Monday, June, 29th, 2020

Executive Summary

Survey Objective

The DeKalb County School District sought stakeholder input on their preferences and perspectives for learning models and hybrid options that the school district is considering for the reopening of schools. This feedback includes stakeholders' level of comfort with social distancing and hygiene efforts, school bus transportation, employee travel, serving meals, taking students' temperature, access to supplies, technology, and internet at home, and the use of masks at school and on the bus.

Target Stakeholder Respondent Groups

The survey process was allocated for the following DCSD stakeholder groups:

Stakeholder Respondent Groups	Representing	Survey Respondents Raw Total
DCSD Parents/Guardians	Grades PK-12	25,591
DSCD Students	Grades 6-12	5,485
DCSD Employees (inclusive of Start-Up Charter)	School-based and District	8,499

Survey Methodology

The stakeholder survey process was conducted through a customary digital process that utilized established District communication platforms (see listing below). Respondent feedback was collected through the District's survey tool, Qualtrics. Respondent data was aggregated to provide summaries.

- Stakeholders received the Qualtrics survey link via the District's email process, School Messenger and the District's website

Survey Terminology

Traditional Learning is defined as a face-to-face instructional setting whereby students exhibit full-time attendance at the local school site, daily.

Distance/Remote Learning is defined as a non-site-based instructional process whereby instruction is delivered through the utilization of web-based and virtual instructional processes.

Distance/Remote Working is defined as a non-site-based process whereby employees allocate consistent and expected work products and deliverables through a virtual and digital process.

Hybrid Learning is defined as a blended instructional/school attendance model whereby students experience instructional seat-time through the combination of Traditional and Distance/Remote models in accordance with an identified rotational schedule/model.

Hybrid A/B DAY Model is described as identified student and staff populations equally dividing the **days** of on-site physical attendance and remote/distance attendance relative to school and work within a given week. ***Please find the following example that demonstrates a potential schedule (not actual)***:

Students (example, **not actual**):

Hybrid Group	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
50% of a school's student population (**Hybrid Group A**)	On-site (i.e., at school)	On-site (i.e., at school)	Distance/Remote Learning (i.e., not at school)	Distance/Remote Learning (i.e., not at school)	100% of Students – Distance/Remote Learning (i.e., not at school)
The other 50% of the same school's student population (**Hybrid Group B**)	Distance/Remote Learning (i.e., not at school)	Distance/Remote Learning (i.e., not at school)	On-site (i.e., at school)	On-site (i.e., at school)	

District employees (example, **not actual**):

Hybrid Group	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
50% of an identified District division/dept. (**Hybrid Group A**)	On-site (i.e., in the office)	On-site (i.e., in the office)	100% of District division/dept. – Distance/Remote Working (i.e., not in the office)	Distance/Remote Working (i.e., not in the office)	Distance/Remote Working (i.e., not in the office)
The other 50% of the same District division/dept. (**Hybrid Group B**)	Distance/Remote Working (i.e., not in the office)	Distance/Remote Working (i.e., not in the office)		On-site (i.e., in the office)	On-site (i.e., in the office)

Hybrid A/B WEEK Model is described as identified student and staff populations equally dividing the **weeks** of on-site physical attendance and remote/distance attendance relative to school and work within a given 2-week period of time. ***Please find the following example that demonstrates a potential schedule (not actual)***:

Students (example, **not actual**):

Hybrid Group	Week of August 17 - 21	Week of August 24 - 28
50% of a school's student population (**Hybrid Group A**)	On-site (i.e., at school)	Distance/Remote Learning (i.e., not at school)
The other 50% of the same school's student population (**Hybrid Group B**)	Distance/Remote Learning (i.e., not at school)	On-site (i.e., at school)

District employees (example, **not actual**):

Hybrid Group	Week of August 17 - 21	Week of August 24 - 28
50% of an identified District division/dept. (**Hybrid Group A**)	On-site (i.e., at school)	Distance/Remote Learning (i.e., not at school)
The other 50% of the same District division/dept. (**Hybrid Group B**)	Distance/Remote Learning (i.e., not at school)	On-site (i.e., at school)

Social Distancing, also called "physical distancing," is defined as keeping space between yourself and other people outside of your home by maintaining a distance of at least 6 feet (about 2 arms' length) from other people (CDC).

Survey Response Timeline

The survey window was June 9 – 21, 2020.

Key Findings Based on Response Data

I. Traditional Model

The following data results (**View A**) indicate the current level of comfortability that stakeholders have related to returning to school (parents/students) and work (employees) within a Traditional model.

The predominance of:

- parents are not currently comfortable with sending their children to school through a traditional model
- students are currently comfortable with returning to school through a traditional model
- employees are not currently comfortable with returning to work through a traditional model

View A. Returning in a Traditional Format (numerical data displayed as percentages)

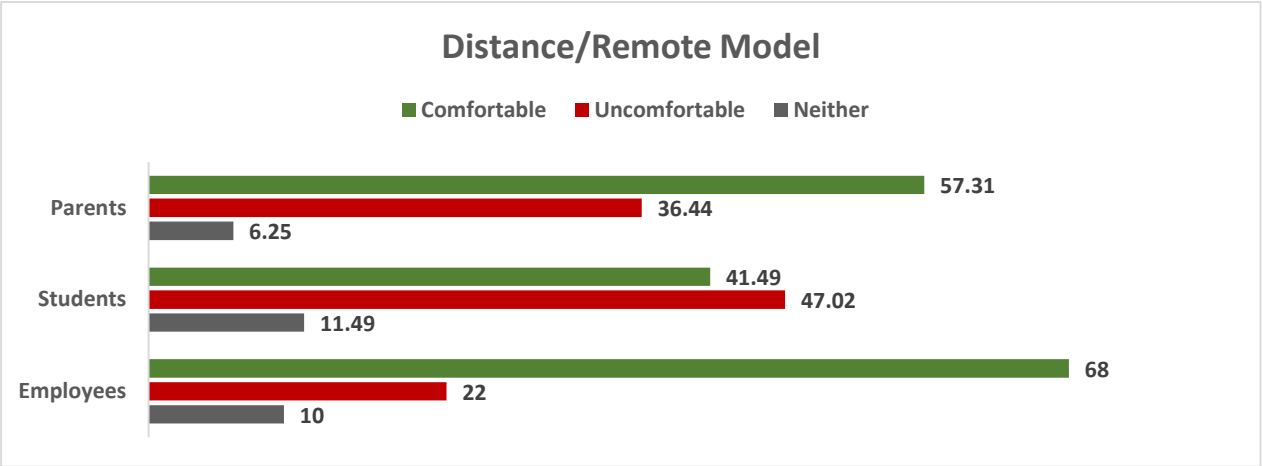
II. Distance/Remote Model

The following data results (**View B**) indicate the current level of comfortability that stakeholders have related to returning to school (parents/students) and work (employees) within a Distance/Remote model.

The predominance of:

- parents are currently comfortable with their children participating in a Distance/Remote instructional model
- students are slightly less comfortable with returning to school through a Distance/Remote model
- employees are currently comfortable with returning to work through a Distance/Remote model

View B. Returning to School/Work in a Distance/Remote Format (numerical data displayed as percentages)



Additionally, the following data (**View C**) results indicate parent likelihood relative to supporting a **Full-Time** Remote/Distance Learning model:

View C. Parent Respondent Likelihood Supporting 100% Distance/Remote Learning Model if offered

Stakeholder Type	Likely	Unlikely	Neither
Parents, only	52.37%	41.15%	6.48%

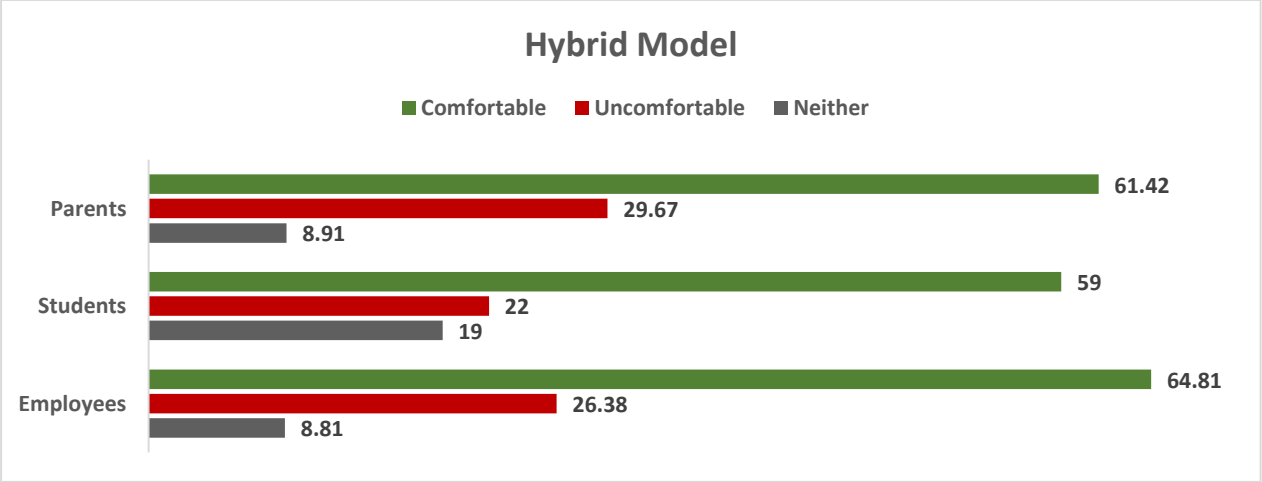
III. Hybrid Model

The following data results (**View D**) indicate the current level of likeability that stakeholders have related to returning to school (parents/students) and work (employees) within a Hybrid model.

The predominance of:

- parents are currently comfortable with their children participating in a Hybrid instructional model
- students are comfortable with returning to school through a Hybrid model
- employees are currently comfortable with returning to work through a Hybrid model

View D. Returning in a Hybrid Model (numerical data displayed as percentages)



Of the two (2) offered Hybrid options, respondent ***likeability*** (i.e., "in favor of") data are displayed in the following table (**View E**):

View E. Hybrid Options Likeability (A/B Day vs. A/B Week)

Hybrid Schedule Option	Parents in Favor	Students in Favor	Employees in Favor
HYBRID MODEL A/B - **DAY**	64.1%	58.8%	65.1%
HYBRID MODEL A/B - **WEEK**	42.7%	40.0%	41.7%

IV. Safety Considerations

The following data results (**View F**) indicate the current level of **importance** that stakeholders (parents and employees) have indicated relative to safety practices, protocols and provisions in response to COVID-19:

View F. Safety Considerations

Consideration Factors	Parents	Employees
Personal Protective Equipment	94.615%	97.9%
Public Health Regulations	98.1%	99.3%
Clean and Disinfected Buildings	99.1%	99.8%
Temperature Checks	96.5%	97.85%
Plexiglass Partitions	92%	96.8%
Social Distancing Protocols	94.5%	98.1%

Parents and employees indicate that the aforementioned safety considerations are important regarding implementation.

The following data results (**View G**) indicate the percentage of stakeholder respondents that have **concerns regarding the wearing of a facemask/facial covering** throughout the school day/workday:

View G. Concerns Regarding the Wearing of Facemask/Facial Covering

Stakeholder Type	Yes (Concerns)	No Concerns
Parents (c/o their child or children)	49.3%	50.7%
Students	34.2%	65.8%
Employees	37.2%	62.8%

Respondents also indicated whether or not there are concerns with the **District's ability to ensure social distancing guidelines are enforced** within school and work environments:

- **42.9%** of parents indicate concern
- **52.5%** of students indicate concern
- **67.1%** of employees indicate concern

Temperature Monitoring (Home):

91.8% of parent respondents also indicate a willingness (in the affirmative – "Yes") to conduct student temperature checks, each morning, prior to sending the child(ren) to school.

V. Employee Return to Work Considerations

The following respondent data summary indicate the current employee intentions and comfortability regarding returning to work:

- **99.1%** of employee respondents indicate an **intention to return to work**

Likewise, employee respondents have indicated comfortability levels relative to returning to the physical workplace environment as indicated by the following table (**View H**):

View H. Returning to the Physical Workplace Environment (Employees, only)

Stakeholder Group	Level of Comfort	Percent
Employees, only	Comfortable	48.064%
	Uncomfortable	46.124%
	Neither	5.812%

Employee respondents also indicate extenuating circumstance considerations that factor into work-related decisions as a result of COVID-19, as indicated by the following data:

- **21.1%** of employee respondents indicate that there are extenuating circumstances that may prevent a return to the physical work environment

The following table (**View I**) displays the types of extenuating circumstances/considerations that employee respondents indicate may affect return to work decisions:

View I. Types of Identified Extenuating Circumstance Employee Considerations

Extenuating Circumstance	Percent
Personal pre-existing health condition	35.1%
Prevention of COVID-19 for someone within their household with a pre-existing health condition	27.3%
Access to childcare	13.5%
Taking Care of an elder relative	13.4%
Transportation	0.6%
Other	10.1%

VI. Technology Access Considerations

The following respondent data results (**View J**) indicate capabilities and access with regards to devices and internet availability:

View J. Device and Internet Availability

Current **access to a laptop/Chromebook** for remote/distance learning and working	**Students**		**Employees**	
	Yes	No	Yes	No
	81.8%	18.2%	90.3%	9.7%
Child needs access to a school district **Chromebook device** to participate in a remote/distance/hybrid learning setting	**Parents**			
	Yes		**No**	
	57%		43%	

Current home **access to the internet**	**Students**		**Parents**		**Employees**	
	Yes	No	Yes	No	Yes	No
	92.2%	7.8%	95.6%	4.4%	97.4%	2.6%

Note: Reminder that student respondent data results reflect surveyed students in grades 6-12.

VII. Supply Access Concerns

The following respondent data results (**View K**) indicate stakeholders' ability to access the necessary supplies to fulfill learning and/or work expectations through a distance/remote setting:

View K. Accessibility to Supplies During Remote Learning/Work

Able to access/allocate necessary supplies to fulfill learning and/or work expectations	Parents			Students		Employees	
	Agree	Neither	Disagree	Yes	No	Yes	No
	81.1%	10.3%	8.6%	85.8%	14.2%	81.8%	18.2%

VIII. Meal Access Considerations

Parents respondent indicated an ability to provide breakfast and lunch to their children in support of a remote/distance learning model, as shown in the following table (**View L**):

View L. Ability to Provide Breakfast and Lunch

Able to provide meals to child(ren) at home during a remote/distance learning timeframe	Breakfast		Lunch	
	Yes	No	Yes	No
	95.3%	4.7%	93.8%	6.2%

IX. Building Cleanliness Considerations

Stakeholder respondents indicate comfortability with the District's ability to ensure clean and disinfected school and work environments as shown in the following table (**View M**):

View M. Comfort Level with Building Cleanliness

Comfortable with the District's ability to keep schools/offices clean and disinfected	Parents		Students		Employees	
	Yes	No	Yes	No	Yes	No
	62.526%	30.796%	55.30%	32.01%	55.2%	40.0%

X. Transportation Considerations

Of the 2,999 student respondents that identified as regular (consistent) school bus riders, the following table (**View N**) indicates the percentage of students who indicated concerns with various processes related to riding the school bus during this time:

View N. Student Concerns with School Bus Transportation

Student Transportation Concerns	Yes	No
Student is a regular bus rider to and from school each day	54.7%	45.3%
Concerns with riding on the school bus during this time	44.2%	55.8%
Concerns with wearing a mask/facial covering while riding on a school bus during this time	18.7%	81.3%
Concerns about being able to ensure social distancing while riding on a school bus	43.4%	56.6%
Concerns regarding the District's ability to ensure buses are clean and disinfected	31.8%	68.2%

Additionally, parent respondents provided data insight related to school bus transportation considerations, comfortability and willingness as displayed by the following table (**View O**):

View O. Parent Concerns with School Bus Transportation

Parent Transportation Concerns	Yes	No
Child(ren) are regular bus riders to and from school each day	51.1%	48.9%
Comfort with students riding the school bus during this time	38.25%	56.14%
Willingness of parents to provide transportation for child(ren) to and from school	57.8%	42.2%

XI. Employee Travel Considerations

In conclusion, the final respondent data set provides insight into employee concerns relative to intra-district travel that takes place as an aspect of the employee's role within the District (e.g., staff who travel from school to school, or district to school). The following table (**View P**) represents employee travel considerations and comfortability related to intra-district travel:

View P. Employee Travel Concerns

Employee Travel Concerns	Yes	No	
Role requires employee to travel between schools throughout the District	12.6%	87.4%	
Comfortability level of employee relative to work-related travel	**Comfortable**	**Uncomfortable**	**Neither**
	49.02%	40.84%	10.14%

Potential Next Step Considerations

The next steps are outlined below:

1. Additional analyses of the open text responses to provide more details on why stakeholder groups are comfortable or uncomfortable in July 2020
2. Review of these results with the Superintendent Cheryl Watson-Harris and the COVID-19 Reopening Task Force in July 2020
3. A decision on the reopening of schools in July 2020