

EGUSD COVID Safety Plan Survey Feedback

The EGUSD COVID Safety Plan Feedback survey was open from 2/17/21 through 2/19/21. About 1000 comments were submitted in total: 996 in English, 54 in Spanish, 8 in Vietnamese, and 1 in Hmong. To efficiently summarize the comments and develop emergent themes quickly, a semi-automated technique¹ was used to help cluster comments together into groups with consistent phrasing.

Survey Respondents

Most comments were submitted by parents (928 or 88% of all comments submitted), followed by staff (72 or 7%), students (47 or 4%), and community members (6 or 1%). By race/ethnicity, respondents were largely white (33%), decline to state (16%), Hispanic (16%), and Asian (12%). About 15% of respondents were either special education students or parents of special education students. About 37% of respondents were either English learner students or parents of English learner students.

Feedback Themes

Feedback themes were grouped together into the follow general categories. For each theme, an exemplar excerpt from the comment is provided for context.

1. Specific Suggestions to Improve Plan
 - a. Provide more information about testing/screening
 - i. e.g., "If a student or family member tests positive outside of school screening testing are they required to report this information to the school site?"
 - b. Provide more information about what happens after someone is exposed to COVID (quarantining, notification, contact tracing, etc.)
 - i. e.g., "For example, if I was vaccinated and came in contact with COVID would I still be expected to quarantine?"
 - c. Provide more information about ventilation/HVAC
 - i. e.g., "Will doors and or windows remain open for fresh air to circulate throughout the room?"
 - d. Provide more details about the concurrent model
 - i. e.g., "The concurrent plan should also be explained in this document to give full picture of what a return to in-person education really looks like."
 - e. Request to align plan with state/local guidelines
 - i. e.g., "Can document in the plan that it will follow CDC guidelines for opening when Sacramento County exits the purple tier."
 - f. Provide more emphasis on handwashing and hygiene
 - i. e.g., "One area that is overlooked are school bathrooms where students may touch surfaces, adjust masks, and not wash hands properly."
2. Feedback Related to Masking
 - a. Concerns related to use of masks
 - i. e.g., "I think having students wear masks is going to be hard since they can barely wear at all times."

¹ Gibbs Sampling Dirichlet Mixture Model is an algorithm to rapidly classify short pieces of text based on common phrases and words. A human analyst is required to describe the output in terms of theme. Because classification is based on common phrases, not common sentiments, themes do not always apply to all comments in the classification. Implementation used here: Walker, R (2017) GSDMM: Short text clustering [Source Code]. <https://github.com/rwalk/gsdmm>

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- b. Provide more information related to use of masks
 - i. e.g., "I would like to see the new CDC recommendations of double face masks: first layer is a medical mask and second layer is a cloth mask."
- 3. Concerns about logistics
 - a. Impracticality of plan for parents
 - i. e.g., "How are working parents expected to pick up their children after a couple of hours?"
 - b. Concerns related to timing/schedules
 - i. e.g., "Our school parking lot is very small. Will the classes come out at a certain time with their teachers to ensure they are not getting into a random person's car?"
 - c. Concerns about keeping students in small groups
 - i. e.g., "If a student was to be put with a small group of other peers where they don't have a friend in that group they would feel more isolated and lonely."
 - d. Concerns about recess and student interaction
 - i. e.g., "If the kids can't play together and they can't interact it's a joke."
- 4. Desire for full return to in-person instruction
 - a. Parents considering leaving the school district
 - i. e.g., "I have even looked into moving out of the area so my kids can have their education like most other kids throughout the United States are getting."
 - b. Desire to open school as soon as possible
 - i. e.g., "Follow the science that says schools should be open and never be closed."
 - c. The necessity of doing whatever is needed to open as soon as possible
 - i. e.g., "Whatever it takes to get my daughter back into school learning and thriving again I will agree to."
 - d. The plan or situation is "ridiculous"
 - i. e.g., "I find it ridiculous that you are going back to a concurrent model."
 - e. Concerns about the concurrent model
 - i. e.g., "My student is not interested in reporting to a classroom where he still has to log into google classroom and participate in an online synchronous learning."
 - f. Importance of in-person learning
 - i. e.g., "I want my children to return full time, five days a week of in-person learning with an option for those parents who don't want to have their children return to campus."
- 5. Desire to remain in distance learning
 - a. Wait for vaccinations or next fall
 - i. e.g., "I would like for teachers/staff to get vaccinated before our students can go back to school under any circumstance."
 - b. Wish to remain in distance learning
 - i. e.g., "I would still want my kids to remain in distance learning as the country isn't in the clear and more and more cases have come up."
 - c. Uncomfortable returning until safer to do so
 - i. e.g., "I feel that even with the precautions taken by the EGUSD, most parents don't feel safe or comfortable sending their kids back to school."

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- d. Concerns about students bringing COVID home
 - i. e.g., “Children will get sick or pass it on to their household members.”
- e. Worries about risks
 - i. e.g., “I am immune-compromised and being put in my position with working with the children exposes me to bigger risk.”
- 6. Other themes
 - a. Students need social interaction
 - i. e.g., “They need social interaction with their peers.”
 - b. Plan is good/thorough/well thought out
 - i. e.g., “Looks like a well thought out plan based on science.”
 - c. Thank you/keep up good work
 - i. e.g., “First, I want to say thank you for all your dedication and hard work to keep staff and students safe.”
 - d. Concerns about mental health
 - i. e.g., “Please retain your focus on the mental and emotional health of the students being served and help them have a good social environment in which to learn.”