

# EAST BAY REGIONAL COALITION

Parent & Teacher Survey Results

Fall 2017

**Organization:** MJ Datacorp, Ltd. 211 West 18<sup>th</sup> Street Cheyenne, WY 82001

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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**

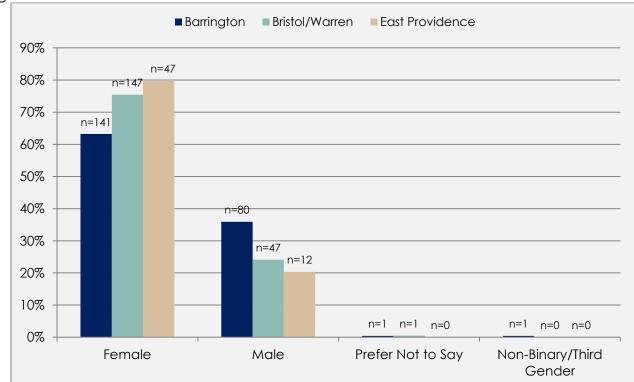


Figure 1. Parent Gender

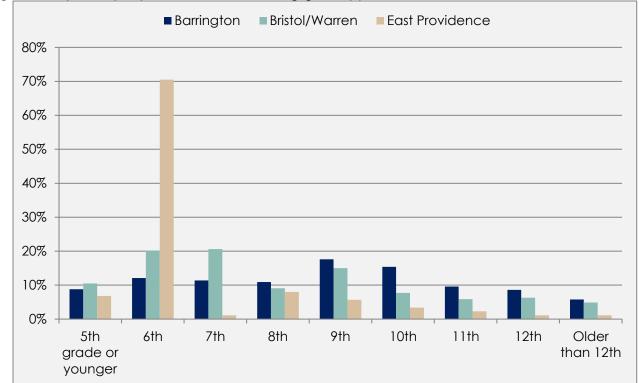


Figure 2. My child(ren) is/are in the following grade(s):

Note: Respondents could select more than one option.

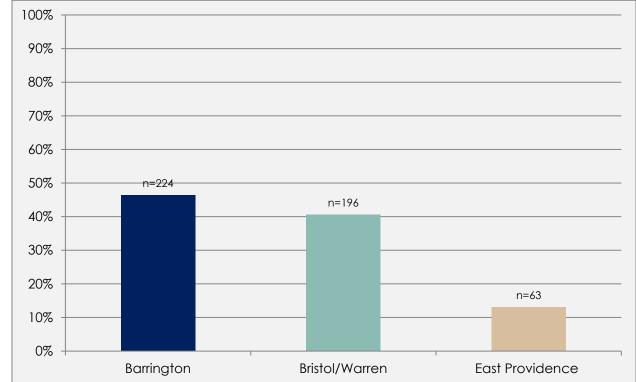


Figure 3. What school does this child attend? (community)

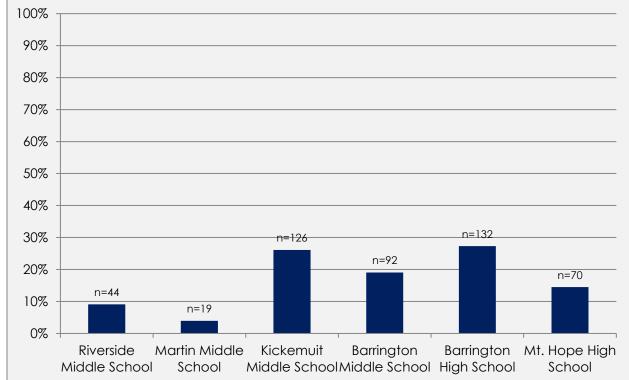
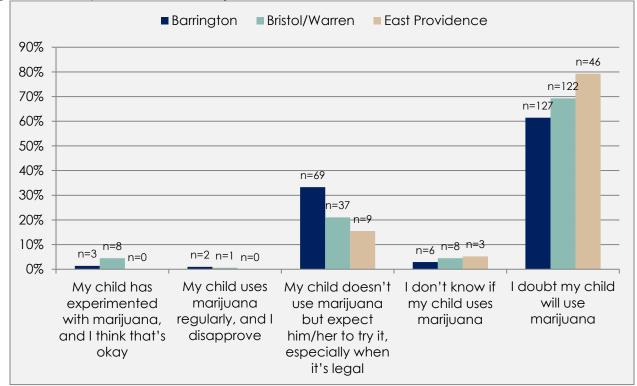


Figure 4. What school does this child attend? (school)

## **Marijuana Perceptions**

Figure 5. Perceptions of child marijuana use



#### **Parental Monitoring & Perceptions or Risk**

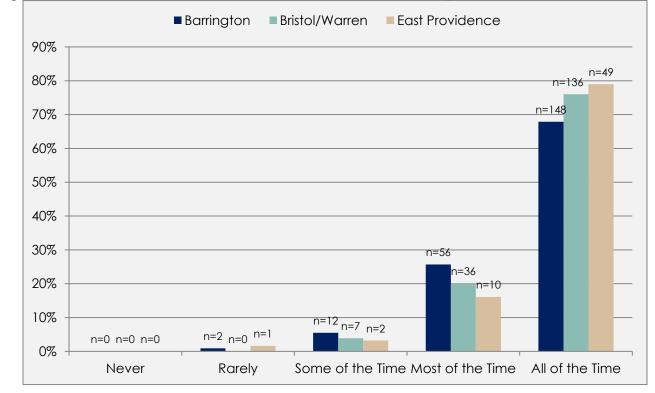
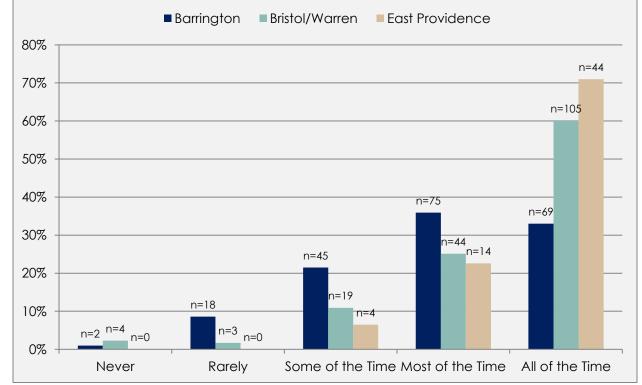


Figure 6. How often do you ask with whom your teen is spending time?





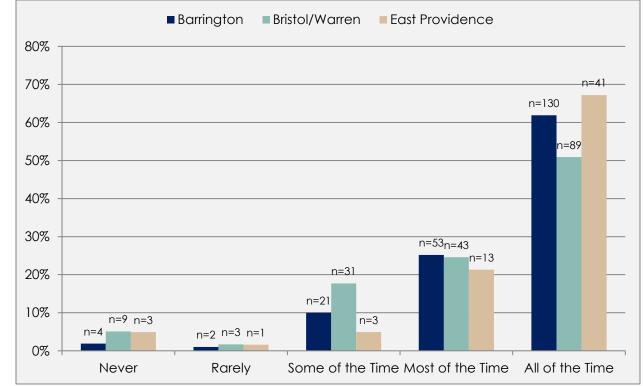


Figure 8. How often do you think teens risk harming themselves or others if they drink alcohol?

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

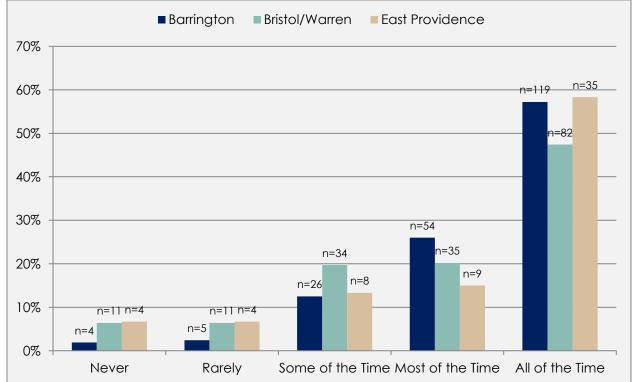


Figure 10. How often do you think teenagers risk harming themselves or others if they use electronic cigarettes?

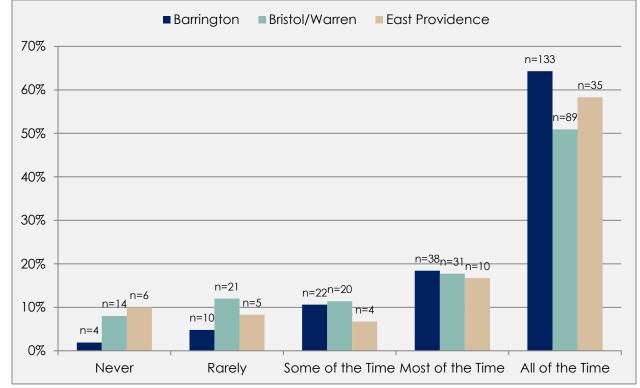
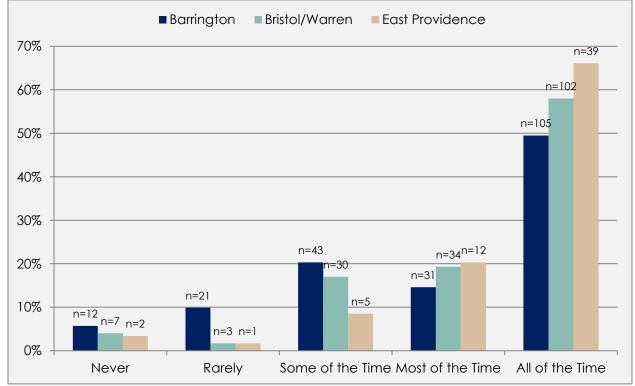


Figure 11. How often do you discuss the harms of either using someone else's prescription drugs, or giving prescription drugs to someone else?



# **Family Rules**

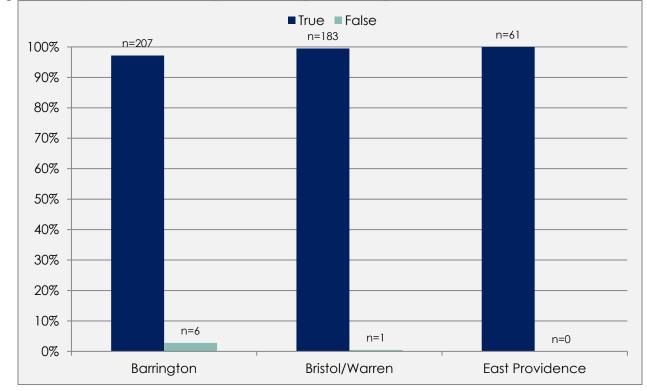
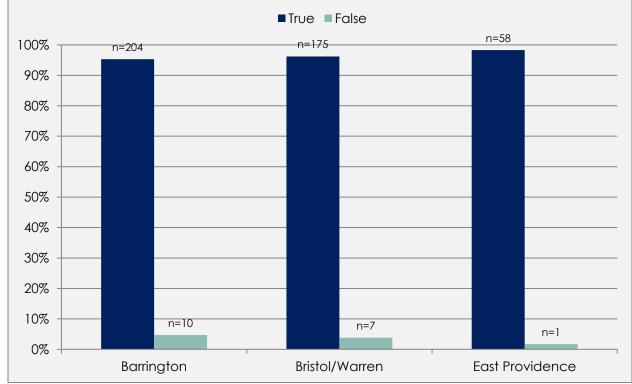


Figure 12. My family has rules against teenagers drinking alcohol





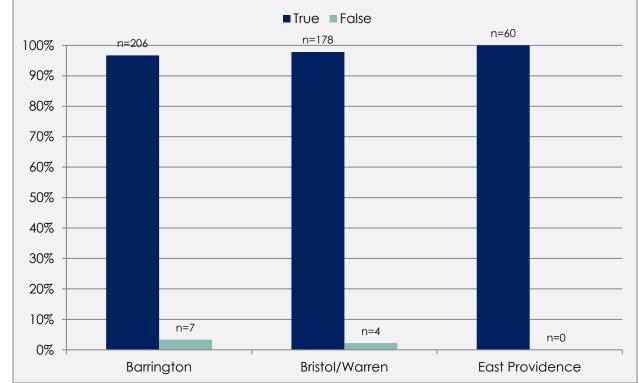
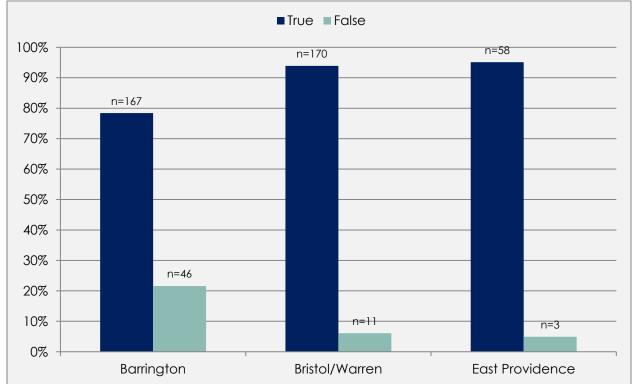


Figure 14. My family has rules against teens using marijuana

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**

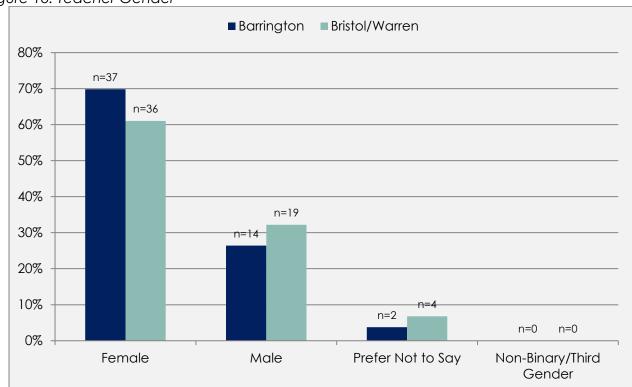
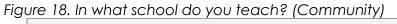


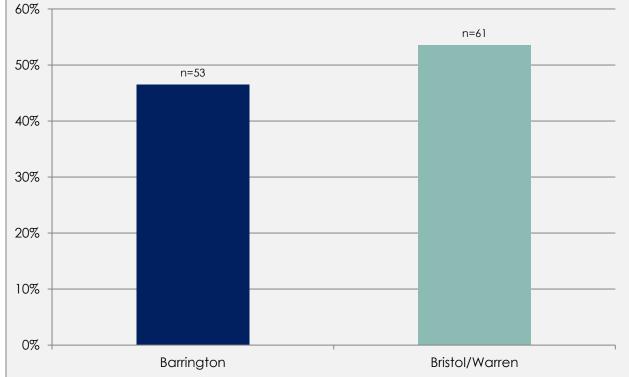
Figure 16. Teacher Gender



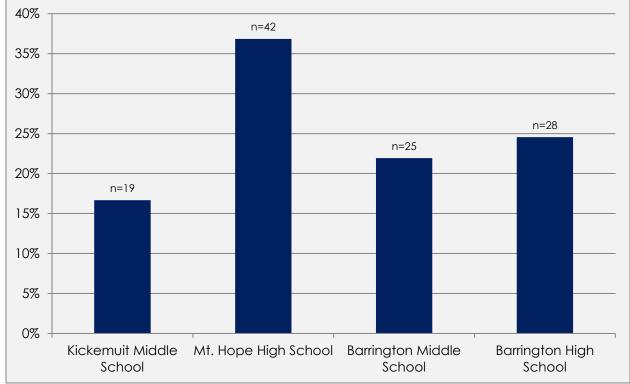


Note: Respondents could select more than one option.



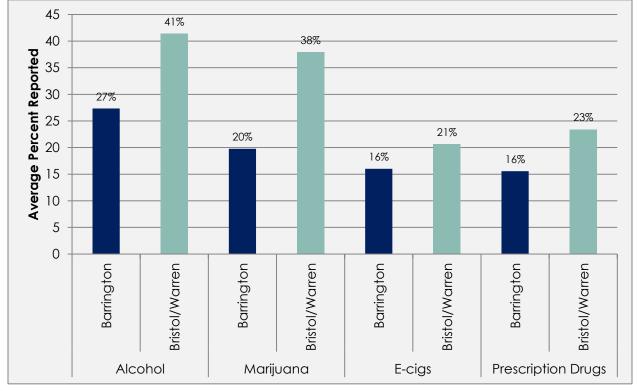






### **Social Norms**





# **Perceptions or Risk**

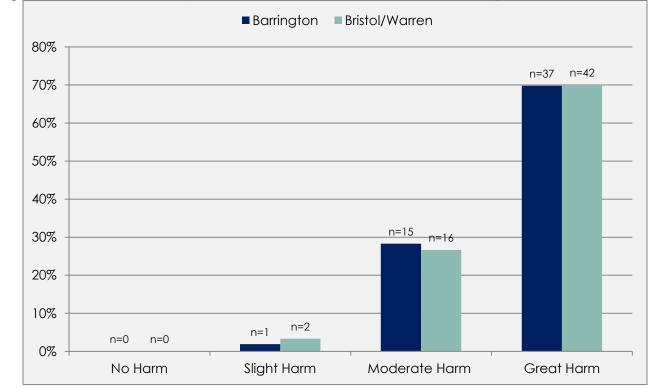
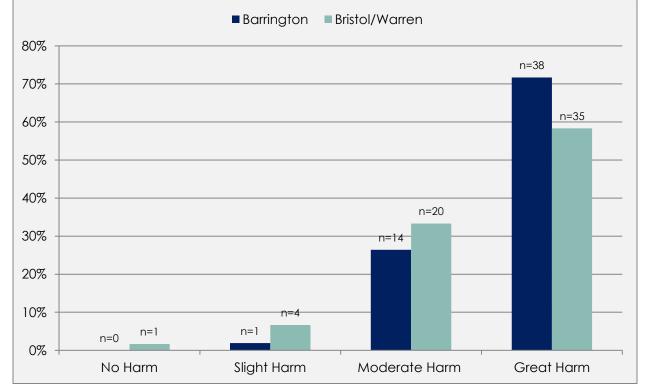


Figure 21. How harmful do you think it is for students to use the following substances: Alcohol





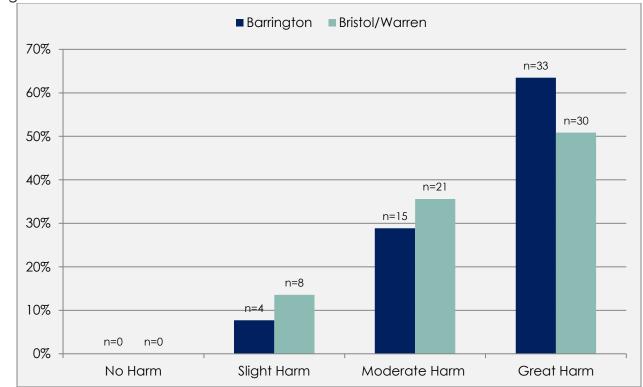
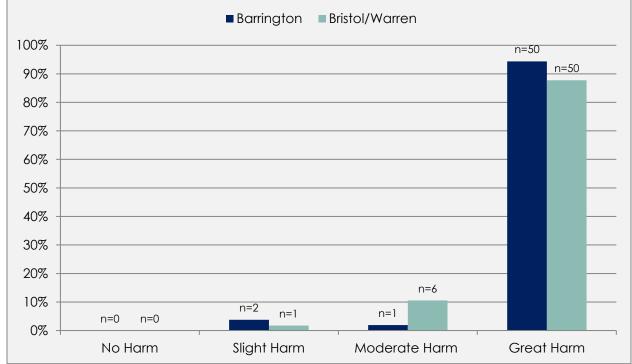


Figure 23. How harmful do you think it is for students to use the following substances: Electronic Cigarettes

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?



- Bristol-Warren teachers reported that a lack of resources and a lack of parental involvement were prominent issues in the community, overall:
  - "Lack of resources for students who need more emotional supports. Some are simply not ready to learn because of their personal traumas."
  - "Lack of parental support for children and teachers, lack of respect for education, low income families with little resources."
  - "Lack of discipline for bad behaviors in school, community. Lack of parental involvement with own kids. Lack of respect, sense of entitlement."

#### Root Causes of Perceived Problems

#### Barrington

Figure 27. Barrington: If you had to speculate, what would you say are the root causes of the problems you listed?



- In addition to high expectations, lack of parenting, and mental health concerns, teachers from Barrington noted that a evolution in relationships and social connections were specifically impactful on the problems Barrington youth face.
  - "Students are very competitive with regards to their grades and extra-curricular activities, specifically sports. They also are over scheduled and don't have enough down time to decompress."
  - "Growing up in anxiety and anger ridden times in which we are more superficially connected and competitive but less comfortable being authentic and are, therefore, less connected in meaningful, positive ways."
  - "Way of the world nowadays, almost everyone thinks everything should revolve around a computer or other device."
  - "Parents not aware of the warning signs- education for families to help their students."
  - "Parents not connected to their children."
  - "Society and social media."

#### **Bristol-Warren**

Figure 28. Bristol-Warren: If you had to speculate, what would you say are the root causes of the problems you listed?



- Overall, teachers in the Bristol-Warren community reported that parenting, mental health, substance abuse, and socioeconomic related issues are the root causes of community problems.
  - "I think the generational poverty is the root cause and this poverty is due to a lack of services that promote mental health and economic opportunities."
  - "People becoming addicted to Rx opiate pain relievers, prescribed by doctors. Poverty, universal healthcare is not provided (for free through taxes). Addiction issues, mental health issues, unstable upbringing, society focused on 2nd amendment rights (despite gun violence)."
  - "Parents are lacking control of their children. Many children run the homes these days."
  - "Not the 'right kind' of parent involvement, deterioration of values, and social media."
  - "Poor parenting skills, substance abuse, parents always making excuses and defending their children."

### Family Rules

### Barrington

Figure 29. Barrington: What family rules do you think are most important?



- Barrington teachers overwhelmingly reported that family rules regarding respect and responsibility were most important for youth:
  - "Respect for self and others, responsibility for actions, be kind and helpful, communication"
  - "Eating dinner together. Have students accept responsibility for their actions and learning"
  - "Kindness, compassion, responsibility and trying your best even if that means you don't win an award or get an A. Doing your best is the most anyone can ask because everyone is successful at different things and successful in their own way."
  - "Teaching respect and common etiquette. Follow through at home."
  - "Showing Respect for yourself, family, and school."
  - "Taking responsibility for ones actions and behaviors, and having respect for one another."

#### **Bristol-Warren**

Figure 30. Bristol-Warren: What family rules do you think are most important?



- Similarly, Bristol-Warren teachers also reported that respect and responsibility were the paramount aspects of family rules that should be enforced and taught in the home:
  - "Respect others, take responsibility for your behavior, learning and things...be kind and contribute to the family in a positive way."
  - "Mutual respect, accepting consequences for behaviors both negative and positive."
  - "Constructive criticism and discipline, family structure with solid relationships within you are responsible for your own actions."
  - "Respect, responsibility, honesty, manners, appropriate language, curfew, respect for elders, kindness."

#### Perceived Enforcement

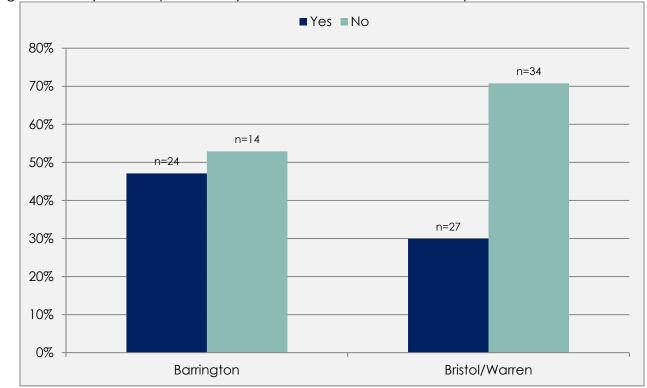


Figure 31. Do you think parents of your students enforce their family rules?

#### 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 decisionmaking 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**

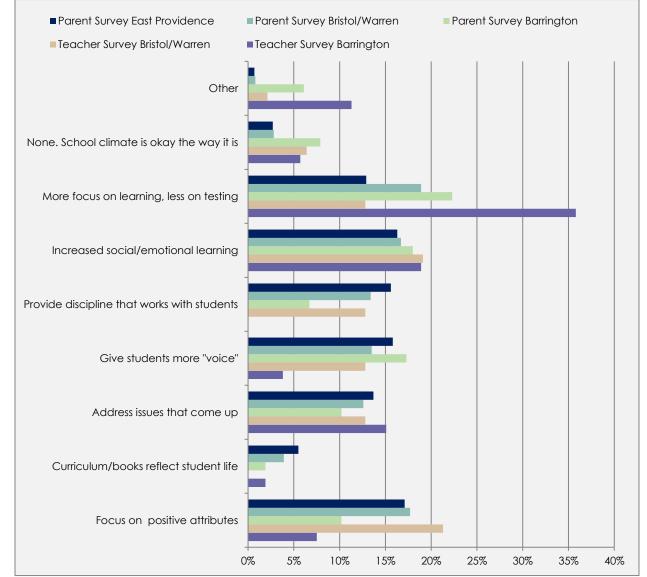
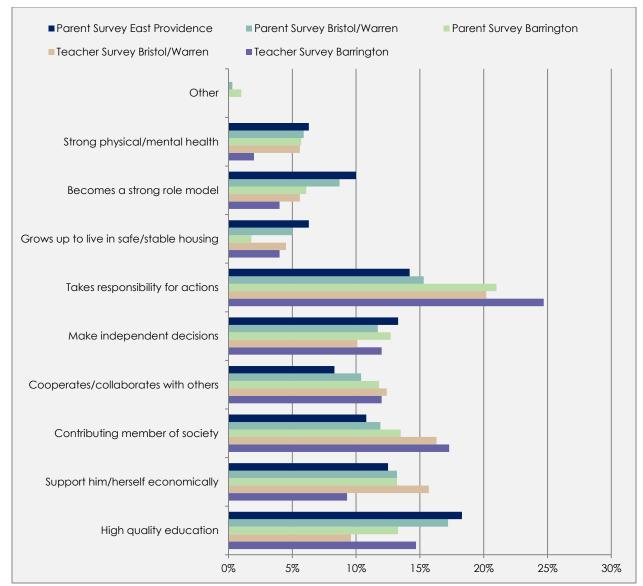


Figure 34. What do you believe would improve the energy at your child's school?

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

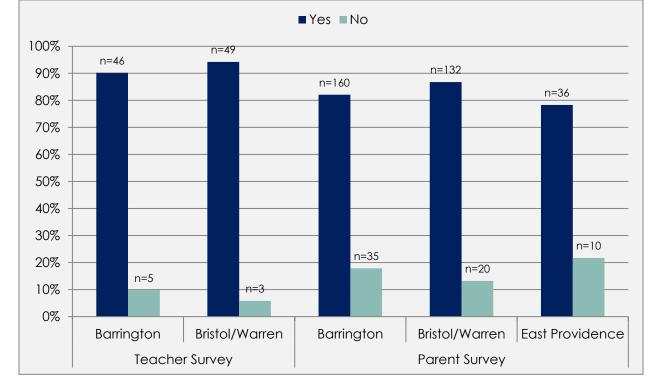
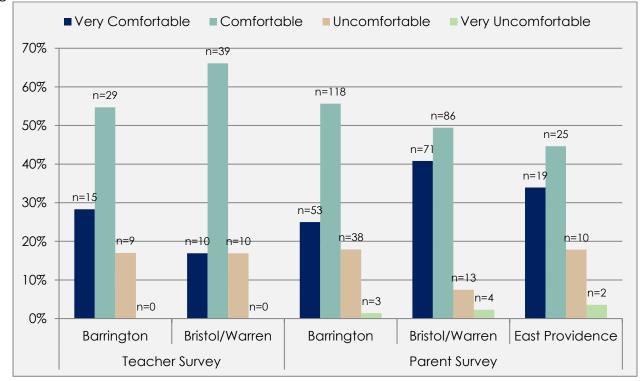


Figure 36. Do you know the warning signs for suicide?

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

