

OMB#: XXXX-XXXX

Expiration Date: XX/XX/XXXX

Implementation of Key Federal Education Policies in the Wake of the Coronavirus Pandemic

District Survey

2020-21



Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Districts receiving funds under the Elementary and Secondary Education Act (ESEA) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is XXXX-XXXX. The approximate time required to complete the survey is estimated to be 45 minutes, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

INTRODUCTION

The United States Department of Education is examining the influence of the coronavirus pandemic on how states and districts implement key provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESEA) and use federal funds, including those provided specifically to help districts recover from the pandemic. The study includes surveys of officials from all state educational agencies and from a nationally representative set of school district officials.

- **This survey may require more than one respondent, given the scope of topics.** There are four sections: school operations; support for schools; measuring student and school improvement; and federal funding. We expect that a district representative with broad knowledge of the district's school system, such as the Deputy Superintendent or Chief of Staff, would be well suited to respond to Sections 1 through 3 of the survey on school operations, support for schools, and measuring student and school improvement. The district's Deputy Superintendent of Finance would likely be the most appropriate respondent for Section 4 of the survey on use of federal funds.
- **Districts will not be identified in reporting.** The reports prepared for the study will summarize findings across the set of districts and will not associate responses with a specific district or individual (see Notice of Confidentiality on cover).
- **Your district's responses are critical to drawing lessons about the implementation of federal policies during the pandemic.** Districts receiving funds under ESEA are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

The study, including this survey, is being conducted by Westat and its partner, Mathematica.

**Click the Next Button to
Start the Survey**

Initial Question on Comprehensive Support and Improvement Schools

Some of the questions in this survey vary depending on whether a district has any Comprehensive Support and Improvement (CSI) schools. CSI schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under the ESEA for federal accountability. Please respond to the question below so we ensure that your district receives the appropriate survey questions.

1-0. Does your district have any Comprehensive Support and Improvement (CSI) schools? *If you are unsure, please consult your district's contact for Federal Programs.*

Yes

No

**Click the Next Button to Continue
to Section 1 of the Survey**

Section 1. School Operations

Definitions for this section

Hybrid in-person and remote learning occurs when groups of students receive a mix of in-person, in school instruction and remote learning on alternating days or weeks, or with different start and end times to the school day.

Most students refers to the largest percentage of students.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

Synchronous instruction involves live delivery of instruction or interaction between the teacher and student(s) such as a live whole-class, small group, or individual meeting via an online platform or in-person.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

This section asks how schools in your district are operating in terms of in-person or remote instruction and the amount of instructional time during the 2020-21 school year.

1-1. During the **first month of the 2020–21 school year**, what type of instruction did **MOST students** receive from your district and its schools? *(Select one response.)*

- 1 In-person only, in school buildings
- 2 **Remote learning** only
- 3 **Hybrid in-person and remote learning**
- 4 Other *(Specify)*: _____

1-2. During the **first month after the New Year’s holiday in January 2021**, what type of instruction did **MOST students** receive from your district and its schools? *(Select one response.)*

- 1 In-person only, in school buildings
- 2 **Remote learning** only
- 3 **Hybrid in-person and remote learning**
- 4 Other *(Specify)*: _____

1-3. From the start of this school year in fall 2020 through [today], for how many school days did your district close school buildings districtwide for all in-person instruction in response to the coronavirus? [Note: We will pre-populate ‘today’ with date respondent is viewing the survey.]

Note: Count the number of school days your district closed school buildings to all students *districtwide* for in-person instruction, *with or without remote learning*. Do not include school closures due to other emergencies such as weather-related disruptions or for school holidays or break periods.

Number of school days district closed school buildings districtwide for in-person instruction as of [today]

1-4. During this school year (2020–21), did your district require a minimum number of minutes that third grade students in remote learning should receive **synchronous instruction?**

- 2 Yes, our district set minimum number of minutes of synchronous instruction that is **the same for all third grade students** in remote learning
- 1 Yes, our district set minimum number of minutes of synchronous instruction that is **different for some third grade student subgroups** in remote learning
- 0 No, our district did not set any minimum number of minutes
- NA Not applicable, our district had no remote student learning this school year (2020–21) or does not offer third grade

Q. 1-4 SKIP INSTRUCTION

Districts that answer “Yes, our district set minimum number of minutes of synchronous instruction for all third grade students in remote learning,” go to Q.1-5a.

Districts that answer “Yes, our district set minimum number of minutes of synchronous instruction that is different for some third grade student subgroups in remote learning” skip to Q.1-5b.

Districts that answer “No” or “NA” skip to Q.1-6.

1-5a. What is the minimum number of minutes per day that all third grade students in remote learning should receive synchronous instruction?

Note: Fill in the number of minutes per day most appropriate for your district’s requirement. If necessary, please change requirements for minutes per class, half-day, or week into the average per full school day.

Minimum number of minutes per day that third grade students in remote learning should receive synchronous instruction

1-5b. What is the minimum number of minutes per day that third grade students in remote learning should receive synchronous instruction for the following groups?

Note: Fill in the number of minutes per day most appropriate for your district’s requirement. If necessary, please change requirements for minutes per class, half-day, or week into the average per full school day.

STUDENTS WITH VARYING MINIMUM LENGTH OF SYNCHRONOUS INSTRUCTION TIME	MINIMUM NUMBER OF MINUTES PER DAY
a. Students with disabilities	_____
b. English learners.....	_____
c. Other category of students	_____

(Specify how the district defined these students): _____

1-6. Has your district routinely and systematically examined data on student participation in remote learning activities?

Note: Data on student participation could include student log-ins, student interactions with teachers or online learning platforms, or completion of assignments.

Yes

No

Q. 1-6 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.1-7.
Districts that answer “No” skip to Q.1-9.

1-7. Did your district routinely and systematically examine data on participation in remote learning for specific schools, grade levels, or student subgroups?

Yes

No

Q. 1-7 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.1-8.
Districts that answer “No” skip to Q.1-9.

1-8. For which subgroups did your district routinely and systematically examine data on participation in remote learning?

STUDENTS RECEIVING PRIORITY FOR IN-PERSON INSTRUCTION	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students in low-performing schools	1	0
b. Students in specific grade levels..... (Specify grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12): _____	1	0
c. Students with disabilities	1	0
d. English learners	1	0
e. Economically disadvantaged students.....	1	0
f. Homeless students, migrant students, or students in foster care.....	1	0
g. Academically at-risk students..... (Specify how the district defined these students): _____	1	0
h. Other category of students	1	0
(Specify how the district defined these students): _____		

1-9. Has your district given priority to any groups of students for in-person, in-school instruction this school year (2020-21)?

Note: Consider whether your district brought back certain groups of students before other students.

1 Yes

0 No

NA Not applicable, school buildings in the district have not opened this school year (2020-21)

Q. 1-9 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.1-10.
 Districts that answer “No” or “Not applicable” skip to Q.1-11.

1-10. For which of the following groups of students has your district given priority for in-person, in-school instruction this school year (2020-21)?

STUDENTS RECEIVING PRIORITY FOR IN-PERSON INSTRUCTION	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students in specific grade levels (Specify grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12): _____	1	0
b. Students with disabilities	1	0
c. English learners	1	0
d. Economically disadvantaged students	1	0
e. Students with no or limited access to remote learning technology (devices or internet connections)	1	0
f. Homeless students, migrant students, or students in foster care.....	1	0
g. Academically at-risk students (Specify how the district defined these students): _____	1	0
h. Other category of students (Specify how the district defined these students): _____	1	0

1-11. Did your district receive a waiver from the state’s minimum instructional time requirement for the school year 2020-21 due to the coronavirus?

Yes

No

Not applicable, state has no requirement for a minimum number of instructional days, hours, or minutes this school year

Section 2. Supports for Schools

Definitions for this section

Competency-based learning is a system of instruction, grading, or assessment based on students' demonstrating that they have learned the expected knowledge and skills needed to progress to the next academic content, grade, or level.

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under ESEA for federal accountability. **Content** refers to courses offered and assessed at the school level.

Lowest-performing schools refers to schools in your district that are lowest-performing based on overall low achievement, low graduation rates, and/or low growth in student achievement; including any schools identified by your state's accountability system as lowest-performing or eligible for Comprehensive Support and Improvement (CSI).

Most teachers refers to the largest percentage of teachers districtwide.

Professional development (PD) includes training seminars, workshops, or courses in large or small group settings intended to develop staff capacity to perform in the topic area.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

Technical assistance includes any guidance or best practices resources your district developed or distributed, referrals to other sources of information, and targeted communications or consultations with staff at individual schools or groups of schools to provide advice. It does not include professional development or training.

Title I schools include those with targeted assistance and schoolwide Title I programs.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The first set of questions asks about the kinds of support your district provided to schools this school year (2020-21).

2-1. Has your district developed any new or updated guidance documents or resource materials on the following topics for use this school year (2020-21)?

TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Curricula, standards, and subject matter content	1	0	DK
b. Remote learning strategies	1	0	DK
c. Specific strategies to help students catch up or accelerate learning.....	1	0	DK
d. Supporting students' social, emotional, and mental health needs	1	0	DK
e. Strategies to support physical distancing and other health or safety-related procedures.....	1	0	DK
f. Engaging students and families.....	1	0	DK
g. Specific ways to support English learners (ELs).....	1	0	DK
h. Specific ways to support students with disabilities (SWDs)	1	0	DK
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	0	DK

Q. 2-1 SKIP INSTRUCTION

For each item where the district answers “Yes,” the item will appear in Q.2-2.

Districts that only answer “Yes” to three or fewer items will skip to Q.2-3.

2-2. Indicate the three topics of new or updated guidance documents or resource materials on which your district spent the most staff time and resources this school year (2020-21).

Note: The online form will allow districts to select at most three sources across all items listed.

TOPIC	SELECT ONE RESPONSE IN EACH ROW	
	TOPIC AMONG THE TOP 3?	
	YES	NO
a. Curricula, standards, and subject matter content	1	0
b. Remote learning strategies	1	0
c. Specific strategies to help students catch up or accelerate learning.....	1	0
d. Supporting students’ social, emotional, and mental health needs	1	0
e. Strategies to support physical distancing and other health or safety-related procedures	1	0
f. Engaging students and families.....	1	0
g. Specific ways to support English learners (ELs).....	1	0
h. Specific ways to support students with disabilities (SWDs)	1	0
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	0

2-3. During this school year (2020-21), did your district provide or arrange for professional development (PD) on the following topics? Indicate whether the district provided or arranged for PD on the topic for no schools, some schools, or all schools.

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT PROVIDED OR ARRANGED FOR PD ON TOPIC FOR:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Curricula, standards, and subject matter content	1	2	3
b. Remote learning strategies	1	2	3
c. Specific strategies to help students catch up or accelerate learning	1	2	3
d. Supporting students' social, emotional, and mental health needs.....	1	2	3
e. Strategies to support physical distancing and other health or safety-related procedures	1	2	3
f. Engaging students and families	1	2	3
g. Specific ways to support English learners (ELs)	1	2	3
h. Specific ways to support students with disabilities (SWDs)	1	2	3
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	2	3

Q. 2-3 SKIP INSTRUCTION

For each item where the district answers “All schools,” the item will appear in Q. 2-4.

For each item where the district answers “Some schools,” the item will appear in Q. 2-5.

2-4. Did your district provide or arrange for the same number of hours of **professional development (PD)** on the topic for all schools? If not, identify the types of schools where the district provided or arranged for more hours of PD on the topic?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTION 1-0 WILL SEE THE CSI SCHOOLS COLUMN]

PROFESSIONAL DEVELOPMENT (PD) TOPIC	DID DISTRICT PROVIDE OR ARRANGE FOR SAME NUMBER OF HOURS OF PD ON TOPIC ACROSS SCHOOLS?		IF NO, FOR WHICH SCHOOLS DID THE DISTRICT PROVIDE OR ARRANGE FOR <u>MORE HOURS OF PD</u> ? (SELECT ALL THAT APPLY IN EACH ROW)			
	YES	NO	LOWEST-PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Curricula, standards, and subject matter content	1	0	1	2	3	4 _____
b. Remote learning strategies	1	0	1	2	3	4 _____
c. Specific strategies to help students catch up or accelerate learning	1	0	1	2	3	4 _____
d. Supporting students’ social, emotional, and mental health needs ..	1	0	1	2	3	4 _____
e. Strategies to support physical distancing and other health or safety-related procedures	1	0	1	2	3	4 _____
f. Engaging students and families	1	0	1	2	3	4 _____
g. Specific ways to support English learners (ELs).....	1	0	1	2	3	4 _____
h. Specific ways to support students with disabilities (SWDs).....	1	0	1	2	3	4 _____
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care).....	1	0	1	2	3	4 _____

2-5. For which schools did your district provide or arrange for PD on the topic?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTIN 1-0 WILL SEE THE CSI SCHOOLS COLUMN]

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ALL THAT APPLY IN EACH ROW DISTRICT PROVIDED OR ARRANGED FOR PD ON THE TOPIC FOR:			
	LOWEST- PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Curricula, standards, and subject matter content ...	1	2	3	4 _____
b. Remote learning strategies	1	2	3	4 _____
c. Specific strategies to help students catch up or accelerate learning.....	1	2	3	4 _____
d. Supporting students’ social, emotional, and mental health needs	1	2	3	4 _____
e. Strategies to support physical distancing and other health or safety-related procedures.....	1	2	3	4 _____
f. Engaging students and families	1	2	3	4 _____
g. Specific ways to support English learners (ELs)	1	2	3	4 _____
h. Specific ways to support students with disabilities (SWDs).....	1	2	3	4 _____
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care).....	1	2	3	4 _____

2-6. Indicate the three topics on which your district provided the most hours of professional development (PD) to the MOST teachers during this school year (2020-21).

Note: The online form will allow districts to select at most three sources across all items listed.

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ONE RESPONSE IN EACH ROW	
	TOPIC AMONG TOP 3?	
	YES	NO
a. Curricula, standards, and subject matter content	1	0
b. Remote learning strategies	1	0
c. Specific strategies to help students catch up or accelerate learning.....	1	0
d. Supporting students’ social, emotional, and mental health needs	1	0
e. Strategies to support physical distancing and other health or safety-related procedures	1	0
f. Engaging students and families.....	1	0
g. Specific ways to support English learners (ELs).....	1	0
h. Specific ways to support students with disabilities (SWDs)	1	0
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care).....	1	0

2-7. Overall, do you estimate that your district provided more hours of professional development (PD) to teachers, about the same, or fewer hours of PD this school year (2020-21) compared to last school year (2019-20)? (Select one response.)

- 3 Teachers received more hours of PD this school year (2020-21)
- 2 Teachers received about the same number of hours of PD this school year (2020-21)
- 1 Teachers received fewer hours of PD this school year (2020-21)

The next set of questions asks about the strategies your district required schools to implement this school year (2020–21) and how they differed from last school year (2019–20).

2-8. During this school year (2020–21), did your district **REQUIRE** schools to use any of the following strategies to help either all or a subset of students catch up or accelerate learning? Indicate whether the district required use of the strategy for no schools, some schools, or all schools.

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT REQUIRED STRATEGY IN:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
Instructional changes			
a. Reduce the scope of new material or content taught	1	2	3
b. Repeat more material or content from the student’s previous grade than usual...	1	2	3
c. Provide more math or English language arts (ELA) instruction (e.g., “double-dosing” with two periods of math or ELA)	1	2	3
d. Assign students to multiple classes with the same set of peers (small learning communities).....	1	2	3
e. Purposefully assign students to at least one of the same teachers as last year (teacher looping).....	1	2	3
Adapt staffing to provide individualized or small group instruction			
f. Use paraprofessionals or instructional aides to provide additional, individualized, and/or small group instruction	1	2	3
g. Provide tutoring for students identified as needing academic help	1	2	3
h. Dedicate time during the day or week for teachers to provide additional, individualized, and/or small group instruction.....	1	2	3
Credit recovery or course progression strategies			
i. Offer or expand credit recovery programs during the school year	1	2	3
j. Offer or expand competency-based learning for students.....	1	2	3
k. Offer dual-enrollment or dual-credit coursework for high school students.....	1	2	3
Expanding length of school year, school week, or school day			
l. Offer or expand after- or before-school programs that provide supplemental academic instruction.....	1	2	3
m. Increase the length of the school day	1	2	3
n. Increase the length of the school year	1	2	3
o. Offer or expand summer school.....	1	2	3
Family engagement			
p. Use family engagement liaisons, individual outreach, or a family engagement protocol to re-engage students who dropped out or lost contact	1	2	3
q. Provide or increase home visits by district or school staff.....	1	2	3

Q.2-8 SKIP INSTRUCTION

For each item where the district answers “Some schools,” the item will appear in Q.2-9.

Note: All districts receive all items in Q.2-10.

2-9. Which schools were REQUIRED to use the following strategies to catch up or accelerate learning during the 2020-21 school year?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTION 1-0 WILL SEE THE CSI SCHOOLS COLUMN]

STRATEGY	SELECT ALL THAT APPLY IN EACH ROW DISTRICT REQUIRED THE STRATEGY IN:			
	LOWEST- PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
Instructional changes				
a. Reduce the scope of new material or content taught	1	2	3	4 _____
b. Repeat more material or content from the student’s previous grade than usual	1	2	3	4 _____
c. Provide more math or English language arts (ELA) instruction (e.g., “double-dosing” with two periods of math or ELA)	1	2	3	4 _____
d. Assign students to multiple classes with the same set of peers (small learning communities).....	1	2	3	4 _____
e. Purposefully assign students to at least one of the same teachers as last year (teacher looping)	1	2	3	4 _____
Adapt staffing to provide individualized or small group instruction				
f. Use paraprofessionals or instructional aides to provide additional, individualized, and/or small group instruction ...	1	2	3	4 _____
g. Provide tutoring for students identified as needing academic help	1	2	3	4 _____
h. Dedicate time during the day or week for teachers to provide additional, individualized, and/or small group instruction	1	2	3	4 _____
Credit recovery or course progression strategies				
i. Offer or expand credit recovery programs during the school year	1	2	3	4 _____
j. Offer or expand competency-based learning for students.....	1	2	3	4 _____
k. Offer dual-enrollment or dual-credit coursework for high school students	1	2	3	4 _____

2-9. (continued)

STRATEGY	SELECT ALL THAT APPLY IN EACH ROW DISTRICT REQUIRED THE STRATEGY IN:			
	LOWEST- PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
Expanding length of school year, school week, or school day				
l. Offer or expand after- or before-school programs that provide supplemental academic instruction.....	1	2	3	4 _____
m. Increase the length of the school day	1	2	3	4 _____
n. Increase the length of the school year	1	2	3	4 _____
o. Offer or expand summer school.....	1	2	3	4 _____
Family engagement				
p. Use family engagement liaisons, individual outreach, or a family engagement protocol to re-engage students who dropped out or lost contact.....	1	2	3	4 _____
q. Provide or increase home visits.....	1	2	3	4 _____

2-10. Do you estimate that your district REQUIRED use of these strategies this school year (2020–21) in fewer schools, about the same number of schools, or more schools than last year (2019–20)?

Note: If your district did not require a strategy last year, but did require the strategy this school year, please indicate that the strategy was required in “more schools this year than last year”.

	SELECT ONE RESPONSE IN EACH ROW		
	FEWER SCHOOLS THIS YEAR THAN LAST YEAR	ABOUT THE SAME NUMBER OF SCHOOLS	MORE SCHOOLS THIS YEAR THAN LAST YEAR
DISTRICT REQUIRED STRATEGY IN:			
Instructional changes			
a. Reduce the scope of new material or content taught	1	2	3
b. Repeat more material or content from the student’s previous grade than usual...	1	2	3
c. Provide more math or English language arts (ELA) instruction (e.g., “double-dosing” with two periods of math or ELA)	1	2	3
d. Assign students to multiple classes with the same set of peers (small learning communities).....	1	2	3
e. Purposefully assign students to at least one of the same teachers as last year (teacher looping).....	1	2	3
Adapt staffing to provide individualized or small group instruction			
f. Use paraprofessionals or instructional aides to provide additional, individualized, and/or small group instruction.....	1	2	3
g. Provide tutoring for students identified as needing academic help	1	2	3
h. Dedicate time during the day or week for teachers to provide additional, individualized, and/or small group instruction.....	1	2	3
Credit recovery or course progression strategies			
i. Offer or expand credit recovery programs during the school year	1	2	3
j. Offer or expand competency-based learning for students.....	1	2	3
k. Offer dual-enrollment or dual-credit coursework for high school students.....	1	2	3
Expanding length of school year, school week, or school day			
l. Offer or expand after- or before-school programs that provide supplemental academic instruction.....	1	2	3
m. Increase the length of the school day	1	2	3
n. Increase the length of the school year	1	2	3
o. Offer or expand summer school.....	1	2	3
Family engagement			
p. Use family engagement liaisons, individual outreach, or a family engagement protocol to re-engage students who dropped out or lost contact	1	2	3
q. Provide or increase home visits.....	1	2	3

2-11. During this school year (2020-21), did your district REQUIRE schools to use the following strategies to address students’ social-emotional or mental health needs? Indicate whether the district required the strategy in no schools, some schools, or all schools.

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT REQUIRED STRATEGY IN:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Increase the number of staff to support students’ mental health, such as school counselors, psychologists, social workers, and behavioral aides.....	1	2	3
b. Offer or expand district-provided social-emotional learning (SEL) programs	1	2	3
c. Offer or expand positive school climate and/or cyber bullying prevention programs.....	1	2	3
d. Systematically identify signs of trauma among students	1	2	3
e. Conduct a needs assessment of students needing meals, technology to access school resources, or other supports	1	2	3
f. Offer or expand the use of student peer advisors for student mentoring and support.....	1	2	3

Q.2-11 SKIP INSTRUCTION
 For each item where districts answer “Some schools,” the item will appear in Q.2-12.
 Note: All districts receive all items in Q.2-13.

2-12. Which schools were REQUIRED to use the following strategies to address students’ social-emotional or mental health needs during the 2020-21 school year?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTION 1-0 WILL SEE THE CSI SCHOOLS COLUMN]

STRATEGY	SELECT ALL THAT APPLY IN EACH ROW DISTRICT REQUIRED THE STRATEGY IN:			
	LOWEST- PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Increase the number of staff to support students’ mental health, such as school counselors, psychologists, social workers, and behavioral aides.....	1	2	3	4 _____
b. Offer or expand district-provided social-emotional learning (SEL) programs	1	2	3	4 _____
c. Offer or expand positive school climate and/or cyber bullying prevention programs	1	2	3	4 _____
d. Systematically identify signs of trauma among students	1	2	3	4 _____
e. Conduct a needs assessment of students needing meals, technology to access school resources, or other supports.....	1	2	3	4 _____
f. Offer or expand the use of student peer advisors for student mentoring and support	1	2	3	4 _____

2-13. Do you estimate that your district REQUIRED use of these strategies in fewer schools, about the same number of schools, or more schools than last year (2019-20)?

Note: If your district did not require a strategy last year, but did require the strategy this school year, please indicate that the strategy was required in “more schools this year than last year.”

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		
	FEWER SCHOOLS THIS YEAR THAN LAST YEAR	ABOUT THE SAME NUMBER OF SCHOOLS	MORE SCHOOLS THIS YEAR THAN LAST YEAR
a. Increase the number of staff to support students’ mental health, such as school counselors, psychologists, social workers, and behavioral aides.....	1	2	3
b. Offer or expand district-provided social-emotional learning (SEL) programs ..	1	2	3
c. Offer or expand positive school climate and/or cyber bullying prevention programs	1	2	3
d. Systematically identify signs of trauma among students	1	2	3
e. Conduct a needs assessment of students needing meals, technology to access school resources, or other supports	1	2	3
f. Offer or expand the use of student peer advisors for student mentoring and support.....	1	2	3

The next set of questions asks about new strategies your district implemented to improve student achievement this school year (2020–21).

2-14. Did your district implement a new intervention, program, or practice in this school year (2020–21) to improve student achievement?

Note: “New” intervention, program, or practice is one that was not implemented in 2019–20.

- 1 Yes
- 0 No

Q.2-14 SKIP INSTRUCTION
 Districts that answer “Yes” go to Q.2-15.
 Districts that answer “No” skip to Q.3-1.

2-15. Did your district rely on information from the following sources to choose a new intervention, program, or practice in any of your schools for this school year (2020-21)?

SOURCES CONSULTED FOR NEW STRATEGIES	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. District’s needs assessment	1	0	DK
b. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	DK
c. A list of vendors approved by the state	1	0	DK
d. A list of evidence-based models, interventions, or strategies provided by the state	1	0	DK
e. Information provided by the selected intervention’s developer or vendor	1	0	DK
f. Recommendations from colleagues in other school districts	1	0	DK
g. Information from a U.S. Department of Education Comprehensive Center	1	0	DK
h. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	DK
i. Information from the What Works Clearinghouse, Evidence for ESSA, or another organization that rates evidence	1	0	DK
j. Information from the district’s research/evaluation office	1	0	DK
k. Information from professional associations	1	0	DK
l. Information from a college/university researcher	1	0	DK
m. Other source	1	0	DK
(Specify): _____			

Section 3. Measuring Student and School Improvement

Definitions for this section

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under ESEA for federal accountability.

Content refers to courses offered and assessed at the school level.

Grade retention refers to repeating the current grade in the next school year.

High school graduation requirements refers to accumulating the minimum number of course credits in prescribed courses, demonstrating academic proficiency in required content, and meeting other requirements to earn a standard or regular high school diploma.

Interim assessments are generally school or district-level assessments administered at the beginning or middle of instruction. Results can be aggregated across students, administration windows, or concepts. Information gained can be used to predict a student's ability to succeed on a large scale summative assessment, evaluate a program or pedagogy, or identify gaps in a student's knowledge and adjust instruction. Interim assessments are also known as "benchmark," "predictive," or "through" assessments. Interim assessments do not include any assessments typically administered by specially trained education personnel to identify students as English Learners or students with disabilities.

Lowest-performing schools refers to schools in your district that are lowest-performing based on overall low achievement, low graduation rates, and/or low growth in student achievement; including any schools identified by your state's accountability system as lowest-performing or eligible for Comprehensive Support and Improvement (CSI).

Professional development (PD) includes training seminars, workshops, or courses in large or small group settings intended to develop staff capacity to perform in the topic area.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

Summative assessments are state-mandated tests required for accountability purposes that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Title I schools include those with targeted assistance and schoolwide Title I programs.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The next set of questions asks about administering and using assessments.

3-1. Other than regular screenings to identify students with disabilities and English Learners, did your district REQUIRE schools to administer an interim assessment to determine students’ academic needs at the beginning of this school year (2020–21)? Indicate whether the district required assessments to students in all schools, some schools, or no schools. (Select one response.)

- 2 Yes, the district required **all** schools to administer an interim assessment
- 1 Yes, the district required **some** schools to administer an interim assessment.
- 0 No, the district did not require **any** schools to administer an interim assessment.

Q.3-1 SKIP INSTRUCTION

Districts that answer “No” skip to Q.3-5

Districts that answer “Yes, all schools” skip to Q.3-3.

Districts that answer “Yes, some schools” go to Q.3-2.

3-2. Which schools were REQUIRED to administer an interim assessment to determine students’ academic needs at the beginning of this school year (2020–21)?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTION 1-0 WILL SEE THE CSI SCHOOLS ROW]

SCHOOL TYPE	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Lowest-performing schools	1	0
b. CSI schools		
c. Title I schools	1	0
d. Elementary schools.....	1	0
e. Middle schools.....	1	0
f. High schools.....	1	0
g. Other types of schools.....	1	0
(Specify): _____		

3-3. In schools that required an interim assessment, was the assessment required of all students or specific groups of students? (Select one response.)

- 2 Interim assessment was required of **all students**
- 1 Interim assessment was required of **some students**

Q.3-3 SKIP INSTRUCTION

Districts that answer “some students” go to Q.3-4

Districts that answer “all students” skip to Q.3-5.

3-4. For which groups of students did your district REQUIRE schools to administer an interim assessment at the beginning of the school year?

GROUPS OF STUDENTS	SELECT ONE REPOSE IN EACH ROW	
	YES	NO
a. Students in specific grade levels <i>(Specify grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12)</i> _____	1	0
b. Students with disabilities (SWDs).....	1	0
c. English learners (ELs)	1	0
d. Economically disadvantaged students	1	0
e. Students with no or limited access to technology (devices or internet connection).....	1	0
f. Homeless students, migrant students, or students in foster care	1	0
g. Academically at-risk students..... <i>(Specify how district defines these students)</i> _____	1	0
h. Other category of students..... <i>(Specify how district defines these students)</i> _____	1	0

3-5. To what extent did NOT having statewide summative assessment data from last year (2019-20), due to the coronavirus pandemic, affect your district’s and schools’ ability to conduct the following functions and processes this school year (2020-21)?

FUNCTIONS/PROCESSES	SELECT ONE RESPONSE IN EACH ROW			
	NO EFFECT/ STATE ASSESSMENTS NOT USED FOR THIS PURPOSE	SMALL EFFECT	MODERATE EFFECT	SUBSTANTIAL EFFECT
a. Measuring and monitoring school improvement	1	2	3	4
b. Allocating funding, staff, other resources to schools .	1	2	3	4
c. Evaluating teacher performance	1	2	3	4
d. Determining professional development (PD) needs ..	1	2	3	4
e. Identifying students needing additional academic support	1	2	3	4
f. Placing students in classes or in small groups for targeted instruction	1	2	3	4
g. Identifying English learners (ELs) who can exit EL services	1	2	3	4
h. Measuring and monitoring the progress of student subgroups.....	1	2	3	4

The next question asks about changes in measuring student progress and attainment in your district.

3-6. Compared to before the coronavirus pandemic, have the criteria for these student measures changed for this school year (2020-21)? If your district made a change to the criteria for these student measures, was that a district or state decision?

ATTAINMENT OR PROGRESS MEASURES	SELECT ONE RESPONSE IN EACH ROW			
	HAVE CRITERIA CHANGED?		IF YES, WAS CHANGE REQUIRED BY STATE?	
	YES	NO	STATE REQUIRED CHANGE	STATE DID NOT REQUIRE CHANGE
a. <i>Grade retention</i> standards	1	0	1	2
b. Course grading policies	1	0	1	2
c. <i>High school graduation requirements</i>	1	0	1	2
d. Other	1	0	1	2
(Specify): _____				

Section 4. Federal Funding

Definitions for this section

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under ESEA for federal accountability.

Instruction expenditures refers to the total current operation expenditure for activities dealing with the interaction of teachers and students in the classroom, home, or hospital as well as co-curricular activities. Report amounts for activities of teacher and instructional aides engaged in regular instruction, special education, and vocational education programs. Exclude adult education programs.

Lowest-performing schools refers to schools in your district that are lowest-performing based on overall low achievement, low graduation rates, and/or low growth in student achievement; including any schools identified by your state's accountability system as lowest-performing or eligible for Comprehensive Support and Improvement (CSI).

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms, including videoconferences, teleconferences, email, paper packets, and other methods of communicating and sharing information.

The Coronavirus Aid Relief and Economic Security (CARES) Act provides federal assistance to reduce the public health and economic impacts of the coronavirus pandemic. Key sections of the CARES Act include:

The Governor's Emergency Education Relief (GEER) Fund, which could provide funding for state education agencies (SEAs) and local education agencies (LEAs) if the Governor chose to do so.

The Elementary and Secondary School Emergency Relief (ESSER) Fund, which provided funding for state education agencies (SEAs) and local education agencies (LEAs) through a formula.

The Coronavirus Relief Fund (CRF) provided states, the District of Columbia, and the U.S. Territories with grants to fund short-term (March -December 2020) needs related to the coronavirus public health emergency. In some states, the CRF was used to support services in K-12 schools such as distance learning, personal protective equipment, and instructional recovery programs.

Title I schools include those with targeted assistance and schoolwide Title I programs.

The definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The questions in this section ask about receipt and use of the Coronavirus Aid Relief and Economic Security (CARES) Act funds. The district’s Deputy Superintendent of Finance would likely be the most appropriate respondent for Section 4 of the survey on use of federal funds.

4-1. Did your district receive funds from the state under the Coronavirus Aid Relief and Economic Security (CARES) Act funding programs authorized by Congress to help in recovering from the coronavirus pandemic?

TYPE OF GRANT UNDER THE CARES ACT	DISTRICT RECEIVED FUNDS?		IF YES, IN WHAT MONTH AND YEAR WERE THE FUNDS FIRST RECEIVED FROM THE STATE?
	YES	NO	
a. Elementary and secondary school emergency relief (ESSER) fund...	1	0	_____
b. Governor’s emergency education relief (GEER) fund	1	0	_____
c. Coronavirus Relief Fund (CRF)	1	0	_____
d. Education Stabilization Fund Rethink K-12 Education Models grants (ESF-REM).....	1	0	_____

Q. 4-1 SKIP INSTRUCTIONS

Districts that answer “Yes” to Q.4-1a (ESSER) or Q.4-1b (GEER) go to Q.4-2. Note: Districts will receive relevant columns only in Q.4-2.

Districts that respond “Yes” to Q.4-1c (CRF), “No” to Q.4-1a (ESSER), and “No” to Q.4-1b (GEER) (i.e., only received CRF) skip to Q.4-3.

Districts that respond “Yes” to Q.4-1d (ESF-REM), “No” to Q.4-1a (ESSER), “No” to Q.4-1b (GEER), and “No” to Q.4-1c (CRF) (i.e., only received ESF-REM) skip to Q.4-10.

Districts that respond “No” to all of Q.4-1a, b, c, and d (i.e., did not receive any CARES Act funding) skip to Q.4-10.

4-2. For what purposes did your district use ESSER and GEER funds during 2020-21 school year? Estimate the approximate percentage of funds from each funding source that was used for each of the activities or purposes listed below. Include expenditures on training or technology that are relevant to each activity.

Note: If your district used CARES Act funds to hire new staff to carry out activities described in items “a” through “d,” please include those expenditures in the appropriate category. Expenditures to maintain the employment of existing staff carrying out these activities should be included in item “e.”

ACTIVITY/PURPOSE	ENTER ESTIMATED PERCENTAGE IN EACH ROW FOR EACH COLUMN	
	ESSER	GEER
a. Planning and coordination with other agencies and entities in preparation for continuation of the pandemic or a future disaster	____%	____%
b. Providing distance education and remote learning during full or partial school closures, including purchasing educational technology to support remote learning	____%	____%
c. Changing facilities or schedules to maintain physical distance and enhance safety for students and staff	____%	____%
d. Adding academic, social-emotional, or mental health support to aid students	____%	____%
e. Continuing to employ existing staff	____%	____%
f. Other regular district or school operations	____%	____%
TOTAL	100%	100%

Q. 4-2 INSTRUCTIONS

Districts that did not use ESSER or GEER funds for disaster planning (Q.4-2a ESSER = 0 and GEER = 0) will not receive Q.4-3.

Districts that did not use ESSER or GEER funds for distance or remote learning (Q.4-2b ESSER = 0 and GEER = 0) will not receive Q.4-4 and Q.4-5.

Districts that did not use ESSER or GEER funds for physical distance or other safety precautions (Q.4-2c ESSER = 0 and GEER = 0) will not receive Q.4-6 and Q.4-7.

Districts that did not use ESSER or GEER funds for supports for students (Q.4-2d ESSER = 0 and GEER = 0) will not receive Q.4-8 and Q.4-9.

4-3. Did your district use CARES Act funding to carry out the following disaster planning and preparation activities during the 2020-21 school year?

ACTIVITY	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Coordinating with state or local public health departments and related agencies to obtain data and advice on safety precautions	1	2
b. Collaborating with state educational agency on guidelines for opening or closing schools in response to the pandemic or other emergencies	1	2
c. Planning and coordination for providing meals to eligible students during long-term closures	1	2
d. Other planning and coordination during long-term closures	1	2
e. Developing strategies and plans for supporting continuity of operations in the district...	1	2

4-4. Did your district use CARES Act funding to carry out the following activities related to distance education or remote learning during the 2020-21 school year? Indicate whether the district carried out the CARES Act-funded activity in no schools, some schools, or all schools.

ACTIVITY RELATED TO DISTANCE EDUCATION AND REMOTE LEARNING	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT CARRIED OUT THE CARES ACT-FUNDED ACTIVITY IN:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Purchasing and distributing digital devices or Internet access to students and their families	1	2	3
b. Purchasing and maintaining technology (hardware, software, connectivity) to be used by school staff to support remote learning..	1	2	3
c. Professional Development or training to help teachers and instructional support staff provide instruction in a distance learning environment	1	2	3
d. Purchasing new online instructional programs or materials	1	2	3

Q. 4-4 SKIP INSTRUCTION
 For each item where the district answers “Some schools,” the item will appear in Q.4-5.

4-5. For which schools did your district carry out the CARES Act-funded activity related to distance education and remote learning during the 2020-21 school year?

[NOTE THAT ONLY DISTRICTS THAT RESPOND ‘YES’ TO QUESTION 1-0 WILL SEE THE CSI SCHOOLS COLUMN]

ACTIVITY RELATED TO DISTANCE EDUCATION AND REMOTE LEARNING	SELECT ALL THAT APPLY IN EACH ROW			
	DISTRICT CARRIED OUT THIS ACTIVITY IN:			
	LOWEST-PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Purchasing and distributing digital devices or Internet access to students and their families	1	2	3	4 _____
b. Purchasing and maintaining technology (hardware, software, connectivity) to be used by school staff to support remote learning	1	2	3	4 _____
c. Training to help teachers and instructional support staff provide instruction in a distance learning environment.....	1	2	3	4 _____
d. Purchasing new online instructional programs or materials .	1	2	3	4 _____

4-6. Did your district use CARES Act funding to carry out the following activities to maintain physical distance or other safety precautions in school buildings during this school year (2020-21)? Indicate whether the district carried out the CARES Act-funded activity in no schools, some schools, or all schools.

ACTIVITY RELATED TO MAINTAINING PHYSICAL DISTANCE OR OTHER SAFETY PRECAUTIONS	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT CARRIED OUT THE CARES ACT-FUNDED ACTIVITY IN:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Purchasing needed supplies and re-arranging classroom space to create more room among students and teachers	1	2	3
b. Changing student transportation options and schedules.....	1	2	3
c. Modifying cleaning and sanitation procedures to minimize the spread of infectious diseases, including purchasing supplies, training, or expanding staff	1	2	3
d. Purchasing masks or other personal protective equipment (PPE) for students or staff	1	2	3

Q. 4-6 SKIP INSTRUCTION
 For each item where the district answers “Some schools,” the item will appear in Q.4-7.

4-7. For which schools did your district carry out the CARES Act-funded activity related to maintaining physical distance or other safety precautions in school buildings during 2020-21 school year?

ACTIVITY RELATED TO MAINTAINING PHYSICAL DISTANCE OR OTHER SAFETY PRECAUTIONS	SELECT ALL THAT APPLY IN EACH ROW			
	DISTRICT CARRIED OUT THIS ACTIVITY IN:			
	LOWEST-PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Purchasing needed supplies and re-arranging classroom space to create more room among students and teachers	1	2	3	4 _____
b. Changing student transportation options and schedules.....	1	2	3	4 _____
c. Modifying cleaning and sanitation procedures to minimize the spread of infectious diseases, including purchasing supplies, training, or expanding staff	1	2	3	4 _____
d. Purchasing masks or other personal protective equipment (PPE) for students or staff.....	1	2	3	4 _____

4-8. Did your district use CARES Act funding during 2020-21 school year to provide the following supports or services intended to help students catch up academically or adjust to the effects of the coronavirus pandemic? Indicate whether the district used CARES Act-funding to provide the supports or services to help students catch up in no schools, some schools, or all schools.

ACTIVITY TO SUPPORT STUDENTS	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT USED CARES ACT FUNDING TO ADD SUPPORT IN:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Adapt staffing to provide individualized or small group instruction ..	1	2	3
b. Expanding length of school year, school week, or school day	1	2	3
c. Expanding social, emotional, or mental health support.....	1	2	3
d. Introducing or expanding family engagement	1	2	3

Q. 4-8 SKIP INSTRUCTION
 For each item where the district answers “Some schools,” the item will appear in Q.4-9.

4-9. For which schools did your district carry out the CARES Act-funded activity related to supports or services intended to help students catch up or adjust to the effects of the coronavirus pandemic during the 2020-21 school year?

ACTIVITY TO SUPPORT STUDENTS	SELECT ALL THAT APPLY IN EACH ROW) DISTRICT CARRIED OUT THIS ACTIVITY IN:			
	LOWEST- PERFORMING SCHOOLS	CSI SCHOOLS	TITLE I SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Adapt staffing to provide individualized or small group instruction.....	1	2	3	4 _____
b. Expanding length of school year, school week, or school day	1	2	3	4 _____
c. Expanding social, emotional, or mental health support.....	1	2	3	4 _____
d. Introducing or expanding family engagement	1	2	3	4 _____

4-10. Estimate the number of full-time equivalent (FTE) staff the district intended to support with CARES Act funds as of October 1, 2020, and the total number of FTE staff employed in the district as of October 1, 2020 and as of October 1, 2019 (prior year).

FTE STAFF	FTE STAFF SUPPORTED BY CARES ACT FUNDS AS OF OCTOBER 1, 2020 (CURRENT YEAR)	TOTAL FTE STAFF AS OF OCTOBER 1, 2020 (CURRENT YEAR)	TOTAL FTE STAFF AS OF OCTOBER 1, 2019 (PRIOR YEAR)
a. All staff	_____	_____	_____
b. All teachers	_____	_____	_____

Examples of Activities to Support Students

Adapt staffing to provide individualized or small group instruction. Examples of activities to support students include:

- Use paraprofessionals or instructional aides to provide additional, individualized, and/or small group instruction
- Provide tutoring for students identified as needing academic help
- Dedicate time during the day or week for teachers to provide additional individualized, and/or small group instruction

Expanding length of school year, school week, or school day. Examples of activities to support students include:

- Offer or expand after- or before-school programs that provide supplemental academic instruction
- Increase the length of the school day
- Increase the length of the school year
- Offer or expand summer school

Expanding social, emotional, or mental health support. Examples of activities to support students include:

- Increase the number of staff to support students' mental health, such as school counselors, psychologists, social workers, and behavioral aides
- Offer or expand district-provided social-emotional learning (SEL) programs
- Systematically identify signs of trauma among students
- Conduct a needs assessment of students needing meals, technology to access school resources, or other supports
- Offer or expand the use of student peer advisors for student mentoring and support

Introducing or expanding family engagement. Examples of activities to support students include:

- Use family engagement liaisons, individual outreach, or a family engagement protocol to re-re-engage students who dropped out or lost contact
- Provide or increase home visits

The examples also are available to respondents by hovering over the words that appear in blue text in the survey.

THANK YOU FOR COMPLETING THIS SURVEY.