MEMORANDUM

To:	Bob Sivinski, OMB
From:	Rachel Hansen, NCES
Through:	Carrie Clarady, NCES
Re:	School Pulse Panel 2022 November and December Questionnaire Items Change Request (OMB# 1850-0969 v.9)

The School Pulse Panel (SPP) is a monthly data collection originally designed to collect voluntary responses from a nationally representative sample of public schools to better understand how schools, students, and educators are responding to the ongoing stressors of the coronavirus pandemic, along with other priority items for the White House, Centers for Disease Control and Prevention, and Department of Education program offices. This collection allows NCES to comply with the January 21, 2021 EO 14000 Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. The SPP study is extremely important particularly now that COVID-19 has not waned, and the pulse model is one that the agency will need after the pandemic subsides for other quick-turnaround data needs. It is one of the nation's few sources of reliable data on a wealth of information focused on school reopening efforts, virus spread mitigation strategies, services offered for students and staff, and technology use, as reported by school district staff and principals in U.S. public schools. Initially cleared as an emergency (OMB# 1850-0963), the SPP monthly data collection (OMB #1850-0969) was formally cleared in April 2022, with change requests (OMB# 1850-0969 v.2-3) clearing the May and June 2022 Questionnaires in April and May. A revision (complete with 30D public comment period; v.4) containing projected questionnaire items for August and September 2022, as well as further change requests (v. 5-7), were cleared in July and August 2022, and a revision (complete with 30D public comment period; v.8) containing projected questionnaire items for October, November, and December 2022 was cleared in September 2022.

The purpose of this memo is to request approval for changes to the final SPP questionnaires for November and December 2022, and to describe the changes to the research materials contained in that revision. Items that were approved in v.8 were very close to final and have since gone through minimal testing with school personnel to examine any comprehension concerns with item wording. Feedback from this testing, as well as additional input from SPP stakeholders, has resulted in modifications and additions. Additionally, the decision to end the 21-22 SPP collection in December 2022 prompted a shift in the content priorities, such that the mental health items that were originally proposed to be fielded in December 2022 were removed and replaced with learning recovery items that were adapted from those used in June 2022. Tutoring items will continue to be collected in December, and school crime and safety items will still be fielded in November. Some previously approved items that are considered core content will be collected during these months, including items on learning modes and quarantine.

The costs to the government have not changed as a result of this amendment, nor has the projected respondent burden. All changes to the materials that are part of this submission are detailed below. Red items are new additions, while red strikethrough items are new deletions. Green items designate moved or reordered options, with green strikethroughs showing original position and plain green text showing new positions.

Changes to Appendix B

Appendix B.6 – Proposed November and December Items

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~~ all or select staff			
Require metal detector checks on all or most 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 Tasers or stun guns
- o Knives or other sharp objects that are used as a weapon
- o Blunt objects that can be used as a weapon (e.g., brass knuckles)

- o Aerosol sprays (e.g., Mace, pepper spray)
- o Other weapons
- o Illegal drugs or drug paraphernalia
- o Prescription drugs
- o Alcohol
- o Tobacco products or paraphernalia (e.g., cigarettes, vaping products)
- o None of the Above
- o Don't Know

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

{Display based on responses to CS4a}	~~Weekly~~ Once a school year	~~Every Other Week~~ Twice a school year	~~Monthly~~ 3-5 times a school year	~~Every Other Month~~ 6-8 times a school year	~~Once a grading/marking period~~ Nine or more times a school year	~~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)								

CS13. How prepared do you feel your school is to deal with the following emergency events?

	Very Prepared	Somewhat prepared	Somewhat unprepared	Very unprepared
Active shooters				
Active armed individuals with a weapon other than a firearm				
Intruders (e.g., unauthorized persons entering the premises)				
Shooting threats (e.g., in-person verbal threats, threats made via social media)				

Bomb threats or incidents				
Suicide threats or incidents				
Pandemic diseases				
Natural disasters (e.g., earthquakes, tornadoes, hurricanes, floods, wildfires)				
Inclement weather (e.g., extreme heat, snowstorms, ice storms)				
Chemical or industrial hazards (e.g., industrial plant explosions, hazardous materials within or outside of the school, gas leaks)				
Utility or systems failures (e.g., power or water outages, air conditioning outages)				

CS5a. During the 2022–23 school year, did your school have a behavioral 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 (toward themselves or others)? *Select all that apply.*

o Yes, towards themselves

o Yes, towards others

o No

o Don't Know

{Display if CS5a = YES}	Yes	No	Don't Know
Toward themselves			
Toward others			

For the next set of items, use the following definitions:

Sworn Law Enforcement Officer (SLEO): an individual who ordinarily carries a firearm and a badge, has full arrest powers, and is paid from governmental funds.

School Resource Officer (SRO): A sworn law enforcement officer with arrest authority, **who has specialized training** and is assigned to **work in collaboration with school organizations**; all SROs are SLEOs, but not all SLEOs are SROs.

Security Officer: an individual who works to maintain safety and security at school but is NOT a SLEO and does not have the same authority as SLEOs (e.g., can make arrests).

CS6a. During 2022-23 school year, does your school have any sworn law enforcement officers (SLEOs), 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~~ SLEOs (including SROs) present at least once a week in or around your school at the following times? {Display if CS6a = YES}
Do NOT include security officers who are not sworn law enforcement officers.

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

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

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

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

Do NOT include security officers who are not sworn law enforcement officers.

	Yes	No	Don't Know
~~Motor vehicle traffic control~~			
Monitoring student behavior			
~~Security enforcement and patrol~~			
Maintaining student discipline			
~~Identifying problems in the school and proactively seeking solutions to those problems~~			
Recording or reporting discipline problems to school authorities			
~~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~~			
Training teachers and staff in school safety and crime prevention			
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)			
Identifying problems in the school and proactively seeking solutions to those problems			
Motor vehicle traffic control			
Security enforcement and patrol			

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 officers~~ SLEOs (including SROs) at school? {Display if CS6a = YES}

Do NOT include security officers who are not sworn law enforcement officers.
- 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~~ SLEOs (including SROs) at school in the following areas? {Display if CS6a & CS6e= YES}
Do NOT include security officers who are not sworn law enforcement officers.

	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 security personnel 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): _____
- **Full-time** security officer: _____
- **Part-time** security 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(s) a positive impact on our school community." {Display if CS7a Full- or Part-time SROs > 0}

Do NOT include security officers who are not sworn law enforcement officers.

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

CS7bb. Briefly describe why you selected [Answer from CS7b] ~~your selection to~~ for the previous item.

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{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(s) a positive impact on our school community." {Display if CS7a Full- or Part-time sworn law enforcement officer > 0}

Do NOT include security officers who are not sworn law enforcement officers.

- 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~~ why you selected [Answer to CS7c] for the previous item ~~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~~

CS~~8b~~7d ~~alt~~. To what extent do you agree or disagree with the following statement: "The **security officer(s)** or personnel at my school make(s) a positive impact on our school community." {Display if CS~~8a~~7a 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

CS~~8bb~~7dd. Briefly describe ~~your level agreement or disagreement~~ why you selected [Answer to CS7d] for the previous ~~to the prior~~ item. {Display if CS~~8b~~7d does not equal don't know}

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

	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)			

CS108. Aside from ~~sworn law enforcement officers~~ SLEOs (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

CS110. To what extent do the following factors limit your school's efforts to reduce or prevent disruptive behavioral issues, including crimes, occurring on school grounds?

	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			

CS121. During the 2022-23 school year, does your school allow for the use of the following disciplinary actions?

	Yes	No	Don't Know
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			

CS1~~3~~2. 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~~ you are **making efforts to keep your students and staff safe at school**.
This item is optional.

~~Mental Health (December)~~
~~Note: Most of these items were fielded in April and have been slightly modified to reflect the new school year.~~

~~**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} (NOTE: the response options for this item will be drawn from common responses to scheduled cognitive testing, and this item will be appropriately updated with final response options in a change request in November 2022.)

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

16

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)

SR1a. To the best of your knowledge, what percentage of students **BEGAN the** ~~2021-22~~ **2022-23 school year** behind grade level in at least one academic subject?
- _____ percent of students
- Don't Know

SR1c. In which of the following academic subjects did students at your school **begin the** ~~2021-22~~ **2022-23** ~~2022-23~~ **school year** 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				

SR3a. As of today, ~~Throughout the 2021-22 school year~~, what strategies have your school used to support ~~pandemic-related~~ learning recovery for students? *Select all that apply*.
- ~~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)~~
- Accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)
- ~~Summer learning and enrichment programs during summer 2021~~
- ~~After-school learning and enrichment programs~~
- Remedial instruction (i.e., using content from prior years to teach concepts or skills)
- ~~Other 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 support~~
- Other, please specify: _____
- We have not implemented any strategies to support ~~pandemic-related~~ learning recovery
- Don't know

Tutoring1. During the 2022-23 school year, which of the following types of tutoring, if any, 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~~ that 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}~~

o **No tutoring is provided to students by our school**

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

HDT13a. Are any students **required** to participate in your school's **high-dosage** tutoring program?
o Yes
o No
o Don't Know

HDT13b. For which of the following reasons are students **required** to participate in your school's **high-dosage** tutoring program? *Select all that apply.* {Display if HDT13a = YES}
o Results from diagnostic or other assessment results
o Referral from teacher or staff
o Request from parent or caregiver
o Other, please specify: _____
o Don't know

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~~

HDT12. Does your school use its student information system (or equivalent) to track students' participation in **high-dosage** tutoring?
- o Yes
- o No
- 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 More than 5 days
- o Don't Know

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)~~

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

SDT13a. Are any students **required** to participate in your school's **standard** tutoring program?
- o Yes
- o No
- o Don't Know

SDT13b. For which of the following reasons are students **required** to participate in your school's **standard** tutoring program? *Select all that apply.* {Display if SDT13a = YES}
- o Results from diagnostic or other assessment results
- o Referral from teacher or staff

o   Request from parent or caregiver
o   Other, please specify: _____
o   Don't know

SDT4b. Which of the following racial/ethnic student groups have received **standard** 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~~

SDT12. Does your school use its student information system (or equivalent) to track students' participation in **standard** tutoring?
o   Yes
o   No
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   More than 5 days
o   Don't Know

SDT8b. ~~Please rank the following subjects in terms of the frequency with which they are targeted in~~ **standard** ~~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)~~

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

SPT13a. Are any students **required** to participate in your school's **self-paced** tutoring program?

o Yes

o No

o Don't Know

SPT13b. For which of the following reasons are students **required** to participate in your school's **self-paced** tutoring program? *Select all that apply.* {Display if SPT13a = YES}

o Results from diagnostic or other assessment results

o Referral from teacher or staff

o Request from parent or caregiver

o Other, please specify: _____

o Don't know

SPT4b. Which of the following racial/ethnic student groups have received **self-paced** 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

SPT12. Does your school use its student information system (or equivalent) to track students' participation in **self-paced** tutoring?

o Yes

o No

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 More than 5 days

o Don't Know

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 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)

*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 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

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 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)~~

~~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~~

Tutoring2. Do you provide training or professional development for those who provide the following types

of tutoring provided at your school?

{Display based on Tutoring1 responses EXCEPT Self-Paced Tutoring}	Yes	No	Don't Know
High-dosage tutoring			
Standard tutoring			
Other methods of tutoring			

Tutoring3. Does your school have plans to evaluate the effectiveness of your tutoring programs on improving student outcomes?

{Display based on Tutoring1 responses}	Yes, we are developing a plan	Yes, we have implemented a plan we developed	No	Don't Know
High-dosage tutoring				
Standard tutoring				
Self-paced tutoring				
Other methods of tutoring				

Tutoring4. 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 **promoting learning recovery at your school**.
This item is optional.