School Pulse Panel

(SPP 2023-24)

OMB# 1850-0975 v.9

Supporting Statement

Appendix B

Item Bank

National Center for Education Statistics (NCES)

U.S. Department of Education

March 2023
revised June 2023
revised August 2023
revised October 2023
revised March 2024

The School Pulse Panel is uniquely structured to be responsive to the needs of policymakers. The monthly survey will encompass broad content domains, each with a series of measurement items addressing a specific research question. Throughout early 2023, NCES has met with policymakers across government and solicited potential areas of inquiry (as well as specific items) for potential inclusion in the 2023-24 SPP. The item bank presented here is a collection of proposed items, as well as previously administered items from the 2021 SPP.

As described in Part A, the collection of items that will be used in each monthly data collection will be submitted for 30D public comment each quarter. The questionnaires to be administered in August, September, and October 2023 have been added to this package as Appendix C1. The questionnaires to be administered in November 2023, December 2023, and January 2024 have been added to this package as Appendix C2. The questionnaires to be administered in February, March, and April 2024 have been added to this package as Appendix C3. The questionnaires to be administered in May and June 2024 have been added to this package as Appendix C4.

Contents

Absenteeism (School-Level | Previously Approved)

The following items will ask about your experiences with chronic absenteeism at your school during the 2021-22 school year. Chronic absenteeism is defined as students who are absent for at least 10 percent of the school year.

ABS1. During the 2023-24 school year, approximately what percentage of students at your school have been chronically absent? Include excused and unexcused absences.

> *Chronic absenteeism is defined as students who are absent for at least 10 percent of the school year*

- ____ percent of students chronically absent

ABS2a. Compared to **a typical school year BEFORE the start of the COVID-19 pandemic**, how has chronic absenteeism changed at your school during the 2021-22 school year? Include excused and unexcused absences.

- Chronic student absenteeism has decreased a lot
- Chronic student absenteeism has decreased a little
- Chronic student absenteeism has remained about the same
- Chronic student absenteeism has increased a little
- Chronic student absenteeism has increased a lot
- Don't Know

ABS2z. Compared to the **LAST school year (2022-23)**, how have student absences at your school changed during the 2023-24 school year? Include excused and unexcused absences.

- Student absences have decreased a lot
- Student absences have decreased a little
- Student absences have remained about the same
- Student absences have increased a little
- Student absences have increased a lot
- Don't Know

The following items will ask about your experiences with teacher absences and your ability to find substitute teachers.

ABS3a. Compared to a **typical school year BEFORE the start of the COVID-19 pandemic**, how have teacher absences at your school changed during the 2021-22 school year? Include planned and unplanned absences.

- Teacher absences have decreased a lot
- Teacher absences have decreased a little
- Teacher absences have remained about the same
- Teacher absences have increased a little
- Teacher absences have increased a lot
- Don't Know

ABS3b. Compared to the **LAST school year (2022-23)**, how have teacher absences at your school changed during the 2023-24school year? Include planned and unplanned absences.

- Teacher absences have decreased a lot
- Teacher absences have decreased a little
- Teacher absences have remained about the same
- Teacher absences have increased a little
- Teacher absences have increased a lot
- Don't Know

ABS3c. Please briefly describe why you have seen an increase in teacher absences at your school. {Display if ABS3b = "…increased a little" OR "…increased a lot"}

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ABS3d. Please briefly describe why you have seen a decrease in teacher absences at your school, including any policies, practices, or strategies your school has implemented to decrease teacher absences. {Display if ABS3b = "…decreased a little" OR "…decreased a lot"}

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ABS4a. Compared to a **typical year BEFORE the start of the COVID-19 pandemic**, how easy or difficult has it been for your school to get substitute teachers during the 2021-22 school year?

- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult
- Don't Know

ABS4b. Compared to the **last school year (2020-21)**, how easy or difficult has it been for your school to get substitute teachers during the 2021-22 school year?

- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult
- Don't Know

ABS5a. During the 2023-24 school year, how has your school covered classes when there are teacher absences and you cannot find a substitute teacher? *Select all that apply*.

- Administrators cover classes

- Non-teaching staff (e.g., media specialists, paraprofessionals, coaches, interventionists, etc.) cover classes
- Other teachers cover classes during their prep periods
- Separate sections or classes are combined into one room
- Cancel classes
- Other, please specify: _____
- Not Applicable – my school has always been able to find substitute teachers

ABS5b. During the 2023-24 school year, how frequently has your school needed to use the alternative class coverage strategies you indicated above? {Display if ABS5a ≠ N/A}

- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

ABS6. We'd like to learn more about schools' experiences with **student, teacher, and staff absences.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

[text box]

Absenteeism (School-Level | New)

ABS14a. Does your school collect details on the reason(s) for a student's absence, beyond whether the absence was excused versus unexcused?

o   Yes
o   No
o   Don't know

ABS14b. Do you capture information on the following? Select all that apply {Display if *ABS14a* = Yes}

	Yes	No	Don't know
Fever (alone or in conjunction with any of the below illnesses)			
General respiratory illness (i.e., student has a cough/runny nose, but no specific diagnosis)			
COVID-19			
Gastrointestinal illness (e.g., nausea/vomiting and/or diarrhea)			
Mental health			
Other excused medically related absence (e.g., doctor			

appointment)			

ABS14c. Does your school share data on reasons why students are absent (beyond excused versus unexcused totals) with any of the following entities? {Display if *ABS14a* = Yes}

	Yes	No	Don't know
The school district			
The state education agency			
The state department of health			
The county department of health			
Local healthcare systems/clinics			

ABS13. Do you use a commercially available student information system to share absence data with your district or state?

	Yes	No	Don't Know
Share with district			
Share with state			

ABS15. Does your school collaborate with any health entities (e.g., the department of health or a local hospital/clinic) to collect data on student health, for example, reasons for absence?

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

ABS7. To the best of your knowledge, what is the average daily attendance at your school?

- o _____%
- o Don't know

ABS7end. To the best of your knowledge, what is (or was) the **average daily attendance** rate for your school for the 2023-24 school year?

- o _____%
- o Don't know

ABS8. At this point in the school year, how concerned are you with the following?

	Not concerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Student absences					
Teacher absences					

Non-teaching staff absences					
Obtaining substitute teachers					

ABS9. What strategies, if any, are you planning to implement or have implemented to decrease student absences at your school?

ABS10. What strategies, if any, are you planning to implement or have implemented to decrease teacher and non-teaching staff absences at your school?

ABS16. Which of the following, if any, were reasons that students at your school missed too much school this year? *Select all that apply.*

- Students at my school did **not** miss too much school
- Bullying
- Food insecurity
- Instruction was perceived to not be engaging or relevant
- Lack of access to health care
- Lack of relationships to adults at the school
- Lack of relationships to peers at school
- Lack of routine
- Mental health issue
- Physical illness
- Staying home unnecessarily for minor symptoms
- Taking care of siblings
- Transportation issues
- Unstable housing
- Violence in the community
- Work schedule conflicts with school
- Other, please specify: _____

ABS17. Does your school use a universal screening tool, such as an Early Warning System (EWS) or Multi-Tiered System of Supports (MTSS), to systematically identify any of the following risk factors in an entire student population (e.g., all students in a classroom, grade level, or school)?

	Yes	No
Students with low		

academic achievement (failing or at risk of failing a grade or a subject, low standardized assessment scores)		
Students with poor attendance		
Students demonstrating symptoms of possible mental health or emotional issues (e.g., withdrawal, anxiety, depression, suicidal thoughts or planning)		
Students exhibiting behavioral issues (e.g., aggression, disciplinary incidents, office discipline referrals [ODRs], substance abuse)		
Students experiencing social issues (e.g., peer rejection, avoiding or withdrawing from social situations)		

ABS11a. Did your school use any of the following strategies to improve **student** attendance during the 2023-24 school year?

	Yes	No	Don't know
Incentives for students (e.g., perfect attendance awards, school-wide recognition)			
Increased communication with parents when the days a student is absent reaches a certain number			
At-home visits by school or district personnel			
Increased communication about the importance of school attendance to students and parents (e.g., through newsletters, text messages, postcards)			
Use of support services (e.g., Positive Behavioral Interventions and Supports [PBIS] team, attendance teams)			
Mentoring programs (i.e., building a relationship between a student and an adult, designed to increase strengthen student's connection to school)			

Use of legal system services (e.g., truancy officers, department of child services, wellness checks)			
Efforts to build a supportive environment for students (e.g., improving school culture/morale, implementing wellness programs)			
Changes to school calendar (e.g., 4-day school week)			

ABS11b. How effective was each strategy at improving **student** attendance?

{display rows based on responses to ABS11a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Incentives for students (e.g., perfect attendance awards, school-wide recognition)					
Increased communication with parents when the days a student is absent reaches a certain number					
Increased communication about the importance of school attendance to students and parents (e.g., through newsletters, text messages, postcards)					
Use of support services (e.g., PBIS team, attendance teams)					
Mentoring programs (i.e., building a relationship between a student and an adult, designed to increase strengthen student's connection to school)					
Use of legal system services (e.g., truancy officers, department of child services, wellness checks)					
Efforts to build a supportive environment for students (e.g., improving school culture/morale,					

implementing wellness programs)					
Changes to school calendar (e.g., 4-day school week)					

ABS12a. Did your school use any of the following strategies to improve **teacher and non-teaching staff** attendance during the 2023-24 school year?

	Yes	No	Don't know
Incentives for staff (e.g., financial bonuses or rewards, school-wide recognition, "jeans days")			
Efforts to build a supportive environment for staff (e.g., improving school culture/morale, implementing wellness programs, reducing paperwork)			
Allowing more flexibility with leave time (e.g., partial day leave, mental health days use as sick days)			
Disciplinary actions (e.g., implement performance improvement plan, letter in personnel file)			
Changes to school calendar (e.g., 4-day school week)			

ABS12b. How effective was each strategy at improving **teacher and non-teaching staff** attendance?

{display rows based on responses to ABS12a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Incentives for staff (e.g., financial bonuses or rewards, school-wide recognition, "jeans days")					
Efforts to build a supportive environment for staff (e.g., improving school culture/morale, implementing wellness programs, reducing paperwork)					
Allowing more flexibility with leave time (e.g., partial day leave, mental health days use as sick days)					
Changes to school calendar (e.g., 4-day school week)					

After-School Programs (School-Level | Previously Approved + New)

The content of the items in this section has been previously approved, but have been reformatted to better fit the new items (following section)

ASP_gate (formerly ASP1a). Which of the following after-school programs is your school offering during this school year? *Select all that apply.*

o **Academic assistance program**: After-school programs or services whose primary purpose is to provide instruction to students who need academic assistance {Display ASP_aa items if selected}
o **Academic enrichment program**: After-school programs or services whose primary purpose is to provide instruction to students who seek academic enrichment {Display ASP_ae items if selected}
o **Extended-day care** {Display ASP_dc items if selected}
o **School-related activities and clubs** (e.g., athletics, student government, yearbook club, etc). {Display ASP_ac items if selected}
o **Other**, please specify: _____
o We are **not offering** any after-school programming during this school year.

ASP_acad. To the best of your knowledge, what percentage of your student body will participate in academically focused after-school program(s) offered by your school during the 2023-24 school year? {Display if ASP_gate = assistance program OR enrichment program OR other}

Academically focused after-school programs include assistance programs, enrichment programs, or other after-school programs. If a student participated in more than one of these programs, only count them once.

_____ %
o Don't know

The following questions ask about your school's AFTER-SCHOOL ACADEMIC ASSISTANCE program.

If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.

ASP_aa1. To the best of your knowledge, what percentage of your student body will participate in your school's **academic assistance program** during the 2023-24 school year?

_____%
o Don't know

ASP_aa2. During a typical school week, how many days is the **academic assistance program** offered?

o 1 day per week
o 2 days per week
o 3 days per week
o 4 days per week
o 5 days per week
o Don't know

ASP_aa3. On a typical school day, how long do students spend in the **academic assistance program**?

- o Up to 1 hour
- o 1 – 2 hours
- o 2 – 3 hours
- o More than 3 hours
- o Don't know

ASP_aa4a. Which of the following best describes your school's ability to provide its after-school **academic assistance program** to those who want to participate?

- o We are able to provide our academic assistance program to ALL students who want to participate
- o We are able to provide our academic assistance program to MOST students who want to participate
- o We are able to provide our academic assistance program to SOME students who want to participate
- o We are able to provide our academic assistance program to ONLY A FEW students who want to participate
- o Don't know

ASP_aa4b. Which of the following factors, if any, limits your school's ability to provide its after-school **academic assistance program** to all students who want to participate? *Select all that apply*.

- o Cannot find staff to support academic assistance programs
- o Lack of funding to hire staff to support academic assistance programs
- o Space limitations (i.e., do not have the physical space to support academic assistance programs for all students who needed it)
- o Transportation limitations (i.e., do not have a way for all students to get to and from academic assistance programs)
- o Lack of educational materials to support academic assistance programs
- o Other, please specify: _____
- o We have not experienced any barriers to implementing academic assistance programs
- o Don't know

ASP_aa5. Do you partner, or have a contract, with any of the following types of organizations or groups to run your school's after-school **academic assistance program**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

ASP_aa6. Which of the following personnel work in your school's after-school **academic assistance program**? *Select all that apply.*

- o Full-time teachers from your school
- o Part-time teachers from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's after-school academic assistance program
- o Staff from an outside organization you partner or contract with {Display if *ASP_aa6* ≠ "None of the above" or "Don't Know"}
- o Volunteers (e.g., parents, other community members)
- o Other, please specify: _____
- o Don't know

ASP_aa7. What sources of funding have been used to support your school's after-school **academic assistance program** during this school year? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or programs
- o Local grants or programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with other organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

ASP_aa8. Which of the following best describes your school's use of COVID-relief funds for your after-school **academic assistance program**? {Display if *ASP_aa7* = ESSER and/or ARP ESSER}

- o   This is a new program funded by COVID-relief funds
- o   This program has been expanded or enhanced with funding from COVID-relief funds
- o   Don't know

ASP_aa#. What is the cost for the entire school year, per student, to run your school's after-school **academic assistance program**?

$_____ per student
- o   Don't know

ASP_aa9. Do families have to pay a fee for their child(ren) to participate in your school's after-school **academic assistance program(s)**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

ASP_aa#. How much does it cost for the entire school year, per student, for a family to send a child to your school's after-school **academic assistance program**? {Display if *ASP_aa9* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
- o   Don't know

The following questions ask about your school's AFTER-SCHOOL ACADEMIC ENRICHMENT program.

If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.

ASP_ae1. To the best of your knowledge, what percentage of your student body will participate in your school's **academic enrichment program** during the 2023-24 school year?

_____%
- o   Don't know

ASP_ae2. During a typical school week, how many days is the **academic enrichment program** offered?

- o   1 day per week
- o   2 days per week
- o   3 days per week
- o   4 days per week
- o   5 days per week
- o   Don't know

ASP_ae3. On a typical school day, how long do students spend in the **academic enrichment program**?

- o Up to 1 hour
- o 1 – 2 hours
- o 2 – 3 hours
- o More than 3 hours
- o Don't know

ASP_ae4a. Which of the following best describes your school's ability to provide its after-school **academic enrichment program** to those who want to participate?

- o We are able to provide our academic enrichment program to ALL students who want to participate
- o We are able to provide our academic enrichment program to MOST students who want to participate
- o We are able to provide our academic enrichment program to SOME students who want to participate
- o We are able to provide our academic enrichment program to ONLY A FEW students who want to participate
- o Don't know

ASP_ae4b. Which of the following factors, if any, limit your school's ability to provide its after-school **academic enrichment program** to all students who want to participate? *Select all that apply*.

- o Cannot find staff to support academic enrichment programs
- o Lack of funding to hire staff to support academic enrichment programs
- o Space limitations (i.e., do not have the physical space to support academic enrichment programs for all students who needed it)
- o Transportation limitations (i.e., do not have a way for all students to get to and from academic enrichment programs)
- o Lack of educational materials to support academic enrichment programs
- o Other, please specify: _____
- o We have not experienced any barriers to implementing academic enrichment programs
- o Don't know

ASP_ae5. Do you partner, or have a contract, with any of the following types of organizations or groups to run your school's after-school **academic enrichment program**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)

o Other, please specify: _____
o None of the above
o Don't know

ASP_ae6. Which of the following personnel work in your school's after-school **academic enrichment program**? *Select all that apply.*

o Full-time teachers from your school
o Part-time teachers from your school
o Administrative staff from your school
o Tutors from your school
o Intervention specialists from your school
o Dedicated staff whose only job at your school is to work in your school's after-school academic enrichment program
o Staff from an outside organization you partner or contract with {Display if *ASP_ae6* ≠ "None of the above" or "Don't Know"}
o Volunteers (e.g., parents, other community members)
o Other, please specify: _____
o Don't know

ASP_ae7. What sources of funding have been used to support your school's after-school **academic enrichment program** during this school year? *Select all that apply.*

o COVID relief funds (ESSER I or ESSER II)
o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
o Other federal grants or programs
o State grants or programs
o Local grants or programs
o District or school financial funding
o Philanthropic support
o Partnerships or sponsorships with other organizations
o Other, please specify: _____
o None of the above
o Don't know

ASP_ae8. Which of the following best describes your school's use of COVID-relief funds for your after-school **academic enrichment program**? {Display if *ASP_ae7* = ESSER and/or ARP ESSER}

o This is a new program funded by COVID-relief funds
o This program has been expanded or enhanced with funding from COVID-relief funds
o Don't know

ASP_ae#. What is the cost for the entire school year, per student, to run your school's after-school **academic enrichment program**?
$_____ per student
o Don't know

ASP_ae9. Do families have to pay a fee for their child(ren) to participate in your school's after-school **academic enrichment program(s)**?

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

ASP_ae#. How much does it cost for the entire school year, per student, for a family to send a child to your school's after-school **academic enrichment program**? {Display if *ASP_ae9* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
- o Don't know

The following questions are about your school's AFTER-SCHOOL EXTENDED-DAY CARE.

If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.

ASP_dc1. To the best of your knowledge, what percentage of your student body will participate in your school's **extended-day care** during the 2023-24 school year?

_____%
o Don't know

ASP_dc2. During a typical school week, how many days is **extended-day care** offered?

o 1 day per week
o 2 days per week
o 3 days per week
o 4 days per week
o 5 days per week
o Don't know

ASP_dc3. On a typical school day, how long do students spend in **extended-day care**?

o Up to 1 hour
o 1 – 2 hours
o 2 – 3 hours
o More than 3 hours
o Don't know

ASP_dc4a. Which of the following best describes your school's ability to provide its after-school **extended-day care program** to those who want to participate?

o We are able to provide our extended-day care program to ALL students who want to participate
o We are able to provide our extended-day care program to MOST students who want to participate
o We are able to provide our extended-day care program to SOME students who want to participate
o We are able to provide our extended-day care program to ONLY A FEW students who want to participate
o Don't know

ASP_dc4b. Which of the following factors, if any, limit your school's ability to provide its after-school **extended-day care program** to all students who want to participate? *Select all that apply*.

o Cannot find staff to support extended-day care programs
o Lack of funding to hire staff to support extended-day care programs
o Space limitations (i.e., do not have the physical space to support extended-day care programs for all students who needed it)
o Transportation limitations (i.e., do not have a way for all students to get to and from extended-day care programs)
o Lack of materials to support extended-day care programs
o Other, please specify: _____

- o   We have not experienced any barriers to implementing extended-day care programs
- o   Don't know

ASP_dc5. Do you partner, or have a contract, with any of the following types of organizations or groups to run your school's after-school **extended-day program**? *Select all that apply.*

- o   Other local K-12 schools
- o   Local colleges or universities
- o   Local libraries
- o   Academically focused groups (e.g., local museums, tutoring programs)
- o   Community businesses
- o   Community non-profit organizations
- o   Community health organizations
- o   City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o   Other, please specify: _____
- o   None of the above
- o   Don't know

ASP_dc6. Which of the following personnel work in your school's after-school **extended-day care program**? *Select all that apply.*

- o Full-time teachers from your school
- o Part-time teachers from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's after-school extended-day care program
- o Staff from an outside organization you partner or contract with {Display if *ASP_dc6* ≠ "None of the above" or "Don't Know"}
- o Volunteers (e.g., parents, other community members)
- o Other, please specify: _____
- o Don't know

ASP_dc7. What sources of funding have been used to support your school's after-school **extended-day care program** during this school year? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or programs
- o Local grants or programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with other organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

ASP_dc8. Which of the following best describes your school's use of COVID-relief funds for your after-school **extended-day care program**? {Display if *ASP_dc7* = ESSER and/or ARP ESSER}

- o This is a new program funded by COVID-relief funds
- o This program has been expanded or enhanced with funding from COVID-relief funds
- o Don't know

ASP_dc#. What is the cost for the entire school year, per student, to run your school's after-school **extended-day care program**?

- $_____ per student
- o Don't know

ASP_dc9. Do families have to pay a fee for their child(ren) to participate in your school's after-school **extended-day care program**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

- o Yes
- o No

o Don't know

ASP_dc#. How much does it cost for the entire school year, per student, for a family to send a child to your school's after-school **extended-day care program**? {Display if *ASP_dc9* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
o Don't know

The following questions are about your school's AFTER-SCHOOL ACTIVITIES AND CLUBS.

If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.

ASP_ac1. Which of the following activities and clubs are offered at your school? *Select all that apply.*

o Academic clubs (e.g., Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club)
o Athletic teams or clubs (e.g., basketball or soccer team; martial arts or yoga club)
o Class council or student government
o Performing arts (e.g., Band, Choir, Orchestra, or Drama)
o Spirit groups (e.g., Cheerleading, Dance Team, or Pep Club)
o Volunteer or community service clubs sponsored by the school (e.g., Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club)
o Inclusion clubs (e.g., Gay-Straight Alliance, Best Buddies, Cultural Awareness Club)
o Other school clubs or activities, please specify: _____

ASP_ac2. To the best of your knowledge, what percentage of your student body will participate in ANY your school's **activities and clubs** during the 2023-24 school year?

_____%
o Don't know

ASP_ac3a. Which of the following best describes your school's ability to provide its after-school **activities and clubs** to those who want to participate?

o We are able to provide our activities and clubs to ALL students who want to participate
o We are able to provide our activities and clubs to MOST students who want to participate
o We are able to provide our activities and clubs to SOME students who want to participate
o We are able to provide our activities and clubs to ONLY A FEW students who want to participate
o Don't know

ASP_ac3b. Which of the following factors, if any, limit your school's ability to provide its after-school **activities and clubs** to all students who want to participate? *Select all that apply*.

- o Cannot find staff to support activities and clubs
- o Lack of funding to hire staff to support activities and clubs
- o Space limitations (i.e., do not have the physical space to support activities and clubs for all students who needed it)
- o Transportation limitations (i.e., do not have a way for all students to get to and from activities and clubs)
- o Lack of materials to support activities and clubs
- o Other, please specify: _____
- o We have not experienced any barriers to implementing activities and clubs
- o Don't know

ASP_more. We'd like to learn more about your school's experiences **operating after-school programs** 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.

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Attendance (School-Level | Previously Approved)

ATTENDANCE1. As of ${e://Field/filldate}, what is the average daily attendance percentage for each ethnicity and race?

	Hispanic, of any race	White, not Hispanic	Black or African American, not Hispanic	Asian, not Hispanic	American Indian or Alaskan Native, not Hispanic	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	Race/Ethnicity information not available
Average Daily Attendance Percentage								

ATTENDANCE2. As of ${e://Field/filldate}, what is the average daily attendance percentage for each learning environment?

	Average daily attendance percentage
Full-time in-person learning {Display if LEARNING1 = Yes}	
Full-time remote learning {Display if LEARNING5 = Yes}	
Hybrid of remote and in-person learning {Display if LEARNING12 = Yes}	

College & Career Readiness (School-Level | New)

CCR_gate. In which of the following grades does your school have students enrolled?

- o Kindergarten
- o 1st grade
- o 2nd grade
- o 3rd grade
- o 4th grade
- o 5th grade {Display AdvC and CCP items if 5th grade or above is selected}
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade/Freshman
- o 10th grade/Sophomore
- o 11th grade/Junior
- o 12th grade/Senior
- o Ungraded

AdvC1a. Does your school offer Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), International Baccalaureate (IB), or dual enrollment courses?

- o Yes
- o No
- o Don't Know
- o This type of coursework is not applicable to students at my school

AdvC1b. How many advanced courses are taught in your school? {Display if *AdvC1a* = Yes}

	Number of courses	We do not offer this program at our school	Don't Know
Advanced Placement (AP)			
Pre-Advanced Placement (Pre-AP)			
International Baccalaureate (IB)			
Dual enrollment			

AdvC1c. To the best of your knowledge, what percentage of students at your school are enrolled in advanced coursework?

{Display based on > 0 responses to *AdvC1b*}	Percentage of students	Don't Know
Advanced Placement (AP)		
Pre-Advanced Placement (Pre-AP)		
International Baccalaureate (IB)		
Dual enrollment		

AdvC1d. What percentage of students in each racial/ethnic group are enrolled in any advanced coursework?

{Display COLUMNS based on > 0 responses to AdvC1b}	Percentage enrolled in AP courses	Percentage enrolled in Pre-AP courses	Percentage enrolled in IB courses	Percentage enrolled in dual enrollment	Don't know
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					
White, Non-Hispanic					
Two or more races, Non-Hispanic					

AdvC#. Does your school allow students to take courses above their grade level (e.g., allowing 8th graders to take Algebra I, allowing 9th graders to take Geometry)?

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

AdvC#. How many of these courses are taught in your school? {Display if *above grade level item* = Yes}

_____ courses
- o Don't' know

AdvC#. To the best of your knowledge, what percentage of students at your school are enrolled in course above their grade level? {Display if *above grade level item* = Yes}

_____ percent of students
- o Don't know

AdvC#. What percentage of students in each racial/ethnic group are enrolled in courses above their grade level? {Display if above grade level item = Yes}

	Percentage of students	Don't know
American Indian or Alaska Native		
Asian		
Black of African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		

CCP1. To the best of your knowledge, what percentage of students in your school participate in the following:

	Percentage of students	We do not offer this	Don't know
Work-based learning program			
Workforce credential training program			
Personalized learning plan			

CCP2. Does your school have a college and career readiness plan or goal?

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

CCP3. Using the responses below, fill in the sentence that best describes your school: "My school does a(n) _____ job preparing students for college."

- o   Poor
- o   Fair
- o   Good
- o   Very good
- o   Excellent
- o   Not applicable

CCP4. Using the responses below, fill in the sentence that best describes your school: "My school does a(n) _____ job preparing students for the workforce."

- o   Poor
- o   Fair
- o   Good
- o   Very good
- o   Excellent
- o   Not applicable

CCP5. Do graduation requirements at your school include college and career milestones?

- o   Yes
- o   No
- o   Don't know
- o   Not applicable – my school does not graduate students from high school

CCP6. Are graduation requirements at your school aligned to public postsecondary admissions requirements?

- o   Yes
- o   No
- o   Don't know
- o   Not applicable – my school does not graduate students from high school

CCP7. Does your school employ any of the following staff to support college and career readiness?
Select all that apply.

- o Work-based learning coordinator
- o Career advisors
- o Counselors
- o Workforce intermediary
- o Other, please specify: _____
- o We do not employ any staff to support college and career readiness
- o Not applicable

CCP8. Does your school offer career and technical education?

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

CCP9. To what degree does your school counseling office use your students' college and career readiness data to inform their work and outreach to students and their families?

- o Never
- o Rarely
- o Sometimes
- o Often
- o Always
- o Don't know
- *o* Not applicable

CCP_more. We'd like to learn more about schools' experiences with **college and career readiness.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

Community Collaboration (School-Level | Previously Approved + New)

CSP1. Does your school use a "community school" or "wraparound services" model?

A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community (e.g., providing mental and physical health care, nutrition, housing assistance, etc.)

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

CSP2a. For the 2022-23 school year, which of the following services are available to the community through your school's existing partnerships? *Select all that apply.* {Display if CSP1 = YES}

- o Physical health care
- o Mental health care
- o Dental care
- o Vision care
- o Housing assistance
- o Nutrition/food assistance
- o Employment assistance
- o Childcare
- o Social work

- o Adult education classes
- o Parenting and family support
- o Mentoring and tutoring programs
- o Migrant and refugee support
- o Volunteering opportunities
- o Community resource fairs
- o Other, please specify: _____
- o None of the above
- o Don't Know

CSP2b. Were these services added to address challenges or difficulties related to the COVID-19 pandemic?

{Display based on responses to CSP2a}	Yes	No	Don't Know
Physical health care			
Mental health care			
Dental care			
Vision care			
Housing assistance			
Nutrition/food assistance			
Employment assistance			
Childcare			
Social work			
Adult education classes			
Parenting and family support			
Mentoring and tutoring programs			
Migrant and refugee support			
Volunteering opportunities			
Community resource fairs			
Other, please specify: _____			

CSP2c. To the best of your knowledge, what percentage of your students and their families will participate in these programs during the 2023-24 school year?

{Answers populate based on selections to CSP2a}	Percentage of students and their families in 2023-24	Don't Know
Physical health care	%	
Mental health care	%	
Dental care	%	
Vision care	%	
Housing assistance	%	
Nutrition/food assistance	%	
Employment assistance	%	
Childcare	%	
Social work	%	
Adult education classes	%	
Family support and parenting	%	
Mentoring and tutoring programs	%	
Migrant and refugee support	%	
Volunteering opportunities	%	
Community resource fairs	%	

CSP1. Does your school use a "community school" or "wraparound services" model?

A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community (e.g., providing mental and physical health care, nutrition, housing assistance, etc.)

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

CSP2a. For the 2023-24 school year, which of the following services, if any, are available to the community through your school's existing partnerships? *Select all that apply.*

- o Physical health care
- o Mental health care
- o Dental care
- o Vision care
- o Housing assistance
- o Nutrition/food assistance
- o Employment assistance
- o Childcare
- o Social work

- o Adult education classes
- o Parenting and family support
- o Mentoring and tutoring programs
- o Migrant and refugee support
- o Volunteering opportunities
- o Community resource fairs
- o Other, please specify: _____
- o None of the above
- o Don't Know

CSP2c. To the best of your knowledge, what percentage of your students and their families will participate in these programs during the 2023-24 school year?

{Answers populate based on selections to CSP2a}	Percentage of students and their families in 2023-24	Don't Know
Physical health care	%	

Mental health care	%	
Dental care	%	
Vision care	%	
Housing assistance	%	
Nutrition/food assistance	%	
Employment assistance	%	
Childcare	%	
Social work	%	
Adult education classes	%	
Family support and parenting	%	
Mentoring and tutoring programs	%	
Migrant and refugee support	%	
Volunteering opportunities	%	
Community resource fairs	%	

CS3. For the 2023-24 school year, does your school have, or conduct, any of the following collaborative decision-making and continuous improvement practices, either directly or through a partnership? *Select all that apply*.

- o An advisory board or local-decision-making committee that includes parents, teachers, students, and/or community members
- o Assessment of student academic and non-academic needs and assets and family needs and assets
- o Data system that monitors which students receive which services (e.g., after-school programs, counseling services, health care)
- o Data system that monitors student progress (e.g., academic progress, classroom engagement, social and emotional skills)
- o None of the above
- o Don't know

CSP4. For the 2023-24 school year, does your school use any of the following strategies to improve coordination of service delivery? *Select all that apply.*

- o Employment of a community school coordinator, director, or manager
- o Partnerships with community organizations to provide services
- o Case management to connect students and families with services
- o Service directory or other centralized list of family services
- o None of the above
- o Don't know

CSP5. How important was each of the following factors in determining your school's priorities for the 2023-24 school year?

	Not important	Slightly important	Important	Very important	N/A
Results from school's comprehensive needs assessment					
Input from parents					
Input from students					
Input from school administrators					

Input from school staff					
Input from community-based organizations, local government, or businesses					
Input from tribes or tribal organizations					

CSP3. We'd like to learn more about how schools' experiences **administering the community or wraparound services** at your school. In the space below, please share any other information you like us to know on this topic. {Display if CSP1 = YES}

This item is optional.

Concerns (School-Level | Previously Approved)

ParCon1. Which of the following concerns have PARENTS/GUARDIANS expressed about their children during the 2021-22 school year? *Select all that apply.*

- o Meeting academic needs for their children
- o Meeting developmental needs or milestones (e.g., speech development, behavioral development)
- o Learning options for children who are immunocompromised
- o Physical health and safety for their children in classrooms
- o Social, emotional, and mental health for their children
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe participation in extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students
- o Safe transportation
- o Childcare during remote learning
- o Other, please specify: _____
- o Don't know

ParCon2. To the best of your knowledge, how concerned are PARENTS/GUARDIANS with the following for their children?

{Rows display based on selections made in ParCon2}	**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)				
Learning options for children who are immunocompromised				
Physical health and safety for their children in classrooms				
Social, emotional, and mental health for their children				
Mitigation and prevention strategies and policies for COVID-19 implemented in school				
Safe participation in extracurricular activities and sports				
Safe lunch, recess, or other activities that involve large number of students				
Safe transportation				
Childcare during remote learning				

ParCon3. Have PARENTS of students at your school staged any protests due to your school's response to the COVID-19 pandemic?
- o Yes
- o No
- o Don't know

StuCon1. Which of the following concerns have STUDENTS expressed during 2021-22 school year? *Select all that apply.*

- o Meeting academic standards
- o Meeting developmental needs or milestones (e.g., speech development, behavioral development)
- o Learning options for the immunocompromised
- o Physical health and safety in classrooms
- o Social, emotional, and mental health
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe participation in extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students
- o Safe transportation
- o Missing out on social activities or events
- o Missing out on extracurricular activities and sports
- o Other, please specify: _____
- o Don't know

StuCon2. To the best of your knowledge, how concerned are students with the following?

{Rows display based on selections made in StuCon2}	**Slightly concerned**	**Somewhat concerned**	**Moderately concerned**	**Extremely concerned**
Meeting academic standards				
Meeting developmental needs or milestones (e.g., speech development, behavioral development)				
Learning options for the immunocompromised				
Physical health and safety in classrooms				
Social, emotional, and mental health				
Mitigation and prevention strategies and policies for COVID-19 implemented in school				
Safe participation in extracurricular activities and sports				
Safe lunch, recess, or other activities that involve large number of students				
Safe transportation				
Missing out on social activities or events				
Missing out on extracurricular activities and sports				

StuCon3. Have STUDENTS at your school staged any protests, walk-outs, or strikes due to your school's response to the COVID-19 pandemic?

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

StaffCon1. Which of the following concerns have STAFF MEMBERS expressed during the 2021-22 school year? *Select all that apply.*

- o Getting their students to meet academic standards
- o Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)
- o Working conditions for the immunocompromised
- o Transmitting COVID-19 to immunocompromised family members or co-habitants
- o Their PERSONAL physical health and safety while in classroom or offices
- o Their PERSONAL social, emotional, and mental health
- o Their STUDENTS' physical health and safety while in the classroom
- o Their STUDENTS' social, emotional, and mental health
- o Access to COVID-19 mitigation materials (e.g., tests, masks)
- o Use of sick and personal leave time
- o Mitigation and prevention strategies and policies for COVID-19 implemented in school
- o Safe administration of extracurricular activities and sports
- o Safe lunch, recess, or other activities that involve large number of students and/or staff members
- o Safe transportation
- o Personal childcare needs during remote learning
- o Providing instruction to students having to quarantine
- **o** Lack of substitute teachers
- o Other, please specify: _____
- o Don't know

StaffCon2. To the best of your knowledge, how concerned are STAFF MEMBERS with the following?

{Rows display based on selections made in StaffCon2}	**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)				
Working conditions for the immunocompromised				
Transmitting COVID-19 to immunocompromised family members or co-habitants				
Their PERSONAL health and safety while in the classroom or offices				
Their PERSONAL social, emotional, and mental health				
Their STUDENTS' health and safety while in the classroom				
Their STUDENTS' social, emotional, and mental health				
Access to mitigation materials (e.g., tests, masks)				
Mitigation and prevention strategies and policies for COVID-19 implemented in school				
Safe administration of extracurricular activities and sports				
Safe lunch, recess, or other activities that involve large number of students and/or staff members				
Safe transportation				
Use of sick and personal leave time				
Personal childcare needs during remote learning				

StaffCon3. Have STAFF MEMBERS at your school staged any protests, walk-outs, or strikes due to your school's response to the COVID-19 pandemic?

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

Concern4. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **concerns from parents, students, and/or staff members about school operating full-time in-person.**

This item is optional.

Concern24_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.

Concerns (School-Level | New)

Times New Roman responses have been previously approved

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				

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					

Confilter. Are you the principal, assistant/vice principal, or some other similar position, at your school?
- o Yes, principal or similar position
- o Yes, assistant/vice principal or similar position
- **o** No, please specify: _____

AdmCon24. 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					

Counts (School-Level | Previously Approved)

TEACHER0. 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. 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. As of today, please enter your **total** student enrollment count.

Please enter the *number* of students.

_____ Total number of students

COVID-19 Mitigation (School-Level | Previously Approved)

As of today, are there formal systems in place for the following?

MITIGATION1. A STAFF MEMBER to report if they have been clinically **diagnosed** with COVID-19?

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

MITIGATION2. A STAFF MEMBER to report if they have **symptoms** of COVID-19?

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

MITIGATION3. A STAFF MEMBER to report if they have a **student with symptoms** of COVID-19?

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

MITIGATION4. A STAFF MEMBER to report if they have been **exposed** to someone with COVID-19?

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

MITIGATION5. A PARENT OR GUARDIAN to report if their **child has been diagnosed** with COVID-19?

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

MITIGATION6. A PARENT OR GUARDIAN to report if their **child has symptoms** of COVID-19?

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

MITIGATION7. A PARENT OR GUARDIAN to report if their **child has been exposed** to someone with COVID-19 outside of school?

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

MITIGATION8. To notify PARENTS OR GUARDIANS when their **child may have been exposed** to COVID-19 at school?

    o   Yes

    o   No

    o   Don't know

MITIGATION9. How soon after the school knows of the exposure does a notification go out to parents?
{Display if MITIGATION8 = YES}

    o   Same day

    o   Next day

    o   Within a week

    o   Within a month

    o   More than a month

MITIGATION10. Is there a formal system in place to notify STAFF when they **may have been exposed** to COVID-19 at school?

    o   Yes

    o   No

    o   Don't know

MITIGATION11. How soon after the school knows of the exposure does a notification go out to staff?
{Display if MITIGATION10 = YES}

    o   Same day

    o   Next day

    o   Within a week

    o   Within a month

    o   More than a month

MITIGATION12. Is there a designated staff member(s) assigned to contact trace students who have tested positive for COVID-19?

    o   Yes

    o   No

    o   Don't know

MITIGATION13. Does your district or school have any kind of publicly available tracker documenting all COVID-19 cases in a given school or district to date?

Do not include state-level case trackers.

    o   Yes

    o   No

    o   Don't know

MITIGATION14. As of ${e://Field/filldate}, has your school requested or required any students to stay home from school after possible COVID-19 exposure?

Please include situations where students or staff are sent home due to exposure to or illness with COVID-19.

    o   Yes

    o   No

    o   Don't know

MITIGATION15. Were any of these students asked to stay home because they were exposed to COVID-19 outside of school? {Display if MITIGATION14 = YES}

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

MITIGATION16. As of ${e://Field/filldate}, is remote learning available for students who are asked to stay home from school? {Display if MITIGATION14 = YES}

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

MITIGATION17. As of ${e://Field/filldate}, does your school have a quarantine policy for staff and students who may have been exposed to COVID-19?

- o   Yes
- o   No

MITIGATION18. Which of the following are included in your school's quarantine policy: {Display if MITIGATION17 = YES}

- o   A definition of what counts as a potential exposure to COVID-19
- o   Requirements about who must be contacted in the event of a potential exposure to COVID-19
- o   Requirements about the length of time that exposed students or staff must remain out of the school building
- o   Requirements for COVID-19 testing of potentially exposed students and staff
- o   Requirements about when an entire classroom or school must quarantine
- o   Any exceptions in the policy for vaccinated individuals
- o   Other requirements, please specify
- o   Unsure what is included in policy

MITIGATION19. Does this policy apply to any potential exposure to COVID-19, or only to exposures that occur within the school setting? {Display if MITIGATION17 = YES}

- o   Any potential exposure
- o   Only exposures that occur within the school setting
- o   Don't know

The next questions are about whether your school does screening or testing for COVID-19. Screening includes asking about COVID-19 symptoms and/or checking temperatures. Testing includes PCR (Polymerase Chain Reaction) and rapid (antigen) COVID-19 testing. Do not include antibody testing.

As of today:

MITIGATION20. Does your school require daily COVID-19 **symptom screening** with STAFF?

Screening includes asking about COVID-19 symptoms and/or checking temperatures.

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

MITIGATION21. Does your school require daily COVID-19 **symptom screening** with STUDENTS?

Screening includes asking about COVID-19 symptoms and/or checking temperatures.

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

MITIGATION22. Does your school have on-site COVID-19 **testing** for STAFF when they **have symptoms or possible COVID-19 exposure**?

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

MITIGATION23. Does your school have on-site COVID-19 **testing** for STUDENTS when they **have symptoms or possible COVID-19 exposure**?

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

MITIGATION24. Does your school have on-site COVID-19 **testing** for STAFF **even if they have no symptoms or possible exposure**?

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

MITIGATION25. Does your school have on-site COVID-19 **testing** for STUDENTS **even if they have no symptoms or possible exposure**?

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

MITIGATION26. Does your school require that any STAFF wear a mask inside the school?

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

MITIGATION27. Are STAFF who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION26 4-19 = YES}

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

MITIGATION28. Does your school require proof of vaccination against COVID-19 to exempt STAFF from wearing a mask? {Display if MITIGATION27 4-19a = YES}

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

MITIGATION29. Does your school require that any PARENTS OR GUARDIANS wear a mask inside the school?

- o   Yes
- o   No
- o   Don't know
- o   Not applicable - parents or guardians are not allowed inside the building at this time

MITIGATION30. Are PARENTS OR GUARDIANS who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION30 4-20 = YES}

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

MITIGATION31. Does your school require proof of vaccination against COVID-19 to exempt PARENTS OR GUARDIANS from wearing a mask? {Display if MITIGATION30 4-20a = YES}

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

MITIGATION32. Does your school require that any STUDENTS wear a mask inside the school building?

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

MITIGATION33. Are STUDENTS who are vaccinated against COVID-19 required to wear a mask? {Display if MITIGATION32 4-21 = YES}

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

MITIGATION34. Does your school require proof of vaccination against COVID-19 to exempt STUDENTS from wearing a mask? {Display if MITIGATION32 4-21a = YES}

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

MITIGATION35. Does your school require that all students who are not yet eligible for a vaccine wear a mask inside the building?

- o Yes
- o No
- o Don't know
- o Not applicable - All students in this school are eligible for the COVID-19 vaccine

MITIGATION36. As of today, is your school doing any of the following to decrease the spread of COVID-19? *Please select all that apply.*

- o Spaced desks and seating at least 3 feet apart
- o Faced student desks and seating in the same direction
- o Decreased class size
- o Placed physical guides (e.g., tape, marks) and signs for distancing to account for movement of staff and students in the hallways or classrooms
- o Encouraged social distancing during recess or physical education
- o Installed physical barriers (i.e., plastic or other dividers) between students and staff
- o Installed physical barriers (i.e., plastic or other dividers) between students
- o Increased ventilation by opening windows and doors, using fans, and/or making improvements or upgrades to the school's ventilation system
- o Increased how often surfaces are cleaned
- o Added additional handwashing stations or hand sanitizer stations
- o None of the above
- o Don't know

MITIGATION37. As of today, is your school modifying any of the following for food service? *Please select all that apply.*

- o Closed the cafeteria
- o Changed lunch schedule to decrease the number of students in the cafeteria
- o Offered only grab and go food items
- o Blocked off seats in the cafeteria to increase distance between students
- o Installed plastic or other dividers in the cafeteria
- o Moved eating to classrooms for some or all students
- o Moved eating outside for some or all students
- o None of the above
- o Don't know

MITIGATION38. During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the following to help students handle the COVID-19 pandemic?

- o Hired new staff to focus on student social/emotional/mental wellbeing
- o Encouraged existing staff to address student social/emotional/mental well-being
- o Added student classes on social/emotional/mental well-being
- o Created or expanded a program for students' social/emotional/mental well-being
- o Offered guest speakers for students on social/emotional/mental well-being
- o Offered professional development to train teachers on helping students with their social/emotional/mental well-being
- o Held assemblies for students on social/emotional/mental well-being
- o Created community events and partnerships for students on social/emotional/mental well-being
- o Took other actions to improve student social/emotional/mental well-being
- o None of the above
- o Don't know

MITIGATION39. Does your school or district require staff to be vaccinated unless they have a religious or medical waiver?
- o Yes
- o No
- o Don't know

MITIGATION40. To the best of your knowledge, what percentage of your school staff has received a COVID-19 vaccination?

- o 0-25%
- o 26-50%
- o 51-75%
- o 76-100%
- o Don't know

ALTMITIGATION40. To the best of your knowledge, what percentage of your school's teaching and non-teaching STAFF are fully vaccinated against COVID-19?

_____ percentage of staff
- o Don't Know

ALTMITIGATION40. To the best of your knowledge, what percentage of your school's STUDENTS are fully vaccinated against COVID-19?

_____ percentage of students
- o Don't Know

MITIGATION41. Has your school offered, or is your school planning to offer, onsite COVID-19 vaccination or a mobile vaccination unit for staff or students who are eligible?

- o Yes
- o We are considering it but have not decided
- o No
- o Don't know

MITIGATION42. Are eligible students required to be vaccinated against COVID-19 in order to attend school in person?

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

MITIGATION43. For the 2021-22 school year, does your school have a formal plan in place to prepare for and respond to a pandemic (including the COVID-19 pandemic)?

Exclude plans that address only community or school-based outbreaks such as seasonal flu or chicken pox.

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

MITIGATION44. BEFORE the COVID-19 pandemic began in the 2019-20 school year, did your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases such as SARS or H1N1?

Exclude plans that addressed only community or school-based outbreaks such as seasonal flu or chicken pox.

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

MITIGATION45. Thank you for completing this section of the survey. Thank you for completing this section. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **mitigating the spread of COVID-19 in your school.**

This item is optional.

Mitigation46. For the 2022-23 school year, has your school taken any of the following steps to increase ventilation or filter/clean air in school?

	Yes	No	Don't Know
Inspected and validated existing HVAC systems for cleanliness, function, and code-compliant operation			
Replaced/upgraded HVAC systems			
Installed ultraviolet germicidal irradiation (UVGI) in high-risk areas, where students eat, or where options for ventilation are limited			
Maintained continuous HVAC air supply during occupied building hours by adjusting thermostat fan controls, central controls, or deactivating other demand-controlled ventilation (DCV) controls that may reduce air supply based on room occupancy, temperature, or energy conservation			
Installed or used high-efficiency particulate air (HEPA) filtration systems in areas where students eat			
Installed or used HEPA filtration systems in classrooms			

Mitigation47. As of today, does your school take any of the following steps to increase ventilation or filter/clean air in school?

	Yes	No	Don't Know
Open doors to hallway or outside when safe to do so			
Open windows when safe to do so			
Use fans to increase the effectiveness of open windows when safe to do so			
Decrease occupancy in areas where outdoor ventilation cannot be increased			
Relocate activities to outdoors when possible to do so			
Increase ventilation in areas where students eat			
Use HEPA filtration systems in areas where students eat			
Use HEPA filtration systems in classrooms			
Use portable HEPA filtration systems for high-risk areas, such as nurse's office, isolation areas, or rooms where people are less likely to follow mask guidance			

Mitigation48. Does your school have COVID-19 vaccination requirements for teaching and non-teaching STAFF to be in the building for the 2022-23 school year?

Fully vaccinated means that an individual has received all doses in their primary COVID-19 vaccination series.

- Yes, teaching and non-teaching staff are required to be fully vaccinated against COVID-19 in order to be in the school building
- Yes, teaching and non-teaching staff are required to be fully vaccinated against COVID-19 **AND have received at least one booster shot** in order to be in the school building
- No, teaching and non-teaching staff are NOT required to be fully vaccinated against COVID-19 in order to be in the school building
- Other COVID-19 vaccination-related requirement, please explain: _____
- Don't Know

Mitigation49. Does your school have COVID-19 vaccination requirements for STUDENTS to be in the building for the 2022-23 school year?

Fully vaccinated means that an individual has received all doses in their primary COVID-19 vaccination series.

- Yes, students are required to be fully vaccinated against COVID-19 in order to be in the school building
- Yes, students are required to be fully vaccinated against COVID-19 **AND have received at least one booster shot** in order to be in the school building
- No, students are NOT required to be fully vaccinated against COVID-19 in order to be in the school building
- Other COVID-19 vaccination-related requirement, please explain: _____
- Don't Know

*The next questions are about whether your school uses the **Test to Stay (TTS) program**. TTS is a COVID-19 testing program that allows unvaccinated or partially vaccinated individuals who are identified as a close contact to a case of COVID-19 in certain school settings to continue to come to school if they are asymptomatic and serially test negative for COVID-19.*

NEWMITIGATION. Does your school use the Test to Stay (TTS) program in order to keep individuals in school?

- o Yes {Display NEWMITIGATION2-6 if "Yes" selected}
- o No
- o Don't Know

NEWMITIGATION2. Who is eligible to participate in the TTS program? *Select all that apply.*

- o Students
- o Staff
- o Other, please specify: _____

NEWMITIGATION3. Which of the following criteria are required for close contact individuals to **begin participating** in TTS? *Select all that apply.*

- o Their COVID-19 exposure occurred in school
- o Close contact individuals were masked during the entire exposure event
- o Close contact individuals are asymptomatic
- o Close contact individuals must test negative for COVID-19
- o Other, please specify: _____

NEWMITIGATION4. Which of the following criteria are necessary for close contact individuals to **remain participating** in TTS? *Select all that apply.*

- o Close contact individuals must continue to test negative for COVID-19
- o Close contact individuals must remain masked in school
- o Close contact individuals must remain asymptomatic
- o Close contact individuals must adhere to applicable quarantine guidance (e.g., city, state, or federal guidance) outside of school
- o Close contact individuals must physically distance in school, when feasible
- o Other, please specify: _____

NEWMITIGATION5. Which of the following best describes how often individuals participating in TTS are tested for COVID-19?

- o Daily
- o Four times per week
- o Three times per week
- o Two times per week
- o Once per week
- o Other, please specify: _____

NEWMITIGATION6. If an individual remains asymptomatic and continues to test negative for COVID-19, how long are they required to participate in TTS?

- o Less than one week after initial exposure
- o One week after initial exposure
- o Two weeks after initial exposure
- o More than two weeks after initial exposure

NEWMITGATION7. What type(s) of COVID-19 testing does your school conduct? *Select all that apply.* {Display if any of MITIGATION22-25 = YES}

- o Polymerase Chain Reaction (PCR) testing
- o Rapid (antigen) testing
- o Pooled sample testing
- o Antibody testing
- o Don't know

NEWMITIGATION8. Who is primarily responsible for administering COVID-19 tests at your school? {Display if any of MITIGATION22-25 = YES}

- o School medical professional(s) (e.g., school nurse, nurse's aide)
- o An outside vendor (e.g., a contracted COVID-19 testing service)
- o School administrator(s) (e.g., principal, vice principal)
- o School staff (e.g., teacher, secretary)
- o Other, please specify: _____

NewMitigation12. As of today, is your school conducting (or partnering with another organization to conduct) contact tracing for COVID-19 infected students, teachers, or staff?

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

SumMit1. Did your school require that students test negative for COVID-19 before returning to in-person learning after the summer break?

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

SumMit2. Did your school or district provide COVID-19 tests to each student prior to returning to in-person learning after the summer break?

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

Crime and Safety (School-Level | Previously Approved)

CS1. During the 203-24 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		

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.*

	Yes	No
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)		

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 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 reunificatio n 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

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
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)				

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

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		

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

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

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

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

CS6a. During 2022-23 school year, does your school have any sworn law enforcement officers (SLEOs), including School Resource Officers (SROs), present at your school at least once a week?

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

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

CS6b. Are SLEOs (including SROs) present at least once a week in or around your school at the following times? {Display if CS6a = YES}

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

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

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

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

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

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

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

	Yes	No	Don't Know
Monitoring student behavior			
Maintaining student discipline			
Recording or reporting discipline problems to school authorities			
Mentoring students			
Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)			
Training teachers and staff in school safety or crime prevention			
Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining "assault" for school authorities)			
Emergency management (i.e., developing and implementing comprehensive safety plans and strategies in consultation with other first responders and school administrators)			
Identifying problems in the school and proactively seeking solutions to those problems			
Motor vehicle traffic control			
Security enforcement and patrol			

CS6e. During the 2022-23 school year, does your school or district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement), that outline the roles, responsibilities, and expectations of SLEOs (including SROs) at school? {Display if CS6a = YES}

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

CS6ee. Do these formalized policies or written documents include language defining the role of SLEOs (including SROs) at school in the following areas? {Display if CS6a **&** CS6e= YES}

	Yes	No	Don't Know
Student discipline			
Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray)			
Use of firearms			
Making arrests on school grounds			
Reporting of criminal offenses to a law enforcement agency			

Continue using these definitions as your respond to the next set of items:

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

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

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

CS7a. How many of the following security personnel are present at your school at least once a week?

If an officer works full-time across various schools in the district, please count the officer as "part-time" for your school.
If your school does not have any officers present at your school at least once a week, enter 0.

- **Full-time** School Resource Officer: _____
- **Part-time** School Resource Officer: _____
- **Full-time** sworn law enforcement officer (NOT a School Resource Officer): _____
- **Part-time** sworn law enforcement officer (NOT a School Resource Officer): _____
- **Full-time** security officer: _____
- **Part-time** security officer: _____

CS7b. To what extent do you agree or disagree with the following statement: "The **School Resource Officer(s)** at my school make(s) a positive impact on our school community." {Display if CS7a Full- or Part-time SROs > 0}

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

CS7bb. Briefly describe why you selected "[Answer from CS7b]" for the previous item. {Display if CS7b ≠ don't know}

CS7c. To what extent do you agree or disagree with the following statement: "The **sworn law enforcement officer(s)** at my school make(s) a positive impact on our school community." {Display if CS7a Full- or Part-time sworn law enforcement officer > 0}

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

CS7cc. Briefly describe why you selected "[Answer to CS7c]" for the previous item. {Display if CS7c ≠ don't know}

CS7d. To what extent do you agree or disagree with the following statement: "The **security officer(s)** at my school make(s) a positive impact on our school community." {Display if CS7a Full- or Part-time security officer > 0}

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

CS7dd. Briefly describe why you selected "[Answer to CS7d]" for the previous item. {Display if CS7d ≠ don't know}

CS8. Aside from SLEOs (including SROs) or other security officers or personnel who carry firearms, during the 2022-23 school year, are there any staff at your school who legally carry a firearm on school property?

- Yes
- No
- Don't Know

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

	Yes	No	Don't Know
Classroom management for teachers			
School-wide discipline policies and practices related to violence			
School-wide discipline policies and practices related to cyberbullying			
School-wide discipline policies and practices related to bullying other than cyberbullying			
School-wide discipline policies and practices related to alcohol and/or drug use			
Safety procedures (e.g., how to handle emergencies)			
Recognizing early warning signs of students likely to exhibit violent behavior			
Recognizing signs of self-harm or suicidal tendencies			
Intervention and referral strategies for students displaying signs of mental health disorders (e.g., depression, mood disorders, ADHD)			
Recognizing physical, social, and verbal bullying behaviors			
Recognizing signs of students using/abusing alcohol and/or drugs			
Positive behavioral intervention strategies			
Crisis prevention and intervention			
Recognizing or responding to behaviors involving bias or hate crimes against traditionally marginalized groups			
Diversity, equity, and inclusion (DEI)			

CS10. To what extent, if any, do the following factors limit your school's efforts to reduce or prevent disruptive behavioral issues, including crimes, from occurring on school grounds?

	Limits in a major way	Limits in a minor way	Does not limit
Lack of or inadequate teacher training in classroom management			
Lack of or inadequate alternative placement or programs for disruptive students			
Likelihood of complaints from parents			
Lack of teacher support for school policies			
Lack of parental support for school policies			
Teachers' fear of student retaliation			
Fear of litigation			
Inadequate funds			
Inconsistent application of school policies by faculty or staff			

CS11. During the 2023-24 school year, does your school allow for the use of the following disciplinary actions?

	Yes	No	Don't Know
Removal with no continuing school services for at least the remainder of the school year			
Removal with school-provided tutoring/home instruction for at least the remainder of the school year			
Transfer to an alternative school for disciplinary reasons			
Transfer to a virtual school or program for disciplinary reasons			
Transfer to another regular school for disciplinary reasons			
Out-of-school suspension or removal for less than the remainder of the school year with **NO** curriculum or services provided			
Out-of-school suspension or removal for less than the remainder of the school year with curriculum or services **provided**			
Referral to a school counselor			
Assignment to a program (during school hours) designed to reduce disciplinary problems			
Assignment to a program (outside of school hours) designed to reduce disciplinary problems			
Loss of school bus privileges due to misbehavior			
Corporal punishment			
Placement on school probation with consequences if another incident occurs			
Detention and/or Saturday school			
Loss of student privileges			
Requirement of participation in community service			

CS13. To the best of your knowledge, thinking about how problems that can occur anywhere (both at your school and away from school), how often does cyberbullying among students who attend your school occur?

- o Happens daily
- o Happens at least once a week
- o Happens at least once a month
- o Happens on occasion
- o Never happens

CS_more. We'd like to learn more about your 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 this topic.

This item is optional.
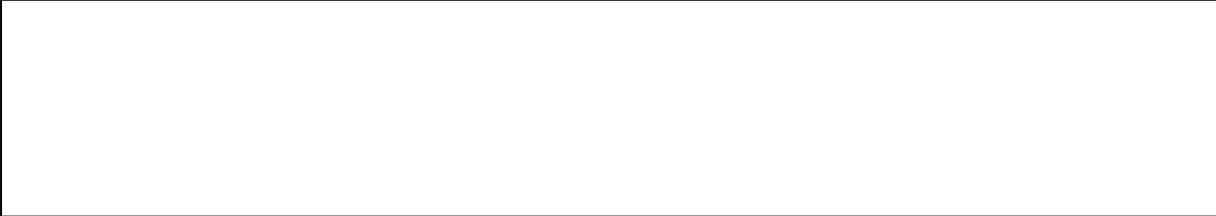
Enrollment (School-Level | Previously Approved)

ENROLLMENT1. As of ${e://Field/filldate}, please enter your total student enrollment count by ethnicity and race.

	Hispanic, of any race	White, not Hispanic	Black or African American, not Hispanic	Asian, not Hispanic	American Indian or Alaskan Native, not Hispanic	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	Race/Ethnicity information not available
Total Enrollment Count								

ENROLLMENT2. As of ${e://Field/filldate}, what is the enrollment by learning environment for students in your school?

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Hispanic, of any race			
White, not Hispanic			
Black or African American, not Hispanic			
Asian, not Hispanic			
American Indian or Alaskan Native, not Hispanic			
Native Hawaiian or Pacific Islander, not Hispanic			
Two or more races, not Hispanic			
Race/Ethnicity information not available			
All students			

ENROLLMENT3. As of ${e://Field/filldate}, what is the enrollment by learning environment for students in your school?

Do NOT include students who only have a 504 plan.

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Students with an IEP who spend 80% or more of their time in a general education classroom			
Students with an IEP who spend between 40-79% of their time in a general education classroom			
Students with an IEP who spend less than 40% of their time in a general education classroom			

ENROLLMENT4. Are students who are enrolled in full-time remote learning required to come into the school for testing if it is suspected they may need an Individualized Education Plan (IEP)? {Display if LEARNING5 = 1}

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

ENROLLMENT5. As of ${e://Field/filldate}, what is the enrollment count by learning environment for students with medical conditions, or in families with a medical condition, that put them at high risk for COVID-19?

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Number of students with medical conditions, or in families with a medical condition, that put them at high risk for COVID-19			

ENROLLMENT6. As of ${e://Field/filldate}, what is the enrollment count by learning environment for economically disadvantaged students?

Economically disadvantaged students are typically those who are eligible for free or reduced price lunch.

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Number of economically disadvantaged students			

ENROLLMENT7. As of ${e://Field/filldate}, what is the enrollment count by learning environment for English Language Learner (ELL) or English as a Second Language (ESL) students?

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Number of students who are ELL or ESL			

ENROLLMENT8. As of ${e://Field/filldate}, what is the enrollment count by learning environment for students experiencing homelessness?

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Number of students experiencing homelessness			

ENROLLMENT9. As of ${e://Field/filldate}, what is the enrollment count by learning environment for migrant students?

Migrant students are students who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.

	Full-time in-person learning {Display if LEARNING1 = Yes}	Full-time remote learning {Display if LEARNING5 = Yes}	Hybrid of remote and in-person learning {Display if LEARNING11 = Yes}
Number of migrant students			

Extra-Curriculars (School-Level | Previously Approved)

EXTRA1. As of [Field-filldate], is your school offering any of the following activities? *Please select all that apply.*

- o Athletic teams at school
- o Performing arts (for example, Band, Choir, Orchestra, or Drama
- o Spirit groups (for example, Cheerleading, Dance Team, or Pep Club)
- o Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club
- o Class council or student government
- o Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club
- o Other school clubs or activities
- o None of the above

EXTRA2. As of [Field-filldate], have any activities been modified because of the COVID-19 pandemic?
{Display if EXTRA1 ≠ None of the above}

This could include social distancing, using other cleaning or safety protocols, or adding an online option for remote-learning students.

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

EXTRA3. As of [Field-filldate], how has this activity been modified because of the COVID-19 pandemic?

{Display based on responses to EXTRA1}	No changes	Socially distanced/ no contact	Additional cleaning of surfaces and equipment	Masks required	Online option for remote-learning students	Testing or vaccination required for participation	Other changes
Athletic teams at school							
Performing arts (for example, Band, Choir, Orchestra, or Drama)							
Spirit groups (for example, Cheerleading, Dance Team, or Pep Club							
Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club)							
Class council or student government							
Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club)							
${EXTRA1/ ChoiceTextEntryValue/9}							

Facilities (School-Level | New)

Fac#. What is the approximate percentage of hardscape (asphalt, concrete) versus landscape (porous surface, plants, other) in the outdoor areas designated for play at your school?

_____percentage of hardscape
o   Don't know

Fac1. Does your school have any of the following outdoor surfaces designated for play?
o   Only landscape surfaces (e.g., fields, porous surfaces, woodchips)
o   Only hardscape (e.g., asphalt, concrete)
o   Both landscape and hardscape surfaces
o   We have no outdoor surfaces designated for play

Fac8. Does your school have an outdoor space designed for teaching available?
o   Yes
o   No
o   Don't Know

Fac9. Is training for educators about teaching/learning outdoors available at least once per year?
o   Yes
o   No
o   Don't know

Fac2. Are outdoor play areas, including athletic fields and courts, available to the public outside of school hours or when school is not in session? *{Display if Fac1 ≠ We have no outdoor…}*
o   Yes
o   No
o   Don't Know

Fac10. Does your school or district employ a dedicated groundskeeper position who works at least part-time at your school?
o   Yes
o   No
o   Don't know

Fac11. Does your school or district employ a school garden coordinator who works at least part-time at your school?
o   Yes
o   No
o   Don't know

Fac12. Does your school have outdoor space designed for **student** gardening available?
o   Yes
o   No
o   Don't know

Fac13. Do you have an Indoor Air Quality Coordinator at your school? This may be a school or district employee, or an employee designated to serve in this role. *An Indoor Air Quality Coordinator monitors air quality conditions at the school and is responsible for reporting air quality issues and complaints.*
o Yes
o No
o Don't Know

Fac15. Are carbon **dioxide** sensors installed in classrooms and other gathering spaces to monitor for effective ventilation?
o Yes
o No
o Don't Know

Fac19a. How many permanent buildings are in use at your school?
Do NOT include sheds, storage warehouses, or other buildings that people do not typically occupy.
_____ buildings
o None
o Don't know

Fac19b. How many of these buildings have received green building certification from an external organization? {Display if *Fac19a > 0*}
Green building certification verifies that a building has met environmental, energy, human health, and other standards in its design, construction, and performance. _____ buildings
o None
o Don't know

Fac20a. How many non-permanent (portable) buildings are in use at your school?
Do NOT include sheds, storage warehouses, or other buildings that people do not typically occupy.
_____ buildings
o None
o Don't know

Fac20b. How many of these non-permanent buildings have received green building certification from an external organization? {Display if *Fac20a > 0*}
_____ buildings
o None
o Don't know

Fac14. Does your school have carbon **monoxide** alarms installed?
o Yes
o No
o Don't know

Fac#. Do the carbon **monoxide** alarms at your school meet the requirements of the National Fire Protection Association, code 720?
o Yes
o No
o Don't know

Fac15. Are carbon **dioxide** sensors installed in classrooms and other gathering spaces to monitor for effective ventilation?
- o   Yes
- o   No
- o   Don't Know

Fac16. Are there local exhaust systems installed at airborne contaminant sources(e.g., science labs, copy/printing facilities, chemical storage rooms)?
- o   Yes, at all airborne contaminant sources
- o   Yes, at some airborne contaminant sources
- o   No
- o   We do not have any airborne contaminant sources at this school
- o   Don't know

Fac17. Does the school have an anti-idling program in place, including signage and active monitoring during pick-up and drop-off?
- o   Yes
- o   No
- o   Don't know

Fac18. Are the designated vehicle loading and unloading areas at least 25 feet from all building air intakes (including doors and windows)?
- o   Yes
- o   No
- o   We do not have designated loading and unloading areas at this school
- o   Don't know

Fac4. Does the school have an auditorium or cafetorium (mix of cafeteria and auditorium) on-site?
- o Yes
- o No
- o Don't know

Fac5. Does the school have dedicated library space available?
- o Yes
- o No
- o Don't know

Fac3. Please indicate which of the following athletic amenities your school has on-site. *Select all that apply.*
- o All-purpose grass field (e.g., football field, soccer field, lacrosse field)
- o All-purpose turf field (e.g., football field, soccer field, lacrosse field)
- o Baseball/softball field
- o Gymnasium (e.g., basketball court, volleyball court)
- o Outdoor basketball court
- o Outdoor volleyball court
- o Indoor pool
- o Outdoor pool
- o Indoor tennis courts
- o Outdoor tennis courts
- o Indoor track
- o Outdoor track
- o Weight room
- o Other, please specify: _____
  - o We have no athletic amenities on-site

Fac6. How many STEM (Science, Technology, Engineering, and Mathematics) labs are on your campus?
A STEM lab is a room or space dedicated to science, technology, and/or mathematic experiments and hands on applications of these fields.

_____ STEM labs
- o Don't know

Fac21. In what year was your school's **main instructional building** constructed?
- • Year: _____

Fac22. In what year was the last major renovation of the **main instructional building**?
- • Year: _____
- • The main instructional building has never undergone a major renovation

Fac23. In what year was the last major building replacement or addition made to this school?
- • Year: _____
- • The school has never had a major addition or replacement

Fac24. Is any major repair/renovation/modernization work currently being performed at this school?
- • Yes
- • No

Fac7. Are indoor school facilities (e.g., classrooms, gym, auditorium, etc.) available for the public to use (with permission) outside of school hours or when school is not in session?
- o Yes
- o No
- o Don't Know

Fac_more. We'd like to learn more about schools' **building facilities and amenities.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

Facilities (District-Level | New)

Fac#. How many schools are in your district?

　　　＿＿＿＿ schools

Fac#. In the last 10 years, has your school district conducted a **facilities condition assessment** of school facilities? *A facilities condition assessment is a systematic inspection of facilities using a standardized method for recording observations*

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

Fac#. How does your school district select schools for these **facilities condition assessments**? {Display if *facilities condition assessment item* = Yes}

- o We assess every school
- o We select a random selection of schools
- o We select targeted schools by conditions (e.g., by age of school, known condition concerns, planned projects, or complaints)
- o We select targeted schools by percentage (e.g., 20% of schools in the district are assessed annually so all schools are assessed over a 5-year period)
- o Other, please specify: ＿＿＿＿＿
- o Don't know

Fac#. How frequently does your district conduct its **facilities condition assessments**? {Display if *facilities condition assessment item* = Yes}

- o Every 1-2 years
- o Every 3-5 years
- o Every 6 or more years
- o Conducted once, no plans to reassess
- o Other, please specify: ＿＿＿＿＿＿
- o Don't know

Fac#. Who primarily conducts these **facilities condition assessments**? {Display if *facilities condition assessment item* = Yes}

- o School staff
- o School district staff
- o State officials
- o Contractor/professional firm
- o Other, please specify: ＿＿＿＿＿
- o Don't know

Fac#. Does your district conduct the **facilities condition assessments** for any of the following purposes? {Display if *facilities condition assessment item* = Yes}
- o Assessing equitable access to resources
- o Budget formulation
- o Capital planning purposes (e.g., project prioritization)
- o Determining physical accessibility
- o Disaster planning (e.g., emergency sheltering)
- o Fulfilling a state requirement or mandate
- o In response to complaints or litigation
- o Providing facilities information to the public

- o   Safety and hazard assessments
- o   Other, please specify: _____
- o   None of the above
- o   Don't know

Fac#. Does your district use a facilities condition index for capital planning purposes (such as for prioritizing projects or formulating capital budgets)? *A facilities condition index is the ratio of the total cost to correct identified building deficiencies to the current replacement value of the building.* {Display if *facilities condition assessment item* = Yes}

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

Fac#. Which of the following reasons describe why your district decided not to conduct a **facilities condition assessment**? *Select all that apply.* {Display if *facilities condition assessment item* = No}

- o   Funding is not available to conduct a facilities condition assessment
- o   Condition is assessed through other mechanisms
- o   Our district is not responsible for the condition of/addressing deficiencies with school facilities
- **o**   Other, please specify: _____

Fac#. In the last 10 years, has your district assessed the **physical accessibility** of its school facilities?
- o   Yes
- o   No
- o   Don't know

Fac#. How does your school district select schools to receive a **physical accessibility** assessment?
{Display if *physical accessibility item* = Yes}

- o   We assess every school
- o   We select a random selection of schools
- o   We select targeted schools by conditions (e.g., by age of school, known condition concerns, planned projects, or complaints)
- o   We select targeted schools by percentage (e.g., 20% of schools in the district are assessed annually so all schools are assessed over a 5-year period)
- o   Other, please specify: _____
- o   Don't know

Fac#. How frequently does your district assess the **physical accessibility** of its school facilities? {Display if *physical accessibility item* = Yes}
- o   Every 1-2 years
- o   Every 3-5 years
- o   Every 6 or more years
- o   Conducted once, no plans to reassess
- o   Other, please specify: _____
- o   Don't know

Fac#. Does your district conduct **physical accessibility** assessments for any of the following purposes?
{Display if *physical accessibility item* = Yes}

- o   Assessing equitable access to resources
- o   Budget formulation
- o   Capital planning purposes (e.g., project prioritization)
- o   Disaster planning (e.g., emergency sheltering)
- o   Fulfilling a state requirement or mandate
- o   In response to complaints or litigation
- o   Providing school accessibility information to the public
- o   Safety and hazard assessments
- o   Other, please specify: _____

o None of the above

Fac#. How would you rate the priority of the following systems or features when your district updates or renovates its school facilities?

	Not a priority	Somewhat a priority	Moderately a priority	Very much a priority	Top priority	Don't know
Access to natural light						
Accessibility projects (e.g., features or retrofits for physical accessibility						
Building resilience (i.e., ability to withstand or recover from natural disasters)						
Environmental conditions and monitoring (e.g., air quality, water quality, and/or exposure to asbestos, lead, mold)						
Flexible educational space (e.g., classrooms are adaptable to different needs						
High performance, sustainable buildings or systems (e.g., building automation, energy management systems						
Interior design features (e.g., acoustics, furniture, and/or finishes, such as paint or flooring						
Safety and security (e.g., cameras, alarms, access controls)						
Student access to technology (e.g., laptops, tablets)						
Sufficient and usable outdoor common-use and recreational space (e.g., outdoor classrooms, athletic fields, playgrounds)						
Sufficient and useable indoor common-use and recreational space (e.g., gym, auditorium, cafeteria)						
Telecom systems (e.g., phone, cable, WiFi)						
Other, please specify: _____						

Fac#. Approximately what percentage of schools in your district currently need the following systems or features to be updated or replaced?

	None	1-25%	25-49%	50-74%	75-100%	Don't Know
Conveyance (e.g., elevators and lifts)						
Doors						
Electrical systems						
Environmental conditions (e.g., exposure to asbestos, lead, mold)						
Exterior light fixtures						
Fire protection (e.g., alarms and suppression systems)						
Indoor air quality monitoring						
Heating, ventilation, and air conditioning (HVAC) systems						
Interior light fixtures						
Other features or retrofits for physical accessibility						
Plumbing						
Roofing						
Safety and security (e.g., cameras, alarms, access control)						
Structural integrity (e.g., walls, foundation)						
Telecom systems (e.g., phone, cable, WiFi)						
Water quality monitoring						
Windows						
Other, please specify: _____						

Fac#. Approximately what percentage of schools in your district have the following barrier(s) that may impede access to, or use of, a facility for a person with a disability?

	None	1-25%	25-49%	50-74%	75-100%	Don't Know
Assembly stages requiring steps						
Athletic field barriers						
Auditorium barriers (e.g., no wheelchair spaces)						
Cafeteria barriers						
Classroom barriers						
Door hardware that requires tight grasping, pinching, or twisting of the wrist						
Door openings that are less than 32 inches wide						
Door thresholds that exceed ½ inch in height						
Gymnasium barriers						
Lack of accessible parking						
Library/media room barriers						
Locker room barriers						
Main entrance barriers (e.g., a main entrance that includes stairs with no ramp)						
Multi-story building(s) without a ramp, elevator, or chair lift)						
No signs that designate the accessible route and include						

braille					
Playground barriers (e.g., mulch or other ground surface barriers)					
Portable classroom barriers					
Protruding objects in circulation paths (circulation paths include interior and exterior walkways, hallways, courtyards, stairways, and landings)					
Stadium barriers					
Toilet room barriers (e.g., no side or rear grab bars, uninsulated lavatory pipes)					
Other, please specify: _____					

Fac#. Does your district have an accessibility/ADA transition plan?
- o Yes
- o No
- o Don't know

Fac#. Is your district planning any of the following actions to improve the physical accessibility of its school facilities (including school grounds) in the next three years? *Select all that apply.*
- o Large-scale renovations or modernizations
- o Small-scale upgrades, such as door hardware and signage
- o Accessibility evaluations by district officials
- o Accessibility evaluations by a contractor or outside organization
- o Other, please specify: _____

Fac#. How challenging, if at all, are the following factors to your district's efforts to improve the physical accessibility of its school facilities?

	Not at all challenging	Somewhat challenging	Moderately challenging	Very challenging	Extremely challenging	Don't know
Age of school buildings						
Funding constraints						
Historic designation of school buildings						
Lack of guidance/knowledge of accessibility standards						
Needs of emerging populations of students/people with disabilities						
Other capital improvement needs						
Terrain/topography						
Other, please specify: _____						

Fac#. Does your district have a designated Americans with Disabilities Act (ADA) Coordinator to receive and respond to ADA complaints or concerns?
- o Yes
- o No
- o Don't know

Fac#. How often do your district's ADA Coordinator and facilities department work together to respond to ADA complaints and concerns? {Display if *ADA Coordinator item* = Yes}
- o On an as-needed basis
- o Often (on a weekly basis)
- o Regularly (at least once a month)
- o Infrequently (less than once a month)
- o Don't know

Fac#. Does your district's facilities department receive and respond to ADA complaints or concerns?
- o Yes
- o No
- o Don't know

Fac#. Has your facilities department received training on accessibility standards or guidelines?
- o Yes
- o No
- o Don't know

Fac#. Would additional training on accessibility standards or guidelines be helpful for you or others in your department?
- o Yes
- o No
- o Don't know

Fac#. What is your district's primary method of funding to address facility needs?
- o Local funding
- o State funding
- o Federal funding
- o Other, please specify: _____
- o Don't know

Fac#. Does your district use any of the following local funding methods to address facilities needs? *Select all that apply*. {Display if *primary method of funding item* = Local funding}
- o Property tax revenue
- o Sales tax revenue
- o Other tax revenue
- o Local bonds
- o Grants
- o Public-private partnerships
- o Other, please specify: _____

Food Services (School-Level | Previously Approved)

SchLun1. As of today, how does your school provide students with breakfast and lunch?

- o Students can participate in USDA School Meal programs (e.g., the National School Lunch Program, School Breakfast Program)
- o Students can buy meals at school but not part of USDA School Meal programs
- o All students must bring meals from home
- o Don't Know

SchLun2. You indicated your school operates the USDA School Meal program. As of today, about what percentage of students in your school participate in these programs? {Display if SchLun1 = …PARTICIPATE IN USDA}

- o 0% {If selected, no other food items are displayed}
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-99%
- o 100%
- o Don't Know

SchLun2b. How does this percentage of students you indicated in the previous item compare to the percentage of students that participated last year?

- o It has decreased a lot
- o It has decreased a little
- o It is about the same
- o It has increased a little
- o It has increased a lot

SchLun3. As of today, how does your school operate the school lunch and/or breakfast programs? {Display if SchLun1 = "Students can participate in USDA…" or "Students can buy meals…"}

- o Community Eligibility Provision (CEP) or other special provision
- o Other option through state or local initiative that offers all students free lunches and/or breakfasts
- o Standard school meal program operations
- o Summer Food Service Program (SFSP) – our school is currently operating under an unanticipated school closure
- o Partnerships or sponsorships with local food organizations
- o Other, please specify: _____
- o Don't Know

SchLun4. Since the beginning of the 2022-23 school year, what are the ways that your school has provided meals to students? *Select all that apply.*

- o Meals are (or have been) provided in the school building
- o Meals are (or have been) picked up from school-designated locations
- o Meals are (or have been) dropped off using bus routes

o Meals are (or have been) delivered directly to households
o Meals are (or have been) prepared and delivered through local partnerships
o Other, please specify: _____
o Don't Know

SchLun6. How easy or difficult has it been for your school to operate USDA School Meal programs during this school year (2023-24) compared to last school year (2022-23) {Display if SchLun1 = "Students can participate in USDA…" or "Students can buy meals…"}

o Much more difficult
o A little more difficult
o About the same
o A little easier
o Much easier

SchLun7. Is your school experiencing challenges with obtaining enough food, beverages, and/or meal service supplies for students participating in school meal programs?

o Yes
o No
o Don't Know

SchLun8. Is your school experiencing challenges with serving specific types of foods that were planned to be on school meal program menus?

o Yes
o No
o Don't Know

SchLun9 What category(s) are you experiencing issues with procuring? *Select all that apply.* {Display if SchLun13 = "Challenges obtaining enough food…" selected}

o Fruits
o Vegetables
o Grains
o Whole Grain Rich items
o Milk
o Meat/Meat Alternates
o Low-sodium foods
o Meal service supplies (e.g., food trays)
o Other, please specify: _____
o Don't Know

SchLun10. Are the challenges you are experiencing with school meal program food due to any of the following? *Select all that apply.* {Display if SchLun13 if "Challenges serving specific types…" selected}

o Shipment delays
o Orders arriving with missing items, reduced quantities, or product substitutions
o Limited product availability
o Food or supply costs
o Labor shortages

o   Limited or no vendors available
o   Limited or restricted food delivery day or times
o   Vendor surcharges or increased purchasing minimums
o   Other, please specify: _____
o   Don't Know

SchLun11 5-9. We'd like to learn more about schools' experiences **providing your students with breakfast and/or lunch and obtaining supplies**. In the space below, please share any information you would like us to know on this topic. *This item is optional.*

_____

SchLun12. For the 2023-24 school year, did your school collect household applications for free or reduced-price school meals?

o   Yes
o   No
o   Don't Know

SchLun13. What, if any, challenges have your school experienced with school meal program operations during the 2023-24 school year? *Select all that apply.* {Display if SchLun1 = "Students can participate in USDA…" or "Students can buy meals…"}

o   Decreased student participation **compared to last school year (2022-23)**
o   Increased program costs
o   School food service staffing shortages
o   Challenges convincing parents to submit applications for free or reduced-price meals
o   Challenges processing applications for free or reduced-price meals
o   Challenges obtaining enough food, beverages and/or meal service supplies for students participating in the school meal programs
o   Challenges serving specific types of foods that were planned to be on school meal program menus
o   Difficulty maintaining compliance with meal pattern requirements
o   Increased negative feedback or complaints about school meals from parents or students
o   Other, please specify: _____
o   Don't Know
o   My school has not experienced any challenges with school meal program operations this year

SchLun14. As a result of the challenges you just indicated, have you had to make any of the adjustments listed below to the school meals programs? {Display if SchLun13 ≠ "My school has not experienced…" or SchLun13 ≠ Don't Know}

- o   Reducing menu options
- o   Increasing paid lunch prices
- o   Seeking external funding to cover excess costs of serving school meals
- o   Limiting service options (e.g., stopping breakfast in the classroom)
- o   No longer participating in National School Lunch Program
- o   No longer participating in School Breakfast Program
- o   No longer participating in other USDA child nutrition programs (e.g., afterschool snack programs)
- o   Other, please specify: _____
- o   Don't know
- o   We have not had to make any adjustments to our school meal program

Health Partnerships (District-Level | New)

HP#. Does your district partner with local health departments to provide support with student and staff wellness? (Consider local hospitals and local health clinics in your response).

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

HP#. As part of this partnership, does your local health department provide support for any of the following? *Select all that apply*. {If *local health dept item* = Yes}

- o Immunizations
- o Monitoring and providing information on communicable diseases
- o Food safety
- o Health promotion and education
- o Community health
- o Nutrition
- o Mental health
- o Oral health
- o Environmental health
- o Wellness-focused policy
- o development

HP#. As part of this partnership, does your district share student illness-related absence information with your local education department? {If *local health dept item* = Yes}

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

HP#. Does your district partner with universities to provide support with student and staff wellness?

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

HP#. As part of this partnership, does the university provide support for any of the following? Select all that apply. {If *university partner item* = Yes}

- o Immunizations
- o Monitoring and providing information on communicable diseases
- o Food safety
- o Health promotion and education
- o Community health
- o Nutrition
- o Mental health
- o Oral health
- o Environmental health
- o Wellness-focused policy development

HP#. As part of this partnership, does your district share student illness-related absence information with the university? {If *university partner item* = Yes}

o   Yes
o   No
o   Don't Know

Internet & Technology (School-Level | Previously Approved)

INTERNET1. For the 2023-24 school year, are students who need internet access provided internet access **at home**?

- Yes
- No
- Don't Know

INTERNET2. For the 2023-24 school year, are students who need internet access provided internet access at a location **other** than their home (e.g., library, parking lot, or other location)?

- Yes
- No
- Don't Know

INTERNET3. For the 2023-24 school year, are students who need them provided with digital devices (e.g., laptops, tables, Chromebooks, etc.)?

- Yes
- No
- Don't Know

INTERNET4. For the 2023-24 school year, are **students** provided IT or technical support for problems with their internet or computers?

Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.

- Yes
- No
- Don't Know

INTERNET5. For the 2023-24 school year, are **teachers or non-teaching staff** provided IT or technical support for problems with their internet or computers?

Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.

- Yes
- No
- Don't Know

INTERNET6. We'd like to learn more about how schools' experiences **ensuring internet access for students and developing their digital literacy**. In the space below, please share any other information you like us to know on this topic..

This item is optional.

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DL1. Does your school offer training on digital literacy for your students?

- Yes
- No
- Don't Know

DL2. Does your school provide additional training for any of the following subgroups beyond what all students are offered? *Select all that apply.* {Display if DL1 = YES}

- Migrant students
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- Students experiencing homelessness
- Other, please specify: _____
- None of the Above

DL3. Does your school offer training on digital literacy for your students' **families**?

- Yes
- No
- Don't Know

Learning Modes (School-Level | Previously Approved)

LEARNING1. As of [today / *date*], did your school offer full-time in-person learning for any students?

Full-time in-person learning refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building

- o   Yes
- o   No

LEARNING2. As of [today / *date*], was full-time in-person learning offered to all students or only some students? {Display if LEARNING1 = Yes}

- o   All students
- o   Some students

LEARNING3. As of [today / *date*], which students were offered full-time in-person learning? {Display if LEARNING2 = Some Students}

- o   Students in certain grades
- o   Students with Individualized Education Plans (IEPs)
- o   Economically disadvantaged students
- o   English Language Learner (ELL) or English as a Second Language (ESL) students
- o   Students experiencing homelessness
- o   Migrant students

LEARNING4. As of [today / *date*], which grades were offered full-time in-person learning? *Select all that apply.* {Display if LEARNING3 = Students in certain grades}

- o   Preschool
- o   Kindergarten
- o   1st grade
- o   2nd grade
- o   3rd grade
- o   4th grade
- o   5th grade
- o   6th grade
- o   7th grade
- o   8th grade
- o   9th grade
- o   10th grade
- o   11th grade
- o   12th grade

LEARNING5. As of [today / *date*], did your school offer full-time remote learning for any students?

Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.

- o   Yes
- o   No

LEARNING6. As of [today / *date*], did your district offer a full-time remote academy or school? {Display if LEARNING5 = No}

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

LEARNING7. Are students who attend the district remote academy or school still enrolled at your school? {Display if LEARNING6 = Yes}

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

LEARNING8. As of [today / *date*], was remote learning offered to all students or only some students? {Display if LEARNING5 or LEARNING7 = Yes}

- o All students
- o Some students

LEARNING9. As of [today / *date*], which students were offered full-time remote learning? {Display if LEARNING8 = Some Students}

- o Students in certain grades
- o Students with Individualized Education Plans (IEPs)
- o Economically disadvantaged students
- o English Language Learner (ELL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING10. As of [today / *date*], which grades were offered full-time remote learning? *Select all that apply.* {Display if LEARNING9 = Students in certain grades}

- • Preschool
- o Kindergarten
- o 1st grade
- o 2nd grade
- o 3rd grade
- o 4th grade
- o 5th grade
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

LEARNING11. As of [today / *date*], did your school offer a hybrid of remote and in-person learning for any students?

- o Yes
- o No

LEARNING12. As of [today / *date*], was a hybrid of remote and in-person learning offered to all students or only some students? {Display if LEARNING11 = Yes}

- o All students
- o Some students

LEARNING13. As of [today / *date*], which students were offered a hybrid of remote and in-person learning? {Display if LEARNING12 = Some Students}

- o Students in certain grades
- o Students with Individualized Education Plans (IEPs)
- o Economically disadvantaged students
- o English Language Learner (ELL) or English as a Second Language (ESL) students
- o Students experiencing homelessness
- o Migrant students

LEARNING14. As of [today / *date*], which grades were offered a hybrid of remote and in-person learning? {Display if LEARNING13 = Students in certain grades}

- o Preschool
- o Kindergarten
- o 1st grade
- o 2nd grade
- o 3rd grade
- o 4th grade
- o 5th grade
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

LEARNING15. How many days a week does your school offer in-person instruction for hybrid students? {Display if LEARNING11 = Yes}

0 - 7

LEARNING16. You indicated that your school offers in-person instruction 5 days a week for hybrid students. Is this because the school is open every day, but students have different schedules which allow them to attend school in-person on alternate days or weeks? {Display if LEARNING15 = 5}

- o Yes
- o No

LEARNING17. Some schools offer instruction in which students learn in-person in the school building while the instructor teaches from another location and not in the same classroom as the students. As of [today / date], did your school offer this type of learning because of the COVID-19 pandemic? {Display if LEARNING1, LEARNING5, AND LEARNING11 = No}

Exclude remote learning courses that were offered before the COVID-19 pandemic.

o   Yes
o   No

LEARNING18. You indicated that your school is not offering in-person, remote, or hybrid learning as of September 14th, 2021. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19.

[Text Entry]

FEBLEARNING19. Did your school delay the return to learning (i.e., school was closed, no instruction was offered) after winter break because of COVID-19?

o   Yes
o   No
o   Don't know

FEBLEARNING20. Which of the following reasons was your school delayed in returning from winter break? Select all that apply {Display if FEBLEARNING19 = Yes}

o   Provide additional time for students and staff to get tested for COVID-19
o   Concerns from district leaders or administrators over the ability to reduce the spread of COVID-19 at your school
o   Concerns from school leaders or administrators over the ability to reduce the spread of COVID-19 at your school
o   Concerns from school staff over the ability to reduce the spread of COVID-19 at your school
o   High transmission rates of COVID-19 in the community
o   High transmission rates of COVID-19 among students, staff, and/or their families
o   Staffing shortages
o   Other, please specify: _____

FEBLEARNING21. Did your school require that students test negative for COVID-19 before returning to in-person learning after winter break?

o   Yes
o   No
o   Don't know
o   Not applicable - school has not returned to in-person learning

FEBLEARNING22. Did your school or district provide COVID-19 tests to each student prior to returning to school after winter break?

- o Yes
- o No
- o Don't know
- o Not applicable - school has not returned to in-person learning

FEBLEARNING23. At any time since returning from winter break, did your school switch from in-person learning to either remote or hybrid learning?

- o Yes, switched to remote learning
- o Yes, switched to hybrid learning
- o No, remained in-person
- o Don't know

Learning Modes (School-Level | New)

Learning24gate. Did your school offer in-person learning for students during the 2023-24 school year?
- o   Yes
- o   No

Learning#. During this school year, have you had to close school for at least one day unexpectedly?
- o   Yes
- o   No
- o   Don't know

Learning24b. When you had to cancel in-person learning, how many days did you do the following?
{Display if ANY of Learning24a = yes}
- o   Switch to virtual learning: _____ days
- o   Not hold any classes: _____days

Learning24a. During this school year, did any of the following reasons cause your school to cancel in-person learning on short or unexpected notice for at least one day? *{Display if Learning24gate = Yes}*

	Yes	No
Excessive illness among students		
Excessive illness among staff		
Excessive illness in the general community (e.g., COVID-19, Influenza)		
Excessive staff absence (non-illness related)		
Excessive student absence (non-illness related)		
Safety concerns due to violence (e.g., threats made against the school)		
Safety concerns due to other factors (e.g., fire at nearby building, industrial issue impacting air quality)		
Weather event or natural disaster		
Other, please specify: _____		

Learning25. Do you use any of the following methods to inform families and staff of unplanned closures or a change to virtual learning?

	Yes	No
Dedicated school app		
Email		
Facebook		
Instagram		
Local news media		
School text messaging service		
School telephone tree		

X (formerly Twitter)		

Learning Strategies & Recovery (School-Level | Previously Approved)

SR0. To the best of your knowledge, **entering a typical school year before the pandemic**, what percentage of students **BEGIN** the school year behind grade level in at least one academic subject?

- o _____ percent of students
- o Don't Know

SR1a. To the best of your knowledge, what percentage of students **BEGAN the 20## - ## school year** behind grade level in at least one academic subject?

- o _____ percent of students
- o Don't Know

SR1b. Which statement below most closely applies to your school? {Display if SR1a > 0}

- o The COVID-19 pandemic played a **major role** as to why students were behind grade level at the beginning of the 2021-22 school year
- o The COVID-19 pandemic played a **moderate role** as to why students were behind grade level at the beginning of the 2021-22 school year
- o The COVID-19 pandemic played a **minor role** as to why students were behind grade level at the beginning of the 2021-22 school year
- o The COVID-19 pandemic played **no role** as to why students were behind grade level at the beginning of the 2021-22 school year

SR1c. In which of the following academic subjects did students at your school **begin the 20##-## school year** behind grade level? {Display if SR1a > 0}

	No students were behind grade level in this subject	At least some students were behind grade level in this subject	Not Applicable – this subject is not offered at my school	Not Applicable – we do not have this type of data in this subject area
English or Language Arts				
Mathematics				
Sciences (e.g., general science, biology, chemistry, etc.)				
Computer Science				
Foreign Language				
Social Studies				

The following items ask about students AT THE END of the 20##-## school year behind grade level who are behind grade level

SR2a. Approximately what percentage of students at your school **will or have ENDED the 2023-24 school year** behind grade level in at least one academic subject?

- o _____ percent of students
- o Don't Know

SR2b. Which statement below most closely applies to your school? {Display if SR2a > 0}

- o The COVID-19 pandemic played a **major role** as to why students were behind grade level at the end of the 2021-22 school year
- o The COVID-19 pandemic played a **moderate role** as to why students were behind grade level at the end of the 2021-22 school year
- o The COVID-19 pandemic played a **minor role** as to why students were behind grade level at the end of the 2021-22 school year
- o The COVID-19 pandemic played **no role** as to why students were behind grade level at the end of the 2021-22 school year

SR2c. In which of the following academic subjects did students at your school **end the 2023-24 school year** behind grade level? {Display if SR2a > 0}

	No students were behind grade level in this subject	At least some students were behind grade level in this subject	Not Applicable – this subject is not offered at my school	Not Applicable – we do not have this type of data in this subject area
English or Language Arts				
Mathematics				
Sciences (e.g., general science, biology, chemistry, etc.)				
Computer Science				
Foreign Language				
Social Studies				

SR3a. As of today, what strategies have your school used to support learning recovery for students? *Select all that apply*.

- o Tailored accelerated instruction (i.e., teacher-led individualized learning, using new, grade-level content to teach prior-grade concepts or skills)
- o Remedial instruction (i.e., using content from prior years to teach concepts or skills)
- o Identifying individual student academic needs with diagnostic assessment data
- o Identifying individual student academic needs with formative assessment data
- o Extending class time spent on targeted subject areas during the school day
- o Extending the school day to accommodate learning recovery activities
- o Extending the school week to accommodate learning recovery activities
- o Extending the school year to accommodate learning recovery activities
- o Professional development for teachers/staff on learning recovery
- o Family workshops to provide techniques and guidance to support learning recovery
- o Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)
- o Hiring additional educators to provide more small-group and individual instruction
- o Other, please specify: _____
- o We have not implemented any strategies to support learning recovery
- o Don't Know

SR3b. How effective have these strategies been in supporting pandemic-related learning recovery for your students during the 20##-## school year?

{Rows populate based on answers in SR3a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Tailored accelerated instruction (i.e., teacher-led individualized learning, using new, grade-level content to teach prior-grade concepts or skills)					
Remedial instruction (i.e., using content from prior years to teach concepts or skills)					
Identifying individual student academic needs with diagnostic assessment data					
Identifying individual student academic needs with formative assessment data					
Extending class time spent on targeted subject areas during the school day					
Extending the school day to accommodate learning recovery activities					
Extending the school week to accommodate learning recovery activities					
Extending the school year to accommodate learning recovery					

activities					
Professional development for teachers/staff on learning recovery					
Family workshops to provide techniques and guidance to support learning recovery					
Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)					
Hiring additional educators to provide more small-group and individual instruction					

SR4. During the 2021-22 school year, did any of the following learning disruptions inhibited teaching and learning at your school? *Select all that apply.*

- o School closures (i.e., no instruction was offered to students) caused by COVID-19
- o Forced changes in learning modes (i.e., switching from in-person to remote learning)
- o Staffing vacancies (i.e., unfilled teaching positions)
- o COVID-19 quarantine/isolation policies requiring students to stay home and not attend school in person
- o COVID-19 quarantine/isolation policies requiring staff to stay home
- o Student trauma and experiences related to the COVID-19 pandemic
- o Chronic or extended staff absences
- o Chronic or extended student absences
- o Other, please specify: _____
- o None of the Above
- o Don't Know

SR5. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **students' learning recovery**.

SR_more. We'd like to learn more about your school's experiences with **students' learning recovery** during the 2023-24 school year. In the space below please share any other information you would like us to know on this topic.

Learning Strategies & Recovery (School-Level | New)

LSR1. Are teachers at your school provided training in any of the following? *Select all that apply.*

- o Using **formative** assessments to inform instruction
- o Using **diagnostic** assessments to inform instruction
- o Using tailored accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)
- o None of the above
- o Don't know

LSR2. Which of the following ways are parents informed about their child's learning progress, beyond report cards/summative assessments?

- o Teacher communications to the parents about areas in which the child is making progress or having difficulty
- o Parent-teacher conferences
- o Online systems where parents can access their child's grades on assignments, tests, etc.
- o Other, please specify: _____

- o Parents are not informed of their child's learning progress beyond report cards/summative assessments

Plan#. Are teachers at your school provided dedicated time for **collaborative** planning?

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

Plan1a. On average, how many **minutes** per week do your teachers have dedicated for planning?
_____ average **minutes** per week

- o None
- o Don't know

Plan1b. On average, how many of these {fill from Plan1a} **minutes** do teachers spend planning individually and how many do they spend planning collaboratively? {Display if *Plan1a > 0*}
_____ average **minutes** per week for individual planning

- o No minutes spent on individual planning
_____ average **minutes** per week for collaborative planning
- o No minutes spent on collaborative planning
- o Don't know

Plan#. On average, how many times per week do your teachers have for dedicated **collaborative** planning? {Display if *collaborative planning item = Yes*}
_____ average number of times per week

- o Don't know

Plan2a. On average, how many **times** per week do your teachers have dedicated for planning? {Display if *Plan1a* >0 }

    ____ average **times** per week

  o Don't know

Plan2b. On average, how many of these {fill from Plan2a} **times** do teachers plan individually and how many times do they plan collaboratively? {Display if *Plan1a* > 0}

    ____ average **times** per week for individual planning

      o   No times for individual planning

    ____ average **times** per week for collaborative planning

      o   No times for collaborative planning

      o   Don't know

Plan#. To the best of your knowledge, has your school increased the amount of dedicated time teachers have for **collaborative** planning since the 2019-20 school year? {Display if *collaborative planning item* = Yes}

  o   Yes

  o   No

  o   Don't know

Plan#. To the best of your knowledge, on average, how much had dedicated **collaborative** planning time increased peer week since the 2019-20 school year? {Display if *collaborative planning increase item* = Yes}

    _____ average number of minutes

  o   Don't know

Plan#. Are teachers at your school provided dedicated time for **individual** planning?

  o   Yes

  o   No

  o   Don't know

Plan#. On average, how many minutes per week do your teachers have for dedicated **individual** planning? {Display if *individual planning item* = Yes}

       _____ average minutes per week
- o Don't know

Plan#. On average, how many times per week do your teachers have for dedicated **individual** planning? {Display if *individual planning item* = Yes}

       _____ average number of times per week
- o Don't know

Plan#. To the best of your knowledge, has your school increased the amount of dedicated time teachers have for **individual** planning since the 2019-20 school year? {Display if *individual planning item* = Yes}

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

Plan3a. To the best of your knowledge, has your school increased the amount of dedicated time teachers have for planning since the 2019-20 school year? {Display if *Plan1a* > 0}
- o Yes
- o No
- o Don't know

Plan3b. On average, how many **minutes** per week has planning time increased since the 2019-20 school year? {Display if *Plan3a* > 0}

    ____ average **minutes** per week
- o Don't know

Plan3c. On average, how much of {Fill from Plan3b} increased **minutes** per week have been dedicated to individual planning and how many of the increased minutes have been dedicated to collaborative planning since the 2019-20 school year? {Display if *Plan3b* > 0}

    ____ average **minutes** per week for individual planning
- o No minutes spent on individual planning

    ____ average **minutes** per week for collaborative planning
- o No minutes spent on collaborative planning
- o Don't know

ParEng1. Which of the following methods, if any, does your school use to engage with parents? *Select all that apply.*

- o Email
- o Phone
- o Web- or phone-based applications
- o In-person meetings
- o Parent-teacher associations or organizations

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o At-home visits	o None of the above
o Other, please specify: _____	o Don't know

ParEng2. Do you have a parent/family engagement specialist or outreach worker at your school? This may be a school or district employee, or an employee designated to serve in this role.

o Yes
o No
o Don't know

ParEng3a. Have you added new parent/family engagement positions since the 2019-20 school year?

o Yes
o No
o Don't know

ParEng3b#. Have COVID-relief funds (e.g., ESSER funds) been used to support these hires? {Display if *ParEng3a* = Yes}

o Yes
o No
o Don't know

ParEng#. For the 2023-24 school year, does your school either of the following family and community engagement opportunities? *Select all that apply.*

o A family engagement specialist or family outreach worker at the school
o Opportunities for families and community members to use school facilities (e.g., classrooms, gym, auditorium, etc.)
o None of the above
o Don't know

ParEng4. To the best of your knowledge, what percentage of students had at least one parent or guardian participate in the following events during the 2023-24 school year?

	0-25%	26-50%	51-75%	76-100%	Not Applicable
Open house or back-to-school night					
Regularly scheduled parent-teacher conferences					
Special subject-area events (e.g., science fair, concerts)					
Volunteers at school or served on a committee					

ParEng_more. We'd like to learn more about schools' **teacher planning time and strategies to engage parents.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

Mental Health & Well-Being (School-Level | Previously Approved)

The following items were revised to reflect changes in the school year and to remove references to the COVID-19 pandemic. Similar versions were fielded on the April 2022 SPP.

*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.*

- 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 and students via video or phone at school)
- 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

MH2. Who provides the formal mental health services offered at your school? *Select all that apply.*
{Display if MH1 ≠ "We have not provided any…"}

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

MH3. Does your school provide resources (e.g., information on providers or therapy, emergency hotlines, support groups) for students to seek services outside of school?

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

MH4. For the 2021-22 school year, did your school make any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff?

Include actions like designating time during the school day to focus on mental wellness and adding designated days off for students and staff to focus on their mental health. Please do not include changes due to physical health concerns.

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

*The following items focus on mental health services provided to **STUDENTS since the start of the COVID-19 pandemic,** which began in March 2020*

MH5. Since the start of the COVID-19 pandemic, has your school increased the types or amount of mental health services you provide?

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

MH6. Since the start of the COVID-19 pandemic, has your school provided staff with any resources (e.g., trainings or professional development) to help identify mental health issues among STUDENTS?

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

MH7. To the best of your knowledge, how has the percentage of STUDENTS who have sought mental health services from your school changed since the start of the COVID-19 pandemic?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't Know

MH8. To the best of your knowledge, how has the percentage of STAFF expressing concerns with STUDENTS exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the start of the COVID-19 pandemic?

- o It has decreased
- o It has not changed
- o It has increased
- o Don't Know

MH9. Since the start of the COVID-19 pandemic, has your school done any of the following to help students cope with the pandemic? *Select all that apply.*

- o Hired new staff to focus on student social/emotional/mental well-being
- o Encouraged existing staff to address student social/emotional/mental well-being
- o Added student classes on social/emotional/mental well-being
- o Created or expanded a program for students' social/emotional/mental well-being
- o Offered guest speakers for students on social/emotional/mental well-being

o Offered professional development to train teachers on helping students with their social/emotional/mental well-being
o Held assemblies for students on social/emotional/mental well-being
o Created community events and partnerships for students on social/emotional/mental well-being
o Other, please specify:
o None of the above
o Don't know

MH10a. To the best of your knowledge, have any of the following groups of students sought out mental health services more than others since the start of the COVID-19 pandemic? *Select all that apply.*

o Students from particular racial/ethnic backgrounds (indicate in next item)
o Students with Individualized Education Programs (IEPs) or 504 plans
o Students with medical conditions, or in families with medical conditions, that put them at high risk for COVID-19
o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
o English Learner (EL) or English as a Second Language (ESL) students
o Students experiencing homelessness
o Migrant students
o Students in Gifted and Talented programs (aka GATE, TAG, G/T)
o LGBTQ+ students
o Other, please specify: _____
o None of the above
o Don't Know

MH10b. Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply*. {Display if MH10a = "…particular racial/ethnic backgrounds"}

o American Indian or Alaska Native
o Asian
o Black or African American
o Hispanic/Latino
o Native Hawaiian or Other Pacific Islander
o Two or more races
o White
o Not Specified

MH11. Does your school have a specific program for social and emotional learning (SEL) for STUDENTS?

o Yes
o No
o Don't Know

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

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

MH12b. Which of the following factors, if any, limit your school's efforts to effectively provide mental health services to all students in need? *Select all that apply*.

- **o** Inadequate access to licensed mental health professionals
- **o** Insufficient mental health professional staff coverage to manage caseload
- o Inadequate funding
- o Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
- o Concerns about reactions from parents
- o Lack of community support for providing mental health services to students in your school
- o Requirements that the school pay for the mental health services
- o Reluctance among school staff to label students with mental health disorders to avoid stigmatizing the child

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

MH13. Which of the following sources of funding have been used to support mental health services for STUDENTS during the COVID-19 pandemic? *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 start of the COVID-19 pandemic,** which began in March 2020*

MH14. Which of the following sources of funding have been used to support mental health services for STAFF during the COVID-19 pandemic? *Select all that apply.*

- o Federal grants or other federal programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

MH15. Does your school provide STAFF with COVID-specific leave in addition to regular sick leave?

- o Yes
- o No

o Don't Know

MH16. Has your school provided STAFF with any resources to self-identify mental health issues since the start of the COVID-19 pandemic?

o Yes
o No
o Don't Know

MH17. Which of the following benefits, if any, have been offered to STAFF in your school in response to the COVID-19 pandemic? *Select all that apply.*

o Individual mental health counseling at the school
o Group-based/peer support interventions
o Referrals for mental health services outside of school
o Additional sick leave or paid time off
o Increased compensation
o Mental health-related professional development
o Other, please specify: _____
o None of the above
o Don't know

MH18. Which of the following approaches, if any, have been used by your school during the pandemic to address the mental health of STAFF? *Select all that apply.*

o Regular staff self-assessments
o Proactive outreach to staff members
o Additional professional development focused on mental health
o Increased preparation time for staff
o Other, please specify: _____
o None of the above
o Don't know

MH19. To the best of your knowledge, how has the percentage of STAFF who have sought mental health services from your school changed since the start of the COVID-19 pandemic?

o It has decreased
o It has not changed
o It has increased
o Don't know

MH20. To the best of your knowledge, how has the percentage of staff expressing concerns with THEMSELVES or THEIR COLLEAGUES exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the start of the COVID-19 pandemic?

o It has decreased
o It has not changed
o It has increased
o Don't know

MH21. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **mental health and well-being issues among students and staff at your school.**

This item is optional.

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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.

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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

MH#a_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.*

MH#a_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

MH#b. 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

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.

- o   Yes
- o   No

MH23b. For the 2023-24 school year, are you still implementing any of these actions? {Display if MH23a = 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

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*.

- o   Created new positions to address student social/emotional/mental well-beingEncouraged 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

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*.

- 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

MH#. 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

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 other federal programs}*

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

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

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

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?

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

*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.*

- 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   Employee assistance programs (EAPs) that have a mental health component
- o   Other, please specify: _____
- o   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.*

- 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 compared to 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?

- 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

MH#. 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

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?

- 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

Mental Health & Well-Being (School-Level | New)

MH#. 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

MH#. In which of the following areas related to accessing/utilizing federal funds for student support services has your school experienced challenges?

- 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 this area
- o Don't know

MH#. To the best of your knowledge, what percentage of students at your school utilize mental, emotional, and/or social services?

_____ percent
- o Don't know

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

Needs (School-Level | Previously Approved)

NEEDS1. As of [Field-filldate], have your school's teachers conducted any diagnostic assessments with students?

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

NEEDS2. Which students have participated in these diagnostic assessments? {Display if NEEDS1 = Yes}

- o All or most students
- o Some students

NEEDS3. What groups of students have participated in these diagnostic assessments? *Please select all that apply*. {Display if NEEDS2 = Some students}

- o Newly enrolled students
- o Students with Individualized Education Programs (IEPs)- not including students with 504 plans
- o Students who may need IEPs but do not currently have them
- o Students who are English Learners (EL) or in English as a Second Language (ESL)
- o Economically disadvantaged students (such as those who qualify for free or reduced price lunch)
- o Students in certain grades
- o Other students

NEEDS4. What grades of students have participated in these diagnostic assessments? *Please select all that apply*. {Display if NEEDS3 = Students in certain grades}

- o Preschool
- o Kindergarten
- o 1st grade
- o 2nd grade
- o 3rd grade
- o 4th grade
- o 5th grade
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

NEEDS5. Will the results of the diagnostic assessments at the beginning of the [Field-CurrentAcademicYear] school year be used to address pandemic-related learning needs? {Display if NEEDS1 = Yes}

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

NEEDS6. Over the summer of 2021, did your school do any of the following because of the COVID-19 pandemic? *Please select all that apply.*

- o Create or expand an existing summer school
- o Create or expand an existing summer camp program
- o Offer virtual educational resources for students to help with pandemic-related learning needs

o Other summer enrichment activities
o Did not make any adjustments; offered same summer enrichment offered previously
o Did not make any adjustments; did not offer summer enrichment

NEEDS7. During the [Field-CurrentAcademicYear] school year, will the school day be extended for any or all students because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

NEEDS8. During the [Field-CurrentAcademicYear] school year, will the number of school days be increased for any or all students because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

NEEDS9. During the [Field-CurrentAcademicYear] school year, will additional before-school or after-school programs be offered because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

NEEDS10. During the [Field-CurrentAcademicYear] school year, will additional virtual educational resources be available for students who need it because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

NEEDS11. Were the above additional services or programs offered to all/most students or only some students during the [Field-CurrentAcademicYear] school year?

o All or most students
o Some students

NEEDS12. What groups of students will be offered any of the above additional services or programs during the [Field-CurrentAcademicYear] school year? {Display if NEEDS11 = Some students}

o Newly enrolled students
o Students with Individualized Education Programs (IEPs)- not including students with 504 plans
o Students who may need IEPs but do not currently have them
o Students who are English Learners (EL) or in English as a Second Language (ESL)
o Economically disadvantaged students (such as those who qualify for free or reduced price lunch)
o Students in certain grades
o Other students

NEEDS13. What grades of students will be offered any of the above additional services during the $ {e://Field/CurrentAcademicYear} school year? *Please select all that apply*. {Display if NEEDS12 = Students in certain grades}

o Preschool
o Kindergarten
o 1st grade
o 2nd grade
o 3rd grade
o 4th grade
o 5th grade

o 6th grade
o 7th grade
o 8th grade
o 9th grade
o 10th grade
o 11th grade
o 12th grade

NEEDS14. As of [Field-filldate], are any changes to the typical administration of federally mandated student assessments (i.e., standardized tests) expected at your school?

o Yes
o No
o Don't Know

NEEDS15. As of [Field-filldate], what changes are expected to the typical administration of federally mandated student assessments (i.e., standardized tests) at your school? *Please select all that apply*. {Display if NEEDS14 = Yes}

o Assessments will be canceled
o Assessments will be delayed
o Social distancing or other safety measures will be implemented during testing
o Local assessments will be substituted for federally mandated assessments
o Fewer assessments will be administered to students
o Assessments will be abbreviated (e.g., by testing students in fewer subject areas)
o The requirement for 95% of students to take assessments will be waived
o Students attending school 100% virtually will not be required to take assessments
o Assessments will be administered virtually
o Other

NEEDS16. As of [Field-filldate], has there been any change to your school's grading policies because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

NEEDS17. Was there any change to the process by which students were promoted to the next grade in your school during last school year ([Field-PreviousAcademicYear])) because of the COVID-19 pandemic?

o Yes
o No
o Don't Know

Principal Autonomy

PAut1. How much ACTUAL influence does the principal at your school have on decisions concerning the following activities at school?

	No influence	Minor influence	Moderate influence	Major influence	Not Applicable/ Don't Know
Setting performance standards for students					
Establishing curriculum					
Determining the content of in-service professional development programs for teachers					
Evaluating teachers					
Hiring new full-time teachers					
Setting discipline policy					
Deciding how your school budget will be spent					

PAut_more. We'd like to learn more about schools' experiences with **principal autonomy.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

Quarantine (School-Level | Previously Approved)

Quar1. As of today, do you have a formal policy that indicates when students are required to stay home and not allowed to attend school in person for reasons related to COVID-19? This could be because they display COVID-19-like symptoms, have potentially been exposed to someone with COVID-19, or have tested positive for COVID-19.

- o Yes
- o No {If 'No', no other Quarantine items are displayed}

Quar2. Which of the following are included in your school's quarantine policy? *Select all that apply.*

- o A definition of what counts as a potential exposure to COVID-19
- o Requirements about who must be contacted in the event of a potential exposure to COVID-19
- o Requirements about the length of time that exposed students or staff must remain out of the school building
- o Requirements for COVID-19 testing of potentially exposed students and staff
- o Requirements about when an entire classroom or school must quarantine
- o Any exceptions in the policy for vaccinated individuals
- o Other requirements
- o Unsure what is included in policy

Quar3. Does this policy apply to any potential exposure to COVID-19, or only to exposures that occur within the school setting?

- o Any potential exposure
- o Only exposures that occur within the school setting
- o Don't know

Quar4. Does your school have a way of tracking which students are required to stay home and not attend school in person for reasons related to COVID-19? This could be because they display COVID-19-like symptoms, have potentially been exposed to someone with COVID-19, or have tested positive for COVID-19.

- o Yes
- o No

Quar5. Have students in your school been required to stay home and not attend school in person for any of the following reasons? *Select all that apply.*

- o Student displayed COVID-19-like symptoms
- o Student was potentially exposed to someone with COVID-19
- o Student tested positive for COVID-19
- o None of the above

Quar6a. Today (or the most recent day you have information), are any students currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19?

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

o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b. Today (or the most recent day you have information), how many students are currently at home and not allowed to attend school in person because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar6 2-3 = YES}

|_____| students

Quar7. What type of instruction is offered to students who are required to stay home and not attend school in person because they have potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar9 2-5a = NO}

- o Full-time remote learning or remote academy/school
- o Paper worksheets and packets only
- o No formal instruction is offered to these students
- o Other, please specify: _____

Quar8. Does your school have a way of tracking which students have received the COVID-19 vaccine? {Display if Quar6b 2-3b = YES}

- o Yes
- o No

Quar9. Does your school's policy on when students are required to stay home and not attend school differ for students who are fully vaccinated versus those who are not vaccinated? {Display if Quar5 3-3 ≠ NONE OF THE ABOVE}

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

Quar10. For students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms or have tested positive for COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o Test negative for COVID-19 once
- o Test negative for COVID-19 more than once
- o Stay home for a fixed number of days (indicate in next question)
- o No longer have COVID-19-like symptoms
- o Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o There are no requirements for a student to return to school in person.
- o Other, please specify: _____

Quar10num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

| Dropdown with options 1-14+ |
|_____| days

Quar11. For students who are required to stay home and not attend school in person because they have **been potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = NO}

- o   Test negative for COVID-19 once
- o   Test negative for COVID-19 more than once
- o   Stay home for a fixed number of days (indicate in next question)
- o   No longer have COVID-19-like symptoms
- o   Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o   There are no requirements for a student to return to school in person.
- o   Other, please specify: _____

Quar11num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

Dropdown with options 1-14+ days

Quar12. For **vaccinated** students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms, or have tested positive for COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o   Test negative for COVID-19 once
- o   Test negative for COVID-19 more than once
- o   Stay home for a fixed number of days (indicate in next question)
- o   No longer have COVID-19-like symptoms
- o   Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o   There are no requirements for a student to return to school in person.
- o   Other, please specify: _____

Quar12num. How many days must these students stay home? {Display if Quar10 2-6a = … "fixed number"}

Dropdown with options 1-14+ days

Quar13. For **vaccinated** students who are required to stay home and not attend school in person because they have been **potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o   Test negative for COVID-19 once
- o   Test negative for COVID-19 more than once
- o   Stay home for a fixed number of days (indicate in next question)
- o   No longer have COVID-19-like symptoms
- o   Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o   There are no requirements for a student to return to school in person.
- o   Other, please specify: _____

Quar13num. How many days must these students stay home? {Display if Quar13 2-6b = … "fixed number"}

Dropdown with options 1-14+ days

Quar14. For **unvaccinated** students who are required to stay home and not attend school in person because they have **displayed COVID-19-like symptoms, or have tested positive for COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o   Test negative for COVID-19 once
- o   Test negative for COVID-19 more than once
- o   Stay home for a fixed number of days (indicate in next question)
- o   No longer have COVID-19-like symptoms
- o   Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o   There are no requirements for a student to return to school in person.
- o   Other, please specify: _____

Quar14num. How many days must a student stay home? {Display if Quar14 2-6c = … "fixed number"}

Dropdown with options 1-14+
days

Quar15. For **unvaccinated** students who are required to stay home and not attend school in person because they have been **potentially exposed to COVID-19**, what must they do in order to return to school? *Select all that apply.* {Display if Quar9 2-5a = YES}

- o   Test negative for COVID-19 once
- o   Test negative for COVID-19 more than once
- o   Stay home for a fixed number of days (indicate in next question)
- o   No longer have COVID-19-like symptoms
- o   Obtain a doctor's note indicating the student is no longer sick or displaying symptoms
- o   There are no requirements for a student to return to school in person.
- o   Other, please specify: _____

Quar15num. How many days must these students stay home? {Display if Quar15 2-6d = … "fixed number"}

Dropdown with options 1-14+
days

Quar16. If a student **displays COVID-19-like symptoms or has tested positive for COVID-19**, who is required to stay home and not attend school in person? *Select all that apply.*

- o   The student
- o   Those who have been in close contact with the student
- o   The student's entire class
- o   No one is required to stay home
- o   Other, please specify: _____

Quar17. If a student was **potentially exposed to someone with COVID-19**, who is required to stay home and not attend school in-person? *Select all that apply.*

- o   The student
- o   Those who have been in close contact with the student
- o   The student's entire class
- o   No one is required to stay home
- o   Other, please specify: _____

Quar18. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **requiring students to stay home and not attend school in-person**.

This item is optional.

Quar19a. Today (or the most recent day you have information), are any TEACHERS and/or NON-TEACHING STAFF members currently at home and not allowed to be in the school building because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19?

- o Yes
- o No
- o Don't Know
- o Not Applicable – we are only providing full-time remote learning at this time

Quar19b. Today (or the most recent day you have information), how many TEACHERS and NON-TEACHING STAFF members are currently at home and not allowed to be in the school building because they have been potentially exposed to COVID-19, displayed COVID-19 like symptoms, or have tested positive for COVID-19? {Display if Quar19a 3-3 = Yes}

teachers and non-teaching staff members

Quar20. As of today, does your school require any of the following individuals to stay home and not be in the school building for COVID-19 related reasons? *Select all that apply.*

- o Vaccinated individuals who have potentially been exposed to COVID-19
- o Vaccinated individuals who display COVID-19-like symptoms
- o Vaccinated individuals who have tested positive for COVID-19
- o Unvaccinated individuals who have potentially been exposed to COVID-19
- o Unvaccinated individuals who display COVID-19-like symptoms
- o Unvaccinated individuals who have tested positive for COVID-19
- o We do not require any individuals to stay home for COVID-19-related reasons
- o Don't Know

Reflections on School Year (School-Level | Previously Approved)

RSY1. As a result of the ongoing COVID-19 pandemic, did any of the following concerns related to teaching and staffing at your school have become more pressing during the 2021-22 school year? *Select all that apply.*

- o Teacher and staff burnout (i.e., exhaustion and cynicism towards their work)
- o Teacher and staff mental health
- o Teacher and staff physical health
- o Teachers and staff retiring early
- o Teachers and staff leaving the profession
- o Inability to fill vacant teaching and staff positions with qualified applicants
- o Other, please specify: _____
- o None of the above
- o Don't know

RSY2a. How prepared do you feel your school is to provide full-time remote learning to students if your school were to close for an extended period of time?

Remote learning refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building only for state testing or who come in for services no more than one day a month.

- o Not prepared at all
- o Somewhat prepared
- o Well prepared
- o Very well prepared
- o Not applicable – remote learning is not allowed for our school

RSY2b. What does your school need in order to be better prepared to provide full-time remote learning to students if your school were to close for an extended period of time? {Display if RSY2a = "Not prepared at all" or "Somewhat prepared"}

Respondent (School-Level | New)

Resp1. Are you the principal (or equivalent role) of {SCHOOL_NAME}?

- o Yes
- o No

School Improvement Plans (School-Level | New)

The following items are focused on school improvement plans. Some of these items may require assistance from staff at the district level. Remember to enlist in any assistance from staff to help with responding to items for which you may not know the answer.

SIP_gate. For the 2023-24 school year, has your school been identified by your state for any of the following support and improvement programs?

- o Yes, for comprehensive support and improvement (whole school supports)
- o Yes, for targeted or additional targeted support and improvement (certain student subgroups)
- o No
- o Don't know

SIP1. For what reason was your school identified for comprehensive support and improvement {display if *support and improvement programs* = "Comprehensive…"}

- o Low performing (CSI)
- o Low graduation rate (CSI-Grad)
- o Student group (CSI-SG)
- o Don't know

SIP2. Which of the following, if any, is your school prioritizing for your school improvement plan? {Display if *SIP_gate* = Yes}

- o Curriculum, Assessment, or Instructional Materials – English Language Arts
- o Curriculum, Assessment, or Instructional Materials – Math
- o Curriculum, Assessment, or Instructional Materials – Special populations (e.g., English Learners and Students with Disabilities)
- o Curriculum, Assessment, or Instructional Materials – Other
- o Family or Community Engagement
- o Educator Professional Development or Mentoring
- o Instructional Technology
- o School Climate and Culture
- o School Leadership-
- o Student Engagement
- o Supplemental Instructional Services (e.g., Tutoring, Out-Of-School Time Programs, Summer Learning and Enrichment)
- o Other, please specify: _____
- o None of the above

SIP3. What resource inequities, if any, did your school identify to be addressed as part of your school improvement plans? {Display if *SIP_gate* = Yes}

- o Funding sources (e.g., funds received under specific Federal programs, State funds for school improvement activities)
- o Staffing resources (e.g., distribution of effective, experienced, and in-field teachers; access to counselors, social workers, psychologists, librarians, and school nurses; school leadership; pupil-teacher ratios; professional development; staff compensation; staff attendance; staff turnover)
- o Instructional resources (e.g., access to prekindergarten and early learning programs; access to rigorous coursework; access to high quality instructional materials; instructional time and type; access to career and technical education; access to instructional technology)
- o Physical resources (e.g., facility condition; facility design; utilization of space; broadband)
- o Other, please specify: _____

SIP_more. We'd like to learn more about schools' experiences **with school improvement plans.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

School Improvement Plans (District-Level | New)

SIP#. To the best of your knowledge, has the State informed your district that it may apply for school improvement funds under ESEA section 1003? {Display if *identified item* = Yes}

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

SIP#. To the best of your knowledge, has your district submitted an application for school improvement funds under ESEA section 1003 and if so, when? Please enter a month and year if you answer "yes". {Display if *ESEA section 1003 item* = Yes}

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

SIP#. To the best of your knowledge, has your district been awarded school improvement funds under ESEA section 1003 and if so, when? Please enter a month and year if you answer "yes". {Display if *ESEA section 1003 app item* = Yes}

- o Yes, _____
- o No

o Don't know

SIP#. To the best of your knowledge, what school improvement plan improvements is your district funding with its award under ESEA section 1003? {Display if *ESEA section 1003 awarded item* = Yes}

o Curriculum, Assessment, or Instructional Materials – English Language Arts
o Curriculum, Assessment, or Instructional Materials –Math
o Curriculum, Assessment, or Instructional Materials – Special populations (e.g., English Learners and Students with Disabilities)
o Curriculum, Assessment, or Instructional Materials – Other
o Family or Community Engagement
o Educator Professional Development or Mentoring
o Instructional Technology
o School Climate and Culture
o School Leadership-
o Student Engagement
o Supplemental Instructional Services (e.g., Tutoring, Out-Of-School Time Programs, Summer Learning and Enrichment)
o Other, please specify: _____

School Preparedness (School-Level | New)

Prep#. 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			

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

- o Never
- o Only after an emergency occurs
- o Every few years
- o Annually
- o Twice a year
- o 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?

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

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

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

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

	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: _____		

Prep5. 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

Prep6. Does your school have a dedicated person who is responsible for coordinating and managing emergency preparedness?
- o Yes
- o No

Prep#. During the 2022-23 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

Prep#. 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.

School Environment (District-Level | New)

Wat#. Do any schools in your district obtain drinking water from a public water system such as a city or municipal water plan?

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

Wat#. Is there a requirement that the drinking water in your district's schools be tested for lead? (Please answer "Yes" regardless of whether that requirement comes from your state, municipality, local educational agency, or any other governmental entity.)

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

Wat#. Regardless of whether your district is required to test for lead in school drinking water, have tests been conducted for lead in the drinking water in at least one of your schools in the past 12 months?

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

Wat#. In the past 12 months, were tests conducted in all schools in your district or only some schools?
{Display if *have tests been conducted item* = Yes}

- o All schools
- o Some schools

Wat#. Which of the following factors were considered when deciding which schools would be tested?
{Display if *all or some schools item* = Some schools}

- o Age of school
- o Whether school was an elementary school
- o Number of students in the school
- o Our district tests some schools, but not all schools, every year; all schools are tested over the course of several years
- o Other, please specify: _____
- o Don't know

Wat#. How much do you estimate your district has spent on testing for lead in school drinking water in the last 12 months? *Include materials, labor, and any other expenditures related to lead testing in your estimate*. {Display if *have tests been conducted item* = Yes}

- $_____
- o Don't know

Wat#. Did your district use any of the following sources of funding for lead testing in the past 12 months? *Select all that apply.* {Display if *have tests been conducted item* = Yes}

- o Your district
- o State government agency
- o Federal government agency

o   Other, please specify: _____

Wat#. In the past 12 months, did your district notify any of the following groups that it was planning to test for lead in school drinking water before conducting the tests? *Select all that apply.* {Display if *have tests been conducted item* = Yes}
- o   Local school board
- o   Parents
- o   General public (e.g., media)
- o   A state government agency
- *o*   Other, please specify: _____
- *o*   None of the above

Wat#. In the past 12 months, did your district report the testing results to any of the following groups after completing the tests? *Select all that apply.* {Display if *have tests been conducted item* = Yes}
- o   Local school board
- o   Parents
- o   General public (e.g., media)
- o   A state government agency
- *o*   Other, please specify: _____
- *o*   None of the above

Wat#. Were any of the following reasons why your district did not conduct any tests in the last 12 months? *Select all that apply.* {Display if *have tests been conducted item* = No}
- o   District did not identify a need to test
- o   District tested over 12 months ago
- o   District was not required to test
- o   District lacked funds for testing
- *o*   District lacked authority to conduct tests
- *o*   Schools were responsible to test, not the district
- *o*   Other, please specify: _____

Wat#. In the last 12 months, has your district discovered any level of lead in the drinking water at any of your schools (as a result of testing)?
- o   Yes
- o   No, we tested but did not discover any lead in school drinking water
- o   No, our district has not tested
- o   Don't know

Wat#. In the last 12 months, how many schools had at least one test result – including as few as one sample in one school – greater than the lead level your district used to initiate action? {Display if *discovered lead item* = Yes}

_____ schools
o   Don't know

Wat#. To address lead discovered in school drinking water, has your district taken any of the following actions in any of your schools in the last 12 months? *Select all that apply.* {Display if *discovered lead item* = Yes}
o   Water system was flushed
o   Filters were installed
o   Drinking fountains (bubblers) or faucets were replaced
o   Drinking fountains (bubblers) or faucets were taken out of service but not replaced
o   Pipes were replaced
o   Bottled water was provided or students were told to bring in their own bottled water
o   Some other action(s) was taken
o   None of the above
o   Don't know

Wat#. How much do you estimate your district has spent on taking any actions in the past 12 months? *Please include materials, labor, and any other expenditures related to lead remediation in your estimates.* {Display if *discovered lead item* = Yes}

$_____
o   Don't know

Wat#. Did your district use any of the following sources of funding to take actions in the past 12 months? *Select all that apply.* {Display if *discovered lead item* = Yes}
o   Your district
o   State government agency
o   Federal government agency
o   Other, please specify: _____

Wat#. Did your district notify the following groups about its lead remediation actions in the past 12 months? *Select all that apply.* {Display if *discovered lead item* = Yes}
o   Local school board
o   Parents
o   General public (e.g., media)
o   A state government agency
o   Other

Wat#. Does your district have plans to take actions to eliminate or reduce lead in school drinking water (e.g., replace drinking water fountains, replace pipes) in at least of one of your schools? {Display if *discovered lead item* = Yes}
o   As needed
o   According to a schedule
o   Not now, but our district is developing plans
o   No
o   Don't know

Env#. Does your school have an asbestos management plan?
- o Yes
- o No
- o Don't know

Env#. Have all building operations and maintenance staff reviewed the asbestos management plan? {Display if asbestos management item = Yes}
- o Yes
- o No
- o Don't know

Env#. Does your school's cleaning staff use environmentally friendly cleaning products and "wet" dusting techniques whenever possible? *Wet dusting is a cleaning method where a cloth is lightly sprayed with a cleaning solution or water before dusting a surface.*
- o Yes
- o No
- o Don't know

Env#. Have anti-idling policies been implemented for buses that serve your school?
- o Yes
- o No
- o Don't know

Env#. Have anti-idling zones been established for all vehicles at your school (e.g., school buses, delivery trucks, parents' cars)?
- o Yes
- o No
- o Don't know

Env#. Are passenger pickup/drop off areas located away from your school's air intake supply, classroom windows, and exist doors?
- o Yes
- o No
- o Don't know

Env#. Does your school's maintenance staff inspect and document the condition and findings for gas burning appliances, furnaces, and water heaters to ensure they are properly operating?
- o Yes, once a week or more frequently
- o Yes, once a month or more frequently, but not every week
- o Yes, once a year or more frequently, but not once a month
- o Yes, less frequently than once a year
- o No
- o Don't know

Env#. Are carbon monoxide (CO) detectors installed in your school near appliances that burn natural gas, oil, wood, or gas?
- o Yes
- o No
- o Don't know

Env#. Does your school conduct an inventory of all chemicals present on school grounds?
- o Yes, once a week or more frequently
- o Yes, once a month or more frequently, but not every week
- o Yes, once a year or more frequently, but not once a month
- o Yes, less frequently than once a year
- o No
- o Don't know

Env#. Does your school have a policy that prohibits any unauthorized toxic or hazardous chemicals from being brought onto school grounds?
- o Yes
- o No
- o Don't know

Env#. Are all chemicals on your school grounds properly labeled, stored in original containers, and dated as to when they enter the school?
- o Yes
- o No
- o Don't know

Env#. Does your school have Safety Data Sheets (SDSs) on site for all chemicals present on your school grounds?
- o Yes
- o No
- o Don't know

Env#. Are all toxic or hazardous chemicals present on your school grounds stored in appropriate containers, separated by hazard category, in a ventilated, fire resistant, and locked area or cabinet?
- o Yes
- o No
- o Don't know

Env#. Does your school conduct cleanouts of all chemicals that are unnecessary, outdated, and/or posing a health risk?
- o Yes, once a week or more frequently
- o Yes, once a month or more frequently, but not every week
- o Yes, once a year or more frequently, but not once a month
- o Yes, less frequently than once a year
- o No
- o Don't know

Env#. Does your school provide training to staff that are involved with chemical management?
- o Yes

> o   No
> o   Don't know

Env#. Does your school provide training to students before they handle toxic or hazardous chemicals?
> o   Yes
> o   No
> o   Don't know

Env#. Is it a regular practice at your school to turn off lights when not in use or when natural daylight can be used?
> o   Yes
> o   No
> o   Don't know

Env#. Is it a regular practice at your school to set thermostats back in the evening and at other times when the building is unoccupied?
> o   Yes
> o   No
> o   Don't know

Env#. Which of the following practices, if any, are performed at your school? *Select all that apply.*
> o   Track energy performance and consumption
> o   Perform monthly maintenance of heating, ventilation, and air conditioning (HVAC) systems and equipment
> o   Educate students and staff on how their behaviors affect energy use
> o   Implement an energy efficiency program

Env#. Does your school limit physical exertion outdoors during days with unhealthy air conditions or periods of extreme heat?
> o   Yes
> o   No
> o   Don't know

Env#. Does your school currently implement a proactive Indoor Air Quality (IAQ) management program?
> o   Yes
> o   No
> o   Don't know

Env#. Does your school have a tobacco-free campus policy?
> o   Yes
> o   No
> o   Don't know

Env#. Does your school maintenance staff have a regular cleaning schedule for the following systems?

	Yes, once a week or more frequently	Yes, once a month or more frequently, but not every week	Yes, once a year or more frequently, but not once a month	Yes, less frequently than once a year	No	Don't Know
Unit ventilators						
Supply air diffusers						
Return registers						
Outside air intakes						

Env#. In the last 12 months, has your school conducted an inventory all chemicals, materials, and equipment containing mercury?
- o Yes
- o No
- o Don't know

Env#. Does your school have a mercury spill kit and spill response plan readily available on site?
- o Yes
- o No
- o Don't know

Env#. Is the humidity in the buildings at your school maintained below 60 percent?
- o Yes
- o No
- o Don't know

Env#. Do all floors in the food service area and classrooms where food is served get cleaned and mopped daily?
- o Yes
- o No
- o Don't know

Env#. Are all food items stored in securely sealable containers or canisters?
- o Yes
- o No
- o Don't know

Env#. In the last 12 months, have all first floor and basement classrooms of the school been tested for the presence of radon?
- o Yes
- o No
- o Don't know

Env#. If a classroom's radon level was found to exceed 4pCi/L, has your school or district installed a radon mitigation system?
- o Yes
- o No, we have not implemented a radon mitigation system
- o No, we did not find any classrooms to exceed 4pCi/L
- o Don't know

Env#. Which of the following procedures, if any, does your school use? *Select all that apply.*
- o Recycling in classrooms
- o Recycling in the cafeteria and/or other areas where eating occurs
- o Purchasing environmentally friendly products when available
- o Pre-post waste reduction audits
- o A curriculum that supports waste reduction and recycling

Social and Emotional Skills (School Level | New)

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 students' social and emotional concepts into their academic lesson plans						
The culture at my school supports the development and cultivation of student's 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 promote 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?
- o Yes
- o No
- o 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
- o 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

o 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
   o   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
   o   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}
   o   Not at all effective
   o   Slightly effective
   o   Moderately effective
   o   Very effective
   o   Extremely effective
   o   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}
   o   Curriculum is too burdensome for teachers to implement completely
   o   Time limitations
   o   Lack of teacher support for the curriculum
   o   Lack of materials and resources
   o   Lack of funding
   o   Lack of parental/guardian support for the curriculum
   o   Lack of district-level support for the curriculum
   o   Other, please specify: _____
   o   We have not experienced any barriers implementing our social and emotional competencies curriculum
   o   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

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.

Staffing (School-Level | Previously Approved)

StaffVac1. Please enter the following information on staffing at your school.

*Please only enter numbers in first two columns. For "**total number of positions**", include positions that are filled and that are currently vacant. For "**number of vacancies**", enter '0' if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
General Elementary			o	o
Special Education			o	o
English or language arts			o	o
Social studies			o	o
Computer science			o	o
Mathematics			o	o
Biology or life sciences			o	o
Physical sciences (e.g., chemistry, physics, earth sciences)			o	o
English as a Second Language (ESL) or bilingual education			o	o
Foreign languages			o	o
Music or arts			o	o
Career or technical education			o	o
Physical education or health			o	o
Other teachers not listed			o	o

StaffVac2. Please enter the following information on staffing at your school.

*Please only enter numbers in first two columns. For "**total number of positions**", include positions that are filled and that are currently vacant. For "**number of vacancies**", enter '0' if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
Mental health professional (e.g., psychologist, social worker)			o	o
Medical professional (e.g., nurse, nurse's aide)			o	o
Administrative staff			o	o
Technology specialist			o	o
Transportation staff			o	o
Custodial staff			o	o
Nutrition staff (e.g., food preparation, cafeteria workers)			o	o
Academic Counselor			o	o
Academic Interventionist			o	o
Tutor			o	o
Instructional Coaches			o	o
Classroom aide			o	o

StaffVac3. To the best of your knowledge, why do you have teacher vacancies at this point in the school year? *Select all that apply.*

- o   Teacher attrition due to resignation
- o   Teacher attrition due to retirement
- o   New teaching positions were created
- o   Other reason
- o   Don't Know/Unsure

StaffVac4. To the best of your knowledge, why do you have non-teaching staff vacancies at this point in the school year? *Select all that apply.*

- o   Staff attrition due to resignation
- o   Staff attrition due to retirement
- o   New staff positions were created
- o   Other reason
- o   Don't Know/Unsure

StaffVac5. How have teacher and staff vacancies impacted your school? *Select all that apply.*

- o   ~~Forced change in learning modes (e.g., switching from in-person to hybrid learning)~~
- o   Disruptions in student transportation
- o   Disruptions in administration of school meals
- o   Disruptions in administration of medical care or response
- o   Offering fewer extra-curricular opportunities (e.g., athletics, clubs)
- o   Offering fewer student services (e.g., counseling, guidance)
- o   Increased class sizes
- o   Sharing of teachers and/or staff with other schools
- o   Increased need to use teachers outside of their intended duties (i.e., needing teachers to cover duties they were not hired to do)
- o   Increased need to use non-teaching staff outside of their intended duties (i.e., needing staff to cover duties they were not hired to do)

STAFFING4_1. How have teacher and staff COVID-related absences impacted your school? *Select all that apply.* {Display if Quar19a = Yes}

- o   Forced change in learning modes (e.g., switching from in-person to hybrid learning)
- o   Disruptions in student transportation
- o   Disruptions in administration of school meals
- o   Disruptions in administration of medical care or response
- o   Offering fewer extra-curricular opportunities (e.g., athletics, clubs)
- o   Offering fewer student services (e.g., counseling, guidance)
- o   Increased class sizes
- o   Sharing of teachers and/or staff with other schools
- o   Increased need to use teachers outside of their intended duties (i.e., needing teachers to cover duties they were not hired to do)
- o   Increased need to use non-teaching staff outside of their intended duties (i.e., needing staff to cover duties they were not hired to do)

STAFFING5. To what extent do you agree with the following statement?
 "The COVID-19 pandemic has increased the number of teacher and staff vacancies in my school"

- o Strongly Disagree
- o Disagree
- o Neither Agree nor Disagree
- o Agree
- o Strongly Agree

STAFFING6 3-5. Thank you for completing this section of the survey. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **staff and teacher vacancies in your school.**

This item is optional.

SV1a. For the 2021-22 school year, did your school use American Rescue Plan (ARP) funds to create new teaching or non-teaching staff positions at your school?

- Yes
- No
- Don't Know

SV1b. Which of the following positions did your school create using ARP funds during the 2021-22 school year? *Select all that apply.* {Display if SV1a = Yes}

- o General Elementary
- o Special Education
- o English or Language Arts
- o Social Studies
- o Computer Science
- o Mathematics
- o Biology or life sciences
- o Physical sciences (e.g., chemistry, physics)
- o English as a Second Language (ESL) or bilingual education
- o Foreign languages
- o Music or arts
- o Career or technical education
- o Physical education or health
- o Mental health professional (e.g., psychologist, social worker)
- o Medical professional (e.g., nurse, nurse's aide)
- o Administrative staff
- o Technology specialist
- o Transportation staff
- o Custodial staff
- o Nutrition staff (e.g., food preparation, cafeteria worker)
- o Academic counselor
- o Academic interventionist
- o Tutor
- o Instructional coach

SV1c. Were you able to fill **ALL** of the newly created position(s)? *Select all that apply.*

{Rows display based on answers to SV1b}	Yes, with certified candidates	Yes, with emergency or provisionally certified candidates	No	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)				
English as a Second Language (ESL) or bilingual education				
Foreign languages				
Music or arts				
Career or technical education				
Physical education or health				
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 worker)				
Academic counselor				
Academic interventionist				
Tutor				
Instructional coach				

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 SV3}	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. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **teaching and staff vacancies**.

This item is optional.

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.

HP1. How easy or difficult was it for you to fill each of the following **teaching** positions with a fully certified teacher for the 2023-24 school year?

	We did not have vacancies in this area	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	Our school does not offer this position	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)							
English as a Second Language (ESL) or bilingual education							
Foreign languages							
Music or arts							
Career or technical education							
Physical education or health							
Other, please specify: _____							

HP2. What, if any, challenges did you experience filling vacant **teaching** positions for the 2023-24 school year? *Select all that apply.*

- o Too few candidates applying for open teaching positions
- o A lack of qualified candidates applying for open teaching positions
- o Candidates felt the salary and benefits for teaching positions were not enough
- o Applicants turned down teaching positions once offered for reasons other than salary and benefits
- o Other, please specify: _____
- o We did not experience any challenges filling teacher vacancies
- o We did not have any teacher vacancies to fill

o   Don't know

HP3. How easy or difficult was it for you to fill each of the following **non-teaching staff** positions with a fully certified staff member for the 2023-24 school year?

	We did not have vacancies in this area	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	Our school does not offer this position	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 worker)							
Academic counselor							
Academic interventionist							
Tutor							
Instructional coach							
Classroom aide							
Other, please specify: _____							

HP4. What, if any, challenges did you experience filling vacant **non-teaching staff** positions for the 2023-24 school year? *Select all that apply.*

- o Too few candidates applying for open staff positions
- o A lack of qualified candidates applying for open staff positions
- o Candidates felt the salary and benefits for staff positions were not enough
- o Applicants turned down staff positions once offered for reasons other than salary and benefits
- o Other, please specify: _____
- o We did not experience any challenges filling staff vacancies
- o We did not have any staff vacancies to fill
- o Don't know

HP5. Entering the 2023-24 school year, do you feel your school is understaffed?

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

HP6. In which of the following areas do you feel that your school is understaffed? {Display if HP5 = Yes}

	Yes, we are understaffed in this area	No, we are not understaffed in this area	Not applicable – our school does not offer this position
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			
Mental health (e.g., psychologist, social worker)			
Medical (e.g., nurse, nurse's aide)			
Administrative staff			
Technology			
Transportation			
Custodial			
Nutrition (e.g., food preparation, cafeteria worker)			
Academic counseling			
Academic interventionist			
Tutor			
Instructional coach			
Classroom aide			
Other, please specify:			

HP7. Which of the following have contributed to your school being understaffed for the 2022-23 school year? *Select all that apply.* {Display if HP5 = Yes}

- o We have lost full-time equivalent (FTE) **teaching positions** since the start of the COVID-19 pandemic
- o We have lost FTE **non-teaching staff positions** since the start of the COVID-19 pandemic
- o We have not been able to fill vacant **teaching positions** since the start of the COVID-19 pandemic
- o We have not been able to fill vacant **non-teaching staff positions** since the start of the COVID-19 pandemic
- o We were already understaffed prior to the start of the COVID-19 pandemic.
- o Other, please specify: _____
- o Don't Know

HP8. Which of the following positions, if any, has your school created for the 2022-23 school year using American Rescue Plan (ARP) funds? *Select all that apply. Please include positions that were fully or partially funded by the ARP funds.*

- o General Elementary
- o Special Education
- o English or Language Arts
- o Social Studies
- o Computer Science
- o Mathematics
- o Biology or life sciences
- o Physical sciences (e.g., chemistry, physics)
- o English as a Second Language (ESL) or bilingual education
- o Foreign languages
- o Music or arts
- o Career or technical education
- o Physical education or health
- o Mental health professional (e.g., psychologist, social worker)
- o Medical professional (e.g., nurse, nurse's aide)
- o Administrative staff
- o Technology specialist
- o Transportation staff
- o Custodial staff
- o Nutrition staff (e.g., food preparation, cafeteria worker)
- o Academic counselor
- o Academic interventionist
- o Tutor
- o Instructional coach
- o Other staff, please specify: _____
- o My school has not created any new positions for the 2022-23 school year using ARP funds
- o I do not know if any positions were created for the 2022-23 school year using ARP funds

HP9. We'd like to learn more about how schools' experiences **filling teacher and staff vacancies** for the 2023-24 school year. In the space below, please share any other information you like us to know on this topic.

This item is optional.

Staffing (School-Level | New)

STAFFING11a. How many literacy and math coaches are specifically focused on supporting learning acceleration and recovery? {if STAFFING11A 'Instructional Coaches Total number of Positions at my School' > 0}

- o Literacy coaches supporting learning recovery and acceleration: _____
- o Math coaches supporting learning recovery and acceleration: _____

STAFFING11b. How many instructional coaching positions have been added at your school since the 2019-20 school year?

{if STAFFING11A 'Instructional Coaches Total number of Positions at my School' > 0}	Number of instructional coaches added	Don't Know
Literacy coaches added		
Math coaches added		

Staffing##. During the 2023-24 school year, has your school needed to use a long-term substitute teacher?
- o Yes
- o No
- o Don't Know

Staffing##. How many long-term substitutes has your school used during this school year?
_____

Staffing##. During the 2023-24 school year, how many times has your school needed to use a long-term substitute? *Include times where the same person served as a long-term substitute for different teachers/openings at your school*.

_____

Staffing##. Compared to the LAST school year (2022-23), how has the use of long-term substitutes at your school changed during the 2023-24 school year?

- o Use of long-term substitutes has decreased a lot
- o Use of long-term substitutes has decreased a little
- o Use of long-term substitutes has remained about the same
- o Use of long-term substitutes has increased a little
- o Use of long-term substitutes has increased a lot
- o Don't Know

Staffing##. Which of the following are reasons that your school has used a long-term substitute during this school year?
- o Teacher maternity/paternity leave
- o Teacher long-term physical illness/disability
- o Teacher long-term mental illness/disability
- o Teacher sabbatical leave
- o Teacher leave to take care of family/dependents
- o Covering for teacher vacancies that existed to start the school year
- o Covering for teacher vacancies that arose during the school year

Staffing17a. Has your school **added** any new full- or part-time positions since the 2019-20 school year? *Select all that apply*.
- o   Yes, we have added new teaching position(s)
- o   Yes, we have added new non-teaching staff position(s)
- o   No
- o   We are a new school that did not exist during the 2019-20 school year
- o   Don't know

Staffing17b. Why has your school **added** new full- or part-time positions? *Select all that apply.* {Display if *Staffing17a* = "yes"}

- o   Enrollment has increased
- o   We were able to fund new positions
- o   Our school/district went through a reorganization/restructuring of staffing
- o   We were previously understaffed
- o   We added new classes/courses
- o   We changed priorities
- o   Other, please specify: _____
- o   Don't know

Staffing17c. How many new full- or part-time positions have you **added** since the 2019-20 school year?

	Number of new positions added since the 2019-20 school year	Don't know
Full-time teachers {Display if *Staffing17a* = teaching}		
Part-time teachers {Display if *Staffing17a* = teaching}		
Full-time non-teaching staff {Display if *Staffing17a* = non-teaching}		
Part-time non-teaching staff {Display if *Staffing17a* = non-teaching}		

Staffing#. How many of these positions were added **using federal funds**?

	Number of positions added	Don't know
Full-time teachers {Display if *Staffing17b teaching > 0*}		
Part-time teachers {Display if *Staffing17b teaching > 0*}		
Full-time non-teaching staff {Display if *Staffing17b non-teaching > 0*}		
Part-time non-teaching staff {Display if *Staffing17b non-teaching > 0*}		

Staffing18a. Has your school **lost** any full- or part-time positions since the 2019-20 school year? *Select all that apply*.

Do not include vacant positions you plan to fill.

- o   Yes, we have lost teaching position(s)
- o   Yes, we have lost non-teaching staff position(s)

o No
o We are a new school that did not exist during the 2019-20 school year
o Don't know

Staffing18b. Why has your school **lost** full- or part-time positions? *Select all that apply.* {Display if *Staffing18a* = "yes"}

o Enrollment has decreased overall
o Enrollment has decreased in certain grades or classes
o We lost funding/budget cuts
o Our school/district went through a reorganization/restructuring of staffing
o We reduced the number of classes/courses we offer
o We changed priorities
o Other, please specify: _____
o Don't know

Staffing18c. How many full- or part-time positions have you **lost** since the 2019-20 school year?

Do not include vacant positions you plan to fill.

	Number of positions lost since the 2019-20 school year	Don't know
Full-time teachers {Display if *Staffing18a* = teaching}		
Part-time teachers {Display if *Staffing18a* = teaching}		
Full-time non-teaching staff {Display if *Staffing18a* = non-teaching}		
Part-time non-teaching staff {Display if *Staffing18a* = non-teaching}		

Staffing_co1. Of the [X] instructional coaches who work with teachers at your school, how many does your school have in the following subject areas? {Display if StaffVac2: Instructional Coaches total number > 0}

_____ literacy coaches
_____ math coaches
_____ other coaches

Staffing_co2. How has the number of instructional coach positions at your school changed since the 2019-20 school year? {Display if ANY of STAFFING_co1 > 0}

o We have added instructional coaches
  o _____number of instructional coaches added {display if answer above is selected}
o We have lost instructional coach positions
  o _____number of instructional coaches lost {display if answer above is selected}
o The number of instructional coach positions has remained the same
o We are a new school that did not exist during the 2019-20 school year
o Don't know

StaffVac_more. We'd like to learn more about how schools' experiences **with staffing** for the 2023-24 school year. In the space below, please share any other information you like us to know on this topic.

This item is optional.

Staffing##. How easy or difficult do you anticipate it will be to fill any **teaching** positions with a fully certified teacher for the next school year (2024-25)?

	We do not anticipate having vacancies in this area	Very Easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Our school does not offer this position	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)								
English as a Second Language (ESL) or bilingual education								
Foreign languages								
Music or arts								
Career or technical education								
Physical education or health								

Staffing##. How easy or difficult do you anticipate it will be to fill any non-teaching staff positions with a fully certified staff member for the next school year (2024-25)?

	We do not anticipate having vacancies in this area	Very Easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Very difficult	Our school does not offer this position	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								

Staffing (District-Level | New)

Staffing##. Over the last two school years, has your school or district increased teaching salaries to match rising inflation rates?

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

Staffing##. Has increasing teacher salaries to match rising inflation been successful retaining teachers at your school?

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

Staffing##. Over the last two school years, has your school or district increased non-teaching salaries to match rising inflation rates?

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

Staffing##. Has increasing non-teaching staff salaries to match rising inflation been successful retaining non-teaching staff at your school?

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

Staffing##. Which of the following incentives has your school used to recruit and retain teachers?
- o Better working conditions (e.g., decreased workload, smaller classroom sizes)
- o Day-care for employee's children
- o Four-day work week
- o Higher-quality medical benefits
- o Housing assistance
- o Increased access and affordability for classroom supplies and materials
- o Increased flexibility surrounding professional development
- o Increased sick days
- o Increased vacation time
- o Professional mentorship
- o Student loan aid (e.g., debt relief)
- o Tuition benefits/aid (e.g., reimbursement, discounted enrollment fees) for teachers pursuing a graduate degree while working at your school
- o Other, please specify: _____
- o None of the above

Staffing##. How was your school or district able to cover the cost of increasing teacher salaries? {Display if *increasing salaries item* = Yes}

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

Staffing##. How was your school or district able to cover the cost of increasing non-teaching staff salaries? {Display if *increasing salaries item* = Yes}

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

Staffing##. Does your school or district have a teacher cadet program (also known as "grow-your-own", XXX, XXX) to help recruit students to pursue the teaching profession?
- o Yes
- o No
- o Don't Know
- o Not Applicable – we are not a high school

Staffing##. What challenges, if any, do you have in accessing or using federal assistance to support hiring teaching and non-teaching staff?

- o Grant execution
- o Appropriate disbursement of funds
- o Documentation of fund usage
- o Analysis of need
- o Other, please specify: _____
- o We do not have any challenges accessing or using federal assistance to support hiring
- o Don't know

Staffing##. Is your district able to use federal finding to fill vacant positions? *Select all that apply*.

- o Yes, for teaching positions
- o Yes, for non-teaching staff positions

- o No
- o Don't know

State Assessments (School Level | New)

SA_math. Does your school participate in state-mandated testing for mathematics?

- o Yes
- o 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						

SA#. 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	Don't Know
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					

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}

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

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

- o Yes
- o 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	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					

SA#. How much concern do you have 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					

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}
- o   No negative impact
- o   Small negative impact
- o   Moderate negative impact
- o   Large negative impact

o   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.

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Student Behavior (School-Level | Previously Approved)

SB1. During the 2021-22 school year, have any of the following negatively impacted teachers' classroom management at your school?

	No negative impact	A small negative impact	A moderate negative impact	A large negative impact	Don't Know	Not applicable
Student behavioral issues						
Student socioemotional issues						
COVID-19 mitigation strategies (e.g., modifications to classroom layout, social distancing, mask-wearing)						
Accommodating students in remote learning						
Lack of support staff (e.g., teacher's aides)						

SB2_24. To what extent do you agree or disagree with the following statement:

"The COVID-19 pandemic and its lingering effects negatively impacted the **behavioral development** of students at my school."

- o   Strongly disagree
- o   Disagree
- o   Neither agree nor disagree
- o   Agree
- o   Strongly agree

SB3_24. To what extent do you agree or disagree with the following statement:

"The COVID-19 pandemic and its lingering effects negatively impacted the **socioemotional development** of students at my school."

- o   Strongly disagree
- o   Disagree
- o   Neither agree nor disagree
- o   Agree
- o   Strongly agree

SB4a. Compared to a **typical school year before the start of the COVID-19 pandemic**, have any of the following student behaviors changed at your school during the 2021-22 school year?

	Decreased	Remained about the same	Increased	Don't Know	This behavior does not occur at my school
Physical attacks or fights between students					
Threats of physical attacks or fights between students					
Hate crimes					
Bullying					
Distribution, possession, or use of illegal drugs					
Distribution, possession, or use of alcohol					
Distribution, possession, or use of tobacco products (cigarettes, vapes, e-cigarettes)					
Vandalism					
Classroom disruptions from student misconduct					
Rowdiness outside of the classroom (e.g., hallways, lunchroom)					
Students cutting class					
Student tardiness					
Use of cell phones, computers and other electronic devices when not permitted					

SB8. To the best of your knowledge, how often did the following types of student behaviors occur at your school during the 2023-24 school year?

	Happened daily	Happened at least one a week	Happened at least once a month	Happened on occasion	Never happened
Physical attacks or fights between students					
Threats of physical attacks or fights between students					
Bullying					
Distribution, possession, or use of illegal drugs					

Distribution, possession, or use of alcohol					
Distribution, possession, or use of tobacco products (cigarettes, vapes, e-cigarettes)					
Vandalism					

SB4b. You indicated the prevalence of the following student behaviors have **<u>increased</u>** at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the increase in these behaviors? Select those behaviors you believe have increased because of the COVID-19 pandemic. *Select all that apply.*

- {Answers populate based on "increased a little" or "increased a lot" selections to SB4a}

SB4c. You indicated the prevalence of the following student behaviors have **<u>decreased</u>** at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the decrease in these behaviors? Select those behaviors you believe have decreased because of the COVID-19 pandemic. *Select all that apply.*

- {Answers populate based on "decreased a little" or "decreased a lot" selections to SB4a}

SB5a. Compared to a typical year before the start of the COVID-19 pandemic, have any of the following student behaviors **<u>directed at teachers or staff</u>** changed during the 2021-22 school year?

	Decreased	Remained about the same	Increased	Don't Know	This behavior does not occur at my school
Student threats to injure a teacher or staff member					
Student physical attacks of a teacher or staff member					
Student verbal abuse of teachers or staff members					
Student acts of disrespect towards teachers or staff members other than verbal abuse					

SB9. To the best of your knowledge, how often did the following student behaviors **directed at teachers or staff** occur at your school during the 2023-24 school year?

	Happened daily	Happened at least one a week	Happened at least once a month	Happened on occasion	Never happened
Student threats to injure a teacher or staff member					
Student physical attacks of a teacher or staff member					
Student verbal abuse of teachers or staff members					
Student acts of disrespect towards teachers or staff members other than verbal abuse					

SB5b. You indicated the prevalence of the following student behaviors directed at teachers or staff have **increased** at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the increase in these behaviors? Select those behaviors you believe have increased because of the COVID-19 pandemic.

- {Answers populate based on "increased a little" or "increased a lot" selections to SB5a}

SB5c. You indicated the prevalence of the following student behaviors directed at teachers or staff have **decreased** at your school this year. Do you believe the COVID-19 pandemic and its lingering effects have influenced the decrease in these behaviors? Select those behaviors you believe have decreased because of the COVID-19 pandemic.

- {Answers populate based on "decreased a little" or "decreased a lot" selections to SB5a}

SB6. Does your school need more of any of the following to better support student behavior and development? *Select all that apply.*

- More training on classroom management strategies
- More training on supporting students' socioemotional development
- More teachers and/or staff need to be hired
- More support for student and/or staff mental health
- Other, please specify _____
- None of the above

SB7 4-7. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like the U.S. Department of Education and other federal policymakers to know about how you have dealt with **student behavior and discipline in the classroom**.

SB_more. We'd like to learn more about schools' experiences with **student behavior and discipline in the classroom.** In the space below, please share any information you would like us to know on this topic.

SB10. This school year, to what extent, if any, have the following student behaviors negatively impacted learning at your school?

	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact
Classroom disruptions from student misconduct				
Rowdiness outside of the classroom (e.g., hallways, lunchroom)				
Students cutting class				
Student tardiness				
Use of cell phones, computers and other electronic devices when not permitted				

SB10b. From your own observations and from what you have heard from teachers, how frequently do the following behaviors occur at your school?

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always
Lack of focus or inattention from students						
Students not doing individual work						
Students having trouble working with partners or in small groups						
Students acting out (e.g., calling out, talking to others during instruction, getting out of seat when not allowed, leaving classroom)						
Students being **academically** unprepared for school (e.g., not doing homework, not bringing necessary supplies)						
Students being **physically** unprepared for school (e.g., lack of sleep, not eating before school)						
Student disrespect or defiance towards teachers						

SB11_24. Compared to your typical behavioral expectations for students in their grade, please indicate how MOST students in each grade behaved during this school year.

	Behaved worse than expected	Behaved as expected	Behaved better than expected	We do not enroll students in this grade range
Kindergarten				
1st grade				
2nd grade				
3rd grade				
4th grade				
5th grade				
6th grade				
7th grade				
8th grade				
9th grade				
10th grade				
11th grade				
12th grade				
Ungraded students				

Student Behavior (School-Level | New)

BIS_gate. Does your school utilize a School-wide Positive Behavioral Interventions and Supports (SWPBIS) program?
A SWPBIS program is a framework designed to enhance students' understanding of behavior expectations at school and reduce behavior problems that lead to discipline referrals and suspensions.
{Display remaining items if answered "Yes"}
- o   Yes
- o   No

BIS1. Please indicate whether the following personnel are part of your school's SWPBIS Team {Display if BIS_gate = Yes}

	Yes	No	Don't know
Systems coordinators			
School administrators			
Behavior specialists			
Classroom teachers			
Students' family members			

BIS2. Please indicate which of the following roles members on your SWPBIS team fulfill. {Display if BIS_gate = Yes}

	Yes	No	Don't know
Applied behavior expertise			
Coaching expertise			

Knowledge of student academic and behavior patterns			
Knowledge about the operations of school across grade level programs			
Student representation			

BIS3. How often does your SWPBIS team meet? {Display if BIS_gate = Yes}
- o Once a week or more frequently
- o Once a month or more frequently, but not every week
- o Once a year or more frequently, but not once a month
- o Less frequently than once a year
- o Don't know

BIS4. Please indicate whether each level of support is part of your school's SWPBIS program. {Display if BIS_gate = Yes}

	Yes	No	Don't know
Tier 1			
Tier 2			
Tier 3			

BIS#. To what extent has your school implemented the following components of a **Tier 1** SWPBIS program? {Display if *level of support item* = Tier 1)

	Fully implemented	Partially implemented *(i.e., we have implemented this component but not to the degree or in the exact manner listed)*	Not implemented	Don't know
Five or fewer positive stated behavioral expectations and examples are available to be seen by students and staff				
Expected academic and social behaviors are explicitly taught to all students				
Clear definitions for behaviors that interfere with academic and social success				
School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently				
Written process is used for orienting faculty/staff on Tier 1 SWPBIS practices				
Tier 1 practices are implemented within classrooms and consistent with school-wide systems				
Teachers and staff are shown school-wide data regularly and provide input on Tier 1 practices at least once per				

year				
Students, families, and community members are given the opportunity to input on Tier 1 practices at least once per year				
Tier 1 team has instantaneous access to reports summarizing discipline data at your school				
Tier 1 team reviews and uses discipline data at least monthly for decision-making				
Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least once per year and shares this information with students, families, and community members				

BIS#. What challenges, if any, has your school experienced when implementing **Tier 1** SWPBIS practices? *Select all that apply.* {Display if *level of support item* = Tier 1)

- o Lack of support from teachers and staff to implement Tier 1 practices
- o Lack of support from parents/guardians for Tier 1 practices
- o Lack of funding to support implementation of Tier 1 practices
- o Finding instructional time to dedicate to implementing Tier 1 practices
- o Other, please specify: _____
- o We have not experienced any challenges when implementing Tier 1 practices

BIS#. To what extent has your school implemented the following components of a **Tier 2** SWPBIS program? {Display if *level of support item* = Tier 2)

	Fully implemented	Partially implemented *(i.e., we have implemented this component but not to the degree or in the exact manner listed)*	Not implemented	Don't know
Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.				
Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/ or (c) increased opportunity for feedback (e.g., daily progress report).				
A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual ft (e.g., culture, developmental level).				
Tier 2 supports are explicitly linked to Tier 1 supports and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports				
A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.				

BIS#. What challenges, if any, has your school experienced when implementing **Tier 2** SWPBIS practices? *Select all that apply.* {Display if *level of support item* = Tier 2)
- o Lack of support from teachers and staff to implement Tier 2 practices
- o Lack of support from parents/guardians for Tier 2 practices
- o Lack of funding to support implementation of Tier 2 practices
- o Finding instructional time to dedicate to implementing Tier 2 practices
- o Other, please specify: _____
- o We have not experienced any challenges when implementing Tier 2 practices

BIS#. To what extent has your school implemented the following components of a **Tier 3** SWPBIS support plan? {Display if *level of support item* = Tier 3)

	Fully implemented	Partially implemented *(i.e., we have implemented this component but not to the degree or in the exact manner listed)*	Not implemented	Don't know
Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).				
Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.				
Behavior support plan includes a hypothesis statement including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context				
Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.				
Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters				
Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.				

BIS#. What challenges, if any, has your school experienced when implementing **Tier 3** SWPBIS practices? *Select all that apply.* {Display if *level of support item* = Tier 3)

- o Lack of support from teachers and staff to implement Tier 3 practices
- o Lack of support from parents/guardians for Tier 3 practices
- o Lack of funding to support implementation of Tier 3 practices
- o Finding instructional time to dedicate to implementing Tier 3 practices
- o Other, please specify: _____
- o We have not experienced any challenges when implementing Tier 3 practices

BIS5. How effective do you feel your school's SWPBIS program has been for the following: {Display if BIS_gate = Yes}

	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Supporting students' mental health					
Supporting students' social intelligence and behavior					
Supporting students' emotional intelligence and behavior					
Increasing students' sense of belonging and comfort at school					
Increasing school safety					
Reducing discipline referrals					
Improving learning and academic achievement					

BIS6. What barriers, if any, has your school experienced in implementing its SWPBIS? *Select all that apply*. {Display if BIS_gate = Yes}
- o Program is too burdensome for teachers and staff to implement completely
- o Time limitations
- o Lack of teacher support for the program
- o Lack of materials and resources
- o Lack of funding
- o Lack of parental/guardian support for the program
- o Lack of district-level support for the program
- o Other, please specify: _____
- o We have not experienced any barriers implementing our SWPBIS
- o Don't know

BISno. Which of the following are reasons why your school has not implemented a SWPBIS? *Select all that apply*. {Display of BIS_gate = No}

- o Implementing a SWPBIS is not a priority for our school
- o Restrictions on what types of disciplinary programs can be used at our school
- o Time limitations
- o Lack of teacher and staff support for the program
- o Lack of materials and resources

- o Lack of funding
- o Lack of parental/guardian support for the program
- o Lack of district-level support for the program
- o Other, please specify: _____
- o Don't know

Summary Programs (School-Level | Previously Approved + New)

SP_gate. Which of the following summer programs did your school offer during summer 2023?

o **Summer school program**: classes offered during the summer that students take for remedial or credit recovery purposes; students are often required to attend summer school because of their performance during the school year {Display SP_ss items if selected}

o **Summer learning and enrichment programs**: classes or programs offered during the summer that students may participate in that provide additional learning opportunities, or course credit, in a variety of subject areas; students' participation in these programs is voluntary {Display SP_le items if selected}

o **Summer recreation programs:** programs offered during the summer that students may participate in that may include recreation, sports, games and activities, youth development, etc.; these programs typically do not have an academic focus and students' participation is voluntary {Display SP_r items if selected}

o **Summer bridge programs**: programs offered during the summer that support transitions to new grade or school levels (e.g., the transition from elementary to middle school or from middle school to high school) {Display SP_bp items if selected}

o **Service-learning program:** program where students learn in a classroom-type setting and apply what they've learned by providing meaningful service to their community {Display SP_sl items if selected}

o **Work-based learning program:** program that provides students with a continuum of career-related experiences that support their career goals and prepares them for education and employment beyond school {Display SP_wb items if selected}

o **Summer internship program:** program where students are connected to businesses or non-profit organizations and gain real-world work experiences {Display SP_int items if selected}

o **Other** summer programs, please specify: _____

o We did **not offer** any summer programs during summer 2023

SP_acad. To the best of your knowledge, what percentage of your student body participated in academically focused summer program(s) offered by your school during summer 2023? {Display if SP_gate = summer school OR L&E programs OR bridge programs OR other programs}

Academically focused summer programs include summer school, learning and enrichment programs, bridge programs, or other summer programs. If a student participated in more than one of these programs, only count them once.

_____ %

o Don't know

The following questions are about your school's SUMMER SCHOOL offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_ss1. To the best of your knowledge, what percentage of your student body participated in **summer school** during summer 2023?

    _____%
- o   Don't know

SP_ss2. During a typical week, approximately how many days per week did your school offer **summer school** during summer 2023?

- o   1 day per week
- o   2 days per week
- o   3 days per week
- o   4 days per week
- o   5 days per week
- o   More than 5 days per week
- o   Don't know

SP_ss3. During a typical day, how many hours per day did **summer school** run?

_____ hours
- o Don't know

SP_s4. Approximately how many weeks did your school offer **summer school** during summer 2023?

_____ weeks
- o Don't know

SP_ss5a. Which of the following best describes your school's ability to provide **summer school** to those who needed it?

- o We were able to provide summer school to ALL students who needed it
- o We were able to provide summer school to MOST students who needed it
- o We were able to provide summer school to SOME students who needed it
- o We were able to provide summer school to ONLY A FEW students who needed it
- o Don't know

SP_ss5b. Which of the following factors, if any, limited your school's ability to provide **summer school** to all students who needed it? *Select all that apply*.

- o Could not find staff to support summer school
- o Lack of funding to hire staff to support summer school
- o Space limitations (i.e., did not have the physical space to support summer school for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer school)
- o Lack of educational materials to support summer school
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer school
- o Don't know

SP_ss6. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer school program**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_ss7. Which of the following personnel worked in your school's **summer school program** during summer 2023? *Select all that apply.*

- o Teachers who are full-time during the school year from your school
- o Teachers who are part-time during the school year from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's summer school program
- o Staff from an outside organization you partner or contract with {Display if *SP_ss6* ≠ "None of the above" or "Don't Know"}
- o Volunteers (e.g., parents, other community members)
- o Other, please specify: _____
- o Don't know

SP_ss8. What sources of funding were used to support your school's **summer school program** during summer 2023? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Federal grants or programs
- o State grants or programs
- o Local grants or programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with other organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_ss9. Which of the following best describes your school's use of COVID-relief funds for your **summer school program** during summer 2023? {Display if SP_ss8 = "COVID relief funds" OR "ARP ESSER"}

- o This was a new program funded by COVID-relief funds
- o This program was expanded or enhanced with funding from COVID-relief funds
- o Don't know

SP_ss#. What was the cost, per student, to run your school's **summer school program**?

- $_____ per student
- o Don't know

SP_ss10. Did families have to pay a fee for their child(ren) to participate in your school's **summer school program**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_ss#. How much did it cost, per student, for a family to send a child to your school's **summer school program** during summer 2023? {Display if *SP_ss10* = Yes}
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

- $_____ per student
- o Don't know

The following questions are about your school's SUMMER LEARNING AND ENRICHMENT PROGRAM(S) offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_le1. To the best of your knowledge, what percentage of your student body participated in your school's **summer learning and enrichment program(s)** during summer 2023?

_____%
o   Don't know

SP_le2. During a typical week, approximately how many days per week did your school offer **summer learning and enrichment program(s)** during summer 2023?

o   1 day per week
o   2 days per week
o   3 days per week
o   4 days per week
o   5 days per week
o   More than 5 days per week
o   Don't know

SP_le3. During a typical day, how many hours per day did your school's **summer learning and enrichment program(s)** run?

_____ hours
o   Don't know

SP_le4. Approximately how many weeks did your school offer **summer learning and enrichment program(s)** during summer 2023?

_____ weeks
o   Don't know

SP_le5a. Which of the following best describes your school's ability to provide its **summer learning and enrichment program(s)** to those who wanted to participate?

o   We were able to provide our summer learning and enrichment program(s) to ALL students who wanted to participate
o   We were able to provide our summer learning and enrichment program(s) to MOST students who wanted to participate
o   We were able to provide our summer learning and enrichment program(s) to SOME students who wanted to participate
o   We were able to provide our summer learning and enrichment program(s) to ONLY A FEW students who wanted to participate
o   Don't know

SP_le5b. Which of the following factors, if any, limited your school's ability to provide **summer learning and enrichment program(s)** to all students who wanted to participate? *Select all that apply.*

- o Could not find staff to support summer learning and enrichment programs
- o Lack of funding to hire staff to support summer learning and enrichment programs
- o Space limitations (i.e., did not have the physical space to support summer learning and enrichment programs for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer learning and enrichment programs)
- o Lack of educational materials to support summer learning and enrichment programs
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer learning and enrichment programs
- o Don't know

SP_le6. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer learning and enrichment program(s)**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_le7. Which of the following personnel worked in your school's **summer learning and enrichment program(s)** during summer 2023? *Select all that apply.*

- o Teachers who are full-time during the school year from your school
- o Teachers who are part-time during the school year from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's summer learning and enrichment program(s)
- o Staff from an outside organization you partner or contract with {Display if *SP_le6* ≠ "None of the above" or "Don't Know"}
- o Volunteers (e.g., parents, other community members)
- o Other, please specify: _____
- o Don't know

SP_le8. What sources of funding were used to support your school's **summer learning and enrichment program(s)** summer 2023? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Federal grants or programs
- o State grants or programs
- o Local grants or programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with other organizations
- o Other, please specify: _____
- o None of the above

SP_le9. Which of the following best describes your school's use of COVID-relief funds for your school's **summer learning and enrichment program(s)** summer 2023? {Display if SP_le8 = "COVID relief funds" OR "ARP ESSER"}

- o This was a new program funded by COVID-relief funds
- o This program was expanded or enhanced with funding from COVID-relief funds
- o Don't know

SP_le#. What was the cost, per student, to run your school's **summer learning and enrichment program(s)**?

$_____ per student
- o Don't know

SP_le10. Did families have to pay a fee for their child(ren) to participate in your school's **summer learning and enrichment program(s)**?

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_le#. How much did it cost, per student, for a family to send a child to your school's **summer learning and enrichment program(s)** during summer 2023? {Display if *SP_le10* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
- o Don't know

The following questions are about your school's SUMMER RECREATION PROGRAM(S) offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_r1. To the best of your knowledge, what percentage of your student body participated in **summer recreation program(s)** during summer 2023?

_____%
o   Don't know

SP_r2. During a typical week, approximately how many days per week did your school offer its **summer recreation program(s)** during summer 2023?

o   1 day per week
o   2 days per week
o   3 days per week
o   4 days per week
o   5 days per week
o   More than 5 days per week
o   Don't know

SP_r3. During a typical day, how many hours per day did **summer recreation program(s)** run?

_____ hours
o   Don't know

SP_r4. Approximately how many weeks did your school offer **summer recreation program(s)** during summer 2023?

_____ weeks
- o Don't know

SP_r5a. Which of the following best describes your school's ability to provide its **summer recreation program(s)** to those who wanted to participate?

- o We were able to provide our summer recreation program(s) to ALL students who wanted to participate
- o We were able to provide our summer recreation program(s) to MOST students who wanted to participate
- o We were able to provide our summer recreation program(s) to SOME students who wanted to participate
- o We were able to provide our summer recreation program(s) to ONLY A FEW students who wanted to participate
- o Don't know

SP_r5b. Which of the following factors, if any, limited your school's ability to provide **summer recreation program(s)** to all students who wanted to participate? *Select all that apply*.

- o Could not find staff to support summer recreation programs
- o Lack of funding to hire staff to support summer recreation programs
- o Space limitations (i.e., did not have the physical space to support summer recreation programs for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer recreation programs)
- o Lack of materials to support summer recreation programs
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer recreation programs
- o Don't know

SP_r6. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer recreation program(s)**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_r7. Which of the following personnel worked in your school's **summer recreation program(s)** during summer 2023? *Select all that apply.*

- o Teachers who are full-time during the school year from your school
- o Teachers who are part-time during the school year from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's summer recreation program(s)
- o Staff from an outside organization you partner or contract with {Display if *SP_r6* ≠ "None of the above" or "Don't Know"}
- o Volunteers (e.g., parents, other community members)
- o Other, please specify: _____
- o Don't know

SP_r8. What sources of funding were used to support your school's **summer recreation program(s)** summer 2023? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Federal grants or programs
- o State grants or programs
- o Local grants or programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with other organizations
- o Other, please specify: _____
- o None of the above

SP_r9. Which of the following best describes your school's use of COVID-relief funds for your school's **summer recreation program(s)** summer 2023? {Display if SP_r8 = "COVID relief funds" OR "ARP ESSER"}

- o This was a new program funded by COVID-relief funds
- o This program was expanded or enhanced with funding from COVID-relief funds
- o Don't know

SP_r#. What was the cost, per student, to run your school's **summer recreation program(s)**?
$_____ per student
- o Don't know

SP_r10. Did families have to pay a fee for their child(ren) to participate in your school's **summer recreation program(s)**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_r#. How much did it cost, per student, for a family to send a child to your school's **summer recreation program(s)** during summer 2023? {Display if *SP_r10* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
o   Don't know

The following questions are about your school's SUMMER BRIDGE PROGRAM(S) during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_bp1. To the best of your knowledge, what percentage of your student body participated in your school's **summer bridge program(s)** during summer 2023?

_____%
o   Don't know

SP_bp2. During a typical week, approximately how many days per week did your school offer **summer bridge program(s)** during summer 2023?

o   1 day per week
o   2 days per week
o   3 days per week
o   4 days per week
o   5 days per week
o   More than 5 days per week
o   Don't know

SP_bp3. During a typical day, how many hours per day did your school's **summer bridge program(s)** run?

_____ hours
o   Don't know

SP_bp4. Approximately how many weeks did your school offer **summer bridge program(s)** during summer 2023?

_____ weeks
o   Don't know

SP_bp5a. Which of the following best describes your school's ability to provide its **summer bridge program(s)** to those who wanted to participate?

o   We were able to provide our summer learning and enrichment program(s) to ALL students who wanted to participate

- o We were able to provide our summer learning and enrichment program(s) to MOST students who wanted to participate
- o We were able to provide our summer learning and enrichment program(s) to SOME students who wanted to participate
- o We were able to provide our summer learning and enrichment program(s) to ONLY A FEW students who wanted to participate
- o Don't know

SP_bp5b. Which of the following factors, if any, limited your school's ability to provide **summer bridge program(s)** to all students who wanted to participate? *Select all that apply*.

- o Could not find staff to support summer bridge programs
- o Lack of funding to hire staff to support summer bridge programs
- o Space limitations (i.e., did not have the physical space to support summer bridge programs for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer bridge programs)
- o Lack of materials to support summer bridge programs
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer bridge programs
- o Don't know

SP_bp6. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer bridge program(s)**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_bp7. Which of the following personnel worked in your school's **summer bridge program(s)** during summer 2023? *Select all that apply.*

- o Teachers who are full-time during the school year from your school
- o Teachers who are part-time during the school year from your school
- o Administrative staff from your school
- o Tutors from your school
- o Intervention specialists from your school
- o Dedicated staff whose only job at your school is to work in your school's summer bridge program

o Staff from an outside organization you partner or contract with {Display if *SP_bp6* ≠ "None of the above" or "Don't Know"}
o Volunteers (e.g., parents, other community members)
o Other, please specify: _____
o Don't know

SP_bp8. What sources of funding were used to support your school's **summer bridge program(s)** summer 2023? *Select all that apply.*

o COVID relief funds (ESSER I or ESSER II)
o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
o Federal grants or programs
o State grants or programs
o Local grants or programs
o District or school financial funding
o Philanthropic support
o Partnerships or sponsorships with other organizations
o Other, please specify: _____
o None of the above

SP_bp9. Which of the following best describes your school's use of COVID-relief funds for your school's **summer bridge program(s)** summer 2023? {Display if SP_bp8 = "COVID relief funds" OR "ARP ESSER"}

o This was a new program funded by COVID-relief funds
o This program was expanded or enhanced with funding from COVID-relief funds
o Don't know

SP_bp#. What was the cost, per student, to run your school's **summer bridge program(s)**?
$_____ per student
o Don't know

SP_bp10. Did families have to pay a fee for their child(ren) to participate in your school's **summer bridge program(s)**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

o Yes
o No
o Don't know

SP_bp#. How much did it cost, per student, for a family to send a child to your school's **summer bridge program(s)** during summer 2023? {Display if *SP_bp10* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

> $_____ per student
> o   Don't know

The following questions are about your school's SERVICE-LEARNING PROGRAM(S) offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_sl1. To the best of your knowledge, what percentage of your student body participated in your school's **service-learning program(s)** during summer 2023?

> _____%
> o   Don't know

SP_sl2a. Which of the following best describes your school's ability to provide its **summer service-learning program(s)** to those who wanted to participate?

- o   We were able to provide our summer service-learning program(s) to ALL students who wanted to participate
- o   We were able to provide our summer service-learning program(s) to MOST students who wanted to participate
- o   We were able to provide our summer service-learning program(s) to SOME students who wanted to participate
- o   We were able to provide our summer service-learning program(s) to ONLY A FEW students who wanted to participate
- o   Don't know

SP_sl2b. Which of the following factors, if any, limited your school's ability to provide **summer service learning program(s)** to all students who wanted to participate? *Select all that apply*.

- o   Could not find staff to support summer service learning programs
- o   Lack of funding to hire staff to support summer service learning programs
- o   Space limitations (i.e., did not have the physical space to support summer service learning programs for all students who needed it)
- o   Transportation limitations (i.e., did not have a way for all students to get to and from summer service learning programs)
- o   Lack of materials to support summer service learning programs
- o   Lack of external collaborators or partnerships to support summer service learning programs
- o   Other, please specify: _____
- o   We did not experience any barriers to implementing summer service learning programs

o Don't know

SP_sl3. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer service-learning program(s)**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_sl#. What was the cost, per student, to run your school's **summer service-learning program(s)**?

$_____ per student
- o Don't know

SP_sl4. Did families have to pay a fee for their child(ren) to participate in your school's **summer service-learning program(s)**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_sl#. How much did it cost, per student, for a family to send a child to your school's **summer service-learning program(s)** during summer 2023? {Display if *SP_sl4* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
- o Don't know

The following questions are about your school's WORK-BASED LEARNING PROGRAM(S) offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_wb1. To the best of your knowledge, what percentage of your student body participated in your school's **work-based learning program(s)** during summer 2023?

   _____%
- o Don't know

SP_wb2a. Which of the following best describes your school's ability to provide its **summer work-based learning program(s)** to those who wanted to participate?

- o We were able to provide our summer work-based learning program(s) to ALL students who wanted to participate
- o We were able to provide our summer work-based learning program(s) to MOST students who wanted to participate
- o We were able to provide our summer work-based learning program(s) to SOME students who wanted to participate
- o We were able to provide our summer work-based learning program(s) to ONLY A FEW students who wanted to participate
- o Don't know

SP_wb2b. Which of the following factors, if any, limited your school's ability to provide **summer work-based learning program(s)** to all students who wanted to participate? *Select all that apply*.

- o Could not find staff to support summer work-based learning programs
- o Lack of funding to hire staff to support summer work-based learning programs
- o Space limitations (i.e., did not have the physical space to support summer work-based programs for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer work-based programs)
- o Lack of materials or to support summer work-based learning programs
- o Lack of external collaborators or partnerships to support summer work-based learning programs
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer work-based learning programs
- o Don't know

SP_wb3. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer work-based learning program(s)**? *Select all that apply.*

- o   Other local K-12 schools
- o   Local colleges or universities
- o   Local libraries
- o   Academically focused groups (e.g., local museums, tutoring programs)
- o   Community businesses
- o   Community non-profit organizations
- o   Community health organizations
- o   City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o   Other, please specify: _____
- o   None of the above
- o   Don't know

SP_wb#. What was the cost, per student, to run your school's **summer work-based program(s)**?
   $_____ per student
- o   Don't know

SP_wb4. Did families have to pay a fee for their child(ren) to participate in your school's **summer work-based learning program(s)**?
Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_wb#. How much did it cost, per student, for a family to send a child to your school's **summer work-based learning program(s)** during summer 2023? {Display if *SP_wb4* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

   $_____ per student
- o   Don't know

The following questions are about your school's SUMMER INTERNSHIP PROGRAM(S) offered during summer 2023.

If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_int1. To the best of your knowledge, what percentage of your student body participated in your school's **summer internship program(s)** during summer 2023?

   _____%

o Don't know

SP_int2a. Which of the following best describes your school's ability to provide its **summer internship program(s)** to those who wanted to participate?

- o We were able to provide our summer internship program(s) to ALL students who wanted to participate
- o We were able to provide our summer internship program(s) to MOST students who wanted to participate
- o We were able to provide our summer internship program(s) to SOME students who wanted to participate
- o We were able to provide our summer internship program(s) to ONLY A FEW students who wanted to participate
- o Don't know

SP_int2b. Which of the following factors, if any, limited your school's ability to provide **summer internship program(s)** to all students who wanted to participate? *Select all that apply*.

- o Could not find staff to support summer service internship programs
- o Lack of funding to hire staff to support summer service internship programs
- o Space limitations (i.e., did not have the physical space to support summer internship programs for all students who needed it)
- o Transportation limitations (i.e., did not have a way for all students to get to and from summer internship programs)
- o Lack of materials to support summer service internship programs
- o Lack of external collaborators or partnerships to support summer internship programs
- o Other, please specify: _____
- o We did not experience any barriers to implementing summer service internship programs
- o Don't know

SP_int3. Did you partner, or have a contract, with any of the following types of organizations or groups to run your school's **summer internship program(s)**? *Select all that apply.*

- o Other local K-12 schools
- o Local colleges or universities
- o Local libraries
- o Academically focused groups (e.g., local museums, tutoring programs)
- o Community businesses
- o Community non-profit organizations
- o Community health organizations
- o City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- o Other, please specify: _____
- o None of the above
- o Don't know

SP_int#. What was the cost, per student, to run your school's **summer internship program(s)**?
- $_____ per student
- o Don't know

SP_int4. Did families have to pay a fee for their child(ren) to participate in your school's **summer internship program(s)**?

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

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

SP_int#. How much did it cost, per student, for a family to send a child to your school's **summer internship program(s)** during summer 2023? {Display if *SP_int4* = Yes}

Please only consider money paid directly for participation; do NOT include associated costs with participating in this program, such as program add-ons, transportation costs, or purchasing materials necessary for participation.

If families could pay different fees based on certain factors (e.g., free- and reduced-price meal eligibility), report the highest cost a family could pay.

$_____ per student
- o Don't know

SP_more. We'd like to learn more about your school's experiences **operating summer programs** during the summer 2023. In the space below please share any other information you would like us to know on this topic.

This item is optional.

| |
| |

Supply Chain Issues (School-Level | Previously Approved)

SC1a. For which categories of items, if any, has your school experienced procurement challenges that appear to be the result of supply chain disruptions? *Select all that apply.*

- o Food services
- o Laptops and other electronic devices
- o Books
- o Paper, pens, markers, and other school supplies
- o Office equipment and other appliances
- o Cleaning products
- o Furniture
- o Automotive equipment
- o Athletic gear and apparel
- o We have no procurement issues that appear to be the result of supply chain disruptions

SC1b. To what extent, if any, have these procurement challenges negatively impacted your school operations?

{Display based on responses to SC1a}	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact	Don't Know
Food services					
Laptops and other electronic devices					
Books					
Paper, pens, markers, and other school supplies					
Office equipment and other appliances					
Cleaning products					
Furniture					
Automotive equipment					
Athletic gear and apparel					

SC2. Which of the following, if any, have you experienced as a result of supply chain disruptions? *Select all that apply.*

- o Had to reduce options available to students/staff (e.g., fewer menu items)
- o Needed to identify alternate vendors for the same product(s)
- o Purchased alternative product(s) (e.g., different brands) than originally intended
- o Purchased lower volume than originally intended
- o Needed to cancel order(s) altogether
- o Temporarily operated without adequate equipment (e.g., insufficient laptops for all students)
- o Had to cancel extracurricular activities
- o Had to cancel classes
- o Other, please specify: _____

o   None of the above

SC3. We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you are **dealing with supply chain issues.**

This item is optional.

Transportation (School-Level | New)

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?

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

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

- o Yes
- o No

Tran5. 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

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

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

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

- o Yes
- o No

Tran7b. Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if *Transp7a* = Yes}

- o Yes
- o No

Tran7c. Which of the following types of bicycle parking are available at your school? *Select all that apply.* {Display if *Tran7a* = 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

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

- o Yes
- o No

Tran4b. When is there a crossing guard(s) available to assist students? {Display if *Tran4a* = 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: _____

Tran#. 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

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."

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

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

Traumatic Brain Injuries (School-Level | New)

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

- o Yes
- o No

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

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

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 }

- o Yes
- o No
- o 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}

- o Yes
- o No
- o 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}

- o Yes
- o No
- o 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}

- o Yes
- o No
- o 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}

- 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 or other TBI?

- o Yes
- o 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?

- o Yes
- o No

TBI#. 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

TBI#. 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

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?

- o No interest
- o Slight interest
- o Moderate interest
- o 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?

- o Yes
- o 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.

Tutoring (School-Level | Previously Approved + New)

Tutoring_gate. At any time during this school year, which of the following types of tutoring, if any, were students at your school provided? *Select all that apply.*

- o **High-dosage tutoring** (also known as evidence-based or high-quality tutoring): A method of tutoring in which the same student(s) receive(s) tutoring:
  - three or more times per week
  - for at least 30 minutes per session,
  - in sessions that are one-on-one or with small groups,
  - that is provided by educators or well-trained tutors who have received specific training in tutoring practices,
  - that aligns with evidence-based core curriculum or programs, AND
  - is NOT drop-in homework help {display HDT items if selected}
- o **Standard tutoring:** A less intensive method of tutoring in which the same student(s) receive(s) tutoring:
  - any number of times per week OR on an as-needed (drop-in) basis
  - in sessions with no minimum length of time
  - in sessions that may be one-on-one or involve any number of other students, and
  - that is provided by educators who may or may not have received specific training in tutoring practices {display SDT items if selected}
- o **Self-paced tutoring**: A method of tutoring in which a student works on their own, typically online, where they are provided guided instruction that allows them to move onto new material after displaying mastery of content. {display SPT items if selected}
- o **On-demand online tutoring:** A method of tutoring in which a school partners with or contracts out services to an external online tutoring program or company that offers 24/7 support, is led by qualified tutors (e.g., certified teachers, subject-matter experts), and is available on-demand for students to access. {display ODT items if selected}
- o **Other method(s) of tutoring**, please specify: _____
- o No tutoring was provided to students by our school

*The following items ask about **high-dosage** tutoring at your school during the 2023-24 school year.*

HDT1. Who administers **high-dosage** tutoring at your school? *Select all that apply.*

o   Tutors whose primary or only role is to provide tutoring
o   Teachers who have received training or professional development in tutoring
o   Teacher's/classroom aides who have received training or professional development in tutoring
o   Teachers who have NOT received training or professional development in tutoring
o   Teacher's/classroom aides who have NOT received training or professional development in tutoring
o   Subject-area specialists (e.g., reading or math specialists)
o   Other, please specify: _____
o   Don't know

HDT2. As of today, what percentage of students at your school have received **high-dosage** tutoring during the 2022-23 school year?

_____% of students
o   Don't know

HDT13a. Are any students **required** to participate in your school's **high-dosage** tutoring program?

o   Yes
o   No
o   Don't Know

HDT13b. For which of the following reasons are students **required** to participate in your school's **high-dosage** tutoring program? *Select all that apply.* {Display if HDT13a = YES}

o   Results from diagnostic or other assessment results
o   Referral from teacher or staff
o   Request from parent or caregiver
o   Other, please specify: _____
o   Don't know

HDT3. To the best of your knowledge, how does the percentage of students who receive **high-dosage** tutoring compare to last school year (2022-23)?

o   More students are receiving high-dosage tutoring
o   Fewer students are receiving high-dosage tutoring
o   About the same percentage of students are receiving high-dosage tutoring
o   No students participated in high-dosage tutoring in the 2022-23 school year
o   Don't Know

HDT4a. To the best of your knowledge, have any of the following subgroups of students received **high-dosage** tutoring more than others during the 2023-24 school year? *Select all that apply.*

o   Students from particular racial/ethnic backgrounds (indicate in next item)
o   English Learner (EL) or English as a Second Language (ESL) students

- o Students with Individualized Education Programs (IEPs) or 504 plans
- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o Students experiencing homelessness
- o Migrant students
- o Students who are not receiving full-time in-person instruction
- o Other, please specify: _____
- o No subgroups have received more high-dosage tutoring than others
- o Don't Know

HDT4b. Which of the following racial/ethnic student groups have received **high-dosage** tutoring more than others? *Select all that apply*. {Display if HDT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White

HDT12. Does your school use its student information system (or equivalent) to track students' participation in **high-dosage** tutoring?

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

HDT5. When do students at your school receive **high-dosage** tutoring? *Select all that apply*.

- o Before school
- o After school
- o During regular instruction periods **through pull-out services**
- o During regular instruction periods **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

HDT6. For students who receive **high-dosage** tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o More than 5 days
- o Don't Know

HDT7. For students who receive **high-dosage** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

HDT8. In which of the following subject areas do students in your school receive **high-dosage** tutoring?

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

HDT9. To what extent do you agree with the following statement: "My school is able to effectively provide **high-dosage** tutoring to all students in need."

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

HDT10. Which of the following factors, if any, limit your school's efforts to effectively provide **high-dosage** tutoring to all students in need? *Select all that apply.*

- o Cannot find staff to support high-dosage tutoring
- o Lack of funding to hire staff to support high-dosage tutoring
- o Time limitations (i.e., cannot find enough time to support high-dosage tutoring)
- o Space limitations (i.e., do not have the physical space to support high-dosage tutoring)
- o Lack of educational materials to support high-dosage tutoring
- o Other, please specify: _____
- o We have not experienced any barriers to implementing high-dosage tutoring
- o Don't know

HDT11. Which of the following sources of funding have been used to support **high-dosage** tutoring during the 2023-24 school year? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

HDTf1. Compared to the beginning of the school year, has the number of **students who needed** high-dosage tutoring…?
- o Increased
- o Decreased
- o Remained the same

HDTf2. Compared to the beginning of the school year, has your school's **ability to provide** high-dosage tutoring…?
- o Increased

o Decreased
o Remained the same

HDTf3. Which of the following factors have led to the increase in your school's ability to provide high-dosage tutoring? *Select all that apply.* {Display if *HDTf2* = "increased"}
o Changes in the number of students who need high-dosage tutoring
o Changes in the number of staff available to support high-dosage tutoring
o Changes in the funding used to support high-dosage tutoring
o Changes in the amount of time available for high-dosage tutoring
o Changes in the amount of space available for high-dosage tutoring
o Changes in the availability of materials and resources needed to support high-dosage tutoring
o Other, please specify: _____

HDTf4. Which of the following factors have led to the decrease in your school's ability to provide high-dosage tutoring? *Select all that apply.* {Display if *HDTf2* = "decreased"}
o Changes in the number of students who need high-dosage tutoring
o Changes in the number of staff available to support high-dosage tutoring
o Changes in the funding used to support high-dosage tutoring
o Changes in the amount of time available for high-dosage tutoring
o Changes in the amount of space available for high-dosage tutoring
o Changes in the availability of materials and resources needed to support high-dosage tutoring
o Other, please specify: _____

HDTno. Which of the following are reasons why your school has not implemented **high-dosage tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ HDT}

o Implementing high-dosage tutoring is not a priority for our school
o There are not enough students at my school who require high-dosage tutoring
o Time limitations (i.e., cannot find enough time to support high-dosage tutoring)
o Space limitations (i.e., do not have the physical space to support high-dosage tutoring)
o Lack of educational materials to support high-dosage tutoring
o Cannot find staff to support high-dosage tutoring
o Lack of, or reductions in, funding to support high-dosage tutoring
o Other, please specify: _____

The following items ask about **standard** *tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

SDT1. Who administers **standard** tutoring at your school? *Select all that apply.*

o   Tutors whose primary or only role is to provide tutoring
o   Teachers who have received training or professional development in tutoring
o   Teacher's/classroom aides who have received training or professional development in tutoring
o   Teachers who have NOT received training or professional development in tutoring
o   Teacher's/classroom aides who have NOT received training or professional development in tutoring
o   Subject-area specialists (e.g., reading or math specialists)
o   Other, please specify: _____
o   Don't know

SDT2. As of today, what percentage of students at your school have received **standard** tutoring during the 2023-24 school year?

_____% of students
o   Don't know

SDT13a. Are any students **required** to participate in your school's **standard** tutoring program?

o   Yes
o   No
o   Don't Know

SDT13b. For which of the following reasons are students **required** to participate in your school's **standard** tutoring program? *Select all that apply.* {Display if SDT13a = YES}

o   Results from diagnostic or other assessment results
o   Referral from teacher or staff
o   Request from parent or caregiver
o   Other, please specify: _____
o   Don't know

SDT3. To the best of your knowledge, how does the percentage of students who receive **standard** tutoring compare to last school year (2022-23)?

o   More students are receiving standard tutoring
o   Fewer students are receiving standard tutoring
o   About the same percentage of students are receiving standard tutoring
o   No students participated in standard tutoring in the 2022-23 school year
o   Don't Know

SDT4a. To the best of your knowledge, have any of the following subgroups of students received **standard** tutoring more than others during the 2023-24 school year? *Select all that apply.*

o   Students from particular racial/ethnic backgrounds (indicate in next item)
o   English Learner (EL) or English as a Second Language (ESL) students
o   Students with Individualized Education Programs (IEPs) or 504 plans
o   Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
o   Students experiencing homelessness
o   Migrant students

- o Students who are not receiving full-time in-person instruction
- o Other, please specify: _____
- o No subgroups have received more standard tutoring than others
- o Don't Know

SDT4b. Which of the following racial/ethnic student groups have received **standard** tutoring more than others? *Select all that apply*. {Display if SDT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White

SDT12. Does your school use its student information system (or equivalent) to track students' participation in **standard** tutoring?

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

SDT5. When do students at your school receive **standard** tutoring? *Select all that apply*.

- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

SDT6. For students who receive **standard** tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o More than 5 days
- o Don't Know

SDT7. For students who receive **standard** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

SDT8. In which of the following subject areas do students in your school receive **standard** tutoring?

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

SDT9. To what extent do you agree with the following statement: "My school is able to effectively provide **standard** tutoring to all students in need."

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

SDT10. Which of the following factors, if any, limit your school's efforts to effectively provide **standard** tutoring to all students in need? *Select all that apply.*

- o Cannot find staff to support standard tutoring
- o Lack of funding to hire staff to support standard tutoring
- o Time limitations (i.e., cannot find enough time to support standard tutoring)
- o Space limitations (i.e., do not have the physical space to support standard tutoring)
- o Lack of educational materials to support standard tutoring
- o Other, please specify: _____
- o We have not experienced any barriers to implementing standard tutoring
- o Don't know

SDT11. Which of the following sources of funding have been used to support **standard** tutoring during the 2023-24 school year? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Philanthropic support
- o Partnerships or sponsorships with organizations
- o Other, please specify: _____
- o None of the above
- o Don't know

SDTf1. Compared to the beginning of the school year, has the number of **students who needed** standard tutoring…?
- o Increased

o Decreased

o Remained the same

SDTf2. Compared to the beginning of the school year, has your school's **ability to provide** standard tutoring…?
- o Increased
- o Decreased
- o Remained the same

SDTf3. Which of the following factors have led to the increase in your school's ability to provide standard tutoring? *Select all that apply.* {Display if *SDTf2* = "increased"}
- o Changes in the number of students who need standard tutoring
- o Changes in the number of staff available to support standard tutoring
- o Changes in the funding used to support standard tutoring
- o Changes in the amount of time available for standard tutoring
- o Changes in the amount of space available for standard tutoring
- o Changes in the availability of materials and resources needed to support standard tutoring
- o Other, please specify: _____

SDTf4. Which of the following factors have led to the decrease in your school's ability to provide standard tutoring? *Select all that apply.* {Display if *SDTf2* = "decreased"}
- o Changes in the number of students who need standard tutoring
- o Changes in the number of staff available to support standard tutoring
- o Changes in the funding used to support standard tutoring
- o Changes in the amount of time available for standard tutoring
- o Changes in the amount of space available for standard tutoring
- o Changes in the availability of materials and resources needed to support standard tutoring
- o Other, please specify: _____

SDTno. Which of the following are reasons why your school has not implemented **standard tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ SDT}

- o Implementing standard tutoring is not a priority for our school
- o There are not enough students at my school who require standard tutoring
- o Time limitations (i.e., cannot find enough time to support standard tutoring)
- o Space limitations (i.e., do not have the physical space to support standard tutoring)
- o Lack of educational materials to support standard tutoring
- o Cannot find staff to support standard tutoring
- o Lack of, or reductions in, funding to support standard tutoring
- o Other, please specify: _____

*The following items ask about **self-paced** tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

SPT2. As of today, what percentage of students at your school have received **self-paced** tutoring during the 2023-24 school year?

_____% of students
o   Don't know

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

o   Yes
o   No
o   Don't Know

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

o   Results from diagnostic or other assessment results
o   Referral from teacher or staff
o   Request from parent or caregiver
o   Other, please specify: _____
o   Don't know

SPT3. To the best of your knowledge, how does the percentage of students who receive **self-paced** tutoring compare to last school year (2022-23)?

o   More students are receiving self-paced tutoring
o   Fewer students are receiving self-paced tutoring
o   About the same percentage of students are receiving self-paced tutoring
o   No students participated in self-paced tutoring in the 2022-23 school year
o   Don't Know

SPT4a. To the best of your knowledge, have any of the following subgroups of students received **self-paced** tutoring more than others during the 2023-24 school year? *Select all that apply.*

o   Students from particular racial/ethnic backgrounds (indicate in next item)
o   English Learner (EL) or English as a Second Language (ESL) students
o   Students with Individualized Education Programs (IEPs) or 504 plans
o   Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
o   Students experiencing homelessness
o   Migrant students
o   Students who are not receiving full-time in-person instruction
o   Other, please specify: _____
o   No subgroups have received more standard tutoring than others
o   Don't Know

SPT4b. Which of the following racial/ethnic student groups have received **self-paced** tutoring more than others? *Select all that apply*. {Display if SPT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White

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

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

SPT5. When do students at your school receive **self-paced** tutoring? *Select all that apply*.

- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

SPT6. For students who receive **self-paced** tutoring, approximately how many days per week do they receive this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o More than 5 days
- o Don't Know

SPT7. For students who receive **self-paced** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

SPT8. In which of the following subject areas do students in your school receive **self-paced** tutoring?

- o   Mathematics
- o   English/Language Arts (including Reading)
- o   Sciences (e.g., general science, biology, chemistry)
- o   Computer Science
- o   Social Studies/History
- o   Foreign Language(s)

SPT9. To what extent do you agree with the following statement: "My school is able to effectively provide **self-paced** tutoring to all students in need."

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

SPT10. Which of the following factors, if any, limit your school's efforts to effectively provide **self-paced** tutoring to all students in need? *Select all that apply.*

- o   Cannot find materials or resources to support self-paced tutoring
- o   Lack of funding to obtain materials or resources to support self-paced tutoring
- o   Time limitations (i.e., cannot find enough time to support self-paced tutoring)
- o   Technology limitations (i.e., do not have the technological capability to support self-paced tutoring)
- o   Other, please specify: _____
- o   We have not experienced any barriers to implementing self-paced tutoring
- o   Don't know

SPT11. Which of the following sources of funding have been used to support **self-paced** tutoring during the 2023-24 school year? *Select all that apply.*

- o   COVID relief funds (ESSER I or ESSER II)
- o   American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o   Other federal grants or programs
- o   State grants or other state programs
- o   District or school financial funding
- o   Partnerships or sponsorships with organizations
- o   Philanthropic support
- o   Other, please specify: _____
- o   None of the above
- o   Don't know

SPTf1. Compared to the beginning of the school year, has the number of students who needed self-paced tutoring…?

- o   Increased
- o   Decreased
- o   Remained the same

SPTf2. Compared to the beginning of the school year, has your school's **ability to provide** self-paced tutoring…?
- o   Increased
- o   Decreased
- o   Remained the same

SPTf3. Which of the following factors have led to the increase in your school's ability to provide self-paced tutoring? *Select all that apply.* {Display if *SPTf2* = "increased"}
- o   Changes in the number of students who need self-paced tutoring
- o   Changes in the funding used to support self-paced tutoring
- o   Changes in the amount of time available for self-paced tutoring
- o   Changes in the amount of space available for self-paced tutoring
- o   Changes in the availability of materials and resources needed to support self-paced tutoring
- o   Other, please specify: _____

SPTf4. Which of the following factors have led to the decrease in your school's ability to provide self-paced tutoring? *Select all that apply.* {Display if *SPTf2* = "decreased"}
- o   Changes in the number of students who need self-paced tutoring
- o   Changes in the funding used to support self-paced tutoring
- o   Changes in the amount of time available for self-paced tutoring
- o   Changes in the amount of space available for self-paced tutoring
- o   Changes in the availability of materials and resources needed to support self-paced tutoring
- o   Other, please specify: _____

SPTno. Which of the following are reasons why your school has not implemented **self-paced tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ SPT}

- o   Implementing self-paced tutoring is not a priority for our school
- o   There are not enough students at my school who require self-paced tutoring
- o   Time limitations (i.e., cannot find enough time to support self-paced tutoring)
- o   Space limitations (i.e., do not have the physical space to support self-paced tutoring)
- o   Lack of educational materials to support self-paced tutoring
- o   Lack of, or reductions in, funding to support self-paced tutoring
- o   Other, please specify: _____

*The following items ask about **on-demand online** tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

ODT2. As of today, what percentage of students at your school have accessed **on-demand online** tutoring during the 2023-24 school year?

_____% of students

o Don't know

ODT13a. Are any students **required** to participate in your **on-demand online** tutoring program(s)?

o Yes
o No
o Don't Know

ODT13b. For which of the following reasons are students **required** to participate in **on-demand online** tutoring program(s)? *Select all that apply.* {Display if OD13a = YES}

o Results from diagnostic or other assessment results
o Referral from teacher or staff
o Request from parent or caregiver
o Other, please specify: _____
o Don't know

ODT3. To the best of your knowledge, how does the percentage of students who access **on-demand online** tutoring compare to last school year (2022-23)?

o More students are receiving on-demand online tutoring
o Fewer students are receiving on-demand online tutoring
o About the same percentage of students are receiving on-demand online tutoring
o No students accessed on-demand online tutoring in the 2022-23 school year
o Don't Know

ODT4a. To the best of your knowledge, have any of the following subgroups of students accessed **on-demand online** tutoring more than others during the 2023-24 school year? *Select all that apply.*

o Students from particular racial/ethnic backgrounds (indicate in next item)
o English Learner (EL) or English as a Second Language (ESL) students
o Students with Individualized Education Programs (IEPs) or 504 plans
o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
o Students experiencing homelessness
o Migrant students
o Students who are not receiving full-time in-person instruction
o Other, please specify: _____
o No subgroups have received more standard tutoring than others
o Don't Know

ODT4b. Which of the following racial/ethnic student groups have accessed **on-demand online** tutoring more than others? *Select all that apply*. {Display if ODT4a = "…particular racial/ethnic backgrounds"}

- o American Indian or Alaska Native
- o Asian
- o Black or African American
- o Hispanic/Latino
- o Native Hawaiian or Other Pacific Islander
- o Two or more races
- o White

ODT12. Does your school use its student information system (or equivalent) to track students' participation in **on-demand online** tutoring?

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

ODT5. When do students at your school access **on-demand online** tutoring? *Select all that apply*.

- o Before school
- o After school
- o During regular instruction periods, **through pull-out services**
- o During regular instruction periods, **in the classroom**
- o During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- o Outside of the regular school week (e.g., Saturdays or Sundays)
- o Other, please specify: _____
- o Don't know

ODT6. For students who access **on-demand online** tutoring, approximately how many days per week do they access this type of tutoring?

- o 1 day per week
- o 2 days per week
- o 3 days per week
- o 4 days per week
- o 5 days per week
- o More than 5 days
- o Don't Know

ODT7. For students who access **on-demand online** tutoring, approximately how long does the typical tutoring session last?

- o Less than 30 minutes
- o 30 to 45 minutes
- o 46 minutes to 1 hour
- o More than 1 hour
- o Don't Know

ODT8. In which of the following subject areas do students in your school utilize **on-demand online** tutoring?

- o Mathematics
- o English/Language Arts (including Reading)
- o Sciences (e.g., general science, biology, chemistry)
- o Computer Science
- o Social Studies/History
- o Foreign Language(s)

ODT9. To what extent do you agree with the following statement: "My school is able to effectively provide access to **on-demand online** tutoring to all students in need."

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

ODT10. Which of the following factors, if any, limit your school's efforts to effectively provide access to **on-demand online** tutoring to all students in need? *Select all that apply.*

- o Cannot find materials or resources to support on-demand online tutoring
- o Lack of funding to obtain materials or resources to support on-demand online tutoring
- o Time limitations (i.e., cannot find enough time to support on-demand online tutoring)
- o Technology limitations (i.e., do not have the technological capability to support on-demand online tutoring)
- o Other, please specify: _____
- o We have not experienced any barriers to providing access to on-demand online tutoring
- o Don't know

ODT11. Which of the following sources of funding have been used to support **on-demand online** tutoring during the 2023-24 school year? *Select all that apply.*

- o COVID relief funds (ESSER I or ESSER II)
- o American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER)
- o Other federal grants or programs
- o State grants or other state programs
- o District or school financial funding
- o Partnerships or sponsorships with organizations
- o Philanthropic support
- o Other, please specify: _____
- o None of the above
- o Don't know

ODTf1. Compared to the beginning of the school year, has the number of **students who needed** on-demand online tutoring…?
- o Increased

o   Decreased
o   Remained the same

ODTf2. Compared to the beginning of the school year, has your school's **ability to provide** on-demand online tutoring…?
o   Increased
o   Decreased
o   Remained the same

ODTf3. Which of the following factors have led to the increase in your school's ability to provide on-demand online tutoring? *Select all that apply.* {Display if *ODTf2* = "increased"}
o   Changes in the number of students who need on-demand online tutoring
o   Changes in the funding used to support on-demand online tutoring
o   Changes in the amount of time available for on-demand online tutoring
o   Changes in the amount of space available for on-demand online tutoring
o   Changes in the availability of materials and resources needed to support on-demand online tutoring
o   Other, please specify: _____

ODTf4. Which of the following factors have led to the decrease in your school's ability to provide on-demand online tutoring? *Select all that apply.* {Display if *ODTf2* = "decreased"}
o   Changes in the number of students who need on-demand online tutoring
o   Changes in the funding used to support on-demand online tutoring
o   Changes in the amount of time available for on-demand online tutoring
o   Changes in the amount of space available for on-demand online tutoring
o   Changes in the availability of materials and resources needed to support on-demand online tutoring
o   Other, please specify: _____

ODTno. Which of the following are reasons why your school has not implemented **on-demand online tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ ODT}

o   Implementing on-demand online tutoring is not a priority for our school
o   There are not enough students at my school who require on-demand online tutoring
o   Time limitations (i.e., cannot find enough time to support on-demand online tutoring)
o   Space limitations (i.e., do not have the physical space to support on-demand online tutoring)
o   Lack of educational materials to support on-demand online tutoring
o   Lack of, or reductions in, funding to support on-demand online tutoring
o   Other, please specify: _____

Tutoring2. Do you provide training or professional development for those who provide the following types of tutoring provided at your school?

{Display if Tutoring_gate = "High-Dosage Tutoring" "Standard Tutoring" or "Other methods of tutoring"}	Yes	No	Don't Know
High-dosage tutoring			
Standard tutoring			

Other methods of tutoring			

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

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

Tutoring4. How effective has each tutoring program been in improving student outcomes during this school year?

{Display based on Tutoring_gate responses}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
High-dosage tutoring					
Standard tutoring					
Self-paced tutoring					
On-demand online tutoring					
Other methods of tutoring					

Tutoring6. What criteria have you utilized to assess the effectiveness of your tutoring programs? *Select all that apply.*

{Display based on Tutoring_gate responses}	Changes in student report card grades	Changes in student standardized test scores	Changes in non-standardized test scores (such as benchmark assessments)	Teacher evaluations of student learning progress	Parent evaluations of student learning progress	Student evaluations of their own learning progress	Other	Don't know	No criteria were used to evaluate the effectiveness of this program
High-dosage tutoring									
Standard tutoring									
Self-paced tutoring									
On-demand online tutoring									
Other methods of tutoring									

Tutoring_more. We'd like to learn more about your school's experiences **offering tutoring programs** 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.

World & Dual Language Programs (School-Level | New)

Lang1. Which, if any, of the following languages are taught as independent classes at your school?

- American Sign Language (ASL)
- Arabic
- Chinese (Mandarin or Cantonese)
- Dutch
- French
- German
- Hindi
- Italian
- Japanese

- Korean
- Latin
- Portuguese
- Russian
- Spanish
- Turkish
- Other, please specify: _____
- None of the above

Lang2_v1. Approximately what percentage of your students are enrolled in these classes?

{Display based on answers to Lang1}	Percentage of students enrolled	Don't Know
ASL		
Arabic		
Chinese		
Dutch		
French		
German		
Hindi		
Italian		
Japanese		
Korean		
Latin		
Portuguese		
Russian		
Spanish		
Turkish		
Other		

Lang2. Approximately how many students are enrolled in these classes?

{Display based on answers to Lang1}	Number of students enrolled	Don't Know
ASL		
Arabic		
Chinese		
Dutch		
French		
German		
Hindi		
Italian		
Japanese		
Korean		
Latin		
Portuguese		
Russian		

Spanish		
Turkish		
Other		

Lang3. Which of the following best describes how these classes are taught at your school? *Select all that apply.*

{Display based on answers to Lang1}	Traditional Classroom	Dual language (two-way) immersion	Immersion	Online	Hybrid	Don't Know
ASL						
Arabic						
Chinese						
Dutch						
French						
German						
Hindi						
Italian						
Japanese						
Korean						
Latin						
Portuguese						
Russian						
Spanish						
Turkish						
Other						

Lang4. Do you offer these classes in collaboration with any of the following? *Select all that apply.*

{Display based on answers to Lang1}	A local high school	Community college	University campus	Heritage community school	No collaborations for this class	Don't Know
ASL						
Arabic						
Chinese						
Dutch						
French						
German						
Hindi						
Italian						
Japanese						
Korean						
Latin						
Portuguese						
Russian						
Spanish						
Turkish						
Other						

Dual_gate. Which of the following, if any, types of dual language programs does your school offer? *Select all that apply.*

o **Developmental Program** (also known as a maintenance program): dual language program that enrolls primarily students who are native speakers of the partner language
o **Two-way Immersion Program** (also known as a bilingual program): dual language program that enrolls a balance of native English speakers and native speakers of the partner language
o **One-way Immersion Program** (also known as a foreign language program): dual language program that enrolls primarily native English speakers
o **Heritage Language Program**: dual language program that mainly enrolls students who are dominant in English, but whose parents, grandparents, or other ancestors spoke the partner language.
o **None** of the programs listed above are offered at my school {Do not display Dual items if selected}

Dual1. What percentage of students at your school are in the dual language program?

_____ percent of students
o Don't know

Dual2. Do you require that educators in your school's dual language program are certified to teach in these programs?

o Yes
o No
o Don't know

Dual3. Does your school offer a seal of biliteracy?

o Yes
o No
o Don't know

Dua4. Which of the following partner languages are used in your school's dual language program(s)?

o American Sign Language (ASL)
o Arabic
o Chinese (Mandarin or Cantonese)
o Dutch
o French
o German
o Hindi
o Italian
o Japanese
o Korean
o Latin
o Portuguese
o Russian
o Spanish
o Turkish
o Other, please specify: _____
o None of the above

Dual5. Does your school have a shortage of English Learner (EL) or English as a Second Language (ESL) instructors?

o Yes
o No
o Don't know
o We do not have any EL or ESL students that necessitate an EL/ESL instructor

Dual_more. We'd like to learn more about schools' experiences with **world and dual language programs.** In the space below, please share any information you would like us to know on this topic.

This item is optional.

August 2021 Items (School-Level | Previously Approved)

LASTMODE. As of the last day of the 2020-21 school year, which of the following was offered at your school? *Select all that apply.*

- o **Full-time in-person instruction** - *Full-time in-person instruction refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building.*
- o **Full-time remote instruction** - *Remote instruction refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building for testing or services one day a month or less.*
- o **A Hybrid of remote and in-person instruction** - *Hybrid remote and in-person instruction refers to students who are in the school building for less than a full school week on a regular basis. These students come into school for some days or classes but stay at home for some days or classes.*

LASTLOSS. Over the 2020-21 school year, did your school do any of the following to address concerns about learning loss?

	Yes	No
Extend the school year (added days to the end of the school calendar or use scheduled snow days)		
Extend the school day		
Offer before or after school programs		
Require students to attend school on weekends		
Cancel or shorten school holidays		

VACCINATE. Did your school ever offer onsite COVID-19 vaccination or have a mobile vaccination unit on school grounds for students who were eligible during the 2020-21 school year?

- o Yes
- o No
- o Don't know
- o Not applicable - There are no students 12 years or older in this school

SUMMERLOSS. Over the summer of 2021, did your school do any of the following to address pandemic-related learning needs?

	Yes	No
Offer summer school		
Offer summer camps		

TESTING. Are teachers at your school planning to conduct any diagnostic assessments to students at the beginning of the 2021-22 school year?

- o Yes
- o No

TESTINGLOSS. Will the results of the assessment be used to address pandemic-related learning needs?
{Display if TESTING = Yes}

- o Yes
- o No

MODE. As of the first day of the 2021-22 school year, which of the following will be offered at your school? *Select all that apply.*

- o **Full-time in-person instruction** - *Full-time in-person instruction refers to students learning in the school building every day of the school week full-time. Include students who take remote classes while in the school building.*
- o **Full-time remote instruction** - *Remote instruction refers to students using online and/or paper materials to learn only from home or a location other than the school building. Include students who come into the building for testing or services one day a month or less*.
- o **A Hybrid of remote and in-person instruction** - *Hybrid remote and in-person instruction refers to students who are in the school building for less than a full school week on a regular basis. These students come into school for some days or classes but stay at home for some days or classes.*

DISTANCE. Estimate what percentage of your students signed up for full-time remote (online) instruction as of the first day of the 2021-22 school year? {Display if MODE = Full-time remote OR Hybrid instruction}

%

DATES. Please provide the following dates:

- o Start date for students for the 2021-22 school year: _____
- o End date for students for the 2021-22 school year: _____
- o Start date for students for the 2020-21 school year: _____
- o End date for students for the 2020-21 school year: _____

Contact Screener (School-Level | Previously Approved)

Please review the contact information we have for your school and indicate whether the information is correct or needs to be updated for the 2022-23 school year.

PRINCIPAL INFORMATION – [SCHOOL NAME APPEARS HERE]

- Principal Name: [current principal name appears here]
- Principal Email: [current principal email appears here]

    o Principal information is correct for 2022-23 school year
    o Principal information needs to be updated for the 2022-23 school year

SCHOOL POINT OF CONTACT INFORMATION – [SCHOOL NAME APPEARS HERE]

If you know you will not be serving in this role at the beginning of the 2022-23 school year, please be sure to update the School Point of Contact information with the name of someone we can communicate with for this survey for the 2022-23 school year monthly collections

- Point of Contact (POC) Name: [current POC name appears here]
- Point of Contact (POC) Position: [current POC position appears here]
- Point of Contact (POC) Email: [current POC email appears here]

    o POC information is correct for 2022-23 school year
    o POC information needs to be updated for the 2022-23 school year

Please update PRINCIPAL information below:
{Display if "Principal information needs to be updated..." is selected}

- Principal First Name: _____
- Principal Last Name: _____
- Principal Email: _____

    o New Principal information unavailable at this time

Please update POINT OF CONTACT information below:
{Display if "POC information needs to be updated..." is selected}

- POC First Name: _____
- POC Last Name: _____
- POC School Position Title: _____
- POC Email: _____

    o New POC contact information unavailable at this time

Address Information

SCHOOL ADDRESS INFORMATION

Each month, in addition to an email invitation, we mail a letter to the school with the School Pulse Panel login information. This letter is sent via Federal Express or United States Postal Service

Please confirm your school's physical address below:

Physical Address

- Street: [current street appears here]
- City: [current city appears here]
- State: [current state appears here]
- ZIP Code: [current ZIP code appears here]

    o Information is correct for 2022-23 school year
    o Information needs to be updated for the 2022-23 school year

Please confirm your school's mailing address below:

Mailing Address

- Street: [current street appears here]
- City: [current city appears here]
- State: [current state appears here]
- ZIP Code: [current ZIP code appears here]

    o Information is correct for 2022-23 school year
    o Information needs to be updated for the 2022-23 school year

Please update SCHOOL ADDRESS information below.

Physical Address {display if "Information needs to be updated…" is selected}

- Street: _____
- City: _____
- State: _____
- ZIP Code: _____

Mailing Address {display if "Information needs to be updated…" is selected}

- Street: _____
- City: _____
- State: _____
- ZIP Code: _____

Phone Number
SCHOOL CONTACT PHONE NUMBER

Please confirm the best school phone number to reach the point of contact during the survey data collection.

- Phone Number: [current phone number appears here]
- Extension: [current extension appears here]

  o Phone number is correct for 2022-23 school year
  o Phone number needs to be updated for the 2022-23 school year

Please update phone number below: {display if "Phone number needs to be updated…" is selected}

- Phone number: _____
- Extension: _____

  o Updated phone number/extension unavailable at this time

Debit Card Information
DEBIT CARD/CHECK INFORMATION

Your school will receive a $400 debit card/check for each completed monthly School Pulse Panel survey. Please confirm the point of contact and mailing address where your debit card/check should be sent

- Debit card/Check Point of Contact: [current name appears here]
- Debit card/Check Address:

  [current street appears here] [current office appears here]

  [current city appears here]

  [current state appears here]

  [current ZIP code appears here]

  o Information is correct for 2022-23 school year
  o Information needs to be updated for the 2022-23 school year

Please update DEBIT CARD/CHECK information below:

- Debit card/Check Point of Contact: _____
- Address 1: _____
- Address 2: _____
- City: _____
- State: _____
- ZIP Code: _____

  o Information unavailable at this time

Conclusion

Is there any other information you would like to share with us regarding your school that would be necessary for us to update our records for the 2022-23 school year? *Include instances like a school name change or a merge with another school.*

This item is optional.

Operations Follow-up (School-Level | Previously approved)

As this is the last month for 2023-24 School Pulse Panel (SPP), we are interested in learning about your experiences as a participant in the School Pulse Panel.

Par2 1-1. Were any of the following motivating factors for why you responded to a monthly SPP survey? *Select all that apply.*

- o The survey seemed to be a reasonable length
- o I was interested in the monthly topics
- o The reimbursement {Display if SCHFLAG = 1 OR 2}
- o I wanted to contribute to educational research
- o I wanted to provide data that could inform educational policy decisions
- o Other, please specify: _____
- o None of the above

Par1 1-2. If you did not participate in every monthly collection (August 2023-June 2024), why did you participate in one or some monthly collections but not others? *Select all that apply*.

- o My school participated in every monthly collection between August 2023 and June 2024
- o Time constraints
- o I did not receive the communications
- o The monthly question topics determined my interest in participating for a given month
- o I was tired of participating
- o I did not see the benefit to me or my school for participating
- o I was advised to stop participating by our district
- o I did not receive reimbursement in a timely manner {Display if SCHFLAG = 1 OR 2}
- o The monthly reimbursement amount of $200 was not high enough {Display if SCHFLAG = 1 OR 2}
- o Other, please specify: _____

Each SPP monthly data collection included the following communications:
1 physical letter with a URL link to the monthly survey
1 initial invitation email with a URL link the monthly survey
3 follow-up reminder emails with a URL link to the monthly survey
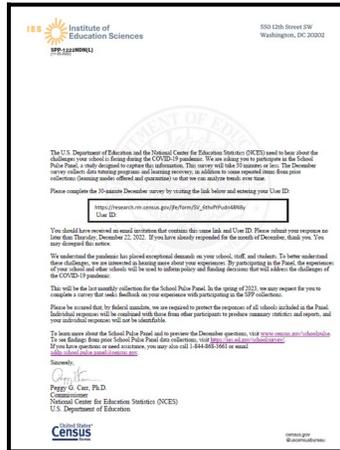
Com1 2-1. Did you ever receive a physical letter (pictured above) with the URL link?

- o   Yes
- o   No
- o   Unsure

Com1a 2-1a. Did you ever type in the URL link to get to the survey instrument? {Display if Com1 = "Yes"}

- o   Yes
- o   No
- o   Unsure

Com1b 2-1b. Which of the following, if any, were reasons you did not type in the URL link to the survey instrument? *Select all that apply.* {Display if Com1a = "No"}.

- o   URL was too long to type
- o   I already received the invitation email with the URL link
- o   Other, please specify: _____

Com1c 2-1c. Did receiving the physical letter ever prompt you to check your email for the initial invitation that contained the URL link to the survey instrument? {Display if Com1 = "Yes"}.

- o   Yes
- o   No

Com1d 2-1d. The photo above shows an invitation letter. Did any of the language in the letter motivate you to participate?

- o   Yes, please specify what language: _____
- o   No, please specify why: _____

Com1e 2-1e. For the February monthly survey, your school was sent a tote bag (pictured above) with the physical letter. Did receiving this tote bag impact your participation?

- o Yes, it **increased** my willingness to participate
- o Yes, it **decreased** my willingness to participate
- o No, it did not impact my willingness to participate
- o I do not remember our school receiving a tote bag
- o Not applicable – my school was not a part of the study at this time
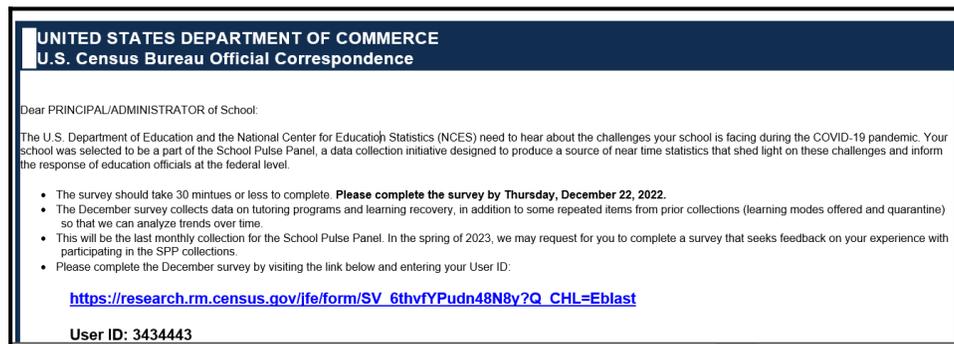
Com2 2-2. Did you ever receive an initial invitation email (pictured above) with the URL link to the survey instrument?

- o Yes
- o No
- o Unsure

Com2a 2-2a. Did the initial invitation email ever come directly to your inbox, quarantine, or spam/junk folder? *Select all that apply.* {Display if Com2 = "Yes"}.

- o It was sent directly to my inbox
- o It was sent to my quarantine folder
- o It was sent to my spam/junk folder
- o Unsure

Com2b 2-2b. Were you able to access the survey instruments by clicking on the URL link in the initial invitation email?

o Yes

o No

UNITED STATES DEPARTMENT OF COMMERCE
U.S. Census Bureau Official Correspondence

Dear PRINCIPAL/ADMINISTRATOR of School:

This is a reminder to please complete the School Pulse Panel December survey by **Thursday, December 22, 2022**. This survey will ask you about how your school is operating and responding to the challenges presented by the COVID-19 pandemic. If you have already responded for the month of December, thank you. You may disregard this notice.

- The December survey collects data on tutoring programs and learning recovery, in addition to some repeated items from prior collections (learning modes offered and quarantine) so that we can analyze trends over time.
- This will be the last monthly collection for the School Pulse Panel. In the spring of 2023, we may request for you to complete a survey that seeks feedback on your experience with participating in the SPP collections.
- Please complete the 30-minute December survey by visiting the link below and entering your User ID:

    https://research.rm.census.gov/jfe/form/SV_6thvfYPudn48N8y?Q_CHL=Eblast

    User ID: 3434443

Com3 2-3. Did you ever receive any of the follow-up reminder emails (pictured above) with a URL link to the survey instrument?
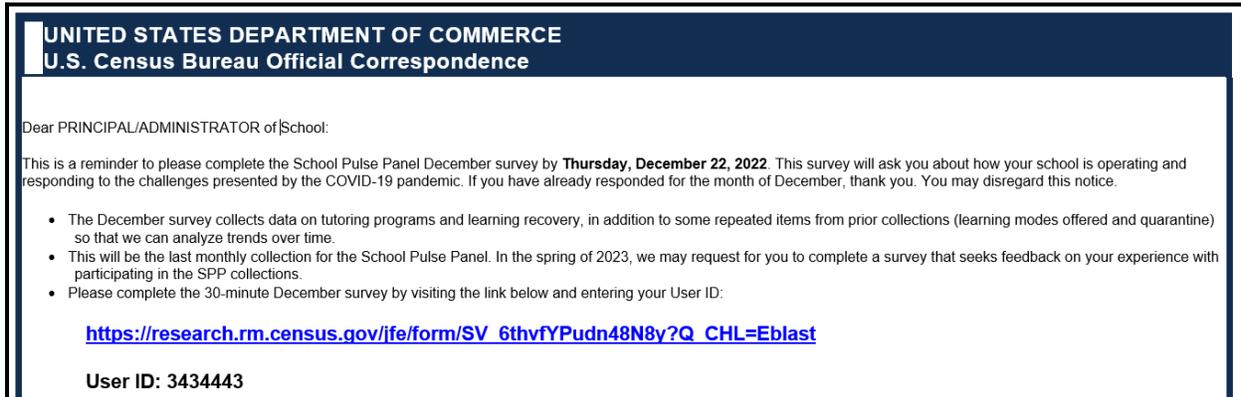
o Yes

o No

o Unsure

Com3a 2-3a. Did the follow-up reminder email ever come directly to your inbox, quarantine, or spam/junk folder? *Select all that apply.* {Display if Com3 = "Yes"}

o It was sent directly to my inbox

o It was sent to my quarantine folder

o It was sent to my spam/junk folder

o Unsure

Com3c 2-3b. Please share any reasons that made you decide to complete the survey after receiving the follow-up reminder emails, rather than after receiving the initial invitation {Display if Com3 = "Yes"}

Com4 2-4. Each month, you could have received up to 5 different communications inviting you to participate in the survey. How do you feel about receiving that number of monthly communications?

o It is too many communications

o It is just the right amount of communications

o It is too few communications

Sur1 3-1. Overall, how easy or difficult was it for you to complete an SPP monthly survey?

- o Very easy
- o Easy
- o Neither easy nor difficult
- o Difficult
- o Very difficult

Sur1a 3-1a. What challenges, if any, did you experience completing the monthly surveys? *Select all that apply.*

- o I did not experience any challenges completing monthly surveysFinding time to complete the survey
- o Difficulty answering items because data were not readily available
- o The two-week collection window was not long enough
- o Required coordination with other school or district staff to answer items
- o Difficulty finding the communications which contained the URL link to the survey
- o Other, please specify: _____

Sur2 3-2. In the months that you completed a survey, how often did you complete the survey in one sitting?

- o Every time
- o Most of the time
- o Some of the time
- o Never

Sur3 3-3. Did you ever preview the survey by going to the U.S. Census Bureau website (https://www.census.gov/programs-surveys/school-pulse-panel.html) to look at items before responding online?

- o Yes
- o No
- o I was unaware that the survey was available to preview on the U.S. Census Bureau website

Sur4 3-4. Did you ever download or print out the PDF of your responses at the conclusion of a monthly survey?

- o Yes
- o No
- o I was unaware that I could download or print a PDF of my responses

Sur5 3-5. How did you handle questions that were particularly difficult to answer? *Select all that apply.*

- o Sought help from other school staff
- o Sought help from district staff
- o Skipped the question
- o Answered the question as best as I could
- o I never experienced questions that were particularly difficult or that I was unable to answer

Sur5a 3-5a. Please list the job titles of other **school** staff who helped you answer questions :

Sur5b 3-5b. Please list the job titles of other **district** staff who helped you answer questions :

Sur6 3-6. To the best of your recollection, how easy or difficult was it to answer questions related to the content areas that were covered during SPP?

	Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult	I do not recall answering questions for this topic
Absenteeism						
After-School Programs						
Challenges for School Staff						
Community Partnerships						
COVID-19 Mitigation Strategies						
Food and Nutrition						
Learning Modes						
Learning Recovery						
Mental Health and Well-Being						
Parent, Student, and Staff Concerns						
Quarantine Prevalence						
Staffing Vacancies						
Student Behavior						
Summer Programs						
Supply Chains						
Technology						

Sur6a 3-6a. You indicated that [PIPE IN TOPICS IDENTIFIED AS "VERY DIFFICULT" IN SUR6] were "Very difficult" to answer. Please tell us a little more about what made answering questions related to this/these topic(s) difficult. {Display based on "Very difficult" responses to Sur6}

[text box]

Sur7 3-7. Beyond topics related to COVID-19 and its associated challenges, are there topics you believe the U.S. Department of Education should be gathering data on frequently (e.g., on a monthly or bi-monthly basis) throughout a school year?

[text box]

DC1 4-1. You were given two weeks to complete each monthly survey. Was this a long enough timeframe to complete the survey?

- o Yes
- o No

DC1a 4-1a. Generally speaking, could you have completed the monthly surveys if you were only given one week to complete them? {Display if DC1 = "Yes"}

- o Yes
- o No

DC1b 4-1b. How much time would have made it easier for you to complete a monthly survey? {Display if DC1 = "No"}

- o 3 weeks
- o 4 weeks
- o More than 4 weeks

DC2 4-2. Did you feel the length of the surveys and the time necessary to complete each one was reasonable to do **on a monthly basis**?

- o Yes
- o No

For participating in a given monthly data collection, your school should have received a debit card worth $400. Please note that debit cards for participating in the October - December 2022 collections may still be in transit by the time you complete this survey. If you have not received your October - December 2022 debit cards, please do not include that in your response below.

RE1 5-1. Did you receive all debit cards that you should have received based on your monthly participation? {Display if DEBIT = DEBIT CARD}

- o   Yes
- o   No
- o   Unsure

RE2 5-2. Did you have any issues using the debit card(s)? {Display if RE1 = "Yes" & DEBIT = DEBIT CARD}

- o   Yes, please explain: _____
- o   No

RE2a 5-2a. What did you do if you had an issue related to receiving and/or using a debit card? *Select all that apply.* {Display if RE1 = "No" **OR** RE2 = "Yes" & DEBIT = DEBIT CARD}

- o   Contacted the U.S. Census Bureau for help addressing an issue
- o   Contacted NCES for help addressing an issue
- o   I did not contact anyone for help addressing an issue
- o   Other, please specify: _____

RE3 5-3. Would you have participated in this study on a monthly basis if the reimbursement was less than $400?

- o   Yes
- o   No

RE3a 5-3a. Which of the following reimbursement amounts would motivate you to participate in a similar monthly survey? {Display if RE3 = "Yes"}

- o $5
- o $10
- o $20
- o $50
- o $100
- o   More than $100 but less than $400

RE5 5-4. Besides a monetary reimbursement, are there any other types of incentives that would motivate you to participate in a monthly survey like SPP? If yes, please indicate what other kinds of incentives would be motivating.

- o   Yes

- o   No
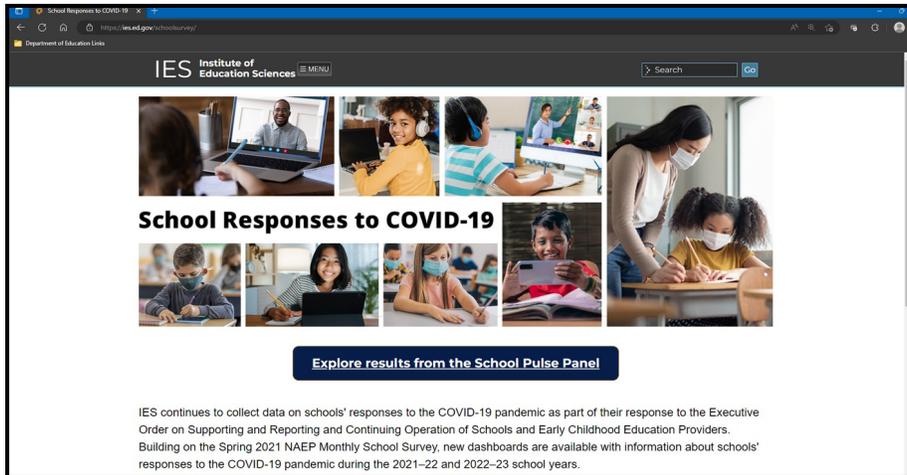
FP1 6-1a. Several weeks after each monthly data collection, findings were posted on the "School Responses to COVID-19" dashboard (https://ies.ed.gov/schoolsurvey/). Did you ever access this dashboard to see the findings produced from the data you provided?

- o Yes
- o No
- o I was unaware that findings were published on an online dashboard

FP1b 6-1b. Did you ever download the Excel file from the dashboard that contained the full findings produced from a monthly survey? {Display if FP1 = Yes}

- o Yes
- o No
- o I did not know the full results were available to be downloaded

FP1c 6-1c. Have you used the findings from this study to do any of the following? *Select all that apply.* {Display if FP1=Yes OR FP1b = Yes}

- o To inform policy or other decisions at your school related to the COVID-19 pandemic and its impact
- o To compare your school's response to the COVID-19 pandemic to other schools' responses across the country
- o To help support your school's or district's goals or mission
- o Other, please specify: _____
- o None of the above

FP2 6-2. Have you recognized findings related to this study cited in the news media you consume?

- o Yes
- o No

FP3 6-3. Besides an online dashboard and Excel file, how could NCES better communicate its findings to schools?

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NPar1 1-1. Which of the following reasons, if any, did your school choose not to participate in any SPP monthly data collections? *Select all that apply.*

- o   I was not interested in participating in voluntary federal surveys
- o   I did not have the time to participate
- o   I was advised not to participate by our district or other staff
- o   I did not see the benefit to my school for participating
- o   I do not think we received any invitations to participate in the School Pulse Panel
- o   Other, please specify: _____

NPar1a 1-1a. At what point in the monthly survey process did you decide not to participate? {Display if NPar1 ≠ "I do not think we received…"}

- o   Before ever opening the invitation letter or email
- o   After opening the invitation letter or email, but before ever opening the survey
- o   After opening the survey but before answering any questions
- o   After answering a few questions

NPar1b 1-1b. Please share anything that we could have done to motivate your school to participate in the study.

[blank answer box]

NRE1 2-1. Your school was offered a reimbursement of $400 for each completed monthly survey. Were you aware of this reimbursement offering?

- o   Yes
- o   No

NRE1a 2-1a. Did you feel that the $400 reimbursement was an appropriate reimbursement amount for your school's participation in the SPP monthly data collections? {Display if NRE1 = Yes}

- o   Yes
- o   No, a $400 reimbursement was not a large enough reimbursement
- o   No, a $400 reimbursement was too large a reimbursement

NRE1b. Which of the following reimbursement amounts do you think would be reasonable for your school's participation in a 30-minute monthly survey? *Select all that apply.* {Display if NRE1a = "…too large…"}

- o $5
- o $10
- o $20
- o $50
- o $100
- o $200
- o $300