

**School Pulse Panel
(SPP 2023-24)**

OMB# 1850-0975 v.9

Supporting Statement

Appendix C3

Monthly Surveys

February 2024 – April 2024

National Center for Education Statistics (NCES)

U.S. Department of Education

**October 2023
revised January 2024
revised February 2024**

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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		
	May	Tutoring (Repeat of October – reduced set of items)	Student Behavior		
	June	Learning Recovery (Strategies)	Absenteeism	Learning Modes	Operations Follow-Up

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 (revised Jan 2024)

Concerns

ParCon24. How many **parents/guardians**, if any, have expressed concerns about the following during the 2023-24 school year?

	I have not heard this concern expressed by parents/guardians	Only one or two parents/guardians have expressed this concern	Several parents/guardians have expressed this concern	Many parents/guardians have expressed this concern
The school's ability to meet their child's academic needs				
The school's ability to meet their child's developmental needs (e.g., speech development, behavioral development)				
Threats or acts of violence by other students in the school				
Bullying and/or cyberbullying				
Their child's mental health				
Reliable transportation to and from school				
The availability of extra-curricular activities for their children				
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)				
The availability of academic assistance offerings during regular school hours (e.g., tutoring, pull-out services)				
Issues related to staffing shortages (e.g., increased class sizes, disruptions or reductions in student services)				
Quality of communication from the school				
School curriculum				

Confilter. Are you the principal, assistant/vice principal, or some other similar position, at your school?

- Yes, principal or similar position
- Yes, assistant/vice principal or similar position
- No, please specify: _____

AdmnCon24. What level of concern do YOU have about the following issues during the 2023-24 school year? {Display if Confilter ≠ No}

	No concern	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Students meeting academic standards					
Students meeting developmental milestones (e.g., speech development, behavioral development)					
Threats or acts of violence by students in the school					
Bullying and/or cyberbullying					
The mental health of STUDENTS at your school					
Reliable transportation to and from school for students					
The availability of extra-curricular activities for students					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The availability of academic assistance offerings during regular school hours (e.g., tutoring, pull-out services)					
Issues related to staffing shortages (e.g., increased class sizes, having to do work outside their intended duties)					
The mental health of TEACHERS or STAFF at your school					
YOUR own mental health					
The influence of individuals or groups outside of your school or district on school curriculum					

Con24_more. We'd like to learn more about the concerns schools have heard from parents, staff, or that you have had 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 Skills

SEC1. To what extent do you agree or disagree with the following statements related to the development of students' social and emotional skills at your school:

During the 2023-24 school year...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
My school provides teachers with the support and resources to integrate students' social and emotional skills into academic content instruction						
Most teachers at my school integrate social and emotional concepts into their academic lesson plans						
Most teachers at my school dedicate time for students to practice social and emotional skills						
The culture at my school supports the development of students' social and emotional skills in school						
Parents/guardians of our students support the development of students' social and emotional skills in school						
My school's disciplinary practices reinforce students' social and emotional skills						
We seek input from families about how to best meet their students' social and emotional needs						

SECfc_gate. Does your school use a formal curriculum designed to support the development of student's social and emotional skills?

- Yes
- No
- Don't know

SECfc1. To the best of your knowledge, approximately what percentage of **teachers** at your school have received professional development or training to implement this curriculum? {Display if SECfc_gate = Yes}

_____ percent of teachers

- Don't know

SECfc2. To the best of your knowledge, approximately what percentage of **teachers** at your school use the same language and practices described by this curriculum to support students' social and emotional skills? {Display if SECfc1 > 0}

_____ percent of teachers

- Don't know

SECfc3. To the best of your knowledge, approximately what percentage of **non-teaching staff** at your school have received professional development or training to implement this curriculum? {Display if SECfc_gate = Yes}

Non-teaching staff include positions like school administrators, lunch/recess monitors, bus drivers, etc.

_____ percent of non-teaching staff

- Don't know

SECfc4. To the best of your knowledge, approximately what percentage of **non-teaching staff** at your school use the same language and practices described by this curriculum to support students' social and emotional skills? {Display if SECf3 > 0}

Non-teaching staff include positions like school administrators, lunch/recess monitors, bus drivers, etc.

_____ percent of non-teaching staff

- Don't know

SECfc5. How effective has your school's social and emotional competencies curriculum been at improving student outcomes? {Display if SECfc_gate = Yes}

- Not at all effective
- Slightly effective
- Moderately effective
- Very effective
- Extremely effective
- Don't know

SECfc6. What barriers, if any, has your school experienced in implementing its social and emotional skills curriculum? {Display if SECfc_gate = Yes}

- Curriculum is too burdensome for teachers to implement completely
- Time limitations
- Lack of teacher support for the curriculum
- Lack of materials and resources
- Lack of funding
- Lack of parental/guardian support for the curriculum
- Lack of district-level support for the curriculum
- Other, please specify: _____
- We have not experienced any barriers implementing our social and emotional competencies curriculum
- Don't know

SECfc7. What barriers have prevented your school from implementing a formal curriculum designed to support the development of students’ social and emotional skills? {Display if SECfc_gate = No}

- Implementing a formal curriculum is not a priority for our school
- Restrictions on what can be included in our curriculum
- Time limitations
- Lack of teacher support for the curriculum
- Lack of materials and resources
- Lack of funding
- Lack of parental/guardian support for the curriculum
- Lack of district-level support for the curriculum
- Other, please specify: _____
- Don’t know

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. To what extent do you agree or disagree with the following statements related to the main state-mandated **mathematics** test that your students will be given during the 2023-24 school year? {Display if SA_math = Yes}

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
Results from state-mandated mathematics tests will provide useful data to inform classroom instruction						
I support use of the current statewide tests to measure student mastery of state mathematics standards						
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						
The state-mandated mathematics test will not accurately measure the ability of students with IEPs						
The state-mandated mathematics test will not accurately measure the ability of English Learner (EL/ELL/ESL) students						

SA2. What impact, if any, do you think the COVID-19 pandemic and its lingering effects will have on your students' performance on state-mandated mathematics testing **this school year**? {Display if SA_math = Yes}

- No negative impact
- Small negative impact
- Moderate negative impact
- Large negative impact
- Don't know

SA_ELA. Does your school participate in state-mandated testing for English language arts (ELA) and literacy?

- Yes
- No

SA3. To what extent do you agree or disagree with the following statements related to the main state-mandated **ELA/literacy** test that your students will be given during the 2023-24 school year? *{Display if SA_ELA = Yes}*

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
Results from state-mandated ELA/literacy tests will provide useful data to inform classroom instruction						
I support use of the current statewide tests to measure student mastery of state ELA/literacy standards						
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						
The state-mandated ELA/literacy test will not accurately measure the ability of students with IEPs						
The state-mandated ELA/literacy test will not accurately measure the ability of English Learner (EL/ELL/ESL) students						

SA4. What impact, if any, do you think the COVID-19 pandemic and its lingering effects will have on your students' performance on state-mandated ELA/literacy testing **this school year**? *{Display if SA_ELA = Yes}*

- No negative impact
- Small negative impact
- Moderate negative impact
- Large negative impact
- Don't know

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. *{Display if SA_math OR SA_ELA = Yes}*

This item is optional.

Counts

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

_____ total number of teachers

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

_____ total number of non-teaching staff

ENROLLMENT0 5-3. As of today, please enter your total student enrollment count.
*Please enter the **number** of students.*

_____ total number of students

Suggestions for Future Items

FutCont 7-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

March 2023 Survey (revised Feb 2024)

Mental Health and 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? *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 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

MH22. 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

MH2. Who provides the formal mental health services offered at your school? *Select all that apply.*

{Display if MH1 ≠ "We have not provided any..."}

- 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: _____

MH23a. 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

MH23b. For the 2023-24 school year, are you still implementing any of these actions? {Display if 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

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.*

- 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

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

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.*

- 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: _____
- My school has not experienced any limitations to effectively providing mental health services to all students in need

MH25. For the 2023-24 school year, which of the following sources, if any, have been used to support mental health services for students? *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

MH26. 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 MH25= "federal grants or..."}

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

MH27. Compared to last school year (2022-23), how has the percentage of students who have **sought** school-based mental health services 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

MH28. Compared to last school year (2022-23), how has the 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

MH29. 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?

- 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

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

MH30. During the 2023-24 school year, which of the following, if any, mental health services 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: _____
- There are no mental health services available for staff

MH31. For the 2023-24 school year, which of the following sources, if any, have been used to support mental health services for staff? *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 available to **STAFF** compared to the last school year (2022-23).*

MH32. Compared to last school year (2022-23), how has the amount of mental health services 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

MH33. 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?

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

- o It has increased a lot

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.

Traumatic Brain Injuries

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

- Yes
- No

TBI2. Does your school or district policy include information on how to support students in the classroom and with classwork after a concussion or other TBI? *{Display if TBI1 = Yes}*

- Yes
- No
- Don't know

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)? *{Display if TBI1 = Yes}*

- Yes
- No
- Don't know

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 TBI1 = Yes}*

- Yes
- No
- Don't know

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 TBI1 = Yes}*

- Yes
- No
- Don't know

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 TBI1 = Yes}*

- Yes
- No
- Don't know

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

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

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

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

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.

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	

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	

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.

April 2023 Survey (revised Feb 2024)

Transportation

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: _____		

Tran1. 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 must add up to 100%

- 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 _____%

Tran2. Are there sidewalks on the streets immediately surrounding your school?

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

Tran3. Are there school zones in the area immediately surrounding your school?

- Yes
- No

Tran4a. Is there a crossing guard(s) working on the streets immediately surrounding your school? {Display if *Tran_gate* (walking) = Yes}

- Yes
- No

Tran4b. When is there a crossing guard(s) available to assist students? {Display if *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: _____

Tran5 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

Tran6 Are there bike lanes on the streets immediately surrounding your school?

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

Tran7a. Is bicycle parking (e.g., bike racks) available on your school grounds?

- Yes
- No

Tran7b. Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if *Tran7a* = Yes}

- Yes
- No

Tran7c. Which of the following types of bicycle parking are available at your school? *Select all that apply.* {Display if *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

Tran8 Please indicate whether PARENTS/GUARDIANS have reported the following as barriers to their children walking, biking, or using other non-automotive means to commute to school.

	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: _____		

Tran9 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

Tran10 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

Tran_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 and Safety Procedures

Prep1. How often does your school update its emergency operations plan (EOP)?

- Never
- Only after an emergency occurs
- Every few years
- Annually
- Twice a year
- More than twice a year

Prep2. 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
- Every few years
- Annually
- Twice a year
- More than twice a year

Prep3. How often do you send communications to parents about emergency operations plans?

- Never
- Annually
- Monthly
- Twice a month
- Weekly

Prep4. Please indicate whether your school receives input from any of the following local community partners regarding your emergency operation plan.

	Yes	No
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: _____		

Prep5. 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

Prep6. Does your school have a dedicated person who is responsible for coordinating and managing emergency preparedness?

- Yes
- No

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
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 CS3 selections}	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 it drill) students on the use of the following emergency procedures?

	Yes	No
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)		
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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
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)					

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)				

CS1. During the 2023-24 school year, is it a practice at your school to do the following?

	Yes	No
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		

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

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
Toward themselves		
Toward others		

CS_more. We’d like to learn more about you school’s emergency preparedness and safety procedures for 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.

