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# Regina Public Schools - Temporary Remote Learning - Student/Parent/Guardian Survey

Tuesday, February 09, 2021



## Survey Demographics

Survey Taker	N=	Percentage
RPS Parent/Guardian/Caregiver	3301	90.31%
RPS Student	278	7.61%
Interested Regina Resident	63	1.72%
Do not live in Regina	13	0.36%

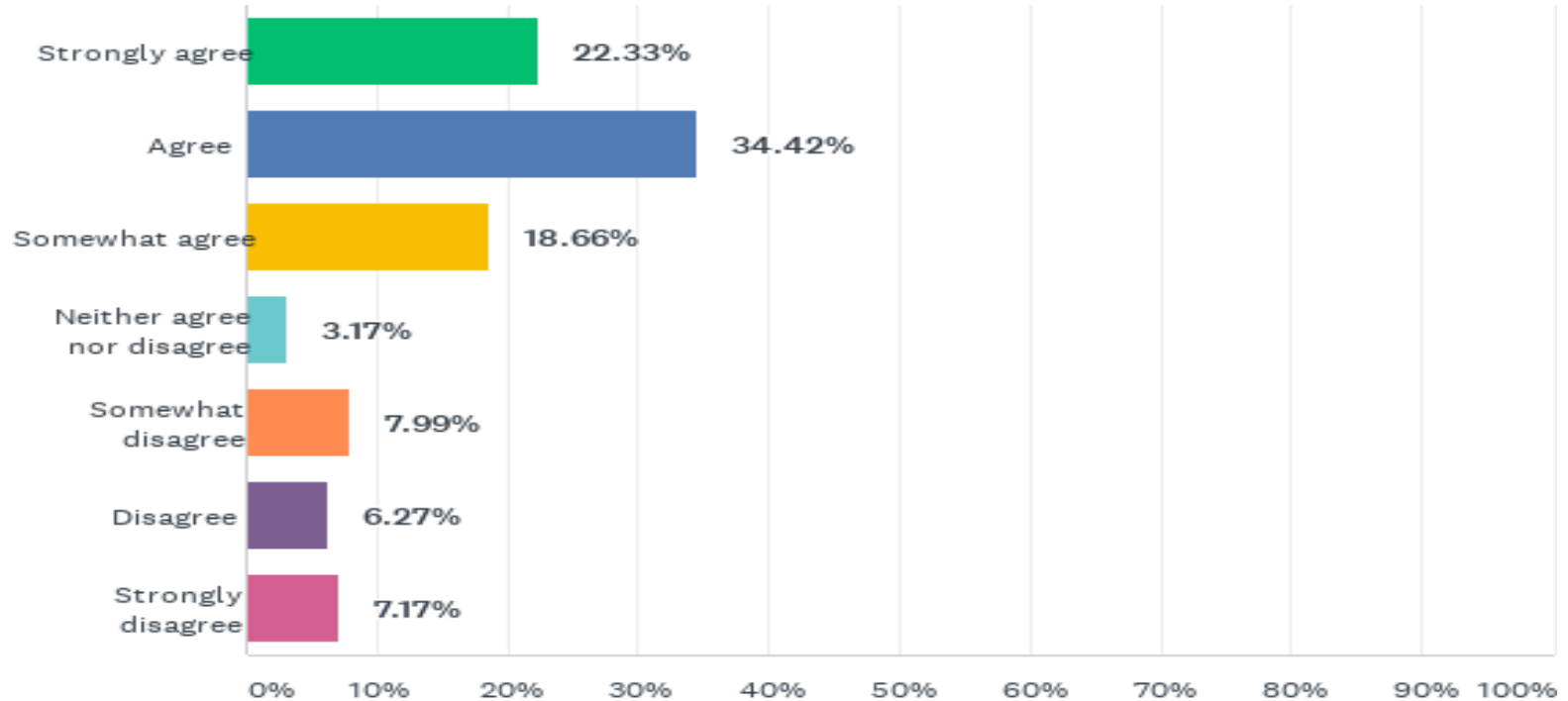
# 3655

Total Responses

Survey held from January 18<sup>th</sup> – January 29<sup>th</sup>

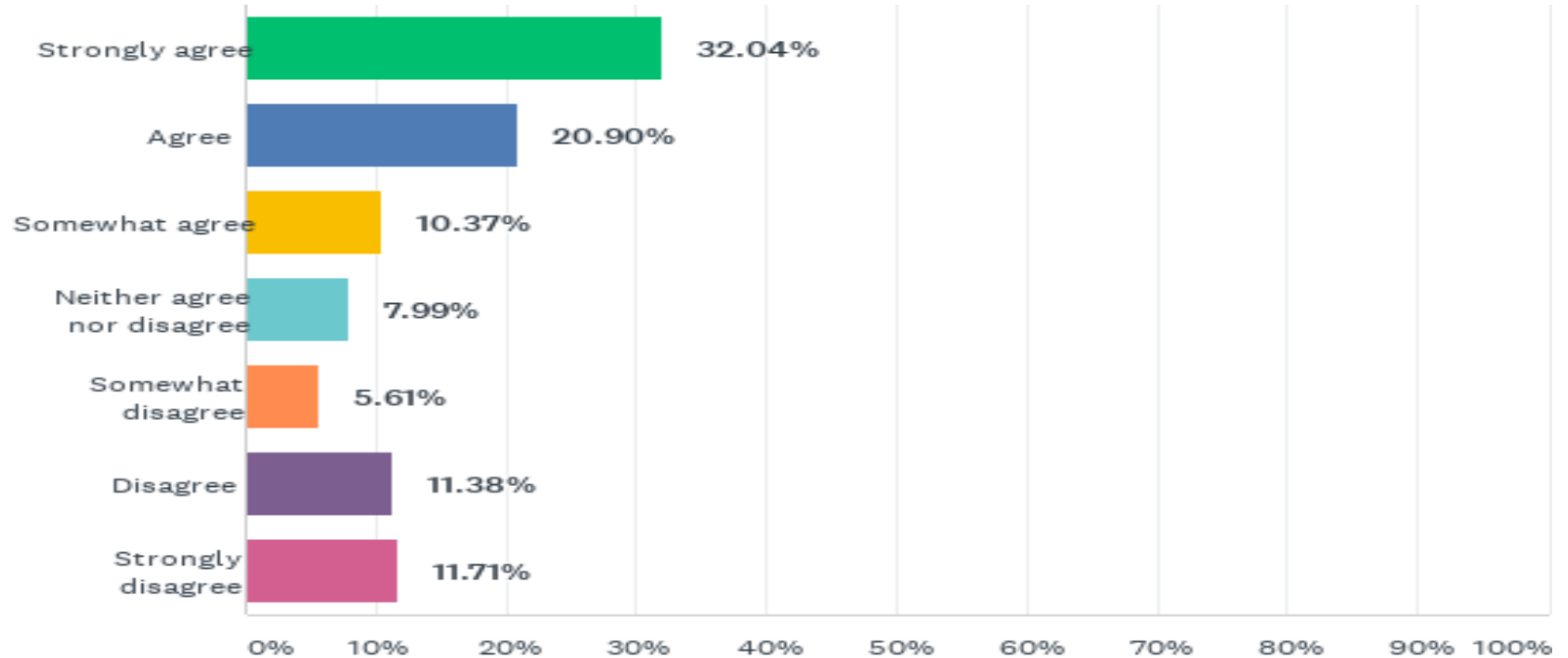
# Q1: During temporary remote learning, schools provided an acceptable level of instruction, activities and resources in order for learning to continue.

Answered: 3,655 Skipped: 0



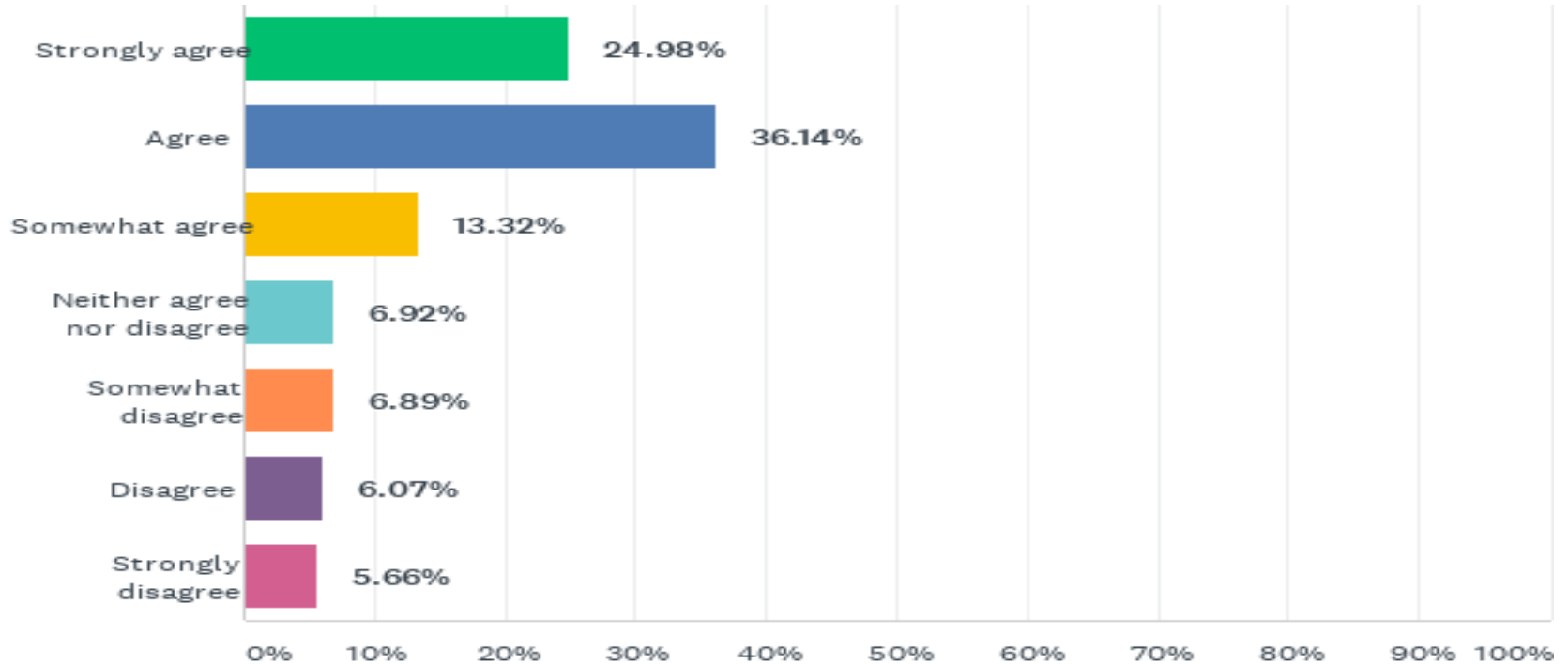
## Q2: As Regina-area COVID-19 case numbers were increasing, temporary remote learning one week before the break helped contribute to a more stress-free holiday season, by removing the potential of being exposed to the virus.

Answered: 3,655 Skipped: 0



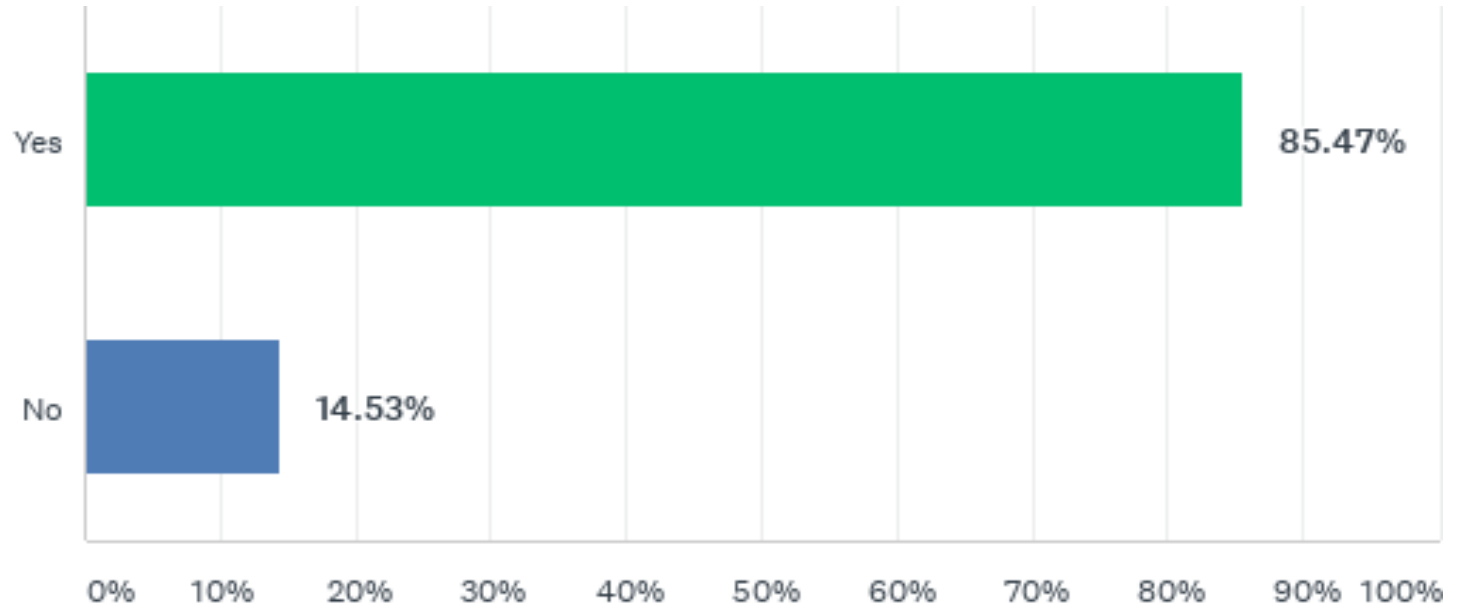
### Q3: Regina Public Schools gave families adequate notice prior to the move to temporary remote learning on December 14th.

Answered: 3,655 Skipped: 0



## Q4: Did your family have adequate access to technology and resources to participate in remote learning?

Answered: 3,655 Skipped: 0



## Q4: Did your family have adequate access to technology and resources to participate in remote learning?

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If no, tell us why

- Number of devices and internet issues were a common problem. Many families purchased devices to support remote learning.
- Access to printing was another issue for families. Many wished printed materials could have been sent home instead of having to use technology and many different tools/apps.
- Families had concerns relating to how students worked at home independently and what home supports existed.
- Many families had trouble with trying to support their young children with work while working from home.
- Many activities were not ideal for students working independently.
- Lack of teacher interaction/lack of materials was also a concern for families.

## Q5: What went well for your family during temporary remote learning?

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Answered: 2629 Skipped: 1014

- Teacher and staff communication, planning, and availability led to student engagement and success.

*\*parents gained a better understanding of what kinds of learning activities happen in schools*

- Safety during the pandemic
- The resources (both technology/apps and physical pencil/paper)

*\*The ability to use Google Meets for live meetings was the strongest subtheme.*

- Some families struggled with remote learning.
- Increased family time
- Improved mental health, and less stress for parents and children



## Q6: Do you have any other comments, concerns, or feedback to share regarding temporary remote learning.

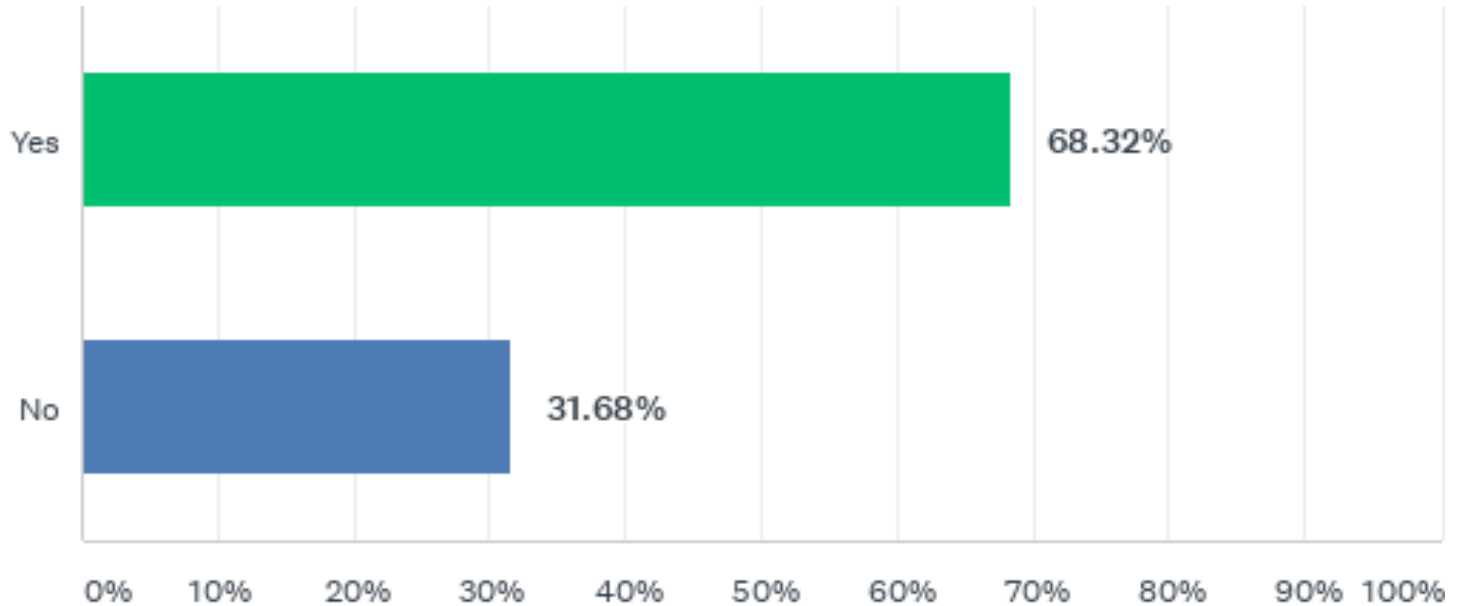
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Answered: 2392 Skipped: 1263

- Some responses indicated a negative experience with online learning due to feeling this type of learning doesn't work well for kids and adds to pressure and stress in households.
- Some responses indicated the quality of instruction could be improved if there were more live sessions offered, more consistent expectations within a school and within the division, technology challenges addressed, and online offered at high school instead of hybrid learning.
- Some responses indicated approval of temporary online learning and appreciation and praise for staff.

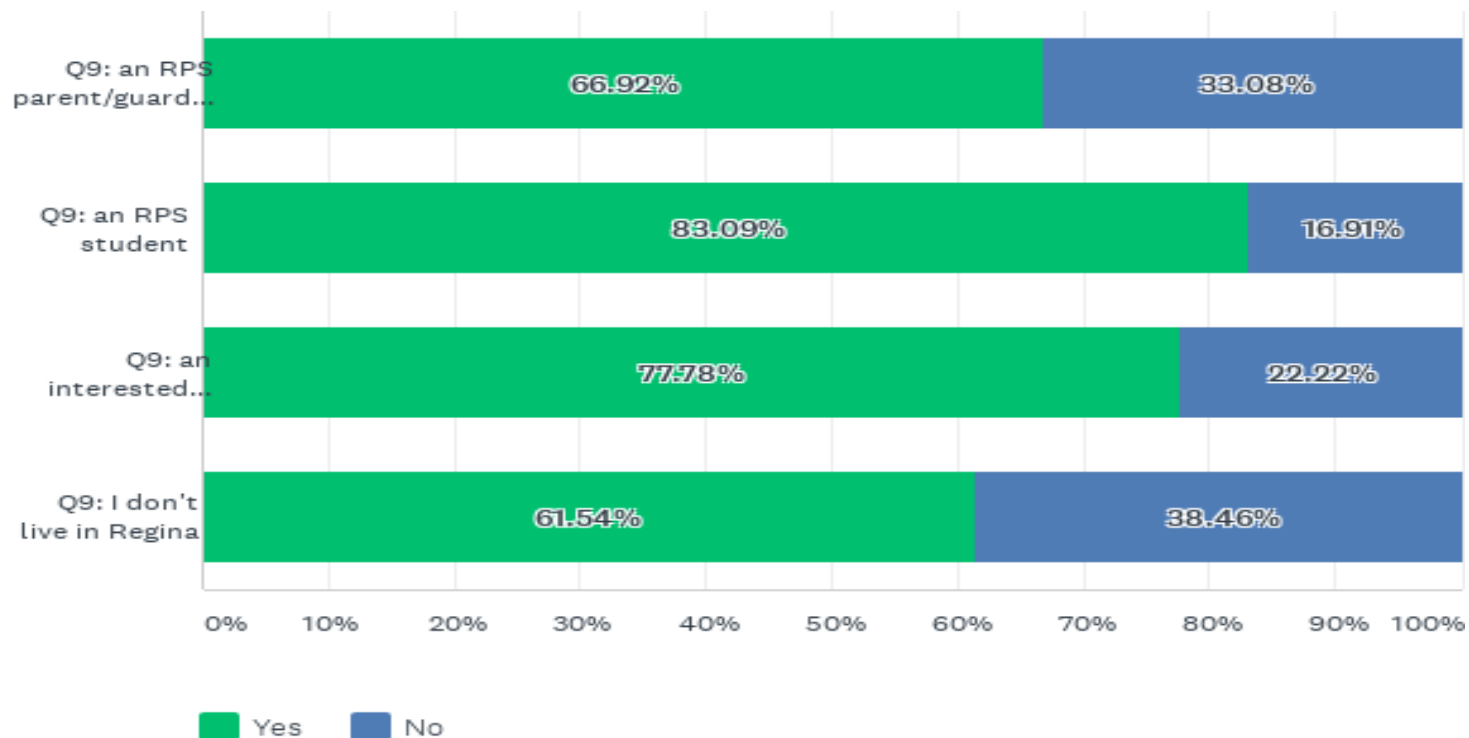
## Q7: If COVID-19 case numbers continue to increase, would you support a similar measure again for temporary remote learning?

Answered: 3,655 Skipped: 0



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Answered: 3,655 Skipped: 0



## Q8: What challenges did you or your family experience during temporary remote learning?

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Answered: 2698 Skipped: 957

- Challenges relating to technology (devices, connectivity, screen time, too many apps).
- Challenges with balancing work/employer expectations (childcare, ability to work from home, lost income, frontline workers).
- Struggles with mental health and well-being (students' fading interest in remote learning activities, lack of social interaction, anxiety and pressure related to helping child with work at home).
- Lack of clarity around expectations for students (parents unsure what supports and instruction was needed to help their child, not enough live interaction and direct teaching).