St. Luke School Commission Meeting Minutes

Tuesday, June 23, 2020, 7:00 PM
In attendance (via Zoom): Rob Stapleton, Katie Kumler, Beth Borland, Maribeth Cloud, Larry O'Bryan, Katie DeLisle, Kevin McCusker, Elizabeth Snook, Kevin Stitle, Joe Heidt, Mary Jo Woodside, Daren Beam, Elizabeth Kissel, Monsignor Schaedel, and Katee Schrage.

Katie Kumler called the meeting to order at 7:08 PM. Elizabeth Kissel opened the meeting with a prayer.

Katie Kumler thanked Beth Borland and Elizabeth Kissel for their wonderful service to the school and wished them the best of luck as they both move on next year.

The May minutes were unanimously approved.

Elizabeth Kissel reviewed the e-learning effectiveness parent survey. Overall, most families had a positive opinion of e-learning effectiveness and communication during the e-learning period. There were some aspects such as some of the specials that did not have as strong of feedback. The positive and negative feedback was discussed and will be a source for making changes in e-learning in the future.

Elizabeth Kissel also discussed the parent opinions on how and when to return to school. Most responses indicated a desire to fully return to "in person" schooling, with a minority of responses indicating support for partial or total e-learning.

Elizabeth Kissel reviewed the IN-CLASS guidance from the Indiana Department of Education and gave an overview of the planning process in preparing for the return to school.

The School Commission had an open discusssion on diversity at Saint Luke. There was general support for taking more action to support a more diverse student body and faculty. Several options were discussed and will be considered moving forward.

The search committee gave an update on the principal search. Several strong candidates have been identified and a decision will be made soon.

Katie Kumler congratulated the incoming Executive Committee of Kevin McCusker, Larry O'Bryan, Rob Stapleton, and Mary Jo Woodside.

Monsignor closed the meeting with a prayer at 8:49 PM.

Appendix

I. Parish Council meeting notes (p. 3).
II. Survey results (pp. 4-39)

19May2020_Parish Council Notes

- Budget
  - Parish Budget was approved by full Council --- goes now to Monsignor
  - Salaries - no pay increases in all positions in all parishes and schools.
  - Discussed School Teacher Contracts to change start date
    - Current: Sep 1- Aug 30 (12month pay out)
    - Proposed: Aug 1 - Sep 30 (11month pay out)

- Mass Resumes
  - As notes by Monsignor, the first mass occurred tonight
  - Confessions were heard

- School Ministry
  - Extended the period of time to apply for financial aide
  - Choice Scholarship, SGO, and Financial Aid
  - Applications are coming in already
  - Currently, impacts about 16% of families

- Capital Campaign
  - Started renovations to the Preschool already since there is no one there

- Voted to add Gloria Downham to the Pastoral Council

- Deferred their Officer Position Elections until the Fall
  - All 3 seats are open for Nominations

2020 EXTENDED ELEARNING PARENT EFFECTIVENESS SURVEY RESULTS

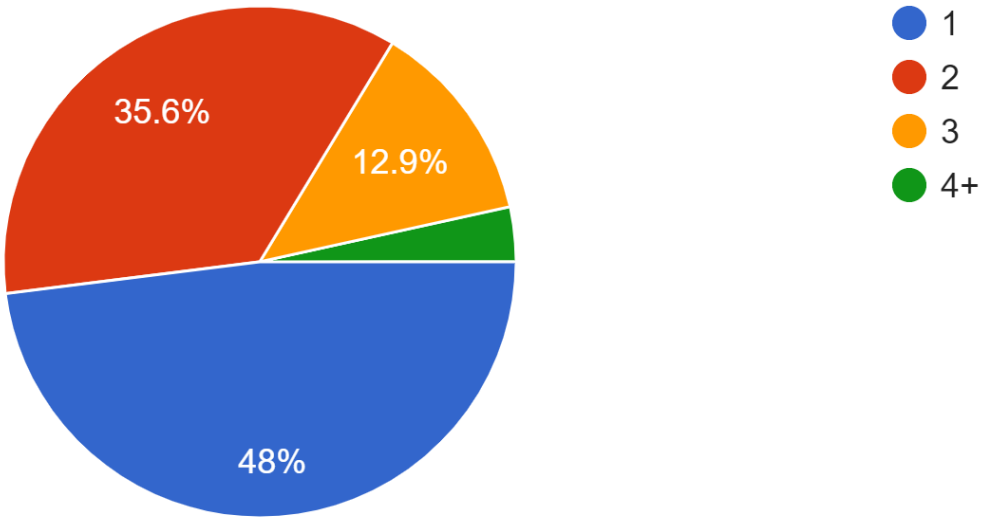
June 23rd, 2020

Parent Survey Results Outline

- Demographic Information
- Effectiveness Review of Extended eLearning General Communications
- Effectiveness Review of Extended eLearning Grade Level Communications
- Effectiveness Review of Extended eLearning Program
- Summary Recommendations

How many children did you have enrolled at St. Luke Catholic School during the 2019-2020 School Year?

202 responses



DEMOGRAPHIC INFORMATION

Demographic Information

** Approximate 36% response rate*

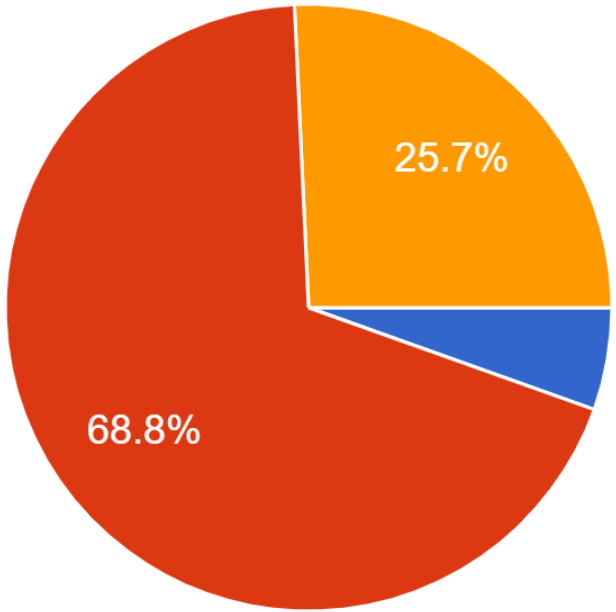
*202 Total Responses
K – 12.9% (26)
1st – 16.8% (34)
2nd – 9.4% (19)
3rd – 15.3% (31)
4th – 12.9% (26)
5th – 14.9% (30)
6th – 5.4% (11)
7th – 8.4% (17)
8th – 4% (8)

Perceived Effectiveness of General Extended eLearning Communications

	0 (N/A)	1	2	3	4	5	6
Overall Communications		-	**3 (1.5%)**	**8 (4%)**	**39 (19.3%)**	**84 (41.6%)**	**68 (33.7%)**
Administration		**1 (0.5%)**	**2 (1%)**	**7 (3.5%)**	**34 (16.8%)**	**83 (41.1%)**	**75 (37.1%)**
Morning Announcements		3 (1.5%)	2 (1%)	13 (6.4%)	25 (12.4%)	60 (29.7%)	99 (49%)
Engagement Videos	-	6 (3%)	17 (8.4%)	28 (13.9%)	43 (21.3%)	60 (29.7%)	48 (23.8%)
Stluke.org Website	101 (50%) *did not use*	13 (6.4%)	6 (3%)	28 (13.9%)	22 (10.9%)	16 (7.9%)	16 (7.9%)

2.4 Did you feel the decision to discontinue the weekly St. Luke Catholic School Ram Page during this time period was appropriate, in lieu of the daily Morning Announcements?

202 responses



- No, the Ram Page should have been continued.
- Yes, we had more than enough information in the Morning Annoucements.
- Decreasing the number of Ram Pages vs eliminating them would have struck a better balance.

General Extended eLearning Communications Improvement Suggestions

Primary Communications Related Feedback Gathered from Comments

- ***Clarify Audience for Morning Announcements***
- ***Biweekly (or some kind of Summary) RamPage for Parents***
- ***Streamline Communication and Assigning/Submitting Assignments***
  - **Specials Main Source of Frustration*
  - *Desire to Use Google Classroom More Consistently*
  - *Less Email*
  - *Better Advertisement/Utilization of School Website*

General Extended eLearning Communications Improvement Suggestions

Additional Feedback Gathered from Comments

- ***Too Much Push vs Pull***
- ***Increased Responsiveness to Questions***
- “Overall was just fine...sometimes a little too much info/too wordy which makes the most important information tough to find.”
- “Actual current status. A sense of feeling of belonging beyond a birthday. Side note, prayers felt rushed.”
- “Wondering if there is a way to make participation in viewing morning announcements a mandatory activity as part of submitting attendance. Maybe you get a unique password everyday that you have to submit along with the attendance form to prove that you watched the announcements/read the newsletter/"attended" that day of school.”
- “Announcement of perfect attendance and Honor Roll at the end of the school year, etc.”
- Different General Communications Needed for Younger vs Upper Grades
- “Some messages we got - others we did not.”

Perceived Effectiveness of Grade Level Extended eLearning Communications

	0	1	2	3	4	5	6
Grade Level Communications	**-**	**3 (1.5%)**	**8 (4%)**	**15 (7.4%)**	**35 (17.3%)**	**65 (32.2%)**	**76 (37.6%)**
Content of Messaging		3 (1.5%)	7 (3.5%)	17 (8.4%)	39 (19.3%)	73 (36.1%)	63 (31.2%)
Integration of Core and Specials		7 (3.5%)	19 (9.4%)	32 (15.8%)	42 (20.8%)	57 (28.2%)	45 (22.3%)
Transition to Google Classroom *(for those grades who had not used it previously)*		13 (6.4%)	15 (7.4%)	32 (15.8%)	57 (28.2%)	52 (25.7%)	33 (16.3%)
Timing of Grade Level Communications		4 (2%)	9 (4.5%)	21 (10.4%)	38 (18.8%)	72 (35.6%)	58 (28.7%)

Grade Level eLearning Communications Improvement Suggestions

Primary Communications Related Feedback Gathered from Comments

- ***Consistent and Timely notification of learning plans***
  - **Communication of Assignments for the Week, consistently requested as better for working parents to plan**
    - ***Equal consistent strong desire to NOT LOSE*** *Daily Assignment Communication*
    - Consistent communication of assignments desired (*i.e. Assignments received early in AM the day of, late night before, etc.)*
  - Integrate Friday “Assignments” Better
- ***Google Classroom Training and Communication***
  - “Mark as Done” Button There were times across all our grades that the daily assignments and GC did not sync which was very frustrating for the kids.”
  - K transition did not work well
  - Give Parents Access
  - “I think some parent meetings/instructions for use would have been helpful, especially for the private message feature, and the Google Guardian option. Our son didn't realize that teachers had been sending him private messages, because initially the students did not have active email accounts or a central place to find messages (they'd appear within assignments he thought he had already completed, so it would have never occurred to him to check them again later). Mr. Fleming later alerted us to the Google Guardian option so we could get a daily digest of missing/incomplete work, which was very helpful. I think explaining all this to parents in advance before the kids start using Google Classroom would be good.”
- ***Communicate Missing Assignments to Parents***
- ***Communicate Goals for Grade***
- ***Training for Parents on Resources*** *(i.e. Helping Students with Math)*

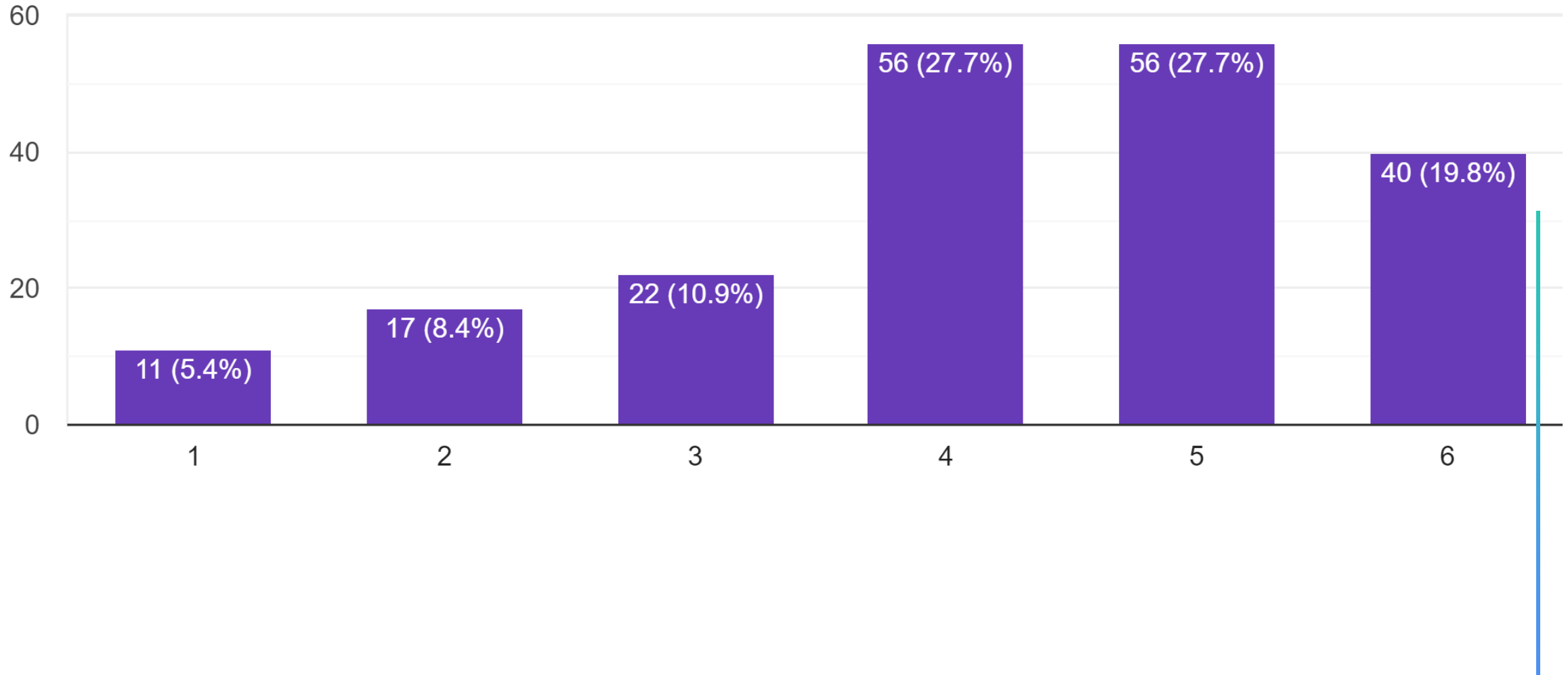
Grade Level eLearning Communications Improvement Suggestions

Additional Feedback Gathered from Comments

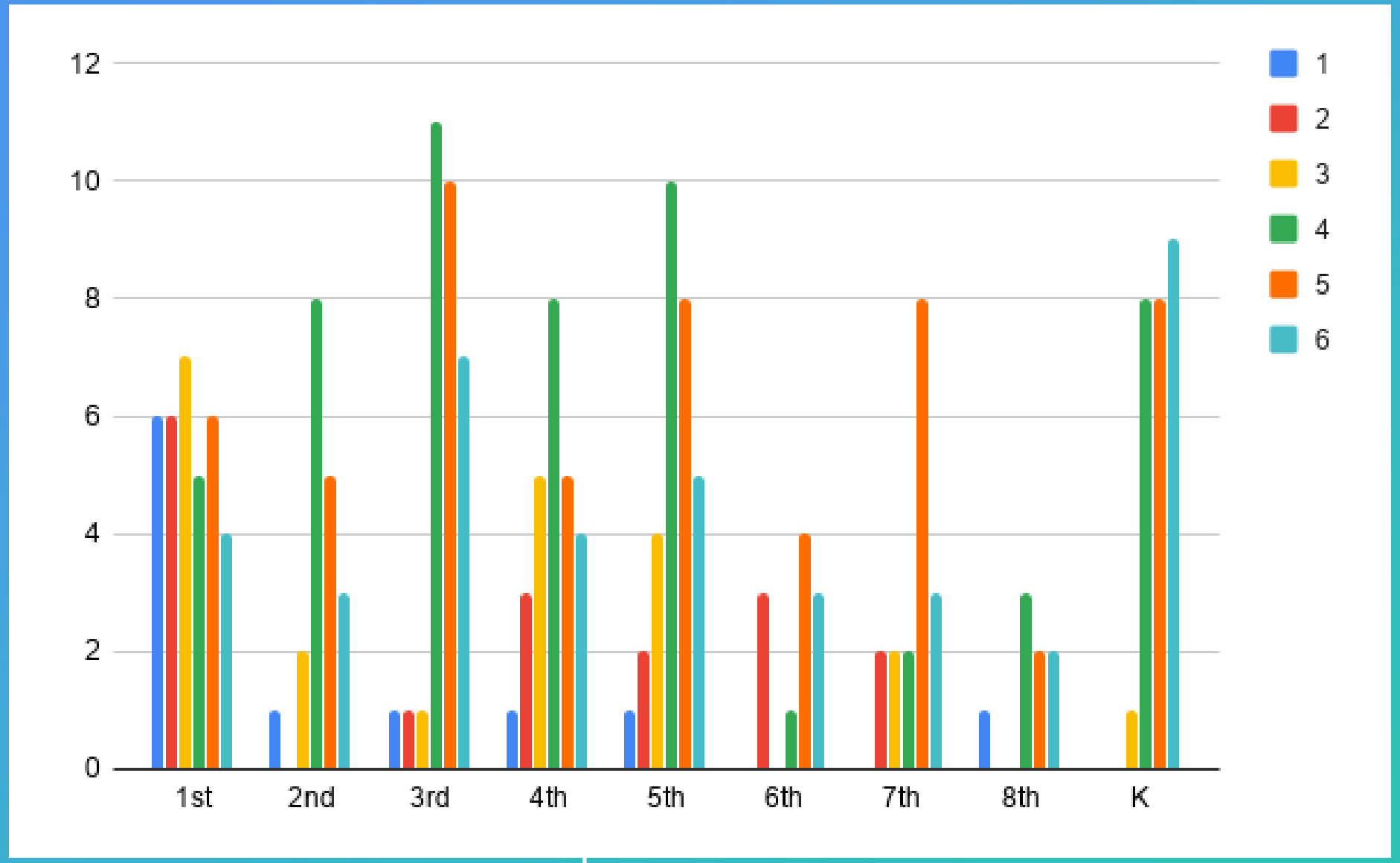
- IA connections worked well,
- “Also the daily zoom was too much. Our daughter would be on a roll doing work and have to stop for the zoom. She would lose momentum and not want to finish her work for the day then. It was a struggle to get her back on track after the 1.5 hours-2hours on zoom. It was great having the optional zoom times, but the mandatory daily one was unnecessary. Weekly was plenty for our other kids’ grades.”
- “First Communion thoughts/plans from administration”
- Age of Students on Instagram – Consider when teachers asking students to follow
- “However, I did like how Kindergarten used the newsletters with the links.”
- “If we had to do this again I think 2nd grade and above should have an iPad as well so we can enable them a bit more. I would make it a schedule with zoom lessons the follow the curriculum and more ungraded quizzes to gauge understanding. More use of Alex and Mobymax for ability based learning, we lost all of that from my point of view.”

4.1 How would you rate the overall effectiveness of the St. Luke Catholic School COVID - 19 Extended eLearning Program?

202 responses

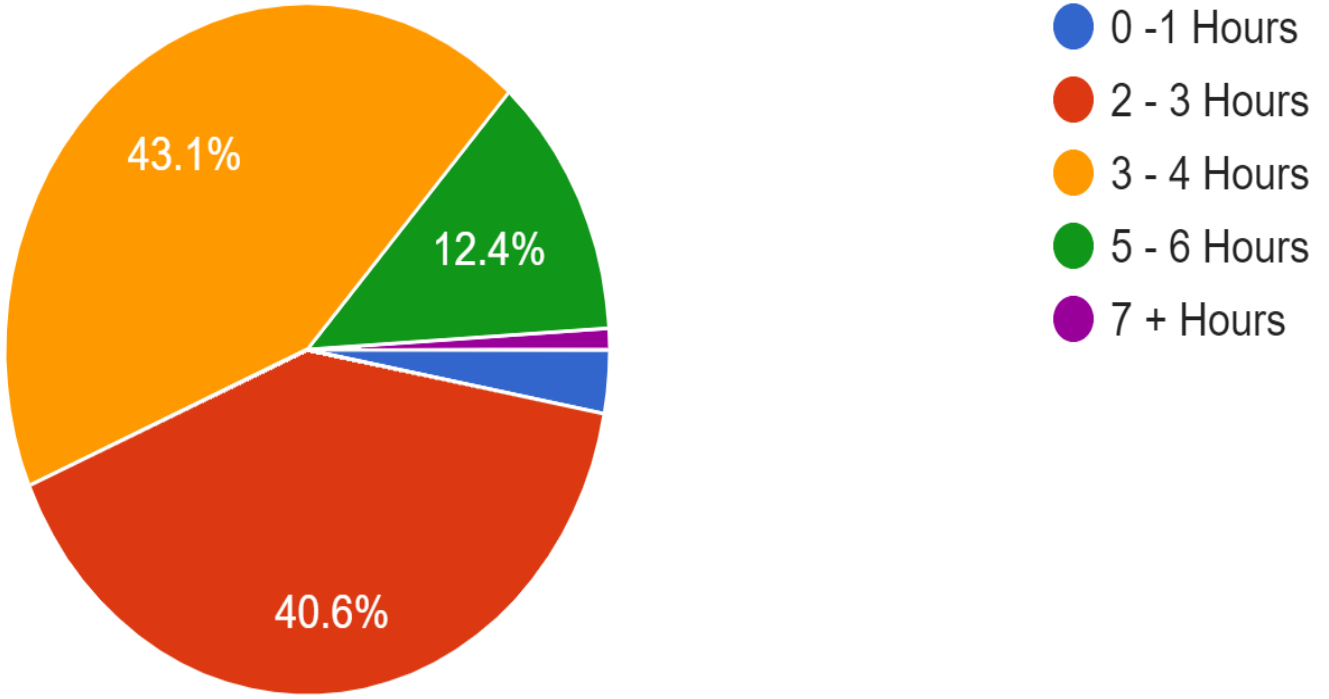


SATISFACTION RATE BY GRADE LEVEL



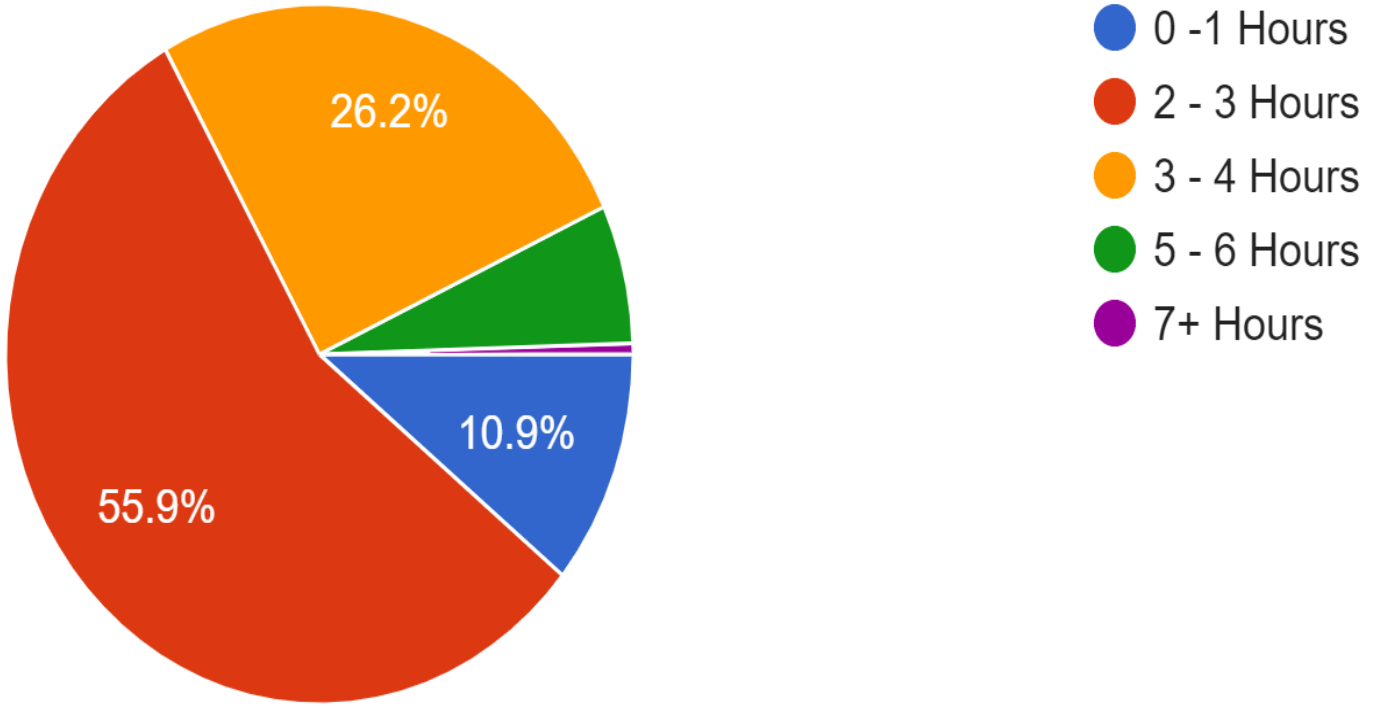
4.2 How many hours on average did your child spend daily on all eLearning instruction - including assignments, Zoom calls, etc.?

202 responses



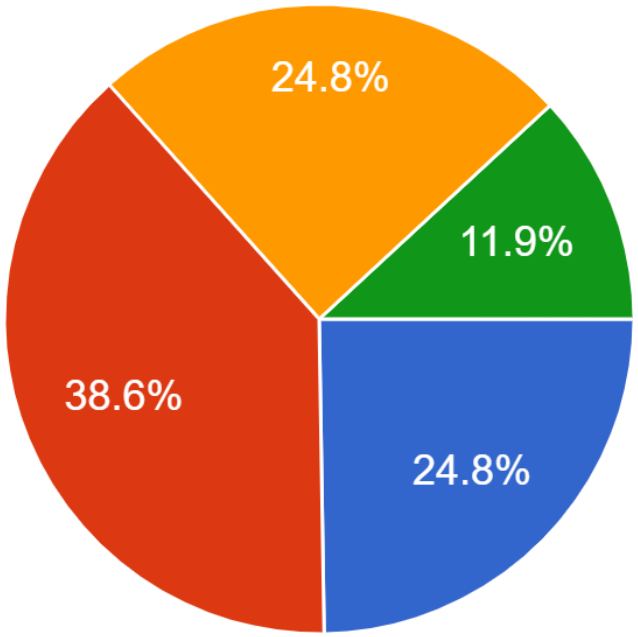
4.3 How many hours on average daily did your child spend on a "screen" to complete their eLearning instruction?

202 responses



4.4 Approximately how much of this "screen time" do you feel was educationally beneficial vs feeling as if it was used to "fill time"?

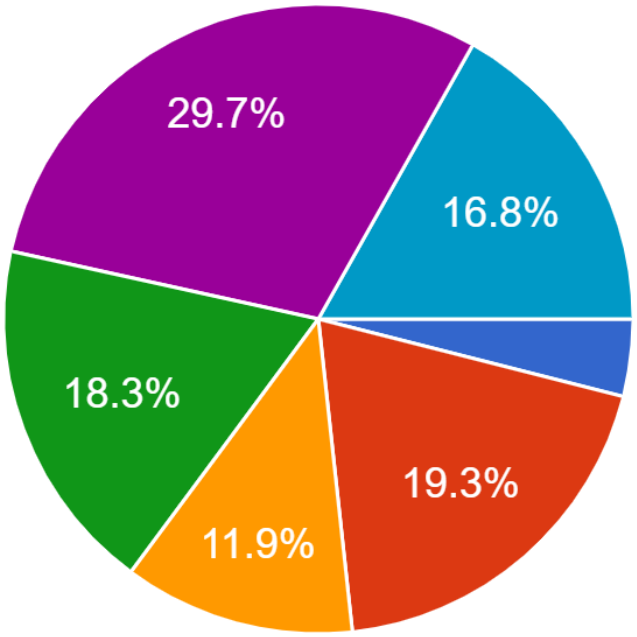
202 responses



- 100% of the "screen time" seemed educationally beneficial
- 75% of the "screen time" seemed educationally beneficial
- 50% of the "screen time" seemed educationally beneficial
- 25% of the "screen time" seemed educationally beneficial

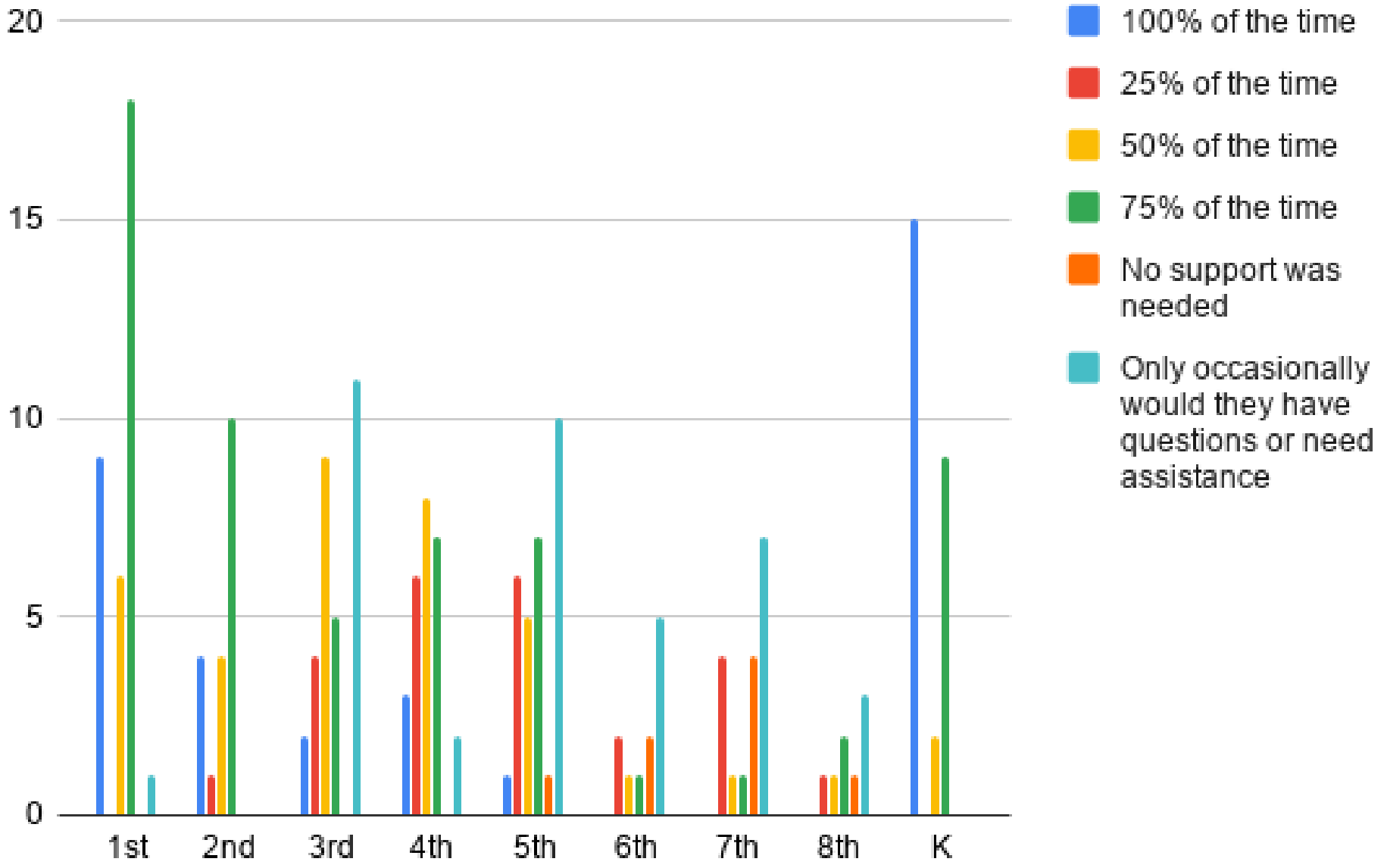
4.5 On average, how much of your child's daily eLearning instruction, needed to be supported actively by a parent?

202 responses



- No support was needed
- Only occasionally would they have questions or need assistance
- 25% of the time
- 50% of the time
- 75% of the time
- 100% of the time

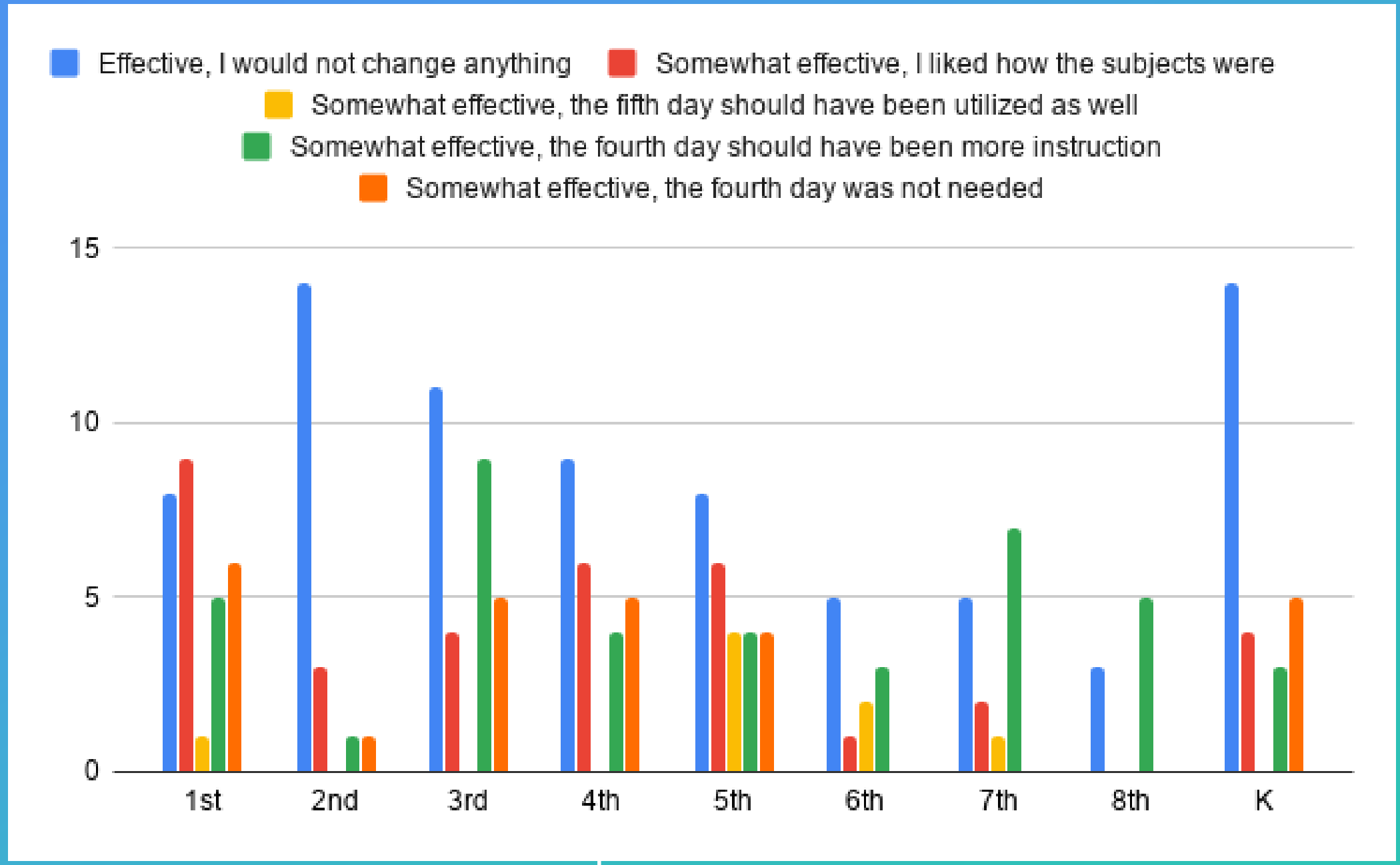
BREAKDOWN OF PARENT SUPPORT NEEDED BY GRADE LEVEL



4.6 How effective was the four-day schedule for your student with three days of instruction, staggered by subjects and a fourth day of "connection/engagement" focused activities?

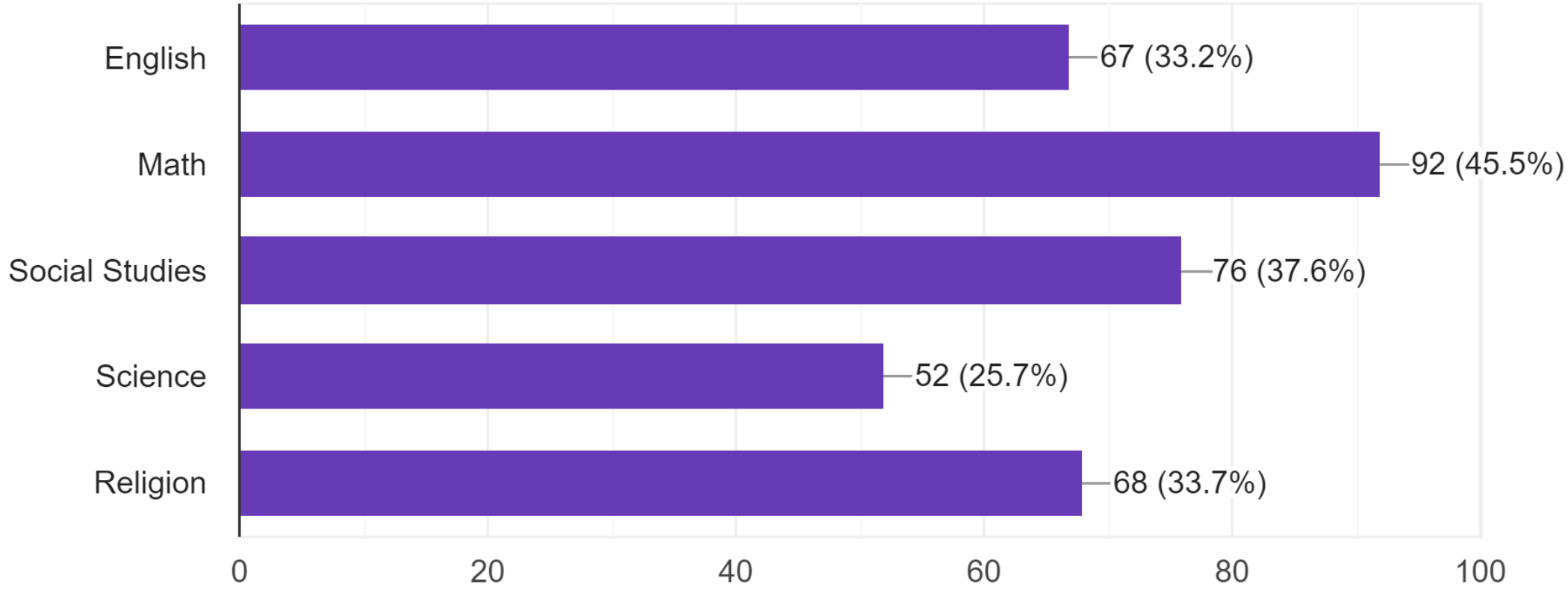
4 Day Schedule Effectiveness ** Note: For this question individuals were able to select more than one answer.*	
Effective, I would not change anything	**80 (39.6%)**
Somewhat effective, the fourth day should have been more instruction	**51 (25.2%)**
Somewhat effective, I liked how the subjects were scheduled but would make some adjustments	**39 (19.3%)**
Somewhat effective, the fourth day was not needed	**30 (14.9%)**
Somewhat effective, the fifth day should have been utilized as well	15 (7.4%)
Not effective at all, it was too much	3 (1.5%)

FOUR DAY EFFECTIVENESS RESULTS BROKEN DONE BY GRADE LEVEL



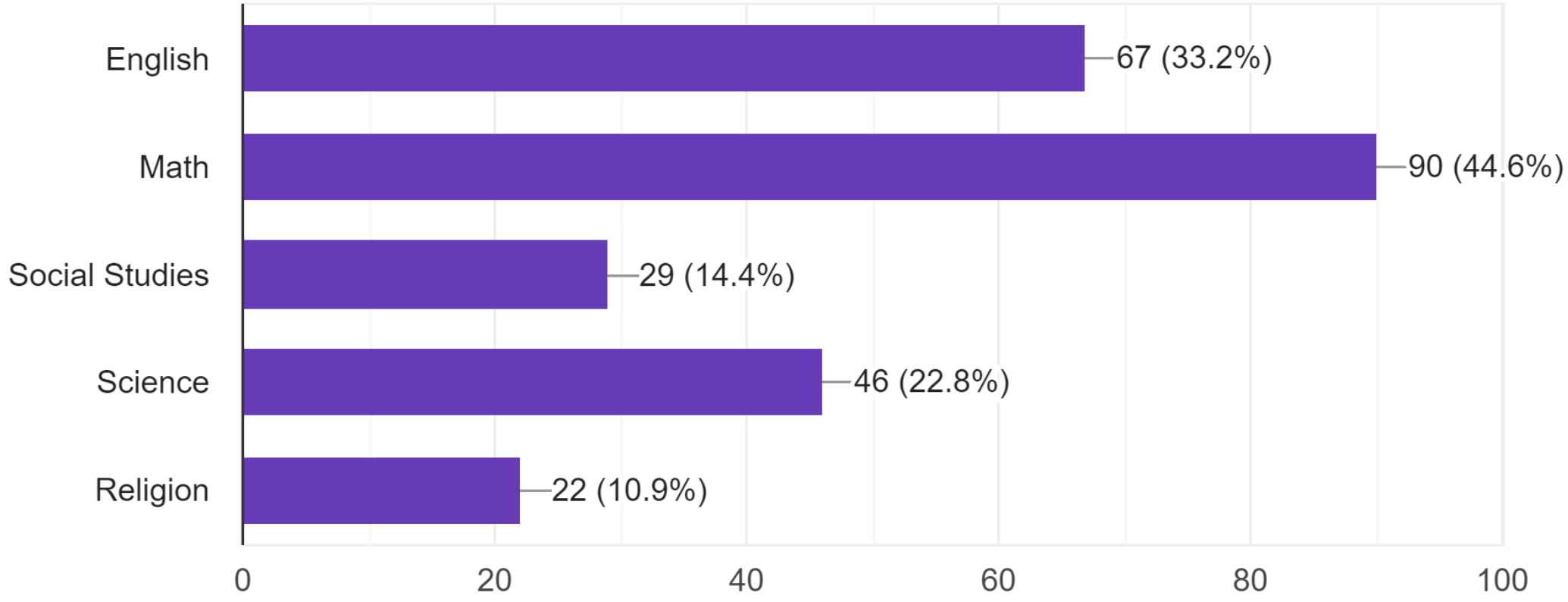
4.7 Which of the following core subjects was/were the easiest for your student to adjust to via extended eLearning?

202 responses



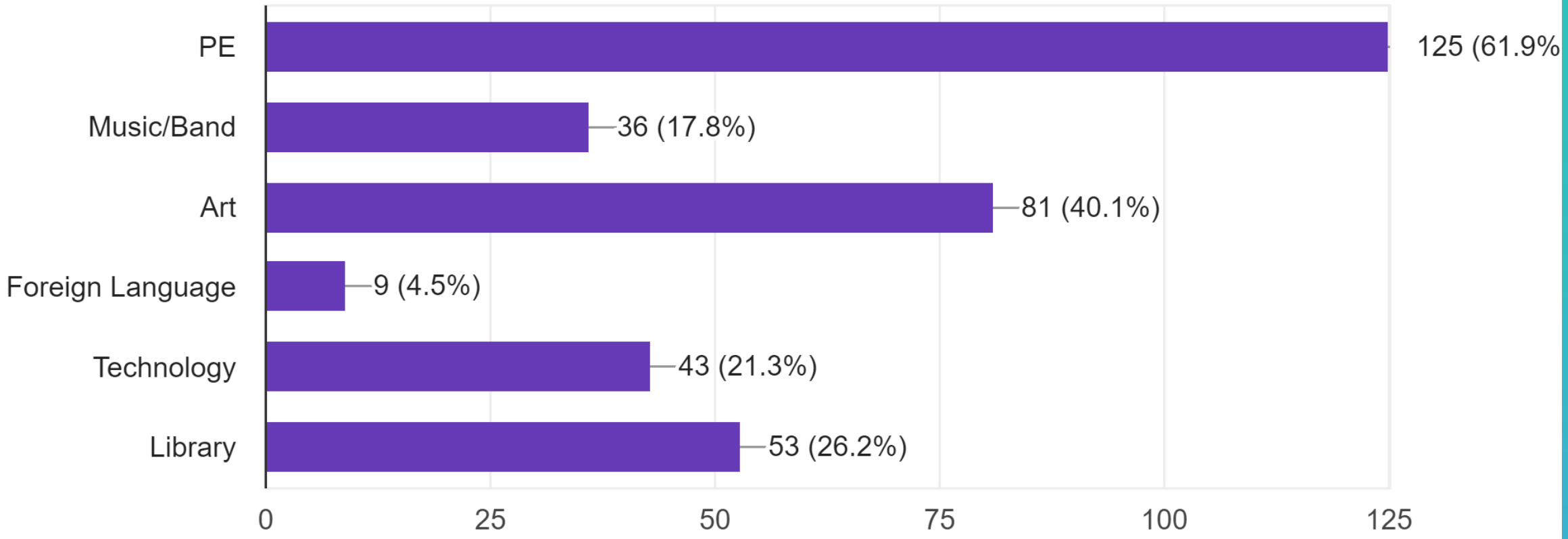
4.8 Which of the following core subjects was/were the hardest for your student to adjust to via extended eLearning?

202 responses



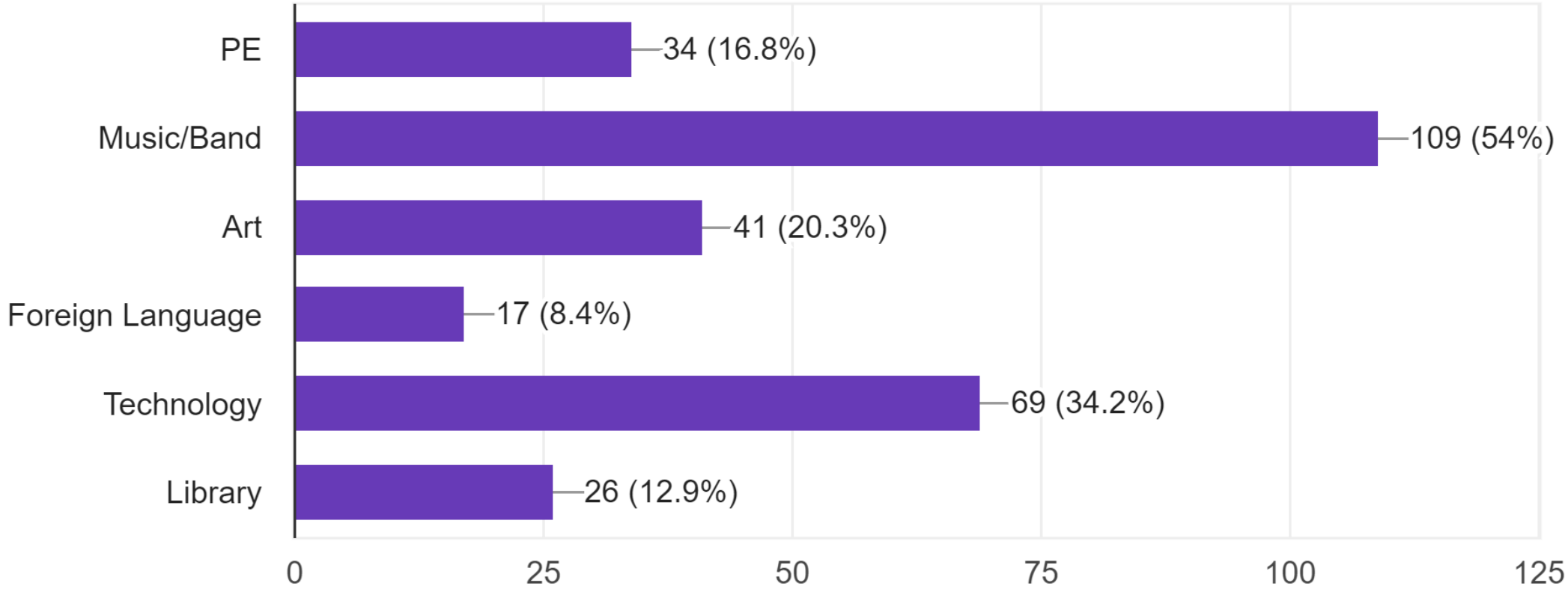
4.9 Which of the following specials was/were the easiest for your student to adjust to via extended eLearning?

202 responses



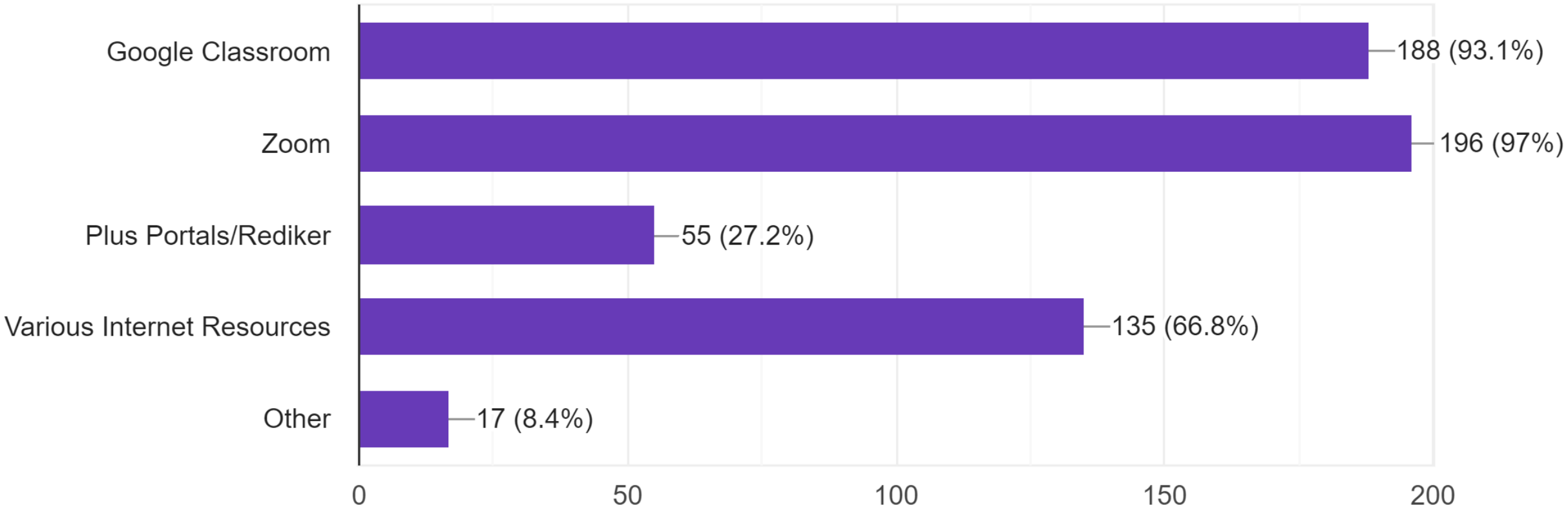
4.10 Which of the following specials was/were the hardest for your student to adjust to via extended eLearning?

202 responses



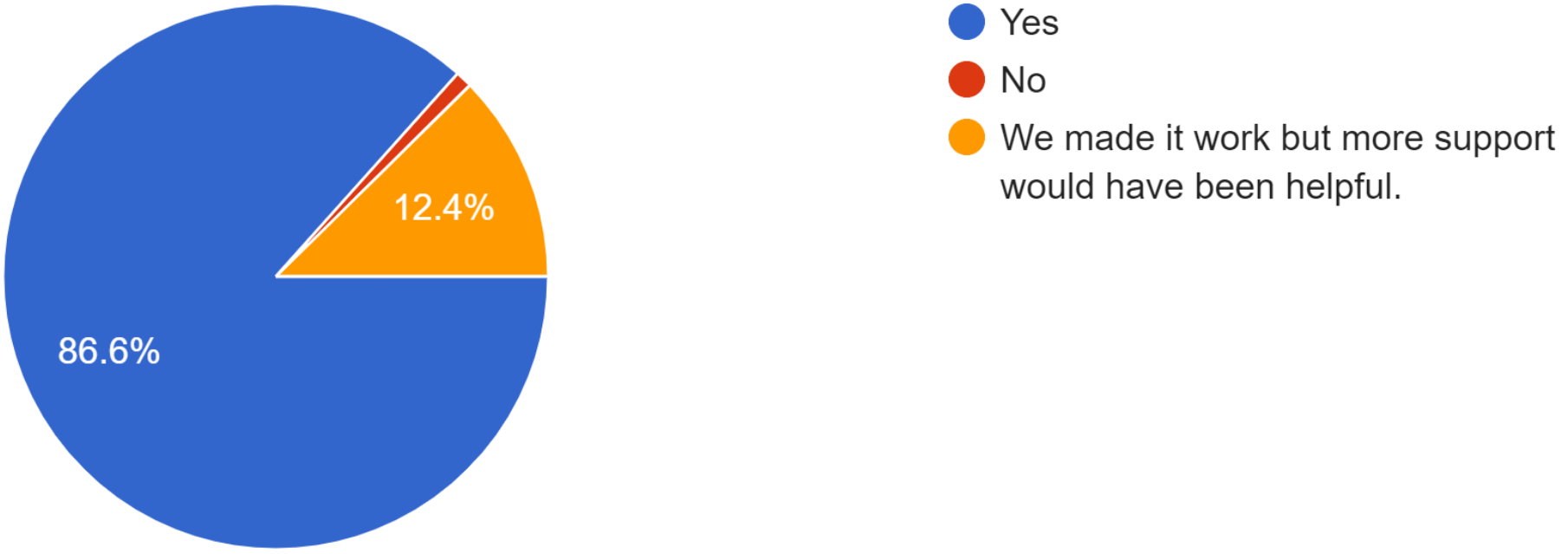
4.11 Which technology platforms did your student utilize during the extended eLearning?

202 responses



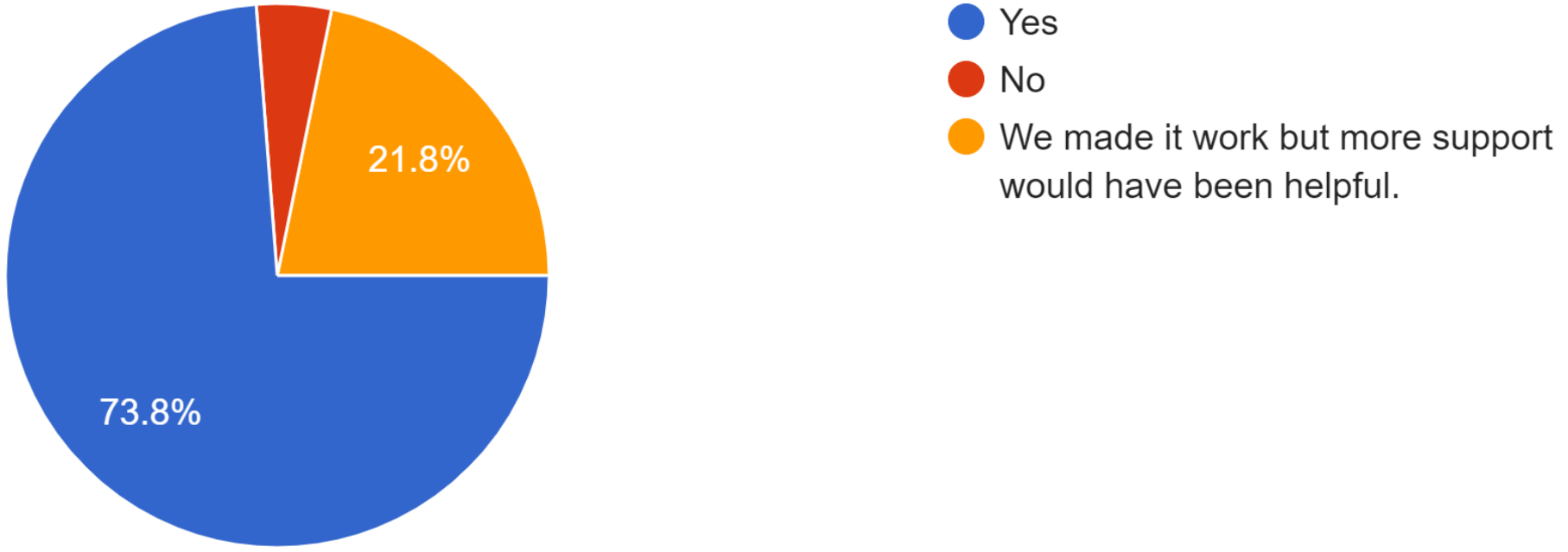
4.12 Did your student have the physical infrastructure (wifi, devices, etc.)they needed at home to complete their eLearning instruction?

202 responses



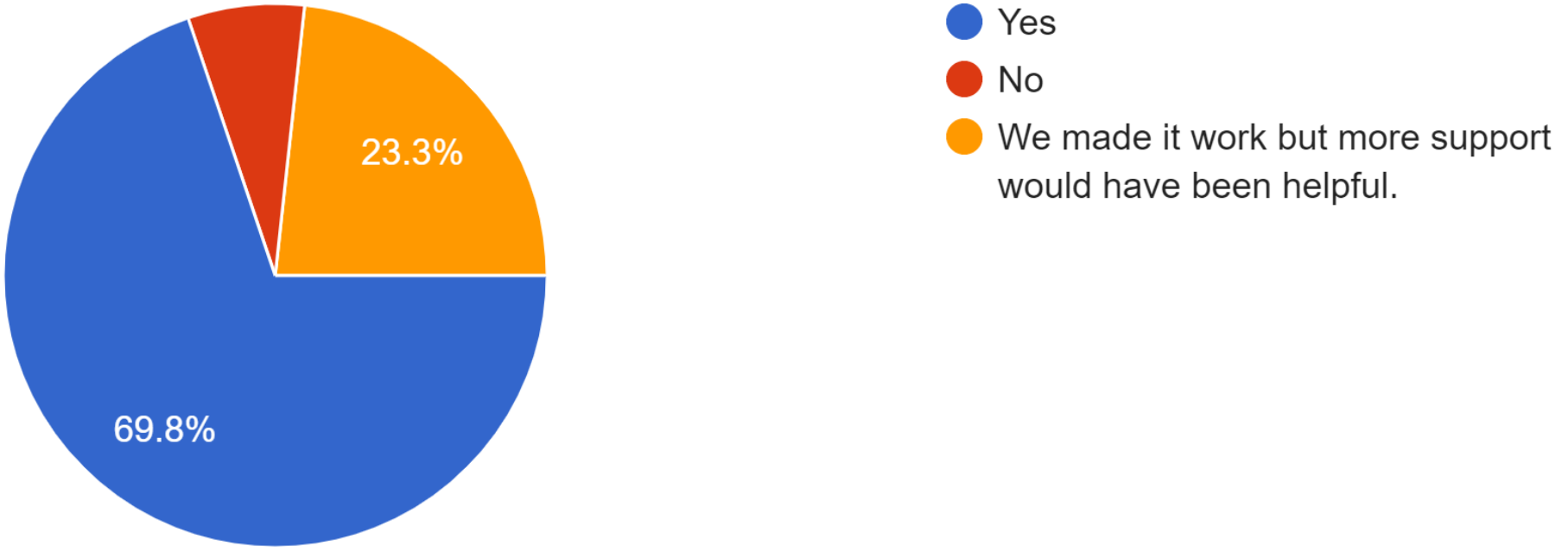
4.13 Did your student have the technological knowledge/support they needed at home to complete their eLearning instruction? (Understanding of Zoom, Google Classroom, etc.)

202 responses



4.14 Did you as the parent providing support have the technological and/or subject matter knowledge/support you needed to feel you could appropriately support your student?

202 responses



Summary of Identified Best Practices Across Grades/Teachers

<u>5th, 3rd and 2nd Grades Clearly Stood Out</u>

- Students felt like they were “in school”
- Communications were clear
- Teachers worked well as a team
- *5th Grade Garnered High Praise for their daily summary

- **Mrs. Daly and Mrs. Collins Received Consistent Positive Feedback for their Work in Kindergarten**
  - Mrs. Jackson was also mentioned positively

Additional Recognition

- **Mrs. King**
  - Received a great deal of positive praise for engagement, despite the overall feedback received to streamline Specials
  - Suggestions associated with praise (relative to Specials feedback in general)
    - Reduce Number of Emails
    - Don’t force uploading of videos, some families not comfortable
- **Mr. Scott** and **Mr.Fleming** for Trivia Night and all their work behind the scenes on video support. It was noticed and appreciated.
- **Mrs. Greene** and **Mrs. Hamilton** Received Positive Recognition for their Work in First Grade
- **Mrs. Strohl** received positive feedback for her book clubs and resources offered.
- **Middle School**, as a group, received positive feedback **Note: Shared with Mrs. Alexander*

Parent Overall Extended eLearning Program Improvement Suggestions

Primary Communications Related Feedback Gathered from Comments

- ***More Live Interactions with Teachers***
  - With Teachers
  - With Formal Buddies
- ***Streamline Communication and Assigning/Submitting Assignments on One Platform***
  - **Specials Main Source of Frustration*
  - **Noted in Communications Section as Well*
  - *Consistent Means to Communicate Assignments and Assign Due Dates*
- ***Younger Grades/Grades Not Highlighted Tuned Out Engagement Fridays***
- ***Parent Survey Earlier***
  - *Solicit Parent Re-Entry Feedback*
- ***Look into Technical Issues with Moby Max***

Parent Overall Extended eLearning Program Improvement Suggestions , continued…

Additional Feedback Gathered from Comments

- *Consistent naming of assignments*
- *Need for Private Zoom Calls for Students Who Don't Feel Comfortable Speaking Up in Group Sessions*
- *More homework*
- *Timely grading*
- *Each Student Should Have an iPad*
- *Easier Availably to Locate Passwords (as parents are helping students)*
- *Need to be able to see student's work – not just grade – to help them learn*
- "Now that everyone has some experience, add a book to read (maybe there's a service that SLS can be a member of) where kids can pick a book online and read as a "class" - to keep them reading, analyzing and engaging as a grade."
- "Could have used a little more understanding about having to leave stuff at school & pick-"up."
- "One suggestion may be to have a way for families to help one another out or support each other in a confidential but collaborative manner."
- "Zoom meetings too chaotic to follow. Expectations of quality of work not clear for my son. Alternative communication other than zoom needed for kids who have trouble following zoom".
- "I wish St. Luke would have continued grading the children and issued a report card. The kids worked really hard, still took tests and an evaluation of their efforts would have been appropriate. I also would like St. Luke to consider an assessment test prior to next school year for class assignments. I know some families worked incredibly hard to ensure that their kiddos do not fall behind while other families really struggled. The kids that are at the appropriate grade level should continue to advance and the kiddos that did not receive as much benefit from e-learning could perhaps be in a smaller group setting with more support (this way they continue to learn from the place they stopped but the rest of the class is not held back/or have to repeat the same subject matter)."
- "How will you measure students progress going forward given e learning? Will Standardized testing continue?"

Specials/Homeroom Integration Related Improvement Suggestions

<u>Primary Communications Related Feedback Gathered from Comments</u>

- ***Make Specials Optional and/or Reduce Frequency/Amount of Work***
  - *Just Too Much*
- ***Streamline Communications of Specials***
  - **See One Platform Feedback in Grade Level Comms Summary*
  - Too Much Communication (Too Many Emails)
- ***Streamline Assignment Tracking/Submission***
  - **See One Platform Feedback in Grade Level Comms Summary*
- ***Build in Live Interaction/Instruction with Teachers***

Additional Feedback Gathered from Comments

- Integrate Specials Withing Existing Classes – Especially for Younger Grades
- “It would have been great for Mrs Burns to have story time with the each grade level.”

5.0 Based on your current knowledge of COVID-19 what is your desire for the St. Luke Catholic School curriculum in the fall/winter?

Possible Fall Reentry Scenarios in Order of Parent Preference ** Note: For this question individuals were able to select more than one answer.*	
Return to school "in person", in accordance with medical recommendations, local guidance, etc.	**126 (62.4%)**
Return to school "in person", operating as per usual during a traditional school year	**64 (31.7%)**
Return to school with no October break and end the Fall/Winter semester at Thanksgiving	**60 (29.7%)**
Return in a staggered/intermittent manner, with eLearning on students' off days	**43 (21.3%)**
Return in a staggered/intermittent manner, with no eLearning for students on their off days	13 (6.4%)
Do not return to school in the Fall and only utilize an eLearning curriculum until there is a vaccine	12 (5.9%)
Other	10 (5%)
Return to school, ending first semester at Thanksgiving Break, keeping Fall Break/going longer into summer	5 (2.5%)

Summary Recommendations

Don't make holistic changes to eLearning Program or Communications as implemented – it worked VERY well for the circumstances

- **Specials did not work overall – needs a collaborative effort within Specials and with Homerooms**
- **Need for more interaction with teachers, "more live teaching"**
- **Streamline and Add Consistency with Key Processes:**
  - More Training for Google Classroom – Then Use Consistently
    - More Education on Skills and Expectations for Students
  - Weekly and Daily Look at Assignments, Communicated as far in advance as possible
- "Review"/"Check In" to see if Expectations are Consistently Being Implemented Across Classrooms, Grade Levels
- Communicate in as far in advance as possible to staff so they can be prepared to support program implementation/changes ahead of parents receiving information

Fall Specific Topics on the Minds of Parents

Primary Communications Related Feedback Gathered from Comments

- **Retention:**
  - Communicate as much of the plan as possible, as soon as possible
  - Tuition for eLearning – Some will not pay
- **Flexible Attendance Policy**
- **Mass Attendance Concerns**
- **Expectation that "New" Content and "Increased Preparedness/Improvements" will be present in any eLearning needed in 2020 - 2021**

COVID Specific Fall Specific Topics on the Minds of Parents

- Bathroom Cleanliness (references to cleanliness even without COVID)
- Hot Water in the Bathrooms
- Restocking of Soap/Paper Towels
- Mask Usage by Students – Parents on both sides
- Mask Usage by Staff
- Mask Usage by Visitors
- Can we use Clear Masks?
- Providing Option for Families that Don't Feel Comfortable with Returning to School (Optional eLearning)
- Students Supplies – All have Clorox Wipes and Hand Sanitizer at their desks as a suggestion
- Attempt to Avoid Class Switching for Middle School
- Frequent Handwashing
- Handwashing Stations
- Social Distancing
- Outside Classes Whenever Possible
- Have the right (medical) advisors engaged with the school
    - "I know Chatard said they are working with Ascension Health for guidance, is that the entire diocese? I just wonder who is guiding our decisions."
- Let Science Drive Decisions – Not Parent/Political Opinions