

COVID 19 Parent Survey - 2020

Monday, June 08, 2020

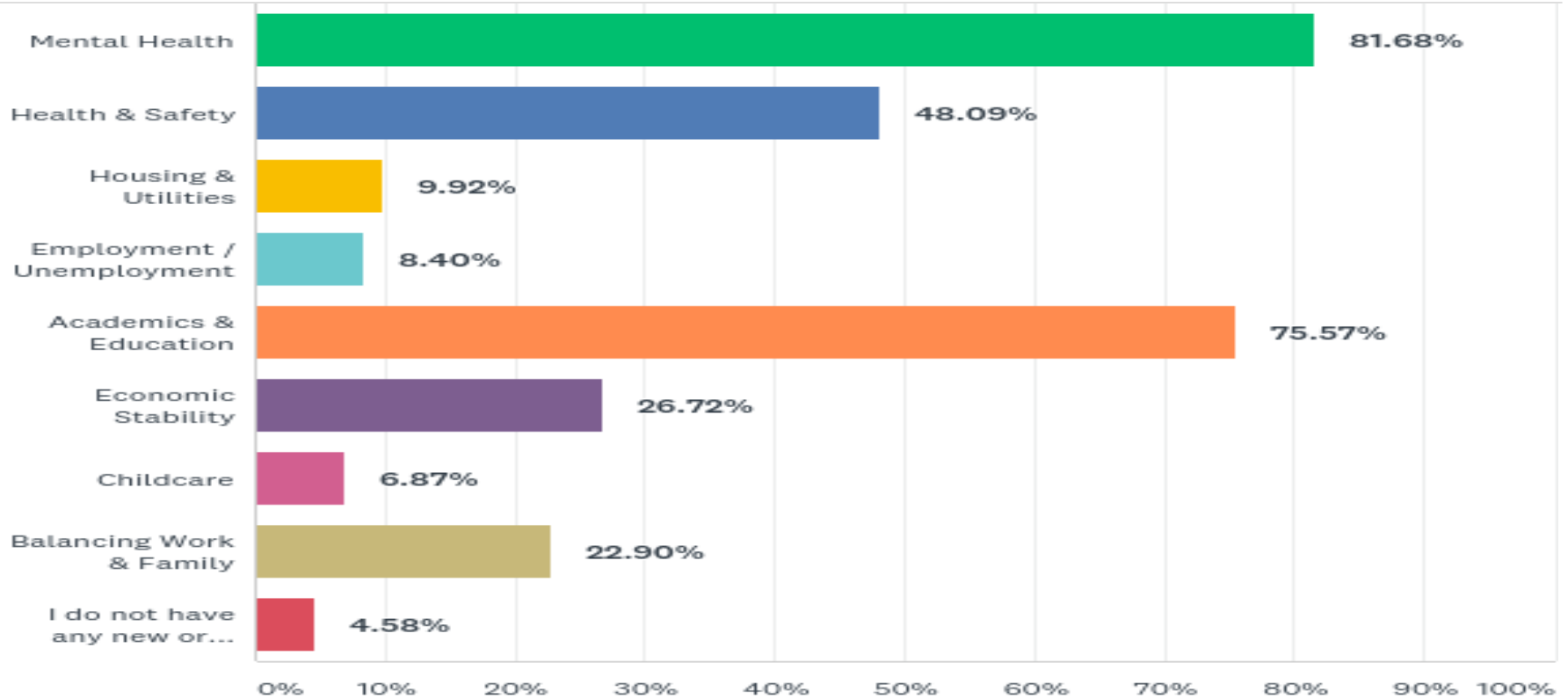
132

Total Responses

Date Created: Friday, May 25, 2020

Complete Responses: 132

Q7: What are your family's primary concerns at this time?

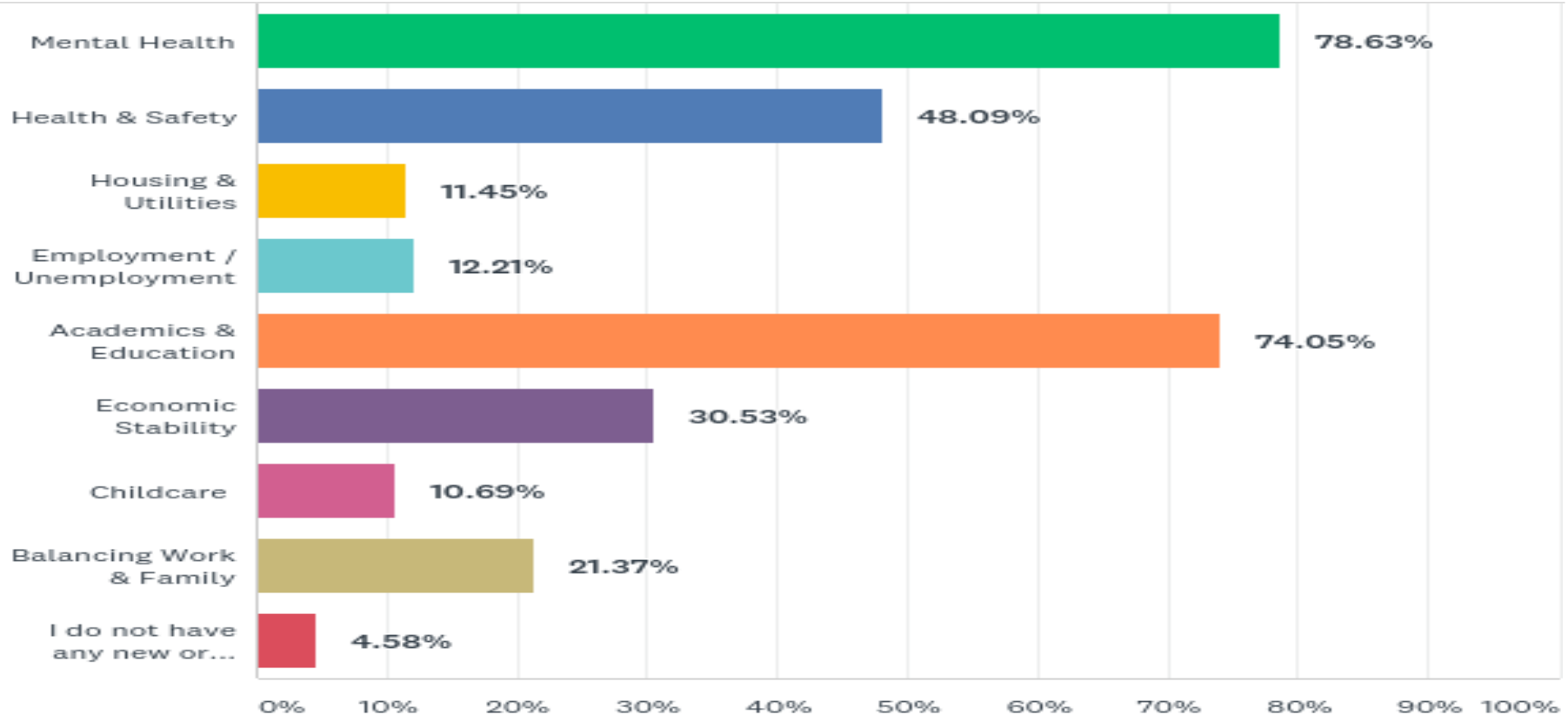


Q7: What are your family's primary concerns at this time?

Answered: 131 Skipped: 1

ANSWER CHOICES	RESPONSES	
Mental Health	81.68%	107
Health & Safety	48.09%	63
Housing & Utilities	9.92%	13
Employment / Unemployment	8.40%	11
Academics & Education	75.57%	99
Economic Stability	26.72%	35
Childcare	6.87%	9
Balancing Work & Family	22.90%	30
I do not have any new or pressing concerns related to COVID 19	4.58%	6
Total Respondents: 131		

Q8: What are your family's primary concerns once the pandemic ends?

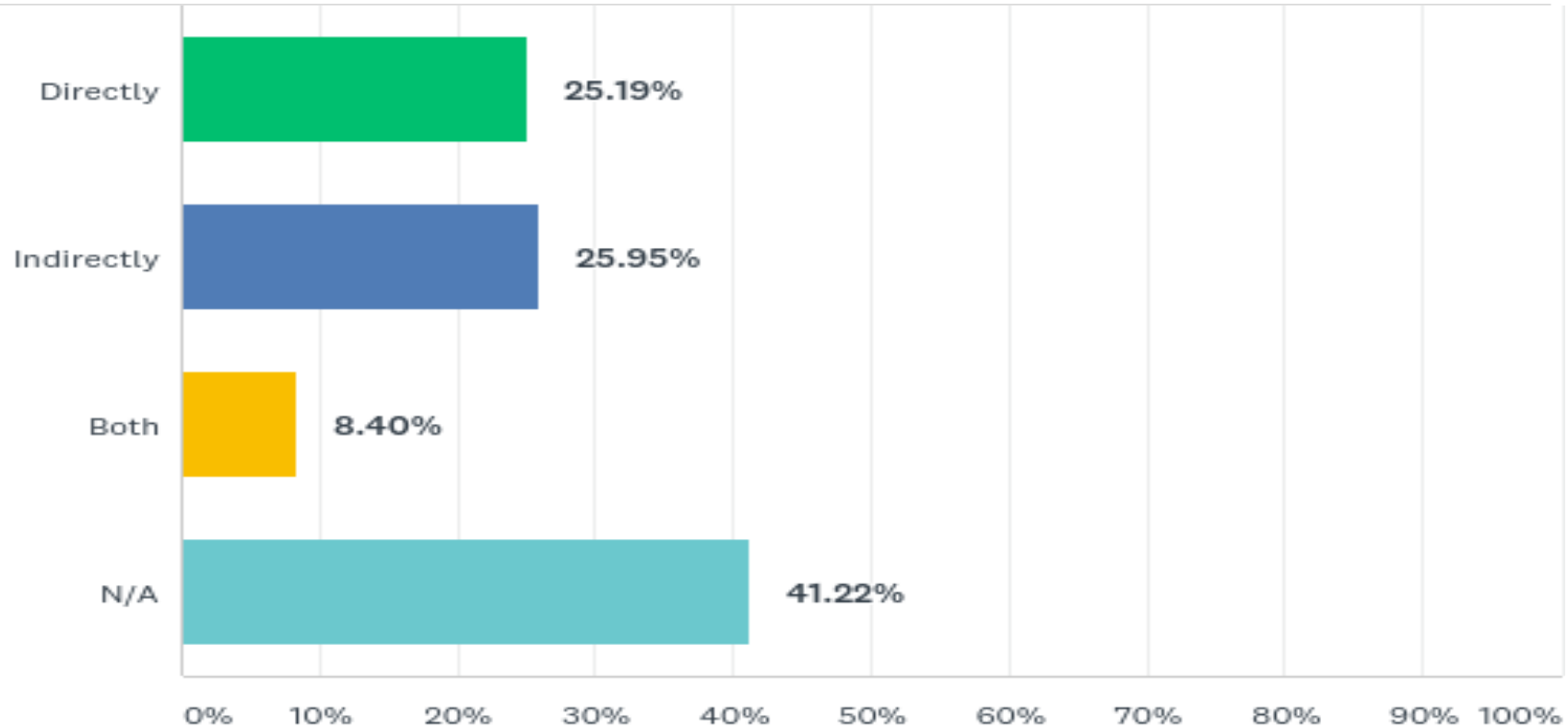


Q8: What are your family's primary concerns once the pandemic ends?

Answered: 131 Skipped: 1

ANSWER CHOICES	RESPONSES	
Mental Health	78.63%	103
Health & Safety	48.09%	63
Housing & Utilities	11.45%	15
Employment / Unemployment	12.21%	16
Academics & Education	74.05%	97
Economic Stability	30.53%	40
Childcare	10.69%	14
Balancing Work & Family	21.37%	28
I do not have any new or pressing concerns related to COVID 19	4.58%	6
Total Respondents: 131		

Q9: Has your family been directly and/or indirectly impacted by COVID 19

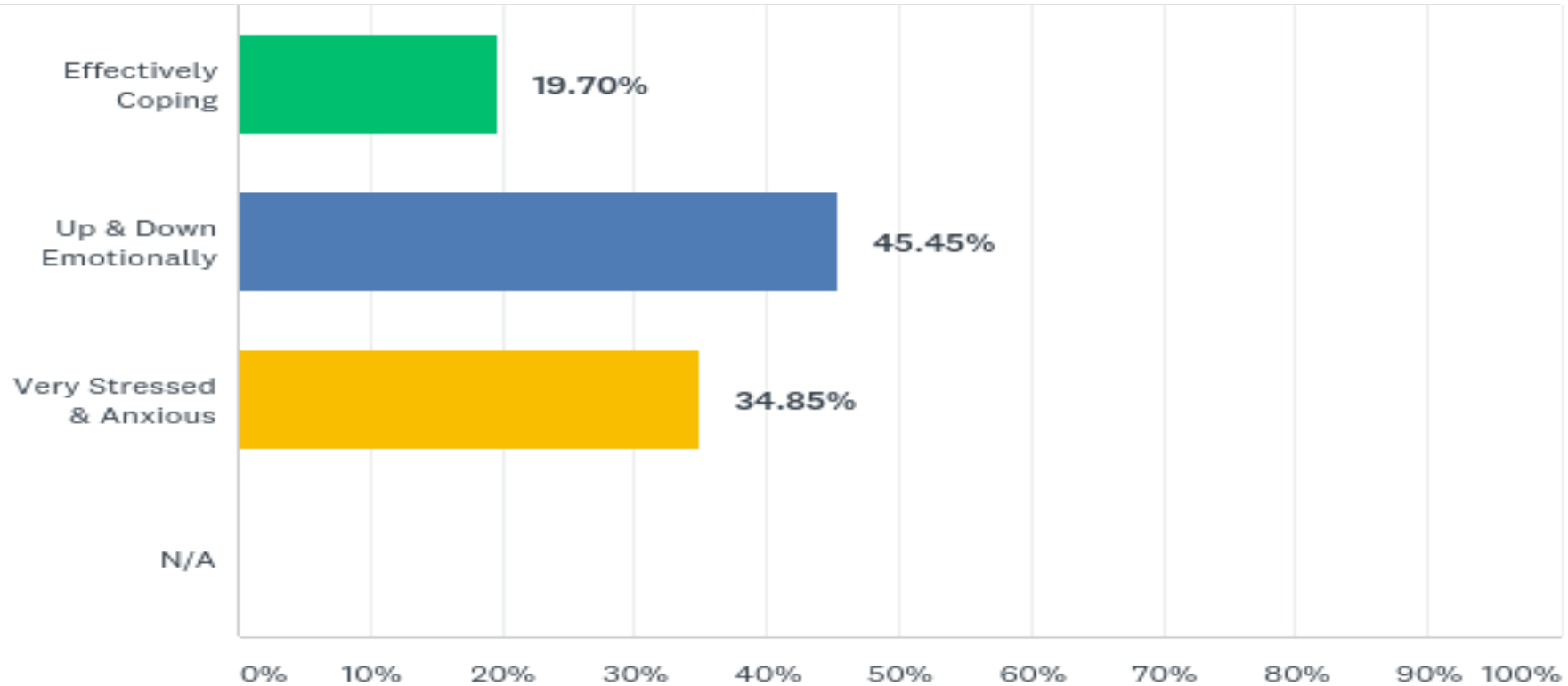


Q9: Has your family been directly and/or indirectly impacted by COVID 19

Answered: 131 Skipped: 1

ANSWER CHOICES	RESPONSES	
Directly	25.19%	33
Indirectly	25.95%	34
Both	8.40%	11
N/A	41.22%	54
Total Respondents: 131		

Q10: How is your family coping emotionally as a result of the COVID 19 Pandemic?

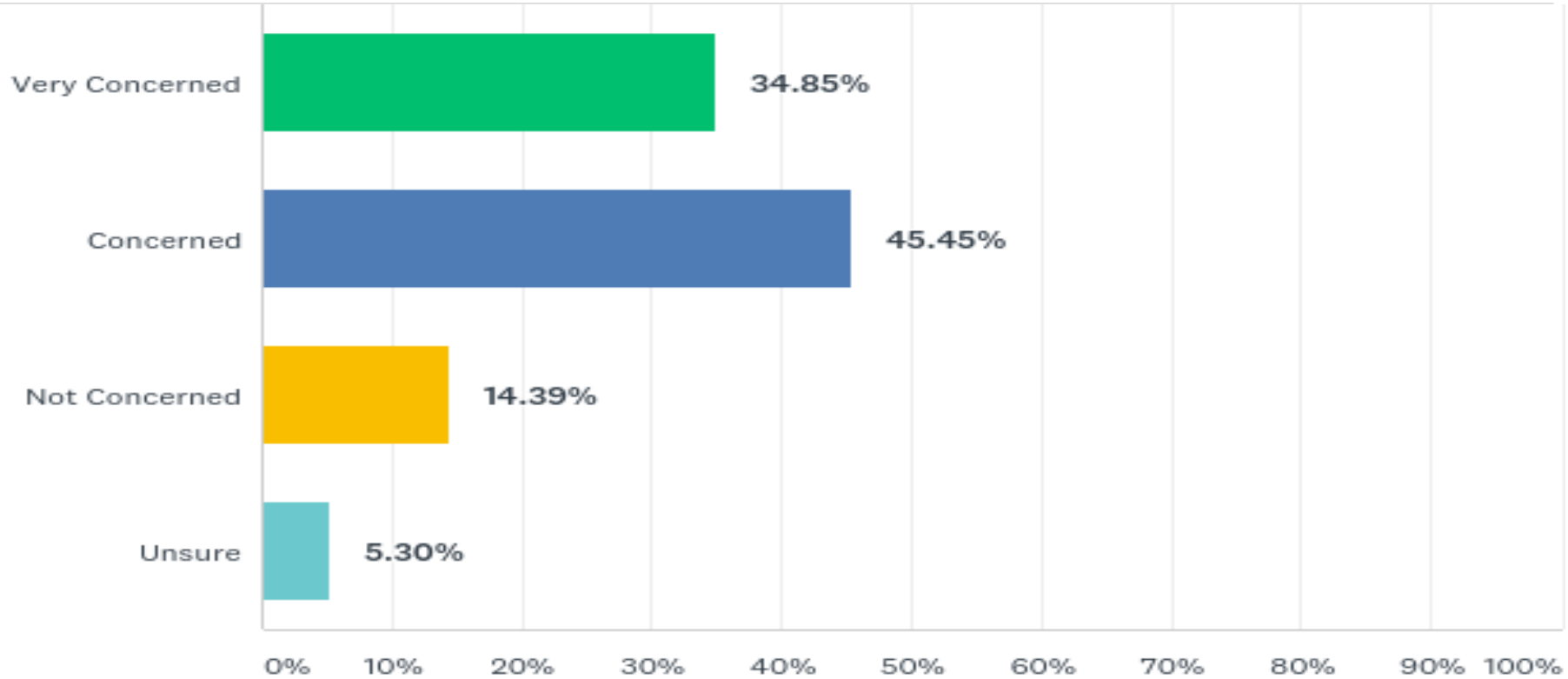


Q10: How is your family coping emotionally as a result of the COVID 19 Pandemic?

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Effectively Coping	19.70%	26
Up & Down Emotionally	45.45%	60
Very Stressed & Anxious	34.85%	46
N/A	0.00%	0
TOTAL		132

Q11: How concerned are you with the impact COVID 19 has had on your family and continued way of life?

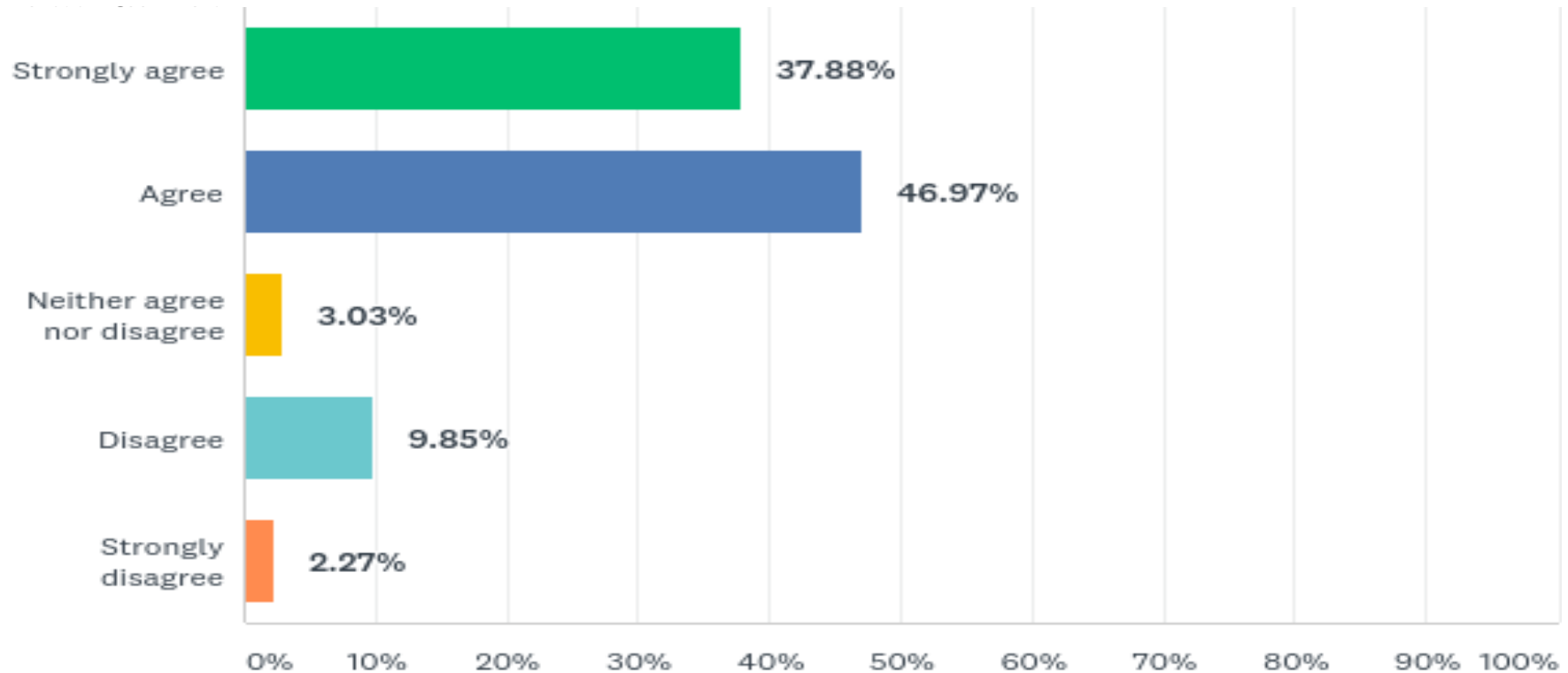


Q11: How concerned are you with the impact COVID 19 has had on your family and continued way of life?

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very Concerned	34.85%	46
Concerned	45.45%	60
Not Concerned	14.39%	19
Unsure	5.30%	7
TOTAL		132

Q12: I am concerned about the impact COVID 19 has had on my child's emotional, behavioral and mental health well-being.

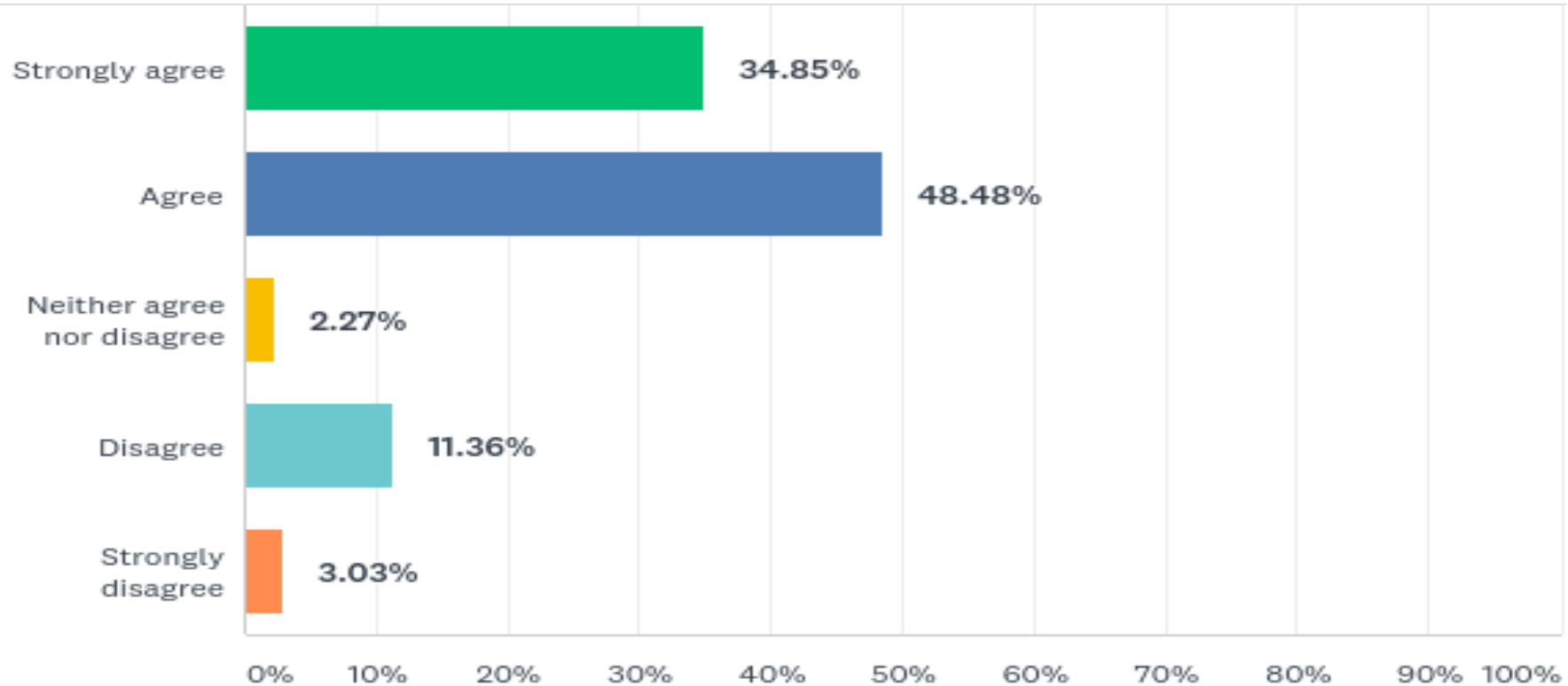


Q12: I am concerned about the impact COVID 19 has had on my child's emotional, behavioral and mental health well-being.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	37.88%	50
Agree	46.97%	62
Neither agree nor disagree	3.03%	4
Disagree	9.85%	13
Strongly disagree	2.27%	3
TOTAL		132

Q13: I am concerned about the impact COVID 19 has had on my family's emotional, behavioral, and mental health well-being.

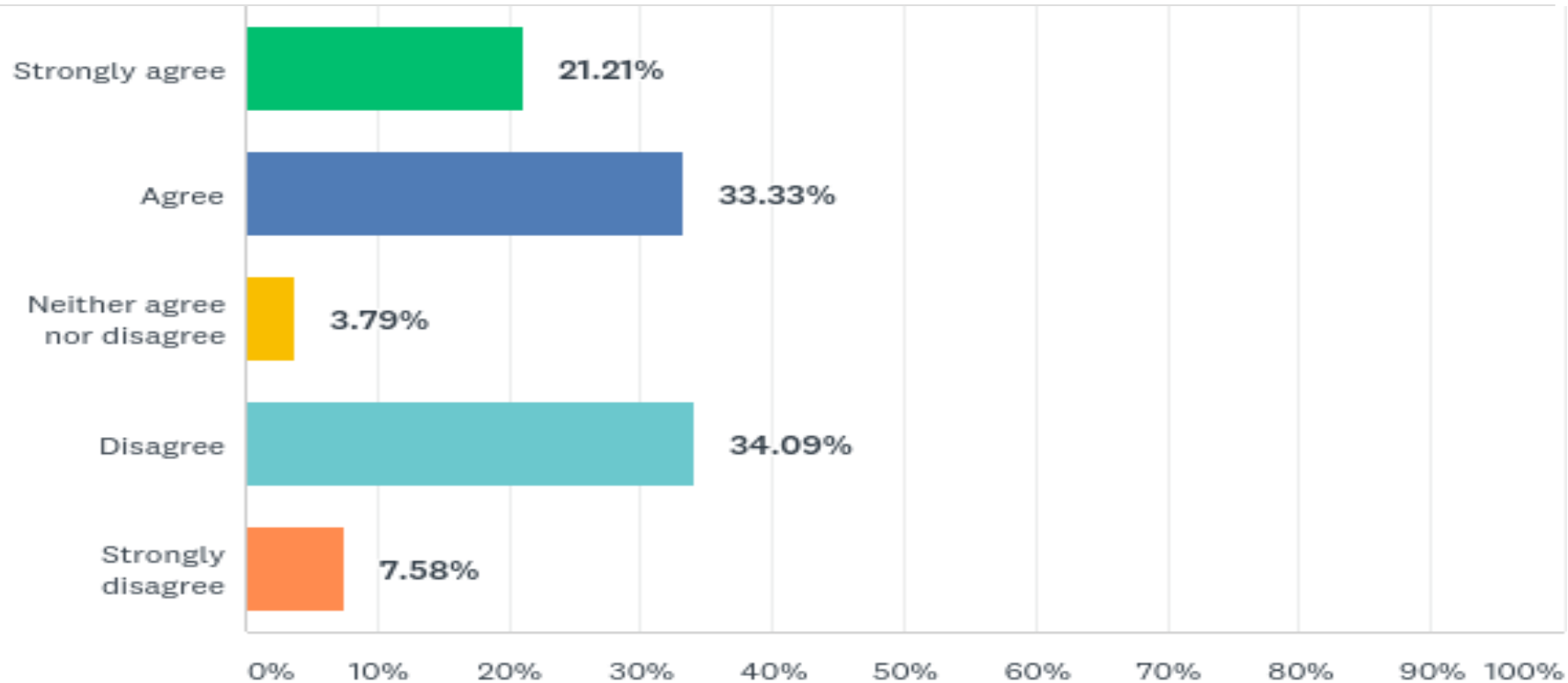


Q13: I am concerned about the impact COVID 19 has had on my family's emotional, behavioral, and mental health well-being.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	34.85%	46
Agree	48.48%	64
Neither agree nor disagree	2.27%	3
Disagree	11.36%	15
Strongly disagree	3.03%	4
TOTAL		132

Q14: My child has displayed an increase in challenging and defiant behaviors since the arrival of COVID 19 and school closures.

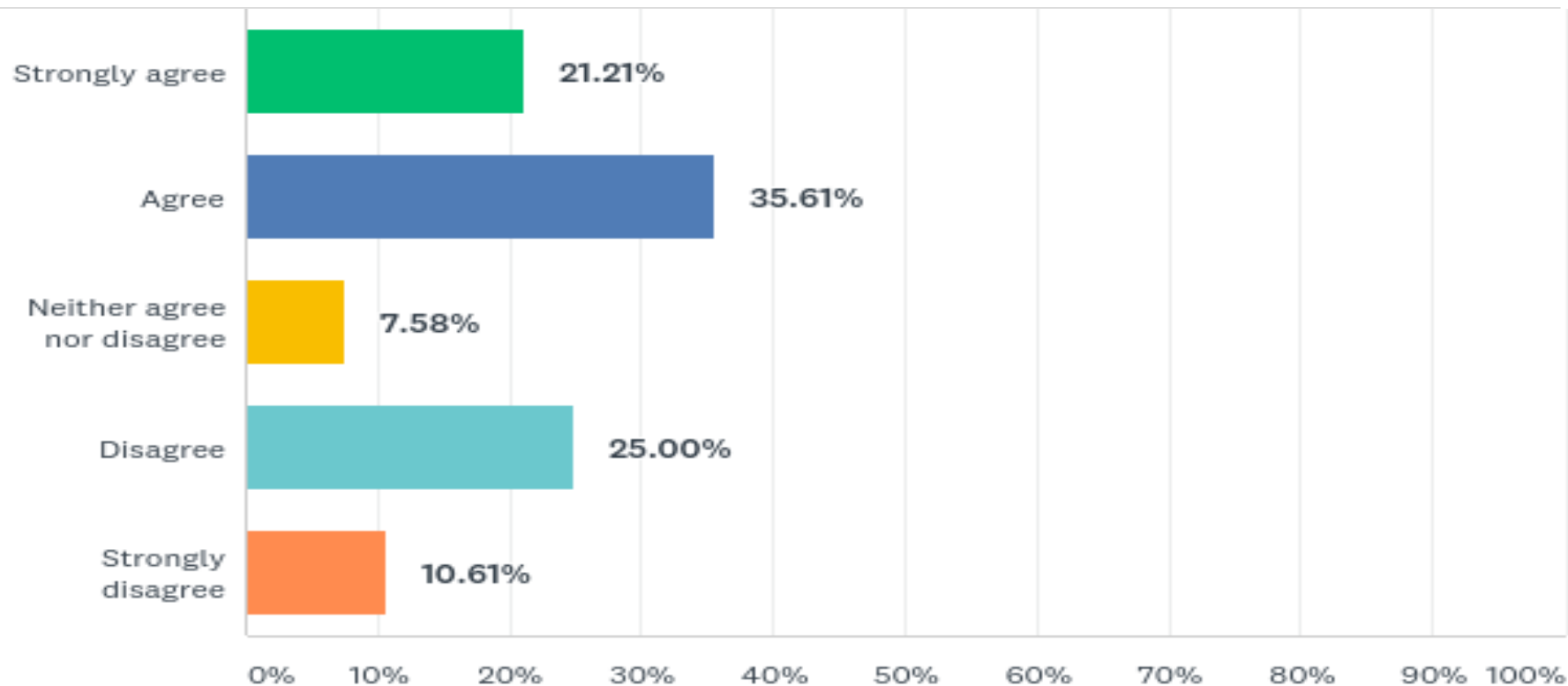


Q14: My child has displayed an increase in challenging and defiant behaviors since the arrival of COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	21.21%	28
Agree	33.33%	44
Neither agree nor disagree	3.79%	5
Disagree	34.09%	45
Strongly disagree	7.58%	10
TOTAL		132

Q15: My child has displayed an increase in anxious behaviors since the arrival of COVID 19 and school closures.

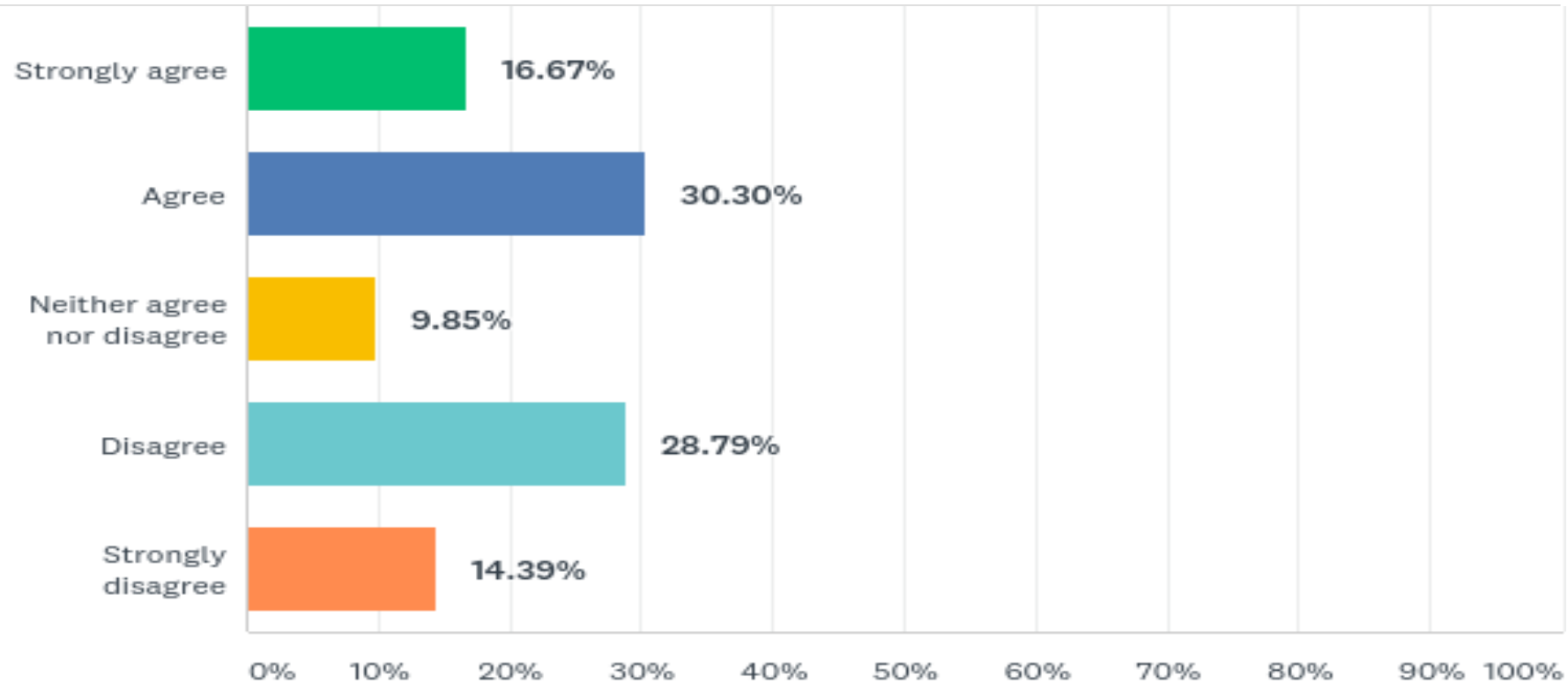


Q15: My child has displayed an increase in anxious behaviors since the arrival of COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	21.21%	28
Agree	35.61%	47
Neither agree nor disagree	7.58%	10
Disagree	25.00%	33
Strongly disagree	10.61%	14
TOTAL		132

Q16: My child has displayed an increase in low and depressed moods since the arrival of COVID 19 and school closures.

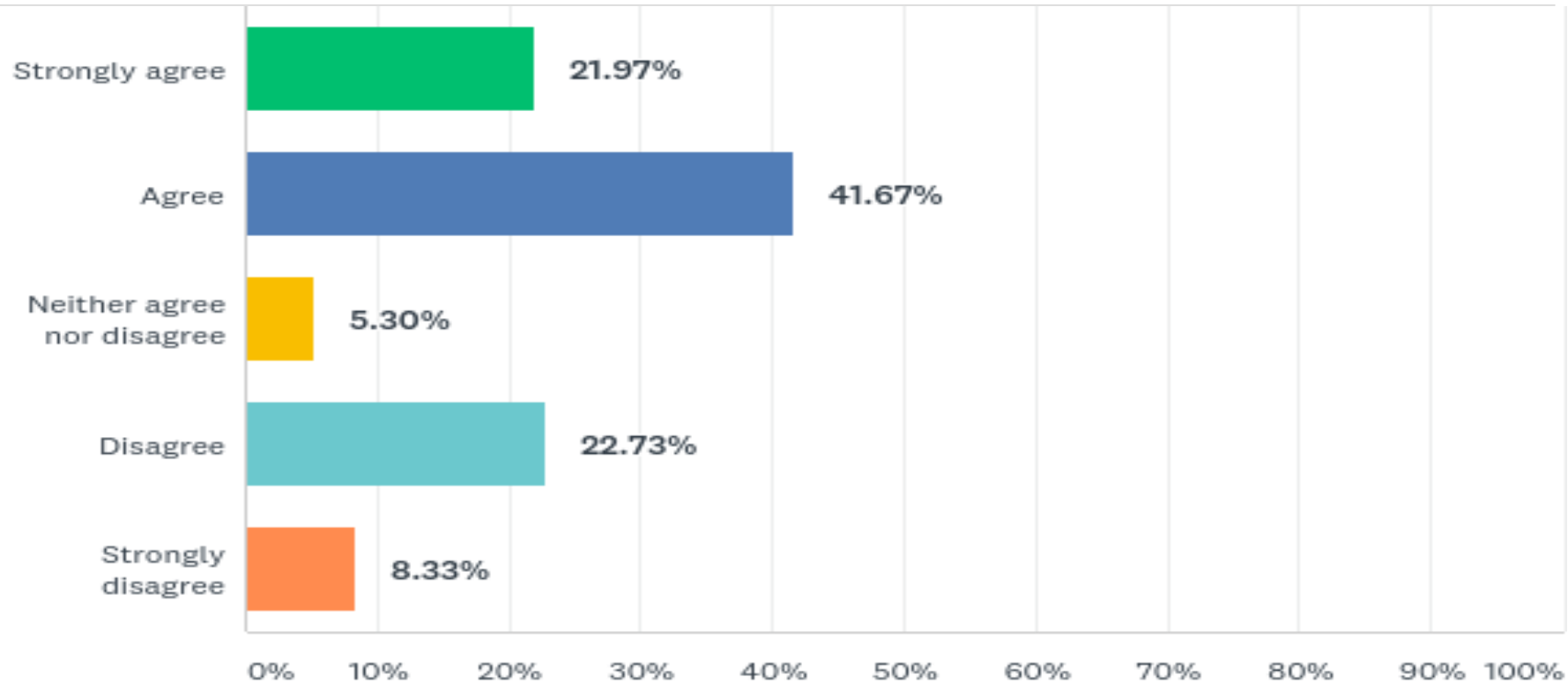


Q16: My child has displayed an increase in low and depressed moods since the arrival of COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	16.67%	22
Agree	30.30%	40
Neither agree nor disagree	9.85%	13
Disagree	28.79%	38
Strongly disagree	14.39%	19
TOTAL		132

Q17: My child has displayed an increase in irritability and frustration since the arrival of COVID 19 and school closures.

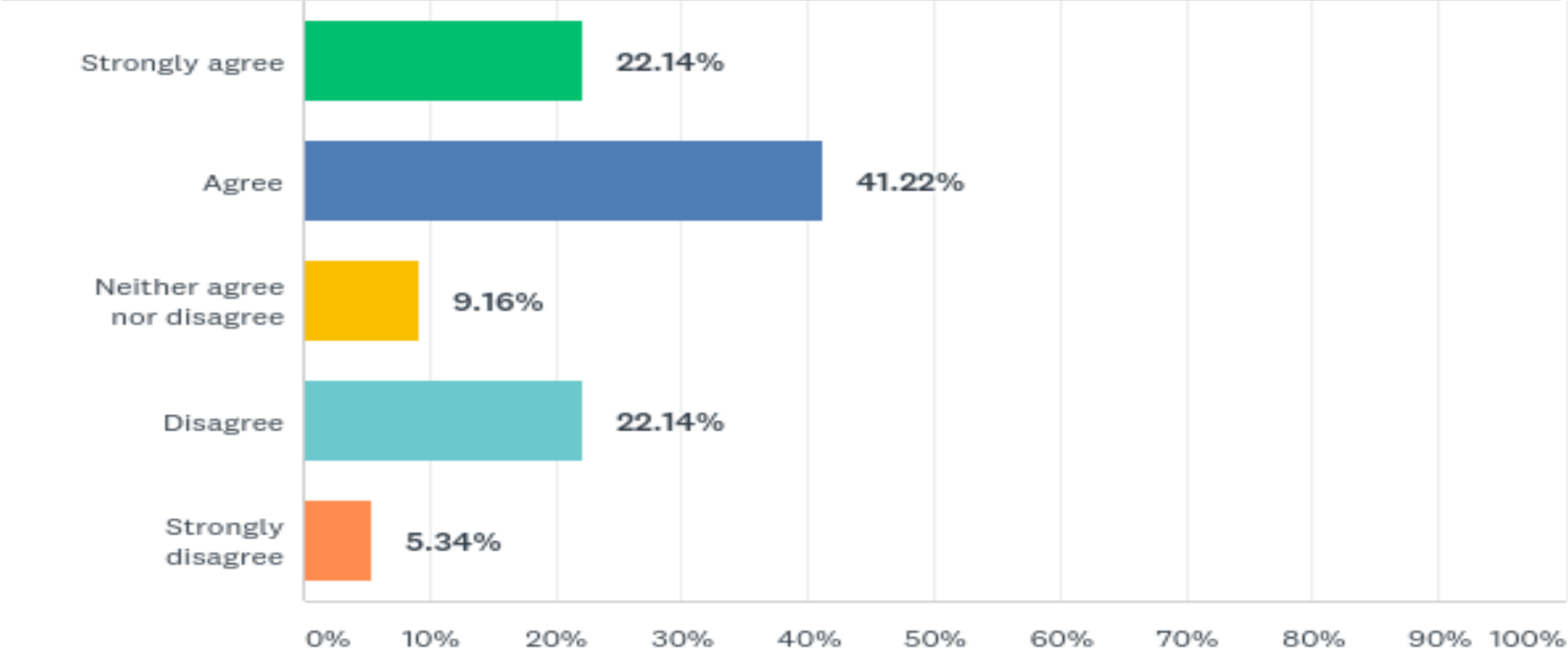


Q17: My child has displayed an increase in irritability and frustration since the arrival of COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	21.97%	29
Agree	41.67%	55
Neither agree nor disagree	5.30%	7
Disagree	22.73%	30
Strongly disagree	8.33%	11
TOTAL		132

Q18: My child has had continued access to school-based mental health services and supports to include routine contact with school social workers, guidance counselors, and school psychologist during school closures.

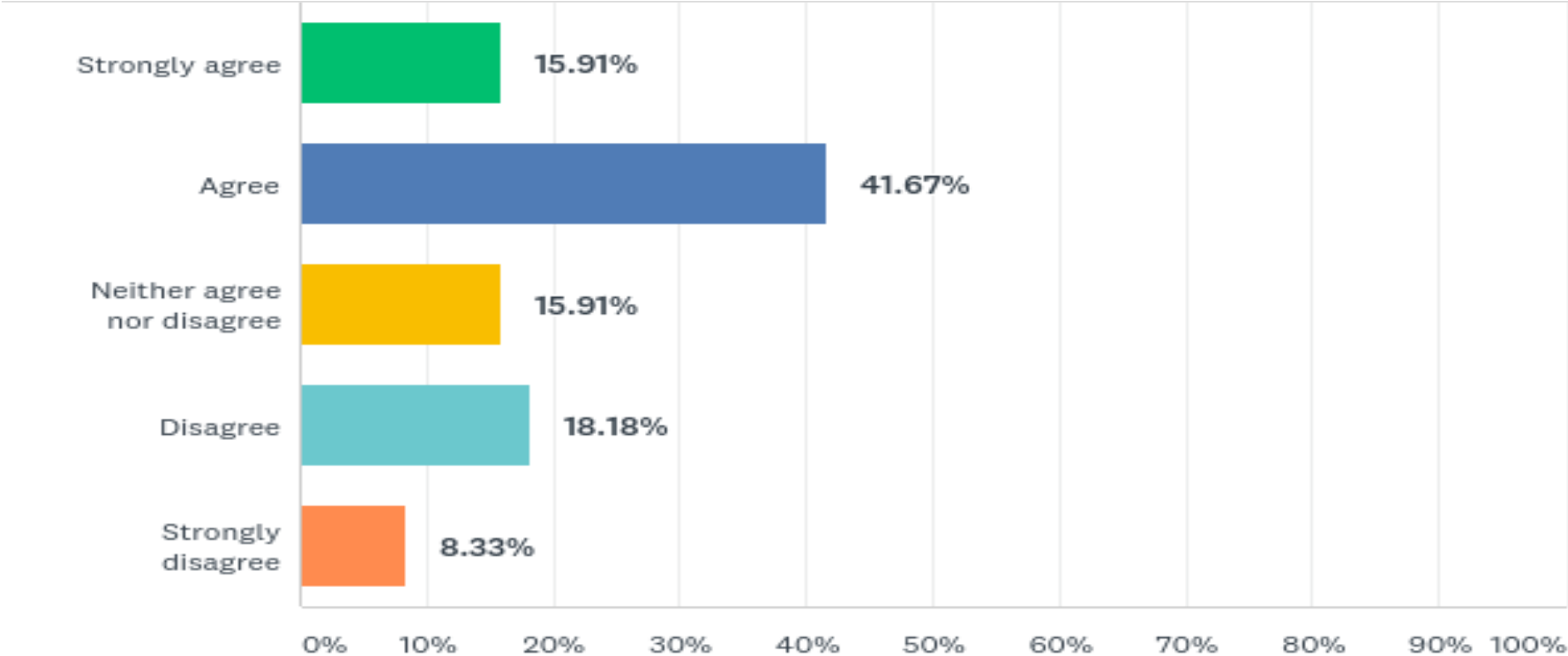


Q18: My child has had continued access to school-based mental health services and supports to include routine contact with school social workers, guidance counselors, and school psychologist during school closures.

Answered: 131 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	22.14%	29
Agree	41.22%	54
Neither agree nor disagree	9.16%	12
Disagree	22.14%	29
Strongly disagree	5.34%	7
TOTAL		131

Q19: My child has had continued access to special education faculty/staff and academic support services as per their established IEP and/or 504 plans during school closures.

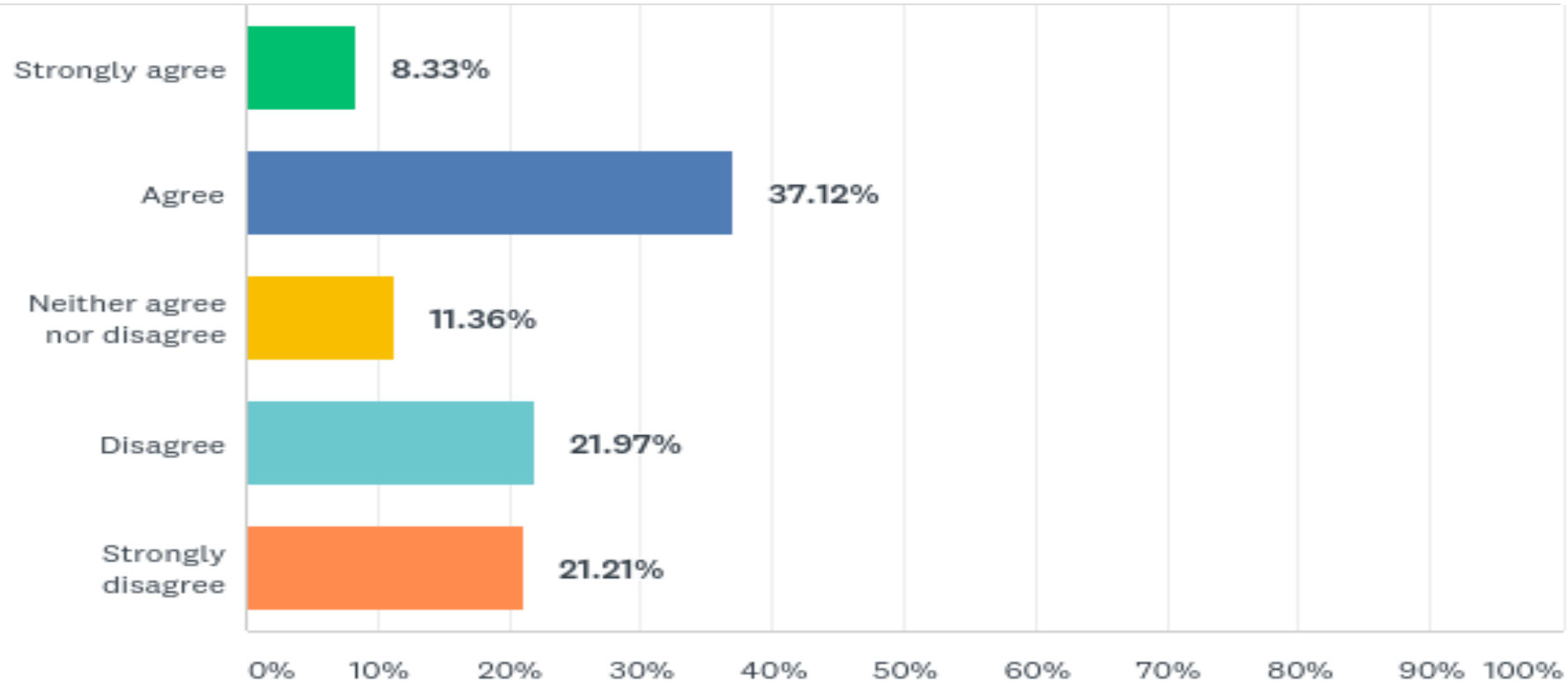


Q19: My child has had continued access to special education faculty/staff and academic support services as per their established IEP and/or 504 plans during school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	15.91%	21
Agree	41.67%	55
Neither agree nor disagree	15.91%	21
Disagree	18.18%	24
Strongly disagree	8.33%	11
TOTAL		132

Q20: My child's academic needs are being met through distant learning and instruction.

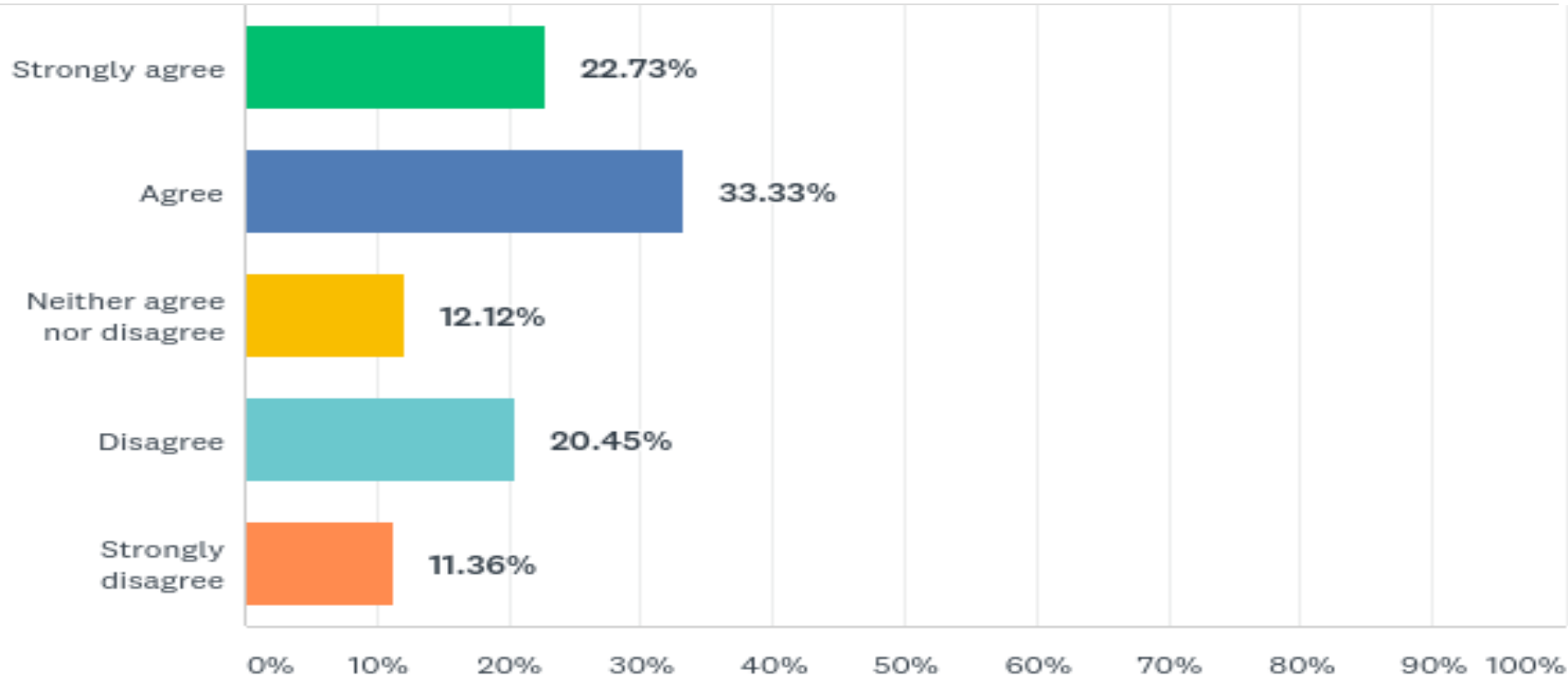


Q20: My child's academic needs are being met through distant learning and instruction.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	8.33%	11
Agree	37.12%	49
Neither agree nor disagree	11.36%	15
Disagree	21.97%	29
Strongly disagree	21.21%	28
TOTAL		132

Q21: My child has fallen behind academically since school closures and academic delivery through distant learning instructions.

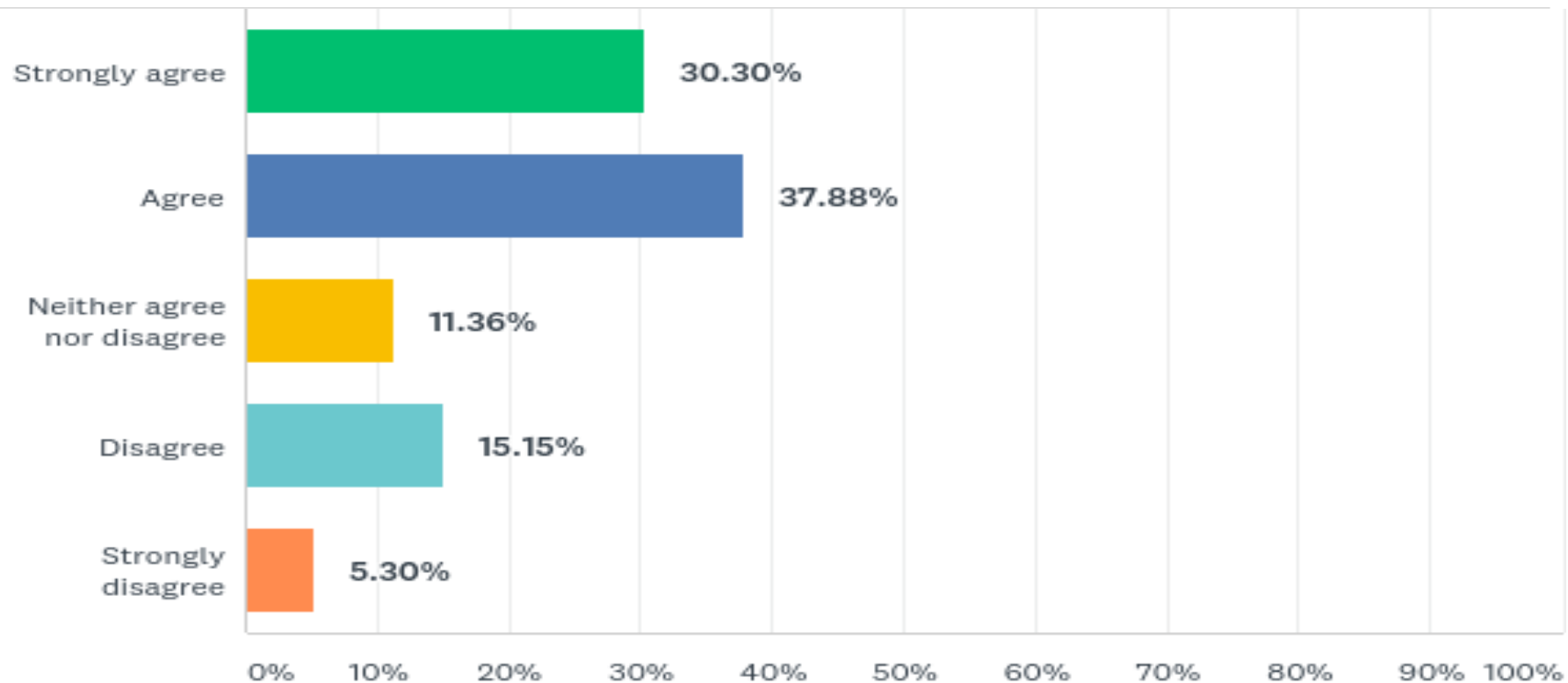


Q21: My child has fallen behind academically since school closures and academic delivery through distant learning instructions.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	22.73%	30
Agree	33.33%	44
Neither agree nor disagree	12.12%	16
Disagree	20.45%	27
Strongly disagree	11.36%	15
TOTAL		132

Q22: My child is under-stimulated and bored since school closures and academic delivery through distant learning instruction.

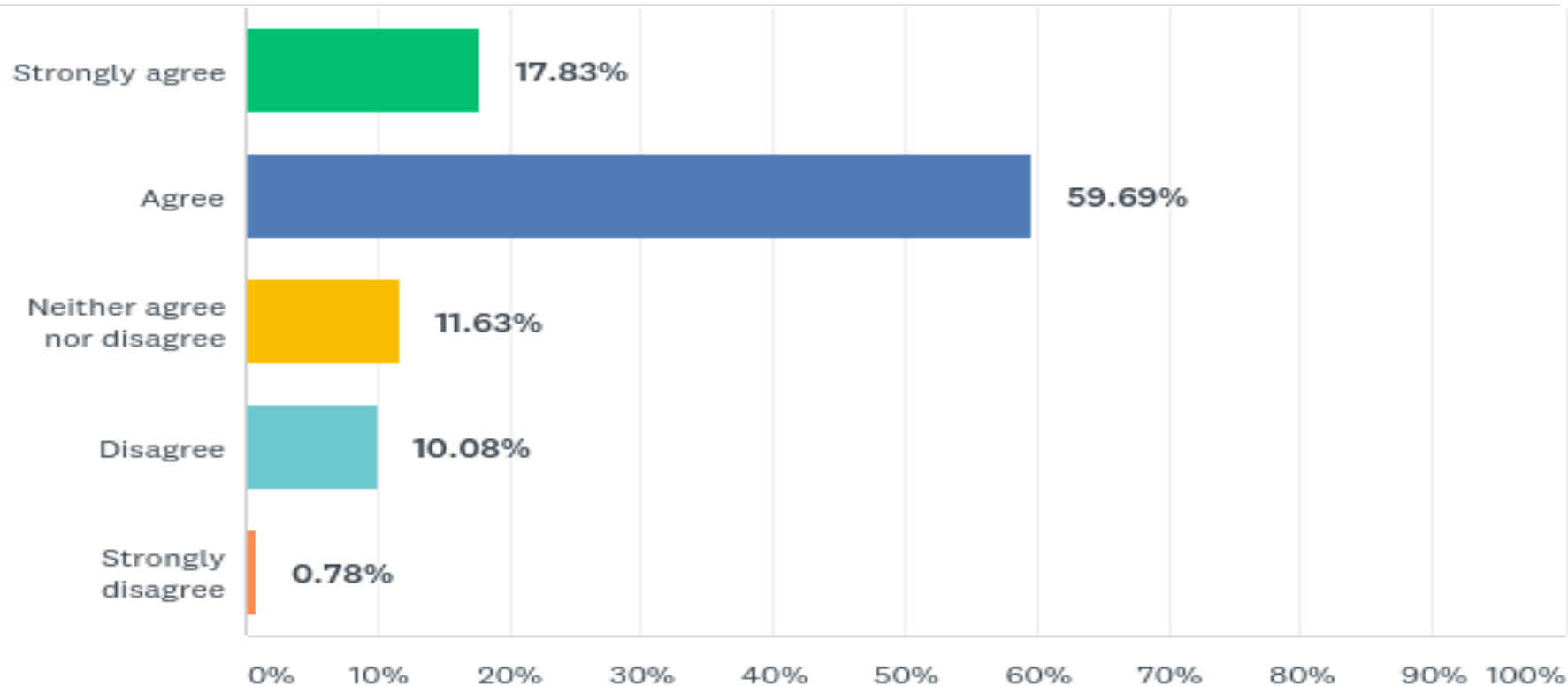


Q22: My child is under-stimulated and bored since school closures and academic delivery through distant learning instruction.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	30.30%	40
Agree	37.88%	50
Neither agree nor disagree	11.36%	15
Disagree	15.15%	20
Strongly disagree	5.30%	7
TOTAL		132

Q27: I am aware of school-based mental health services and supports that are available to my child if needed.

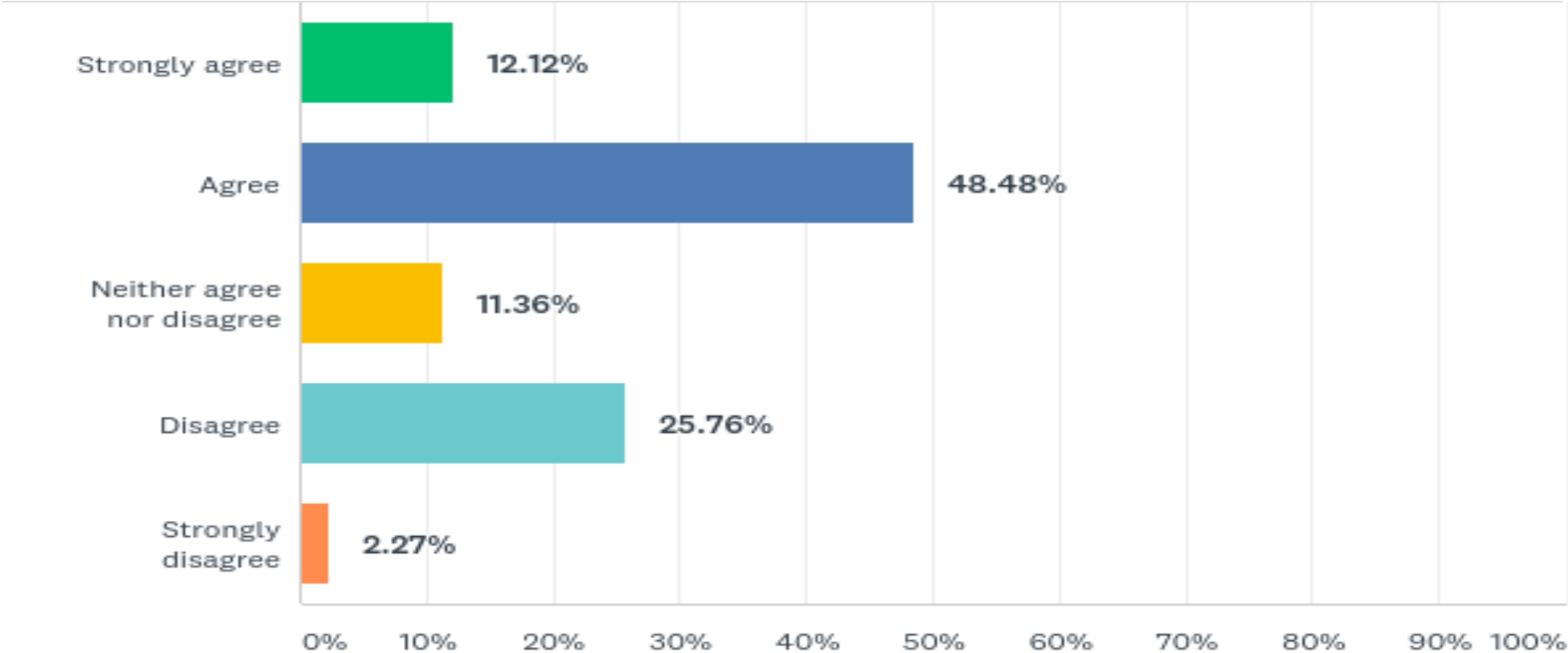


Q27: I am aware of school-based mental health services and supports that are available to my child if needed.

Answered: 129 Skipped: 3

ANSWER CHOICES	RESPONSES	
Strongly agree	17.83%	23
Agree	59.69%	77
Neither agree nor disagree	11.63%	15
Disagree	10.08%	13
Strongly disagree	0.78%	1
TOTAL		129

Q28: Information on school based mental health services and supports is easily available and accessible to me and my child.

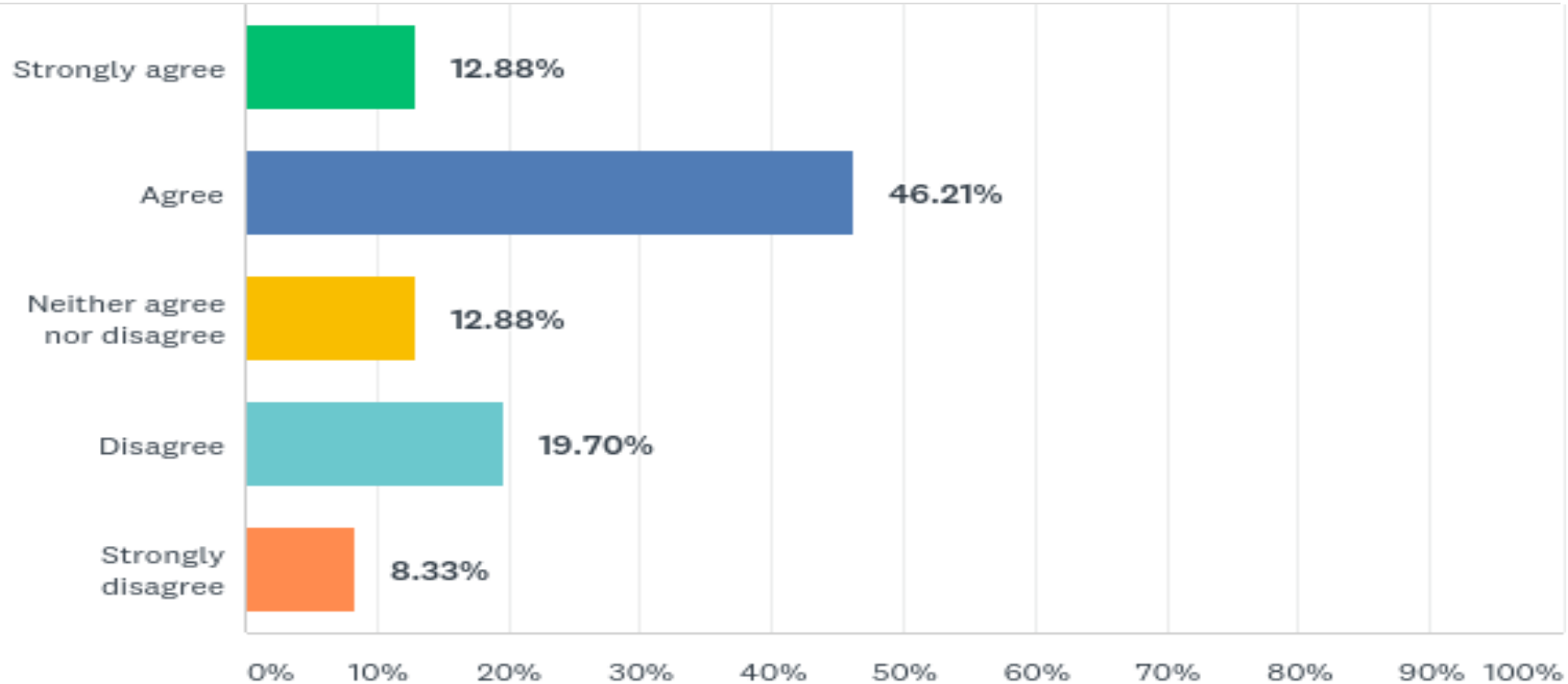


Q28: Information on school based mental health services and supports is easily available and accessible to me and my child.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	12.12%	16
Agree	48.48%	64
Neither agree nor disagree	11.36%	15
Disagree	25.76%	34
Strongly disagree	2.27%	3
TOTAL		132

Q29: My child's mental health needs are supported through school-based mental health services.

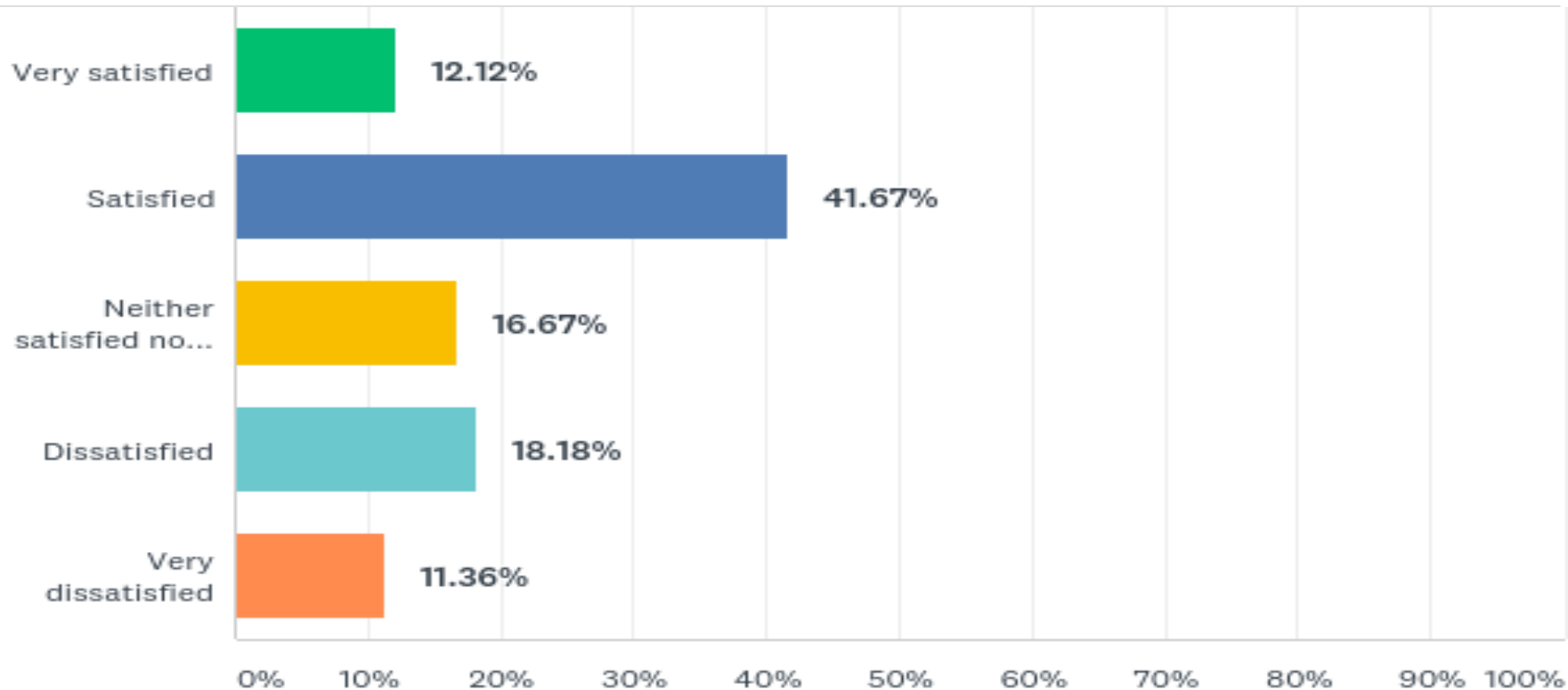


Q29: My child's mental health needs are supported through school-based mental health services.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	12.88%	17
Agree	46.21%	61
Neither agree nor disagree	12.88%	17
Disagree	19.70%	26
Strongly disagree	8.33%	11
TOTAL		132

Q33: How satisfied are you with school-based mental health services and supports available to your child during COVID 19 and school closures.

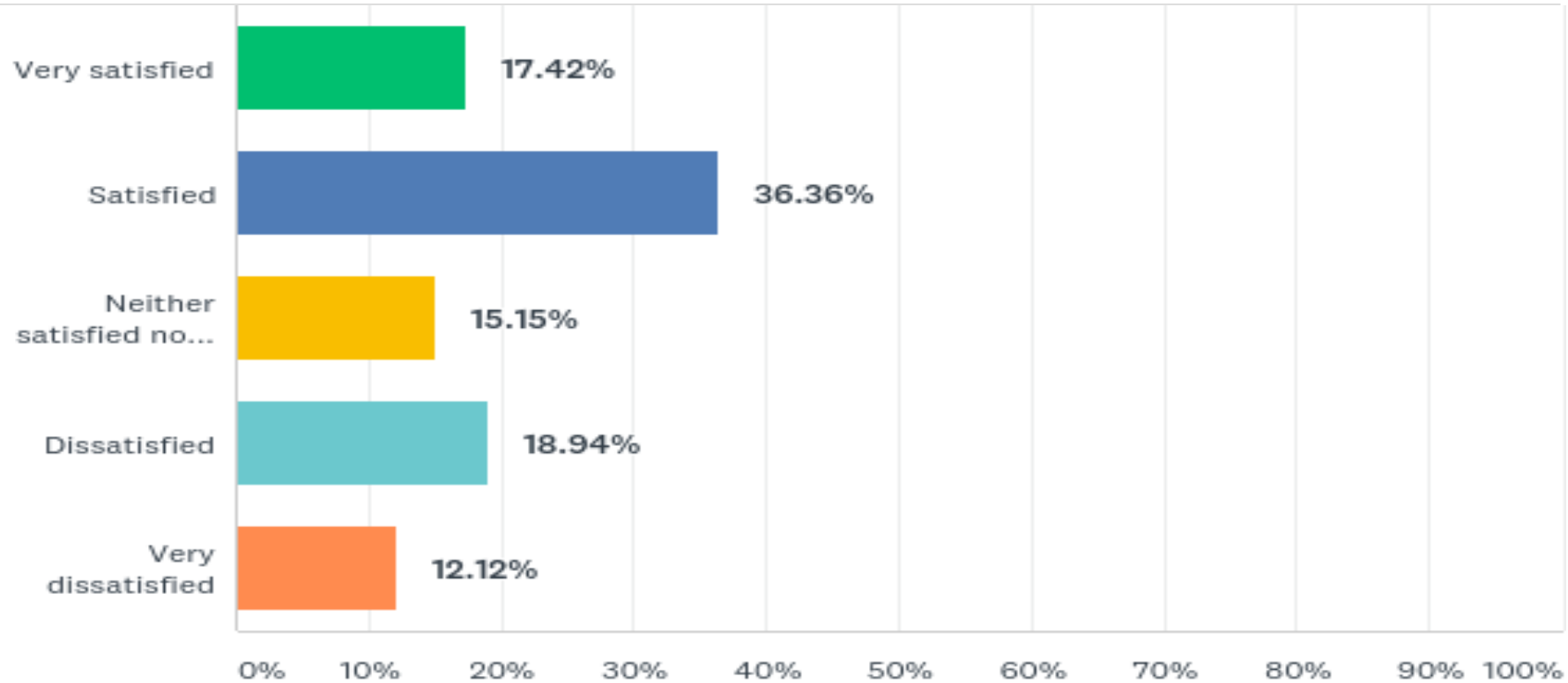


Q33: How satisfied are you with school-based mental health services and supports available to your child during COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very satisfied	12.12%	16
Satisfied	41.67%	55
Neither satisfied nor dissatisfied	16.67%	22
Dissatisfied	18.18%	24
Very dissatisfied	11.36%	15
TOTAL		132

Q34: How satisfied are you with the actions taken by your child's school to ensure continued school-based mental health services and supports remained available and accessible during COVID 19 and school closures.



Q34: How satisfied are you with the actions taken by your child's school to ensure continued school-based mental health services and supports remained available and accessible during COVID 19 and school closures.

Answered: 132 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very satisfied	17.42%	23
Satisfied	36.36%	48
Neither satisfied nor dissatisfied	15.15%	20
Dissatisfied	18.94%	25
Very dissatisfied	12.12%	16
TOTAL		132

What does it mean to be Trauma-Informed?

“One in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, staff, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery or adjustment of the child and family, and support their ability to thrive.”

Trauma-informed approaches within any system aim to adhere to the “4 Rs”:

- **Realizing** the widespread impact of trauma and pathways to recovery
- **Recognizing** traumas signs and symptoms
- **Responding** by integrating knowledge about trauma into all facets of the system
- **Resisting** re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures and practices

System Framework

Tier 1: Safe Environments and Universally Healthy Students / Creating and Supporting a Trauma-Informed School Community Schools transform on a number of levels to create and support safe environments that promote healthy and successful students and staff. This foundational work is Tier I of the MTSS pyramid and necessary to support strategies across the entire pyramid.

Tier 2: Early Intervention/Identifying Students and Staff At-Risk Schools identify and respond to students and staff who are at-risk or have been exposed to trauma and/or loss in ways that meet their unique exposures, experiences, developmental, and personal needs.

Tier 3: Intensive Support Schools provide support to those students whose behaviors and experiences necessitate intensive interventions and aim to meet their unique exposures, experiences, developmental, and personal needs.



SCHOOL

TIER 3: INTENSIVE SUPPORT

KEY STRATEGIES:

Intensive individual and family tx; Trauma-specific treatment

KEY PARTNERSHIPS:

School Community, Community Mental Health Organizations, Families

TIER 2: EARLY INTERVENTION/IDENTIFYING STUDENTS AND STAFF AT-RISK

KEY STRATEGIES:

Screening Students; Group Interventions (CBT, STS Support), Threat Assessment, Peer Support

KEY PARTNERSHIPS:

School Community, Community Mental Health Organizations, Families

TIER 1: CREATING SAFE ENVIRONMENT AND PROMOTING HEALTHY AND SUCCESSFUL STUDENTS

KEY STRATEGIES:

Promoting Positive School Climate, Emergency Management, Psychological First Aid, Bullying Prevention, STS Education, General Wellness Support & Education

KEY PARTNERSHIPS:

School Community (Admin, teachers, counselors, coaches, nurses), Community Mental Health Organizations, Law Enforcement, Youth Development Organizations, Advocacy Groups (e.g., LGBTQ), Families