School Pulse Panel

OMB# 1850-0969 v.8

Appendix B – Questionnaires and Items

National Center for Education Statistics (NCES)
U.S. Department of Education

February 2022
revised April 2022
revised May 2022
revised July 2022
revised August 2022
revised September 2022

Contents

Appendix B.1 – January, February, and March Instruments

Some items are core items that are repeated each month. These are included in each monthly instrument displayed below. The Qualtrics instrument is programmed to also collect enrollment counts by learning modes (as shown in B.3); however, these items are not being collected at this time and could be turned on for collection if necessary.

LEARNING MODES

LEARNING1 1-1A. As of today, does your school offer full-time, in-person learning for any students?

Full-time, in-person learning refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building.

- o Yes
- o No

LEARNING2 1-1b. As of today, was full-time, in-person learning offered to all students or only some students? {Display if LEARNING1 1-1A = YES}

- o All students
- o Some students

LEARNING3 1-1c. As of today, which students were offered full-time, in-person learning?

Select all that apply. {Display if LEARNING2 1-1B = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?

Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.

- o Yes
- o No

LEARNING6 1-2b. As of today, does your district offer a full-time, **remote** academy or school because of the COVID-19 pandemic? {Display if LEARNING5 1-2a = NO}

- o Yes
- o No
- o Don't Know

LEARNING7 1-2c. Are students who attend the district remote academy or school still enrolled at your school? {Display if LEARNING5 1-2a = YES}

- o Yes
- o No
- o Don't Know

LEARNING8 1-2d. As of today, was remote learning offered to all students or some students?

- o All students
- o Some students

LEARNING9 1-2e. As of today, which students were offered full-time, remote learning? *Select all that apply.* {Display if LEARNING8 1-2d = SOME STUDENTS}
- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.
- o Yes
- o No

LEARNING12 1-3b. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 1-3a = YES}
- o All students
- o Some students

LEARNING13 1-3c. As of today, which students were offered a hybrid of remote and in-person learning? *Select all that apply.* {Display if LEARNING12 1-3b = SOME STUDENTS}
- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING15 1-3e. How many days a week does your school offer in-person instruction for hybrid students? {Display if LEARNING11 1-3a = YES}

[   ]

LEARNING16 1-3f. You indicated that your school offers in-person instruction more than 5 days a week for hybrid students. Is this because the school is open every day, but students have different schedules which allow them to attend school in person on alternate days or weeks?
{Display if LEARNING15 1-3e > 5}
- o Yes
- o No

LEARNING17 1-4. Some schools offer instruction in which students learn in person in the school building while the instructor teaches from another location and not in the same classroom as students. As of today, does your school offer this type of learning because of the COVID-19

pandemic?

Exclude remote learning courses that were offered before the COVID-19 pandemic.

- o Yes
- o No

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes inquired above, you do not need to complete the remainder of this survey.**

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QUARANTINE

Quar1 2-1. As of today, do you have a formal policy that indicates when students are required to stay home and not allowed to attend school in person for reasons related to COVID-19? This could be because they display COVID-19-like symptoms, have potentially been exposed to someone with COVID-19, or have tested positive for COVID-19.

- o Yes
- o No {If 'No', no other Quarantine items are displayed}

Quar2 2-1a. Which of the following are included in your school's quarantine policy? *Select all that apply.*
- o A definition of what counts as a potential exposure to COVID-19
- o Requirements about who must be contacted in the event of a potential exposure to COVID-19
- o Requirements about the length of time that exposed students or staff must remain out of the school building
- o Requirements for COVID-19 testing of potentially exposed students and staff
- o Requirements about when an entire classroom or school must quarantine
- o Any exceptions in the policy for vaccinated individuals
- o Other requirements
- o Unsure what is included in policy

Quar3 2-1b. Does this policy apply to any potential exposure to COVID-19, or only to exposures that occur within the school setting?
- o Any potential exposure
- o Only exposures that occur within the school setting
- o Don't know

Quar4 2-2. Does your school have a way of tracking which students are required to stay home and not attend school in person for reasons related to COVID-19? This could be because they display COVID-19-like symptoms, have potentially been exposed to someone with COVID-19, or have tested positive for COVID-19.
- o Yes
- o No

Quar5 2-3. Have students in your school been required to stay home and not attend school in person for any of the following reasons? *Select all that apply.*
- o Student displayed COVID-19-like symptoms
- o Student was potentially exposed to someone with COVID-19
- o Student tested positive for COVID-19
- o None of the above

Quar6a 2-3a. Today (or the most recent day you have information), are any students currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar5 3-3 ≠ NONE OF THE ABOVE}
- o Yes
- o No
- o Don't Know
- o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b 2-3b. Today (or the most recent day you have information), how many students are currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar6 2-3 = YES}

[_____] students

Quar7 2-3c. What type of instruction is offered to students who are required to stay home and not attend school in person because they have potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar9 2-5a = NO}
- o Full-time remote learning or remote academy/school
- o Paper worksheets and packets only
- o No formal instruction is offered to these students
- o Other, please specify: _____

Quar8 2-4. Does your school have a way of tracking which students have received the COVID-19 vaccine? {Display if Quar6b 2-3b = YES}
- o Yes
- o No

Quar9 2-5. Does your school's policy on when students are required to stay home and not attend school differ for students who are fully vaccinated versus those who are not vaccinated? {Display if Quar5 3-3 ≠ NONE OF THE ABOVE}
- o Yes
- o No
- o Don't Know

Quar10 2-6a. For students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms or have tested positive for COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}
- o Test negative for COVID-19 once
- o Test negative for COVID-19 more than once
- o Stay home for a fixed number of days (indicate in next question)
- o No longer have COVID-19-like symptoms
- o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o Other, please specify: _____
- o There are no requirements for a student to return to school in person.

Quar10num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

[Dropdown with options 1-__] days

Quar11 2-6b. For students who are required to stay home and not attend school in person because they have **been potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = NO}
- o Test negative for COVID-19 once
- o Test negative for COVID-19 more than once

o Stay home for a fixed number of days (indicate in next question)
o No longer have COVID-19-like symptoms
o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
o Other, please specify: _____
o There are no requirements for a student to return to school in person.

Quar11num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

Dropdown with options 1-
days

Quar12 2-6a. For **vaccinated** students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms, or have tested positive for COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}
o Test negative for COVID-19 once
o Test negative for COVID-19 more than once
o Stay home for a fixed number of days (indicate in next question)
o No longer have COVID-19-like symptoms
o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
o Other, please specify: _____
o There are no requirements for a student to return to school in person.

Quar12num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

Dropdown with options 1-
days

Quar13 2-6b. For **vaccinated** students who are required to stay home and not attend school in person because they have been **potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}
o Test negative for COVID-19 once
o Test negative for COVID-19 more than once
o Stay home for a fixed number of days (indicate in next question)
o No longer have COVID-19-like symptoms
o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
o Other, please specify: _____
o There are no requirements for a student to return to school in person.

Quar13num. How many days must these students stay home? {Display if Quar13 2-6b = … "fixed number"}

Dropdown with options 1-
days

Quar14 2-6c. For **unvaccinated** students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms, or have tested positive for**

COVID-19, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o Test negative for COVID-19 once
- o Test negative for COVID-19 more than once
- o Stay home for a fixed number of days (indicate in next question)
- o No longer have COVID-19-like symptoms
- o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o Other, please specify: _____
- o There are no requirements for a student to return to school in person.

Quar14num. How many days must a student stay home? {Display if Quar14 2-6c = … "fixed number"}

Dropdown with options 1- days

Quar15 2-6d. For **unvaccinated** students who are required to stay home and not attend school in person because they have been **potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}
- o Test negative for COVID-19 once
- o Test negative for COVID-19 more than once
- o Stay home for a fixed number of days (indicate in next question)
- o No longer have COVID-19-like symptoms
- o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o Other, please specify: _____
- o There are no requirements for a student to return to school in person.

Quar15num. How many days must these students stay home? {Display if Quar15 2-6d = … "fixed number"}

Dropdown with options 1- days

Quar16 2-7. If a student **displays COVID-19-like symptoms or has tested positive for COVID-19**, who is required to stay home and not attend school in person? *Select all that apply.*
- o The student
- o Those who have been in close contact with the student
- o The student's entire class
- o No one is required to stay home
- o Other, please specify: _____

Quar17 2-8. If a student was **potentially exposed to someone with COVID-19**, who is required to stay home and not attend school in-person? *Select all that apply.*
- o The student
- o Those who have been in close contact with the student
- o The student's entire class
- o No one is required to stay home
- o Other, please specify: _____

Quar18 2-9. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **requiring students to stay home and not attend school in-person**.

This item is optional.

STAFFING

STAFFING1 3-1. As of today, how many full-or part-time teaching vacancies does your school have?

Please include vacancies caused by attrition and new positions that were created.

*Please enter the **number** of vacancies. Count each part-time vacancy as a separate position; for example, if you have 3 part-time teaching vacancies, count this as 3 vacancies.*

☐————————— vacancies

STAFFING1b 3-1a. To the best of your knowledge, why do these teacher vacancies exist?
Select all that apply. {Display if STAFFING1 3-1 > 0}
- o Teacher attrition due to resignation
- o Teacher attrition due to retirement
- o New teaching positions were created
- o Other reason
- o Don't Know/Unsure

STAFFING3a 3-1b. As of today, which of the following teaching positions have at least one current vacancy? *Select all that apply.* {Display if STAFFING1 3-1 > 0}
- o General elementary
- o Special education
- o Substitute teacher
- o English Learner (EL) or English as a Second Language (ESL) education
- o English or Language Arts
- o Foreign languages
- o Social studies
- o Mathematics
- o Computer science
- o Physical sciences (e.g., chemistry, physics, earth science)
- o Life sciences {e.g., biology)
- o Music or art
- o Career or technical education
- o Physical education or health
- o Other, please specify: _____

STAFFING2a 3-2. As of today, how many full-or part-time non-teaching staff vacancies does your school have?

Please include vacancies caused by attrition and new positions that were created. Count each part-time vacancy as a separate position; for example, if you have 3 part-time staff vacancies, count this as 3 vacancies.

☐————————— vacancies

STAFFING2b 3-2a. To the best of your knowledge, why do these staff vacancies exist? *Select all that apply.* {Display if STAFFING2a 3-2 > 0}
- o Staff attrition due to resignation

- o Staff attrition due to retirement
- o New staff positions were created
- o Other reason
- o Don't Know/Unsure

STAFFING3b 3-2b. As of today, which of the following non-teaching staff positions have at least one current vacancy? *Select all that apply.* {Display if STAFFING2a 3-2 > 0}
   o   Mental health professional (e.g., counselor, psychologist, social worker)
   o   Medical professional (e.g., school nurse or nurse's aide)
   o   Administrative staff
   o   Technology specialists
   o   Transportation staff
   o   Custodial staff
   o   Nutrition staff (e.g., food preparation, cafeteria workers)

STAFFING3c 3-2c. As of today, which of the following administrative positions do you have at least one current vacancy? *Select all that apply.* {Display if "Administrative staff" selected in STAFFING 3b}
   o   Principal
   o   Assistant or vice principal
   o   Superintendent
   o   Department chairs or supervisors
   o   There are no administrative vacancies
   o   Other, please specify: _____

STAFFING4 3-3. How have teacher and staff vacancies impacted your school? *Select all that apply.* {Display if STAFFING1a 3-1 or STAFFING2a 3-2 > 0}
   o   Forced change in learning modes (e.g., switching from in-person to hybrid learning)
   o   Disruptions in student transportation
   o   Disruptions in administration of school meals
   o   Disruptions in administration of medical care or response
   o   Offering fewer extra-curricular opportunities (e.g., athletics, clubs)
   o   Offering fewer student services (e.g., counseling, guidance)
   o   Increased class sizes
   o   Sharing of teachers and/or staff with other schools
   o   Increased need to use teachers outside of their intended duties (i.e., needing teachers to cover duties they were not hired to do)
   o   Increased need to use non-teaching staff outside of their intended duties (i.e., needing staff to cover duties they were not hired to do)

STAFFING5 3-4. To what extent do you agree with the following statement?
 "The COVID-19 pandemic has increased the number of teacher and staff vacancies in my school"
   o   Strongly Disagree
   o   Disagree
   o   Neither Agree nor Disagree
   o   Agree
   o   Strongly Agree

STAFFING6 3-5. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the

COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **staff and teacher vacancies in your school.**
This item is optional.

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COUNTS

ALTMITIGATION40 4-1. To the best of your knowledge, what percentage of your school's teaching and non-teaching STAFF are fully vaccinated against COVID-19?
_____ percentage of staff
  o Don't Know

ALTMITIGATION40 2-28b. To the best of your knowledge, what percentage of your school's STUDENTS are fully vaccinated against COVID-19?
_____ percentage of students
  o Don't Know

TEACHER0 5-1. Please enter an approximate total teacher count for your school as of today.
Please enter the *number* of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 5-2. Please enter an approximate total non-teacher staff count for your school as of today.
Please enter the *number* of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT0. As of today, please enter your **total** student enrollment count.
Please enter the *number* of students.

_____ Total number of students

SUGGESTIONS FOR FUTURE ITEMS

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

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School Pulse Panel   February Survey

LEARNING MODES

LEARNING1 1-1A. As of today, does your school offer full-time, in-person learning for any students? *Full-time, in-person learning refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building.*
- o Yes
- o No

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic? *Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.*
- o Yes
- o No

LEARNING8 1-2d. As of today, was **remote** learning offered to all students or some students?
{Display if LEARNING5 1-2a}
- o All students
- o Some students

LEARNING9 1-2e. As of today, which students were offered full-time, **remote** learning? *Select all that apply.* {Display if LEARNING8 1-2d = SOME STUDENTS}
- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic? *Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.*
- o Yes
- o No

LEARNING12 1-3b. As of today, was **hybrid** of remote and in-person learning offered to all students or some students? {Display if LEARNING11 1-3a = YES}
- o All students
- o Some students

LEARNING13 1-3c. As of today, which students were offered a **hybrid** of remote and in-person learning? *Select all that apply.* {Display if LEARNING12 1-3b = SOME STUDENTS}
- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes inquired above, you do not need to complete the remainder of this survey**

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{Display if LEARNING1, LEARNING5, LEARNING11 = NO}.
FEBLEARNING19 2-1. Did your school delay the return to learning (i.e., school was closed, no instruction was offered) after winter break because of COVID-19?
- o Yes
- o No
- o Don't Know

FEBLEARNING20 2-1a. Which of the following reasons was your school delayed in returning from winter break? *Select all that apply.* {Display if FEBLEARNING19 2-1= Yes}
- o Provide additional time for students and staff to get tested for COVID-19
- o Concerns from district leaders or administrators over the ability to reduce the spread of COVID-19 at your school
- o Concerns from school leaders or administrators over the ability to reduce the spread of COVID-19 at your school
- o Concerns from school staff over the ability to reduce the spread of COVID-19 at your school
- o High transmission rates of COVID-19 in the community
- o High transmission rates of COVID-19 among students, staff, and/or their families
- o Staffing shortages
- o Other, please specify: _____

FEBLEARNING21 2-2. Did your school require that students test negative for COVID-19 before returning to in-person learning after winter break?
- o Yes

- o No
- o Don't Know
- o Not applicable – school has not returned to in-person learning

FEBLEARNING22 2-3. Did your school or district provide COVID-19 tests to each student prior to returning to school after winter break?
- o Yes
- o No
- o Don't Know
- o Not applicable – school has not returned to in-person learning

FEBLEARNING23 2-4. At any time since returning from winter break, did your school switch from in-person learning to either remote or hybrid learning?
- o Yes, switched to remote learning
- o Yes, switched to hybrid learning
- o No, remained in-person
- o Don't Know

QUARANTINE

Quar4 3-1. Does your school have a way of tracking which students are required to stay home and not attend school in person for reasons related to COVID-19? This could be because they display COVID-19-like symptoms, have potentially been exposed to someone with COVID-19, or have tested positive for COVID-19.
- o Yes
- o No

Quar6a 3-1a. Today (or the most recent day you have information), are any STUDENTS currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar4 3-1 = Yes}
- o Yes
- o No
- o Don't Know
- o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b 3-1b. Today (or the most recent day you have information), how many STUDENTS are currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar6a 3-1 = Yes}

☐ students

Quar8 3-2. Does your school have a way of tracking which students have received the COVID-19 vaccine?
- o Yes
- o No

Quar19a 3-3. Today (or the most recent day you have information), are any TEACHERS and/or NON-TEACHING STAFF members currently at home and not allowed to be in the school building because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19?

- o Yes
- o No
- o Don't Know
- o Not Applicable – we are only providing full-time remote learning at this time

Quar19b. Today (or the most recent day you have information), how many TEACHERS and NON-TEACHING STAFF members are currently at home and not allowed to be in the school building because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar19a 3-3 = Yes}

teachers and non-teaching staff members

STAFFING4 3-3b. How have teacher and staff COVID-related absences impacted your school? *Select all that apply.* {Display if Quar19a 3-3 = Yes}

- o Forced change in learning modes (e.g., switching from in-person to hybrid learning)
- o Disruptions in student transportation
- o Disruptions in administration of school meals
- o Disruptions in administration of medical care or response
- o Offering fewer extra-curricular opportunities (e.g., athletics, clubs)
- o Offering fewer student services (e.g., counseling, guidance)
- o Increased class sizes
- o Sharing of teachers and/or staff with other schools
- o Increased need to use teachers outside of their intended duties (i.e., needing teachers to cover duties they were not hired to do)
- o Increased need to use non-teaching staff outside of their intended duties (i.e., needing staff to cover duties they were not hired to do)

MITIGATION

*The next questions are about whether your school uses the **Test to Stay (TTS) program**. TTS is a COVID-19 testing program that allows unvaccinated or partially vaccinated individuals who are identified as a close contact to a case of COVID-19 in certain school settings to continue to come to school if they are asymptomatic and serially test negative for COVID-19.*
NEWMITIGATION1 4-1. Does your school use the Test to Stay (TTS) program in order to keep individuals in school?
- o Yes {Display NEWMITIGATION2-6 if "Yes" selected}
- o No
- o Don't Know

NEWMITIGATION2 4-1a. Who is eligible to participate in the TTS program? *Select all that apply.*
- o Students
- o Staff
- o Other, please specify: _____

NEWMITIGATION3 4-1b. Which of the following criteria are required for close contact individuals to **begin participating** in TTS? *Select all that apply.*
- o Their COVID-19 exposure occurred in school
- o Close contact individuals were masked during the entire exposure event
- o Close contact individuals are asymptomatic
- o Close contact individuals must test negative for COVID-19
- o Other, please specify: _____

NEWMITIGATION4 4-1c. Which of the following criteria are necessary for close contact individuals to **remain participating** in TTS? *Select all that apply.*
- o Close contact individuals must continue to test negative for COVID-19
- o Close contact individuals must remain masked in school
- o Close contact individuals must remain asymptomatic
- o Close contact individuals must adhere to applicable quarantine guidance (e.g., city, state, or federal guidance) outside of school
- o Close contact individuals must physically distance in school, when feasible
- o Other, please specify: _____

NEWMITIGATION5 4-1d. Which of the following best describes how often individuals participating in TTS are tested for COVID-19?
- o Daily
- o Four times per week
- o Three times per week
- o Two times per week
- o Once per week
- o Other, please specify: _____

NEWMITIGATION6 4-1e. If an individual remains asymptomatic and continues to test negative for COVID-19, how long are they required to participate in TTS?
- o Less than one week after initial exposure
- o One week after initial exposure
- o Two weeks after initial exposure
- o More than two weeks after initial exposure

MITIGATION As of today, are there formal systems in place for the following?
MITIGATION1 4-2. A STAFF MEMBER to report if they have been clinically **diagnosed** with COVID-19?

- o   Yes
- o   No
- o   Don't know

MITIGATION2 4-3. A STAFF MEMBER to report if they have **symptoms** of COVID-19?

- o Yes
- o No
- o Don't know

MITIGATION3 4-4. A STAFF MEMBER to report if they have a **student with symptoms** of COVID-19?

- o   Yes
- o   No
- o   Don't know

MITIGATION4 4-5. A STAFF MEMBER to report if they have been **exposed** to someone with COVID-19?

- o Yes
- o No
- o Don't know

MITIGATION5 4-6. A PARENT OR GUARDIAN to report if their **child has been diagnosed** with COVID-19?

- o Yes
- o No
- o Don't know

MITIGATION6 4-7. A PARENT OR GUARDIAN to report if their **child has symptoms** of COVID-19?

- o Yes
- o No
- o Don't know

MITIGATION7 4-8. A PARENT OR GUARDIAN to report if their **child has been exposed** to someone with COVID-19 outside of school?

- o Yes
- o No
- o Don't know

MITIGATION8 4-9. To notify PARENTS OR GUARDIANS when their **child may have been exposed** to COVID-19 at school?

- o Yes
- o No
- o Don't know

MITIGATION9 4-9b. How soon after the school knows of the exposure does a notification go out to parents? {Display if MITIGATION8 4-9 = YES}
- o Same day
- o Next day
- o Within a week
- o Within a month
- o More than a month

MITIGATION10 4-10. Is there a formal system in place to notify STAFF when they **may have been exposed** to COVID-19 at school?
- o Yes
- o No
- o Don't know

MITIGATION11 4-10a. How soon after the school knows of the exposure does a notification go out to staff? {Display if MITIGATION10 4-10 = YES}
- o Same day
- o Next day
- o Within a week
- o Within a month
- o More than a month

MITIGATION12 4-11. Is there a designated staff member(s) assigned to contact trace students who have tested positive for COVID-19?
- o Yes
- o No
- o Don't know

MITIGATION13 4-12. Does your district or school have any kind of publicly available tracker documenting all COVID-19 cases in a given school or district to date?
Do not include state-level case trackers.
- o Yes
- o No
- o Don't know

The next questions are about whether your school does screening or testing for COVID-19. Screening includes asking about COVID-19 symptoms and/or checking temperatures. Testing includes PCR (Polymerase Chain Reaction) and rapid (antigen) COVID-19 testing. Do not include antibody testing.

MITIGATION As of today:
MITIGATION20 4-13. Does your school require daily COVID-19 **symptom screening** with STAFF?

Screening includes asking about COVID-19 symptoms and/or checking temperatures.
- o Yes
- o No
- o Don't know

MITIGATION21 4-14. Does your school require daily COVID-19 **symptom screening** with STUDENTS?

Screening includes asking about COVID-19 symptoms and/or checking temperatures.
- o Yes
- o No
- o Don't know

MITIGATION22 4-15. Does your school have on-site COVID-19 **testing** for STAFF when they **have symptoms or possible COVID-19 exposure**?
- o Yes
- o No
- o Don't know

MITIGATION23 4-16. Does your school have on-site COVID-19 **testing** for STUDENTS when they **have symptoms or possible COVID-19 exposure**?
- o Yes
- o No
- o Don't know

MITIGATION24 4-17. Does your school have on-site COVID-19 **testing** for STAFF **even if they have no symptoms or possible exposure**?
- o Yes
- o No
- o Don't know

MITIGATION25 4-18. Does your school have on-site COVID-19 **testing** for STUDENTS **even if they have no symptoms or possible exposure**?
- o Yes
- o No
- o Don't know

NEWMITGATION6. What type(s) of COVID-19 testing does your school conduct? *Select all that apply.* {Display if any of MITIGATION22-25 = YES}
- o Polymerase Chain Reaction (PCR) testing
- o Rapid (antigen) testing
- o Pooled sample testing
- o Antibody testing
- o Don't know

NEWMITIGATION7. Who is primarily responsible for administering COVID-19 tests at your school? {Display if any of MITIGATION22-25 = YES}
- o School medical professional(s) (e.g., school nurse, nurse's aide)
- o An outside vendor (e.g., a contracted COVID-19 testing service)
- o School administrator(s) (e.g., principal, vice principal)
- o School staff (e.g., teacher, secretary)
- o Other, please specify: _____

MITIGATION26 4-19. Does your school require that any STAFF wear a mask inside the school?
- o Yes
- o No
- o Don't know

MITIGATION27 4-19a. Are STAFF who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION26 4-19 = YES}
- o Yes
- o No
- o Don't know

MITIGATION28 4-19b. Does your school require proof of vaccination against COVID-19 to exempt STAFF from wearing a mask? {Display if MITIGATION27 4-19a = YES}
- o Yes
- o No

o   Don't know

MITIGATION29 4-20. Does your school require that any PARENTS OR GUARDIANS wear a mask inside the school?
- o Yes
- o No
- o Don't know
- o Not applicable - parents or guardians are not allowed inside the building at this time

MITIGATION30 4-20a. Are PARENTS OR GUARDIANS who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION30 4-20 = YES}
- o Yes
- o No
- o Don't know

MITIGATION31 4-20b. Does your school require proof of vaccination against COVID-19 to exempt PARENTS OR GUARDIANS from wearing a mask? {Display if MITIGATION30 4-20a = YES}
- o Yes
- o No
- o Don't know

MITIGATION32 4-21. Does your school require that any STUDENTS wear a mask inside the school building?
- o Yes
- o No
- o Don't know

MITIGATION33 4-21a. Are STUDENTS who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION32 4-21 = YES}
- o Yes
- o No
- o Don't know

MITIGATION34 4-22b. Does your school require proof of vaccination against COVID-19 to exempt STUDENTS from wearing a mask? {Display if MITIGATION32 4-21a = YES}
- o Yes
- o No
- o Don't know

MITIGATION36 4-22. As of today, is your school doing any of the following to decrease the spread of COVID-19? *Please select all that apply.*
- o Spaced desks and seating at least 3 feet apart
- o Faced student desks and seating in the same direction
- o Decreased class size
- o Placed physical guides (e.g., tape, marks) and signs for distancing to account for movement of staff and students in the hallways or classrooms
- o Encouraged social distancing during recess or physical education
- o Installed physical barriers (i.e., plastic or other dividers) between students and staff
- o Installed physical barriers (i.e., plastic or other dividers) between students
- o Increased ventilation by opening windows and doors, using fans, and/or making improvements or upgrades to the school's ventilation system
- o Increased how often surfaces are cleaned
- o Added additional handwashing stations or hand sanitizer stations
- o None of the above
- o Don't know

MITIGATION37 4-23. As of today, is your school modifying any of the following for food service? *Please select all that apply.*
- o Closed the cafeteria
- o Changed lunch schedule to decrease the number of students in the cafeteria
- o Offered only grab and go food items
- o Blocked off seats in the cafeteria to increase distance between students
- o Installed plastic or other dividers in the cafeteria
- o Moved eating to classrooms for some or all students
- o Moved eating outside for some or all students
- o None of the above
- o Don't know

MITIGATION39 4-24. Does your school or district require staff to be vaccinated unless they have a religious or medical waiver?
- o Yes
- o No
- o Don't know

ALTMITIGATION40 4-25. To the best of your knowledge, what percentage of your school's teaching and non-teaching STAFF are fully vaccinated against COVID-19?
_____ percentage of staff
- o Don't Know

ALTMITIGATION40 2-26. To the best of your knowledge, what percentage of your school's STUDENTS are fully vaccinated against COVID-19?
_____ percentage of students
- o Don't Know

MITIGATION41 4-27. Has your school offered, or is your school planning to offer, onsite COVID-19 vaccination or a mobile vaccination unit for staff or students who are eligible?
- o Yes
- o We are considering it but have not decided
- o No
- o Don't know

MITIGATION42 4-28. Are eligible students required to be vaccinated against COVID-19 in order to attend school in person?
- o Yes
- o No
- o Don't know

MITIGATION43 4-29. For the 2021-22 school year, does your school have a formal plan in place to prepare for and respond to a pandemic (including the COVID-19 pandemic)?
Exclude plans that address only community or school-based outbreaks such as seasonal flu or chicken pox.
- o Yes
- o No
- o Don't know

MITIGATION44 4-30. BEFORE the COVID-19 pandemic began in the 2019-20 school year, did your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases such as SARS or H1N1?
Exclude plans that addressed only community or school-based outbreaks such as seasonal flu or chicken pox.
- o Yes
- o No
- o Don't know

MITIGATION45. Thank you for completing this section of the survey. Thank you for completing this section. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **mitigating the spread of COVID-19 in your school.**
This item is optional.

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FUTURE CONTENT

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19

pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

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School Pulse Panel   March Survey

LEARNING MODE

LEARNING1 1-1A. As of today, does your school offer full-time, in-person learning for any students?
Full-time, in-person learning refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building.
- o Yes
- o No

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.

- o Yes
- o No

LEARNING8 1-2d. As of today, was remote learning offered to all students or some students?
{Display if LEARNING5 = YES}
- o All students
- o Some students

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.
- o Yes
- o No

LEARNING12 1-3b. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}
- o All students
- o Some students

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes inquired above, you do not need to complete the remainder of this survey.**

{Display if LEARNING1, LEARNING5, & LEARNING11 = NO}

MarchLearning1. Is your school or district prohibited by state or local laws from changing learning modes (e.g., to switch from offering all in-person learning to offering all remote learning) in response to COVID-19-related issues?

- o Yes
- o No
- o Don't Know

MarchLearning2. Which of the following are included in your criteria or factor into your decision-making when considering a learning mode change? *Select all that apply.* {Display if MarchLearning1 = "No" OR "Don't Know"}

- o Community transmission rates of COVID-19
- o School transmission rates of COVID-19
- o Guidance from your local or state health department
- o Guidance from your school district
- o Guidance from your state education department
- o Guidance from the Centers for Disease Control and Prevention (CDC)
- o Teacher shortages
- o Non-teaching staff shortages
- o Student absences
- o Parents' preference for in-person learning
- o Parents' preference for remote learning
- o Staff concerns about their and others' health and safety while working in person
- o Staff concerns about students' learning and well-being when learning remotely
- o Other, please specify: _____

QUARANTINE

Quar6a. Today (or the most recent day you have information), are any STUDENTS currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19?
- o Yes
- o No
- o Don't Know
- o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b. Today (or the most recent day you have information), how many STUDENTS are currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar6a = YES}

[_____] students

Quar19a. Today (or the most recent day you have information), are any TEACHERS AND/OR NON-TEACHING STAFF MEMBERS currently at home and not allowed to attend school in

person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19?

- o Yes
- o No
- o Don't Know
- o Not Applicable – we are only providing full-time remote learning at this time

Quar19b. Today (or the most recent day you have information), how many TEACHERS AND NON-TEACHING STAFF MEMBERS are currently at home and not allowed to be in the school building because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar19a = YES}

|_____|teachers and non-teaching staff members

MITIGATION26 4-19. Does your school require that any STAFF wear a mask inside the school?

- o Yes
- o No
- o Don't know

MITIGATION27 4-19a. Are STAFF who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION26 4-19 = YES}

- o Yes
- o No
- o Don't know

MITIGATION32 4-21. Does your school require that any STUDENTS wear a mask inside the school building?

- o Yes
- o No
- o Don't know

MITIGATION33 4-21a. Are STUDENTS who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION32 4-21 = YES}

- o Yes
- o No
- o Don't know

CONCERNS

ParCon1. Which of the following concerns have PARENTS/GUARDIANS expressed about their children during the 2021-22 school year? *Select all that apply.*

- o Meeting academic needs for their children

- o Meeting developmental needs or milestones (e.g., speech development, behavioral development)
- o Learning options for children who are immunocompromised
- o Physical health and safety for their children in classrooms
- o Social, emotional, and mental health for their children
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe participation in extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students
- o Safe transportation
- o Childcare during remote learning
- o Other, please specify: _____
- o Don't know

ParCon2. To the best of your knowledge, how concerned are PARENTS/GUARDIANS with the following for their children?

{Rows display based on selections made in ParCon2}	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Meeting academic needs for their children	A	B	C	D
Meeting developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Learning options for children who are immunocompromised	A	B	C	D
Physical health and safety for their children in classrooms	A	B	C	D
Social, emotional, and mental health for their children	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe participation in extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students	A	B	C	D
Safe transportation	A	B	C	D
Childcare during remote learning	A	B	C	D

ParCon3. Have PARENTS of students at your school staged any protests due to your school's response to the COVID-19 pandemic?
- o Yes
- o No
- o Don't know

StuCon1. Which of the following concerns have STUDENTS expressed during the 2021-22 school year? *Select all that apply.*

- o Meeting academic standards
- o Meeting developmental needs or milestones (e.g., speech development, behavioral development)
- o Learning options for the immunocompromised
- o Physical health and safety in classrooms
- o Social, emotional, and mental health
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe participation in extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students
- o Safe transportation
- o Missing out on social activities or events
- o Missing out on extracurricular activities and sports
- o Other, please specify: _____
- o Don't know

StuCon2. To the best of your knowledge, how concerned are STUDENTS with the following?

{Rows display based on selections made in StuCon2}	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Meeting academic standards	A	B	C	D
Meeting developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Learning options for the immunocompromised	A	B	C	D
Physical health and safety in classrooms	A	B	C	D
Social, emotional, and mental health	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe participation in extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students	A	B	C	D
Safe transportation	A	B	C	D
Missing out on social activities or events	A	B	C	D
Missing out on extracurricular activities and sports	A	B	C	D

StuCon3. Have STUDENTS at your school staged any protests, walk-outs, or strikes due to your school's response to the COVID-19 pandemic?

- o Yes
- o No
- o Don't know

StaffCon1. Which of the following concerns have STAFF MEMBERS expressed during the 2021-22 school year? *Select all that apply.*

- o Getting their students to meet academic standards
- o Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)
- o Working conditions for the immunocompromised
- o Transmitting COVID-19 to immunocompromised family members or co-habitants
- o Their PERSONAL physical health and safety while in classroom or offices
- o Their PERSONAL social, emotional, and mental health
- o Their STUDENTS' physical health and safety while in the classroom
- o Their STUDENTS' social, emotional, and mental health
- o Access to COVID-19 mitigation materials (e.g., tests, masks)
- o Use of sick and personal leave time
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe administration of extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students and/or staff members
- o Safe transportation
- o Personal childcare needs during remote learning
- o Providing instruction to students having to quarantine
- **o** Lack of substitute teachers
- o Other, please specify: _____

- o Don't know

StaffCon2. To the best of your knowledge, how concerned are STAFF MEMBERS with the following?

{Rows display based on selections made in StaffCon2}	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Getting their students to meet academic standards	A	B	C	D
Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Working conditions for the immunocompromised	A	B	C	D
Transmitting COVID-19 to immunocompromised family members or co-habitants				
Their PERSONAL health and safety while in the classroom or offices	A	B	C	D
Their PERSONAL social, emotional, and mental health	A	B	C	D
Their STUDENTS' health and safety while in the classroom	A	B	C	D
Their STUDENTS' social, emotional, and mental health	A	B	C	D
Access to mitigation materials (e.g., tests, masks)	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe administration of extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students and/or staff members	A	B	C	D
Safe transportation	A	B	C	D
Use of sick and personal leave time	A	B	C	D
Personal childcare needs during remote learning	A	B	C	D

StaffCon3. Have STAFF MEMBERS at your school staged any protests, walk-outs, or strikes due to your school's response to the COVID-19 pandemic?
- o Yes
- o No
- o Don't know

Concern4. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **concerns from parents, students, and/or staff members about school operating full-time in-person.**

This item is optional.

_____

FOOD & NUTRITION

The School Nutrition Manager may be able to assist with the following questions.

SchLun1. As of today, how does your school provide students with breakfast and lunch?
- o Students can participate in USDA School Meal programs (e.g., the National School Lunch Program, School Breakfast Program)
- o Students can buy meals at school but not part of USDA School Meal programs
- o All students must bring meals from home
- o Don't Know

SchLun2. You indicated your school operates the USDA School Meal program. As of today, about what percentage of students in your school participate in these programs? {Display if SchLun1 = …PARTICIPATE IN USDA}

- o 0% {If selected, no other food items are displayed}
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-99%
- o 100%
- o Don't Know

SchLun3. As of today, how does your school operate the school lunch and/or breakfast programs?
- o Seamless Summer Option (SSO) under the nationwide waiver
- o Community Eligibility Provision (CEP) or other special provision
- o Traditional school meal program operations - not using the SSO waiver
- o Summer Food Service Program (SFSP) – our school is currently operating under an unanticipated school closure
- o Partnerships or sponsorships with local food organizations
- o Other, please specify: _____

- o Don't Know

SchLun4. Since the beginning of the 2021-22 school year, what are the ways that your school has provided meals to students? *Select all that apply.*
- o Meals are (or have been) provided in the school building
- o Meals are (or have been) picked up from school designated locations
- o Meals are (or have been) dropped off using bus routes
- o Meals are (or have been) delivered directly to households
- o Meals are (or have been) prepared and delivered through local partnerships
- o Other, please specify: _____
- o Don't Know

SchLun5a. Before the start of the COVID-19 pandemic, how did your school operate the National School Lunch Program (NSLP)?

- o All students in my school were offered free school lunches
- o Individual eligible students were offered free or reduced-price lunches
- o Other, please specify: _____
- o Not applicable; my school did not operate the NSLP before the pandemic
- o Don't Know

SchLun5b. Before the start of the COVID-19 pandemic, how did your school operate the School Breakfast Program (SBP)?
- o All students in my school were offered free school breakfasts
- o Individual eligible students were offered free or reduced-price breakfasts
- o Other, please specify: _____
- o Not applicable; school did not operate the SBP prior to the pandemic
- o Don't Know

SchLun6. How easy or difficult was it for your school to operate USDA School Meal programs during the 2021-22 school year compared to before the COVID-19 pandemic?
- o Very difficult
- o Somewhat difficult
- o About the same
- o Somewhat easy
- o Very easy
- o Not applicable

SchLun7. Is your school experiencing challenges with obtaining enough food, beverages, and/or meal service supplies for students participating in school meal programs?
- o Yes
- o No
- o Don't Know

SchLun8. Is your school experiencing challenges with serving specific types of foods that were planned to be on school meal program menus?
- o Yes
- o No
- o Don't Know

SchLun9. What category(s) are you experiencing issues with procuring? *Select all that apply.* {Display if SchLun7 or SchLun8 = YES}

- o Fruits
- o Vegetables
- o Grains
- o Whole Grain Rich items
- o Milk
- o Meat/Meat Alternates
- o Low sodium foods
- o Meal service supplies (e.g., food trays)
- o Other, please specify: _____
- o Don't Know

SchLun10. Are the challenges you are experiencing with school meal program food due to any of the following? *Select all that apply.* {Display if SchLun7 or SchLun8 = YES}

- o Shipment delays
- o Orders arriving with missing items, reduced quantities, or product substitutions
- o Limited product availability
- o Food or supply costs
- o Labor shortages
- o Limited or no vendors available
- o Limited or restricted food delivery day or times
- o Vendor surcharges or increased purchasing minimums
- o Other, please specify: _____
- o Don't Know

SchLun11. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **providing your students with breakfast and/or lunch**.
This item is optional.

SUGGESTIONS FOR FUTURE ITEMS

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

Appendix B.2 –April, May, and June Instruments

April Instrument   Mental Health

MENTAL HEALTH & WELL-BEING

MH1. During the 2021-22 school year, which of the following, if any, school-based mental health services have been provided to STUDENTS?
- o Outreach (e.g., a screening of all students for mental health concerns)
- o Case management (e.g., identifying and coordinating mental health support for individual students)
- o Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)
- o Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)
- o Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)
- o Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)
- o Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)
- o External referrals (e.g., referring students to mental health professionals outside of school)
- o Other, please specify: _____
- o We have not provided any school-based mental health services during the 2021-22 school year
- o Don't Know

MH2a. Who provides the mental health services offered at your school? *Select all that apply.* {Display if MH1 ≠We have not provided any… or DK}
- o School- or district-employed licensed mental health professional (e.g., school psychologist, social worker)
- o School counselor (e.g., academic or general counselor)
- o School nurse
- o Outside practice or program that provides services at your school (e.g., university programs, contracted services)
- o Other, please specify: _____

MH2b. Does your school provide resources (e.g., information on providers or therapy, emergency hotlines, support groups) for students to seek services outside of school? {Display if MH1 ≠We have not provided any… or DK}
- o Yes
- o No
- o Don't Know

MH3. Did your school increase the types or amount of mental health services provided during the COVID-19 pandemic?
- o Yes

- o No
- o Don't Know

MH4. For the 2021-22 school year, did your school make any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff?

Include actions like designating time during the school day to focus on mental wellness and adding designated days off for students and staff to focus on their mental health. Please do not include changes due to physical health concerns.

- o Yes
- o No
- o Don't Know

MH5. Did your school provide staff with any resources (e.g., trainings or professional development) to help identify mental health issues among STUDENTS?

- o Yes
- o No
- o Don't Know

MH6. Which of the following sources of funding were received to be used to support mental health services for STUDENTS during the COVID-19 pandemic? *Select all that apply.*

- o Federal grants or other federal programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

MH7. Which of the following sources of funding have been used to support mental health services for STAFF during the COVID-19 pandemic? *Select all that apply.*

- o Federal grants or other federal programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

MH8. To the best of your knowledge, how has the percentage of STUDENTS who have sought mental health services from your school changed since the start of the COVID-19 pandemic?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't Know

MH9. To the best of your knowledge, how has the percentage of STAFF expressing concerns with STUDENTS exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the start of the COVID-19 pandemic?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't Know

MH12. During the 2021-22 school year, has your school done any of the following to help students cope with the COVID-19 pandemic? *Select all that apply.*
- o Hired new staff to focus on student social/emotional/mental well-being
- o Encouraged existing staff to address student social/emotional/mental well-being
- o Added student classes on social/emotional/mental well-being
- o Created or expanded a program for students' social/emotional/mental well-being
- o Offered guest speakers for students on social/emotional/mental well-being
- o Offered professional development to train teachers on helping students with their social/emotional/mental well-being
- o Held assemblies for students on social/emotional/mental well-being
- o Created community events and partnerships for students on social/emotional/mental well-being
- o Other, please specify:
- o None of the above
- o Don't know

MH13. To the best of your knowledge, have any of the following groups of students sought out mental health services more than others since the start of the COVID-19 pandemic? *Select all that apply.*

- o Students from particular racial/ethnic backgrounds (indicate in next item)
- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Students with medical conditions, or in families with medical conditions, that put them at high risk for COVID-19
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students
- o Students in Gifted and Talented programs (aka GATE, TAG, G/T)
- o LGBTQ+ students
- o Other, please specify: _____
- o None of the above
- o Don't Know

MH13b. Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply*. {Display if MH13 = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White
- o Not Specified

MH14. Does your school have a specific program for social and emotional learning (SEL) for STUDENTS?

- o Yes
- o No
- o Don't Know

MH15. To what extent do you agree with the following statement: "My school is able to effectively provide mental health services to all students in need."

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o Don't know

MH15b. Which of the following factors, if any, limit your school's efforts to effectively provide mental health services to all students in need? *Select all that apply.* {Display if MH15 ≠ Strongly Agree}

- **o** Inadequate access to licensed mental health professionals
- **o** Insufficient mental health professional staff coverage to manage caseload
- o Inadequate funding
- o Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
- o Concerns about reactions from parents
- o Lack of community support for providing mental health services to students in your school
- o Requirements that the school pay for the mental health services
- o Reluctance among school staff to label students with mental health disorders to avoid stigmatizing the child
- o Other, please specify: _____
- o None of the above
- o Don't Know

MH16. Does your school provide STAFF with COVID-specific leave in addition to regular sick leave?
- o Yes
- o No
- o Don't Know

MH17. Has your school provided STAFF with any resources to self-identify mental health issues since the start of the COVID-19 pandemic?
- o Yes
- o No
- o Don't Know

MH18. Which of the following benefits, if any, have been offered to STAFF in your school as a result of the COVID-19 pandemic? *Select all that apply.*
- o Individual mental health counseling at the school
- o Group-based/peer support interventions
- o Referrals for mental health services outside of school
- o Additional sick leave or paid time off
- o Increased compensation
- o Mental health-related professional development
- o Other, please specify: _____
- o None of the above
- o Don't know

MH19. Which of the following approaches, if any, have been used by your school during the pandemic to address the mental health of STAFF? *Select all that apply.*
- o Regular staff self-assessments
- o Proactive outreach to staff members
- o Additional professional development focused on mental health
- o Increased preparation time for staff
- o Other, please specify: _____
- o None of the above
- o Don't know

MH20. To the best of your knowledge, how has the percentage of STAFF who have sought mental health services from your school changed since the start of the COVID-19 pandemic?
- o It has decreased
- o It has not changed
- o It has increased
- o Don't know

MH21. To the best of your knowledge, how has the percentage of staff expressing concerns with THEMSELVES or THEIR COLLEAGUES exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the start of the COVID-19 pandemic?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't know

MH22. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **mental health and well-being issues among students and staff at your school.**

This item is optional.

School Facilities, Absenteeism, Classroom Management

SCHOOL FACILITIES

Since the start of the COVID-19 pandemic, has your school taken any of the following steps to increase ventilation or filter/clean air **in school**? **Select all that apply.**

o   Inspected and validated existing HVAC systems for cleanliness, function, and code-compliant operation
o   Replaced/upgraded HVAC systems
o   Installed ultraviolent germicidal irradiation (UVGI) in high-risk areas, where students eat, or where options for
o   ventilation are limited
o   Deactivated/turned off demand-controlled ventilation (DCV) controls (i.e., thermostats or central controls) that reduce air
o   supply or exhaust based on occupancy, temperature, or energy conservation, so that air supply will remain
o   constant throughout the day
o   Installed or used high efficiency particulate air (HEPA) filtration systems in areas where students eat
o   Installed or used HEPA filtration systems in classrooms
o   Other (please specify)
o   Don't Know
o   Not applicable, my school has been remote since the start of the pandemic

At the start of the 2021-2022 school year, did your school take any of the following steps to increase ventilation or filter/clean air **in school**? **Select all that apply.**

o   Opened doors to hallway or outside when safe to do so
o   Opened windows when safe to do so
o   Used fans to increase the effectiveness of open windows when safe to do so
o   Decreased occupancy in areas where outdoor ventilation cannot be increased
o   Relocated activities to outdoors when possible to do so
o   Increased ventilation in areas where students eat
o   Used HEPA filtration systems in areas where students eat
o   Used portable HEPA filtration systems in classrooms
o   Used portable HEPA filtration systems for high-risk areas, such as nurse's office, isolation areas, or rooms where people are less likely to follow mask guidance
o   Other (please specify)
o   Don't know
o   Not applicable, my school was virtual at the start of the school year

ABSENTEEISM

The following items will ask about your experiences with chronic absenteeism at your school during the 2021-22 school year. Chronic absenteeism is defined as students who are absent for at least 10 percent of the school year.

ABS1. During the 2021-22 school year, approximately what percentage of students at your school have been chronically absent? Include excused and unexcused absences.

Chronic absenteeism is defined as students who are absent at least 10 percent of the school year.

- ____ percent of students

ABS2. Compared to a **typical school year before the start of the COVID-19 pandemic**, how has chronic absenteeism changed at your school during the 2021-22 school year? Include excused and unexcused absences.

- Chronic student absenteeism has decreased a lot
- Chronic student absenteeism has decreased a little
- Chronic student absenteeism has remained about the same
- Chronic student absenteeism has increased a little
- Chronic student absenteeism has increased a lot
- Don't know

ABS2b. Compared to the **last school year (2020-21)**, how has chronic absenteeism changed at your school during the 2021-22 school year? Include excused and unexcused absences.
- Chronic student absenteeism has decreased a lot
- Chronic student absenteeism has decreased a little
- Chronic student absenteeism has remained about the same
- Chronic student absenteeism has increased a little
- Chronic student absenteeism has increased a lot
- Don't Know

The following items will ask about your experiences with teacher absences and your ability to find substitute teachers.

ABS3a. Compared to a **typical school year before the start of the COVID-19 pandemic**, how have teacher absences at your school changed during the 2021-22 school year? Include all planned and unplanned absences.
- Teacher absences have decreased a lot
- Teacher absences have decreased a little
- Teacher absences have remained about the same
- Teacher absences have increased a little
- Teacher absences have increased a lot
- Don't know

ABS3b. Compared to the **last school year (2020-21)**, how have teacher absences at your school changed during the 2021-22 school year? Include planned and unplanned absences.
- Teacher absences have decreased a lot
- Teacher absences have decreased a little
- Teacher absences have remained about the same
- Teacher absences have increased a little
- Teacher absences have increased a lot
- Don't Know

ABS3c. Please briefly describe why you have seen an increase in teacher absences at your school. {Display if ABS3b = "…increased a little" OR "…increased a lot"}

ABS3d. Please briefly describe why you have seen a decrease in teacher absences at your school, including any policies, practices, or strategies your school has implemented to decrease teacher absences. {Display if ABS3b = "…decreased a little" OR "…decreased a lot"}

ABS4a. Compared to a **typical year before the start of the COVID-19 pandemic,** how easy or difficult has it been for your school to get substitute teachers during the 2021-22 school year?
- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult

ABS4b. Compared to the **last school year (2020-21),** how easy or difficult has it been for your school to get substitute teachers during the 2021-22 school year?
- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult

ABS5a. During the 2021-22 school year, how has your school covered classes when there are teacher absences and you cannot find a substitute teacher? *Select all that apply*.
- Administrators cover classes
- Non-teaching staff (e.g., media specialists, paraprofessionals, etc.) cover classes
- Other teachers cover classes during their prep periods
- Separate sections or classes are combined into one room
- Other, please specify: _____
- Not Applicable – my school has always been able to find substitute teachers

ABS5b. During the 2021-22 school year, how frequently has your school needed to use the alternative class coverage strategies you indicated above? {Display if ABS5a ≠ N/A}
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

ABS6. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **student and/or teacher absenteeism**.

STUDENT BEHAVIOR

SB1. During the 2021-22 school year, have any of the following negatively impacted teachers' classroom management at your school?

	No negative impact	A small negative impact	A moderate negative impact	A large negative impact	Don't Know	Not applicable
Student behavioral issues						
Student socioemotional issues						
COVID-19 mitigation strategies (e.g., modifications to classroom layout, social distancing, mask-wearing)						
Accommodating students in remote learning						
Lack of support staff (e.g., teacher's aides)						

SB2. To what extent do you agree or disagree with the following statement: "The COVID-19 pandemic negatively impacted the **behavioral development** of students at my school."
- o Strongly disagree
- o Disagree
- o Neither agree nor disagree
- o Agree
- o Strongly agree

SB3. To what extent do you agree or disagree with the following statement: "The COVID-19 pandemic negatively impacted the **socioemotional development** of students at my school."
- o Strongly disagree
- o Disagree
- o Neither agree nor disagree
- o Agree
- o Strongly agree

SB4a. Compared to a **typical school year before the start of the COVID-19 pandemic**, have any of the following student behaviors changed at your school during the 2021-22 school year?

	Decreased a lot	Decreased a little	Remained about the same	Increased a little	Increased a lot	Don't Know	This behavior is not applicable at my school
Physical attacks or fights between students							
Threats of physical attacks or fights between students							
Hate crimes							
Bullying							
Distribution, possession, or use of illegal drugs							
Distribution, possession, or use of alcohol							
Distribution, possession, or use of tobacco products (cigarettes, vapes, e-cigarettes)							
Vandalism							
Classroom disruptions from student misconduct							
Rowdiness outside of the classroom (e.g., hallways, lunchroom)							
Students cutting class							
Student tardiness							
Use of cell phones, computers and other electronic devices when not permitted							

SB4b. You indicated the prevalence of the following student behaviors have <u>increased</u> at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the increase in these behaviors? Select those behaviors you believe have increased because of the COVID-19 pandemic. *Select all that apply.*
- {Answers populate based on "increased a little" or "increased a lot" selections to SB4a}

SB4c. You indicated the prevalence of the following student behaviors have <u>decreased</u> at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the decrease in these behaviors? Select those behaviors you believe have decreased because of the COVID-19 pandemic. *Select all that apply.*
- {Answers populate based on "decreased a little" or "decreased a lot" selections to SB4a}

SB5a. Compared to a typical school year before the start of the COVID-19 pandemic, have any of the following student behaviors **<u>directed at teachers or staff</u>** changed during the 2021-22 school year?

	Decreased a lot	Decreased a little	Remained about the same	Increased a little	Increased a lot	Don't Know	This behavior is not applicable at my school
Student threats to injure a teacher or staff member							
Student physical attacks of a teacher or staff member							
Student verbal abuse of teachers or staff members							
Student acts of disrespect towards teachers or staff members other than verbal abuse							

SB5b. You indicated the prevalence of the following student behaviors directed at teachers or staff have <u>increased</u> at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the increase in these behaviors? Select those behaviors you believe have increased because of the COVID-19 pandemic.
- {Answers populate based on "increased a little" or "increased a lot" selections to SB5a}

SB5c. You indicated the prevalence of the following student behaviors directed at teachers or staff have <u>decreased</u> at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the decrease in these behaviors? Select those behaviors you believe have decreased because of the COVID-19 pandemic.

- {Answers populate based on "decreased a little" or "decreased a lot" selections to SB5a}

SB6. Does your school need more of any of the following to better support student behavior and development?
Select all that apply.

- More training on classroom management strategies
- More training on supporting students' socioemotional development
- More teachers and/or staff need to be hired
- More support for student and/or staff mental health
- Other, please specify _____
- None of the above

June Instrument
Learning Recovery, Reflections on the School Year, Plans for Summer 2022, Staffing Vacancies, Counts

LEARNING RECOVERY

SR0. To the best of your knowledge, **<u>entering a typical school year before the pandemic</u>**, what percentage of students **BEGIN** the school year behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR1a. To the best of your knowledge, what percentage of students at your school **<u>BEGAN the 2021-22 school year</u>** behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR1b. Which statement below most closely applies to your school? {Display if SR1a > 0}
- The COVID-19 pandemic played a **major role** as to why students were behind grade level at the beginning of the 2021-22 school year
- The COVID-19 pandemic played a **moderate role** as to why students were behind grade level at the beginning of the 2021-22 school year
- The COVID-19 pandemic played a **minor role** as to why students were behind grade level at the beginning of the 2021-22 school year
- The COVID-19 pandemic played **no role** as to why students were behind grade level at the beginning of the 2021-22 school year

SR1c. In which of the following academic subjects did students at your school **<u>begin the 2021-22 school year</u>** behind grade level? {Display if SR1a > 0}

	No students were behind grade level in this subject	At least some students were behind grade level in this subject	Not Applicable – this subject is not offered at my school	Not Applicable – we do not have this type of data in this subject area
English or Language Arts				
Mathematics				
Sciences (e.g., general science, biology, chemistry, etc.)				
Computer Science				
Foreign Language				
Social Studies				

The following items ask about students ENDING the 2021-22 school year behind grade level

SR2a. To the best of your knowledge, what percentage of students at your school **will or have ENDED the 2021-22 school year** behind grade level in at least one academic subject?
- _____ percent of students
- Don't Know

SR2b. Which statement below most closely applies to your school? {Display if SR2a > 0}
- The COVID-19 pandemic played a **major role** as to why students were behind grade level at the end of the 2021-22 school year
- The COVID-19 pandemic played a **moderate role** as to why students were behind grade level at the end of the 2021-22 school year
- The COVID-19 pandemic played a **minor role** as to why students were behind grade level at the end of the 2021-22 school year
- The COVID-19 pandemic played **no role** as to why students were behind grade level at the end of the 2021-22 school year

SR2c. In which of the following academic subjects did students at your school **end the 2021-22 school year** behind grade level? {Display if SR2a > 0}

	No students were behind grade level in this subject	At least some students were behind grade level in this subject	Not Applicable – this subject is not offered at my school	Not Applicable – we do not have this type of data in this subject area
English or Language Arts				
Mathematics				
Sciences (e.g., general science, biology, chemistry, etc.)				
Computer Science				
Foreign Language				
Social Studies				

SR3a. Throughout the 2021-22 school year, what strategies have been used by your school to support **pandemic-related** learning recovery for your students?

- High-dosage tutoring (i.e., one-on-one or small group instruction, offered three or more times per week – also known as evidence-based or high-quality tutoring)
- Acceleration instruction (e.g., using new, grade-level content to teach prior-grade concepts or skills)
- Summer learning and enrichment programs
- After-school learning and enrichment programs
- Remediation instruction (e.g., using content from prior years to teach concepts or skills)
- Other tutoring that is not high dosage tutoring
- Identifying individual student academic needs with diagnostic assessment data
- Identifying individual student academic needs with formative assessment data
- Extending the school day to accommodate learning recovery activities
- Extending the school week to accommodate learning recovery activities
- Extending the school year to accommodate learning recovery activities
- Professional development for teachers/staff on learning recovery
- Family workshops to provide techniques and guidance to support learning recovery
- Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)
- Mental health and trauma supports
- Other, please specify: _____
- We have not implemented any strategies to support pandemic-related learning recovery
- Don't know

SR3b. How effective have these strategies been in supporting pandemic-related learning recovery for your students during the 2021-22 school year?

{Populate based on selection in SR3}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
High-dosage tutoring (i.e., one-on-one or small group instruction, three or more times per week)					
Accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)					
Summer learning and enrichment programs					
After-school learning and enrichment programs					
Identifying individual student academic needs with diagnostic assessment data					
Identifying individual student academic needs with formative assessment data					
Remedial instruction (i.e., using content from prior years to teach concepts or skills)					
Other tutoring that is no high-dosage tutoring					
Extending the school day to accommodate learning recovery activities					
Extending the school week to accommodate learning recovery activities					

Extending the school year to accommodate learning recovery activities				
Professional development for teachers/staff on learning recovery				
Family workshops to provide techniques and guidance to support learning recovery				
Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)				
Mental health and trauma supports				

SR4. During the 2021-22 school year, which of the following learning disruptions inhibited teaching and learning at your school? *Select all that apply.*
- School closures (i.e., no instruction was offered to students) caused by COVID-19
- Forced changes in learning modes (i.e., switching from in-person to remote learning)
- Staffing vacancies (i.e., unfilled teaching positions)
- COVID-19 quarantine/isolation policies requiring students to stay home and not attend school in person
- COVID-19 quarantine/isolation policies requiring staff to stay home
- Student trauma and experiences related to the COVID-19 pandemic
- Chronic or extended staff absences
- Chronic or extended student absences
- Other, please specify: _____
- None of the above
- Don't Know

SR5. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **students' learning recovery**.

REFLECTIONS ON SCHOOL YEAR

RSY1. As a result of the ongoing COVID-19 pandemic, which of the following concerns related to teaching and staffing at your school have become more pressing during the 2021-22 school year? *Select all that apply.*
- Teacher and staff burnout (i.e., exhaustion and cynicism towards their work)
- Teacher and staff mental health
- Teacher and staff physical health
- Teachers and staff retiring early
- Teachers and staff leaving the profession
- Inability to fill vacant teaching and staff positions with qualified applicants
- Other, please specify: _____
- None of the above
- Don't know

RSY2a. How prepared do you feel your school is to provide full-time, **remote** learning to students if your school were to close for an extended period of time?

Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.

- Not prepared at all
- Somewhat prepared
- Well prepared
- Very well prepared
- Not applicable – remote learning is not allowed for our school

RSY2b. What does your school need in order to be better prepared to provide full-time remote learning to students if your school were to close for an extended period of time? {Display if RSY2a = "Not prepared at all" or "Somewhat prepared"}

PLANS FOR SUMMER 2022

SP1a. During summer 2022, will your school offer any of the following programs?

	Yes	No	Not Applicable	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner organizations or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP1b. Do these summer programs you selected incorporate tutoring?
High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week and is also known as evidence-based or high-quality tutoring.

{Answers populate based on selections to SP1a}	Yes, high-dosage tutoring is incorporated	Yes, other tutoring is incorporated	No tutoring is incorporated	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner organizations or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP2a. How will your planned summer 2022 programming compare to summers prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to SP1a}	Offering less programming	Offering the same amount of programming	Offering more programming	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner organizations or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP2b. You indicated that you are offering more of the following summer programs at your school. Have you increased this programming **primarily to address pandemic-related learning recovery**?

{Answers populate based on "offering more programming" to SP2a}	Yes	No	Don't Know
Summer school (required for certain students)			
Summer learning and enrichment programs – hosted by partner organizations or in coordination with partner organizations			
Summer learning and enrichment programs – hosted by your school or district			
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)			
Service learning programs			
Youth work-based learning			
Summer internships			
Other summer learning programs			

SP3. To the best of your knowledge, what percentage of your student body will participate in summer programs during summer 2022 and what was the typical percentage of students who participated in summer programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to SP1a}	Percentage of students in summer 2022	Typical percentage of students in years prior to the pandemic
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by partner organizations or in coordination with partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

SP4. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the us to know about how you are **preparing for summer 2022.**
This item is optional.

STAFFING VACANCIES

SV1a. During the 2021-22 school year, did your school use American Rescue Plan (ARP) funds to create new teaching or non-teaching staff positions at your school?
- Yes
- No
- Don't Know

SV1b. Which of the following positions did your school create using ARP funds during the 2021-22 school year? *Select all that apply.* {Display if SV1a = Yes}
- General Elementary
- Special Education
- English or Language Arts
- Social Studies
- Computer Science
- Mathematics
- Biology or life sciences
- Physical sciences (e.g., chemistry, physics)
- English as a Second Language (ESL) or bilingual education
- Foreign languages
- Music or arts
- Career or technical education
- Physical education or health
- Mental health professional (e.g., psychologist, social worker)
- Medical professional (e.g., nurse, nurse's aide)
- Administrative staff
- Technology specialist
- Transportation staff
- Custodial staff
- Nutrition staff (e.g., food preparation, cafeteria worker)
- Academic counselor
- Academic interventionist
- Tutor
- Instructional coach

SV1c. Were you able to fill **ALL** of the newly created position(s)? Select all that apply. *{Display based on responses to SV1b}*

- General Elementary
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Special Education
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know

- English or Language Arts
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Social Studies
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Computer Science
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Mathematics
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Biology or life sciences
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Physical sciences (e.g., chemistry, physics)
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- English as a Second Language (ESL) or bilingual education
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Foreign languages
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No
    - o Don't Know
- Music or arts
    - o Yes, with certified candidates
    - o Yes, with emergency or provisionally-certified candidates
    - o No

- o Don't Know
- Career or technical education
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Physical education or health
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Mental health professional (e.g., psychologist, social worker)
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Medical professional (e.g., nurse, nurse's aide)
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Administrative staff
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Technology specialist
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Transportation staff
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Custodial staff
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Nutrition staff (e.g., food preparation, cafeteria worker)
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates

- o No
- o Don't Know
- Academic counselor
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Academic interventionist
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Tutor
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates
  - o No
  - o Don't Know
- Instructional coach
  - o Yes, with certified candidates
  - o Yes, with emergency or provisionally-certified candidates

  - o No
  - o Don't Know

SV2a. Before the start of the **2022-23 school year**, how many teaching positions in each field does your school need to fill?
> *Enter "0" only if your school offers the position and it is fully staffed for the 2022-23 school year.*
> *If the position is not offered at your school, select "this position is not offered at my school."*

General Elementary: _____ positions to fill
- This position is not offered at my school
- Don't Know

Special Education: _____ positions to fill
- This position is not offered at my school
- Don't Know

English or Language Arts: _____ positions to fill
- This position is not offered at my school
- Don't Know

Social Studies: _____ positions to fill
- This position is not offered at my school
- Don't Know

Computer Science: _____ positions to fill
- This position is not offered at my school
- Don't Know

Mathematics: _____ positions to fill
- This position is not offered at my school
- Don't Know

Biology or life sciences: _____ positions to fill
- This position is not offered at my school
- Don't Know

Physical sciences (e.g., chemistry, physics): _____ positions to fill
- This position is not offered at my school
- Don't Know

English as a Second Language (ESL) or bilingual education: _____ positions to fill
- This position is not offered at my school
- Don't Know

Foreign languages: _____ positions to fill
- This position is not offered at my school
- Don't Know

Music or arts: _____ positions to fill
- This position is not offered at my school
- Don't Know

Career or technical education: _____ positions to fill
- This position is not offered at my school
- Don't Know

Physical education or health: _____ positions to fill
- This position is not offered at my school
- Don't Know

SV2b. How easy or difficult do you anticipate it will be to fill each teaching position with a fully certified teacher?

{Rows populate based on >0 in SV2a}	Very Easy	Somewhat easy	Somewhat difficult	Very difficult
General Elementary				
Special Education				
English or language arts				
Social Studies				
Computer science				
Mathematics				
Biology or life sciences				
Physical sciences (e.g., chemistry, physics)				
English as a Second Language (ESL) or bilingual education				
Foreign languages				
Music or arts				
Career or technical education				
Physical education or health				

SV3a. Before the start of the **2022-23 school year**, how many non-teaching positions in each field does your school need to fill?
Enter "0" only if your school offers the position and it is fully staffed for the 2022-23 school year.
If the position is not offered at your school, select "this position is not offered at my school."

Mental health professional (e.g., psychologist, social worker): _____ positions to fill
- This position is not offered at my school
- Don't Know

Medical professional (e.g., nurse, nurse's aide): _____ positions to fill
- This position is not offered at my school
- Don't Know

Administrative staff: _____ positions to fill
- This position is not offered at my school
- Don't Know

Technology specialist: _____ positions to fill
- This position is not offered at my school
- Don't Know

Transportation staff: _____ positions to fill
- This position is not offered at my school
- Don't Know

Custodial staff: _____ positions to fill
- This position is not offered at my school
- Don't Know

Nutrition staff (e.g., food preparation, cafeteria worker): _____ positions to fill
- This position is not offered at my school
- Don't Know

Academic counselor: _____ positions to fill
- This position is not offered at my school
- Don't Know

Academic interventionist: _____ positions to fill
- This position is not offered at my school
- Don't Know

Tutor: _____ positions to fill
- This position is not offered at my school
- Don't Know

Instructional coach: _____ positions to fill
- This position is not offered at my school
- Don't Know

SV3b. How easy or difficult do you anticipate it will be to fill each non-teaching position with fully certified staff?

{Rows populate based on >0 in SV3a}	Very Easy	Somewhat easy	Somewhat difficult	Very difficult
Mental health professional (e.g., psychologist, social worker)				
Medical professional (e.g., nurse, nurse's aide)				
Administrative staff				
Technology specialist				
Transportation staff				
Custodial staff				
Nutrition staff (e.g., food preparation, cafeteria workers)				
Academic Counselor				
Academic Interventionist				
Tutors				
Instructional Coaches				

SV4. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **teaching and staff vacancies**.

This item is optional.

FINAL. This is the final SPP item for the 2021-22 school year. Please share anything else, positive or negative, that has happened at your school this school year.

This item is optional.

Appendix B.3 – Programmed Enrollment By Learning Modes Items

ENROLLMENT1. As of today, please enter your total student enrollment count by ethnicity and race. *Please enter the **number** of students in each cell. If none, enter 0.*

	White, not Hispanic	Black or African American, not Hispanic	Hispanic, of any race	Asian, not Hispanic	American Indian or Alaskan Native, not Hispanic	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	Students for whom race/ethnicity information not available
Total Enrollment Count								

(Display if YES is answered to more than one of the following items: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a) **ENROLLMENT2 2-2**. As of today, what is the enrollment by learning environment for students in your school? *Please enter the **number** of students in each cell. If none, enter 0.*

	Full-time in-person learning	**Full-time remote learning**	**Hybrid of remote and in-person learning**
White, not Hispanic			
Black or African American, not Hispanic			
Hispanic, of any race			
Asian, not Hispanic			
American Indian or Alaskan Native, not Hispanic			
Native Hawaiian or Pacific Islander, not Hispanic			
Two or more races, not Hispanic			
Students for whom race/ethnicity information not available			

ENROLLMENT3 2-3a. As of today, how many students with an Individualized Education Program (IEP) were in each learning environment?
Do NOT include students who only have a 504 plan. *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

*Please enter the **number** of students in each cell. If none, enter 0.*

	Full-time in-person learning	Full-time remote learning	Hybrid of remote and in-person learning
Number of students with an IEP			

ENROLLMENT4 2-3b. Are students who are enrolled in full-time remote learning required to come into the school for testing if it is suspected they may need an Individualized Education Program (IEP)?
- o Yes
- o No
- o Don't Know

For the next 5 questions, if a student is in two or more of these groups, please include them in both responses. For example, if a student is at high risk for COVID-19 and is also economically disadvantaged, include them in both responses.
ENROLLMENT5 2-4. As of today, what is the enrollment count by learning environment for students with medical conditions, or in families with a medical condition, that put them at high risk for COVID-19? *Please enter the **number** of students in each cell. If none, enter 0.* *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of students with medical conditions, or in families with a medical condition, that put them at high risk for COVID-19			

ENROLLMENT6 2-5. As of today, what is the enrollment count by learning environment for economically disadvantaged students? *Economically disadvantaged students are typically those who are eligible for free or reduced price lunch. Please enter the **number** of students in each cell. If none, enter 0.* *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

	Full-time in-person learning (1)	**Full-time remote learning (2)**	**Hybrid of remote and in-person learning (3)**
Number of economically disadvantaged students (1)			

ENROLLMENT7 2-6. As of today, what is the enrollment count by learning environment for English Learner (EL) or English as a Second Language (ESL) students? *Please enter the **number** of students in each cell. If none, enter 0.* *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

	Full-time in-person learning (1)	**Full-time remote learning (2)**	**Hybrid of remote and in-person learning (3)**
Number of students who are EL or ESL (1)			

ENROLLMENT8 2-7. As of today, what is the enrollment count by learning environment for students experiencing homelessness? *Please enter the **number** of students in each cell. If none, enter 0.* *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

	Full-time in-person learning (1)	**Full-time remote learning (2)**	**Hybrid of remote and in-person learning (3)**
Number of students experiencing homelessness (1)			

ENROLLMENT9 2-8. As of today, what is the enrollment count by learning environment for migrant students? *(Columns display based on YES responses to: LEARNING1 1-a, LEARNING5 1-2a, LEARNING11 1-3a)*

Migrant students are students who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.

*Please enter the **number** of students in each cell. If none, enter 0.*

	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of migrant students (1)			

Appendix B.4 –August and September Items

TECHNOLOGY/DIGITAL LITERACY (AUGUST)

INTERNET1. For the 2022-23 school year, are students who need internet access provided internet access **at home**?
- o Yes
- o No
- o Don't Know

INTERNET2. For the 2022-23 school year, are students who need internet access provided internet access at a location **other** than their home (e.g., library, parking lot, or other location)?
- o Yes
- o No
- o Don't Know

INTERNET3. For the 2022-23 school year, are students who need them provided with digital devices (e.g., laptops, tables, Chromebooks, etc.)?
- o Yes
- o No
- o Don't Know

INTERNET4. For the 2022-23 school year, are **students** provided IT or technical support for problems with their internet or computers? *Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.*
- o Yes
- o No
- o Don't Know

INTERNET5. For the 2022-23 school year, **teachers or non-teaching staff** provided IT or technical support for problems with their internet or computers? *Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.*
- o Yes
- o No
- o Don't Know

DL1. Does your school offer training on digital literacy for your students?
- o Yes
- o No
- o Don't Know

DL2. Does your school provide additional training for any of the following subgroups beyond what all students are offered? *Select all that apply.* {Display if DL1 = YES}

o Migrant students
o English Learner (EL) or English as a Second Language (ESL) students
o Students with Individualized Education Programs (IEPs) or 504 plans
o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
o Students experiencing homelessness
o Other, please specify: _____

DL3. Does your school offer **training** on digital literacy for your students' **families**?
o Yes
o No
o Don't Know

INTERNET6. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **ensuring internet access for students and developing their digital literacy**.

HIRING PROCESS (AUGUST)

HP1. How easy or difficult was it for you to fill each of the following **teaching** positions with a fully certified teacher for the 2022-23 school year?

	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	Not Applicable – we did not have vacancies in this area	Not Applicable – our school does not offer this position	Don't Know
General Elementary							
Special Education							
English or language arts							
Social Studies							
Computer science							
Mathematics							
Biology or life sciences							
Physical sciences (e.g., chemistry, physics)							
English as a Second Language (ESL) or bilingual education							
Foreign languages							
Music or arts							
Career or technical education							
Physical education or health							
Other, please specify							

HP2. What, if any, challenges did you experience filling vacant **teaching** positions for the 2022-23 school year? *Select all that apply.*
- Too few candidates applying for open teaching positions
- A lack of qualified candidates applying for open teaching positions
- Candidates felt the salary and benefits for teaching positions were not enough
- Applicants turned down teaching positions once offered for reasons other than salary and benefits
- Other, please specify: _____
- We did not experience any challenges filling teacher vacancies
- We did not have any teacher vacancies to fill
- Don't know

HP3. How easy or difficult was it for you to fill each of the following non-teaching staff positions with a fully certified staff member for the 2022-23 school year?

	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	Not Applicable – we did not have vacancies in this area	Not Applicable – our school does not offer this position	Don't Know
Mental health professional (e.g., psychologist, social worker)							
Medical professional (e.g., nurse, nurse's aide)							
Administrative staff							
Technology specialist							
Transportation staff							
Custodial staff							
Nutrition staff (e.g., food preparation, cafeteria worker)							
Academic counselor							
Academic interventionist							
Tutor							
Instructional coach							
Other, please specify							

HP4. What, if any, challenges did you experience filling vacant **non-teaching staff** positions for the 2022-23 school year? *Select all that apply.*
- Too few candidates applying for open staff positions
- A lack of qualified candidates applying for open staff positions
- Candidates felt the salary and benefits for staff positions were not enough
- Applicants turned down staff positions once offered for reasons other than salary and benefits
- Other, please specify: _____

- We did not experience any challenges filling staff vacancies
- We did not have any staff vacancies to fill
- Don't know

HP5. Entering the 2022-23 school year, do you feel your school is understaffed?
- Yes
- No
- Don't Know

HP6. In which of the following areas do you feel that your school is understaffed? {Display if HP5 = Yes}

	Yes, we are understaffed in this area	No, we are not understaffed in this area	Not applicable
General Elementary			
Special Education			
English or Language Arts			
Social Studies			
Computer Science			
Mathematics			
Biology or life sciences			
Physical sciences (e.g., chemistry, physics)			
English as a Second Language (ESL) or bilingual education			
Foreign languages			
Music or arts			
Career or technical education			
Physical education or health			
Mental health (e.g., psychologist, social worker)			
Medical (e.g., nurse, nurse's aide)			
Administrative staff			
Technology			
Transportation			
Custodial			
Nutrition (e.g., food preparation, cafeteria worker)			
Academic counseling			
Academic interventionist			
Tutor			
Instructional coach			
Other, please specify			

HP7. Which of the following have contributed to your school being understaffed for the 2022-23 school year? *Select all that apply.* {Display if HP5 = Yes}
- We have lost full-time equivalent (FTE) **teaching positions** since the start of the COVID-19 pandemic
- We have lost FTE **non-teaching staff positions** since the start of the COVID-19 pandemic
- We have not been able to fill vacant **teaching positions** since the start of the COVID-19 pandemic
- We have not been able to fill vacant **non-teaching staff positions** since the start of the COVID-19 pandemic
- We were already understaffed prior to the start of the COVID-19 pandemic.
- Other, please specify: _____

HP8. Which of the following positions, if any, has your school created for the 2022-23 school year using American Rescue Plan (ARP) funds? *Select all that apply. Please include positions that were fully or partially funded by the ARP funds.*
- General Elementary
- Special Education
- English or Language Arts
- Social Studies
- Computer Science
- Mathematics
- Biology or life sciences
- Physical sciences (e.g., chemistry, physics)
- English as a Second Language (ESL) or bilingual education
- Foreign languages
- Music or arts
- Career or technical education
- Physical education or health
- Mental health professional (e.g., psychologist, social worker)
- Medical professional (e.g., nurse, nurse's aide)
- Administrative staff
- Technology specialist
- Transportation staff
- Custodial staff
- Nutrition staff (e.g., food preparation, cafeteria worker)
- Academic counselor
- Academic interventionist
- Tutor
- Instructional coach
- Other staff please specify
- My school has not created any new positions for the 2022-23 school year using ARP funds
- I do not know if any positions were created for the 2022-23 school year using ARP funds

HP9. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **filling teacher and staff vacancies.**
This item is optional.

COMMUNITY PARTNERSHIPS (AUGUST)

CSP1. Does your school use a "community school" or "wraparound services" model?
A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community (e.g., providing mental and physical health care, nutrition, housing assistance, etc.)
- Yes
- No
- Don't Know

CSP2a. For the 2022-23 school year, which of the following services are available through your school's existing partnerships? *Select all that apply.* {Display if CSP1 = YES}
- Physical health care
- Mental health care
- Dental care
- Vision care
- Housing assistance
- Nutrition/food assistance
- Employment assistance
- Childcare
- Social work
- Adult education classes
- Parenting and family support
- Mentoring and tutoring programs
- Migrant and refugee support
- Volunteering opportunities
- Community resource fairs
- Other, please specify: _____
- None of the above

CSP2b. Were these services added to address challenges or difficulties related to the COVID-19 pandemic?

{Display based on responses to CSP2a}	Yes	No	Don't Know
Physical health care			
Mental health care			
Dental care			
Vision care			
Housing assistance			
Nutrition/food assistance			
Employment assistance			
Childcare			
Social work			
Adult education classes			
Parenting and family support			
Mentoring and tutoring programs			
Migrant and refugee support			
Volunteering opportunities			
Community resource fairs			
Other, please specify			

CSP2c. To the best of your knowledge, what percentage of your students and their families will participate in these programs during the 2022-23 school year and what was the typical **percentage** of students and their families who participated in these programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to CSP2a}	Percentage of students and their families in 2022-23	Typical percentage of students and their families in years prior to the COVID-19 pandemic	Don't Know percentage for 2022-23 after-school programs	Don't Know for prior to pandemic
Physical health care				
Mental health care				
Dental care				
Vision care				
Housing assistance				
Nutrition/food assistance				
Employment assistance				
Childcare				
Social work				
Adult education classes				
Parenting and family support				
Mentoring and tutoring programs				
Migrant and refugee support				
Volunteering opportunities				
Community resource fairs				

CSP3. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **administering the community or wraparound services at your school.**
This item is optional.

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MITIGATION (SEPTEMBER)

SumMit1. Did your school require that students test negative for COVID-19 before returning to in-person learning after the summer break?
- o Yes
- o No
- o Don't Know

SumMit2. Did your school or district provide COVID-19 tests to each student prior to returning to in-person learning after the summer break?
- o Yes
- o No
- o Don't Know

NewMitigation12. As of today, is your school conducting (or partnering with another organization to conduct) contract tracing for COVID-19 infected students, teachers, or staff?
- o Yes
- o No
- o Don't Know

Mitigation48. Does your school have COVID-19 vaccination requirements for teaching and non-teaching STAFF to be in the building for the 2022-23 school year?
Fully vaccinated means that an individual has received all doses in their primary COVID-19 vaccination series.
- Yes, teaching and non-teaching staff are required to be fully vaccinated against COVID-19 in order to be in the school building
- Yes, teaching and non-teaching staff are required to be fully vaccinated against COVID-19 **AND have received at least one booster shot** in order to be in the school building
- No, teaching and non-teaching staff are NOT required to be fully vaccinated against COVID-19 in order to be in the school building
- Other COVID-19 vaccination-related requirement, please explain: _____
- Don't Know

Mitigation49. Does your school have COVID-19 vaccination requirements for STUDENTS to be in the building for the 2022-23 school year?
Fully vaccinated means that an individual has received all doses in their primary COVID-19 vaccination series.
- Yes, students are required to be fully vaccinated against COVID-19 in order to be in the school building
- Yes, students are required to be fully vaccinated against COVID-19 **AND have received at least one booster shot** in order to be in the school building
- No, students are NOT required to be fully vaccinated against COVID-19 in order to be in the school building
- Other COVID-19 vaccination-related requirement, please explain: _____
- Don't Know

Mitigation46. For the 2022-23 school year, has your school taken any of the following steps to increase ventilation or filter/clean air in school?

	Yes	No	Don't Know
Inspected and validated existing HVAC systems for cleanliness, function, and code-compliant operation			
Replaced/upgraded HVAC systems			
Installed ultraviolet germicidal irradiation (UVGI) in high-risk areas, where students eat, or where options for ventilation are limited			
Maintained continuous HVAC air supply during occupied building hours by adjusting thermostat fan controls, central controls, or deactivating other demand-controlled ventilation (DCV) controls that may reduce air supply based on room occupancy, temperature, or energy conservation			
Installed or used high-efficiency particulate air (HEPA) filtration systems in areas where students eat			
Installed or used HEPA filtration systems in classrooms			

Mitigation47. As of today, does your school take any of the following steps to increase ventilation or filter/clean air in school?

	Yes	No	Don't Know
Open doors to hallway or outside when safe to do so			
Open windows when safe to do so			
Use fans to increase the effectiveness of open windows when safe to do so			
Decrease occupancy in areas where outdoor ventilation cannot be increased			
Relocate activities to outdoors when possible to do so			
Increase ventilation in areas where students eat			
Use HEPA filtration systems in areas where students eat			
Use HEPA filtration systems in classrooms			
Use portable HEPA filtration systems for high-risk areas, such as nurse's office, isolation areas, or rooms where people are less likely to follow mask guidance			

MITIGATION45. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **mitigating the spread of COVID-19 in your school**.

Quar20. As of today, does your school require any of the following individuals to stay home and not be in the school building for COVID-19 related reasons? *Select all that apply.*
- Vaccinated individuals who have potentially been exposed to COVID-19
- Vaccinated individuals who display COVID-19-like symptoms
- Vaccinated individuals who have tested positive for COVID-19
- Unvaccinated individuals who have potentially been exposed to COVID-19
- Unvaccinated individuals who display COVID-19-like symptoms
- Unvaccinated individuals who have tested positive for COVID-19
- We do not require any individuals to stay home for COVID-19-related reasons
- Don't Know

Summer Programs

FSP1a. During summer 2022, did your school offer any of the following programs?

	Yes	No	Not Applicable	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

FSP1b. Approximately how many weeks did these programs run?

{Answers populate based to "yes" responses in FSP1a}	Number of weeks	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1c. During a typical week, approximately how many days per week did these programs run during the summer?

{Answers populate based to "yes" responses in FSP1a}	1 day per week	2 days per week	3 days per week	4 days per week	5 days per week	Don't Know
Summer school (required for certain students)						
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations						
Summer learning and enrichment programs – hosted by your school or district						
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)						
Service-learning programs						
Youth work-based learning						
Summer internships						
Other summer learning programs						

FSP1d. During a typical day, approximately how many hours per day did these programs run during the summer?

{Answers populate based to "yes" responses in FSP1a}	Number of hours per day	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1e. To the best of your knowledge, what percentage of your student body participated in these programs during summer 2022?

{Answers populate based to "yes" responses in FSP1a}	Percentage of student body	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1f. Did these summer programs incorporate tutoring?

{Answers populate based on "yes" responses in FSP1a}	Yes, high-dosage tutoring was incorporated	Yes, other tutoring was incorporated	No tutoring was incorporated	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP43. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you **administered programs during summer 2022.**

This item is optional.

AFTER-SCHOOL PROGRAMS (SEPTEMBER)

ASP1a. Is your school offering any of the following after school programs during the 2022-23 school year?

	Yes	No	Not applicable for our student population
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE			
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT			
Extended-day care			
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)			
Work-based learning opportunities			
Other after-school learning experience not listed above, please specify: _____			

ASP1b. Do these after-school programs you selected incorporate tutoring?
High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidenced-based core curriculum or program, and is also known as evidence-based or high-quality tutoring.

{Answers populate based on selections to ASP1a EXCEPT "school-related activities" and "work-based learning"}	Yes, high-dosage tutoring is incorporated	Yes, other tutoring is incorporated	No tutoring is incorporated	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE				
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT				
Extended-day care				
Other after-school learning experience not listed above				

ASP1c. You indicated your school is planning to offer the following after-school programs. Are any of these programs being offered **specifically to address pandemic-related learning recovery**?

{Answers populate based on selections to ASP1a EXCEPT "school-related activities" and "work-based learning"}	Yes	No	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE			
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT			
Extended-day care			
Other after-school learning experience not listed above, please specify: _____			

ASP1d. To the best of your knowledge, what percentage of your student body will participate in after-school programs during the 2022-23 school year and what was the typical **percentage** of students who participated in these programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to ASP1a}	Percentage of students in 2022-23	Don't Know percentage for 2022-23 after-school programs	Typical percentage of students in years prior to the COVID-19 pandemic	Not offered prior to pandemic	Don't Know for prior to pandemic
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE					
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT					
Extended-day care					
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)					
Work-based learning					

opportunities					
Other after-school learning experience not listed above, please specify: _____					

ASP1e. During a typical school week, how many days are these after-school programs offered?

{Answers populate based on selections to ASP1a}	1 day per week	2 days per week	3 days per week	4 days per week	5 days per week	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE						
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT						
Extended-day care						
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)						
Work-based learning opportunities						
Other after-school learning experience not listed above, please specify: _____						

ASP1f. On a typical school day, how long do students spend in these after-school programs?

{Answers populate based on selections to ASP1a}	Up to 1 hour	1-2 hours	2-3 hours	More than 3 hours	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE					
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT					
Extended-day care					
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)					
Work-based learning opportunities					
Other after-school learning experience not listed above, please specify: _____					

ASP2. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **administering after-school programs this year.**

This item is optional.

Appendix B.5 – Point of Contact Information (displayed at end of survey)

Please review the contact information we have for your school and indicate whether the information is correct or needs to be updated.

PRINCIPAL INFORMATION

Principal Name: ${e://Field/PRIN_FNAME} ${e://Field/PRIN_LNAME}
Principal Email: ${e://Field/PRIN_EMAIL}

O Principal information is correct (1)

O Principal information needs to be udpated (2)

SCHOOL POINT OF CONTACT INFORMATION

Point of Contact (POC)
Name: ${e://Field/POC_FNAME} ${e://Field/POC_LNAME}
Point of Contact (POC) Email: ${e://Field/POC_EMAIL}

O POC information is correct (1)

O POC information needs to be updated (2)

DEBIT CARD INFORMATION

Debit Card Point of Contact: ${e://Field/DC_POC}
Debit Card Address:
   ${e://Field/DC_MSTREET} ${e://Field/DC_OFFICE}
   ${e://Field/DC_MCITY}
   ${e://Field/DC_MSTATE}
   ${e://Field/DC_MZIP} ${e://Field/DC_MZIP4}

POC1_update Please provide updated PRINCIPAL information below:

○ Principal First Name (1)

_____

○ Principal Last Name (2)

_____

○ Principal Email (3) _____

POC2_update Please provide updated POINT OF CONTACT information below:

○ POC First Name (1) _____

○ POC Last Name (2) _____

○ POC Email (3) _____

POC3_update Please provide updated DEBIT CARD information below:

○ Debit Card Point of Contact (1) _____

○ Address 1 (2) _____

○ Address 2 (3) _____

○ City (4) _____

○ State (5) _____

○ ZIP Code (6) _____

Appendix B.6 – October, November, and December Items

Based on feedback from SPP stakeholders and school staff, proposed items for the October, November, and December instruments may be updated at a later time through a change request.

STAFFING (OCTOBER)

STAFFING1. Please enter the following information on staffing at your school.

Please only enter numbers in the first two columns. For ***"total number of positions"***, *include positions that are filled and that are currently vacant. For* ***"number of vacancies"***, *enter '0' if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
General Elementary				
Special Education				
English or language arts				
Social studies				
Computer science				
Mathematics				
Biology or life sciences				
Physical sciences (e.g., chemistry, physics, earth sciences)				
English as a Second Language (ESL) or bilingual education				
Foreign languages				
Music or arts				
Career or technical education				
Physical education or health				
Other teachers not listed				

STAFFING2. Please enter the following information on staffing at your school.
Please only enter numbers in the first two columns. For ***"total number of positions"***, *include positions that are filled and that are currently vacant. For* ***"number of vacancies"***, *enter '0' if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
Mental health professional				

(e.g., psychologist, social worker)				
Medical professional (e.g., nurse, nurse's aide)				
Administrative staff				
Technology specialist				
Transportation staff				
Custodial staff				
Nutrition staff (e.g., food preparation, cafeteria workers)				
Academic Counselor				
Academic Interventionist				
Tutors				
Instructional Coaches				
Other staff not listed				

SUPPLY CHAIN ISSUES (OCTOBER)

SC1a. For which categories of items, if any, has your school experienced procurement challenges that appear to be the result of supply chain disruptions? *Select all that apply.*
- o Food services
- o Laptops and other electronic devices
- o Books
- o Paper, pens, markers, and other school supplies
- o Office equipment and other appliances
- o Cleaning products
- o Furniture
- o Automotive equipment
- o Athletic gear and apparel
- o We have no procurement issues that appear to be the result of supply chain disruptions

SC1b. To what extent have these procurement challenges negatively impacted your school operations?

{Display based on responses to SC1a}	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact	Don't Know
Food services					
Laptops and other electronic devices					
Books					
Paper, pens, markers, and other school supplies					
Office equipment and other appliances					
Cleaning products					
Furniture					

Automotive equipment					
Athletic gear and apparel					

SC2. Which of the following, if any, have you experienced as a result of supply chain disruptions? *Select all that apply.*

- o Had to reduce options available to students/staff (e.g., fewer menu items)
- o Needed to identify alternate vendors for the same product(s)
- o Purchased alternative product(s) (e.g., different brands) than originally intended
- o Purchased lower volume than originally intended
- o Needed to cancel order(s) altogether
- o Temporarily operated without adequate equipment (e.g., insufficient laptops for all students)
- o Had to cancel extracurricular activities
- o Had to cancel classes
- o Other, please specify: _____
- o None of the above

SC2. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you are **dealing with supply chain issues.**

This item is optional.

NUTRITION AND FOOD SERVICES (OCTOBER)

SchLun12. For the 2022-23 school year, did your school collect household applications for free or reduced-price school meals?
- o Yes
- o No
- o Don't Know

SchLun1. As of today, how does your school provide students with breakfast and lunch?
- o Students can participate in USDA School Meal programs (e.g., the National School Lunch Program, School Breakfast Program)
- o Students can buy meals at school but not part of USDA School Meal programs

o   All students must bring meals from home
o   Don't Know

SchLun2. You indicated your school operates the USDA School Meal program. As of today, about what percentage of students in your school participate in these programs? {Display if SchLun1 = …PARTICIPATE IN USDA}

o   0% {If selected, no other food items are displayed}
o   1-25%
o   26-50%
o   51-75%
o   76-99%
o   100%
o   Don't Know

SchLun3. As of today, how does your school operate the school lunch and/or breakfast programs?
o   Community Eligibility Provision (CEP) or other special provision
o   Other option through state or local initiative that offers all students free lunches and/or breakfasts
o   Standard school meal program operations
o   Summer Food Service Program (SFSP) – our school is currently operating under an unanticipated school closure
o   Partnerships or sponsorships with local food organizations
o   Other, please specify: _____
o   Don't Know

SchLun4. Since the beginning of the 2022-23 school year, what are the ways that your school has provided meals to students? *Select all that apply.*
o   Meals are (or have been) provided in the school building
o   Meals are (or have been) picked up from school-designated locations
o   Meals are (or have been) dropped off using bus routes
o   Meals are (or have been) delivered directly to households
o   Meals are (or have been) prepared and delivered through local partnerships
o   Other, please specify: _____
o   Don't Know

SchLun6. How easy or difficult has it been for your school to operate USDA School Meal programs during this school year (2022-23) compared to last school year (2021-22)?
o   Much more difficult
o   A little more difficult
o   About the same
o   A little easier
o   Much easier

SchLun13. What, if any, challenges has your school experienced with school meal program operations during the 2022-23 school year? *Select all that apply.*
- o Decreased student participation **compared to last school year (2021-22)**
- o Decreased student participation **compared to a typical school year prior to the start of the COVID-19 pandemic**
- o Increased program costs
- o School food service staffing shortages
- o Challenges convincing parents to submit applications for free or reduced-price meals
- o Challenges processing applications for free or reduced-price meals
- o Additional questions or confusion from parents regarding shift from free meals for all students to traditional program operations
- o Challenges obtaining enough food, beverages and/or meal service supplies for students participating in the school meal programs
- o Challenges serving specific types of foods that were planned to be on school meal program menus
- o Difficulty maintaining compliance with meal pattern requirements
- o Increased negative feedback or complaints about school meals from parents or students
- o Other, please specify: _____
- o Don't Know
- o My school has not experienced any challenges with school meal program operations this year

SchLun14. As a result of the challenges you just indicated, have you had to make any of the adjustments listed below to the school meals programs? {Display if SchLun13 ≠ "My school has not experienced…"}
- o Reducing menu options
- o Increasing paid lunch prices
- o Seeking external funding to cover excess costs of serving school meals
- o Limiting service options (e.g., stopping breakfast in the classroom)
- o No longer participating in National School Lunch Program
- o No longer participating in School Breakfast Program
- o No longer participating in other USDA child nutrition programs (e.g., afterschool snack programs)
- o Other, please specify: _____
- o Don't know
- o We have not had to make any adjustments to our school meal program

SchLun9. What category(s) are you experiencing issues with procuring? *Select all that apply.*
{Display if SchLun13 = "Challenges obtaining enough food…" selected}

- o Fruits
- o Vegetables

- Grains
- Whole Grain Rich items
- Milk
- Meat/Meat Alternates
- Low-sodium foods
- Meal service supplies (e.g., food trays)
- Other, please specify: _____
- Don't Know

SchLun10. Are the challenges you are experiencing with school meal program food due to any of the following? *Select all that apply.* {Display if SchLun13 if "Challenges serving specific types…" selected}

- o Shipment delays
- o Orders arriving with missing items, reduced quantities, or product substitutions
- o Limited product availability
- o Food or supply costs
- o Labor shortages
- o Limited or no vendors available
- o Limited or restricted food delivery day or times
- o Vendor surcharges or increased purchasing minimums
- o Other, please specify: _____
- o Don't Know

SchLun11. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you are **providing your students with breakfast and/or lunch**.
This item is optional.

SCHOOL CRIME AND SAFETY (NOVEMBER)

CS1. During the 2022-23 school year, is it a practice at your school to do the following?

	Yes	No	Don't Know
Require visitors to sign or check in and wear badges			
Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)			
Control access to school grounds during school hours (e.g., locked or monitored gates)			
Equip classrooms with locks so that doors can be locked from the inside			
Close the campus for most or all students during lunch			
Provide school lockers to students			
Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident			
Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency			
Require faculty and staff to wear badges or picture IDs			
Use one or more security cameras to monitor the school			
Provide two-way radios to any staff			
Require metal detector checks on students every day			
Perform one or more random metal detector checks on students			
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)			
Require drug testing for students participating in athletics or other extracurricular activities			
Require students to wear uniforms			
Enforce a strict dress code			
Require clear book bags or ban book bags on school grounds			
Provide a structured anonymous or confidential threat reporting system (e.g., tip line, online submission, telephone hotline, or written submission via drop box)			
Require students to wear badges or picture IDs			
Prohibit non-academic use of cell phones or smartphones during school hours			

CS2. As of today, have any of the following contraband items been confiscated from students at your school during the 2022-23 school year? *Select all that apply.*
- o Firearms
- o Explosive devices
- o Knives
- o Other weapons
- o Illegal drugs or drug paraphernalia

o   Prescription drugs
o   Alcohol
o   Tobacco products or paraphernalia
o   None of the Above
o   Don't Know

CS3. Does your school have a written plan that describes procedures to be performed in the following scenarios?

	Yes	No	Don't Know
Active Shooter			
Natural disasters (e.g., earthquakes, tornadoes)			
Hostages			
Bomb threats or incidents			
Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)			
Suicide threats or incidents			
Pandemic disease			
Post-crisis reunification of students with their families			

CS4a. During the 2022-23 school year, has (or will) your school drilled students on the use of the following emergency procedures?

	Yes	No	Don't Know
Evacuation (i.e., students and staff required to leave the building due to an incident)			
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)			
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safter in inside the building or a room than outside)			

CS4b. How often does (or will) your school drill students in these emergency procedures?

{Display based on responses to CS4a}	Weekly	Every Other Week	Monthly	Every Other Month	Once a grading/marking period	Twice a year (alt option)	Once a year	Don't Know
Evacuation (i.e., students and staff required to leave the								

building due to an incident)								
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)								
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safter in inside the building or a room than outside)								

CS5a. During the 2022–23 school year, did your school have a threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?
- o Yes
- o No
- o Don't Know

CS5b. Have any students been found to be a potential risk for violent or harmful behavior?
{Display if CS5a = YES} *Select all that apply.*
- o Yes, towards themselves
- o Yes, towards others
- o No
- o Don't Know

CS6a. During 2022-23 school year, does your school have any sworn law enforcement officers, including School Resource Officers (SROs), present at your school at least once a week?

Do NOT include security officers who are not sworn law enforcement officers.
- o   Yes
- o   No
- o   Don't Know

CS6b. Are sworn law enforcement officers (including SROs) used at least once a week in or around your school at the following times? {Display if CS6a = YES}

	Yes	No	Don't Know
While students were arriving or leaving			
At selected school activities (e.g., athletic and social events, open houses)			
When school or school activities were not occurring			

CS6c. Do any of the sworn law enforcement officers (including SROs) at your school routinely: {Display if CS6a = YES}

	Yes	No	Don't Know
Carry physical restraints (e.g., handcuffs, Tasers)			
Carry chemical aerosol sprays (e.g., Mace, pepper spray)			
Carry a firearm			
Wear a body camera			

CS6d. Do these sworn law enforcement officers (including SROs) participate in the following activities at your school? {Display if CS6a = YES}

	Yes	No	Don't Know
Motor vehicle traffic control			
Security enforcement and patrol			
Maintaining student discipline			
Identifying problems in the school and proactively seeking solutions to those problems			
Training teachers and staff in school safety or crime prevention			
Mentoring students			
Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)			
Recording or reporting discipline problems to school authorities			
Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities)			
Emergency management (i.e., developing and implementing comprehensive safety plans and strategies in consultation with other first responders and school administrators)			

CS6e. During the 2022-23 school year, does your school or district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement), that

outlined the roles, responsibilities, and expectations of sworn law enforcement offices (including SROs) at school? {Display if CS6a = YES}

- o Yes
- o No
- o Don't Know

CS6ee. Do these formalized policies or written documents include language defining the role of sworn law enforcement officers (including SROs) at school in the following areas? {Display if CS6a & CS6e= YES}

	Yes	No	Don't Know
Student discipline			
Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray)			
Use of firearms			
Making arrests on school grounds			
Reporting of criminal offenses to a law enforcement agency			

CS7a. How many of the following are present at your school at least once a week?
If an officer works full-time across various schools in the district, please count the officer as "part-time" for your school.
If your school does not have any officers present at your school at least once a week, enter 0.

- **Full-time** School Resource Officer: _____
- **Part-time** School Resource Officer: _____
- **Full-time** sworn law enforcement officer (NOT a School Resource Officer): _____
- **Part-time** sworn law enforcement officer (NOT a School Resource Officer): _____

CS7b. Select the response option about School Resource Officer(s) at your school that best matches your feelings.

- The School Resource Officer(s) at my school have a **very negative** impact on our school community.
- The School Resource Officer(s) at my school have a **somewhat negative** impact on our school community.
- The School Resource Officer(s) at my school has **neither a positive nor a negative** impact on our school community.
- The School Resource Officer(s) at my school have a **somewhat positive** impact on our school community.
- The School Resource Officer(s) at my school have a **very positive** impact on our school community.
- Don't know

CS7b_alt. To what extent do you agree or disagree with the following statement: "The School Resource Officer(s) at my school make a positive impact on our school community." {Display if CS7a Full- or Part-time SROs > 0}

- o Strongly Disagree
- o Somewhat Disagree
- o Neither Agree nor Disagree
- o Somewhat Agree
- o Strongly Agree
- o Don't Know

CS7bb. Briefly describe your selection to the previous item. {Display if CS7b does not equal don't know}

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CS7c. Select the response option about sworn law enforcement officer(s) at your school that best matches your feelings.

- The sworn law enforcement officer(s)at my school have a **very negative** impact on our school community.
- The sworn law enforcement officer(s)at my school have a **somewhat negative** impact on our school community.
- The sworn law enforcement officer(s)at my school has **neither a positive nor a negative** impact on our school community.
- The sworn law enforcement officer(s) at my school have a **somewhat positive** impact on our school community.
- The sworn law enforcement officer(s) at my school have a **very positive** impact on our school community.
- Don't know

CS7c_alt. To what extent do you agree or disagree with the following statement: "The sworn law enforcement officer(s) at my school make a positive impact on our school community." {Display if CS7a Full- or Part-time sworn law enforcement officer > 0}

- o Strongly Disagree
- o Somewhat Disagree
- o Neither Agree nor Disagree
- o Somewhat Agree

o   Strongly Agree
o   Don't Know

CS7cc. Briefly describe your level agreement or disagreement to the prior item. {Display if CS7c does not equal don't know}

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CS8a. Aside from any sworn law enforcement officer (including SROs), how many additional security officers or personnel are present at your school at least once a week?
If a security officer or other security personnel works full-time across various schools in the district, please count the officer as "part-time" for your school.
If your school does not have any officers present at your school at least once a week, enter 0.

- **Full-time** security officer or security personnel: _____
- **Part-time** security officer or security personnel: _____

CS8b. Select the response option about security officer(s) or personnel at your school that best matches your feelings.

- The security officer(s) or personnel at my school have a **very negative** impact on our school community.
- The security officer(s) or personnel at my school have a **somewhat negative** impact on our school community.
- The security officer(s) or personnel at my school has **neither a positive nor a negative** impact on our school community.
- The security officer(s) or personnel at my school have a **somewhat positive** impact on our school community.
- The security officer(s) or personnel at my school have a **very positive** impact on our school community.
- Don't know

CS8b_alt. To what extent do you agree or disagree with the following statement: "The security officer(s) or personnel at my school make a positive impact on our school community." {Display if CS8a Full- or Part-time security officer > 0}

o   Strongly Disagree
o   Somewhat Disagree
o   Neither Agree nor Disagree

- o Somewhat Agree
- o Strongly Agree
- o Don't Know

CS8bb. Briefly describe your level agreement or disagreement to the prior item. {Display if CS8b does not equal don't know}

CS9. During the 2022–23 school year, has (or will) your school or school district provided any of the following trainings for classroom teachers or aides?

	Yes	No	Don't Know
Classroom management for teachers			
School-wide discipline policies and practices related to violence			
School-wide discipline policies and practices related to cyberbullying			
School-wide discipline policies and practices related to bullying other than cyberbullying			
School-wide discipline policies and practices related to alcohol and/or drug use			
Safety procedures (e.g., how to handle emergencies)			
Recognizing early warning signs of students likely to exhibit violent behavior			
Recognizing signs of self-harm or suicidal tendencies			
Intervention and referral strategies for students displaying signs of mental health disorders (e.g., depression, mood disorders, ADHD)			
Recognizing physical, social, and verbal bullying behaviors			
Recognizing signs of students using/abusing alcohol and/or drugs			
Positive behavioral intervention strategies			
Crisis prevention and intervention			
Recognizing or responding to behaviors involving bias or hate crimes against traditionally marginalized groups			
Diversity, equity, and inclusion (DEI)			

CS10. Aside from sworn law enforcement officers (including SROs) or other security officers or personnel who carry firearms, during the 2022-23 school year, are there any staff at your school who legally carry a firearm on school property?
- Yes
- No
- Don't Know

CS11. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

	Limits in a major way	Limits in a minor way	Does not limit
Lack of or inadequate teacher training in classroom management			
Lack of or inadequate alternative placement or programs for disruptive students			
Likelihood of complaints from parents			
Lack of teacher support for school policies			
Lack of parental support for school policies			
Teachers' fear of student retaliation			
Fear of litigation			
Inadequate funds			
Inconsistent application of school policies by faculty or staff			

CS12. During the 2022-23 school year, does your school allow for the use of the following disciplinary actions?

	Yes	No	DK
Removal with no continuing school services for at least the remainder of the school year			
Removal with school-provided tutoring/home instruction for at least the remainder of the school year			
Transfer to an alternative school* for disciplinary reasons			
Transfer to another regular school for disciplinary reasons			
Out-of-school suspension or removal for less than the remainder of the school year with **NO** curriculum or services provided			
Out-of-school suspension or removal for less than the remainder of the school year with curriculum or services **provided**			
Referral to a school counselor			
Assignment to a program (during school hours) designed to reduce disciplinary problems			
Assignment to a program (outside of school hours) designed to reduce disciplinary problems			
Loss of school bus privileges due to misbehavior			
Corporal punishment			
Placement on school probation with consequences if another incident occurs			

Detention and/or Saturday school			
Loss of student privileges			
Requirement of participation in community service			

CS13. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how **the impact of sworn law enforcement officers (including SROs) and other efforts to maintain safety at your school.**
This item is optional.

MENTAL HEALTH (DECEMBER)

MH1. During the 2022-23 school year, which of the following, if any, school-based mental health services are being provided to STUDENTS?
- o Outreach (e.g., a screening of all students for mental health concerns)
- o Case management (e.g., identifying and coordinating mental health support for individual students)
- o Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)
- o Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)
- o Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)
- o Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)
- o Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)
- o External referrals (e.g., referring students to mental health professionals outside of school)
- o Other, please specify: _____
- o We have not provided any school-based mental health services during the 2022-23 school year
- o Don't Know

MH2. Who provides the mental health services offered at your school? *Select all that apply.*
{Display if MH1 ≠ "We have not provided any…" OR "Don't Know"}
- o School- or district-employed licensed mental health professional (e.g., school psychologist, social worker)
- o School counselor (e.g., academic or general counselor)
- o School nurse
- o Outside practice or program that provides services at your school (e.g., university programs, contracted services)
- o Other, please specify: _____

MH3. During the 2022-23 school year, has your school provided resources (e.g., information on providers or therapy, emergency hotlines, support groups) for students to seek services outside of school?

- o Yes
- o No
- o Don't Know

MH4. For the 2022-23 school year, did your school make any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff? *Include actions like designating time during the school day to focus on mental wellness and adding designated days off for students and staff to focus on their mental health. Please do not include changes due to physical health concerns.*

- o Yes
- o No
- o Don't Know

nMH5. Compared to last school year (2021-22), have the mental health services provided at your school changed?

{Display based on responses to MH1}	Offering more of this service	Offering less of this service	Offering the same amount of this service	Don't Know
Outreach (e.g., a screening of all students for mental health concerns)				
Case management (e.g., identifying and coordinating mental health support for individual students)				
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)				
Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)				
Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)				
Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)				
Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)				
External referrals (e.g., referring students to mental health professionals outside of school)				

MH6a. During the 2022-23 school year, has your school provided staff with any resources (e.g., trainings or professional development) to help identify mental issues among STUDENTS?
- o Yes
- o No
- o Don't Know

MH6b. Do your resources include any of the following? *Select all that apply*. {Display if nMH6=yes}
- o Recognizing student behaviors that may indicate a mental health issue
- o Teaching mental health literacy and reducing stigma
- o Fostering social emotional competencies and well-being

nMH7. Compared to last school year (2021-22), how has the percentage of STUDENTS who have sought mental health services from your school changed?

{Populate based on responses to MH1}	More students seeking this service	Fewer students seeking this service	The same percentage of students seeking this service	Don't Know
Outreach (e.g., a screening of all students for mental health concerns)				
Case management (e.g., identifying and coordinating mental health support for individual students)				
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)				
Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)				
Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)				
Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)				
Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)				

External referrals (e.g., referring students to mental health professionals outside of school)				

nMH7alt. To the best of your knowledge, how has the percentage of STUDENTS who have sought mental health services from your school changed compared to last school year (2021-22)?
- o   It has decreased
- o   It has not changed
- o   It has increased
- o   Don't Know

MH8. To the best of your knowledge, how has the percentage of STAFF expressing concerns with STUDENTS exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed compared to last school year (2021-22)?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't Know

MH10a. To the best of your knowledge, have any of the following groups of students sought out mental health services more than others during the 2022-23 school year? *Select all that apply.*

- o Students from particular racial/ethnic backgrounds (indicate in next item)
- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Students with medical conditions, or in families with medical conditions, that put them at high risk for COVID-19
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students
- o Students in Gifted and Talented programs (aka GATE, TAG, G/T)
- o LGBTQI+ students
- o Other, please specify: _____
- o None of the above
- o Don't Know

MH10b. Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply*. {Display if MH10a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White
- o Not Specified

MH11a. Does your school have a specific program for social and emotional learning (SEL) for STUDENTS?

- o Yes
- o No
- o Don't Know

MH11b. Which of the following characteristics can be found in your school's SEL program? {Display if MH11a = "Yes"}

- o Classroom activities beyond core lessons

o   Climate and culture supports
o   Tools to assess program outcomes
o   Professional development and training
o   Tools to assess implementation
o   Family engagement
o   Community engagement
o   Equitable and inclusive education

MH12a. To what extent do you agree with the following statement: "My school is able to effectively provide mental health services to all students in need."

o   Strongly disagree
o   Moderately disagree
o   Neither agree nor disagree
o   Moderately agree
o   Strongly agree
o   Don't know

MH12b. Which of the following factors, if any, limit your school's efforts to effectively provide mental health services to all students in need? *Select all that apply*.

o   Inadequate access to licensed mental health professionals
o   Insufficient mental health professional staff coverage to manage caseload
o   Inadequate funding
o   Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
o   Concerns about reactions from parents
o   Lack of community support for providing mental health services to students in your school
o   Requirements that the school pay for the mental health services
o   Reluctance among school staff to label students with mental health disorders to avoid stigmatizing the child
o   Other, please specify: _____
o   No factors limit my school's efforts to effectively provide mental health services to all students in need
o   Don't Know

MH13. Which of the following sources of funding have been used to support mental health services for STUDENTS during the 2022-23 school year? *Select all that apply*.
o   Federal grants or other federal programs
o   State grants or other state programs
o   District or school financial funding
o   Partnerships or sponsorships with organizations
o   Other, please specify: _____
o   None of the above
o   Don't know

The following items focus on mental health services provided to STAFF

MH14. Which of the following sources of funding have been used to support mental health services for STAFF during the 2022-23 school year? *Select all that apply.*
- o Federal grants or other federal programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

MH15. For the 2022-23 school year, does your school provide STAFF with COVID-specific leave in addition to regular sick leave?
- o Yes
- o No
- o Don't Know

MH16. Has your school provided STAFF with any resources to self-identify mental health issues during the 2022-23 school year?
- o Yes
- o No
- o Don't Know

nMH17. Which of the following benefits or approaches, if any, have been offered address the mental health needs of your staff during the 2022-23 school year?
- o Individual mental health counseling at the school
- o Group-based/peer support interventions
- o Referrals for mental health services outside of school
- o Additional sick leave or paid time off
- o Increased compensation
- o Mental health-related professional development
- o Regular staff self-assessments
- o Proactive outreach to staff members
- o Additional professional development focused on mental health
- o Increased preparation time for staff
- o Other, please specify: _____
- o None of the above
- o Don't know

MH19. To the best of your knowledge, how has the percentage of STAFF who have sought mental health services from your school changed compared to last school year (2021-22)?
- o It has decreased
- o It has not changed
- o It has increased

o   Don't know

MH20. To the best of your knowledge, how has the percentage of staff expressing concerns with THEMSELVES or THEIR COLLEAGUES exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed compared to last school year (2021-22)?

- o   It has decreased
- o   It has not changed
- o   It has increased
- o   Don't know

TUTORING (DECEMBER)

Tutoring1. During the 2022-23 school year, which of the following types of tutoring are students at your school provided? *Select all that apply.*
- o   **High-dosage tutoring** (i.e., tutoring that takes place one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring). {Display HDT items if selected}
- o   **Standard tutoring** (i.e., a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less than three times per week, and is provided by educators who may or may not have received specific training in tutoring practices) {Display SDT items if selected}
- o   **Self-paced tutoring** (i.e., a method of tutoring in which students work on their own, typically online, where they are provided guided instruction and allows them to move onto new material after displaying mastery of content) {Display SPT items if selected}
- o   **Other method(s) of tutoring**, please specify: _____ {Display OMT items if selected}

*The following items ask about **high-dosage** tutoring at your school during the 2022-23 school year*

HDT1. Who administers **high-dosage** tutoring at your school? *Select all that apply.*
  o Tutors whose primary or only job is to provide tutoring
  o Teachers who have received training or professional development in tutoring
  o Teacher/classroom aides who have received training or professional development in tutoring
  o Teachers who have NOT received training or professional development in tutoring
  o Teacher/classroom aides who have NOT received training or professional development in tutoring
  o Subject-area specialists (e.g., reading or math specialists)
  o Other, please specify: _____
  o Don't know

HDT2. As of today, what percentage of students at your school have received **high-dosage** tutoring during the 2022-23 school year?

  _____% of students
  o Don't know

HDT3. To the best of your knowledge, how does the percentage of students who receive **high-dosage** tutoring compare to last school year (2021-22)?
  o More students are receiving high-dosage tutoring
  o Fewer students are receiving high-dosage tutoring
  o About the same percentage of students are receiving high-dosage tutoring
  o Don't Know

HDT4a. To the best of your knowledge, have any of the following subgroups of students received **high-dosage** tutoring more than others during the 2022-23 school year? *Select all that apply.*
  o Students from particular racial/ethnic backgrounds (indicate in next item)
  o English Learner (EL) or English as a Second Language (ESL) students
  o Students with Individualized Education Programs (IEPs) or 504 plans
  o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
  o Students experiencing homelessness
  o Migrant students
  o Students who are not receiving full-time in-person instruction
  o Other, please specify: _____
  o No subgroups have received more high-dosage tutoring than others

HDT4b. Which of the following racial/ethnic student groups have received **high-dosage** tutoring more than others? *Select all that apply*. {Display if HDT4a = "…particular racial/ethnic backgrounds"}

o American Indian or Alaska Native
o Asian
o Black or African American
o Hispanic/Latino
o Native Hawaiian or Other Pacific Islander
o Two or more races
o White
o Not Specified

HDT5. When do students at your school receive **high-dosage** tutoring? *Select all that apply*.

o Before school
o After school
o During regular instruction periods, **through pull-out services**
o During regular instruction periods, **in the classroom**
o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
o Outside of the regular school week (e.g., Saturdays or Sundays)
o Other, please specify: _____
o Don't know

HDT6. For students who receive **high-dosage** tutoring, approximately how many days per week do they receive this type of tutoring?

o 1 day per week
o 2 days per week
o 3 days per week
o 4 days per week
o 5 days per week
o Don't Know

HDT7. For students who receive **high-dosage** tutoring, approximately how long does the typical tutoring session last?

o Less than 30 minutes
o 30 to 45 minutes
o 46 minutes to 1 hour
o More than 1 hour
o Don't Know

HDT8a. In which of the following subject areas do students in your school receive **high-dosage** tutoring?

o Mathematics

- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

HDT8b. Please rank the following subjects in terms of the frequency with which they are targeted in **high**-dosage tutoring. {Display based on responses to HDT8a}
- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

HDT9. To what extent do you agree with the following statement: "My school is able to effectively provide **high-dosage** tutoring to all students in need."
- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o Don't know

HDT10. Which of the following factors, if any, limit your school's efforts to effectively provide **high-dosage** tutoring to all students in need? *Select all that apply.*
- o Cannot find staff to support high-dosage tutoring
- o Lack of funding to hire staff to support high-dosage tutoring
- o Time limitations (i.e., cannot find enough time to support high-dosage tutoring)
- o Space limitations (i.e., do not have the physical space to support high-dosage tutoring)
- o Lack of educational materials to support high-dosage tutoring
- o Other, please specify: _____
- o We have not experienced any barriers to implementing high-dosage tutoring
- o Don't know

HDT11. Which of the following sources of funding have been used to support **high-dosage** tutoring during the 2022-23 school year? *Select all that apply.*
- o American Rescue Plan funds
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____

- o   None of the above
- o   Don't know

*The following items ask about **standard** tutoring at your school during the 2022-23 school year*

SDT1. Who administers **standard** tutoring at your school? *Select all that apply.*
- o Tutors whose primary or only job is to provide tutoring
- o Teachers who have received training or professional development in tutoring
- o Teacher/classroom aides who have received training or professional development in tutoring
- o Teachers who have NOT received training or professional development in tutoring
- o Teacher/classroom aides who have NOT received training or professional development in tutoring
- o Subject-area specialists (e.g., reading or math specialists)
- o Other, please specify: _____
- o Don't know

SDT2. As of today, what percentage of students at your school have received **standard** tutoring during the 2022-23 school year?

_____% of students
- o Don't know

SDT3. To the best of your knowledge, how does the percentage of students who receive **standard** tutoring compare to last school year (2021-22)?
- o More students are receiving standard tutoring
- o Fewer students are receiving standard tutoring
- o About the same percentage of students are receiving standard tutoring
- o Don't Know

SDT4a. To the best of your knowledge, have any of the following subgroups of students received **standard** tutoring more than others during the 2022-23 school year? *Select all that apply.*
- o Students from particular racial/ethnic backgrounds (indicate in next item)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o Students experiencing homelessness
- o Migrant students
- o Students who are not receiving full-time in-person instruction
- o Other, please specify: _____
- o No subgroups have received more standard tutoring than others

SDT4b. Which of the following racial/ethnic student groups have received **standard** tutoring more than others? *Select all that apply*. {Display if SDT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White
- o Not Specified

SDT5. When do students at your school receive **standard** tutoring? *Select all that apply*.
- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

SDT6. For students who receive **standard** tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o Don't Know

SDT7. For students who receive **standard** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

SDT8a. In which of the following subject areas do students in your school receive **standard** tutoring?

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

SDT8b. Please rank the following subjects in terms of the frequency with which they are targeted in **standard** tutoring. {Display based on responses to SDT8a}

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

SDT9. To what extent do you agree with the following statement: "My school is able to effectively provide **standard** tutoring to all students in need."

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o Don't know

SDT10. Which of the following factors, if any, limit your school's efforts to effectively provide **standard** tutoring to all students in need? *Select all that apply.*

- o Cannot find staff to support standard tutoring
- o Lack of funding to hire staff to support standard tutoring
- o Time limitations (i.e., cannot find enough time to support standard tutoring)
- o Space limitations (i.e., do not have the physical space to support standard tutoring)
- o Lack of educational materials to support standard tutoring
- o Other, please specify: _____
- o We have not experienced any barriers to implementing standard tutoring
- o Don't know

SDT11. Which of the following sources of funding have been used to support **standard** tutoring during the 2022-23 school year? *Select all that apply.*

- o American Rescue Plan funds
- o Other federal grants or programs

- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

*The following items ask about **self-paced** tutoring at your school during the 2022-23 school year*

SPT2. As of today, what percentage of students at your school have received **self-paced** tutoring during the 2022-23 school year?

_____% of students
- o Don't know

SPT3. To the best of your knowledge, how does the percentage of students who receive **self-paced** tutoring compare to last school year (2021-22)?

- o More students are receiving standard tutoring
- o Fewer students are receiving standard tutoring
- o About the same percentage of students are receiving standard tutoring
- o Don't Know

SPT4a. To the best of your knowledge, have any of the following subgroups of students received **self-paced** tutoring more than others during the 2022-23 school year? *Select all that apply.*

- o Students from particular racial/ethnic backgrounds (indicate in next item)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o Students experiencing homelessness
- o Migrant students
- o Students who are not receiving full-time in-person instruction
- o Other, please specify: _____
- o No subgroups have received more standard tutoring than others

SPT4b. Which of the following racial/ethnic student groups have received **self-paced** tutoring more than others? *Select all that apply*. {Display if SPT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White
- o Not Specified

SPT5. When do students at your school receive **self-paced** tutoring? *Select all that apply*.
- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

SPT6. For students who receive **self-paced** tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o Don't Know

SPT7. For students who receive **self-paced** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

SPT8a. In which of the following subject areas do students in your school receive **self-paced** tutoring?

- o Mathematics
- o English/Language Arts (including Reading)

o Sciences (e.g., general science, biology, chemistry)
o Computer Science
o Social Studies/History
o Foreign Language(s)

SPT8b. Please rank the following subjects in terms of the frequency with which they are targeted in **self-paced** tutoring. {Display based on responses to SPT8a}

o Mathematics
o English/Language Arts (including Reading)
o Sciences (e.g., general science, biology, chemistry)
o Computer Science
o Social Studies/History
o Foreign Language(s)

SPT9. To what extent do you agree with the following statement: "My school is able to effectively provide **self-paced** tutoring to all students in need."

o Strongly disagree
o Moderately disagree
o Neither agree nor disagree
o Moderately agree
o Strongly agree
o Don't know

SPT10. Which of the following factors, if any, limit your school's efforts to effectively provide **self-paced** tutoring to all students in need? *Select all that apply.*

- o Cannot find materials or resources to support self-paced tutoring
- o Lack of funding to obtain materials or resources to support self-paced tutoring
- o Time limitations (i.e., cannot find enough time to support self-paced tutoring)
- o Technology limitations (i.e., do not have the technological capability to support self-paced tutoring)
- o Other, please specify: _____
- o We have not experienced any barriers to implementing self-paced tutoring
- o Don't know

SPT11. Which of the following sources of funding have been used to support **self-paced** tutoring during the 2022-23 school year? *Select all that apply.*

- o American Rescue Plan funds
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

*The following items ask about **other methods** of tutoring at your school during the 2022-23 school year*

OMT1. Who administers **other methods** of tutoring at your school? *Select all that apply.*
- o Tutors whose primary or only job is to provide tutoring
- o Teachers who have received training or professional development in tutoring
- o Teacher/classroom aides who have received training or professional development in tutoring
- o Teachers who have NOT received training or professional development in tutoring
- o Teacher/classroom aides who have NOT received training or professional development in tutoring
- o Subject-area specialists (e.g., reading or math specialists)
- o Other, please specify: _____
- o Don't know

OMT2. As of today, what percentage of students at your school have received **other methods** of tutoring during the 2022-23 school year?

_____% of students
- o Don't know

OMT3. To the best of your knowledge, how does the percentage of students who receive **other methods** of tutoring compare to last school year (2021-22)?
- o More students are receiving other methods of tutoring
- o Fewer students are receiving other methods of tutoring
- o About the same percentage of students are receiving other methods of tutoring
- o Don't Know

OMT4a. To the best of your knowledge, have any of the following subgroups of students received **other methods** of tutoring more than others during the 2022-23 school year? *Select all that apply.*
- o Students from particular racial/ethnic backgrounds (indicate in next item)
- o English Learner (EL) or English as a Second Language (ESL) students
- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o Students experiencing homelessness
- o Migrant students
- o Students who are not receiving full-time in-person instruction
- o Other, please specify: _____
- o No subgroups have received more other methods of tutoring than others

OMT4b. Which of the following racial/ethnic student groups have received **other methods** of tutoring more than others? *Select all that apply*. {Display if OMT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White
- o Not Specified

OMT5. When do students at your school receive **other methods** of tutoring? *Select all that apply*.
- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

OMT6. For students who receive **other methods** of tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o Don't Know

OMT7. For students who receive **other methods** of tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

OMT8a. In which of the following subject areas do students in your school receive **other methods** of tutoring?

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

OMT8b. Please rank the following subjects in terms of the frequency with which they are targeted in **other methods** of tutoring. {Display based on responses to OMT8a}

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

OMT9. To what extent do you agree with the following statement: "My school is able to effectively provide **other methods** of tutoring to all students in need."

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o Don't know

OMT10. Which of the following factors, if any, limit your school's efforts to effectively provide **other methods** of tutoring to all students in need? *Select all that apply.*

- o Cannot find staff to support other methods of tutoring
- o Lack of funding to hire staff to support other methods of tutoring
- o Time limitations (i.e., cannot find enough time to support other methods of tutoring)
- o Space limitations (i.e., do not have the physical space to support other methods of tutoring)
- o Lack of educational materials to support other methods of tutoring
- o Other, please specify: _____
- o We have not experienced any barriers to implementing other methods of tutoring
- o Don't know

OMT11. Which of the following sources of funding have been used to support **other methods of** tutoring during the 2022-23 school year? *Select all that apply.*

- o American Rescue Plan funds
- o Other federal grants or programs

- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know