



UNITED STATES DEPARTMENT OF EDUCATION
National Center for Education Statistics

February 20, 2024

MEMORANDUM

To: Dr. Bev Pratt, OMB
From: Rebecca Bielamowicz and Ryan Iaconelli, NCES
Through: Carrie Clarady, NCES
Re: 2023-24 School Pulse Panel March and April 2024 Questionnaire Items Change Request (OMB# 1850-0975 v.8)

The School Pulse Panel is an ongoing study conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education, to collect extensive data on current and emerging issues concerning students and staff in U.S. public primary, middle, high, and combined-grade schools. Specifically, the survey will ask school office staff about topics such as staffing, college and career readiness, school improvement plans, tutoring, summer programs, facilities, learning strategies and recovery, after-school programs, and world and dual language programs. The SPP has become one of the nation's main sources of timely and reliable data on issues concerning the education environment, as reported by principals in U.S. public schools.

The SPP monthly data collection went through a 60-day public comment period, followed by a 30-day public comment period (OMB# 1850-0975 v.2) and was formally cleared on July 31, 2023. A change request (v.3) was cleared in July 2023 to make changes to the September and October instruments and August 2023-January 2024 communication materials. Another change request was cleared in January 2024 to make changes to the February 2024 questionnaire (v.7). The purpose of this memo is to request approval for changes to the March and April 2024 SPP questionnaires. The items that were submitted as a part of the 30-day public comment period (v.6, approved January 2024) were undergoing cognitive testing at the time the package was out for public comment.

Changes to the March and April 2024 questionnaires that are being made in response to the cognitive testing are detailed below. Many of the changes were made to improve item clarity and include such actions as modifying response options based on recommendations from the cognitive testing. Other changes include the removal of some questions that were repetitive or that respondents were not able to answer during the cognitive testing (ex., the questions on racial/ethnic disproportionality in school-based mental health service demand and the use of the term "micromobility").

The costs to the government have not changed as a result of this amendment, nor has the projected respondent burden. All changes to the materials that are part of this submission are detailed below with new additions and redactions shown in red. Changes to formatting (ex., bolding a word that was previously not bolded) are noted in green.

Changes to Appendix C3

Additions and Deletions to Appendix C3

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 Skills	State Assessment Perceptions	
	March	Mental Health	Staffing (Upcoming Hiring Cycle)	Traumatic Brain Injuries	
	April	Transportation	School Preparedness and Safety Procedures	Crime & Safety (Procedures)	
	May	<i>Tutoring (Repeat of October – reduced set of items)</i>	<i>Student Behavior</i>		
	June	<i>Learning Recovery (Strategies)</i>	<i>Absenteeism</i>	<i>Learning Modes</i>	

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

March 2024 Instrument

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? *Select all that apply.*

- 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 **at school**)
- 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, Approximately~~ what percentage of students at your school utilize **school-based** mental health services? {Display if MH1 ≠ "We have not provided any..."}
_____percent of students

~~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 **formal** 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: _____

MH24aMH23a. 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

MH24bMH23b. For the 2023-24 school year, are you still implementing any of these actions? {Display if MH24a MH23a = 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~~**MH24.** 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? *Select all that apply.*

- ~~Hired new staff~~ Created new positions to address student social/emotional/mental well-being
- 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~~

MH12b. Which of the following factors, if any, limit your school's efforts to effectively provide mental health services to all students in need? *Select all that apply.* ~~{Display if MH12a ≠ Strongly Agree}~~

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

~~MH26~~**MH25.** For the 2023-24 school year, ~~W~~hich 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~~

MH28MH26. In which of the following areas related to accessing/utilizing federal funds for student support services, if any, has your school experienced challenges? *Select all that apply.*
{display if MH2725=yes federal grants or other federal programs}

- 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)~~ compared to last school year (2022-23).*

MH29MH28. ~~Since the COVID-19 national emergency ended~~ Compared to last school year (2022-23), how ~~have~~ has the ~~types or~~ amount of ~~school-based~~ 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~~

MH30MH27. ~~To the best of your knowledge~~ Compared to last school year (2022-23), how has the percentage of students who have **sought** ~~school-based~~ mental health services changed ~~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~~

MH31MH29. ~~To the best of your knowledge~~ Compared to last school year (2022-23), 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~~**MH30**. During the 2023-24 school year, which of the following, if any, ~~school-based~~ mental health services ~~have been provided~~ are available to staff? *Select all that apply.*

- 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
- Employee assistance programs (EAPs) that have a mental health component
- Other, please specify: _____
- ~~We do not provide any mental health services for staff~~ There are no mental health services available for staff
- ~~Don't know~~

~~MH33~~**MH31**. For the 2023-24 school year, ~~W~~hich 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)~~ compared to last school year (2022-23).

~~MH34~~**MH32**. ~~Since the COVID-19 national emergency ended~~ Compared to last school year (2022-23), how ~~have~~ has the ~~types or~~ amount of mental health services ~~provided~~ available 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~~MH33. To the best of your knowledge Compared to last school year (2022-23), 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.

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	Somewh at easy	Somewh at 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				

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				

TBI1. Does your school or district have a concussion ~~or other traumatic brain injury (TBI)~~ policy?

- Yes
- No
- ~~Don't know~~

~~TBI2~~TBI7. How familiar are you with your school or district policy on concussions ~~or other TBIs?~~ {Display if TBI1 = Yes}

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

~~TBI3~~TBI2. 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 ~~or other TBI?~~ {Display if TBI2TBI1 ≠ Not at all = Yes}

- Yes
- No
- Don't know

~~TBI4~~**TBI3.** Does your school or district policy apply if a student gets a concussion or other TBI outside of school or school-sponsored activities (e.g., an athletic event)? ~~to any student who gets a concussion or just to students who sustain one during an athletic activity?~~ {Display if TBI2 ≠ Not at all TBI1 = Yes}

- ~~To any student who sustains a concussion Yes~~
- Only to students who sustain a concussion during an athletic activity No
- Don't know

~~TBI5~~**TBI4.** Does your school or district policy require school staff to receive training on supporting students in the classroom after they have sustained a concussion or other TBI? {Display if TBI2 ≠ Not at all TBI1 = Yes}

- Yes
- No
- Don't know

~~TBI6~~**TBI5.** 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 or other TBI? {Display if TBI2 ≠ Not at all TBI1 = Yes}

- Yes
- No
- Don't know

~~TBI7~~**TBI6.** 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 or other TBI? {Display if TBI2 ≠ Not at all TBI1 = Yes}

- 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 or other TBI?

- 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 or other TBI?

- 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

~~TBI2~~TBI10. To the best of your knowledge, how much interest is there among staff at your school to learn more about concussions or other TBIs and supporting students in the classroom following this injury?

- No interest
- Slight interest
- Moderate interest
- A lot of interest
- Don't know

TBI11. During the 2023-24 school year, has your school had to support **any** students returning to the classroom after sustaining a concussion or other TBI?

- Yes
- No

TB_more. We'd like to learn more about how schools handle instances of **concussions or other** 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 2024 Instrument

Tran_gate. Please indicate which of the following modes of transportation are available for students to travel to and from school.

	Yes, this mode of transportation is available to our students	No, this mode of transportation is not available to our students
--	---------------------------------------------------------------	------------------------------------------------------------------

By school bus		
By public transportation (e.g., subway, metro, city bus)		
By bike, scooter, skateboard, or other similar means		
By walking to school		
By being dropped off/picked up by car		
By driving their own car		
Other, please specify: _____		

Transp1. ~~To the best of your knowledge,~~ On a typical school day, **approximately** what percentage of your students travel to and from school using the following modes of transportation? *{Display responses based on Tran_gate = Yes}*

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 must** 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, skateboard, 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: _____			

- By school bus: _____%
- By public transportation (e.g., subway, metro, city bus): _____%
- By bike, scooter, skateboard, or other similar means: _____%
- By walking to school: _____%
- By being dropped off/picked up by car: _____%
- By driving their own car: _____%
- Other: _____%

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

Transp45. 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

Transp56. Are there bike lanes on the streets immediately surrounding your school?

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

Transp67a. Is bicycle parking (e.g., bike racks) available on your school grounds?

- Yes
- No
- Don't know

Transp67b. Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if **Transp6 Tran7a** = Yes}

- Yes
- No
- Don't know

Transp67c. Which of the following types of bicycle parking are available at your school? *Select all that apply.* {Display if **Transp6a Tran7a** = 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

Transp7aTran4a. Is there a crossing guard(s) working on the streets immediately surrounding

your school? *{Display if Tran_gate = walking}*

- Yes
- No
- Don't know

Transp7bTran4b. When is there a crossing guard(s) available to assist students? *{Display if Transp7a Tran4a = 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

Tran8sp9. Which of the following reasons, if any, have PARENTS/GUARDIANS reported the following as barriers to their children walking, biking, or using other micromobility non-automotive 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

	Yes	No
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: _____		

Tran9sp10. 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 while commuting to school.”

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

Tran10sp11. To what extent do you agree or disagree with the following statement: “Crime around my school poses a threat to my students’ physical safety while commuting to school.”

- 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.

~~**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			

Prep21. How often does your school ~~review and revise update~~ its emergency operations plan (EOP)?

- ~~After an emergency occurs~~ Never
- ~~Annually~~ Only after an emergency occurs
- ~~Bi-annually (every 6 months)~~ Every few years
- ~~More than 2 times a year~~ Annually
- ~~Never~~ Twice a year
- ~~Don't know~~ More than twice a year

Prep32. How often does your school collaborate with local public/private health agencies to evaluate the school's emergency prevention measures?

- Never
- Only after an emergency occurs
- ~~Rarely~~ Every few years
- ~~Occasionally~~ Annually

- Regularly Twice a year
- More than twice a year
- Don't know

Prep43. How often do you send communications to parents about emergency operations plans?

- Only during an active emergency event Never
- Weekly Annually
- Bi-weekly Monthly
- Monthly Twice a month
- Annually Weekly
- Never
- Don't know

Prep54. ~~Does your school receive~~ Please indicate whether your school receives 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

	Yes	No
Healthcare providers (e.g., local physicians, nurses)		
Law enforcement groups (e.g., local police or bureau of investigation)		
Local state department of health representatives		
Local media groups		
Local emergency management services		
Local social services providers		
Other, please specify: _____		

Prep65. 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

Prep76. 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.

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			

CS3a. How often does your school review each of the following written plans with staff? *{Display rows based on selections to CS3, written plan}*

	Never	Only after an emergency	Every few years	Annually	Twice a year	More than twice a year
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)			
Active assailant drill (i.e., a real-time simulation of someone on campus who poses a serious threat of violence)			

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)						
Active assailant drill (i.e., a real-time simulation of someone on campus who poses a serious threat of violence)						

~~**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			

CS12_more. We'd like to learn more about your school's emergency preparedness and safety procedures for the 2023-24 school year ~~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 ~~this topic-school safety and discipline at your school~~.

This item is optional.