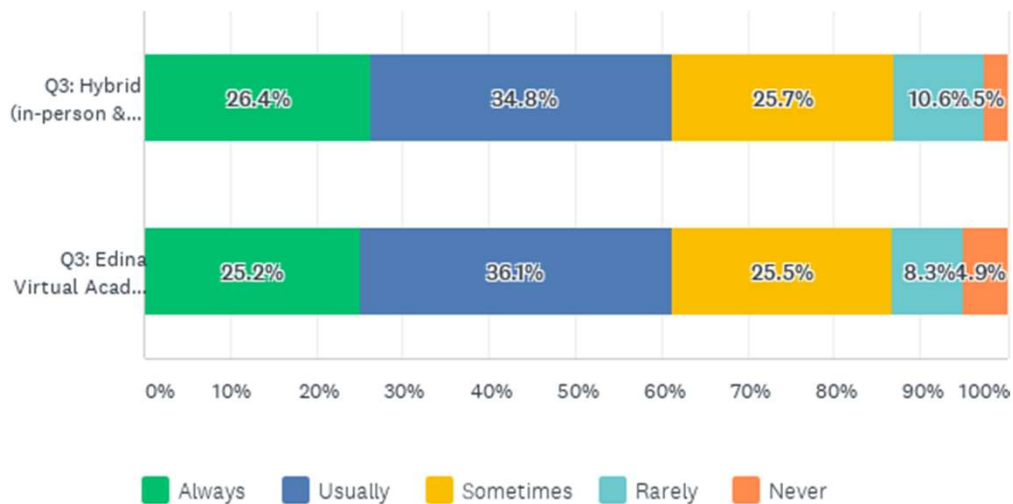
Q23: I can decide how I show what I have learned.

Answered: 1,214 Skipped: 287

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER	TOTAL
Q3: Hybrid (in-person & learning remotely)	13.4% 111	35.2% 291	28.1% 232	17.9% 148	5.4% 45	68.1% 827
Q3: Edina Virtual Academy (full time distance learning)	12.7% 49	35.1% 136	26.6% 103	19.6% 76	5.9% 23	31.9% 387
Total Respondents	160	427	335	224	68	1,214

Q24: I feel I am growing as a learner

Answered: 1,215 Skipped: 286



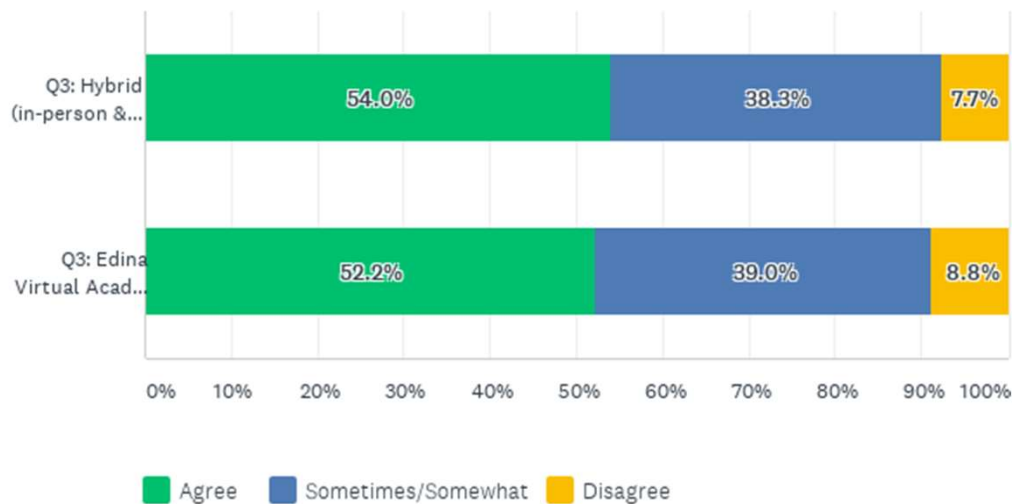
Q24: I feel I am growing as a learner

Answered: 1,215 Skipped: 286

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER	TOTAL
Q3: Hybrid (in-person & learning remotely)	26.4% 219	34.8% 289	25.7% 213	10.6% 88	2.5% 21	68.3% 830
Q3: Edina Virtual Academy (full time distance learning)	25.2% 97	36.1% 139	25.5% 98	8.3% 32	4.9% 19	31.7% 385
Total Respondents	316	428	311	120	40	1,215

Q25: I feel my academic needs are being met.

Answered: 1,213 Skipped: 288



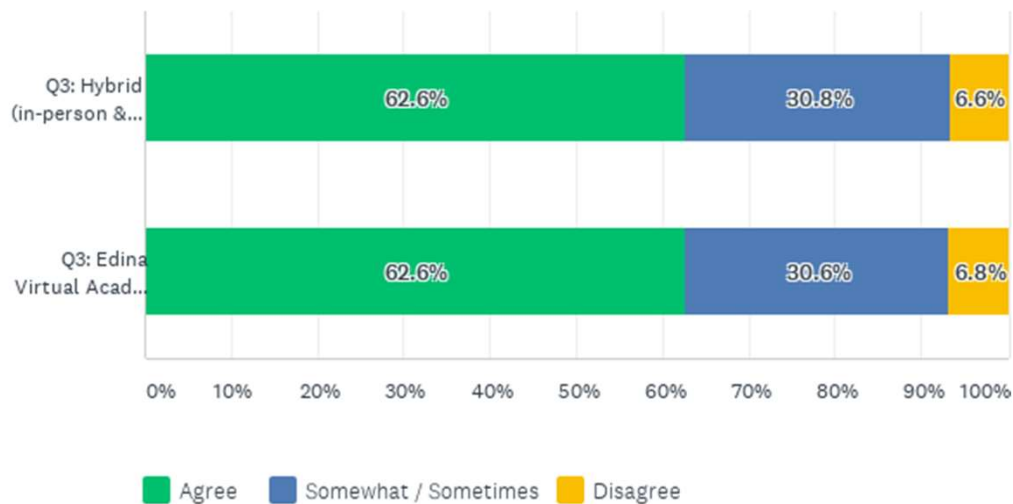
Q25: I feel my academic needs are being met.

Answered: 1,213 Skipped: 288

	AGREE	SOMETIMES/SOMEWHAT	DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	54.0% 447	38.3% 317	7.7% 64	68.3% 828
Q3: Edina Virtual Academy (full time distance learning)	52.2% 201	39.0% 150	8.8% 34	31.7% 385
Total Respondents	648	467	98	1,213

Q26: I feel I am making progress in my classes.

Answered: 1,213 Skipped: 288



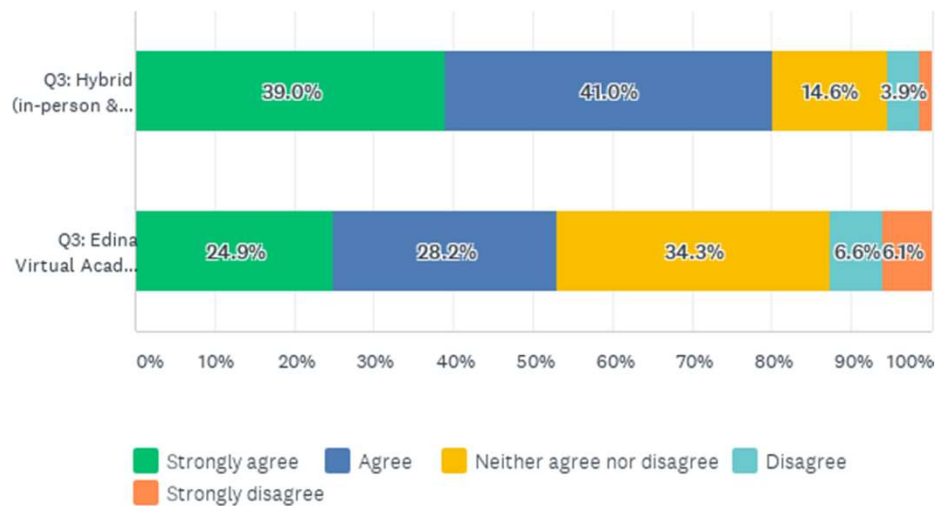
Q26: I feel I am making progress in my classes.

Answered: 1,213 Skipped: 288

	AGREE	SOMEWHAT / SOMETIMES	DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	62.6% 518	30.8% 255	6.6% 55	68.3% 828
Q3: Edina Virtual Academy (full time distance learning)	62.6% 241	30.6% 118	6.8% 26	31.7% 385
Total Respondents	759	373	81	1,213

Q27: I feel safe at school.

Answered: 1,188 Skipped: 313



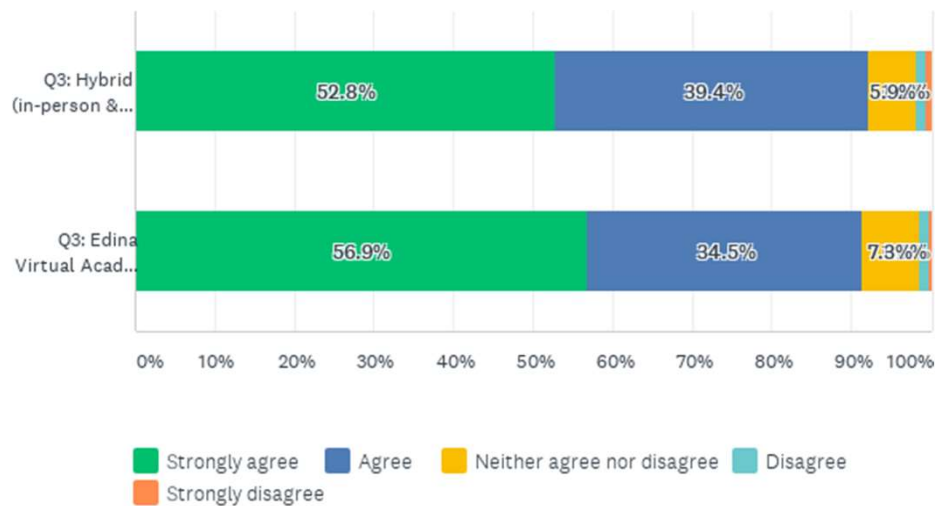
Q27: I feel safe at school.

Answered: 1,188 Skipped: 313

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	39.0% 322	41.0% 339	14.6% 121	3.9% 32	1.5% 12	69.5% 826
Q3: Edina Virtual Academy (full time distance learning)	24.9% 90	28.2% 102	34.3% 124	6.6% 24	6.1% 22	30.5% 362
Total Respondents	412	441	245	56	34	1,188

Q28: I feel safe online.

Answered: 1,208 Skipped: 293



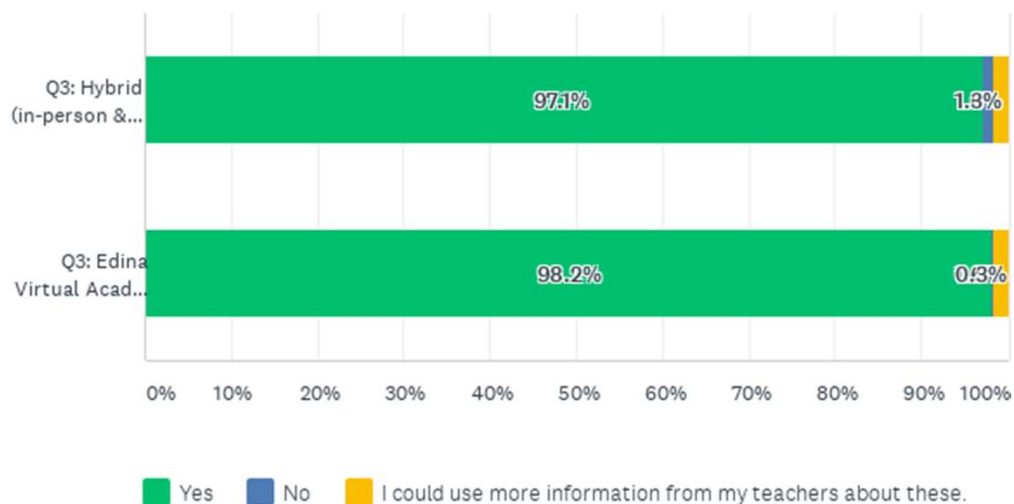
Q28: I feel safe online.

Answered: 1,208 Skipped: 293

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	52.8% 436	39.4% 325	5.9% 49	1.2% 10	0.6% 5	68.3% 825
Q3: Edina Virtual Academy (full time distance learning)	56.9% 218	34.5% 132	7.3% 28	1.0% 4	0.3% 1	31.7% 383
Total Respondents	654	457	77	14	6	1,208

Q29: I understand the Health and Safety rules related to COVID.

Answered: 1,208 Skipped: 293



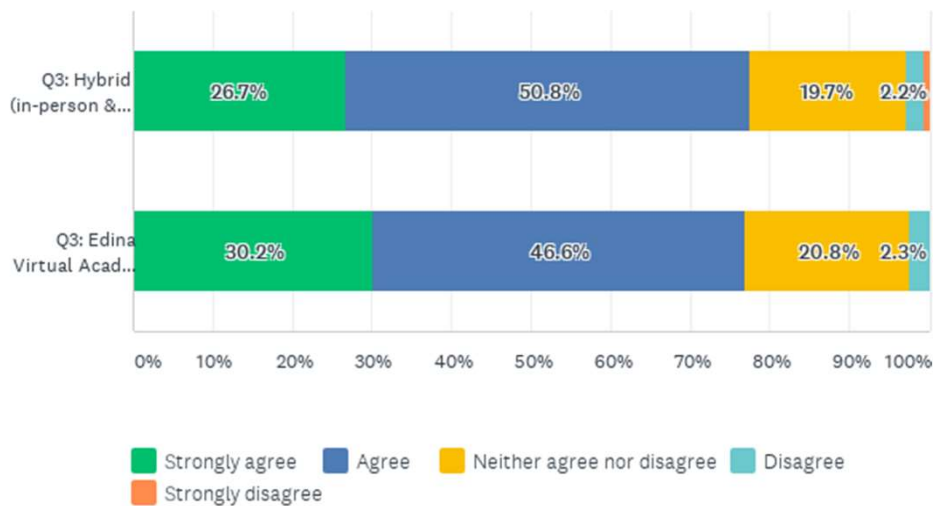
Q29: I understand the Health and Safety rules related to COVID.

Answered: 1,208 Skipped: 293

	YES	NO	I COULD USE MORE INFORMATION FROM MY TEACHERS ABOUT THESE.	TOTAL
Q3: Hybrid (in-person & learning remotely)	97.1% 802	1.3% 11	1.6% 13	68.4% 826
Q3: Edina Virtual Academy (full time distance learning)	98.2% 375	0.3% 1	1.6% 6	31.6% 382
Total Respondents	1,177	12	19	1,208

Q30: My teachers hold high expectations for me.

Answered: 1,208 Skipped: 293



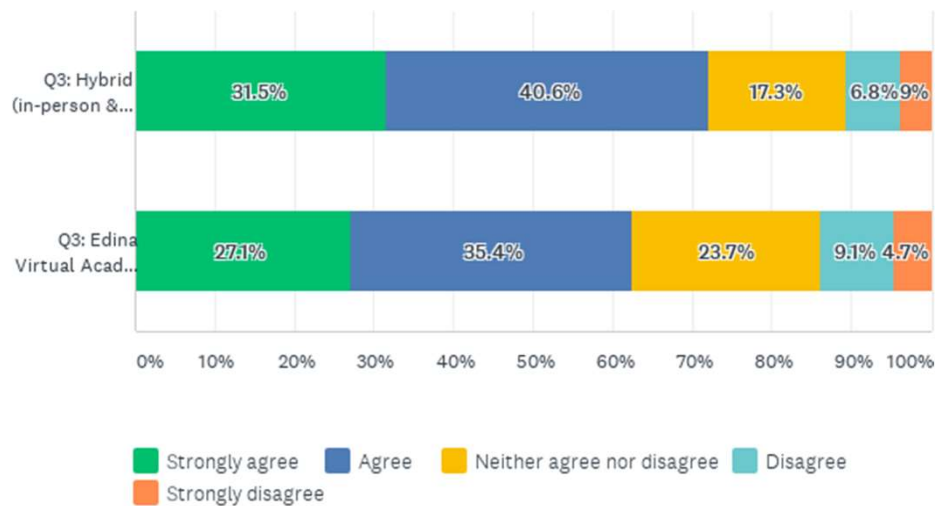
Q30: My teachers hold high expectations for me.

Answered: 1,208 Skipped: 293

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	26.7% 220	50.8% 419	19.7% 162	2.2% 18	0.6% 5	68.2% 824
Q3: Edina Virtual Academy (full time distance learning)	30.2% 116	46.6% 179	20.8% 80	2.3% 9	0.0% 0	31.8% 384
Total Respondents	336	598	242	27	5	1,208

Q31: My school is committed to the learning needs of all students.

Answered: 1,207 Skipped: 294



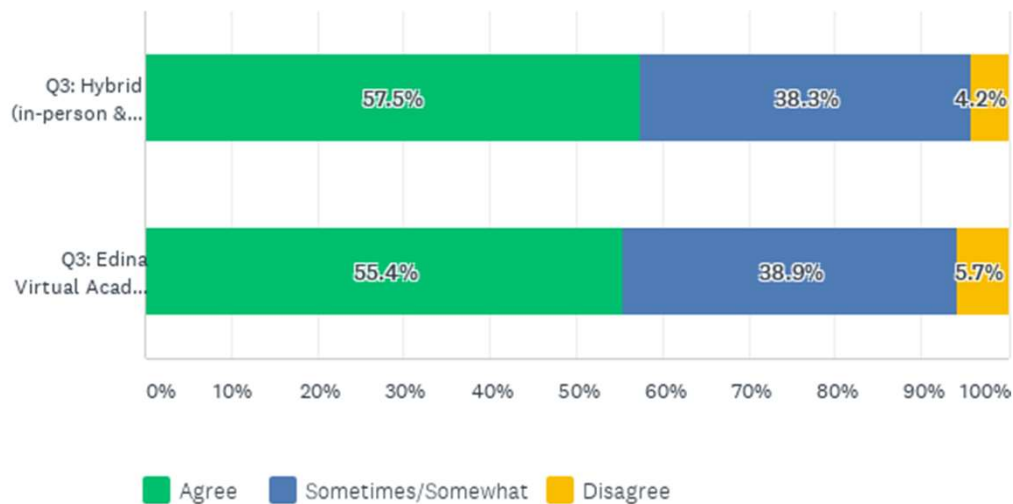
Q31: My school is committed to the learning needs of all students.

Answered: 1,207 Skipped: 294

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	31.5% 259	40.6% 334	17.3% 142	6.8% 56	3.9% 32	68.2% 823
Q3: Edina Virtual Academy (full time distance learning)	27.1% 104	35.4% 136	23.7% 91	9.1% 35	4.7% 18	31.8% 384
Total Respondents	363	470	233	91	50	1,207

Q32: The communication from my classroom teachers has been effective.

Answered: 1,208 Skipped: 293



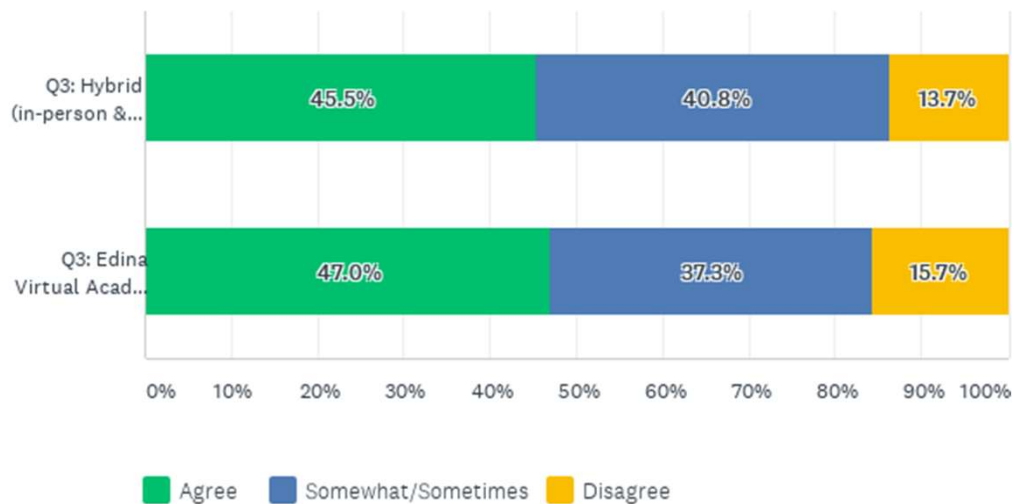
Q32: The communication from my classroom teachers has been effective.

Answered: 1,208 Skipped: 293

	AGREE	SOMETIMES/SOMEWHAT	DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	57.5% 474	38.3% 316	4.2% 35	68.3% 825
Q3: Edina Virtual Academy (full time distance learning)	55.4% 212	38.9% 149	5.7% 22	31.7% 383
Total Respondents	686	465	57	1,208

Q33: The communication provided by the building Principal has been effective.

Answered: 1,208 Skipped: 293



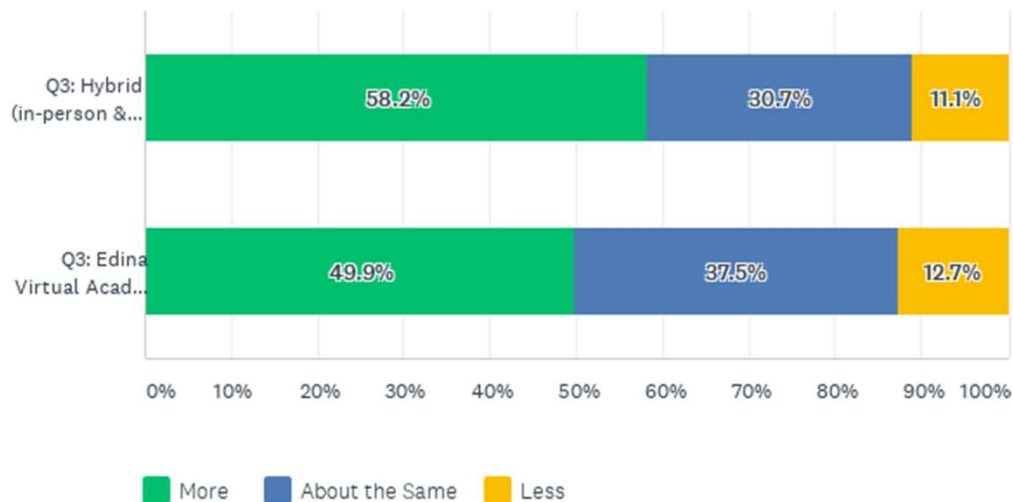
Q33: The communication provided by the building Principal has been effective.

Answered: 1,208 Skipped: 293

	AGREE	SOMEWHAT/SOMETIMES	DISAGREE	TOTAL
Q3: Hybrid (in-person & learning remotely)	45.5% 375	40.8% 337	13.7% 113	68.3% 825
Q3: Edina Virtual Academy (full time distance learning)	47.0% 180	37.3% 143	15.7% 60	31.7% 383
Total Respondents	555	480	173	1,208

Q34: When I think about last spring when we were operating in the pandemic, compared to this year in the pandemic, I feel I am learning:

Answered: 1,199 Skipped: 302



Q34: When I think about last spring when we were operating in the pandemic, compared to this year in the pandemic, I feel I am learning:

Answered: 1,199 Skipped: 302

	MORE	ABOUT THE SAME	LESS	TOTAL
Q3: Hybrid (in-person & learning remotely)	58.2% 477	30.7% 252	11.1% 91	68.4% 820
Q3: Edina Virtual Academy (full time distance learning)	49.9% 189	37.5% 142	12.7% 48	31.6% 379
Total Respondents	666	394	139	1,199

Please indicate what might help to enhance collaboration between team members.

Respondents	Other ideas:
1	Common time to meet and plan as a team.
2	My team at school is good!
3	More freedom to try new things, fresh ideas. When new team members come into an existing team, it seems like they are absorbed into doing things "the way we've always done them". I'd like to see all the teams re-thinking the status quo, looking for ways to innovate and get better. Not just going with the way things have always been. A message from the board/district that such innovation is desired and encouraged would be helpful.
4	Cultural competency & awareness- especially the ADMINISTRATION AT THE H.S.!!!! Effective leadership training and conflict management. Huge emphasis on these areas..
5	We do our very best to effectively collaborate as a team. I felt like we were able to do that best when we had an asynchronous day. Currently, it is challenging to carve out time for team meetings and collaboration.
6	Coordination. My EVA meetings often conflict with school meetings. This used to not be a problem, because some of these meetings were at different times on Wednesday. Since asynchronous Wednesdays are gone our meeting options are much more limited, especially this year with French interns in France and EVA teachers split between their school-based grade level team and the cross-school EVA teams, not to mention the school staff meetings and the EVA staff meetings. If the school leaders could coordinate their meetings so they would all fit, that would be great! (And should be possible.)
7	Wednesday was really great as a planning day because it meant that the specialists from each elementary school could meet in PLC to collaborate. We got a lot done with common time and it's been hard to have the planning time as well as meeting time taken away without any consultation with teachers. Normandale has different school hours, so without a common day, then it means that those teachers will always be missing part of the meeting, or our meeting will be very short to be finished by 3:30.
8	Co-workers who want to do their job well and are present.
9	Less time for other required duties so we have more time to plan.
10	Now that we are having more students in quarantine on a regular basis, we need time to prepare Schoology content again for the at-home learning.
11	Breaking our team into smaller groups of grade-alike instead of program team
	Refreshing guidelines every so often
12	Such as quarantine rules
13	Consistent team members
14	Not too many district meeting/all school meetings to free time to continue to collaborate
15	EVA staff would have benefited from a LOT more training at the start of the year.
16	When asking for more hand sanitizer and/or clean cloths for sanitizing tables, there has been confusion and frustration about who to go to. It would be helpful to know who to contact about getting more supplies.
17	Professional Development and reflection and collaboration time as we implement new learning
18	time to collaborate without students and paperwork

19	none
20	I am a Homebound Tutor for Edina. I am given TIME to listen with heart to what the family, teachers, and students need. I'm given ONE student at a time to effectively implement instruction. I'm given autonomy to do my job effectively and I receive frequent, meaningful feedback from the team I am supporting. I reflect on ALL feedback and implement a FLEXIBLE mindset to continue optimal growth for the student, family, and team. This is an absolute dream job for me and it is an honor to be of service to the Edina community.
21	Time- days for 5-12 planning together
22	I think dedicating unstructured time to let teams do what teams need to do would be helpful. There is certainly never a lack of things to do. No need to add more things.
23	More prep time when in these situation.
24	none
25	Keep Wednesdays
26	More time. It seems like there is never enough time to fit everything in on a school day.
27	Our team collaborates well EXCEPT when we are all attending numerous meetings, (IEP, committees, etc...) and then cannot find common meeting times.
28	Having one declared educational policy for the DISTRICT related to tracking or detracking. Having individual departments, let alone individual classes, practice tracking or detracking differently makes collaborating on big picture ideas challenging. Do we believe in tracking? Then ALL schools and subjects should do it. Do we not believe in tracking? Then NO schools or subjects should do it. It should be a DISTRICT policy.
29	Time to hold meetings, collaboration and IEPs. Losing the Wednesday time has resulted in meetings 2 or more after school everyday. This is NOT sustainable. Workload is out of control. We do not need MORE meetings, we need time to have the ones already on our plates.
30	Time
31	Implementing planning time on Wednesdays.
32	time
33	Simply more time to collaborate. Our Wed Flex times get pretty full rather quickly. Things come up and cut in to our time to work together
34	Our kindergarten team is great
35	My team is district-wide. Wednesdays were great this year to have time to collaborate since I don't see my team daily. In a normal, year, we would meet on early release/late start days and beg. and end of year. That felt sufficient to me.
36	A single learning model that we can focus on. I know this will come eventually but nothing else really matters right now. It takes all of our time (and many hours at home) just to get the basic lessons ready for all learners.
37	More dedicated time without making us have lessons plans and assignments turned in during that time. It's more work to meet as a team.
38	It is difficult when many teachers and support staff are still working remotely and ,much of the collaboration and support needed is in person.

39	My job-alike PLC within the district cannot find a time to meet that works for everyone. When we had meetings every week we were able to come up with lots of ways to modify our instruction and take care of lots of other changes like grading, conferences, sharing student work with families, etc. It was essential and we are really struggling without it.
40	Additional time for collaboration within my team.
41	Collaboration time between ECSE and Early Learning Center staff.
42	It would be beneficial to have district leadership for counselors (none since left) or at least invite to join with social workers as the mental health professionals district wide or by level.
43	Better way for paras to communicate with each other and teachers/students so they are better utilized during time when assigned students don't need/want help.
44	Time in general
45	Time to collaborate. It was nice to have Wednesdays for meetings.
46	Fewer other meetings so my team has the time to do our work together.
47	formal training on equity and anti-racism practices in the schools
48	TIME to actually plan together!!!!!!!
49	Stop calling ELC teachers a program! They are teachers that work in a SCHOOL!!!!!!!
50	dedicated TIME to collaborate (i.e. asynchronous time)
51	more team time
52	Wednesdays have been hugely important for planning and collaboration. Finding ways to build that collaboration time into the school day moving forward would be invaluable.
53	Vertical PLCs with all teachers of a subject area grades 6-12 so that content can be streamlined. This will avoid confusion and unintended repetition of content.
54	The asynchronous Wednesdays allowed us to better collaborate, and we greatly miss that time and notice the effects of this loss.
55	Emails, zooms, feeling that we are appreciated and that we are part the whole education/staff
56	Time. That's all.
57	Dedicated curriculum planning time together. When we meet we always have to talk about district stuff not meeting our OWN needs.
58	ECSE and community preschool have completely different work schedules and duties. As hourly employees, community preschool staff have limited times to collaborate, which makes it difficult when we as a whole Early Childhood School are unable to attend staff meetings or team meetings together due to scheduling, budget, and time constraints.
59	Less time on other activities will allow for more natural and beneficial collaboration. With the packed expectations of everyone people are constantly busy and don't have enough time to collaborate.
60	another leadership type-role within the department to support staff and build on skills, information, and communication
61	N/A
62	My elementary music colleagues need time to collaborate now that we are seeing kids five days a week.
63	being more understanding and flexible if a staff member needs to work from home because their own child home sick/ or is in a distance learning model and cannot be left home alone.

64	Time and consistency across the district. We can't collaborate if every building always does something different.
65	none at this time. I feel we are doing fairly well as a team
66	My team is district wide and because we have some part time and our buildings don't all have the same start/end time and different buildings have different staff meeting days it is literally impossible to get a common meeting day/time. We were working really efficiently when we had a common meeting day/time and wish we could have once a month a district wide time to meet.
67	I always found that having the same lunch time helped me to collaborate with others. I am not sure how to replace the relationships I build during this time
68	Leaving us alone so we can do our job
69	Committed colleagues
70	Wednesday dedicated for teams to work together has been invaluable! I hope the district considers this as a permanent change to the schedule. To have that time to work with both the team and students who need extra support is vital to meeting the needs of all students.
71	KEEP ASYNCHRONOUS WEDNESDAYS!!!!!!!!!!!!!!
72	We need more time to collaborate and communicate. Not having Wednesdays to communicate is very challenging.
73	I think it is mostly that due to COVID, we don't meet more than PLC time.
74	Time in general; everyone is running around trying to get basic needs met for themselves and students so don't have the luxury to sit and connect with each other as much as had been done in the past. Due to space constraints, the shared office no longer exists as the space is being used as a classroom.
75	Bring back the Wednesday planning day for EVA
76	Having Wednesdays for the purpose of meeting with teams and having time to connect to students has been a game changer. It has been very valuable and would be moving forward.
77	Not having masks on for EVA students
78	PLC time embedded in the duty day-not my prep time or lunch. Time set aside for IEP and other SpEd collaborations.
79	One day a week (Wednesdays) for planning and collaborating.
80	I checked all of the ones with time in the description.
81	more prep time

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

Respondents	Other (please specify)
1	Essential care
2	Cleaning and preparing materials that could not be shared.
3	Developing and operationalizing COVID mitigation efforts, contact tracing, learning all the new COVID information , incorporating new COVID processes into the school.
4	504 meetings
5	There isn't a lot of planning time for me that day because I spend so much of it working with struggling students. It is a very valuable for team meetings and giving kids more individualized attention. It's also a good mental health break for kids who are feeling overwhelmed in person.
6	With the demands of this model on both students and teachers at the high school - these days are essential for a breather and an intense planning and connecting - one-to-one work day. And we are guaranteed extra planning time during the week per state mandates - these days are a win- win for staff and students.
7	I used Wednesdays to clean my classroom and the manipulatives/toys kids use.
8	Note: Elem no longer has asynch Wednesdays
9	I did not have to take many days off at the beginning of the year bc I could schedule appts for myself or my family first thing in the morning, during lunch, or right after the school day ended. I felt more able to take care of myself and my family.
10	So much of my time each day is spent preparing math lessons, Wednesdays were spent catching up on other tasks and responsibilities. Also, as an EVA teacher, Wednesdays provided a needed respite from running classroom meets the other 4 days. Google Meets are more fatiguing than other screen time because the brain thinks it's watching live action, but it is not and is always having to adapt. We have not been teaching live on Wednesdays for long, but I already see the difference how I felt this weekend and teaching today.
11	This is the only reason I am not more stressed out. This day is essential for being a good teacher.
12	Supporting IT needs in various elementary schools and working Help Desk Tickets and calls both in schools and at the DO.
13	Do my regular job. Wednesdays do not change what I do.
14	I was doing 2 hours kids club, making 40 hours each week
15	Wednesday as a non-contact day is what is needed for teachers to do our job well. Giving adequate time to plan and collaborate is what is needed. Teachers are leaving the profession because what is being asked of us is unreasonable. Pay us for the work we do and stop expecting us to do work outside of contract hours.
16	District Team collaboration
17	Asynchronous Wednesdays have given me the space and time to be a much better advocate for students. I am able to have extended, individual check-ins during our Advisory time. These are both academic and SEL focused. I am also able to be more targeted with my Flex offerings letting me better help my students.

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

17	Collaborating with EVA colleagues to ensure we're on pace with each other - that has gone away now that we're in person and we aren't able to find that time
18	I was not paid for Wednesdays
19	Worked every Wednesday
20	Teaching essential workers kids.
	Providing intervention instruction
21	Meeting with both by Collaborative Team and my Grade level team
22	Connecting with grade level and learning teams
	Creating curriculum that is valuable online AND in-person
	Collaboratively working across the district with job alike or department alike
23	One-on-one connections and remediation with students needing help
24	We do not have asynchronous Wednesdays at our school anymore.
25	IEP paperwork
26	Grateful I am not bombarded with endless meetings. I'm able to use my prep time to independently implement effective programming with my homebound student and plan as needed.
27	I don't have asynchronous Wednesdays which angers me. If one group of teachers in the district gets it, all teachers should get it. VERY UNFAIR and UNEQUITABLE in my opinion.
28	Grading
29	District meetings
30	SpEd team meetings, 504 plan meetings
31	Reviewing student work - to try to support struggling students
32	Mostly meetings.
33	IEP paperwork
34	Iep meetings, creating asynch lessons, learning NEW technology. caring for my mental and physical health! I really am struggling without that day!
35	Catching up on paper work.
36	There are so many things that I do on Wednesday that there is not enough time to take care of them all. I strongly believe we need to protect Wednesday as asynch days in order to manage the increasing demands of classroom teachers.
37	Cleaning, paperwork

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

38	Doing my usual work
39	Meeting with students for homework support
40	Wednesday ends up being non-stop busy with all of the above; EVERY week!
41	<p>Elementary teachers appreciated this time to collaborate, plan, provide targeted services, emotionally and psychologically regroup in the midst of such a chaotic and stressful time. Given all of the transitions in this year and the number of ways teachers have been asked to and have adapted, preserving this Wednesday time would have continued to support the work of teachers.</p> <p>At the middle school level, it's been a bit unclear what a student's day should look like/consist of.</p> <p>At the high school level, teachers have been able to support EVA students in a much more meaningful way and have had consistent opportunities for PD and collaboration with peers.</p>
42	does not apply to me
43	District office staff
44	My duties do not change on wednesdays
45	<p>Coordination of 504 plans</p> <p>504 meetings</p> <p>Connecting with teachers/parents about students</p>
46	Due progress paperwork

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

	<p>I, as well as the majority of my school colleagues, are very disappointed that our asynchronous Wednesdays were taken away from us at the elementary level. Bringing the students back on Wednesdays heightened my/our stress levels a lot! For example, this week I had a meeting after school on M, a meeting after school on T and TWO meetings after school on W. Therefore, I lost all of my after school prep time, three days in a row. Had we still had our Wednesdays, all 4 of these meetings would've taken place on one of them and I would not have had to take school work home M, T, and W to complete.</p> <p>Asynchronous Wednesdays also helped to give staff a reprieve from spending the day teaching in a mask and shield while trying to maintain protocols and juggle all of the extra schedules necessary to teach while trying to stay safe. It is very exhausting teaching full days in masks and shields, not to mention the frequent pausing in the middle of teaching to help get kids connected to an intervention teacher via Google Meet. Constantly being on edge and aware of the protocols and trying to make sure kids follow them is exhausting. Our kids are little and are not independent with this! Rules and protocols are also constantly changing and have to be remembered. We are also being asked to do cleaning beyond what the custodial staff is able to do, in order to keep our rooms as sanitary as possible. This is not in my job description but I do it because I care. I am completely worn out by the end of each day!</p> <p>Our asynchronous Wednesdays were still productive days for teachers. We still connected with our students and provided meaningful learning tasks for them, but we could do this mask/shield free and in a less stressful environment. I felt rejuvenated and ready to go when I went back on Thursdays after an asynchronous Wednesday.</p> <p>Let it be known, too, that we elementary staff members are well aware that when the MS and HS students go back to full, in person learning very shortly, their teachers will not have to give up their asynchronous Wednesdays. How is this contractually fair to all teaching staff? We have an extra day of F to F time with students each week. I think you would find, if you looked at all the components of the school day at all 3 levels, that the elementary teachers should be given the same opportunity for asynchronous Wednesdays as the MS and HS staff are. Our days make look different, but we work just as hard and are just as tired at the end of the day!</p>
47	
48	I did not work on Asynchronous days so it was time to help my own kids out with their learning.
	I would not be able to meet the demands of both hybrid and EVA learners without Wednesdays. This day is critical to the success of multi-modal teaching. Wednesdays are the hardest and busiest day of the week but without it, I could not do my job at this level I currently am.
49	
50	I am so appreciative of these days.
	Way too many meetings. If I were to attend all of them, i would have 13 - 15 meetings every Wednesday. would be nice to have some time to plan
51	
	Wednesdays make everything else I do during the week possible. I connect with learners, provide personalized instruction and collaborate with my colleagues. I am extremely grateful that I have time to devote to so many details that don't get done on other days.
52	

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

53	Tons on lesson plan development and a chance to recharge for the rest of the week. It was a day to take a breath in between somewhat stressful situations of online and in person teaching + multiple changes throughout the year.
	Holding office hours for students who fall behind.
54	Supporting asynch lessons for some classes
55	Technology work in rooms that takes time
56	ELC was not included in this plan
57	When describing these days to the community, please mention that students are engaged with school work on these days. It is not a day off for them. They are doing work to prepare for school the next day.
58	We should keep Wednesdays as a virtual learning day at EHS. Teachers should create asynchronous lessons and then spend that day focusing on teaming and additional student support/intervention. I think this is the single most important change that can have the most positive and productive impact on our students and staff.
59	was not assigned to work on these days
60	These asynchronous Wednesdays are sorely missed. Teaching 5 days a week in a mask and shield is exhausting. Trying to project your voice and annunciate for 8 hours a day with a mask on is really hard. Add onto that meetings almost every day after school. Wednesdays were a nice change of pace and a nice way to get meetings in.
61	District level meetings
62	IEP paperwork
63	The schedule did not change my work day activities
64	This Wednesday is essential for me maintaining the level of planning necessary for hybrid learning. Without Wednesdays I will not be able to have a calendar and all the assignment links and write ups for abas. I will go back to old school teaching. Camera on, no ABAs no weekly calendar. There is just not enough time in the day.
65	But honestly, mostly stuck in meetings wishing I could use the time to get work done and connect with students.
66	Job-alike meetings, regional meetings, due process
67	Did not have Asynchronous days. We have been in school in person all year.
68	Unfortunately, we no longer have asynchronous Wednesdays...which has been REALLY difficult
69	I work all day 9-4 with EVA students catching up on work
70	catching up on making health assessment calls to families and health office work that cannot be accomplished when students are in the building due to heavy assessment and Covid tracking/tracing workload
71	This time is vital to our work. Teaching multiple groups of students would see a decrease in quality if these days did not exist.
72	Collaborating with both EVA and home school peers

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

73	Personal mental health
74	Catching up on COVID return phone calls, contact tracing, eating my lunch from Monday and Tuesday, contacting sports coaches, organizing staff saliva screenings, answering vaccine questions, connecting with staff regarding their illness, mental health check in with fellow nursing colleagues, team meetings, student support team meetings.
75	Cross grade level meetings were wonderful!
76	Working at my desk
77	I do not get an asynchronous Wednesday anymore- I am teaching on Wednesdays- this has increased my workload and I now have to increase my work past the duty day (even more than before)
78	Cross grade-level meetings
79	Working with essential care kids
80	since i teach in 2 departments i ran 2 flex blocks. I appreciated the structure so that I could get all the students i invited.
81	All this work has been pushed into the evenings. Even 5 weeks in I am still working until around 8 pm nightly as a 34 year vet.
82	Feedback for students, assigning students to flex interventions, figuring out new technology tools to use, creating seating plans for new models, organizing Schoology, figuring out advisory plans, creating plans for when to check in with advisory students.
83	Does not apply to my caseload
84	Writing reports, testing students by appointment
85	social groups with students
86	Team meeting
87	Flex Interventions; running extracurricular Knowledge Bowl program.
88	***IF*** there is any time remaining in the day, I occasionally use an hour for personal wellness. But I stress that Wednesday is by far my busiest day of the week.
89	Primarily IEP meetings
90	Evaluation Meetings, individual family team meetings, administering evaluation protocols for special education evaluations, writing special education evaluations, writing IEPs, providing paraprofessionals training, providing direct support to students, etc.
91	We miss these days. Without them, I work 60+ hours weekly.
92	I have lost my planning time for Wednesdays. The staff I work with is in schools while I am at home. We do not have time to meet and collaborate about students. I am working on the weekends to keep up Since my days are full of meets, meetings and extra work. I have to plan everything on my own.
93	Now I don't have time to do those things because of teaching in Wednesdays.

Asynchronous Wednesdays were designed to allow dedicated time for teachers to conduct important planning and instructional work. Indicate how you are/were using your time on Wednesdays.

94	504 meetings
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Is there something you feel we didn't ask, that is important to share right now?

Respondents	Responses
1	<p>The District prioritized communication with families with regards to learning model changes. I felt that I was in the dark and hearing about changes from parents. This was unacceptable. Clear and thorough communication about learning model changes should have been at the same time for staff and parents. Even incomplete information would have been appreciated. We are adults - we can understand why some answers may not be known yet.</p> <p>Also, it was CRAZY that teachers were asked to go back to full in-person without ensuring more got vaccinated. That was irresponsible and disrespectful to teachers' health and put us in a tough spot.</p>
2	<p>Due to covid regulations there has been no push in for special education staff into the gen ed classrooms for our students on IEP's/with defined needs. This has negatively affected the growth and abilities of the students who really need that extra support from a trained special ed professional in the gen ed classroom. This has also affected the teacher's ability to work effectively with all students. This is something I would highly encourage to have started again in the fall.</p>
3	<p>How valuable would SEL opportunities be during the summer?</p>
4	<p>Teachers and special education staff were overwhelmed with accommodating their students. Special Education Paras were made to do "Modules". This was the closest I came to losing my mind. We went from interacting with students to becoming full time students, studying modules every day. I don't know if I blame you for putting us through that, seeing that we stayed employed and had a paycheck. I just need to vent and say that was not good for my mental well-being. By the end of the day I wanted to cry and throw my computer out of the window. I would rather vacuum the classrooms and wash windows, with maybe 1 hour of modules.</p>
5	<p>When looking at next year, I feel the district should be increasing intervention opportunities during the school day. Grade level paras have been a huge benefit and allow for more support to be given to students. Ex- Para may be helping oversee class work time while teacher is able to provide more small focus groups, he/she can work one on one to reteach something a student missed or just needs more time to work on. The district also supporting smaller class sizes would make a huge difference in the instruction students receive. When you compare the teacher time each student received in hybrid compared to now with full classrooms it is so different. Having hybrid, just made you realize what you can do when you have fewer students and that should not be overlooked. The benefits on academic and social emotional well being was very evident.</p>
6	<p>This was a difficult survey. I am not upset with my admin or my supervisors, but it's clear that things are falling through the cracks and I believe that us because so many of us are just trying to keep the ship afloat - admin included. I think I am trying to plan for a normal year next year at this moment, and no one has space to even get to next year, yet our programming hinges on our abilities to plan right now.</p>

7	<p>The dual model of teaching in person and EVA at the same time is really tough. I feel like the remote kids are less connected to me now that I'm in the building:(I wouldn't offer a lot of online opportunities to kids, especially full online unless there are not opportunities for all students to get the vaccine in the summer. Only for safety reasons. However, one benefit to the dual model is for students with mental health/anxiety issues. They can still join class remotely and stay home on a bad day, rather than missing out on the whole day. I don't know what that could look like next year, but maybe keeping assignments more Schoology based? The curriculum as a whole at EHS needs a freshening up - a lot of old texts being used because of tradition, while the world moves on. We need to bring in fresh ideas, texts, etc. Today's classics were once new, new "classics" are being printed today and we shouldn't ignore them because they are not old, and not what we have always done. Curriculum needs to reflect both diverse cultures and the diverse needs of our learners. Those who struggle are often left behind in many of our classes, when we should work to scaffold their experience until they are ready to independently access more rigorous Edina classes. Also, rigor is not the same thing as confusing, difficult to find, access or understand. That's just low quality education, not rigor.</p>
8	<p>We need a foundation English class for students who do not have the skills to succeed in 9th grade.</p>
9	<p>I find it extremely difficult to teach students peer collaboration skills and critical thinking skills in a distance model, and these are things I value very highly. I have received very little/no training in how to teach these things through distance learning and I think distance learning has emphasized an individualistic and fact-based/rote curriculum that is very inequitable.</p>
10	<p>How will you staff the EVA? Please do not continue to ask teachers to be creative in teaching in both modes at the high school level. If you continue with at home schooling - I think EVA is disingenuous - we do not have a Virtual Academy at the HS - you must be able to have a dedicated teacher to that mode. Teachers mental health suffers and the quality of connection and instruction suffers in the hybrid and online model. Please stop thanking us and change the system...</p>
11	<p>I was not sure how to answer question 24, whether it was referring to Wednesdays as they are now or as they used to be. For questions 25-29, I would have liked to say "mostly". I believe that most of my students are engaged. Many are highly engaged. I don't feel confident that they are making sufficient progress in all standards, but "somewhat/sometimes" also not correct. I feel they are making sufficient progress in most standards.</p> <p>I know that we are feeling optimistic with the vaccinations and our relatively good virus levels in the community, but we need to be prepared for a turn for the worse as the battle between vaccines and variants goes on. We cannot put the pandemic behind us until the world is vaccinated. At the very least, we need to offer EVA options for all our programs (including CP and immersion) until everyone has had the option to get vaccinated, including elementary school children.</p>
12	<p>Teaching in hybrid does not feel healthy. I always feel like I am splitting my attention and it is harder to connect with students.</p>

13	<p>Yes, I would like to request that the district administration take teachers perspective into account. Ask teachers what we need, how we are doing, and then use that information to inform your actions. Please understand that we are human and the workload that is expected of us is not sustainable. I applied to another job during this school year, I've talked with Tom Connell about taking a leave of absence. I do this work because I enjoy it, but morale is low and the aspects of this job that are less than ideal are starting to outweigh the positives. It is on you to ensure that employees are treated with dignity and respect and it is also on you to advocate for employees health, safety, and mental wellbeing. I would also like to share that I am thoroughly unimpressed with the lack of leadership around race relations and equity in this district. You have mixed all of us up in a year of changes to learning models and put a pin in racial equity conversations. We need leadership on issues of race and equity and a large aspect of that for this district means also educating parents and the community. It's a big task, and it is a pressing matter.</p>
14	No
15	<p>I believe that an online option would be beneficial to students in all grades next year. I also believe that EVA students should be in their own class rather than part of a traditional class. This would allow them opportunities to grow as a learners with students in a similar virtual situation to them.</p>
16	<p>The workload is tremendous. I'm not sure how to lighten it, but it is draining to the point of total exhaustion.</p>
17	<p>The workload continues to be a struggle being back in person - managing the students who are out quarantining AND teaching in person doesn't allow me to be the best teacher to either group. However, transferring a student to EVA also doesn't make sense.</p>
18	<p>My biggest concern for high school students is that they will be ill prepared for exams when they can no longer have open notes. In the current learning format there is really no way to prevent them from using notes or computer resources on exams and I feel that they have possibly "forgotten" how to study and remember. I think that will be the biggest shock to them.</p>
19	<p>Why the high Numbers regarding community spread of Covid were ignored by the governor regarding reopening of schools when variants are looming and such numbers were guidelines in November</p>
20	<p>To be able to manage planning for content that we are behind on, time to plan for reassessing students in areas taught in distance, and to accommodate meetings, having more time to plan would help me feel like I did more to ensure essential skills were covered and students were proficient. Early release Wednesdays would help.</p>
21	<p>Well, you didn't ask about EVA for High School. Yes, it would be valuable.</p>

22	<p>If EVA continues, it needs to have its own principal and specialists. EVA teachers have broken their backs this year with very little support from the district. Josh supports us and cares about us, but Josh has two jobs essentially and it's too much for any individual to do effectively, no matter who it is. EVA staff were at a major disadvantage from day one. Promises were made by the district that weren't true and then put IMMENSE pressure on the EVA teaching staff. I am thankful every day that I have been able to teach in this setting this year as I am high risk, but wow has it been deflating and disheartening at the district level. The answers I gave on questions 12-15 were the most negative/lowest I think I've ever given on any survey in almost 20 years. That made me really sad. My students, the families I work with and other EVA staff have been what got me through this, NOT the higher ups within the district. I'm saying this not because I want to spread negativity, but because someone has finally ASKED. I have so much more I could share, but frankly, I'm exhausted.</p>
23	<p>I feel that all the Race and Equity PD work we are asked to do is merely so that we can "check the box" and SAY we are doing something about the racism that exists in our schools and learning, but we really are NOT DOING anything to change policies with our teaching. We are still giving standardized tests and we are still looking through the white lens in terms of what we value and how success is measured. If the Board and Admin. is going to continue to have us participate in and spend our time doing PD about Race and Racism, then we need to start making the actual changes that we are learning about in the Abolitionist Teaching.</p>
24	<p>EVA should only be offered if there is a health concern.</p> <p>EVA class sizes should be lower than in-person.</p> <p>EVA elementary needs an administrator (not someone working as a Dean for CV and Coordinator of EVA at the same time).</p> <p>Equal resources should be allocated to EVA students: equal time with intervention teachers, specialist teachers, books, printed materials, classroom supplies, etc.</p>
25	<p>It's my opinion that, at the elementary school level, barring a case takeoff for COVID variants particularly affecting young learners, we should offer only in-person learning. The evidence already strongly suggests that in-person learning at the elementary level can be accomplished safely, and this will be all the more true once all/nearly all adults are vaccinated (which should occur well before the start of next school year). In terms of learning models, let's do one thing well, not try to do two things.</p>
26	<p>As a teacher, I cannot keep teaching in-person AND virtual students beyond this year. We need to have dedicated teachers for EVA at the secondary level. It is one thing to teach this way out of necessity in a pandemic, but it cannot continue. The burnout is real!</p>
27	<p>The arts need to be essential in learning models - whatever those may be. We cannot limit the students abilities to take these classes and electives if they are online. The are and should continue to be essential learning for all students.</p>

28	Kind of an add on to some of the responses I completed, but I feel like our district did the best they could in the circumstances that came at us. People have the choice to stay home if they want to, but I do not think virtual learning is good for children, for so many reasons. I also do not think there should be the expectation that one teaches virtually and in person students at the same time. If there is EVA again, I think they should have their own staff and support staff.
29	The district needs to give EVA students the SAME ACCESS TO SUPPORT AS IN PERSON. It is not acceptable that EVA students are at the bottom of the list for services. Part of this is due to the district's inability to figure out how to collect MAP data for EVA (elementary), which is the main criteria used for placement in services. This is not fair. The reasons given for this have been neither clear nor convincing.
30	How information was rolled out to staff and families?
31	Rate your level of mental health in a scale from 1-5
32	It seems that the online learning was more likely to be chosen by students of color, and white students are more likely to be back in person, creating an equity issue. It also seems that the students of color were more likely to have technical difficulties because of Wifi or equipment issues, and this interferes with their learning. The district Tech Support people have been wonderful, and helped me quickly and competently when problems arose.
33	I also see kids at a non-public school and this was not included as a choice of where you work.
34	EVA for student's with Special Needs is more effective one on one. If as a homebound tutor I can be of further support on-line or "in-person" please do not hesitate to call upon me. Again, it is an honor to be of service to the Edina Community, which is also my community. Take great care!
35	I think the asynchronous Wednesdays should be reexamined. It is unfair to the teachers who don't get those days to meet and plan and collaborate. We have to do it after school or during our lunch or prep (which sped and secondary teachers ALSO get). NOT FAIR
36	summer opportunities for middle school math/language arts are MUCH needed. Many of the students I work with are failing algebra and will not be ready for the high school next year if they don't get remedial help this summer.
37	I don't think EVA students should be in the same class as in-person students. Teaching to both models at the same time is ineffective and abusive to teachers.

	<p>I want to stress the INCREDIBLE DIFFERENCE in workload for CLASSROOM TEACHERS (student contact minutes per day, higher expectations, amount of meetings (IEPs etc.), DAILY parent emails and other expected/necessary communication, intense duties of CONFERENCES (before/during/after-follow-up), literacy pre/during/post observations, expectation and implementation of online work during distance learning (Seesaw), Wednesdays being taken up by meetings that other staff did not need to attend - during distance learning and "regular years", the stress and expectations placed on standards for reading and math, ETC.</p>
38	<p>There should be a completely separate pay scale to accommodate the higher demands of the classroom teacher vs. positions such as specialists, or some kind of compensation plan to recognize the difference. There are stresses and hours that compile for the classroom teacher, and thus should not be paid the same as staff who don't have these responsibilities.</p>
39	<p>I think students are in the midst of re-learning in person school and social skills with all students present. There are a number of students who have had arrested development in the areas of social skills in groups. They also struggle with anxiety from being away from home, being with new people and dealing with all of the sensory input they have not had to navigate for a year.</p>
40	<p>I am too burned out to consider summer PD at this time. Teaching in 3 different models this year has been exhausting. Teaching with a mask all day is very difficult. It's hard to hear kids, Also, FYI ... although we know the "recommended" 3 foot spacing - that is not happening. In reality students are much closer than that to their peers all day long. Keeping full classes of kids at a distance while trying to learn, transition, wash hands, walk in the halls is not really happening. It all sounds good on paper.</p>
41	<p>Do you think the district is being truthful in reporting data to the staff and community?</p> <p>Do you think standardized testing is appropriate thus spring?</p> <p>Has teaching during this pandemic caused you to seek a different profession?</p>
42	<p>The School Board has forgotten it's governance roll and gotten lost in the weeds, assuming themselves more knowledgeable than administrators. The tighter they grasp the reins, the more resources will slip through their fingers.</p>
43	<p>I find the Wednesday Asynch days to be super valuable in my planning and adjusting lessons based on student results in the first part of the week. I also think it is good for my students (tier 3, special ed) to have a break during the week. It seems to help with their fatigue and behavior in school.</p>
44	<p>I think as a whole EPS has done a wonderful job with such a challenging time in history. I praise our custodians for how hard they have worked to keep us safe.</p>

45	Online school next year is a terrible idea at the high school level. It does not have any of the flexibility of true online classes and truly does not benefit students' learning. If we were to add online, it should be modeled after Tonka Online, so it could allow for additional credits and be a revenue source for the district.
46	summer learning opportunities for other subjects?
47	The workload this school year has been unsustainable and overwhelming. I don't feel the work I have been putting in is appreciated by our school board, admin or our community. It is extremely inequitable that 6-12 continues to have Wednesdays as asynchronous days while elementary is in-person and has lost that planning, teaming and collaboration time.
48	We've been white knuckling our way through this year, but the way stress works - we will continue to feel the impact of this traumatic time in the future, when things get more back to normal. In other words, the impact of this last year's stress won't magically disappear. Just to keep in mind.
49	I think it is really hard to tell how engaged students are when they are at home. Engagement is so much more than completing assignments.
50	Juggling in-person hybrid students at the same time as online EVA students has been extremely difficult.
51	It is disappointing that there has been no equity stand from the superintendent, as he had promised. Similarly, the school board seems to have walked back on their letter to the community following the killing of George Floyd.
52	It wasn't explicitly asked if we are giving specifically our students of color an equitable education, especially in a year where they are disproportionately impacted in so many ways. What are teachers doing? What are sites doing? What is the district doing?
53	If EVA continues, I feel there needs to be a social worker assigned solely to EVA. It's difficult to manage working across both, particularly in the areas of attendance/engagement and student mental health/wellbeing.
54	Elementary teachers need more prep time. We teach reading, writing, word study, math, social st., science, SEL... Consider hiring a Science specialist to teach elem. ed. This is not a strength of most elem. teachers.
55	NA

	<p>I'm uncertain that EVA students are getting the support they need from intervention teachers. Because the EVA students were not given the FAST assessments for example, it is difficult to compare the needs of in person and EVA students as a whole. So therefore it's hard to know that intervention teachers are reaching the kids they really need to, particularly those learning at home.</p>
56	<p>Also, I marked that I'm not confided that the school board is supportive of all learners because our department (ML) asked the board last year to improve our ratio of teacher to student from 40:1 to 30:1. When the pandemic hit, this idea was forgotten. Now here we are over a year later and many of our ML students have had the hardest time learning throughout last year and this year. The board really needs to pay attention to this because as general enrollment drops across the district, the number of MLs and open enrolled students will increase, including many MLs. So despite enrollment being down overall, I'm convinced that enrollment of ML students will be up, and we have no improvement in our ratio of ML teachers to students.</p>
57	<p>I think that next year will have both emotional and academic challenges for students. I am hopeful that district support will be available to address these challenges.</p>
58	<p>We are uniquely positioned to help students process this challenging year. I think it will be important to guide students (K-12) through a writing process that has students write about the challenges and opportunities that arose from "doing school" during COVID-19. Additionally, I have observed a rift develop between our EVA and In-person staff. I think it will be important to take time to unify next year- and for all parties to be able to speak about their lived experiences- to learn from and with each other and the challenges and opportunities we as staff faced.</p>
59	<p>I do not think that ANY elementary or middle school children should learn online!!! I don't care if they say they learn better that way...they need to be in classrooms, with teachers and peers!!!</p>
60	<p>It is important to take students' needs/supports into consideration when they are requesting online learning options. This was NOT done in the fall. :(</p>
61	<p>Community Ed already has reading camps for preK-grade 8 set up this summer. Please connect with us before you plan anything so you aren't duplicating what we are offering to families.</p>
62	<p>Why are sports so strongly encouraged when they're definitely contributing to community spread and the need to quarantine in schools? If schools are opening safely, how come tournaments, travel, and grouping are actively encouraged amongst the same community that so very badly wants all kids back in school at once?</p>
63	<p>Where is ELC on the district plan? Why aren't the licenced teachers included in any district training or accomodations?</p>
64	<p>There is no recognition of the stress classroom teachers are under this year, particularly for hybrid teachers. It is impossible to reach kids in the room and kids online AT THE SAME TIME and feel like you are an effective teacher.</p>

65	<p>I want to underscore the importance of keeping asynchronous Wednesdays at EHS. Students would complete an asynchronous lesson that day. Teachers would meet in their CT's and spend more time with interventions and support as well as connecting with students. It is important to note that it would be imperative to continue significant, impactful, and authentic learning on Wednesdays and this can now be effectively achieved thanks to the knowledge and experience gained over the past year. I believe this model will positively impact the learning of students, the teaching of staff, and the emotional well-being of everyone. Thank you for asking and for all the work you are doing for our entire EPS community.</p>
66	<p>A couple questions kind of got at this, but it is important to note that distance learning had benefits for many kids-for example easier access to one on one attention from a teacher, or more access to working at your own pace.</p> <p>Also-whatever you call it, from a teacher perspective, Secondary will be hybrid/multi-modal as long as we are still asked to teach the EVA kids in addition to the in person kids. Please keep that in mind when planning.</p>
67	<p>How do I feel my teaching effectiveness has changed with the loss of an asynchronous Wednesday?</p> <p>I have had significantly less time to collaborate with my teammates, plan and prep for engaging lessons/activities, and communicate effectively with my students' families. With this, a great portion of my contracted prep time hours are taken by mitigation and cleaning protocols, such as table wiping and hosting meals in my classroom.</p>
68	<p>If we were to offer an online option next year, but teachers are better and the pandemic is under control in a manner that MOST students are in the buildings, those students need separate, dedicated teachers. Teaching two modes at once is difficult at best and doesn't truly honor and engage those students at home. If they were in a cohort of students who are ALL at home, it would be a better experience. If you can't staff it individually, perhaps teachers have one online only section and engage students in that manner. Trying to build community and collaborate on both sides of the screen is stressful and not very enjoyable in most cases.</p>
69	<p>If EVA options are considered for students next year, teachers should have EVA ONLY sections. Teaching in-person and EVA simultaneously (previously discouraged by the governor) is not good for either student group, or teachers.</p>
70	<p>I feel like if virtual academy is going to continue to be offered, we need classes that are all virtual. It is very difficult to meet the needs of virtual learners when I have a classroom of kids in front of me.</p>
71	<p>EVA should have been a separate staffed school on its own. With dedicated staff doing just that, like other districts did. Having to do multiple modes is very difficult at best for one teacher. I would encourage an online academy staffed with dedicated staff for that separate "school".</p>
72	<p>I think that summer activities are vital to help students made up for lost progress and to close achievement gaps.</p>

73	Explanation for questions 36/37. The in-person social interactions among students and adults is so important to learning. I worry what happens to students that would choose EVA, that would be so much better served if they were in the building.
74	The workload this year is much higher for classroom teachers. The amount of pressure and expectations is very stressful. Between meetings and everything extra it is just a lot.
75	Too many things to put in one box. Also I do not feel comfortable sharing openly about all the ways that teachers feel disrespected throughout this whole situation.
76	no
77	I don't think you separated the efforts of teachers and the efforts of students in the questions that you asked. You asked if I think all of my students are learning the targets-- the reality is no, there are many students struggling right now due to the circumstances. However, I don't think it's due to a lack of availability of high-quality lessons. Teachers are putting forth so much time and energy into creating meaningful and varied lessons for students to access at home, as well as in the classroom. It's overwhelming, unsustainable, and extremely disheartening to know that not all students are accessing the lessons.
78	Do you feel like the current learning model is equitable? No. Do you feel like the current learning model is sustainable? No.
79	<p>1) Thanks for giving this survey. A lot of us teachers feel like our voices haven't been listened to much and that we're merely cogs in the machine. We teachers have stepped up in a major way to reboot how we do school, re-create lessons, chase after students falling behind, etc. Some positive affirmation and words of appreciation during staff meetings, along with some general empathy from administration, would go a long way. More frequent check-ins like this by administration, to gauge where the staff is and to inform decisions would be helpful at all levels of the system. Just as I survey my students to find out what's working and what's not, admin should more frequently survey their staff.</p> <p>2) The major hurdle I face this year is student engagement. It's too easy for students to mute their face on Google Meets and leave the group, to search answers on-line for summative assessments, and to short-cut their own learning. Better systems are needed to ensure students are visible and engaged in an on-line setting. We very much need a tool for secure summative assessment as well. I'm an AP teacher so I need to be able to give rigorous multiple choice and essay exams to prep them for their test. I hear students are FaceTiming each other during tests and I have no way to stop it.</p>
80	the school board question: Some members are very supportive, others are not. the school board is not a single story any more than 7 teachers representing teachers
81	PLEASE stop calling Early Childhood a program. Staff on the reg ed and spec ed work really hard. This is a school. It's SO degrading to experience the constant disrespect from the "powers on the third floor".

82	As a nurse in the health office, many of these questions did not apply and so this survey does not adequately address the aspects of my work environment. Thinking about moving from hybrid to 4-day in person model is overwhelming, as the workload of contacting families regarding Covid assessment and determination of quarantine/isolation periods is already a significant part of my workday and will only increase as more students are in the building. And now health services is also being asked to incorporate student Covid testing into our workload. We deal with some parents that are upset about school attendance restrictions and this takes a toll. I am concerned about not just maintaining the level of quality service we are already providing, but how to handle what we anticipate to be an ever-increasing workload as more students are in the building and more is being asked of us to provide additional services.
83	Middle school teachers should not be required to teach EVA and in person. Now that we are about to be in F2F, how do we watch 23+ students in person and interact with students at home via Google Meet? This is not feasible and the EVA students are going to suffer for their choices to stay home. If EVA is going to continue, then it must be a true EVA model like the elementary schools.
84	I would like to see regular asynchronous days added into the school calendar. If you want teachers to collaborate, time needs to be provided (E-12) and dedicated to professional collaboration
85	Teachers in both the EVA and in-person models are struggling without the fully asynchronous Wednesdays. The workload has not changed, but we now have less time to accomplish the same tasks. Many teachers are working far, far beyond contract hours in a manner that is unsustainable. We needed this time and have felt a large increase in stress and workload demands due to the loss of it.
86	<p>I feel that there are many students in special education who are being left behind because teachers are having to change their instructional methods. There doesn't seem to be as much time to differentiate for these students and most of the students I work with are unable to complete the work that is assigned to them.</p> <p>If the teacher is not in person, it good suggestion would be to allow them to leave the room with a para to watch the lecture. This is because many of the students I work with are not engaged, taking notes, or learning the content through lecture because they simply can not. If they are out of the room with a para during online lectures, paras and students can talk and still take notes together. This option should be given to all special education case managers for their students if the teacher is lecturing online.</p>
87	<p>We're all beyond exhausted trying to hold the world together for our kids. Can we just make it through the year with no more changes, please?</p> <p>And I wish you would have called it "multi-modal" teaching not "hybrid." Hybrid is a different animal and doesn't accurately reflect the fact that we are teaching in-person and online AT THE SAME TIME.</p>

88	Why doesn't the district share more district COVID data, and instead hide behind HIPAA and Bloomington Public Health?
89	As a licensed school nurse at EHS, I am anxious for what is to come this Spring as we bring back more students. The contact tracing will drastically increase with one positive case potentially impacting 50+ students. In addition we will need to complete daily return COVID calls, continue to organize, staff and run staff saliva screening, contract trace in a timely manner, screen students, treat students in the health office, utilize and clean the isolation room, follow up on staff illness absences, attend student support team meetings, write 504s/IEPs and attending our regular meetings. We will continue to show up and do our best but my worry for our mental health continues to rise.
90	What have we learned about our educational systems that are "old school" ? How can we continue to change towards a more learner-centered and less curriculum based model for instruction? We can learn so much from this experience!
91	Administration should evaluate the Early Learning Center (ELC) in terms of functionality and compare the effectiveness of the Early Learning Center to neighboring school districts' Early Childhood programs. It is important to know how Edina B-5 programming is impacting Edina's youngest students compared to other districts. This will help Administration ensure that best practices in early education are being implemented with the highest impact on student achievement. Administration should also track the turnover rate and attrition of staff in the ELC since the start of the pandemic to see where Edina Schools can improve in the hiring and retention of highly skilled Early Childhood Teachers.
92	<p>I hope that this does not imply that teachers will be expected to teach over the summer. This would be an unreasonable expectation. We are beyond the stage of burnout with what we have been expected to accomplish with remote and in-person simultaneously, while somehow being prepared to suddenly be quarantined again.</p> <p>Importantly, more classroom time does not automatically equal more learning. Students are also experiencing burnout this year, although many of them lack the agency or language to say so directly. Teachers need the space to recover from the stress and demands of this year, and students deserve the time to engage in experiential learning that occurs outside of school time.</p>
93	Wednesday Flex days should be for intervention/getting caught up/ break from the the computer screen with no additional assignments or test. Currently, students who are struggling are not able to to use this day for intervention, or time to complete assignments as they continue to have new assignments/test add that need to be completed on top of intervention. My current students hate Wednesdays!
94	Are there discussions at the district level of how to bridge the gap for students that occurred during distance learning? I feel like many staff are just moving ahead in the curriculum like a normal year. Staff need support on how to bridge this unique gap.
95	There are no easy answers on how to navigate through this mess we are living through.

96	should teachers be required to teach both in-person and virtual? I think teachers should only be required to teach 1 model.
97	Way too many ideas to write in the little box
98	Our team and myself feel there is something amiss at the district level. The communication is spotty causing extremely embarrassing situations from staff to families. We do not feel heard, nor cared about. I feel my commitment to this district (for 3 generations in my family) is waning.
99	I think it is worth bringing back at least half day wednesdays for cross-district teams who cannot otherwise meet as an effective PLC. That time was SO SO valuable and we very much miss it because it made us all better teachers and helped our students' engagement and learning.
100	My principal has been very supportive, and I greatly appreciate that.
101	Stop offering not sure as an alternative to no. It's so offensive. What are you trying to hide?
102	I am concerned about cleaning protocols in the building. It is time consuming and awkward to call our the custodians. I hope the lead man or principal could periodically check in. The sink in my room is rarely cleaned.
103	I am an EPS staff and an EPS parent. My 5th grader was home doing distance learning by himself, unsuccessfully, while I fulfilled my duties as a primary level Para, supporting students of Essential Care Workers. I did not qualify for my son to receive this service bc my husband and I are not BOTH essential care workers. Some days I felt very sad that My son was not receiving the same excellent support that I was giving to the kids at school. So, I guess what I am suggesting, and f we have to go through this again in the future (knock on wood), maybe allow in person learning to students of 1 essential care worker.
104	Early Learning Center instruction often seems to be forgotten in district decision making
105	The teachers are doing a fabulous job juggling the demands of online and in-person learning. Hats off to the parents as well! Students are making history, and they will walk away from this with skills (e.g., autonomy, resilience) that may be difficult to measure, but that doesn't diminish the value.
106	Edina Public Schools rocks! Always a stand-out district, even during a global pandemic!
107	It is clear from the questions, the way they are asked, and the answer choices given, that you are looking to report certain data. Can we create surveys that result in more authentic data?
108	Teachers are making due but struggle to assist disconnected / disengaged students... I am finding the students who need the most one on one help/ intervention are electing to continue distance learning.
108	I just want to hear from my supervisor(s) that they care about me and support me right now as families become more and more demanding.

109	My main comment is to emphasize how essential having Wednesday as a prep/planning day is -- I could not do the mix of EVA and in-person teaching without it. I am in frequent contact with students on those days, but I am also able to plan and collaborate with my colleagues in way that I cannot at any other time. I know there's community pressure to go to 5 days a week for in-person students at the high school, so I do want to use this space to say that that option needs to be off the table as long as we are responsible for EVA students at the same time. It would literally not be possible to do that.
110	I think having asynchronous Wednesdays was very helpful and productive for teachers. Those days gave us a lot of time to plan and collaborate, especially with our EVA colleagues who we don't see as often. While I do really enjoy being with students and getting to teach them in person, I was disappointed when we lost that planning time.
111	Yes. Online option for next year would be a huge mistake and be a serious blow to teachers morale. There are several reasons why but the main one as a teacher is continuity and learning. Trying to teach in two models is exhausting, overwhelming and creates so much extra work that it takes away from the ability to be creative and productive. The expectation remains the same yet there is not more time given. And in fact I don't want more time. 2 learning models is not effective on so many levels and I believe it inhibits student learning significantly. I would strongly oppose an online option. Lastly, I would like to add that nothing was asked about the districts equity training for this year and feedback. I would have liked to provided feedback based on what we received.
112	NA

	<p>I think we need to work hard as a whole community (students, staff, families, admin, community, school board) to actively promote that students aren't "behind". I see so much detrimental for all with that mindset. Learning isn't fun; everyone is stressed. We need to have fun. We need to support mental health.</p> <p>We need to focus on anti racist teacher training. We need support for that from superintendent and district. No more trying to walk a line of saying that's what we want to teachers, but sharing to the community in a veiled and careful political position. We need the community to know it and support it.</p> <p>I was a better teacher the first half the year because of Wednesdays. It freed up planning time after school because I could have meetings then, and some days it gave me planning time And I could be more thoughtful about my lessons. I wish we had a half day even, each week, to plan or have meetings. To dream!</p>
113	I just read St Louis Park school district is going to all students having gifted Ed - we should follow suit and stop tracking students.
114	Asked earlier in comments.
115	I dislike the phrase "learning loss" in the context of students not being in a school building during the pandemic. This is similar to when someone says "schools are closed" (the buildings are closed, school is not). Students have learned a great deal through the pandemic. Some of it is measurable and related to specific academic standards. Much of that learning is not, but it is still learning. This group of students that I have taught this year is extremely resilient and capable of problem solving to a high degree. They have learned differently, and different things, but I don't believe the term "learning loss" accurately describes their situation.
116	Since losing the asynchronous Wednesdays at the elementary level, the workload and amount of meetings I've been in have substantially increased and it is survival mode. My students' progress ultimately gets impacted, due to this. The decision felt unilaterally made, and was little to no input we were allowed to give to my knowledge on the value of that Wed prior to making that decision.
117	What could benefit student learning if it was in place? Consistency in Schoology format across teachers and subject areas... at the high school, Math and Science seem to have figured this out but beyond that it's a mish-mash which makes it extra hard for students with limited executive functioning skills to figure out what they're supposed to do across the day for each class...

118	Hybrid is the worst of both worlds for students and teachers. Choose one learning model and stay with it. EVA has been terrible for some students but works for some also. Any student who has struggled academically or was ever in Options should not have been allowed to do EVA (we know it's a parent choice and may be health related but they are universally struggling and now very difficult to connect with). We should have dedicated EVA only teachers instead of having a third of our classes always at home. Learning and engagement both suffer.
119	Josh should be getting a GIANT raise for helping with his leadership and guidance when the rest of the district continuously told EVA teachers to "Figure it out" Though EVA was thought up mid summer and NO curriculum was designed then. HUGE thank you to Josh for not pushing it off to someone else.
120	I'm in year 5 of teaching and I feel the burnout very hard this year. I feel overworked and am not satisfied in my work as an educator. I have contemplated stepping away from education entirely after how little our school board knows about what is exactly happening in our classroom. Their decisions are impacting my classroom and my well-being. The stress levels are extremely high and I find myself feeling even more disappointed every time the school board meets. I truly think they need to step into the shoes of a teacher and see how these 'hybrid classrooms' are actually run. Teaching in two systems (in person AND online) at the same TIME is not being innovative. It's abuse. It's abuse to the teaching profession and your Edina Teachers. There has not been a week where I haven't cried. My teaching team is really the only thing keeping me going at this point. Overall I appreciate being asked these questions. The last time I was asked 'if I was okay?' was in this very survey this past fall. It's gotten better in the last two months but this year has been downright awful in terms of teacher mental health.
121	We are just extremely fatigued trying to do it all
122	Taking the Wednesday asynchronous days away from elementary teachers has been extremely stressful. I teach all in person AND several sections of EVA (I am a specialist). Those Wednesdays helped with the planning of both in person and online students as well as collaborating with district wide staff.
123	There seem to be wide disparities between the work load of elementary classroom teachers and specialist teachers. SpEd teachers have advocated for themselves and have had success in finding ways to help them manage work load. I would like to see classroom teachers receive either compensation or a system change to help us manage the every growing and overwhelming work load.
124	There are a bunch of things that this pandemic has revealed. We have found out that black and brown people are treated differently...internet companies can give everybody cheap broadband internet...and I have learned what Edina Public Schools feels about me as a teacher. Being a teacher who requested to teach remotely...and being denied because my health condition was not serious enough (even though my doctor disagreed) I am told that I can get back into the classroom and teach in person or I can take a leave of absence.

125	<p>Teaching hybrid students in person while also teaching EVA students and hybrid students at home is very nearly impossible. Please, listen to this episode of The Daily to see what it feels like in our classrooms.</p> <p>https://www.nytimes.com/2021/02/26/podcasts/the-daily/texas-schools-reopening-covid.html?action=click&module=Briefings&pgtype=Homepage</p> <p>It would probably help staff morale if the school board met in person, but not much. It would probably help staff morale if we believed that administrators and school board members really understood what this kind of teaching felt like. It feels like you are constantly scrambling to meet the needs of all of your kids, while you know that that kid who has never once turned on his camera at home probably needs you a lot more than you will ever know.</p>
126	<p>Student/ Parent integrity. I have parents hiring tutors to do student work.</p> <p>Achievement gap.</p>
127	<p>I strongly agree that EVA should continue for elementary as an option. Students are growing and learning in this model. I also think elementary should keep Wednesdays asynch for in person and EVA.</p>
128	<p>Anecdotally, there is rampant student cheating going on with online learning. Nothing I can document or prove to bring to admin, but it is almost impossible to know what students actually know when they are at home taking a test on a computer and group chatting with their friends to collaborate on all the answers as they are testing.</p>