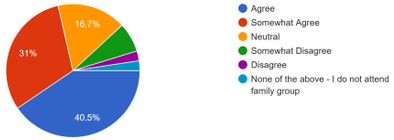
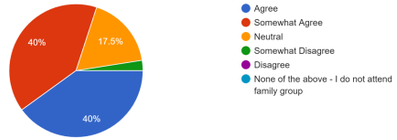
2022 Survey Responses

Lower School Student Responses (42)	Upper School Student Responses (40)	Lower School Carent Responses (56)	Upper School Carent Responses (95)
I enjoy going to Family Group. 42 responses 	I enjoy going to Family Group. 40 responses 	I enjoy going to Family Group. 56 responses 	I enjoy going to Family Group 95 responses 
I feel welcome in my FG and feel good when I am there. 42 responses 	I feel welcome in my FG and feel good when I am there. 40 responses 	I enjoy my family group and feel good when I am there 56 responses 	I enjoy my Family Group and feel good when I am there 95 responses 
Not Asked	Not Asked	The amount of scholars that come to Family Group weekly is about: 56 responses 	The amount of scholars that come to Family Group weekly is about: 95 responses 
I have a good relationship with _____ of the scholars in my Family Group. 42 responses 	I have a good relationship with _____ of the scholars in my Family Group. 40 responses 	I have a good relationship with _____ of the schloars in my Family Group 56 responses 	I have a good relationship with _____ of the students in my Family Group 95 responses 

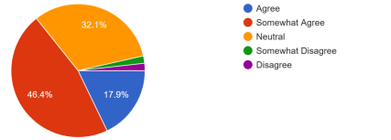
Family Group has helped scholars learn to get along with all different types of people.
42 responses



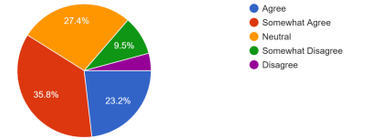
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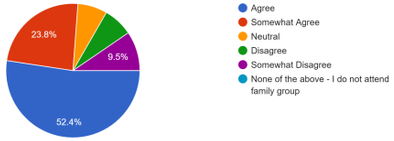
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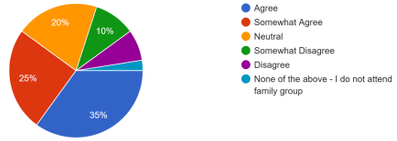
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95 responses



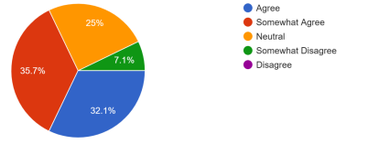
I think Family Group is important at East and that it helps the whole school with a sense of belonging, gives us voice, and helps us develop good habits.
42 responses



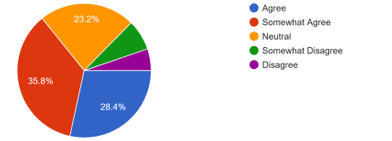
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40 responses



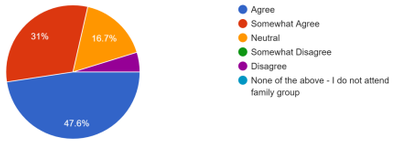
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56 responses



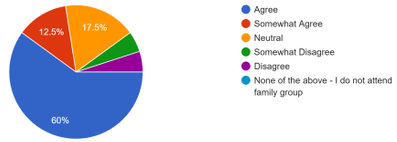
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95 responses



I feel connected to at least one, both or all three of my Carents this year.
42 responses



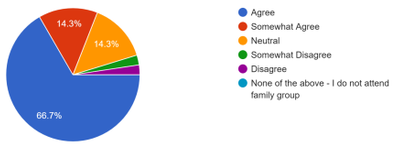
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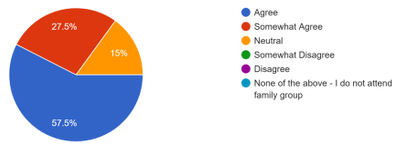
Not Asked

Not Asked

I feel that at least one, both or all three of my Carents provide guidance, care about me and advocate for me.
42 responses



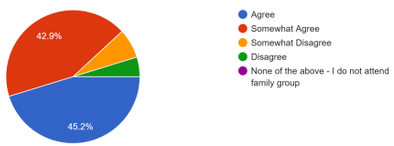
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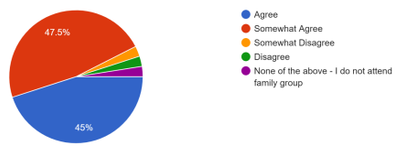
Not Asked

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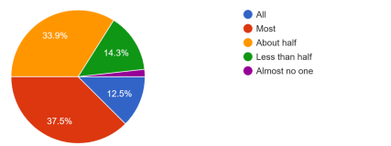
I actively participate with some or all of FG activities, discussions and surveys.
42 responses



I actively participate with some or all of FG activities, discussions and surveys.
40 responses



_____ scholars in attendance actively participate in all of FG activities, discussions, surveys etc.
56 responses

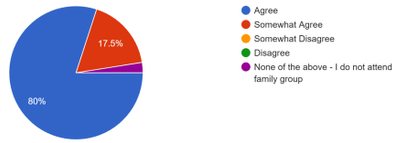


Not Asked

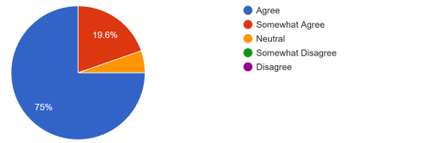
Whenever we are doing a whip around or having a discussion in FG my Carent(s) always try to include me.
42 responses



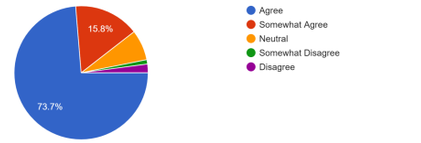
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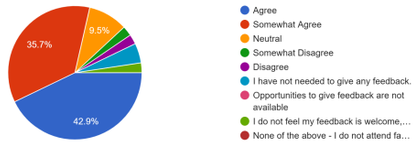
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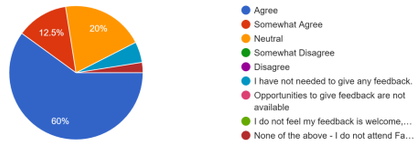
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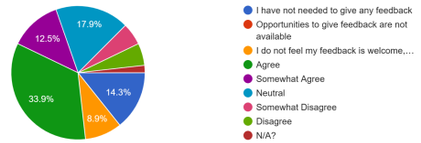
I feel that my thoughts, opinions and feedback are valued by my Carents.
42 responses



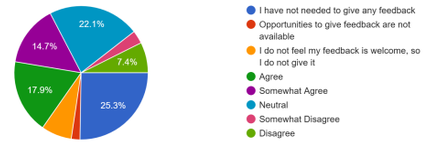
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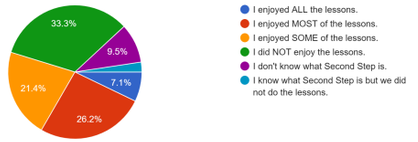
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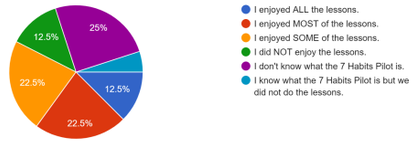
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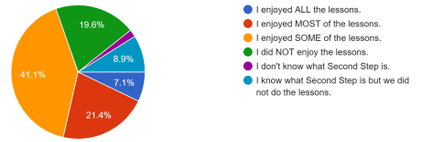
How did you like Second Step?
42 responses



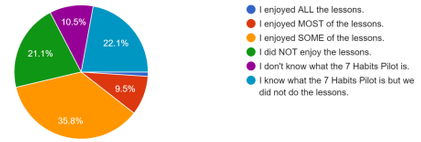
How did you like the 7 Habits Pilot in March-May?
40 responses



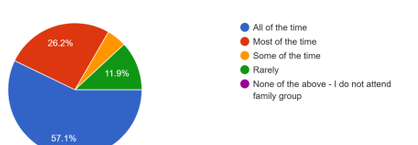
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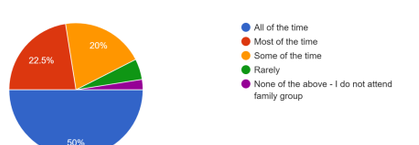
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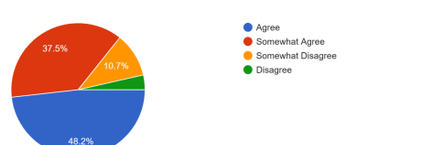
In our Family Group, our Carents have the lesson plan opened up on the screen and we refer to it throughout the family group time.
42 responses



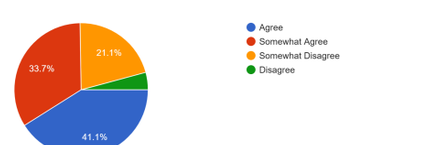
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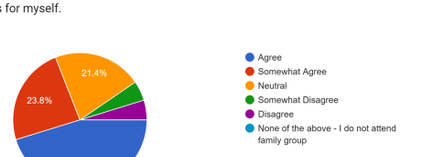
In our FG we have the lesson plan displayed and do our best to engage scholars in the discussions, videos, and activities for the week.
56 responses



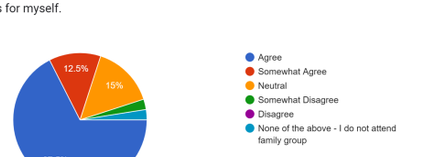
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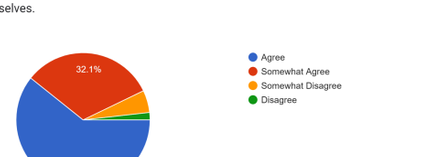
In Family Group, my Carents regularly look at my grades and assignments and help me set academic goals for myself.
42 responses



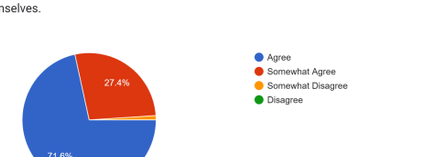
In Family Group, my Carents regularly look at my grades and assignments and help me set academic goals for myself.
40 responses



In Family Group, we regularly review grades and assignments and help scholars set academic goals for themselves.
56 responses



In Family Group, we regularly review grades and assignments and help scholars set academic goals for themselves.
95 responses



Going over grades/assignments and setting academic goals in FG helps me to stay focused and work harder toward academic success.

42 responses



Going over grades/assignments and setting academic goals in FG helps me to stay focused and work harder toward academic success.

40 responses



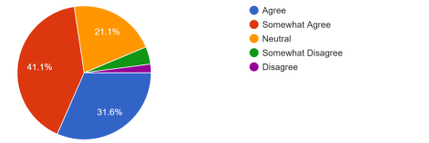
I think that going over grade/assignments, setting goals and celebrating success has improved the grades of the scholars in our Family Group *

56 responses



I think that going over grade/assignments, setting goals and celebrating success has improved the grades of the scholars in our Family Group *

95 responses

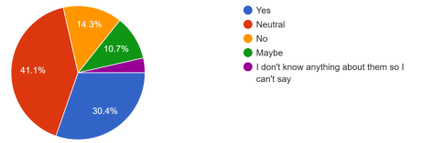


Not Asked

Not Asked

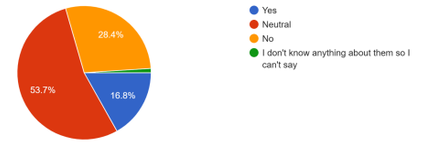
Do you think we should incorporate the 7 Habits into FG next year?

56 responses



Do you think we should incorporate the 7 Habits into FG next year?

95 responses



How did you like Second Step?

42 responses



Not Asked

Do you think we should incorporate Second Step into FG next year?

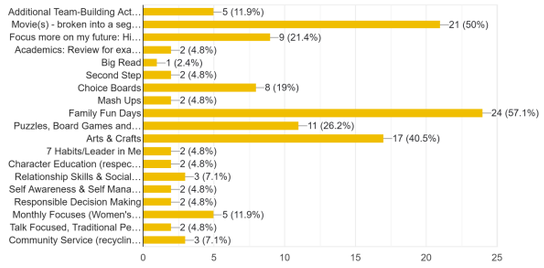
56 responses



Not asked

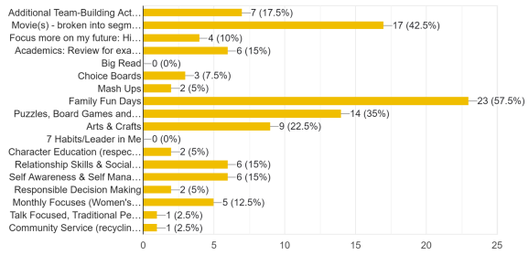
What would you like to do more of in Family Group next year?

42 responses



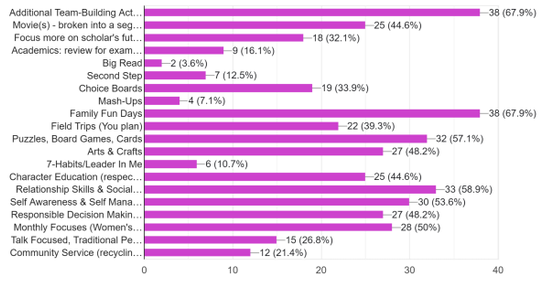
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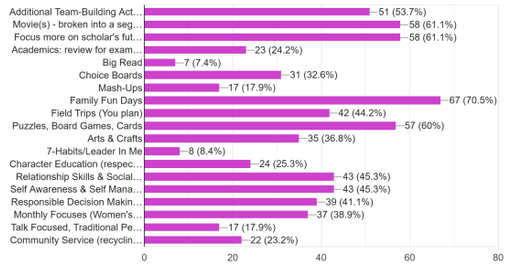
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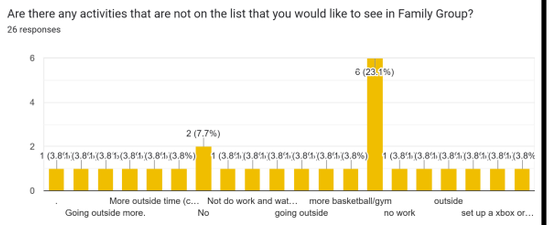
56 responses

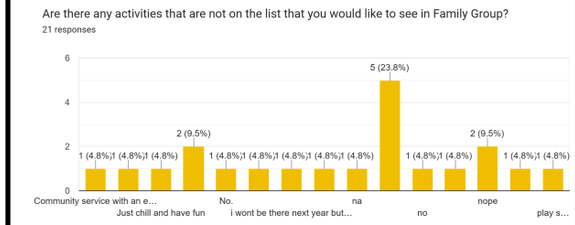


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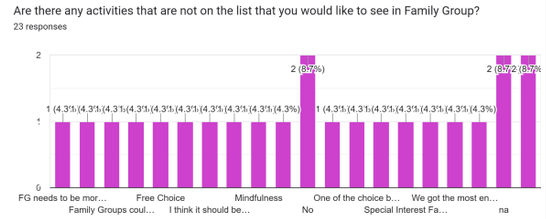
95 responses



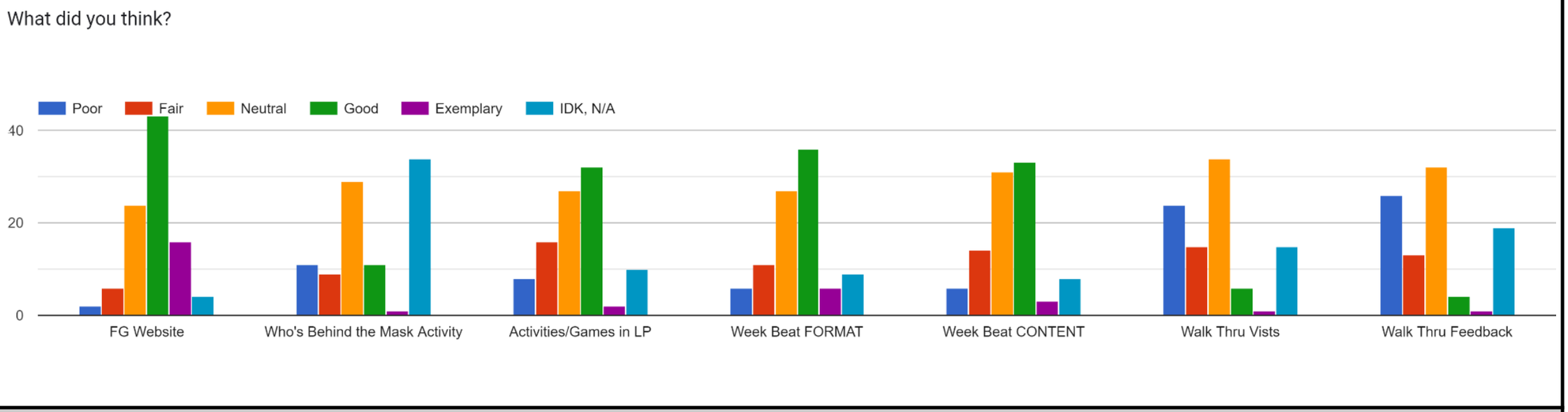




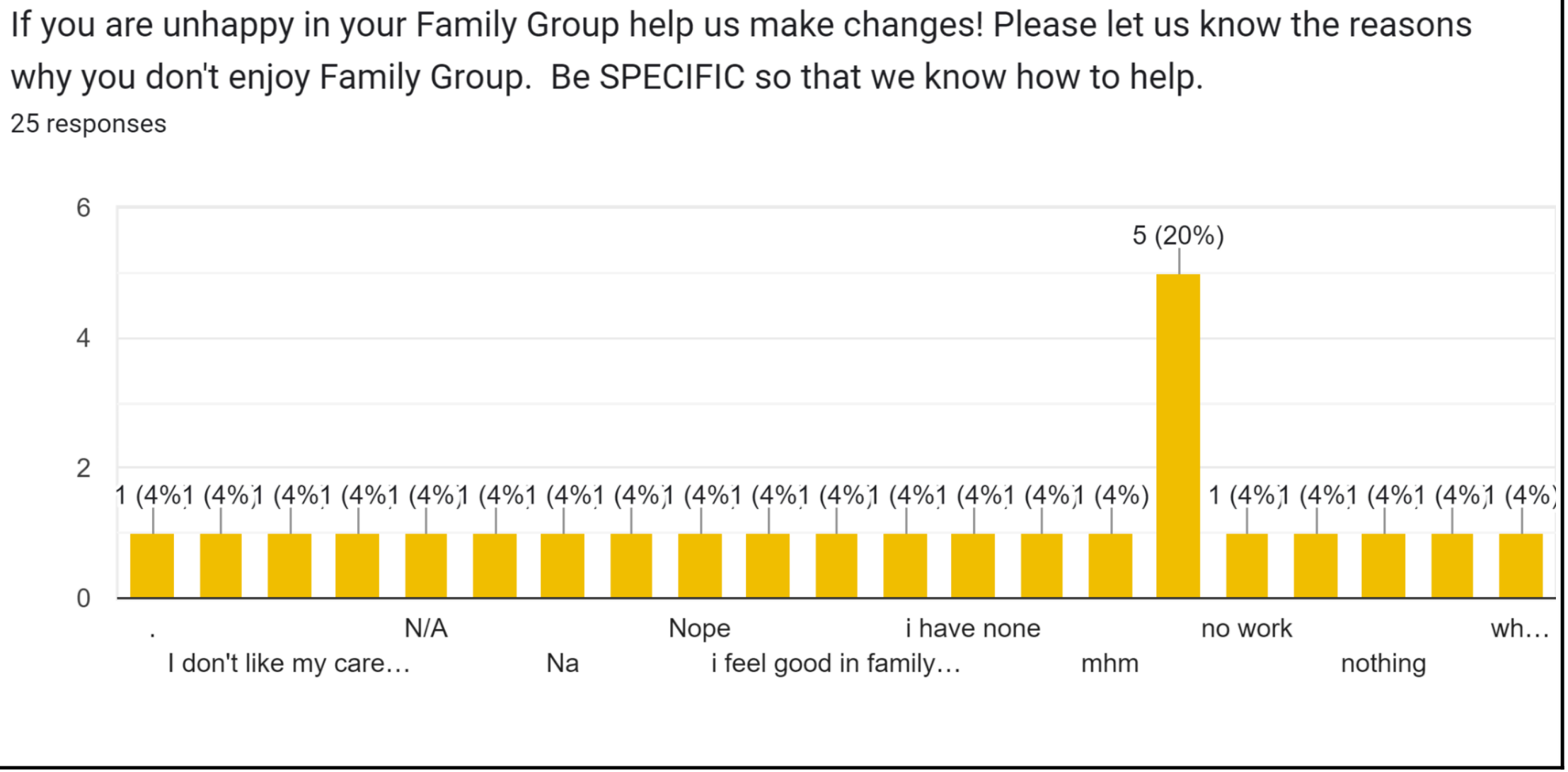
Not asked



Upper School



Lower School



LOWER Carents:

Do you have something special you want to say about Family Group? Please feel free to share a thought or story in the space below:

I enjoy having a space to get to know scholars that is not "class", and where we can talk about anything.

I feel as though scholars do not see the purpose of family group. Many scholars skip. Other family group's don't follow the Family Group calendar and it makes it difficult to implement the slides/second step/outside rules when it seems as if you are the one of the few family groups that does.

They actually were a great bunch of kids. We developed a routine and stuck with it.

I don't feel safe or respected during family group, and we have tried very hard to follow the model AND be flexible and responsive to our scholars. Some have come around, but it is inconsistent. The yonder pouches and switch-up of systems really blew up our spot.

My positive feelings about my FG come from the amount of work my co-carent and I have put in to making our FG a positive space. Unfortunately, the lessons and activities provided to us were not appropriate or engaging for our kids. As a result, we were forced to plan all of our own activities and opportunities.

Family Group is an important part of school as I feel like it helps build necessary connections outside of the typical classroom setting.

More student choice would be nice

The play and social aspect of it, is best:)

I LOVE the idea of FG, but feel it could be run to promote scholar ownership. Can they get a survey like this too?

I feel good about the expectations being met and look forward to getting to know them more next year

Teachers will get out of Family Group what they put into it. People who don't like Family Group likely put in a half-assed effort resulting in half-assed participation and enthusiasm on the part of the scholars.

We have a great bunch of scholars

I loved my FG this year and had them last year. I had a couple of scholars that would never come and that created some frustration and hard to hold others accountable. Any suggestions for that? We wrote referrals and had constant contact with admin.

The dynamics of my family group were awful. The disrespect and failure to engage were a daily struggle.

Family group should be a great opportunity for scholars and carents to connect, however, that is not what occurs currently. Scholars dislike the lessons and feel that there wants and desires don't matter.

This was my first year being in a LS FG and my first year being shared staff. 7th grade was a mess, and although my co-carent and I got along well, the kids were just nuts. Was very difficult to establish rituals and routines, and the chaos on the 2nd floor just made it incredibly difficult to get anything done.

We had a rough mix of scholars. We had a problem having a handful of scholars attend on a regular basis. While attendance during the full day, as well as suspensions contributed, many absences from FG occurred while scholars were in the building.

We had a really great group this year and it was fun once the 2 bad apples stopped showing up

Family Group is hard at the end of the day when I am already tired - I am excited about it being in the morning next year.

This was a difficult combination of students.

Please offer any comments or questions you have about Second Step.

The idea behind second step is great - helping kids learn social emotional skills through hands on videos and activities. But the actual second step lessons are out of date. The questions are not always age appropriate.

It's bettert than the other curriculum we have been using. The activities in 2nd Step are more what I think we should be doing in FG. The other curriculum wasn't of interest to members of our FG.

It is way too similar to the lessons we did at the beginning of the year.

Just too difficult to start something like this way late in the year.

complicated sign-on process for co-carents; often not applicable; "robotic"; more like a lesson then the laid back FG vibe we developed

The scholars felt like it was more work.

Worksheets were a no-go

I think it would be more effective if we used it more consistently.

I did not like the lessons, they weren't engaging and starting it mid year was not good.

We did not follow second step given the needs of our scholars. We did touch on the topics just did it on a level that is appropriate to our needs.

Awkward and not age appropriate for 8th graders

Students refused to do lessons. They felt like it was more school work.

NA

The makeup of our FG and the behaviors which escalated throughout the year made it difficult to keep them focused on the lesson. We were unable to get through the lessons.

The lessons were much more user-friendly than most of the other FG activities. The kids liked them.

These lessons are right-sized for Family Group.

Second Step was poorly rolled out.

I am looking forward to starting the year with second step to help with buy-in. I think it is a good option for fulfilling the intended purpose of FG.

none

Kids didn't want to do any thing that looked like school work

BUT I DO NOT use the worksheets and videos. Instead I turn them into activities and get the activity to teach the same point ie. roadblocks, what if plans, etc. I DO NOT agree that any LS FG should be doing the learning within worksheets from 2:20-2:50. NO LS scholars will enjoy FG if they come to do worksheets.

it's not horrible

Continue to offer 2nd step.

Scholars were not excited for them. Maybe if this was started from day 1 it would have been routine and welcomed?

We honestly did not do much of the lessons.

It would be helpful to start the year with this while scholars will do what you ask of them.

Didn't feel authentic

They are more paper and pencil, which is hard. Kinda wish they were less "school-like" if that makes sense. I struggled because we had 4 NYSSA scholars and this was harder for them to do.

Was okay

Are there any activities that are not on the list that you would like to see in Family Group?

Community outreach. Serving at nursing homes, elementary school book readings

My students would enjoy organized sporting events.

outside time

Video game and/or basketball tournaments

I just wanted to say that my FG tried to sign up for the big read in April and we were unable to. Were there not enough books for more than 1 family group to participate at a time?

Thinking about it, will follow-up.

The overall planning of FG needs to be more thoughtful. Teachers and students dread going to FG because it is not planned in a way that is responsive to or supportive of their needs. It would benefit the FG coaches to have a FG to better plan this time.

More full group activities - like town hall, but incorporating fun hands on games for scholars to do together.

na

Time outdoors

Can we get a set of garbage grabbers and 5 gallon buckets to do community service and clean up the outside lawns? Also can we add community service to scrub off graffiti around school. Our FG liked door decorating, wordle, and playing board games together

Change it up. Not always starting with circle prompt. Maybe activity first that leads to circle. etc. Has to be engaging to get kids to WANT To come and on time. Same old same old might make it easier for adults for planning purposes but not good for engagement of scholars

no

Let the kids choose. It needs to be flexible on the fly sometimes.

N/A

Sports

Do you have something special you want to say, about how your FG scholars get along in or outside of FG? Please feel free to share your thoughts or a story in the space provided below.

When my stepdaughter passed away recently, my family group all signed a card for me. It was touching and very appreciated.

It was a very difficult start of the year with relationship building but I truly feel we have made significant improvements in relationships over the course of this year.

Our scholars get a long pretty well now. At the beginning of the year there were some issues, but now most everyone seems to feel comfortable and friendly.

It's a problem that so many students didn't come. When we collected phones, they at least came at the end. Now they don't come at all. We have written referrals for this, but it doesn't seem to get any attention.

Most seem to get along in FG, not sure how they function outside of FG.

Our FG is tight.

They didn't know each other in the beginning of the school year but now they are all close friends.

Our scholars have somewhat of a relationship with each other in and outside of family group.

For the most part, everyone gets along.

The ones who come really enjoy it. Once we stopped giving out cell phones at the end of FG, our attendance dropped significantly, even with referrals and follow up with admin.

The family group dynamic really depends on whether or not certain "high-flyers" come to class. There are two or three scholars that can throw off the delicate balance of safety and order.

Our students can follow expectations during Family Group. When there is not a united front of Family Groups with the same expectations (especially around attendance, phones, and swapping classes), it makes an unfair situation for our students.

My positive feelings about my FG come from the amount of work my co-carent and I have put in to making our FG a positive space. Unfortunately, the lessons and activities provided to us were not appropriate or engaging for our kids. As a result, we were forced to plan all of our own activities and opportunities.

Each individual in my FG are kind and sweet, but as a whole they struggle to interact positively with each other.

I feel scholars should get to vote for who they want to have in FG with them. Or at least vote for which carents they would like to have.

The boys typically like throwing a tennis ball or football around the room. The girls typically like to socialize.

Usually very well! Only rarely do we have to re-establish boundaries and trust.

I feel like the girls in our group were pretty close to each other but some of the scholars kinda stuck to their own

I feel like my scholars look out for each other outside of Family Group. Even when two of my scholars had a conflict outside of FG time, they used FG time to mediate it, on their own. I think this is because my co-carent and I have created a safe space.

They get along well, as siblings would. Most just fine, with an occasional arguement

I feel like the scholars that I struggled to have a good relationship with were the ones that didn't come, participate and we were always in a situation where we were holding them accountable.

They generally get along with each other but they did not see FG as an opportunity to build relationships. It was viewed as a non-graded play time and there was little accountability for them to stick to the plan.

Not at this time

Most of them don't come - they skip for most of the school day and family group as well. As soon as we instituted the pouches there was no reason for them to come to family group since attendance did not matter to them and there were no consequences for skipping.

They do not get along well. As I said, this was a difficult group of personalities. Things did improve when one scholar went to a new school, but overall its been a difficult year with them.

UPPER Carents:

Do you have something special you want to say about Family Group? Please feel free to share a thought or story in the space below:

For family group, the whole is greater than the sum of its parts. Day to day can truly feel mundane, yet at the end of each year we share strong bonds with one another. We are most cohesive and build the strongest relationships while playing games. Kids then feel comfortable to engage in deeper conversations and confront difficult truths about academics and life.

We have quite a bit of seniors this school year and has been really amazing to watch them grow over the past 4 years.

Lesson plans need to be age appropriate and more engaging for high school students, also need to be different from previous years.

no

I love my kids! They are amazing.

I love my family group with the kids who do come to the class. Some kids see it as a joke or say that it is boring and skip ALL THE TIME! It takes away from the relationship we have with the kids who do come and make it a negative thing.

With some of the students, I really feel like they are my "school daughter" or "school son". I value the relationships that we form in FG.

It has been great to see the kids in my Family Group go from being strangers to being friends who look forward to the time they spend together there.

FG has lost its sense of purpose. Kids do not come and there is no accountability.

When I entered mid-year I was welcomed with open arms and everyday since.

This year has been better than many in the past - we got several new 9th grader, and they are good folks.

I love my co-carent and my family children

The sense of entitlement is disturbing by some (half) of our kids. "Where's the food? Oh, I don't like that! Is that all you brought?" WTF! It really ruins the experience for me.

I would rather the FG be either the first thing in the morning, right before lunch, or at the end of the day. Having it between first and second ruins any momemtum the day may have.

Love connecting with scholars

We have wonderful kids in our family group.

We have had only two students stay this year. The huge differences between the different FGs creates issues.

I think that some of the activities do not engage students . More movement might be needed.

I liked the students in my FG this year

We had a lot of success this year tailoring our family group to the interests of the kids who regularly attend. When we discovered that many of them enjoy movies, we made this a consistent part of our weekly routine, but were able to develop relationships with them through talking about the films and topics that came up because of the films. I guess what I'm saying is, as much as we want there to be a universal "curriculum", family group is about building trusting relationships that will carry over four years. That should be the main priority. We did lose some kids after February... they were often in the building but did not regularly attend. They did, however, check in individually at different times throughout the year and we maintained individual relationships with them.

I enjoy getting to know the scholars and being someone that they can talk to about their lives, struggles, relationships, etc....

I love my kids. I get along great with my Co-carent. I do not feel as though what was planned in the calendar was effective at building relationships.

The two years when junior-go-seniors have been pulled out of our FG, it may have worked well for the seniors, but there are no scholar role models for maturity in our group. The freshmen/sophomores in our group, after coping with COVID, display very immature behaviors.

na

I loved our informal pre-SLC's Where our family group students lead a parent prank. We printed student work that they are proud of then they hung them on the fridge to catch the facial experssions and emotions of their parents. This led to imprompt conversations between students and their parents areound their school work and grades!

N/A

I love being able to communicate with students and get to know them outside of the regular classroom.

I think students and carents should be able to choose each other.

My family group is amazing! My students are diverse in culture, language, likes and dislikes but we are such a support to each others wins and losses. I remember one of my students saying to another student"OMG why are we (meaning Family group) talking to each other like a real family!" That made me feel like this is what Family Group is all about!

We have a great group of 9-10th graders, but the 11-12 kids returning from post-pandemic were a little jaded and didn't attend often.

NA

Mr. Russell, Ms. Sadik, and I created a space of respect and rapport that students felt comfortable talking to us, and we felt comfortable talking to them.

Great experience not only for the scholars but the carents as well.

Do you have something special you want to say, about how your FG scholars get along in or outside of FG? Please feel free to share your thoughts or a story in the space provided below.

My family group gets along pretty well. We do have a couple in our FG and that can make things very awkward.

All of our scholars talk to one another, from grades 9-12, everyone gets along and is willing to listen to one another, provide advice, etc. This is the first year with no conflicts!

no

The kids that come get along well and have built wonderful relationships with one another over the years.

Some kids who normally would not cross paths outside of FG have formed great friendships in FG.

One of our family group scholars was in the office and the rest of our scholars came in the next day were very concerned about her and asked if she was ok! We have build such a great relationship amongst our kids it's great to see!

They enjoy playing card games with each other and like to have discussions with us (Carents) about whatever is on their minds.

FG was much better when students were not allowed to skip and hang out in the halls.

Many friendships were formed that were present outside of FG

All our attending scholars respect and are kind to all our other scholars in and out of FG.

75% of our kids buy in. The other 25% sit quietly.

Our family group bonds over our collective appreciation for Marvel and Star Wars

This year we had two young men that teamed and got into trouble together. Very toxic relationship

Some of the kids do not like each other no matter what we do. It is uncomfortable and just plain miserable.

Our family group is very close and everyone gets along. They all have very different personalities, but respect one another and encourage each other to do well. We had a FG party outside of school and everyone enjoyed it (that came) and wanted to do it again next year.

We have great relationships with most of our scholars, but they still do not come to family group. They want to be with their friends and tell us that other teachers let them in their family group without a pass.

I have a good relationship with the few students who come.

Many of the bilingual scholars wanted to join another family group that had more of their

friends .

It was evident that some of our younger family group members spent time together outside of the class.

Many of them keep to themselves, however, they seem to enjoy each other's company. A few of them will communicate during unstructured time with each other. We have not had any behavior issues.

Our family group really does act like siblings and care about each other like siblings. It is special. We do not have "skipping"; if they in school, they are in FG.

Our scholar makeup was widely divergent - a few dominant and loud, a few very reclusive - with only 3-4 willing to collaborate, lead a project on occasion, or even contribute to party food. One pair of girls worked well together when both attended. One scholar insisted on attending another FG every day. By mutual carental agreement, she was allowed to do so as long as she checked in for attendance; if she did not, she was marked absent. Another FG carent allowed a once-per-week visit, provided permission was given each time. My co-carent and I understand that the aim was to build community in our group, and we followed the protocols; but sometimes we couldn't even lead the horses to water, let alone get them to drink.

na

They support each other.

N/A

A lot of them, once they connected in family group, are connected outside of family group.

They are amazing individuals!!

The kids who attend have good relationships. There is something of a split but we still have positive regard for each other.

NA

They always come in talking about what they did over the weekend together or what they are going to do the following week

Are there any activities that are not on the list that you would like to see in Family Group? LS & US

More full group activities - like town hall, but incorporating fun hands on games for scholars to do together.

Sports

outside time

Let the kids choose. It needs to be flexible on the fly sometimes.

Video game and/or basketball tournaments

My students would enjoy organized sporting events.

The overall planning of FG needs to be more thoughtful. Teachers and students dread going to FG because it is not planned in a way that is responsive to or supportive of their needs. It would benefit the FG coaches to have a FG to better plan this time.

no

Change it up. Not always starting with circle prompt. Maybe activity first that leads to circle. etc. Has to be engaging to get kids to WANT To come and on time. Same old same old might make it easier for adults for planning purposes but not good for engagement of scholars

N/A

Thinking about it, will follow-up.

Community outreach. Serving at nursing homes, elementary school book readings

Can we get a set of garbage grabbers and 5 gallon buckets to do community service and clean up the outside lawns? Also can we add community service to scrub off graffiti around school. Our FG liked door decorating, wordle, and playing board games together

Time outdoors

I just wanted to say that my FG tried to sign up for the big read in April and we were unable to. Were there not enough books for more than 1 family group to participate at a time?

na

LOWER:

In order for us to help make changes please let us know the reasons why you don't enjoy Family Group. Be SPECIFIC so that we know how to help.

The time of day is terrible for our scholars. When the yonder pouches were issued, many scholars skipped. Kids aren't buying in at all. I truly hope switching it to the morning helps next year. I also HIGHLY recommend scheduling family groups in one of the carent's home base because transitioning from teaching a 5th period class on a different floor during a chaotic passing time leaves LOTS of room for scholars to avoid being on time.

What would you like to have happen so that we can be sure you benefit from all the good things that Family Group has to offer? Be SPECIFIC

Maybe consider interest-based family groups, or providing scholars some choice in who they are in a class with.

UPPER:

In order for us to help make changes please let us know the reasons why you don't enjoy FG. BE SPECIFIC so that we know how to help.

Everyone thinks it’s boring

What would you like to have happen so that you can benefit from all that Family Group has to offer?

Not every day

US General Feedback on 2020-2021 Changes

I think the website and lessons are very well-organized and easy to access.

Family group was challenging and rewarding this academic year.

What? There was feedback from the walk throughs. I thought that it was just a way to catch people not complying. How come this survey doesnt address or ask for feedback on SLCs?

It would be interesting to ask FG Carents what kind of feedback they might like from walk-throughs. That way you could lean into how different carents enact a similar vision as opposed to whether or not we are "doing the thing." For example, I know we often veer off on tangents when we talk, but all of those are important to us or to what kids need at the time. I would love some feedback specifically about how to get more kids to attend, as opposed to whether or not the slides are displayed. That kind of targeted feedback would help our FG specifically. It's like, do we need all FGs to enact the same stuff or do we need all FGs bought into the same vision? If the second one is true more so than the first, asking carents what they might like to work on would be a helpful way to launch feedback to FG.

NA

Need to get student buy-in again

Stop creating mandatory, prescribed plans. We don't need lesson plans to develop relationships with people.

Lesson's need to be more engaging so kids want to come. There needs to be accountability for kids not coming to family group and skipping in the hallways. Can hall sweeps be done etc.

Keep trying, I never quit.

I wish I had more suggestions, but when you have seniors and Freshman in the same group, it is difficult to get them to be interested in the same things sometimes. Since I am a Freshman teacher I noticed that I attracted the 9th grades more since they always come and the 12th grades skipped or came to school after FG, it is difficult to make connections like that. I just don't know how to help with it.

We do not need walk thru's. We are adults and should be treated as so in FG

We did not get feedback?

Walk throughs that have happened are just awkward. The students feel uncomfortable when outside adults come in especially when they just stand at the door.

Some groups worked well; others did not. It seemed that food, most often supplied by the carents, was a big draw. Some groups had good chemistry, but ours did not.

focus more on school issues, community and world news. Group discussions, with solutions to behaviors in school (Specific to fights, PDA, puncuality, cell phones, disrespect)

We are loosing our students interest in family group.

Why have the Ticket Tabs if nobody ever wins? Or, if they win, why not share that in the FG Week Beat? Some days overwhelming amount of material, other days none?

We only had 1 walk through and there was little feedback given.

N/A

I felt that there was little to NO real content for Upper School Family Group the few lesson slides were very childish and not connecting to US at all. Also, so many SEL things were happening throughout the school year and this should have been absolutely discussed in FG through talking circles and there should have been some hallway competitions so that FG in the same hallway could get to know each other.

LS General Feedback on 2020-2021 Changes

We had only one walk through with no feedback, very disappointing.

This was my first full year so difficult to compare

The only feedback we got was about not going outside. That whole situation was poorly handled. There is reliable data showing that just being outside improves both physical and mental health. It should be encouraged and not forbidden. Also, the students really enjoyed it and they did a great job of being good citizens and following rules.

NA

Allow for more autonomy in FG's.

This was a very difficult year for many reasons. There are systems-level changes that need to be considered in order to set everyone up for a positive experience in family group. I really hope things get better.

I think the start of the year was too unstructured. I am hopeful SecondStep will be a helpful structure for next year.

As it currently exists, FG does not meet the needs of our kids or teachers. Although the materials are beautiful and organized, they are not responsive to the needs of our kids, and therefore, teachers must do their own planning for FG. It has become another class for teachers to plan for. It feels like we are trying to fit a circle into a square with the plans and the current approach to FG. When problems arise, the issue seems to be poor implementation on the part of the teacher and the teacher is expected to make changes. Perhaps the focus should shift from poor implementation of beautiful materials to more thoughtful and engaging plans created by the FG coaches.

Things were okay

Please use EL schools CREW as a model to assist in any changes.

Teachers/Staff who were higher while we ere remote should get some sort of training on what FG is and how they being actually present makes a different.

SLC's in FG, killed our momentum and progress. That is when I had many scholars starting to skip FG. I think FG could be in charger of scheduling, sending home invites, helping a little with practice or final touches. Many activities were challenging for us, because we had a NYSSA FG. If we mix NYSSA kids again, those FGs need to be given leeway on what they do and are able to accomplish.

See other comments. There are so many great team building activities that require physical movement etc and can really spice it up. Also make explicit connections to SEL 5 Core competencies. Do role plays, etc.

no

SEL's crashed any hope of engagement. They should be done in a content area class. Especially when you are trying to build relationships with scholars that are completely disengaged and don't care at all about school work.

N/A

If you are going to have word searches and such, it needs to be printable or editable.

US & LS Is there anything you would like to share that you feel was not captured in the survey questions?

TU! For all that you both do to improve FG each year. Your organization and creativity and responsiveness are greatly appreciated!

Nope

The lessons and games were great for this weird year. The students that did come to FG came regularly and looked forward to it. We had one senior and one (New to our FG) Freshman. Positive relationships were built between them and the carents.

thanks for the chance to get to know more of our students in a risk free setting

Please put me in a good family group next year with english speaking students so i can participate and be included this time...

Difficult to answer questions since we don't know the kids. There were many students that never showed despite many attempts to invite them to join our FG. Next fall we should focus on building relationships so they can see us as allies and trust us to advocate for them in school.

My feelings were all shared.

nope, I feel that we all did the best we could with the students that showed up

I am very concerned how we will transition back to FG every day of the week next year. I think it is critical that we spend some time over the summer discussing how we can make this a success.

Hopefully we will get better attendance for FG when we are back in school full time.

N/A

We only had one student attend the entire year. It was hard to play some of the group games with only one student. Next year, I think we should start the year with team building activities, games and other things to get scholars engaged in communicating with their carents and peers.

I wonder about the grouping of scholars. I know that we are trying to mix it up and get people to know one another, but finding the right mix has often been challenging. I see the merit of college-bound seniors being in a group together. However, when they are replaced entirely by freshmen, this changes the dynamic of the FG. This year, much the level of attendance depended on whether scholars felt their time well spent to attend for 40 minutes on an asynchronous day. Most of ours did not. They may have considered it a day off or a day to go to work, rather than an independent day for studying, bonding, and getting help from teachers.

Nope! I think that is it :).

NA

Family Group next year is going to be like starting from scratch, and should be treated as such.

No, you are both doing a good job. I wouldn't want it. Thanks for all you do!

not at this time

n/a

How to re-connect with kids who did not attend zoom meetings this year? What can we do in the fall to acknowledge this and re-engage them this fall?

I think that we would benefit from more spreadsheets.

Why was it so long?

I think you guys have done a great job planning and I encourage to keep pushing forward.

no

No

one of your questions appears to be for the scholars not the carent -

Thanks for all you do!!

suggest fg groups less diverse. offer thematic groups. college group. newcomer group. sel group. book club group. anime group etc.

Is there anything you would like to share that you feel was not captured in the survey questions?

I will not be here next year (retiring), but did leave comments for next year.

The lesson plans this year did not engage the students. It seemed like they lacked a sense of fun. Since Family Group is supposed to be 80% fun, it would be nice if we could return to that focus.

Other teachers need to make sure that the kids who are not in their family group don't go to their family group

Family group can be challenging due to it being at the end of the day where scholars have had several long classes and they need a break. They need activity and when they go outside during group, you can see how much they enjoy that time.

NA

Is there a way to create family groups with choice from students so that students want to go to their own family group and not go to another one.

I look forward to not being treated like a child. Adults should be addressed directly if they are not doing what they are supposed to. It shouldn't be treat everyone the same. Some people actually do try and like their family group.

lets switch up carents next year

I think the Family Group information and directives were well structured this year. A lot has changed, and there was a lot of work put into it to help us follow suite. I really want Family Group to be valued at East.

The Information missing from the form was our experience about co-carents. This and last year I was with Atkins, and when Atkins was out, I had a long term sub and intern as cocarents. Bove and Palozzi were GREAT with the kids.

Next year I would really like to either be with a CoCarent that will Co-Carent the Family Group and knows what they're doing, orrrrr a new and enthusiastic teacher that needs to learn how to do FG and will be able to eventually pick up the slack. I would like to do a lot more with our kids to really bring out the true vision of Family Group, but I cant have all the responsibility on me such as attendance, following the calendar, leading the lesson plans, creating additional plans, grade checks, calling families, etc.

I didn't mind doing it this year because Bove was a sub/new, and Palozzi was an intern.

Please put me with a fun co-carent that will allow us to have the actual concept of Family Group come forth. (NOT ATKINS).

Appreciate you both and all that you do to bring this together.

I would just like to ask for more autonomy in FG.

I like the concept of Family Group. It will be interesting to see if there is a difference in attendance with it being in the a.m.

Is there a way we can be more consistent with our expectation that all carents attend - even admin? OR, if admin need to be pulled away, is there a way we could be flexible about FG in terms of where it happens? I always wondered like, if kids chill in the staff cafe during FG, could we just have someone go there and talk to the kids nonjudgmentally about their lives, how they're doing, and other things before they police them into attending FG? Hall sweeps for family group were a real vibe killer, and it put carents in awkward positions. How can we accomplish the goal of ensuring school safety for all kids while not sabotaging the goal of FG being welcoming and low pressure?

Please consider using some significant fraction of the 150 minutes of FG time as a way to give students a chance to participate in a school activity or club of the student's choosing.

I don't like walk thrus without follow up.

No space to comment on the attendance question, but our FG attendance was great for the beginning half of the school year, then dropped off. By the 4th MP we had only the same 4 or 5 students showing up daily with a handful of others coming sporadically.

This year was hard due to lasting effects of COVID and not being able to have celebrations/block parties/etc. Hopefully next year will be more "normal"

I love the idea of field trips, board games, and more unstructured time to just talk with them about what is happening in their lives.

I would just strongly prefer to not have the same group of students for FG next year, if possible.

I would like to see family group be more fun, informal, and be based on relationship building and social emotional learning. Many scholars skipped this school year compared to previous years and were in the hallways, which led to other scholars wanting to be in the hallways with there friends. This appeared to especially increase once SLC's started...

Building relationships should be the primary objective of family group

We need to change up co-carents! Some of us have been together 4+ years. It is time for a change.

Family group TL should speak when they come into the room and even engage with the students when possible.

Thanks for all your effort.

My students like when fg is more laid back and they can just take time to relax and share their interests whether it is through watching a particular youtuber or picking a movie that everyone can comment on.

I do appreciate the work FG leaders put into the lessons, they are geared more towards lower school, but the effort is seen!

Nope

We really need to get ahold of other FGs allowing kids that are not on their roster in.

The issue of attendance HAS to be addressed if we are going to continue doing this. Every teacher I talk to says that they don't know where kids are during this time and it is a huge safety issue. Teachers need to be on the same page about writing passes and allowing kids in the room.

I think that it is imperative that Upper School and Lower School lessons are different. I also think that we should have our own FG Coach that knows our scholars and their developmental needs.

I am happy with my co-carent Keller! We work well together :)

Is there a way to have snacks in FG? Our kids were very hungry at the end of the day and in the beginning of the year we had a snack everyday, but it was getting expensive. Wondering if there is a way for us to have cereal or granola bars or something.

I think Family group is a valuable tool. Get rid of the Pledge, no one does it

Teach what is meant by flexibility with fidelity so Staff understand where they can be creative and innovate AND maintain to high quality the principles behind FG.

Familys are diverse and unique

scholars being accepted into other family groups without the knowledge of original carrents became a big issue this year. While I understand that scholars want to be with their friends it does completely degrade the purpose of relationship building in a larger community.

Can we consider doing mixed grade levels for LS?

I think there is a big opporunity to discuss current/world/local events that should be included in the curriculum.

No

I want a new carent for next year!!!!

No.

Carents are very busy people - they need to have more depth to the lesson plans to help them run FG better. Using the SEL and 7 Habits Framework is all good materials for lesson planning by FG coaches