School Pulse Panel
(SPP 2024-25)

OMB# 1850-0969 v.13

Supporting Statement

Appendix B2

School Pulse Panel Questionnaire Archive/Item Bank

Completed Collections – 2021-22 and 2023-24

National Center for Education Statistics (NCES)
U.S. Department of Education

May 2024

Overview

The School Pulse Panel is uniquely structured to be responsive to the needs of stakeholders and policymakers. The 2024-25 monthly surveys will encompass broad content domains, each with a series of measurement items addressing a specific research question. The purpose of this B2 item bank is to serve as a record of previously approved and administered questionnaires from the 2021-2022 SPP and 2023-2024 SPP. Any of these items may be modified and used in one or more months in the 2024-25 collection. This item bank supplements the B1 item bank, which documents items that will be fielded during the 2024-25 collection. Content in B2 is organized by month fielded.

Contents

Overview....1
September 2021....8
- Learning Environment....9
- Enrollment....25
- Attendance....40
- COVID-19 Mitigation....42
- Extracurricular Activities....69
- Pandemic-Related Learning Needs....77
- Internet and Device Access....88
- Staffing....90
- Submit Questionnaire....95

January 2022....95
- Learning Modes....95
- Quarantine....97
- Staffing....102

Counts....104
- Suggestions for Future Items....105

February 2022....105
- Learning Modes....105
- Quarantine....108
- Mitigation....109
- Future Content....117

March 2022....118

Learning Mode....118
Quarantine....119
Concerns....121
Food & Nutrition....127
Suggestions for Future Items....129
April 2022....130
Learning Mode....130
Quarantine....131
Mental Health & Well-Being....132
Counts....137
Suggestions for Future Items....137
May 2022....138
Learning Mode....138
Quarantine....139
Absenteeism....140
Student Behavior....143
Counts....146
Suggestions for Future Items....146
June 2022....147
Learning Mode....147
Quarantine....148
Mitigation....149
Learning Recovery....150
Reflections on School Year....155
Plans for Summer 2022....156
Staffing Vacancies....159
Counts....165
Open-Ended Feedback....165
July 2022....166
Contact Information....166
Address Information....166
Phone Number....167
Debit Card Information....168
Conclusion....169
Submit....169

August 2022....170
Technology....170
Hiring Process....172
Community Partnerships....177
Suggestions for Future Items....180
September 2022....181
Learning Mode....181
Quarantine....182
Mitigation....183
Summer Program Follow-up....187
After-School Programs....191
Suggestions for Future Items....195
October 2022....196
Learning Mode....196
Quarantine....197
Staffing....198
Supply Chain Issues....199
Nutrition and Food Services....201
Counts....204
Suggestions for Future Items....204
November 2022....205
Learning Mode....205
Quarantine....206
School Crime and Safety....207
Counts....218
December 2022....219
Learning Mode....219
Quarantine....220
Learning Recovery & Tutoring....221
Counts....234
Spring 2023 Operations Follow-Up....235
Instructions for this Survey....235
Participation....235
Reimbursement....236
Communications....237

Race and Ethnicity....240
Instructions for this Survey....242
Participation....242
Communications....243
Survey Instrument....247
Data Collection Window and Frequency....249
Reimbursement....250
Findings and Publications....251
Race and Ethnicity....252
July 2023....254
August 2023....258
Staffing (Summer Hiring Cycle & Challenges)....258
Internet & Technology....263
Community Collaboration....266
Counts....269
Suggestions for Future Items....269
September 2023....270
Summer Programs....270
After-School Programs....285
Counts....295
Suggestions for Future Items....295
October 2023....296
Staffing (Current Vacancies & Challenges)....296
Tutoring....300
Counts....317
Suggestions for Future Items....317
November 2023....318
Food Services & Supply Chains....318
School Improvement Plans....322
Absenteeism....324
Counts....325
Suggestions for Future Items....325
December 2023....326
School Facilities....326
Learning Recovery (Planning Time & Parent Engagement)....330

Counts....333
Suggestions for Future Items....333
January 2024....334
College and Career Readiness....334
World and Dual Language Programs....338
Principal Autonomy....342
Crime and Safety (Security Officers and Staff Training)....343
Counts....349
Respondent....349
Suggestions for Future Items....349
February 2024....350
Concerns....350
Social and Emotional Skills....354
State Assessment Perceptions....358
Counts....360
Suggestions for Future Items....360
March 2024....361
Mental Health and Well-Being....361
Traumatic Brain Injuries....366
Staffing (Upcoming Hiring Cycle)....368
Counts....371
Suggestions for Future Items....371
April 2024....372
Transportation....372
School Preparedness and Safety Procedures....376
May 2024....383
Student Behavior....383
Tutoring....388
Counts....393
Suggestions for Future Items....393
June 2024....394
Learning Strategies & Recovery....394
Absenteeism....396
Learning Modes....402
Operations Follow-up....403

Counts.....404
Suggestions for Future Items.....1

September 2021

School Pulse Panel - September Instrument

Start of Block: Login

INTRO **Welcome to the School Pulse Panel!**

PRA

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0963. The time required to complete this information collection is estimated to average 4-5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: addp.school.pulse.panel@census.gov.

WARNING ****U.S. Census Bureau Notice and Consent Warning****

Learning Environment

End of Block: Login

Start of Block: Learning Environment

LEARNING1 As of ${e://Field/filldate}, 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 (1)
- O No (2)

Display This Question:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

LEARNING2 As of ${e://Field/filldate}, was full-time in-person learning offered to all students or only some students?

- O All students (1)
- O Some students (2)

Display This Question:

If As of ${e://Field/filldate}, was full-time in-person learning offered to all students or only som... = Some students

LEARNING3 As of ${e://Field/filldate}, which students were offered full-time in-person learning?

Select all that apply.

- [ ] Students in certain grades (1)
- [ ] Students with Individualized Education Plans (IEPs) - exclude students with 504 plans (2)
- [ ] Economically disadvantaged students (3)
- [ ] English Language Learner (ELL) or English as a Second Language (ESL) students (4)
- [ ] Students experiencing homelessness (6)
- [ ] Migrant students (5)

Page Break

Display This Question:

If As of ${e://Field/filldate}, which students were offered full-time in-person learning? Select... = Students in certain grades

LEARNING4 As of ${e://Field/filldate}, which grades were offered full-time in-person learning?

Select all that apply.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] 1st grade (3)
- [ ] 2nd grade (4)
- [ ] 3rd grade (5)
- [ ] 4th grade (6)
- [ ] 5th grade (7)
- [ ] 6th grade (8)
- [ ] 7th grade (9)
- [ ] 8th grade (10)
- [ ] 9th grade (11)
- [ ] 10th grade (12)
- [ ] 11th grade (13)
- [ ] 12th grade (14)

Page Break

LEARNING5 As of ${e://Field/filldate}, 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 (1)
- O No (2)

Page Break

Display This Question:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = No

X-

LEARNING6 As of ${e://Field/filldate}, did your district offer a full-time remote academy or school?

- O Yes (1)
- O No (2)
- O Don't know (3)

Page Break

Display This Question:

If As of ${e://Field/filldate}, did your district offer a full-time remote academy or school? = Yes

LEARNING7 Are students who attend the district remote academy or school still enrolled at your school?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Or Are students who attend the district remote academy or school still enrolled at your school? = Yes

LEARNING8 As of ${e://Field/filldate}, was remote learning offered to all students or only some students?

- O All students (1)
- O Some students (2)

Display This Question:

If As of ${e://Field/filldate}, was remote learning offered to all students or only some students? = Some students

LEARNING9 As of ${e://Field/filldate}, which students were offered full-time remote learning?

Select all that apply.

- ☐ Students in certain grades (1)
- ☐ Students with medical conditions, or in families with a medical condition, that put them at **high risk** for COVID-19 (2)
- ☐ Students with Individualized Education Plans (IEPs) - exclude students with 504 plans (3)
- ☐ Economically disadvantaged students (4)
- ☐ English Language Learner (ELL) or English as a Second Language (ESL) students (5)
- ☐ Students experiencing homelessness (7)
- ☐ Migrant students (6)

Page Break

Display This Question:

If As of ${e://Field/filldate}, which students were offered full-time remote learning? Select all t... = Students in certain grades

LEARNING10 As of ${e://Field/filldate}, which grades were offered full-time remote learning?

Select all that apply.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] 1st grade (3)
- [ ] 2nd grade (4)
- [ ] 3rd grade (5)
- [ ] 4th grade (6)
- [ ] 5th grade (7)
- [ ] 6th grade (8)
- [ ] 7th grade (9)
- [ ] 8th grade (10)
- [ ] 9th grade (11)
- [ ] 10th grade (12)
- [ ] 11th grade (13)
- [ ] 12th grade (14)

Page Break

X-

LEARNING11 As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for any students?

Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

O Yes (1)

O No (2)

Display This Question:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

X-

LEARNING12 As of ${e://Field/filldate}, was a hybrid of remote and in-person learning offered to all students or only some students?

O All students (1)

O Some students (2)

Display This Question:

If As of ${e://Field/filldate}, was a hybrid of remote and in-person learning offered to all student... = Some students

X-

LEARNING13 As of ${e://Field/filldate}, which students were offered a hybrid of remote and in-person learning?

Select all that apply.

- ☐ Students in certain grades (1)
- ☐ Students with medical conditions, or in families with a medical condition, that put them at **high risk** for COVID-19 (2)
- ☐ Students with Individualized Education Plans (IEPs) - exclude students with 504 plans (3)
- ☐ Economically disadvantaged students (4)
- ☐ English Language Learner (ELL) or English as a Second Language (ESL) students (5)
- ☐ Students experiencing homelessness (7)
- ☐ Migrant students (6)

Page Break

Display This Question:

If As of ${e://Field/filldate}, which students were offered a hybrid of remote and in-person learnin... = Students in certain grades

LEARNING14 As of ${e://Field/filldate}, which grades were offered a hybrid of remote and in-person learning?

Select all that apply.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] 1st grade (3)
- [ ] 2nd grade (4)
- [ ] 3rd grade (5)
- [ ] 4th grade (6)
- [ ] 5th grade (7)
- [ ] 6th grade (8)
- [ ] 7th grade (9)
- [ ] 8th grade (10)
- [ ] 9th grade (11)
- [ ] 10th grade (12)
- [ ] 11th grade (13)
- [ ] 12th grade (14)

Page Break

LEARNING15 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 ${e://Field/filldate}, did your school offer this type of learning because of the COVID-19 pandemic?

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

- O Yes (1)
- O No (2)

Page Break

Display This Question:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

LEARNING16 How many days a week does your school offer in-person instruction for hybrid students?

_____

Page Break

Display This Question:

If If How many days a week does your school offer in-person instruction for hybrid students? Text Response Is Equal to 5

LEARNING17 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?

- O Yes (1)
- O No (2)

Enrollment

End of Block: Learning Environment

Start of Block: Enrollment

ENROLLMENT1

Enrollment data may be more easily accessible for staff in your district or local education agency office. We encourage you to work with other school staff or district central office to assist with the administrative data part of this survey. The survey can be shared with district or other school staff by copying and pasting this unique survey link: ${e://Field/Q_URL}

Or, you can print the page using your web browser's print screen options so you can share a copy of this page with others.

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

*Please enter the **number** of students in each cell.*

	Hispanic, of any race (1)	White, not Hispanic (2)	Black or African American, not Hispanic (3)	Asian, not Hispanic (4)	American Indian or Alaskan Native, not Hispanic (5)	Native Hawaiian or Pacific Islander, not Hispanic (6)	Two or more races, not Hispanic (7)	Race/Ethnicity information not available (8)
Total Enrollment Count (1)								

Page Break

ENROLLMENT2

Enrollment data may be more easily accessible for staff in your district or local education agency office. We encourage you to work with other school staff or district central office to assist with the administrative data part of this survey. The survey can be shared with district or other school staff by copying and pasting this unique survey link: ${e://Field/Q_URL}

Or, you can print the page using your web browser's print screen options so you can share a copy of this page with others.

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

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes Full-time in-person learning (1)	*Display This Answer: If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes* Full-time remote learning (2)	*Display This Answer: If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes* Hybrid of remote and in-person learning (3)
Hispanic, of any race (1)			
White, not Hispanic (4)			
Black or African American, not Hispanic (5)			
Asian, not Hispanic (6)			
American Indian or Alaskan Native, not Hispanic (7)			

Native Hawaiian or Pacific Islander, not Hispanic (8)			
Two or more races, not Hispanic (9)			
Race/Ethnicity information not available (10)			
All students (3)			

Page Break

ENROLLMENT3

Enrollment data may be more easily accessible for staff in your district or local education agency office. We encourage you to work with other school staff or district central office to assist with the administrative data part of this survey. The survey can be shared with district or other school staff by copying and pasting this unique survey link: ${e://Field/Q_URL}

Or, you can print the page using your web browser's print screen options so you can share a copy of this page with others.

As of ${e://Field/filldate}, how many students with an Individualized Education Plan (IEP) were in each learning environment?

Do NOT include students who only have a 504 plan.

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes*
	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Students with an IEP who spend **80% or more** of their time in a general education classroom (1)			

Students with an IEP who spend **between 40-79%** of their time in a general education classroom (4)			
Students with an IEP who spend **less than 40%** of their time in a general education classroom (5)			

Page Break

Display This Question:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

X-

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)?

O Yes (1)

O No (2)

O Don't know (3)

Page Break

display1_ENROLLMENT

Enrollment data may be more easily accessible for staff in your district or local education agency office. We encourage you to work with other school staff or district central office to assist with the administrative data part of this survey. The survey can be shared with district or other school staff by copying and pasting this unique survey link: ${e://Field/Q_URL}

Or, you can print the page using your web browser's print screen options so you can share a copy of this page with others.

For the below questions, if a student is in two or more of these groups, please include them in both responses. For example, if a student is at high risk for COVID-19 and is also economically disadvantaged, include them in both responses.

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?

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes* Full-time in-person learning (1)	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes* Full-time remote learning (2)	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes* Hybrid of remote and in-person learning (3)
Number of students with medical conditions, or in families with a medical condition, that put them at **high risk** for COVID-19 (2)			

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.

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes*
	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of economically disadvantaged students (1)			

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?

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes*
	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of students who are ELL or ESL (1)			

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

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes*
	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of students experiencing homelessness (1)			

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.

*Please enter the **number** of students in each cell.*

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Answer:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Display This Answer: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes*	*Display This Answer:* *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes*
	Full-time in-person learning (1)	Full-time remote learning (2)	Hybrid of remote and in-person learning (3)
Number of migrant students (1)			

End of Block: Enrollment

Start of Block: Attendance

Attendance

ATTENDANCE1

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

Attendance data may be more easily accessible for staff in your district or local education agency office. We encourage you to work with other school staff or district central office to assist with the administrative data part of this survey.

	Hispanic, of any race (1)	White, not Hispanic (2)	Black or African American, not Hispanic (3)	Asian, not Hispanic (4)	American Indian or Alaskan Native, not Hispanic (5)	Native Hawaiian or Pacific Islander, not Hispanic (6)	Two or more races, not Hispanic (7)	Race/Ethnicity information not available (8)
Average Daily Attendance Percentage (1)								

ATTENDANCE2

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

Please define attendance based on how the school defines attendance for that learning environment.

Display This Choice:

If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes

Display This Choice:

If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes

Display This Choice:

If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes

	Average daily attendance percentage (1)
Display This Choice: *If As of ${e://Field/filldate}, did your school offer full-time in-person learning for any students?... = Yes* Full-time in-person learning (1)	
Display This Choice: *If As of ${e://Field/filldate}, did your school offer full-time remote learning for any students? Re... = Yes* Full-time remote learning (2)	
Display This Choice: *If As of ${e://Field/filldate}, did your school offer a hybrid of remote and in-person learning for... = Yes* Hybrid of remote and in-person learning (3)	

COVID-19 Mitigation

End of Block: Attendance

Start of Block: COVID-19 Mitigation

display1_MITIGATION As of ${e://Field/filldate}, is there a formal system in place for the following?

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If To notify PARENTS OR GUARDIANS when their child may have been exposed to COVID-19 at school? = Yes

MITIGATION9 How soon after the school knows of the exposure does a communication go out to parents?

- O Same day (1)
- O Next day (2)
- O Within a week (3)
- O Within a month (4)
- O More than a month (5)

MITIGATION10 As of ${e://Field/filldate}, is there a formal system in place to notify STAFF when they **may have been exposed** to COVID-19 at school?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If As of ${e://Field/filldate}, is there a formal system in place to notify STAFF when they may have... = Yes

MITIGATION11 How soon after the school knows of the exposure does a communication go out to staff?

- O Same day (1)
- O Next day (2)
- O Within a week (3)
- O Within a month (4)
- O More than a month (5)

Page Break

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

- Yes (1)
- No (2)

MITIGATION13 Does your district or school have any kind of publicly available tracker noting all cases in a given school or district to date?

Do not include state-level case trackers.

- Yes (1)
- No (2)

Page Break

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 (1)
- O No (2)
- O Don't know (3)

Display This Question:

If As of ${e://Field/filldate}, has your school requested or required any students to stay home from... = Yes

MITIGATION15 Were any of these students asked to stay home because they were exposed to COVID-19 **outside of school**?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If As of ${e://Field/filldate}, has your school requested or required any students to stay home from... = Yes

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

- O Yes (1)
- O No (2)
- O Don't know (3)

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?

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

- O Yes (1)
- O No (2)

Display This Question:

If As of ${e://Field/filldate}, does your school have a quarantine policy for staff and students who... = Yes

MITIGATION18 Which of the following are included in your school's quarantine policy?

Please select all that apply.

- ☐ A definition of what counts as a potential exposure to COVID-19 (1)
- ☐ Requirements about who must be contacted in the event of a potential exposure to COVID-19 (2)
- ☐ Requirements about the length of time that exposed students or staff must remain out of the school building (3)
- ☐ Requirements for COVID-19 testing of potentially exposed students and staff (4)
- ☐ Requirements about when an entire classroom or school must quarantine (5)
- ☐ Any exceptions in the policy for vaccinated individuals (6)
- ☐ Other requirements, please specify: (7)

_____

- ☐ Unsure what is included in policy (8)

Display This Question:

If As of ${e://Field/filldate}, does your school have a quarantine policy for staff and students who... = Yes

MITIGATION19 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 (1)
- O Only exposures that occur within the school setting (2)
- O Don’t know (3)

Page Break

display2_MITIGATION
The next questions are about whether your school does screening or testing for COVID-19. Testing includes PCR (Polymerase Chain Reaction) and rapid COVID-19 testing. Do not include antibody testing.

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

---

display3_MITIGATION As of ${e://Field/filldate}:

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 (1)
- O No (2)
- O Don't know (3)

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 (1)
- O No (2)
- O Don't know (3)

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

Testing includes PCR (Polymerase Chain Reaction) and rapid COVID-19 testing. Do not include antibody testing.

- O Yes (1)
- O No (2)
- O Don't know (3)

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

Testing includes PCR (Polymerase Chain Reaction) and rapid COVID-19 testing. Do not include antibody testing.

- O Yes (1)
- O No (2)
- O Don't know (3)

MITIGATION24 Does your school conduct COVID-19 **testing** with STAFF **even if they have no symptoms or known exposure**?

Testing includes PCR (Polymerase Chain Reaction) and rapid COVID-19 testing. Do not include antibody testing.

- O Yes (1)
- O No (2)
- O Don't know (3)

MITIGATION25 Does your school conduct COVID-19 **testing** with STUDENTS **even if they have no symptoms or known exposure**?

Testing includes PCR (Polymerase Chain Reaction) and rapid COVID-19 testing. Do not include antibody testing.

- O Yes (1)
- O No (2)
- O Don't know (3)

Page Break

display4_MITIGATION As of ${e://Field/filldate}:

---

x-

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

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If Does your school require that any STAFF wear a mask inside the school? = Yes

x-

MITIGATION27 Are STAFF who are vaccinated against COVID-19 required to wear a mask?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If Are STAFF who are vaccinated against COVID-19 required to wear a mask? = No

x-

MITIGATION28 Does your school require proof of vaccination against COVID-19 to exempt STAFF from wearing a mask?

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O Yes (1)
- O No (2)
- O Don't know (3)
- O Not applicable - Parents or guardians are not allowed inside the school building at this time (4)

Display This Question:

If Does your school require that any PARENTS OR GUARDIANS wear a mask inside the school? = Yes

MITIGATION30 Are PARENTS OR GUARDIANS who are vaccinated against COVID-19 required to wear a mask?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If Are PARENTS OR GUARDIANS who are vaccinated against COVID-19 required to wear a mask? = No

MITIGATION31 Does your school require proof of vaccination against COVID-19 to exempt PARENTS OR GUARDIANS from wearing a mask?

- Yes (1)
- No (2)
- Don't know (3)

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

- Yes (1)
- No (2)
- Don't know (3)

Display This Question:

If Does your school require that any STUDENTS wear a mask inside the school building? = Yes

MITIGATION33 Are STUDENTS who are vaccinated against COVID-19 required to wear a mask?

- O Yes (1)
- O No (2)
- O Don't know (3)
- O Not applicable - There are no students eligible for the COVID-19 vaccine in this school (4)

Display This Question:

If Are STUDENTS who are vaccinated against COVID-19 required to wear a mask? = No

MITIGATION34 Does your school require proof of vaccination against COVID-19 to exempt STUDENTS from wearing a mask?

- O Yes (1)
- O No (2)
- O Don't know (3)
- O Not applicable - There are no students eligible for the COVID-19 vaccine in this school (4)

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

- O Yes (1)
- O No (2)
- O Don't know (3)
- O Not applicable - There are no students eligible for the COVID-19 vaccine in this school (4)

Page Break

display5_MITIGATION As of ${e://Field/filldate}:

MITIGATION36 Has your school done any of the following to decrease the spread of COVID-19?

Please select all that apply.

- [ ] Spaced desks and seating at least 3 feet apart (1)
- [ ] Faced student desks and seating in the same direction (2)
- [ ] Decreased class size (3)
- [ ] Placed physical guides (e.g., tape, marks) and signs for distancing to account for movement of staff and students in the hallways or classrooms (4)
- [ ] Encouraged social distancing during recess or physical education (5)
- [ ] Installed physical barriers (i.e., plastic or other dividers) between students and staff (6)
- [ ] Installed physical barriers (i.e., plastic or other dividers) between students (7)
- [ ] Increased ventilation by opening windows and doors, using fans, and/or making improvements or upgrades to the school's ventilation system (8)
- [ ] Increased how often surfaces are cleaned (9)
- [ ] Added additional handwashing stations or hand sanitizer stations (10)
- [ ] None of the above (11)

Display This Question:

If Has your school done any of the following to decrease the spread of COVID-19? Please select a... = None of the above

And If

Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Spaced desks and seating at least 3 feet apart

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Faced student desks and seating in the same direction

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Decreased class size

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Placed physical guides (e.g., tape, marks) and signs for distancing to account for movement of staff and students in the hallways or classrooms

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Encouraged social distancing during recess or physical education

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Installed physical barriers (i.e., plastic or other dividers) between students and staff

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Installed physical barriers (i.e., plastic or other dividers) between students

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Increased ventilation by opening windows and doors, using fans, and/or making improvements or upgrades to the school's ventilation system

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Increased how often surfaces are cleaned

Or Has your school done any of the following to decrease the spread of COVID-19? Please select a... = Added additional handwashing stations or hand sanitizer stations

error1_MITIGATION **You selected "none of the above" and one or more other options. Please check your answer.**

MITIGATION37 Has your school modified any of the following for food service?

Please select all that apply.

- [ ] Closed the cafeteria (1)
- [ ] Changed lunch schedule to decrease the number of students in the cafeteria (2)
- [ ] Offered only grab and go food items (3)
- [ ] Blocked off seats in the cafeteria to increase distance between students (4)
- [ ] Installed plastic or other dividers in the cafeteria (5)
- [ ] Moved eating to classrooms for some or all students (6)
- [ ] Moved eating outside for some or all students (7)
- [ ] None of the above (8)

Display This Question:

If Has your school modified any of the following for food service? Please select all that apply.... = None of the above

And If

Has your school modified any of the following for food service? Please select all that apply.... = Closed the cafeteria

Or Has your school modified any of the following for food service? Please select all that apply.... = Changed lunch schedule to decrease the number of students in the cafeteria

Or Has your school modified any of the following for food service? Please select all that apply.... = Offered only grab and go food items

Or Has your school modified any of the following for food service? Please select all that apply.... = Blocked off seats in the cafeteria to increase distance between students

Or Has your school modified any of the following for food service? Please select all that apply.... = Installed plastic or other dividers in the cafeteria

Or Has your school modified any of the following for food service? Please select all that apply.... = Moved eating to classrooms for some or all students

Or Has your school modified any of the following for food service? Please select all that apply.... = Moved eating outside for some or all students

Or Has your school modified any of the following for food service? Please select all that apply.... = Moved eating outside for some or all students

error2_MITIGATION **You selected “none of the above” and one or more other options. Please check your answer.**

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

Please select all that apply.

- [ ] Hired new staff to focus on student social/emotional/mental wellbeing (1)
- [ ] Encouraged existing staff to address student social/emotional/mental wellbeing (2)
- [ ] Added student classes on social/emotional/mental wellbeing (3)
- [ ] Created or expanded a program for students' social/emotional/mental wellbeing (4)
- [ ] Offered guest speakers for students on social/emotional/mental wellbeing (5)
- [ ] Offered professional development to train teachers on helping students with their social/emotional/mental wellbeing (6)
- [ ] Held assemblies for students on social/emotional/mental wellbeing (7)
- [ ] Created community events and partnerships for students on social/emotional/mental wellbeing (8)
- [ ] Took other actions to improve student social/emotional/mental wellbeing (9)
- [ ] None of the above (10)

Display This Question:

If During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = None of the above

And If

During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Hired new staff to focus on student social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Encouraged existing staff to address student social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Added student classes on social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Created or expanded a program for students' social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Offered guest speakers for students on social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Offered professional development to train teachers on helping students with their social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Held assemblies for students on social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Created community events and partnerships for students on social/emotional/mental wellbeing

Or During the ${e://Field/CurrentAcademicYear} school year, has your school done any of the followin... = Took other actions to improve student social/emotional/mental wellbeing

error3_MITIGATION **You selected "none of the above" and one or more other options. Please check your answer.**

Page Break

display6_MITIGATION As of ${e://Field/filldate}:

MITIGATION39 Does your school or district require staff to be vaccinated unless they have a medical waiver?

- O Yes (1)
- O No (2)
- O Don't know (3)

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

- O 0-25% (1)
- O 26-50% (2)
- O 51-75% (3)
- O 76-100% (4)
- O Don't know (5)

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 (1)
- O We are considering it but have not decided (2)
- O No (3)
- O Don't know (4)

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

- O Yes (1)
- O No (2)
- O Don't know (3)
- O Not applicable - There are no students eligible for the COVID-19 vaccine in this school (4)

Page Break

MITIGATION43 For the ${e://Field/CurrentAcademicYear} 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 (1)
- O No (2)
- O Don't know (3)

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 (1)
- O No (2)
- O Don't know (3)

Extracurricular Activities

End of Block: COVID-19 Mitigation

Start of Block: Extracurricular Activities

EXTRA1 As of ${e://Field/filldate}, is your school offering any of the following activities?

Please select all that apply.

- ☐ Athletic teams at school (1)
- ☐ Performing arts (for example, Band, Choir, Orchestra, or Drama) (2)
- ☐ Spirit groups (for example, Cheerleading, Dance Team, or Pep Club) (3)
- ☐ Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club) (4)
- ☐ Class council or student government (5)
- ☐ Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club) (6)
- ☐ Other school clubs or school activities, please specify: (7)

  _____

- ☐ None of the above (8)

Display This Question:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = None of the above

And If

As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Athletic teams at school

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Performing arts (for example, Band, Choir, Orchestra, or Drama)

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Spirit groups (for example, Cheerleading, Dance Team, or Pep Club)

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club)

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Class council or student government

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club)

Or As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Other school clubs or school activities, please specify:

error1_EXTRA **You selected "none of the above" and one or more other options. Please check your answer.**

Page Break

Display This Question:

If If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... q://QID77/SelectedChoicesCount Is Greater Than 0

EXTRA2 As of ${e://Field/filldate}, have any activities been modified because of the COVID-19 pandemic?

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

- O Yes (1)
- O No (2)
- O Don't know (3)

Page Break

Display This Question:

If As of ${e://Field/filldate}, have any activities been modified because of the COVID-19 pandemic? ... = Yes

EXTRA3 As of ${e://Field/filldate}, how has this activity been modified because of the COVID-19 pandemic?

Please select all that apply.

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Athletic teams at school

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Performing arts (for example, Band, Choir, Orchestra, or Drama)

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Spirit groups (for example, Cheerleading, Dance Team, or Pep Club)

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club)

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Class council or student government

Display This Choice:

If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club)

Display This Choice:

If If Is your school offering any of the following activities in ${e://Field/month} ${e://Field/year}? Please select all that apply. Other school clubs or school activities, please specify: Is Not Empty

	No changes (1)	Socially distanced/ no contact (2)	Additional cleaning of surfaces and equipment (3)	Masks required (4)	Online option for remote-learning students (5)	Testing or vaccination required for participation (6)	Other changes (7)

Display This Choice: *If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Athletic teams at school* Athletic teams at school (2)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: *If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Performing arts (for example, Band, Choir, Orchestra, or Drama)* Performing arts (for example, Band, Choir, Orchestra, or Drama) (6)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: *If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Spirit groups (for example, Cheerleading, Dance Team, or Pep Club)* Spirit groups (for example, Cheerleading, Dance Team, or Pep Club) (7)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: *If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club)* Academic clubs (for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club) (8)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: *If As of*	☐	☐	☐	☐	☐	☐	☐

${e://Field/filldate}, is your school offering any of the following activities? Please... = Class council or student government						
Class council or student government (9)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: If As of ${e://Field/filldate}, is your school offering any of the following activities? Please... = Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club)						
Volunteer or community service clubs sponsored by the school (for example, Peer Mediators, Environmental Club, Key Club, Interact, or Recycling Club) (10)	☐	☐	☐	☐	☐	☐	☐
Display This Choice: If If Is your school offering any of the following activities in ${e://Field/month} ${e://Field/year}? Please select all that apply. Other school clubs or school activities, please specify: Is Not Empty						
${EXTRA1/ ChoiceTextEntryValue/9} (12)	☐	☐	☐	☐	☐	☐	☐

Pandemic-Related Learning Needs

End of Block: Extracurricular Activities

Start of Block: Pandemic-Related Learning Needs

X-

NEEDS1 As of ${e://Field/filldate}, have your school's teachers conducted any diagnostic assessments with students?

- O Yes (1)
- O No (2)
- O Don't know (3)

Display This Question:

If As of ${e://Field/filldate}, have your school's teachers conducted any diagnostic assessments wit... = Yes

X-

NEEDS2 Which students have participated in these diagnostic assessments?

- O All or most students (1)
- O Some students (2)

Display This Question:

If Which students have participated in these diagnostic assessments? = Some students

X-

NEEDS3 What groups of students have participated in these diagnostic assessments?

Please select all that apply.

- ☐ Newly enrolled students (1)
- ☐ Students with Individualized Education Plans (IEPs)- exclude students with 504 plans (2)
- ☐ Students who may need IEPs but do not currently have them (3)
- ☐ Students who are English Language Learners (ELL) or in English as a Second Language (ESL) (4)
- ☐ Economically disadvantaged students (such as those who qualify for free or reduced price lunch) (5)
- ☐ Students in certain grades (6)
- ☐ Other students, please specify: (7) _____

Display This Question:

If What groups of students have participated in these diagnostic assessments? Please select all... = Students in certain grades

X-

NEEDS4 What grades of students have participated in these diagnostic assessments?

Please select all that apply.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] 1st grade (3)
- [ ] 2nd grade (4)
- [ ] 3rd grade (5)
- [ ] 4th grade (6)
- [ ] 5th grade (7)
- [ ] 6th grade (8)
- [ ] 7th grade (9)
- [ ] 8th grade (10)
- [ ] 9th grade (11)
- [ ] 10th grade (12)
- [ ] 11th grade (13)
- [ ] 12th grade (14)

Page Break

Display This Question:

If As of ${e://Field/filldate}, have your school's teachers conducted any diagnostic assessments wit... = Yes

NEEDS5 Will the results of the diagnostic assessments at the beginning of the ${e://Field/CurrentAcademicYear} school year be used to address pandemic-related learning needs?

- O Yes (1)
- O No (2)
- O Don't know (3)

Page Break

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.

- ☐ Create or expand an existing summer school (1)
- ☐ Create or expand an existing summer camp program (2)
- ☐ Offer virtual educational resources for students to help with pandemic-related learning needs (3)
- ☐ Other summer enrichment activities, please specify: (4) _____
- ☐ ⊗ Did not make any adjustments; offered same summer enrichment offered previously (5)
- ☐ ⊗ Did not make any adjustments; did not offer summer enrichment (6)

NEEDS7 During the ${e://Field/CurrentAcademicYear} school year, will the **school day be extended** for any or all students because of the COVID-19 pandemic?

- ○ Yes (1)
- ○ No (2)

NEEDS8 During the ${e://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 (1)

O No (2)

X-

NEEDS9 During the ${e://Field/CurrentAcademicYear} school year, will **additional before-school or after-school programs** be offered because of the COVID-19 pandemic?

O Yes (1)

O No (2)

X-

NEEDS10 During the ${e://Field/CurrentAcademicYear} school year, will **additional virtual educational resources** be available for students who need it because of the COVID-19 pandemic?

O Yes (1)

O No (2)

Display This Question:

If During the ${e://Field/CurrentAcademicYear} school year, will the school day be extended for any... = Yes

Or During the ${e://Field/CurrentAcademicYear} school year, will the number of school days be increa... = Yes

Or During the ${e://Field/CurrentAcademicYear} school year, will additional before-school or after-s... = Yes

Or During the ${e://Field/CurrentAcademicYear} school year, will additional virtual educational reso... = Yes

JS X-

NEEDS11

Were the above additional services or programs offered to all/most students or only some students during the ${e://Field/CurrentAcademicYear} school year?

O All or most students (1)

O Some students (2)

Display This Question:

If Were the above additional services or programs offered to all/most students or only some students... = Some students

NEEDS12

What groups of students will be offered any of the above additional services or programs during the ${e://Field/CurrentAcademicYear} school year?

Please select all that apply.

- [ ] Students who had pandemic-related learning needs (1)
- [ ] Newly enrolled students (2)
- [ ] Students with Individualized Education Plans (IEPs)- exclude students with 504 plans (3)
- [ ] Students who may need IEPs but do not currently have them (4)
- [ ] Students who are English Language Learners (ELL) or in English as a Second Language (ESL) (5)
- [ ] Economically disadvantaged students (such as those who qualify for free or reduced price lunch) (6)
- [ ] Students in certain grades (7)
- [ ] Other students, please specify: (8) _____

Display This Question:

If What groups of students will be offered any of the above additional services or programs during t... = Students in certain grades

NEEDS13

What groups of students will be offered any of the above additional services or programs during the ${e://Field/CurrentAcademicYear} school year?

Please select all that apply.

- [ ] Preschool (1)
- [ ] Kindergarten (2)
- [ ] 1st grade (3)
- [ ] 2nd grade (4)
- [ ] 3rd grade (5)
- [ ] 4th grade (6)
- [ ] 5th grade (7)
- [ ] 6th grade (8)
- [ ] 7th grade (9)
- [ ] 8th grade (10)
- [ ] 9th grade (11)
- [ ] 10th grade (12)
- [ ] 11th grade (13)
- [ ] 12th grade (14)

Page Break

NEEDS14 As of ${e://Field/filldate}, are any changes to the typical administration of federally mandated student assessments (i.e., standardized tests) expected at your school?

- O Yes (1)
- O No (2)

Display This Question:

If As of ${e://Field/filldate}, are any changes to the typical administration of federally mandated... = Yes

NEEDS15 As of ${e://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.

- ☐ Assessments will be canceled (1)
- ☐ Assessments will be delayed (2)
- ☐ Social distancing or other safety measures will be implemented during testing (3)
- ☐ Local assessments will be substituted for federally mandated assessments (4)
- ☐ Fewer assessments will be administered to students (5)
- ☐ Assessments will be abbreviated (e.g., by testing students in fewer subject areas) (6)
- ☐ The requirement for 95% of students to take assessments will be waived (7)
- ☐ Students attending school 100% virtually will not be required to take assessments (8)
- ☐ Assessments will be administered virtually (9)
- ☐ Other, please specify: (10) _____

NEEDS16 As of ${e://Field/filldate}, has there been any change to your school's grading policies because of the COVID-19 pandemic?

- O Yes (1)
- O No (2)
- O Don't know (3)

NEEDS17 Was there any change to the process by which students were promoted to the next grade in your school during last school year (${e://Field/PreviousAcademicYear})) because of the COVID-19 pandemic?

- O Yes (1)
- O No (2)
- O Don't know (3)

Internet and Device Access

End of Block: Pandemic-Related Learning Needs

Start of Block: Internet and Device Access

display1_INTERNET As of ${e://Field/filldate}:

INTERNET1 Are students who need internet access provided **internet access at home**?

- O Yes (1)
- O No (2)
- O Don't know (3)

INTERNET2 Are students who need internet access provided with internet or hot spot access **at a location other than home**?

- O Yes (1)
- O No (2)
- O Don't know (3)

INTERNET3 Has your school provided digital devices, such as laptops, tablets, or Chromebooks, to students who need it?

- O Yes (1)
- O No (2)
- O Don't know (3)

INTERNET4 Has your school provided IT or technical support for problems with students' internet or computers?

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

- O Yes (1)
- O No (2)
- O Don't know (3)

INTERNET5 Has your school provided IT or technical support for problems with staff's internet or computers?

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

- O Yes (1)
- O No (2)
- O Don't know (3)

Staffing

End of Block: Internet and Device Access

Start of Block: School Staffing

STAFFING1 How many full or part-time teacher vacancies did your school have before the ${e://Field/CurrentAcademicYear} school year?

Please include vacancies caused by attrition and new positions that have been created.

_____

Display This Question:

If If How many full or part-time teacher vacancies did your school have before the ${e://Field/CurrentAcademicYear} school year?   Please include vacancies caused by attrition a... Text Response Is Greater Than or Equal to 1

STAFFING2 Why did you have teacher vacancies before the ${e://Field/CurrentAcademicYear} school year?

- ☐ Teacher attrition due to resignation (1)
- ☐ Teacher attrition due to retirement (2)
- ☐ New teaching positions were created (3)
- ☐ Other reason, please specify: (4) _____
- ☐ ⊗ Don't know/Unsure (5)

STAFFING3

For this school year (${e://Field/CurrentAcademicYear}), how difficult or easy was it to fill staff vacancies in each of the following fields?

Please include full or part-time positions that were vacant for the ${e://Field/CurrentAcademicYear} school year that may or may not have been filled before the start of the school year.

Do NOT include vacancies for teachers who teach only prekindergarten or adult education.

	This position is not offered in this school (1)	No vacancies in this field this school year (2)	Could not fill the vacancy (3)	Very difficult (4)	Somewhat difficult (5)	Somewhat easy (6)	Very easy (7)
Mental health professionals (such as counselors, psychologists, or social workers) (1)	O	O	O	O	O	O	O
Medical professionals (such as a school nurse or nurse's aid) (4)	O	O	O	O	O	O	O
Administrative staff (19)	O	O	O	O	O	O	O
Technology specialists or library/media specialists (20)	O	O	O	O	O	O	O
General elementary (6)	O	O	O	O	O	O	O
Special Education (7)	O	O	O	O	O	O	O
English as a Second Language or bilingual education (8)	O	O	O	O	O	O	O

English or Language arts (9)	O	O	O	O	O	O	O
Foreign languages (10)	O	O	O	O	O	O	O
Social studies (11)	O	O	O	O	O	O	O
Mathematics (12)	O	O	O	O	O	O	O
Computer science (13)	O	O	O	O	O	O	O
Physical sciences (e.g. chemistry, physics, earth sciences) (14)	O	O	O	O	O	O	O
Music or art (15)	O	O	O	O	O	O	O
Career or technical education (16)	O	O	O	O	O	O	O
Physical education or health (17)	O	O	O	O	O	O	O
Other, please specify: (18)	O	O	O	O	O	O	O

Page Break

Display This Question:

If If How many full or part-time teacher vacancies did your school have before the ${e://Field/CurrentAcademicYear} school year?   Please include vacancies caused by attrition a... Text Response Is Greater Than 0

Or Or How many full or part-time teacher vacancies did your school have before the ${e://Field/CurrentAcademicYear} school year?   Please include vacancies caused by attrition a... Text Response Is Empty

STAFFING4 Compared to a typical school year before the COVID-19 pandemic, were there more, fewer, or about the same number of staff vacancies before the ${e://Field/CurrentAcademicYear} school year?

- O More vacancies than a typical school year (1)
- O Fewer vacancies than a typical school year (2)
- O About the same number of vacancies as a typical school year (3)
- O Don't know/Unsure (4)

Submit Questionnaire

End of Block: School Staffing

Start of Block: Submit questionnaire

SUBMIT Please click the "Submit" button below to record your response.

End of Block: Submit questionnaire

January 2022

School Pulse Panel January Survey

Learning Modes

LEARNING1 1-1A. As of today, does 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 1-1b. As of today, was full-time, in-person learning offered to all students or only some students? {Display if LEARNING1 1-1A = YES}

- o All students
- o Some students

LEARNING3 1-1c. As of today, which students were offered full-time, in-person learning? *Select all that apply.* {Display if LEARNING2 1-1B = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who 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

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?

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 1-2b. As of today, does your district offer a full-time, **remote** academy or school because of the COVID-19 pandemic? {Display if LEARNING5 1-2a = NO}

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

LEARNING7 1-2c. Are students who attend the district remote academy or school still enrolled at your school? {Display if LEARNING5 1-2a = YES}

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

LEARNING8 1-2d. As of today, was remote learning offered to all students or some students? {Display if LEARNING5 1-2a or LEARNING7 1-2c = YES}

- o All students
- o Some students

LEARNING9 1-2e. As of today, which students were offered full-time, remote learning? *Select all that apply.* {Display if LEARNING8 1-2d = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who 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

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 1-3b. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 1-3a = YES}

- o All students
- o Some students

LEARNING13 1-3c. As of today, which students were offered a hybrid of remote and in-person learning? *Select all that apply.* {Display if LEARNING12 1-3b = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who 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

LEARNING15 1-3e. How many days a week does your school offer in-person instruction for hybrid students? {Display if LEARNING11 1-3a = YES}

[ ]

LEARNING16 1-3f. You indicated that your school offers in-person instruction more than 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 1-3e > 5}

- o Yes
- o No

LEARNING17 1-4. Some schools offer instruction in which students learn in person in the school building while the instructor teachers from another location and not in the same classroom as students. As of today, does your school offer this type of learning because of the COVID-19 pandemic?
Exclude remote learning courses that were offered before the COVID-19 pandemic.

- o Yes
- o No

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes inquired above, you do not need to complete the remainder of this survey.** {Display if LEARNING1 1-1a, LEARNING5 1-2a, & LEARNING11 1-3a = NO

[ ]

Quarantine

Quar1 2-1. 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 2-1a. 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 2-1b. 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 2-2. 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 2-3. 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 2-3a. 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? {Display if Quar5 3-3 ≠ NONE OF THE ABOVE}

- o Yes
- o No
- o Don't Know
- o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b 2-3b. 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 2-3c. 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 2-4. 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 2-5. 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 2-6a. 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 Other, please specify: _____
- o There are no requirements for a student to return to school in person.

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

[Dropdown with options 1-14+] days

Quar11 2-6b. 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 Other, please specify: _____

- o There are no requirements for a student to return to school in person.

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

Dropdown with options 1-14+ days

Quar12 2-6a. 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 Other, please specify: _____
- o There are no requirements for a student to return to school in person.

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

Dropdown with options 1-14+ days

Quar13 2-6b. 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 Other, please specify: _____
- o There are no requirements for a student to return to school in person.

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

Dropdown with options 1-14+ days

Quar14 2-6c. 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 Other, please specify: _____
- o There are no requirements for a student to return to school in person.

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

Dropdown with options 1-14+ days

Quar15 2-6d. 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 Other, please specify: _____
- o There are no requirements for a student to return to school in person.

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

Dropdown with options 1-14+ days

Quar16 2-7. 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 2-8. 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 2-9. 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 **requiring students to stay home and not attend school in-person**.
This item is optional.

Staffing

STAFFING1 3-1. As of today, how many full-or part-time teaching vacancies does your school have?
Please include vacancies caused by attrition and new positions that were created.

*Please enter the **number** of vacancies. Count each part-time vacancy as a separate position; for example, if you have 3 part-time teaching vacancies, count this as 3 vacancies.*

_____ vacancies

STAFFING1b 3-1a. To the best of your knowledge, why do these teacher vacancies exist? *Select all that apply.* {Display if STAFFING1 3-1 > 0}

- 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

STAFFING3a 3-1b. As of today, which of the following teaching positions have at least one current vacancy? *Select all that apply.* {Display if STAFFING1 3-1 > 0}

- o General elementary
- o Special education
- o Substitute teacher
- o English Learner (EL) or English as a Second Language (ESL) education
- o English or Language Arts
- o Foreign languages
- o Social studies
- o Mathematics
- o Computer science
- o Physical sciences (e.g., chemistry, physics, earth science)
- o Life sciences {e.g., biology)
- o Music or art
- o Career or technical education
- o Physical education or health
- o Other, please specify: _____

STAFFING2a 3-2. As of today, how many full-or part-time non-teaching staff vacancies does your school have?

Please include vacancies caused by attrition and new positions that were created. Count each part-time vacancy as a separate position; for example, if you have 3 part-time staff vacancies, count this as 3 vacancies.

[ ] vacancies

STAFFING2b 3-2a. To the best of your knowledge, why do these staff vacancies exist? *Select all that apply.* {Display if STAFFING2a 3-2 > 0}

- 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

STAFFING3b 3-2b. As of today, which of the following non-teaching staff positions have at least one current vacancy? *Select all that apply.* {Display if STAFFING2a 3-2 > 0}

- o Mental health professional (e.g., counselor, psychologist, social worker)
- o Medical professional (e.g., school nurse or nurse's aide)
- o Administrative staff
- o Technology specialists
- o Transportation staff
- o Custodial staff
- o Nutrition staff (e.g., food preparation, cafeteria workers)

STAFFING3c 3-2c. As of today, which of the following administrative positions do you have at least one current vacancy? *Select all that apply.* {Display if "Administrative staff" selected in STAFFING 3b}

- o Principal
- o Assistant or vice principal
- o Superintendent
- o Department chairs or supervisors
- o There are no administrative vacancies
- o Other, please specify: _____

STAFFING4 3-3. How have teacher and staff vacancies impacted your school? *Select all that apply.* {Display if STAFFING1a 3-1 or STAFFING2a 3-2 > 0}

- 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 3-4. 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.

Counts

ALTMITIGATION40 4-1. 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 2-28b. 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

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

_____ Total number of teachers

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

_____ Total number of non-teaching staff

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

_____ Total number of students

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

February 2022

School Pulse Panel February Survey

Learning Modes

LEARNING1 1-1A. As of today, does 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

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic? *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

LEARNING8 1-2d. As of today, was **remote** learning offered to all students or some students? {Display if LEARNING5 1-2a}

- o All students
- o Some students

LEARNING9 1-2e. As of today, which students were offered full-time, **remote** learning? *Select all that apply.* {Display if LEARNING8 1-2d = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who 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

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic? *Hybrid remote and in-person learning refers to students who are*

in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 1-3b. As of today, was **hybrid** of remote and in-person learning offered to all students or some students? {Display if LEARNING11 1-3a = YES}

- o All students
- o Some students

LEARNING13 1-3c. As of today, which students were offered a **hybrid** of remote and in-person learning? *Select all that apply.* {Display if LEARNING12 1-3b = SOME STUDENTS}

- o Students in certain grades
- o Students with Individualized Education Programs (IEPs) - not including students with 504 plans
- o Economically disadvantaged students (such as those who 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

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes inquired above, you do not need to complete the remainder of this survey** {Display if LEARNING1,

LEARNING5, LEARNING11 = NO}.

FEBLEARNING19 2-1. 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 2-1a. Which of the following reasons was your school delayed in returning from winter break? *Select all that apply.* {Display if FEBLEARNING19 2-1= 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 2-2. 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 2-3. 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 2-4. 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

Quarantine

Quar4 3-1. 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

Quar6a 3-1a. 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? {Display if Quar4 3-1 = Yes}

- o Yes
- o No
- o Don't Know
- o Not Applicable – all students are currently receiving full-time remote instruction

Quar6b 3-1b. 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 Quar6a 3-1 = Yes}

[ ] students

Quar8 3-2. Does your school have a way of tracking which students have received the COVID-19 vaccine?

- o Yes
- o No

Quar19a 3-3. 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

STAFFING4 3-3b. How have teacher and staff COVID-related absences impacted your school? *Select all that apply.* {Display if Quar19a 3-3 = 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)

Mitigation

*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.*

NEWMITIGATION1 4-1. 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 4-1a. Who is eligible to participate in the TTS program? *Select all that apply.*

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

NEWMITIGATION3 4-1b. 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 4-1c. 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 4-1d. 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 4-1e. 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

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

MITIGATION1 4-2. A STAFF MEMBER to report if they have been clinically **diagnosed** with COVID-19?

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

MITIGATION2 4-3. A STAFF MEMBER to report if they have **symptoms** of COVID-19?

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

MITIGATION3 4-4. A STAFF MEMBER to report if they have a **student with symptoms** of COVID-19?

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

MITIGATION4 4-5. A STAFF MEMBER to report if they have been **exposed** to someone with COVID-19?

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

MITIGATION5 4-6. A PARENT OR GUARDIAN to report if their **child has been diagnosed** with COVID-19?

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

MITIGATION6 4-7. A PARENT OR GUARDIAN to report if their **child has symptoms** of COVID-19?

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

MITIGATION7 4-8. 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 4-9. 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 4-9b. How soon after the school knows of the exposure does a notification go out to parents? {Display if MITIGATION8 4-9 = YES}

- o Same day
- o Next day
- o Within a week
- o Within a month
- o More than a month

MITIGATION10 4-10. 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 4-10a. How soon after the school knows of the exposure does a notification go out to staff? {Display if MITIGATION10 4-10 = YES}

- o Same day
- o Next day
- o Within a week
- o Within a month
- o More than a month

MITIGATION12 4-11. 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 4-12. 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

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.

MITIGATION As of today:
MITIGATION20 4-13. 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 4-14. 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 4-15. 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 4-16. 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 4-17. 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 4-18. 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

NEWMITGATION6. 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

NEWMITIGATION7. 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: _____

MITIGATION26 4-19. Does your school require that any STAFF wear a mask inside the school?

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

MITIGATION27 4-19a. 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 4-19b. 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 4-20. 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 4-20a. 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 4-20b. 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 4-21. Does your school require that any STUDENTS wear a mask inside the school building?

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

MITIGATION33 4-21a. 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 4-22b. 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

MITIGATION36 4-22. 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 4-23. 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

MITIGATION39 4-24. 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

ALTMITIGATION40 4-25. 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 2-26. 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 4-27. 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 4-28. 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 4-29. 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 4-30. 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.

Future Content

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

March 2022

School Pulse Panel March Survey

Learning Mode

LEARNING1 1-1A. As of today, does 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

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 1-2d. As of today, was remote learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 1-3b. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning as of today. Would you briefly explain how your school is operating below? Please also note if your school is closed because of COVID-19. **If your school is closed or not operating in any of the modes**

inquired above, you do not need to complete the remainder of this survey. {Display if LEARNING1, LEARNING5, & LEARNING11 = NO}

MarchLearning1. Is your school or district prohibited by state or local laws from changing learning modes (e.g., to switch from offering all in-person learning to offering all remote learning) in response to COVID-19-related issues?

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

MarchLearning2. Which of the following are included in your criteria or factor into your decision-making when considering a learning mode change? *Select all that apply.* {Display if MarchLearning1 = "No" OR "Don't Know"}

- o Community transmission rates of COVID-19
- o School transmission rates of COVID-19
- o Guidance from your local or state health department
- o Guidance from your school district
- o Guidance from your state education department
- o Guidance from the Centers for Disease Control and Prevention (CDC)
- o Teacher shortages
- o Non-teaching staff shortages
- o Student absences
- o Parents' preference for in-person learning
- o Parents' preference for remote learning
- o Staff concerns about their and others' health and safety while working in person
- o Staff concerns about students' learning and well-being when learning remotely
- o Other, please specify: _____

Quarantine

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 Quar6a = YES}

[ ] students

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 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 – 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 = YES}

[ ] teachers and non-teaching staff members

MITIGATION26 4-19. Does your school require that any STAFF wear a mask inside the school?

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

MITIGATION27 4-19a. 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

MITIGATION32 4-21. Does your school require that any STUDENTS wear a mask inside the school building?

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

MITIGATION33 4-21a. 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

Concerns

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	A	B	C	D
Meeting developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Learning options for children who are immunocompromised	A	B	C	D
Physical health and safety for their children in classrooms	A	B	C	D
Social, emotional, and mental health for their children	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe participation in extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students	A	B	C	D
Safe transportation	A	B	C	D

Childcare during remote learning	A	B	C	D

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	A	B	C	D
Meeting developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Learning options for the immunocompromised	A	B	C	D
Physical health and safety in classrooms	A	B	C	D
Social, emotional, and mental health	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe participation in extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students	A	B	C	D
Safe transportation	A	B	C	D
Missing out on social activities or events	A	B	C	D
Missing out on extracurricular activities and sports	A	B	C	D

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	A	B	C	D
Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)	A	B	C	D
Working conditions for the immunocompromised	A	B	C	D
Transmitting COVID-19 to immunocompromised family members or co-habitants				
Their PERSONAL health and safety while in the classroom or offices	A	B	C	D
Their PERSONAL social, emotional, and mental health	A	B	C	D
Their STUDENTS' health and safety while in the classroom	A	B	C	D
Their STUDENTS' social, emotional, and mental health	A	B	C	D
Access to mitigation materials (e.g., tests, masks)	A	B	C	D
Mitigation and prevention strategies and policies for COVID-19 implemented in school	A	B	C	D
Safe administration of extracurricular activities and sports	A	B	C	D
Safe lunch, recess, or other activities that involve large number of students and/or staff members	A	B	C	D
Safe transportation	A	B	C	D
Use of sick and personal leave time	A	B	C	D
Personal childcare needs during remote learning	A	B	C	D

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.

Food & Nutrition

The School Nutrition Manager may be able to assist with the following questions.

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

SchLun3. As of today, how does your school operate the school lunch and/or breakfast programs?

- o Seamless Summer Option (SSO) under the nationwide waiver
- o Community Eligibility Provision (CEP) or other special provision
- o Traditional school meal program operations - not using the SSO waiver
- 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 2021-22 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

SchLun5a. Before the start of the COVID-19 pandemic, how did your school operate the National School Lunch Program (NSLP)?

- o All students in my school were offered free school lunches
- o Individual eligible students were offered free or reduced-price lunches
- o Other, please specify: _____
- o Not applicable; my school did not operate the NSLP before the pandemic
- o Don't Know

SchLun5b. Before the start of the COVID-19 pandemic, how did your school operate the School Breakfast Program (SBP)?

- o All students in my school were offered free school breakfasts
- o Individual eligible students were offered free or reduced-price breakfasts
- o Other, please specify: _____
- o Not applicable; school did not operate the SBP prior to the pandemic
- o Don't Know

SchLun6. How easy or difficult was it for your school to operate USDA School Meal programs during the 2021-22 school year compared to before the COVID-19 pandemic? {Display if SchLun5a AND SchLun5b ≠ Not applicable…}

- o Very difficult
- o Somewhat difficult
- o About the same
- o Somewhat easy
- o Very easy

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 SchLun7 or SchLun8 = YES}

- 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 SchLun7 or SchLun8 = YES}

- 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. 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 **providing your students with breakfast and/or lunch**.
This item is optional.

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

April 2022

School Pulse Panel April Survey

Learning Mode

LEARNING1 1-1A. As of today, does 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

LEARNING5 1-2a. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 1-2d. As of today, was remote learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 1-3a. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 1-3b. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

LEARNING18 1-5. You indicated that your school is not offering in-person, remote, or hybrid learning to ANY students. If this is correct, please briefly explain how your school is operating below. **If you are offering learning to students, please hit the back button to update your response to at least one of the previous items.** If your school is closed or not operating in any of the modes inquired above, please explain how your school is currently operating. {Display if LEARNING1, LEARNING5, & LEARNING11 = NO}

Quarantine

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 Quar6a = YES}

☐ students

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 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 – 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 = YES}

☐ teachers and non-teaching staff members

Mental Health & Well-Being

*The following items focus on mental health services provided to **students during the 2021-22 school year**.*

MH1. During the 2021-22 school year, which of the following, if any, school-based mental health services have been provided to STUDENTS?

- o Outreach (e.g., a screening of all students for mental health concerns)
- o Case management (e.g., identifying and coordinating mental health support for individual students)
- o Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)
- o Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)
- o Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)
- o Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)
- o Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)
- o External referrals (e.g., referring students to mental health professionals outside of school)
- o Other, please specify: _____
- o We have not provided any school-based mental health services during the 2021-22 school year
- o Don't Know

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

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

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
- o Don't know

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

- 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 None of the above
- o Don't Know

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.

Counts

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

_____ Total number of teachers

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

_____ Total number of non-teaching staff

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

_____ Total number of students

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

May 2022

School Pulse Panel May Survey

Learning Mode

LEARNING1 **1-1**. As of today, does 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

LEARNING5 **1-2**. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today, was full-time **remote** learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

Quar6a 2-1. 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 2-1a**.** 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 Quar6a = YES}

☐ students

Quar19a 2-2. 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 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 – we are only providing full-time remote learning at this time

Quar19b 2-2a**.** 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 = YES}

☐ teachers and non-teaching staff members

Absenteeism

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 3-1. During the 2021-22 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 the school year

- ____ percent of students

ABS2a 3-2a. 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

ABS2b 3-2b. Compared to the **LAST school year (2020-21)**, 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

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

ABS3a 3-3a. 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 3-3b. Compared to the **LAST school year (2020-21)**, 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

ABS3c 3-3c. 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"}

ABS3d 3-3d. 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"}

ABS4a 3-4a. 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 3-4b. 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 3-5. During the 2021-22 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, etc.) cover classes
- Other teachers cover classes during their prep periods
- Separate sections or classes are combined into one room
- Other, please specify: _____
- Not Applicable – my school has always been able to find substitute teachers

ABS5b 3-5a. During the 2021-22 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 3-6. 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 and/or teacher absenteeism**.

Student Behavior

SB1 **4-1**. 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 **4-2**. To what extent do you agree or disagree with the following statement:
"The COVID-19 pandemic negatively impacted the **behavioral development** of students at my school."

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

SB3 **4-3**. To what extent do you agree or disagree with the following statement:
"The COVID-19 pandemic negatively impacted the **socioemotional development** of students at my school."

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

SB4a 4-4a. 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					

SB4b 4-4b. You indicated the prevalence of the following student behaviors 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. *Select all that apply.*

- {Answers populate based on "increased a little" or "increased a lot" selections to SB4a}

SB4c 4-4c. You indicated the prevalence of the following student behaviors 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. *Select all that apply.*

- {Answers populate based on "decreased a little" or "decreased a lot" selections to SB4a}

SB5a 4-5a. Compared to a typical year before the start of the COVID-19 pandemic, have any of the following student behaviors **directed at teachers or staff** 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					

SB5b 4-5b. 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 4-5c. 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 4-6. 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**.

Counts

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

_____ Total number of teachers

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

_____ Total number of non-teaching staff

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

_____ Total number of students

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.
This item is optional.

June 2022

School Pulse Panel June Survey

Learning Mode

If your school year for 2021-22 has ended, please answer the following learning mode items for the last day of your school year

LEARNING1 **1-1**. As of today (or the last day of your school year), does 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

LEARNING5 **1-2**. As of today (or the last day of your school year), does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today (or the last day of your school year), was remote learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today (or the last day of your school year), does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today (or the last day of your school year), was a hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

If your school year for 2021-22 has ended, please answer the following quarantine items for the last day of your school year

Quar6a 2-1. 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 2-1a**.** 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 Quar6a = YES}

[ ] students

Quar19a 2-2. 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 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 – we are only providing full-time remote learning at this time

Quar19b 2-2a**.** 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 = YES}

[ ] teachers and non-teaching staff members

Mitigation

NEWMITIGATION1 **3-1**. As of today (or the last day of your school year), does your school use the Test to Stay (TTS) program in order to keep individuals in school?

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.

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

MITIGATION20 **3-2**. As of today (or the last day of your school year), 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 **3-3**. As of today (or the last day of your school year), 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 **3-4**. As of today (or the last day of your school year), does your school have on-site testing for STAFF when they **have symptoms or possible COVID-19 exposure**?

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

MITIGATION23 **3-5**. As of today (or the last day of your school year), does your school have on-site testing for STUDENTS when they **have symptoms or possible COVID-19 exposure**?

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

MITIGATION24 **3-6**. As of today (or the last day of your school year), 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 3-7. As of today (or the last day of your school year), 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 3-8. As of today (or the last day of your school year), does your school require that any STAFF wear a mask inside the school?

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

MITIGATION32 3-9. As of today (or the last day of your school year), does your school require that any STUDENTS wear a mask inside the school building?

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

ALTMITIGATION40 3-10. To the best of your knowledge, as of today (or the last day of your school year), 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 3-11. To the best of your knowledge, as of today (or the last day of your school year), what percentage of your school's STUDENTS are fully vaccinated against COVID-19?

_____ percentage of students

- o Don't Know

Learning Recovery

SR0 4-1. 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?

- _____ percent of students
- Don't Know

SR1a 4-2a. To the best of your knowledge, what percentage of students **BEGAN the 2021-22 school year** behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR1b 4-2b. Which statement below most closely applies to your school? {Display if SR1a > 0}

- 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
- 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
- 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
- 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 **4-2c**. In which of the following academic subjects did students at your school **begin the 2021-22 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 2021-22 school year behind grade level who are behind grade level

SR2a 4-3a. To the best of your knowledge, what percentage of students at your school **will or have ENDED the 2021-22 school year** behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR2b 4-3b. Which statement below most closely applies to your school? {Display if SR2a > 0}

- 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
- 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
- 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
- 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 4-3c. In which of the following academic subjects did students at your school **end the 2021-22 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 4-4a. Throughout the 2021-22 school year, what strategies have your school used to support **pandemic-related** learning recovery for students? *Select all that apply*.

- High-dosage tutoring (i.e., one-on-one or small group instruction, offered three or more times per week – also known as evidence-based or high-quality tutoring)
- Accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)
- Summer learning and enrichment programs during summer 2021
- After-school learning and enrichment programs
- Remedial instruction (i.e., using content from prior years to teach concepts or skills)
- Other tutoring
- Identifying individual student academic needs with diagnostic assessment data
- Identifying individual student academic needs with formative assessment data
- 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.)
- Mental health and trauma support
- Other, please specify: _____
- We have not implemented any strategies to support pandemic-related learning recovery
- Don't Know

SR3b 4-4b**.** How effective have these strategies been in supporting pandemic-related learning recovery for your students during the 2021-22 school year?

{Rows populate based on anwers in SR3}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
High-dosage tutoring (i.e., one-on-one or small group instruction, offered three or more times per week – also known as evidence-based or high-quality tutoring)					
Accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)					
Summer learning and enrichment programs during summer 2021					
After-school learning and enrichment programs					
Remedial instruction (i.e., using content from prior years to teach concepts or skills)					
Other tutoring					
Identifying individual student academic needs with diagnostic assessment data					

Identifying individual student academic needs with formative assessment data					
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.)					
Mental health and trauma support					

SR4 4-5. During the 2021-22 school year, did any of the following learning disruptions inhibited teaching and learning at your school? *Select all that apply.*

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

SR5 4-6. 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**.

Reflections on School Year

RSY1 **5-1**. 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.*

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

RSY2a **5-2a**. 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.

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

RSY2b **5-2b**. 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"}

Plans for Summer 2022

SP1a 6-1a. During summer 2022, will your school offer any of the following programs?

	Yes	No	Not Applicable	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP1b 6-1b. Do these summer programs you selected incorporate tutoring?

High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week and is also known as evidence-based or high-quality tutoring).

{Rows populate based on "Yes" to SP1a}	Yes, high-dosage tutoring is incorporated	Yes, other tutoring is incorporated	No tutoring is incorporated	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP2a 6-2a. How will your planned summer 2022 programming compare to summers prior to the start of the COVID-19 pandemic?

{Rows populate based on "Yes" to SP1a}	Offering less programming	Offering the same amount of programming	Offering more programming	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP2b 6-2b. You indicated that you are offering more of the following summer programs at your school. Have you increased this programming **primarily to address pandemic-related learning recovery**?

{Rows populate based on "offering more programming" to SP2a}	Yes	No	Don't Know
Summer school (required for certain students)			
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations			
Summer learning and enrichment programs – hosted by your school or district			
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)			
Service-learning programs			
Youth work-based learning			
Summer internships			
Other summer learning programs			

SP3 6-3. To the best of your knowledge, what percentage of your student body will participate in summer programs during summer 2022 and what was the typical percentage of students who participated in summer programs prior to the start of the COVID-19 pandemic?

Enter '0' in the "Typical percentage of students…" column if this program was not offered prior to the pandemic.

{Rows populate based on "Yes" to SP1a}	Percentage of students in summer 2022	Typical percentage of students in years prior to the COVID-19 pandemic	Don't Know percentage for summer 2022	Don't Know for prior to pandemic
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by partner or in coordination with partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP43. 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 **preparing for summer 2022.**

This item is optional.

Staffing Vacancies

SV1a **7-1a**. 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 **7-1b**. 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}

- 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

SV1c 7-1c. 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 7-2. Before the start of the **2022-23 school year**, does your school need to fill any of the following teaching positions?

	Yes, we have vacancies in this area	No, we are 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 7-2a. How many vacancies do 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 **7-2b**. 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 7-3. Before the start of the 2022-23 school year, does your school need to fill any of the following non-teaching staff positions?

	Yes, we have vacancies in this area	No, we are 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				

SV3a 7-3a. Before the start of the **2022-23 school year**, how many non-teaching positions in each field does your school need to fill?

{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	

SV3b 7-3b. 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				

SV3. 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.

Counts

TEACHER0 5-1. Please enter an approximate total **teacher** count for your school as of today.

*Please enter the **number** of teachers, including full-time and part-time teachers.*

_____

STAFF0 5-2. Please enter an approximate total non-teacher staff count for your school as of today.

*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*

_____

ENROLLMENT0. As of today, please enter your total student enrollment count.

*Please enter the **number** of students.*

_____

Open-Ended Feedback

Final. This is the final item for the 2021-22 School Pulse Panel. Please share anything else, positive or negative, that has happened at your school this year.

This item is optional.

July 2022

School Pulse Panel July Survey

Contact Information

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]
    - Principal information is correct for 2022-23 school year
    - 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]
    - POC information is correct for 2022-23 school year
    - 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: _____
    - 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: _____
    - 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]
    - Information is correct for 2022-23 school year
    - 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]
    - Information is correct for 2022-23 school year
    - 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]
    - Phone number is correct for 2022-23 school year

- 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: _____
  - 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]
  - Information is correct for 2022-23 school year
  - Information needs to be updated for the 2022-23 school year

NOTICE: Due to a recent change in the debit card vendor, funds on this debit card will expire by December 31, 2022. Please be sure to use these funds prior to December 31, 2022, regardless of the expiration date on the debit card. As always, we appreciate your participation in the study and apologize for any inconvenience.

Please update DEBIT CARD/CHECK information below:

- Debit card/Check Point of Contact: _____
- Address 1: _____
- Address 2: _____
- City: _____
- State: _____
- ZIP Code: _____
    - 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.

Submit

Thank you for updating your information! Please confirm your updates and select “Submit” to complete the July collection. We look forward to your school’s participation in the School Pulse Panel survey during the 2022-23 school year.

August 2022

School Pulse Panel August Survey

Technology

INTERNET1 1-1. For the 2022-23 school year, are students who need internet access provided internet access **at home**?

- Yes
- No
- Don't Know

INTERNET2 1-2. For the 2022-23 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 1-3. For the 2022-23 school year, are students who need them provided with digital devices (e.g., laptops, tables, Chromebooks, etc.)?

- Yes
- No
- Don't Know

INTERNET4 1-4. For the 2022-23 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 1-5. For the 2022-23 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

DL1 **1-6**. Does your school offer training on digital literacy for your students?

- Yes
- No
- Don't Know

DL2 **1-6a**. 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 **1-7**. Does your school offer training on digital literacy for your students' **families**?

- Yes
- No
- Don't Know

INTERNET6 **1-8**. 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 **ensuring internet access for students and developing their digital literacy**.
This item is optional.

Hiring Process

HP1 2-1. How easy or difficult was it for you to fill each of the following **teaching** positions with a fully certified teacher for the 2022-23 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 2-2. What, if any, challenges did you experience filling vacant **teaching** positions for the 2022-23 school year? *Select all that apply.*

- Too few candidates applying for open teaching positions
- A lack of qualified candidates applying for open teaching positions
- Candidates felt the salary and benefits for teaching positions were not enough
- Applicants turned down teaching positions once offered for reasons other than salary and benefits
- Other, please specify: _____
- We did not experience any challenges filling teacher vacancies
- We did not have any teacher vacancies to fill
- Don't know

HP3 2-3. 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 2022-23 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							
Other, please specify: _____							

HP4 2-4. What, if any, challenges did you experience filling vacant **non-teaching staff** positions for the 2022-23 school year? *Select all that apply.*

- Too few candidates applying for open staff positions
- A lack of qualified candidates applying for open staff positions
- Candidates felt the salary and benefits for staff positions were not enough
- Applicants turned down staff positions once offered for reasons other than salary and benefits
- Other, please specify: _____
- We did not experience any challenges filling staff vacancies
- We did not have any staff vacancies to fill
- Don't know

HP5 **2-5**. Entering the 2022-23 school year, do you feel your school is understaffed?

- Yes
- No
- Don't Know

HP6 **2-5a**. 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			
Other, please specify: _____			

HP7 **2-5b**. 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}

- We have lost full-time equivalent (FTE) **teaching positions** since the start of the COVID-19 pandemic
- We have lost FTE **non-teaching staff positions** since the start of the COVID-19 pandemic
- We have not been able to fill vacant **teaching positions** since the start of the COVID-19 pandemic
- We have not been able to fill vacant **non-teaching staff positions** since the start of the COVID-19 pandemic
- We were already understaffed prior to the start of the COVID-19 pandemic.
- Other, please specify: _____
- Don't Know

HP8 **2-6**. 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.*

- 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
- Other staff, please specify: _____
- My school has not created any new positions for the 2022-23 school year using ARP funds
- I do not know if any positions were created for the 2022-23 school year using ARP funds

HP9 **2-7**. 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 us to know about how you have dealt with **filling teacher and staff vacancies.**

This item is optional.

Community Partnerships

CSP1 3-1. 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.)

- Yes
- No
- Don't Know

CSP2a 3-2a. 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}

- 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: _____
- None of the above
- Don't Know

CSP2b **3-2b**. 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 3-2c. To the best of your knowledge, what percentage of your students and their families will participate in these programs during the 2022-23 school year and what was the typical **percentage** of students and their families who participated in these programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to CSP2a}	Percentage of students and their families in 2022-23	Typical percentage of students and their families in years prior to the COVID-19 pandemic	Don't Know percentage for 2022-23 after-school programs	Not offered prior to pandemic	Don't Know for prior to pandemic
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	%	%			

CSP3 3-3. 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 **administering the community or wraparound services at your school.** {Display if CSP1 = YES}

This item is optional.

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.

This item is optional.

September 2022

School Pulse Panel September Survey

Learning Mode

LEARNING1 **1-1**. As of today, does 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

LEARNING5 **1-2**. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today, was full-time **remote** learning offered to all students or some students?
{Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

Quar6a 2-1. 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 2-1a**.** 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 Quar6a = YES}

[ ] students

Quar19a 2-2. 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 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 – we are only providing full-time remote learning at this time

Quar19b 2-2a**.** 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 = YES}

[ ] teachers and non-teaching staff members

Quar20 2-3. 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

Mitigation

SumMit1 3-1. 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 3-2. 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

NEWMITIGATION1 3-3. As of today, does your school use the Test to Stay (TTS) program in order to keep individuals in school?

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.

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

MITIGATION20 3-4. As of today, 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 3-5. As of today, 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 3-6. As of today, does your school have on-site testing for STAFF when they **have symptoms or possible COVID-19 exposure**?

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

MITIGATION23 **3-7**. As of today, does your school have on-site testing for STUDENTS when they **have symptoms or possible COVID-19 exposure**?

- o Yes
- o No
- o Don’t Know

MITIGATION24 **3-8**. As of today, 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 **3-9.** As of today, 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 **3-10**. As of today, does your school require that any STAFF wear a mask inside the school?

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

MITIGATION32 **3-11**. As of today, does your school require that any STUDENTS wear a mask inside the school building?

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

NewMitigation12 **3-12**. 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

Mitigation46 **3-13**. 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 **3-14**. 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 **3-15**. 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 3-16. 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

MITIGATION45 3-17. 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 **mitigating the spread of COVID-19 in your school**.

Summer Program Follow-up

FSP1a 4-1a. During summer 2022, did your school offer any of the following programs?

	Yes	No	Not Applicable	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

FSP1b 4-1b. Approximately how many weeks did these programs run?

Please only enter numerical values in boxes.

{Answers populate based to "yes" responses in FSP1a}	Number of weeks	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1c **4-1c**. During a typical week, approximately how many days per week did these programs run during the summer?

{Answers populate based to "yes" responses in FSP1a}	1 day per week	2 days per week	3 days per week	4 days per week	5 days per week	More than 5 days per week	Don't Know
Summer school (required for certain students)							
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations							
Summer learning and enrichment programs – hosted by your school or district							
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)							
Service-learning programs							
Youth work-based learning							
Summer internships							
Other summer learning programs							

FSP1d **4-1d**. During a typical day, approximately how many hours per day did these programs run during the summer?

Please only enter numerical values in boxes.

{Answers populate based to "yes" responses in FSP1a}	Number of hours per day	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1e 4-1e. To the best of your knowledge, what percentage of your student body participated in these programs during summer 2022?

Please only enter numerical values in boxes.

{Answers populate based to "yes" responses in FSP1a}	Percentage of student body	Don't Know
Summer school (required for certain students)		
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations		
Summer learning and enrichment programs – hosted by your school or district		
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)		
Service-learning programs		
Youth work-based learning		
Summer internships		
Other summer learning programs		

FSP1f 4-1f. Did these summer programs incorporate tutoring?

High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidenced-based core curriculum or program, and is also known as evidence-based or high-quality tutoring).

{Answers populate based to "yes" responses in FSP1a}	Yes, high-dosage tutoring was incorporated	Yes, other tutoring was incorporated	No tutoring was incorporated	Don't Know
Summer school (required for certain students)				
Summer learning and enrichment programs – hosted by, or in coordination with, partner organizations				
Summer learning and enrichment programs – hosted by your school or district				
Summer bridge programs that support transitions (e.g., from elementary to middle school or middle school to high school)				
Service-learning programs				
Youth work-based learning				
Summer internships				
Other summer learning programs				

SP43 4-2. 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 **administered programs during summer 2022.**

This item is optional.

After-School Programs

ASP1a **5-1a**. Is your school offering any of the following after-school programs during the 2022-23 school year?

	Yes	No	Not Applicable for our Student Population
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE			
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT			
Extended-day care			
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)			
Work-based learning opportunities			
Other after-school learning experience not listed above, please specify: _____			

ASP1b **5-1b**. Do these after-school programs you selected incorporate tutoring?

High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidenced-based core curriculum or program, and is also known as evidence-based or high-quality tutoring).

{Answers populate based on selections to ASP1a EXCEPT "school-related activities" and "work-based learning"}	Yes, high-dosage tutoring is incorporated	Yes, other tutoring is incorporated	No tutoring is incorporated	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE				
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT				
Extended-day care				
Other after-school learning experience not listed above, please specify: _____				

ASP1c **5-1c**. You indicated your school is planning to offer the following after-school programs. Are any of these programs being offered **specifically to address pandemic-related learning recovery?**

{Answers populate based on selections to ASP1a EXCEPT "school-related activities" and "work-based learning"}	Yes	No	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE			
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT			
Extended-day care			
Other after-school learning experience not listed above, please specify: _____			

ASP1d **5-1d**. To the best of your knowledge, what percentage of your student body will participate in after-school programs during the 2022-23 school year and what was the typical **percentage** of students who participated in these programs prior to the start of the COVID-19 pandemic?

Please only enter numerical values in boxes.

{Answers populate based on selections to ASP1a}	Percentage of students in 2022-23	Don't Know percentage for 2022-23 after-school programs	Typical percentage of students in years prior to the COVID-19 pandemic	Not offered prior to pandemic	Don't Know for prior to pandemic
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE	%		%		
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT	%		%		
Extended-day care	%		%		
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)	%		%		
Work-based learning opportunities	%		%		
Other after-school learning experience not	%		%		

listed above, please specify: _____					

ASP1e **5-1e**. During a typical school week, how many days are these after-school programs offered?

{Answers populate based on selections to ASP1a}	1 day per week	2 days per week	3 days per week	4 days per week	5 days per week	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE						
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT						
Extended-day care						
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)						
Work-based learning opportunities						
Other after-school learning experience not listed above, please specify: _____						

ASP1f **5-1f**. On a typical school day, how long do students spend in these after-school programs?

{Answers populate based on selections to ASP1a}	Up to 1 hour	1-2 hours	2-3 hours	More than 3 hours	Don't Know
After-school programs or services whose primary purpose is to provide instruction to students who NEED academic ASSISTANCE					
After-school programs or services whose primary purpose is to provide instruction to students who SEEK academic ENRICHMENT					
Extended-day care					
School-related activities and clubs (e.g., athletics, student government, yearbook club etc.)					
Work-based learning opportunities					
Other after-school learning experience not listed above, please specify: _____					

ASP2 **5-2**. 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 **administering after school programs this year.**

This item is optional.

Suggestions for Future Items

FutCont. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.

This item is optional.

October 2022

School Pulse Panel October Survey

Learning Mode

LEARNING1 **1-1**. As of today, does 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

LEARNING5 **1-2**. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today, was full-time **remote** learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

Quar6a **2-1**. 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 **2-1a.** 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 Quar6a = YES}

[ ] student(s)

Quar19a **2-2**. 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 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 – we are only providing full-time remote learning at this time

Quar19b **2-2a.** 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 = YES}

[ ] teachers and non-teaching staff members

Staffing

STAFFING10 3-1. 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

STAFFING11 3-2**.** 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
Tutors			o	o
Instructional Coaches			o	o
Other staff not listed			o	o

Supply Chain Issues

SC1a **4-1a**. 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 **4-1b**. 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	o	o	o	o	o
Laptops and other electronic devices	o	o	o	o	o
Books	o	o	o	o	o
Paper, pens, markers, and other school supplies	o	o	o	o	o
Office equipment and other appliances	o	o	o	o	o
Cleaning products	o	o	o	o	o
Furniture	o	o	o	o	o
Automotive equipment	o	o	o	o	o
Athletic gear and apparel	o	o	o	o	o

SC2 **4-2**. 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

- Had to cancel classes
- Other, please specify: _____
- None of the above

SC3 4-3. 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.

Nutrition and Food Services

SchLun12 5-1. For the 2022-23 school year, did your school collect household applications for free or reduced-price school meals?

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

SchLun1 5-2**.** 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 5-3. 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

SchLun3 5-4. 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 5-5. 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 5-6. How easy or difficult has it been for your school to operate USDA School Meal programs during this school year (2022-23) compared to last school year (2021-22) {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

SchLun13 5-7a. What, if any, challenges have your school experienced with school meal program operations during the 2022-23 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 (2021-22)**
- o Decreased student participation **compared to a typical school year prior to the start of the COVID-19 pandemic**
- 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 Additional questions or confusion from parents regarding the shift from free meals for all students to traditional program operations
- 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 5-7b. 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…"}

- 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

SchLun9 **5-8a**. 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 **5-8b**. 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 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 **providing your students with breakfast and/or lunch**.
This item is optional.

Counts

TEACHER0 6-1. Please enter an approximate total teacher count for your school as of today.
Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 6-2. Please enter an approximate total non-teacher staff count for your school as of today.
Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT1a 6-3. As of today, please enter your **total** student enrollment count.
Please enter the ***number*** of students.

_____ Total number of students

Suggestions for Future Items

FutCont 7-1. We want to ensure we are continuing to collect information that is relevant to the daily challenges that schools are facing during the COVID-19 pandemic. In this space below, please share any other topics you believe are important for the U.S. Department of Education and additional federal policymakers to know as we continue this monthly survey collection.

This item is optional.

November 2022

School Pulse Panel November Survey

Learning Mode

LEARNING1 **1-1**. As of today, does 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

LEARNING5 **1-2**. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today, was full-time **remote** learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

Quar6a **2-1**. 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 **2-1a.** 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 Quar6a = YES}

[ ] student(s)

Quar19a **2-2**. 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 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 – we are only providing full-time remote learning at this time

Quar19b **2-2a.** 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 = YES}

[ ] teachers and non-teaching staff members

School Crime and Safety

CS1 3-1. During the 2022-23 school year, is it a practice at your school to do the following?

	Yes	No	Don't Know
Require visitors to sign or check in and wear badges			
Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)			
Control access to school grounds during school hours (e.g., locked or monitored gates)			
Equip classrooms with locks so that doors can be locked from the inside			
Close the campus for most or all students during lunch			
Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident			
Provide an electronic notification system that notifies parents in case of a school-wide emergency			
Require faculty and staff to wear badges or picture IDs			
Use one or more security cameras to monitor the school			
Provide two-way radios to all or select staff			
Require metal detector checks on all or most students every day			
Perform random metal detector checks on students			
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)			
Require students to wear uniforms			
Enforce a strict dress code			
Require clear book bags or ban book bags on school grounds			
Provide a structured anonymous or confidential threat reporting system (e.g., tip line, online submission, telephone hotline, or written submission via drop box)			
Require students to wear badges or picture IDs			
Prohibit non-academic use of cell phones or smartphones during school hours			

CS2 3-2. As of today, have any of the following contraband items been confiscated from students at your school during the 2022-23 school year? *Select all that apply.*

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

CS3 3-3. Does your school have a written plan that describes procedures to be performed in the following scenarios?

	Yes	No	Don't Know
Active Shooter			
Natural disasters (e.g., earthquakes, tornadoes)			
Hostages			
Bomb threats or incidents			
Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)			
Suicide threats or incidents			
Pandemic disease			
Post-crisis reunification of students with their families			

CS4a 3-4a. During the 2022-23 school year, has your school drilled (or will they drill) students on the use of the following emergency procedures?

	Yes	No	Don't Know
Evacuation (i.e., students and staff are required to leave the building due to an incident)			
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)			
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safer in inside the building or a room than outside)			

CS4b 3-4b. How often does (or will) your school drill students in these emergency procedures?

{Display based on responses to CS4a}	Once a school year	Twice a school year	3-5 times a school year	6 – 8 times a school year	Nine or more times a school year	Don't Know
Evacuation (i.e., students and staff are required to leave the building due to an incident)						
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)						
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safer in inside the building or a room than outside)						

CS13 3-5. 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 3-6a. During the 2022–23 school year, does your school have a behavioral threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

- o Yes
- o No
- o Don’t Know

CS5b 3-6b. Have any students been found to be a potential risk for violent or harmful behavior (toward themselves or others)?

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

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

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).

CS6a 3-7a. 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 3-7b. 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 3-7c. 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 **3-7d**. 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 **3-7e**. 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 **3-7f**. 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 3-8a. 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 3-8b. 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 3-8c. Briefly describe why you selected "[Answer from CS7b]" for the previous item. {Display if CS7b ≠ don't know}

CS7c 3-8d. 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 3-8e. Briefly describe why you selected "[Answer to CS7c]" for the previous item. {Display if CS7c ≠ don't know}

CS7d 3-8f. 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 3-8g. Briefly describe why you selected "[Answer to CS7d]" for the previous item. {Display if CS7d ≠ don't know}

CS8 3-9. 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 3-10. 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 3-11. 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 3-12. During the 2022-23 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 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			

CS12 3-13. We'd like to learn more about what schools are experiencing with regard to school crime and safety. In the space below, please share any other information you would like us to know about **school safety and discipline** at your school.
This item is optional.

Counts

TEACHER0 4-1. Please enter an approximate total teacher count for your school as of today.
Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 4-2. Please enter an approximate total non-teacher staff count for your school as of today.
Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT1a 4-3. As of today, please enter your **total** student enrollment count.
Please enter the ***number*** of students.

_____ Total number of students

December 2022

School Pulse Panel December Survey

Learning Mode

LEARNING1 **1-1**. As of today, does 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

LEARNING5 **1-2**. As of today, does your school offer full-time, **remote** learning for any students because of the COVID-19 pandemic?
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

LEARNING8 **1-2a**. As of today, was full-time **remote** learning offered to all students or some students? {Display if LEARNING5 = YES}

- o All students
- o Some students

LEARNING11 **1-3**. As of today, does your school offer a **hybrid** of remote and in-person learning for any students because of the COVID-19 pandemic?
Hybrid remote and in-person learning refers to students who are in the school building for less than a full school day or full school week on a regular basis. These students come into school for some days or classes but also stay at home for some days or classes.

- o Yes
- o No

LEARNING12 **1-3a**. As of today, was hybrid of remote and in-person learning offered to all students or some students? {Display if LEARNING11 = YES}

- o All students
- o Some students

Quarantine

Quar6a **2-1**. 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 **2-1a.** 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 Quar6a = YES}

[ ] student(s)

Quar19a **2-2**. 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 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 – we are only providing full-time remote learning at this time

Quar19b **2-2a.** 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 = YES}

[ ] teachers and non-teaching staff members

Learning Recovery & Tutoring

SR1a. To the best of your knowledge, what percentage of students **BEGAN the 2022-23 school year** behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR1c. In which of the following academic subjects did students at your school **begin the 2022-23 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				

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

- 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
- Other, please specify: _____
- We have not implemented any strategies to support learning recovery
- Don't Know

Tutoring1. During the 2022-23 school year, which of the following types of tutoring, if any, are students at your school provided? *Select all that apply.*

- *o* **High-dosage tutoring** (i.e., tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring) {Display HDT items if selected}
- *o* **Standard tutoring** (i.e., a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less than three times per week, and 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** (i.e., a method of tutoring in which students work 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 **Other method(s) of tutoring**, please specify: _____
- o No tutoring is provided to students by our school

*The following items ask about **high-dosage** tutoring at your school during the 2022-23 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 (2021-22)?

- 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 2021-22 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 2022-23 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 2022-23 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

*The following items ask about **standard** tutoring at your school during the 2022-23 school year*

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 2022-23 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 (2021-22)?

- 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 2021-22 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 2022-23 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 2022-23 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

*The following items ask about **self-paced** tutoring at your school during the 2022-23 school year*

SPT2. As of today, what percentage of students at your school have received **self-paced** tutoring during the 2022-23 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 (2021-22)?

- 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 self-paced tutoring in the 2021-22 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 2022-23 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 2022-23 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

Tutoring2. Do you provide training or professional development for those who provide the following types of tutoring provided at your school?

{Display based on Tutoring1 responses EXCEPT Self-Paced 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 Tutoring1 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				
Other methods of tutoring				

Tutoring4. 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 **promoting learning recovery at your school**.
This item is optional.

Counts

TEACHER0 6-1. Please enter an approximate total teacher count for your school as of today.
Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 6-2. Please enter an approximate total non-teacher staff count for your school as of today.
Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT1a 6-3. As of today, please enter your **total** student enrollment count.
Please enter the ***number*** of students.

_____ Total number of students

Spring 2023 Operations Follow-Up

School Pulse Panel Operations Follow-Up Survey Nonrespondent

Instructions for this Survey

The School Pulse Panel (SPP) was a monthly study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) to evaluate the impact of the COVID-19 pandemic on public schools. Our records indicate that your school did not participate in any of the monthly collections between January 2022 and December 2022.

We are still interested in learning about the experiences of those who did not respond to the School Pulse Panel's monthly data collections in order to improve our methods and increase participation among those who choose to not participate. We appreciate any feedback you can provide at this time.

After the questions on the follow-up survey, we will ask you to answer questions about when and how your school collects information on the race and ethnicity of your students and teachers. The United States Office of Management and Budget (OMB) has proposed changes to the way information on race and ethnicity is collected by the Federal government. Your responses will be used to help NCES better understand schools' ability to collect such data if changes are implemented.

Participation

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.

Reimbursement

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}

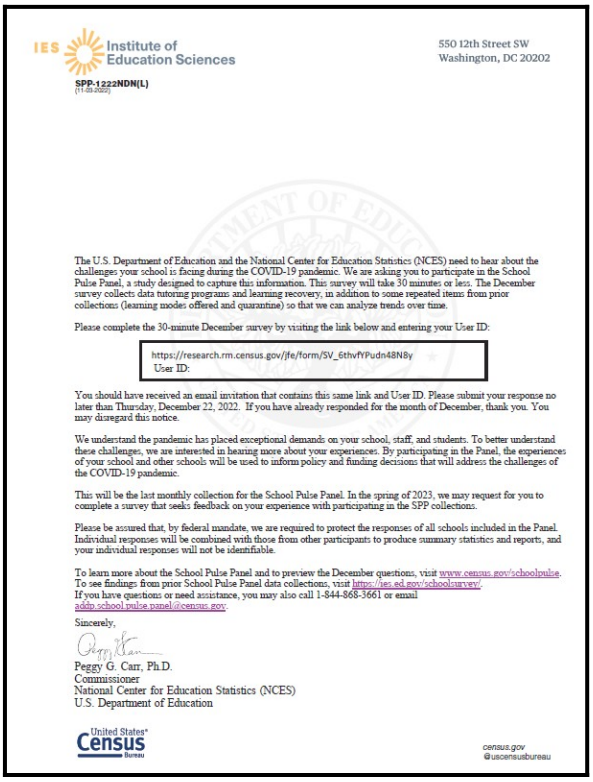
- o Yes
- o No, a $400 reimbursement was not a large enough reimbursement
- o No, a $400 reimbursement was too large a reimbursement

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

Communications

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



IES Institute of Education Sciences

550 12th Street SW
Washington, DC 20202

SPP-1222NDN(L)
(11-03-2022)

The U.S. Department of Education and the National Center for Education Statistics (NCES) need to hear about the challenges your school is facing during the COVID-19 pandemic. We are asking you to participate in the School Pulse Panel, a study designed to capture this information. This survey will take 30 minutes or less. The December survey collects data 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.

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
User ID:

You should have received an email invitation that contains this same link and User ID. Please submit your response no later than Thursday, December 22, 2022. If you have already responded for the month of December, thank you. You may disregard this notice.

We understand the pandemic has placed exceptional demands on your school, staff, and students. To better understand these challenges, we are interested in hearing more about your experiences. By participating in the Panel, the experiences of your school and other schools will be used to inform policy and funding decisions that will address the challenges of the COVID-19 pandemic.

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 be assured that, by federal mandate, we are required to protect the responses of all schools included in the Panel. Individual responses will be combined with those from other participants to produce summary statistics and reports, and your individual responses will not be identifiable.

To learn more about the School Pulse Panel and to preview the December questions, visit www.census.gov/schoolpulse.
To see findings from prior School Pulse Panel data collections, visit https://ies.ed.gov/schoolsurvey/.
If you have questions or need assistance, you may also call 1-844-868-3661 or email addb.school.pulse.panel@census.gov.

Sincerely,

Peggy G. Carr, Ph.D.
Commissioner
National Center for Education Statistics (NCES)
U.S. Department of Education

United States Census Bureau

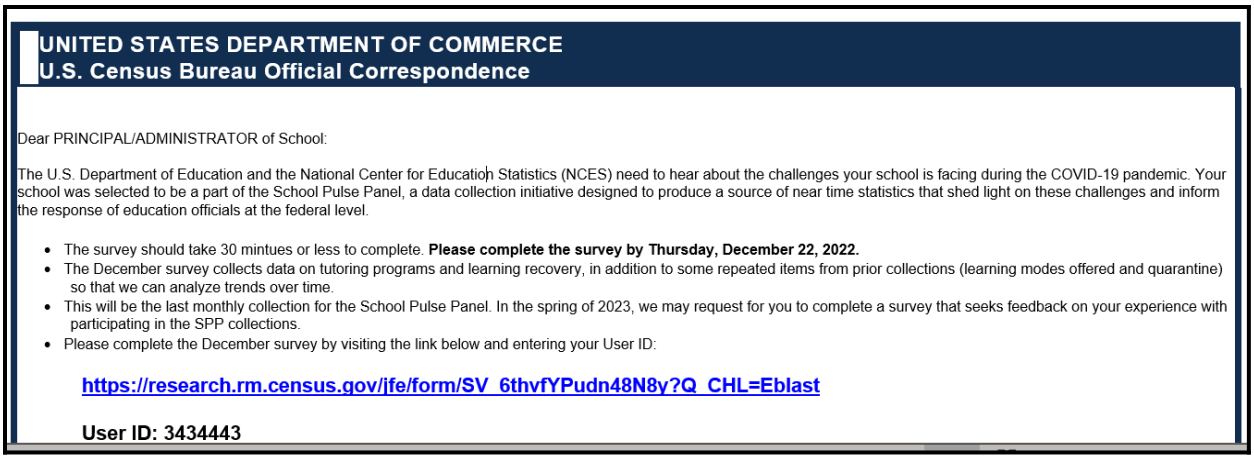
census.gov
@uscensusbureau

NCom1 3-1. Did you ever receive a physical letter (pictured above) with the URL link?

- o Yes
- o No
- o Unsure

NCom1a **3-1a**. 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 **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



UNITED STATES DEPARTMENT OF COMMERCE
U.S. Census Bureau Official Correspondence

Dear PRINCIPAL/ADMINISTRATOR of School:

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- The survey should take 30 mintues or less to complete. **Please complete the survey by Thursday, December 22, 2022.**
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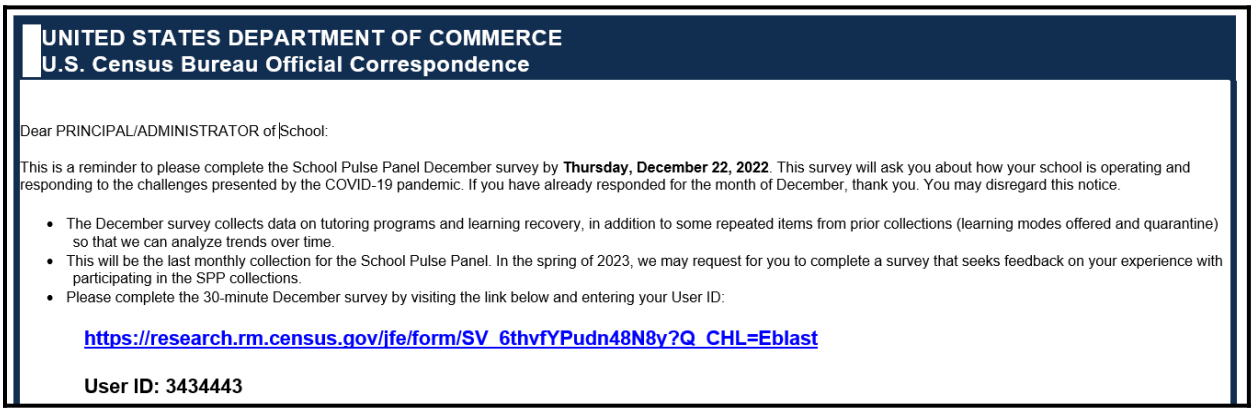
- Please complete the December survey by visiting the link below and entering your User ID:

https://research.rm.census.gov/jfe/form/SV_6thvfYPudn48N8y?Q_CHL=Eblast

User ID: 3434443

NCom2 3-2. Did you ever receive an initial invitation email (pictured above) with the URL link to the survey instrument?

- o Yes
- o No
- o Unsure



UNITED STATES DEPARTMENT OF COMMERCE
U.S. Census Bureau Official Correspondence

Dear PRINCIPAL/ADMINISTRATOR of School:

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User ID: 3434443

NCom3 3-2. 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

Race and Ethnicity

The United States Office of Management and Budget (OMB) has proposed changes to the way information on race and ethnicity is collected by the Federal government. The next set of questions is included to help us better understand schools' ability to collect such data if changes are implemented.

RandE1 7-1. When is information about the race or ethnicity of students at your school usually obtained? *Select all that apply.*

- o Upon initial registration at any school in the district
- o When a student changes schools within the district
- o On an annual basis
- o Other, please specify: _____

RandE2 7-2. How does your school collect information about the race or ethnicity of its student population? *Select all that apply.*

- o Parents or guardians are asked to report race and ethnicity for their child(ren)
- o Students are asked to report race and ethnicity for themselves
- o A teacher or administrator assigns the student to a race or ethnicity category based on observation
- o Some other procedure is followed, please specify: _____
- o This information is not collected at the school, but at the central district office or other entity

RandE3 7-3. When is information about the race or ethnicity of teachers and staff at your school usually obtained? *Select all that apply*.

- o Upon initial hire at any school in the district
- o When the staff member changes schools within the district
- o On an annual basis
- o Other, please specify: _____

RandE4 7-4. OMB currently collects information on race using five minimum reporting categories (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White). One of OMB's proposals is to add a new category for Middle Eastern or North African.

Do your student records or student information systems already include information about whether a student is Middle Eastern or North African?

- o Yes, student records or student information systems already include information about whether a student is Middle Eastern or North African
- o No, student records or student information systems do not already include information about whether a student is Middle Eastern or North African
- o Don't know

RandE5 7-5. Do your teacher and staff records already include information about whether a teacher or staff member is Middle Eastern or North African?

- o Yes, staff records already include information about whether a staff member is Middle Eastern or North African
- o No, staff records do not already include information about whether a staff member is Middle Eastern or North African
- o Don't know

RandE6 7-6. Do your student records or student information systems collect information about students' race/ethnicity that is more detailed than the five required race categories and whether a student is Hispanic/Latino? For example, do your student records or student information systems include information on a student's specific ethnic background, such as whether an Asian student is of Chinese or Korean descent, whether a Hispanic/Latino student is of Mexican or Cuban descent, or whether a Native Hawaiian/Pacific Islander student is of Samoan or Chamorro descent?

- o Yes, student records or student information systems include detailed information on students' ethnic background
- o No, student records or student information systems do not include detailed information on students' ethnic background
- o Don't know

RandE8 7-8. If you think there are any other issues related to the collection of information on race and ethnicity that are important to your school, please list them below.

This item is optional.

Responses to this section of the survey will be summarized to better understand the impact revisions may have on reporting. The Office of Management and Budget has released their initial proposals for revising the federal race and ethnicity standards (Directive No. 15) for public comment. The feedback of state and local agencies that collect and provide data into federal data collections is critical and referenced many times in OMB's initial proposal. If you would like to provide feedback directly to OMB that will become part of the public record, please do so by visiting https://www.federalregister.gov/documents/2023/01/27/2023-01635/initial-proposals-for-updating-ombs-race-and-ethnicity-statistical-standards

THANK YOU!

School Pulse Panel Operations Follow-Up Survey

Respondent

Instructions for this Survey

The School Pulse Panel (SPP) was a monthly study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) to evaluate the impact of the COVID-19 pandemic on public schools. Our records indicate that you or someone from your school participated in at least one of the monthly collections between January 2022 and December 2022.
We are interested in learning about the experiences of those who responded to the School Pulse Panel's monthly data collection. The person who responds to this survey should be the person who was primarily responsible for responding to the monthly surveys. If you were not the person who was ***primarily responsible*** *for responding to the monthly surveys, please forward this survey to the appropriate person. After the questions on the follow-up survey, we will ask you to answer questions about when and how your school collects information on the race and ethnicity of your students and teachers. The United States Office of Management and Budget (OMB) has proposed changes to the way information on race and ethnicity is collected by the Federal government. Your responses will be used to help NCES better understand schools' ability to collect such data if changes are implemented.*

Participation

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 None of the above

Par1 1-2. Why did you participate in one or some monthly collections but not others? *Select all that apply*. {Display if FEEDBACK_FLAG = 2}

- 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 $400 was not high enough {Display if SCHFLAG = 1 OR 2}
- o Other, please specify: _____

Communications

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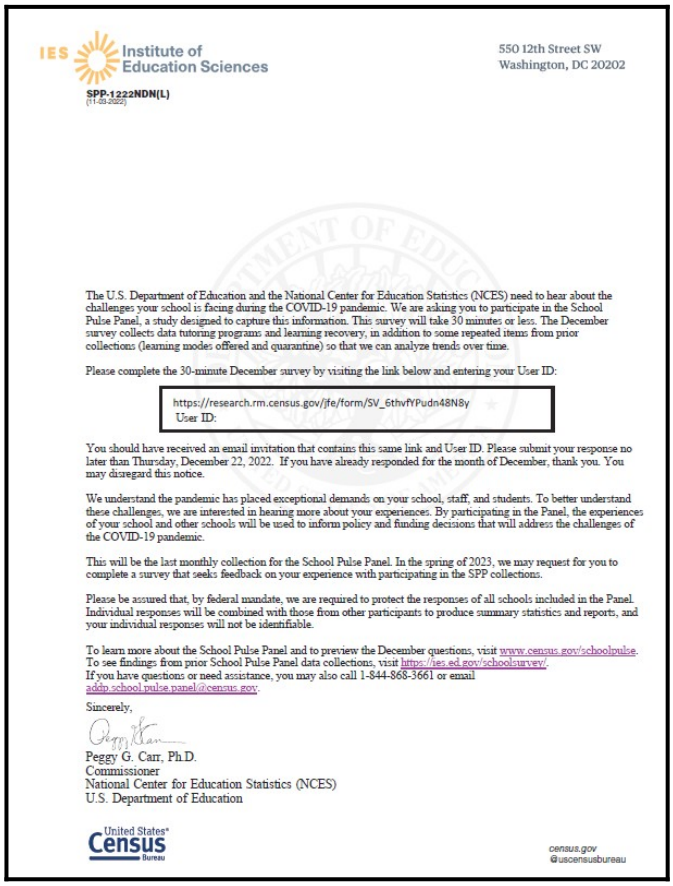

IES Institute of Education Sciences

550 12th Street SW
Washington, DC 20202

SPP-1222NDN(L)
(11-09-2022)

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Sincerely,

Peggy G. Carr, Ph.D.
Commissioner
National Center for Education Statistics (NCES)
U.S. Department of Education

United States Census Bureau

census.gov
@uscensusbureau

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"}.

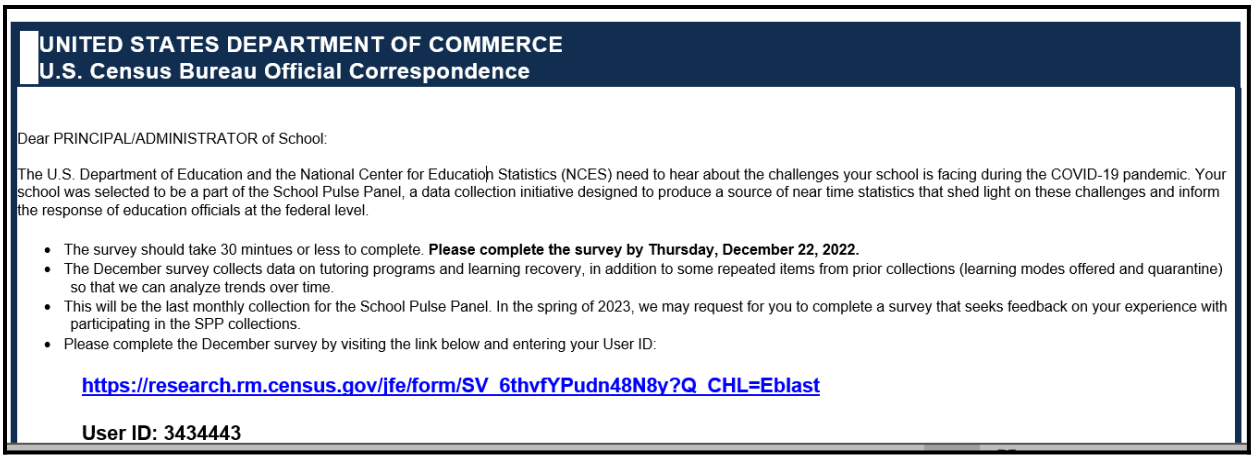
- o Yes
- o No

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



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User ID: 3434443

Com2 2-2. Did you ever receive an initial invitation email (pictured above) with the URL link to the survey instrument?

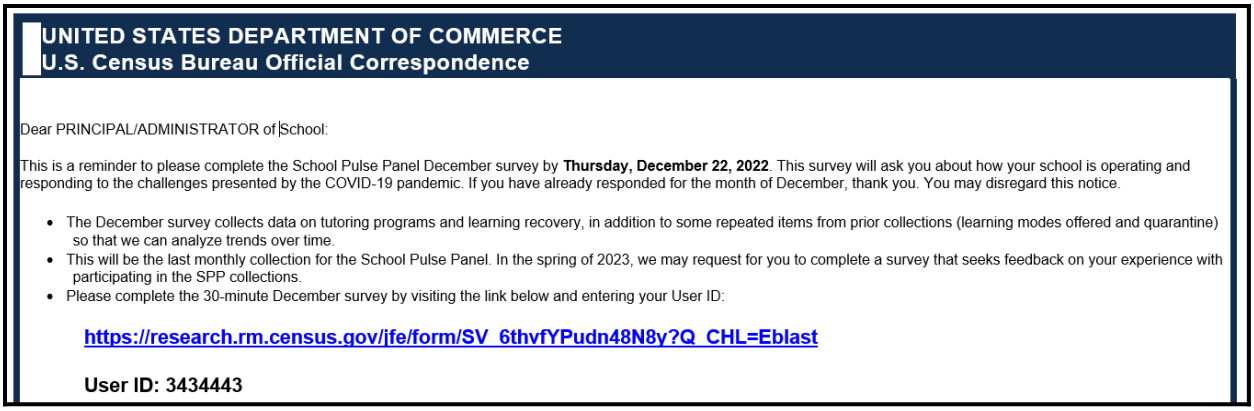
- o Yes
- o No
- o Unsure

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



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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

Survey Instrument

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 Finding 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: _____
- o I did not experience any challenges completing monthly surveys

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 {Display if Sur5 = …from school staff"}:

Sur5b 3-5b. Please list the job titles of other **district** staff who helped you answer questions {Display if Sur5 = …from district staff"}:

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}

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?

Data Collection Window and Frequency

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

Reimbursement

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"}

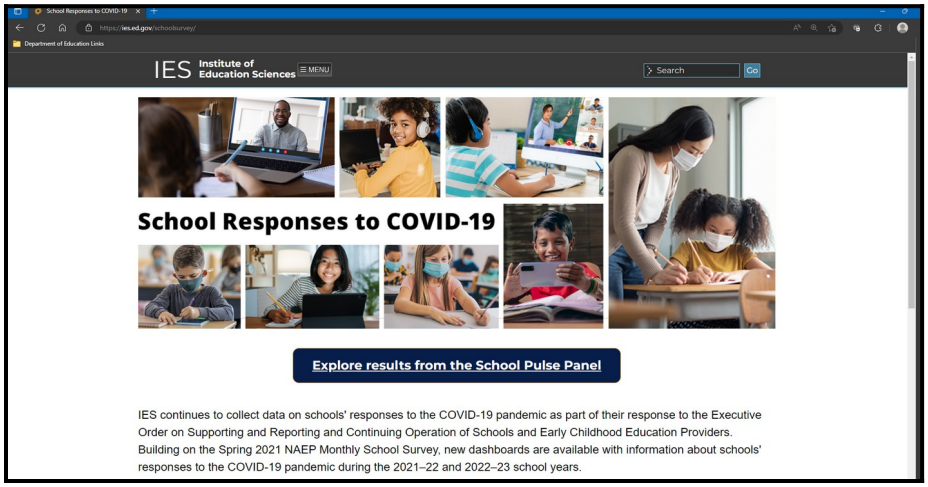
- o $5
- o $10
- o $20
- o $50
- o $100
- o More than $100 but less than $400

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

Findings and Publications



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?

Race and Ethnicity

The United States Office of Management and Budget (OMB) has proposed changes to the way information on race and ethnicity is collected by the Federal government. The next set of questions is included to help us better understand schools' ability to collect such data if changes are implemented.

RandE1 7-1. When is information about the race or ethnicity of students at your school usually obtained? *Select all that apply.*

- o Upon initial registration at any school in the district
- o When a student changes schools within the district
- o On an annual basis
- o Other, please specify: _____

RandE2 7-2. How does your school collect information about the race or ethnicity of its student population? *Select all that apply.*

- o Parents or guardians are asked to report race and ethnicity for their child(ren)
- o Students are asked to report race and ethnicity for themselves
- o A teacher or administrator assigns the student to a race or ethnicity category based on observation
- o Some other procedure is followed, please specify: _____
- o This information is not collected at the school, but at the central district office or other entity

RandE3 7-3. When is information about the race or ethnicity of teachers and staff at your school usually obtained? *Select all that apply*.

- o Upon initial hire at any school in the district
- o When the staff member changes schools within the district
- o On an annual basis
- o Other, please specify: _____

RandE4 7-4. OMB currently collects information on race using five minimum reporting categories (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White). One of OMB's proposals is to add a new category for Middle Eastern or North African.

Do your student records or student information systems already include information about whether a student is Middle Eastern or North African?

- o Yes, student records or student information systems already include information about whether a student is Middle Eastern or North African
- o No, student records or student information systems do not already include information about whether a student is Middle Eastern or North African
- o Don't know

RandE5 7-5. Do your teacher and staff records already include information about whether a teacher or staff member is Middle Eastern or North African?

- o Yes, staff records already include information about whether a staff member is Middle Eastern or North African
- o No, staff records do not already include information about whether a staff member is Middle Eastern or North African
- o Don't know

RandE6 7-6. Do your student records or student information systems collect information about students' race/ethnicity that is more detailed than the five required race categories and whether a student is Hispanic/Latino? For example, do your student records or student information systems include information on a student's specific ethnic background, such as whether an Asian student is of Chinese or Korean descent, whether a Hispanic/Latino student is of Mexican or Cuban descent, or whether a Native Hawaiian/Pacific Islander student is of Samoan or Chamorro descent?

- o Yes, student records or student information systems include detailed information on students' ethnic background
- o No, student records or student information systems do not include detailed information on students' ethnic background
- o Don't know

RandE8 7-8. If you think there are any other issues related to the collection of information on race and ethnicity that are important to your school, please list them below.

This item is optional.

Responses to this section of the survey will be summarized to better understand the impact revisions may have on reporting. The Office of Management and Budget has released their initial proposals for revising the federal race and ethnicity standards (Directive No. 15) for public comment. The feedback of state and local agencies that collect and provide data into federal data collections is critical and referenced many times in OMB's initial proposal. If you would like to provide feedback directly to OMB that will become part of the public record, please do so by visiting https://www.federalregister.gov/documents/2023/01/27/2023-01635/initial-proposals-for-updating-ombs-race-and-ethnicity-statistical-standards

THANK YOU!

July 2023

School Pulse Panel July 2023 Contact Screener

Screen1 Q1. Please confirm or enter the following information about your school: {Information will be pre-populated when available}

School Name: [Auto-filled information when available]
Principal/Head of School First Name: [Auto-filled information when available]
Principal/Head of School Last Name: [Auto-filled information when available]
Principal/Head of School Phone Number: [Auto-filled information when available]
School Address 1: [Auto-filled information when available]
School Address 2: [Auto-filled information when available]
City: [Auto-filled information when available]
State: [Auto-filled information when available]
Zip Code: [Auto-filled information when available]

- o All information above is correct
- o School name needs to be updated
- o Principal/Head of School name needs to be updated
- o Principial/Head of School email needs to be updated
- o Principal/Head of School phone numbers needs to be updated
- o School address needs to be updated

School Name: _____
Principal/Head of School First Name: _____
Principal/Head of School Last Name: _____
Principal/Head of School Phone Number: _____
School Address 1: _____
School Address 2: _____
City: _____
State: _____
Zip Code: _____

Screen2a Q2. Is this also the MAILING address for your school?

- o Yes
- o No

Screen2b Q3. Please enter the MAILING address for your school. {Display if Screen2a = No}

1. Name: _____
2. Mailing Address 1: _____
3. Mailing Address 2: _____

4. City: _____
5. State: _____
6. Zip Code: _____

Screen3 Q4. Which of the following grades or grade equivalents are offered at your school?

- 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

Screen4 **Q5b**. This survey will collect information on a variety of topics related to your school's operations during the 2023-24 school year, including, but not limited to: staffing, after-school programs, summer programming, tutoring, food services, facilities, learning recovery strategies, mental health services, transportation, and school safety. Please identify the best person in your school for us to contact for this survey. As principal/head of school, you may be this person, or you can identify another school staff member to serve in this role. This person will serve as your school's primary person of contact for this study.

The primary person of contact will receive future communications regarding the School Pulse Panel, including monthly survey links. This person should be a school staff member who can respond to monthly surveys. This person is responsible for collecting information necessary, which may be from other staff, to answer survey items and submit completed surveys online.

- o I, the principal/head of school, will be the primary person of contact for the School Pulse Panel.

POC First Name: _____

POC Last Name

POC Job Title: _____

POC Email: _____

POC Work Phone Number: _____

POC Phone Extension: _____

Screen5 **Q6b**. Please identify an alternative person of contact.

The alternative person of contact will be contacted if the primary person of contact leaves the school or is otherwise unavailable during a collection period.

- o I, the principal/head of school, will be the alternative person of contact for the School Pulse Panel.

ALT First Name: _____

ALT Last Name: _____

ALT Job Title: _____

ALT Email: _____

ALT Work Phone Number: _____

ALT Work Phone Extension: _____

Screen6a **Q7**. Please confirm the point of contact and mailing address where we should send the $200 for completing the monthly survey.

Debit Card Point of Contact: [Principal Name]
Mailing Address 1: [Mailing Address Street 1]
Mailing Address 2: [Mailing Address Street 2]
City: [Mailing Address City]
State: [Mailing Address State]
ZIP Code: [Mailing Address ZIP]

- o Debit card information is correct
- o Debit card information needs to be updated

Screen6b Q7_update. Please provide the following. {Display if Screen6a = "debit card information needs to be updated"}

Debit Card Point of Contact: _____
Address 1: _____
Address 2: _____
City: _____
State: _____
Zip Code: _____

August 2023

School Pulse Panel August 2023 Survey

Staffing (Summer Hiring Cycle & Challenges)

HP1 1-1. 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 1-2. 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: _____

- We did not experience any challenges filling teacher vacancies
- We did not have any teacher vacancies to fill
- Don’t know

HP3 1-3. 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 1-4. 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

- We did not have any staff vacancies to fill
- Don’t know

HP5 1-5. Entering the 2023-24 school year, do you feel your school is understaffed?

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

HP6 1-6. 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: _____			

HP9 1-7. 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.

Internet & Technology

INTERNET1 2-1. For the 2023-24 school year, are students who need internet access provided internet access **at home**?

- Yes
- No
- Don't Know

INTERNET2 2-2. 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 2-3. 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 2-4. 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 2-5. 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

DL1 2-6. Does your school offer training on digital literacy for your students?

- Yes
- No
- Don't Know

DL2 2-7. 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}

- o Migrant students
- 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 Other, please specify: _____
- o None of the Above

DL3 2-8. Does your school offer training on digital literacy for your students' **families**?

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

INTERNET6 2-9. 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.

Community Collaboration

CSP1 **3-1**. 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 **3-2a**. 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 **3-2b**. 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	%	

CSP6 3-3. 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 3-4. 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 3-5. 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 3-6. We'd like to learn more about how schools' experiences **collaborating with the community surrounding your school** 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.

Counts

TEACHER0 4-1. Please enter an approximate total **teacher** count for your school as of today.

*Please enter the **number** of teachers, including full-time and part-time teachers.*

_____ teachers

STAFF0 4-2. Please enter an approximate total non-teacher staff count for your school as of today.

*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*

_____ non-teaching staff

ENROLLMENT 4-3. As of today, please enter your total student enrollment count.

*Please enter the **number** of students.*

_____ students

Suggestions for Future Items

FutCont 5-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

September 2023

School Pulse Panel September 2023 Survey

Summer Programs

SP_gate 1-1. 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 1-2. 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 **1-3**. 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 **1-4**. 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 **1-5**. During a typical day, how many hours per day did **summer school** run?

_____ hours
- o Don't know

SP_ss4 **1-6**. Approximately how many weeks did your school offer **summer school** during summer 2023?

_____ weeks
- o Don't know

SP_ss5a **1-7a**. 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 **1-7b.** 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 1-8. 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 We did not partner or contract with any other organizations
- o Don't know

SP_ss7 1-9. 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 1-10. 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 1-11. 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_ss10 1-12. 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

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 1-14. 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 1-15. 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 1-16. 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 1-17. Approximately how many weeks did your school offer **summer learning and enrichment program(s)** during summer 2023?

_____ weeks
- o Don't know

SP_le5a 1-18a. 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

- We were able to provide our summer learning and enrichment program(s) to ONLY A FEW students who wanted to participate
- Don't know

SP_le5b 1-18b. 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*.

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

SP_le6 1-19. 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.*

- Other local K-12 schools
- Local colleges or universities
- Local libraries
- Academically focused groups (e.g., local museums, tutoring programs)
- Community businesses
- Community non-profit organizations
- Community health organizations
- City departments or agencies (e.g., parks department, mayor's office, youth agencies, etc.)
- Other, please specify: _____
- We did not partner or contract with any other organizations
- Don't know

SP_le7 1-20. Which of the following personnel worked in your school's **summer learning and enrichment program(s)** during summer 2023? *Select all that apply.*

- Teachers who are full-time during the school year from your school
- Teachers who are part-time during the school year from your school
- Administrative staff from your school
- Tutors from your school
- Intervention specialists from your school
- Dedicated staff whose only job at your school is to work in your school's summer learning and enrichment program(s)
- Staff from an outside organization you partner or contract with {Display if *SP_le6* ≠ "None of the above" or "Don't Know"}
- Volunteers (e.g., parents, other community members)
- Other, please specify: _____
- Don't know

SP_le8 1-21. 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
- o Don't know

SP_le9 1-22. 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_le10 1-23. 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

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 1-24. 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 1-25. 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 1-26. During a typical day, how many hours per day did **summer recreation program(s)** run?
_____ hours
- o Don't know

SP_r4 1-27. Approximately how many weeks did your school offer **summer recreation program(s)** during summer 2023?
_____ weeks
- o Don't know

SP_r5a 1-28a. 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 1-28b. 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 wanted 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 1-29. 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 We did not partner or contract with any other organizations
- o Don't know

SP_r7 1-30. 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 1-31. 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
- o Don't know

SP_r9 1-32. 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_r10 1-33. 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

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 1-34. 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 1-35. 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 1-36. 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 1-37. Approximately how many weeks did your school offer **summer bridge program(s)** during summer 2023?

_____ weeks

- o Don't know

SP_bp5a 1-38a. 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 bridge program(s) to ALL students who wanted to participate
- o We were able to provide our summer bridge program(s) to MOST students who wanted to participate
- o We were able to provide our summer bridge program(s) to SOME students who wanted to participate
- o We were able to provide our summer bridge program(s) to ONLY A FEW students who wanted to participate
- o Don't know

SP_bp5b 1-38b. 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 wanted 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 **1-39**. 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 We did not partner or contract with any other organizations
- o Don't know

SP_bp7 **1-40**. 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 full-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 **1-41**. 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
- o Don't know

SP_bp9 1-42. 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_bp10 1-43. 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

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 1-44. 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 1-45a. 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 1-45b. 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 wanted 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 1-46. 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 We did not partner or contract with any other organizations
- o Don't know

SP_sl4 1-47. 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

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 1-48. 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 1-49a. 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 1-49b. 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 wanted 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 1-50. 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 We did not partner or contract with any other organizations
- o Don't know

SP_wb4 1-51. 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

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 1-52. 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 1-53a. 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 1-53b. 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 wanted 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 1-54. 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 We did not partner or contract with any other organizations
- o Don't know

SP_int4 1-55. 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_more 1-56. 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.

After-School Programs

ASP_gate 2-1. 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 2-2. 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 2-3. 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 2-4. 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 2-5. 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 2-6a**.** 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 2-6b**.** 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 want 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 2-7. 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 We did not partner or contract with any other organizations
- o Don't know

ASP_aa6 2-8**.** 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 2-9**.** 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 2-10**.** 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_aa9 2-11. 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

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 **2-12**. 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 **2-13.** 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 **2-14**. 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 **2-15a.** 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 2-15b**.** 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 want 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 2-16. 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 We did not partner or contract with any other organizations
- o Don't know

ASP_ae6 2-17**.** 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 2-18**.** 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 2-19**.** 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_ae9 2-20. 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

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 2-21. 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 2-22**.** 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 2-23. 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 2-24a**.** 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 2-24b**.** 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 want 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 2-25. 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 We did not partner or contract with any other organizations
- o Don't know

ASP_dc6 2-26. 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 2-27. 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 2-28. 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_dc9 2-29. 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

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 2-30. 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 2-31. 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 2-32a. 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 2-32b. 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 want 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 2-33. 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.

Counts

TEACHER0 3-1. Please enter an approximate total teacher count for your school as of today.

Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 3-2. Please enter an approximate total non-teacher staff count for your school as of today.

Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT0 3-3. As of today, please enter your **total** student enrollment count.

Please enter the ***number*** of students.

_____ Total number of students

Suggestions for Future Items

FutCont 4-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

October 2023

School Pulse Panel October 2023 Survey

Staffing (Current Vacancies & Challenges)

StaffVac1 1-1. Please enter the following information on staffing at your school.

Please enter the number of teachers and vacancies. Count each part-time position or vacancy as 1. For example, if you have three full-time math teachers and 2 part-time math teachers, count this as 5 in the "Total number of positions at my school" column.

*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 1-2. Please enter the following information on staffing at your school.

Please enter the number of staff members and vacancies. Count each part-time position or vacancy as 1. For example, if you have three full-time tutor teachers and 2 part-time tutors, count this as 5 in the "Total number of positions at my school" column.

*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
Other staff not listed			o	o

StaffVac5 1-3. 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)
- o None of the above
- o Don't know
- o We do not have any teacher or staff vacancies

*The next set of items ask about staffing changes since the **2019-20** school year.*

Staffing17a **1-4a.** 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 **1-4b**. 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 **1-4c.** How many new full- or part-time **positions** have you **added** since the 2019-20 school year?

Please enter '0' if no new positions were added for a particular row.

	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}		

Staffing18a **1-5a.** 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 1-5b. 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 1-5c**.** 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.
Please enter '0' if no new positions were lost for a particular row.

	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 1-6**.** Of the {fill based on count entered in StaffVac2_11} 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: _____
Total: _____

Staffing_co2 1-7. 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 We have lost instructional coach positions
- 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

Staffing_co2a 1-7a. How many instructional coach positions have you added since the 2019-20 school year? {display if *Staffing_co2* = "We have added instructional coaches"}

_____ positions

Staffing_co2b **1-7b**. How many instructional coach positions have you lost since the 2019-20 school year? {display if *Staffing_co2* = "We have lost instructional coaches"}

_____ positions

StaffVac_more **1-8**. We'd like to learn more about 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.

Tutoring

SR1a **2-1**. To the best of your knowledge, what percentage of students **began the 2023-24 school year** behind grade level in at least one academic subject?

_____ percent of students

o Don't Know

SR1c **2-2**. In which of the following academic subjects did students at your school **begin the 2023-24 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				

Tutoring_gate **2-3**. During this school year, which of the following types of tutoring, if any, are 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}

- **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}
- **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}
- **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}
- **Other method(s) of tutoring**, please specify: _____
- No tutoring is provided to students by our school

*The following items ask about **high-dosage** 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.

HDT1 2-4. Who administers **high-dosage** tutoring at your school? *Select all that apply.*

- Tutors whose primary or only role is to provide tutoring
- Teachers who have received training or professional development in tutoring
- Teacher's/classroom aides who have received training or professional development in tutoring
- Teachers who have NOT received training or professional development in tutoring
- Teacher's/classroom aides who have NOT received training or professional development in tutoring
- Subject-area specialists (e.g., reading or math specialists)
- Other, please specify: _____
- Don't know

HDT2 2-5. As of today, what percentage of students at your school have received **high-dosage** tutoring during the 2022-23 school year?

_____% of students
- Don't know

HDT13a 2-6a. Are any students **required** to participate in your school's **high-dosage** tutoring program?

- Yes
- No
- Don't Know

HDT13b 2-6b. 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 2-7**.** 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 2-8a**.** 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 2-8b**.** 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 2-9. 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 2-10. 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 2-11. 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 2-12. 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 2-13**.** 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 2-14**.** 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 2-15**.** 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 2-16. 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

*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 2-17. 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 2-18. 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 2-19a. Are any students **required** to participate in your school's **standard** tutoring program?

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

SDT13b 2-19b. 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 2-20. 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 2-21a. 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 2-21b. 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"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

SDT12 2-22. 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 2-23. 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 2-24. 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 2-25. 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 2-26**.** 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 2-27**.** 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 2-28**.** 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 2-29. 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

*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 2-30. 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 2-31a. Are any students **required** to participate in your school's **self-paced** tutoring program?

- Yes
- No
- Don't Know

SPT13b 2-31b. 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}

- Results from diagnostic or other assessment results
- Referral from teacher or staff
- Request from parent or caregiver
- Other, please specify: _____
- Don't know

SPT3 2-32**.** To the best of your knowledge, how does the percentage of students who receive **self-paced** tutoring compare to last school year (2022-23)?

- More students are receiving self-paced tutoring
- Fewer students are receiving self-paced tutoring
- About the same percentage of students are receiving self-paced tutoring
- No students participated in self-paced tutoring in the 2022-23 school year
- Don't Know

SPT4a 2-33a**.** 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.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- 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
- Migrant students
- Students who are not receiving full-time in-person instruction
- Other, please specify: _____
- No subgroups have received more standard tutoring than others
- Don't Know

SPT4b 2-33b**.** 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"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

SPT12 2-34. Does your school use its student information system (or equivalent) to track students' participation in **self-paced** tutoring?

- Yes
- No
- Don’t Know

SPT5 2-35. 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 2-36. 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 2-37. 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 2-38**.** 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 2-39**.** 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 2-40. 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 2-41. 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

*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 2-42. 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 2-43a. Are any students **required** to participate in your **on-demand online** tutoring program(s)?

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

ODT13b 2-43b. 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 2-44. 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 2-45a. 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 2-45b. 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 2-46. 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 2-47. 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 2-48. 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 2-49. 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 2-50**.** 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 2-51**.** 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 2-52. 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 2-53. 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

Tutoring2 2-54. 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 2-55. 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 **2-56**. 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	Don't know
High-dosage tutoring						
Standard tutoring						
Self-paced tutoring						
On-demand online tutoring						
Other methods of tutoring						

Tutoring6 2-57. 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 2-58. 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.

Counts

TEACHER0 3-1. Please enter an approximate total teacher count for your school as of today.

Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 3-2. Please enter an approximate total non-teacher staff count for your school as of today.

Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT0 3-3. As of today, please enter your **total** student enrollment count.

Please enter the ***number*** of students.

_____ Total number of students

Suggestions for Future Items

FutCont 4-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

November 2023

School Pulse Panel November 2023 Survey

Food Services & Supply Chains

SchLun1 1-1. 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 1-2. 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 1-2b. 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

SchLun12 1-3. For the 2023-24 school year, did your school collect household applications for free- or reduced-price school meals? {Display if SchLun1 = "Students can participate in USDA…" or "Students can buy meals…"}

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

SchLun3 1-4. 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 Partnerships or sponsorships with local food organizations
- o Other, please specify: _____
- o Don't Know

SchLun6 1-5. 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

SchLun13 1-6**.** 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 1-7. 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

SchLun9 1-8. 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 1-9. 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

SC1a 1-10a. 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 1-10b. 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 1-11. 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 We have not experienced any issues related to supply chain disruptions

SchLun11 1-12. 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.

School Improvement Plans

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

SIP_gate 2-1. 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, my school has not been identified for any support or improvement programs
- o Don't know

SIP1 2-2. For what reason was your school identified for comprehensive support and improvement (CSI)? {display if *SIP_gate* = "Comprehensive…"}

- o Low performing (CSI)
- o Low graduation rate (CSI-Grad)
- o Student group (CSI-SG)
- o Don't know

SIP2 2-3. 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
- o Don't know

SIP3 2-4. 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: _____
- o Don't know
- o We have not identified any resource inequities

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.

Absenteeism

ABS7 3-1. To the best of your knowledge, what is the average daily attendance at your school?
Please enter a percentage value.

- 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?

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.

Counts

TEACHER0 3-1. Please enter an approximate total teacher count for your school as of today.

Please enter the ***number*** of teachers, including full-time and part-time teachers.

_____ Total number of teachers

STAFF0 3-2. Please enter an approximate total non-teacher staff count for your school as of today.

Please enter the ***number*** of non-teaching staff, including full-time and part-time non-teachers.

_____ Total number of non-teaching staff

ENROLLMENT0 3-3. As of today, please enter your **total** student enrollment count.

Please enter the ***number*** of students.

_____ Total number of students

Suggestions for Future Items

FutCont 4-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

December 2023

School Pulse Panel December 2023 Survey

School Facilities

Fac1 1-1. 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

Fac2 1-2. 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

Fac3 1-3. Please indicate which of the following athletic amenities, if any, 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

Fac4 1-4**.** Does the school have an auditorium or cafetorium (mix of cafeteria and auditorium) on-site?

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

Fac5 1-5**.** Does the school have dedicated library space available?

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

Fac6 1-6**.** 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

- Don’t know

Fac7 1-7**.** 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

Fac8 1-8. Does your school have an outdoor space designed for teaching?

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

Fac9 1-9. Is training for educators about teaching/learning outdoors available at least once per year?

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

Fac10 1-10**.** 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 1-11**.** Does your school or district employ a school garden coordinator who works at least part-time at your school?

- o Yes
- o No
- o This school does not have a garden
- o Don't know

Fac12 1-12**.** Does your school have outdoor space designed for **student** gardening available?

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

Fac13 1-13. 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

Fac14 1-14**.** Does your school have carbon **monoxide** alarms installed?

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

Fac15 1-15. 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 1-16**.** 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 1-17**.** 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 1-18**.** 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

Fac19a 1-19a. 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 1-19b. How many of these {Fill from Fac19a} **building(s)** 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 1-20a. 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 1-20a**.** How many of these {Fill from Fac20a} **non-permanent building(s)** have received green building certification from an external organization? {Display if *Fac20a* > 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

Fac21 1-21**.** In what year was your school's **main instructional building** constructed?

- o Year: _____
- o Don't know

Fac22 1-22**.** In what year was the last major renovation of the **main instructional building**?

- o Year: _____
- o The main instructional building has never undergone a major renovation
- o Don't know

Fac23 1-23**.** In what year was the last major building replacement or addition made to this school?

- o Year: _____
- o The school has never had a major addition or replacement
- o Don't know

Fac24 1-24**.** Is any major repair/renovation/modernization work currently being performed at this school?

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

Fac_more 1-25. 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.

Learning Recovery (Planning Time & Parent Engagement)

LSR1 2-1**.** 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

Plan1a 2-3a. On average, how many **minutes** per week do your teachers have dedicated for planning?
Please enter '0' if teachers do not have any dedicated planning time during the week.

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

Plan1b 2-3b. 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}
Please enter '0' if teachers do not have any dedicated planning time for either type of planning.

Average **minutes** per week for individual planning _____
Average **minutes** per week for collaborative planning _____
Total: _____

Plan2a 2-4a. 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 2-4b. 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}
Please enter '0' if teachers do not have any dedicated planning time for either type of planning.

Average **times** per week for individual planning _____
Average **times** per week for collaborative planning _____
Total: _____

*The next set of items ask about changes in planning time since the **2019-20** school year.*

Plan3a 2-5a. 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 2-5b. On average, how many **minutes** per week has planning time increased since the 2019-20 school year? {Display if *Plan3a* = yes}

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

Plan3c 2-5c. 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}

Please enter '0' if teachers do not have any dedicated planning time for either type of planning.

Average **minutes** per week for individual planning _____
Average **minutes** per week for collaborative planning _____
Total: _____

Staffing_codec 2-6. How many instructional coaches do you have working at your school?
_____ instructional coaches
o We have no instructional coaches

Staffing_co1dec 2-7. Of the {fill based on Staffing_codec} instructional coaches who work with teachers at your school, how many does your school have in the following areas? {Display if Staffing_codec > 0}
Please enter '0' if you have no instructional coaches working in a particular subject area.
Literacy coaches _____
Math coaches _____
Other coaches _____
Total coaches _____

Staffing_co2dec 2-8. How has the number of instructional coach positions at your school changed since the 2019-20 school year? {Display if Staffing_codec > 0}

o We have added instructional coach positions
o We have lost instructional coach positions
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

Staffing_co2adec 2-9a. How many instructional coach positions **have you added** since the 2019-20 school year? {Display if Staffing_co2dec = "We have added…"}
_____ positions

Staffing_co2bdec 2-9b. How many instructional coach positions **have you lost** since the 2019-20 school year? {Display if Staffing_co2dec = "We have lost…"}
_____ positions

ParEng1 2-10**.** 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
o At-home visits
o Other, please specify: _____
o None of the above
o Don't know

LSR2 2-2**.** Which of the following ways, if any, are parents informed about their child's learning progress, beyond report cards/summative assessments? *Select all that apply.*

- 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

ParEng2 2-11**.** 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 2-12a**.** Have you added new parent/family engagement positions since the 2019-20 school year?

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

ParEng3b 2-12b**.** 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

ParEng4 2-13**.** To the best of your knowledge, what percentage of students have 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	Don't know
Open house or back-to-school night						
All regularly scheduled parent-teacher conferences						
Special subject-area events (e.g., science fair, concerts)						
Volunteered in the school as needed or on a regular basis						

ParEng_more 2-14. 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.

Counts

TEACHER0 3-1**.** Please enter an approximate total **teacher** count for your school as of today.
*Please enter the **number** of teachers, including full-time and part-time teachers.*
_____ total number of teachers

STAFF0 3-2**.** Please enter an approximate total **non-teacher staff** count for your school as of today.
*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*
_____ total number of non-teaching staff

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

Suggestions for Future Items

FutCont 4-1**.** We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.

This item is optional.

January 2024

School Pulse Panel January 2024 Survey

College and Career Readiness

CCR_gate 1-1. 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 1-2a. 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 1-2b. 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 1-2c. 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 **1-2d**. What percentage of students in each racial/ethnic group are enrolled in any advanced coursework?

- For example, if you have 50 Asian, non-Hispanic students at your school and 15 are enrolled in at least one AP course, enter 30.
- Do NOT enter a % sign; only enter a number in the box.
- If you do not have any students of a listed racial/ethnic group in your school, please leave that entry box blank.

{Display rows based on > 0 responses to *AdvC1b}*	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	Don't know
Percentage enrolled in AP courses								
Percentage enrolled in Pre-AP courses								
Percentage enrolled in IB courses								
Percentage enrolled in dual enrollment								

CCP1 **1-3**. 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 **1-4**. Does your school have a college and career readiness plan or goal?

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

CCP3 1-5. 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 1-6. 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 1-7. 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 1-8**.** 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 1-9**.** 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 Don't know
- o Not applicable

CCP8 1-10**.** Does your school offer career and technical education?

- o Yes
- o No

- Don’t know
- Not applicable

CCP9 1-11. 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 1-12. 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.

World and Dual Language Programs

Lang1 2-1. Which, if any, of the following languages are taught as independent classes at your school? *Select all that apply.*

- 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
- o Don't know

Lang2 2-2. Approximately how many students are enrolled in these classes?

{Display based on answers to Lang1}	Number of students enrolled	Don't know
American Sign Language (ASL)		
Arabic		
Chinese (Mandarin or Cantonese)		
Dutch		
French		
German		
Hindi		
Italian		
Japanese		
Korean		
Latin		
Portuguese		
Russian		
Spanish		
Turkish		
Other		

Lang3 2-3. 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 2-4. 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 2-5. 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 2-6. What percentage of students at your school are in the dual language program?

_____ percent of students

- o Don't know

Dual2 2-7. 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 2-8. Does your school offer a seal of biliteracy?

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

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

Dual4 2-9. Which of the following partner languages are used in your school's dual language program(s)? *Select all that apply.*

- 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
- o Don't know

Dual5 **2-10**. 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 **2-11**. 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.*

Principal Autonomy

PAut1 **3-1**. How much ACTUAL influence does the principal at your school have on decisions concerning the following activities at this 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 **3-2**. We'd like to learn more about how much influence the school principal has on decisions concerning activities at your school. In the space below, please share any information you would like us to know on this topic.

This item is optional.

Crime and Safety (Security Officers and Staff Training)

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

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).

CS6a 4-1a. During 2023-24 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 4-1b. 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 4-1c. 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 4-1d. 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 4-1e. During the 2023-24 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 4-1f. 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 you 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 4-2a. 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 4-2b. 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}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree
- Don't know

CS7c 4-2c. 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}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree
- Don't know

CS7d 4-2d. 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}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree

- Somewhat Agree
- Strongly Agree
- Don't know

CS8 4-3. Aside from SLEOs (including SROs) or other security officers or personnel who carry firearms, during the 2023-24 school year, are there any staff at your school who legally carry a firearm on school property?

- Yes
- No
- Don't know

CS9 4-4. During the 2023–24 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 4-5. 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 4-6. 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 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			

CS12 4-7. We'd like to learn more about what schools are experiencing with regard to school crime and safety. In the space below, please share any other information you would like us to know about **school safety and discipline** at your school.
This item is optional.

Counts

TEACHER0 5-1. Please enter an approximate total **teacher** count for your school as of today.
*Please enter the **number** of teachers, including full-time and part-time teachers.*
_____ total number of teachers
STAFF0 5-2. Please enter an approximate total non-teacher staff count for your school as of today.
*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*
_____ total number of non-teaching staff
ENROLLMENT0 5-3. As of today, please enter your total student enrollment count.
*Please enter the **number** of students.*
_____ total number of students

Respondent

Resp1 6-1. Are you the principal (or equivalent role) of { NAME}?

- o Yes
- o No

Suggestions for Future Items

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

February 2024

School Pulse Panel February 2024 Survey

Concerns

ParCon24 1-1. How many **parents/guardians**, if any, have expressed concerns about the following during the 2023-24 school year?

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

from the school				
School curriculum				

Confilter. 1-2 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: _____

AdmnCon24 1-3. 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, staff doing work outside their intended duties)					
The mental health of TEACHERS or STAFF at your school					
YOUR own mental health					
The influence of individuals or groups outside of your school or district on school curriculum					

Con24_more 1-4**.** We'd like to learn more about the concerns you have heard around your school during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

This item is optional.

Social and Emotional Skills

SEC1 2-1. To what extent do you agree or disagree with the following statements related to the development of students' social and emotional skills at your school:
During the 2023-24 school year…

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

SECfc_gate 2-2**.** 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 2-3. To the best of your knowledge, approximately what percentage of **teachers** at your school have received professional development or training to implement this curriculum to support students' social and emotional skills? {Display if SECfc_gate = Yes}

_____ percent of teachers

- o Don't know

SECfc2 2-4. 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 2-5. 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 to support students' social and emotional skills? {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 2-6. 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 2-7. How effective has your school's social and emotional skills 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 2-8. 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 2-9. Which of the following are reasons why your school has not implemented a formal curriculum designed to support the development of students' social and emotional skills? {Display if SECfc_gate = No}

- o Implementing a formal curriculum is not a priority for our school
- o Restrictions on what can be included in our curriculum
- 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 Don't know

SEC_more 2-10. We'd like to learn more about schools' social and emotional learning practices during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

This item is optional.

State Assessment Perceptions

SA_math 3-1. Does your school participate in state-mandated testing for mathematics?

- o Yes
- o No

SA1 3-2. To what extent do you agree or disagree with the following statements related to the main state-mandated **mathematics** test that your students will be given during the 2023-24 school year? {Display if SA_math = Yes}

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

SA2 3-3. 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 3-4. Does your school participate in state-mandated testing for English language arts (ELA) and literacy?

- o Yes
- o No

SA3 3-5. To what extent do you agree or disagree with the following statements related to the main state-mandated **ELA/literacy** test that your students will be given during the 2023-24 school year? {Display if SA_ELA = Yes}

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

SA4 3-6. 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 3-7. We'd like to learn more about schools' experiences with state assessments. In the space below, please share any other information you would like us to know on this topic. {Display if SA_math OR SA_ELA = Yes}

This item is optional.

Counts

TEACHER0 4-1. Please enter an approximate total **teacher** count for your school as of today.
*Please enter the **number** of teachers, including full-time and part-time teachers.*
_____ total number of teachers

STAFF0 4-2. Please enter an approximate total non-teacher staff count for your school as of today.
*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*
_____ total number of non-teaching staff

ENROLLMENT0 4-3. As of today, please enter your total student enrollment count.
*Please enter the **number** of students.*
_____ total number of students

Suggestions for Future Items

FutCont 5-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.
This item is optional.

March 2024

School Pulse Panel March 2024 Survey

Mental Health and Well-Being

MH_ly 1-1a. Did you work at [SCHOOL NAME] prior to this school year?

- o Yes
- o No

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

MH1 1-1b. 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

MH22 1-2. Approximately what percentage of students at your school utilize **school-based** mental health services? {Display if *MH1* ≠ "We have not provided any…"}

_____ percent of students

MH2 1-3. 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: _____

MH23a **1-4a**. 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)? {Display if *MHly* = Yes}

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 **1-4b**. 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 **1-5**. During the 2023-24 school year, has your school done (or will it do) any of the following to support students' social/emotional/mental well-being? *Select all that apply.*

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

MH12a **1-6**. To what extent do you agree or disagree with the following statement: "My school is able to effectively provide mental health services to all students in need."

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

MH12b 1-7. 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

MH25 1-8. For the 2023-24 school year, which of the following sources of funding, 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

MH26 1-9**.** 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…"}

- 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)***.

MH27 1-10. Compared to last school year (2022-23), how has the percentage of students who have **sought** school-based mental health services changed? {Display if *MHly* = Yes}

- 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

MH28 1-11. Compared to last school year (2022-23), how has the amount of school-based mental health services **provided** to students changed? {Display if *MHly* = Yes}

- 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 1-12. 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? {Display if *MHly* = Yes}

- 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 1-13. 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 1-14. For the 2023-24 school year, which of the following sources of funding, 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 available to **STAFF compared to the last school year (2022-23)**.*

MH32 1-15. Compared to last school year (2022-23), how has the amount of mental health services available to staff changed? {Display if *MHly* = Yes}

- 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

MH33 1-16. 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? {Display if *MHly* = Yes}

- 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_more 1-17. We'd like to learn more about schools' experiences with **student and staff mental health during the 2023-24 school year**. In the space below, please share any other information you would like us to know on this topic.

This item is optional.

Traumatic Brain Injuries

TBI1 2-1. Does your school or district have a concussion or other traumatic brain injury (TBI) policy?

- o Yes
- o No

TBI2 2-2. 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 2-3. 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 2-4. 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 2-5. 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 2-6. 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

TBI7 2-7. 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

TBI8 2-8. 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 2-9. 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

TBI10 2-10. 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

TB11 2-11. 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 2-12. We'd like to learn more about **how schools handle instances of concussions or other traumatic brain injuries**. In the space below, please share any other information you would like us to know about this topic.

This item is optional.

Staffing (Upcoming Hiring Cycle)

SV2 3-1. 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 3-2a. How many vacancies will you need to fill in these areas?

{Rows display based on answers to *SV2*}	Number of vacancies
General Elementary	
Special Education	
English or language arts	
Social studies	
Computer science	
Mathematics	
Biology or life sciences	
Physical sciences (e.g., chemistry, physics, earth sciences)	
English as a Second Language (ESL) or bilingual education	
Foreign languages	
Music or arts	
Career or technical education	
Physical education or health	

SV3 3-3. 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 3-3a. How many vacancies will you need to fill in these areas?

{Rows populate based answers in *SV3*}	Number of vacancies
Mental health professional (e.g., psychologist, social worker)	
Medical professional (e.g., nurse, nurse's aide)	
Administrative staff	
Technology specialist	
Transportation staff	
Custodial staff	
Nutrition staff (e.g., food preparation, cafeteria workers)	
Academic Counselor	
Academic Interventionist	
Tutors	
Instructional Coaches	
Classroom aides	

SV3_more_alt 3-4. 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.

Counts

TEACHER0 4-1. Please enter an approximate total **teacher** count for your school as of today.
*Please enter the **number** of teachers, including full-time and part-time teachers.*
_____ total number of teachers

STAFF0 4-2. Please enter an approximate total non-teacher staff count for your school as of today.
*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*
_____ total number of non-teaching staff

ENROLLMENT0 4-3. As of today, please enter your total student enrollment count.
*Please enter the **number** of students.*
_____ total number of students

Suggestions for Future Items

FutCont 5-1. We want to ensure we are continuing to collect information on topics that are relevant to the day-to-day functioning of U.S. public schools during the 2023-24 school year and beyond. In the space below, please share any other topics you believe are important for us to know as we continue this monthly survey collection.
This item is optional.

April 2024

School Pulse Panel April 2024

Transportation

Tran_gate 1-1. Please indicate which of the following modes of transportation are available for your 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 1-2. 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 1-3. Are there sidewalks on the streets immediately surrounding your school?

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

Tran3 1-4. Are there school zones in the area immediately surrounding your school?

- Yes
- No

Tran4a 1-5a. Is there a crossing guard(s) working on the streets immediately surrounding your school?

- o Yes
- o No

Tran4b 1-5b. 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: _____

Tran5 1-6. 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 1-7. Are there bike lanes on the streets immediately surrounding your school?

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

Tran7a 1-8a. Is bicycle parking (e.g., bike racks) available on your school grounds?

- o Yes
- o No

Tran7b 1-8b. Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if *Tran7a* = Yes}

- o Yes
- o No

Tran7c 1-8c. 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: _____

Tran8 **1-9.** 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 **1-10.** 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 **1-11.** 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 **1-12**. We'd like to learn more about how students get to and from your school during the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

This item is optional.

School Preparedness and Safety Procedures

Prep1 2-1**.** 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 2-2**.** 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 2-3**.** 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 2-4**.** Please indicate whether your school receives input from any of the following local community partners regarding your emergency operation plan.

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

Prep5 2-5**.** 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

Prep6 2-6. Does your school have a dedicated person who is responsible for coordinating and managing emergency preparedness?

- o Yes
- o No

CS3 2-7a. 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 2-7b. How often does your school review each of the following written plans with staff?

{Display rows *CS3a* selections}	Never	Only after an emergency	Every few years	Annually	Twice a year	More than twice a year
Active Shooter						
Natural disasters (e.g., earthquakes, tornadoes)						
Hostages						
Bomb threats or incidents						
Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)						
Suicide threats or incidents						
Pandemic disease						
Post-crisis reunification of students with their families						

CS4a 2-8a. During the 2023-24 school year, has your school drilled (or will it drill) students on the use of the following emergency procedures or drills?

	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 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 2-8b. How often does (or will) your school drill students in these emergency procedures?

{Display based on responses to *CS4a*}	Every other school year or less frequently	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 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 2-9. How prepared do you feel your school is to deal with the following emergency events?

	Very prepared	Somewhat prepared	Somewhat unprepared	Very unprepared
Active shooters				
Active armed individuals with a weapon other than a firearm				
Intruders (e.g., unauthorized persons entering the premises)				
Shooting threats (e.g., in-person verbal threats, threats made via social media)				
Bomb threats or incidents				
Suicide threats or incidents				
Pandemic diseases				
Natural disasters (e.g., earthquakes, tornadoes, hurricanes, floods, wildfires)				

Inclement weather (e.g., extreme heat, snowstorms, ice storms)				
Chemical or industrial hazards (e.g., industrial plant explosions, hazardous materials within or outside of the school, gas leaks)				
Utility or systems failures (e.g., power or water outages, air conditioning outages)				

CS1 2-10. During the 2023-24 school year, is it a practice at your school to do the following?

	Yes	No
Require visitors to sign or check in and wear badges		
Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)		
Control access to school grounds during school hours (e.g., locked or monitored gates)		
Equip classrooms with locks so that doors can be locked from the inside		
Close the campus for most or all students during lunch		
Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident		
Provide an electronic notification system that notifies parents in case of a school-wide emergency		
Require faculty and staff to wear badges or picture IDs		
Use one or more security cameras to monitor the school		
Provide two-way radios to all or select staff		
Require metal detector checks on all or most students every day		
Perform random metal detector checks on students		
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)		
Require students to wear uniforms		
Enforce a strict dress code		
Require clear book bags or ban book bags on school grounds		
Provide a structured anonymous or confidential threat reporting system (e.g., tip line, online submission, telephone hotline, or written submission via drop box)		
Require students to wear badges or picture IDs		
Prohibit non-academic use of cell phones or smartphones during school hours		

CS5a 2-11a. 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 2-11b. Have any students been found to be a potential risk for violent or harmful behavior (toward themselves or others)? {Display if *CS5a* = YES}

	Yes	No
Toward themselves		
Toward others		

CS_more 2-12. We'd like to learn more about you school's emergency preparedness and safety procedures for the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

This item is optional.

May 2024

School Pulse Panel May 2024

Student Behavior

SB2_24 1-1. To what extent do you agree or disagree with the following statement:

"The COVID-19 pandemic and its lingering effects continue to negatively impact 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 1-2. To what extent do you agree or disagree with the following statement:

"The COVID-19 pandemic and its lingering effects continue to negatively impact the **socioemotional development** of students at my school."

- o Strongly disagree
- o Disagree
- o Neither agree nor disagree
- o Agree
- o Strongly agree

SB11_24 1-3. Compared to your typical behavioral expectations for students in their grade, please indicate how MOST students in each grade or grade equivalent at your school behaved during this school year.

	We do not enroll students in this grade	Behaved worse than expected	Behaved as expected	Behaved better than expected
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				

SB8 1-4. 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					

SB9 1-5. 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					

CS14 1-6. 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

The next two items will ask you about how certain student behaviors have impacted 1) teacher and staff morale and then 2) student learning at your school during the 2023-24 school year.

SB10 1-7. To what extent, if any, have the following student behaviors negatively impacted **teacher and staff morale** at your school this year?

	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact
Students cutting class				
Student tardiness				
Use of cell phones, computers and other electronic devices when not permitted				
Students being disruptive **outside** of the classroom (e.g., yelling or running in the hallways, lunchroom)				
Students being disruptive **in the classroom** (e.g., calling out, talking to others during instruction, getting out of seat when not allowed, leaving classroom)				
Lack of focus or inattention from students				
Students having trouble working with partners or in small groups				
Students not doing individual work				
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)				

SB11 1-8. To what extent, if any, have the following student behaviors negatively impacted **learning** at your school this year?

	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact
Students cutting class				
Student tardiness				
Use of cell phones, computers and other electronic devices when not permitted				
Students being disruptive **outside** of the classroom (e.g., yelling or running in the hallways, lunchroom)				
Students being disruptive **in the classroom** (e.g., calling out, talking to others during instruction, getting out of seat when not allowed, leaving classroom)				
Lack of focus or inattention from students				
Students having trouble working with partners or in small groups				
Students not doing individual work				

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)				

CS2 1-9. As of today, have any of the following contraband items been confiscated from students at your school during the 2023-24 school year?

	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)		

SB6 1-10. 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

SB_more 1-11. We'd like to learn more about schools' experiences with **student behavior and discipline.** In the space below, please share any information you would like us to know on this topic.

Tutoring

Tutoring_gate 2-1. 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.*

- **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}
- **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}
- **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 on to new material after displaying mastery of content. {display SPT items if selected}
- **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}
- **Other method(s) of tutoring**, please specify: _____
- 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.*

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

HDTf1 2-2. Compared to the beginning of the school year, has the number of **students who needed** high-dosage tutoring…?

- Increased
- Decreased
- Remained the same

HDTf2 2-3. Compared to the beginning of the school year, has your school's **ability to provide** high-dosage tutoring…?

- Increased
- Decreased
- Remained the same

HDTf3 2-4. 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 2-5. 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: _____

*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.

SDTf1 2-6. 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 2-7. 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 2-8. 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 2-9. 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: _____

*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.

SPTf1 2-10. 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 2-11. 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 2-12. 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 2-13. 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: _____

*The following items ask about **on-demand online** tutoring at your school during the 2023-24 school year.*

ODTf1 2-14. 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 2-15**.** 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 2-16**.** 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 2-17**.** 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: _____

Tutoring4 2-18. 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					

HDTno 2-19. 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: _____

SDTno 2-20. 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: _____

SPTno 2-21. 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: _____

ODTno 2-22. 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: _____

Tutoring_more 2-23. 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.

Counts

TEACHER0 3-1. Please enter an approximate total **teacher** count for your school as of today.
*Please enter the **number** of teachers, including full-time and part-time teachers.*
_____ total number of teachers

STAFF0 3-2. Please enter an approximate total non-teacher staff count for your school as of today.
*Please enter the **number** of non-teaching staff, including full-time and part-time non-teachers.*
_____ total number of non-teaching staff

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

Suggestions for Future Items

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

June 2024

School Pulse Panel June 2024

Learning Strategies & Recovery

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

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

SR3b. How effective have these strategies been in supporting pandemic-related learning recovery for your students during the 2023-24 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					

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.

Absenteeism

ABS7end. What is (or was) the **average daily attendance** rate for your school for the 2023-24 school year?

- o _____%

Next, we are interested in chronic absenteeism at your school during the 2023-24 school year. You may either report the percentage *or* number *of students who were chronically absent this school year. Please only respond to one of the next two items you see.*

ABS1_p. During the 2023-24 school year, approximately what <u>percentage</u> 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

OR

ABS1_c. During the 2023-24 school year, approximately <u>how many</u> students at your school have been chronically absent for the 2023-24 school year?

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

____ number of students chronically absent

ABS2z. Compared to **<u>LAST school year (2022-23)</u>**, 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

ABS3b. Compared to **<u>LAST school year (2022-23)</u>**, how have teacher absences at your school changed during the 2023-24 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

ABS4b. Compared to **LAST school year (2022-23)**, how easy or difficult has it been for your school to get substitute teachers during the 2023-24 school year?

- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult

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
- Staff who are not regular classroom teachers (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.

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 interesting 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
- Student apathy
- Taking care of siblings
- Transportation issues
- Unstable housing
- Violence in the community
- Work schedule conflicts with school
- Other, please specify: _____

ABS17a. Does your school use a universal screening tool* that utilizes student-level data to systematically identify students at-risk?

**Universal screening tools may be referred to as Early Warning Systems (EWS), Early Identification Systems (EIS), or Early Warning Intervention and Monitoring System (EWIMS), among other similar titles.*

- o Yes
- o No

ABS17b. Which of the following data are used in your school's universal screening tool to identify students who might be at-risk and require intervention? {Display if *ABS17a* = Yes}

- o Poor attendance
- o Poor course performance (i.e., low grades)
- o Low achievement test scores
- o Signs or symptoms of mental health or socio-emotional issues
- o Behavioral issues or referrals
- o Signs of high mobility (i.e., frequent address changes)
- o Interactions with the criminal justice system
- o Other, please specify: _____

ABS17c. Which of the following actions occur when a student has been identified **for poor attendance** in your school's early warning system? {Display if *ABS17b* = poor attendance}

- o Notification sent to parent/guardian about student's poor attendance
- o Meeting of teachers and administrators
- o Meeting of parents and school staff
- o Develop an intervention plan
- o Assign a case manager

- o Assign an adult mentor
- o Arrange access to social services
- o Refer to student support team
- o Assign to a dropout prevention program
- o Other, please specify: _____

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

	Yes	No	
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)			
Adult-student mentoring programs			
Peer mentoring programs			
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, extended school breaks)			

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)					
Adult-student mentoring programs					
Peer mentoring programs					
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, extended school breaks)					

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
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)		
Changes to daily work schedule (e.g., more dedicated prep time, reduced teaching time)		

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)					
Changes to daily work schedule (e.g., more dedicated prep time, reduced teaching time)					

ABS13. Approximately how often does your school share absence data with your district or state?

	We do not share absence data with this entity	Daily	Weekly	Twice a month	Less than monthly
Share with district					
Share with state					

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

ABS14b. Does your school collect information on the following medical reasons why students are absent? {Display if *ABS14a* = Yes}

	Yes	No
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
The school district		
The state education agency		
The state department of health		
The county department of health		
Local healthcare systems/clinics		

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

Learning Modes

Learning24gate. Did your school offer in-person learning for students during the 2023-24 school year?

- o Yes
- o No

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: _____		

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

Learning25. Do you use any of the following methods to inform families and staff of unplanned closures or a change to virtual learning? {Display if *Learning24gate* = Yes}

	Yes	No
Automated phone calling system or school telephone tree		
Email		

Facebook		
Instagram		
Local news media		
School text messaging service		
X (formerly Twitter)		
Other dedicated school app		

Operations Follow-up

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. 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. 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: _____

Sur1. 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. What challenges, if any, did you experience completing the monthly surveys? *Select all that apply.*

- o I did not experience any challenges completing monthly surveys
- o Finding 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: _____

DC1. You were given two weeks to complete each monthly survey. Was this a long enough timeframe to complete the survey?

- o Yes
- o No

DC2. 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

Counts

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

Suggestions for Future Items

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

This item is optional.