**School Pulse Panel**

 **(SPP 2023-24)**

**OMB# 1850-0975 v.6**

**Supporting Statement**

**Appendix C3**

**Monthly Surveys**

***February 2024 – April 2024***

**National Center for Education Statistics (NCES)**

**U.S. Department of Education**

**October 2023**

Contents

[**School Pulse Modules by Month** 3](#_Toc147239329)

[February 2024 Survey 4](#_Toc147239330)

[Concerns 4](#_Toc147239331)

[Social and Emotional Competencies 8](#_Toc147239332)

[State Assessment Perceptions 10](#_Toc147239333)

[March 2023 Survey 13](#_Toc147239334)

[Mental Health & Well-Being 13](#_Toc147239335)

[Staffing (Upcoming Hiring Cycle) 19](#_Toc147239336)

[Traumatic Brain Injuries 22](#_Toc147239337)

[April 2023 Survey 25](#_Toc147239338)

[Transportation 25](#_Toc147239339)

[School Preparedness (School-Level | New) 28](#_Toc147239340)

[Crime and Safety (Procedures & Preparedness) 30](#_Toc147239341)

**School Pulse Modules by Month**

|  |  |  |
| --- | --- | --- |
| **Monthly Collection** | **Modules** |  |
| 2023 | August | Staffing (Summer Hiring Cycle & Challenges) | Internet & Technology | Community Collaboration |  |
| September | After-School Programs | Summer Programs |  |  |
| October | Staffing (Current Vacancies & Challenges) | Tutoring |  |  |
| November | School Improvement | Food Services & Supply Chains |  Absenteeism |  |
| December | Facilities | Learning Recovery (Planning Time + Parent Engagement) |   |  |
| 2024 | January | College and Career | World Language Programs |  Principal Autonomy | Crime and Safety (Security Officers and Staff Training) |
| February | Concerns | Social and Emotional Competencies | State Assessment Perceptions |  |
| March | Mental Health | Staffing (Upcoming Hiring Cycle) | Traumatic Brain Injuries |  |
| April | Transportation | School Preparedness | Crime & Safety (Procedures) |  |
| May | *Tutoring* *(Repeat of October – reduced set of items)* | *Student Behavior* |  |  |
| June | *Learning Recovery**(Strategies)* | *Absenteeism* | *Learning Modes* |  |
| *Italicized modules* are planned but subject to change; changes will appear in subsequent 30-day packages. |  |
| Counts and Suggestions for Future Items are also asked each month |  |

# February 2024 Survey

## Concerns

**ParCon24**. To the best of your knowledge, what level of concern, if any, have **parents/guardians** expressed about their children’s experiences during the 2023-24 school year?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I have not heard this concern expressed by parents/guardians at my school** | **Slightly concerned** | **Somewhat concerned** | **Moderately concerned** | **Extremely concerned** |
| Meeting academic needs for their children |  |  |  |  |  |
| Meeting developmental needs or milestones (e.g., speech development, behavioral development) |  |  |  |  |  |
| Physical health and safety for their children in classrooms |  |  |  |  |  |
| Social, emotional, and mental health for their children  |  |  |  |  |  |
| Safe and reliable transportation to and from school |  |  |  |  |  |
| Their children’s engagement in the classroom |  |  |  |  |  |
| Their children’s engagement in, or the availability of, extra-curricular activities |  |  |  |  |  |
| The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs) |  |  |  |  |  |
| The school’s use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their children’s academic needs  |  |  |  |  |  |
| Their children’s ability to access World or Dual Language programs |  |  |  |  |  |
| The school’s ability to support college and career readiness or pathways |  |  |  |  |  |
| The school’s ability to fill teacher and staff vacancies |  |  |  |  |  |
| The availability of family workshops that provide techniques and guidance to support learning recovery |  |  |  |  |  |
| The availability/use of family engagement/outreach activities (e.g., home visits, communicating via text apps, etc.) |  |  |  |  |  |

**StuCon24**. To the best of your knowledge, what level of concern, if any, have **students** expressed about their experiences during the 2023-24 school year?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I have not heard this concern expressed by students at my school** | **Slightly concerned** | **Somewhat concerned** | **Moderately concerned** | **Extremely concerned** |
| Meeting academic standards |  |  |  |  |  |
| Meeting developmental needs or milestones (e.g., speech development, behavioral development) |  |  |  |  |  |
| Physical health and safety in classrooms |  |  |  |  |  |
| Social, emotional, and mental health |  |  |  |  |  |
| Safe and reliable transportation |  |  |  |  |  |
| Engaging in the classroom |  |  |  |  |  |
| Engaging in, or the availability of, extra-curricular activities |  |  |  |  |  |
| The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs) |  |  |  |  |  |
| The school’s use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their academic needs |  |  |  |  |  |
| The availability of World or Dual Language programs |  |  |  |  |  |
| The school’s ability to support college and career readiness or pathways |  |  |  |  |  |
| The school’s ability to fill teacher and staff vacancies |  |  |  |  |  |

**StaCon24.** To the best of your knowledge, what level of concern, if any, have **staff** expressed about their students and their own experiences during the 2023-24 school year?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I have not heard this concern expressed by staff at my school** | **Slightly concerned** | **Somewhat concerned** | **Moderately concerned** | **Extremely concerned** |
| Getting their students to meet academic standards |  |  |  |  |  |
| Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development) |  |  |  |  |  |
| Their STUDENTS’ health and safety while in the classroom |  |  |  |  |  |
| Their STUDENTS’ social, emotional, and mental health |  |  |  |  |  |
| Safe and reliable transportation for students |  |  |  |  |  |
| Student engagement in the classroom |  |  |  |  |  |
| Student engagement in, or availability of, extra-curricular activities |  |  |  |  |  |
| The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs) |  |  |  |  |  |
| The school’s use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their students’ academic needs  |  |  |  |  |  |
| Their students’ ability to access World or Dual Language programs |  |  |  |  |  |
| The school’s ability to support college and career readiness or pathways |  |  |  |  |  |
| The school’s ability to fill teacher and staff vacancies |  |  |  |  |  |
| Their PERSONAL health and safety while in the classroom or offices |  |  |  |  |  |
| Their PERSONAL social, emotional, and mental health |  |  |  |  |  |
| Use of sick and personal leave |  |  |  |  |  |
| The influence of outside individuals or groups on classroom instruction and school curriculum |  |  |  |  |  |

**AdmCon24.** To the best of your knowledge, what level of concern, if any, have **school leaders** expressed about their students and their own experiences during the 2023-24 school year?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I have not heard this concern expressed by staff at my school** | **Slightly concerned** | **Somewhat concerned** | **Moderately concerned** | **Extremely concerned** |
| Getting students to meet academic standards |  |  |  |  |  |
| Getting students to meet developmental needs or milestones (e.g., speech development, behavioral development) |  |  |  |  |  |
| STUDENTS’ health and safety while in the classroom |  |  |  |  |  |
| STUDENTS’ social, emotional, and mental health |  |  |  |  |  |
| Safe and reliable transportation for students |  |  |  |  |  |
| Student engagement in the classroom |  |  |  |  |  |
| Student engagement in, or availability of, extra-curricular activities |  |  |  |  |  |
| The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs) |  |  |  |  |  |
| The school’s use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their students’ academic needs  |  |  |  |  |  |
| Students’ ability to access World or Dual Language programs |  |  |  |  |  |
| The school’s ability to support college and career readiness or pathways |  |  |  |  |  |
| The school’s ability to fill teacher and staff vacancies |  |  |  |  |  |
| Their PERSONAL health and safety while in the classroom or offices |  |  |  |  |  |
| Their PERSONAL social, emotional, and mental health |  |  |  |  |  |
| Use of sick and personal leave |  |  |  |  |  |
| The influence of outside individuals or groups on classroom instruction and school curriculum |  |  |  |  |  |

**Concern4\_alt.** We’d like to learn more about the concerns schools have heard from parents, students, or staff during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

## Social and Emotional Competencies

**SEC1**. To what extent do you agree or disagree with the following statements:

*During the 2023-24 school year…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
| Teachers at my school conduct lessons that provide opportunities for students to practice social and emotional competencies |  |  |  |  |  |
| When opportunities arise for our students to learn/practice social and emotional competences, our teachers act on them |  |  |  |  |  |
| My school provides teachers with the necessary support/resources on how to integrate students’ social and emotional competencies into academic content instruction |  |  |  |  |  |
| Teachers integrate students’ social and emotional competencies into academic lesson plans |  |  |  |  |  |
| The teaching practices at my school make connections to my students’ lives |  |  |  |  |  |
| The culture at my school supports the development and cultivation of student’s social and emotional competencies in school |  |  |  |  |  |
| Parents/guardians support the development and support of students’ social and emotional competencies in school |  |  |  |  |  |
| Groups outside of my school (e.g., local/state education agencies, elected officials) support the development and cultivation of students’ social and emotional competencies in school |  |  |  |  |  |
| My school’s staff use shared agreements/norms for how we will all interact with our students |  |  |  |  |  |
| Students feel comfortable talking to adults at the school about personal problems |  |  |  |  |  |
| We have provided professional learning/development around how to support students’ social and emotional competencies |  |  |  |  |  |
| We have provided professional learning/development around how to integrate the development and cultivation of students’ social and emotional competencies into academic curriculum |  |  |  |  |  |
| My school’s disciplinary practices promote students’ social and emotional competencies |  |  |  |  |  |
| We seek input from families about how to best meet their students’ social and emotional needs |  |  |  |  |  |
| At this school, community partnerships (e.g., businesses or community organizations, etc.) promote students’ social and emotional competencies |  |  |  |  |  |
| My school communicates our progress on goals around the development of students’ social and emotional competencies |  |  |  |  |  |
| My school communicates what data are collected on students’ social and emotional skills |  |  |  |  |  |

**SEC2**. How does your school get input from families about how to best meet their students’ social and emotional needs? {Display if “We seek input from families…” = A or SA}

**SEC3**. What types of data does your school collect on students' social and emotional needs? {Display if “My school communicates what data… = A or SA}

**SEC\_more**. We’d like to learn more about schools’ social and emotional learning practices during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

## State Assessment Perceptions

**SA\_math**. Does your school participate in state-mandated testing for mathematics?

* Yes
* No

**SA1**. Indicate whether you agree or disagree with the following statements about your state standards in **mathematics.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Don’t Know |
| The mathematics standards exclude important concepts that students should learn |  |  |  |  |  |
| Students who master the mathematics standards will be prepared for college and the workforce |  |  |  |  |  |
| The mathematics standards are too difficult for my students to master |  |  |  |  |  |
| The mathematics standards limit educators’ ability to make their own decisions about how to best meet students’ needs |  |  |  |  |  |
| The mathematics standards support the alignment of curriculum from grade to grade |  |  |  |  |  |
| The mathematics standards provide educators a manageable number of topics to teach in a school year |  |  |  |  |  |
| The mathematics standards are inappropriate for students with special learning needs (including ELL students and those with mild learning disabilities but excluding those with severe or profound disabilities) |  |  |  |  |  |
| I support the use of the state mathematics standards in classroom instruction |  |  |  |  |  |
| I support use of the current statewide tests to measure student mastery of state mathematics standards |  |  |  |  |  |

**SA2**. How concerned are you about the following issues related to the main state-mandated **mathematics** test that your students will be given in 2023-24?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not a concern | Minor concern | Moderate concern | Major concern | DK |
| I will not have access to information about the content of the state-mandated mathematics test |  |  |  |  |  |
| The state-mandated mathematics test will not be aligned with state standards |  |  |  |  |  |
| The state-mandated mathematics test will be too difficult for many of our students |  |  |  |  |  |
| Students will not perform as well on the state-mandated mathematics test this year compared to previous years |  |  |  |  |  |
| The work we will do to prepare our students for the state-mandated mathematics test will take time away from other more important classroom work |  |  |  |  |  |
| My school will not have the technological capacity to administer the state-mandated mathematics test |  |  |  |  |  |
| The state-mandated mathematics test will not provide accurate scores for students with special learning needs |  |  |  |  |  |
| Results from state-mandated mathematics test will not provide useful data to inform classroom instruction |  |  |  |  |  |

**SA\_ELA**. Does your school participate in state-mandated testing for English language arts (ELA) & literacy?

* Yes
* No

**SA3**. Indicate whether you agree or disagree with the following statements about your state standards in **English language arts (ELA) & literacy.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Don’t Know |
| The ELA/literacy standards exclude important concepts that students should learn |  |  |  |  |  |
| Students who master the ELA/literacy standards will be prepared for college and the workforce |  |  |  |  |  |
| The ELA/literacy standards are too difficult for my students to master |  |  |  |  |  |
| The ELA/literacy standards limit educators’ ability to make their own decisions about how to best meet students’ needs |  |  |  |  |  |
| The ELA/literacy standards support the alignment of curriculum from grade to grade |  |  |  |  |  |
| The ELA/literacy standards provide educators a manageable number of topics to teach in a school year |  |  |  |  |  |
| The ELA/literacy standards are inappropriate for students with special learning needs (including ELL students and those with mild learning disabilities but excluding those with severe or profound disabilities) |  |  |  |  |  |
| I support the use of the state ELA/literacy standards in classroom instruction |  |  |  |  |  |
| I support use of the current statewide tests to measure student mastery of state ELA/literacy standards |  |  |  |  |  |

**SA4**. How concerned are you about the following issues related to the main state-mandated **English language arts (ELA) & literacy** test that your students will be given in 2023-24?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not a concern | Minor concern | Moderate concern | Major concern | Don’t Know |
| I will not have access to information about the content of the state-mandated ELA/literacy test |  |  |  |  |  |
| The state-mandated ELA/literacy test will not be aligned with state standards |  |  |  |  |  |
| The state-mandated ELA/literacy test will be too difficult for many of our students |  |  |  |  |  |
| Students will not perform as well on the state-mandated ELA/literacy test this year compared to previous years |  |  |  |  |  |
| The work we will do to prepare our students for the state-mandated ELA/literacy test will take time away from other more important classroom work |  |  |  |  |  |
| My school will not have the technological capacity to administer the state-mandated ELA/literacy test |  |  |  |  |  |
| The state-mandated ELA/literacy test will not provide accurate scores for students with special learning needs |  |  |  |  |  |
| Results from state-mandated ELA/literacy test will not provide useful data to inform classroom instruction |  |  |  |  |  |

**SA\_more**. We’d like to learn more about schools’ experiences with state assessments. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

# March 2023 Survey

## Mental Health & Well-Being

*The following items focus on mental health services provided to* ***STUDENTS during the 2023-24 school year****.*

**MH1**. During the 2023-24 school year, which of the following, if any, school-based mental health services have been provided to STUDENTS?

* 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)
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_
* We have not provided any school-based mental health services during the 2023-24 school year.
* Don’t Know

**MH22.** To the best of your knowledge, what percentage of students at your school utilize mental health services?

\_\_\_\_\_\_\_\_ percent

* Don’t know

**MH23a\_v1**. To the best of your knowledge, have any of the following groups of students sought out mental health services more than others during the 2023-24 school year? *Select all that apply.*

**MH23a\_v2.** To the best of your knowledge, have any of the following groups of students sought out mental health services at a disproportionate rate during the 2023-24 school year? *Select all that apply.*

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

**MH23b**. Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply.* {Display if MH28a = “…particular racial/ethnic backgrounds”}

* American Indian or Alaska Native, Non-Hispanic
* Asian, Non-Hispanic
* Black or African American, Non-Hispanic
* Hispanic or Latino, of any race
* Native Hawaiian or Other Pacific Islander, Non-Hispanic
* Two or more races, Non-Hispanic
* White, Non-Hispanic
* 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”}

* School- or district-employed licensed mental health professional (e.g., school psychologist, social worker)
* School counselor (e.g., academic or general counselor)
* School nurse
* Outside practice or program that provides services at your school (e.g., university programs, contracted services)
* Other, please specify: \_\_\_\_\_\_\_\_\_\_

**MH24a**. Did your school implement any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff during the COVID-19 pandemic (school years 2020-21 through 2022-23)?

*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.*

* Yes
* No
* Don’t Know

**MH24b**. For the 2023-24 school year, are you still implementing any of these actions? {Display if MH24a = YES}

* Yes, these changes have become part of our regular daily or yearly academic calendar
* Yes, but we have reduced the amount of time or number of days dedicated to mitigating mental health concerns
* No, our daily or yearly academic calendar has reverted back to the pre-COVID era
* Don’t know

**MH25**. During the 2023-24 school year, has your school done (or will it do) any of the following to help support students’ social/emotional/mental well-being?

* Hired new staff
* Encouraged existing staff to address student social/emotional/mental well-being
* Added student classes
* Created or expanded a program
* Offered guest speakers
* Offered professional development to train teachers
* Held assemblies
* Created community events and partnerships
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We have not implemented any practices or procedures designed to support students social/emotional/mental well-being.
* Don't know

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

* Strongly disagree
* Moderately disagree
* Neither agree nor disagree
* Moderately agree
* Strongly agree
* Don’t know

**MH26**. Which of the following sources, if any, have been used to support mental health services for students since the COVID-19 national emergency ended in May 2023? *Select all that apply.*

* Federal grants or other federal programs
* State grants or other state programs
* District or school financial funding
* Partnerships or sponsorships with organizations
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_
* None of the above
* Don’t know

**MH27.** Is your school able to use federal funding on programs supporting your students’ social, emotional, and mental health?

* Yes
* No
* Don’t know

**MH28.** In which of the following areas related to accessing/utilizing federal funds for student support services, if any, has your school experienced challenges? *{display if MH27=yes}*

* Grant execution
* Distribution of funds
* Documentation of funds usage
* Needs analysis
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_
* We have not experienced any challenges in these areas
* Don’t know

*The following items focus on mental health services provided to* ***STUDENTS since the COVID-19 national pandemic was declared over (May 2023)****.*

**MH29**. Since the COVID-19 national emergency ended, how have the **types or amount of mental health services provided** to students changed?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

**MH30**. To the best of your knowledge, how has the percentage of students who have **sought mental health services from your school** changed since the COVID-19 national emergency ended?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

**MH31**. 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 COVID-19 national emergency ended?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

*The following items focus on mental health services provided to* ***STAFF during the 2023-24 school year****.*

**MH32**. During the 2023-24 school year, which of the following, if any, school-based mental health services have been provided to staff?

* Group-based or peer support interventions
* Referrals to mental health services outside of school
* Mental health-related professional development
* Regular staff self--assessments
* Proactive outreach to staff members
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We do not provide any mental health services for staff
* Don’t know

**MH33**. Which of the following sources, if any, have been used to support mental health services for staff since the COVID-19 national emergency ended? *Select all that apply.*

* Federal grants or other federal programs
* State grants or other state programs
* District or school financial funding
* Partnerships or sponsorships with organizations
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_
* None of the above
* Don’t know

*The following items focus on mental health services provided to* ***STAFF since the COVID-19 national pandemic was declared over (May 2023)****.*

**MH34**. Since the COVID-19 national emergency ended, how have the **types or amount of mental health services provided** to staff changed?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

**MH35**. To the best of your knowledge, how as the percentage of staff who have **sought** school-based **mental health services** changed since the COVID-19 national emergency ended?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

**MH36**. 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 COVID-19 national emergency ended?

* It has decreased a lot
* It has decreased a little
* It has remained the same
* It has increased a little
* It has increased a lot
* Don’t know

**MH\_more**. We’d like to learn more about schools’ experiences with student and staff mental health during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

## Staffing (Upcoming Hiring Cycle)

**SV2.** Before the start of the **next school year (2024-25)**, do you anticipate that your school will need to fill any of the following teaching positions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes, we will have vacancies in this area | No, we will be fully staffed in this area | 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  |  |  |  |  |

**SV2a**. How many vacancies will you need to fill in these areas?

|  |  |
| --- | --- |
| {Rows display based on answers to SV2} | Number of vacancies |
| 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  |  |

**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 answers to SV2} | 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 |  |  |  |  |

**SV3.** Before the start of the **next school year (2024-25)**, will your school need to fill any of the following non-teaching staff positions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes, we will have vacancies in this area | No, we will be fully staffed in this area | 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 |  |  |  |  |
| Classroom aides |  |  |  |  |

**SV3a**. How many vacancies will you need to fill in these areas?

|  |  |
| --- | --- |
| {Rows populate based answers in SV3} | Number of vacancies |
| 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 |  |
| Classroom aides |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| {Rows populate based answers 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 |  |  |  |  |
| Classroom aides |  |  |  |  |

**SV3\_more\_alt**. We’d like to learn more about what schools are experiencing related to staffing. 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.*

## Traumatic Brain Injuries

**TBI1.** Does your school or district have a concussion policy?

* Yes
* No
* Don’t know

**TBI2.** How familiar are you with your school or district policy on concussion? {Display if TBI1 = Yes}

* Not at all familiar
* Slightly familiar
* Somewhat familiar
* Moderately familiar
* Extremely familiar

**TBI3.** Does your school’s or district’s policy on concussion include information on how to support students in the classroom and with classwork after a concussion? {Display if TBI2 ≠ Not at all}

* Yes
* No
* Don’t know

**TBI4.** Does your school or district policy apply to any student who gets a concussion or just to students who sustain one during an athletic activity? {Display if TBI2 ≠ Not at all}

* To any student who sustains a concussion
* Only to students who sustain a concussion during an athletic activity
* Don’t know

**TBI5.** Does your school or district policy require school staff to receive training on supporting students in the classroom after they have sustained a concussion? {Display if TBI2 ≠ Not at all}

* Yes
* No
* Don’t know

**TBI6.** Does your school or district policy require school staff who are NOT involved in athletic activities or physical education to receive training on working with students who have sustained a concussion? {Display if TBI2 ≠ Not at all}

* Yes
* No
* Don’t know

**TBI7.** Does your school or district policy require that there be at least one person who is trained on supporting students in the classroom after a concussion? {Display if TBI2 ≠ Not at all}

* Yes
* No
* Don’t know

**TBI8.** Does your school have at least one person who is trained on how to help students adjust back into classroom activities after a concussion?

* Yes
* No
* Don’t know

**TBI9.** To the best of your knowledge, are there staff at your school who could be trained and serve as the point person to support students in the classroom after a concussion?

* Yes
* No
* Don’t know

**TBI10.** To the best of your knowledge, how important is concussion awareness and supporting students who have sustained a concussion to teachers at your school?

* Not at all important
* Slightly important
* Moderately important
* Very important
* Don’t know

**TBI11.** To the best of your knowledge, how important is concussion awareness and being integrated back into the classroom after sustaining a concussion to students at your school?

* Not at all important
* Slightly important
* Moderately important
* Very important
* Don’t know

**TBI12.** To the best of your knowledge, how much interest is there among staff at your school to learn more about concussions and supporting students in the classroom following this injury?

* No interest
* Slight interest
* Moderate interest
* A lot of interest
* Don’t know

**TB\_more**. We’d like to learn more about how schools handle instances of traumatic brain injuries. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

# April 2023 Survey

## Transportation

**Transp1**. To the best of your knowledge, on a typical school day, what percentage of your students travel to and from school using the following modes of transportation?

*If a student takes multiple modes of transportation during their commute, count only the mode of transportation they spend the most time on when estimating percentages. For example, if a student rides the subway for 25 minutes and then walks the last 5 minutes to get to school, count them in the “By public transportation” estimate.*

*Percentages should add up to 100%*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Percentage of students | This transportation option is not available for our students | Don’t know |
| By school bus |  |  |  |
| By public transportation (e.g., subway, metro, city bus) |  |  |  |
| By bike, scooter, or other similar micromobility means |  |  |  |
| By walking to school |  |  |  |
| By being dropped off/picked up by car |  |  |  |
| By driving their own car |  |  |  |
| Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

**Transp2**. Are there sidewalks on the streets immediately surrounding your school?

* Yes, on all streets
* Yes, on some streets
* No
* Don’t know

**Transp3**. Are there school zones in the area immediately surrounding your school?

* Yes
* No
* Don’t know

**Transp4**. Are there traffic-calming measures (e.g., speed bumps, speed tables) on the streets immediately surrounding your school?

* Yes, on all streets
* Yes, on some streets
* No
* Don’t know

**Transp5**. Are there bike lanes on the streets immediately surrounding your school?

* Yes, on all streets
* Yes, on some streets
* No
* Don’t know

**Transp6a**. Is bicycle parking (e.g., bike racks) available on your school grounds?

* Yes
* No
* Don’t know

**Transp6b**. Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if *Transp6* = Yes}

* Yes
* No
* Don’t know

**Transp6c.** Which of the following types of bicycle parking are available at your school? *Select all that apply.* {Display if *Transp6a* = Yes}

* Bicycle racks that are mounted into the ground
* Bicycle racks that are mounted into the wall
* Bicycle lockers
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* None of the above
* Don’t know

**Transp7a.** Is there a crossing guard(s) working on the streets immediately surrounding your school?

* Yes
* No
* Don’t know

**Transp7b.** When is there a crossing guard(s) available to assist students? {Display if *Transp7a* = Yes}

* Every day before AND after school
* Every day only before school
* Every day only after school
* Some days before AND after school
* Some days only before school
* Some days only after school
* Other, please specify: \_\_\_\_\_\_\_\_\_
* Don’t know

**Transp8.** To the best your knowledge, what percentage of your school’s students live within one mile of the school building?

\_\_\_\_\_\_\_\_\_percent of students

* Don’t know

**Transp9.** Which of the following reasons, if any, have PARENTS/GUARDIANS reported as barriers to their children walking, biking, or using other micromobility means to commute to school? *Select all that apply.*

* Lack of safety measures (e.g., sidewalks, crossing guards) on the commute to school
* Distance from home to school
* Traffic conditions on the commute
* Weather
* Crime around school
* Child’s age
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* None of the above
* Don’t know

**Transp10.** To what extent do you agree or disagree with the following statement: “Traffic patterns around my school pose a threat to my students’ physical safety.”

* Strongly disagree
* Moderately disagree
* Neither agree nor disagree
* Moderately agree
* Strongly agree
* Don’t know

**Transp11.** To what extent do you agree or disagree with the following statement: “Crime around my school poses a threat to my students’ physical safety.”

* Strongly disagree
* Moderately disagree
* Neither agree nor disagree
* Moderately agree
* Strongly agree
* Don’t know

**Transp\_more**. We’d like to learn more about how students get to and from your school during the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

## School Preparedness (School-Level | New)

**Prep1.** Please indicate which of the following your school does to train staff on safety and security procedures (including the school’s emergency operations plan) to follow in an emergency.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don’t know |
| We review portions of our safety and security procedures on a scheduled frequency (e.g., a section every 2 months)  |  |  |  |
| We review our procedures with staff at least annually  |  |  |  |
| We conduct tabletop exercises with staff at least annually |  |  |  |
| We conduct drills/functional exercises with staff at least annually |  |  |  |
| We conduct full-scale exercises with staff at least annually |  |  |  |

**Prep2.** How often does your school review and revise its emergency operations plan (EOP)?

* After an emergency occurs
* Annually
* Bi-annually (every 6 months)
* More than 2 times a year
* Never
* Don’t know

**Prep3.** How often does your school collaborate with local public/private health agencies to evaluate the school's emergency prevention measures?

* Never
* Rarely
* Occasionally
* Regularly
* Don’t know

**Prep4.** How often do you send communications to parents about emergency operations plans?

* Only during an active emergency event
* Weekly
* Bi-weekly
* Monthly
* Annually
* Never
* Don’t know

**Prep5.** Does your school receive input from any of the following local community partners regarding your emergency operation plan? *Select all that apply.*

* Healthcare providers (e.g., local physicians, nurses)
* Law enforcement groups (e.g., local police or bureau of investigation)
* Local or state department of health representatives
* Local media groups
* Local emergency management services
* Local social services providers
* Other, please specify: \_\_\_\_\_\_\_\_
* Don’t know

**Prep6.** Does your school website include a page where parents/guardians can review the school's emergency operations plan, response protocols, and/or procedures?

* Yes
* No
* Don’t know

**Prep7.** Does your school have a dedicated person who is responsible for coordinating and managing emergency preparedness?

* Yes
* No
* Don’t know

**Prep8.** During the 2023-24 school year, has your school conducted (or will they conduct) an active assailant drill?

* Yes, with staff only
* Yes, with students and staff
* No
* Don’t know

**Prep9.** How often does your school conduct active assailant drills? {Display if *Prep8* = Yes}

* Once a school year
* Twice a school year
* 3-5 times a school year
* 6-8 times a school year
* Nine or more times a school year
* Don’t know

**Prep\_more**. We’d like to learn more about emergency preparedness at your school during the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

## Crime and Safety (Procedures & Preparedness)

**CS1**. During the 2023-24 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 |  |  |  |
| 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 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 all or select staff |  |  |  |
| Require metal detector checks on all or most students every day |  |  |  |
| Perform 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 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 |  |  |  |

**CS3**. Does your school have a written plan (e.g., emergency operations plans (EOP)) 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 2023-24 school year, has your school drilled (or will they drill) students on the use of the following emergency procedures?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don’t Know |
| Evacuation (i.e., students and staff are 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 safer 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} | Once a school year | Twice a school year | 3-5 times a school year | 6 – 8 times a school year | Nine or more times a school year | Don’t Know |
| Evacuation (i.e., students and staff are 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 safer in inside the building or a room than outside) |  |  |  |  |  |  |

**CS2**. As of today, have any of the following contraband items been confiscated from students at your school during the 2023-24 school year? *Select all that apply.*

* Firearms
* Explosive devices
* Tasers or stun guns
* Knives or other sharp objects that are used as a weapon
* Blunt objects that can be used as weapon (e.g., brass knuckles)
* Aerosol sprays (e.g., Mace, pepper spray)
* Other weapons
* Illegal drugs or drug paraphernalia
* Prescription drugs
* Alcohol
* Tobacco products or paraphernalia (e.g., cigarettes, vaping products)
* None of the Above
* Don’t Know

**CS5a**. During the 2023–24 school year, does 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)?

* Yes
* No
* Don’t Know

**CS5b.** Have any students been found to be a potential risk for violent or harmful behavior (toward themselves or others)?

|  |  |  |  |
| --- | --- | --- | --- |
| {Display if CS5a = YES} | Yes | No | Don’t Know |
| Toward themselves |  |  |  |
| Toward others |  |  |  |

**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) |  |  |  |  |

**CS12**. We’d like to learn more about what schools are experiencing with regard to school crime and safety. In the space below, please share any other information you would like us to know about **school safety and discipline** at your school.

*This item is optional.*