

Back to School Survey

Fall 2021

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PARENTS AMPLIFYING
VOICES in EDUCATION

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A Letter from the Executive Director: Our Why

Historic injustices have deeply impacted generations of Black and brown families' access to opportunities. Across the country and in DC, we see these injustices show up in Black and Brown families' higher rates of housing, income, and food insecurity, as well as educational opportunity gaps at all grade levels. These historic inequities have been severely exacerbated by the pandemic - in DC, Black residents now account for nearly all COVID-related deaths. DC can only successfully get through and recover from the pandemic if all voices, especially those from Black and brown families, are meaningfully included.

Parents Amplifying Voices in Education (PAVE) connects, informs, and empowers parent leaders to give families in DC a voice and choice in the vision for education in our city. PAVE envisions parents as partners and leaders with schools and policymakers to develop a diversity of safe, nurturing, and great schools for every child in every ward and community. In this vision, all children, regardless of ward, race, and income, have access to high-quality schools that offer comprehensive resources and services that support the whole child so they can learn, grow, and thrive.

To make this vision a reality, PAVE intentionally seeks out and lifts up the voices from Black, Brown, and low-income families, families with children with disabilities, and families who receive benefits - all of whom have been historically marginalized and excluded from rooms of power. By gathering significant data and stories from hundreds of parents and caregivers across the District - especially those who are often unheard, education stakeholders can better determine what is working in DC public schools and beyond, what gaps continue to persist, and what families are looking for from DC leaders to forge a better path forward.

Since March 2020, PAVE has conducted four surveys to hear directly from a diversity of parents and caregivers about the impacts of COVID-19, their children's academic success, and their families' overall wellbeing. In this 2021 Fall Back to School Survey, PAVE sought to better understand how the ongoing pandemic has continued to disproportionately affect Black and Brown families, how families have been able to access critical school resources, like mental health services and academic supports, and whether their children are able to access the enrichment programs that data shows contribute to students' joy of learning, like out-of-school time programs.

Especially during this unprecedented and challenging time in education, it is our hope that this report provides rich insights to help policymakers, elected officials, and system and school leaders understand the experiences of families and center their needs in decision-making. Listening to and actually incorporating the voices of Black and brown families in our policymaking is a matter of righting historical wrongs, of standing up for racial justice, and of addressing the unmet needs of our most vulnerable communities - and that is what we hope the results of this survey will support our DC leaders in doing. When we make decisions with the people most impacted by them at the table to reimagine our systems, we can finally live out the values of our city (that should be a state). It is only when we come together, put communities at the center of our work, and deeply believe in the promise of their leadership that we can advance equity and excellence for each and every one of our kids.

In Partnership,

Maya Martin Cadogan

Founder and Executive Director of PAVE (Parents Amplifying Voices in Education)

ACKNOWLEDGEMENTS

We would like to give a huge thank you to all of the many people who made this survey report possible, including all of the parents and caregivers for taking the time to share their experiences, community partners who gave us feedback and shared the survey with families, system leaders who review our data and work to center families' experiences in their work, and the PAVE and Untold Research teams for all of their work on the project. This is grounded in community and takes a village to make progress possible.

RESEARCH OBJECTIVES AND METHODOLOGY

To explore and understand Washington DC parents' experience with their child(ren)s' education, a total of 630 parents completed an online survey between October 14 and November 3, 2021. The study explores different topics from challenges faced with returning to in-person learning to support for their children's mental health to satisfaction with schools to sentiments and behaviors around COVID-19 vaccinations. To qualify for this study, parents must live in DC and have children who attend a school in DC. Students could be enrolled at all types of schools for their parents to qualify in the survey: DCPS, public charter, and private. Parents from the PAVE network were invited to participate as well as other parents made aware through social media posts and other outreach efforts on the part of PAVE. Participants were given an age-appropriate Kiwi Activity Box for their child and in addition, the first 100 participants received a school supply kit.

In total, 630 valid responses were obtained. In some instances, throughout this report, the number of respondents differs from 630 as some questions branched and were only seen by a subset of respondents based on their previous answers. Furthermore, participants were given the choice to select "prefer not to answer," these are not included in the calculations, as in the case with those reporting their annual income. In cases where a sample size exceeds 630, such as in the mental health section, this is a result of a single parent answering the same series of questions for each of their children.

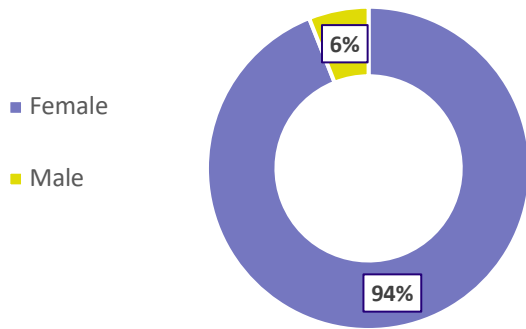
All data was tested for significant difference at the 95% confidence level. Throughout this report, graphs and charts may not add to 100% due to rounding. A complete and thorough analysis was conducted to arrive at the findings, conclusions, and recommendations included in this report. For brevity's sake, if an analysis did not yield anything statistically significant or relevant, it was not included. You can find all results on the data dashboard [here](#).

For analysis purposes, respondents were asked an array of demographic questions including their race or ethnicity. Anyone who indicated being of Hispanic/Latinx origin, regardless of race, is considered only under the Hispanic/Latinx category. For example, if someone selected both "Mixed" and "Hispanic/Latinx," they would only be categorized as Hispanic/Latinx for the purpose of this study.

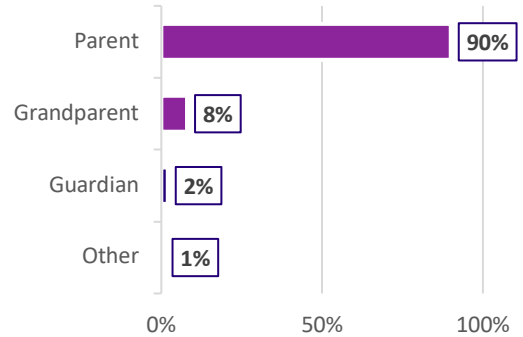
There were not enough responses from Wards 2 and 3 to include in the full analysis. In charts, responses from these wards have been included to avoid confusion with the missing data. However, any data from these wards should be considered qualitative in nature, not an accurate representation of the thoughts, feelings, and experiences of all parents in these wards.

DEMOGRAPHICS OF DC PARENTS AND FAMILIES

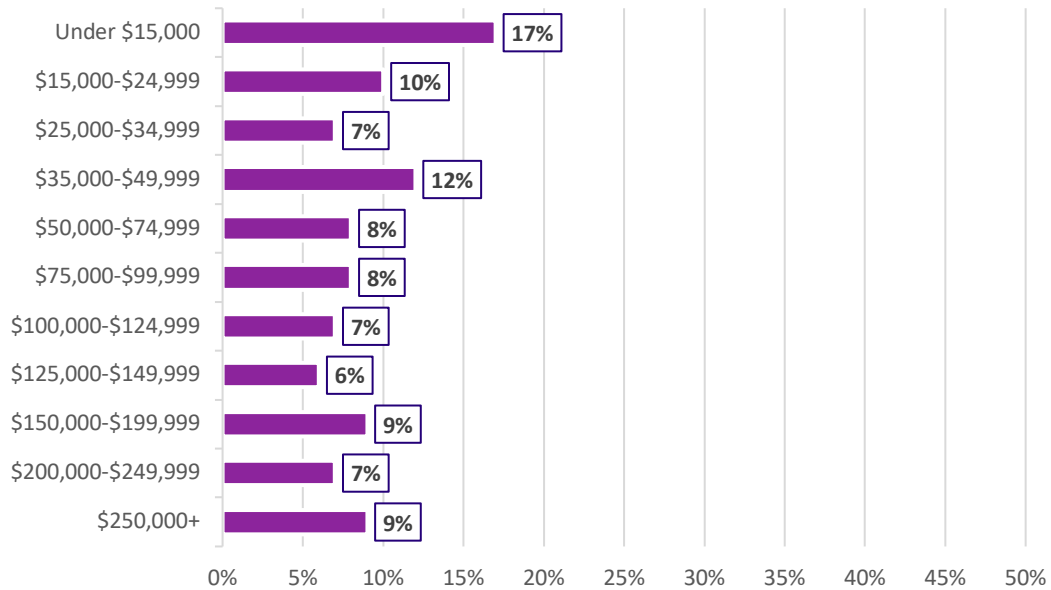
Gender identity (n=623)



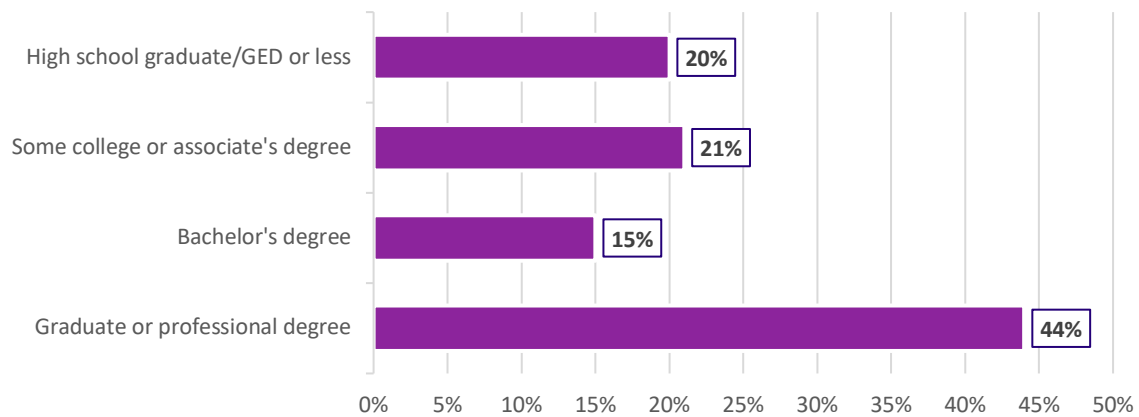
Role as caregiver (n=630)



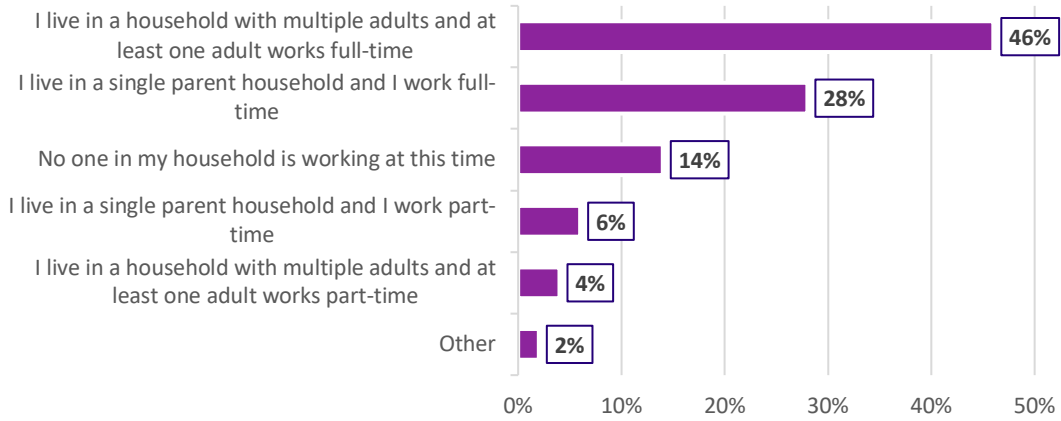
Income (n=531)



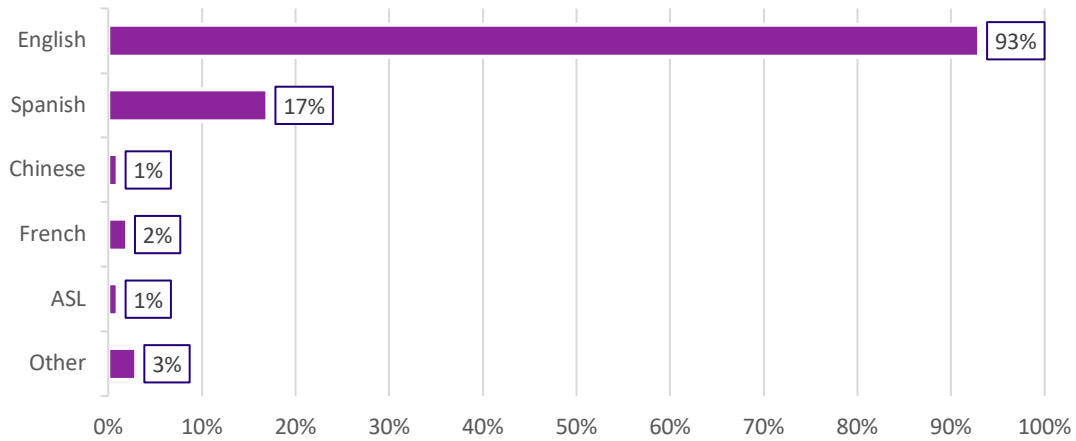
Highest level of achieved education (n=600)



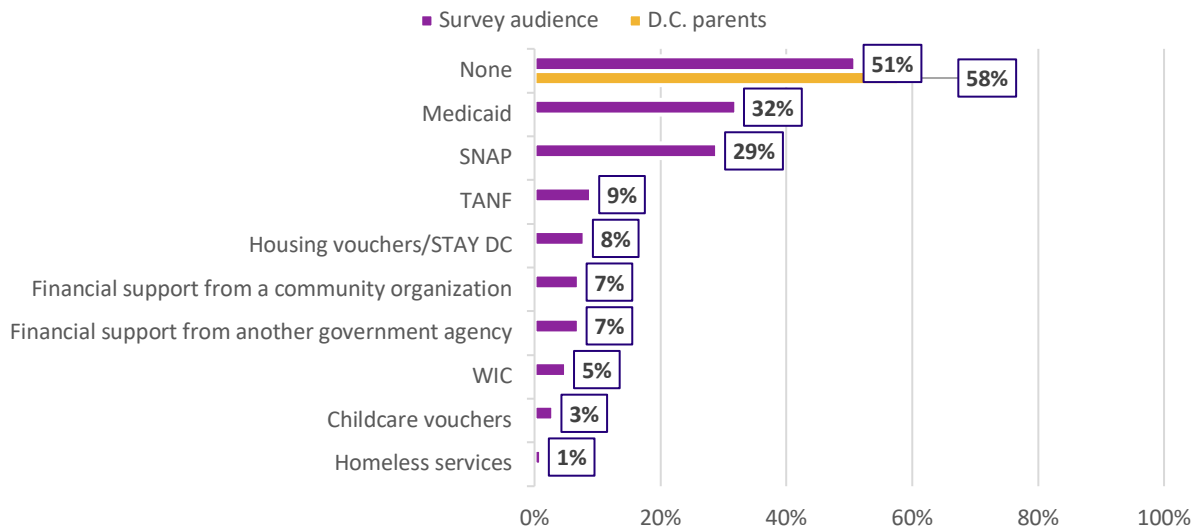
Household composition (n=570)

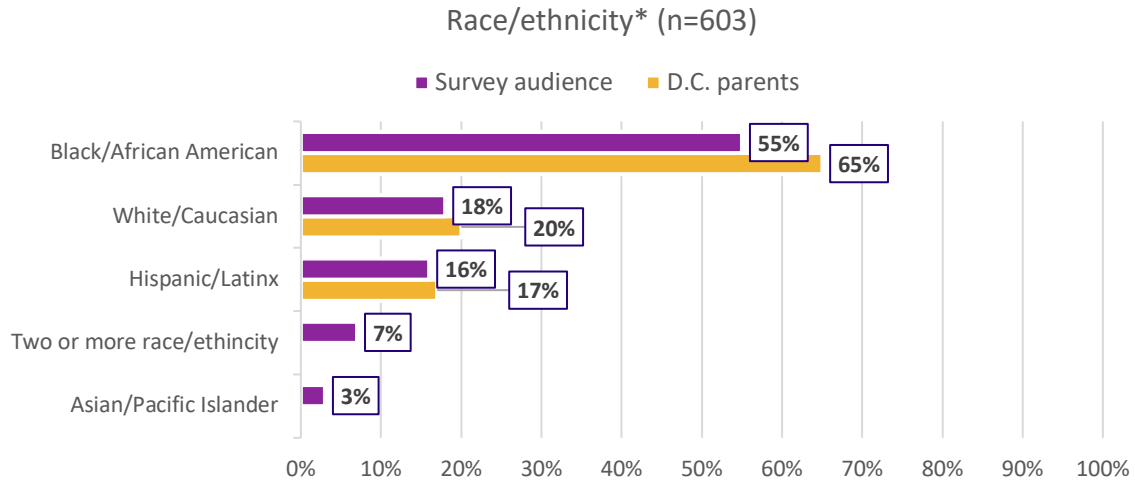


Languages spoken at home (n=630)



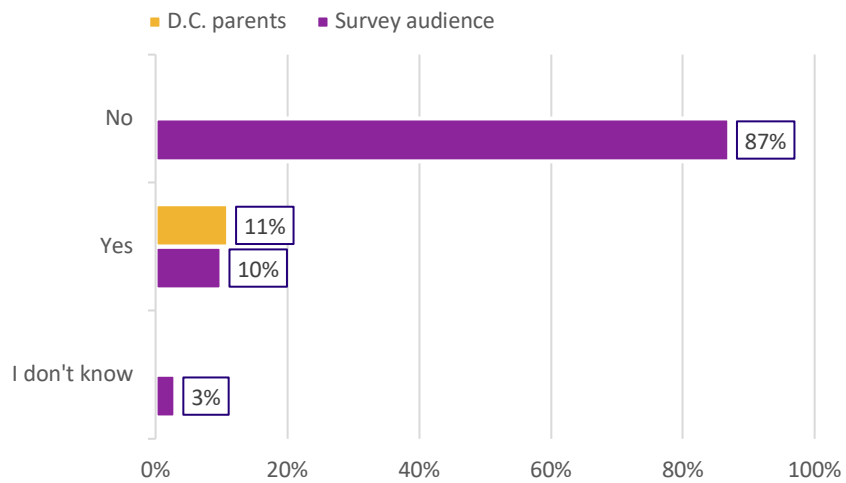
Services currently received (n=627)



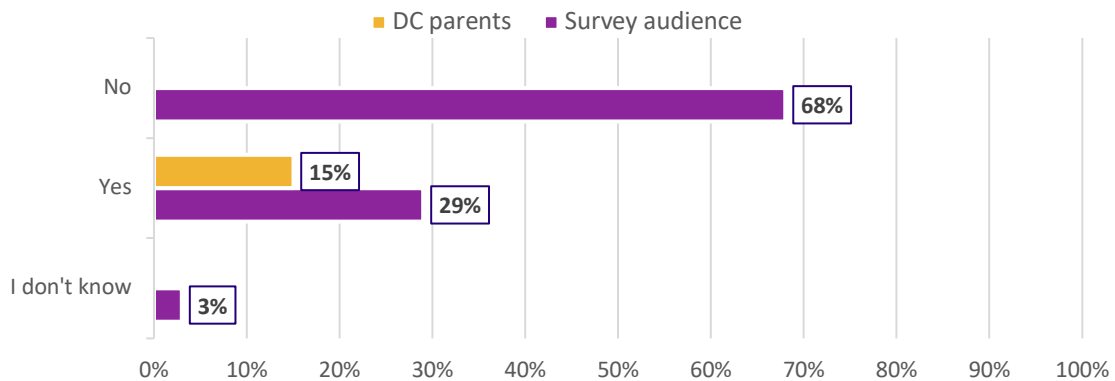


*For more information on how race/ethnicity was calculated for this survey, please see the Methodology section on page 3.

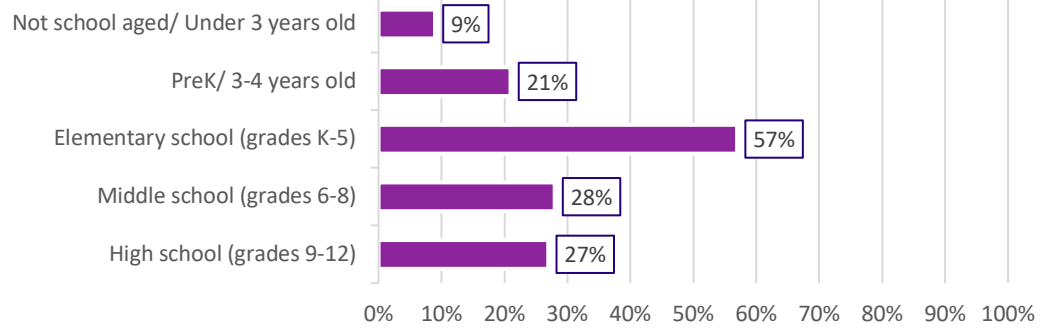
Households with English Language Learners (ELLs) (n=630)



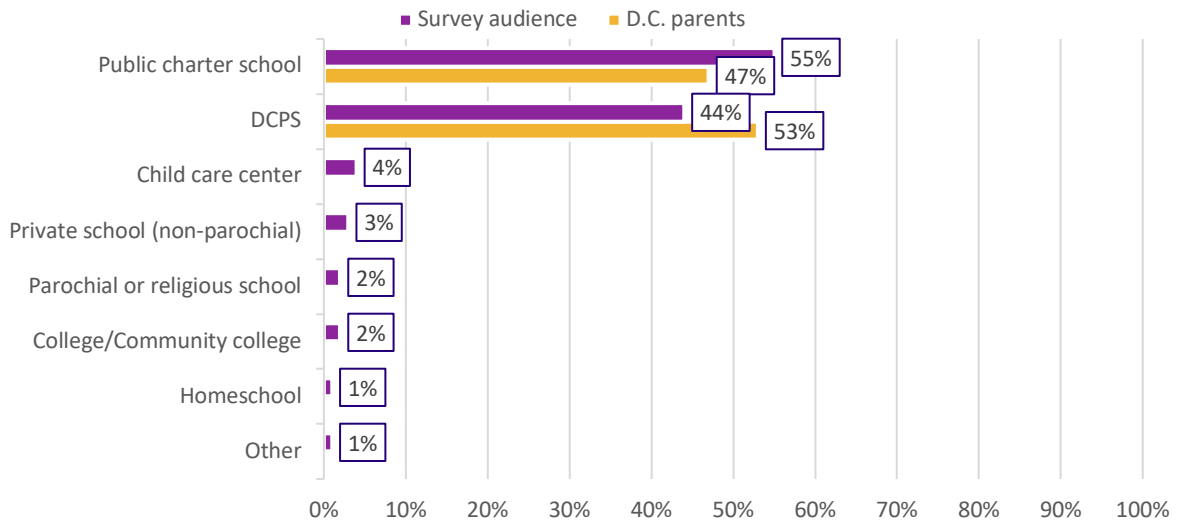
Households with children having an Individualized Education Program (IEP/504) (n=630)



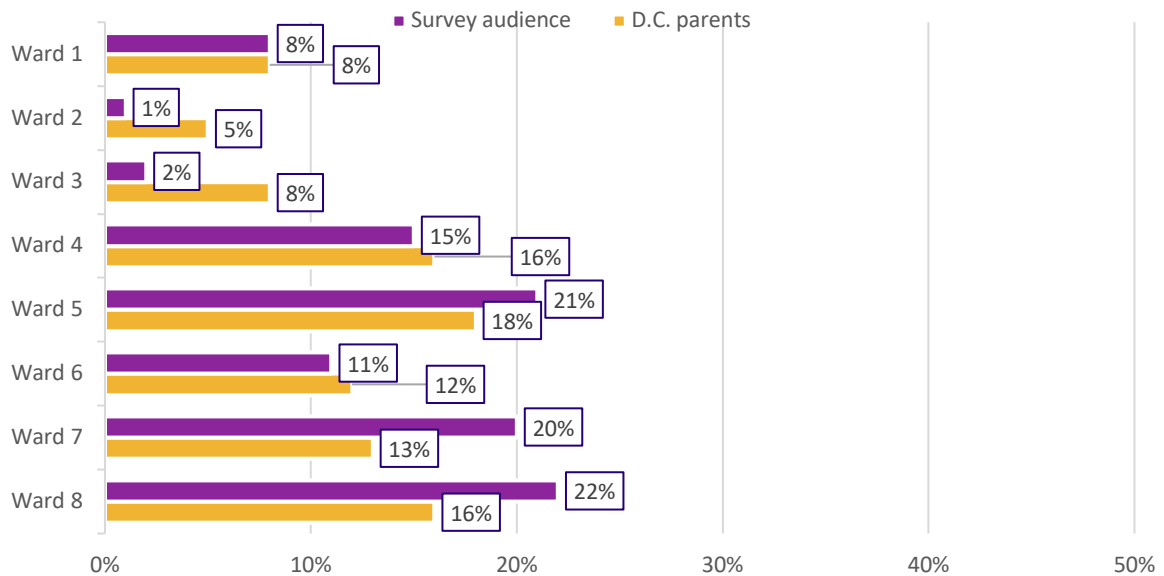
Grade level(s) of child(ren) in the household (n=630)



Type of school attended (n=630)



Ward of residence (n=616)



EXECUTIVE SUMMARY

Satisfaction with DC schools

By and large, DC parents are pleased with numerous aspects of schools, ranging from two-thirds (68%) being satisfied with school facilities to just shy of one-half (45%) being satisfied with academic tutoring. While parents in Wards 1, 4, and 6, are more pleased than others, Black/African American families, those in Ward 7 or 8, and those at the lower end of the income scale are significantly less satisfied than other families by every measure.

When it comes to concerns held by parents regarding the Fall 2021 school year, COVID-19 dominates the conversation, from fears about exposure during in-person learning to frustrations about school staff being spread too thin.

Mental health support

Overall, a majority of DC parents (55%) are satisfied with the mental health and social emotional support in DC schools. While relatively few DC families struggle with having consistent access to mental health care (12%), only one-half (49%) know such services are available to their child at school, most often learning about them from some type of school communication, like an email, text, or meeting. Nevertheless, should they have a need, two in five parents (41%) would first turn to a school-based mental health professional. In fact, this school year already, one in six (16%) parents report their child(ren) have been helped by in-school mental health services.

DC schools and COVID-19

Three in five parents (61%) are satisfied with how schools have handled COVID-19 health and safety and almost one-half (46%) feel the instructions provided by the school regarding

quarantine processes were very clear. Since the school year started, one-

quarter (25%) of DC students have had to quarantine, one-half (48%) of whom were able to continue their educations remotely through teacher-led virtual learning.

At the time of the survey (which was ahead of approval for 5–11-year-olds to get the vaccine), three-quarters (75%) of eligible DC students were vaccinated against COVID-19 and, when available, seven in ten (71%) parents say they will get their younger children vaccinated. However, one in five (19%) DC parents are not sure they'll vaccinate their younger children, and this uncertainty increases in Black/African American communities (27%).

Academic progress reports

While two-thirds (66%) of parents are satisfied with the communication coming from their student(s)' teachers, one in five (22%) have not received any academic progress reports or other data. Nearly three in five (58%) have had conversations with their child(ren)'s teacher(s), but far fewer have received detailed information like a customized report (34%) or results from a standardized test (22%).

Commuting to school

Most DC students are driven to school by a family member (57%) followed distantly by kids who walk or bike to school (27%). However, this varies greatly by income level, ethnicity/race, and ward. For example, those in lower-income households are much more likely to take public transportation than their peers from higher-income families and students in Wards 7 and 8 are five times as likely to be driven to school than to walk or bike.

Access to technology

Most DC students have access to reliable, high-speed internet (92%) and technology to use for

schoolwork when needed (72%), though members of Hispanic/Latinx households struggle with this more than others (77% and 70%, respectively).

Out-of-school programs

Almost one-half (45%) of DC students currently participate in out-of-school programs with those not participating most often citing COVID-19 concerns as a barrier. Likelihood to engage in out-of-school activities increases with a students' family's income and students in Ward 8 participate less often than their peers in other wards. Sports (62%) are the primary interest of many DC students, followed by art (55%), and music (52%).

Student safety and security

One-third of DC parents worry "all the time" about their child's physical safety (35%) and their proximity to community violence (25%). These

concerns increase dramatically in lower-income homes, Ward 8, and Black/African American and Hispanic/Latinx communities.

Life in Washington DC

For some DC parents, life still presents a number of significant challenges. One in six (17%) struggle with job or income stability and slightly fewer struggle with housing and rent/mortgage security (14%). Families already receiving support services, like TANF, Medicaid, and SNAP, are much more likely than their peers to report such challenges. Fortunately, while not eliminated altogether, few are seriously concerned with having consistent access to health care (7%) or having enough food at home (6%).

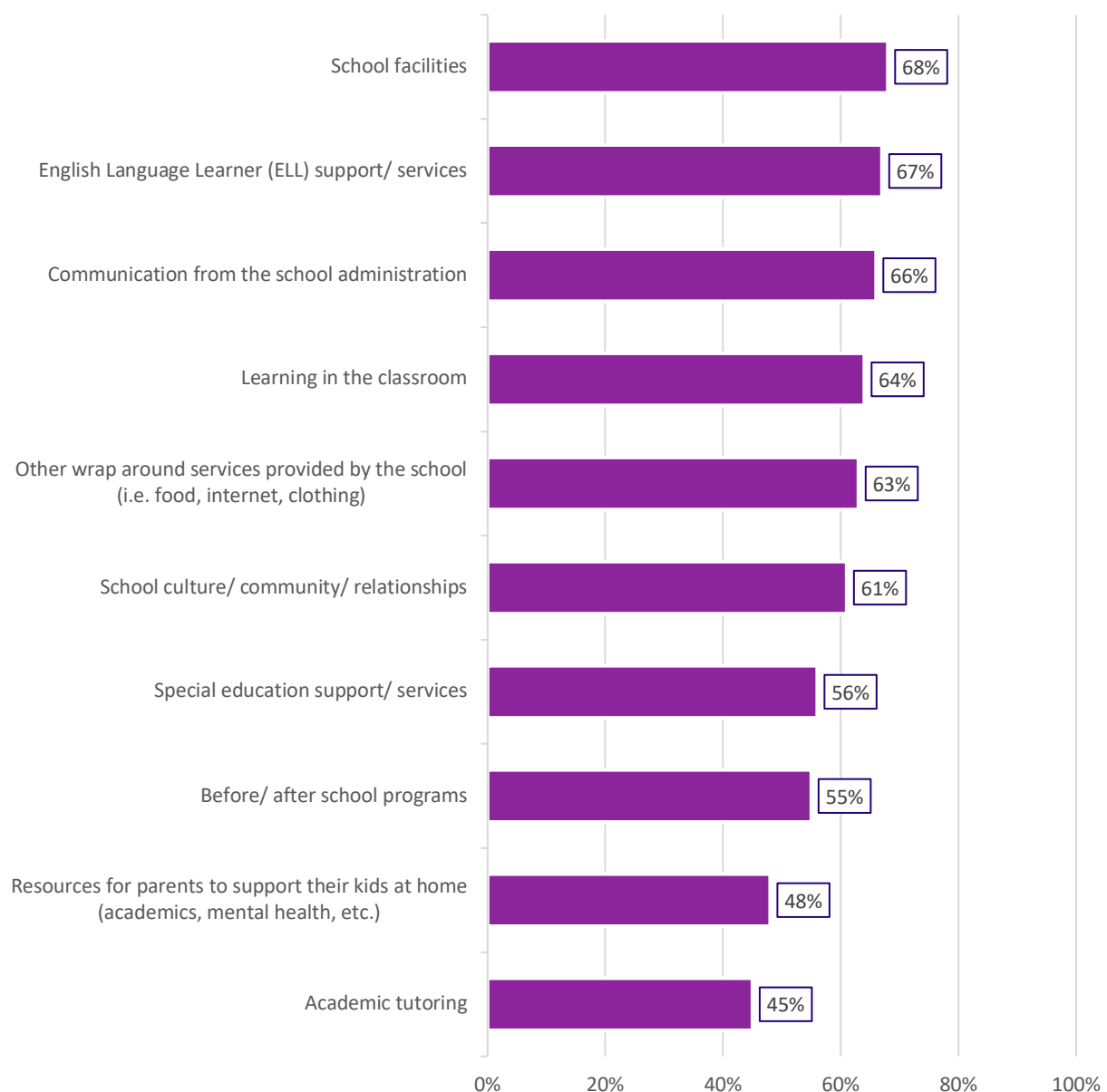


FINDINGS

Satisfaction with DC schools

Parents of DC students are satisfied with many aspects of schools, with facilities (68%), English Language Learner (ELL) support/services (67%), communication from teachers (66%) and school administration (66%) leading the way. However, there are some important differences in satisfaction with various elements of school life and support based on key demographics. Generally speaking, Black/African American families, those in Ward 7 or 8, and those at the lower end of the income scale are significantly less satisfied than other families by every measure.

Satisfaction with DC schools in Fall 2021 (n=205-626)



Overall, parents in Wards 1, 4, and 6 are more satisfied than parents in other wards. Ward 6 parents are exceptionally satisfied with most aspects of school life and services, especially special education services and resources for parents to support their kids at home. Ward 1 parents are particularly pleased when it comes to tutoring, school facilities, and in-classroom learning. Parents in Ward 4 are also very satisfied with school facilities, communication from the school administration, and before and after school programs, though they are less satisfied with special education support and services than parents across the other wards.

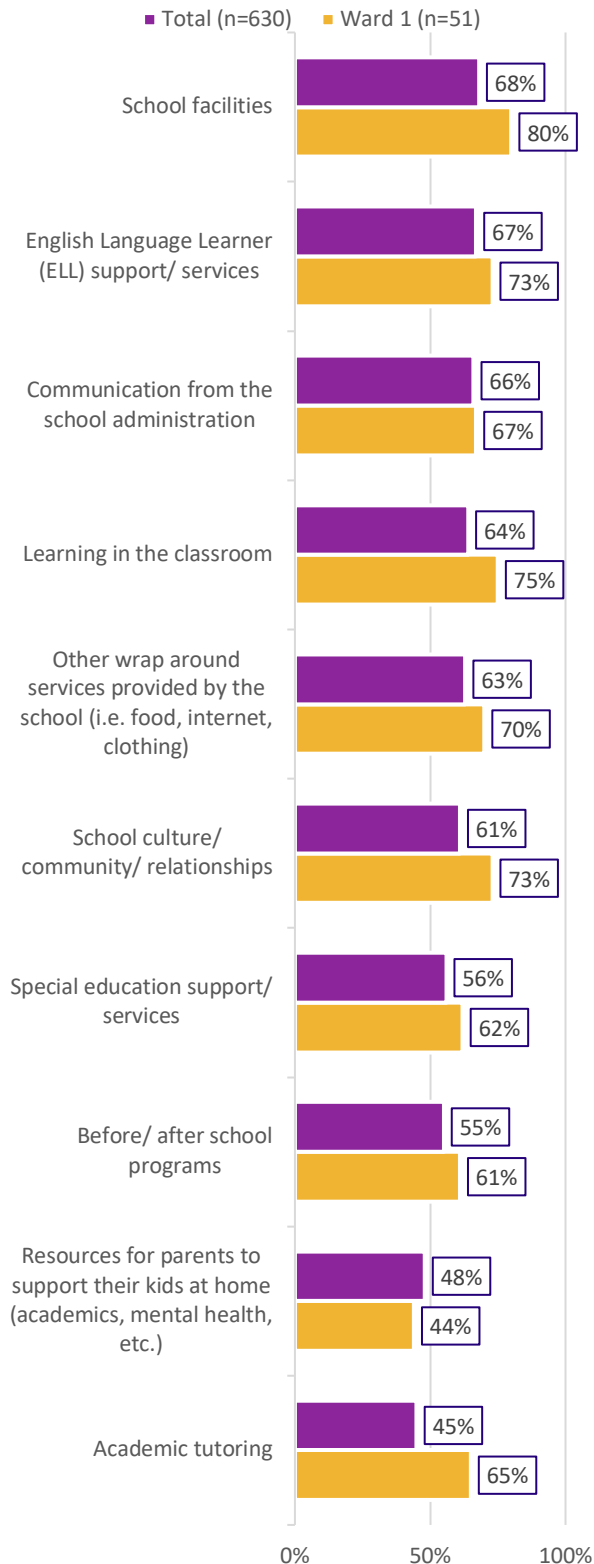
Ward 5 falls far behind the others when it comes to parental satisfaction with ELL support services and special education services. However, Ward 5 parents feel schools excel at providing resources for parents to support their kids at home, as well as other wrap around services, like food, internet, and clothing.

In Ward 7, parents feel more supported when it comes to special education and ELL services than parents in other wards. Unfortunately, in every other respect, they feel less satisfied than most, particularly around academic tutoring, communication from the school administration, and school culture/community.

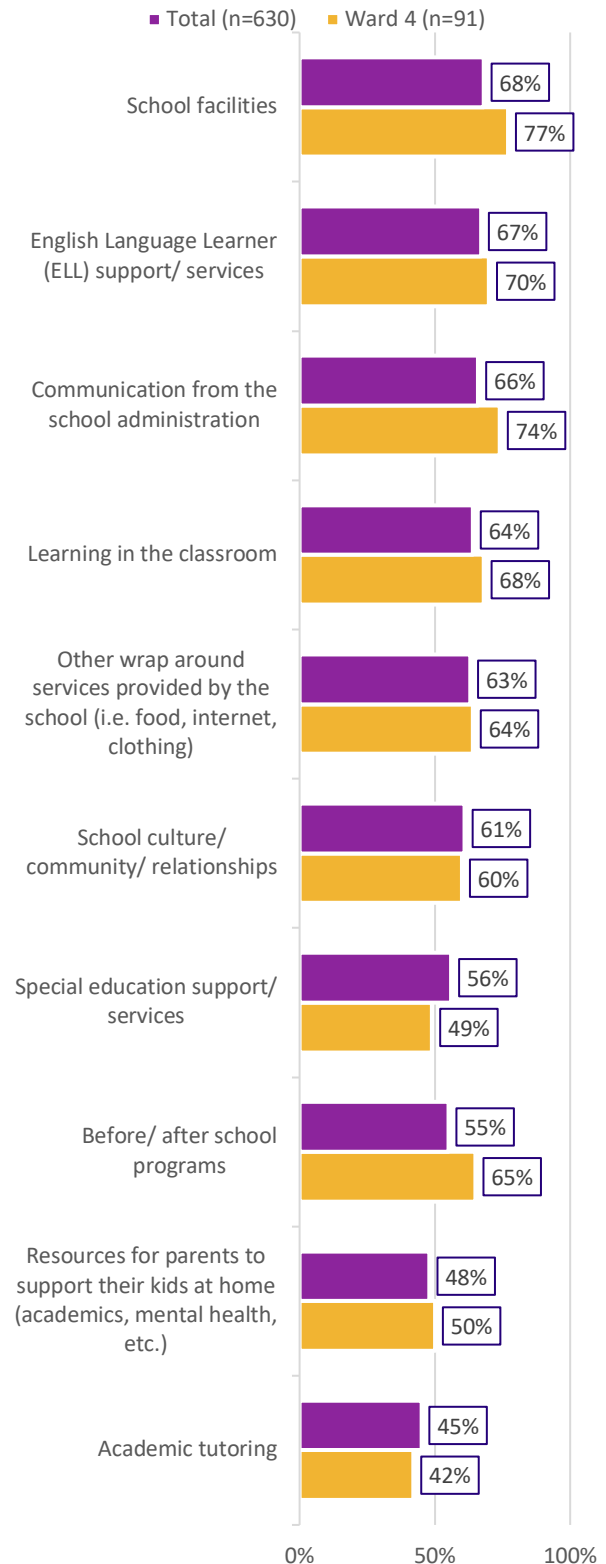
Finally, parents in Ward 8 are slightly less satisfied with learning in the classroom, resources for parents to support their kids at home, and other wrap around services, though overall, their satisfaction level hovers around that of their peers across DC.



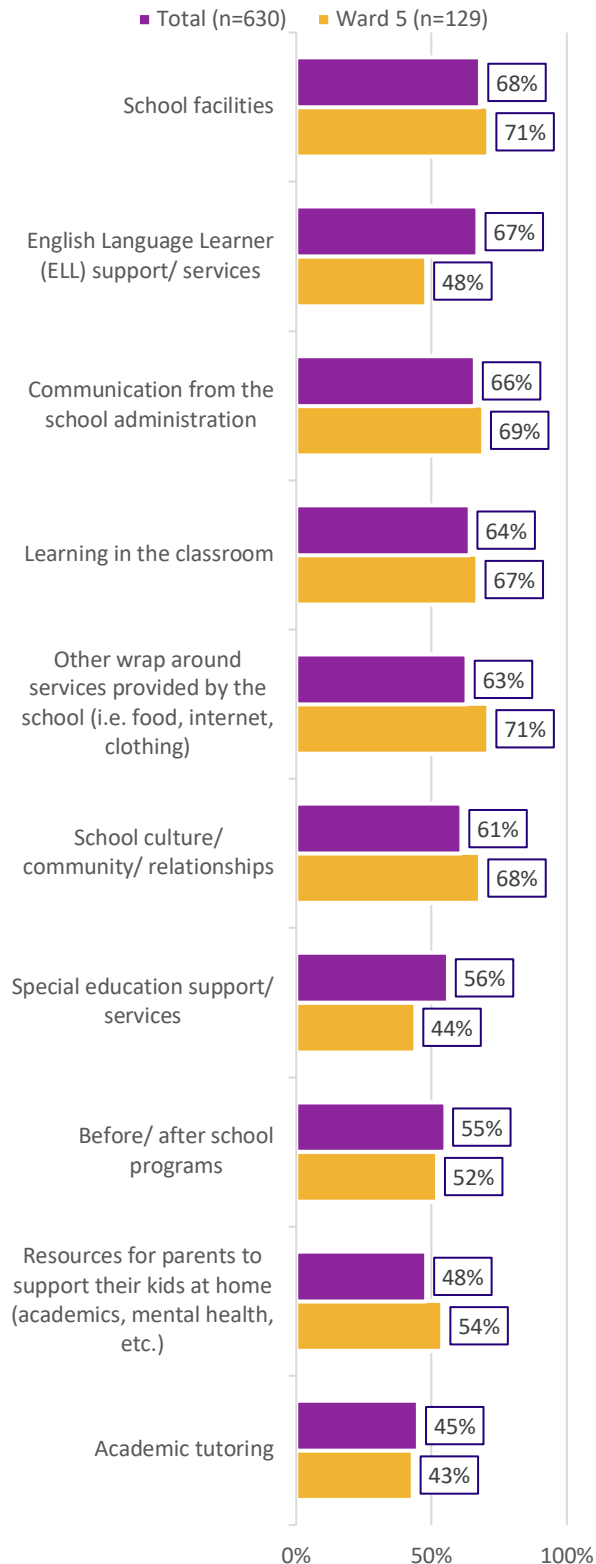
Ward 1: Satisfaction with DC schools in Fall 2021



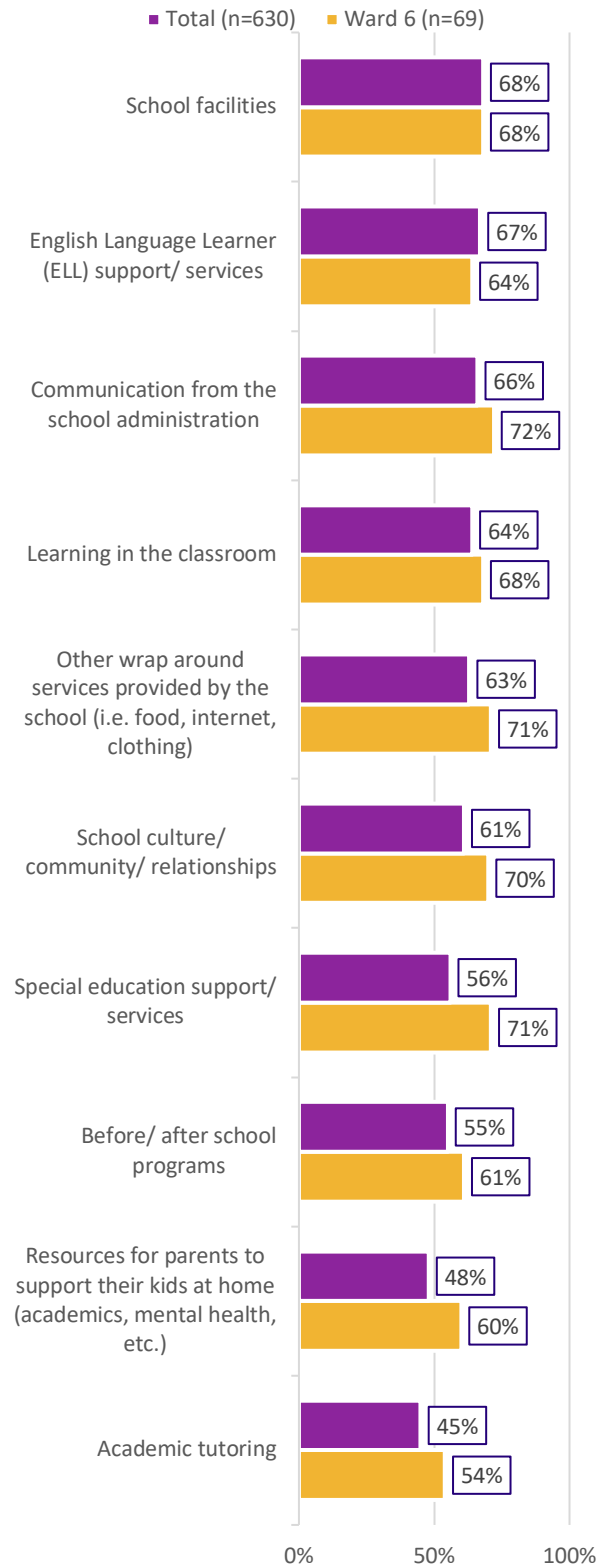
Ward 4: Satisfaction with DC schools in Fall 2021



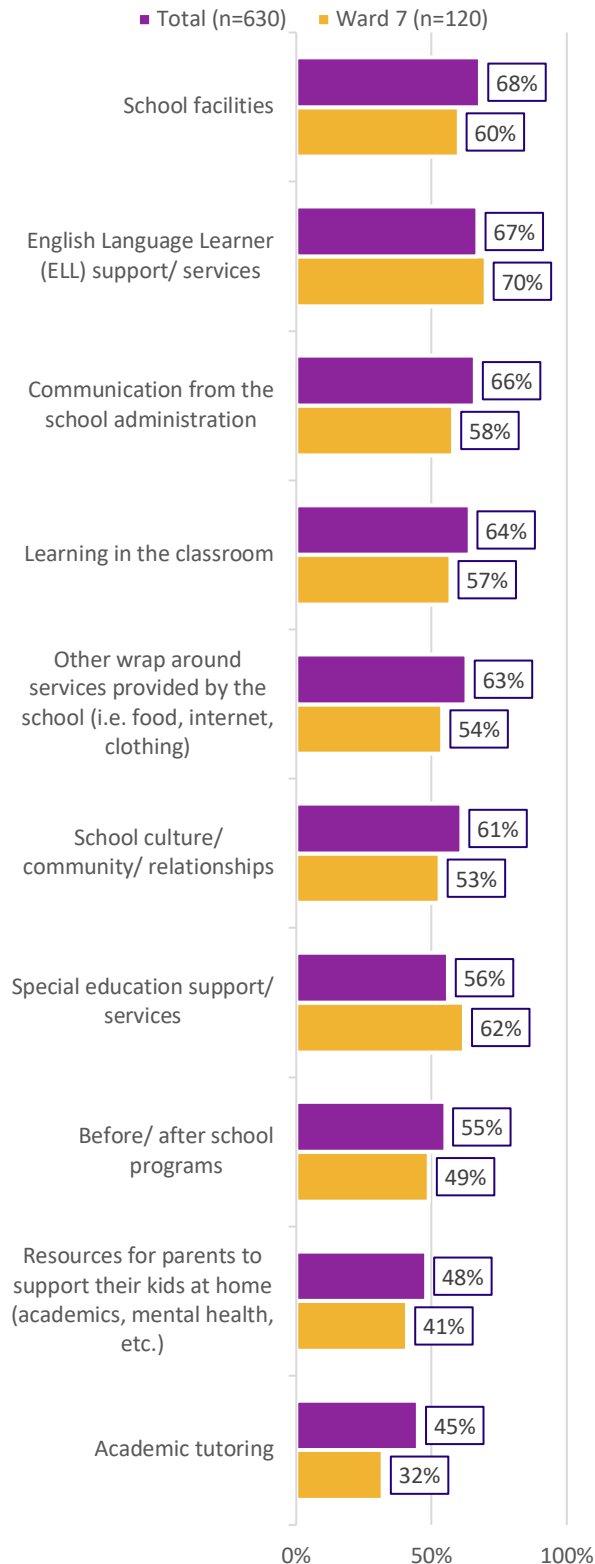
Ward 5: Satisfaction with DC schools in Fall 2021



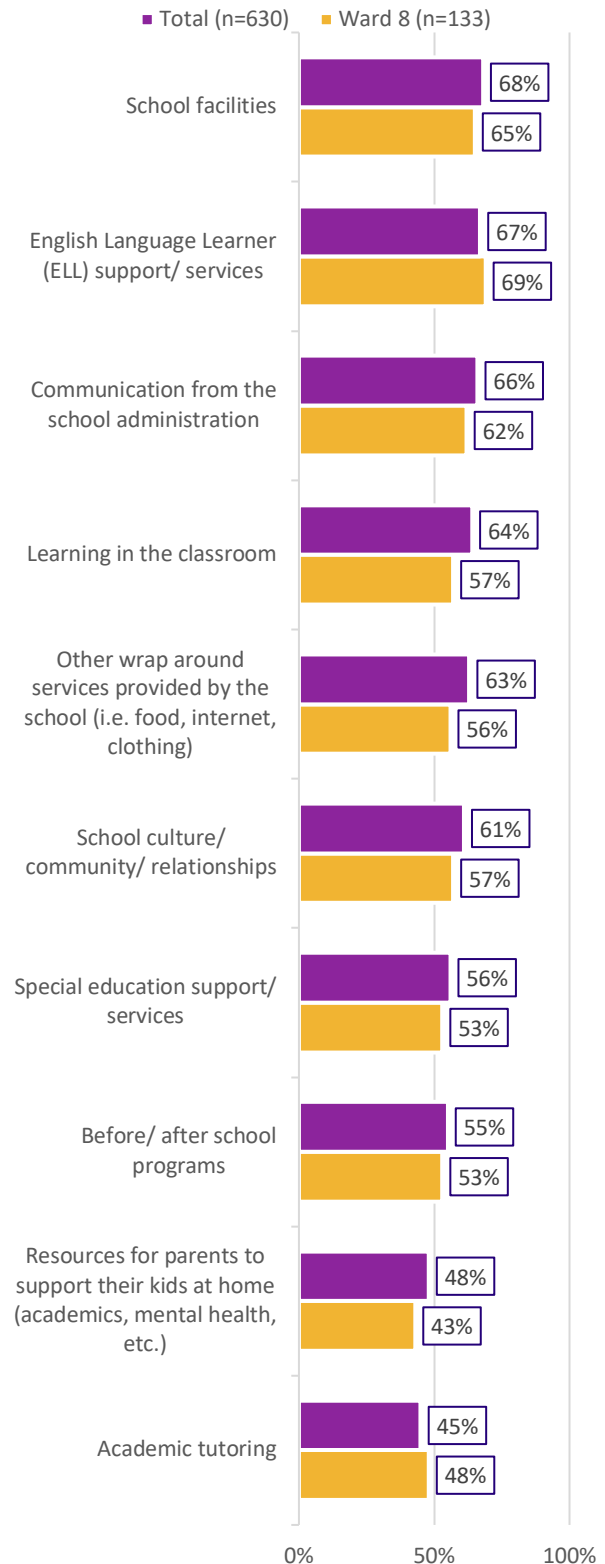
Ward 6: Satisfaction with DC schools in Fall 2021



Ward 7: Satisfaction with DC schools in Fall 2021



Ward 8: Satisfaction with DC schools in Fall 2021

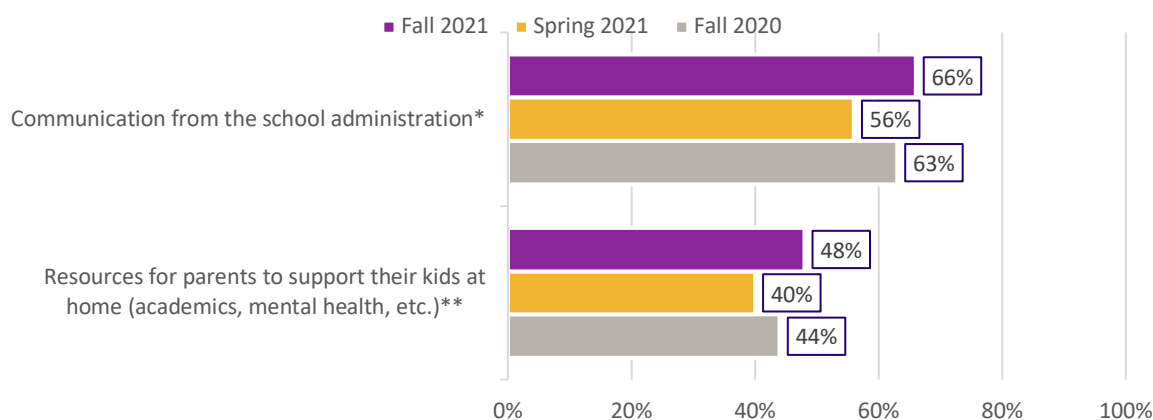


In general, one in six DC parents (16%) find managing their child(ren)’s education to be exceedingly challenging, a significant decrease from Spring when two in five (39%) said the same, most certainly because of the return to in-person learning. Those at the lower end of the income scale are much more likely than those at the top to say managing their child(ren)’s education is a challenge (21% \$50,000 or less, compared to 13% \$100,000+). Less than one-half of parents are satisfied with academic tutoring (45%) and resources parents can use to support their students at home (48%), particularly among families with students who have IEPs (40%), compared to those whose students do not have IEPs (51%). IEP parents also are less satisfied when it comes to classroom learning (52%, compared to 69%) as well as school culture, communities, and relationships (55%, compared to 64%). Overall, parents of IEP students are twice as likely to report being challenged by managing their child(ren)’s education than non-IEP parents (25%, compared to 12%).

Interestingly, there are only a few profound differences in satisfaction between DCPS and DC public charter schools. Those with students in charter schools are more satisfied with communication from the school administration (71%) and the school facilities, in general (73%), compared to those at DCPS (63% and 61%, respectively).

Over the past calendar year, DC parents feel as if communication from the school administration has improved, a potential byproduct of typical back-to-school orientations and communications. Parents could be considering COVID-19-related communications, which may have improved with the new school year and more established protocols and processes compared to last school year where many attempts to keep parents in the loop may have been less systematic and more ad hoc. Furthermore, they feel the resources provided to them to support their kids at home have improved slightly, though this may be a result of students returning to school and not needing as much support at home now compared to last Fall or Spring.¹

Complete satisfaction with DC schools from Fall 2020-2021



*Previous survey language read: Communication from the school.

**Previous survey language read: Resources for parents to support academics.

¹ The Spring 2021 and Fall 2020 survey options for this question read: “Satisfied,” “Kind of satisfied,” “Not satisfied.” The Fall 2021 survey provided five answer options, ranging from “(1) Completely satisfied” to “(5) Not satisfied at all.” To provide a comparison across the current and previous survey iterations, “Satisfied” selections from previous surveys and “(1) Completely satisfied” and (2) were combined and analyzed for this year’s study.

Concerns about their child(ren) returning to school this fall mainly center around COVID-19 safety and its related protocols, though many parents balance these fears with the excitement of having their child back to in-person learning. While select quotes below are indicative of the overall sentiments expressed by parents, each verbatim response can be found in Appendix A on page 44. The word cloud on the cover of this report also reflects the dominant themes from these comments.

"Our school has been great about COVID safety measures and for that I am grateful. But I have no idea what they are doing at school regarding instruction and they have not kept up with my child's IEP. Since we are not allowed in the school building because of COVID, I feel very disconnected from what is happening while my child is at school."

"I was really nervous but it has been really great. My child is happy! The teachers are fantastic and my kid is so excited to be with friends."

"Both schools have made tremendous efforts. However, the school staff and teachers are overwhelmed and it's been difficult to cover all the bases and take care of so much with limited resources."

"We're at a new school this year and so that has made the transition to in-person school a little harder. I feel like more academic support would be helpful since my kids haven't been in-person for so long."

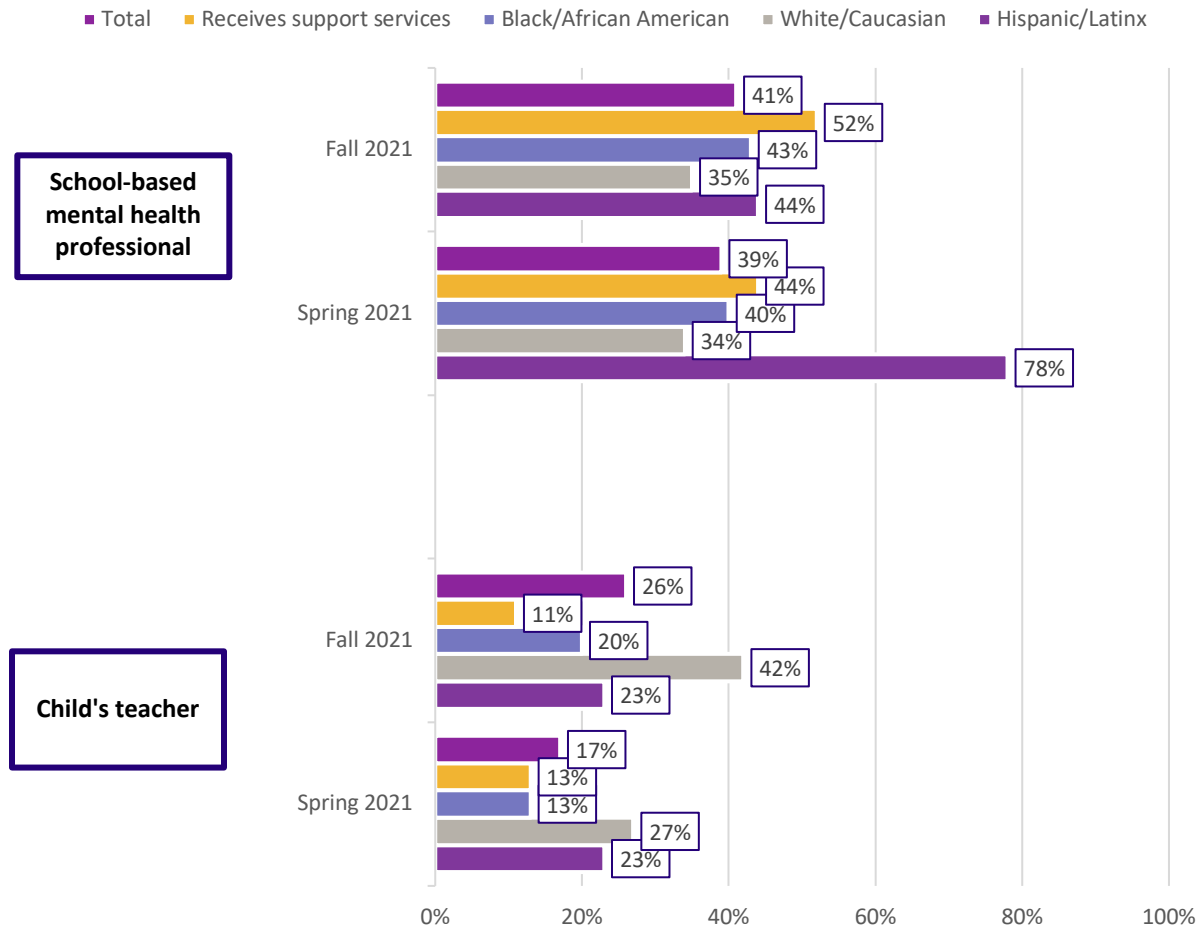
"There has been little to no resources to use at home to reinforce what my children are learning in school. They are not allowed to have bookbags as the school does not want materials to go in and out of the school building. Parents are not allowed in the school building so I do not know (outside of what my kids say) of the environment on the classroom."

Mental health support

About one in eight (12%) DC families struggle with having consistent access to mental health support and services, slightly less than in the Spring (13%). When asked where they would turn first if their child had a mental health need, two in five (41%) would go to a school-based mental health professional, such as a school counselor or a school social worker, and one-quarter would go to their child's teacher (26%). Interestingly, White/Caucasian parents (42%) are twice as likely to first turn to their child's teacher than Black/African American (20%) or Hispanic/Latinx (23%) parents.

The younger a child is, the more likely their parent would first go to their teacher for help with mental health issues and the older a child, the more likely a parent would first turn to a school-based mental health professional. This trend makes sense given the centralized learning environment of pre-school and kindergarten years compared to the decentralized nature of high schooling. However, it is intriguing to see this trend holds across income levels, with those earning more being far more likely to first go to a child's teacher (40% \$100,000+, compared to 16% less than \$25,000) and those earning less first going to a school-based mental health professional (47%, \$25,000, compared to 33% \$100,000+).

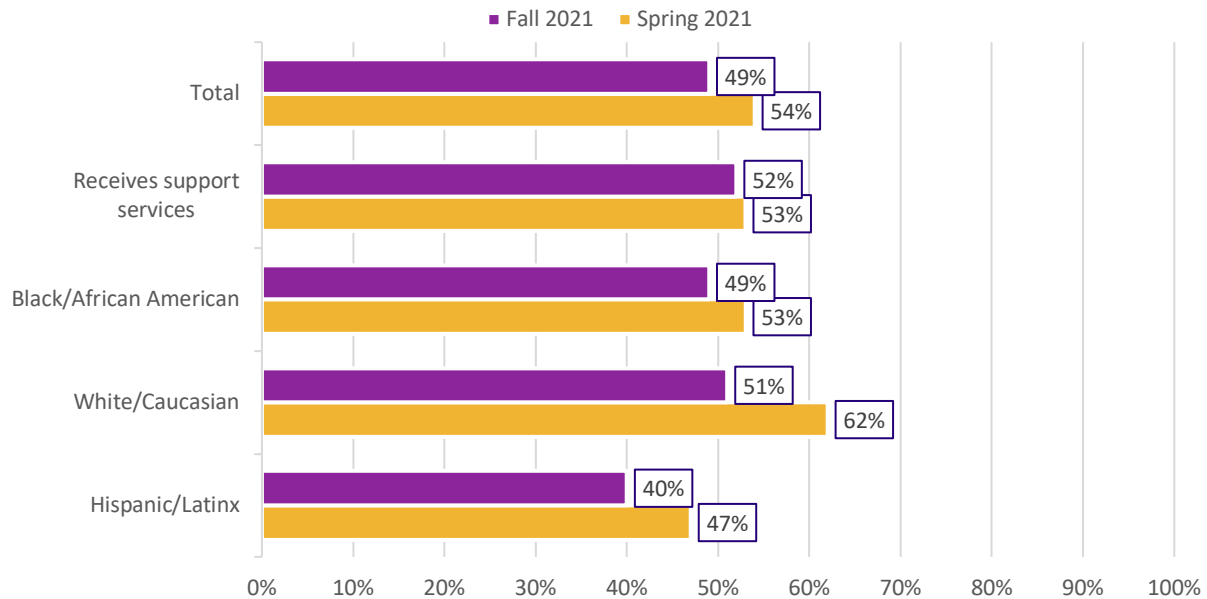
Where parents would first turn should their child have a mental health need (n=840)



Even though school-based options are where most parents would first turn for mental health support for their child(ren), only one-half know if such resources are available to their child(ren), lower now than in the Spring (49%, down from 54%), with the greatest decrease being among White/Caucasian parents (51%, down from 62%). This could be a simple factor of having two semesters to engage with a school and become aware of support versus a few months; however, the fact that only one-half of parents (49%) know this rich support is available to them is a problem. Two in five parents are not sure if this is available or not (42%) and one in ten say their child has no such access at all (9%). Knowledge of such support increases with a child's age; for example, among parents of children five years old or younger, two in five (42%) know such support exists and one-half (51%) are not sure. By the time a child is in high school, more than one-half (56%) know this exists and far fewer are unsure (36%).

Parents in Wards 6 and 7 are much more likely than their peers to know about school-based mental health support available to their child(ren) (56% and 55%, respectively), however only two in five (41%) in Ward 8 can say the same and nearly one-half (49%) are unsure if such support exists.

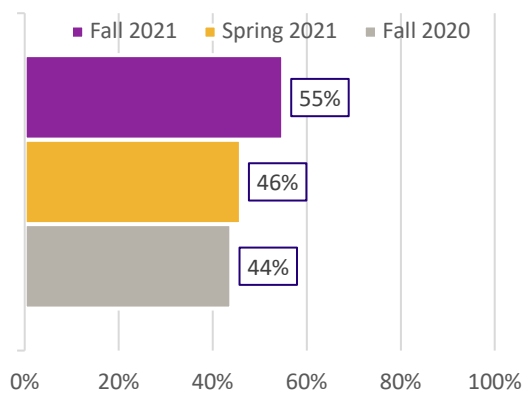
Knowledge of access to mental health professional/clinician at school (n=814)



This lack of awareness most assuredly contributes to the parents' satisfaction with students' mental health and social emotional support they receive (55%), which is lower among Black/African American parents (47%), parents of IEP students (45%), parents receiving support services (46%), and low-income parents (45% \$25,000). However, this is the first time a majority of parents are satisfied with this type of support as previously less than one-half said the same – a sign of moving in the right direction (Spring 2021: 46%; Fall 2020: 44%).

While a child may have access to mental health support services at school, many schools also offer such services to parents. When it comes to supporting their child's mental health, two in five (44%) parents are unsure what resources are available to them through their child's school to help with managing their child's mental health, with those in Ward 8 being much more likely to be unsure (51%) and those in Ward 7 being much more informed (37%). Three in ten parents know they can make individual appointments with school clinicians/professionals (29%) or be informed through newsletters and emails with relevant information (29%), one-quarter knows about workshops and trainings they can attend (26%). This varies slightly among different ethnicities, as those in Hispanic/Latinx families are more likely to know about both newsletters/emails (39%) and

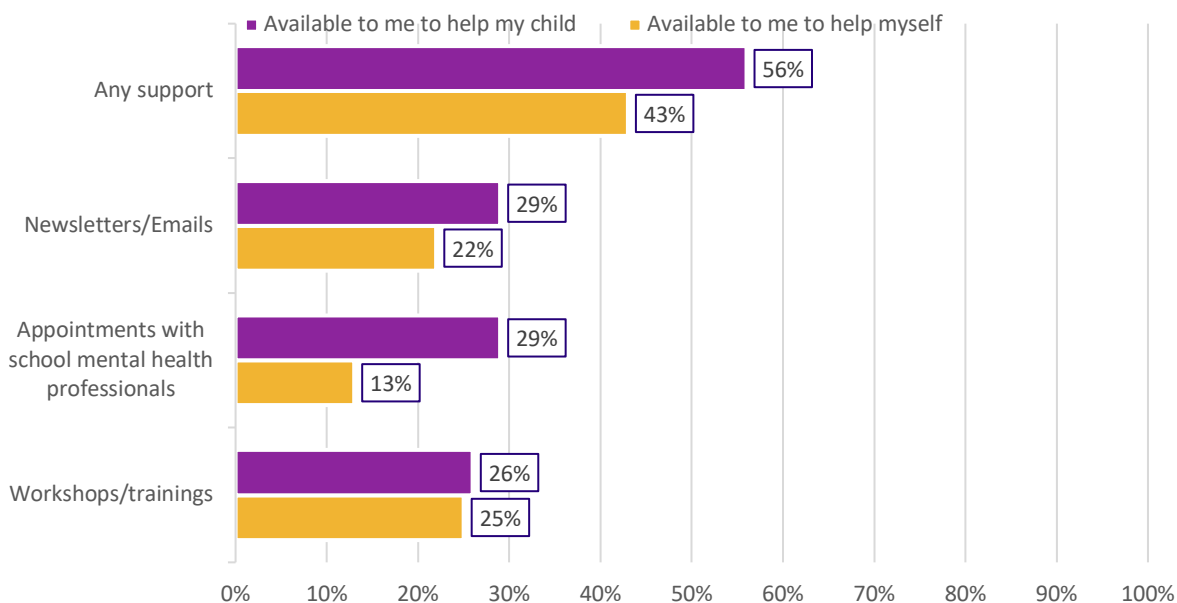
Satisfaction with mental health and social emotional support in DC schools from Fall 2020-2021



workshops/trainings (38%) than either Black/African American parents (26% and 21%, respectively) or White/Caucasian parents (29% and 32%, respectively).

Unfortunately, only two in five DC parents (43%) are aware there are mental health resources available at their child's school to help parents' mental health, as well, with only one-third (34%) in Ward 5 knowing about this. Roughly one-quarter know they can turn to the school for workshops and trainings (25%) or newsletters and emails (22%) for help dealing with adult mental health. Again, Hispanic/Latinx families are slightly more informed, with roughly one-third knowing both types of resources are available to them, as parents, through their child's school (38% and 34%, respectively). On a positive note, parents receiving support services (50%) or with children on IEP or 504 plans (49%) are more likely than most to know these types of supports exist for them, not just their child. It may be the case that once a parent and/or child are plugged into a support system, ancillary care and assistance is made known to them.

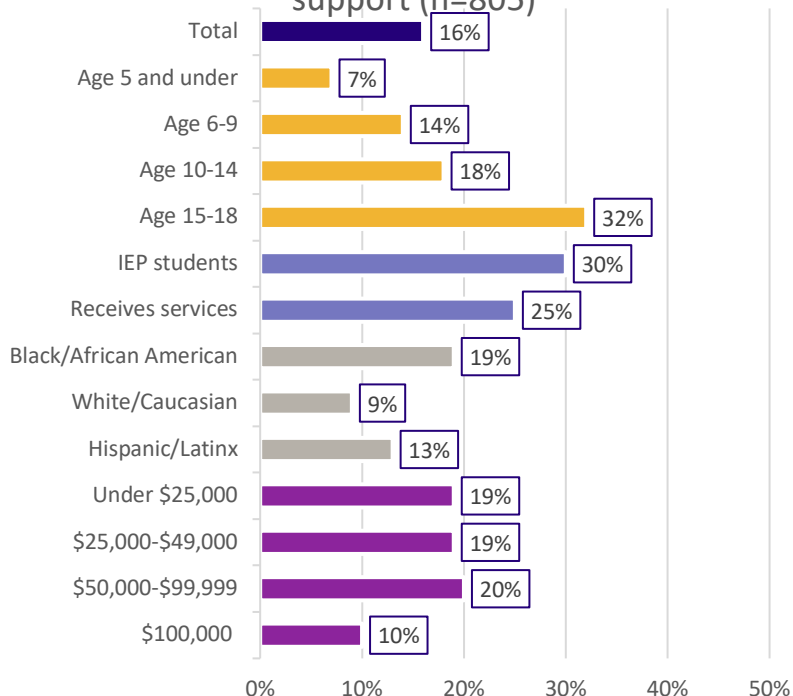
Knowledge of specific school-based mental health support (n=805)



When parents do know about school-based mental health services, they most often hear about them from some type of school communication (49%), like an email, meeting, or text, though white/Caucasian parents (66%) are far more likely to report receiving this communication than their Black/African American (46%) or Hispanic/Latinx (40%) peers. Other popular sources include a child's teacher (21%), an assistant principal or school administrator (21%), a principal (19%), or a school staff member (17%). While not an overwhelming source, parents of color are twice as likely to learn about mental health services from a special education coordinator than their White/Caucasian counterparts (19% Black/African Americans and 18% Hispanic/Latinx, compared to 8% of White/Caucasians). This could be a result of students of color being overrepresented in special education in DC. Additionally, the less money a family earns, the more likely they are to have heard about mental health care services through both school communications and/or a special education coordinator.

While seven in ten DC parents (69%) have not tried to access mental health services for their child at their school during the current school year, one in six (16%) have been helped, three percent are on a waitlist, and four percent have tried but been unable to access such services. The inability to secure mental health services is not isolated to one population, such as age of child, race/ethnicity, or socioeconomic level, though lack of qualified mental health care individuals at the school is overwhelmingly the reason for not receiving the sought-after support. High school aged students (32%), IEP students (30%), students whose families receive support services (25%), and Black/African American students (19%) are the most likely to have already received school-based mental health support this school year. Furthermore, likelihood of accessing this support increases with age, though there are no statistically significant differences across ward of residence.

Child has received school-based mental health support (n=805)



When asked to share more about their experiences with their child's school and mental health services, parents had a lot to say. From praising the support they've received to voicing frustrations with the lack of available support, the experiences of DC parents are as varied as the needs of their children. While select quotes below are indicative of the overall sentiments expressed by parents, each verbatim response can be found in Appendix A on page 44.

"Sadly, there are too many competing priorities at my child's school for my child to be added to someone's case load. I'm dealing w her mental health on my own."

"My child transitioned to a new school and was very apprehensive and anxious about the change. Talking with her teacher made her feel heard and get her worries off her chest."

"Efforts to find school based mental health support for my elementary school student were largely unsuccessful. Concerns were minimized and burden was placed on parents to suggest mental health supports to the teacher."

"It is hard to get help from the school."

"The system is complex, and the quality preventative measures are under communicated/known."

"Well the school offers a lot of resources for COVID-19 and that was a big help."

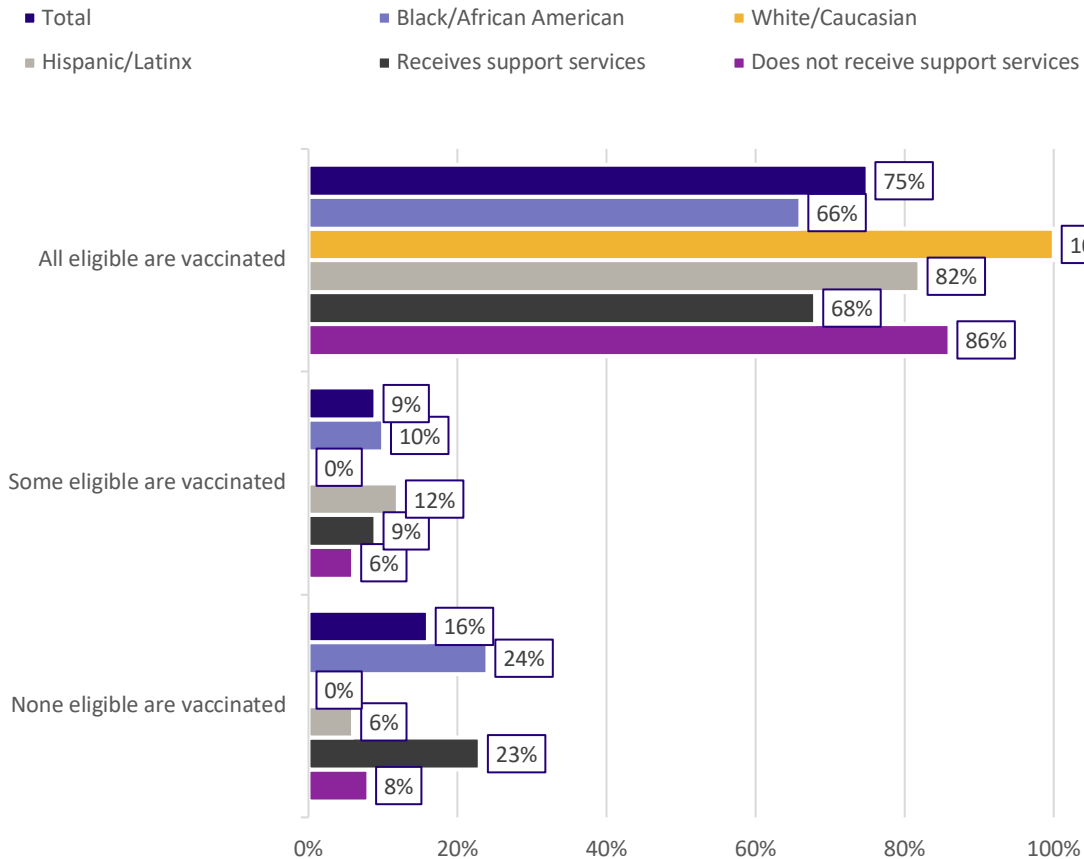
DC schools and COVID-19

Overall, few parents (10%) find it very challenging to manage the health and safety of their families. Parents report three-quarters (75%) of eligible students are vaccinated against COVID-19 leaving one out of six (16%) who are eligible unvaccinated, although at the time of this survey, only children aged 12 and older were eligible for the COVID-19 vaccine. Those in the Black/African American community (24%) and families receiving support services (23%), like TANF, Medicaid, and SNAP, are among those most likely to have unvaccinated children. As a point of reference nearly all parents report their children being fully up to date with all other required vaccines, such as MMR and Tuberculosis (98%, compared to 93% from the Spring 2021 survey).

Parents who chose to have their children vaccinated most often relied on their own reading and research (62%) before getting the shot for their kids, though one-third (35%) did consult with a doctor or medical professional. One-quarter (24%) of kids asked their parents for the vaccine which seemed to meaningfully influence some families weighing this decision.

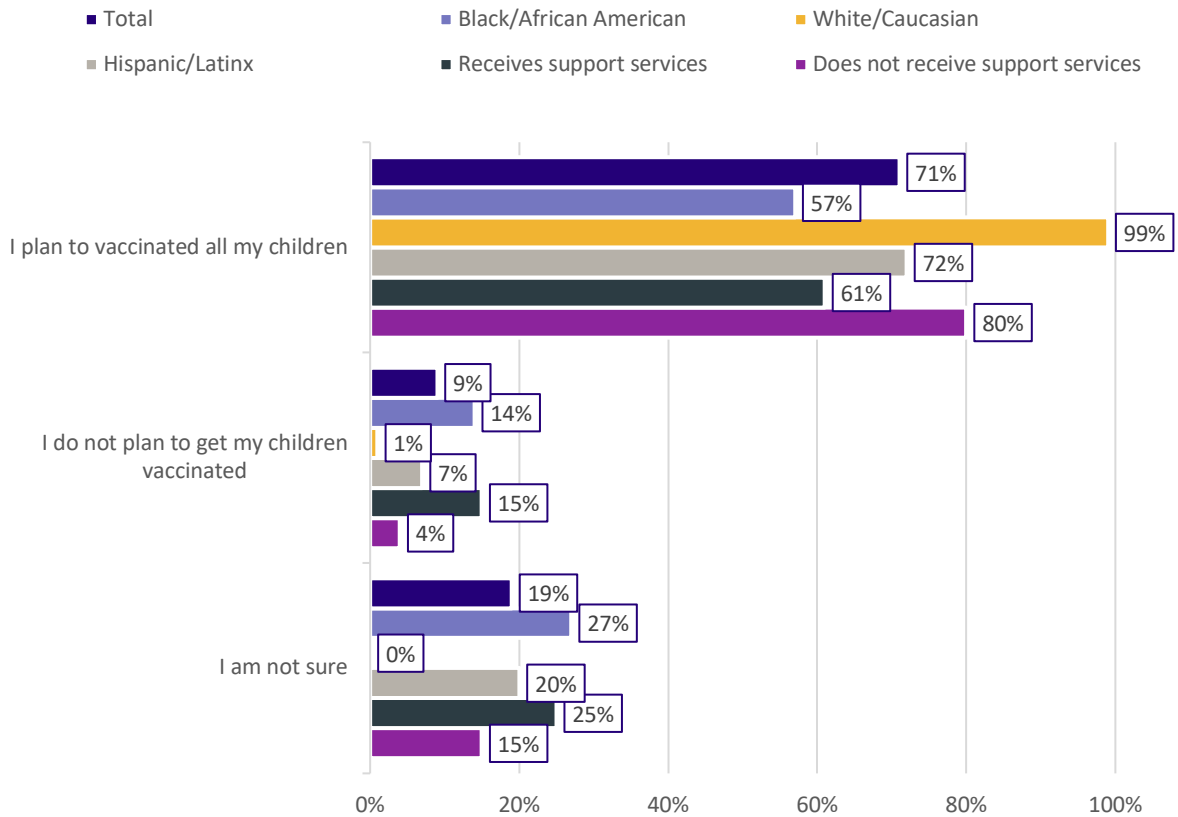


COVID-19 vaccinations for students 12 years and older (n=256)



When asked to look ahead to when children ages 2-11 may be eligible to receive the COVID-19 vaccine, seven in ten (71%) parents said they plan to get all their children vaccinated, including a majority of White/Caucasian (99%), Hispanic/Latinx (72%), and Black/African American (56%) parents. Though, one in five (19%) are still unsure if they will get their children vaccinated, especially one-quarter of Black/African American parents (27%). Overall, those who receive support services differ from parents overall in each way as they are less likely to get their children vaccinated (61%, compared to 80% of families not receiving support services), more confident they will not vaccinate any of their children (15%, compared to 4%), and more likely to be unsure of what to do (25%, compared to 15%). The full list of verbatim comments regarding parents' thoughts, concerns, opinions, or experiences when it comes to vaccinating their child(ren) against COVID-19 can be found in Appendix A on page 44.

Willingness to get COVID-19 vaccinations for students 2-11 years and older when available (n=448)



"Can't wait to not have to worry about quarantining and missing school, being able to do indoor playdates, etc."

"I am slightly worried about it, but my social circle is reassuring and very pro-vaccine, so once we feel confident in research and possible outcomes, we would be comfortable vaccinating our 4 year old."

"My children have both had Covid. It's terrible and thankfully we are all ok. My husband and I are vaccinated. My children will be too once their ages are available."

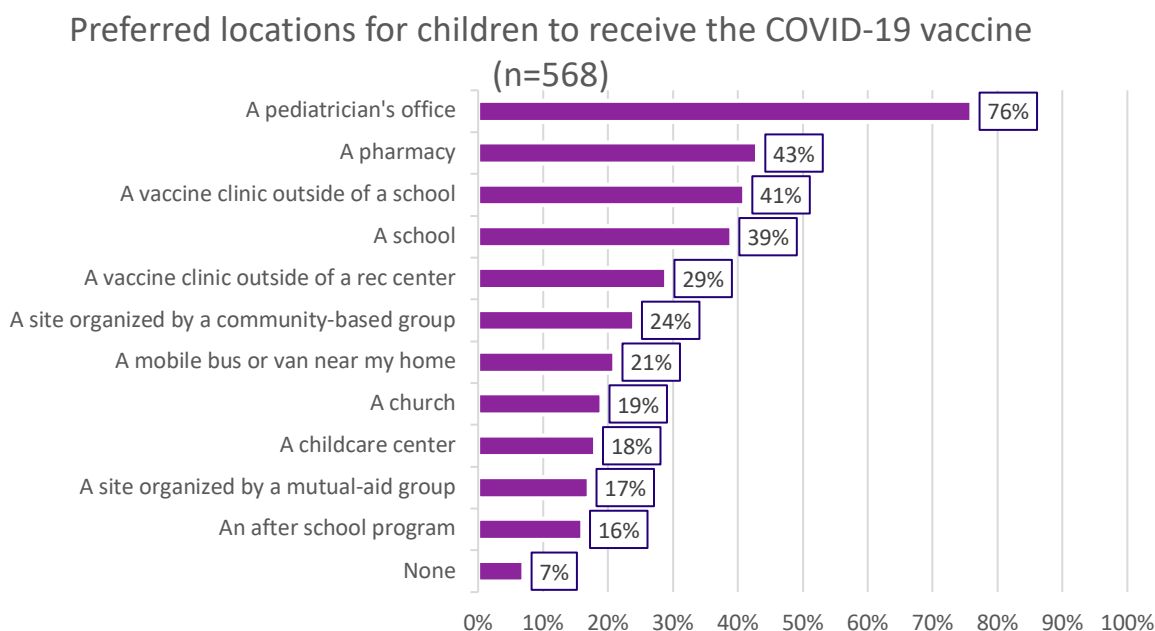
"I am still not sure if my children who are 5 and 7 to get vaccinated because I might not get enough info or I feel uncomfortable. I'm afraid to make a mistake."

"I am very eager to get my child vaccinated."

"I cannot wait. I trust the science and want my kids to be able attend school and extracurriculars safely without a mask some day!"

"I have some mild concerns, but those are far less than my desire to protect my child and the community, through the vaccine."

When available for children under 12, parents would be most comfortable going to a pediatrician's office to have their child(ren) vaccinated (76%), though several other locations are acceptable to many. Importantly, only seven percent of parents say they would not be comfortable with any of the listed locations, pointing to the main barrier to vaccination being not location, but another unexplored factor.

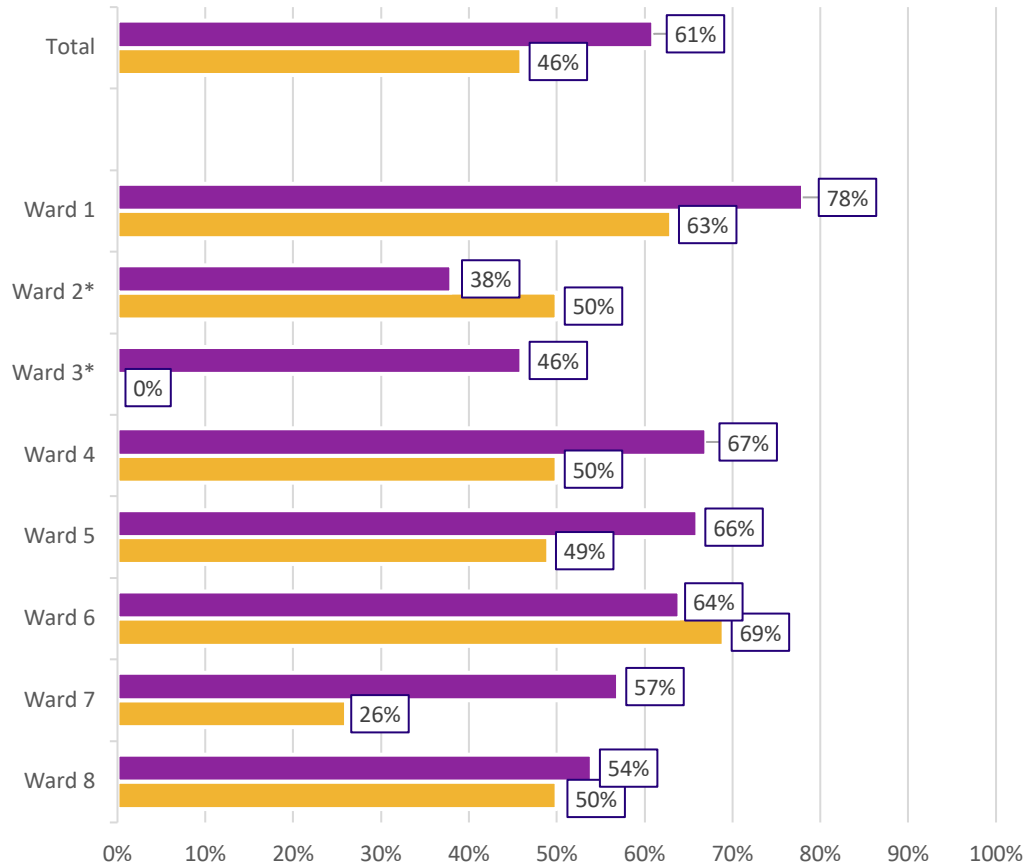


Overall, three in five (61%) parents are satisfied with how schools have handled COVID-19 health and safety – an impressive statistic given one-quarter of DC students (25%) have quarantined because of confirmed or suspected exposure to COVID-19 which is much more prevalent in DC charter schools (31%) than in DCPS (20%). Nearly one-half of parents (46%) felt the instructions received by their child's school about the quarantine process were very clear, though, that means the remaining portion of parents were less enthused.

At the ward level, parents in Wards 1 and 5 are more likely to feel satisfied with the health and safety protocols implemented to keep their child(ren) safe (78% and 66%, respectively, compared to 61%). Parents in Wards 7 and 8 are less likely to say this (57% and 54%, respectively) and parents in Ward 7 are nearly half as likely as in other wards to feel they've received clear communication regarding quarantine protocols parents (26%, compared to 46%).

Satisfaction with COVID-19 and quarantine protocols and communications

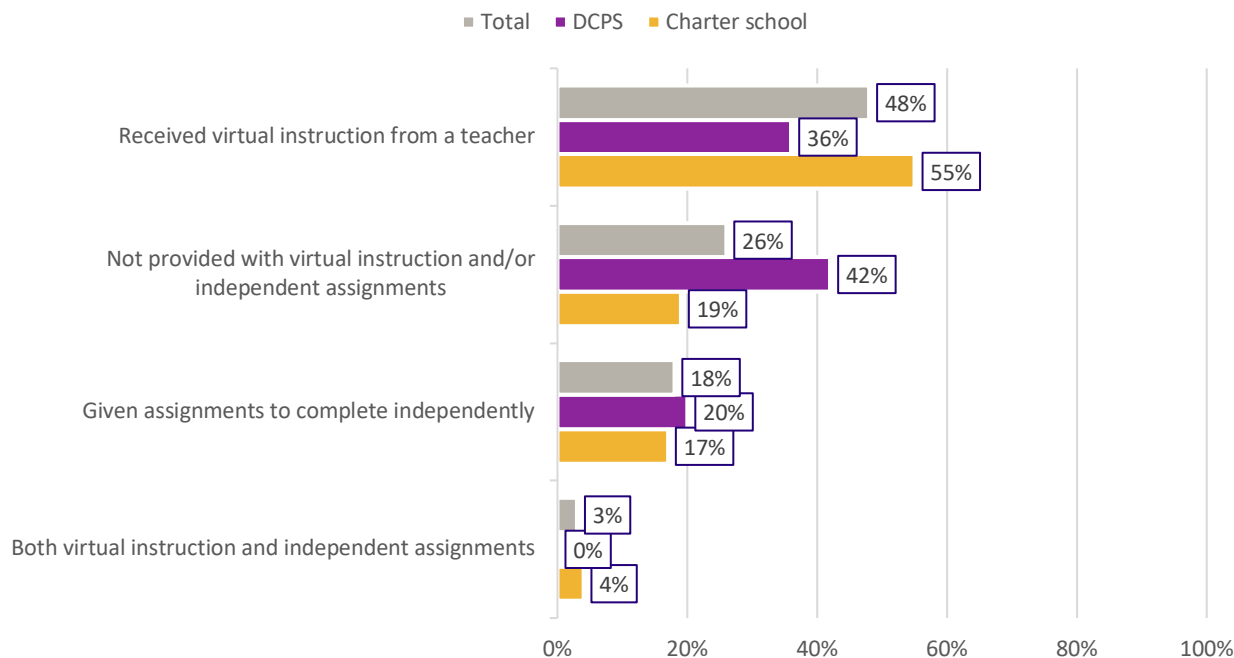
- Satisfaction with health and safety protocols for COVID at my child(ren)'s school (n=625)
- Parents feeling instructions were "very clear" regarding the quarantine process (n=155)



* Sample sizes in these wards are not large enough to be projectable to or representative of the total population of parents.

During this quarantine, one-half of students (48%) continued their education through teacher-led virtual learning, though this was much more prevalent at charter schools than DCPS (55%, compared to 36%). At DCPS, two in five students (42%) were unable to continue their education in any capacity, either through teacher-led or independent learning – double that of DC students at charter schools (19%). Interestingly, there were no significant differences across wards in how schools handled post-exposure education.

Continuing education during COVID-19 quarantines (n=155)



"We haven't had COVID cases in any of the school children this year from what I know and my kid feels really safe. I am still a bit fuzzy on the protocols though. Parents have also had to supplement a lot of the cleaning supplies and the bathrooms in the school are inadequate."

"It definitely seems like schools vary greatly in their Covid protocols. In addition, it is hard to get letters from school that someone has tested positive in the school without knowing if there is any chance my child could have been affected; I'd at least like to know grade level. Another issue because of Covid is the inability to drop kids off in morning n pick up in evening and seeing teacher to have daily touch points."

"I have observed an absence of Covid protocol at my child's school. I received a call from a teacher who was not aware of my son's positive Covid diagnosis, two weeks after the fact. His attendance has also not been adjusted for the quarantine. Also, teachers are still in the process of deciding what is the best strategy to make up his work two weeks back from quarantine. Overall, I am highly disappointed."

"I am not happy about DCPS's protocol to test only 10% of the student population for COVID. It feels like an attempt to minimize reports about the spread throughout our school system and forge ahead with in-person learning regardless of the severity."

"I am pleased overall with how my child's school is handling everything. I do miss being able to visit the school freely."

"I am so glad that my children can learn in-person this year. They are much more emotionally healthy and are learning better."

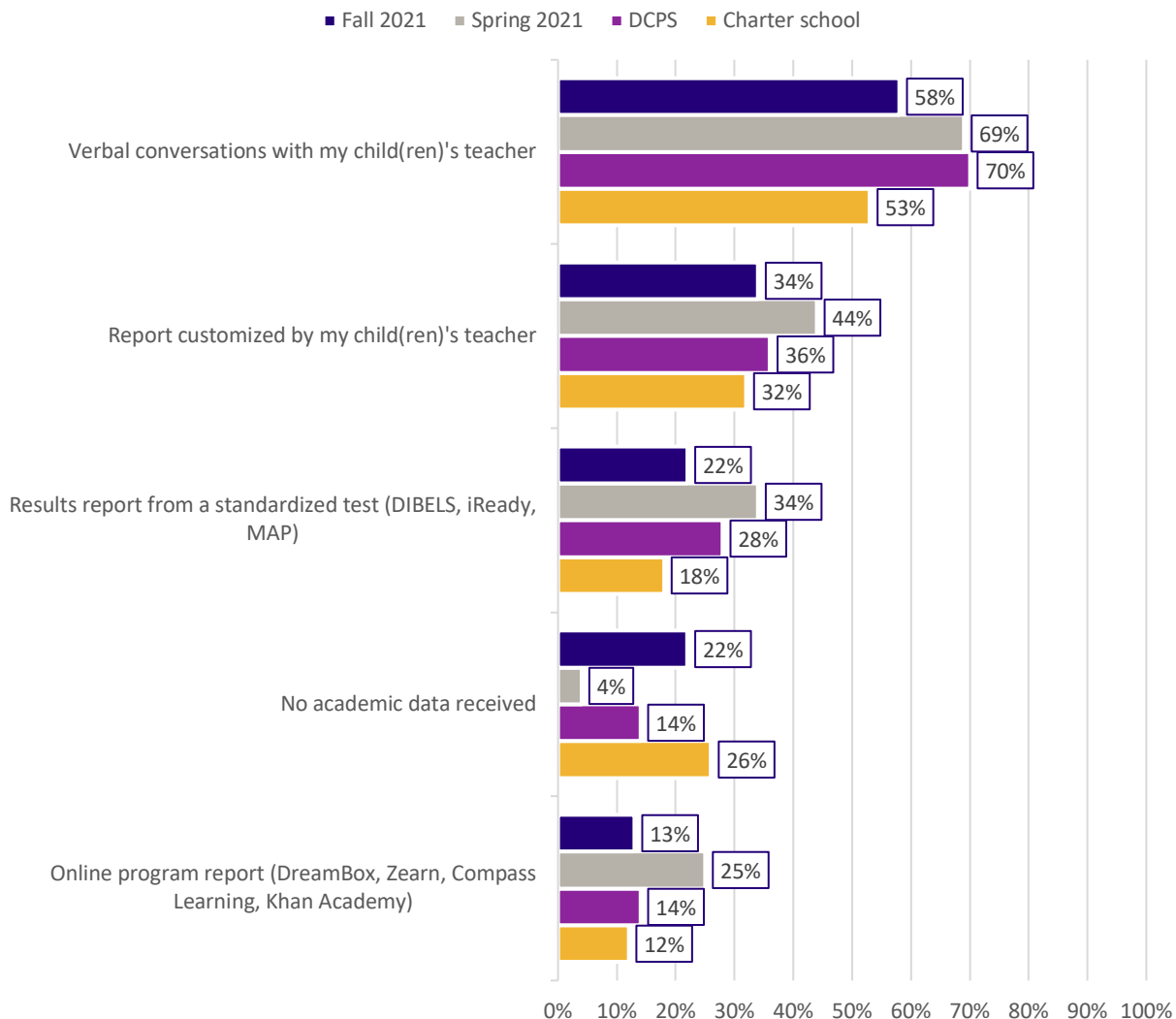
"From my understanding when my four kids started school each child would get tested regularly and this has not happened."

Academic progress reports

Two-thirds of parents (66%) are satisfied with the communication coming from their student(s)' teacher(s) with no significant differences in satisfaction across wards. When it comes to staying up to date with their child(ren)'s academic progress, parents most often receive this information through conversations with the teacher (58%), particularly at DCPS (70%, compared to 53% of charter schools). One-third (34%) receive customized reports from teachers and one in five (22%) receive results from standardized reports.

Parents reporting progress updates of all types plummeted significantly this Fall compared to Spring 2021. Five times as many parents now say they have not received any updates, compared to the number of parents saying the same last semester (22%, compared to 4%). This is particularly concerning since students were already back to school at least two months at the time of the survey – plenty of time for teachers to gauge students' progress, identify possible challenges, and communicate with parents.

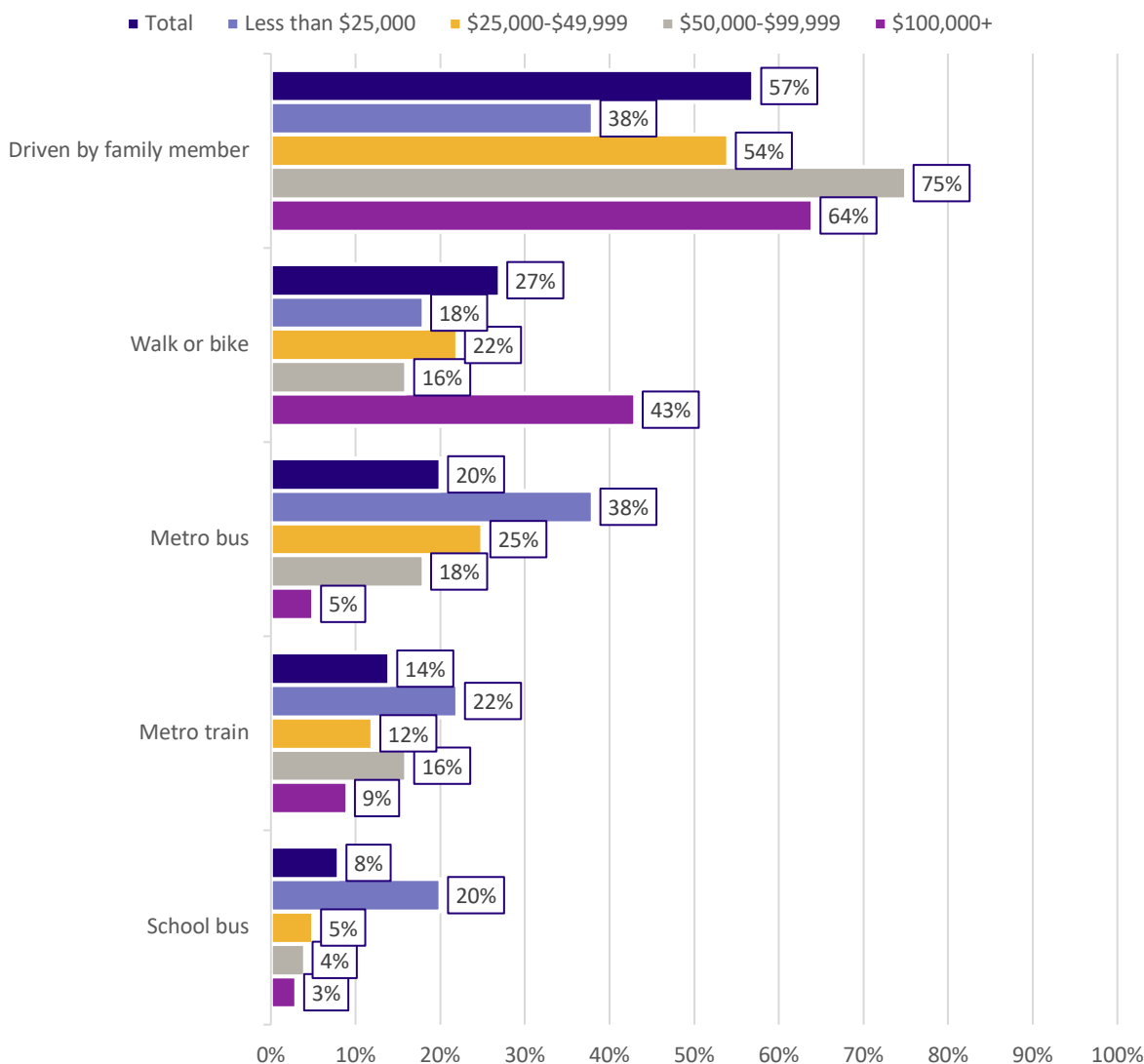
Methods of updating parents on academic progress (n=629)



Commuting to school

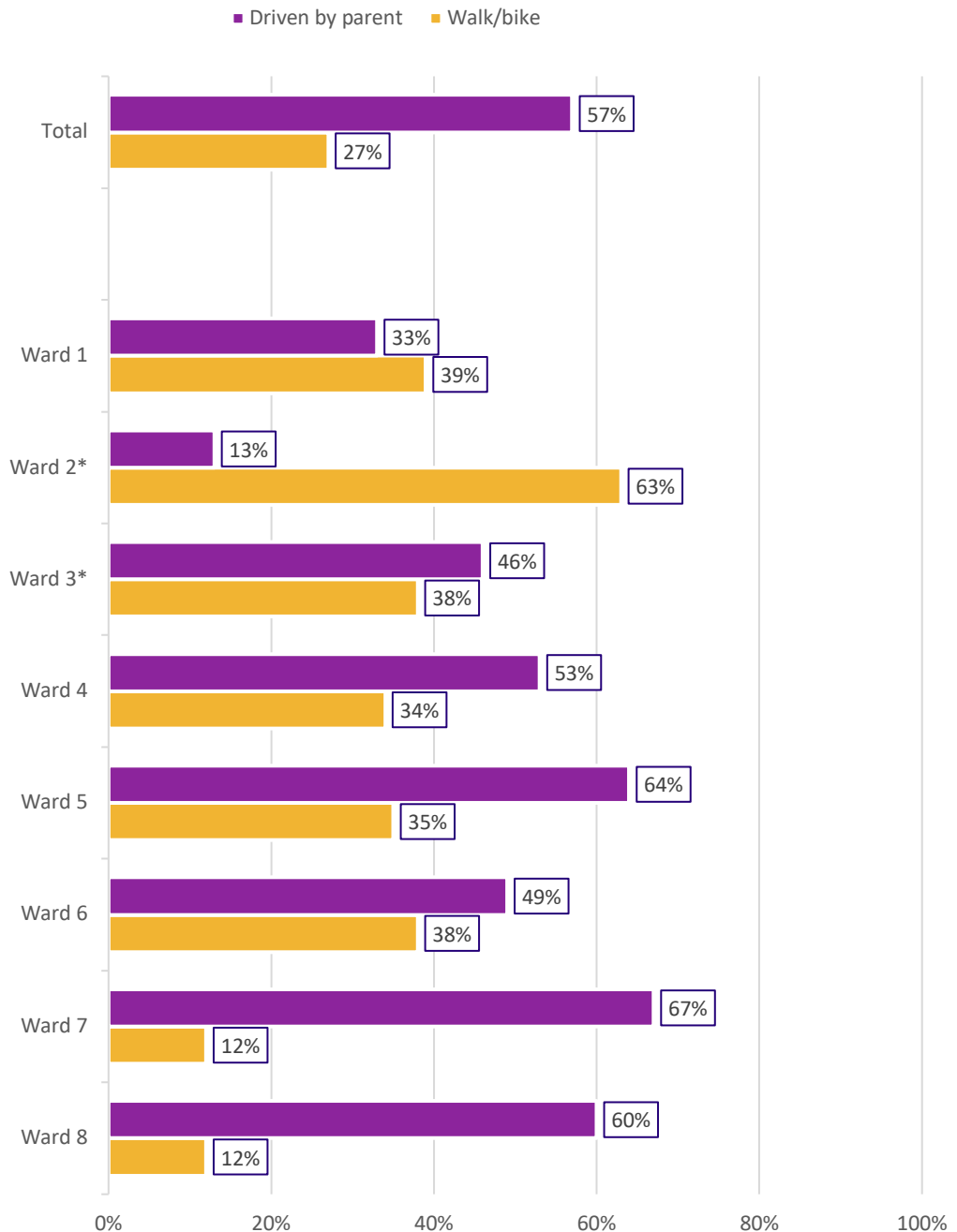
When getting to school, more than one-half (57%) of children are driven, one-third take the Metro (bus 20%; train 14%); and one-quarter (27%) walk or bike. Low-income families rely much more heavily on public transportation options and school buses than their higher-earning counterparts. For example, nearly two in five (38%) children in households earning less the \$25,000 annually and one-quarter (25%) in households earning \$25,000-\$49,999 ride the Metro bus, compared to only five percent in \$100,000+ households. By contrast, these higher-earning families are much more comfortable allowing their children to walk or bike to school than their lower-earning peers (43%, compared to 18%), likely because these parents are far more likely to escort their children to school than those from lower-income households (91%, compared to 67%).

Commuting to school by families' income (n=620)



This varies greatly by ward as those in Wards 7 and 8 are no less than half as likely than their peers to allow their children to walk or bike (12% and 12%, respectively). Instead, these households are much more likely to drive their children to school (67% and 60%, respectively), than parents living in all other Wards, especially Ward 1 and 6 (33% and 49%, respectively).

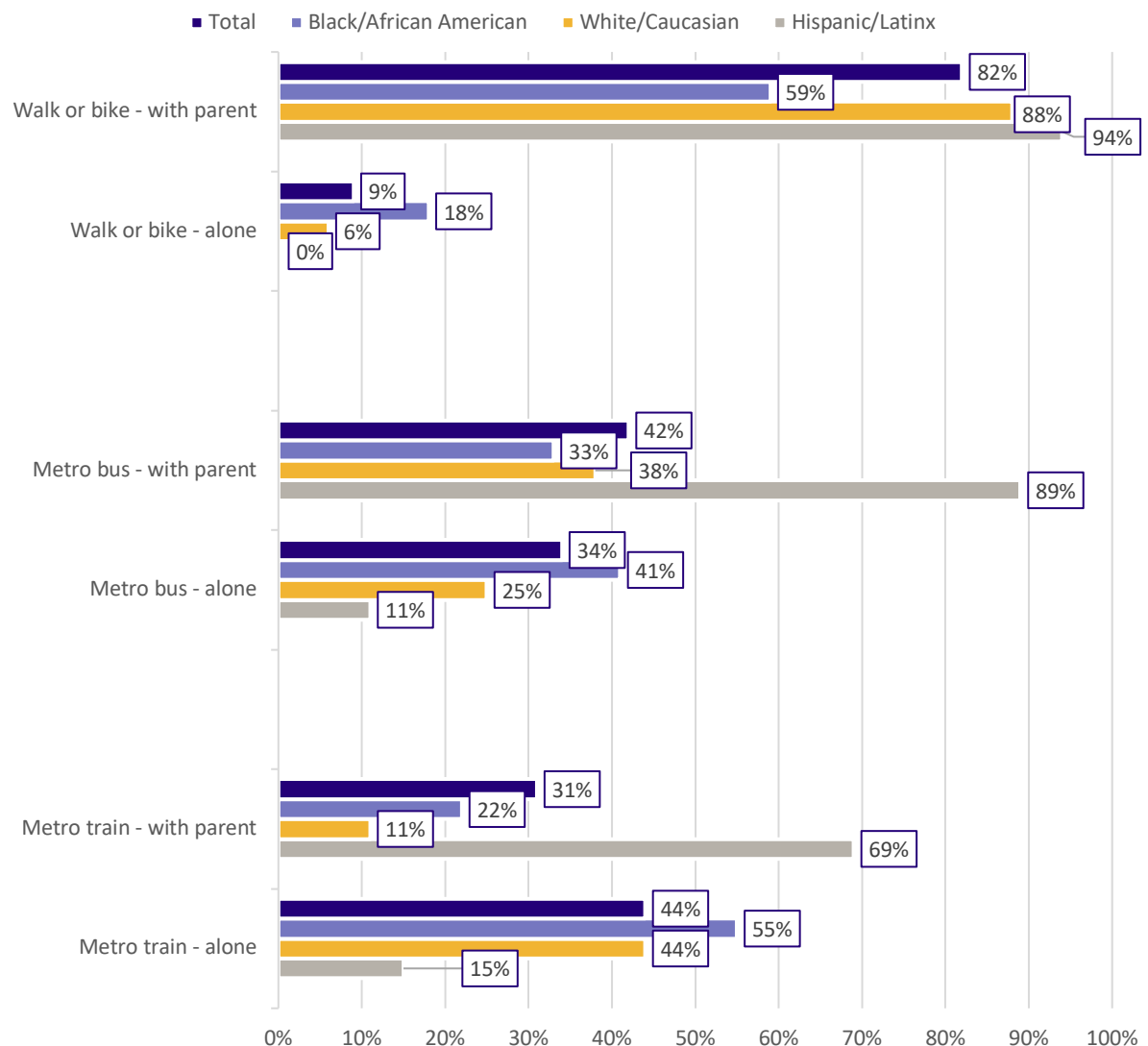
Commuting to school by ward (n=620)



* Sample sizes in these wards are not large enough to be projectable to or representative of the total population of parents.

For children taking the Metro train to school, two in five (44%) ride by themselves, though they are frequently accompanied by a parent (31%) or siblings or other children (24%). Similarly, if taking the Metro bus, parents often ride along (42%), or children ride by themselves (34%) or with a peer (19%). Black/African American children are much more likely than their peers to ride alone, regardless, if they are on the Metro bus (41%) or train (55%). At the same time, Hispanic/Latinx parents are nearly three times more likely to escort their child(ren) when using the Metro bus (89%, compared to 38% of White/Caucasian families and 33% of Black/African American families) or Metro trains (69%, compared to 11% of White/Caucasian families and 22% of Black/African American families).

Commuting to school with and without escort (n=620)

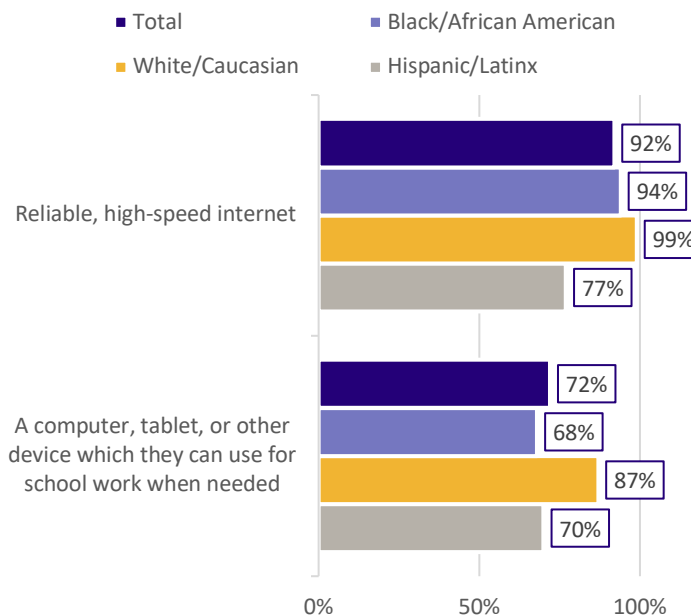


Access to technology

Most DC students have access to reliable, high-speed internet (92%), Hispanic/Latinx families are more likely than most to struggle with this as nearly one in five (18%) find it very challenging, compared to one in ten Black/African American families (10%) and zero percent of White/Caucasian families.

Similarly, seven in ten (73%) students have access to a device they can use for schoolwork when needed. However, roughly one in ten both Hispanic/Latinx students (13%) and Black/African American students (9%) struggle with this, compared to only two percent of White/Caucasian students. Unsurprisingly, securing access to both reliable, high-speed internet and dedicated devices to use for schoolwork vary inversely with income.

Home access to technology

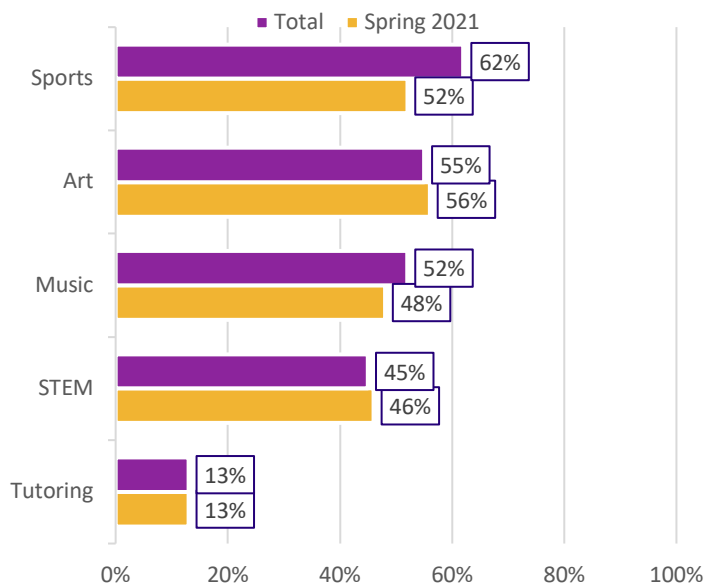


Out-of-School Time (OST) Programs

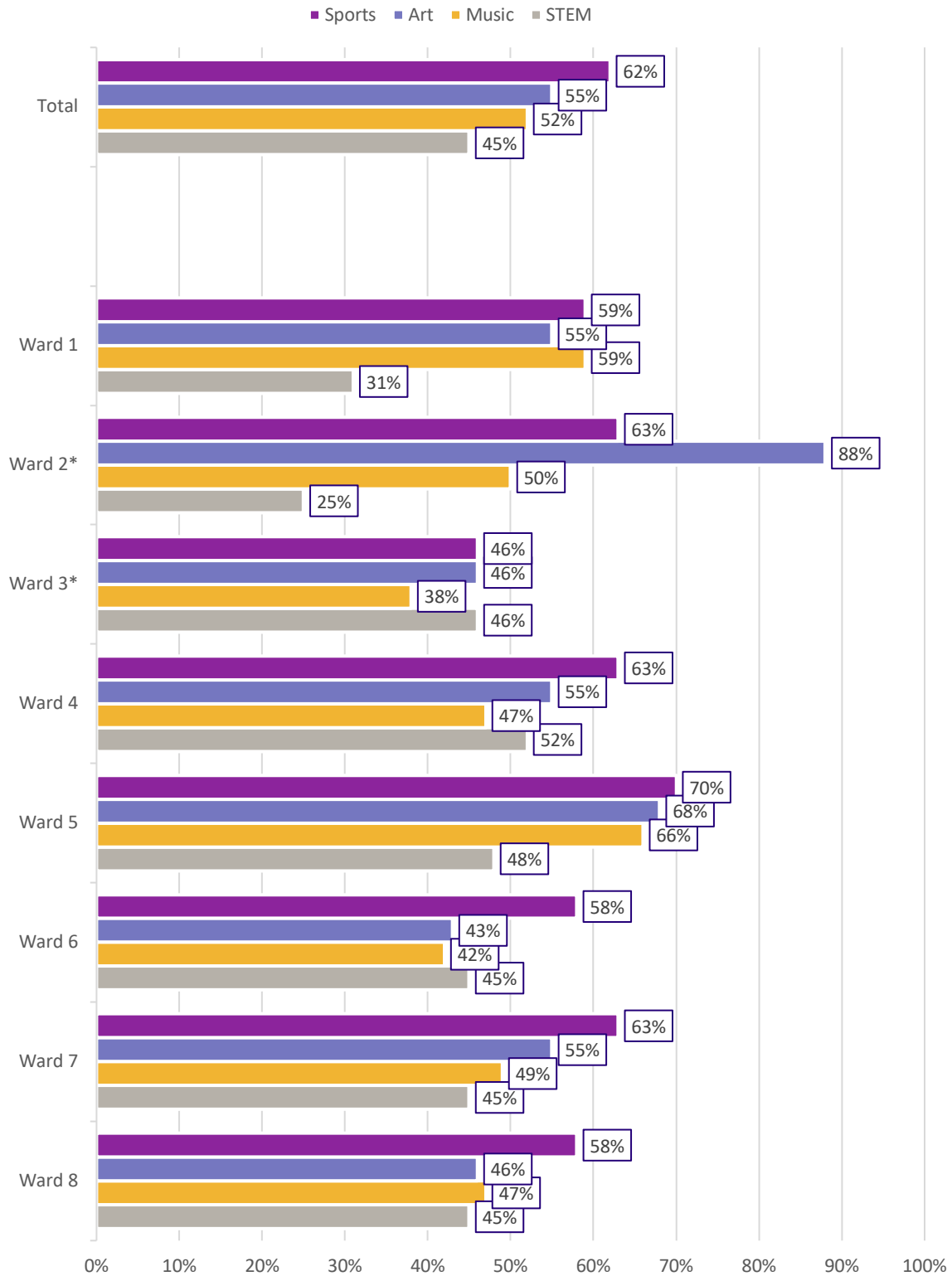
DC students are most interested in sports (62%), art (55%), music (52%), and STEM (Science, Technology, Engineering, Math) programming (45%). Likely because most COVID-19 restrictions have been lifted and in-person activities allowed, particularly sports, it is now more popular than it was in the Spring (62%, compared to 52%).

There are slight differences across wards, with students in Ward 4 being much more likely than others to be interested in sports (63%) and STEM (52%) and students in Ward 5 to being much more likely to be interested in sports (70%) and music (66%).

DC students' primary interests (n=624)



Interests of students by ward (n=620)

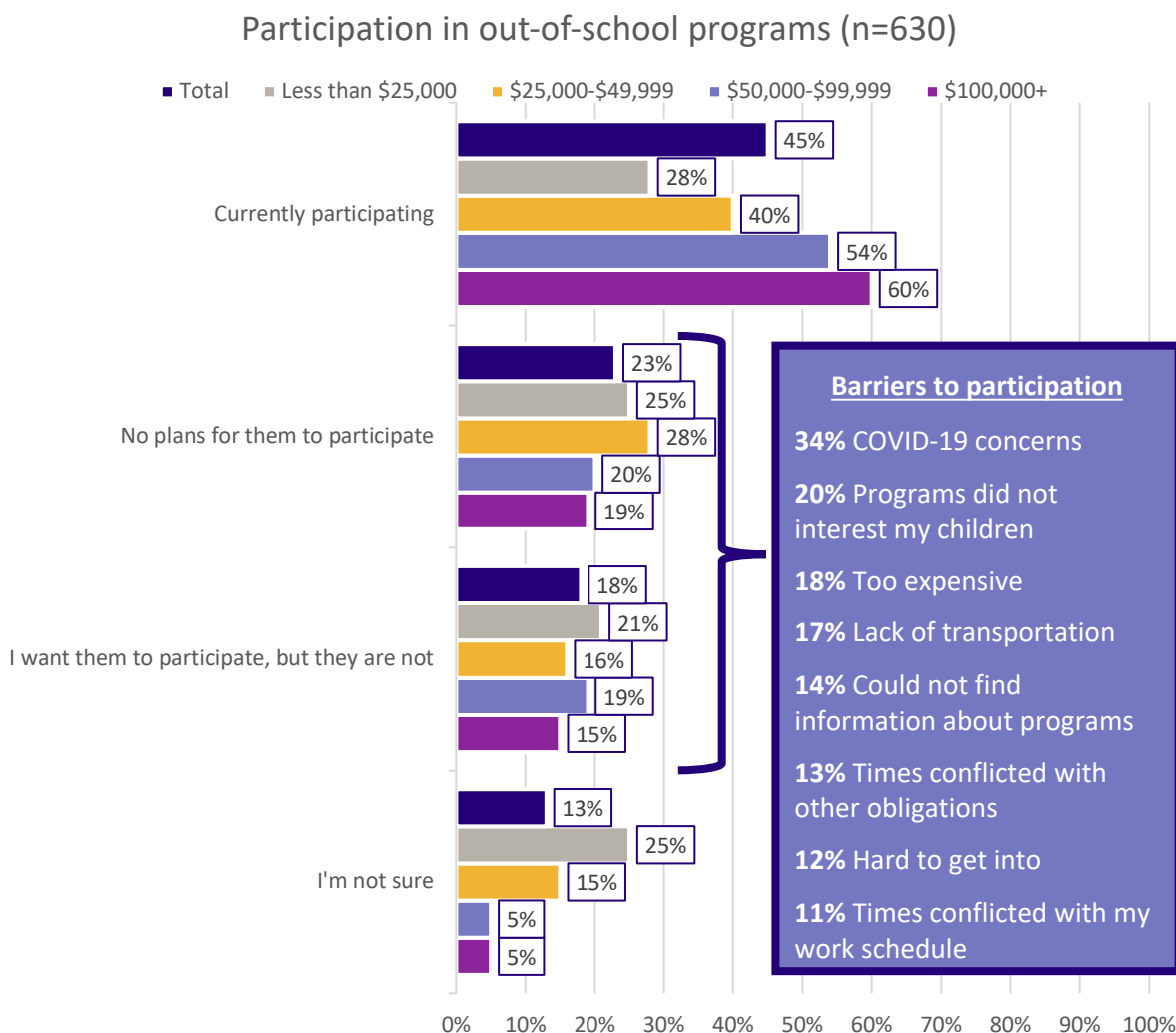


* Sample sizes in these wards are not large enough to be projectable to or representative of the total population of parents.

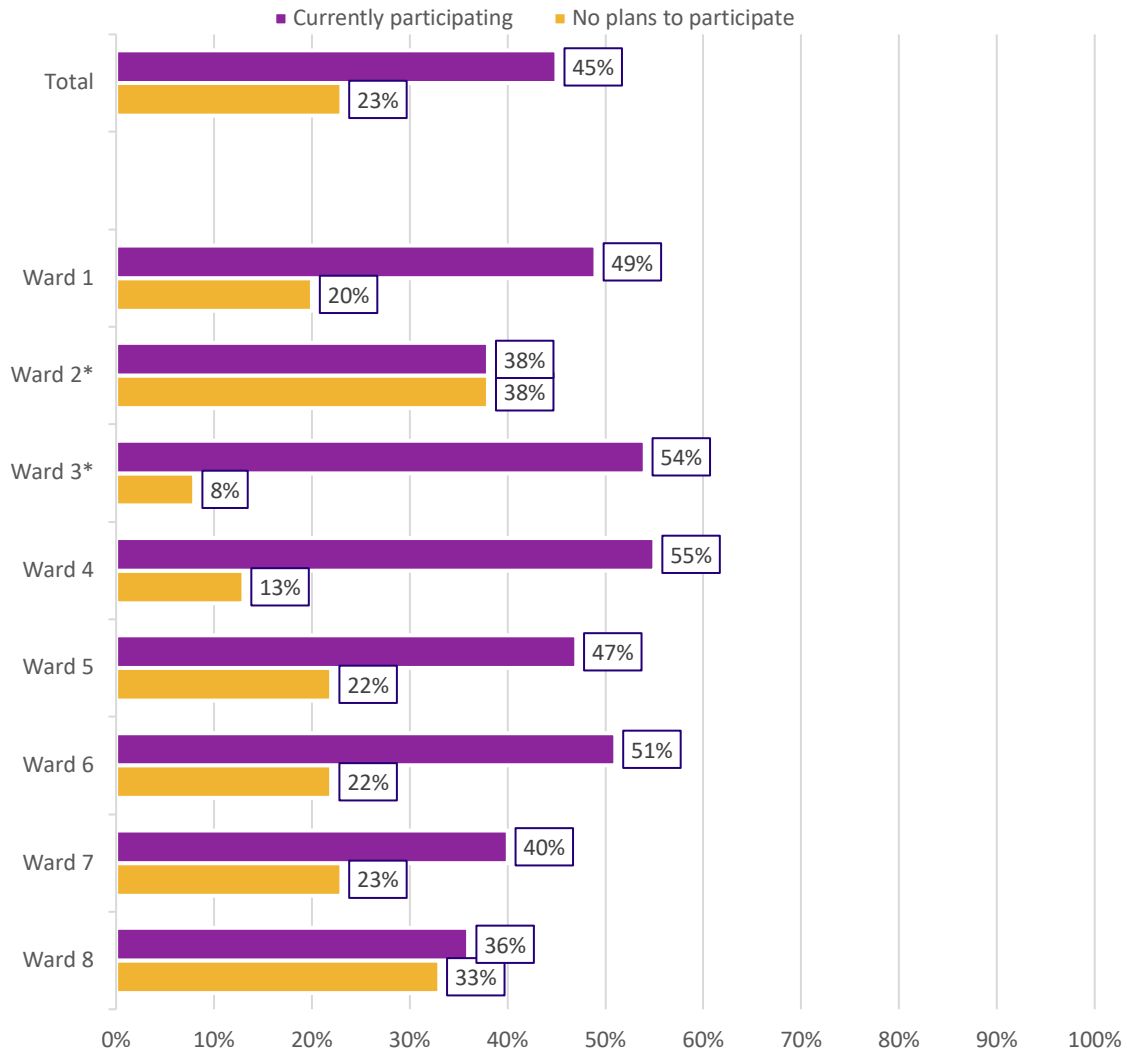
Almost one-half of DC students (45%) participate in out-of-school time programs, most often at school (69%), though this engagement is not the same across key demographics. Roughly three in five White/Caucasian students (58%) participate in these types of programs compared to only two in five Black/African American (41%) and Hispanic/Latinx (43%) students. Additionally, participation varies inversely with income, meaning those from low-income families are less likely than those in higher income families to participate at all (28% \$25,000 or less; 60% \$100,000). Concerningly, one-quarter (25%) of low-income parents do not know whether their kids are participating in out-of-school time programs, five times more than higher earning families (5%).

Students in Wards 4 and 6 are much more likely than their peers to be currently participating in any out-of-school time programs (55% and 51%, respectively). On the other hand, students in Wards 7 and 8 are significantly less likely to do the same (40% and 36%, respectively).

COVID-19 concerns around health and safety (34%) serve as the largest cited barrier to participation in out-of-school time programs this Fall, followed by lack of child(ren)s' interest in the programs (20%), and the expense associated with participation (18%), which was a particular barrier for Hispanic/Latinx families (32%).



Participation in out-of-school programs by ward (n=630)



*Sample sizes in these wards are not large enough to be projectable to or representative of the total population of parents.

Student safety and security

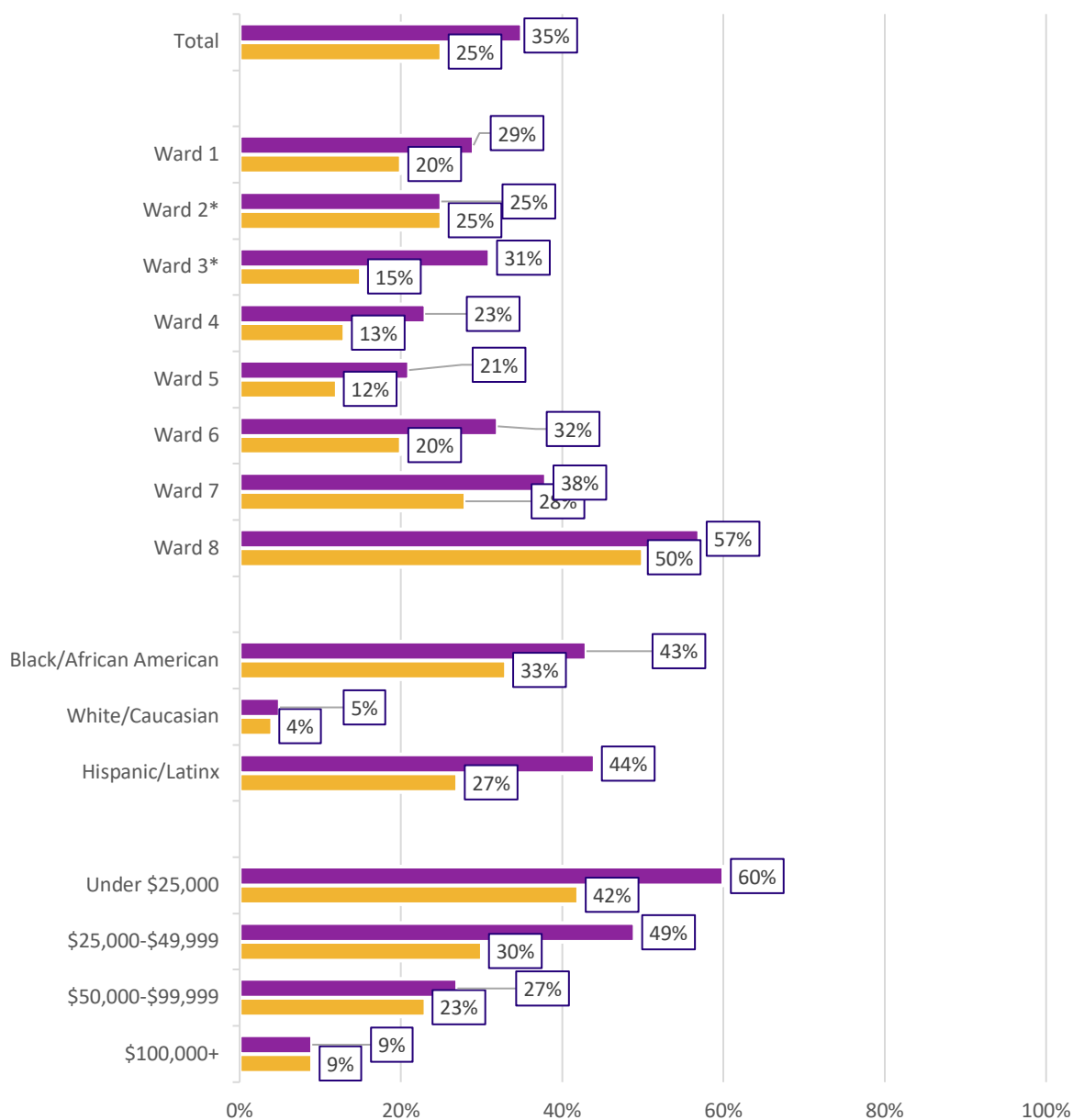
A notable number of DC parents are very concerned about their child’s physical safety (35%) and proximity to community violence (33%). This increases dramatically in Ward 8, among people of color, and in lower-income families.

A significant number of DC parents (35%) report being worried “all the time” about their child(ren)’s physical safety outside their home in their neighborhood. This falls to one in five in Ward 4 (23%) and 5 (21%) and skyrockets to nearly three in five (57%) in Ward 8. Low-income households – those making under \$25,000 (60%) or between \$25,000 and \$49,999 (49%) are also much more likely to say this than their higher-earning counterparts (27% \$50,000-\$99,999; 9% \$100,000) as are communities of color (44% Hispanic/Latinx; 43% Black/African American; 5% White/Caucasian).

Similar patterns are observed when it comes to concerns around community violence (35% very concerned, compared to 27% in Spring 2021). Black/African American households (42%) are more concerned about this than Hispanic/Latinx households (31%), though Hispanic/Latinx families are still roughly three times more challenged by this than White/Caucasian families (12%).

Parental concerns within the community

- Parents who are worried "all the time" about child(ren)'s physical safety outside their home in their neighborhood (n=630)
- Parents who find violence in their communities "very challenging" (n=630)



*Sample sizes in these wards are not large enough to be projectable to or representative of the total population of parents.

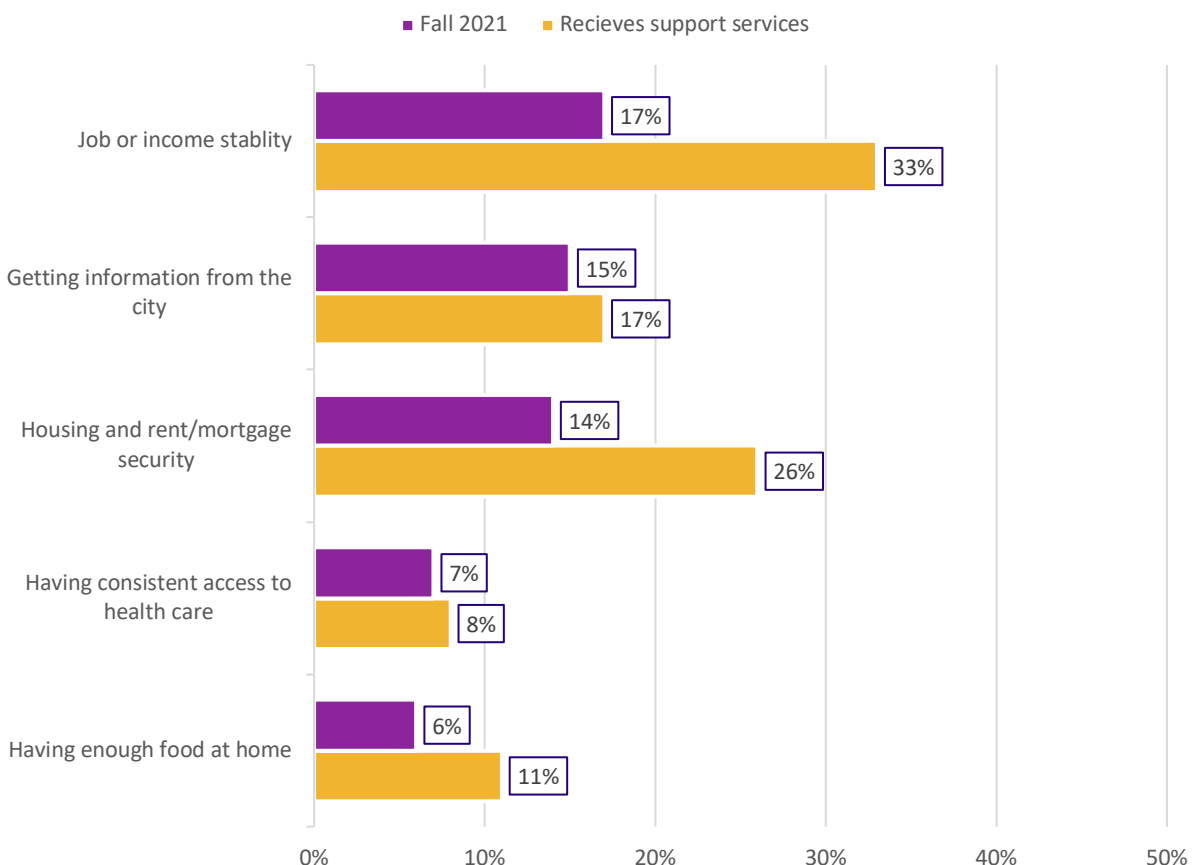
Thinking more broadly, one-half of DC families (51%) are very challenged by the state of racial inequality and injustice in America today, an increase from Spring (44%). Interestingly, while Black/African American families are most concerned (53%), White/Caucasian families report being more challenged by this than Hispanic/Latinx families (45%, compared to 37%).

Life in DC

Overall, DC parents report life becoming just a little more stable and a little easier since the Spring. While the shifts are not profound, they are going in the right direction: parents now feel it is slightly less challenging to get information from the city (15%, compared to 17%) and have enough food at home (6%, compared to 9%).

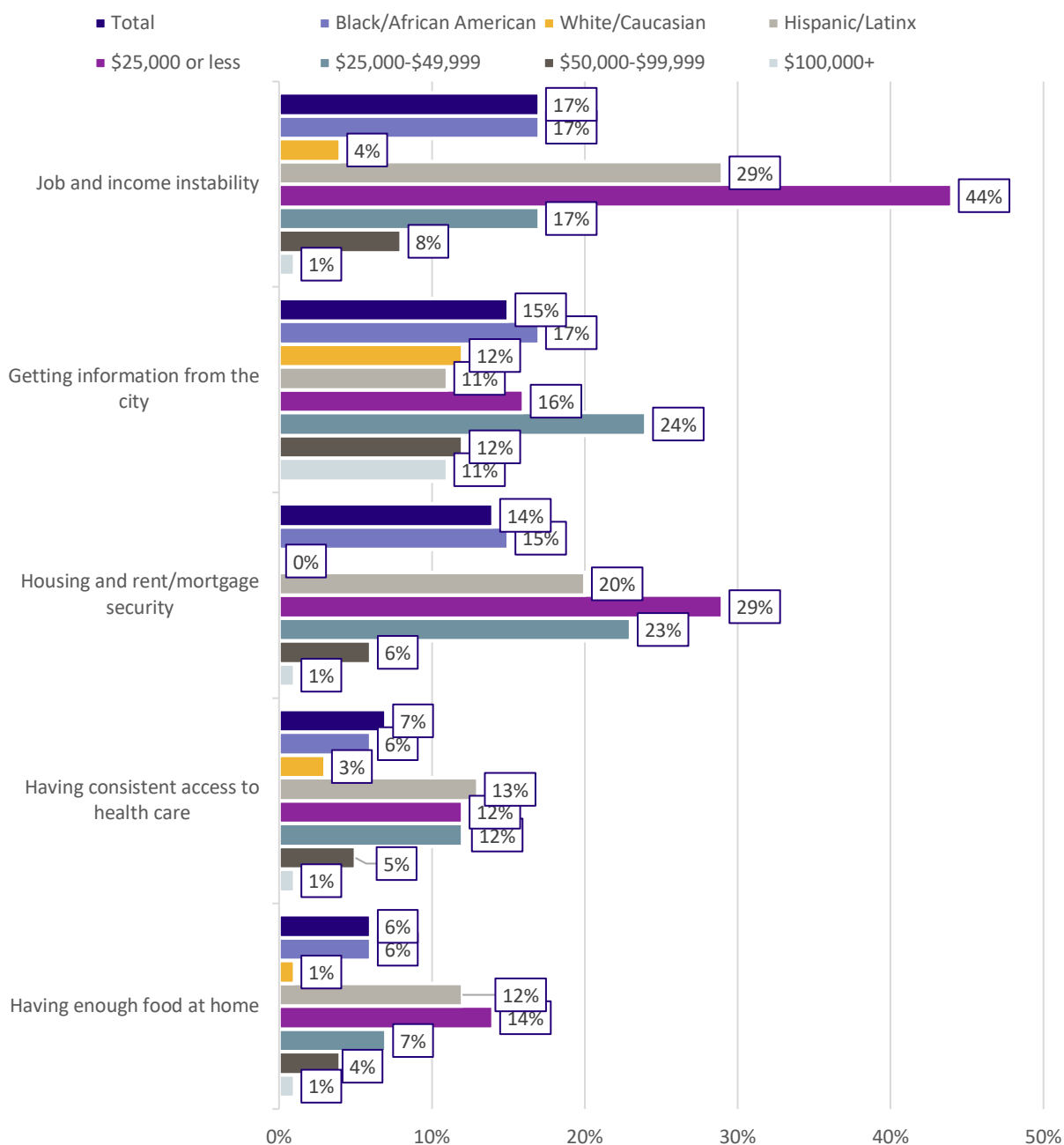
However, families receiving support services, like Medicaid, TANF, and SNAP, experience challenges with much greater intensity than most. To a much greater degree, this population is very challenged by job or income stability (33%) and housing and rent/mortgage security (26%), neither of which have improved since Spring 2021 (30% and 23%, respectively). Food insecurity is another challenge faced by families receiving support services far more than the average DC family (11%, compared to 6%), though concerns surrounding access to quality health care does not seem to be impacted by this (8%, compared to 7%).

Significantly challenging areas for DC parents (n=630)



Those Hispanic/Latinx families as well as those at the lowest income bracket (\$25,000 or less) are more challenged than most when it comes to meeting some basic needs. For example, these families are roughly twice as likely as Black/African American families or families, in general, to have job and income instability (44% \$25,000 or less; 29% Hispanic/Latinx, compared to 17% of all DC families) or food insecurity (14% \$25,000 or less; 12% Hispanic/Latinx, compared to 6% of all DC families). Housing and rent/mortgage security is a particular challenge for District residents earning less than \$50,000 annually (29% \$25,000 or less, 23% \$25,000-\$49,999).

Significantly challenging areas for DC parents by key demographics (n=630)



CONCLUSIONS AND RECOMMENDATIONS

1. Increase awareness of school-based mental health support, especially at the elementary and middle school levels – Overall, two in five parents (49%) know their child has access to mental health support at school and parents of high school students are much more likely to know this (56%) than parents of elementary aged students (47%). Students of all ages experience mental health challenges, like anxiety and depression. A recent study conducted by the Center for Disease Control (CDC) found at least one in six and as many as **2**. one in three students displayed enough signs and symptoms to be diagnosed with a childhood mental disorder, with this being more likely among boys, Black/African Americans, and students whose families receive support services, like TANF and SNAP.²

It is important for schools to ensure parents are aware of the valuable resources that schools have to offer, as good mental health is not merely the absence of mental illness. Mental health includes wellness promotion, social emotional and behavioral health, and healthy coping strategies.³ Furthermore, many schools have available resources for parents to help them better support their child's mental health as well as their own. Commonly, parents with students who have IEPs or 504 plans are more likely to be aware of these services than students without, but parents shouldn't have to be plugged into the school's special education services system in order to know about available help.

There are many opportunities throughout the school year where teachers and school administrators can and should make parents aware these resources are at their child's school. Be it as part of the back-to-school orientation, parent-teacher conferences, PTA meetings, emails, and many other available touchpoints; messaging about school-based mental health services should always be included in communications to parents.

2. Provide strategic and relevant COVID-19 vaccinations information to school communities – At the time of this survey, one in six (16%) eligible DC students were not vaccinated, which rises to one in four in Black/African American (24%) and support service-receiving (23%) families. Setting aside but certainly not ignoring cultural and historical contexts⁴, barriers to getting their child vaccinated may stem from logistical challenges, like non-flexible work hours to get the vaccine or to spend at home with their child tending to potential side effects. Schools should make parents aware the DC government just passed the [COVID Vaccination Leave Emergency Amendment Act of 2021](#) which grants paid sick leave to parents taking time to both get the vaccine for their child(ren) as well as care for them should there be adverse side effect(s).

Schools can be a valuable resource to families considering vaccination. Sending communication about vaccination sites which are open outside of typical work hours or even hosting a vaccine night at the school may

² Danielson, M. L., Bitsko, R. H., Holbrook, J. R., Charania, S. N., Claussen, A. H., PhD; McKeown, R. E., Cuffe, S. P., Owens, J. S., Evans, S. W., Kubicek, L., & Flory, K. (2020). [Community-based prevalence of externalizing and internalizing disorders among school-aged children and adolescents in four geographically dispersed school districts in the United States](#). *Child Psychiatry & Human Development*. Published online July 31, 2020.

³ National Association of School Psychologists. (2021). [Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists](#) [handout]. Author.

⁴ Kum, Dezimey. "Why Black Americans Distrust the New Covid-19 Vaccines." *Time*, Time, 28 Dec. 2020.

encourage families to set aside their fears as two in five say they would be comfortable with getting their child vaccinated at a site set up outside (41%) or at (39%) a school.

Of parents who decided to get their children vaccinated, three in five (62%) report relying on their own reading and research. With an overwhelming amount of unreliable and non-credible information floating around about the COVID-19 vaccine, anything schools can do to provide accurate information and messaging authored by trusted sources could be impactful. Extensive research has been done on both the messages and messengers which appeal to specific audiences. Appendix B on page 62 contains information on successful communication strategies to reach specific populations.

3. Improve communications about COVID-19 and quarantine protocols – Parents in Wards 7 and 8 are less satisfied than others with the health and safety protocols implemented to keep their children safe. This is likely because few feel they've received clear communications regarding quarantine protocols.

Similarly, when students are quarantined, their education is affected in different ways, largely depending on the type of school attended. When quarantined due to a COVID-19 exposure, the education of two in five DCPS students (42%) pauses, while this is only true for one in five (19%) public charter students. Similarly, a majority of public charter students (55%) continue to receive virtual instruction from a teacher, while only one-third (36%) of DCPS students can say the same. Students' abilities to continue their education and not fall behind their classmates should not be predicated on the

type of school they attend – if one type can figure out a successful model, others should learn from it.

4. Parents need to be more informed about their child's academic status – At the time of the survey, one in five (22%) DC parents had not received any information regarding their student(s)' academic performance. Yet, numerous studies show when parents are involved in their student's education, students are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills and behavior, promoted onto the next grade, and graduate.⁵ Whether it is through high-touch methods like parent-teacher conferences or more passive channels like updating online portals with student performance which parents can log into and view, it is important for teachers to make parents aware of their student(s) academic progress throughout the school year, not just when problems arise.

5. Further explore satisfaction with students' method of commuting to school – Importantly, this study finds DC students are most often driven to school by a parent, though income, location, and race/ethnicity impact this greatly. For example, nearly one in five (18%) Black/African American students walk or bike to school alone while a significant number of Hispanic/Latinx parents accompany their students on the Metro bus (89%) or train (69%). Students in Wards 7 and 8 are most likely to be driven to school by a parent, though this is much less likely among lower-income families.

Parent availability, proximity to a bus, metro line, or one's school, neighborhood safety, availability and accessibility of sidewalks and

⁵ Henderson, Anne T., and Karen L. Mapp. National Center for Family and Community Connections with Schools, 2002, [A New](#)

[Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement](#). Accessed 16 Nov. 2021.

bike paths, and many other factors likely contribute to a family's decision on how their student(s) will get to school. Further research should explore the satisfaction parents have with this chosen method. For example, are families happy with their child(ren) taking public transportation to school or do they have another preferred method? Do parents who let their child(ren) bike or walk to school unaccompanied feel comfortable with this or is the decision out of their hands due to a lack of other options? How do these preferences align with the District's Sage Passage initiatives?⁶ In order to make informed conclusions and strategic recommendations regarding how to improve commuting conditions, parental satisfaction and/or concerns with their current options must first be explored.

6. Schools should align available out-of-school time programs with student interests –

While sports programs are most popular throughout the District, there are slight differences across wards when it comes to students' interests. For example, students in Ward 4 are much more likely than others to be interested in STEM (52%) and students in Ward 5 are much more likely to be interested in music (66%) than those in other wards. If schools are unable to develop programming that reflects the interests of their students, accommodations should be made for students to participate elsewhere, be it through providing transportation to a site offering the desired

program, remote engagement, or another creative option. Furthermore, participation among lower-income students is much less than their peers from higher-earning families. A student's passion should not be stifled because of their family's financial situation nor because their interests are not supported at their given school. In cooperation with community organizations and programs, more could be done at both a school and system level to make sure every student has access to an out of school program.

7. Better promote resources providing employment stability and housing/rent/mortgage security –

While most in DC now know how to access health care and food supplies, this likely was not always the case. Over the years, organizations have learned effective ways to communicate support to communities in need. Some District parents, particularly those in the Hispanic/Latinx community, could greatly benefit from learning about employment programs, like the District's [Workforce Investment Council](#), Thrive DC's [Employment Support and Real Opportunity Training Program](#), the Young Women's Project [Employment-Resources Vocational Training](#), and many others. Furthermore, the DC government has a number of housing and rent-related aid programs, like the [Emergency Rent Assistance Program](#), not to mention the myriad of non-profit organizations willing to help.

⁶ "Safe Passage." [DC.gov](#).

APPENDIX A

Verbatim responses

Please use this space to share any other thoughts and challenges regarding your family's experience when returning to school this year.
A sido una experiencia muy buena ya que están muy organizados y han tomado las debidas precauciones
As a new family to the school we are sent our young child into a building we had no opportunity to see for ourselves. Understanding COVID protocols. There is still an unsettling feeling of not knowing where my child is in the building.
Because of COVID protocols, I cannot enter the school building. Would usually drop in to see -without a scripted visit- to see how my kids are interacting with other and to keep them on alert.
Before and after pick up time is chaos
Behavior Health services for children
Both my daughter and I experienced anxiety the beginning of school. There was no concrete proof from what we both saw of the social distancing being implemented. It wasn't through any fault of the staff as these are high school students. Children are defiant and fail to follow parents rules at times when they are alone. Glad my daughter felt the need to keep herself safe by complying with measures to keep herself safe.
Both schools have made tremendous efforts. However the school staff and teachers are overwhelmed and it's been difficult to cover all the bases and take care of so much with limited resources.
Bueno con temor porque esta pandemia no termina y el miedo a qué mi hija se contagie,
Challenge is not being able to go in to see the class or walk my child into the school.
Child care when one kid is sick and the other is still going to school.
Children had felt afraid
Completely dissatisfied with the return to in person school!
Concerned about lack of regular and random covid testing for staff and students but thank God no outbreaks so far
could be better... especially as it relates to communication and covid protocols and procedures
Covid is my main concern..not enough social distance
Crecimiento academico y apoyo socioemocional.
Cuando uno esta en cuarentena Al otro le Toca ir eso es dificil para los Padres.
Daughter started a new school. Challenges include being new kid in the class, and integrating into established social dynamic in class. New school is light years ahead of previous school (DCPS) in terms of communication, community building, support to families in need, and COVID protocols, so we are very happy.
Disability services is complex and inaccessible for my student.
El desafío mío es poder comprar los uniformes
EL Haynes has done a phenomenal job of helping my child feel welcome amidst all of this chaos!
Es imposible comunicarse con los maestros
Even with the challenges of starting school within a pandemic, my children's school has really shown that they can handle the steady changes that are occurring.
Everyone seems so overwhelmed. I don't want to bother teachers and know they are stressed
Everything has been ok so far. A lot of children have been diagnosed with COVID-19 at the school this year.
Exposure to COVID-19 because I am a senior.
Feliz porque mis hijos regresaron ala escuela
From my understanding when my four kids started school each child would get tested regularly and this has not happened.

Go, Safe Passage Expansion Act.
Gracias por este espacio. En la entrada de la escuela ya no toman la temperatura. Solo aplican hand sanitizer. Desde q comenzó la escuela, todas las semanas hay caso de covid positivo en niños de 5to y 6to grado. En los salones hay 29 niños y aunque usan tapabocas siempre hay casos. Estoy contenta de q hayan comenzado las clases presenciales, pero siento q bajaron los standards de seguridad para la pandemia.
Grateful for the teachers and administrators for their dedication.
Great
great to have kids socialize with classmates again
Hola si me gustaría que mi hija viajara en el bus de la Escuela porque le queda retirado
Honestly I have no concerns or complaints my family are glad to give my child some since of normalcy and social engagement, my child is an only child and it was quite difficult for her to be home during the quarantine.
I am concerned that children do receive instruction in cursive writing.
I am exhausted as an educator but very impressed with the fact school was able to reopen. My kids needed in-person full-time instruction! Virtual learning just didn't yield the outcomes I would have hope for them, and there teachers were excellent
I am not happy about DCPS's protocol to test only 10% of the student population for COVID. It feels like an attempt to minimize reports about the spread throughout our school system and forge ahead with in-person learning regardless of the severity.
I am pleased overall with how my child's school is handling everything. I do miss being able to visit the school freely.
I am so glad that my children can learn in-person this year. They are much more emotionally healthy and are learning better.
I am the most concerned about covid protocols and I wish there was more testing and more outdoor classes. Additionally, I wish there was some acceleration or differentiation for my child. She is complaining every day to me that she doesn't learn anything new.
I am very happy that we continued to homeschool because the supports at school before COVID weren't sufficient so I can only imagine the difficulty in ensuring children's safety and mental health now.
I believe that the parents are still isolated from each other partially due to lack of time to mingle within the school building.
I do not agree with the lack of online school support for kids who need to quarantine when schools determine the contagious occurred out of school facilities (it is not clear at all how they can be precise and know where a child got the virus but if a kid get COVID or need to quarantine no matter where he/she got it must not be punish without support in his education). Due the effects of COVID and the importance of quarantine to help to reduce the risk of contagious I think DCPS school should provide all kind of support for the students that are in quarantine in order to help kids to learn and get the level of education they need for this year. In order to make simple and effective, the procedures to come back to school after quarantine, it is important to improve the communication vías, I think specific school staff should be in charge of receive the test and documentation request. Providing this information to parents and guardians it make easy and more effective.
I do not feel comfortable with my child returning to school during COVID-19. Several students have contracted COVID-19 in the school which definitely put me on edge. I still believe we should have had the option of virtual learning.
I feel extraordinary gratitude for school leaders, educators, and other adults in the school community who are making in-person school - and all the related and enhanced COVID mitigation protocol - happen.
I feel like I'm between a rock and a hard place. I believe in the public schools in theory but I also feel like they've been forgotten. I also feel very disenchanted with our charter school. It feels like it's phoning it in.
I feel that they were not as prepared as they should have been.
I feel there were somethings that should have been in place before school started. Every child and staff should have been tested before school started(my child was quarantined the second week of school). Drop and pickups no social distance. Communication has been good. Visual classes and meetings have been productive.

I have different experiences with the charter school than with DCPS which led to me being somewhat satisfied. Charter school gets a 1, DCPS gets a 4/5
I have not been inside the school. I don't know what my kid does all day. When I ask her, it seems that they don't do much.
I have observed an absence of Covid Protocol at my child's school. I received a call from a teacher who was not aware of my son's positive Covid diagnosis, two weeks after the fact. His attendance has also not been adjusted for the quarantine. Also, teachers are still in the process of deciding what is the best strategy to make up his work two weeks back from quarantine. They longer have laptops to lend since they were all distributed during his quarantine. Overall, I am highly disappointed.
I just feel we need a better system for quarantine situations that includes, other at home siblings
I love my daughter school.
I love the Montessori experience.
I need better communication between teachers and parents.
I need OSSE to provide before care.
I realize that federal covid responses have not been consistent, but DC should have worked to ensure all schools were equipped with updated ventilation systems and/or HEPA filters for each classroom. Being a young family in the time of COVID is miserable and any effort to lift this misery would be appreciated.
I really appreciate the work our school is doing with masking and testing. Extra masks at school, helping collect spit samples...I am so grateful!
I received a call from a teacher and I had the parent to return the call only to find out the teacher had called the wrong parent.
I still think kids are too close on the school bus. They let him get on the bus without a mask on , the school had to give him one before he came in the building.
I think classroom style learning should be only 3 days each week. Students need more field trips and outdoor education.
I think the kids are being taught using extra computer time due the pandemic. Not a lot of teacher to student interaction based on my questioning.
I think the school should really have parents filling out that paper asking children about covid symptoms before they arrive on school grounds because if they are feeling symptoms they could possibly expose the other kids.
I wanted inhome learning g. They said take child to hospital. It has to be a reason. I'm thinking bout letting her stay home on Mon an fridays. Its so unfair
I was a little hesitant to send my kids back to school.
I was really nervous but it has been really great. My child is happy! The teachers are fantastic and my kid is so excited to be with friends.
I was scared because of COVID 19
I was shocked to find out that children could not get into their neighborhood school, they had to join a lottery and out siders get the slots.
I will follow up with a power point.
I will never not for one day put my kids in front of a computer and call it school again. Educational technology and virtual school is harmful.
I wish safety to all the students and faculty because I cant afford to stay home due to I must work to support us. Saying this please to say I do my very best to keep us safe and wish the same from the school and to challenge my child more with his work so he can learn more.
I wish there was before or after care.
I would like better protocols and outreach to parents and more verbal communication with teachers and higher staff
I would like to see a greater daily application of homework, review, reference material and emphasis on note taking, in preparation for testing.

I'd prefer virtual learning at this time because my children are not old enough to be vaccinated and my oldest sons school has had too many positive COVID cases this year. I also don't feel safe traveling with my children on public transportation due to COVID. My youngest son catches the school bus and my oldest son gets dropped off and picked up by myself or my husband, everyday.
I'm beyond happy that we're focusing on in person education. It's made a huge difference in my children's development and our family's overall mental health.
I'm disappointed that "Covid" continues to take the blame for everything. For instance, I asked my child's teacher for a vocabulary list so we could reinforce Mandarin at home, but I was told they're not doing academic work, and because of Covid, they're just playing and doing social skill development for the first six weeks of school. They've read nonsensical books like "The Book with No Pictures" that includes butt jokes. She's also learned a lot of potty humor from her classmates in a short amount of time. I'm not sure what standards they've been addressing with these activities!! I asked my child what they were doing in PE, one of the first activities they were doing was "cross country". The curriculum is clearly disorganized and fragmented - there isn't any horizontal alignment! They should be doing cooperative games in PE for the first six weeks of school to build SEL skills, in order to use their classroom time more effectively. Additionally, there doesn't appear to be any differentiation taking place in the classroom. I sent my child to Kindergarten knowing base ten, counting up to 1, 000, doing basic addition and subtraction and reading chapter books meant for grade 3 students and she is stuck practicing letter sounds with her classmates. She is not being appropriately challenged. On top of that, my child has complained that she sits too much throughout the day and the school isn't allowing field trips this year, due to Covid, so I fear my child's natural wonder, curiosity and love for learning is getting crushed by this environment, which is supposedly one of the best in DC(?!). I am also really upset because my child loves science and wants to be a scientist when she's an adult, and they haven't been studying any science!! I have been hesitant to share my feedback because I don't want to be labeled "that parent" so early on in the year, but I'm very frustrated. In summary, I think it's inappropriate to explain away poor teaching skills and practices by using Covid as the excuse and if this is happening at Yu Ying, I'm almost certain it is happening elsewhere.
I'm just disheartening regarding the covid-19 dilemma and worry about my children
I'm not sure how DCPS responds when a class has a case of Covid . Because how some kids quarantine in the other ones done and they are in close contact with their student..
I'm really concerned my kindergartners are not getting to move around as much as they need to because of COVID precautions.
I'd like more information on tablet use and why it's used. There seems to be more done on video is unclear (i.e watch someone reading a book on video instead of the librarian reading it).
I'm not to comfortable with my child doing in person her school has been having positive results for covid
Im ready for full on on-site involvement
In regards to the day my children were home from school because of a possible COVIDexposure. It seems like the school was not prepared with instruction. Since then things have changed.
Inconsistencies with the school bus, OST not available for nonpublic students, family engagement less than ideal (esp from DCPS to nonpublic schools)
Inconsistent policies, untimely communication in a lot of instances
Individual DCPS teachers and schools are working very hard. DCPS administration has dreadful communication and is more interested in keeping kids in buildings than ensuring safety. We need meaningful Covid19 testing and a vaccination mandate for all eligible students.
It definitely seems like schools vary greatly in their Covid protocols. In addition, it is hard to get letters from school that someone has tested positive in the school without knowing if there is any chance my child could have been affected; I'd at least like to know grade level. Another issue because of Covid is the inability to drop kids off in morning n pick up in evening and seeing teacher to have daily touch points. Particularly this is hard seeing my second child go through and not getting daily 30 second update on how she did that day-it was always reassuring pre-Covid. Finally, for those really young kids in PreK3 and PreK4, I think it would be helpful for teachers to have access to clear masks so kids could see facial expression.

It has been challenging especially for my special Ed child. She has had her schedule changed 4 times in the 6/7 weeks of school. She is also adjusting to high school schedule and expectations. Between those changes, commuting, adjusting to being around people, masking all day inside and outside the building, she comes home spent and unable to complete homework.
It has been challenging not being able to enter the school building as a parent, but the school has set up an excellent system for getting children into and out of the school building.
It has been wonderful. Outside lunches, etc.. I think the fact that our building is new has helped. I think that is what all the schools need- updated, excellent facilities.
It seems like the school is overwhelmed- so many behavior issues, kids in a variety of places academically, teachers quitting, first year teachers facing these challenging situations, and not enough support staff. They are managing COVID well but not much else, to be honest.
It was good and bad. But my kids are enjoying their return to school, I can't complain.
It was necessary for one of my children to return to in-person learning. Last year and the months that schools went to virtual learning shut my child down. They were not able to focus and learn what was required of them, as a result needed to re-take their senior year. The younger child did fine but I don't feel that they did their best, they admittedly did what was need to pass with an okay grade. Not sure if either child is back up to grade level - I'm assuming that they are.
It's been a bit impersonal to just drop my child off outside of the school and not see his teachers regularly, however I understand the reasons behind it.
It's has been challenging to support my student academically due to a lack of information and homework. My child is in the 8th and doesn't have a math book to bring home. This is unexceptionable!
Just a really difficult time
Just concerned about face masks and the fact that younger children are more apt to take them off. We are able to watch video of my grandchild who is in daycare, so we can see that thy are wearing a mask daily. But the older kids wer'e not so sure.
Just had an assessment this week, the first formal one this school year (outside of what the teacher does). Last year a formal report was sent.
Just happy to have school to go back to.my kids are so much better for it .
Just moving to the area we have had problems with housing and resources other than a shelter We have an ESA.
Kids ride free card does not work for parents who are dropping off. Can parents ride free too to school?
La mala horganizacion al momento de entrega y salida de la escuela
La verdad me gusta como están haciendo las cosas a cerca de cuidado en la escuela la manera en que están cuidando los niños a cerca del COVID
Lack of lunch choices with eating in the classroom
Las escuelas de DCPS necesitan mejor relación con los padres de familia. Nuestros niños llegan para ser burlados y expuestos a mal tratos sin supervisión.
Last year was very focused on 'the kids furthest from opportunity' and so my child was offered only online courses for a year and a half because our school designated us as a privileged family. An all or nothing approach to support equality is not necessarily healthy for the community.
Lo más figura no poder entrar a la escuela.
Making sure he sanitized his hands and kept his mouth and nose covered and social distanced
Me gustaría mas trasporte solo para estudiantes
Mental health is imperative for my child's success. I provide mental support to my child at home but it would be great if I could partner with the school to ensure additional support.
Mi experiencia es un poquito preocupante porque temo mi hijo se me enferme pero mi hijo rinde más tomando las clases en persona
More robust testing needs to be done, you've kids should be excused from school before nap if parents want to pick up early, and schools should be required to use outdoor space as much as weather allows

Most school communication this year has been entirely focused on COVID health and safety protocols. We have not received any communication about academic programs or assessments or even what approach the school will take to address this. As a parent, I have asked for this information from school leadership but get the sense that the school is too overwhelmed to proactively address this or at a minimum, does not have strong communication practices in place to tell parents what they are doing. We have also had a lot of teacher absences and turnover in the classroom which was did not seem to be related to COVID and which was not communicated to parents. Parents only found out about it from their Kinder age children. Even after receiving feedback about it, the school has not taken any action to update parents or communicated late differently with them. This has been disappointing.
Muy bien. Solo un poco preocupado por que deben taparse la boca todo el dia.
My 7 yr old was healthy and fine until she went back to school where she contracted covid19
My challenge was the anxiety that I experienced due to being concerned about the school safety protocols and my child being exposed to covid.
My challenges are trying to secure a after school spot as well as a voucher through emailing.
My child has been reported absent from school who is not true. I've tried to correct this numerous times to no avail.
My child says they are not social distancing and that they are allowed to play, eat and sit in class as if there is no covid.
My child was in quarantine longer than in school. Unclear communication. I didnt have anyone to turn to. Distressing
My children attend public charter schools. The schools they attend are doing a good job despite the circumstances around COVID-19
My children had a very hard time at the beginning of school. They are both diagnosed with anxiety. They were very concerned about going back into the school building. It didn't help with 1 child having a teacher who got COVID and her school did not send a note home, email or let the parents know and the kids were right back in the same classroom the teacher caught COVID in the very next day. My other child said students at her school were not wearing their masks and a few of the kids got COVID. Her school did send an email to parents. However, neither school closed down giving time to clean the school.
My daughter goes to school online. The challenges have been minimized.
My kids' school is wonderful but there are some times we feel challenged as the deaf parents. One example We have to communicate staff thru texting or paper/pen. It's very common for deaf community in hearing environment.
My oldest child school remains unprepared and they are not equipped to maintain safety protocols. As a result, there have been numerous "REPORTED" cases of Covid. My youngest child school has taken extreme measures and have managed to do well with keeping the students safe. My youngest is a virtual learner because of the extreme condition of his brother. However, when he is on campus, I am 75% confident that he will learn while remaining healthy.
My overall experience is great
My pandemic-related experience with both schools has been phenomenal, and far exceeding my expectations. My one area I'm struggling with support is regarding an emotionally and financially rough separation during the pandemic - although I'm not sure how much separated parents are supported in non-pandemic times. The additional food and programming support from school without enforcing poverty line income limits (since we are technically still married so I'm over income even though I don't get support) had quite honestly gotten us through some tough times.
My son is a 12th grader and he has a lot of anxiety and would rather do virtual but he does not want to be labeled in a particular way since you must get a write up from a doctor
My son is transmasculine/transitioning, and our school has done a great job with the resources they have but more are needed re: gender neutral restrooms and counselors who are cognizant of an sensitive to the needs/experiences of trans kids
My sons school really helped my son to adapt to back to school in person he loves his new school

Needed to set up 504 plan sooner than the date from the previous year
New school experience and not being able to be in the school to know what is going on in there is slightly terrifying.
No challenges
No challenges just it has been great going back to a somewhat routine
No I. E. P. Meeting until 03/2022. I don't understand why.
Not having access to after care as well as the constant uncertainty about COVID quarantines and shut downs has caused us to have to also hire a full time nanny. We are paying my entire salary in child care.
Not having access to the school or easy access to their teachers at drop off/pick up
One challenge is not being allowed inside the school (for good reason but makes it hard to meet other parents and truly understand what the school experience is like for my son). It's also hard doing all the school events virtually. In person is just a better experience.
One major problem is the school bus. OSSE has been either an hour and a half late or have not showed up at all to pick up my children from home and school. Was told there is a shortage and I will be compensated for transporting my child to school out of pocket but have not received any information as to how to obtain this reimbursement.
One walks home alone but adult/parent for younger and sometimes with older sibling.
OSSE transportation for my child on the autism spectrum to her non-public placement outside DC has been inconsistent in the morning pickup times so I drive her and she takes the bus home. But the trip home has often taken 1-1/2 hours one-way
Our biggest challenge has been support for the school building and facility. Our teachers and administrators are working so hard and really making our kids welcome back after so long away. Our school building needs updates and investments that we would really to be prioritized by the city.
Our daughter is at a relatively new charter school. I think administration is still getting bearings so communication does not seem good, but teachers and COVID protocols and programs all seem good. My son is at a hike daycare and we are satisfied.
Our major issues so far has been transportation. It was horrible the first few weeks of school.
Our school has been great about COVID safety measures and for that I am grateful. But I have no idea what they are doing at school regarding instruction and they have not kept up with my child's IEP. Since we are not allowed in the school building because of COVID, I feel very disconnected from what is happening while my child is at school.
Overall we are happy with our experiences of our child returning to school. Some challenges we experienced thus far are: 1. Readjusting to in person learning and managing anxieties about Covid safety 2. Negative experiences with not getting a response from administration. We have sent multiple emails directly to certain staff members and have not gotten any responses. 3. A chaotic environment after school in front of the building during dismissal. Older children will curse, fight, argue, punch, etc. which is unsafe and inappropriate. We are very happy and impressed with how SWW@FS has done overall and his teachers have been amazing. He loves going to school and enjoys everything about it.
Parent-teacher meetings are scheduled next week so I hope to get info about my kids' progress then.
Parking and drop off are pretty much a nightmare this year. Another school is temporarily located near ours and it is clogged and we have to drive, park, then walk about half a mile to the school.
Pensar también en cómo ayudar a los padres a conseguir trabajo, es también ayudar.
Question about the number of teachers & aides available when so many retired or quit due to COVID last year. Are the children bring given the proper attention and care that all need.
Ranked 2 for covid policies bc I think some of them are nonsensical, but bc they are inadequate. (Makes no sense to ban traveling to see out of state vaccinated grandparents but allow for all sorts of local events that could be indoor with unvaxxed adults). My kids are 1st and prek3 so I do not expect an academic report before conferences, which are next week.

School doing better than have in past. But I worry they're not doing enough to get the kids to social distance, e.g., sufficient space and enforcement of eating distant from each other.
School should be closed my entire house had to quarantine twice this school year
School yeah ends early, so finding an after school program or tutoring program during Covid has been my biggest challenge for children with ADHD and who support social emotional. Either salve is limited and we can't get in or there is none.
Schools need to test, and test children. It has been so frustrated the handling on situations of positive contact@argyor.com cases. The email messages from the school and they indicated is a DCPS policy is vague. We parents need clearly to know at least if a child, teacher, parent is positive, but instead the messages indicate an individual is positive and does not mention no even the quarantine grade. My son got sick on a TH . on Friday is random testing at school. Called to take my son for testing and prevent a spread and to take actions and the school said NO. Instead sent me to pick up a free testing at the library. I am a single parent and I was not going to go out with my sick kid to get a test . I paid for a test in Georgetown the next day. On Monday no one requested my sons results. Also, I was informed by the school that my son won't past the school door screening and of course he would have passed. No one will notice he is sick. I think schools, counselors and the Major needs to do more for our public schools and the safety of our kids.
Schools tucked away in corners need mor structure for pick up. There should be no parking on those streets during drop off and pick
Sería mejor nonyenar hoja que les tomen la temperatura en la escuela
So far it's been going smoothly, it's been a good experience.
So far it's been okay
So far it's OK entering into the school clean hand sanitizer as you come in and regular Covid test for the teacher and a student I'm OK with that
So far this year, I have been very pleased with the safety protocols put in place and I am very grateful for in-school less invasive testing and the placement of a mobile testing site near the school.
So far we have had a smooth transition to in-person learning. I hope it continues throughout the year.
So great to be back in person.
Social adjustments
Socializar , sabemos que estamos en pandemia por lo cual para mi hija es dificil ya qué hay que mantener la distancia
Solicite la tarjeta del metro a principios del año escolar y aún no la he recibido por tal motivo he tenido que pagar el trasporte (metro y bus) para que mi hijo pueda ir a estudiar.
Switching schools helped and the teacher interaction and communication have been outstanding.
Teacher's need more to be able to do more.
Teachers should listen more to the students more when they keep coming to them about an issue
Teachers were not initially all vaccinated and the school was not forthright about the vaccination coverage.
The amount of NEW SCHOOLS that opened is amazing. My daughter switched to a school, up the street that is more her speed, as far as friends and academics
The communication is lacking regarding lateness or truancy. Robocalls come at 7pm. If the child skipped school, there is no notification from the school at all! By 7pm, the child could be missing!
The covid emails are frightening. It seems that our child's teacher had covid (this is based on rumors from the kids calling the teacher "covid girl" for the 2 or so weeks that she was out).
The covid protocol are confusing.
The COVID test are one a week and my daughter doesn't like to be tested.
The experience has been ok. My students are having issues focusing on their learning because other students in the class being distractive.

The experience of this school year has been extremely frustrating. I've received phone calls every week from the School nurse about my son's health... always is something new. Looks like they don't know my son even though this is his 5th year at Cleveland. I believe my son is stigmatized due to his condition....
The fee for after care was extremely high... I think it should have been waived due to some parents trying to re establish themselves after COVID. No morning care at all!
The Fighting!! We definitely needs police or Security Guards in schools!! Mental health people are great BUT THEY DONT BREAK UP VERY REAL FIGHTS THAT ARE HAPPENING DAILY!! THEY DON'T MAKE ME FEEL LIKE MY CHILD IS SAFE!! I WORRY MORE ABOUT SOMEONE FIGHTING OR SHOOTING HIM MORE THAN COVID!!
The fights i seen are ridiculous my child has been talking about fights like covid not around it is sickening and the kids wearing mask half way off their face .
The procedure to drop them and pick them up from school
The safety measures were not up to par
The school bus is always late
The school has done a great job with covid and making parents feel supported during the school year thus far
The school is doing a really great job. It is difficult to use a meal program though because menus are not posted and my child is vegetarian and it's hard to know when she can eat and when she cant.
THE SCHOOL IS NEGLIGENT TOWARDS THE COVID-19 GUIDELINES 5 ppl have tested positive already. !!
The school provided info on what was needed needed to return to school, but no info about missed class time.
The school won't give my child a laptop they don't have a valid email
The school year is taking some getting back use to for the kids. The bus is now affecting my daughter's grades because she was late for almost 3 weeks or missed days.
The time it takes to get a doctor's appointment when your child is sick the time it takes for covid19 test to come back and absences then receiving emails about absences and only being able to get a note for just the appointment and not being able to get a note for the days the kid was out before you were able to get appointment. And having to send your child to school sick.
The youngest school is handling covid protocol very well. The high school is only OK and their communication is not as good
There has been little to no resources to use at home to reinforce what my children are learning in school. They are not allowed to have bookbags as the school does not want materials to go in and out of the school building. Parents are not allowed in the school building so I do not know (outside of what my kids say) of the environment on the classroom.
There is no virtual learning option when students must quarantine do to no fault of their own.
There isn't enough Social Distancing
They moved the bus barn now it takes a little longer for the bus to come
They should've never returned this year and neither should they be forced to be vaccinated. It should always be a choice in the matter of taking care of your health. I'm totally against kids not being able to play sports if they're not vaccinated. That's why they're dropping out and turning to the streets. The crime rates is getting higher.
This school year has been much of an emotional journey because having two kids with different learning abilities it's been very challenging for me by making sure they are receiving the services they need.
Too many noses/nostrils are not covered by masks - multiple kids per class every day during the 9th week of school.
Too much work for my youngest and for his disability they don't care and keep giving him more
Traffic @both schools suck.
Traffic/parking/pedestrian safety has been extremely challenging this year. School communication about COVID cases and COVID testing have improved, but were not satisfactory at the beginning of the year. The school is not taking advantage of outdoor opportunities despite indicating that the would be at the beginning of the year.
Transportation Academy tutoring

Uno de mis hijos viaja en autobús escolar, la dificultad que he encontrado es que la escuela no ha proporcionado cuidador dentro del autobús, lo cual genera cierta inseguridad al viajar los estudiantes solo con el personal del autobús (considerando que son estudiantes en edades de escuela elemental).
Very glad for vaccine mandate for teachers/ support/ admin, but would very much like to see the same for students who qualify for it. I'm astounded by the percent of kids not vaxed in my child's 7th grade class. Need more cooperation from DPR to allow school tents n the edge of DPR site to stay up o ernight throughly the week instead of making admin& parent volunteers set up& tear down every single school day.
Very hard working when child is quarntined my child has missed about 20 days due to covid-19
Very scared for him being in school . They have over 3 cases with Covid in the building but yet they think it's safe crazy.
We are grateful for school staff that regardless of us still being in a pandemic show up everyday to educate and nurture our children. I can't thank them enough. My son is so happy to be back in the building with his friends and teachers, he needed that.
We are missing a lot of school for the common cold- trying to be responsible keeping child home waiting for Covid test but it's hard to get a fast turnaround test! And other kids are arranging with coughs/colds and then my kid is sick again
We are particularly aware this year about all the vehicular violence children are experiencing in DC
We are thrilled that schools are open for in person learning.
We are very concerned about traffic safety surrounding schools in the DC area.
We are very excited to be in school in person! It's such a great experience for our little ones!
We drop off the children outside, so I haven't seen my child's classroom and haven't had any opportunities to interact with her teachers. This being the first time my child goes to school, I wish I knew more of how she is doing.
We have a relatively new principal, she started last year so has had a lot to navigate. We haven't had Covid cases in any of the school children this year from what I know and my kid feels really safe. I am still a bit fuzzy on the protocols though. Parents have also had to supplement a lot of the cleaning supplies and the bathrooms in the school are inadequate. Academically, I don't necessarily feel my child is making challenged but she is enjoying school so this year, I'm trying to be happy with that after a year of online learning.
We just hope the COVID quarantine instruction protocol is more clear if/when it happens again.
We received a new diagnosis from the doctor over the summer, my child is color blind. It's frustrating that there is not much in place for this occurrence since it effects every one in twelve men/boys. It was disconcerting to find out this late he was dealing with this issue since it can have a great impact on how a child learns. I'm glad he's going to his school of choice because they are working with us to put in place support.
We were so glad to return. I'm continually impressed with the staff and administrators.
We're at a new school this year and so that has made the transition to in-person school a little harder. I feel like more academic support would be helpful since my kids haven't been in-person for so long.
We've been lucky. It's a difficult year outside of the COVID-19 issue. I'm worried about placement for next year through the lottery.
We've been experiencing some behavioral issues with our son that I don't think have been handled particularly well by his school. These problems were apparent over the summer and they waited until this school year to begin any kind of intervention, and while I'm grateful to have access to services through the school knowing the wait times many families are facing, I don't feel all that supported (for example, many of the suggestions for things we should do at home to reinforce work happening in the classroom are things we've already been doing, like setting alarms to manage transitions and warning him that a transition is coming). Now that we're allowed into the building we can at least have some conversations with the teachers, whereas before we had very limited communication and had little understanding of what was going on. Another frustration is with mask compliance. I often find that teachers are not wearing their masks correctly and, now that we're allowed into the building briefly for pickup/dropoff, will see other children not wearing their masks at all. I also don't really know how much any of this matters as they nap with their masks off so it just seems like a matter of time until

there is an exposure (our family already caught COVID last year from this school so it doesn't seem impossible). We have received some information from the school about HVAC but it's been pretty high-level and I don't know what the situation is in my son's classroom.
What the children can bring and cannot bring to Sch. The security guard through my daughter hand sanitizer away, she had one idea why, I was told she can't have anything that sprays it didn't come out like a normal spray, I was told that the security is very mean and treat the kids like they are criminals, my daughter don't eat lunch until she gets home, she said the food is horrible and she only take junk food because the security though her food away because it was not in it originally package, I l'm preparing food at home how can I put in a package.
When my some was quarantined, it was the third day of the school year. We received conflicting info from the school and DC DOH re: testing reqs (l.e. how long to wait before testing for a negative result); my son ended up taking 3 different tests within a 7 day period (all were negative, thank God). I am hopeful that this issue has been addressed and the school and DOH are now on the same page, but l'm not sure.
While my child enjoys being back in the classroom, the adjustment is difficult because she cannot interact with her peers in a normal fashion. Also because the children have been out so long, it is almost as if they have to be reconditioned to be in a classroom setting as there are many disruptions, ie, noise level, backtalk, disrespect towards the teacher.
While we are lucky her class has not had to quarantine, there have been other classes that have needed to and my anxiety is through the roof over it because we didn't get an option for virtual learning even just until a vaccine might be available. If I kept my kid home and healthy for 18 months of this despite the severe mental and financial toll it took on our family, and then she gets COVID at school because these antivaxx and antimask assholes are allowed to interact with the rest of civilized society, I don't think I will ever get over it.
Wish we can go inside the school and classroom

Please share any thoughts, concerns, opinions, or experiences you may have when it comes to vaccinating your children against COVID-19?
All older children 22, 21, 16, 15 have been vaccinated. No bad side effects. One just turned 12. No plan for 7 and 1 year old.
All the older teenagers were fine and excited to get vaccinated to try and return to normal life but still a little unsure of the youngest due to potential side effects
Allowing a bit of privacy/distance from other kids in the moment of being vaccinated (pain and tears). Having a plan in place for my and any other children to recuperate if not feeling well the next day. For most of us adults, it was 24-48 hours after that we didn't feel well, so I'll probably try to vaccinate him on like a Friday so he has the weekend to rest.
already done
As long as our pediatrician recommends it, we will get it as soon as we can.
As soon as the vaccine receives emergency authorization, I will be searching for the first appointment to get my daughter vaccinated against COVID-19. That is because I want this for her health and the health of our community, and she has also been cast in an out-of-school performance that requires she be vaccinated as soon as it is authorized.
Can't wait for them to be vaccinated.
Can't wait to not have to worry about quarantining and missing school, being able to do indoor playdates, etc
Children need to STAY distanced & masked up
Concern of side effects
Concerned about appropriate dosages for children. I may wait a few months after approval to get my child vaccinated.
da un poco de miedo la reaction que puedan tener.
Es importante para mi que estén vacunados para estar saludables

Es nuevo y no hay mucha seguridad para los niños. Tengo mucho temor de los efectos a futuro.
Es protección para todos
Getting it for an adult seems less scary than getting it for a kid.
Glad it's mandatory!
Gracias a dios nosotros como padres estamos vacunados y estamos esperando vacunar a nuestros hijos y por el momento ellos tienen su esquema de vacaciones completo
He doesn't want to get it.
Hurry up!
I am concerned about the long time effects of the vaccine on kids. I just feel there is this rush to get back to normal instead of safety.
I am concerned for the vaccine making him sick in the days following while his body adjusts.
I am just not sure about it for children
i am slightly worried about it, but my social circle is reassuring and very pro-vaccine, so once we feel confident in research and possible outcomes, we would be comfortable vaccinating our 4 year old.
I am still not sure if my children who are 5 and 7 to get vaccinated because I might not get enough info or I feel uncomfortable. I'm afraid to make a mistake.
I am terrified that DCPS might force vaccinate my child against my wishes. The new law allowing minors to get vaccinated without parental cobsent is outrageous. My child cannot go on a field trip without my approval. It's ridiculous that my child can get vaccinated without me knowing. I am very very apprehensive about this issue and if the covid-19 vaccine is mandated for DCPS students, I will home school my child.
I am very eager to get my child vaccinated.
I am very eager to get my kids vaccinated. Will wait until my pediatrician gives her approval though.
I am worried that the percentage of vaccinated kids in the school will not be high
I believe it's a parent's responsibility to their child and community to protect them by getting the vaccine.
I believe the vaccine is safe and all children should be vaccinated.
I believe they should get the vaccinating .
I can't wait to get my child vaccinated against Covid-19! It will be a sense of relief.
I can't wait until a vaccine is available for small children.
I cannot wait for them to be able to get vaccinated against COVID!
I cannot wait. I trust the science and want my kids to be able attend school and extracurriculars safely without a mask some day!
I can't wait to vaccinate my son against COVID! After our initial infection, we believed he probably had some residual antibodies protecting him from reinfection but now that it's been 10 months his pediatrician doesn't think this is still protective. Additionally, he will soon have a baby sibling who we assume won't be eligible for the vaccine until she's 6 months old given the age bands they've been discussing and we are very worried about her contracting COVID (or RSV or anything else going around).
I don't have immediate concerns. I would however want my child to be able to decide if he wants the vaccine. I am big on youth voice and choice. We discuss consequences and rewards daily. To date he makes decisions on his health and well being and I allow him to do so.
I feel like it's unnecessary to vaccinated. We have not been sick in the past two years. I would rather wear our mask and social distance.
I follow the science and covid is not a danger to kids. Adults should all be vaccinated because it is a danger to them. I plan on vaccinating my kids for covid when they are 16 or 17. I will not vaccinate them with a new vaccine for a disease that is not a danger to them.
I have a two-year-old daughter as well and I am nervous about continuing their shots. Some have missed their immunizations but it has me worried.
I have mixed feelings. I didn't want to vaccinate for Covid but feel/felt pressured to do so.

I have some mild concerns, but those are far less than my desire to protect my child and the community, through the vaccine.
I hope it's something that can be done in the way Adults were vaccinated in a larger community (or school based roll out) and not have to go in to Drs for individual appointments.
I look forward to our kids being vaccinated.
I plan to get it done, I'm just nervous as to whether or not it will work.
I plan to wait just a bit after they roll out just like I did for myself and then will vaccinate my child
I pray he doesn't go thru any complications like I did with the shot.
I prefer that the City mandate the vaccine for all children. My husband will likely oppose vaccination since he is unvaccinated. I am vaccinated. My daughter and I get a flu shot every year even though he doesn't, so I believe I will be able to convey the importance of getting her the vaccine even if he opposes.
I really against vaccinating my child because they have not did enough study on the vaccine. It's getting approved to fast and I don't trust it for myself or my child
I strongly prefer all children and adults in schools receive all FDA approved and authorized vaccinations
I think it is irresponsible and risky not to do it if it is available.
I think the shot is a good thing for all
I think vaccinating children is a good choice.
I want a school vaccine mandate for all children as soon as they're eligible
I want a vaccine that has been tested and studied for years. This is all still new.
I want her vaccinated. Her dad is worried that we don't have long term studies on how it will affect a developing body
I want to get information about risk and second effects previously
I want to wait before giving to him
I wanted my children vaccinated, however, it was ultimately their decision to receive the vaccine. We talked about all the pros and cons and they came to their own conclusion that they felt safer being vaccinated than not.
I will not share
I wish DCPS required vaccinations for kids over age 12 to attend school
I'm for it. If it means keeping them safe and healthy
I'm just scared because my youngest child has autism he was talking before and one day at 3 years old he stop talking
I'm Vaccinated so I have no issues with my child being vaccinated
I'm concern that the school vacinnate my child without my promission
Im still experiencing side effects.
It seems Pfizer's vaccine will be approved first but Moderna has had better results. Should I wait for Moderna? If sl, how long is the wait? Can we mix and match later?
It seems to be someone else who is making the decision not the mom
Just take the vaccine
La vacuna le ayudará a resistir en caso de que le de el virus
La vacunación es la única manera de poder estar más seguros
Long-term impacts like cancer or infertility, on the next generation.
Mi hija esta vacuna contra el COVID para protegerla a ella
Mi hija tiene 12 años, todas sus vacunas están actuales asta la fecha. La salud de mi hija es buena, no padece de alguna condición. Es sana y su cuerpo tiene la capacidad para combatir y producir cualquier antiviral.
Mi hija y familia están vacunadas

Mis hijos no serán uso para experimentos.
My 17-year-old was able to get a Pfizer shot via Children's hospital due to special needs / Autism and it was the best environment because staff were familiar with extra supports she needed
My child is not getting the vaccine
My children have both had Covid. It's terrible and thankfully we are all ok. My husband and I are vaccinated. My children will be too once their ages are available
My daughter will be turning 12 in November so I will be taking her to get the shot then
My husband and I, and both of my children are fully vaccinated already and we're just waiting for our turn to get the booster shot. Taking the vaccine gave us a sense of comfort and peace of mind.
My son was against the vaccine but I talked with him and he wanted to play sports and be safe so he got the shot and he is fully vacated.
No estoy segura
No estoy segura de que vacunar a los niños sea la mejor solución, el sistema immune de ellos es muy diferente al de un adulto, creo que sería poner algunas vidas en riesgo
No sure if it's safe.
No worries
Not sure of effects on his system etc
Please stop pressuring us into getting our children vaccinated. This is my child and I make all major life decisions. So stop asking us about it !!
Please vaccinate kids at school! Parents can opt out but please make our lives easier with this simple step!!!
Por el momento pienso que vacunar niños menores de 12 años sería un riesgo aque. Cualquier cosa pase no confío plenamente que esa dosis sea buena para niños .
Prefer not to answer
Que la vacuna tenga efectos secundarios
Que siempre se me baya a enfermar
Reconsider the use of "OST" in the survey. Unfamiliar lingo. Is it aftercare or extracurriculars or something else?
Scared because it's to soon . New not enough research
Sería muy importante para poder ayudar a los niños
Social distance disinfecting constantly wash they hands
That's a family decision to be made.
The 16-17 year olds with underlying conditions are slower to become eligible by DC Dept of Health when the Pfizer vaccine trials have included them. The health department allows anyone 18-65, and had a lag time of several weeks for the 16-17 year olds for the first and second doses, and haven't allowed the booster.
The safety of vaccination on children with pre existing chronic pulmonary issues.
Too many problems with my kids and don't want that in their system
Vaccines are awesome
We all should get vaccinated
We are eagerly awaiting the vaccine.
We are good
We want the vaccine required for all eligible adults and children who work or volunteer in schools
When approved, it's go time
Wish there was more planning and communication ahead of approval. I way appointments now!
Would like to see more info on the children vaccines before vaccinating the children. The adults in our household are fully vaccinated.
La vacunación es la única manera de poder estar más seguros

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Would like to see more info on the children vaccines before vaccinating the children. The adults in our household are fully vaccinated.

If you'd like to share more specifically about this child's experiences with school-provided mental health support – or your family's experience with this, in general -- please do so below.

A work in progress with MH
Aiden is not doing good at school thos year. He gets frustrate a lot more now . Not understanding some things.
At the beginning of the school year it was a little uncomfortable for my child and I think it was a little uncomfortable for the teacher as well because the teacher was new I think what will help the student and the teacher is better communicating with the student from the teacher.
Ayudarlo cuando necesita hablarnos ponerle atención y orientarlo en lo que podemos
Because my child is on an IEP I would go to their SPED coordinator and counselor at the same time.
Bueno mi hijo no a nesecita do de esta ayuda
counselor has not seen child yet only said she would some time ago otherwise, no services have been provided or suggested or offered to my child.
Don't have nothing to share
Early stages and strong start programs are available for support but not all parents know that these programs exist. This information should be available to all parents. Also in some programs they have wait list to get access to services, so it is not easy to have help on them.
Efforts to find school based mental health support for my elementary school student were largely unsuccessful. Concerns were minimized and burden was placed on parents to suggest mental health supports to the teacher.
Fue siempre difícil que alguien me atendiera en el departamento de educación especial.
Glad to have it.
has not spoke with child yet but has mentioned will since in the building
Haven't had any yet ..
Having school and community based services that coordinate are very important for my family.O
Having somebody professional to talk to when you feel lost and confused is very important to me and to my child, and knowing we have that on easy access in my child's school is a plus
He has some level of anxiety and depression but I don't think the school has the bandwidth to deal with it.
He is at a new school and does not have a connection with the counselor which will impede any support offered
He was bullied then he fought back then It was a problem
Home based therapist
I already shared with my child's teacher and she already communicated with a student counseling. And we had zoom meeting but I am not sure if they already met my child.
I am in need for an advocate so this child can be placed in a small class setting there are at least 25-30 students in the classroom now.
I am very appreciative of DCPS and his teachers outreach, contact and involvement with my son, thank you.
I feel that compliance to my child's IEP is lacking because of all the other covid related challenges are taking up staff's time. I have received little to no communication from related services.
I have him working with a counselor outside of school to balance things but the school counselor is critical because of their insights onthe campus.
I mentioned this on the previous page, but to share a bit more, my son has been experiencing behavioral issues and has been marked as having needs on a number of domains on the DECA. We have had a few meetings with his teacher or a representative from the Healthy Futures Program and feel lucky to have gotten connected with

someone considering the delays many families are experiencing accessing clinical support, but it is frustrating to see so many needs identified through the DECA and then to not have a lot of clarity about what is going to happen to address these needs or what other supports might be needed.
I was unhappy that our charter school last year only had a social work intern at a time that my child needed a lot of support. I am glad to switch to a school with a full time, professional social worker.
I will follow up with a power point.
I wish there were trainings for parents and kids on mental health during the pandemic.
I've seen a mental health specialist since I was 13 because of trauma around domestic violence and sexual abuse. I have benefited from it and after a number of deaths in her family and with two parents still recovering from their own traumas I thought it would be good but I'm not clear on how to access quality services.
It is hard to get help from the school
It was fragmented and it seemed like it was viewed as "too much" work bc of the lack of follow up.
Muy contenta Miro a mi hija mas relajada y esta con mucho mas animo.
My 13 year old is on the autism spectrum and has an intellectual disability that causes a learning and speech delay. She attends a specialized school.
My child had a another student spit on her food during lunch. My child did not eat her lunch and she did not eat anything for the duration is the day. Since that incident and the closing of our school due to a quarantine, it has been very difficult to convince my child to return to school.
My child had a life threatening medical emergency a week before schools closed for the pandemic. She has been receiving mental health supports from that event and since then, and the school has deferred to that treatment.
My child has had a good experience with the school provider. She recently lost her paternal grandmother and was able to talk to her about the experience so she was better able to deal with her emotions surrounding the loss.
My child is also transgendered and while school has been supportive, there hasn't been any specific help for him or even anything aimed at school wide conversations.
My child is diagnosed with Anxiety disorder and Separation Anxiety Disorder, Tourettes/ Tics
My child is receiving weekly therapy with a social worker and sometimes it includes a perr
My child just started this school this year and no services is provided at this time.
My child seems to be doing okay this year but there seems to be significantly behavioral challenges with other children in the class and I am worried that the student and teacher are not getting the support they need to address these challenges. This winds up affecting the entire classroom environment and I am worried it will impact the students who have challenges and the students who do not but who are now not able to have a classroom environment that supports their academic growth. Also, our school does not have any kind of a PTA association. School leadership has said they are working on this but no action has been taken and it has the affect of feeling like the school does not want parents to be involved.
My child sometimes complains that there isn't any therapist and I wish there were some in the school but there aren't which I think should be mandatory.
My child transitioned to a new school and was very apprehensive and anxious about the change. Talking with her teacher made her feel heard and get her worries off her chest.
My daughter is experiencing parental abandonment and divorce of parents, and has experienced trauma from this.
My grand kids are doing extremely well so we haven't had any issues or needed to reach out to behavioral health specialists.
My Granddaughter mother passed away when she was 5 months old.
My kids and I pray together constantly.
My kids are very lovable and respectful I teach my kids manors and to speak up when they fill like something is wrong.

My son has a IEP and Anxiety.
My son is in an inclusion program at a DC public charter school where his IEP does have behavioral and emotional supports built into it and this academic year the school has been very proactive about allowing time within the school day for the children to work.
My son struggles with staying focused in class and self regulation. I feel like he focuses better when the material or information is engaging but it's hard to do with lots of kids in the class or teachers just not engaging. Even he he has a smaller class if the teacher is not equipped to engage and meet kids where they are to help them grow vs telling them "you need to act like you 11" or "act your age" they don't know what an 11 year is supposed to act like. Teach them!
My son suffers from extreme anxiety. We are working with private groups to help ease the tensions and lessen the burdens of everyday life for him
Our child has ASD and we moved them fro Duke Ellington School for the Arts to a small private school this year that better serves their needs
Pienso que está bien porque a veces los jóvenes se sienten mejor hablando con otra persona, pero yo estoy muy atenta a todo lo que sucede porque mi hija me cuenta si le agrada o no la persona que le atiende
Realmente estoy muy feliz ya que el personal de la escuela han sido muy buenos y pacientes para apoyar y ayudar a mi hija y que su experiencia en este nuevo año escolar sea lo menos traumática
Receive during homeroom daily
Sadly there are too many competing priorities at my child's school for my child to be added to someone's case load. I'm Dealing w her mental health on my own
She saw a counselor at her last school prepandemic and that was helpful. Right now it isn't a priority.
Si necesitáramos ir con él servicio de salud mental hablar ambos de la situación en la que se encuentra mi niño y buscar solución apoyarlo y demostrarle mucha ayuda.
Tbc
Tengo 2 niños más en las escuelas
Thankfully we have not needed any additional support for mental health.
The school that my kid goes to doesn't have access to mental health support which I think should be mandatory but sadly there is nothing I can do.
The system is complex, and the quality preventative measures are under communicated/known
The teachers have no concern about his mental state.
There was an instance where my child was being picked on and constantly shoved by another student. This went on for weeks, but my child told me to stand down as he felt his teachers were doing their part and he could handle it. This week, the situation escalated to a physical altercation and both kids were sent to the school social worker to discuss the issues. I was informed by my son of what took place at pick up and I text his teachers. The teacher immediately called me and we discussed the situation. She informed me of the conversation that was had with the students and the social worker and she assured me the social worker would call me. The social worker then called about an hour later. We spoke she explained the situation and told me that the restorative justice practitioner would call me to address the situation further. She was just informing me that she did speak with my child and the other student about the issue. She said after she spoke with the RJ practioner and explained the situation, i would be getting a phone call from them.
They barely have enough teachers at the schools so I know not to seek for anything else.
This comment is about DC public schools not college. School are not focused on the actual daily traumas of being Black, being poor, having a disability, lack of healthcare, parental divorce or any of the stressors people are daily bombarded with.. If they would focus on the daily stressors that most all people suffer rather than the hot topics like bullying, parents in jail, trauma-informed, restorative justice, we would be better off. While those things are important, kids need to learn how to live a well in a world full of stress : how to focus, how to wait, how to remain calm, how to ground themselves, how to respond rather than react, how to communicate healthfully, hiw to think, how to plan, how to organize themselves, everyone's MH would improve. We need to help them replace the survival kids they have created with skills that will support school success and be

healthfully translatable into adult relationships and life. Our kids are in survival mode. The strategies that they are using to get through some situations but are counterproductive in others. This is not about character building. Our kids have great character. High or low income our kids are missing healthy relationship skills. It does not matter why. We need to focus on the invisible stuff like self-regulation and executive function skills that are important to school, employment and life success.

We had negative experiences with mental health and disability support with DCPS. I wanted to seek a dyslexia screening and services but I don't think we are eligible due to homeschool anyway and the distrust we have with the district is enough to keep us from pursuing it.

Well the school offers a lot of resources for COVID-19 and that was a big help.

Working and schooling from home last year actually helped us a lot to process grief, loss, and separation. But I am communicative with my kids and being able to observe them and spend more quality time throughout the day really helped us sort through changes and tough emotions.

APPENDIX B

COVID-19 vaccine messaging

The [American COVID-19 Poll](#) is a partnership between the African American Research Collaborative and the Commonwealth Fund. The detailed methodology can be found [here](#).

	Black/African Americans	Hispanic/Latinx	Low-income (\$50,000 or less)
Top 3 most effective messages	“Getting a COVID-19 vaccine can protect the lives of my family, friends, and those I love.”		
	“Getting the COVID-19 vaccine will allow the return of safe family occasions like birthday parties, celebrations and holiday get togethers.”	“The Latino community has been hit hard by COVID-19, with higher rates of Latino COVID-19 illnesses and deaths. The best way to prevent more suffering through this terrible pandemic is to get vaccinated and encourage all Latino people to do the same.”	“In the past year, at least 40,000 children have lost a parent to COVID-19. Millions more have a parent struggling with long term symptoms after getting infected with COVID-19. Getting a vaccine will help our children.”
	“The Black community has been hit hard by COVID-19, with higher rates of Black COVID-19 illnesses and deaths. The best way to prevent more suffering through this terrible pandemic is to get vaccinated and encourage all Black people to do the same.”	“In the past year, at least 40,000 children have lost a parent to COVID-19. Millions more have a parent struggling with long term symptoms after getting infected with COVID-19. Getting a vaccine will help our children.”	“People and businesses have been particularly hard hit by job losses locally, and many of our businesses are struggling due to the pandemic. If we all get vaccinated these businesses can open back up and more people here in our community can get back to work.”
Top 5 most effective messengers	Doctors and nurses	My personal doctor/primary care physician	
	My personal doctor/primary care physician	Friends and family who have taken the vaccine	Doctors and nurses
	State Department of Health	Doctors and nurses	Friends and family who have taken the vaccine
	Friends and family who have taken the vaccine	Local hospitals	
	Center for Disease Control and Prevention	State Department of Health	