

The American Institutes for Research (AIR) is conducting a nationally representative survey to better understand how school districts and charter management organizations (CMOs) are responding to the coronavirus pandemic. The [National Survey of Public Education's Response to COVID-19](#) was sent to leaders at 2,500 school districts and 260 CMOs, starting in mid-May.

The pandemic has led schools across the country to close their buildings, requiring millions of students to continue learning from home and leading to sudden shifts in how educators are providing instruction, leadership, and support. The survey will illustrate the range of strategies that districts and CMOs are using to respond to the pandemic and will provide information that educators, policymakers, and researchers can use to inform future practices.

AIR is funding and leading the survey, which is being administered by NORC at the University of Chicago. The survey will be sent to school districts in every U.S. state and Washington, D.C., as well as CMOs across the country, and will gather information in six key areas:

- Timing of school closures due to COVID-19;
- Distance learning approaches and challenges;
- Supporting students with disabilities and English learners;
- District policies and requirements, such as grading and graduation;
- Staffing and human resources; and
- Health, well-being and safety.

The nationally representative sample is of sufficient size to report on districts by size, poverty, locale, and region. We oversampled districts in 12 states, to make it possible to examine the association between district responses as measured on the survey and subsequent trends in student outcomes in these states. (The 12 states are CA, GA, IL, IN, KY, MA, MD, NC, OR, TX, VA, and WA.) We also included all TUDA districts with certainty, and all districts enrolling at least 80 percent American Indian/Alaskan Native (AIAN) students with certainty, to permit reporting for this population. In addition, we will survey 260 CMOs (the population with at least 4 schools).

AIR has already begun providing initial results, providing actionable data to inform planning for the 2020-2021 school year. We will continue to roll out findings during the academic year.

The survey items are appended. The actual survey is being administered using an online platform. Please be sure to let AIR know if you plan to request permission to use any of the items. The citation is: American Institutes for Research (2020). National survey of Public Education's Response to COVID-19. Washington, DC: American Institutes for Research.

Please visit or feel free to refer external partners and clients to the project website [here](#).

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## National Survey of Public Education's Response to COVID-19

### Introduction

Thank you for participating in the **National Survey of Public Education's Response to COVID-19**.<sup>1</sup>

**Your response is voluntary but critical!** Your participation is completely voluntary. If any questions make you feel uncomfortable, you may skip them or discontinue participation altogether. But your participation will help the field understand what happened when schools closed due to the COVID-19 pandemic. We cannot get this kind of information from anyone else.

**Purpose.** Survey data will be used to describe public education's responses to the COVID-19 pandemic, including innovative approaches, promising practices, and challenges. The goal is to provide actionable information to inform future education practices.

**Benefits.** Your participation will help provide a full and accurate picture of how district/organization s and charter management organizations are responding. We want to hear what your district/organization is doing, and we value your feedback. **After completing the survey, you may choose to have a \$50 donation made on your behalf to one of six organizations that support education, health, and community.** With your participation, we could raise nearly \$150,000.

**Risks.** There are no known risks.

**Confidentiality.** Responses will be used only for research purposes. Reports will present findings in the aggregate, and responses will not be connected to a specific individual or district/organization. We use strict data security practices to protect the privacy of any information you provide. AIR and NORC follow the confidentiality and data protection requirements of the federal Family Educational Rights and Privacy Act.

**Questions?** If you have any questions about the study, please feel free to contact the study team at [PERC@norc.uchicago.edu](mailto:PERC@norc.uchicago.edu) or call **1-877-505-0253**.

*If you have questions about your rights as a research participant, please contact AIR's Institutional Review Board (IRB), which is responsible for the protection of project participants, at [IRB@air.org](mailto:IRB@air.org), toll free at 1-800-634-0797, or c/o IRB, 1000 Thomas Jefferson St. NW, Washington, DC 20007.*

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<sup>1</sup> This study is funded by the American Institutes for Research (AIR) and is being conducted by AIR and NORC at the University of Chicago.

## Thank you again for participating in this very important effort!

This survey is estimated to take about **30-45 minutes**. It has the following sections:

1. Timing of school closures
2. Distance learning
3. Challenges, barriers, and supports
4. District/organization policies and requirements
5. Health, well-being, and safety
6. Human resources

**Timing.** Many questions ask what your district/organization is doing in response to the pandemic. **We understand that your district's/organization's responses and actions may have changed over time.** Unless specified in the question, you should report on what is currently happening in your district/organization. If your schools have completed the school year and are no longer providing instruction, **please report on what was happening generally as your district/organization responded to the COVID-19 pandemic.**

**Grade bands.** Some questions ask about specific grade bands (e.g., K–5). If the grade bands do not align with the way your district/organization is structured, **please approximate your responses as closely as possible.**

**Definition of “distance learning.”** The survey uses a very general definition of distance learning (also referred to as “remote” or “in-home” learning). **Distance learning can be any type of instructional content made available to students while schools are closed.** This includes but is not limited to providing paper-based packets, directing students to educational TV or radio programs, directing students to online learning materials, teaching students through an online portal, or using an online course provider.

Note: A shorter version of the survey was available beginning in August 2020 for late-responding districts. Highlighted question numbers indicate that the item appeared on the full and shorter survey versions.

## Section 1 of 6: Timing of School Closures

- 1) Did your district/organization close its schools to in-person schooling in response to the COVID-19 pandemic?
  - No. **[END SURVEY.]**
  - Yes, district/organization officially closed its schools on \_\_\_\_\_.
  
- 2) What is (or was) the last day of the 2019–20 school year for your district/organization?
  - 2a) Is this the originally scheduled last day or has the end date changed due to the COVID-19 pandemic?
    - Original last day of the school year
    - Rescheduled last day that is **later** than originally scheduled
    - Rescheduled last day that is **earlier** than originally scheduled
  
- 3) Does your district/organization enroll students in any of the following grade bands? Select all that apply.
  - Grades K–2
  - Grades 3–5
  - Grades 6–8
  - Grades 9–12

## Section 2 of 6: Distance Learning

*Before we ask what distance learning currently looks like in your district/organization, we’d like to ask whether your district/organization had some things in place before the COVID-19 pandemic emerged.*

- 4) Did your district/organization do any of the following **before** the COVID-19 pandemic emerged?

	No	Yes, but on a limited basis	Yes, widely
a. Use a learning management system (LMS) such as Google Classroom, Schoology, Canvas, or Moodle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use an online portal with single sign-on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide training to teachers about how to deliver instruction online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide one device per student (1:1) to use at school (e.g., laptops, tablets) for <b>elementary-grade (K–5)</b> students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide one device per student (1:1) to use at home (e.g., laptops, tablets) for <b>elementary-grade (K–5)</b> students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Provide one device per student (1:1) to use at school (e.g., laptops, tablets) for <b>secondary-grade (6–12)</b> students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide one device per student (1:1) to use at home (e.g., laptops, tablets) for <b>secondary-grade (6–12)</b> students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Now we'd like to ask about distance learning in your district/organization after schools closed in response to the COVID-19 pandemic.**

*Remember that the survey uses a very general definition of distance learning, also referred to as remote or in-home learning. Distance learning can be any type of instructional content made available to students while schools are closed. This includes but is not limited to providing paper-based packets, directing students to educational TV or radio programs, directing students to online learning materials, teaching students through an online portal, or using an online course provider.*

- 5) After schools closed in response to COVID-19, did your district/organization start providing instruction to students through distance learning of any type?

- Yes, started \_\_\_\_\_.  
[ENTER DATE THAT STUDENTS STARTED DISTANCE LEARNING, mm/dd/yyyy format.]
- No, not providing instruction while schools are closed. **[SKIP TO Q29]**

5a) **[IF "NOT PROVIDING" FOR Q5]** Please describe the challenges and barriers to providing instruction in your district/organization while schools are closed due to COVID-19.

- 6) Which of the following statements best describes the instruction that your **elementary-grade students (Grades K–5)** have received since schools closed due to COVID-19?

- Started by reviewing content taught earlier in the year then transitioned to learning new content
- Primarily reviewing content taught earlier in the year throughout this period.
- Primarily learning new content throughout this period.
- A combination of reviewing past content and learning new content throughout this period.
- Other [PLEASE DESCRIBE.] \_\_\_\_\_.

- 7) Which of the following statements best describes the instruction that your **secondary-grade students (Grades 6–12)** have received since schools closed due to COVID-19?

- Started by reviewing content taught earlier in the year then transitioned to learning new content
- Primarily reviewing content taught earlier in the year throughout this period.
- Primarily learning new content throughout this period.

- A combination of reviewing past content and learning new content throughout this period.
- Other [PLEASE DESCRIBE.] \_\_\_\_\_.

8) Are the following activities part of your district's/organization's current strategy for delivering distance learning to **elementary-grade students (Grades K–5)**?

	No, not part of our strategy	Yes, as a way to supplement instruction	Yes, as a primary component of instruction
a. Students work on physical learning materials (e.g., paper packets, worksheets, textbooks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students work on learning materials made available digitally (e.g., emailed, posted on a website, Google Classroom, Canvas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students work on digital learning activities using external websites (e.g., PBS Learning Media, National Geographic).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students work on digital lessons as part of an online program provided by an outside vendor (e.g., ST Math, Khan Academy, Newsela).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students take courses from an online course provider (e.g., state virtual school, Edgenuity, K12).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students attend virtual classes (e.g., via Google Meet or Zoom) taught by their teacher on a fixed schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students attend virtual tutoring sessions with their teacher <b>at scheduled times</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students attend virtual “office hours” with their teacher <b>on an as-needed basis</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students watch lessons prerecorded by a teacher in your district/organization and made available online (e.g., YouTube, Google Classroom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students watch instructional lessons or programs on television (e.g., PBS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9) Are the following activities part of your district's/organization's current strategy for delivering distance learning to **secondary-grade students (Grades 6–12)**?

	No, not part of our strategy	Yes, as a way to supplement instruction	Yes, as a primary component of instruction
a. Students work on physical learning materials (e.g., paper packets, worksheets, textbooks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students work on learning materials made available digitally (e.g., emailed, posted on a website, Google Classroom, Canvas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students work on digital learning activities using external websites (e.g., PBS Learning Media, National Geographic).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students work on digital lessons as part of an online program provided by an outside vendor (e.g., ST Math, Khan Academy, Newsela).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students take courses from an online course provider (e.g., state virtual school, Edgenuity, K12).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students attend virtual classes (e.g., via Google Meet or Zoom) taught by their teacher on a fixed schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students attend virtual tutoring sessions with their teacher <b>at scheduled times</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students attend virtual “office hours” with their teacher <b>on an as-needed basis</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students watch lessons prerecorded by a teacher in your district/organization and made available online (e.g., YouTube, Google Classroom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students watch instructional lessons or programs on television (e.g., PBS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*The next questions are about student attendance and participation in distance learning.*

10) About how many hours per day, on average, are students currently expected to spend on instructional activities (e.g., attending virtual classes, working on assignments)?

- a. For students in **Grades K–2**: \_\_\_\_ hours per day.
- b. For students in **Grades 3–5**: \_\_\_\_ hours per day.
- c. For students in **Grades 6–8**: \_\_\_\_ hours per day.
- d. For students in **Grades 9–12**: \_\_\_\_ hours per day.

11) Is your district/organization using any of the following types of data on a regular basis to monitor student attendance or participation in distance learning activities? (SELECT ALL THAT APPLY.)

- Not monitoring data on student attendance or participation in distance learning activities on a regular basis.
- Student sign-ons to the district's/organization's online portal or learning management system.
- Student log-ins to online programs used by schools in our district/organization
- Student interactions with their teacher (e.g., how many students attend virtual one-on-one meetings or email their teacher).
- Student completion of assignments.
- Other. (PLEASE SPECIFY.) \_\_\_\_\_

12) In which ways does your district/organization reach out to students and families when a student is not attending or participating in expected distance learning activities on a regular basis? (SELECT ALL THAT APPLY.)

- No expected outreach to students or families.
- Notify family via automated phone call, text message, or email.
- Expect school staff (e.g., counselors, attendance office) to call, text, or email student or family.
- Expect teachers to call, text, or email student or family.
- Expect teachers or school staff to visit student at home.
- Other. [PLEASE SPECIFY.] \_\_\_\_\_

13) During the past week of school, what is your best estimate of the percentage of students participating in all or most of the distance learning activities they were expected to?

- a. About \_\_\_\_ percent of students in **Grades K–5**.
- b. About \_\_\_\_ percent of students in **Grades 6–12**.

*The next questions are about expectations for teachers.*

14) About how many hours per day, on average, are teachers expected to spend providing **real-time** instruction to students (e.g., holding virtual classes, virtual tutoring sessions, or office hours) while schools are closed?

*Note: Enter zero if teachers are not expected to provide real-time instruction to students.*

- a. For students in **Grades K–2**: \_\_\_\_ hours per day.
- b. For students in **Grades 3–5**: \_\_\_\_ hours per day.
- c. For students in **Grades 6–8**: \_\_\_\_ hours per day.
- d. For students in **Grades 9–12**: \_\_\_\_ hours per day.



15) How often are teachers of **elementary-grade students (Grades K–5)** expected to engage in the following activities while schools are closed due to COVID-19?

	On a daily basis	At least weekly but not daily	Less than weekly	Never, not expected of teachers	Left up to the schools or teachers
a. Meet with their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Be available at scheduled times to respond to student questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicate with families about expectations for students or distance learning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assess their students' learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Grade student work or provide feedback on student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) How often are teachers of **secondary-grade students (Grades 6–12)** expected to engage in the following activities while schools are closed due to COVID-19?

	On a daily basis	At least weekly but not daily	Less than weekly	Never, not expected of teachers	Left up to the school or teachers
a. Meet with their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Be available at scheduled times to respond to student questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicate with families about expectations for students or distance learning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assess their students' learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Grade student work or provide feedback on student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17) Since schools closed, to what extent has your district/organization provided teachers with professional development on the following topics to facilitate distance learning?

	Not provided	Provided to some teachers	Provided to all teachers
a. How to teach in a distance learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to use digital platforms for instruction (e.g., YouTube, Class Dojo, Canvas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to differentiate instruction in distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How to support students with disabilities (SWDs) in distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to support English learners (ELs) in distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3 of 6: Challenges, Barriers, and Supports

18) At the time schools in your district/organization closed, how many students/families in your district/organization faced the following challenges?

	Very few or no students/families (less than 10%)	Some students/families (10-25%)	Many students/families (25-75%)	All or almost all students/families (more than 75%)
a. Limited access to digital devices (e.g., desktop computer, laptop, tablet).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Limited access to reliable internet connection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limited capacity of family members to support student learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19) While schools are closed to in-person instruction, to what extent are the following issues a barrier to providing equitable learning opportunities to all students in your district/organization?

	Not a barrier	A barrier for a few teachers or schools	A barrier for some teachers or schools	A barrier for most or all teachers or schools
a. Teacher familiarity with digital learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Quality of digital learning materials and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Access to printing services to create regular packet-based resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20) Has your district/organization provided any of the following supports for students and families who need them during the COVID-19 school closures?

	No	Yes, for some families who need it	Yes, for all families who need it	We provide this to all families year round
a. Digital devices (e.g., computer, tablet).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Internet access (e.g., mobile hotspots, or coordinated with internet providers to install service).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Guidance and resources to help families support student learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Interpreters or family liaisons to communicate with and support multilingual families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21) Did your district/organization assess which families lacked access to digital devices and/or internet? Select all that apply.

- No, we did not collect information about access issues.
- Yes, conducted a survey of families across the district/organization.
- Yes, had teachers ask each of their students/families.
- Yes, took requests from families.
- Yes, other, please specify \_\_\_\_\_.

*Now we'd like to ask about potential challenges and barriers for students with disabilities (SWDs).*

22) How have the COVID-19 school closures affected your district's/organization's ability to provide the following supports to **students with disabilities (SWDs)**?

	No effect	A little more difficult now	More difficult now	Substantially more difficult now
a. Provide SWDs with appropriate instructional accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide SWDs with "hands-on" accommodations and related services (e.g., one-on-one aide, physical therapy, occupational therapy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide speech therapy.				
d. Engage families to help implement Individualized Education Program (IEP) requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Collaborate with social service or other agency partners (e.g., behavioral health, vocational rehabilitation) to meet IEP requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23) How have the COVID-19 school closures affected your district's /organization's ability to comply with the following aspects of the Individuals with Disabilities Education Act?

	No effect	A little more difficult now	More difficult now	Substantially more difficult now
a. Referral and evaluation procedures and timelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. IEP development and renewal meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Due process complaint resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accommodations and specially designed instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provision of related services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Least restrictive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24) Has your district/organization done any of the following to support **students with disabilities** in a distance learning environment?

	No	Yes, for some students who need it	Yes, for all students who need it
a. Ensure accessibility of technology platforms for various disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide related service (e.g., physical therapy, occupational therapy) in a virtual environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide one-on-one aide supports in a virtual learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25) Has your district/organization done any of the following to help teachers/schools support **students with disabilities** in a distance learning environment?

	No	Yes, for some teachers/schools who need it	Yes, for all teachers/schools who need it
a. Provide teachers with strategies for one-on-one and small-group interaction with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide schools with strategies for involving the family in providing accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Now we'd like to ask about potential challenges and barriers for English learners (ELs).*

26) How have the COVID-19 school closures affected your district's/organization's ability to provide the following supports to **English learners (ELs)**?

	No effect	A little more difficult now	More difficult now	Substantially more difficult now
a. Provide appropriate linguistic supports to Spanish-speaking ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide appropriate linguistic supports to ELs with a home language other than Spanish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engage families as collaborative partners in supporting English language development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27) Has your district/organization done any of the following to help teachers support **English learners (EL)** in a distance learning environment?

	No	Yes, for some teachers who need it	Yes, for all teachers who need it	Not applicable to our district/organization
a. Provide teachers with EL-specific distance learning resources for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Require teachers or specialists to meet virtually with EL students (one-on-one or small groups) for language support (designated English language development).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide learning materials in Spanish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide learning materials in languages other than Spanish or English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Require general education/content area teachers and EL specialists to collaborate on planning instruction for ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28) Has your district/organization used any other strategies not mentioned in previous questions to support SWDs or ELs in a distance learning environment? If so, please briefly describe these strategies.

## Section 4 of 6: District/Organization Policies and Requirements

29) Has your district/organization (or state) made any of the following changes to course grading policies as a result of COVID-19? Please respond for each grade band.

Grade Band	No change; course grading is the same as earlier in the year	Moved to a pass/fail or credit/no credit system	Final grade same as student's grade prior to school closure	Students can improve their grade but cannot do worse than their grade prior to school closure	Other
a. Grades K–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grades 3–5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Grades 6–8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Grades 9–11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[IF "OTHER" WAS NOT SELECTED FOR Q29, SKIP Q29f.]**

29f) What changes has your district/organization made to grading policies, or what changes are being considered for this year?

30) Has your district/organization (or state) made any of the following changes to graduation requirements as a result of COVID-19?

	Have already adopted or expect to adopt soon	Considering a change like this	Do not plan to make this change	Not applicable to our district/organization
a. Reduce the number of course credits required for graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Waive high school exit exam requirement(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Waive additional graduation requirements such as number of service hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31) While schools are closed due to COVID-19, which of the following are the **top three priorities** for counselors that support **secondary-grade students (Grades 6–12)** in your district/organization?

- Checking in with all their students.
- Identifying students who lack access to digital/online learning materials.
- Supporting students at risk of failing at least one of their current classes.
- Supporting students at risk of dropping out of high school.
- Supporting high school seniors at risk of not graduating this year.
- Supporting high school seniors planning to go to college next year.
- Supporting high school juniors planning to apply to college next year.
- Supporting students who may be in unsafe home environments.
- Providing students with emotional support.
- Other. [PLEASE SPECIFY.] \_\_\_\_\_

*The next questions are about your district's/organization's plans for summer and next school year (2020–21).*

32) Is your district/organization planning or considering any of the following actions to help students catch up on course content they miss this year because of the COVID-19 school closures?

	Have already adopted or expect to adopt soon	Considering an action like this	Do not plan to adopt	Not possible based on current state policy
a. Extend school year into the summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Start next school year earlier than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Extend the school day for next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Focus on remediation and enrichment during the first few weeks of the next school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Switch to a year-round school calendar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Expand summer school remediation/enrichment or credit recovery options for students who fell behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expand remediation/enrichment or credit recovery options for next school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



33) Is your district/organization planning or considering any of the following to support the back-to-school transition when schools do reopen in the future?

	Have already adopted an option like this	Expect to adopt an option like this soon	Considering options like this but nothing concrete right now	Do not plan to adopt an option like this	Not possible based on current state policy
a. Making structural or schedule changes to maintain physical distance among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing supports for the social and emotional needs of <b>students</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increasing supports for the social and emotional needs of <b>school staff</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increasing interventions for students who fell behind during the school closures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increasing resources to purchase online learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Reallocating funds or cutting programs to address fiscal shortfalls or budget cuts due to the economic downturn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 5 of 6: Health, Well-Being, and Safety

34) Which of the following describes how your district/organization currently provides families with access to meals funded by the U.S. Department of Agriculture (USDA) meal plan program? [SELECT ALL THAT APPLY.]

- Provide **daily** meal pick-up at school or local community locations.
- Provide meal pick-up at school or local community locations, but **not daily**.
- Provide **daily** meal delivery.
- Provide meal delivery, but **not daily**.
- Partner with community-based organizations (e.g., libraries, faith-based institutions, community centers, firehouses) to distribute meals.
- Not applicable for our district/organization (not part of the USDA meal plan program).

35) Does your district/organization have any of the following resources available to support the health and well-being of students while schools are closed due to COVID-19?

	No	Yes, for some families who need it	Yes, for all families who need it
a. Staff trained in trauma-informed care are available to students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School counselors or similar school staff provide mental health counseling sessions with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff trained in social-emotional supports are available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Staff trained in safety and well-being are monitoring status of students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School nurse provides healthcare appointments or virtual nursing hours for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School staff refer students to healthcare programs in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. School staff work directly with community-based healthcare providers to support students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. School staff help families navigate their health insurance options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 6 of 6: Human Resources

36) Please indicate how compensation or assignments changed during the COVID-19 school closures for each group of district employees below. (If there are differences among some employees in the same group, select the response that best describes most of your employees in the group.)

	No change	Increased compensation	Reduced compensation	Reduced hours	Furloughed or laid off workers	Formally reassigned to different role
a. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Certified instructional staff (e.g., teacher leaders, coaches, and specialists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Certificated noninstructional staff (e.g., counselors, librarians)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School leadership (e.g., principals and assistant principals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37) Did you consult or negotiate with the teachers union or teachers association about changes to compensation/assignments during the COVID-19 school closures?

- Not applicable, we do not have a teachers union or association.
- Yes, we reopened collective bargaining unit negotiations on specific topics. [FREE RESPONSE FOR TOPICS.]
- Yes, we negotiated a memorandum of understanding for this year only on specific topics. [FREE RESPONSE FOR TOPICS.]
- Yes, we worked with a committee that included union representatives to determine the district/organization response as it related to teachers.
- Yes, we consulted with the teachers union but did not formally negotiate about the district/organization response.
- No, we neither consulted nor negotiated with the teachers union or association.

38) Please indicate the extent to which **provisions in the following areas of your district's/organization's teacher collective bargaining agreement (CBA) or teacher employment contract** affected your district's/organization's response to the COVID-19 school closures.

	No effect	Somewhat constrained	Substantially constrained	N/A, we do not have a CBA or contract that speaks to this issue
a. Leave provisions (e.g., restrictions to personal leave days)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Compensation provisions (e.g., extra compensation for responsibilities beyond contractual obligations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School-day provisions (e.g., length and location of school day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School-year provisions (e.g., the length of the school year, number of instructional days in a year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Class preparation provisions (e.g., requirements for teachers' time to plan classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39) In what ways has the district/organization modified its teacher evaluation policies? [SELECT ALL THAT APPLY.]

- No modifications were made.
- Postponed teacher evaluations for all teachers.
- Postponed evaluations for some teachers.
- Waived classroom observation requirements.
- Transitioned observations to remote learning setting.
- Provided flexibility to complete evaluations on a "case-by-case basis."
- Other (please specify).

## Final Questions (Open-ended)

*In this final section, we would like to ask three questions on your views about challenges and promising approaches.*

- 40) As a district/organization, what are the most pressing challenges/concerns you are facing in meeting the needs of the students you serve?
- 41) What promising approaches/practices are emerging to meet the needs of your students and families?
- 42) On which topics related to serving students during the COVID-19 pandemic would you most like to exchange ideas with other school districts/organizations across the country?

**Thank you for your responses to the National Survey of Public Education's Response to COVID-19. If you have any questions about the study, please contact NORC at [PERC@norc.uchicago.edu](mailto:PERC@norc.uchicago.edu) or 1-877-505-0253.**



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