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

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?

- o   Yes
- o   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?

- o   Yes
- o   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?

- 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 2023-24 school year.
- o Don't Know

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

_____ percent
- o 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.*

- o Students from particular racial/ethnic backgrounds (indicate in next item)
- 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 English Learner (EL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students
- o Students in Gifted and Talented programs (aka GATE, TAG, G/T)
- o LGBTQ+ students
- o Other, please specify: _____
- o None of the above
- o Don't Know

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"}

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

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.

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

MH24b. For the 2023-24 school year, are you still implementing any of these actions? {Display if MH24a = YES}
- o Yes, these changes have become part of our regular daily or yearly academic calendar
- o Yes, but we have reduced the amount of time or number of days dedicated to mitigating mental health concerns
- o No, our daily or yearly academic calendar has reverted back to the pre-COVID era
- o 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?

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

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o 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.*

- 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

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

- o Yes
- o No
- o 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}*

- o Grant execution
- o Distribution of funds
- o Documentation of funds usage
- o Needs analysis
- o Other, please specify: _____
- o We have not experienced any challenges in these areas
- o 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

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

- 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 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

- o It has decreased a lot
- o It has decreased a little
- o It has remained the same
- o It has increased a little
- o It has increased a lot
- o 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?

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

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

- o Not at all familiar
- o Slightly familiar
- o Somewhat familiar
- o Moderately familiar
- o 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}

- o Yes
- o No
- o 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}

- o To any student who sustains a concussion
- o Only to students who sustain a concussion during an athletic activity
- o 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}

- o Yes
- o No
- o 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}

- o Yes
- o No
- o 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}

- o   Yes
- o   No
- o   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?

- o   Yes
- o   No
- o   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?

- o   Yes
- o   No
- o   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?

- o   Not at all important
- o   Slightly important
- o   Moderately important
- o   Very important
- o   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?

- o   Not at all important
- o   Slightly important
- o   Moderately important
- o   Very important
- o   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?

- o   No interest
- o   Slight interest
- o   Moderate interest
- o   A lot of interest

o   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?

- o Yes, on all streets
- o Yes, on some streets
- o No
- o Don't know

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

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

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

- o Yes, on all streets
- o Yes, on some streets
- o No
- o Don't know

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

- o Yes, on all streets
- o Yes, on some streets
- o No

o Don't know

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

- o Yes
- o No
- o 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}

- o Yes
- o No
- o 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}

- o Bicycle racks that are mounted into the ground
- o Bicycle racks that are mounted into the wall
- o Bicycle lockers
- o Other, please specify: _____
- o None of the above
- o Don't know

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

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

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

- o Every day before AND after school
- o Every day only before school
- o Every day only after school
- o Some days before AND after school
- o Some days only before school
- o Some days only after school
- o Other, please specify: _____
- o 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
- o 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.*

- o Lack of safety measures (e.g., sidewalks, crossing guards) on the commute to school
- o Distance from home to school
- o Traffic conditions on the commute
- o Weather
- o Crime around school
- o Child's age
- o Other, please specify: _____
- o None of the above
- o 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."

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o 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."

- o Strongly disagree
- o Moderately disagree
- o Neither agree nor disagree
- o Moderately agree
- o Strongly agree
- o 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)?

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

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

- o   Never
- o   Rarely
- o   Occasionally
- o   Regularly
- o   Don't know

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

- o   Only during an active emergency event
- o   Weekly
- o   Bi-weekly
- o   Monthly
- o   Annually
- o   Never
- o   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.*

- o   Healthcare providers (e.g., local physicians, nurses)
- o   Law enforcement groups (e.g., local police or bureau of investigation)
- o   Local or state department of health representatives
- o   Local media groups
- o   Local emergency management services
- o   Local social services providers

o   Other, please specify: _____
o   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?

o   Yes
o   No
o   Don't know

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

o   Yes
o   No
o   Don't know

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

o   Yes, with staff only
o   Yes, with students and staff
o   No
o   Don't know

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

o   Once a school year
o   Twice a school year
o   3-5 times a school year
o   6-8 times a school year
o   Nine or more times a school year
o   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.*

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 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

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)?

- 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)?

{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.

As of 9/26 (pre-cogtesting)