

**EAST BAY REGIONAL COALITION**

Parent & Teacher Survey Results

Fall 2017

**Organization:**

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## EAST BAY PARENT & TEACHER SURVEY

The East BAY regional coalition distributed surveys to parents who attended the Riverside Middle School, Martin Middle School, Kickemuit Middle School, Barrington Middle School, Barrington High School, and Mt. Hope High School open houses during the fall of 2017.

In addition, The East Bay regional coalition distributed surveys to teachers who are employed at Barrington Middle and Barrington High School electronically as well as Kickemuit Middle School and Mt. Hope High School in paper form during the fall of 2017.

Completed surveys were entered into databases. Frequencies were calculated for all items and the actual N is reported for figures presented.

### Parent Survey Results

Total number of participants who completed the survey is N=483. In the following figures, the total number of responses may not match the total number of participants due to missing responses. Reported percentages are out of the total number of valid responses for the particular question and are rounded.

### Demographics

Figure 1. Parent Gender

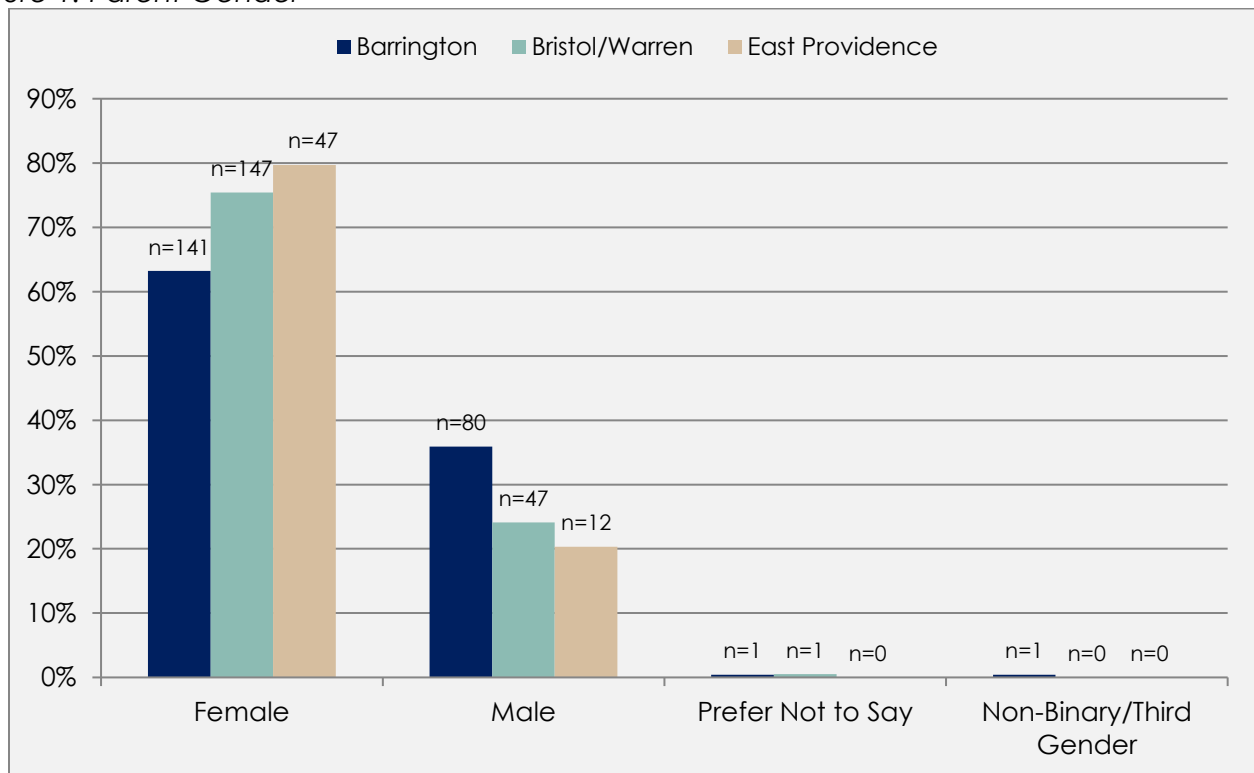
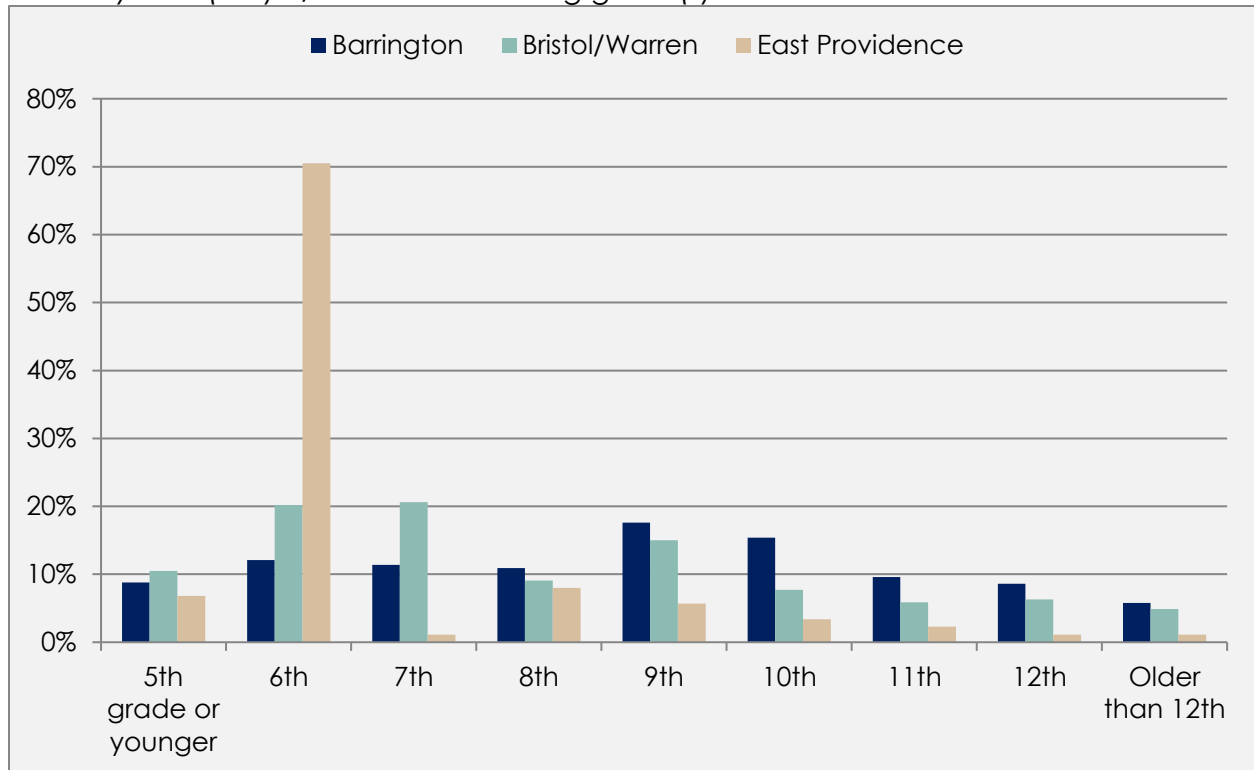


Figure 2. My child(ren) is/are in the following grade(s):



Note: Respondents could select more than one option.

Figure 3. What school does this child attend? (community)

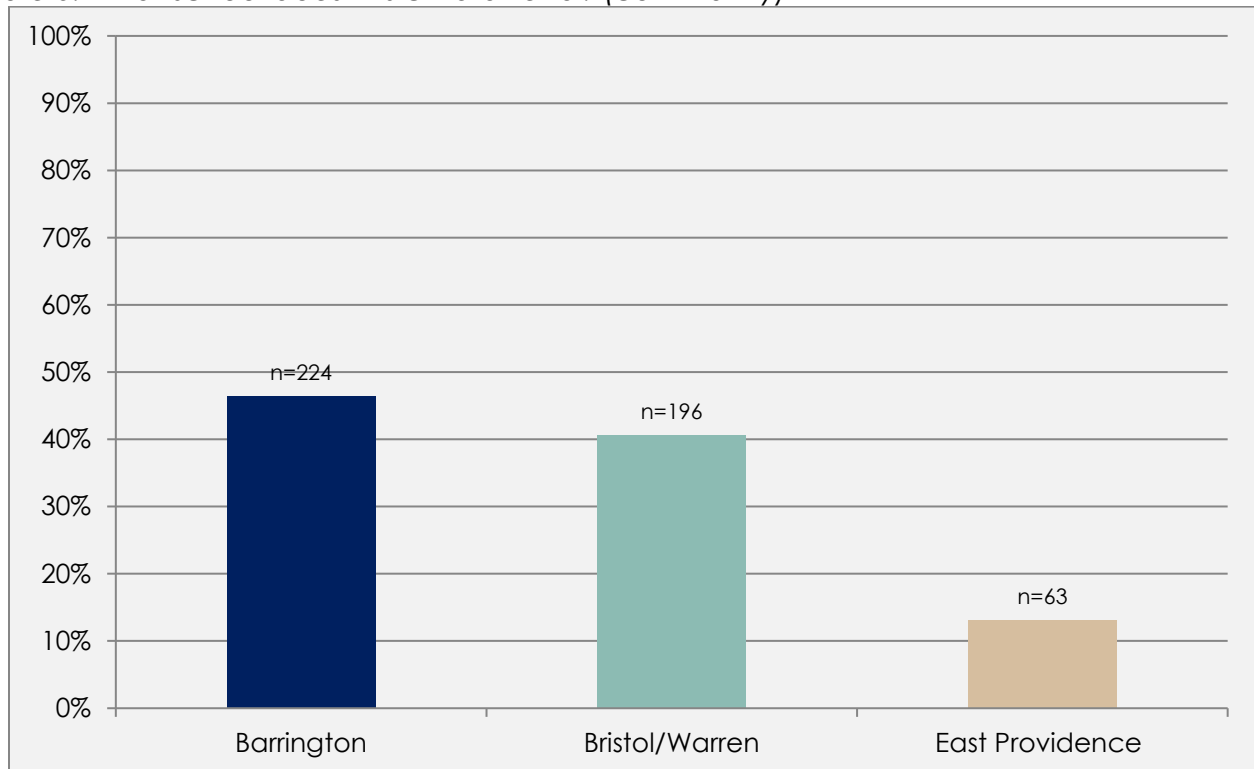
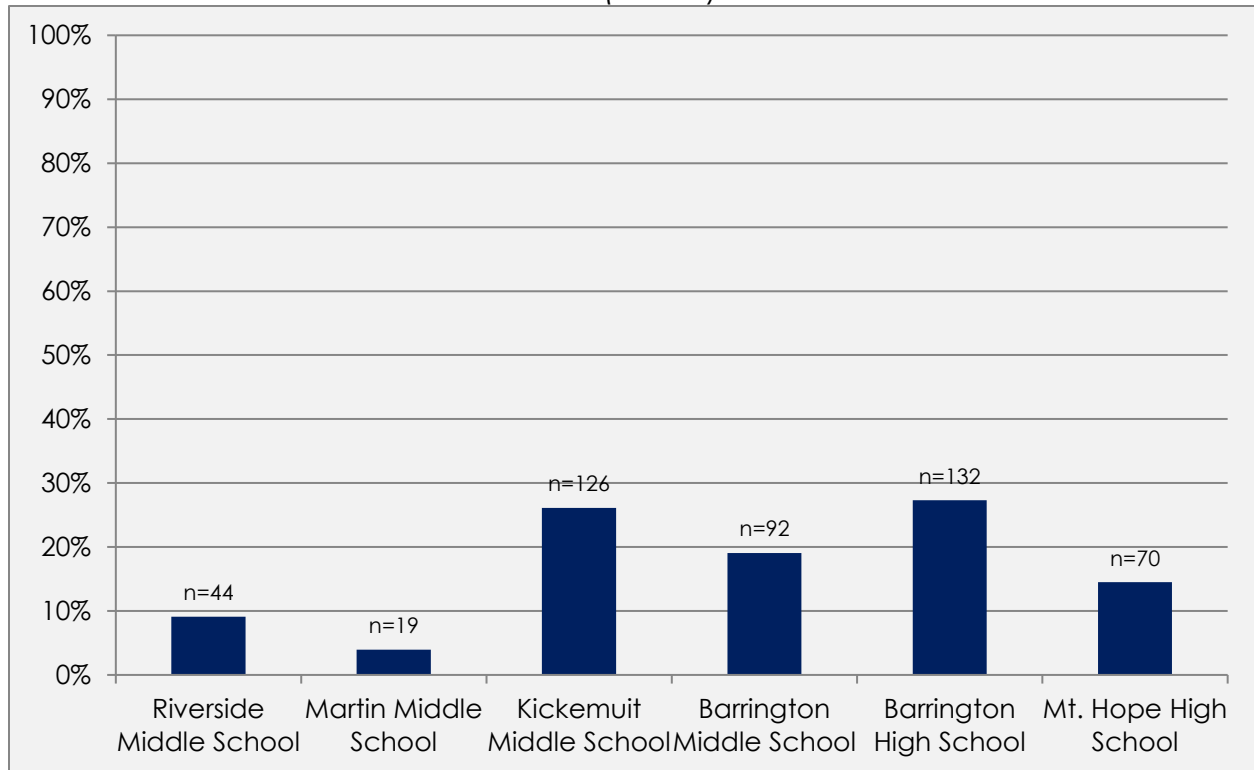
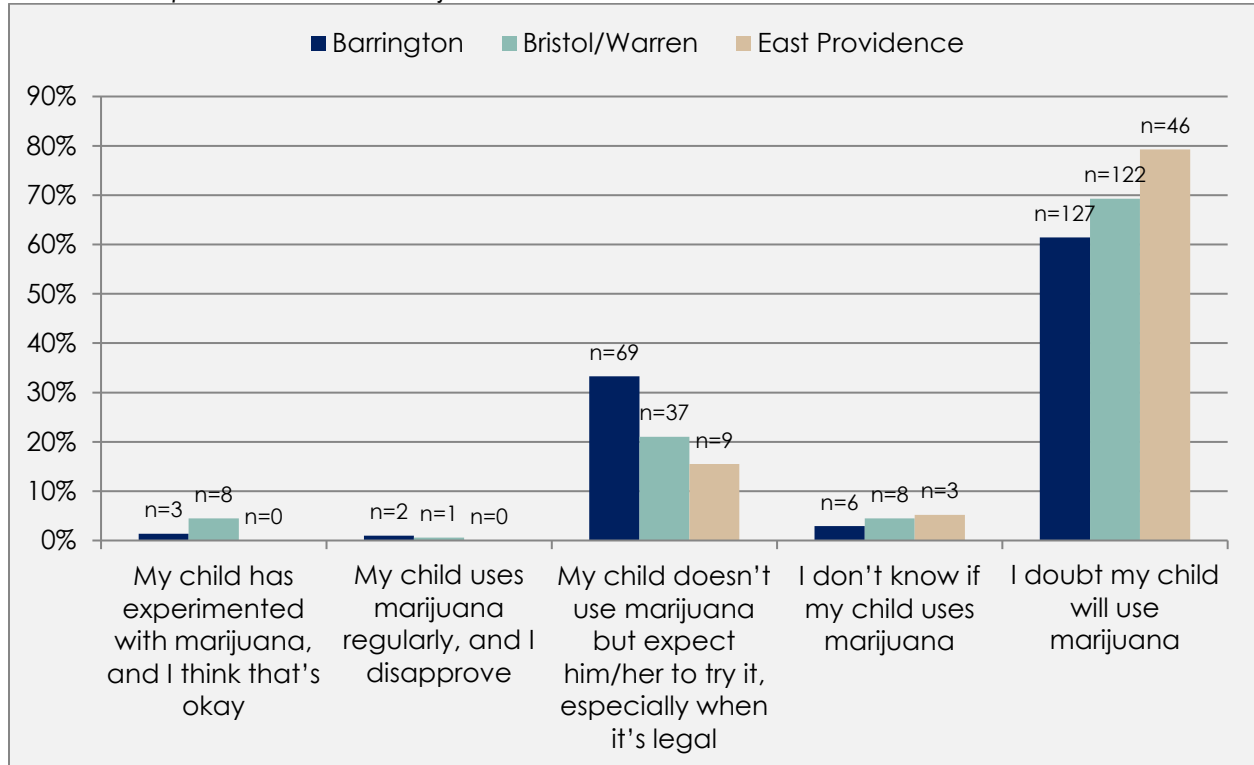


Figure 4. What school does this child attend? (school)



## Marijuana Perceptions

Figure 5. Perceptions of child marijuana use



## Parental Monitoring & Perceptions or Risk

Figure 6. How often do you ask with whom your teen is spending time?

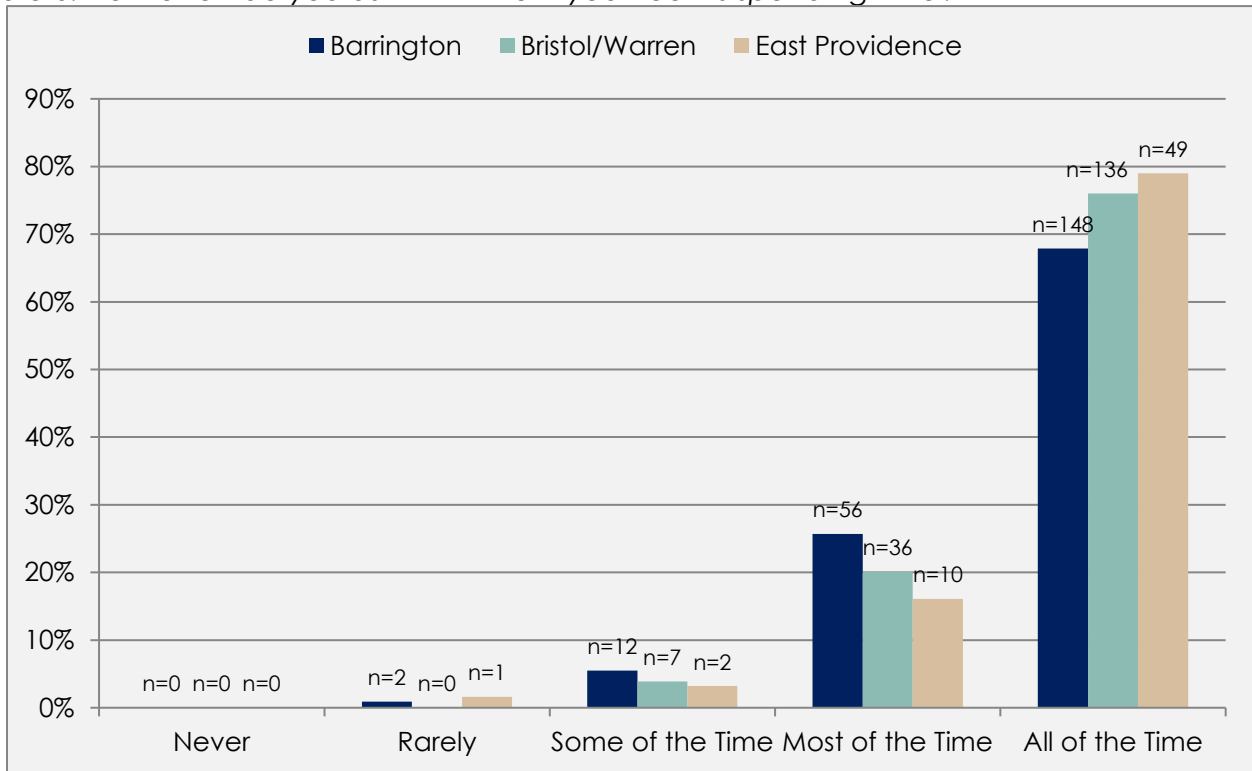


Figure 7. How often do you contact the parent of a home where your teen will visit?

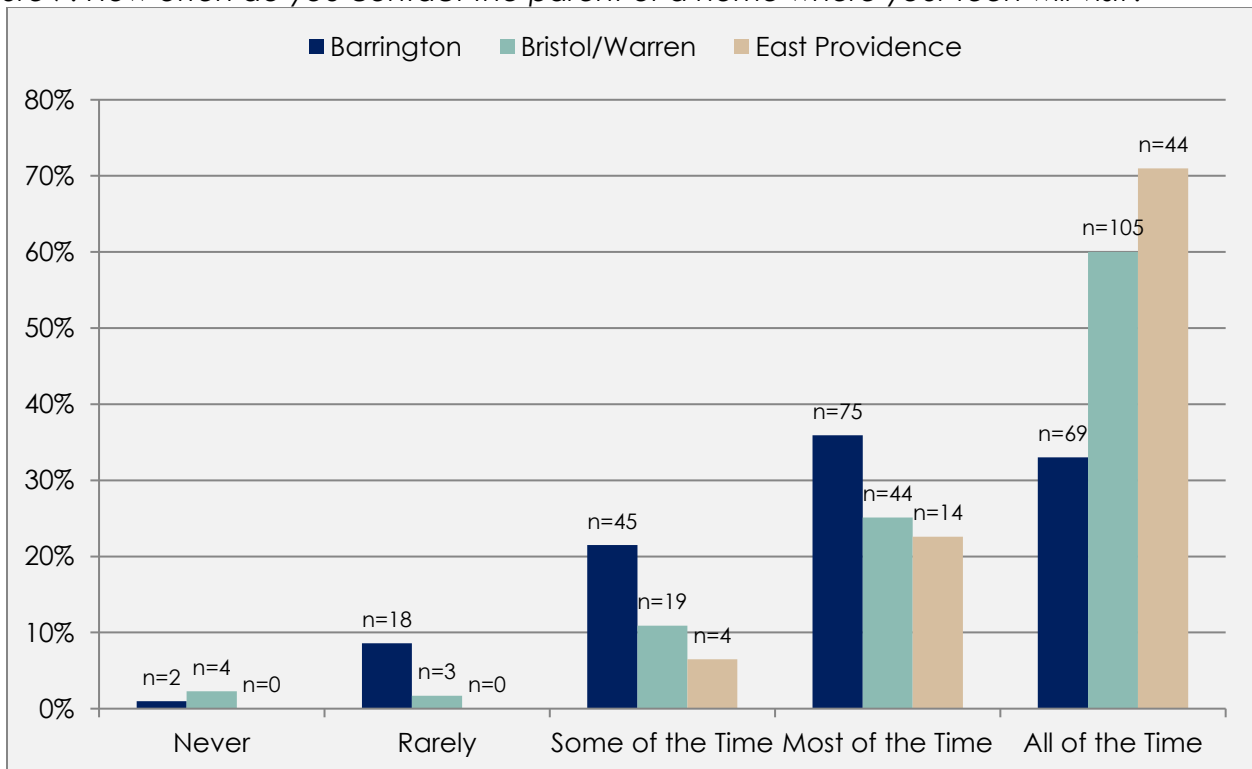




Figure 8. How often do you think teens risk harming themselves or others if they drink alcohol?

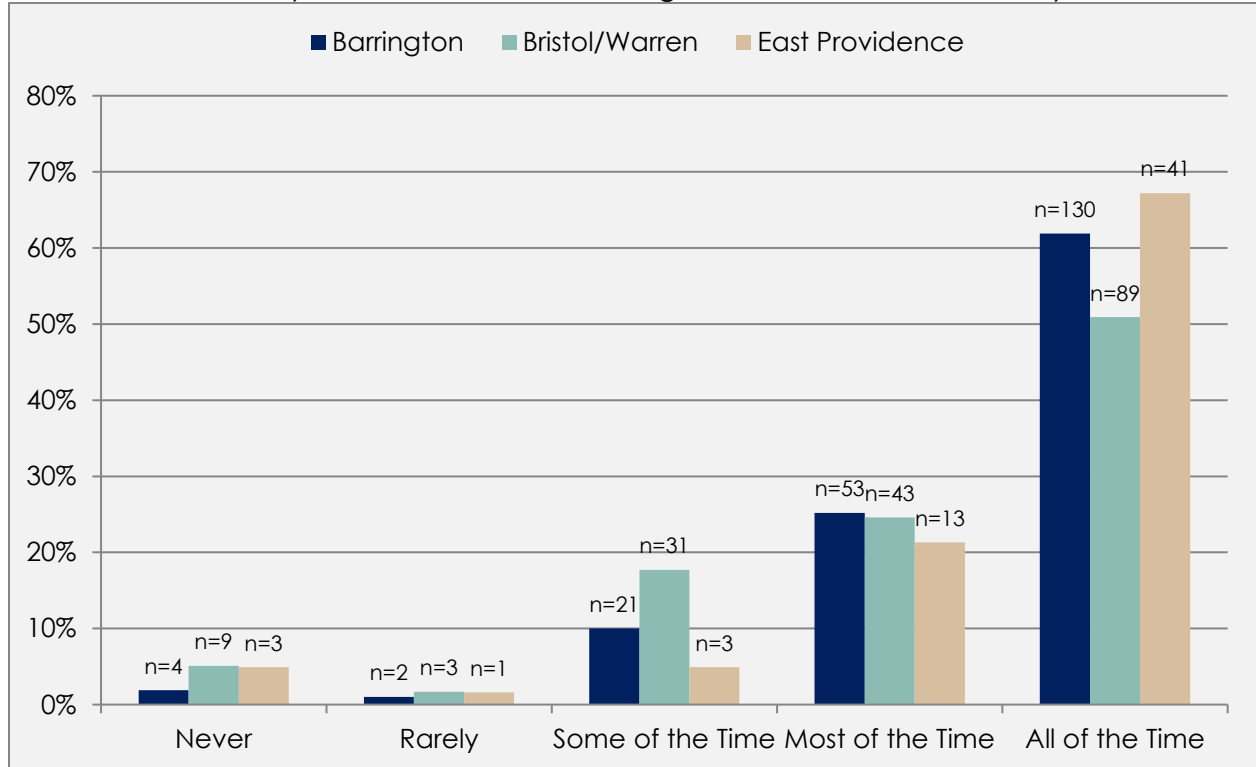


Figure 9. How often do you think teenagers risk harming themselves or others if they use marijuana?

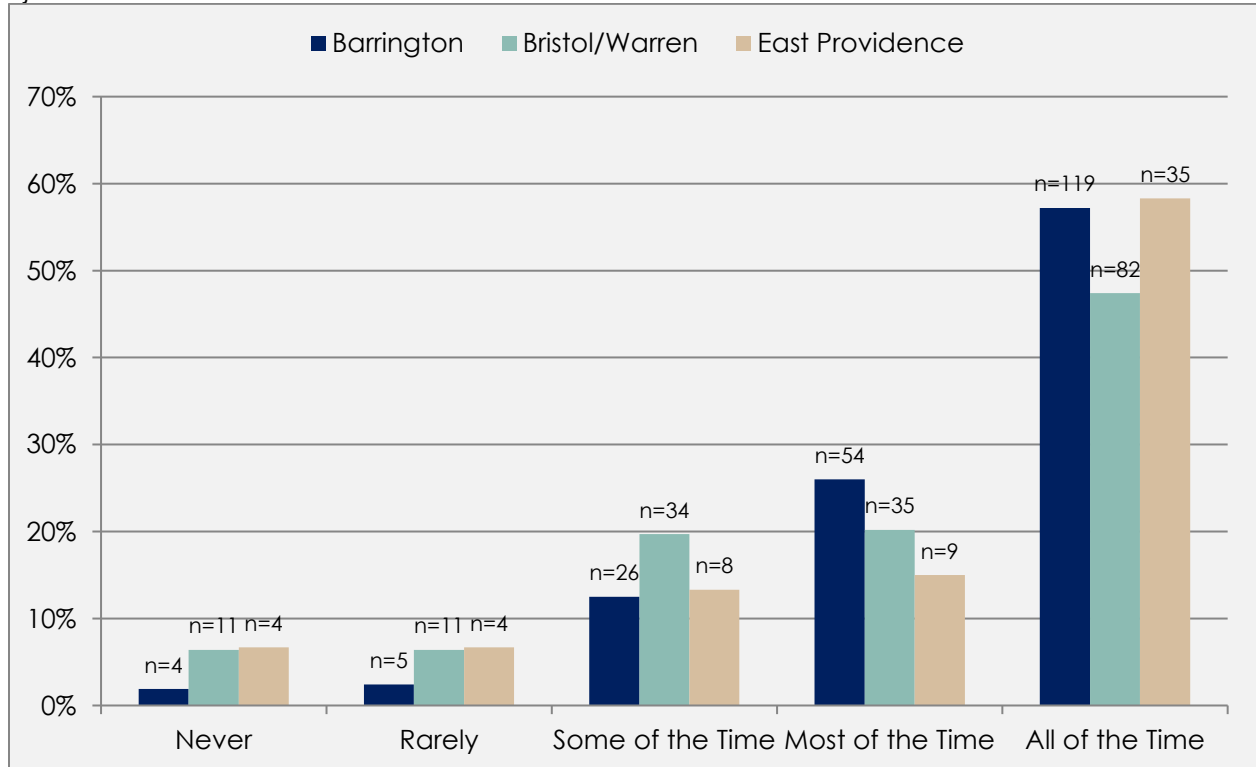


Figure 10. How often do you think teenagers risk harming themselves or others if they use electronic cigarettes?

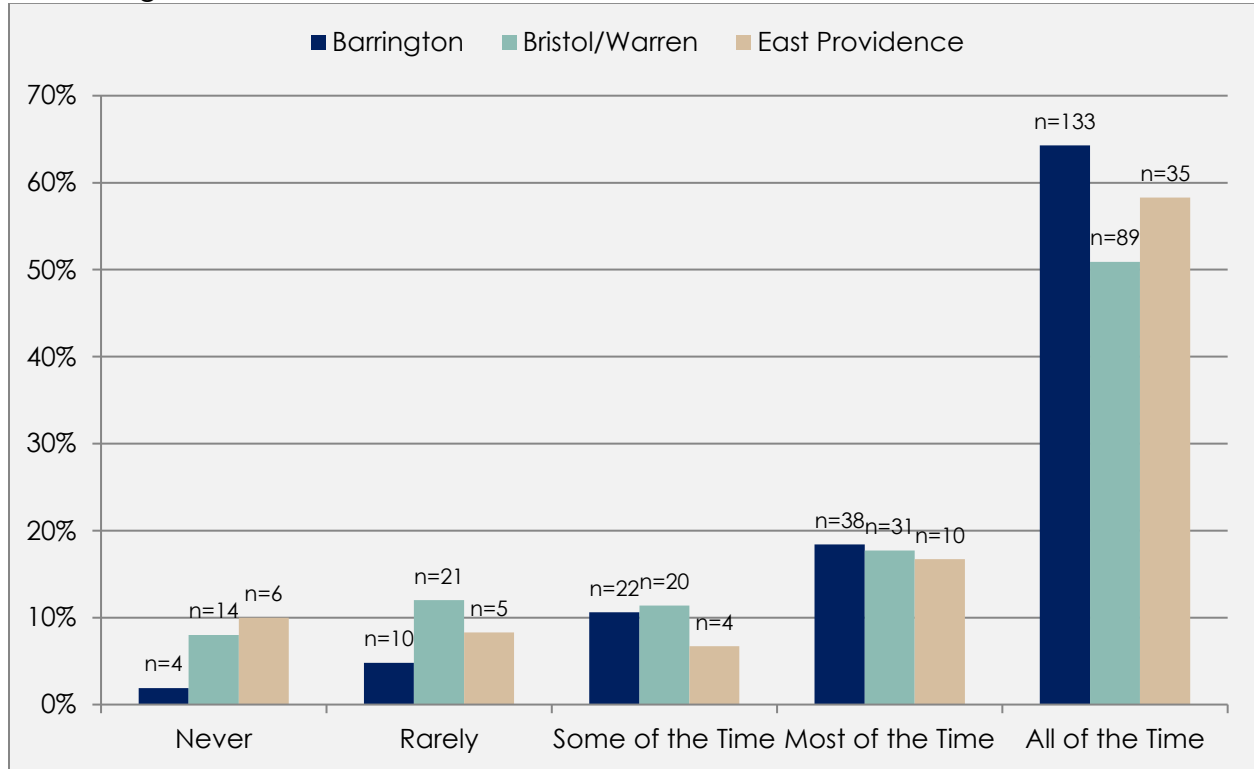
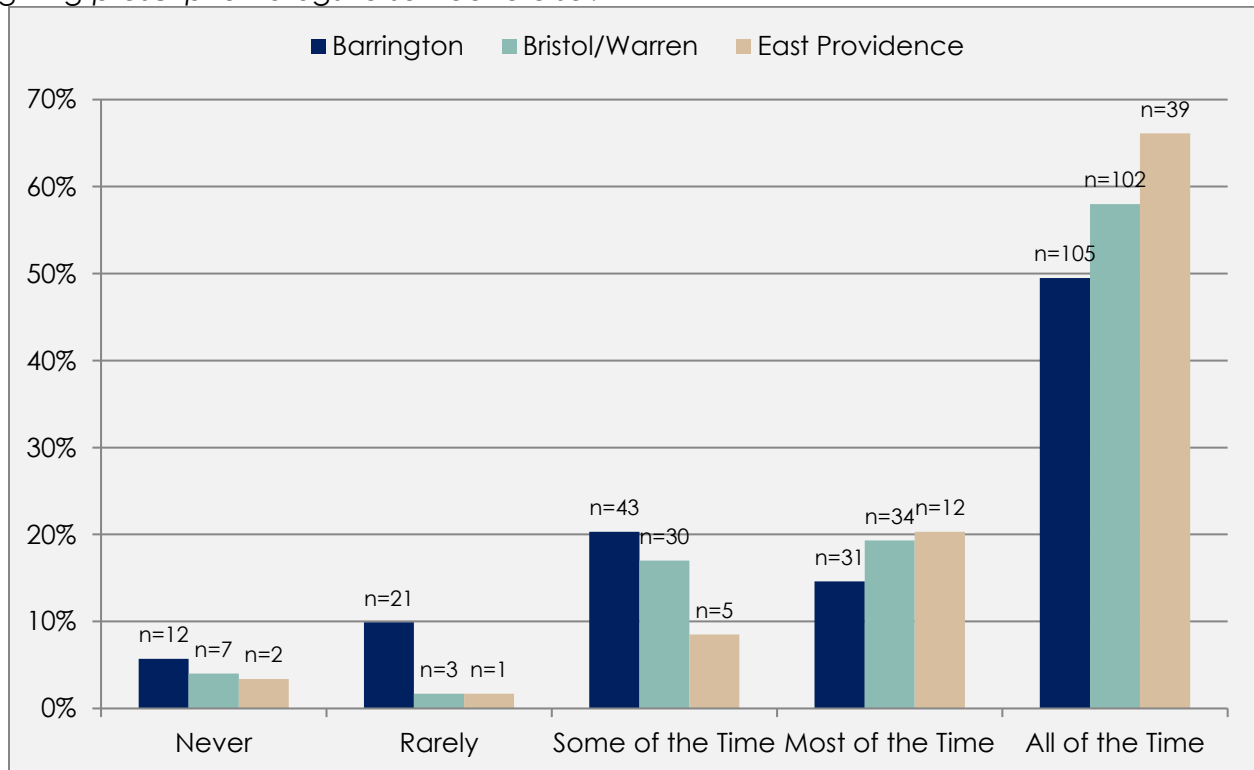


Figure 11. How often do you discuss the harms of either using someone else's prescription drugs, or giving prescription drugs to someone else?



## Family Rules

Figure 12. My family has rules against teenagers drinking alcohol

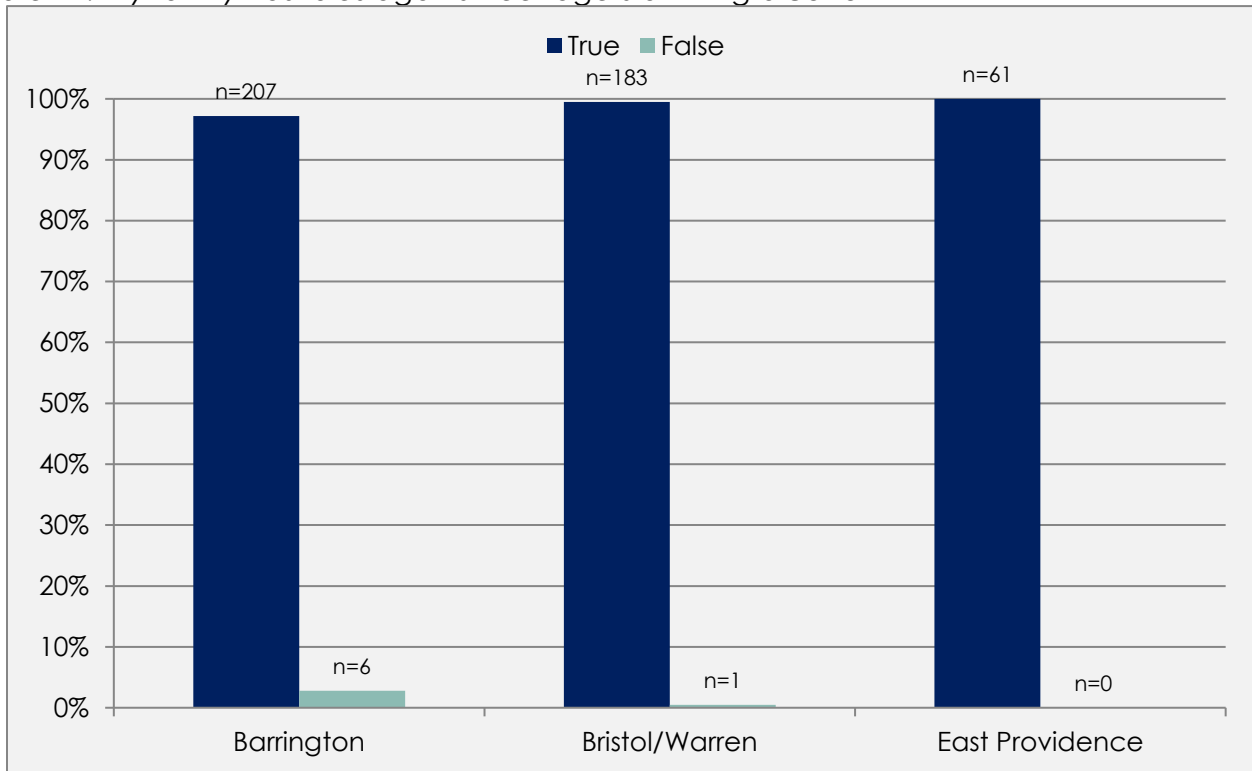


Figure 13. My family has rules against teens using electronic cigarettes

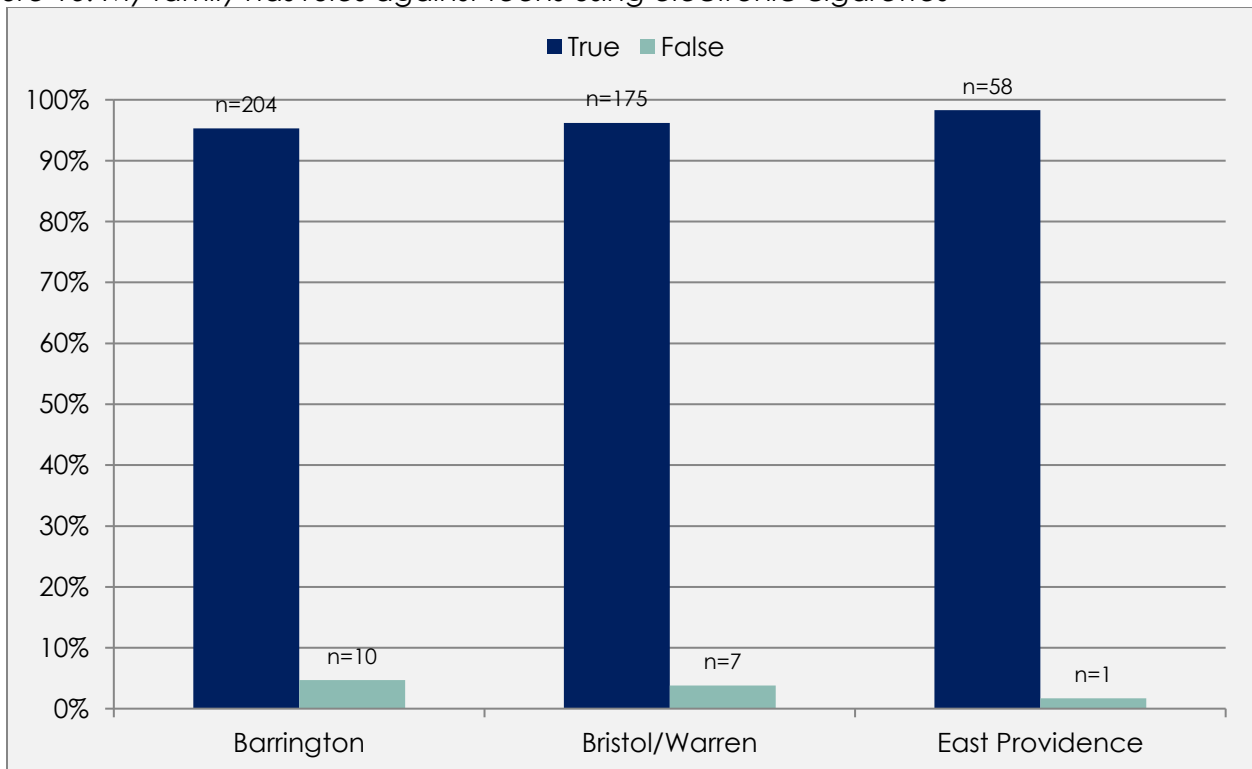


Figure 14. My family has rules against teens using marijuana

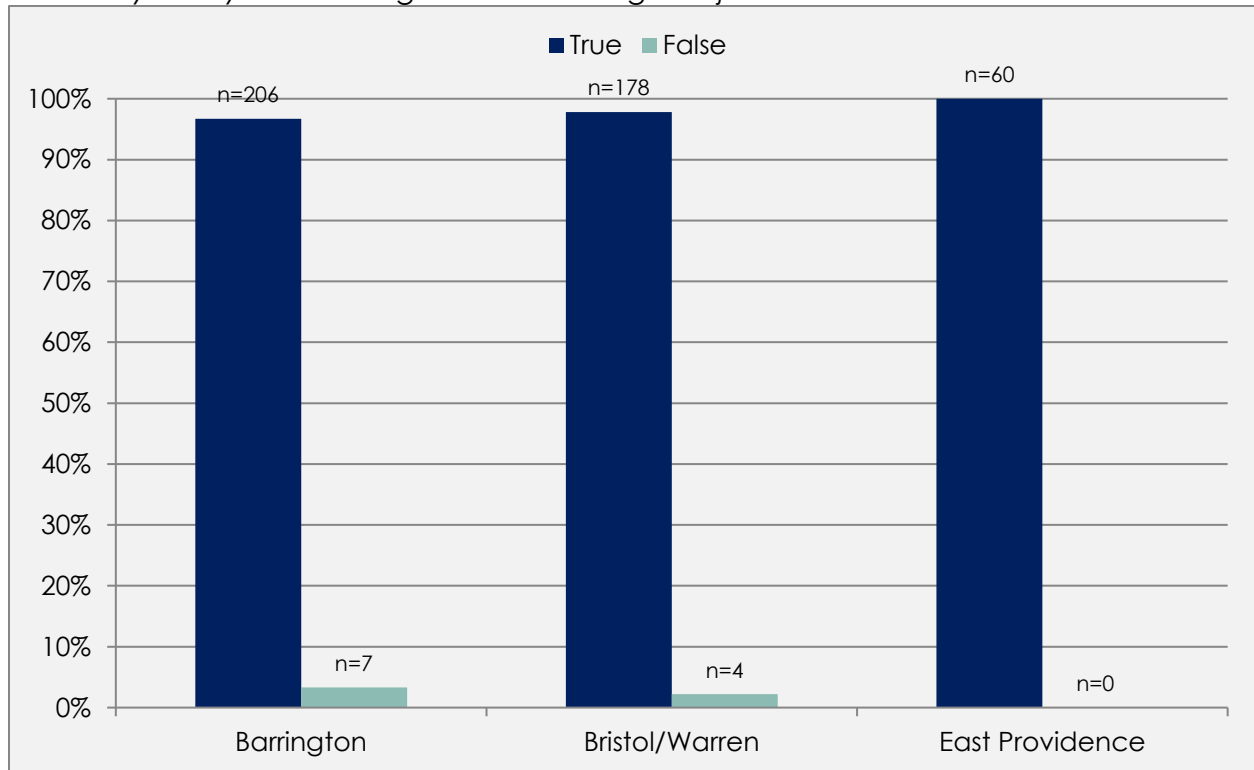
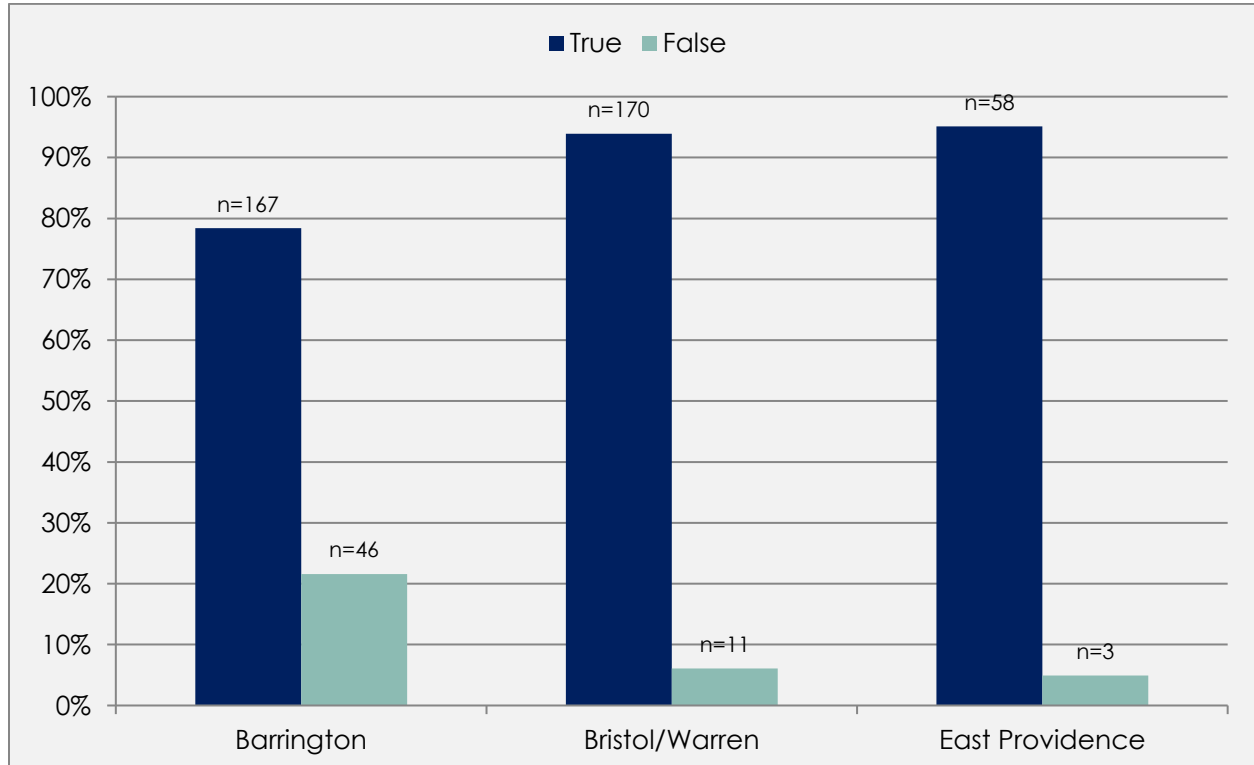


Figure 15. I have told my teen what would happen if they were caught breaking family substance use rules



## Teacher Survey Results

Total number of participants who completed the survey is N=114. In the following figures, the total number of responses may not match the total number of participants due to missing responses. Reported percentages are out of the total number of valid responses for the particular question and are rounded.

### Demographics

Figure 16. Teacher Gender

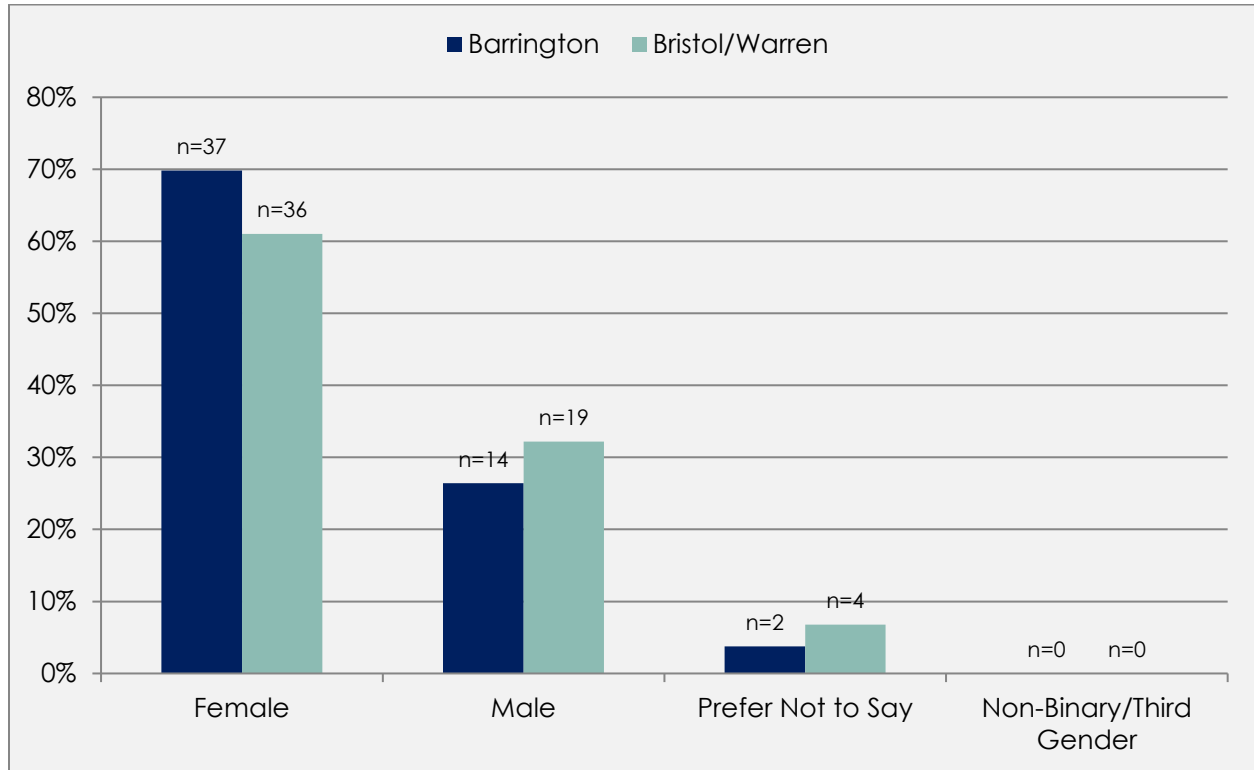
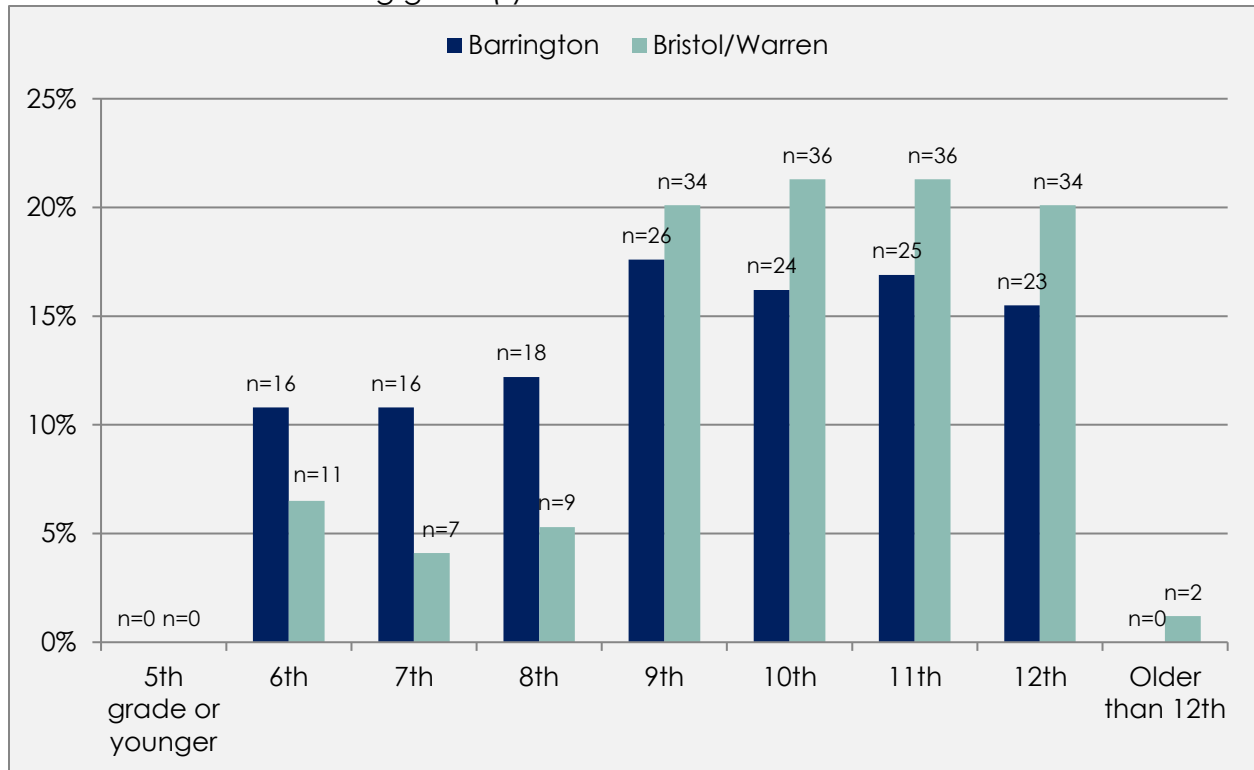


Figure 17. I teach the following grade(s):



Note: Respondents could select more than one option.

Figure 18. In what school do you teach? (Community)

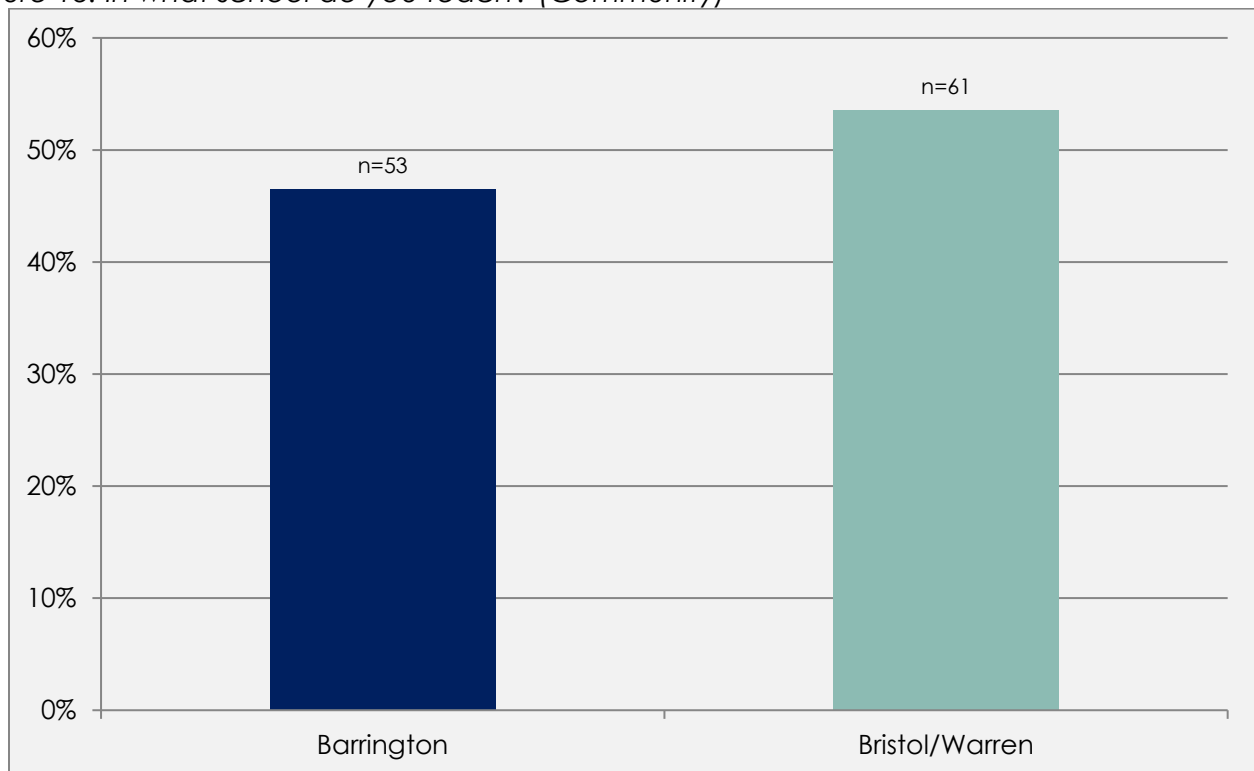
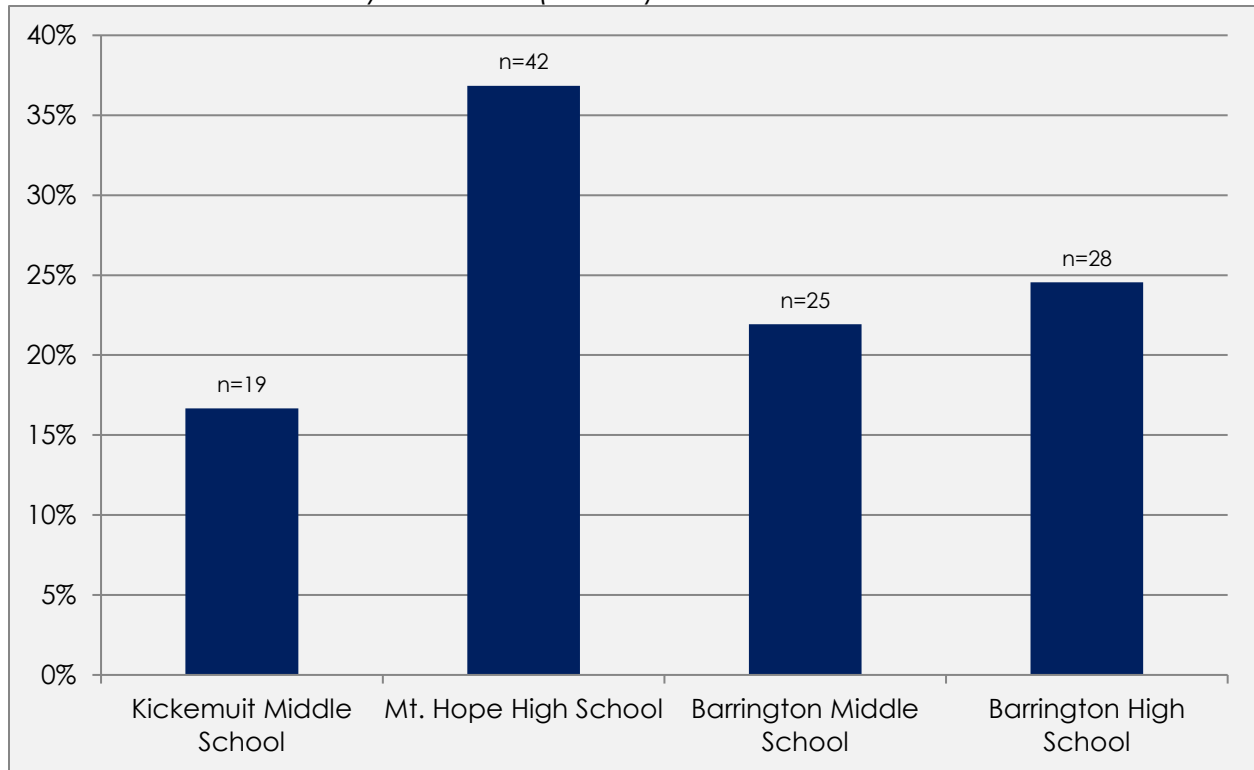
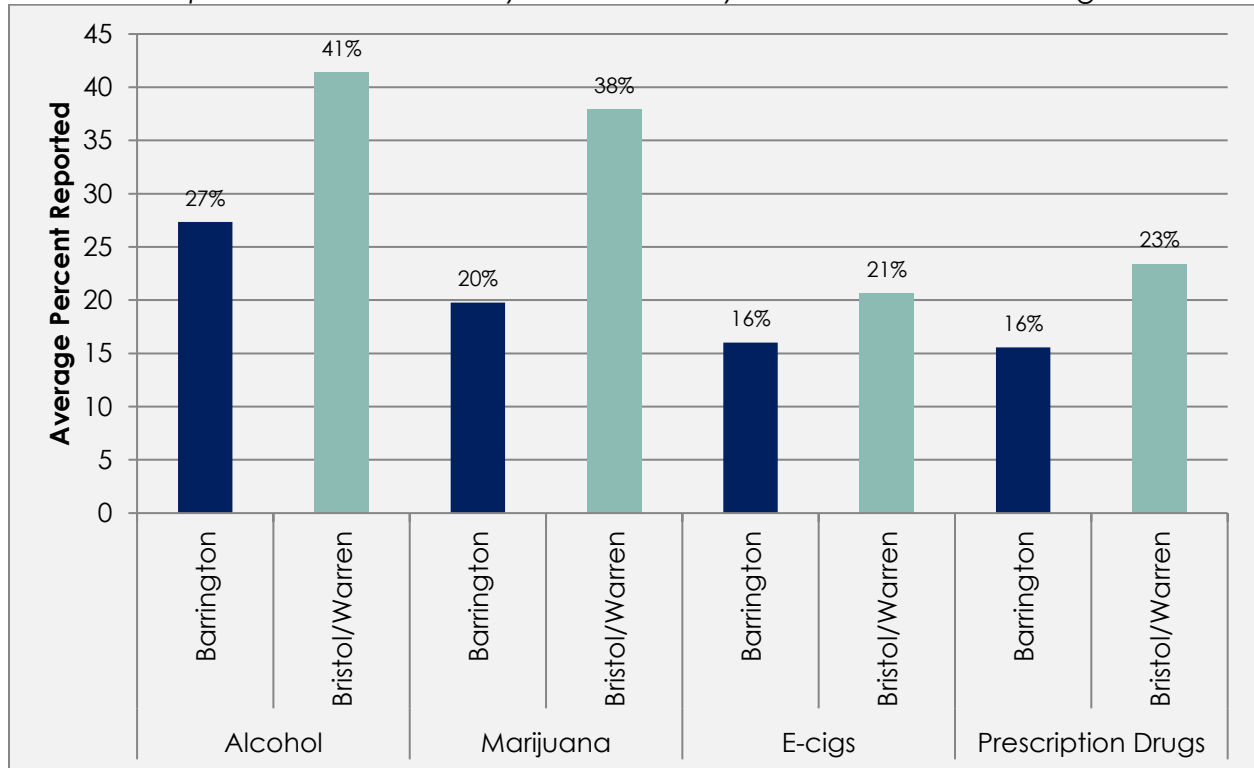


Figure 19. In what school do you teach? (School)



## Social Norms

Figure 20. What percent of students in your school do you think use the following substances?



## Perceptions or Risk

Figure 21. How harmful do you think it is for students to use the following substances: Alcohol

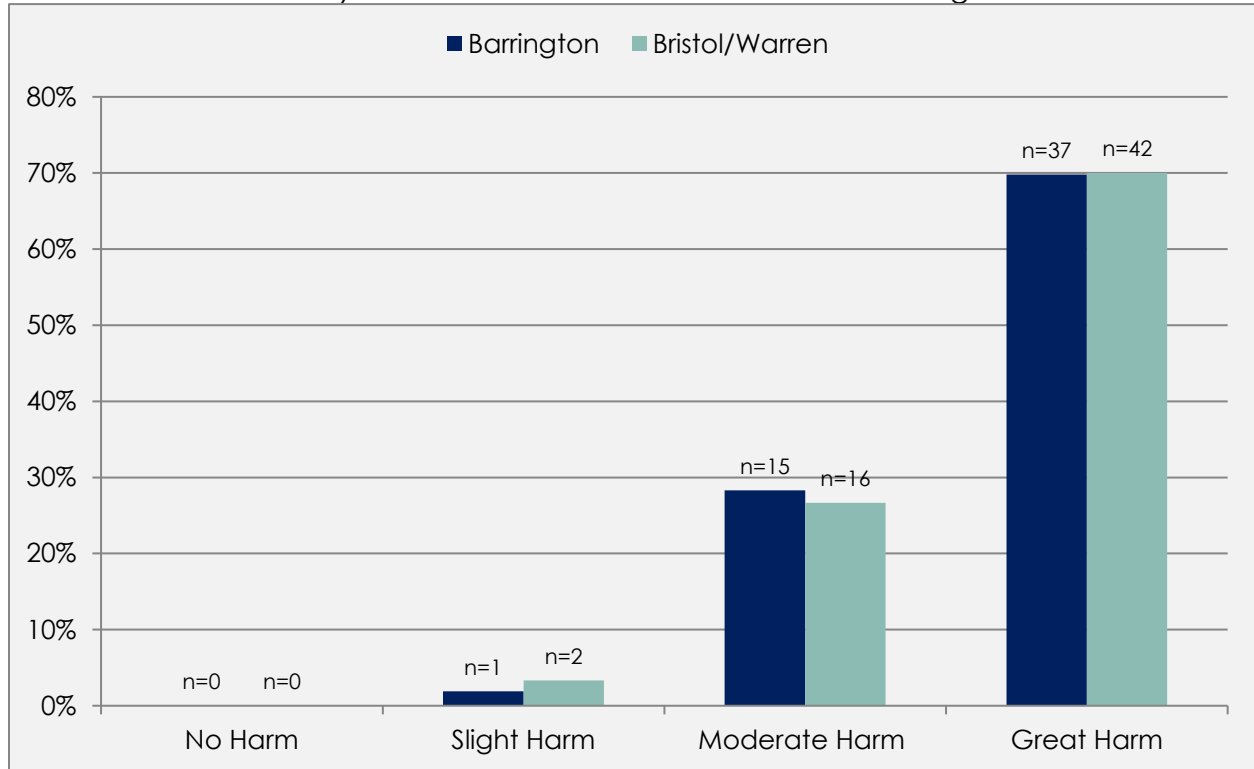


Figure 22. How harmful do you think it is for students to use the following substances: Marijuana

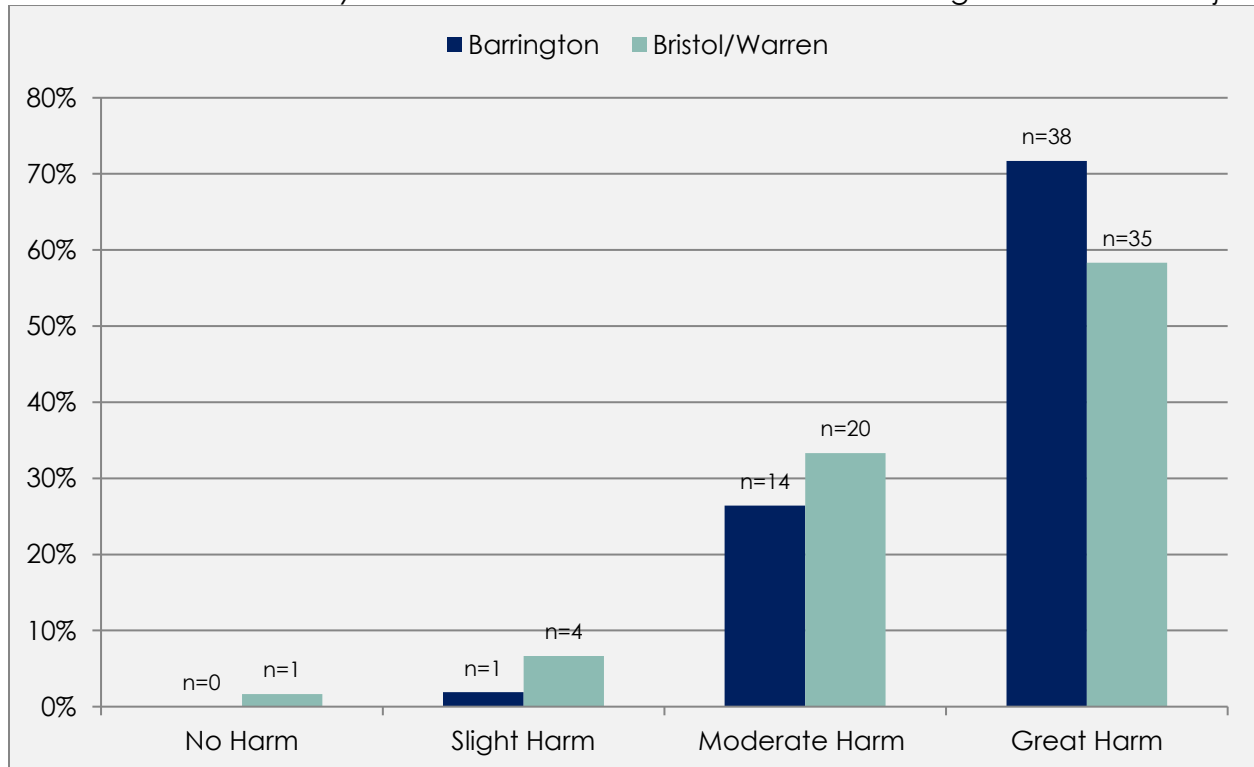




Figure 23. How harmful do you think it is for students to use the following substances: Electronic Cigarettes

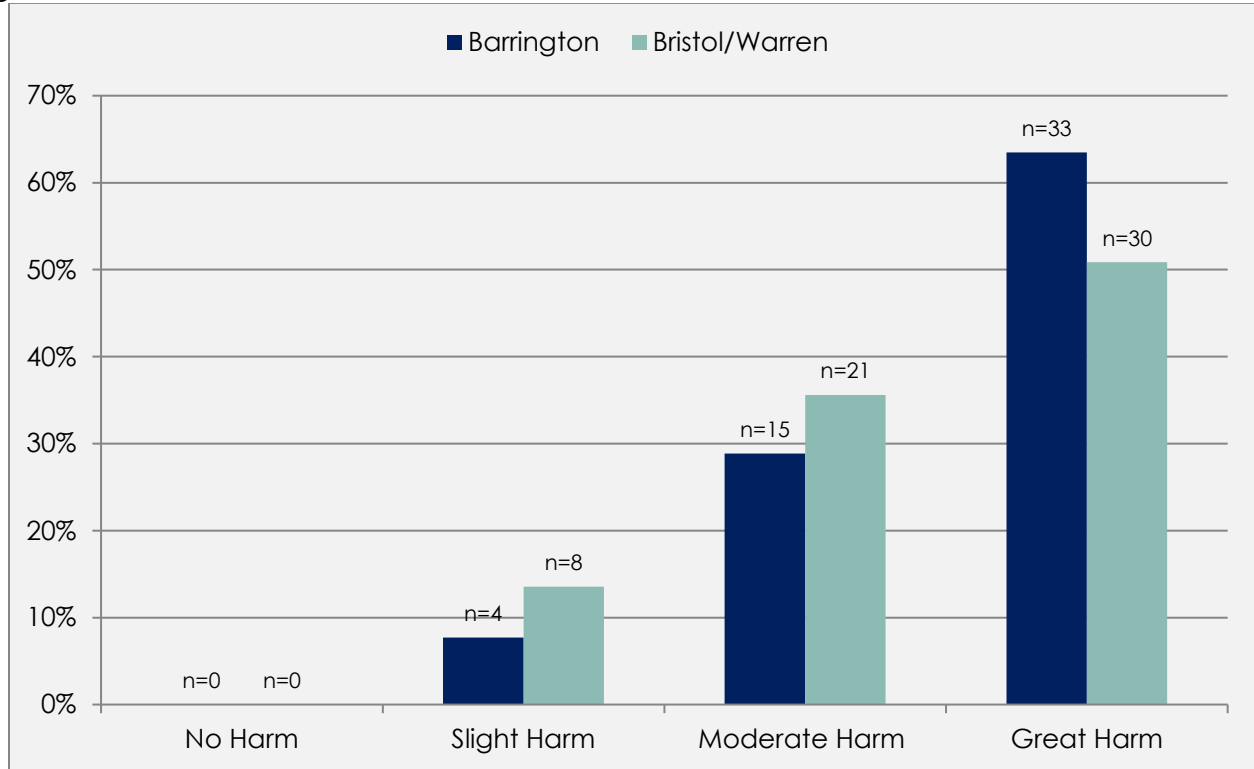
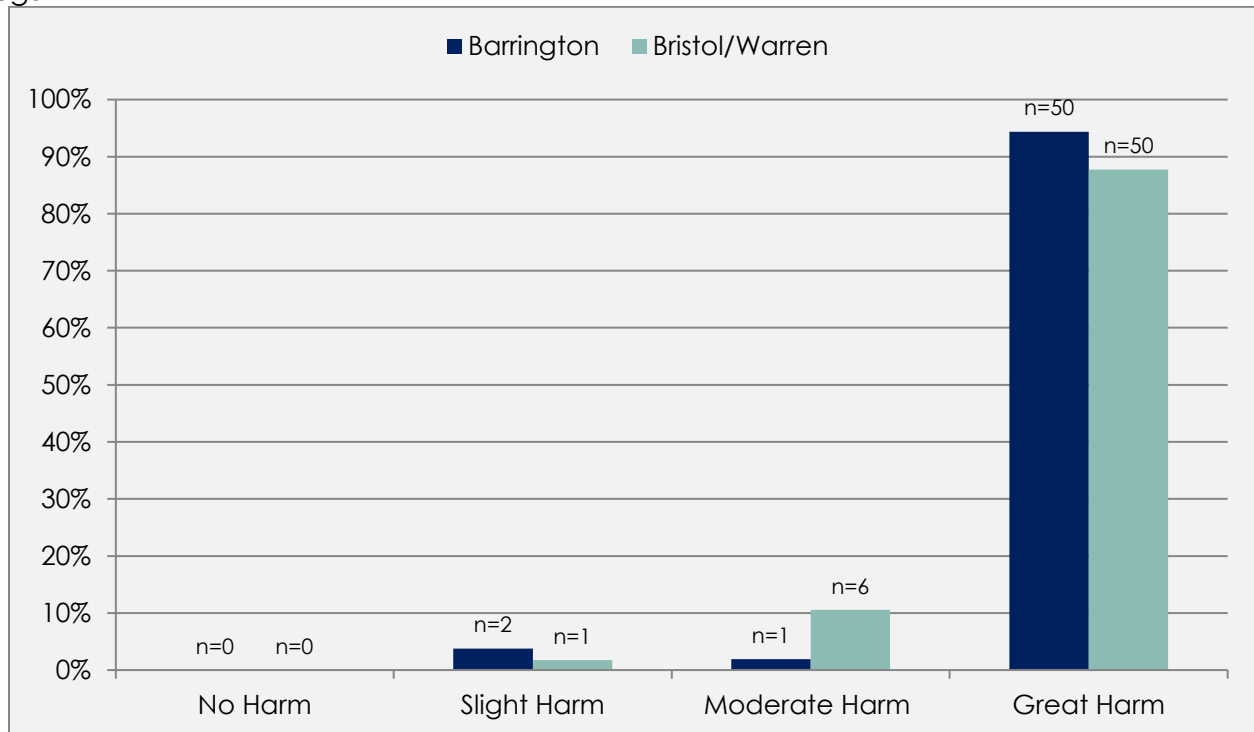


Figure 24. How harmful do you think it is for students to use the following substances: Prescription Drugs



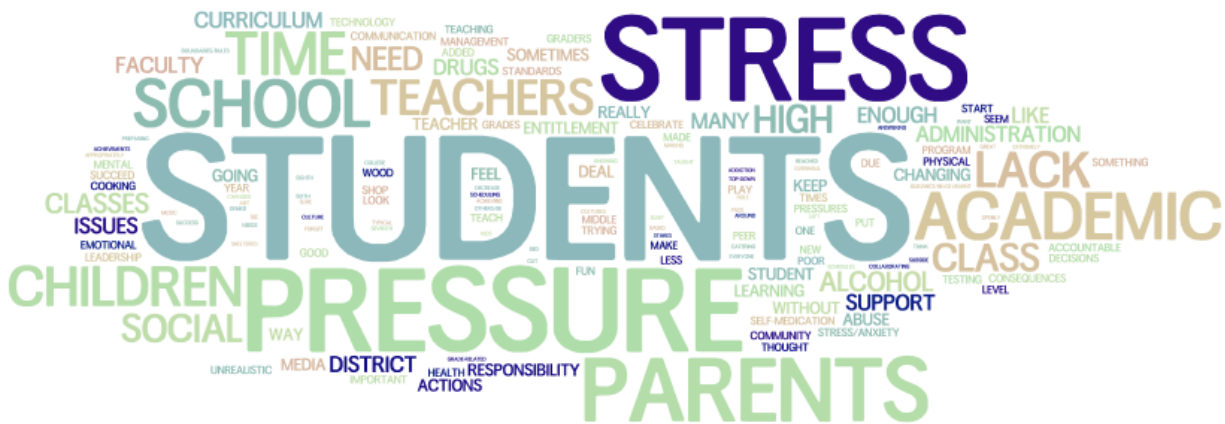
## Qualitative Data: Root Causes

The following section displays word bubbles created from teacher’s open text responses to questions regarding community and school problems, such as climate and family rules.

### Perceived Problems in the Community

#### *Barrington*

Figure 25. Barrington: What would you say are the three biggest problems in the community in which you teach?



- Barrington teachers predominantly viewed expectations, pressure, stress, and socioemotional issues as the leading problems in the community:
  - “Unrealistic academic pressure, self-medication.”
  - “Too much pressure on students to be high achievers. Lack of sleep due to excessive workload. Unwillingness to talk openly about serious issues.”
  - “Too much testing and high stakes attached to scores! Stress is extremely high for both students and faculty. Way too much being asked in an unhealthy time frame. Social and emotional issues are equally important for students and faculty!”
  - “Stress based upon academic pressures. Students not knowing how to deal with time management and stress productively.”

#### *Bristol-Warren*

Figure 26. Bristol-Warren: What would you say are the three biggest problems in the community in which you teach?



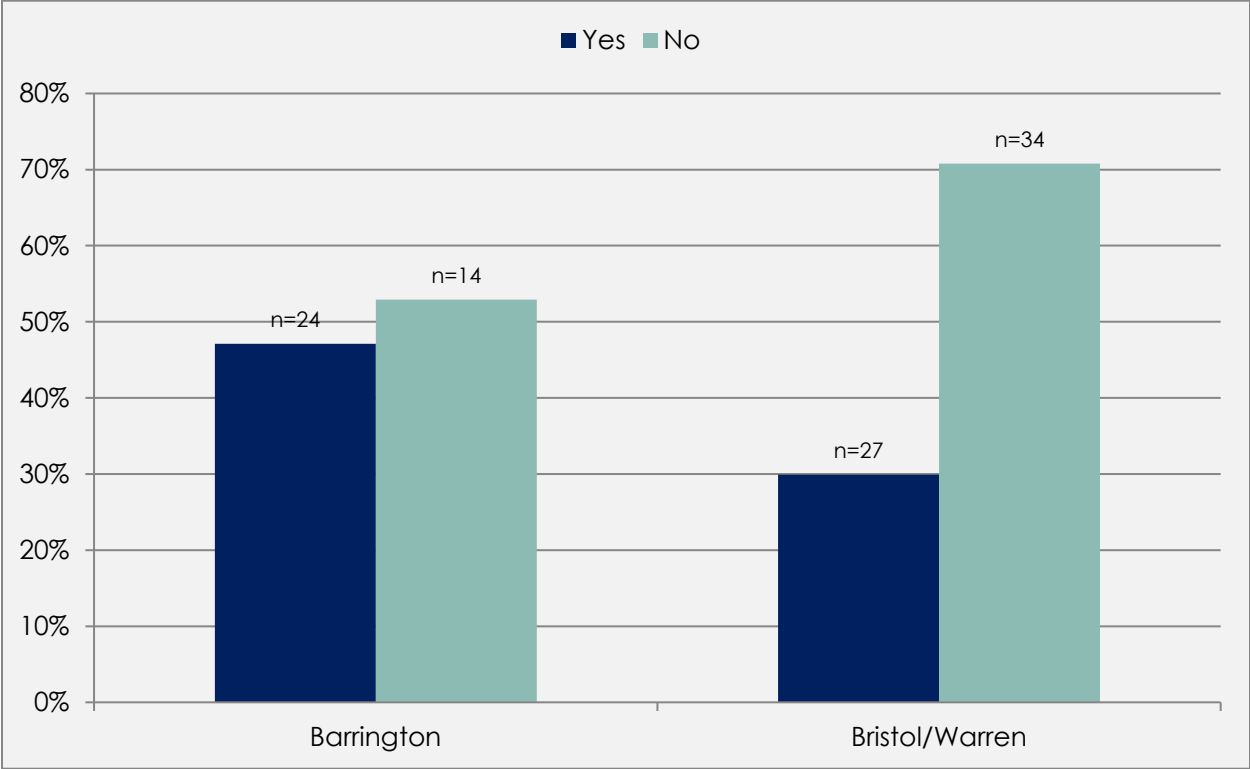






*Perceived Enforcement*

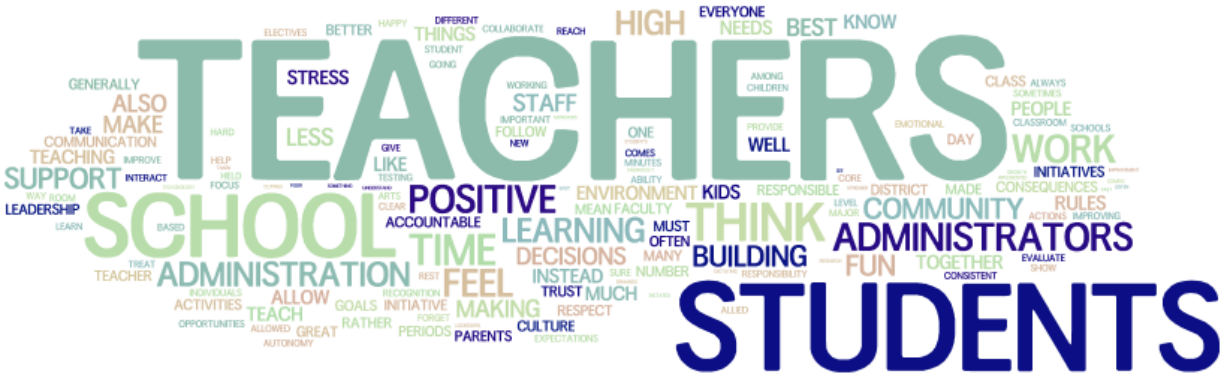
Figure 31. Do you think parents of your students enforce their family rules?



**Suggestions to Improve Work Environment**

*Barrington*

Figure 32. Barrington: What do you think would improve the perception of a positive work environment?



- Many Barrington teachers noted that increasing focus on teaching, less on testing would increase individuality. In addition, open communication and consistency within the school would support a more positive school climate across teachers, administrators, and students.
  - “Let teachers teach and be individuals. Unfortunately, many teachers are required to teach to the test and individuality is lost in teaching.”
  - “Greater professional autonomy would allow educators to collaborate more effectively and individually apply themselves more vigorously to the passions that called them education. A reworked schedule and a 21st century approach to school campus management could facilitate this.”



- “Give teachers more autonomy to make decisions based on best practices and research. Allow more time to collaborate with the community during the day and minimize the number of initiatives we are working on.”
- “More interdepartmental and whole staff time together. I often feel isolated from the rest of the staff and generally have no idea what is going on in the rest of the building.”
- “Administrators who understand and SUPPORT class room teachers. Administrators who provide consistent discipline for all students - not different rules for ‘good kids’.”
- “Consistent expectations for ALL teachers. Not all teachers are held accountable in the same way. Most importantly - There are major inequities in course loads...”

### Bristol-Warren

Figure 33. Bristol-Warren: What do you think would improve the perception of a positive work environment?



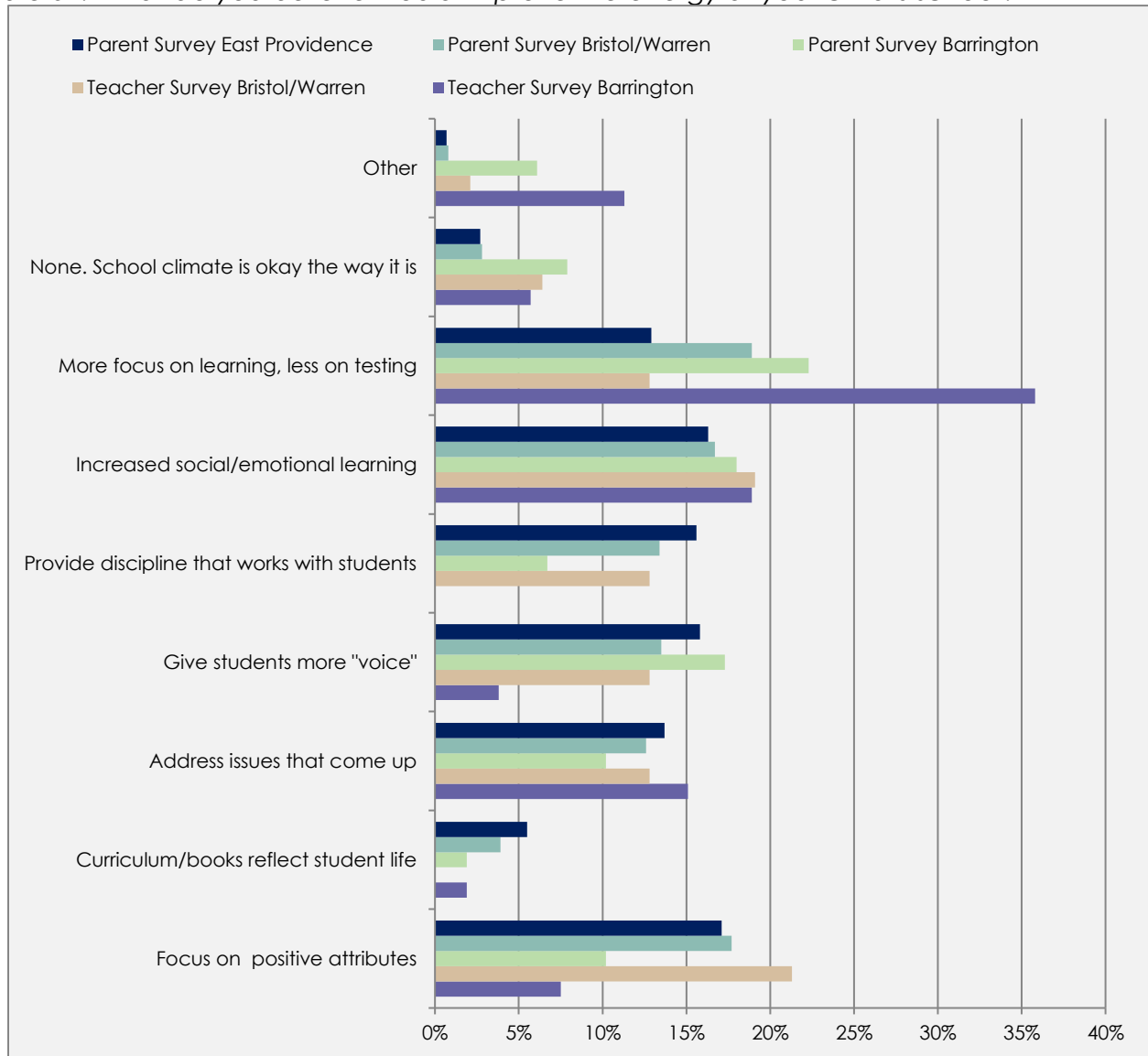
- Overall, teachers in Bristol-Warren noted that increasing communication, accountability, and discipline would in turn improve the school climate and work environment.
  - “Enforcing the school policies. Having accountability for actions, school unity, rewards for positive behaviors, recognition for good work.”
  - “Holding students accountable for their actions, decision making. This will help prepare them for real-world life experiences. It will also help decrease bad decision-making in school, in which they will think before doing something because they know there will be consequences. This will help staff feel like they are being supported.”
  - “Raise standards and accountability of students Improve discipline actions for unacceptable behavior. Communicate with families to determine their viewpoints.”
  - “Communication between teachers, admin clear expectations, measuring expectations.”
  - “Better communication between administration and teachers our school is improving vastly, I believe less administrative duties, responsibilities for teachers, let us teach.”
  - More communication within faculty, staff, and students.

### Parent & Teacher Survey Results

The following sections display figures for measures that were asked on both the Parent and Teacher surveys. Thus, figures display results for both surveys by community.

## School Climate

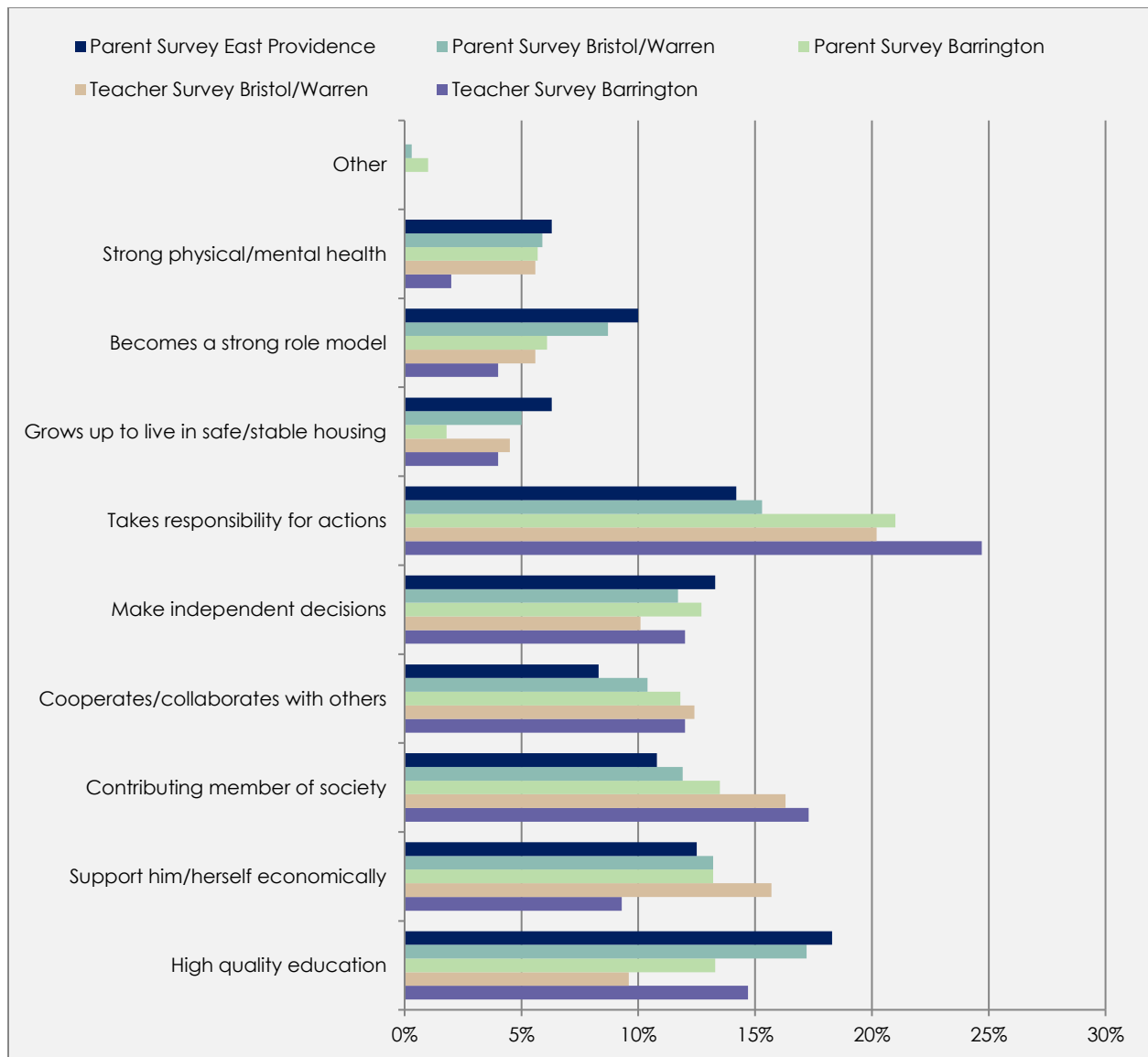
Figure 34. What do you believe would improve the energy at your child's school?



Note: Respondents could select more than one option.

Figure 35. What does a successful future mean for your child?





Note: Respondents could select more than one option.

## Suicide Warning Signs

For figure 36 and 37, it is important to note that respondents, especially parents, may have responded with overly positive responses due to survey bias

Figure 36. Do you know the warning signs for suicide?

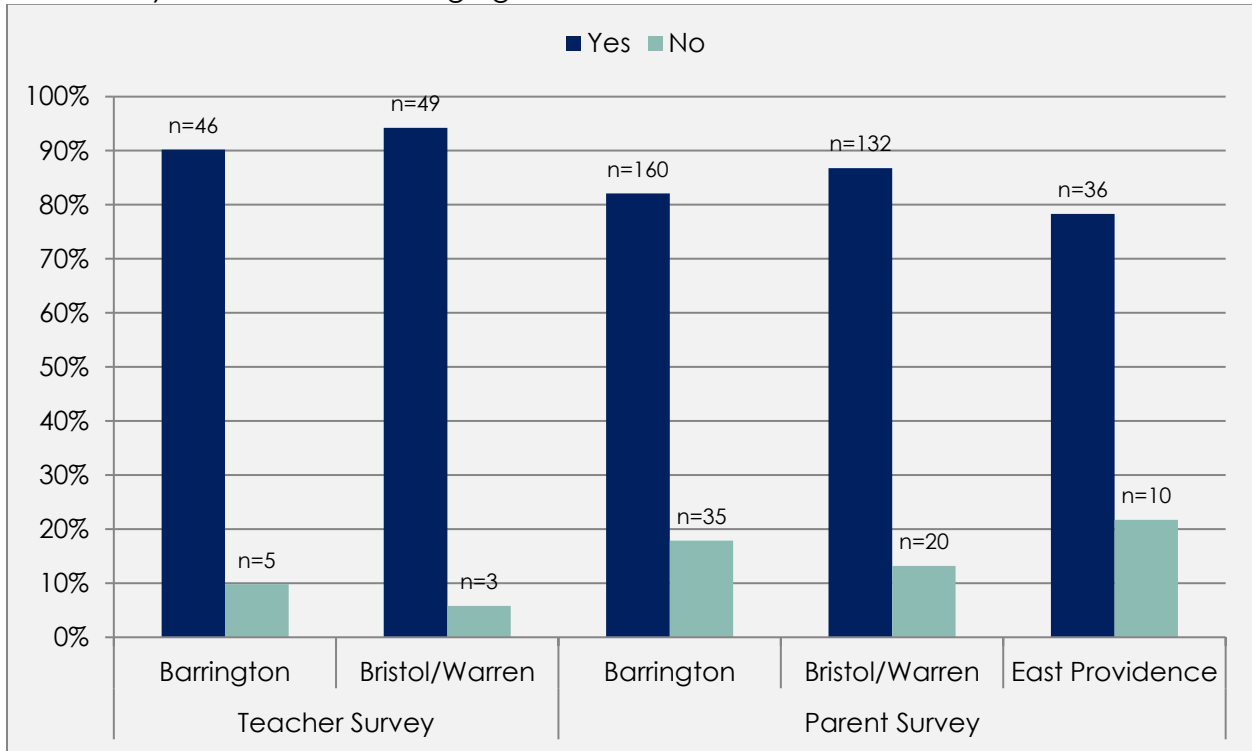
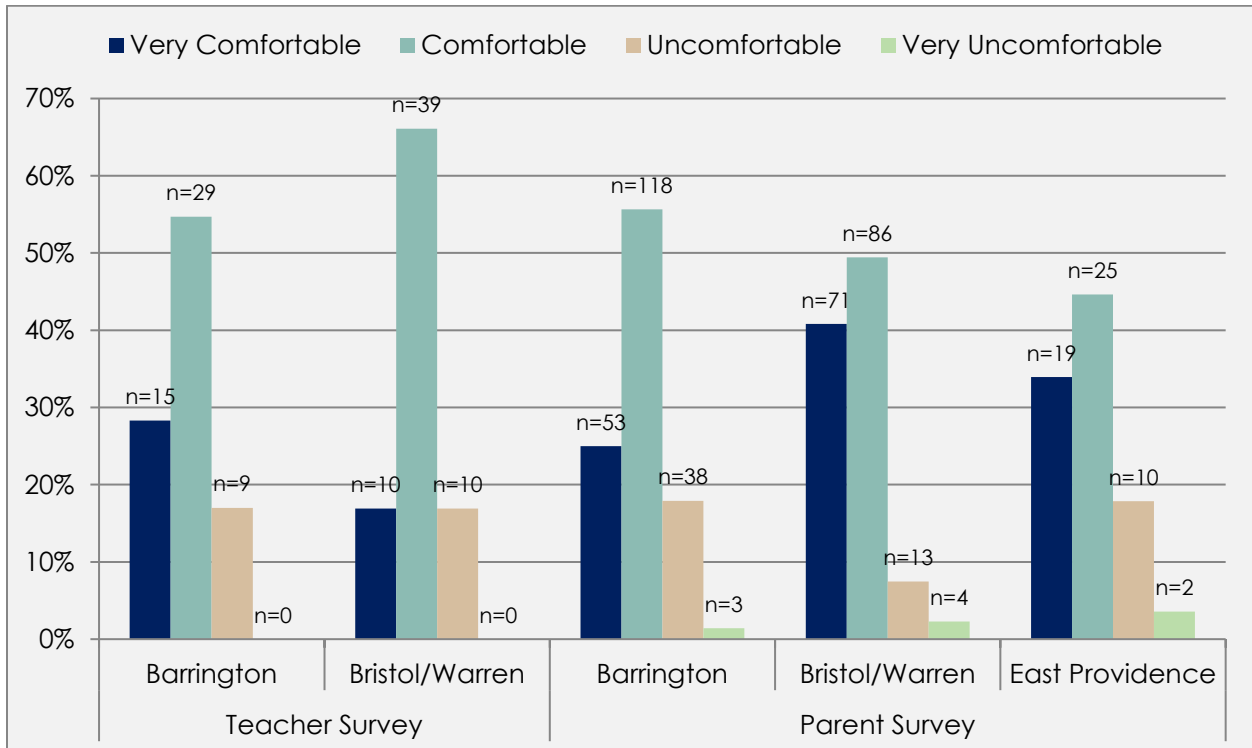


Figure 37. How comfortable are you that you know what to do if your child showed warning signs of suicide?



## Marijuana Perceptions

Figure 38. Marijuana should be legalized

