

# Onward: Lessons and Celebrations of the DPS Community During the 2020-2021 School Year

## Appendix A: Community Data Snapshots

### Book Harvest

Book Harvest provided data on two programs that operated during the pandemic: Book Babies and Keep Learning Alive.

#### Book Babies

Book Harvest runs a program called Book Babies, which partners with parents of Medicaid eligible children to help parents promote their children's early language and literacy. In 2020, Book Harvest reached out to 190 Book Babies families by phone and text message to find out how they were affected by the pandemic. They learned:

1. The transition to remote-learning was an adjustment
2. Families were reading more and doing more learning activities with their children
3. Some families used the Ready4K texting program
4. Families appreciated virtual Book Babies visits

In February and March 2021, the Durham County Cooperative Extension offered a Parent & Family Advocacy and Support Training to nineteen Book Babies families. Families learned how to better advocate for their child in the school system during the eight week program.

#### Keep Learning Alive

In Fall 2020, Book Harvest responded to the COVID-19 pandemic with the Keep Learning Alive program with the goal of sustaining reading engagement and proficiency for elementary students in DPS learning remotely. This program included three components: HELPS tutoring, book provision, and family workshops.

Book Harvest conducted virtual tutoring sessions using the HELPS curriculum with six students. 80% of students improved their oral reading fluency, increased confidence and would continue tutoring in the future.

Book Harvest mailed ten culturally inclusive books to 1,444 DPS elementary students. 719 students received books through Grab and Go and Well Fed, Well Read programs. Book Harvest also conducted family workshops to help families learn how to coach their children in reading.

## Durham Children's Initiative

The Durham Children's Initiative (DCI) worked with community partners to make sure that its families' basic needs were met during the pandemic. It provided 2,496 meals to families through weekly food distribution and distributed 1,687 summer meals in 2020 as well.

DCI paired older children with Academic Coaches and family advocates in 2020. Students with coaches increased academic confidence and social emotional well-being, and decreased the number of classes not passing and incomplete assignments.

“Coaching has helped a little with my mental health. I am super overwhelmed, and confidence is low because of the number of classes I have. Having a coach has helped.”

Over 90% of those served by Family Advocates agreed they were comfortable communicating with their child's teacher after the program.

DCI's LEAP Academy preschool virtually enrolled 23 students in the 2020 school year.

DCI helped young adults in its program secure virtual and on-site internships, fellowships and offered resume training and job visits.

## Durham County/City Resident Survey and Comprehensive Plan

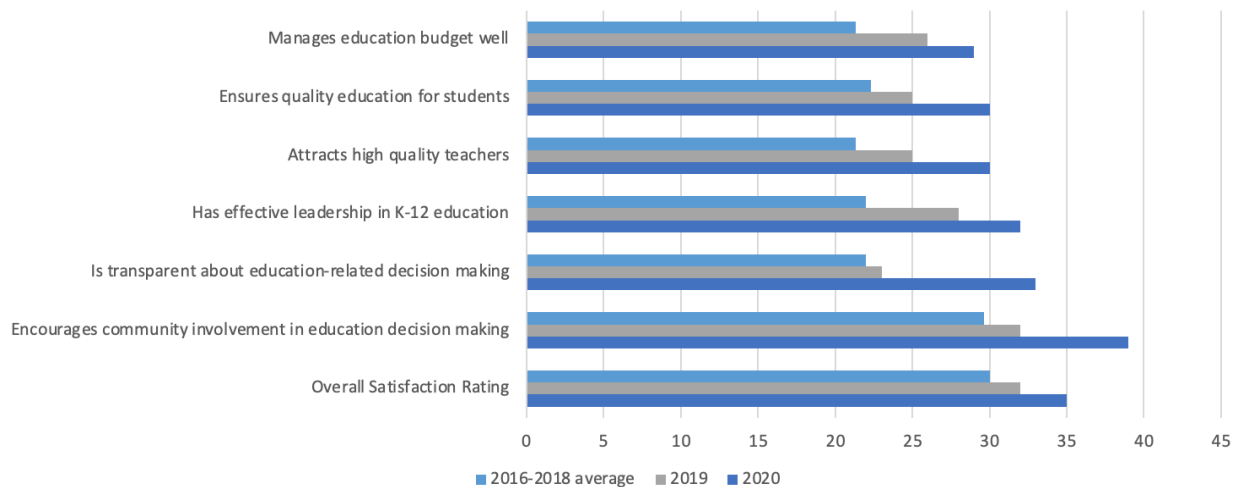
In the winter of 2020, Durham County partnered with ETC Institute to administer a survey to 848 Durham County residents. The survey informed the county's comprehensive plan and the report includes findings relevant to education.

### Key Survey Findings

The Durham community views DPS as a community priority, and sees the district improving on several measures, but believes there is room for improvement in public schools in Durham.

39% of respondents are dissatisfied with public schools; public schools are one of the top three areas of dissatisfaction for Durham residents. However, the satisfaction rating has improved in recent years on several measures. See Figure 1:

Figure 1: Durham Public Schools Satisfaction Ratings 2016-2020



Durham residents see investing in public schools as a top priority. 69% of respondents selected Public Schools as a service that they would be willing to pay higher taxes for. Public Schools were the top priority for overall and for maintenance spending. ETC created an analysis to help Durham identify areas of high importance and low satisfaction to prioritize investments. Durham Public Schools is the highest priority for county investment according to this analysis

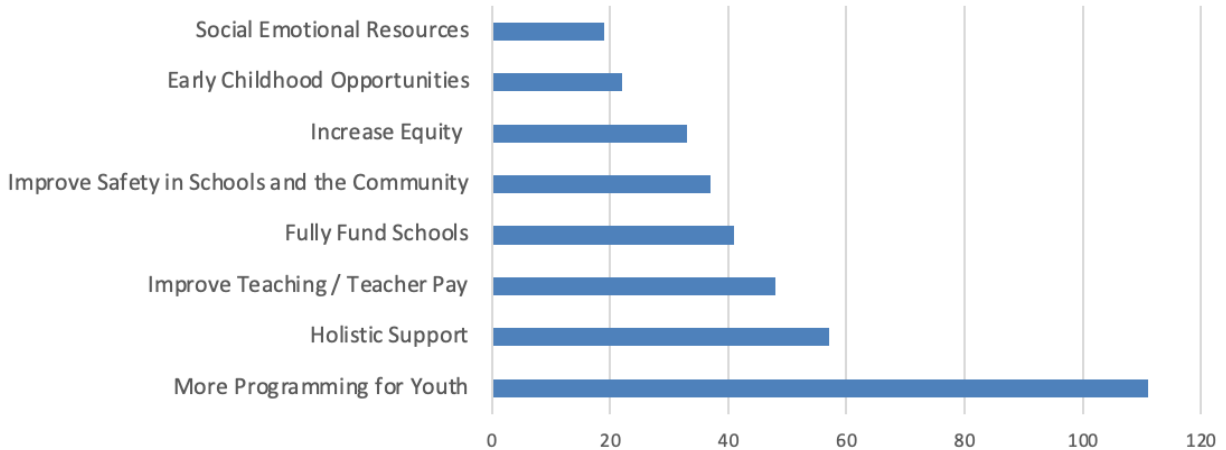
### Open Response Themes

The City-County Survey also included open response questions. Over 300 residents responded to the question "What can the City and County do to make sure all children and youth in Durham reach their full potential and thrive?" Several themes emerged from the responses, shown in Figure 2.

Almost a third of respondents cited a need for more opportunities for youth outside of the regular school day. Many residents mentioned the need for holistic support including social services, food, healthcare, childcare, housing, and technology resources. Residents do not agree on how to make Durham and DPS safe: some residents want to increase police presence

while others would rather spend that money elsewhere. Nineteen residents mentioned a need for more social-emotional and mental health support for youth.

**Figure 2: Open Ended Response Themes by Number of Respondents**



### **Durham County Comprehensive Plan**

The Draft comprehensive plan features the following education goal:

“By 2050, Durham schools will be integrated into neighborhoods, equitably and substantially invested in, and well-maintained. Durham students, parents, staff, and the community will have access to shared resources, through schools, that center their health, safety and well-being”

The plan separates this goal into a 3 three categories to offer background and recommendations:

#### **Category 1: Innovative and Accessible Community-Oriented Schools**

- Durham needs accessible and innovative neighborhood schools. The schools should bring the community together and could include community gardens, recreation centers, job training, lifelong learning, mental and physical health care, and affordable housing. These resources are especially important in low-wealth and Black and Latinx neighborhoods.

#### **Category 2: Safe, Supportive, and Nurturing Schools**

- Many students, especially students of color, do not feel physically and mentally safe in DPS. These feelings arise due to police presence, active shooter drills and harsh disciplinary measures and may contribute to the school-to-prison pipeline. Students need DPS to provide nutritious food and a safe learning environment.
- Schools should provide community centered conflict resolution, mental health support, affordable food access, and family support. Schools should focus on restorative justice and community centered counseling.
- Schools should hire and retain diverse teachers and staff.

**Category 3: Equitable Investment in Schools**

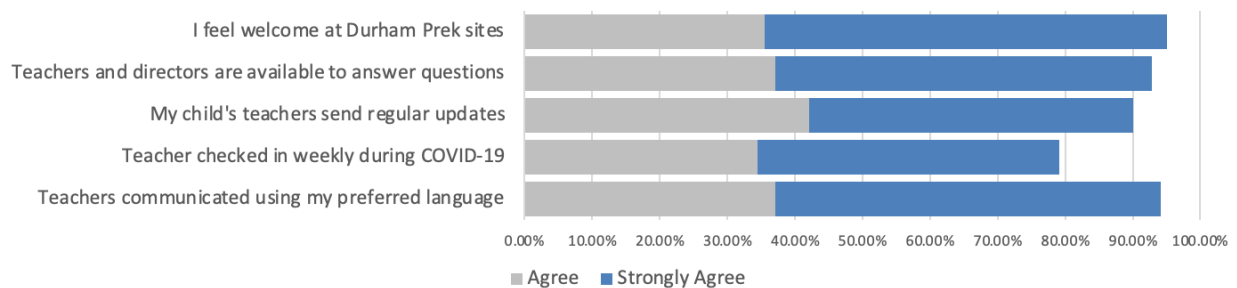
- Durham schools are segregated. As families with privilege leave some schools, they are left with limited funding. Durham should equitably invest in schools, prioritizing funding that will serve English Language Learners, students with disabilities, students of color, LGBTQIA+ students, low-income students, and neighborhoods with historical disinvestment.

## Durham Pre-K 2019-2020 Satisfaction Survey:

141 parents participated in Durham Pre-K's 2019-2020 Satisfaction Survey (offered in Spanish and English). Overwhelmingly, parents are satisfied with Durham Pre-K: 88.6% of participants rated their PreK experience "Good" or "Very Good."

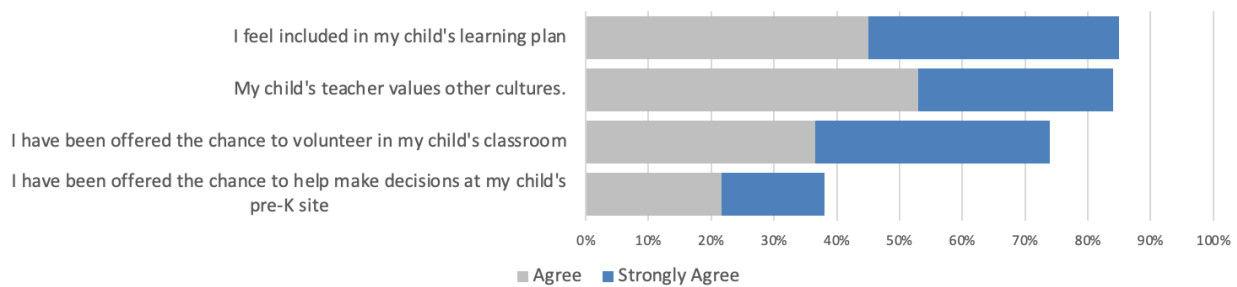
Participants feel welcome at Pre-K sites and receive regular communication. Almost all survey participants felt welcome at Durham PreK sites and felt that teachers and directors were available and communicated regularly (only 79% reported receiving weekly communication during COVID closures, however). 94% of Spanish households agreed that teachers communicated using their preferred language. See Figure 1 for details:

**Figure 1:** Communication at Durham Pre-K Sites



However, fewer parents felt a true sense of inclusion in their children's pre-K experience. Most parents feel included in their child's learning plans but only 40% strongly agree they are included. Most parents agree that their child's teacher values other cultures, but only 31% strongly agree. Only 74% of parents have had the chance to volunteer in the classroom and less than half of participants have had the opportunity to participate in decision-making at the pre-K center. See Figure 2 for details.

**Figure 2:** Parent Input at Durham Pre-K Sites



Participants reported success in other areas as well. 89% of families reported that their child's social skills improved. Lastly, only 85% of participants agreed that they had "learned about resources and services in the community" that could benefit their family.

## Durham Youth Listening Project

The City of Durham Office on Youth (OOY) began its Youth Listening Project in 2019. The OOO hosted community engagement activities and listening sessions to hear from young people and caregivers in Durham, prioritizing marginalized voices.

### Key Recommendations include:

1. **Activities and Programs for Children and Youth:** The OOO recommends organizations expand offerings for children and youth, lower costs, and involve youth in programming.
2. **Youth Leadership:** Youth in Durham lack leadership opportunities and do not feel that adults value their input when making decisions. The OOO recommends that organizations create paid leadership opportunities, and support youth in accessing these opportunities especially at organizations that serve youth.
3. **Welcoming Places for Youth:** Many “safe” places in Durham feel unwelcome to youth. The OOO recommends organizations address discriminatory policies, create youth friendly spaces, and train staff at organizations that serve youth how to work with youth.
4. **Transportation:** The OOO recommends the city improve sidewalks, bike lanes, and busses.
5. **Diversity:** Staff at youth serving organizations in Durham are not diverse enough and tend to focus on the needs of white families. The OOO recommends organizations hire more diverse staff and train staff to work with youth from different backgrounds.
6. **Safety:** Young people feel unsafe in Durham. They experience violence and discrimination, do not feel welcome in many spaces, experience a lack of mental health support, and experience the presence of law enforcement. The OOO recommends improving mental health access with providers trained to work with youth who have experienced trauma from diverse backgrounds, improving safety near transit services, and improving wellness policies and relationship building in schools.

### Recommendations Specific to Durham Public Schools Include:

1. The OOO recommends having an elected student seat on the DPS Board of Education.
2. Many participants did not feel welcome in Durham Public Schools. They have not had enough positive interactions with adults in schools and do not feel that teachers, SROs, and administrators are caring or can be trusted. The OOO recommends that DPS require training for teachers and administrators about “adultism” and concerns of LGBTQ+ youth. Young people should evaluate the effectiveness of training.
3. Young people want more cultural representation in the classroom. OOO recommends that schools include offerings that celebrate and educate about diverse cultures created by people from that culture.
4. Many young people do not feel safe at school due to the threat of school shooters, the presence of law enforcement and negative interactions with adults. OOO recommends creating a culture of safety, respect and acceptance in DPS. Wellness practices should be improved and could include mindful breathing, check ins, and creative expression. Community-building practices can reduce the need for law enforcement in schools.
5. Young people lack access to needed mental health support. Available resources are difficult to access, unaffordable, and lack culturally diverse and responsive providers. OOO

recommends increasing access to free or affordable mental health resources, especially in schools. Mental health providers should be trained to work with youth from diverse backgrounds and should be more prevalent in schools.



## Emily K. Center Family Survey Data

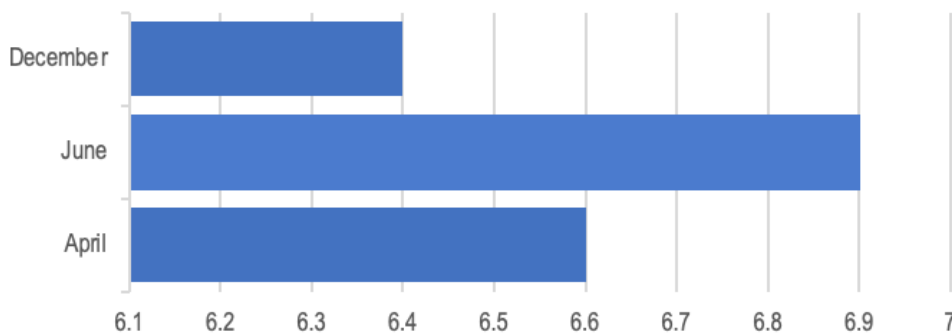
The Emily K. Center conducted three surveys to find out how their families fared during the COVID-19 pandemic. Between 115-133 participants responded to each of three surveys given in April, June, and December 2020.

The April survey revealed that the COVID-19 pandemic and school closures were very stressful for families, both in terms of balancing the new demands that came along with remote schooling and dealing with adverse impacts on employment, earnings, and the ability to cover basic needs. Spanish-speaking respondents especially were reliant on schools and the Emily K center for information regarding COVID-19.

In response, Emily K developed and regularly updated a Spanish-English webpage with COVID-19 specific information and resources. The center also addressed as many emergency fund requests as possible to help families with basic needs. They also worked to help students keep focused and manage stress during remote learning, find creative ways to keep students connected, and to stay up-to-date with changing district policies to keep families informed.

Subsequent surveys found that families continued to experience stress and adverse mental health impacts throughout the pandemic. Figure 1 shows how families rated the impact of COVID-19 on stress and mental health on each of the three surveys.

**Figure 1:** Mental Health Impact of COVID-19

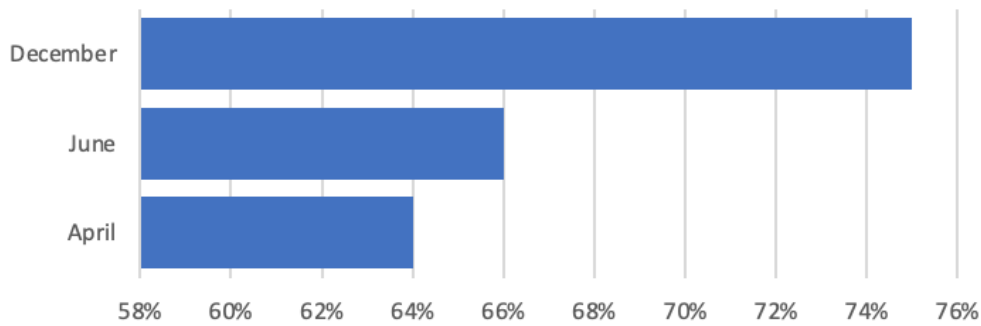


\*April, June survey question: *“How stressful has the COVID-19 situation been for you and your family?”*

\*December survey question: *How much has the COVID-19 pandemic impacted the mental health and emotional wellness of your family (those living in your household)?*

Families also experienced adverse economic effects throughout the pandemic. Figure 2 shows the percentage of families that reported some kind of adverse job or economic impacts as a result of the pandemic. The percentage of respondents identifying food security as a major concern decreased from 25% to 17% between April and June. This decline may reflect the Durham community’s effort to ensure families had the food they needed.

**Figure 2:** Percentage of Families Reporting Adverse Impacts on Economic Situation

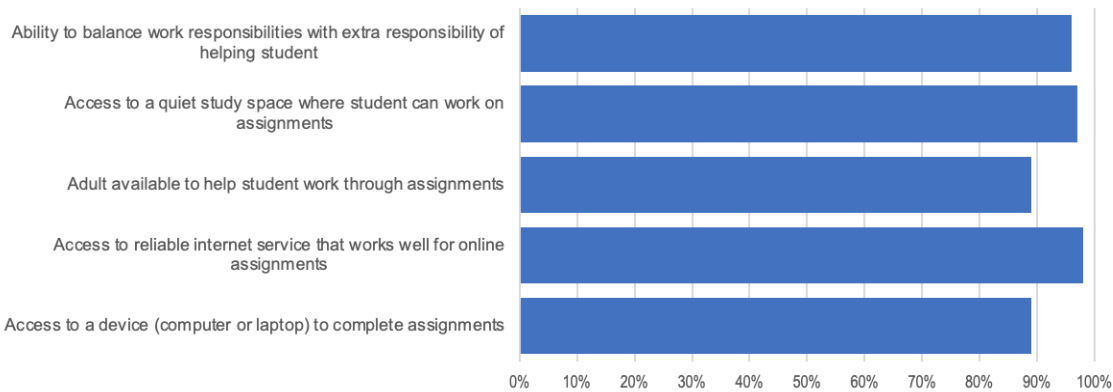


\*April, June survey question: "How has the COVID-19 pandemic affected your job/employment situation?"

\*December survey question: How much has the COVID-19 pandemic impacted your family's job or economic situation?

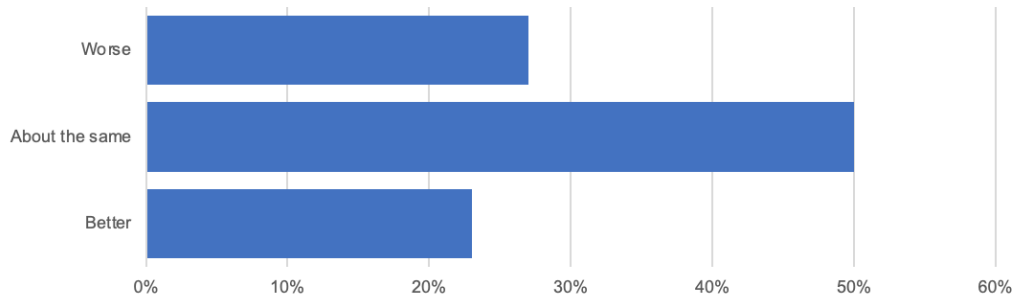
Almost all respondents in June said their students were able to access what they needed in order to be successful with remote learning.

**Figure 3:** Family Access to Tools Necessary for Remote Learning.



In December, Emily K asked families how students had adjusted to remote learning. Most parents reported that their students adjusted fairly well. However there were also many students who had difficulty as well as students who adjusted very well. Similarly survey results reveal a range of academic performance during online learning among students (Figure 4). Emily K recommends that DPS work with families and students to understand what conditions led some students to thrive and while other students struggled with online learning.

**Figure 4:** Student Performance during Remote Learning compared with Previous Performance



## Made in Durham Recommendations

Made in Durham (MID) convened a working group in December 2020 to ‘identify innovative interventions to implement now and in the future to address student disengagement caused by the pandemic.’ These interventions are targeted at the 14% of DPS students MID believes are at risk of dropping out due to the pandemic.

The working group consisted of students, educators, and system leaders. The group identified three levels of student engagement: disengaged, inconsistently engaged, and engaged and two challenge areas: social emotional and mental health and academic progress. Then through interviews and research, the group found 23 promising innovations it then ranked according to feasibility and potential impact.

### Social-Emotional Interventions

The working group offered the following interventions that would improve social-emotional wellness for students in DPS. (The number rank is included by the intervention).

- **#4 Structured SEL check-ins:** DPS should create a check-in structure to help students name, reflect on, and manage their emotions. Examples include the Yale Center for Emotional Intelligence and the Harvard Making Caring Common Project
- **#12 School-wide culturally-responsive SEL framework:** Schools should adopt a curriculum to teach social emotional learning skills and to create common practices for managing emotions. Examples include the Compass curriculum.
- **#14 Intrusive Counseling:** Counselors can track students academic progress and intervene proactively to provide support.
- **# 16 Mental Health equity commission:** The commission would use an equity lens to analyze mental health services in Durham. Examples include Pittsburgh's Gender Equity Commission.
- **#20 Increasing counselor-to-student ratio:** Schools can increase the counselor to student ratio from about 1:500 to the ASCA recommended 1:250 ratio
- **# 21 Dedicated, structured relationship building time:** Schools should allow time for structured activities that help students build relationships with adults and each other. Examples include Breakthrough Schools and KIPP Advisories.

### Student Engagement Interventions

The following interventions would target student engagement:

- **#2 Map Relationships:** Educators, in consultation with students, systematically ensure that each student they serve has one strong adult relationship. The Harvard Making Caring Common Project offers concrete instructions for this mapping process.
- **#8 In-person outreach to absent students:** Schools can hire connectors to reach out to households in the community to impact school attendance. Examples include Harvard's Proving Ground, Richmond's Ambassadors Program, Nashville's Navigator's Program
- **#11 Absences rapid response system:** Schools can create rapid response systems to

reach out to students and families immediately if a student is not present in any one of their classes. Examples include Broward County / KIPP and Hamilton Range School.

- **#13 Attendance outreach software:** There are automated systems that use text messages to nudge students based on attendance records. This software (Kinolved) increased attendance in some districts by 10-20% during the pandemic.

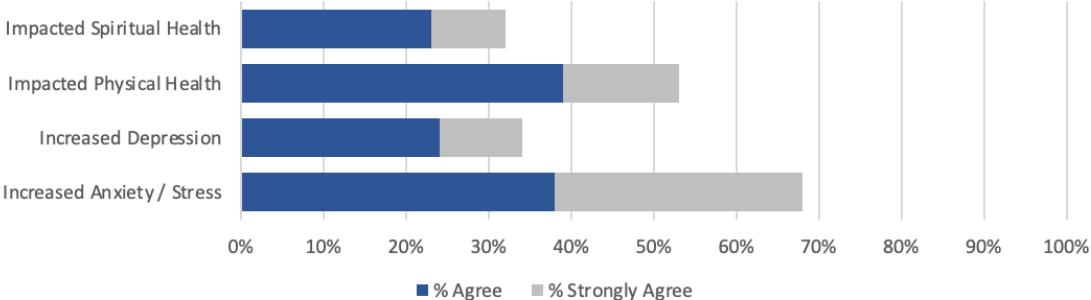
# Student U Summer 2020 Parent Survey

Student U surveyed parents in the summer of 2020 to discover the impacts of the COVID-19 pandemic on its families.

Survey responses revealed that families experienced significant economic impacts due to the pandemic. 68% of parents reported being either unemployed or working fewer hours due to COVID-19. Families shared that rent, groceries, utility bills and academic support for their children were their most urgent needs. 40% of parents reported receiving food assistance and 57% of families were able to access basic resources from Student U. 26% of families reported difficulty paying their rent or mortgage; however only 4% reported having lost housing. This number could unfortunately increase when the eviction moratorium expires.

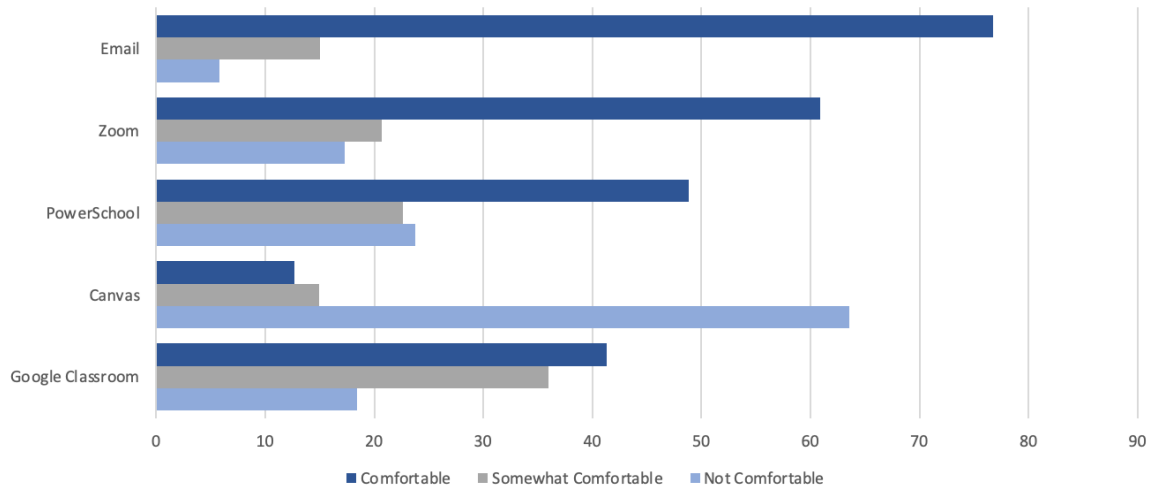
Parents/ guardians also reported mental, spiritual and physical health impacts as a result of the pandemic. Figure 1 demonstrates the percent of respondents who either agreed or strongly agreed that COVID-19 has adversely impacted the following areas of health.

**Figure 1:** COVID-19 Impacts on Guardians



Families also shared how comfortable they feel with various communication platforms, with the results shown in Figure 2. The majority of parents felt comfortable with email and zoom, and most felt they could figure out powerschool. Canvas and Google Classroom were likely new to many parents at the time.

**Figure 2: Guardians' Comfort Level with DPS Communication Platforms**



Student U also asked parents if they felt connected to the Durham community. 60% of parents answered yes, while 32% of parents answered no. Involvement in church, school or other organizations as well as having received help from the community were common themes among parents who felt connected. Common barriers were language, lack of time due to work responsibilities, and shyness.

## Village of Wisdom Dreams Assessment Reports

In summer 2020, Village of Wisdom (VOW) trained Black parent researchers to facilitate 6 focus groups with Black parents, Black students and teachers during the COVID pandemic. In late 2020, VOW and the VOW Parent Researchers published two reports, [Keep Dreaming](#) and [A Dreams Assessment](#), summarized here.

### **Dreams, Aspirations for Black Students**

Participants emphasized the importance of dreams and aspirations for Black students. Parents want students to feel pride and see Blackness affirmed in schools. Parents worried their children would internalize racism they experienced in schools. Black students aspired to take care of their friends and families by accumulating wealth. Students also wanted to learn in environments that associated brilliance and pride with Blackness. Teachers shared that districts should support teachers in attending anti-racism training, and bring Black professionals into schools so that Black students could be more affirmed in school.

### **The At-Home Learning Environment**

Parents and teachers appreciated increased communication and connection between teachers and families. Parents could better track their children's progress and teachers were able to see Black parents' involvement and appreciate them more, disproving the notion that Black parents are challenging to engage. Parents would like to see this level of communication continue.

Both parents and teachers expressed frustration with the fact that the district did not solicit or consider their input when making decisions, which was a concern before the pandemic as well.

Parents felt that learning at home helped them protect their children and keep them safe from mistreatment that they perceived happened in school. Parents also shared that their children were less distracted by peers. However, students felt more distracted at home and struggled with lack of structure and an increased workload from school.

Teachers felt depressed and overwhelmed at times, and morale declined significantly. A lack of district support for the challenging transition to online learning contributed to these feelings.

### **The Education System**

Participants expressed that districts made decisions with little input from students, parents, and teachers. Participants felt that districts did not actively seek their input and made decisions without considering the realities and experiences of Black families. Districts do not respond to the needs of Black families and excluded Black expression and identity in their decisions.

Parents felt excluded from district decision making even before during COVID. Parents also shared that the school curriculum tends to omit Blackness. They felt that districts are not creating enough opportunities for parents to be involved. Parents felt that a lack of racial diversity among teachers contributed to these challenges.



Students agreed that the school curriculum omitted Blackness. Black students at majority Black schools felt more affirmed than Black students at majority white schools.

Teachers shared that racism is systematic in schools, especially when it comes to evaluating student behavior. Teachers often have inaccurate perceptions of Black students and their behavior, which can result in unfair treatment. Teachers felt that the district would not support them if they reported another teacher inflicting harm on a Black student. They shared a need for professional development and support for teachers to become more culturally competent, but that teachers also needed to be held accountable for their learning and for harm to Black students. making such changes.

### **Key Takeaways**

The traditional US school environment threatens the dreams of Black students. To combat this:

- Schools should work to hire and retain Black educators.
- Teachers need training in cultural competence.
- Schools need policies that enforce and zero-tolerance for accountability to reduce harm to Black students.
- Districts need to see Black families as collaborators when making decisions and be more inclusive when making decisions. Town halls could be a start.

### **VOW offers four recommendations:**

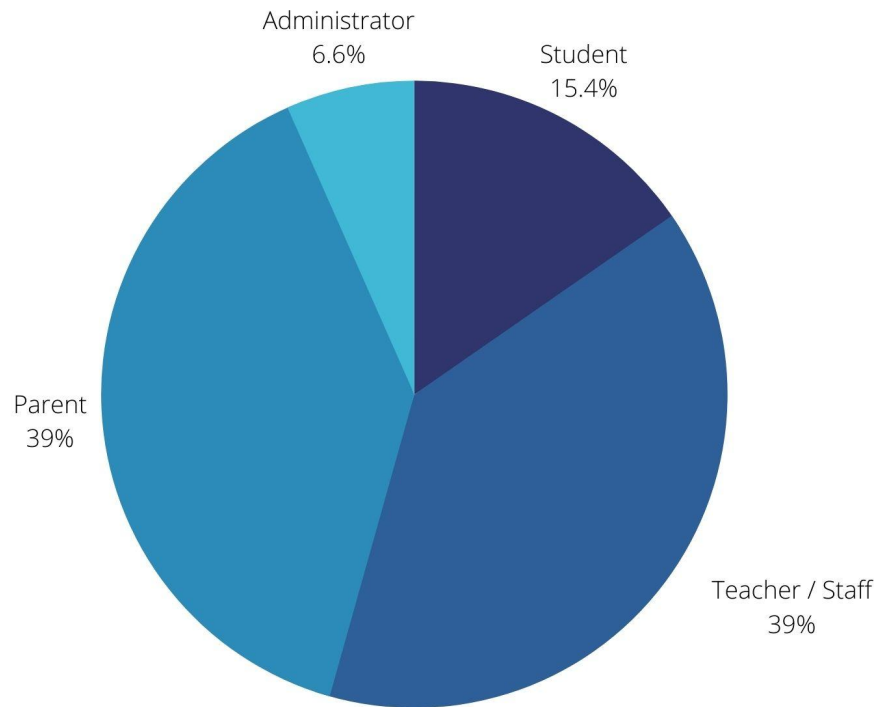
1. "Be daring and willing to bring Blackness into the learning environment and to affirm Black students and their families
2. Continue to establish and cultivate communication pathways between the district, Black parents, and students.
3. Dedicate time and resources to improve how teachers increase their cultural competence and how they build culturally affirming learning environments
4. Develop a mechanism to identify and hold teachers and school personnel accountable for causing any harm that targets the racial identity of Black students."

## Appendix B: Survey Questions

Below are charts and graphs reflecting the multi-choice questions that were part of the DPS Stakeholder survey. Open-ended responses were excluded from the appendix. Analysis of these are located in the findings and recommendations of the paper.

Q1: Stakeholder Role

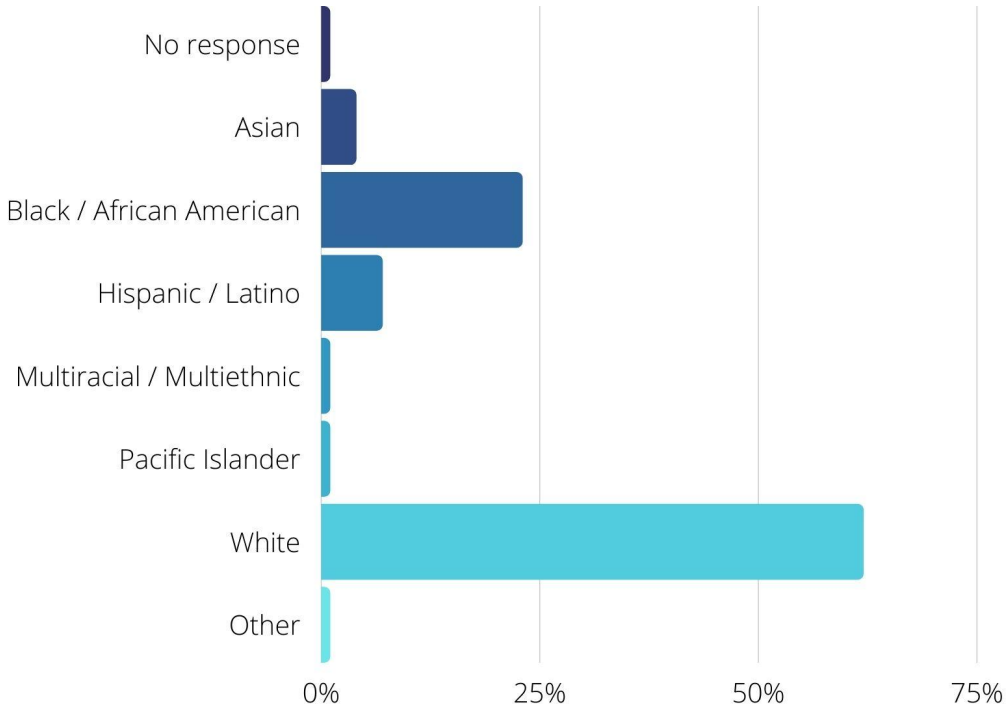
Answered: 241 Skipped: 0



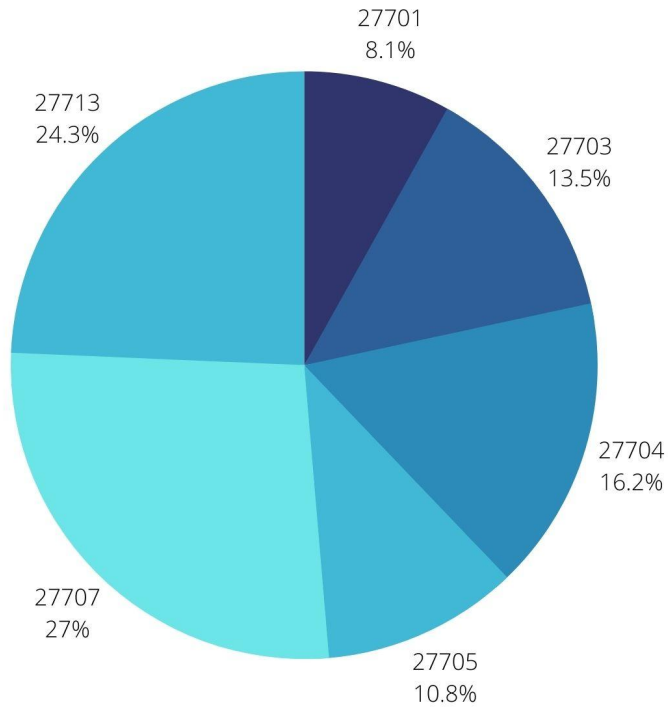
## Parent Questions

Q3: What is your race or ethnicity?

Answered: 92

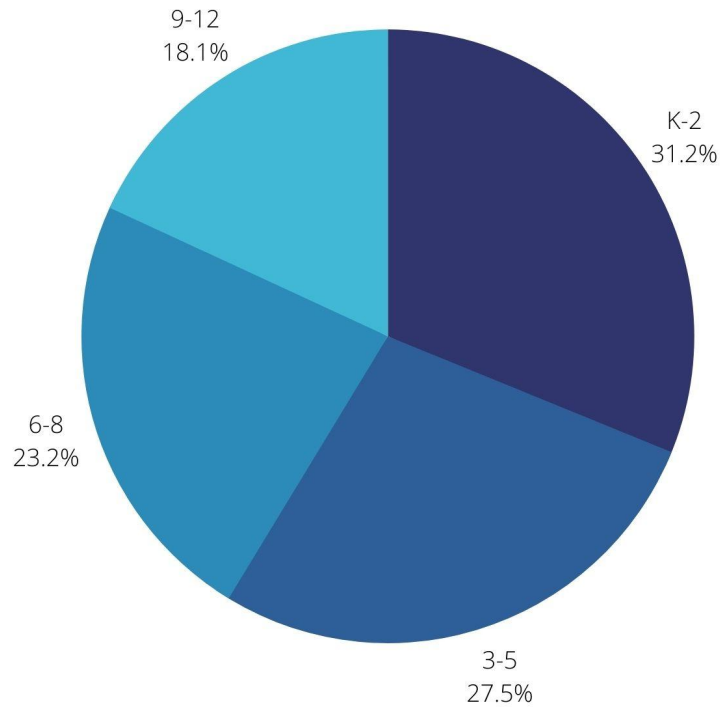


Q4: Zip Code



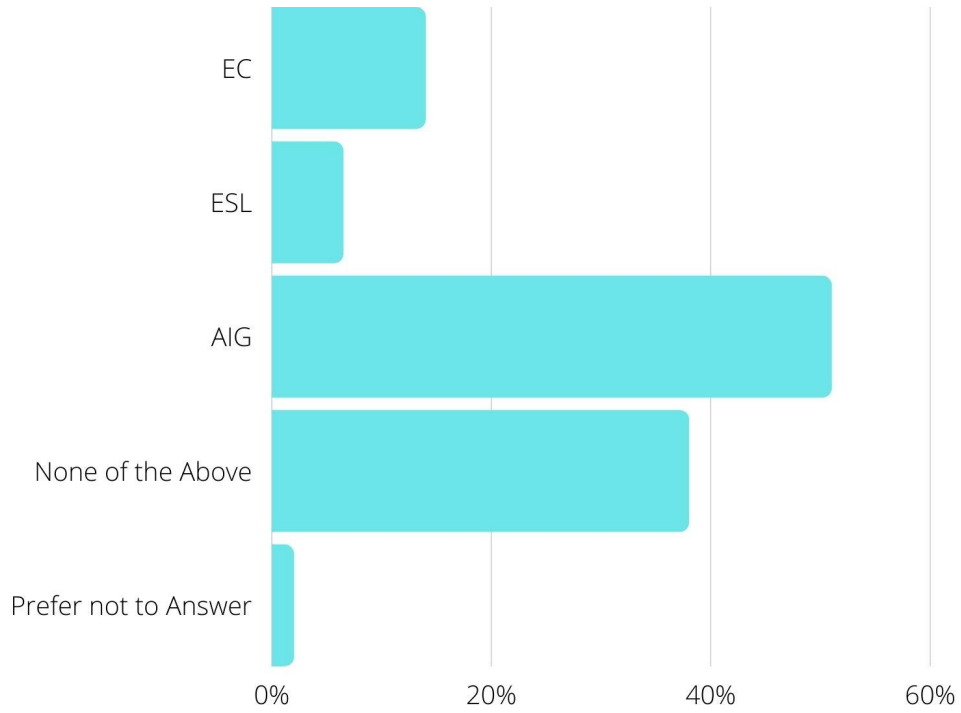
Q5: Child/children's grade level

Answered: 88



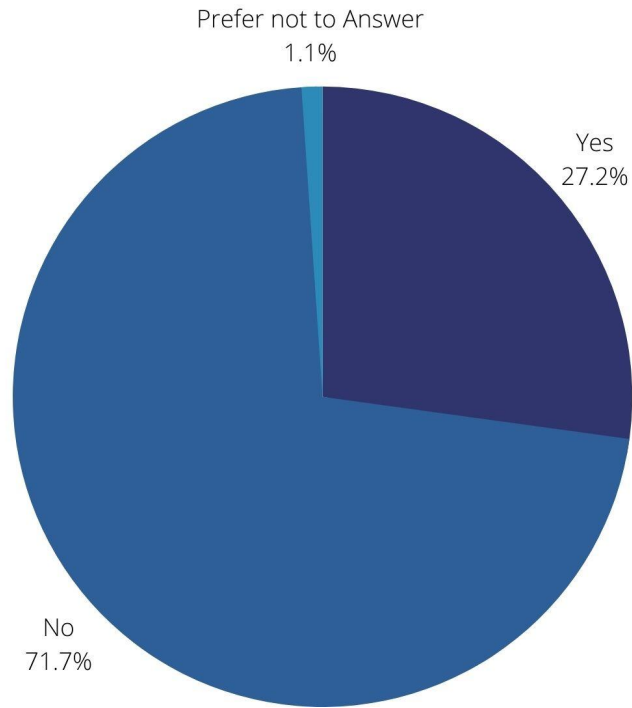
Q6: Does your child receive EC, ESL, or AIG services? Check all that apply.

Answered: 92



Q7: Does your child receive free/ reduced price lunch?

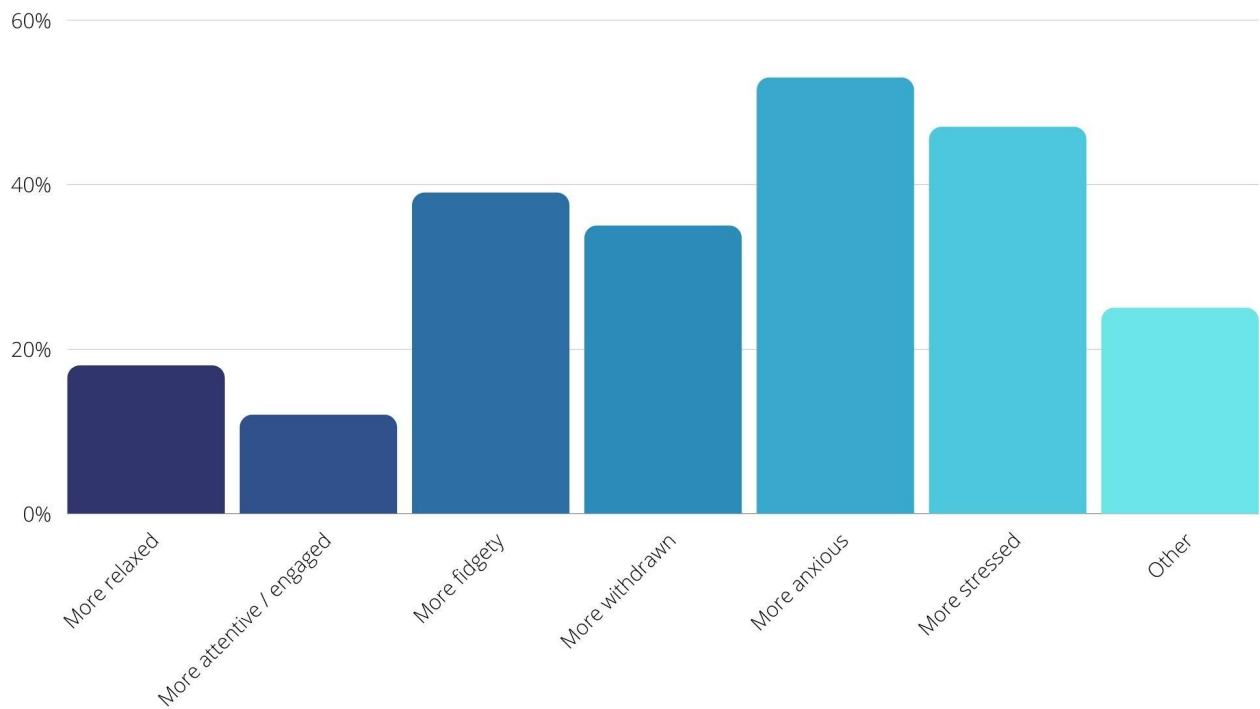
Answered: 92



Q8: What changes (positive and/or negative) have you noticed in your child/children during the crisis?

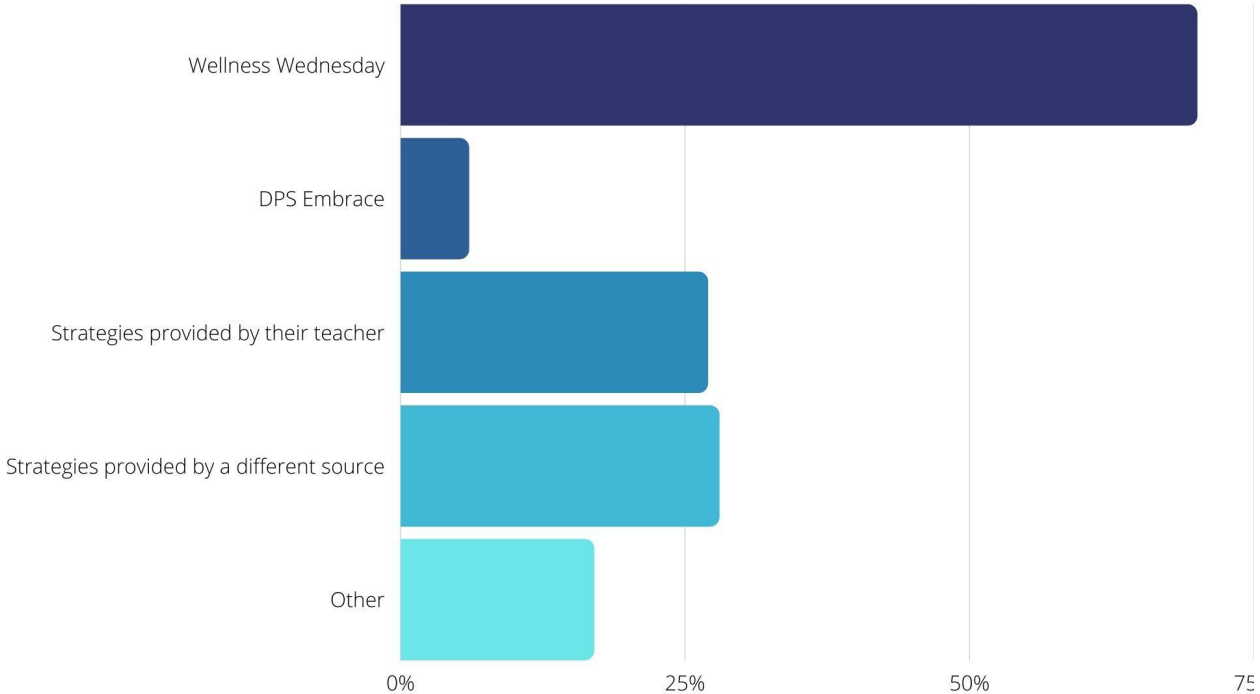
Check all that apply

Answered: 89



Q9: Did your child/ children use any of these social/emotional well-being resources during the crisis?

Answered: 79



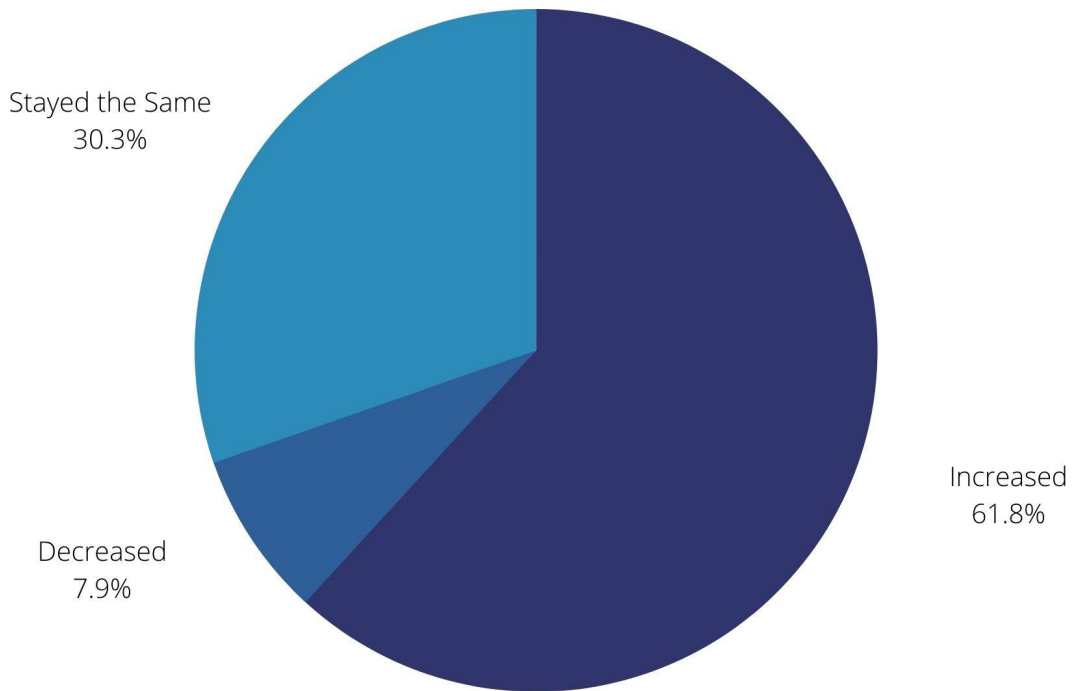
Q10: If you could speak to your school’s administrator about your child’s / children’s social-emotional needs, what would you want them to know?

Answered: 68

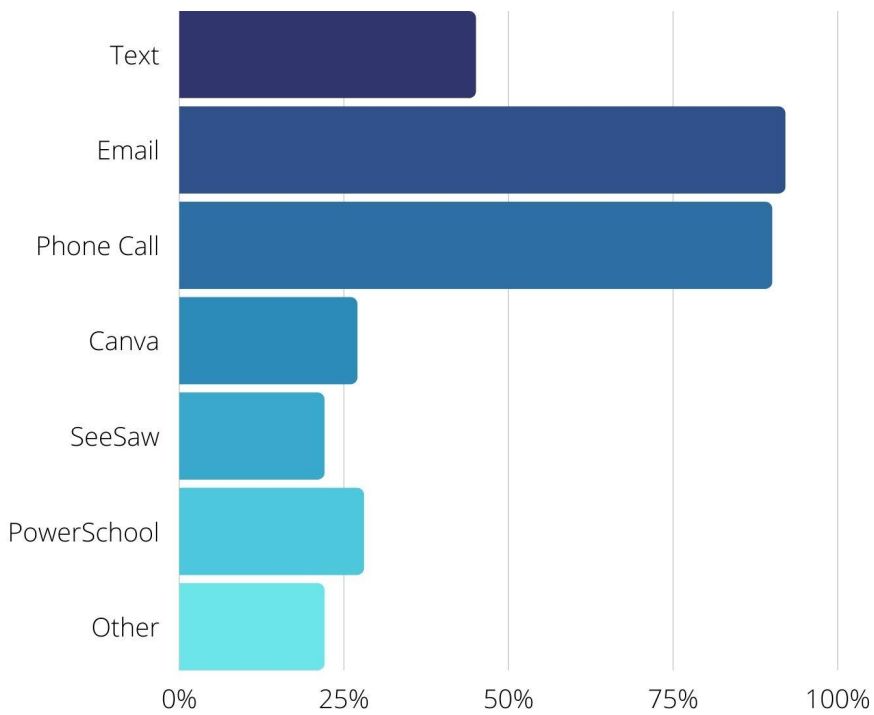
*Open ended responses*

Q11: Which would best describe your school’s level of communication during the crisis?

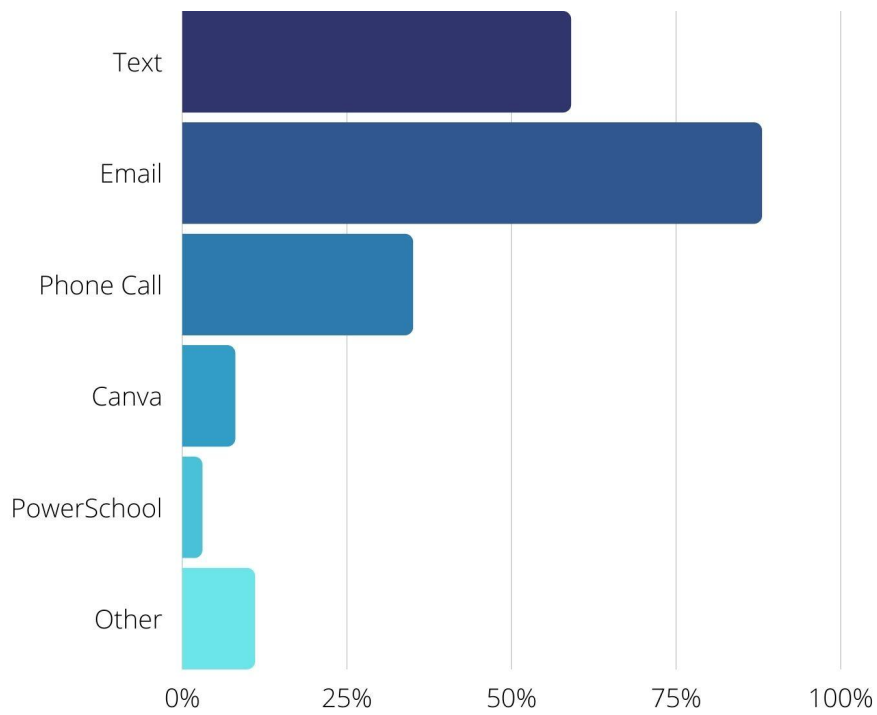
Answered: 89



Q 12: What communication tools does your school use? Check all that apply  
 Answered: 93

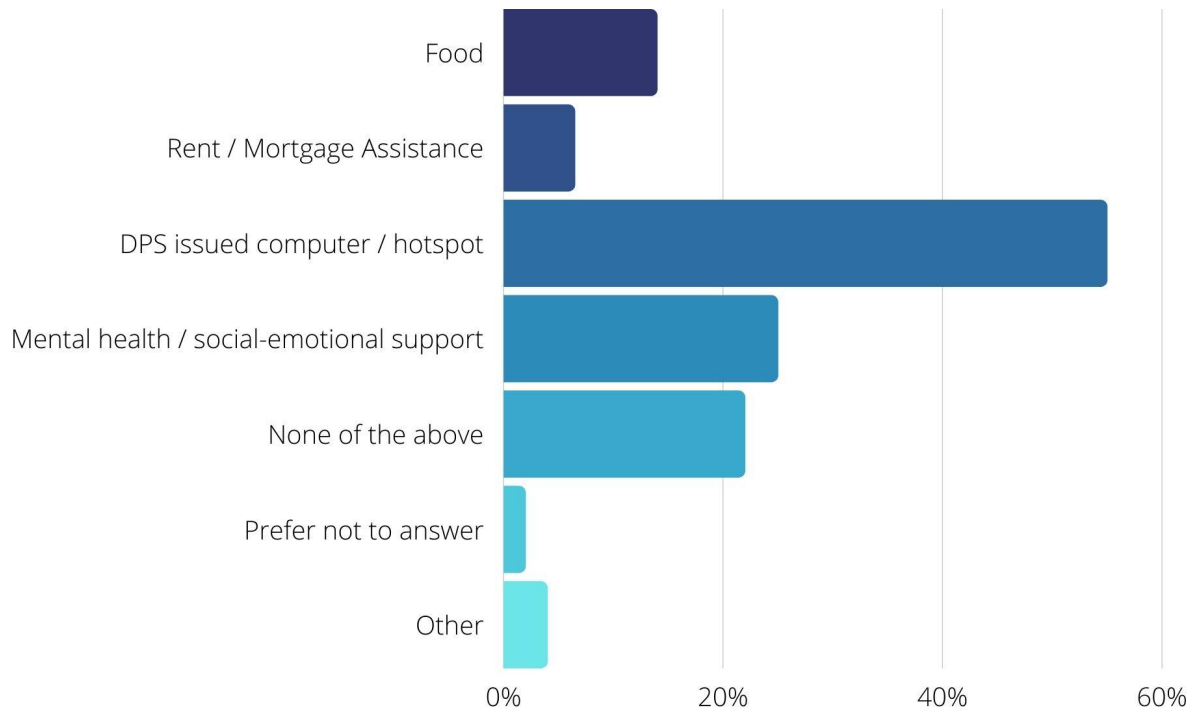


Q13: Which communication tools do you prefer to use? Check all that apply  
 Answered: 93



Q15:Did you rely on any of the following during this time?

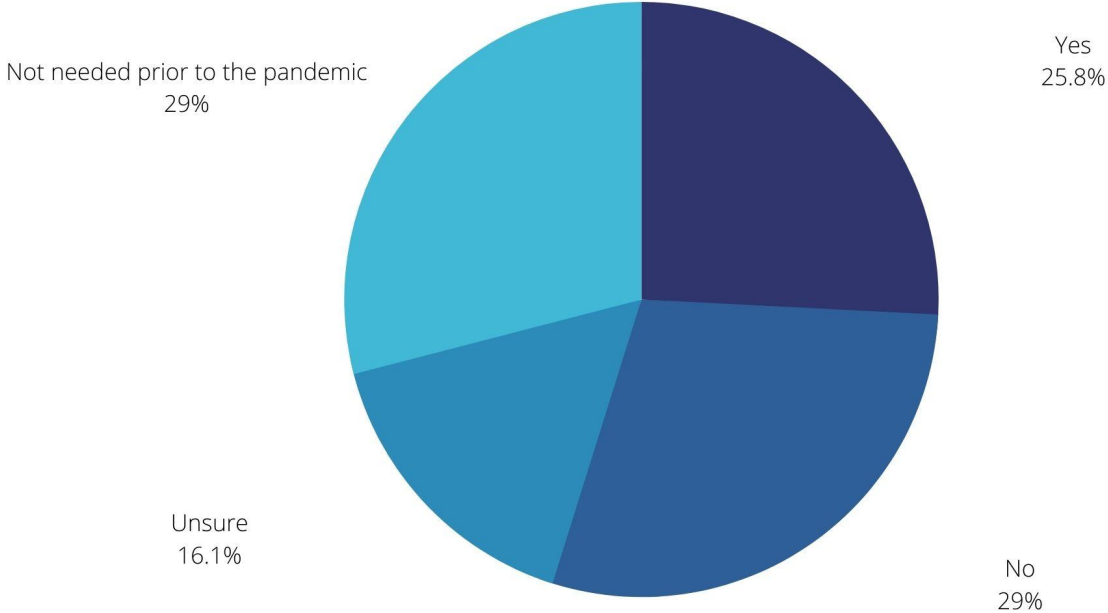
Answered: 92





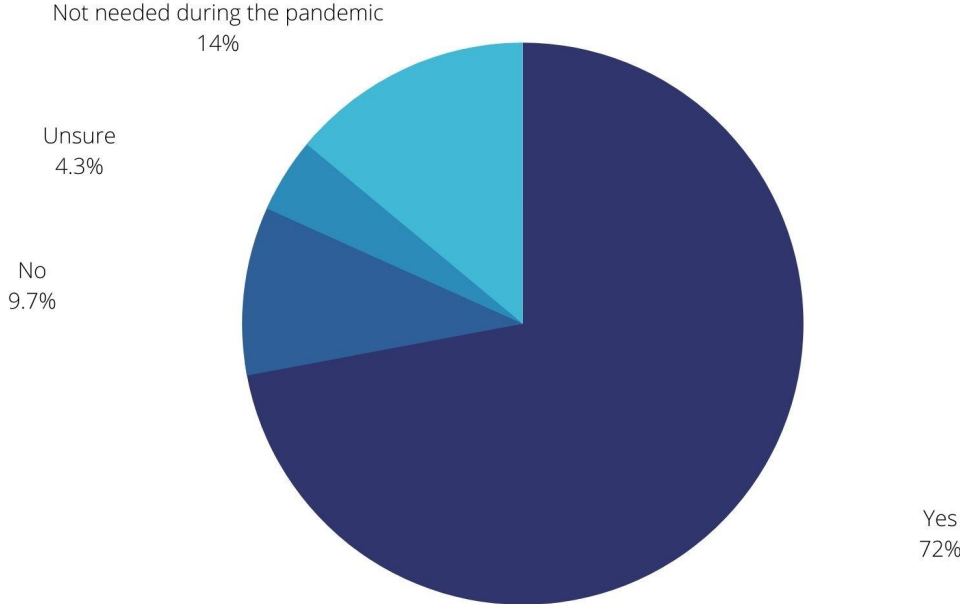
Q16: Based on the list above, was your school able to provide any of these resources to you prior to the pandemic?

Answered: 93



Q17: Based on the list above, did your school provide any of these resources to you during the pandemic?

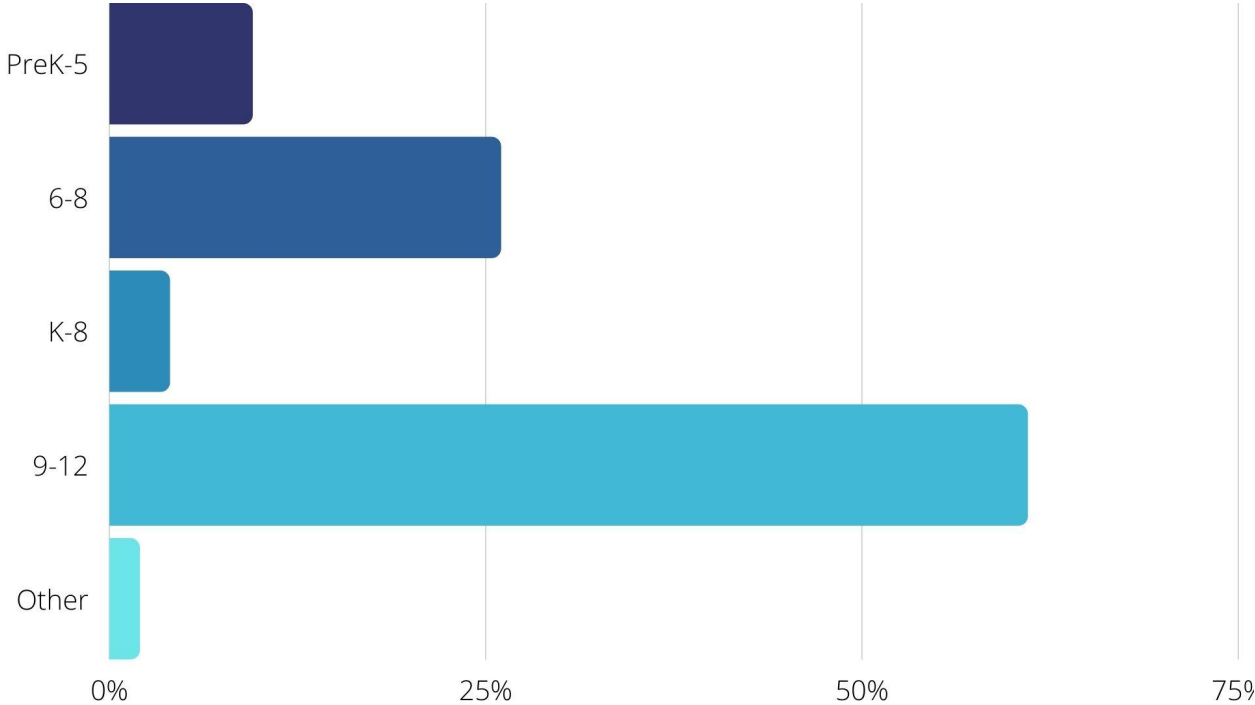
Answered: 93



# Teacher Responses

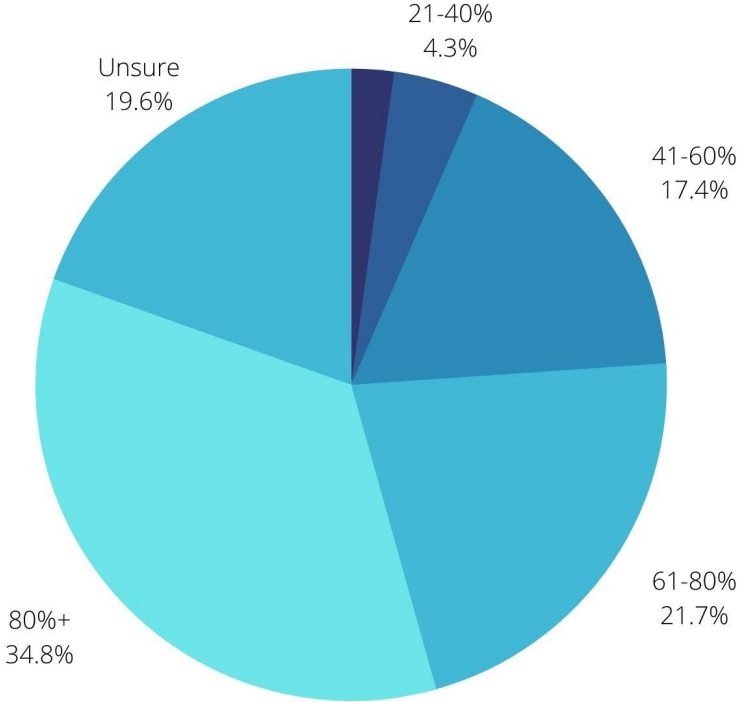
Q19: Which grade level do you work with? Check all that apply

Answered: 94



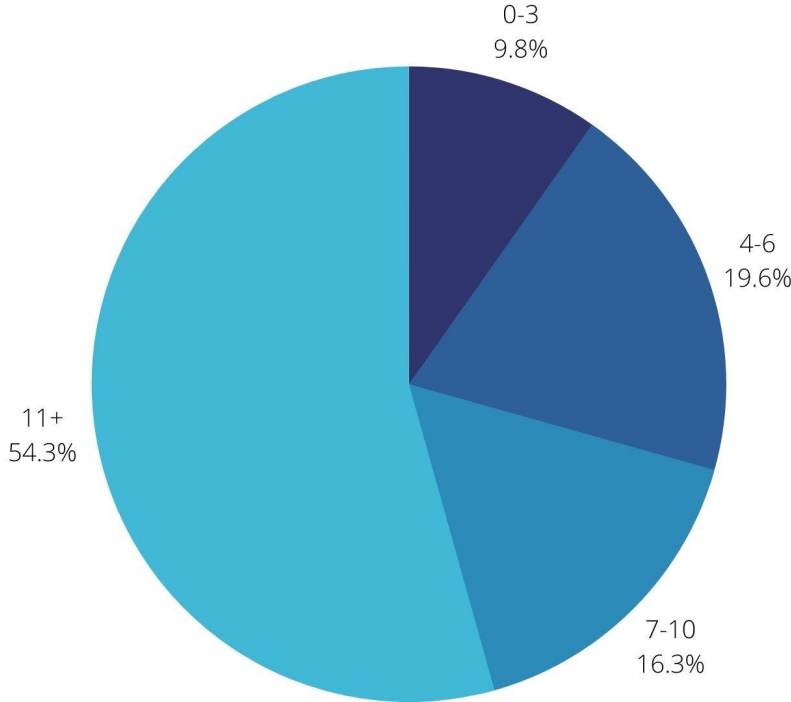
Q20: What % of students at your school qualify for free/reduced-price lunch

Answered: 92



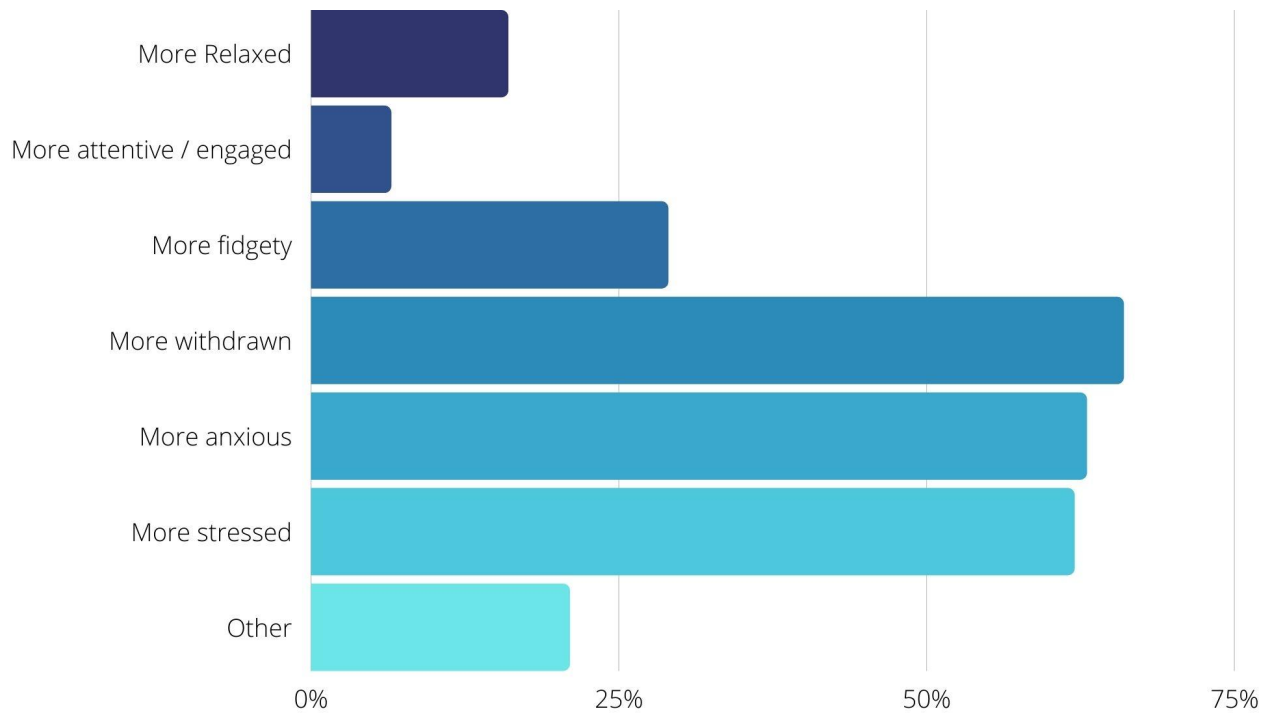
Q21: How many years have you been in the classroom?

Answered: 92



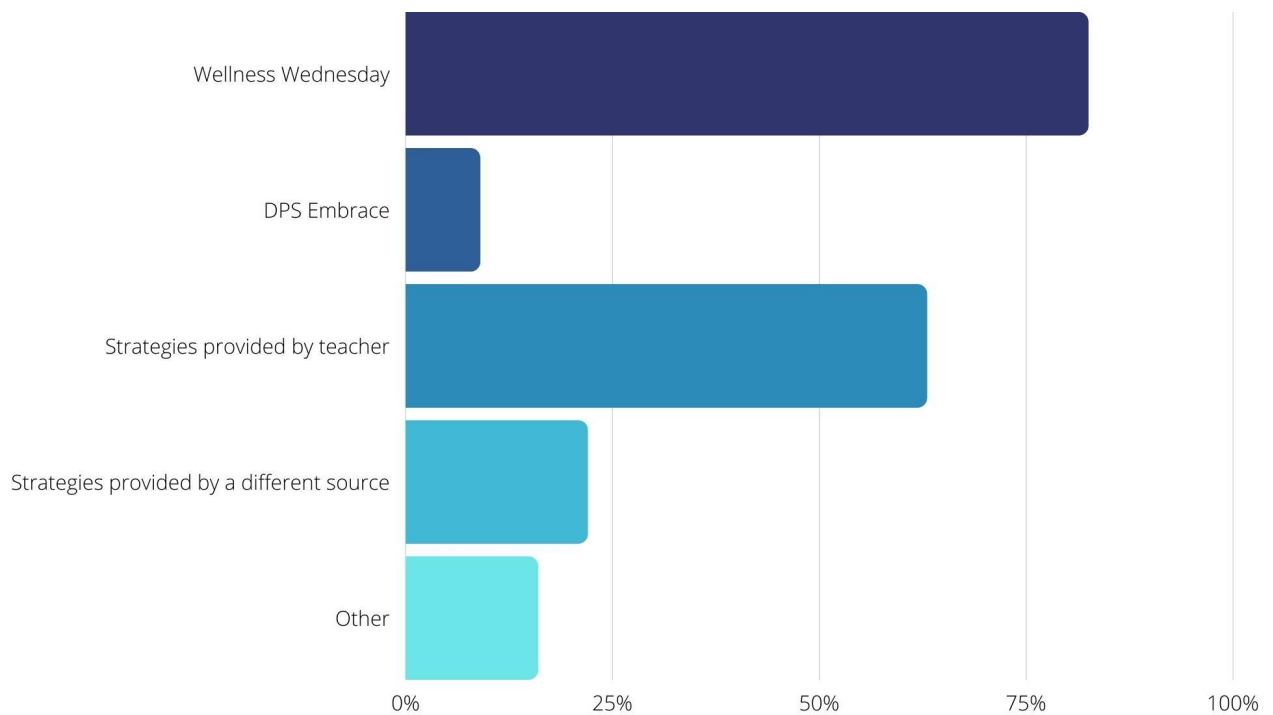
Q22: What social-emotional changes (positive or negative) have you noticed in your students during the crisis? Check all that apply.

Answered: 92



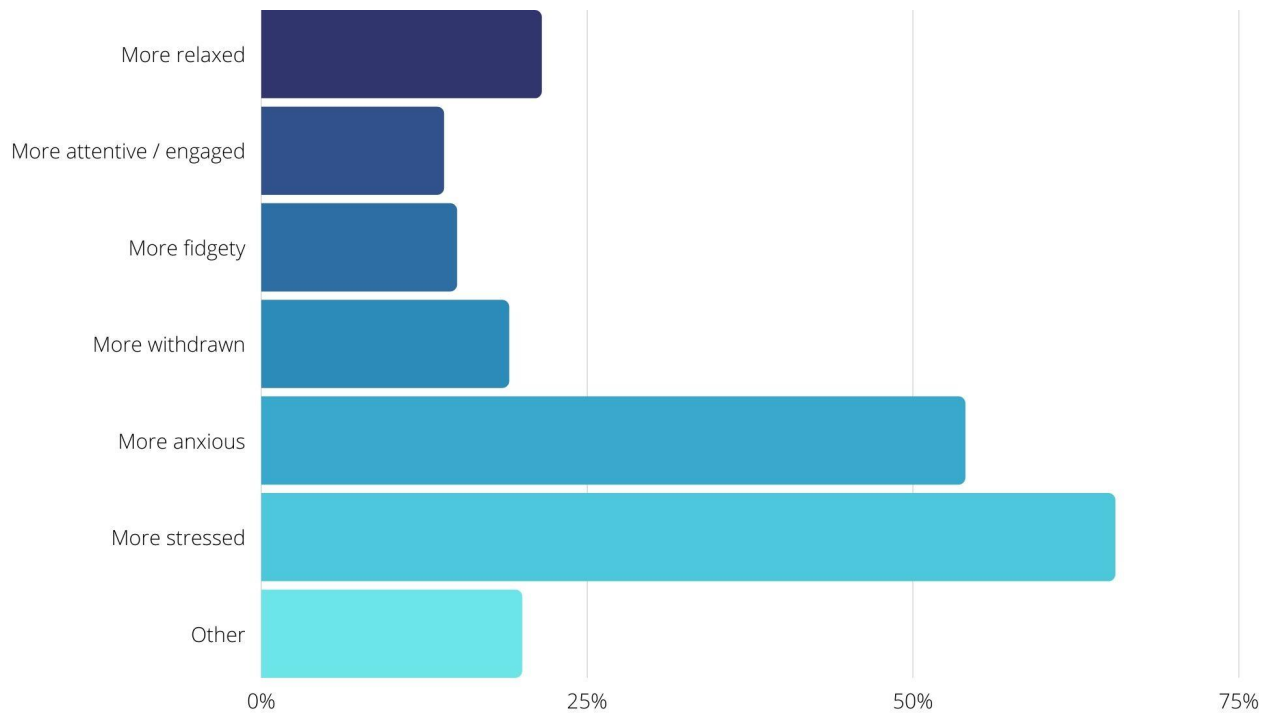
Q23: Did your students use any of the following social-emotional resources during the crisis? Check all that apply.

Answered: 86



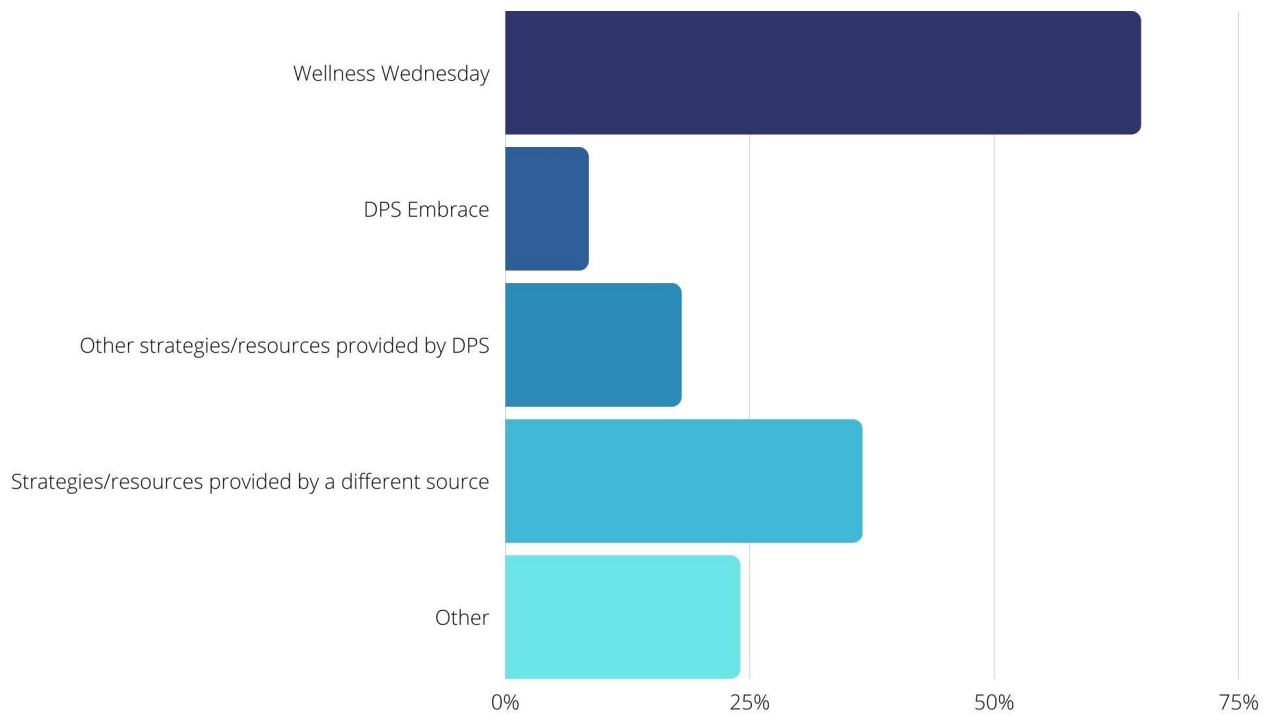
Q24: What social-emotional changes (positive or negative) have you experienced during the crisis? Check all that apply.

Answered: 93



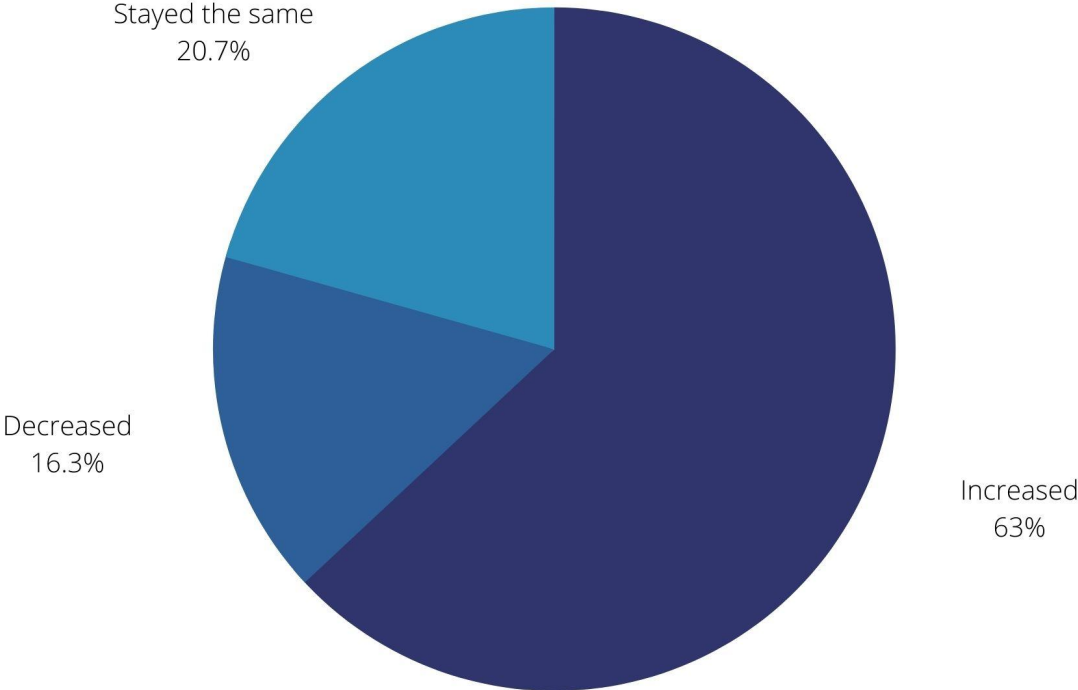
Q25: Did you use any of the following social-emotional resources during the crisis? Check all that apply

Answered: 82



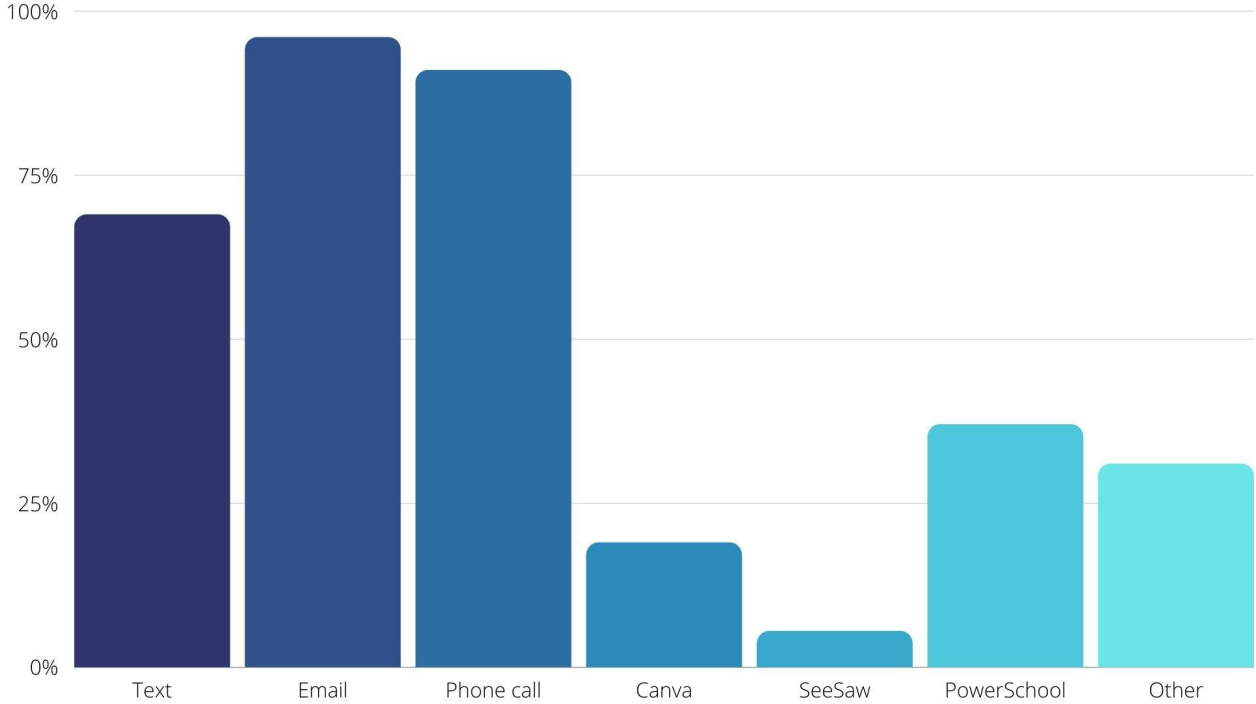
Q27: Which would describe your school's level of communication with families during the crisis?

Answered: 92



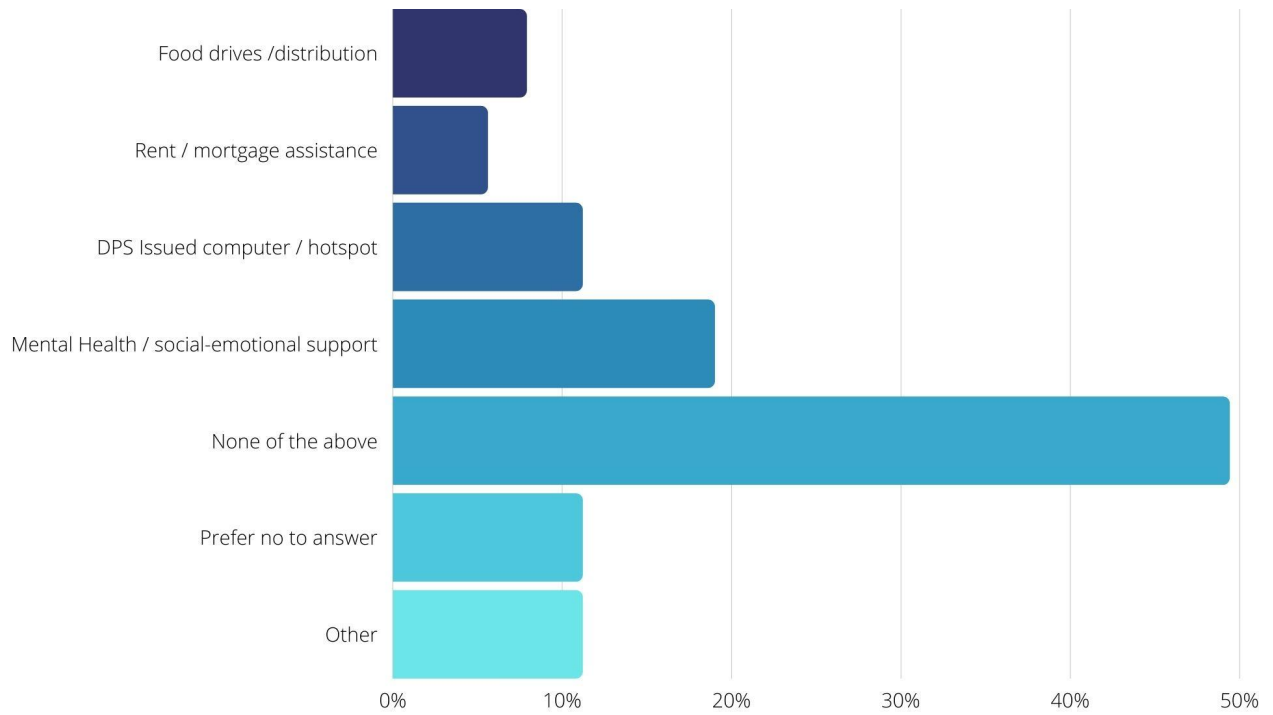
Q28: What communication tools do you use to connect with families? Check all that apply?

Answered: 90



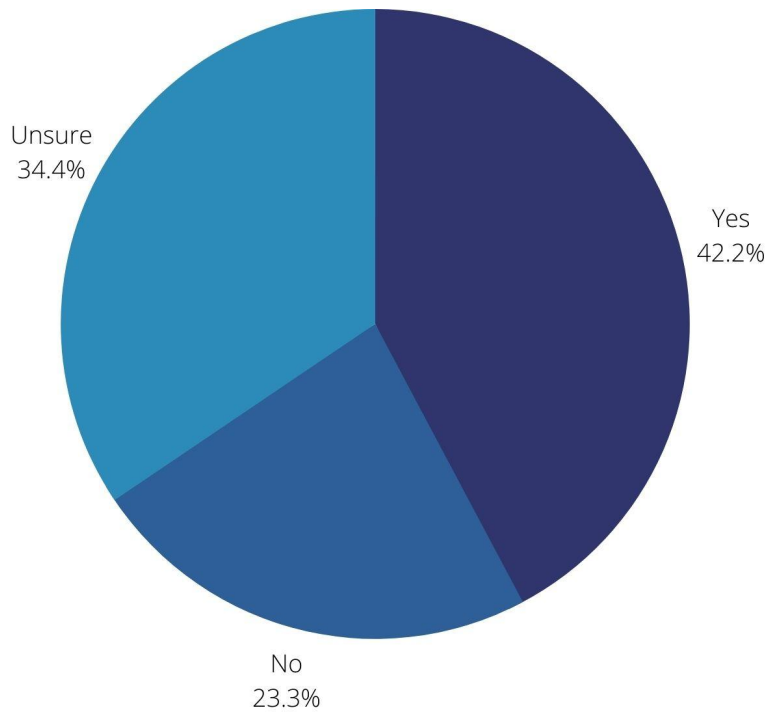
Q32: Did you rely on any of the following during this time? Check any/all that apply.

Answered: 89



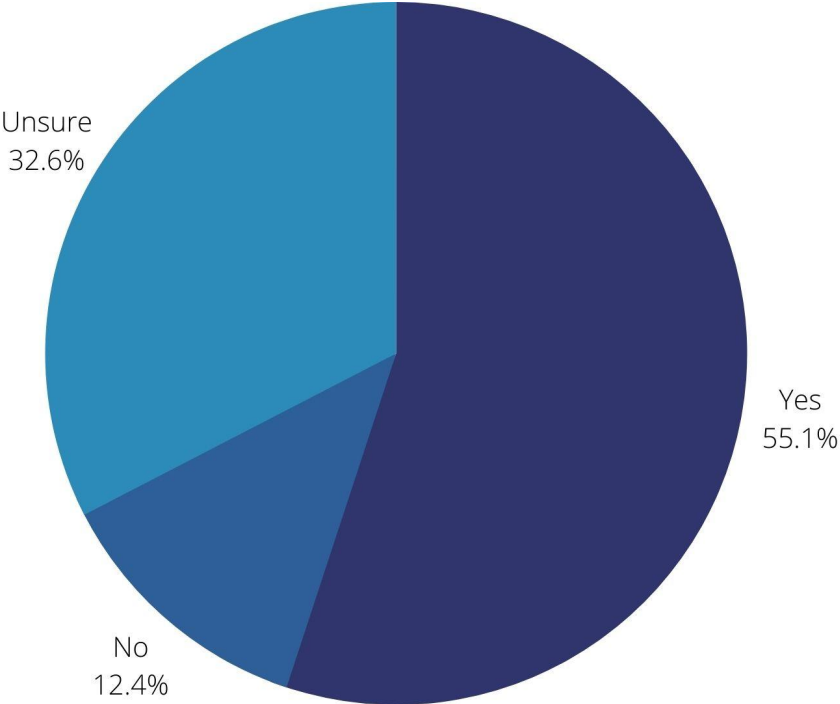
Q33: Did your school provide any of the above resources to teachers prior to the crisis?

Answered: 90



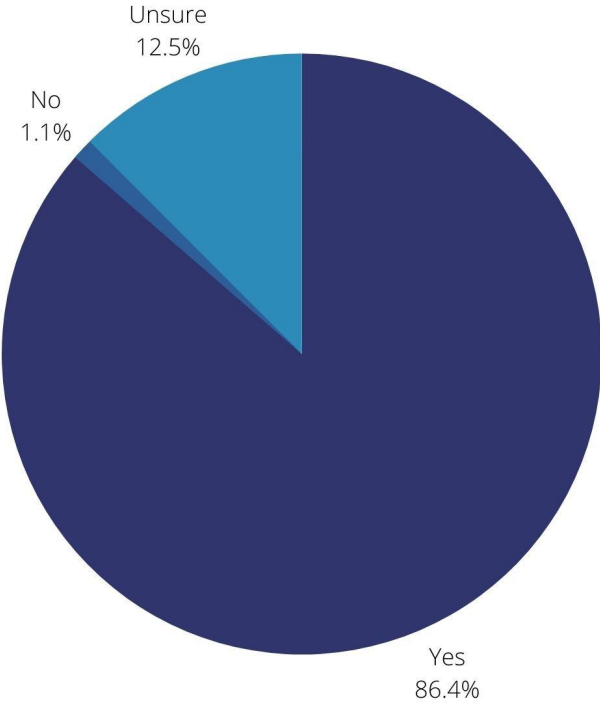
Q34: Did your school provide any of the above resources to teachers during the crisis?

Answered: 89



Q35: Did your school provide any of the above resources to families during the crisis?

Answered: 88

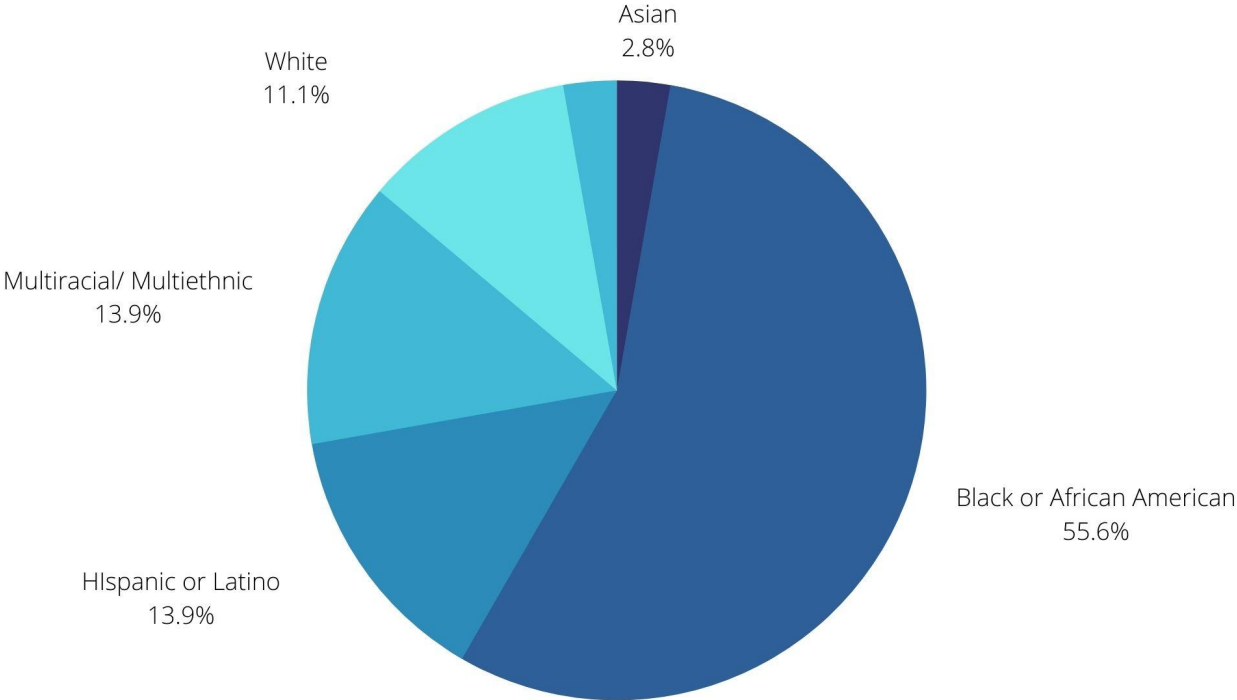




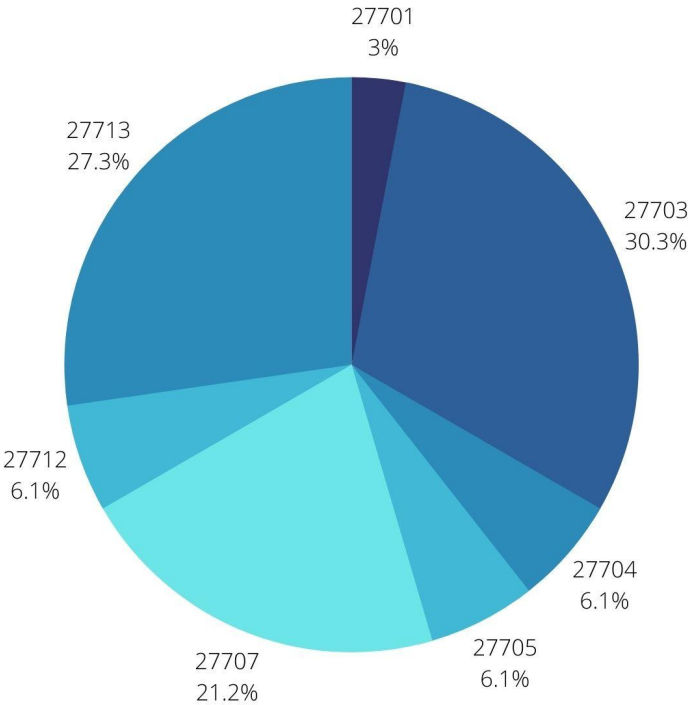
# Student Responses

Q38: What is your race or ethnicity?

Answered: 36

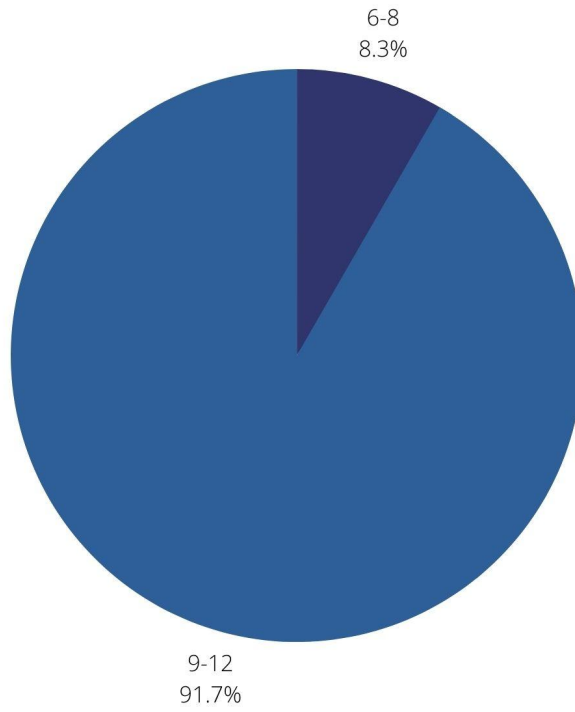


Q39: Zip code



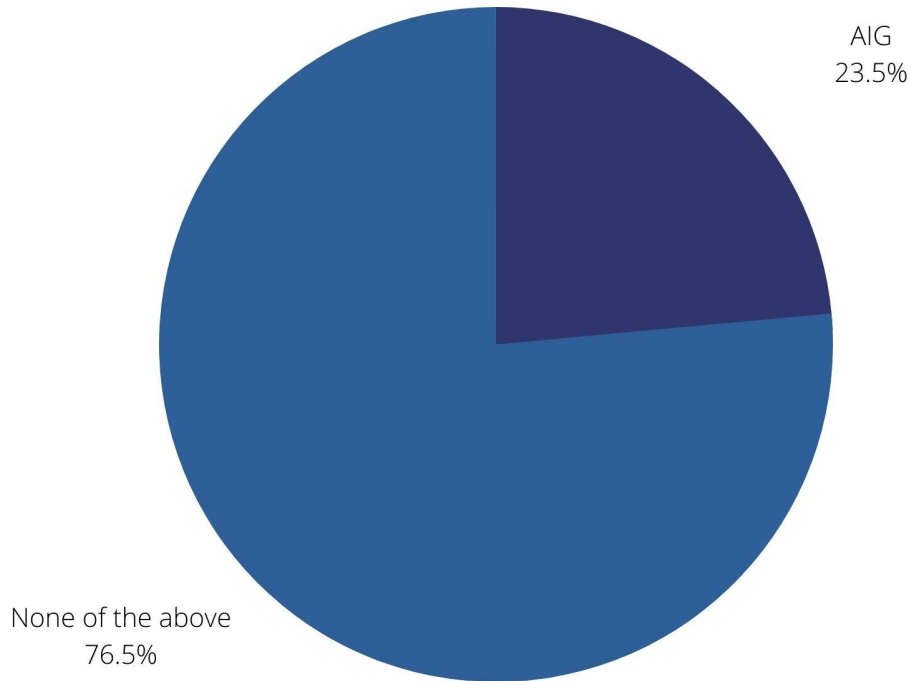
Q40: Your Grade level in the 2020-2021 school year

Answered: 36



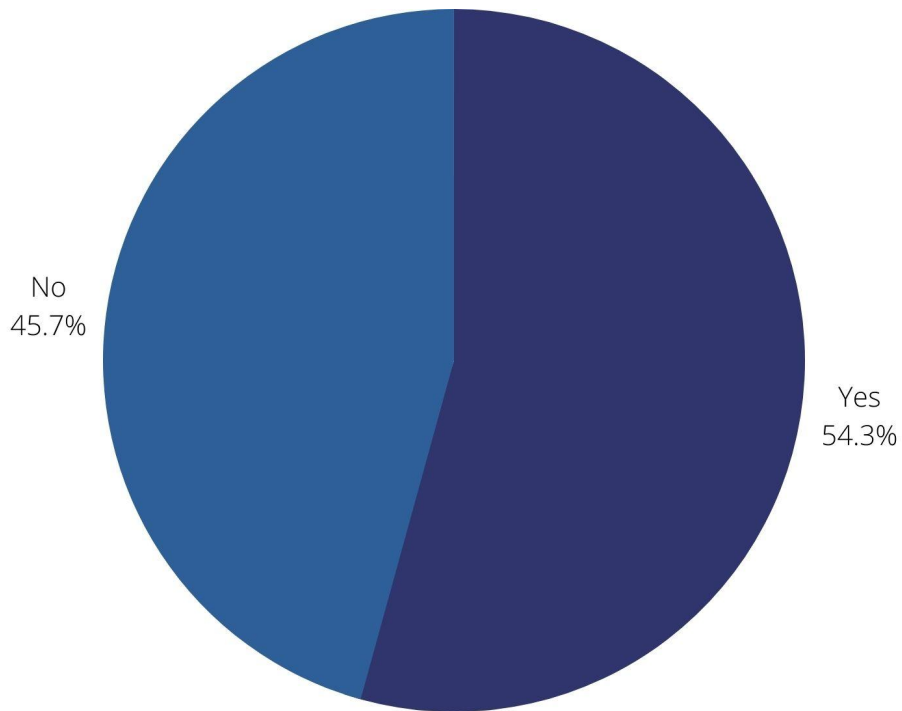
Q41: Do you receive EC, ESL, or AIG services? Check all that apply.

Answered: 34



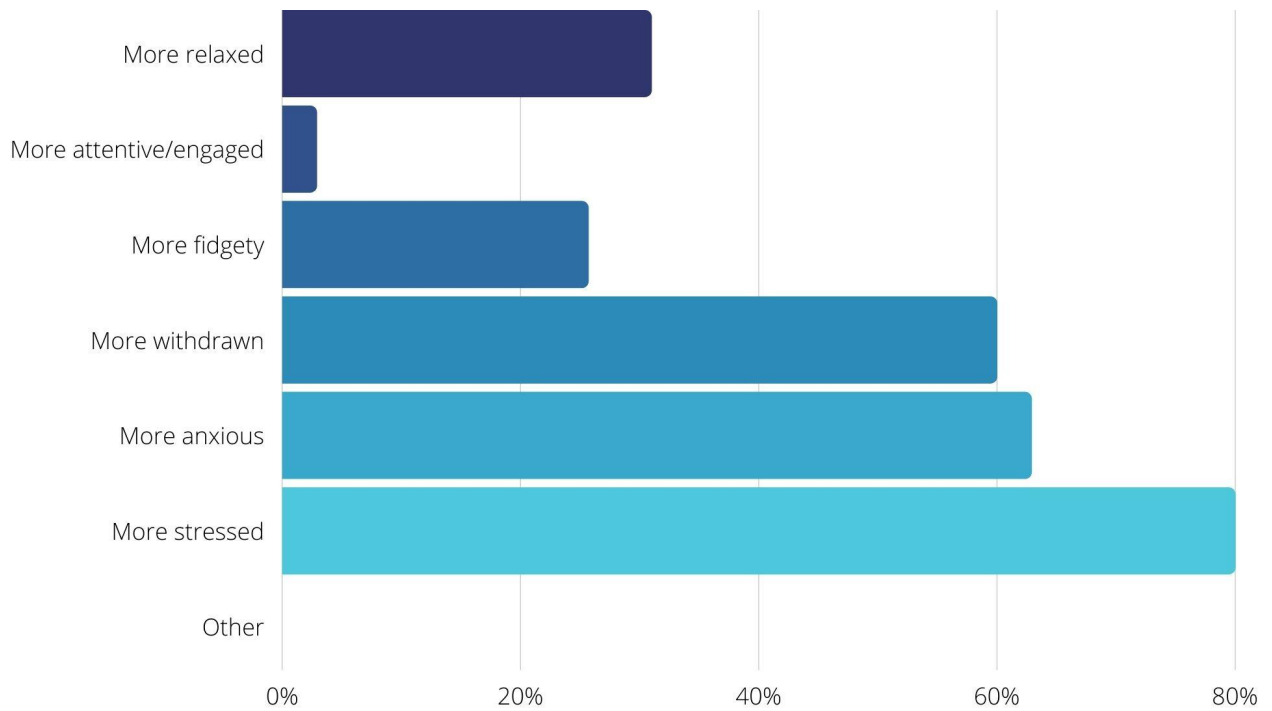
Q42: Do you receive free/reduced-price lunch?

Answered: 35



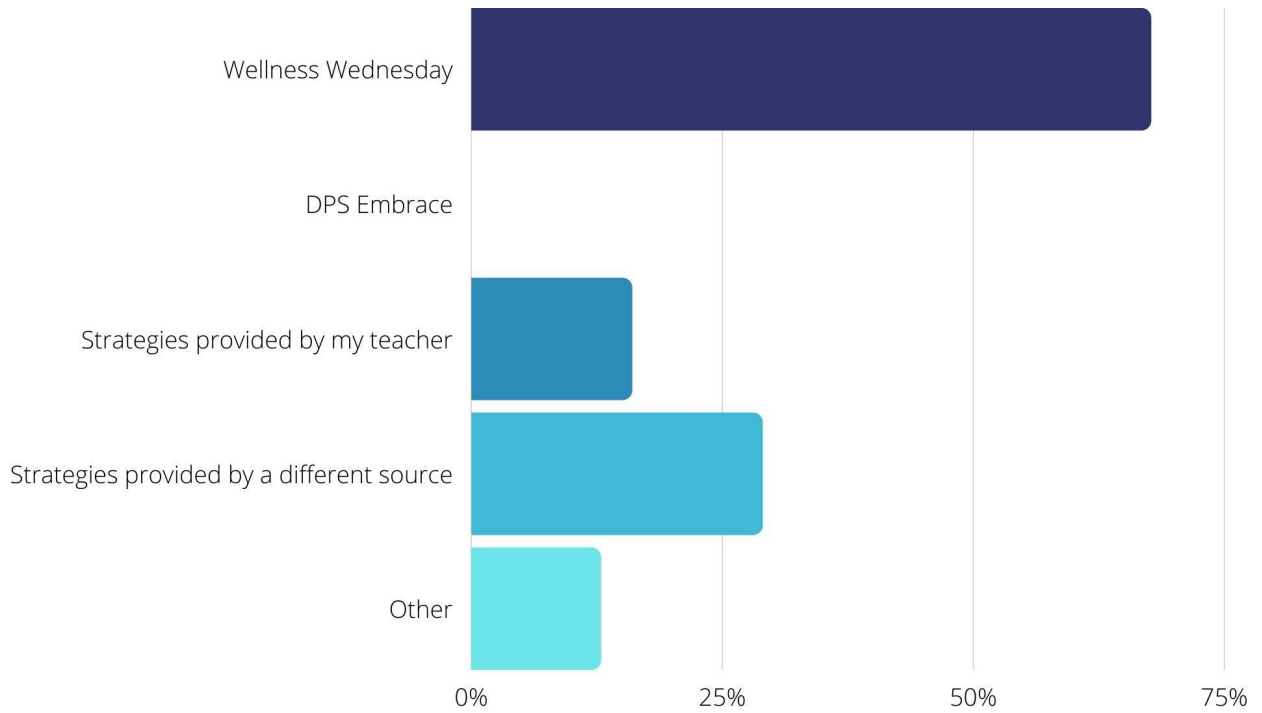
Q43: What changes (positive and/or negative) have you experienced during the crisis/ Check all that apply.

Answered: 35



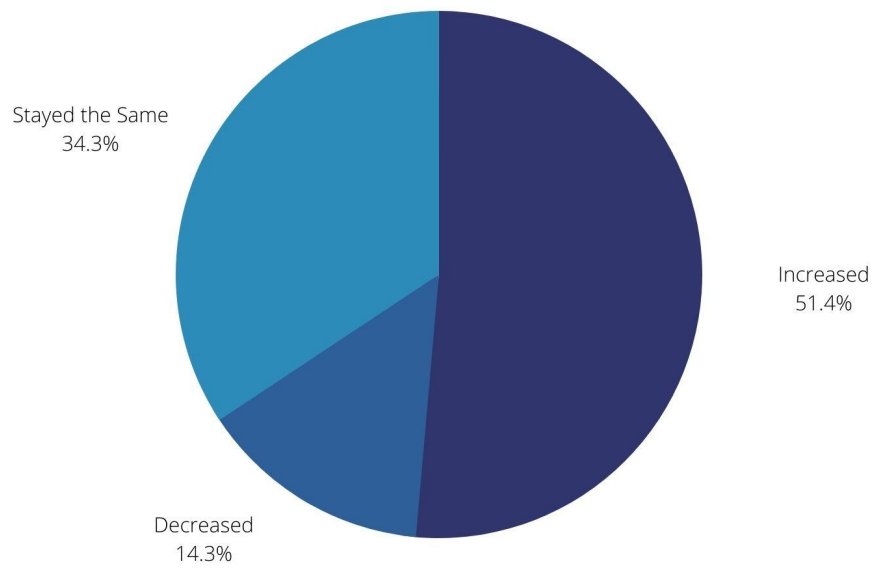
Q44: Did you use or participate in any of the following social-emotional resources? Check any/all that apply.

Answered: 31



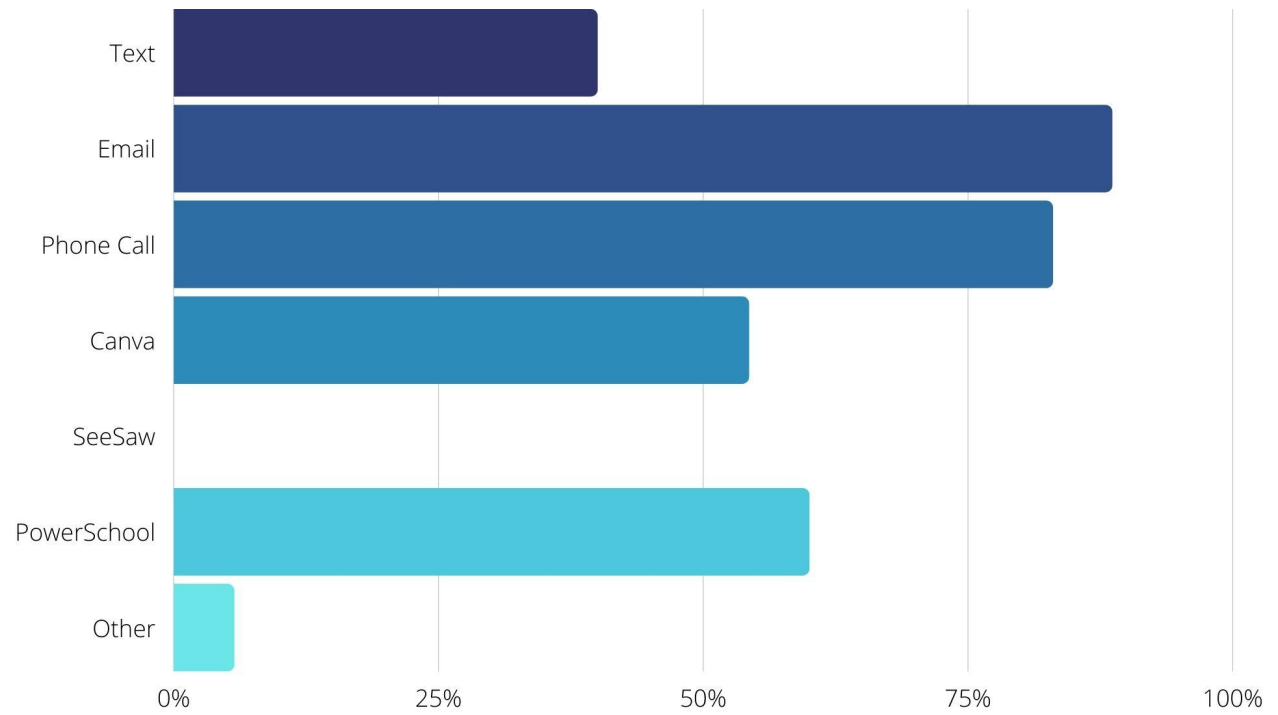
Q46: Which would best describe your school's level of communication with you and your family during the crisis?

Answered: 35



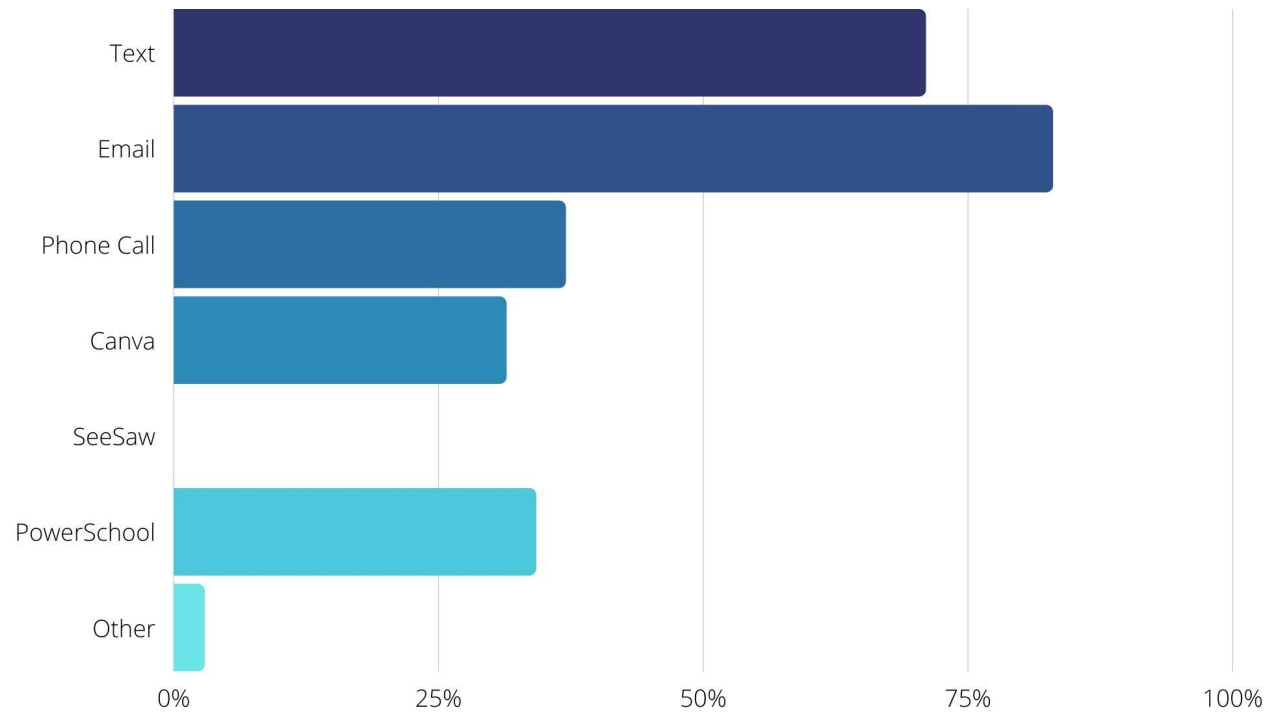
Q47: Which communication tools are used by your school? Check all that apply

Answered: 36



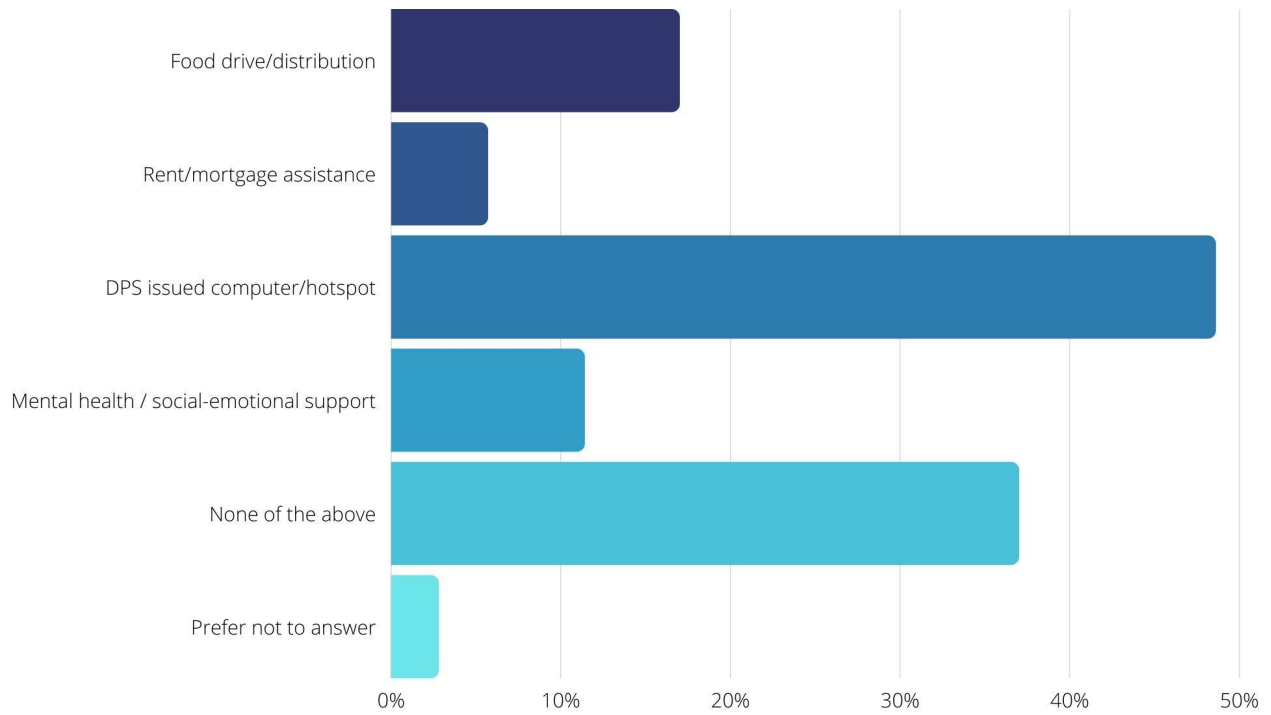
Q48: Which communication tools do you prefer to use? Check all that apply.

Answered: 36



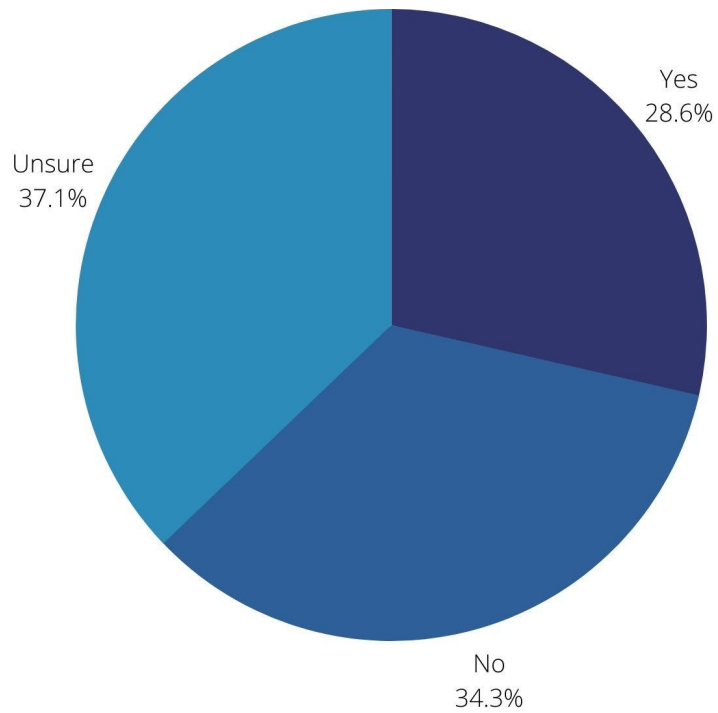
Q50: Did your family use any of the following during the crisis?

Answered: 35



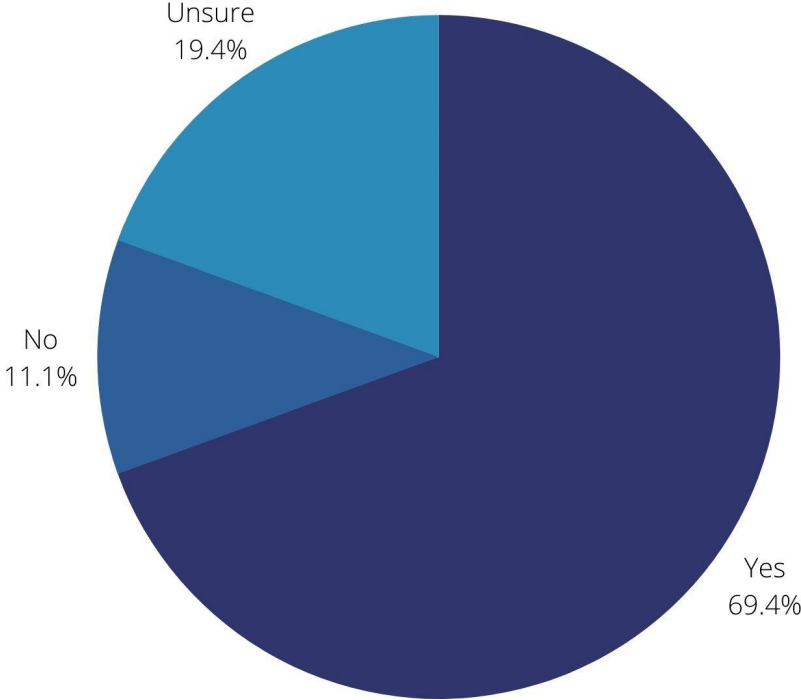
Q51: Did your school provide any of the above resources to you prior to the pandemic?

Answered: 35



Q52: Did your school provide any of the above resources to you during the pandemic?

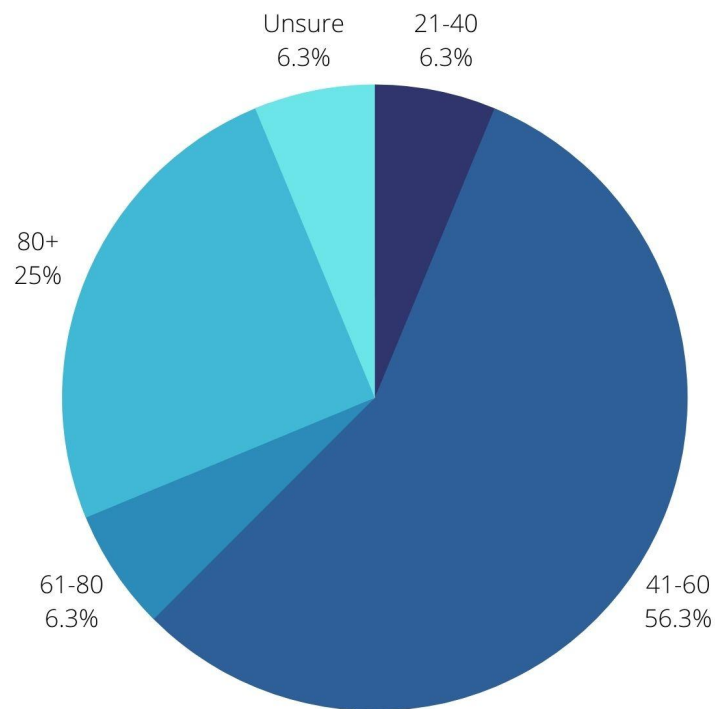
Answered: 36



## Administrator Responses

Q54 What percent of students at your school qualify for free/reduced price lunch

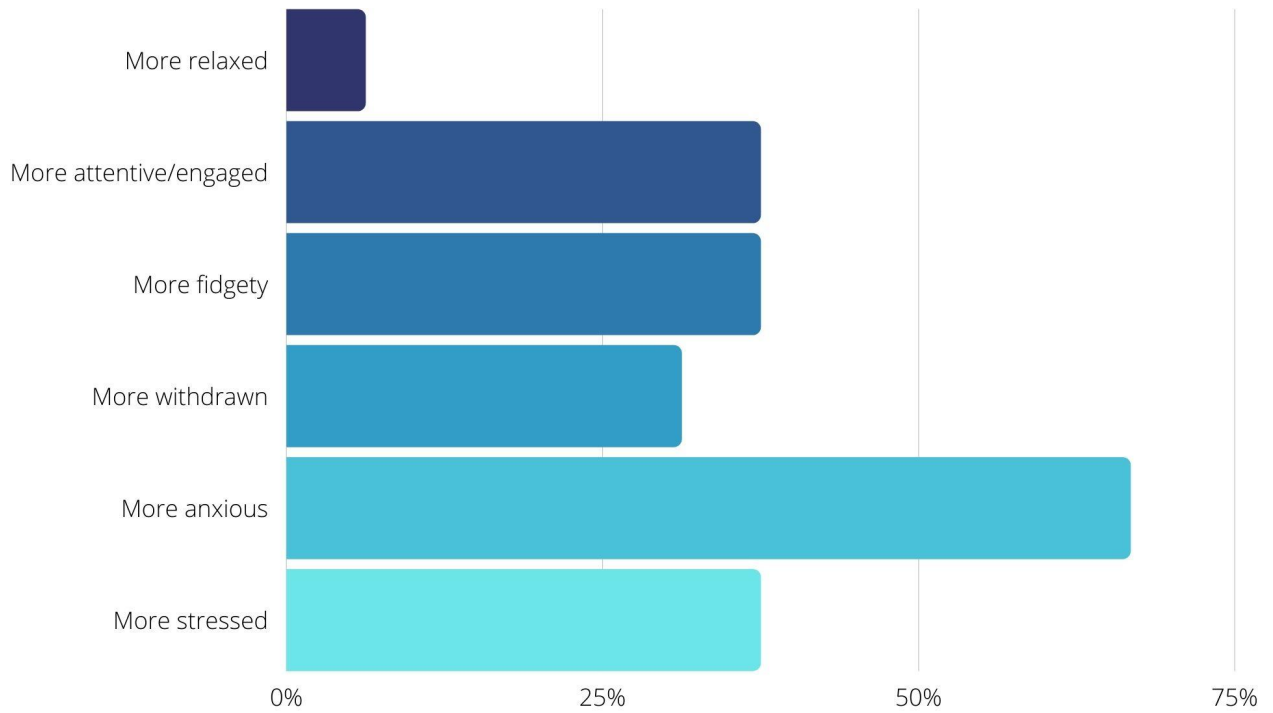
Answered: 16





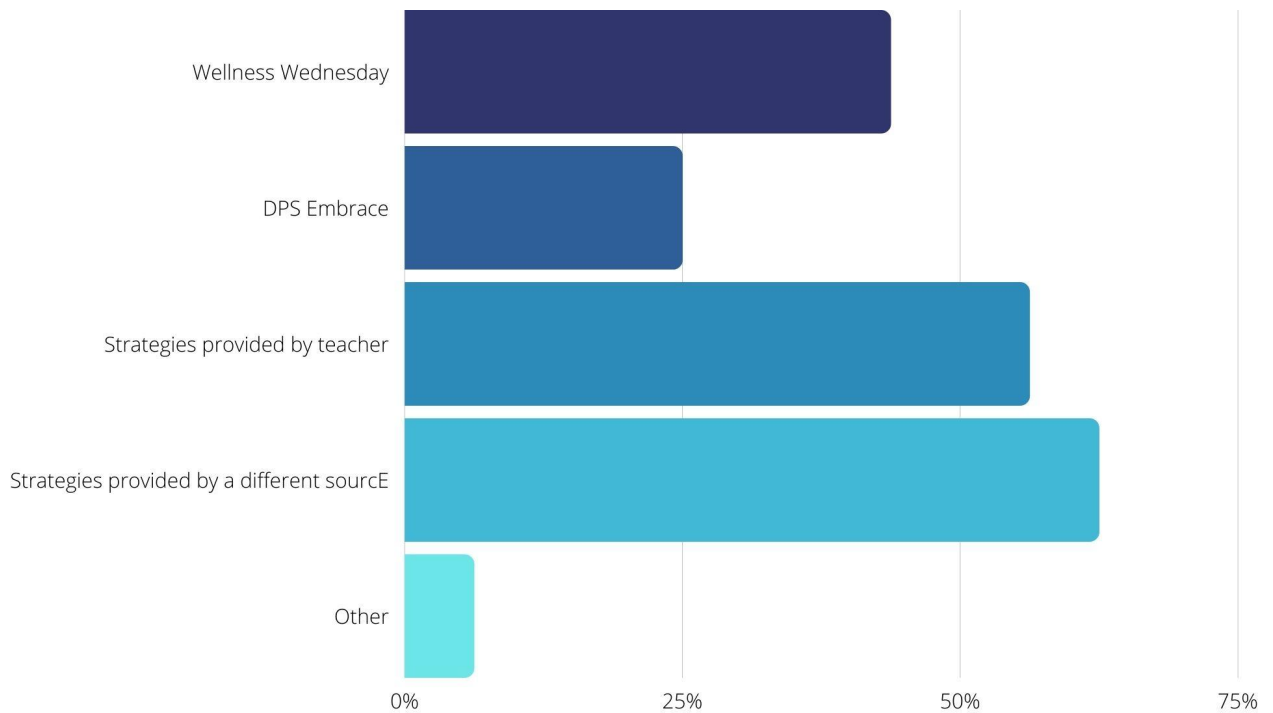
Q55 What social-emotional changes (positive or negative) have you noticed in your students during the crisis? Check all that apply.

Answered: 16



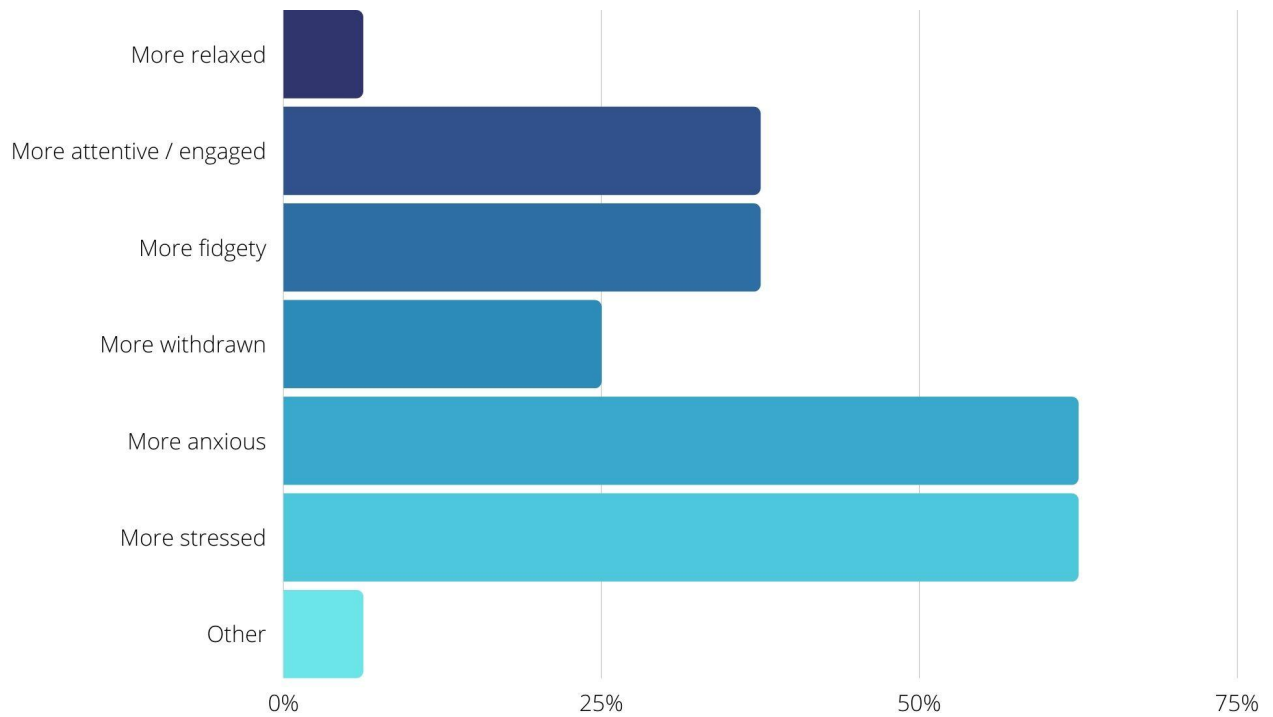
Q56 Did your students use any of the following social-emotional resources during the crisis? Check all that apply.

Answered: 16



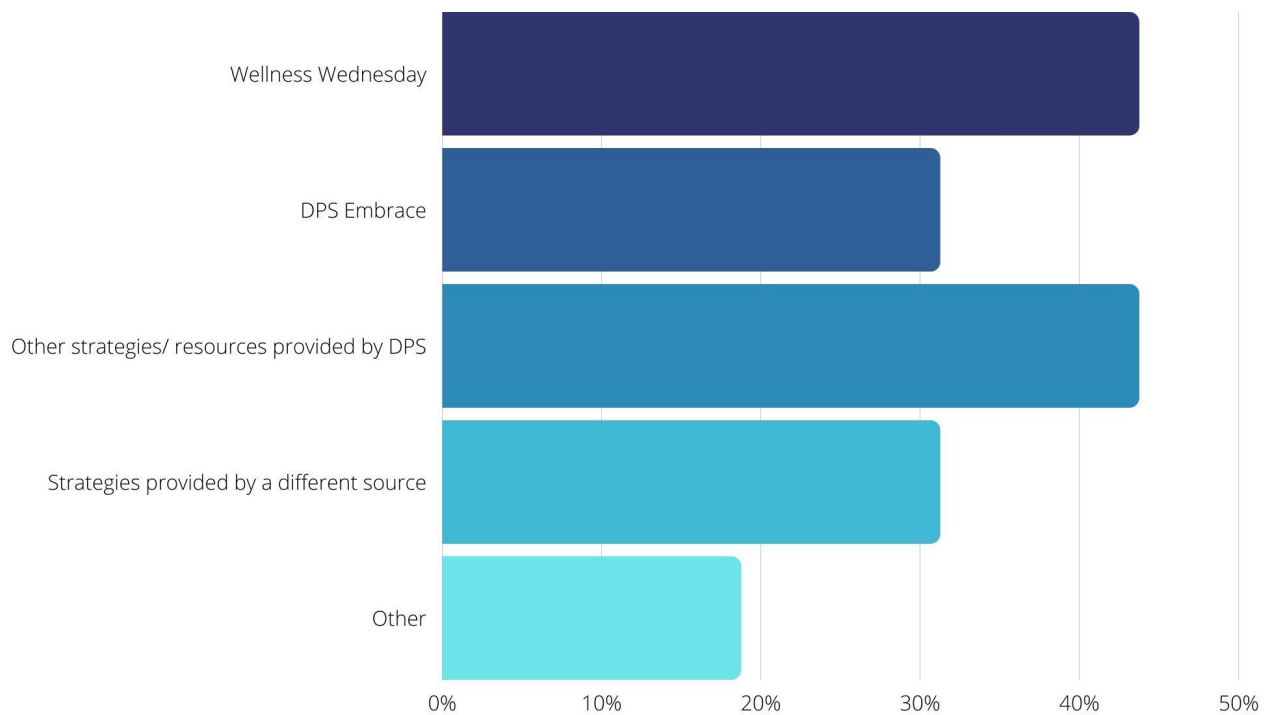
Q57: What social-emotional changes (positive or negative) have you noticed in your teachers/staff during the crisis? Check all that apply.

Answered: 16



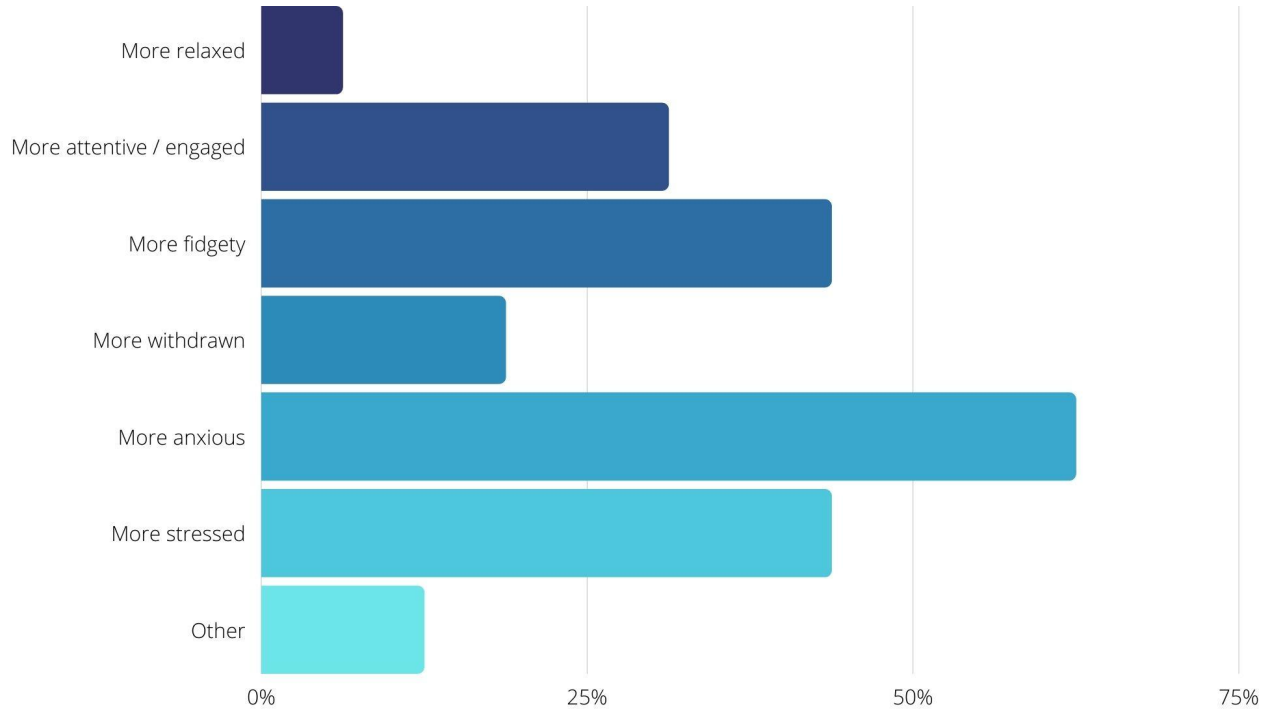
Q58 Did your teachers/staff use any of the following social-emotional resources during the crisis? Check all that apply?

Answered: 16



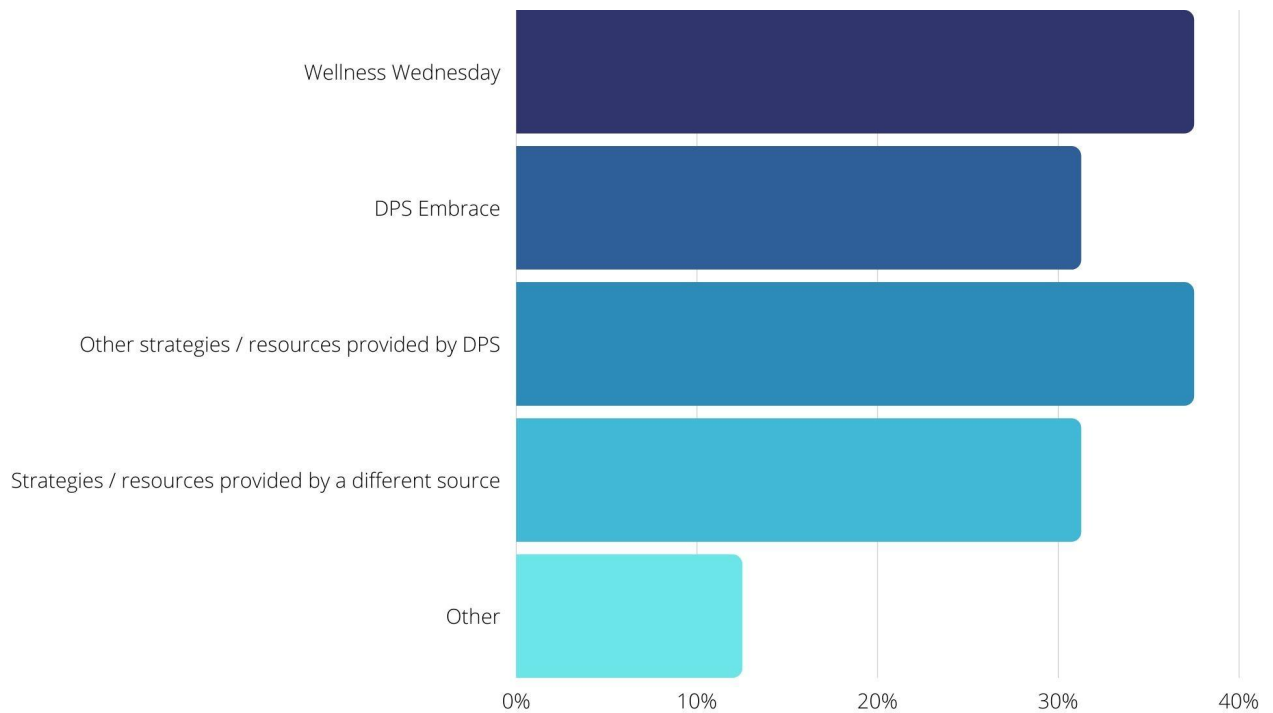
Q59 What social-emotional changes (positive or negative) have you experienced during the crisis? Check all that apply

Answered: 16



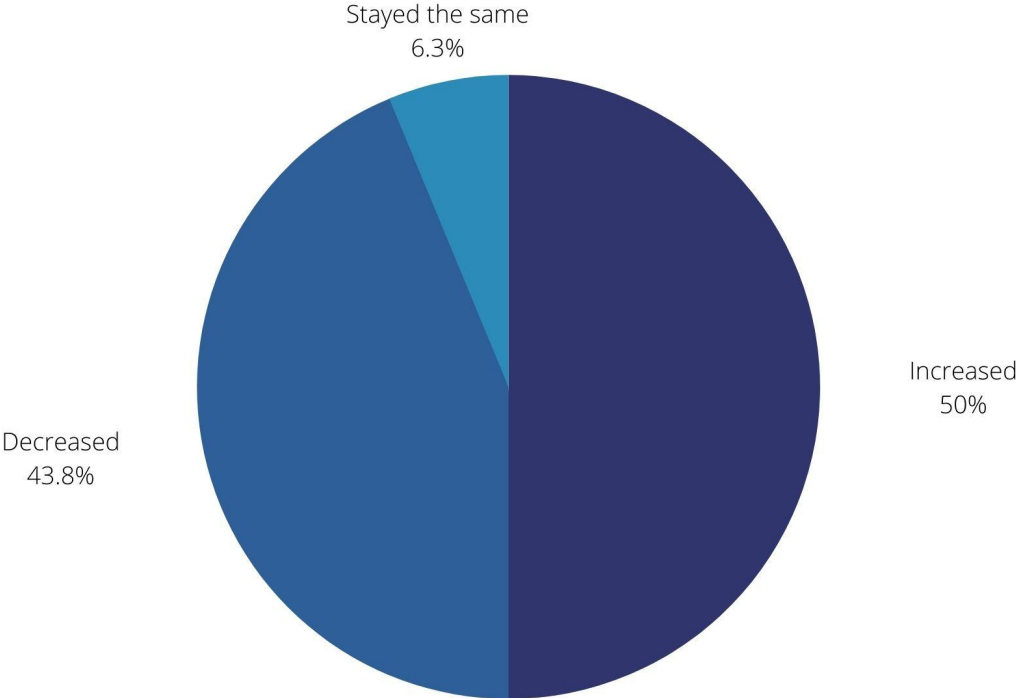
Q60 Did you use any of the following social-emotional resources during the crisis? Check all that apply.

Answered: 16



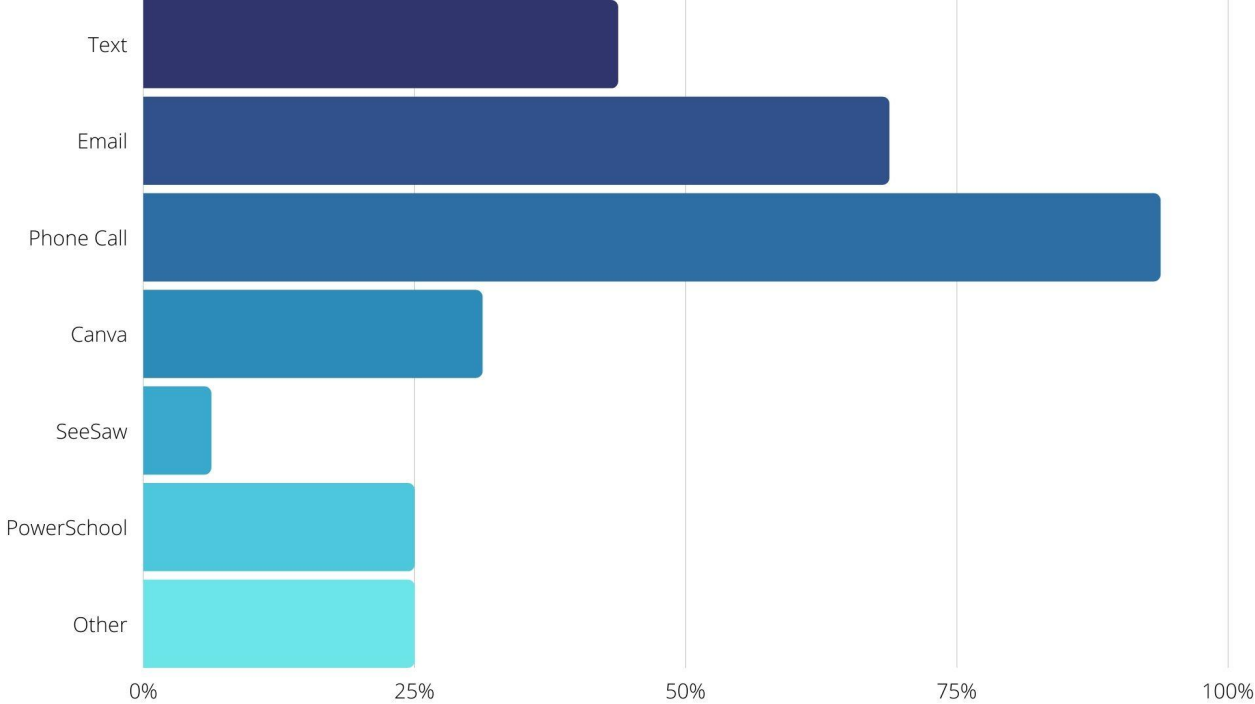
Q62 Which would best describe your school's level of communication with families during the crisis?

Answered: 16



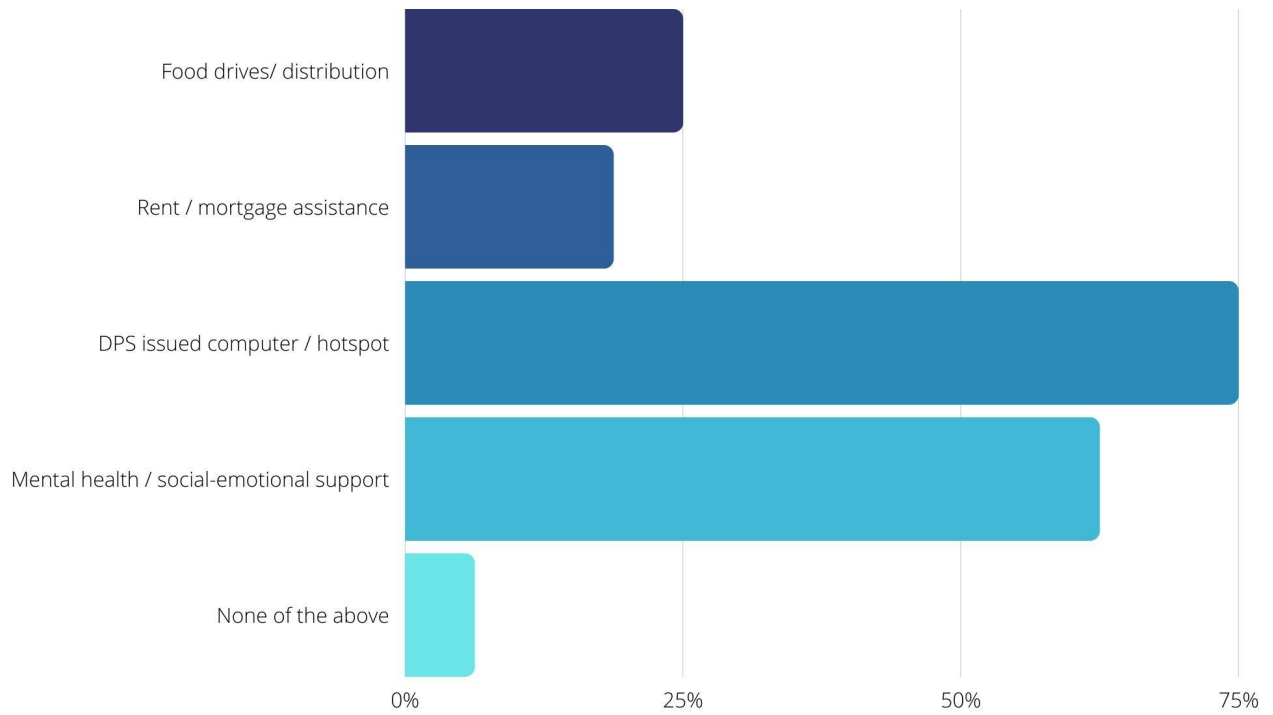
Q63 Which communication tools do you use to connect with families? Check all that apply.

Answered: 16



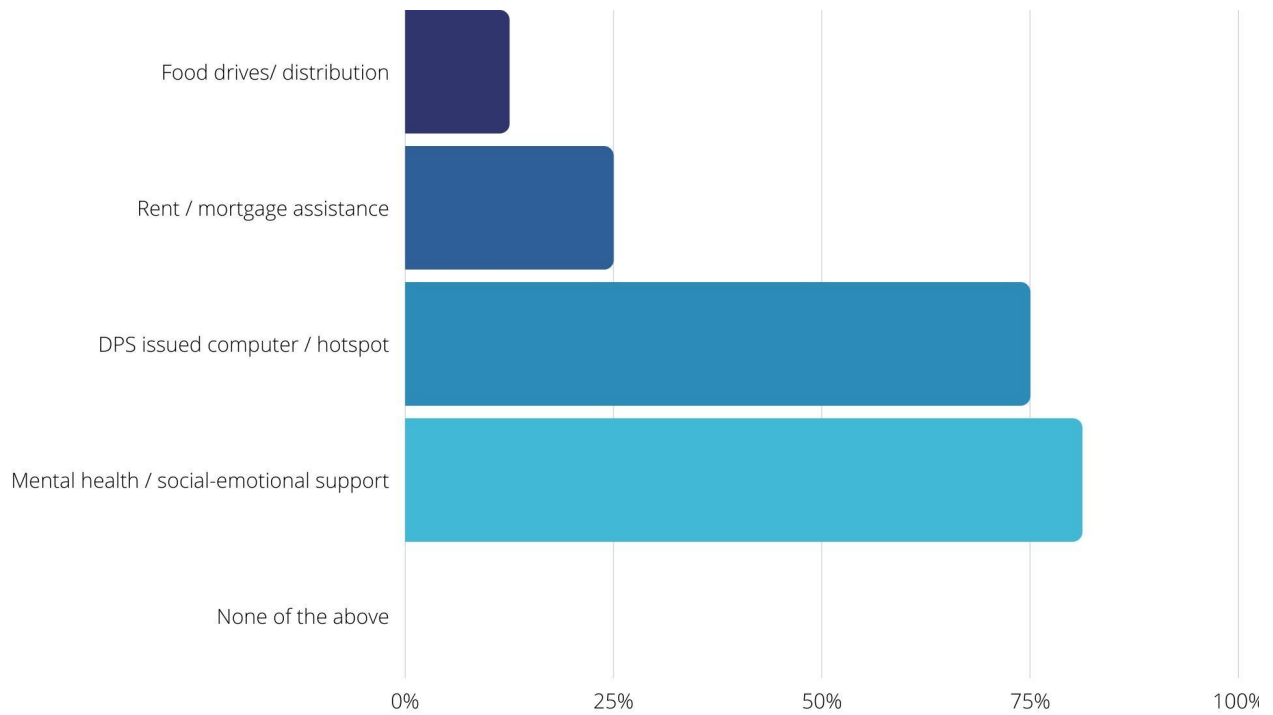
**Q67 Did your school provide any of these resources to teachers prior to the crisis?**

Answered: 16



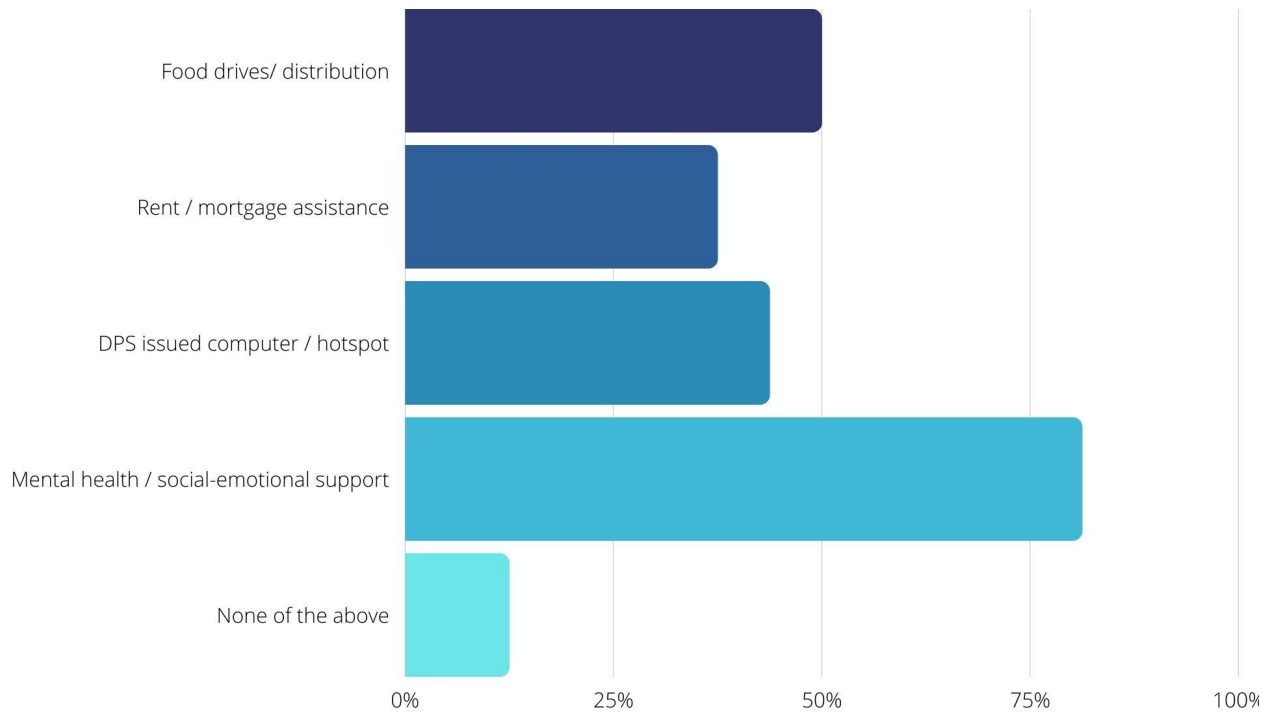
**Q68 Did your school provide any of these resources to teachers during the crisis?**

Answered: 16



**Q69 Did your school provide any of these resources to families prior to the crisis?**

Answered: 16



**Q70 Did your school provide any of these resources to families during the crisis?**

Answered: 16

