

RETURN-TO-SCHOOL SURVEY ON WELL-BEING

For Teachers

Return-to-School Survey: Supporting Mental, Behavioral, and Socioemotional Health

[For Teachers]

As we plan the return to virtual or hybrid classrooms this fall, we would like to know how best to support you in your work.

Please read through the questions below and answer to the best of your ability. The survey should take about 10 minutes to complete.



Section I.

The first section asks questions about your experiences teaching in 2019–20 and concerns for teaching in 2020–21.

1. Below is a list of challenges some staff may have experienced with online teaching during the school closures. Please indicate if you experienced any of these issues. (Check all that apply.)

- I was anxious at home under the safer-at-home order.
- I had trouble focusing in the online environment.
- Problems with technology (e.g., lack of internet access, reliable device, issues with log in) stressed me out.
- I had trouble communicating with colleagues and administrators.
- I had trouble communicating with parents/caregivers.
- I had problems integrating instructional plans and materials into online teaching.
- Facilitating student participation online.
- Student absenteeism during online classes.
- I found that the quality or format of my work wasn't effective.
- I wasn't sure what I was supposed to do.
- I wasn't given proper directions from my administrators.
- I didn't have a quiet place to complete my work.
- I had other responsibilities or needs to attend to.
- I did not experience any specific issues.

2. From what sources did you receive the most support/resources while teaching remotely through the end of the 2019–2020 school year? (Check up to two.)

- School-based guidance/resources
- District guidance/resources
- State resources and toolkits
- Resources from colleagues from my school
- Other educators who I personally know from outside my school
- General online resources that I sought out myself (e.g., Khan Academy, Coursera, iTunesU)
- Resources from professional associations or national organizations like the Collaborative for Academic, Social, and Emotional Learning (CASEL) and others



3. How concerned are you about supporting the social emotional well-being of your family and friends after school starts? (Check one.)

- Not at all concerned
- Slightly concerned
- Moderately concerned
- Extremely concerned

4. In what specific ways do you think the psychological effects of COVID-19 and school closures on students might manifest themselves once schools re-open? (Open ended)

5. What do you think the primary effects of COVID-19 and school closures on teacher's mental, behavioral, or social and emotional well-being are, and how might they affect their teaching? (Open ended)



6. **What additional supports or material resources do you think teachers will need, to deal with the effects of COVID-19 and school closures on students' mental, behavioral, or social and emotional well-being?** *(Open ended)*

7. **Are there specific groups of students for whom you are most concerned about the effects of the pandemic and school closures? If yes, which student groups?** *(Check all that apply.)*

- I am equally concerned about all groups of students
- Experiencing homelessness
- With disabilities
- With special needs
- In foster care
- From low income households
- From rural communities
- English learners
- Experienced serious trauma
- Other *(Please specify)*: _____

8. **To what extent do you have concerns about your students being sufficiently focused, engaged, and ready to learn during the first few months transitioning back to the physical classroom setting?** *(Check one.)*

- Not at all concerned
- Slightly concerned
- Moderately concerned
- Extremely concerned



9. What concerns do you have, if any, about student engagement in the upcoming school year if instruction is all virtual or a hybrid model? Students might... *(Check all that apply.)*

- have sporadic attendance.
- miss crucial services/supports if schools remain closed for in-person instruction (free/reduced meals, counseling, etc.).
- be unable to access online schooling consistently (e.g., lack of internet access, needing to focus on other responsibilities).
- have trouble focusing on learning.
- miss non-core academic school instruction such as art, music, and physical education.
- drop out of school.
- I have no concerns about student engagement.

Section II.

The next few questions pertain to virtual instruction.

10. How confident are you in your ability to teach remotely, if needed, in 2020-21? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident

11. In a virtual learning setting, how confident are you that you can meet the needs of your students who need the most academic support? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident

12. In a virtual learning setting, how confident are you that you can meet the needs of your students who are academically advanced? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident

13. What are the benefits, if any, for students to learn through online classes as compared to in-person instruction? (Open-ended)



14. Please indicate your level of agreement with the following statements about virtual instruction. *(Check a response for each statement.)*

	Strongly agree	Agree	Disagree	Strongly disagree
There is a shared vision across my school and/or [district/network] for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am receiving support in implementing effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received clear communication from schools/districts regarding what to expect when schools reopen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to support my students' learning in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to handle students who are disruptive during online instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to handle students who have experienced family loss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school will have adequate staff (e.g., school counselors, school psychologists) to support the mental health needs of students virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do when students don't attend online classes regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section III.

The next few questions pertain to in-person/hybrid instruction.

15. How confident are you in your ability to teach in-person, if needed, in 2020–21? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident

16. In an in-person learning setting, how confident are you that you can meet the needs of your students who need the most academic support? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident

17. In an in-person learning setting, how confident are you that you can meet the needs of your most academically advanced students? (Check one.)

- Very confident
- Moderately confident
- Minimally confident
- Not at all confident



18. Please indicate your level of agreement with the following statements about in-person instruction. *(Check a response for each statement.)*

	Strongly agree	Agree	Disagree	Strongly disagree
There is a shared vision across my school and/or [district/network] for effective in-person learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am receiving support in implementing effective in-person learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to handle students who are disruptive in an in-person setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to handle students who have experienced family loss in an in-person learning setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school will have adequate staff (e.g., school counselors, school psychologists) to support the mental health needs of students in-person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to address attendance issues in an in-person learning setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV.

The next set of questions pertains to your needs for training, support, or material resources

- 19.** What additional professional development supports do you need to prepare for the upcoming school year (whether classrooms are virtual or hybrid)? *(Open ended)*

- 20.** Please list any material resources you recommend the school or district provide to students and their families to support their mental, behavioral, and social and emotional well-being (e.g., brochures on youth mental health during COVID-19, self-care,¹ mental health resources in the community). *(Open ended)*

¹ Self-care is the practice of taking an active role in protecting one's own well-being, especially during periods of stress (e.g., activities such as meditation, going for walks, talking to friends/family).



21. How can the school counselors, social workers, or school mental health professionals help make the 2020–21 school year more successful? (Check all that apply.)

- Explain how to refer a student to the school counselor for additional services or support.
- Check-in with teachers on a regular basis.
- Provide teachers with additional mental health resources.
- I Work with students who are experiencing grief or trauma.
- Assist with classroom management.
- Other (Please specify): _____

22. For fall 2020, which of the following would be the preferred scenario to you for reopening schools? (Check one.)

- All online
- All in-person
- Hybrid
- Unsure

23. As background for understanding your answers, which grade levels will you be teaching in 2020–21? (Check all that apply.)

- | | |
|--------------------------------|-----------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 6 |
| <input type="checkbox"/> K | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 12 |

Sources

Questions in this survey are based on:

Surveys from the British Council, UK

The New Teacher Project, NY.

Educator Research Alliance, TN

Information for School Districts, Department of Public Instruction, WI.

The content of this survey was developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.



RETURN-TO-SCHOOL SURVEY ON WELL-BEING

For School Counselors/Social Workers/Other School-Related MH Professionals

Return-to-School Survey: Supporting Mental, Behavioral, and Socioemotional Health

[For school counselors/social workers/school psychologists/school nurses/other student support services staff]

As we plan the return to virtual or hybrid classrooms in Fall 2020, we would like to know how best to support you in your work.

Please read through the questions below and answer to the best of your ability. The survey should take about 15 minutes to complete.

Section I.

This section asks questions about challenges in supporting the mental, behavioral, and socioemotional health needs of students for the upcoming school year.

1. Below is a list of problems some staff may have experienced with online learning during the coronavirus pandemic. Please indicate if you experienced any of these issues. (Check all that apply.)

- I was anxious while at home during the safer-at-home order.
- I had trouble focusing in the online environment.
- Problems with technology (e.g., lack of internet access, reliable device, issues with log in) stressed me out.
- I had trouble communicating with colleagues and administrators.
- I had trouble communicating with parents/caregivers.
- I found that the quality or format of my work wasn't effective.
- I wasn't sure what I was supposed to do.
- I wasn't given proper directions from my administrators.
- I didn't have a quiet place to complete my work.
- I had other responsibilities or needs to attend to.
- I did not experience any specific issues.



- 2. In what specific ways do you think the psychological effects of COVID-19 and school closures on students might manifest themselves once schools re-open? (Open ended)**

- 3. How prepared do you feel for supporting students in the upcoming school year if schools reopen for virtual instruction? (Check one.)**

- Completely prepared
- Mostly prepared
- Somewhat prepared
- Not prepared at all

- 4. How prepared do you feel for supporting students in the upcoming school year if schools reopen for hybrid classrooms? (Check one.)**

- Completely prepared
- Mostly prepared
- Somewhat prepared
- Not prepared at all

5. Which of the following work-related issues concern you most about the upcoming school year? *(Please pick a maximum of three responses.)*

- Managing my home and work responsibilities.
- Feeling unprepared to do my job in this pandemic context.
- Not being able to support students as much as before.
- Not having the training to support students with trauma.
- Conducting online counseling/support services.
- Being able to ensure confidentiality during online counseling.
- Getting the support and guidance from the school/school district.
- Communicating with parents/guardians.
- Other *(Please specify:)* _____

6. Do you anticipate an increased demand for counseling in the upcoming school year, and if so, how much? *(Check one.)*

- No increase
- Slight increase
- Moderate increase
- Large increase

7. Are there specific groups of students for whom you are most concerned about the effects of the pandemic and school closures? *(Check one.)*

- Yes
- No

If Yes, which of the following student groups are you most concerned about? *(Check all that apply.)*

- Experiencing homelessness
- In foster care
- With disabilities
- With special needs
- From low income households
- From rural communities
- English learners
- Experienced serious trauma
- Other *(Please specify:)* _____



8. What do you think the primary effects of COVID-19 and school closures on teacher's mental, behavioral, or social and emotional well-being are, and how might they affect their teaching? *(Open ended)*

9. What additional supports or material resources do you think teachers will need to address the effects of COVID-19 and school closures on students' mental, behavioral, or social and emotional well-being? *(Open ended)*



Section II.

This set of questions pertains to your needs for training or material resources.

10. Which of the following self-care support/resources do you have access to? (Check all that apply.)

- EAP (Employees Assistance Program)
- Online health and wellness resources
- School self-care supports/resources
- District self-care supports/resources
- State education department self-care supports/resources
- Other (Please describe in the space below):

- None of the above

11. What types of additional training, if any, do you need to support students when schools reopen? (Check all that apply.)

- Trauma-specific training
- Training on how to provide online counseling
- Training on how to engage students
- Training on how to deal with confidentiality issues
- Training for supporting specific groups of students (such as students with disabilities, students who experienced domestic violence, had other trauma, or lost a family member)
- Other training (Please specify): _____
- No additional training required

12. What technical training would be useful for working virtually or in a hybrid model? (Check all that apply.)

- How to use online platforms/software
- Using virtual environments for social and emotional learning
- Creating student assessments that can be administered virtually
- Engaging students in a virtual environment
- Other (Please specify): _____



13. What specific resources or guidance can the schools/district/state provide to you that would help you support your students and teachers better? (Open ended)

Section III.

Finally, the last questions ask about plans for the school year.

14. What sources have been most helpful in planning for the upcoming school year in terms of strategies or ideas? (Check all that apply.)

- School
- District
- State education department
- Regional centers (e.g., Regional Educational Laboratory [REL], Regional Comprehensive Center [RC])
- Professional associations/organizations
- Peers
- Other (Please specify): _____

15. Does your school or district have a communication plan to inform students/families about counseling services? (Check one.)

- Yes
- No
- Unsure

If yes, please describe.

16. Are there specific counseling centers and other resources in the community that you will be using to support students' needs? (Check one.)

- Yes
- No
- Unsure

If yes, please briefly describe.

17. Please list any material resources you recommend that the school or district provide to students and their families to support their mental, behavioral, and social and emotional well-being (e.g., brochures on youth mental health during COVID-19, self-care,¹ mental health resources in the community). (Open ended)

¹ Self-care is the practice of taking an active role in protecting one's own well-being, especially during periods of stress (e.g., activities such as meditation, going for walks, talking to friends/family).



18. Are there any changes you are planning to make to engage students once the schools reopen? *(Check all that apply.)*

- More outreach to students to increase their awareness and utilization of counseling services.
- More outreach to parents/caregivers on how they can support their children.
- Developing school-specific resources that address mental health in the current situation.
- Classroom visits to talk about the effects of COVID-19 and school closures.
- Including more content on mental health in family health curriculum.
- More online resources on mental health on school website.
- Putting up posters around the schools (if your school reopens for hybrid classes).
- Holding office hours (virtual or in-person) or other changes in scheduling students.
- Referrals to hotline options.
- Partnering with other mental health organizations to help support students.

19. Do you plan to assess the effect of COVID-19 and school closures on the mental, behavioral, and social and emotional well-being of the students, and if so, using what measures? *(Check one.)*

- Yes
- No
- Unsure

If yes, briefly describe measures.



20. As background for understanding your answers, what grade level will you serve in your role as counselor, social worker, or school psychologist in 2020–21. (Check all that apply.)

Preschool, including Pre-K

Elementary School

Middle School

High School

Other (*Please specify*): _____

Sources

Questions in this survey are based on:

Educator Research Alliance, TN

Montgomery County Public Schools, MD

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RETURN-TO-SCHOOL SURVEY ON WELL-BEING

For Parents

Return-to-School Survey: Supporting Mental, Behavioral, and Socioemotional Health

[For Parents/Caregivers/Guardians]

As we plan the return to virtual or hybrid classrooms this fall, we would like to know how best to support your child's mental, social, and emotional needs.

Please read through the questions below and answer to the best of your ability. If you have more than one child enrolled in school, please answer these questions about your oldest child or complete one survey for each child.

The survey should take about 10 minutes to complete.

Section I.

The first set of questions asks about your child's experiences at the end of the 2019–20 school year, when schools closed or switched to virtual classes.

1. What has been the overall impact, positive or negative, of the extended school closures on your child's mental and behavioral health? Please describe. *(Open ended)*



2. Below is a list of challenges students may have experienced with online teaching during the school closures. Please indicate if your child experienced any of these issues. (Check all that apply.)

- My child did not have any problems with virtual learning.
- My child had problems with technology (e.g., lack of internet access, reliable device, issues with log in) that stressed him/her out.
- It was hard for me to communicate with my child's teacher(s).
- I could not support my child's schoolwork.
- My child was anxious and lacked supports (i.e., counselors).
- My child had trouble adjusting to distance learning.
- My child was not able to focus during online classes.
- My child missed seeing their teacher(s) in-person.
- My child missed socializing with other students.
- My child did not have a quiet place at home for online classes.
- My child had other family obligations and responsibilities while at home.
- My child had other basic needs that were not being met (e.g., nutrition, housing).
- Other (Please specify): _____

3. To what extent do you agree with the following statements about your school or district's communication with families at the end of the 2019–20 school year? (Check a response for each statement).

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
I received consistent messaging about the district's response to COVID-19.	<input type="checkbox"/>				
The information I received was in a language I could easily understand.	<input type="checkbox"/>				
I was receiving too much information	<input type="checkbox"/>				
The information I received was too confusing for me to understand.	<input type="checkbox"/>				

Section II. General Concerns

The next few questions ask about your family's social and emotional well-being.

4. **How concerned are you about supporting the social emotional well-being of people in your life after school starts (children, other family members, or friends)?** *(Check one.)*

- Not at all concerned
- Slightly concerned
- Moderately concerned
- Extremely concerned

5. **Do you agree with the following statements?** *(Check all that apply.)*

- Having my child enrolled in online classes makes my day-to-day life significantly more stressful.
- Online learning has a negative effect on my child's social and emotional well-being.
- The online learning program is requiring too much of the students.
- I am finding it easy to manage my child's online learning program.
- If online learning continues in the fall, I feel well prepared to manage my child's remote learning program.
- My child misses having in-person interactions with his/her teachers.
- My child has an easier time keeping up with homework when classes are in-person.
- It is harder for my child to participate when classes are online.
- My child will be able to seek help from school mental health staff, if needed.

6. **To what extent do you foresee your child having to miss in-person school days because of COVID-19 related personal or family hardships?** *(Check one.)*

- Will not miss any days
- Will miss a few days
- Will miss many days
- Will miss a lot of days



Section III. Child Adjustment to Online Learning

The next few questions ask about how your child's adjustment if schools were to reopen for online classes only.

7. How engaged and ready to learn do you think your child will be during the first few months of school if it's online or a hybrid (some days in-person, some online)? *(Check one.)*

- Very ready
- Somewhat ready
- Not at all ready

8. In a remote (online) learning setting, how confident are you that your child's learning/academic needs will be met? *(Check one.)*

- Very Confident
- Somewhat confident
- Not at all confident

9. In a remote (online) learning setting, how confident are you that your child's social-emotional needs will be met? *(Check one.)*

- Very Confident
- Somewhat confident
- Not at all confident

Section IV. Child Adjustment to In-Person Learning

The next few questions ask about how your child's adjustment if schools were to reopen for hybrid/in-person classes.

10. How engaged and ready to learn do you think your child will be during the first few months of school if it's in-person? (Check one.)

- Very ready
- Somewhat ready
- Not at all ready

11. In an in-person learning setting, how confident are you that your child's learning/academic needs will be/are being met? (Check one.)

- Very Confident
- Somewhat confident
- Not at all confident

12. In an in-person learning setting, how confident are you that your child's social-emotional needs will be/are being met? (Check one.)

- Very Confident
- Somewhat confident
- Not at all confident

Section V. Supports Needed

The next set of questions are about the resources and support the schools can provide.

13. What can your school or district do to support your family’s social emotional well-being during the pandemic? *(Check all that apply.)*

- Increase access to online or in-person counseling services
- Train school mental health staff to deal with the current situation
- Offer additional mental health resources for students (e.g., brochures, online information)
- Offer additional mental health resources for parents/caregivers (e.g., brochures, online information)
- Provide more information on COVID-19 to students
- Provide a forum or other medium for students to discuss personal challenges.
- Other *(Please specify)*: _____

14. Are there other resources that you would like your school/district to provide to students and families? If so, please explain. *(Open-ended)*

15. As background for understanding your answers, how many children do you have?

Number of children _____

Sources

Questions in this survey are based on:

School2Home Parent Readiness Survey

EverySchool.org COVID-19 Parent Survey

Zero To Three

Scientificmommy.com Parent Support Survey: COVID-19

Polling American K–12 School Parents About COVID-19. *EdChoice.*

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RETURN-TO-SCHOOL SURVEY ON WELL-BEING

For Students Grades 6-12

Return-to-School Survey: Supporting Mental, Behavioral, and Socioemotional Health

[For Students Grades 6–12]

As we end the school year and start thinking about returning to virtual or in-person classrooms this fall (2020–21 school year) we would like to know what your needs and concerns are so we can plan accordingly for school reopening.

Please read through the questions below and answer honestly and to the best of your ability. The survey should take about 10 minutes to complete.



Section I.

This section is about how to support the mental health needs of students for the upcoming school year.

1. Below is a list of challenges some students may have experienced with online learning during the school closures. Please indicate if you experienced any of these issues. (Check all that apply.)

- I did not have any problems with online learning.
- I was anxious while at home during the safer-at-home order.
- I had problems with technology (e.g., lack of internet access, sharing computers, issues with logging on).
- I had trouble reaching out to my teacher(s).
- I wasn't able to reach the school counselor/social worker/nurse when I wanted to.
- I wasn't sure what I was supposed to do.
- I had trouble paying attention in online class.
- I wasn't given proper directions by my teachers.
- I missed hanging out with other students at school.
- I experienced bullying online.
- I felt lonely.
- I didn't have a quiet place to complete my work.
- I had difficulty completing work.
- I had other responsibilities in the house (e.g., taking care of a family member).
- I could not access basic needs (e.g., meals, housing).



2. Was there anything good about staying at home and taking online classes when schools were closed due to COVID-19? (Check all that apply.)

- I had more free time.
- I didn't have to wake up early for school.
- I didn't have to socialize with my peers.
- I experienced less bullying.
- I had less homework.
- I enjoyed being at home.
- My parents/caregivers/siblings helped me with homework.
- I was able to learn better than I did with in-person classes.
- I was not tired from having to travel to and from school.
- No, there was nothing good about staying at home.



Section II.

For the next two questions, think about schools reopening for online classes only.

3. How ready are you to learn online this fall? (Check one.)

- Very ready
- Somewhat ready
- Not ready at all

4. If you need to, how likely are you to reach out to the school counselor/social worker when schools reopen (online)? (Check one.)

- Very likely
- Somewhat likely
- Unlikely
- I definitely will not

Section III.

For the next four questions, think about schools reopening for in-person instruction.

5. How ready are you to learn in-person this fall? *(Check one.)*

- Very ready
- Somewhat ready
- Not ready at all

6. If you need to, how likely are you to reach out to the school counselor/social worker in-person? *(Check one.)*

- Very likely
- Somewhat likely
- Unlikely
- I definitely will not

7. If schools reopen for in-person instruction, what are your biggest concerns? *(Check all that apply.)*

- Not being able to focus in class.
- Having to talk to teachers.
- Being too distracted by fears and anxieties over COVID-19.
- Having been disengaged for a long time (COVID-19 and summer).
- Getting distracted by social distancing protocols.
- Worried about how close I'm sitting to other kids.
- Kids not following social-distancing protocol.
- Sitting with others on buses.
- Having a changed schedule.
- Anxiety about catching COVID-19.
- Having other family obligations and responsibilities while at home.
- Adjusting to school while my family is experiencing significant problems (illness, lack of money or food, changes in housing).
- Building and maintaining friendships with my peers.
- Getting back into a routine.
- Other *(Please specify)*: _____
- I have no particular concerns.



8. What do you want your teacher(s) to do differently when you go back? *(Check up to three.)*

- Talk about COVID-19 and their experiences with it.
- Ask the class about their experiences and challenges with staying at home.
- Explain what the new school/classroom procedures and schedules are.
- Explain what the social distancing procedures are.
- Encourage students to social distance and wear masks.
- Not assign in-person group work/projects.
- Support students who had a hard time during COVID-19 with death in the family or other negative events.
- Have talking sessions with students (e.g., community circles, welcome new students, provide an orientation to the new procedures).
- Provide information to students on where they can receive mental health support.
- Introduce students to the school counselor or social worker (if they are unfamiliar).
- Nothing. I would like my teachers to do the same things that they did before COVID-19.



Section IV.

The next set of questions are about the suggestions you may have for the schools.

9. Can you think of something your school can do that would help students transition back to school this fall? *(Open-ended)*

10. Are there any resources or information from school counselors that you would like to get to help you adjust back to school? *(Open-ended)*

11. As background for understanding your answers, what grade level will you be in this fall (2020)?

Grade level _____

Sources

Questions in this survey are based on:

Department of Population Health and Biostatistics at The University of Texas Rio Grande Valley School of Medicine.

Panorama Social-Emotional Learning: Student Competency Measures for Pittsburgh Public Schools. Grades 6-12.

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