

Follow-up Communications Survey for MRH Families, Winter 2024

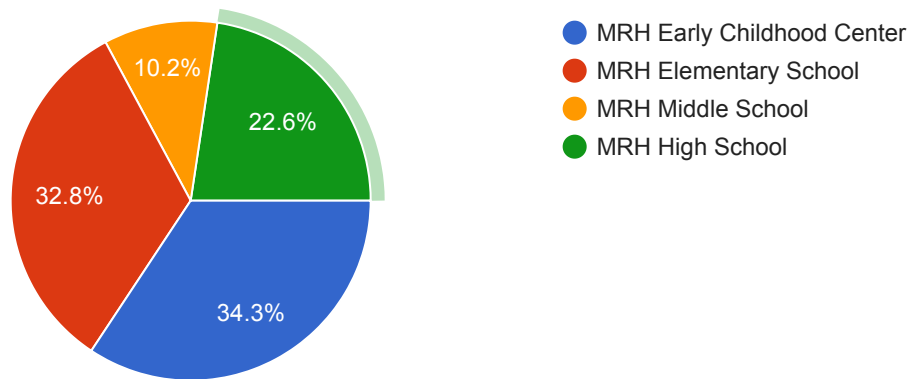
141 responses

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My child attends:

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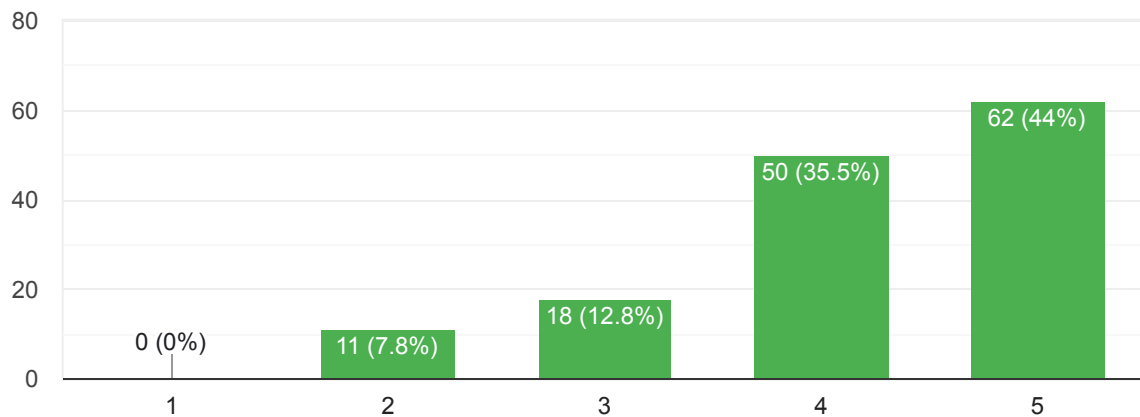
137 responses



In general, how satisfied are you with the *content* of weekly newsletters from your child's principal? (consider factors such as legibility, clarity, layout, relevancy of information, length/brevity)

 Copy

141 responses



If not satisfied, please explain.

30 responses

Seems to be a lot of content for content's sake, prioritize timely and relevant

I would prefer the contents and important dates at the top of the email. Honestly, I don't really read the principal's message. I appreciate the effort, but I have to sort through so many emails, that I just need the logistical pieces of information.

Content from principal is very surface level. More information about spirit weeks than about academics, curriculum or ways to better connect home and school.

The note in the beginning isn't necessary. I usually scroll over it and just look at the schedule or other highlights that apply to our family.

Once a week at most, unless there is an emergency.

The message at the beginning is not necessary as I usually just skim it and go to the schedule and other highlights that pertain to our family.

Too much redundancy of content. The attached items at the bottom.

Too long. Repetitive information should just be a link to that information after the first week or 2. I may miss any new and relevant information by accidentally scrolling too fast through content that is there weekly.

They are good but long

Still feels busy, important information is buried

Could use more information and a broader/longer term calendar view (i.e., list of important upcoming dates). Sometimes seems a little preachy/ condescending in tone. Would love more pictures and reports on what is happening at school!

Sometimes seems AI-generated in tone.

It is a high level summary and for that type of communication it is fine. However, there is a lot of variety at the HS level and it seems like very little applies to my child when I read it.

I don't think weekly newsletter emails require large pictures of the principal.

I appreciate the intention to share everything, but I find the length and amount of material included to be overwhelming.



Really dont need a giant picture of him each week. I look at it for the stories on the kids and the learning. Other than that, I do appreciate the focus on the learning. More of a overview than the focused individual areas that were covered in previous year.

Sometimes they are too long and repetitive

Great information, but there's so much in a giant scroll of pieces that it's easy to miss things that don't "take up much visual space"-- there's no apparent correlation between importance and placement or how much space is taken up. Same feedback applies to messages from the superintendent.

Could have more things about the students. The letter are too basic and boring.

Feel like it's improved over the course of the year -- appreciate two weeks of upcoming dates, college info, etc.

They are still too long. Most of the images don't look too anything. For example, the Trivia Night image doesn't take you to the purchase page, or anywhere at all.

Could be more brief and designed for greater scanning/readability

There's so much content in the weekly newsletter to skim through in order to get to the 1 or 2 important things.

Too long, important information is not always emphasized

Content is great, length/layout is a challenge (that said, I definitely recognize the challenge of including so much go-to info in the same digest and in a readable way).

I feel like important information is often buried or left til last minute.

I like how concise the beginning message is. I like the efforts made to keep the entire email short, clear, and concise. I do not care to see attendance metrics in emails.

The principal's message is too long. The entire email is very crowded and it's hard to detect what's important.

It's good. But the it would be good if the format for sections was consistent between schools (ie, attendance, calendar, links, etc.).

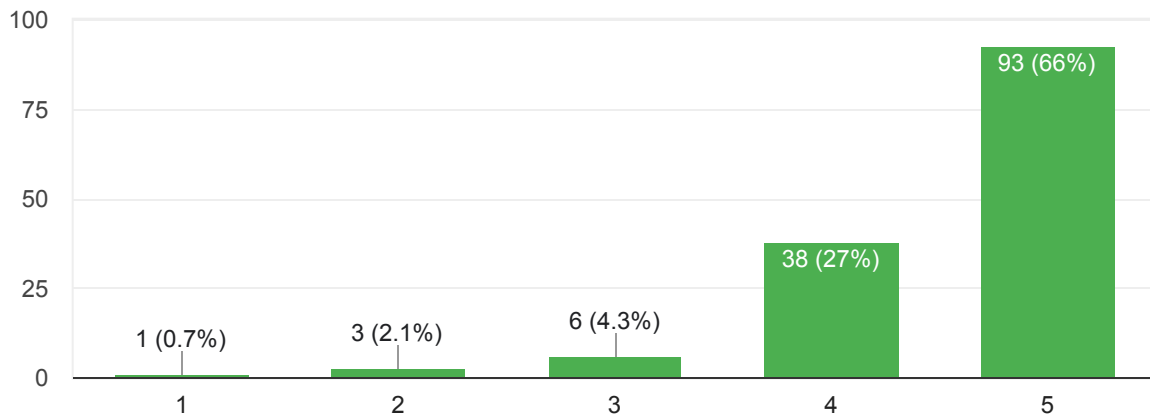
It's quite long



In general, how satisfied are you with the *frequency* of school information from your child's principal?



141 responses



If not satisfied, please explain.

6 responses

Frequency of communications often makes it difficult to ascertain the more substantial components. Might be wise to Cliff Note the top of the thread? For inboxes sitting hundreds a day, bullets are gold.

Once a week at most, unless there is an emergency. I believe that most people that work and have a family suffer information fatigue. I need the information that I need to know and not much else. I would be interested in knowing the percentage of dual income household in the district but I imagine it's pretty high. I personally maintain 4 email accounts. My phone is dinging all day. I need to find the information that I need quickly, and move on.

I am satisfied, but I think that some events deserve their own separate email - like the college prep night a couple of weeks ago.

Emails about child behavior concerns take days to get a response.

One email from the principle came out that there was an early release day the next day (there was not) which was followed by an email from the secretary saying there wasn't an early release day. I'm sure this put many parents in a panic to find last minute care for their child the next day.

Maybe I missed it, but there's fund raiser emails going out (not from the district) but some other secondary communication source, but no announcement in the flyer or from the teacher.

We get the same information from the bulletin and Ed Rich

Maybe it could come every two weeks? They tend to add up in my inbox sometimes

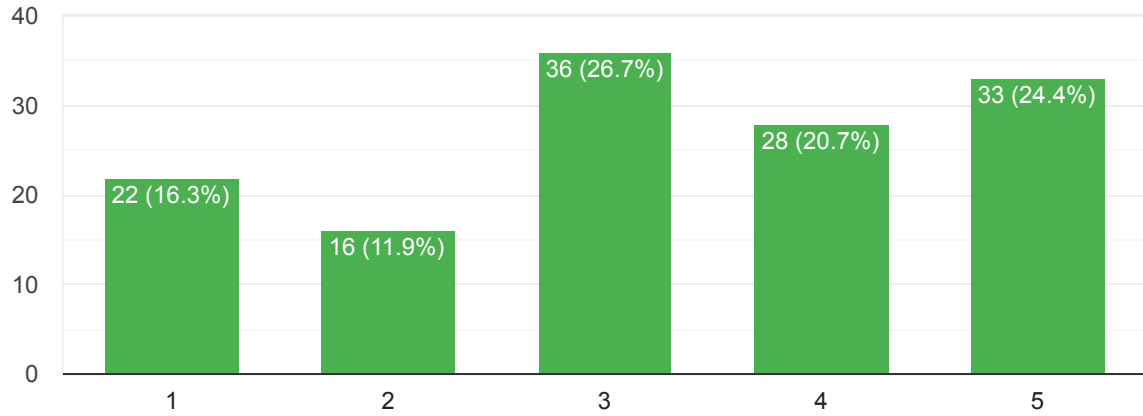


The next set of questions aims to assess your satisfaction with CLASSROOM-LEVEL communications content.

I receive timely notices when my child's performance is declining

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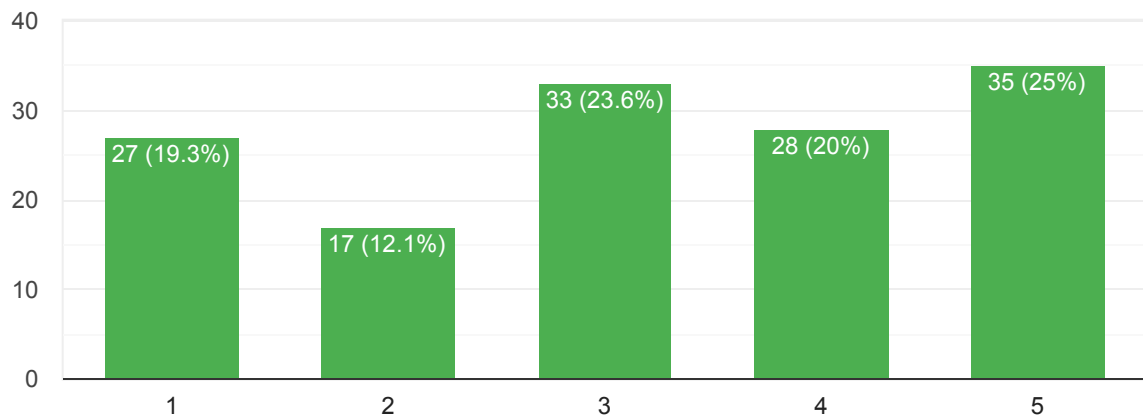
135 responses



I receive regular updates about how well my child is doing academically.

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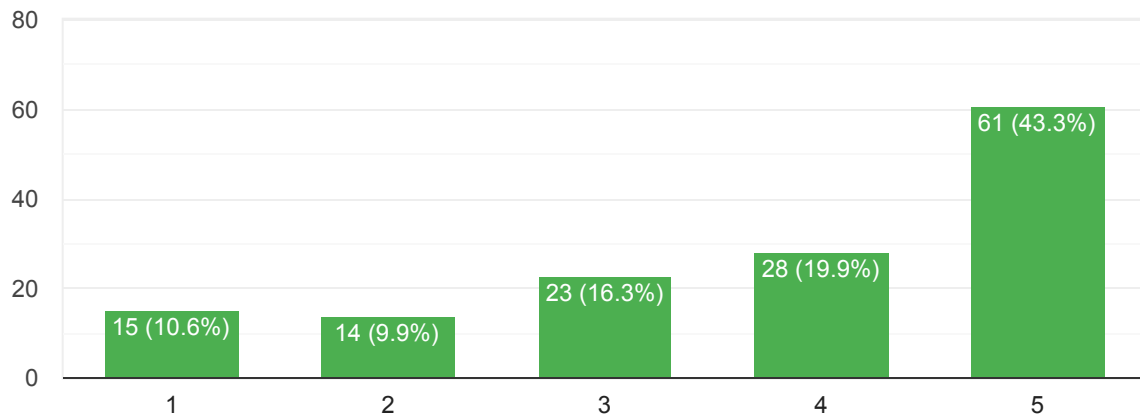
140 responses



I receive information on what my child is expected to learn

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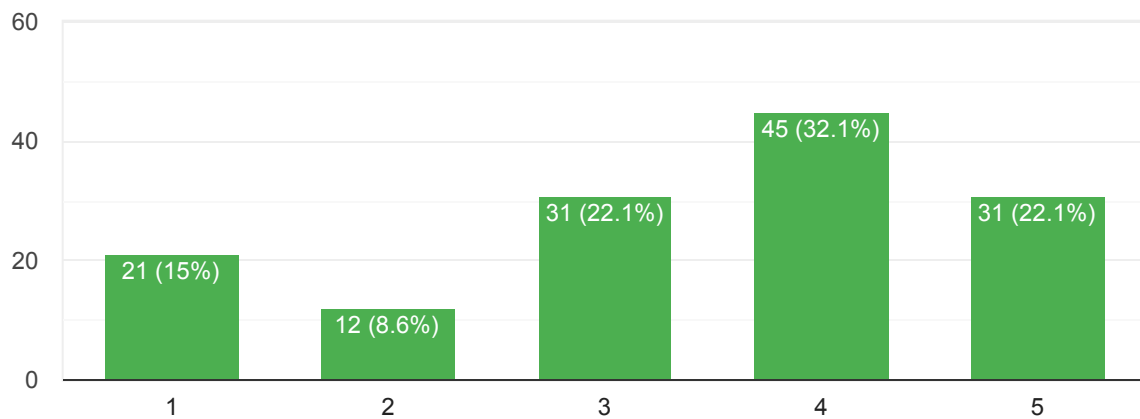
141 responses



I receive information on how my child will be assessed

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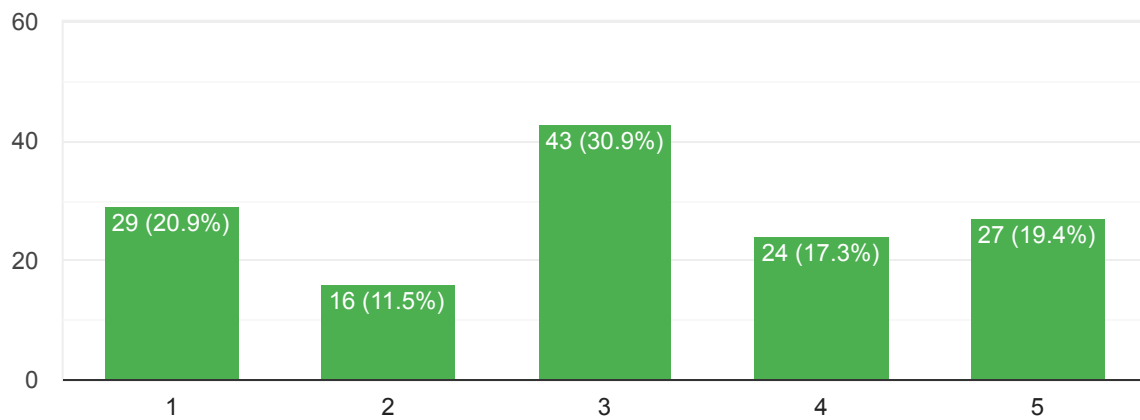
140 responses



I receive information about my child's social-emotional growth

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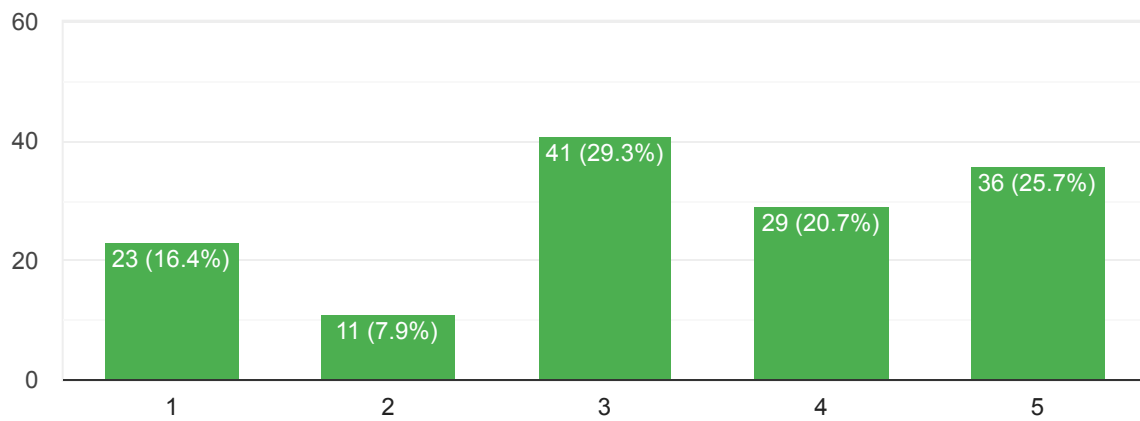
139 responses



I am notified of strategies on how I can help my child learn and grow



140 responses

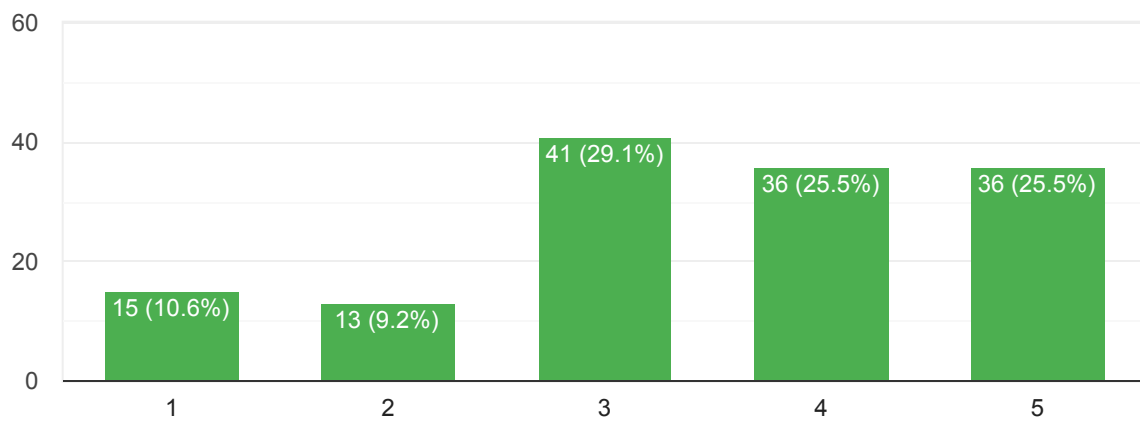


The next set of questions aims to assess your level of satisfaction with BUILDING-LEVEL communications content areas.

I receive information about curriculum/educational program options.



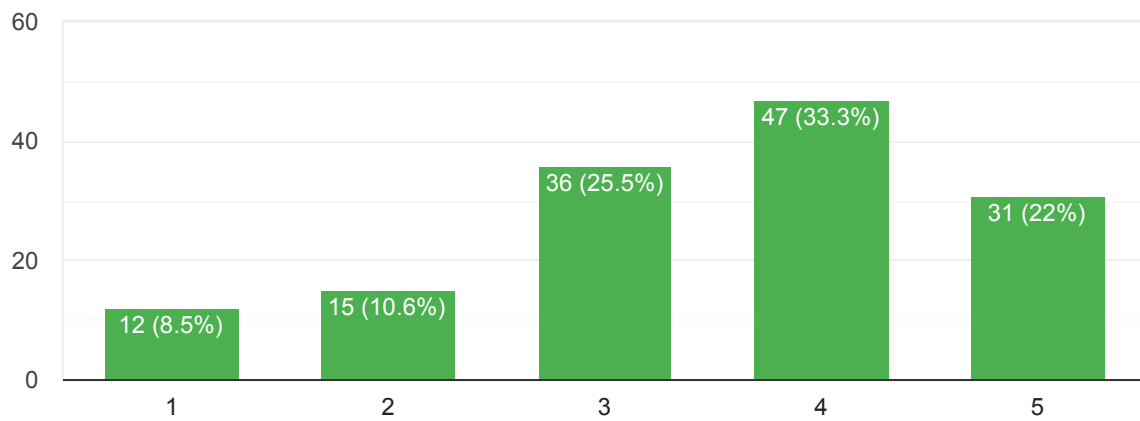
141 responses



I am adequately informed about safety-related plans and precautions.



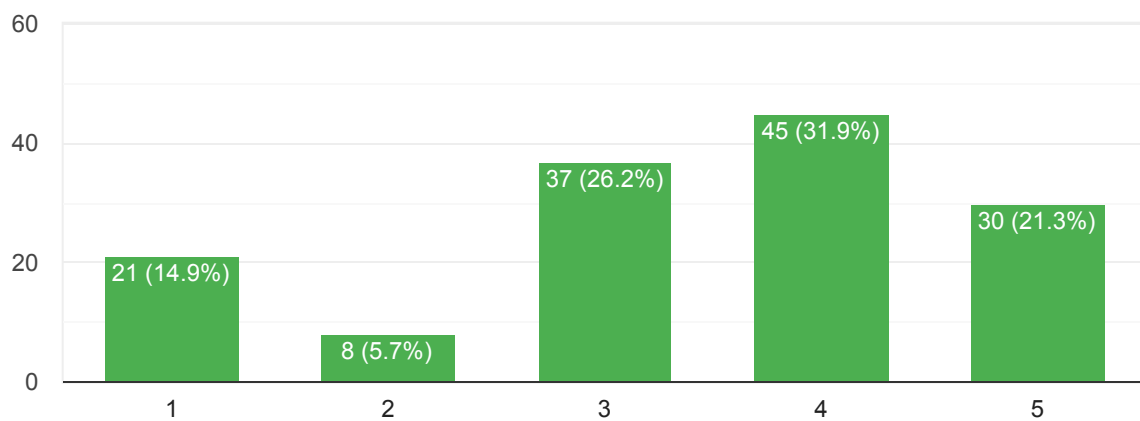
141 responses



I receive information about how well the school is performing according to state performance standards.



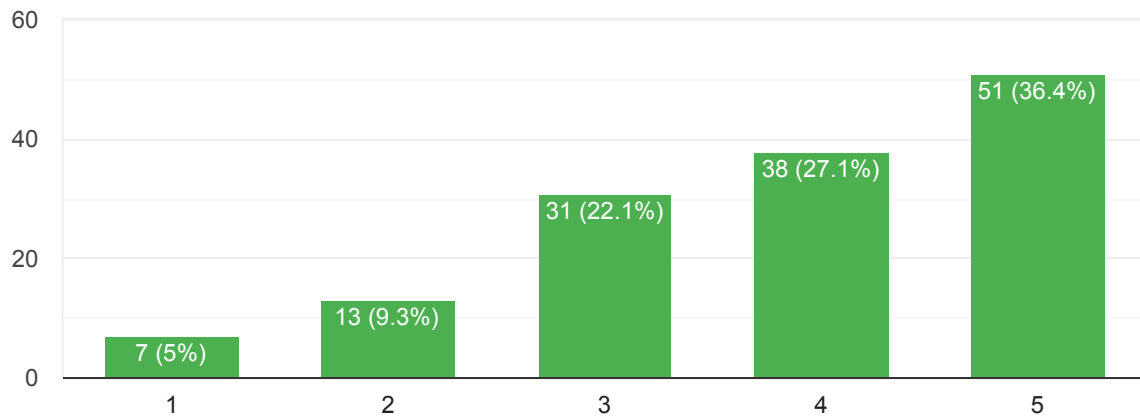
141 responses



I am notified of parental involvement/volunteer opportunities at school.



140 responses

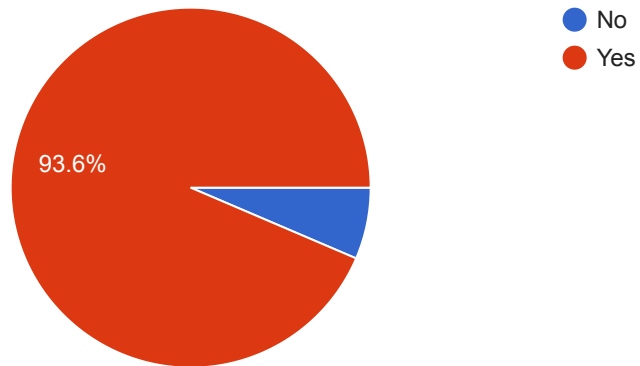


This final section contains miscellaneous questions about two-way communications at both the school building and District levels.

I am familiar with how to contact my child's teacher(s) and principal via telephone and email.



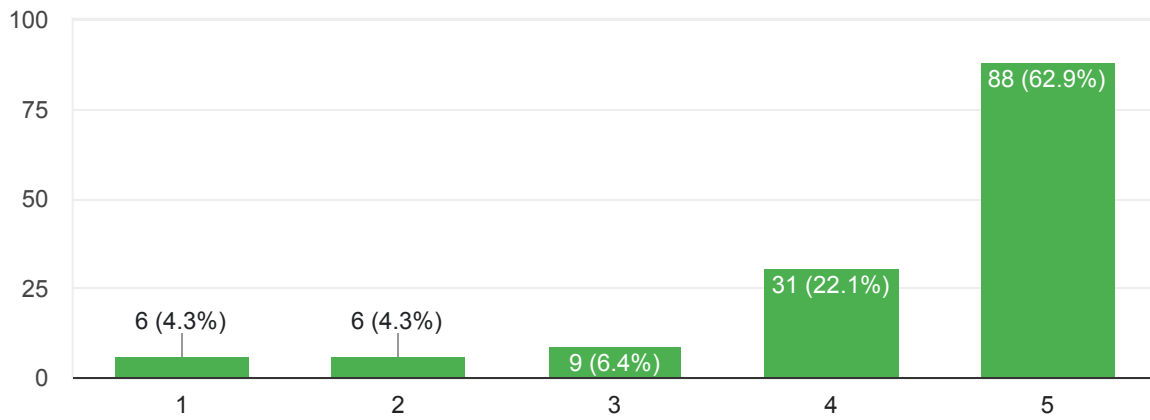
140 responses



I receive timely responses when I reach out to my child's teacher and principal via email or telephone.

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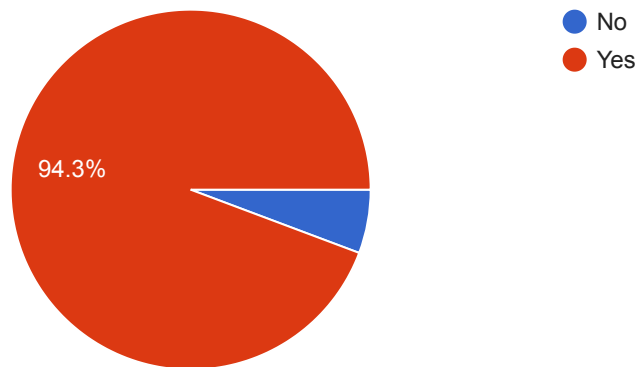
140 responses



I am familiar with the prescribed steps to report my child's absence or late arrival/early pickup.

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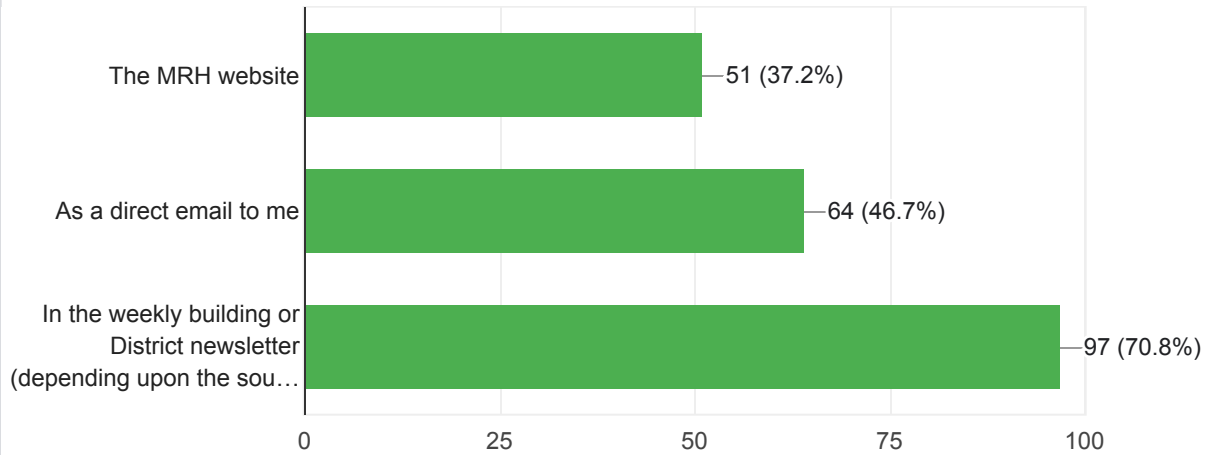
140 responses



After I respond to an MRH survey, I want to find the survey results at (check all which apply):

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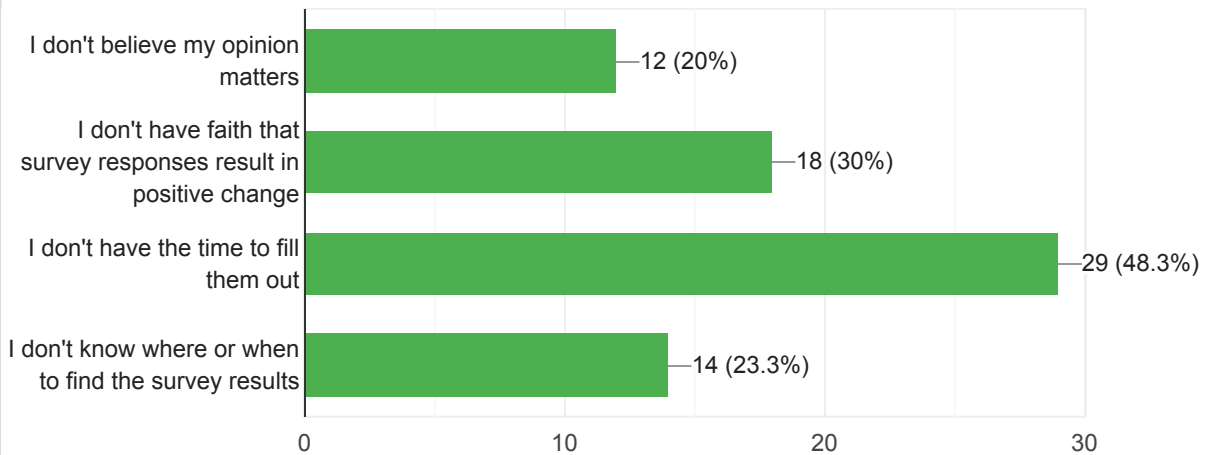
137 responses



I rarely respond to MRH surveys because (check all which apply):

 Copy

60 responses



Here's the place for your open comments and suggestions. Thank you for your valuable time. Again, we expect to distribute results in mid March.

27 responses

Thank you for doing this.

Thanks for asking!

The MRH communications are too much sometimes. SEE WATER REPORT!

I frequently respond to surveys, despite the fact that I don't think they matter. The information is rarely posted in any meaningful way, and the outcomes or objectives that result from the surveys are never published or talked about in school board meetings. If you want to know what parents really think you're going to need to use either short answer questions or actually interview them. The questions in this survey are leading or misleading. What does it matter how frequently and communicated with as long as it's sufficient. Parents who are engaged in their children's development are aware of almost every aspect of their schooling. Blindly putting in front of parents is not going to get them any more involved. As the old saying goes, you can lead a horse to water, but you can't make them drink. At this point the information is overload. One has to sift through a bunch of "celebration" to find the necessary. If I had to characterize the type of information I get from the school district with a single word, it would be "passive."

Thank you

Please keep texts that are not critical to after school hours, only emergent calls and texts should come during school. It is panic inducing to get simultaneous robo-calls and text alerts in this climate.

Principal's responses are much less timely than teacher's.

One other thing which I'd like addressed is that parents should be given the social emotional screening results for their child. I received a letter asking for my signature for my child to participate in small group sessions. No other information other than they would meet at lunch. I had to contact Vince Estrada to get his results, and was told it was a district decision to not send these results out to parents. We are their parents and need to be involved in these decisions and help at home if there is an issue. We saw no concerns at home in his behavior and no communication from the teacher about any concerning behaviors, so this came as a surprise to us. More communication in the form of results and conversation about the child from the district and communication from the teacher about any concerning behavior needs to be improved.



My child dropped 32% in reading and I wasn't contacted by the teacher. I don't get any emails, academic updates, or progress reports from my child's teacher. I will not continue to accept this as acceptable behavior. This has been the only teacher to ever behave this way.

I am very disturbed by the amount of times I call the office and do not get an answer. I have been told, I don't know and there is no way to contact the principal or assistant principal. I need a clear way to get in touch with someone in the office.

Seems like an opportunity to give generic feedback: I'm a parent that actually tries to read all the emails and each of those all the way through. I have kids in two different buildings and it can be frustrating to get two separate principal emails + a district email at almost the exact same time and it can be confusing/repetitive/overwhelming when some items across the three updates are in triplicate for district-wide events and then important building specific events are hardly a blip in the giant scroll of information. It could be helpful if there was more specificity on what's a district-wide piece of information vs what only applies to one building.

I am not a fan of lumping the question about teachers and principals as my response might vary between the two. In HS, the communication is different so some rankings are low reflecting this more independent stage of learning. However, I do wish there was more avenues to understand what teacher policies are for late work or misunderstandings on assignment requirements so we know what steps we can take when PowerSchool notifies us our child's grade has just taken a nose-dive after a particular assignment is graded as zero (missing / error) or very low (missing elements)

Newsletters are hard, I know that. But two things that would help: 1) embed links in images so we can take action on the things we are asked to participate in. 2) simplify and shorten

In general, I think the district's communications are adequate and well-timed. I would like for the marketing email creators to receive training in best practices for the software so that the presentation and navigation are more logical and readable.

Our son is in kindergarten and attended pk at ECC as well. I enjoyed the weekly newsletter format from the PK teacher and I miss that with kindergarten. We mainly get little snippets in class dojo and not a newsletter. Don't get me wrong, I love the pics and updates in dojo but maybe a longer summary would be nice weekly or even bi-weekly.

I feel like I have an average kid without any issues and as such I don't hear much from his classroom teacher about him unless I ask. The classroom teacher communicates well about the classroom broadly. I would be grateful for updates about my child specifically (academics, behavior, SEL) more than during parent/teacher conferences and without my having to ask. Perhaps one other touch point with parents per semester. That said, our classroom teachers do SO much already. Extremely grateful to them and everyone who makes our district run so smoothly. THANK YOU!



Thanks, I think changing communication culture is a big deal. And the more you are able to share with us as parents, the more we feel a part of the school community. It is nice to be in the know.

Reaching the school:

VERY IMPORTANT: Please provide a direct line to a person I can speak with when I call the school - NOT a menu. Please. Thank you.

Attendance:

Please put a link in every weekly email for absence form.

When sending text messages about student absence, please clarify which building the message is regarding.

Please add a "will be late to school" and "will be picked up early" lines for attendance on the absence form.

Early release:

When sending reminders for early release days, please include link to bus schedule.

Additional messaging:

Please limit urgent blast type messaging to very important matters instead of t-shirt orders and the like.

When sending me attendance-related text messages, please notify me which building the attendance issue is regarding.

Please put the link for attendance reporting in every school email.

Please provide an option for "arriving late to school" or "leaving school early" on attendance form.

School email:

Please simplify the flyers in the school emails so the information is more direct and easy to read.

Please edit down the principal message.

Please reduce size of email so the table of contents and relevant information is more legible.

Teacher communication:

Please offer guidance to teachers on which way to reach them. I would prefer it if I could reach all teachers and building personnel the same way; I would prefer email versus via Class Dojo or another app.

Reaching the school:

Please provide a direct line to reach a person when I call the school, not a menu.

Attendance:

Please put a link to the attendance form in every school email.

When sending attendance-related text messaging, please notify me which building the message is regarding.

Please provide a way for me to let the school know if my student will be late or need to be picked up early.

Please have attendance office respond to messages so I know my messages have been received.



Teacher communication:

Please establish a "point person" for me to communicate about my kid (homeroom teacher? school advisor?).

Please provide a general framework to faculty about communication about failing grades.

When my child has been late for school, I have been notified of his truancy via generic messaging. When I try and find out if my child ever arrived at school, I have been unable to reach anyone at the school office. I have had to send a personal text message to the vice principal to locate my child. What can be done to make this situation better? This has caused unnecessary stress and confusion on my part. And why can't I reach anyone at the school when I call? This is absurd.

Please do not suggest I send text messages to my child during the school day to communicate with him, as my child is expected to be away from his phone during school hours.

I do feel the need to share that I have heard from many, many parents with children at the ELEMENTARY school that there is next to zero communication (at the elementary school) and that is challenging when we are accustomed to such wonderful and frequent communication from the ECC. As my daughter approaches a transition to the elementary school in the fall, I have concerns about their (reported) lack of communication.

Please bring back paper report cards. I have not been able to access my daughter's grades.

I appreciate that the newsletters from schools and the district have been streamlined and coordinated. Thank you!

Powerschool app for IOS does not work. This is a more useful parental tool than Canvas.

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