

ADDRESSING A

Multi-Billion Dollar CHALLENGE

Advancing Knowledge of How High-Quality School
Environments Can Positively Affect Educational Outcomes

FINAL REPORT | DECEMBER 2023

APPENDICES

Study Replication Resources

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APPENDIX E

Questionnaire Replication Resources

- Master List
- Email to Point-of-Contact
- Messaging for Students
- Messaging for Teachers
- Messaging for Staff/Administrators
- Messaging for Parents/Caregivers
- Notice of Student Participation
- Parents/Caregivers Informed Consent for Student Participation
- Calendars

The questionnaire for this study was a pilot test for a new surveying tool aimed at capturing stakeholder perspectives on the topics of Indoor Environmental Quality (IEQ), Educational Adequacy (EA), and Community Connectivity (CC) in elementary, middle, and high school buildings. School stakeholders were defined as students, teachers, staff/administrators, parents/caregivers of students who attend the school, and members of the community in which the school is located.

The research team was not able to deploy community questionnaires due to the pandemic, so this part is not included here. However, the research team recommends that future studies include members of the community to achieve a more robust dataset for the CC portion of the study. Community questionnaire data can supplement information gathered by interviews/focus groups to provide a more holistic picture how connected a school is to its neighborhood.

Though the overall questionnaire response rate for this study was poor, the research team felt this tool was a good first step to engage with the school stakeholders and understand their perspectives. The questionnaire data, albeit limited, helped the research team respond to the study's research questions—particularly those questions regarding IEQ and EA. The following content provides information on how to replicate the questionnaire process.

Step 1: Create and review the questionnaire

The questionnaire used for this study was designed such that participants would only be given questions relevant to their particular experiences in the school (e.g., questions for teachers would not necessarily be the same as the questions for staff/administrators). However, several questions were relevant across the participant groups, with perhaps only minor tweaking of the wording. To ensure these types of questions remained as similar as possible across the different versions of the questionnaire so comparisons could be made during analysis, the research team created a Master List (available under the Questionnaire Replication Resources section).

The Master List was then edited as necessary for each participant group, resulting in four different questionnaires:

- Students: 27 questions*
- Teachers: 36 questions*
- Staff/administrators: 12 questions*
- Parents/caregivers: 17 questions*

The researchers recommend sharing the finalized questionnaire(s) and the intended data collection process with administrators at the school(s) and/or school district(s) participating in the study for their input and approval. This will help gain buy-in for the study, and if the school administrators have any feedback, concerns, or suggested revisions, the research team can address them prior to questionnaire distribution.

Step 2: Translate content as necessary

The researchers highly recommend translating the questionnaire into any language necessary for equitable participation among the school's stakeholders. The school or district's Language Acquisition Division (or similar department) should be consulted about the translation process for the questionnaires, the informed consent forms, and the invitations to participate in the study.

For instance, in this study, the participating school districts recommended translations in three languages, as shown on the next page. Where [SurveyMonkey.com](https://www.surveymonkey.com) did not support a language for the online survey (the research team could not set up an Amharic version), the research team provided that translation as a PDF that a participant could download, fill out, and email back to the research team.

Step 3: Obtain Institutional Review Board approval

Once the questionnaire content and the process for data collection are established, then Institutional Review Board (IRB) approval can be sought. This approval is necessary because the questionnaire process will engage with human subjects. Researchers wishing to replicate this study's questionnaire will need to have the questionnaire content and associated data collection protocols approved by their governing research body.

It should be expected that the IRB will provide guidance related to such things as participants' informed consent, working with minors (i.e., the students), and data security.

* Not including additional informed consent and identifier/demographic questions

Questionnaire Languages Offered by This Study			
	English (Online questionnaire)	Spanish (Online questionnaire)	Amharic (PDF form)
Students	✓	✓	✓
Teachers	✓		
Staff/administrators	✓		
Parents/caregivers	✓	✓	✓

Be sure to revise the questionnaire content, data collection process, data storage procedures, or any other aspect as necessary based on the IRB’s requirements.

For example, in this study, the IRB laid out several requirements the researchers had to meet, including several related to informed consent. For someone to participate in the questionnaire for this study, IRB approval dictated that, for schools that require it, questionnaire respondents must provide informed consent and “opt in” to the study. The informed consent form and process varied by respondent type. Those over the age of 18 simply had to provide informed consent prior to completing the questionnaire. These groups’ informed consent forms were included as the first question of their questionnaires. If they agreed to participate, they continued on to the rest of the questionnaire. If not, they were redirected to the end of the questionnaire. In addition, parents/caregivers were instructed that if they receive multiple invitations to complete the questionnaire, because they have multiple children in one or more schools participating in this study, they should only complete one questionnaire and focus on the one school they are most familiar with.

Students, being minors, had to undergo a different informed consent process. One of the participating school districts only required a Notice of Student Participation (available under the Questionnaire Replication Resources section) be sent to parents/caregivers. The other participating school district, however, required parents/caregivers to opt in for their children to participate (or opt out, as the case may be). Accordingly, the research team provided these schools’ principals with a web link to be sent directly to the students’ parents/caregivers. The link directed them to online information about the study and the option to provide informed consent, or not, for their student to participate (available under the Questionnaire Replication Resources section). They had six consecutive days to respond. The

research team then received direct notification about which students had received permission to participate.

Once it was known which students in which schools were able to participate, the researchers shared this information with the school’s principal so they could coordinate with the teachers to give these students access to the online questionnaire. Unfortunately, because very few parents or caregivers opted their children in under this process, this district saw minimal student participation. Many more students completed the questionnaire in the other district, however, because the research team did not face that obstacle. As a result, where possible, the researchers recommend issuing a Notice of Student Participation to parents/caregivers that does not require a response.

Step 4: Prepare for data collection

One of the first things that must be decided when planning the distribution of a questionnaire is in which format data will be collected—either paper questionnaires or using an online surveying tool, or some combination of the two. The research team feels that online surveying is best, when appropriate, because it allows for streamlined data collection, little or no printing costs or material waste, and it eliminates the need for the confidential storage of physical materials. An important consideration, however, is whether the study’s participants have equitable access to digital devices (e.g., a smartphone, tablet, or laptop) and an internet connection to complete an online questionnaire. If not, then distribution of paper copies should be coordinated, including arrangements for printing, distribution of blank copies, collection of completed copies, and the subsequent manual data entry.

Communication about the questionnaire is an important factor for achieving a high participation rate. The school’s principal can easily inform students, teachers, and staff/

administrators about the study and invite them to complete the questionnaire. The principal or a parent-teacher representative can also reach out to parents/caregivers. To encourage a high response rate, the researchers recommend the following for distribution:

- Students should be given time to complete the questionnaire during their homeroom period or an alternative core class.
- Teachers and staff/administrators should be given time during a pre-determined professional development day.
- School personnel who have already-established communication channels with parents/caregivers are the best ones to reach out to them. For instance, the school's principal or a recognized parent-teacher representative could send an email and/or flyer about the study with a link and/or QR code to access the online questionnaire.
- Advocates could use social media, such as the school's Facebook group or a NextDoor post, to reach out to community members with a link and/or QR code to their online questionnaire. A school could also invite them to participate in person, such as having a research team member with a tablet or laptop set up at a community center, area grocery stores, the library, or a school-sponsored event. Outreach to members of the greater community can be challenging, so exploration and plans are needed for how best to engage them.

In addition to instructions on how to access the questionnaire, either a paper copy or online, any outreach to potential participants should have accompanying information about the study, including its value to the stakeholders and any requisite informed consent forms.

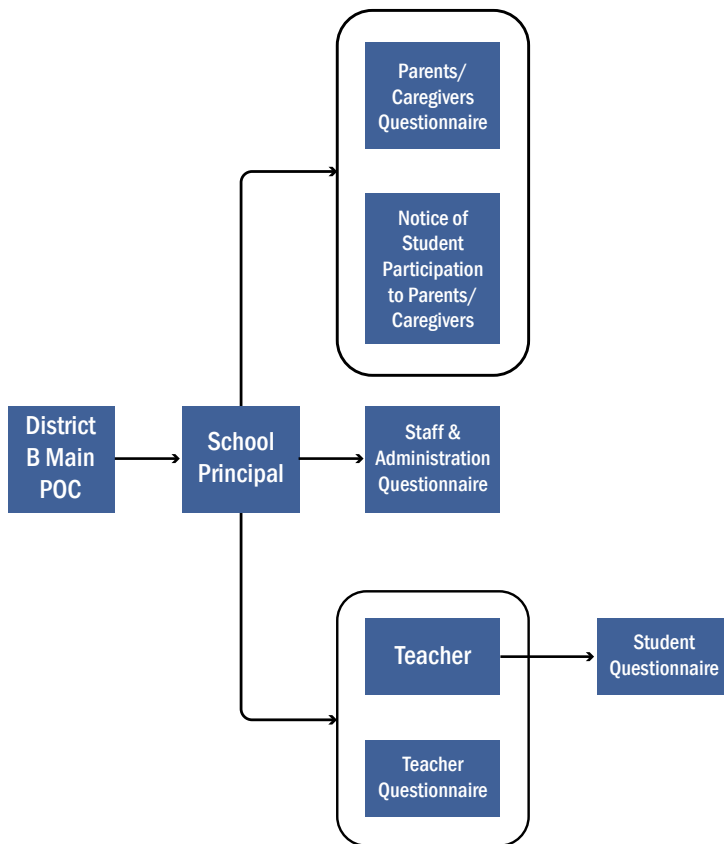
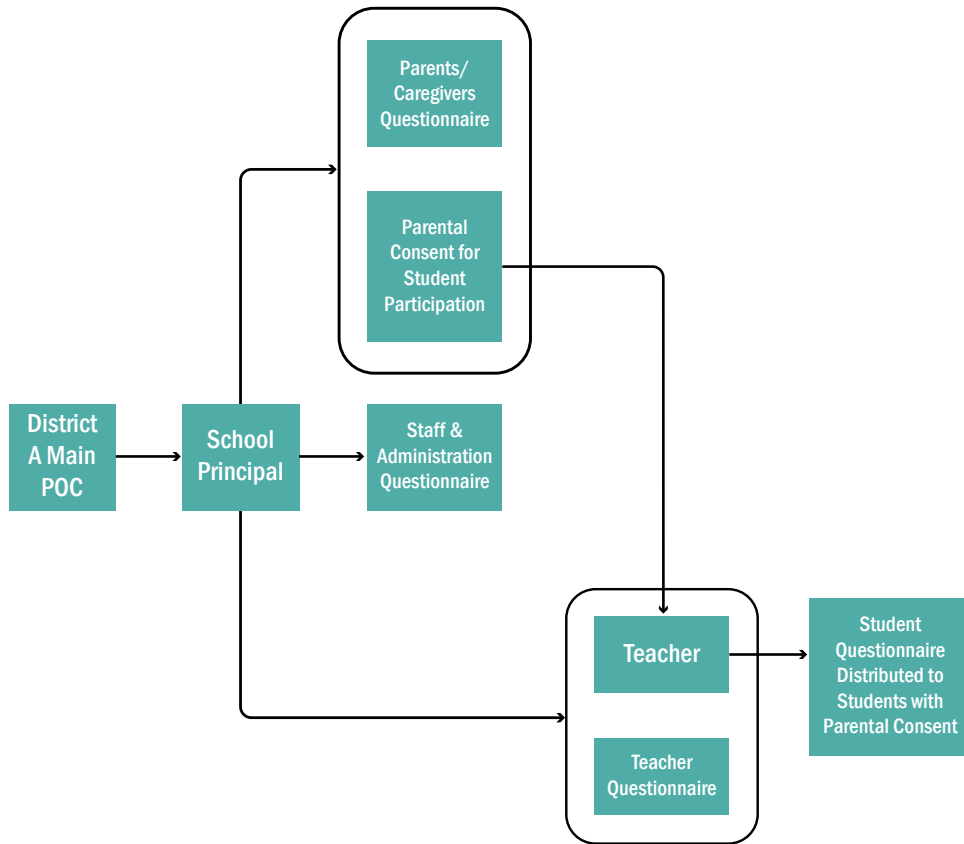
Once the format for the questionnaire deployment is established, planning can begin. Goals for questionnaire deployment include maximizing participation and making the process as straight-forward as possible. It is also critical to establish a main point-of-contact at each school participating in the study. The research team should clearly communicate the importance and requirements of the study and questionnaire to that person, as well as encourage a high degree of participation. Suggested questionnaire deployment steps are as follows.

1. Research team to identify point-of-contact at each school who will be responsible for distributing the questionnaire (hardcopies and/or web link to online

version). This person is often, but not required to be, the school's principal. Engagement can begin with an email—simply edit the red text in the “Email to Point-of-Contact” template available under the Questionnaire Replication Resources section and send that to the point-of-contact.

2. The point-of-contact and research team to discuss and confirm the multi-week window during which questionnaires will be deployed. Consider holidays, vacations, professional development days, and standardized testing as potential conflicts.
3. Research team to prepare and share a calendar outlining the deployment plans for each of the following groups: students, teachers, staff/administrators, and parents/caregivers (sample available under the Questionnaire Replication Resources section). The point-of-contact should review and confirm the proposed timeline and tasks.
4. Research team to provide messaging templates for each of the following groups: students, teachers, staff/administrators, and parents/caregivers. Messaging should be appropriate to each participant group and include, as necessary, either the link/QR code to that group's particular online questionnaire, the PDF form(s) for language options, and/or instructions on where to obtain a paper version. Samples of this messaging are available under the Questionnaire Replication Resources section, with red text indicating where the research team can customize the communication. Schools may have a variety of ways in which they would like to distribute the questionnaire's invitational messaging, web links/QR codes or hardcopies, and study information, so it is important for the research team and each participating school/district to determine the best means of distribution and draft the communications accordingly to yield the highest rate of response.

Mapping out the deployment process may be a useful technique to communicate with the point-of-contact, or others, on the steps along the way. As an example, the research team sent a “Questionnaire Roll-Out Toolkit” to each of the participating school districts. The toolkit included an introductory email to the participating schools' point-of-contact, deployment timeline/task calendars for each questionnaire participant group, and separate email templates to invite teachers, staff/administrators, and parents/caregivers to participate. The kit also included



Questionnaire Informed Consent and Distribution Plan

information about parent/caregiver informed consent for student participation (or a Notice of Student Participation, depending on the school district). The intent was for the questionnaire to be distributed as indicated in the figure on the previous page. Once the questionnaires were translated and ready for distribution, the toolkit was re-sent to the points-of-contact, now including the links to the online questionnaires in English and Spanish, and an Amharic PDF—ready for distribution to the participant groups.

Step 5: Collect Data

The researchers recommend the following schedule for questionnaire deployment.

- Week One (if Notice of Student Participation is insufficient):
 - Distribute parent/caregiver informed consent forms at the beginning of the week
 - Collect signed parent/caregiver informed consent forms by the end of the week; identify which students may participate
- Week Two:
 - Distribute the questionnaire (preferably online) to the students who may participate
 - Distribute questionnaire (preferably online) to teachers, staff/administrators, and parents/caregivers
- Weeks Three and Four:
 - Questionnaires remain “open” for two weeks
 - On-site engagement with community members to garner completed questionnaires from this participant group
- Week Five (if necessary/for paper completion):
 - Collate adult informed consent forms and completed questionnaires; return to the research team
 - School’s point-of-contact to collaborate with the teachers to collate parent/caregiver informed consent forms, students’ informed consent forms, and completed questionnaires; return to research team

- Begin manual data entry for completed paper questionnaires

If the study’s budget allows, and the IRB and school district administrators permit, the researchers can provide incentives to encourage participation. Examples include a doughnut or pizza party for the class with the highest response rate per school, food for a professional development day for each school’s teachers and staff/administrators, or entrance into a raffle for a gift card (e.g., to a local grocery store) for parents/caregivers and community members.

Incentives can be offered from the start, or added later if necessary (e.g., if response rates are lower than anticipated). As an example, this study originally scheduled ten business days for completion, but the deadline was extended two times to encourage greater participation. Along with the first deadline extension, the research team offered a \$500 gift card to an office supply store for any participating school that received 50% participation across their student, teacher, and staff/administrator groups. Only one of the two participating school districts accepted this incentive, while the other declined. To calculate whether a school met the incentive requirements, the districts provided the research team with the total number of possible questionnaire respondents for the student, teacher, and staff/administrator stakeholder groups. (Parents/caregivers were not included in the incentive calculation because the total number of potential parent/caregiver respondents could not easily be determined.)

Questionnaire Replication Resources

To help replicate this study’s questionnaire, the following resources are available herein:

- Questionnaire — Master List
- Questionnaire — Email to Point-of-Contact
- Questionnaire — Messaging for Students
- Questionnaire — Messaging for Teachers
- Questionnaire — Messaging for Staff/Administrators
- Questionnaire — Messaging for Parents/Caregivers
- Questionnaire — Notice of Student Participation
- Questionnaire — Parents/Caregivers informed consent for student participation
- Questionnaire — Calendars

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Master List

Please read the following text and then answer the question at the bottom of the page.

STUDENTS VERSION

You are being asked to participate in a research study by completing this questionnaire. We will ask you questions about how you feel about the school building you attend and different parts of it. If a question makes you uncomfortable, you do not have to answer it. Not completing the questionnaire will not affect your participation in other school activities or your grades.

Your questionnaire will only be used by the researchers conducting the study. The results of your questionnaire, and those of other students completing them, will be used to help school officials understand more about how school buildings affect the people inside them—students, teachers, and administrators, as well as other people who use the building. No one will be able to match your answers to you. Only your answers, not your name, will be studied with everyone else's answers to help the research team to understand the experiences and opinions of you and your classmates.

We expect that filling out the questionnaire will require about 20-30 minutes of your time.

Child's Assent: I have been told about the study and know why it is being done and what to do. I also know that I do not have to do it if I do not want to. If I have questions, I can ask my teacher. I can stop at any time.

1. After reading all of the below, please select an answer.

Yes, I agree to participate

Please type your name: _____

No, I do not agree to participate → **END OF SURVEY/NON-PARTICIPATION**

Commented [EC1]: NOTE FOR PROCESS: Prior to the students being invited to take the survey, we must first receive parent/caregiver consent for the child to participate.

Commented [EC2R1]: Refer to the approved IRB submittal for the language/information to be shared.

Commented [EC3R1]: Note, this part of the process has been waived by DCPS.

Commented [EC4]: NOTE FOR PROCESS: For all questionnaires: the online surveying tool shall not collect IP addresses to further ensure anonymity.

Commented [EC5]: NOTE FOR PROCESS: Invitations to take this survey should include the following text (or similar):
You should only fill out one survey. Note that once you start you cannot stop and finish the survey later, so please find a time when you won't be interrupted.

Commented [EC6]: **REQUIRED**
ONLINE FORMATTING: select one

Commented [EC7]: Date of signature will automatically be captured by the online surveying tool (logged as the date the survey is completed)

TEACHER VERSION

Commented [EC8]: NOTE FOR PROCESS: Invitations to take this survey should include the following text (or similar):

You should only fill out one survey. Note that once you start you cannot stop and finish the survey later, so please find a time when you won't be interrupted.

You are being asked to participate in a research study. A person who takes part in a research study is called a research subject, or research participant.

A. What should I know about this research?

- Someone will explain this research to you. This form sums up that explanation.
- Taking part in this research is voluntary. Whether you take part is up to you.
- You can choose not to take part. There will be no penalty or loss of benefits to which you are otherwise entitled.
- You can agree to take part and later change your mind. There will be no penalty or loss of benefits to which you are otherwise entitled.
- If you don't understand, ask questions. Ask all the questions you want before you decide.

B. Why is this research being done?

You are being asked to participate in a research study because you are a teacher in a school selected to be one of approximately 15 schools in your School District included in a study of the impacts of school buildings on educational outcomes. We are asking you to complete an online questionnaire containing multiple choice and other questions seeking your perspective about the physical aspects of the school building you work in. All teachers in the approximately 15 schools are being asked to complete the questionnaire.

C. How long will I be in this research?

We expect that your participation will require approximately 30 minutes of your time.

D. What happens to me if I agree to take part in this research?

Upon consenting to participate, you will receive access to the online questionnaire. You can choose not to answer any questions that make you feel uncomfortable, and you can stop filling out the questionnaire at any time. Your completed questionnaire will be kept in a secure server and will only be used by research team members. There will be no penalty to you should you choose not to begin or complete the questionnaire.

E. Could being in this research hurt me?

There is no known risk to completing the questionnaire. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

F. Will being in this research benefit me?

We cannot promise any benefits to you or others from your taking part in this research. However, the results from your questionnaire and those of all of the other people asked to complete them will be included in the study results. The results will be shared with District leadership and with a broad national audience for purposes of informing school building design in the future.

G. What are my responsibilities if I take part in this research?

Your sole responsibility is to complete the questionnaire to the extent you are willing and able.

H. Will it cost me money to take part in this research?

There will be no monetary cost to take part in the research.

I. What happens to the information collected for this research?

Your completed questionnaire will be kept in a secure server and will only be used by research team members. We may publish the results of this research. However, we will keep your name and any other identifying information confidential.

J. Who can answer my questions about this research?

If you have questions, concerns, or complaints, or think the research has caused harm to you, contact: [NAME, TITLE, ORGANIZATION, PHONE NUMBER, EMAIL ADDRESS]. If you wish to contact someone independent of the research team with questions, concerns, or complaints, you may reach out to [ORGANIZATION] Institutional Review Board at [PHONE NUMBER] or email [EMAIL ADDRESS].

K. What happens if I agree to be in this research, but I change my mind later?

As indicated above, you do not need to complete the questionnaire. Deciding not to complete the questionnaire will result in no penalty to you.

L. Will I be paid for taking part in this research?

There will be no payment for taking part in the research.

1. After reading all of the above, please select an answer.

Yes, I agree to participate

Please type your name: _____

No, I do not agree to participate → [END OF SURVEY/NON-PARTICIPATION](#)

Commented [EC9]: REQUIRED
ONLINE FORMATTING: select one

Commented [EC10]: Date of signature will automatically be captured by the online surveying tool (logged as the date the survey is completed)

STAFF & ADMINISTRATORS VERSION

Commented [EC11]: NOTE FOR PROCESS: Invitations to take this survey should include the following text (or similar):

You should only fill out one survey. Note that once you start you cannot stop and finish the survey later, so please find a time when you won't be interrupted.

You are being asked for your consent to take part in a research study. A person who takes part in a research study is called a research subject, or research participant.

A. What should I know about this research?

- Someone will explain this research to you. This form sums up that explanation.
- Taking part in this research is voluntary. Whether you take part is up to you.
- You can choose not to take part. There will be no penalty or loss of benefits to which you are otherwise entitled.
- You can agree to take part and later change your mind. There will be no penalty or loss of benefits to which you are otherwise entitled.
- If you don't understand, ask questions. Ask all the questions you want before you decide.

B. Why is this research being done?

You are being asked to participate in a research study because you are a staff member in a school selected to be one of approximately 15 schools in your School District included in a study of the impacts of school buildings on educational outcomes. We are asking you to complete an online questionnaire containing multiple choice and other questions seeking your perspective about the physical aspects of the school building you work in. All staff members in the approximately 15 schools are being asked to complete the questionnaire.

C. How long will I be in this research?

We expect that your participation will require approximately 20 minutes of your time.

D. What happens to me if I agree to take part in this research?

Upon consenting to participate, you will receive access to the online questionnaire. You can choose not to answer any questions that make you feel uncomfortable, and you can stop filling out the questionnaire at any time. Your completed questionnaire will be kept in a secure server and will only be used by research team members. There will be no penalty to you should you choose not to begin or complete the questionnaire.

E. Could being in this research hurt me?

There is no known risk to completing the questionnaire. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

F. Will being in this research benefit me?

We cannot promise any benefits to you or others from your taking part in this research. However, the results from your questionnaire and those of all of the other people asked to complete them will be included in the study results. The results will be shared with District leadership and with a broad national audience for purposes of informing school building design in the future.

G. What are my responsibilities if I take part in this research?

Your sole responsibility is to complete the questionnaire to the extent you are willing and able.

H. Will it cost me money to take part in this research?

There will be no monetary cost to take part in the research.

I. What happens to the information collected for this research?

Your completed questionnaire will be kept in a secure server and will only be used by research team members. We may publish the results of this research. However, we will keep your name and any other identifying information confidential.

J. Who can answer my questions about this research?

If you have questions, concerns, or complaints, or think the research has caused harm to you, contact: [NAME, TITLE, ORGANIZATION, PHONE NUMBER, EMAIL ADDRESS]. If you wish to contact someone independent of the research team with questions, concerns, or complaints, you may reach out to [ORGANIZATION] Institutional Review Board at [PHONE NUMBER] or email [EMAIL ADDRESS].

K. What happens if I agree to be in this research, but I change my mind later?

As indicated above, you do not need to complete the questionnaire. Deciding not to complete the questionnaire will result in no penalty to you.

L. Will I be paid for taking part in this research?

There will be no payment for taking part in the research.

1. After reading all of the above, please select an answer.

Yes, I agree to participate

Please type your name: _____

No, I do not agree to participate → [END OF SURVEY/NON-PARTICIPATION](#)

Commented [EC12]: REQUIRED
ONLINE FORMATTING: select one

Commented [EC13]: Date of signature will automatically be captured by the online surveying tool (logged as the date the survey is completed)

STUDENTS' PARENTS & CAREGIVERS VERSION

You are being asked for your consent to take part in a research study. A person who takes part in a research study is called a research subject, or research participant.

A. What should I know about this research?

- Someone will explain this research to you. This form sums up that explanation.
- Taking part in this research is voluntary. Whether you take part is up to you.
- You can choose not to take part. There will be no penalty or loss of benefits to which you are otherwise entitled.
- You can agree to take part and later change your mind. There will be no penalty or loss of benefits to which you are otherwise entitled.
- If you don't understand, ask questions. Ask all the questions you want before you decide.

B. Why is this research being done?

You are being asked to participate in a research study because you are a parent/caregiver of a student in a school selected to be one of approximately 15 schools in your School District included in a study of the impacts of school buildings on educational outcomes. We are asking you to complete an online questionnaire containing multiple choice and other questions seeking your perspective about the physical aspects of the school building your child attends. All parents of students in the approximately 15 schools are being asked to complete the questionnaire.

C. How long will I be in this research?

We expect that your participation will require approximately 30 minutes of your time.

D. What happens to me if I agree to take part in this research?

Upon consenting to participate, you will receive access to the online questionnaire. You can choose not to answer any questions that make you feel uncomfortable, and you can stop filling out the questionnaire at any time. Your completed questionnaire will be kept in a secure server and will only be used by research team members. There will be no penalty to you should you choose not to begin or complete the questionnaire.

E. Could being in this research hurt me?

There is no known risk to completing the questionnaire. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

F. Will being in this research benefit me?

We cannot promise any benefits to you or others from your taking part in this research. However, the results from your questionnaire and those of all of the other people asked to complete them will be included in the study results. The results will be shared with District leadership and with a broad national audience for purposes of informing school building design in the future.

G. What are my responsibilities if I take part in this research?

Your sole responsibility is to complete the questionnaire to the extent you are willing and able.

H. Will it cost me money to take part in this research?

There will be no monetary cost to take part in the research.

Commented [EC14]: NOTE FOR PROCESS: Invitations to take this survey should include the following text (or similar):

You should only fill out one survey. Note that once you start you cannot stop and finish the survey later, so please find a time when you won't be interrupted.

Commented [EC15]: NOTE FOR PROCESS:

Parents/caregivers of students should be instructed that if they receive multiple invitations to complete this survey (either because they have multiple children in one school or because they have multiple children in various schools participating in this study), they should only complete one survey and answer the questions based on only one school (the school with which they are most familiar).

I. What happens to the information collected for this research?

Your completed questionnaire will be kept in a secure server and will only be used by research team members. We may publish the results of this research. However, we will keep your name and any other identifying information confidential.

J. Who can answer my questions about this research?

If you have questions, concerns, or complaints, or think the research has caused harm to you, contact: [NAME, TITLE, ORGANIZATION, PHONE NUMBER, EMAIL ADDRESS]. If you wish to contact someone independent of the research team with questions, concerns, or complaints, you may reach out to [ORGANIZATION] Institutional Review Board at [PHONE NUMBER] or email [EMAIL ADDRESS].

K. What happens if I agree to be in this research, but I change my mind later?

As indicated above, you do not need to complete the questionnaire. Deciding not to complete the questionnaire will result in no penalty to you.

L. Will I be paid for taking part in this research?

There will be no payment for taking part in the research.

1. After reading all of the above, please select an answer.

Yes, I agree to participate

Please type your name: _____

No, I do not agree to participate → [END OF SURVEY/NON-PARTICIPATION](#)

Commented [EC16]: REQUIRED
ONLINE FORMATTING: select one

Commented [EC17]: Date of signature will automatically be captured by the online surveying tool (logged as the date the survey is completed)

ABOUT YOU

2. What school district are you a part of?

- [NAME]
- [NAME]

Commented [EC18]: **REQUIRED**
ONLINE FORMATTING: select one

Commented [EC19]: → BRANCHING TO QUESTION 3

STUDENTS VERSION

3. What grade are you in now?

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Commented [EC20]: **REQUIRED**
ONLINE FORMATTING: select one

4. Where do you go to school now? (You should complete the rest of this survey with this one school in mind.)

[NAME]:

- [NAME]
- [NAME]
- [NAME]
- [NAME]

[NAME]:

- [NAME]
- [NAME]
- [NAME]
- [NAME]

Commented [EC21]: **REQUIRED**
ONLINE FORMATTING: select one

5. Have you attended this school in-person (inside the school building) at some point this school year (during the 2021-2022 academic year)?

- Yes
- No → END OF SURVEY/NON-PARTICIPATION

Commented [EC22]: **REQUIRED**
ONLINE FORMATTING: select one

TEACHER VERSION

3. What grade(s) do you currently teach? [Select any that apply.]
- Kindergarten 3rd Grade 6th Grade 9th Grade 12th Grade
 - 1st Grade 4th Grade 7th Grade 10th Grade
 - 2nd Grade 5th Grade 8th Grade 11th Grade

Commented [EC23]: REQUIRED
ONLINE FORMATTING: select more than one

4. At which school do you currently work? (If you work in more than one school participating in this study, select the one school with which you are most familiar. You should then complete the rest of this survey with this one school in mind.)

<input type="checkbox"/> [NAME]:	<input type="checkbox"/> [NAME]:
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]

Commented [EC24]: REQUIRED
ONLINE FORMATTING: select one

5. Have you worked at this school in-person (inside the school building) at some point this school year (during the 2021-2022 academic year)?
- Yes
 - No → [END OF SURVEY/NON-PARTICIPATION](#)

Commented [EC25]: REQUIRED
ONLINE FORMATTING: select one

STAFF & ADMINISTRATORS VERSION

3. At which school do you currently work? (If you work in more than one school participating in this study, select the one school with which you are most familiar. You should then complete the rest of this survey with this one school in mind.)

[NAME]:	[NAME]:
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]

Commented [EC26]: REQUIRED
ONLINE FORMATTING: select one

4. Have you worked at this school in-person (inside the school building) at some point this school year (during the 2021-2022 academic year)?

Yes
 No → END OF SURVEY/NON-PARTICIPATION

Commented [EC27]: REQUIRED
ONLINE FORMATTING: select one

STUDENTS' PARENTS & CAREGIVERS VERSION

3. Which school does your student currently attend? (If you are a parent/caregiver for more than one child and these children attend multiple schools participating in this study, select the one school with which you are most familiar. You should then complete the rest of this survey with this one school in mind.)

[NAME]:	[NAME]:
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]
<input type="checkbox"/> [NAME]	<input type="checkbox"/> [NAME]

Commented [EC28]: REQUIRED
ONLINE FORMATTING: select one

4. Do you currently live in the same neighborhood in which this school is located?

- Yes, the school and my home are in the same neighborhood
- No, the school my student attends is in a different neighborhood than where I live

Commented [EC29]: REQUIRED
ONLINE FORMATTING: select one

5. Have you visited this school in-person (inside the school building) at some point this school year (during the 2021-2022 academic year)?

- Yes
- No

Commented [EC30]: REQUIRED
ONLINE FORMATTING: select one

Commented [EC31]: NOTE FOR ANALYSIS: See if there is any difference between those who have and those who have not visited the school

ALL VERSIONS

Please answer the following questions. If you feel like you cannot answer a question, just skip it and move on to the next question.

Commented [EC32]: NOTE FOR PROCESS: Ask the Principal at each school what (if any) constraints they are operating under due to COVID-19 (e.g., policies that would not be in place if there was no pandemic), which may affect survey responses or our interpretation of the responses.

ABOUT THIS SCHOOL

6. When you come to this school, how does the building and grounds/campus feel to you?

- Very friendly and welcoming
- A little friendly and welcoming
- A little uninviting and unfriendly
- Very uninviting and unfriendly

Commented [EC33]: EA QUESTION
ONLINE FORMATTING: select one

Students
Teachers
Staff & Admin
Parents/Caregivers

7. When you first came to this school, how easy or difficult was it to find your way around?

- Very easy
- A little easy
- A little difficult
- Very difficult

Commented [EC34]: EA QUESTION
ONLINE FORMATTING: select one

Students
Teachers
Staff & Admin
Parents/Caregivers

8. What kind of feelings do you get in each of these spaces in your school? [Select one per row, or select N/A (not applicable) if that space does not exist in this school or you are not familiar with it.]

	Many good Feelings	Some good feelings	Some bad feelings	Many bad feelings	N/A
The neighborhood (the blocks surrounding this school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The whole school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open spaces (like an atrium) and hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assembly space (such as a theater, auditorium, cafe-torium, or gym-torium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' lounge/workrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students					
Teachers					
Staff & Admin					
Parents/Caregivers					

Commented [EC35]: EA QUESTION
ONLINE FORMATTING: select one per row

Commented [EC36]: NOT FOR STUDENT VERSION
NOT FOR PARENT VERSION

Commented [EC37]: NOT FOR STUDENT VERSION
NOT FOR PARENT VERSION

9. How much does your school building help make it feel like everyone in this school is part of one big community?

The building helps a lot
 The building helps a little
 The building is a little unhelpful
 The building is very unhelpful

Students
Teachers
Staff/Admin
Parents/Caregivers

Commented [EC38]: EA QUESTION
ONLINE FORMATTING: select one

10. How much do the following spaces help you feel like part of the school community? [Select one per row, or select N/A (not applicable) if that space does not exist at this school.]

	Helps a lot	Helps a little	A little unhelpful	Very unhelpful	N/A
Open spaces (like an atrium) and hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assembly space (such as a theater, auditorium, cafe-torium, or gym-torium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' lounge/workrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students					
Teachers					
Staff & Admin					

Commented [EC39]: EA QUESTION
ONLINE FORMATTING: select one per row

Commented [EC40]: NOT FOR STUDENT VERSION

Commented [EC41]: NOT FOR STUDENT VERSION

11. If your school has classrooms with windows that look onto indoor spaces (like hallways), are the windows distracting?

- There are no windows to indoor spaces
- Almost always distracting
- Sometimes distracting
- Not very distracting
- Almost never distracting

Students

Commented [EC42]: EA QUESTION
ONLINE FORMATTING: select one

12. Which of the following statements describe the windows in classrooms that look onto adjacent indoor spaces (such as program spaces or hallways)? [Select any that apply.]

- There are no windows to indoor spaces
- The windows help with supervision
- The windows encourage communication among teachers/staff and students
- The windows help build a sense of community
- The windows are distracting to me and/or the students
- None of the above

Teachers

Commented [EC43]: EA QUESTION
ONLINE FORMATTING: select more than one

For the following question, think about your safety and security (not related to the COVID-19 pandemic) in spaces related to this school. The people in these spaces may affect how safe you feel, but for this question think about how the DESIGN of the school building and grounds/campus make you feel about your safety and security.

13. How does the DESIGN of this school usually make you feel in the following spaces? [Select one per row, or select N/A (not applicable) if that space does not exist in this school or you are not familiar with it.]

	Very safe	Safe	Unsafe	Very unsafe	N/A
The neighborhood (the blocks surrounding this school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's parking lot(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's car/bus loop for student drop-off and pick-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrances into the building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hallways and stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open spaces inside the building (like shared collaborative areas or an atrium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bathrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assembly space (such as a theater, auditorium, cafe-torium, or gym-torium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' lounge/workrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students					
Teachers					
Staff & Admin					
Parents/Caregivers					

Commented [EC44]: EA QUESTION
ONLINE FORMATTING: select one per row

Commented [EC45]: NOT FOR STUDENTS VERSION
NOT FOR PARENT VERSION

Commented [EC46]: NOT FOR STUDENTS VERSION
NOT FOR PARENT VERSION

ABOUT THE CLASSROOM

14. How does the DESIGN usually feel in a typical classroom in this school?

- Exciting or inspiring
- Calming
- Boring or dull
- Distracting
- None of the above

Students
Teachers

Commented [EC47]: EA QUESTION
 ONLINE FORMATTING: select one

15. Think about the TEMPERATURE in a typical classroom in your school when it is WARM OUTSIDE. Describe how it usually feels in the classroom?

- Very warm
- Warm
- Neither warm nor cold
- Cold
- Very cold

Students
Teachers

Commented [EC48]: IEQ QUESTION
 ONLINE FORMATTING: select one

Commented [EC49]: NOTE FOR ANALYSIS: consider how the new data (with ratings for when it's "warm" or "cold" outside) align with the "Investing In Our Future" 2018 data

16. How does the TEMPERATURE in a typical classroom in your school when it is WARM OUTSIDE usually make you feel when you are in that classroom?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC50]: IEQ QUESTION
 ONLINE FORMATTING: select one

Commented [EC51]: NOTE FOR ANALYSIS: consider how the new data (with ratings for when it's "warm" or "cold" outside) align with the "Investing In Our Future" 2018 data

17. Think about the TEMPERATURE in a typical classroom in your school when it is COLD OUTSIDE. Describe how it usually feels in the classroom?

- Very warm
- Warm
- Neither warm nor cold
- Cold
- Very cold

Students
Teachers

Commented [EC52]: IEQ QUESTION
 ONLINE FORMATTING: select one

Commented [EC53]: NOTE FOR ANALYSIS: consider how the new data (with ratings for when it's "warm" or "cold" outside) align with the "Investing In Our Future" 2018 data

18. How does the TEMPERATURE in a typical classroom in your school when it is COLD OUTSIDE usually make you feel when you are in that classroom?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC54]: IEQ QUESTION
 ONLINE FORMATTING: select one

Commented [EC55]: NOTE FOR ANALYSIS: consider how the new data (with ratings for when it's "warm" or "cold" outside) align with the "Investing In Our Future" 2018 data

19. Think about the AIR in a typical classroom in your school. Describe how it usually feels.

- Very fresh
- Fresh
- Neither fresh nor stale
- Stale
- Very stale

Students
Teachers

Commented [EC56]: IEQ QUESTION
 ONLINE FORMATTING: select one

20. How does the AIR in a typical classroom in your school usually make you feel?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC57]: IEQ QUESTION
 ONLINE FORMATTING: select one

21. Think about the NOISE in a typical classroom in your school that comes from the PEOPLE inside the room. Describe how it usually feels.

- Very quiet
- Quiet
- Neither quiet nor loud
- Loud
- Very loud

Students
Teachers

Commented [EC58]: IEQ QUESTION
 ONLINE FORMATTING: select one

22. How does the NOISE in a typical classroom in your school that comes from the PEOPLE inside the room usually make you feel?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC59]: IEQ QUESTION
ONLINE FORMATTING: select one

23. Think about the NOISE in a typical classroom in your school that comes from the BUILDING OR FROM OUTSIDE. Describe how it usually feels.

- Very quiet
- Quiet
- Neither quiet nor loud
- Loud
- Very loud

Students
Teachers

Commented [EC60]: IEQ QUESTION
ONLINE FORMATTING: select one

24. How does the NOISE in a typical classroom in your school that comes from the BUILDING OR FROM OUTSIDE usually make you feel?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC61]: IEQ QUESTION
ONLINE FORMATTING: select one

25. Think about the DAYLIGHT in a typical classroom in your school on a SUNNY day. Describe how it usually feels.

- Very bright
- Bright
- Neither bright nor dark
- Dark
- Very dark

Students
Teachers

Commented [EC62]: IEQ QUESTION
ONLINE FORMATTING: select one

26. How does the DAYLIGHT in a typical classroom in your school on a SUNNY day usually make you feel?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC63]: IEQ QUESTION
ONLINE FORMATTING: select one

27. Think about the DAYLIGHT in a typical classroom in your school on a CLOUDY OR RAINY day. Describe how it usually feels.

- Very bright
- Bright
- Neither bright nor dark
- Dark
- Very dark

Students
Teachers

Commented [EC64]: IEQ QUESTION
ONLINE FORMATTING: select one

28. How does the DAYLIGHT in a typical classroom in your school on a CLOUDY OR RAINY day usually make you feel?

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

Students
Teachers

Commented [EC65]: IEQ QUESTION
ONLINE FORMATTING: select one

ABOUT TEACHING & LEARNING

29. How often do you usually use the following modes of learning in your classroom/lab? [Select one per row.]

	Daily	A few times a week	A few times a month	Once a month or less
Independent study/practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one learning with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team collaborative work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar/whole group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture/teacher-led presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology-based learning (sometimes called Blended Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of other:

Teachers

Commented [EC66]: EA QUESTION
ONLINE FORMATTING: select one per row

30. How well does the DESIGN of your regularly assigned classroom/lab support the following modes of learning? (If you do not have a regularly assigned room or teach among several rooms, respond based on the classrooms/labs you visit the most in this school.) [Select one per row, or select N/A (not applicable) if you usually do not use that mode.]

	Very well	Well	Poorly	Very poorly	N/A
Independent study/practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one learning with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team collaborative work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar/whole group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture/teacher-led presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology-based learning (sometimes called Blended Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers

Commented [EC67]: EA QUESTION
ONLINE FORMATTING: select one per row

31. How well do the following features in your assigned classroom/lab support the learning activities that usually occur there? (If you do not have a regularly assigned room or teach among several rooms, respond based on the classrooms/labs you visit the most in this school.) [Select one per row, or select N/A (not applicable) if that feature does not exist within the room.]

	Very well	Well	Poorly	Very poorly	N/A
The amount of space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture (loose and built-in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type and amount of display area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional technology (audio-visual and student devices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers

Commented [EC68]: EA QUESTION
ONLINE FORMATTING: select one per row

32. If you ever have your students go to a different space in this school for an activity during class, how often do you use the following spaces? [Select one per row, or select N/A (not applicable) if that space does not exist in this school or you usually stay in your classroom/lab.]

Commented [EC69]: EA QUESTION
ONLINE FORMATTING: select one per row

	Daily	A few times a week	A few times a month	Once a month or less	Never	N/A
Extended learning space in nearby hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nearby classroom/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor space on this school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of other:

Teachers

33. When you have your students leave the room and use a space outside the classroom/lab you are regularly teaching in (as a way to supplement the activities occurring in your regular classroom/lab), how well does the DESIGN of the following spaces support those activities? [Select one per row, or select N/A (not applicable) if you do not use that space, if the space does not exist in this school, or you usually do not have your students leave the regular classroom/lab.]

Commented [EC70]: EA QUESTION
ONLINE FORMATTING: select one per row

	Very well	Well	Poorly	Very poorly	N/A
Extended learning space in nearby hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A nearby classroom/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor space on this school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers

34. Compared to when you were teaching before the COVID-19 pandemic, how has your use of spaces outside the classroom/lab you regularly teach in (as a way to supplement the activities occurring in your regular classroom/lab) changed? [Select one per row, or select N/A (not applicable) if the space does not exist in this school, or you usually do not have your students leave the regular classroom/lab. If you have not taught students in-person since the start of the pandemic or cannot compare to pre-pandemic conditions, just skip this question and move on to the next one.]

Commented [EC71]: EA QUESTION
ONLINE FORMATTING: select one per row

	Using more	Using about the same	Using Less	Still not allowed to use	N/A
Extended learning space in nearby hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A nearby classroom/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor space on this school's grounds/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers

35. How do you think teaching has permanently changed based on your experiences during the COVID-19 pandemic?

[Select any that apply.]

- There is no change
- More use of technology in the classroom
- More use of technology for "blended learning" where students are more self-directed
- More use of the outdoors as a teaching space
- Greater emphasis on Social & Emotional Learning
- Greater emphasis on health and hygiene
- Other, please describe

Description of other:

Teachers

Commented [EC72]: EA QUESTION
ONLINE FORMATTING: select more than one

THE SCHOOL AS A RESOURCE

36. For each of the past three academic years, for what purposes have you or another parent/caregiver in your household usually visited this school or its grounds/campus? [Select any that apply in each column.]

	2019-20	2020-21	2021-22
Student drop-off/pick-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-related indoor event (such as a play, concert, indoor sports game, art show, science fair, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-related outdoor event (such as an outdoor sports game, outdoor concert, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site student academic support (such as tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site therapy or counseling support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one or small group meeting with teachers or administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large group meeting with teachers, administrators, and/or community groups or organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering your time/skills to support students (such as tutoring/mentoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering your time/skills to provide school support (such as cafeteria or office support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare services (such as medical, dental, or vision clinic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community services (such as clothing closet or laundry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal pick-up/food pantry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pick-up of non-food supplies (such as school supplies, cleaning supplies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the school's outdoor features (such as a playground, grassy area, walking track, ballfields, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please describe below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of other (list the year and activity):

Parents/Caregivers

Commented [EC73]: CC QUESTION
ONLINE FORMATTING: select more than one

37. When it's NOT normal in-person school days or normal school hours, when does your student(s) usually come to this school for any of the following? [Select any that apply per row, or select N/A (not applicable) if they do not come to this school for that purpose.]

Commented [EC74]: CC QUESTION
 ONLINE FORMATTING: select more than one per row

	Before/after school	Weekends	Summer	Winter or spring school breaks	Virtual school	N/A
Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic or enrichment programs (like camps or extra classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-related indoor event (such as a play, concert, indoor sports game, art show, science fair, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-related outdoor event (such as an outdoor sports game, outdoor concert, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring/being mentored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapy or counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare services (such as medical, dental, or vision clinic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community services (such as clothing closet or laundry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals/food pantry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the school's outdoor features (such as a playground, grassy area, walking track, ballfields, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/Caregivers						

38. How strongly do you agree or disagree with the following statements about this school and its relation to the neighborhood (the blocks surrounding this school)? [Select one per row, or select N/A (not applicable) if you are not familiar with the neighborhood surrounding the school.]

Commented [EC75]: CC QUESTION
ONLINE FORMATTING: select one per row

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
This school is a hub for neighborhood activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school is an anchor for the neighborhood's sense of community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school is a provider of important neighborhood services (such as healthcare, food pantry, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school attracts people to the neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school is a physically attractive addition to the neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school is a nuisance (due to things such as traffic or noise from the children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school creates dangerous and unsafe conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school has been an important source of information and/or services during the COVID-19 pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The community's perception of this school has changed in a positive way during the COVID-19 pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/Caregivers					

39. How old are you?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older
- Prefer not to answer

Teachers
Staff & Admin
Parents/Caregivers

Commented [EC76]: CC QUESTION
ONLINE FORMATTING: select one

40. What is your race/ethnicity? [Select any that apply.]

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic, Latinx, or Spanish origin
- Native Hawaiian or other Pacific Islander
- White
- Other
- Do not know
- Prefer not to answer

Teachers
Staff & Admin
Parents/Caregivers

Commented [EC77]: CC QUESTION
ONLINE FORMATTING: select more than one

41. What do you think your total household income will be this year?

- \$15,000 or less
- \$15,001 - \$30,000
- \$30,001 - \$50,000
- \$50,001 - \$100,000
- More than \$100,000
- Prefer not to answer

Parents/Caregivers

Commented [EC78]: CC QUESTION
ONLINE FORMATTING: select one

42. Complete this sentence: Compared to 2019, my total household income in 2020-2021 was ...

- Much lower (lower by at least 50%)
- Somewhat lower
- About the same (less than 10% change)
- Somewhat higher
- Much higher (higher by at least 50%)
- Prefer not to answer

Parents/Caregivers

Commented [EC79]: CC QUESTION
ONLINE FORMATTING: select one

Email to Point-of-Contact

Date

Dear *Principal Name*:

Thank you for your school's willing participation in the **Research Study Name** to this point. With **your help**, our team has completed the Indoor Environmental Quality (IEQ) and Visual Assessment Tool (VAT) portions of the study.

The **next phase of the study is an online questionnaire** intended to provide an understanding of stakeholders' perceptions about, engagement with, and use of your school. We will layer information gathered from the questionnaires with the live measurements of IEQ and VAT for context.

We have four versions of the online questionnaire available to issue to your school stakeholders. As requested by the **School District**, Student and Parent/Caregiver questionnaires are available in English, Spanish, and Amharic. The Amharic version will be distributed as a PDF rather than a link due to software limitations.

	English (link to online questionnaire)	Spanish (link to online questionnaire)	Amharic (PDF form)
Student	X	X	X
Teacher	X		
Staff & Administrator	X		
Parent/Caregiver	X	X	X

Attached are calendars describing the process for deployment of each of the questionnaire types.

Note that Weeks 1 and 2 are to be the same across each of these calendars (i.e., Week 1 for Students is the same timeframe as Week 1 for Teachers, and so on.)

As coordinated with the **School District**, we've scheduled deployment of the questionnaires for the weeks of **Month Day** through **Day Year**. Please let us know if your school needs to modify this schedule slightly and we'll work to accommodate your school's needs.

We understand that school administration and faculty have preferred ways of communicating with stakeholders. Therefore, each school may determine the method of distribution to each user-group that will yield the highest response rate.

Next Steps

We'd like to follow up with a phone call to you this week to get your input on the process and to ensure that we receive high participation rates in your school. During that call, we are happy to share a sample of the consent and the questions should you be interested.

We look forward to hearing from you!

Best,

Email signature

Messaging for Students

FOR DISTRIBUTION TO 3RD-12TH GRADE STUDENTS ONLY.

Dear Student,

Our school has been selected to participate in an important online questionnaire that will help school districts and designers learn how to create high-quality, healthy schools. Your experience with the school is a really important part of this study! So, you are being asked to complete a questionnaire, which should take about 30 minutes to complete.

By Date, please click on the link below to complete the questionnaire:

English: <insert link>

Spanish: <insert link>

Amharic: Fill out the attached PDF form and return it by email to <insert email address> when completed.

You should only fill out one questionnaire. Note that once you start you cannot stop and finish the questionnaire later, so please find a time when you won't be interrupted and where you have a good internet connection.

For more information about the study, please click here: <insert link>

Thank you for your help!

Messaging for Teachers

Dear *Personalize for Teachers*,

The school you work in has been selected to participate in an important online questionnaire that will help school districts and designers learn how to create high-quality, healthy schools. Your experience with the school is a really important part of this study! So, you are being asked to complete a questionnaire, which should take about 30 minutes to complete.

By Date, please click on the link below to complete the questionnaire:

English: [<insert link>](#)

You should only fill out one questionnaire. Note that once you start you cannot stop and finish the questionnaire later, so please find a time when you won't be interrupted and where you have a good internet connection.

For more information about the study, please click here: [<insert link>](#)

Thank you for your support and for all that you do!

School Administrator's Signature

Messaging for Staff/Administrators

Dear *Personalize for Staff & Administration*,

The school you work in has been selected to participate in an important online questionnaire that will help school districts and designers learn how to create high-quality, healthy schools. Your experience with the school is a really important part of this study! So, you are being asked to complete a questionnaire, which should take less than 20 minutes to complete.

By Date, please click on the link below to complete the questionnaire:

English: [<insert link>](#)

You should only fill out one questionnaire. Note that once you start you cannot stop and finish the questionnaire later, so please find a time when you won't be interrupted and where you have a good internet connection.

For more information about the study, please click here: [<insert link>](#)

Thank you for your support and for all that you do!

School Administrator's Signature

Messaging for Parents/Caregivers

Dear Parent/Guardian/Caregiver,

The school your child attends has been selected to participate in an important online questionnaire that will help school districts and designers learn how to create high-quality, healthy schools. Your experience with the school is a really important part of this study! So, you are being asked to complete a questionnaire, which should take less than 30 minutes to complete.

You may have received multiple invitations to complete this questionnaire (either because you have multiple children in one school or because you have multiple children in various schools participating in this study.) **If you've received more than one invitation, please complete only one questionnaire and answer the questions based on one school** (the school with which you are most familiar).

By Date, please click on one of the links below to complete the questionnaire.

English: [<insert link>](#)

Spanish: [<insert link>](#)

Amharic: Fill out the attached PDF form and return it by email to [<insert email>](#) when completed.

Note that once you start you cannot stop and finish the questionnaire later, so please find a time when you won't be interrupted and where you have a good internet connection.

For more information about the study, please click here: [<insert link>](#)

Thank you for your support!

School Administrator's Signature

Notice of Student Participation

FOR DISTRIBUTION TO 3RD-12TH GRADE PARENTS/CAREGIVERS ONLY.

Dear Parent/Caregiver of **District Name** Student,

This notice is to inform you that your child will soon receive digital correspondence that will ask them to participate in a research study. They are being asked to participate because they attend one of **# of schools** included in a study exploring the impacts of school buildings on educational outcomes. Each student will be asked to complete an online questionnaire containing multiple choice and other questions seeking their perspective about the physical aspects of the school building they attend.

Your child will have the research explained to them prior to being asked to complete the questionnaire. Taking part in this research is voluntary. Whether your child takes part is up to them. They can choose not to answer any questions, and they can stop filling out the questionnaire at any time. We expect that their participation—completing the questionnaire—will require approximately 30 minutes of their time during the school day. Your child’s completed questionnaire will be kept in a secure server and will only be used by research team members.

This study is being conducted in collaboration with **research team information**. If you have questions, contact: **Name, Title, Organization, Email**

Parents/Caregivers Informed Consent for Student Participation

Please read the following text and then answer the question at the bottom of the page.

Remember: if you have more than one child in a school participating in this study, you will need to complete this form for each child (one form per child).

You are being asked for consent to your child's participation in a research study that has been explained to you in further detail in another document you have received via email from [District Name]. A person who takes part in a research study is called a research subject, or research participant.

A. What should I know about this research?

- In addition to the email communication you received, your child will have the research explained to them prior to being asked to complete the questionnaire.
- Taking part in this research is voluntary. Whether your child takes part is up to you.
- You can choose to not have your child take part. There will be no penalty or loss of benefits to which you or your child are otherwise entitled.
- If you don't understand something about this request or the research study, ask questions. Ask all the questions you want before you decide.

B. Why is this research being done?

Your child is being asked to participate in a research study because they are a student in a school selected to be one of approximately 15 schools in your School District included in a study of the impacts of school buildings on educational outcomes. We are asking you to consent to have your child complete an online questionnaire containing multiple choice and other questions seeking their perspective about the physical aspects of the school building they attend. All parents/caregivers of students in the approximately 15 schools are being asked to provide consent for their child to complete the questionnaire.

C. How long will your child be in this research?

We expect that their participation—completing the questionnaire—will require approximately 30 minutes of their time.

D. What happens to your child if you agree to have them take part in this research?

Upon receipt of your consent to your child's participation, our research team will inform your child's school administration that consent has been given, and then your student, sometime thereafter, will be given access to the online questionnaire. They can choose not to answer any questions, and they can stop filling out the questionnaire at any time. They will be told this prior to starting the questionnaire. Your child's completed online questionnaire will be kept in a secure server and will only be used by research team members. There will be no penalty to you or your child should they choose not to begin or complete the questionnaire.

E. Could being in this research hurt me or my child?

There is no known risk to completing the questionnaire. Your child's identity will be protected. No one will be able to match their responses to them. Only their responses, not their name or any other identifying information, will be studied.

F. Will being in this research benefit me or my child?

We cannot promise any benefits to you, your child, or others from taking part in this research. However, the results from your child’s questionnaire and those of all of the other people asked to complete them will be included in the study results. The results will be shared with District leadership and with a broad national audience for purposes of informing school building design in the future.

G. What are my responsibilities, and my child’s, if my child takes part in this research?

Your sole responsibility is to give consent for your child to complete the questionnaire, and your child’s sole responsibility is to complete the questionnaire to the extent they are willing and able.

H. Will it cost me money to have my child take part in this research?

There will be no monetary cost to take part in the research.

I. What happens to the information collected for this research?

Your child’s completed questionnaire will be kept in a secure server and will only be used by research team members. We may publish the results of this research. However, we will keep your child’s name and any other identifying information confidential.

J. Who can answer my questions about this research?

If you have questions, concerns, or complaints, or think the research has caused harm to you or your child, contact: **[NAME, TITLE, ORGANIZATION, PHONE NUMBER, EMAILADDRESS]**. If you wish to contact someone independent of the research team with questions, concerns, or complaints, you may reach out to **[ORGANIZATION]** Institutional Review Board at **[PHONE NUMBER]** or email **[EMAIL ADDRESS]**.

K. What happens if I agree that my child can be in this research, but I change my mind later?

As indicated above, your child does not need to complete the questionnaire. You will simply need to instruct your child to not complete the questionnaire even if it is delivered to them. Deciding not to have your child complete the questionnaire will result in no penalty to you or your child.

L. Will I or my child be paid for taking part in this research?

There will be no payment for taking part in the research.

1. After reading all of the above, please select an answer.

- No, I do not consent to my child participating in this study
- Yes, I consent to my child participating in this study

Please type your full name:

Calendars



LATROBE PRIZE STUDY SURVEY DISTRIBUTION CALENDAR OCTOBER 25 - NOVEMBER 5, 2021

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	25 PRINCIPAL receives survey links & PDF forms. PRINCIPAL distributes survey links & PDF forms to HOMEROOM TEACHERS.	26	27 HOMEROOM TEACHERS for 3rd - 12th grade distribute survey links & PDF forms to Students and administer survey. Survey will take less than 30 minutes.	28	29
	1	2 HOMEROOM TEACHERS for 3rd - 12th grade distribute survey links & PDF forms to Students and administer survey. Survey will take less than 30 minutes.	3	4	DEADLINE 5 for completion of Student survey. HOMEROOM TEACHERS send completed PDF forms to k.gioconda@perkinseastman.com

Notes:



- Links to online survey will be provided in English & Spanish.
- Amharic-language survey will be provided as a PDF form.

**LATROBE PRIZE STUDY
SURVEY DISTRIBUTION CALENDAR
OCTOBER 25 - NOVEMBER 5, 2021**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	25 PRINCIPAL receives survey links & PDF forms. PRINCIPAL distributes survey links & PDF forms to PARENT/CAREGIVERS.	26	27	28	29
		PARENT/CAREGIVERS take survey. Survey will take less than 30 minutes. 			
WEEK 2	1	2	3	4	5 DEADLINE for completion of Parent/Caregiver survey. PARENT/CAREGIVERS send completed PDF forms to k.gioconda@perkinseastman.com
	PARENT/CAREGIVERS take survey. Survey will take less than 30 minutes. 				

- Notes:
- Links to online survey will be provided in English & Spanish.
 - Amharic-language survey will be provided as a PDF form.

**LATROBE PRIZE STUDY
SURVEY DISTRIBUTION CALENDAR
OCTOBER 25 - NOVEMBER 5, 2021**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	25 PRINCIPAL receives survey links. PRINCIPAL distributes survey links to TEACHERS and STAFF & ADMINISTRATORS.	26	27	28	29
		TEACHERS and STAFF & ADMINISTRATORS take survey. Survey will take less than 30 minutes. 			
WEEK 2	1	2	3	4	5
	TEACHERS and STAFF & ADMINISTRATORS take survey. Survey will take less than 30 minutes. 				DEADLINE for completion of Teacher and Staff & Administrator surveys.

CONTACT US

We welcome further inquiry about the study and how to apply the findings to the modernization of schools.



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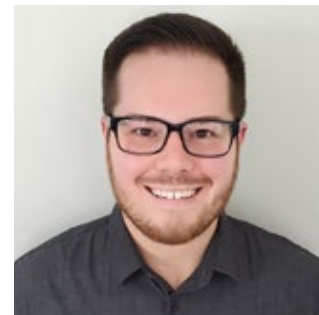
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