

# RFP #780-FY25-Local K-12 Student Well-Being Survey

*Prepared for Sevier County School System  
by Panorama Education*

## ORIGINAL PROPOSAL

**Deliver to:**

Dr. Susan Howard  
Sevier County Board of Education  
226 Cedar Street  
Sevierville, TN 37862



**For inquiries, contact:**



**Address:**

Panorama Education, Inc.  
24 School Street, 4th Floor  
Boston, MA 02108



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## Value and Cost

Please reference the Proposal / Quotation Sheet and Appendix B for all value and cost information, within Table 1 on the following pages.



**TABLE 1  
PROPOSAL/QUOTATION SHEET  
K-12 Student Well-Being Survey**

**Respondent Information:**

Panorama Education, Inc.  
24 School Street, 4th Floor  
Boston, MA 02108  
[REDACTED]  
[REDACTED]  
[REDACTED]

SEVIER COUNTY BOARD OF EDUCATION  
226 CEDAR STREET

SEVIERVILLE, TN 37862  
865-453-4671  
ATTN: Dr. Susan Howard

STATE

DELIVERY

DATE: May 8, 2024

Please quote the lowest price at which you will furnish the article(s) listed. \*All orders to be delivered to individual schools during an agreed upon timeline in the Summer 2024/ Fall 2024. Completed, written, and sealed proposals must be in our office no later than: May 8, 2024 at 1:00 p.m. (EST)

Description	Grades/Quantity	District Pricing: One Full Year (Please include itemized pricing. Use additional lines below for other required components).
K-12 Well-Being Student Survey - Panorama Student Survey License	Grades K-12; estimated 1,100 students per grade level	\$32,625 per year
Survey Roster Data Integration	1 (one-time fee)	\$2,175 one-time fee
Check-Ins	Unlimited	\$10,875 per year
Foundations Teaching & Learning Package (Virtual)	2 virtual sessions	\$3,000 per year
Professional Development Workshop (Virtual)	1 virtual session	\$1,500 per year
Executive Briefing	1 virtual session	\$1,500 per year
<b>TOTAL (One-year cost)</b>	<b>District-wide</b>	<b>\$51,675</b>

<b>Name and Title of Contact Person:</b>	[REDACTED]
<b>Telephone:</b>	[REDACTED]
<b>Fax:</b>	N/A
<b>Email:</b>	[REDACTED]
<b>Signature:</b>	
<b>Date:</b>	

*\* The Sevier County Board of Education reserves the right to reject any or all bids or to accept the bid most favorable to the Sevier County Board of Education.*

APPENDIX A- REFERENCE FORM

Reference # 1

<b>Company/School District Name:</b>	[REDACTED]
<b>Company Address:</b>	[REDACTED]
<b>Contact Name:</b>	[REDACTED]
<b>Contact Telephone Number:</b>	[REDACTED]
<b>Contact Email Address:</b>	[REDACTED]
<b>Date Work Undertaken:</b>	2022 - present

Reference # 2

<b>Company/School District Name:</b>	[REDACTED]
<b>Company Address:</b>	[REDACTED]
<b>Contact Name:</b>	[REDACTED]
<b>Contact Telephone Number:</b>	[REDACTED]
<b>Contact Email Address:</b>	[REDACTED]
<b>Date Work Undertaken:</b>	2017 - present

Reference # 3

<b>Company/ School District Name:</b>	[REDACTED]
<b>Company Address:</b>	[REDACTED]
<b>Contact Name:</b>	[REDACTED]
<b>Contact Telephone Number:</b>	[REDACTED]
<b>Contact Email Address:</b>	[REDACTED]
<b>Date Work Undertaken:</b>	2021 - present





# Suitability of the Proposal

## Executive Summary

Panorama Education (“Panorama”) is tremendously excited to partner with Sevier County School System (“Sevier County”) to deliver a K-12 Student Well-Being Survey program, in response to RFP # 780-FY25-Local. Our Panorama Student Survey is designed for grades kindergarten through grade twelve, and addresses student well-being, social, motivational, and emotional skills, supports and environmental influences.

As the leading student well-being measurement provider, Panorama has the privilege of working with 2,000 districts across all 50 states to support student well-being and bolster student achievement for 15 million students. Throughout the Student Well-Being Survey program, we will leverage our experience rolling out hundreds of similar programs to ensure program success for Sevier County.

In the following sections of the proposal, we have provided a description of the Panorama survey instrument and platform and how it can be leveraged by Sevier County to achieve the goals of the K-12 Student Well-Being Survey program. For a line by line response to the RFP specifications and Exhibit A: Compatibility with Existing SCBOE Software and Hardware, please see **Attachment A**.

### **Valid & Reliable Surveys – Accurately Collect Student Voice**

Panorama’s customizable, research-backed student survey measures are the most widely used in the nation and are readily available to support Sevier County’s need to provide a student well-being program that assesses students’ well-being, social, motivational, and emotional skills. Panorama’s surveys are evidence-based, standardized, nationally norm-referenced, and CASEL-aligned (please see further details below in the following sub-section). Panorama’s surveys embody best practices of research and survey design, meet accessibility requirements, and are developed with equity and inclusion measures in mind. Our student surveys meet ESSA level 4 standards and have detailed logic models informed by previous, high-quality research.



Sevier County can administer the student well-being survey multiple times throughout the year to collect longitudinal data and monitor progress over time. Sevier County can customize their survey by selecting topics that align with district goals without sacrificing validity and reliability. Additionally, Sevier County can add custom survey items, as desired, to reflect district-specific initiatives and alignment to the Tennessee school counseling model and standards.

After the conclusion of the administration window, Panorama will provide teachers, school leaders, and district administrators with easy-to-read survey results. Panorama’s reports are customized based on role so educators can review and take action on the data that is most valuable to them. Sevier County educators and leaders can:



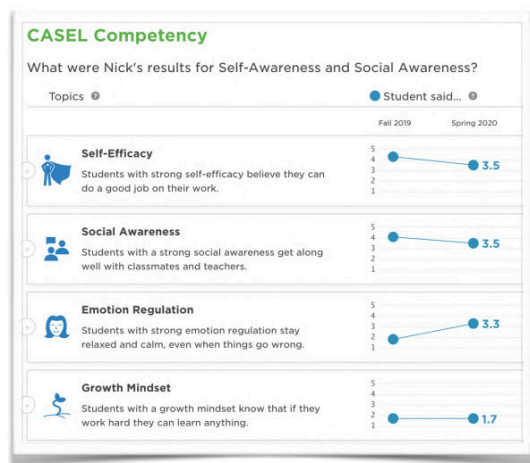
- Monitor differences in survey results between student demographic groups;
- Track progress across years by viewing change-over-time data;
- Compare survey results across topics and respondent groups;
- Bookmark and annotate key findings and share them with colleagues; and
- Explore 700+ research-backed and evidence-based strategies to move from data to action.

### **Aligning to CASEL’s Core Competencies**

Panorama will provide Sevier County with a Student Well-Being Survey program that aligns with CASEL standards and helps Sevier County educators provide individualized, CASEL-aligned interventions to students to improve well-being, social, motivational, and emotional skills.

Panorama and CASEL both conceive of social and emotional skills and well-being as a set of vital interpersonal and intrapersonal competencies that promote student success in school and beyond. The CASEL framework (last updated in October of 2020) identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Panorama’s student survey is well-aligned with the CASEL framework. For example, CASEL defines social awareness as: “the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.” Similarly, Panorama’s measure of social awareness assesses how well students consider the perspectives of others and empathize with them.



Panorama’s student social, emotional and well-being measures include both student self-perception screener and teacher perception screener of individual students’ competencies. By design, there is not always a one-to-one mapping of Panorama’s measures onto CASEL’s competencies. Schools and districts that partner with Panorama measure specific student well-being competencies such as self-management, social awareness, self-efficacy, and emotion regulation. In some cases, there are multiple constructs underlying a single CASEL competency; for example, “self-awareness” is composed of multiple measures on

Panorama’s survey.

### **Integration with Classlink Roster Server and SSO**

Panorama will integrate Sevier County’s student survey roster data from ClassLink [REDACTED]  
[REDACTED]  
[REDACTED] ClassLink roster data is exported easily from your ClassLink application via SFTP, and securely imported to our survey platform, allowing for automatic nightly data transfers



of key demographic, enrollment, and roster information, and can be easily set up within a district's ClassLink application.

Further, Panorama supports single sign-on (SSO) capabilities and maintains client specific documentation for each SSO instance we initiate. SSO ensures that access to the Panorama instance is protected by the District's password robustness policies and existing Multi-Factor Authentication methods. Districts that use Google Apps for Education (or normal Google Apps) can use Google App system for authenticating with Panorama by clicking on a "Sign in with Google" link on the login page. If districts would like a direct link to this, the Panorama can provide them with this information.

In addition to the Google Apps integration, Panorama can integrate with the District's authentication system, including Classlink, [REDACTED]

[REDACTED]. Panorama's engineering team can work with the District's IT department to build connectivity between systems. For SAML integrations, user identification is matched on a user's email address and we support both Service Provider initiated (SP-initiated) and Identity Provider Initiated (IdP-initiated) single sign-on. Districts can deep link to specific pages in their reports using either SP-initiated SSO with a URL encoded "target" parameter to the login page or with IdP-initiated SSO by sending an encoded target URL as a "RelayState" parameter along with the SAML response.

### ***Check-In Tool***

Check-ins will be a vital tool to the Student Well-Being Survey program that educators can leverage to promote a sense of belonging and to build reflective skills for students. Sevier County educators will have the ability to check in on the well-being and needs of students more frequently to deliver frequent, timely support throughout survey administrations. Student check-ins are a flexible companion to the student survey and can be used at any time. Check-ins assess students' evolving needs and well-being instantly and can be used to build connections and promote self-reflection among students.

### ***On-Demand Intervention Support: Playbook of 700+ Strategies***

All educators will have access to Playbook, Panorama's library of 700+ research- and evidence-based interventions strategies across social emotional and well-being, school climate and culture, equity and inclusion, academics, behavior, and attendance. Educators can choose from platform-recommend relevant Playbook strategies – bringing the value of over 700+ research and evidence based strategies into an actionable step for educators as they create intervention plans.

Panorama's online intervention library offers educators immediate access to hundreds of carefully curated, research-based, and age-appropriate intervention strategies across all key domains (behavior, attendance, well-being/life skills, and academics).



With optional progress monitoring and intervention tracking, once an intervention plan is created, educators can review intervention status and monitor progress to drive continuous improvement.

### ***Optional Intervention Tracking & Progress Monitoring***

Sevier County can opt to include intervention tracking and progress monitoring. Panorama’s intervention tracking and progress monitoring can help Sevier County educators move from assessment to action. With Panorama survey results or other data Sevier County can explore students’ survey data, identify who needs more support at Tiers 1, 2, and 3, and collaborate on intervention plans to ensure all students have support from trusted adults. Panorama’s intervention tracking workflow tools are built upon a roster integration, and includes student demographic flags and educator view/edit permissions that are updated nightly from the student information system. Data is only as useful as the action that comes from it. Collection of survey data is the first step, then understanding and taking action on those perspectives through intervention tracking and progress monitoring comes next.

### ***Professional Development & Educator Support***

Our professional development and training sets us apart from other software companies that offer navigational training but are not positioned to meaningfully influence educator practice. Through our practice, we address the human side of data-driven educational improvement work, from the best way to implement systems-level change in school systems to strategies that inspire and motivate behavior change and habit formation inside of classrooms. We will work closely with Sevier County to develop professional development workshops that align with district needs and achieve district goals. We understand district needs are ever-changing, so we prioritize meaningful collaboration and operate with the necessary flexibility to meet those needs.





## Description of Services

### Student Survey

By combining our deep expertise in survey design with a focus on using valid, reliable sets of questions developed by leading experts, Panorama will support Sevier County with our industry knowledge to deliver a Student Well-Being Survey program for the district. With Panorama’s student survey, Sevier County can accurately measure individual student well-being across K-12 to identify appropriate interventions and supports.

The Panorama student survey helps educators understand student perceptions of how supported they feel at school socially and emotionally and their own well-being skill development. Panorama provides developmentally appropriate versions of the student survey for grades 3-5 and students in grades 6-12. There are also optional “teacher perception measures” for teachers to rate their students’ well-being skills (suitable for use with students in grades K-12). We have found that students in earlier grade levels (K-2) may not have the cognitive or reading abilities to self reflect on these student perception measures.

## Student Survey Topics

Social Emotional	Climate & Culture	Equity & Inclusion	Well-being
<ul style="list-style-type: none"><li>● Emotion Regulation</li><li>● Grit</li><li>● Growth Mindset</li><li>● Self-Efficacy</li><li>● Self-Management</li><li>● Social Awareness</li></ul>	<ul style="list-style-type: none"><li>● Rigorous Expectations</li><li>● Engagement</li><li>● School Climate</li><li>● School Safety</li><li>● Teacher-Student Relationships</li><li>● Valuing of Subjects</li></ul>	<ul style="list-style-type: none"><li>● Sense of Belonging</li><li>● Diversity &amp; Inclusion</li><li>● Cultural Awareness</li></ul>	<ul style="list-style-type: none"><li>● Challenging Feelings</li><li>● Positive Feelings</li><li>● Supportive Relationships</li></ul>

Sample survey topics from Panorama’s research-backed student survey.

The survey measures are checked to meet research standards of validity and reliability. We have found positive correlations between these student well-being measures and important student outcomes, including GPA, test scores, behavior, and attendance. The Panorama student survey has undergone extensive research and refinement to ensure it is valid, reliable, and developmentally appropriate instrument for collecting feedback from students. The survey has been shown to correlate closely with other educational outcomes, such as student achievement and high-quality teaching and learning. Panorama’s survey instruments have been



professionally translated from English into multiple languages, including Spanish, Swahili, Arabic, Nepali, French, Japanese, Chinese, Korean, and Portuguese, and is the preferred survey for many states and districts. Specific language translations vary by survey type as well as the survey topics and content utilized.

All Panorama survey instruments can be found at <https://www.panoramaed.com/resources>. We have additionally provided the complete user guides and survey instruments recommended for Sevier County as an attachment to this proposal. Please see **Attachment B** for the social-emotional survey user guide that includes all survey topics and questions.

### **Student Check-Ins**

The check-ins tool is a vital supplement to survey programs that educators can leverage to promote a sense of belonging and to build reflective skills for students. Sevier County educators will have the ability to check in on the well-being and needs of students more frequently to deliver frequent, timely support throughout the year between survey administrations. Student check-ins are a flexible companion to a regularly scheduled survey administration and can be used at any time. The Panorama check-ins question bank includes both free response and multiple choice questions related to the following topics: student well-being, life skills and competencies, and classroom feedback.

- Life skills and competencies example questions:
  - “How sure are you that you can complete all the work that is assigned in your classes?”
  - “When complicated ideas are discussed in class, how sure are you that you can understand them?”
  - How sure are you that you can learn all the topics taught in your class?”
- Student well-being example questions:
  - “How are you feeling today?”
  - “What emotion are you feeling the most today?”
  - “During the past week, how often did you feel excited?”
  - “Would you like to speak to an adult?”

Additionally, our customizable check-in content provides more flexibility for educators to meet students' individualized academic and well-being needs in response to their survey responses and between survey administrations. In addition to our question bank, Sevier County administrators can create and manage check-ins questions and topics. Sevier County can add questions for unique district contexts, use emojis in kid-friendly answer choices, and add or limit preloaded Panorama questions.





- **Create & Send Check-Ins**
  - Select pre-loaded question sets, or build check-ins using the question bank
  - Send to all students or targeted groups
- **View Results & Explore Trends**
  - View results in real-time
  - Explore data at the question and student level and investigate overall trends
- **Create Action Plans & Monitor Progress**
  - Document support notes and track actions
  - Assign, manage, and progress monitor interventions for students

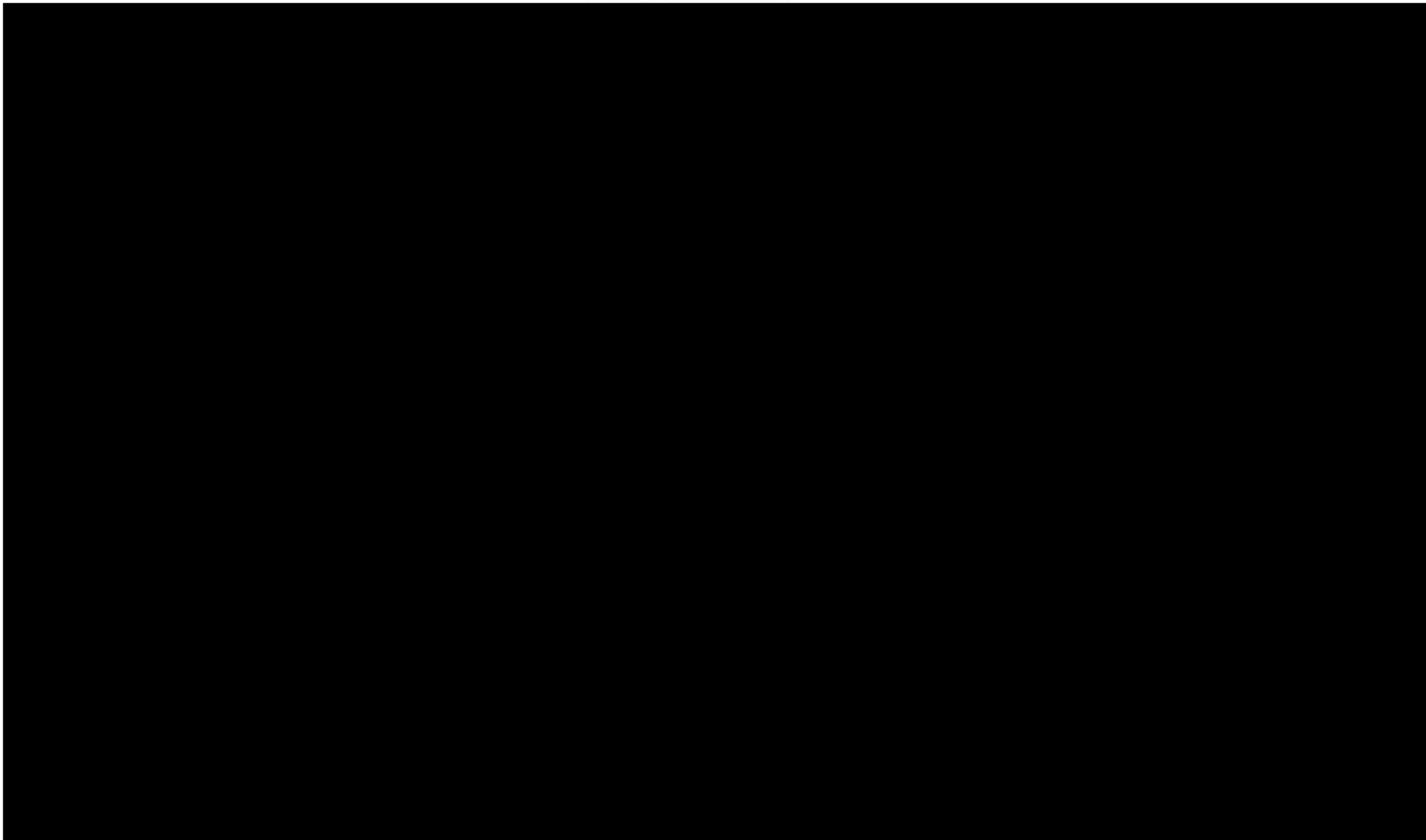
### ***Survey Customization & Flexibility***

Panorama’s survey instruments for students can be customized to collect data around supportive relationships, social awareness, self-management, growth mindset, challenging feelings, self-efficacy about math, emotion regulation, self-efficacy about ELA, and many more. Sevier County can customize student surveys by selecting questions by topic from our research-backed custom bank. Panorama will provide national benchmark data for each topic so that Sevier County can interpret survey results compared to Panorama’s benchmark set. Sevier County’s Panorama Project Manager will be a thought-partner with Sevier County to explore Panorama’s survey instruments to align survey content topics with district goals, making sure that survey data is effective and impactful and assist Sevier County with making any changes to the survey to continually improve the assessment process.

Panorama’s survey creation tools also provide districts with the opportunity to customize our included content by editing a question or answer choice to align with particular vocabulary or theme, adding district-created questions, or creating an entire survey from their own content. Many districts primarily use our survey instruments and add their own questions to collect data aligned to their specific goals. Some clients use our intuitive survey creation tools to create their own surveys, start-to-finish. Sevier County’s Panorama Project Manager will guide Sevier County through the survey creation process, and additionally thought-partner to explore adding questions that align with Sevier County’s goals.

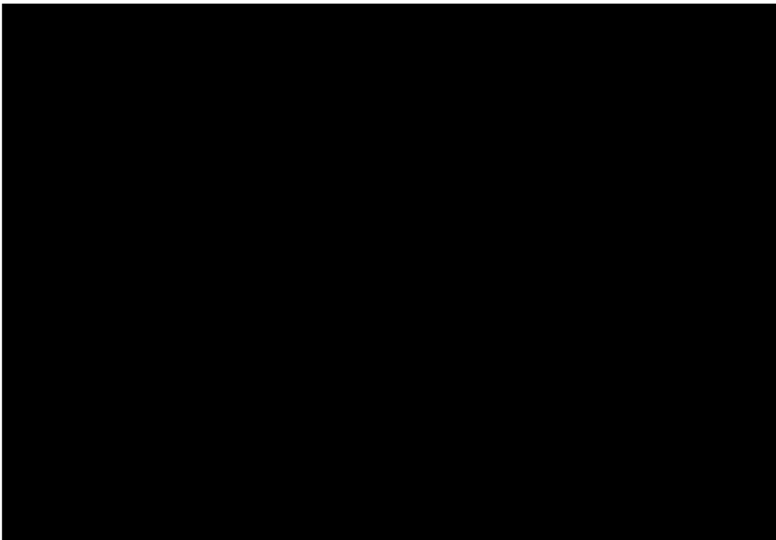


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### ***Data Collection - Survey Administration***

Panorama’s dedicated project team for Sevier County will carefully manage each phase of survey administration for the district. Our team is composed of experienced professionals who specialize in delivering student survey projects with districts across the country. Our team includes educators, facilitators, technical experts, and project managers who will work closely with Sevier County throughout each stage of rollout to ensure a successful and impactful well-being survey program.



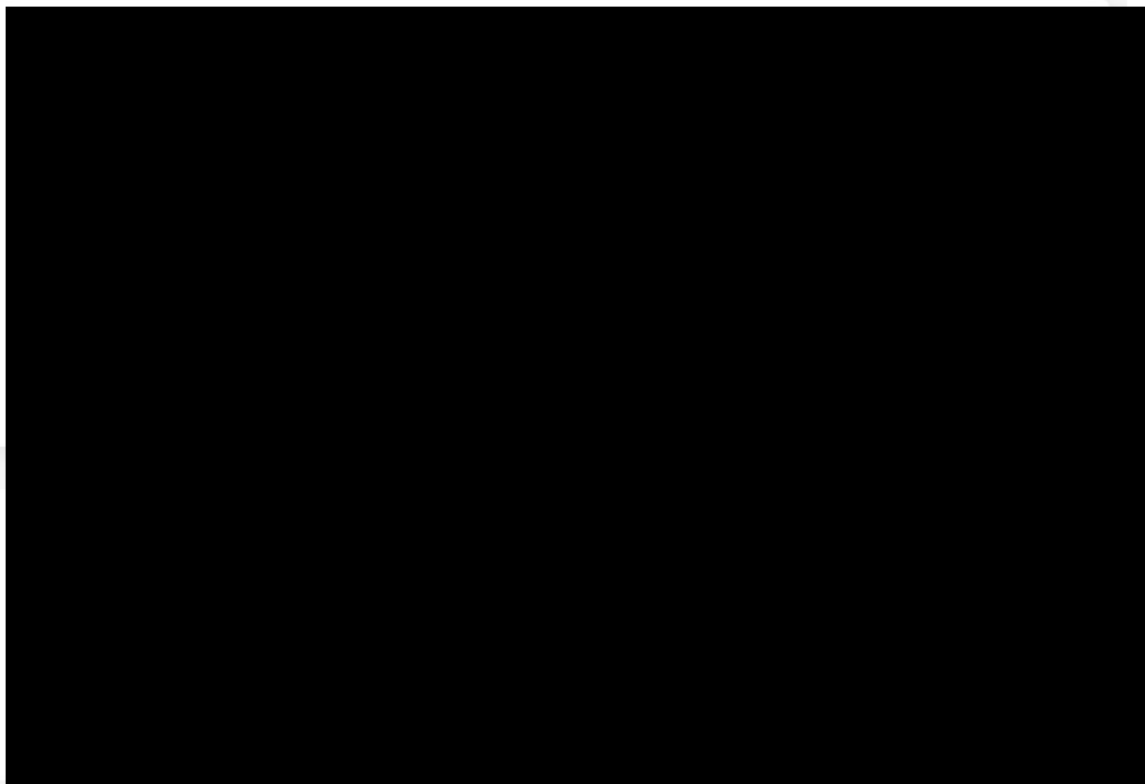
To ensure effective survey administration, our team will work with Sevier County to customize the survey instruments to include 4-7 topics selected per survey. Using Panorama’s secure survey-taking platform respondents will complete 10-12 minute surveys online using any major web browser on a computer or mobile device. Sevier County will have access to live response rates and Panorama will support Sevier County with monitoring response rates and providing tools and analytics to ensure high, representative response rates.



Once each survey has been administered, results will be available through Panorama’s interactive, easy-to-use reporting platform. Sevier County administrators will have access to a wealth of actionable data from which they can draw meaningful insights into how to take action to support students and improve outcomes. A summary of Panorama’s survey reports is provided in the following section.

### ***Reporting & Data Analysis***

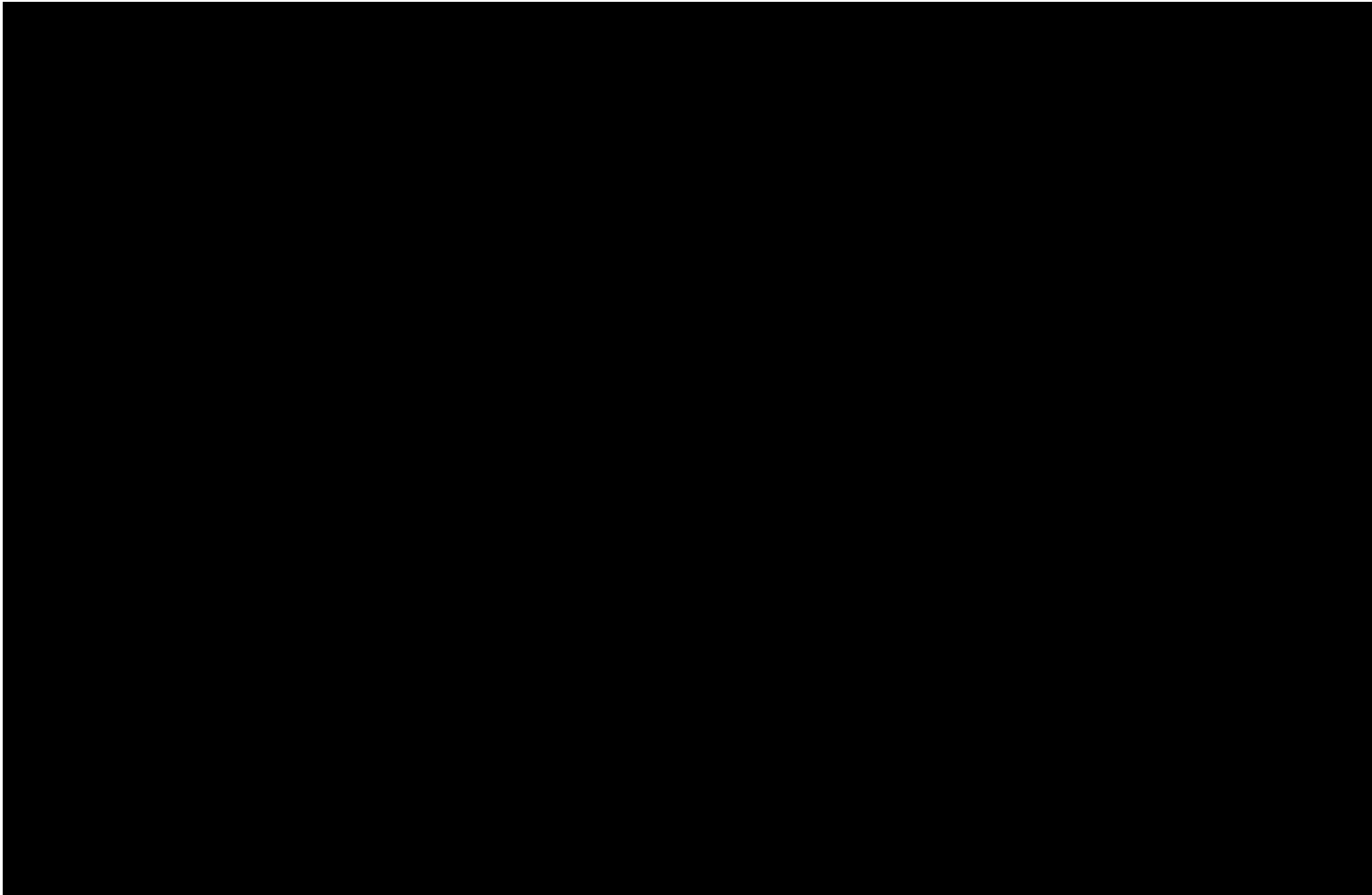
With Panorama, Sevier County will have access to easy to read, customizable dashboards, and interactive graphic reports. Survey results will be aggregated at the district and school level, and can be organized by other custom grouping as well. Our dashboards and reports enable educators to easily interpret and quickly act upon survey results. Sevier County can see longitudinal data to compare current, past, and future data across multiple years. Additionally, Sevier County can disaggregate information through multiple filters, including demographics. Sevier County will also maintain access to national benchmarking data for any Panorama survey topics administered to help educators better understand how employee survey results compare to other schools and districts using the same Panorama surveys.

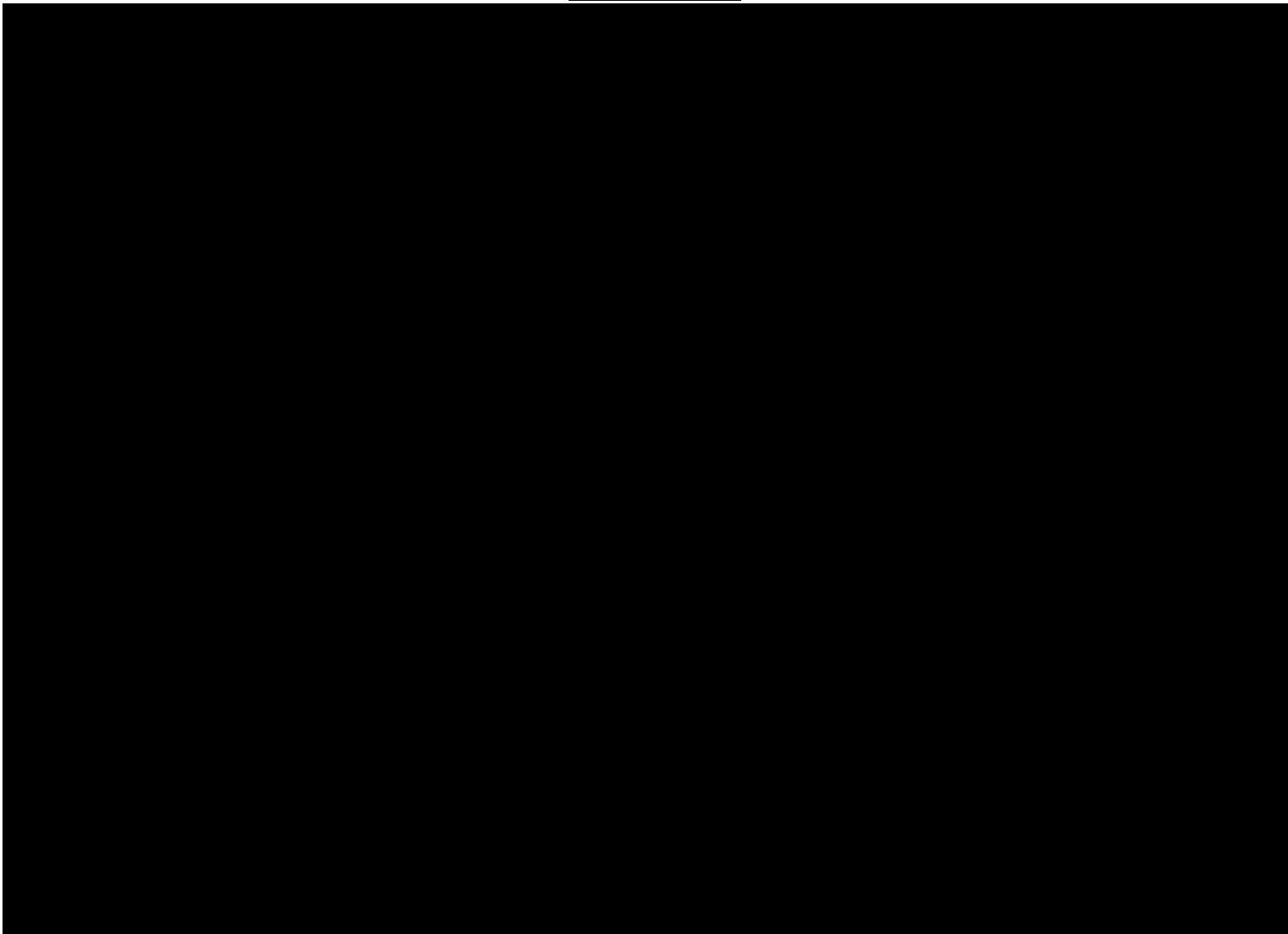




Panorama's reports are accessible via a secure website and feature an easy-to-use interface that allows users to access:

- **Aggregated data** at the individual, school, grade band, department, and district level.
- **Data disaggregation** based on respondent demographics and other factors, including race/ethnicity, socio-economic status (SES), and disability status.
- **Color-coded heat maps** that highlight groups reporting above or below topic averages.
- **Change over time information** that will show year-over-year comparison data if data is available, or highlight more frequent changes if surveys are administered more than once each year.
- **Comparison to Panorama's national benchmarks data set**, with the ability to filter for peer benchmarks by school level (elementary, middle, high) and school setting.
- **Visualizations and language analysis** for free response questions.
- **Configurable data bookmarks** that allow each unique user to save and annotate the data in their reports for further inspection and reflection.
- **Printable PDF reports** for teachers, school leaders, and district administrators.

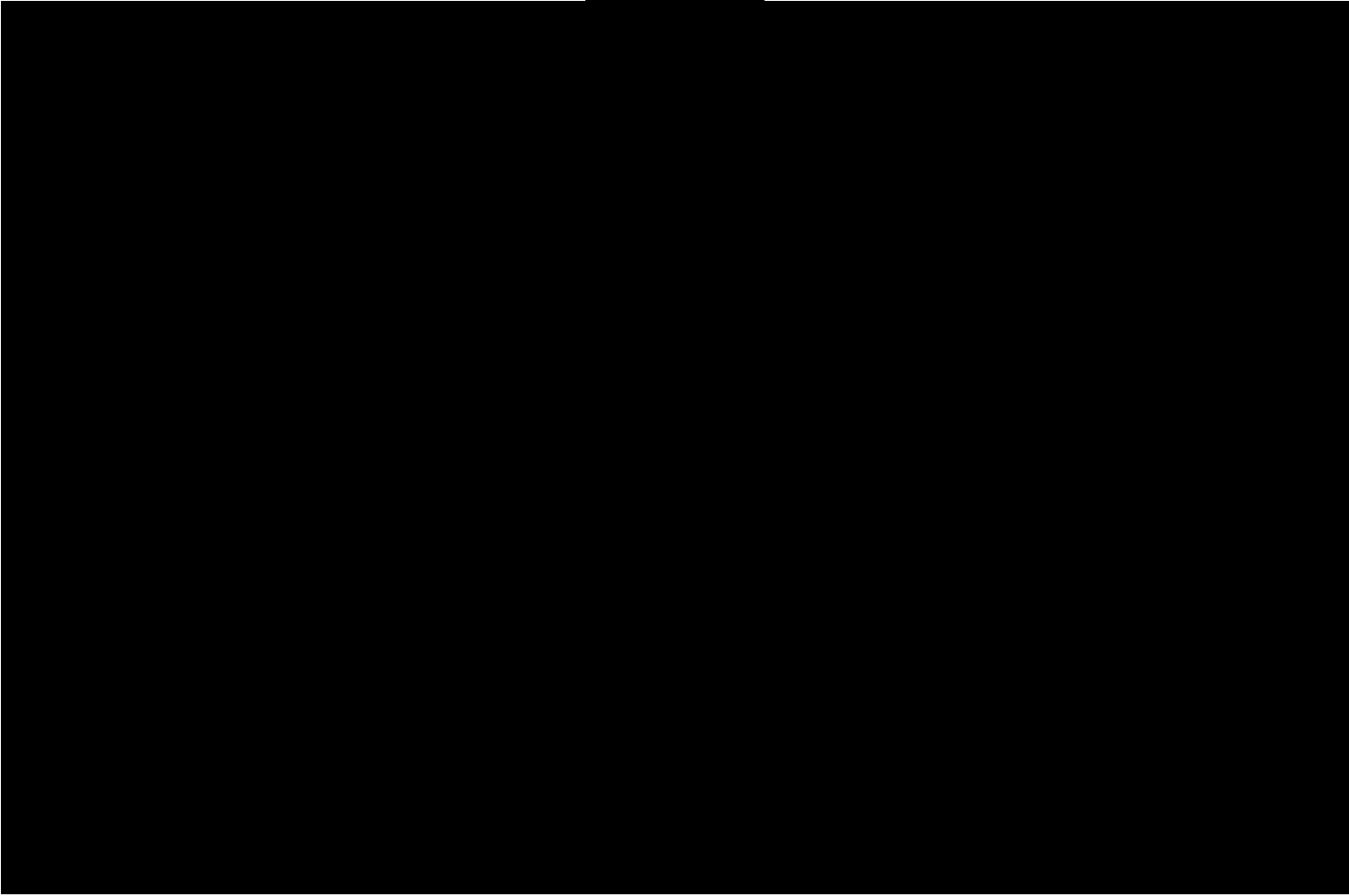


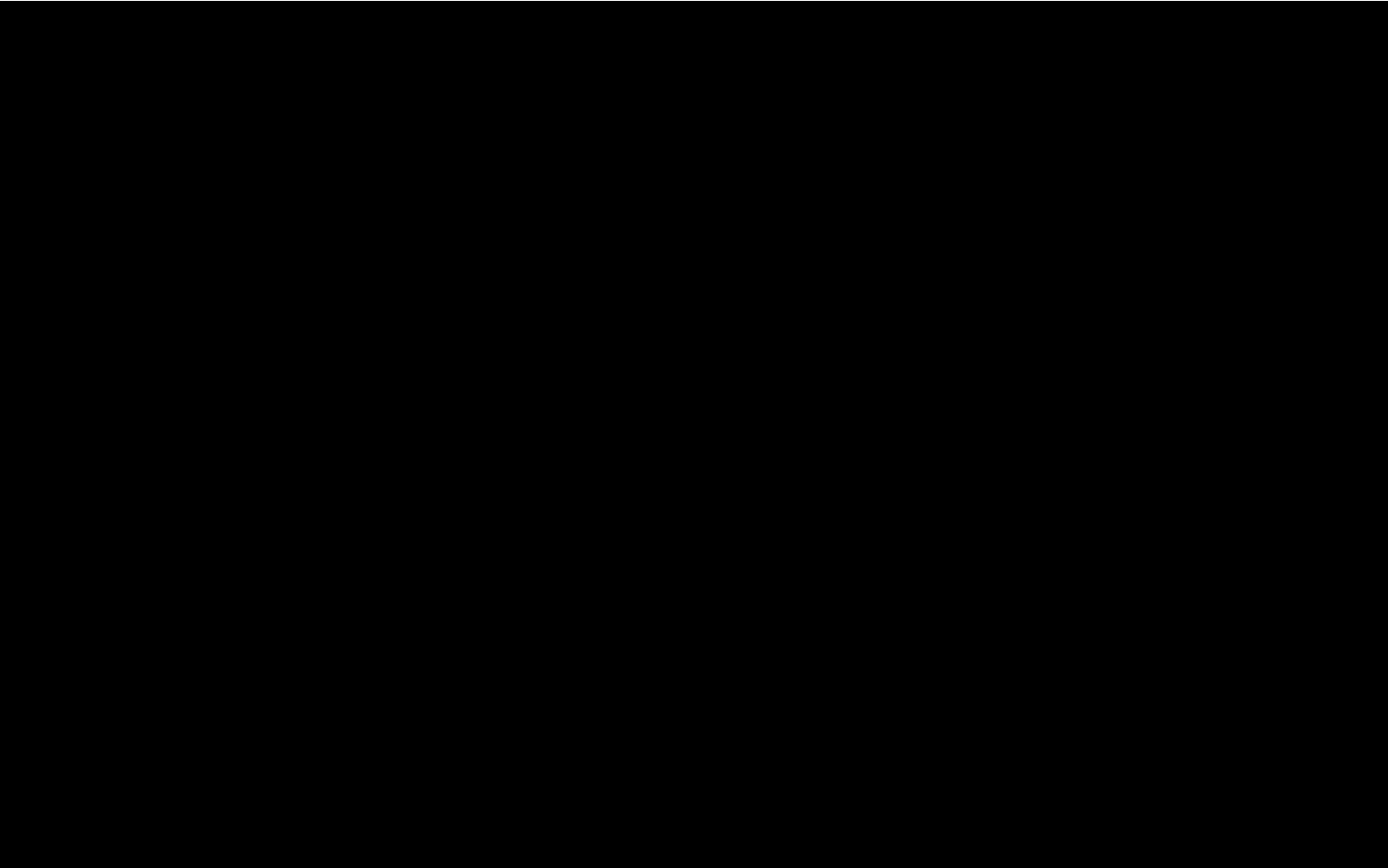






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### ***Playbook—Moving from Data to Action***

Playbook will provide Sevier County with access to intervention strategies that span all tiers and each developmental stage (pre-K-12). Playbook strategies are available as part of the surveys platform, but do not include intervention tracking. Sevier County has the option to add on intervention tracking and progress monitoring, please see the ***Optional - Intervention Tracking & Progress Monitoring*** section below for more information.

Panorama provides the most comprehensive and informative library of evidence-based learning supports of any K-12 learning platform through Playbook, Panorama’s professional learning library. Playbook connects educators with hundreds of instructional resources and tiered interventions across academics, attendance, behavior, and character education to support students holistically.

Playbook includes a collection of 700+ strategies that span all tiers and each developmental stage (pre-K-12)—all grounded in research. Each strategy on Playbook includes a breakdown of learning objectives, step-by-step instructions, supporting research, and supplemental materials. Sevier County educators can search for and filter resources by tier, developmental stage, skill, framework alignment, and evaluation level to quickly locate and sort strategies aligned to their students’ needs.



Panorama works with many evidence-based support programs to extend access to their interventions, lesson plans, and activities to our partner districts and schools at no additional cost. Some of our partners include:

- Attendance Works,
- Digital Promise,
- Second Step,
- IM4, and
- Conscious Discipline.

Panorama’s Teaching and Learning team of subject-matter experts also evaluate and curate resources from several leading research centers, including:

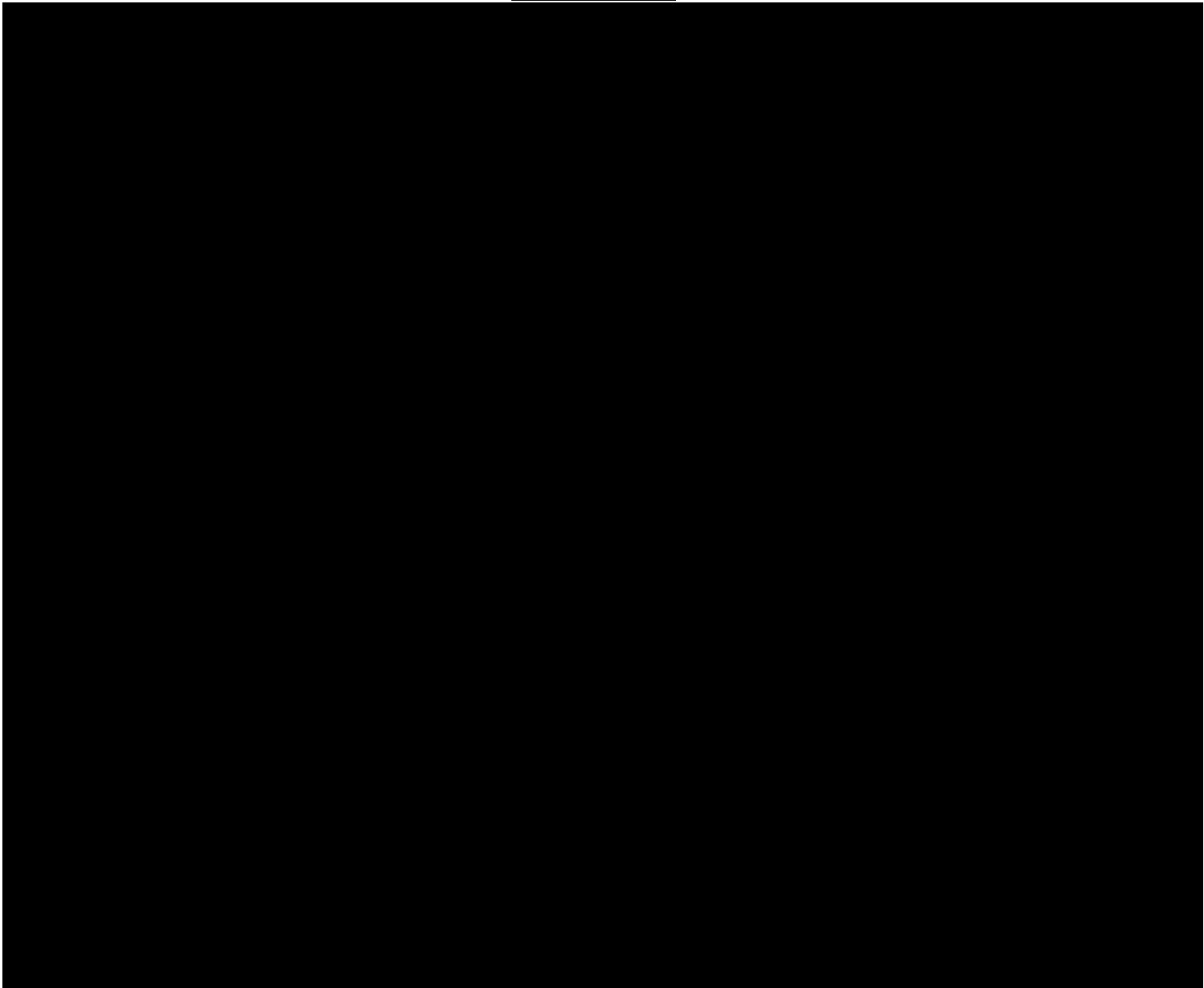
- What Works Clearinghouse,
- IRIS Center at Vanderbilt University, and
- Evidence Based Intervention Network.

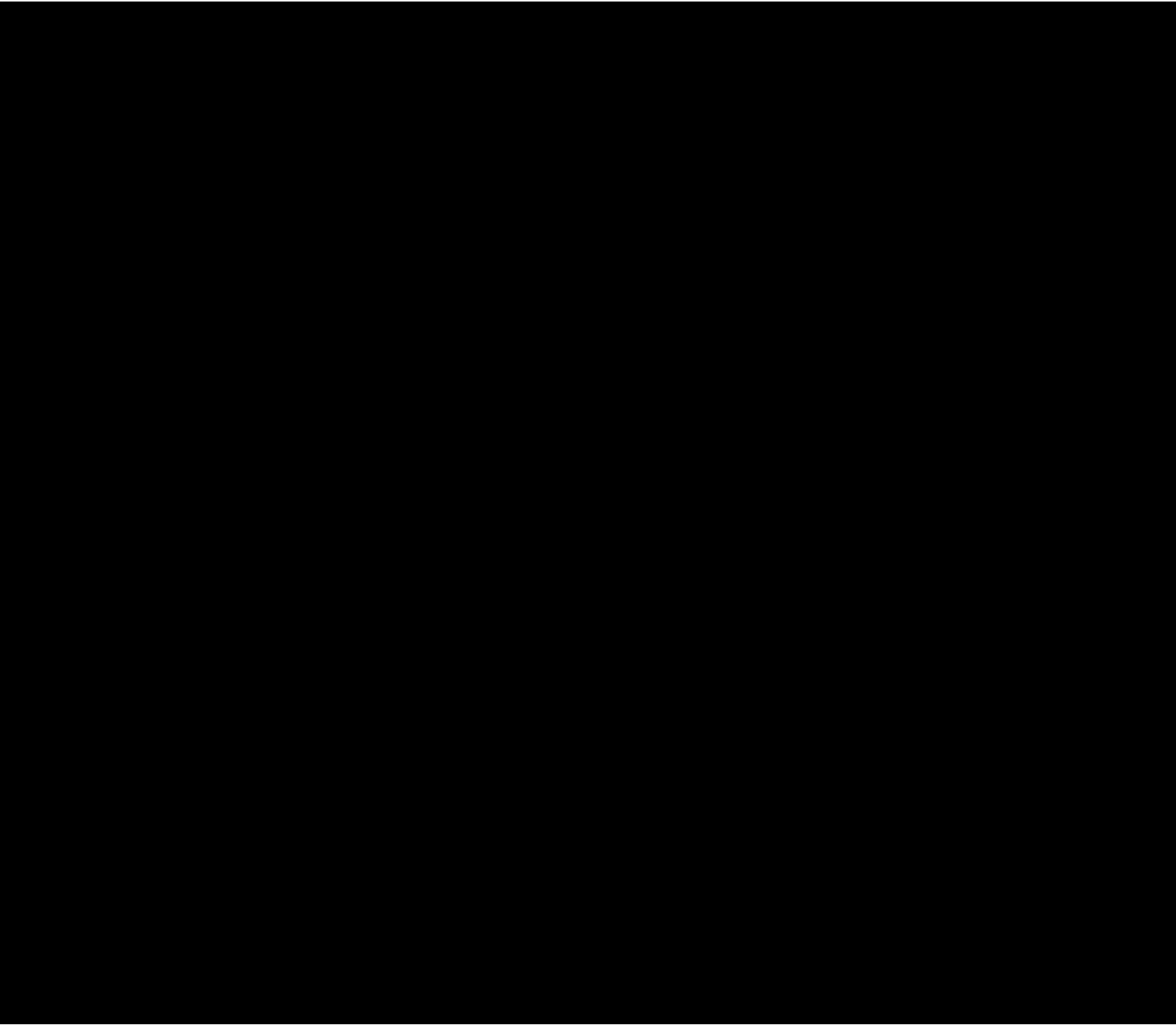
Within Panorama’s reporting platform, Sevier County educators will receive data-driven recommendations for Playbook strategies aligned to student needs based on survey data—making it easy for educators to move seamlessly from reviewing student data to pinpointing strategies that empower them to take informed action.

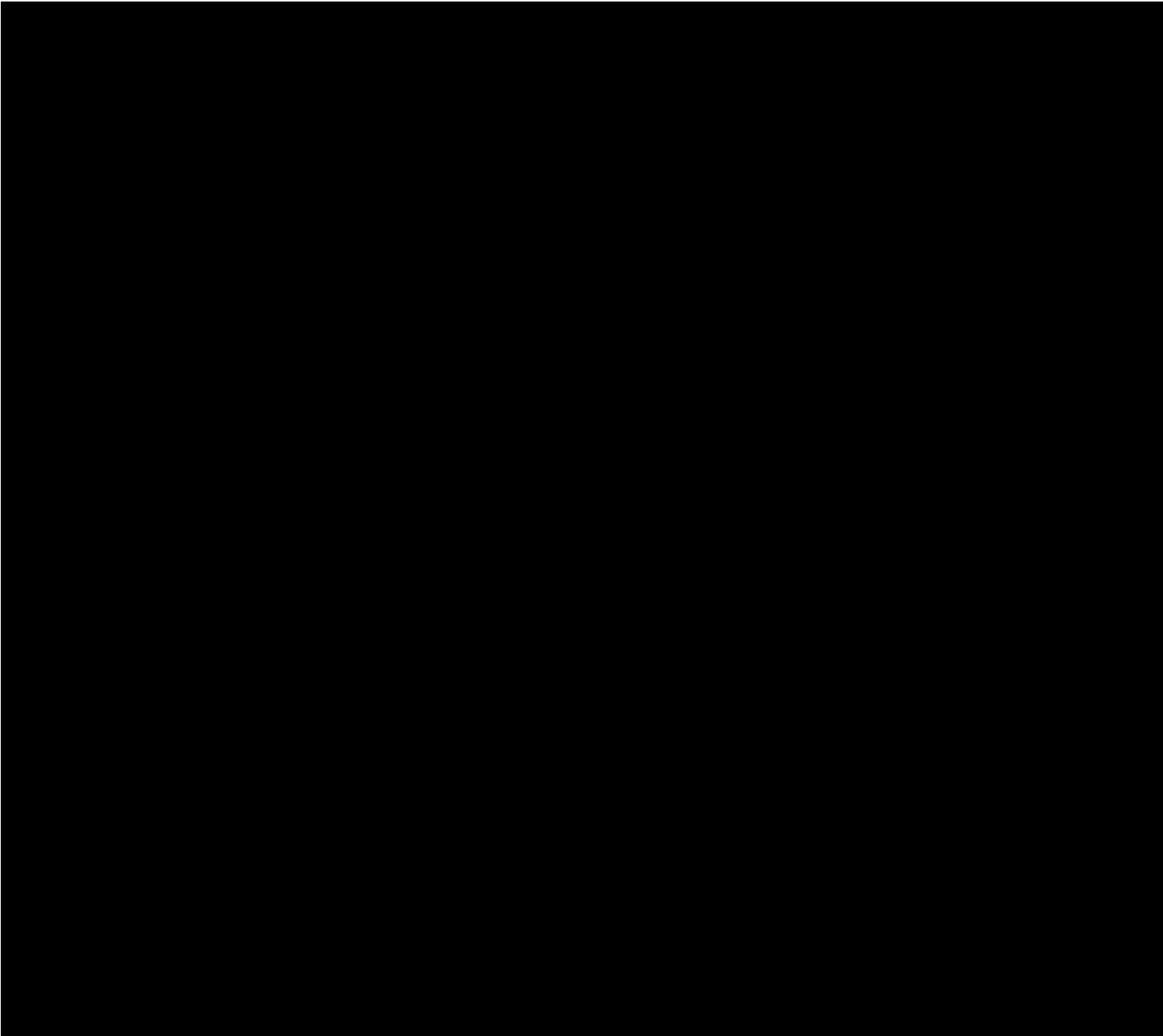
Additionally, Playbook includes resources for leading professional development, practicing self-care for educator wellness, engaging families with activities to foster development, and implementing school-wide practices.

All Playbook research-based strategies are carefully vetted by members of Panorama’s Teaching and Learning team in consultation with experts in the field to ensure we are providing educators with a curated list of trustworthy, high-quality resources.

Playbook empowers educators with evidence-based strategies and learning activities aligned to student data and goals. Additionally, Sevier County has the option to fully customize Playbook to align with state and local terminology and control which supports, partners, and topics are visible in the library.









## ***Optional - Intervention Tracking & Progress Monitoring***

Panorama’s intervention tracking and progress monitoring will help Sevier County educators move from assessment to action. With Panorama survey results or other data Sevier County can explore students’ survey data, identify who needs more support at Tiers 1, 2, and 3, and collaborate on intervention plans to ensure all students have support from trusted adults.

Panorama’s intervention tracking workflow tools are built upon a roster integration, and includes student demographic flags and educator view/edit permissions that are updated nightly from the student information system.

Data is only as useful as the action that comes from it. Collection survey data is the first step, understanding and taking action on those perspectives comes next:

### **1. Identify Students Who Need Support**

Sevier County educators can use the Students roster in Panorama for an overview of the survey results by student. From there, Sevier County educators can use filters to narrow down the roster. The filters can help educators prioritize students in need of support and understand potential gaps in service for groups of students. Use Panorama’s demographic filters to surface disproportionality in life skills outcomes. For example, educators can filter by grade level, race/ethnicity, gender, ELL status, FRPL status, Section 504 status, special ed placement, mode of instruction, and any other custom filters that Sevier County chooses to include.

### **2. Build Intervention Plans and Deliver Supports**

Once an educator identifies students who may require additional support, Panorama offers a few opportunities to deliver support. Educators can create individual or group intervention plans to help students build a skill or meet a goal. Or, educators can add support notes to a student’s profile.

Once the plan is created, educators can work with their team to determine the best course of action for the student, and fill out the intervention form accordingly. Educators will be prompted to enter information such as intervention type, intervention strategy, adult champion, duration, and progress monitoring method.

Playbook is Panorama’s professional learning library that connects educators with hundreds of instructional resources and research-backed social emotional, academic, and behavior interventions to help support students across all MTSS tiers. When creating an intervention plan the platform will recommend relevant Playbook strategies bringing the value of over 700 research and evidence based strategies into an actionable step for educators as they create intervention plans.





Additionally, educators can build group intervention plans with different goals for each student and have the option to add support notes to a student profile. Student notes are a lightweight way to log actions taken to support a student. Educators can log actions such as calling home or doing a quick check-in—or share notes that would be helpful to other adults involved with the student. Educators can also log if the student is experiencing specific challenges.

### **3. Review Intervention Status, Monitor Progress, Adjust, & Repeat**

With progress monitoring Sevier County educators can determine if students are progressing towards their intervention goals. With Panorama survey data, educators can easily create and progress monitor tiered intervention plans to reach district and school social emotional, well-being, academic, behavior, and attendance goals. Additionally, Sevier County administrators can also evaluate the effectiveness of the social emotional program and provide supports to schools as needed. In the platform, educators can perform the following tasks to monitor progress:

- **Record Qualitative Data in Progress Notes:** Once the intervention is started, educators can record qualitative notes to keep track if students are “on track,” “progressing,” or “behind.”
- **Use Monitoring Questions to Gather Quantitative Student Voice Data:** Panorama offers monitoring questions (Tiers 2 and 3) and Check-Ins (Tier 1) to support comprehensive MTSS practice. Educators can use monitoring questions for group or individual well-being interventions to tie student voice data to their well-being goals. Use Check-ins for interim Tier 1 well-being measurement, check for understanding, student well-being checks, and quick “raise your hand” questions for students to request adult support. Student responses will allow educators to monitor student needs, capture student perception of progress, and more.
- **See Campus-Wide Intervention Reporting:** School leaders can use the summary dashboard to view a summary of intervention plans that are on track and in progress across a building. With this view, school leaders can understand which interventions are being used, which are most effective, and how plans are progressing. As a school leader, this data can help leaders coach staff and guide resource allocation.



## ***Industry-Leading Approach to Data Security & Privacy***

At all times, Panorama remains focused on the impact we have on students and the families and educators who support them. Privacy, safety, and trust are foundational to the positive impacts Panorama makes in partnership with the schools and districts we support across the country. Panorama follows stringent security practices designed to reasonably protect the information we manage.

Panorama is committed to complying with applicable U.S. federal and state laws governing students' privacy, including the Family Educational Rights and Privacy Act (FERPA), the Pupil Privacy Protection Amendment (PPRA) and the Children's Online Privacy Protection Act (COPPA). Panorama has signed the Student Privacy Pledge expressing our unflagging commitment to prioritizing and protecting the students, educators, and communities we serve. The pledge was created by the Future of Privacy Forum and the Software and Information Industry Association to set a gold standard for student data privacy in educational technology. Additionally, Panorama aligns its security program with the NIST (National Institute of Standards and Technology) Cyber Security Framework.



Panorama uses the policies referenced above to help to inform processes, privacy controls, and determine how to operate the systems that keep our clients' data secure. Panorama regularly reviews the state of security in the industry, revises these policies to meet new threats, and educates employees on how to best adhere to new policies. Additionally, we implement administrative, technical, and physical security controls that protect the information stored on our servers, which are located in the United States.

Further, Panorama uses industry-standard practices for web application architecture, including [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

For more details, please see <https://www.panoramaed.com/privacy>.



# Technical/Customer Support

## Single Point of Contact and Project Team

For inquiries in regards to this proposal, please contact [REDACTED]

If Panorama is the selected vendor for the Student Well-Being Survey program, Sevier County will have a dedicated project team of Panorama personnel. The project team for the district includes educators, facilitators, and project managers who will work closely with Sevier County through each stage of the project to ensure a successful and impactful Student Well-Being Survey program. The proposed project team for Sevier County will include:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

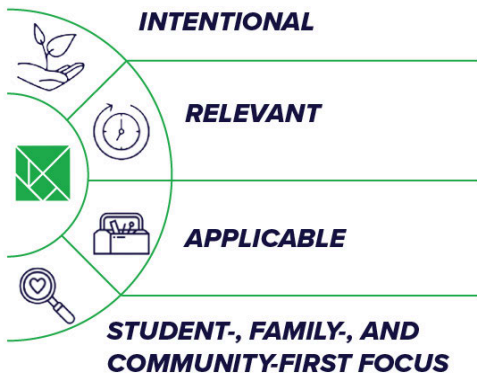
[REDACTED]

[REDACTED]



## Professional Development

Our professional development and training sets us apart from other software companies that offer navigational training but are not positioned to meaningfully influence educator practice. Through our practice, we address the human side of data-driven educational improvement work, from the best way to implement systems-level change in school systems to strategies that inspire and motivate behavior change and habit formation inside of classrooms.



Panorama’s professional development team is staffed by over 20 accomplished educators, school and system-level leaders, and experienced adult learning practitioners with extensive experience supporting educators. Our skilled facilitation teams have provided research-backed professional development to help tens of thousands of educators achieve goals across a broad array of focus areas, including MTSS, academics, SEL, graduation rates,

attendance, and behavior.

Out of thousands of participants surveyed every year across a variety of user roles, we have favorable ratings above 90% in our live workshops and school-based coaching sessions. We hear from our attendees that Panorama professional development is among the best they have engaged with in their careers in education.

With expertise designing and delivering learning experiences for schools and districts across the country, including [REDACTED], Panorama understands how to design and deliver quality learning experiences for a range of needs. Panorama’s Teaching and Learning team will work with Sevier County to customize the training program needed to drive impact with Panorama.

### ***Proposed Plan for Sevier County***

Panorama’s Teaching and Learning team will work closely with Sevier County to customize the training program needed to drive impact with Panorama. Our planning focuses on the core questions of:

- Who needs to be trained to leverage the Panorama tools and survey results to effectively address student well-being?



- How can different roles use this data to reflect on and refine systems and structures?
- How proficient are educators in navigating Panorama tools and reports? Which tools and reports are most beneficial to roles across the district?

While survey materials are being produced, the Panorama team will facilitate survey coordinator training with key Sevier County district personnel. In most cases, a survey coordinator from each campus participates in the training, and coordinators are instructed in how to distribute, proctor, and support survey administration for all stakeholder groups at their sites. (Alternatively, the sessions can be conducted with specific stakeholder groups in mind.) These sessions equip coordinators to administer surveys effectively and efficiently while serving to build buy-in at the school level for the overall work of Sevier County.

To meet the needs of Sevier County as identified in the RFP, we propose the following professional learning plan designed to support Sevier County school and district officials with the interpretation of survey results and next steps to achieve district goals. Our plan includes both virtual sessions and an executive briefing.

### **Foundations Teaching & Learning Package (Virtual) - Two, 90 minute virtual sessions**

This virtual training series is designed to effectively launch data inquiry and accelerate action planning with Panorama surveys. The Panorama Professional Learning Director will partner with Sevier County to design a meaningful learning experience to help build and sustain capacity to navigate Panorama tools and respond to the results.

### **Professional Development Workshop (Virtual) - One, 90 minute virtual session**

This virtual session can be developed for district/school leaders, teachers, and/or staff (including grade level teams, coaches, and educational leaders). The session focuses on building skill and capacity to understand the various survey reports available within the Panorama platform. The session will be scoped and sequenced in collaboration with Sevier County's Professional Learning Director, in alignment with Sevier County's overall vision and strategic priorities for the student well-being survey work. The session can be leveraged to train multiple user groups in navigating the platform, interpreting survey results, and deriving actionable insights while promoting collaboration across key-district-selected stakeholders.

### **Executive Briefing (Virtual)**

Following the student well-being survey administration, Panorama will conduct an Executive Briefing with Sevier County leadership. Executive Briefing sessions offer personalized support in understanding and acting on survey data and trends. The Professional Learning Director will prepare a formal presentation that guides the Sevier County leadership team through an analysis of data aligned specifically to Sevier County student well-being goals and initiatives. The Executive Briefing process includes the following key parts and questions:

- Review of the Data Journey



- Examining Data Insights
- Setting Goals (where applicable)
- Recommendations

### ***On-Demand Resources***

We know that continuous support and accessible resources are key when implementing new systems. For this reason, in addition to the direct services outlined above, all educators will have access to **Panorama Academy**, which provides unlimited, on-demand video modules, tutorials, narrative explanations, and screenshot walkthroughs of the platform to support various modes of learning and schedules.

Through Panorama Academy, educators can also continue to access live workshops in the form of our **Community Workshops**. Community Workshops are available at multiple times, across time zones, throughout the week. These workshops are live, one-to-many virtual trainings led by members of our Teaching and Learning team and help educators connect with others in the Panorama community and cover topics including SEL Strategies to Share with Families, Navigating Playbook: Moving from Data to Action, and many more.

Our Teaching and Learning team will meet with Sevier County’s team prior to the delivery of each professional learning service to align on logistics and review content for the workshop collaboratively to ensure it aligns with current needs. We will also share takeaways and resources with your team following each service, and apply district and participant feedback effectively in order to maximize learning outcomes.

We understand that Sevier County’s schools, educators, staff, and students’ needs are ever changing, so we prioritize meaningful collaboration and operate with the necessary flexibility to meet those needs.

## **Implementation Plan**

Panorama will provide exceptional project management and thought partnership to Sevier County to ensure successful project rollout according to the deliverables outlined in the RFP. Panorama will provide the platform for survey completion, manage setup and administration of the project, and coordinate the rollout of reports to be delivered to Sevier County. Below we have included a sample project timeline to support effective implementation that begins in June 2024. This sample project plan, however, is subject to change based on Sevier County’s needs and priorities and will be finalized at the project kickoff meeting. At a high level, Panorama’s project management plan includes:



- **Project Kickoff Call (June 2024):**

- After contracting, typically within one week of contract execution, Panorama and Sevier County team come together for team introductions and initial project planning, including:
  - Explanation of the implementation and post-implementation process steps.
  - Overview of integration steps for integrating with Sevier County’s student information system.
  - Guidance on best practices for survey delivery and communication, for each stakeholder group to allow for maximized response rates.
- Panorama will provide weekly status updates throughout the project.

- **Survey Planning: Content Development, Roster Files (June-July 2024):**

- Select and design survey content through collaboration with project team to:
  - Review past survey questions and results
  - Review Panorama’s research-backed, valid, and reliable student survey instruments and establish goals for the well-being survey; and
  - Select content to develop, customize, and build student surveys.
- Finalize content for translation (as needed)
- Technology Set Up / Data Transfer.
  - Panorama will collaborate with Sevier County’s IT department to establish data transfers and validation for survey configuration.
  - Panorama will work with Sevier County’s IT Department to ensure the proper technology requirements are in place to allow for successful survey distribution and communication, specifically making sure Panorama is added to Sevier County’s Allow List for email filters and Internet security systems such as web filtering systems, firewall applications, and throttling software.

- **Survey Planning: Communication Planning, Training, and Launch Planning (July-August 2024):**





- Develop Communication Plan
- Finalize all survey administration details
- Sevier County’s district leaders will have access to sample survey links which replicate the online survey
- Survey coordinator training: This live and recorded webinar will provide campus survey coordinators the information needed to facilitate a successful and smooth survey administration at their school. In most cases, a survey coordinator from each campus participates in the training, and coordinators are instructed in how to distribute, proctor, and support survey administration for all stakeholder groups at their sites. (Alternatively, the sessions can be conducted with specific stakeholder groups in mind.) These sessions equip coordinators to administer surveys effectively and efficiently while serving to build buy-in at the school level for the overall work of Sevier County.
- **Survey Administration - Fall (August-September 2024):**
  - Panorama opens the survey administration window.
  - Panorama and Sevier County monitor a live dashboard with response completion rate by school and engage in appropriate follow-up as desired to ensure targeted survey participation rates are achieved.
  - Panorama provides technical and general support throughout survey administration.
- **Report Setup (September-October 2024):**
  - Plan for report release, including custom reporting needs and distribution/communication plans.
  - Panorama configures customized reporting needs in Panorama’s survey platform.
- **Report Distribution/Rollout to District (October-November 2024):**
  - Coordinate release of survey data reports to appropriate staff, as applicable.
  - Panorama will provide all raw data from the survey(s) in CSV and/or .xlsx formats for further analysis by Sevier County.
- **Professional Development (November 2024-December 2024):**
  - Foundations Teaching & Learning Package (Virtual)
  - Professional Development Workshop (Virtual)





- Executive Briefing (Virtual)
- **Survey Review and Feedback (January-February 2025):**
  - Teams debrief on the first round of surveys to identify areas of strength and need for the next survey administration.
- **Survey Administration - Spring (March-April 2025):**
  - Panorama opens the survey administration window.
  - Panorama and Sevier County monitor a live dashboard with response completion rate by school and engage in appropriate follow-up as desired to ensure targeted survey participation rates are achieved.
  - Panorama provides technical and general support throughout survey administration.
  - Coordinate release of survey data reports to appropriate staff, as applicable, once survey administration window closes.
- **Survey Review and Feedback (April-May 2025):**
  - Teams debrief on the second round of surveys to identify areas of strength and need for the next survey administration.



# Past Performance and References

## Past Performance

Panorama is the leading school survey provider with over 12 consecutive years of experience in survey design, distribution, scoring, analysis, project management, and helping school systems use feedback data to achieve their unique goals. Panorama was founded in 2012 with a focus on using surveys as a process for driving meaningful improvements in culture, climate, and opportunities for all students regardless of background or disabilities in K-12 classrooms, schools, departments, and districts. We have invested heavily in research and development to provide valid and reliable survey instruments, a robust yet user-friendly technology platform, and a wealth of tools and resources to help educators take action based on their data and achieve our mission to radically improve education for every student.

Panorama supports some of the largest survey projects across the nation to gather feedback from millions of respondents each year. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted text block]

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## References

Please see our references listed above in Appendix A: Reference Form within Table 1.



# Attachment A: Line by Line Response to Specifications and Exhibit A

SPECIFICATIONS	
Program includes, but not limited to, questions aligned to the Tennessee school counseling model and standards in an online format.	Yes - Panorama survey questions are aligned to the Tennessee school counseling model and standard in an online format, with the Panorama Social-Emotional Learning Survey focusing specifically on social and emotional development indicators and measures. Additionally, Sevier County can add custom survey items, as desired, to reflect district-specific initiatives and alignment to the Tennessee school counseling model and standards.
Program allows Sevier County School District to determine the questions to be administered in the surveys to all students.	Yes - Panorama’s survey platform allows Sevier County School District to determine the questions to be administered in the surveys to all students.
Survey results include comprehensive reporting capabilities, allowing educators to view results in various formats, including graphical representations and detailed analytics to facilitate in-depth analysis of student response at the individual, school, and district levels.	Yes - Panorama’ survey platform includes comprehensive reporting capabilities, allowing educators to view results in various formats, including graphical representations and detailed analytics to facilitate in-depth analysis of student response at the individual, school, and district levels.
Survey data are generated within a week to 10 days after the closing of district-administered surveys.	Yes - survey data and reports are generated within a week to 10 days after the closing of district-administered surveys.
Program includes a translated component for our English Language Learner (ELL) students.	Yes - Panorama’s student surveys have been translated into Arabic, Chinese (Simplified), English, Haitian Creole, Portuguese, Russian, Somali, Spanish, and Vietnamese. Custom content might require additional translation.
Surveys require students to select answers through various questions types including multiple choice, multiple select, and written response.	Yes - Panorama’s student surveys require students to select answers through various questions types including multiple choice, multiple select, and written response.



<p>Program data is not sold or utilized by any other entity other than Sevier County School District.</p>	<p>Panorama affirms that program data is not sold or utilized by any other entity other than Sevier County School District.</p>
<p>Professional development component is built in program implementation to assist educators with generating and reading reports as well as creating reports.</p>	<p>Yes - professional development is provided as part of the program implementation to assist educators with generating and reading reports as well as creating reports.</p>
<p>Professional development included as part of the purchase package and supports a district-wide roll out to ensure successful implementation. Follow-up professional development scheduled as needed.</p>	<p>Yes - professional development is included as part of the purchase package and supports a district-wide roll out to ensure successful implementation. Follow-up professional development can be scheduled as needed.</p>
<p>Program must be fully compatible with Google Chromebooks and fully function through the Chrome browser.</p>	<p>Yes - Panorama's survey platform is fully compatible with Google Chromebooks and fully functional through the Chrome browser.</p>
<p>Program must integrate with Classlink Roster Server.</p>	<p>Yes - Panorama will integrate Sevier County's student survey roster data from ClassLink [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>Respondent representative(s) shall, in a timely manner, work on a regular basis with district/school personnel in order to answer all questions regarding production or financial matters pertaining to the individual services required.</p>	<p>Yes - Sevier County will have a dedicated project team that shall work on a regular basis with district/school personnel in order to answer all questions regarding production or financial matters pertaining to the individual services required.</p>
<p>A local and/or toll free phone number(s) and/or an e-mail address(es) for SCBOE's access to Respondents' representative(s). Respondents shall respond to all requests/telephone calls to include personalized customer service and technical support. within twenty-four (24) hours of occurrence between 8:00AM</p>	<p>Yes - All Panorama users will have access to Panorama's product support team, which is available from 9AM - 8PM EST, Monday-Friday, for both technical and user support. This team of product professionals responds to email inquiries and technical support questions within 1-2 hours during</p>



<p>to 4:00 PM, EST, Monday – Friday.</p>	<p>business hours. Panorama also monitors support requests outside of business hours and responds to urgent requests. Our clients routinely rank the responsiveness and thoroughness of the support they get from Panorama as one of the best parts of their Panorama experience.</p>
<p><b>EXHIBIT A</b></p>	
<p>SCBOE utilizes Google Workspace for Education for email and document authoring.</p>	<p>Yes- Panorama acknowledges SCBOE utilizes Google Workspace for Education for email and document authoring.</p>
<p>District Devices:</p> <ul style="list-style-type: none"> <li>o Chromebooks (release channel ChromeOS)</li> <li>o Windows 10 PC - Chrome browser only</li> <li>o Windows 11 PC - Chrome browser only</li> </ul>	<p>Yes - Panorama acknowledges district devices, and confirms our survey platform is fully functional on recent versions of internet browsers [REDACTED] regardless of device. No additional software nor other ancillary products are required to use Panorama. Additionally, Panorama’s survey taking platform is mobile friendly, and accessible on devices such as iPads, tablet devices, and smartphones.</p>
<p>Rostering/Provisioning:</p> <ul style="list-style-type: none"> <li>o All rostering/provisioning of accounts is processed using RosterServer by Classlink. Vendors will need to work directly with the developer contact at Classlink to configure an integration. Roster data is available from Classlink in OneRoster V 1.1 format via REST API or CSV export only.</li> </ul>	<p>Panorama will integrate Sevier County’s student survey roster data from ClassLink [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>SSO (Single-Sign on):</p> <ul style="list-style-type: none"> <li>o Classlink provides Single Sign-On for all staff and students. Vendors will need to work with the developer contact at Classlink to set up an SSO app for the Launchpad. Classlink is compatible with any standards based SSO process (SAML, OAuth2, Sign in with</li> </ul>	<p>Yes - Panorama supports staff single sign-on (SSO) capabilities and maintains client specific documentation for each SSO instance we initiate. SSO ensures that staff access to the Panorama instance is protected by the District’s password robustness policies and existing Multi-Factor</p>



Google, etc).

Authentication methods. Districts that use Google Apps for Education (or normal Google Apps) can use Google App system for authenticating with Panorama by clicking on a “Sign in with Google” link on the login page. If districts would like a direct link to this, the Panorama can provide them with this information.

In addition to the Google Apps integration, Panorama can integrate with the District’s authentication system, including Classlink, [REDACTED]

[REDACTED]

For student access to their unique survey link, Classlink offers custom links for student survey taking through their “Password Locker” functionality.

Panorama can share survey information with the Sevier County team to upload into Classlink, which many districts have found makes it easier for students to log in and complete their surveys. Panorama also offers other methods for students to access their link. During survey planning, the Panorama project team will support the district in identifying the best delivery option..





# Attachment B: Panorama Social-Emotional Learning Survey User Guide



# PANORAMA EDUCATION

## USER GUIDE

### Panorama Social-Emotional Learning Survey

Topics and Questions for Students, Teachers, and Staff



# ABOUT THIS SURVEY

## WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-cognitive skills,” “soft skills,” “21st century skills,” “character strengths,” and “whole child development.”

Social-emotional learning is an important part of a well-rounded education. [Research from CASEL](#) (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and 11 percent gains in academic performance.

A 2019 report from the Aspen Institute, [“From a Nation at Risk to a Nation at Hope,”](#) compiles evidence confirming that supporting students' social, emotional, and cognitive development relates positively to traditional measures like attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being.

[Research](#) also shows that promoting student SEL starts with adults. In order to cultivate student SEL, caring adults in school buildings need to feel supported and validated. Adult social-emotional learning is the process of helping educators build their expertise and capacity to lead, teach, and model SEL. It involves cultivating adults' own social and emotional competencies, well-being, and cultural competency, as well as a positive school climate that promotes SEL.

## HOW CAN SCHOOLS MEASURE SOCIAL-EMOTIONAL LEARNING?

By asking students and teachers to reflect on SEL through surveys, districts can gather actionable data to prioritize supports. Panorama's SEL Survey helps educators measure and improve SEL in four areas:

- 1. Student: Skills and Competencies**  
The social, emotional, and motivational skills that help students excel in school, career, and life.  
*Example topics: Growth Mindset, Self-Efficacy, Social Awareness*
- 2. Student: Supports and Environment**  
The environment in which students learn, which influences their academic success and social-emotional development.  
*Example topics: Sense of Belonging, School Safety*
- 3. Student: Well-Being**  
Students' positive and challenging feelings, as well as how supported they feel through relationships with others.  
*Example topics: Positive Feelings, Challenging Feelings*
- 4. Teacher and Staff: Well-Being and Adult SEL**  
Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support student SEL.  
*Example topics: Well-Being, Professional Learning About SEL*





In each of these four areas, Panorama offers measures across an array of SEL topics (e.g., Growth Mindset, Self-Management). Schools and districts can select the topics that align with their strategic priorities, goals, or SEL framework. We recommend selecting between four and seven topics for each survey so that students and teachers can complete short, specific surveys. Panorama also offers [student check-ins](#) as a flexible companion to annual SEL measurement.

### **WHO SHOULD USE PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY?**

Panorama's survey helps educators understand student, teacher, and staff perceptions of how supported they feel at school socially and emotionally and their own SEL skill development. The questions are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds.

Panorama provides developmentally appropriate versions of the student survey for grades 3-5 and students in grades 6-12. There are also [optional "teacher perception measures"](#) for teachers to rate their students' SEL skills (suitable for use with students in grades K-12).

### **SURVEY DEVELOPMENT PROCESS**

Thousands of schools and millions of students use Panorama's Social-Emotional Learning Survey every year. The measures are checked to meet research standards of [validity and reliability](#). We have found [positive correlations](#) between these

SEL measures and important student outcomes, including GPA, test scores, behavior, and attendance.

This SEL survey was developed by Dr. Hunter Gehlbach, senior research advisor at Panorama and vice dean at the Johns Hopkins School of Education, and Dr. Samuel Moulton, director of research at Panorama. Some measures have been adapted from work conducted in partnership with the CORE Districts and Transforming Education, as well as work at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education.

### **USING PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY**

We encourage schools and districts to select the SEL topics that are most important to their context or community.

In selecting survey topics and interpreting data about SEL, it is essential for educators to consider how situational or environmental forces shape students' lives and to recognize that students' social-emotional growth is the shared responsibility of students, educators, families, and their broader communities. In practice, this means measuring not just students' skills and competencies, but also the social, environmental, and educational variables that support student growth (i.e., Student Supports and Environments, Adult SEL and Well-Being).



When interpreting data on students' skills and competencies, we recommend that educators explicitly consider students' lived experiences and how their environments contribute to their experiences. For example, when individual students (or groups of students) report different levels of self-efficacy—the belief that they can succeed academically—it may primarily reveal differences in how their past school experience has differentially supported their sense of competence in academic subjects. The best SEL interventions may be less about shifting student perceptions, mindsets, or habits, and more about ensuring that their school environments are safe, supportive, and equitable.

We invite educators to use the Panorama SEL Survey free of charge. We only ask that you identify the survey as the “Panorama Social-Emotional Learning Survey” created by Panorama Education so that others may find this resource as well.

To learn about partnering with Panorama for survey reporting and professional learning to support student and adult SEL, please contact us at [contact@panoramaed.com](mailto:contact@panoramaed.com).

# ABOUT THE RESEARCH TEAM



## Student: Skills and Competencies

The social, emotional, and motivational skills that help students succeed in school, career, and life.

### GRIT — P. 12

How well students are able to persevere through setbacks to achieve important long-term goals (not limited to academics), taking into account their experiences and identities.

*Example Question: How often do you stay focused on the same goal for several months at a time?*

### GROWTH MINDSET — P. 13

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

*Example Question: In school, how possible is it for you to change how easily you give up?*

### SELF-MANAGEMENT — P. 14-15

How well students manage their emotions, thoughts, and behaviors in different situations.

*Example Question: During the past 30 days, how often did you come to class prepared?*

### SOCIAL AWARENESS — P. 16-17

How well students consider the perspectives of others and empathize with them.

*Example Question: During the past 30 days, how carefully did you listen to other people's points of view?*

### SELF-EFFICACY — P. 18

How much students believe they can succeed in achieving academic outcomes.

*Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?*

### LEARNING STRATEGIES — P. 19

How well students deliberately use strategies to manage their own learning processes generally.

*Example Question: How often do you use strategies to learn more effectively?*

### CLASSROOM EFFORT — P. 20

How much effort students put into school and learning.

*Example Question: How much effort do you put into your homework for this class?*

### SOCIAL PERSPECTIVE-TAKING — P. 21

The extent to which students consider the perspectives of their teachers. (Only for students in grades 6-12.)

*Example Question: How much effort have you put into figuring out what your teachers' goals are?*

### SELF-EFFICACY ABOUT SPECIFIC SUBJECTS — P. 22

How much students believe they can succeed in achieving academic outcomes in specific subjects.

*Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?*

### EMOTION REGULATION — P. 23

How well students regulate their emotions.

*Example Question: How often are you able to control your emotions when you need to?*



## Student: Supports and Environment

The extent to which the environment in which students learn influences their academic success and social-emotional development.

### SCHOOL CLIMATE — P. 24

Perceptions of the overall social and learning climate of the school.

*Example Question: How pleasant or unpleasant is the physical space at your school?*

### TEACHER-STUDENT RELATIONSHIPS — P. 25

How strong the social connection is between teachers and students within and beyond the school.

*Example Question: How many of your teachers are respectful towards you?*

### SENSE OF BELONGING — P. 26

How much students feel that they are valued members of the school community.

*Example Question: How connected do you feel to the adults at your school?*

### SCHOOL SAFETY — P. 27

Perceptions of student physical and psychological safety while at school.

*Example Question: How often do you worry about violence at your school?*

### DIVERSITY AND INCLUSION — P. 28

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. (Only for students in grades 6-12.)

*Example Question: How often do you spend time at school with students from different races, ethnicities, or cultures?*

### CULTURAL AWARENESS AND ACTION — P. 29

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. (Only for students in grades 6-12.)

*Example Question: How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?*

### ENGAGEMENT — P. 30

How attentive and invested students are in school.

*Example Question: In your classes, how eager are you to participate?*

### RIGOROUS EXPECTATIONS — P. 31

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

*Example Question: How often do your teachers take time to make sure you understand the material?*

### VALUING OF SPECIFIC SUBJECTS — P. 32

How much students feel that an academic subject is interesting, important, and useful.

*Example Question: How often do you use ideas from [SUBJECT] class in your daily life?*

### VALUING OF SCHOOL — P. 33

How much students feel that school is interesting, important, and useful.

*Example Question: How important is it to you to do well in your classes?*



## **Student: Well-Being**

Students' positive and challenging feelings, as well as how supported students feel through their relationships with others.

### **POSITIVE FEELINGS — P. 34**

How frequently students feel positive emotions.

*Example Question: During the past week, how often did you feel happy?*

### **CHALLENGING FEELINGS — P. 35**

How frequently students feel challenging emotions.

*Example Question: During the past week, how often did you feel lonely?*

### **SUPPORTIVE RELATIONSHIPS — P. 36**

How supported students feel through their relationships with friends, family, and adults at school.

*Example Question: Do you have a teacher or other adult from school who you can count on to help you, no matter what?*

### **BACKGROUND QUESTIONS — P. 36**

Demographic questions about respondents that could be included and may be of interest to many schools.

*Example Question: What kinds of grades do you usually get?*

# TEACHER AND STAFF SURVEY TOPICS

## Teacher and Staff: Well-Being and Adult SEL

Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support every student socially and emotionally.

### WELL-BEING — TEACHER AND STAFF P. 37

Faculty and staff perceptions of their own professional well-being.

*Example Question: During the past week, how often did you feel engaged at work?*

### BELONGING — TEACHER AND STAFF P. 38

How much faculty and staff feel that they are valued members of the school community.

*Example Question: How connected do you feel to other adults at your school?*

### TEACHER SELF-REFLECTION — TEACHER P. 39

Perceptions of professional strengths and areas for growth related to social-emotional learning.

*Example Question: How confident are you that you can engage students who typically are not motivated?*

### PROFESSIONAL LEARNING ABOUT SEL — TEACHER P. 40

Perceptions of the quantity and quality of professional learning opportunities about social-emotional learning available to faculty.

*Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?*

### FACULTY GROWTH MINDSET - TEACHER P. 41

Perceptions of whether teaching can improve over time.

*Example Question: How much can teachers improve their classroom management approaches?*

### TEACHING EFFICACY — TEACHER P. 42

Faculty perceptions of their professional strengths and areas for growth.

*Example Question: How confident are you that you can help your school's most challenging students to learn?*

### CULTURAL AWARENESS AND ACTION (STUDENT FOCUS) — TEACHER P. 43

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: How often are students given opportunities to learn about people from different races, ethnicities, or cultures?*

### CULTURAL AWARENESS AND ACTION (ADULT FOCUS) — TEACHER AND STAFF P. 44

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

*Example Question: At your school, how often are you encouraged to think more deeply about race-related topics?*

### PROFESSIONAL LEARNING ABOUT EQUITY — TEACHER AND STAFF P. 45

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

*Example Question: At your school, how valuable are the equity-focused professional development opportunities?*

## **Teacher and Staff: Well-Being and Adult SEL (Cont.)**

The professional well-being and capacity of teachers and staff to support every student socially and emotionally.

### **EDUCATING ALL STUDENTS — TEACHER P. 45**

Faculty perceptions of their readiness to fully support all learners.

*Example Question: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?*

### **SCHOOL CLIMATE — TEACHER AND STAFF P. 46-47**

Perceptions of the overall social and learning climate of the school.

*Example Question: Overall, how positive is the working environment at your school?*

### **PROFESSIONAL LEARNING - TEACHER AND STAFF P. 48**

Perceptions of the quantity and quality of professional learning opportunities available to faculty and staff.

*Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?*

### **FEEDBACK AND COACHING - TEACHER AND STAFF P. 49**

Perceptions of the amount and quality of feedback faculty and staff receive.

*Example Question: How useful do you find the feedback you receive on your teaching?*

### **STAFF-LEADERSHIP RELATIONSHIPS - TEACHER AND STAFF P. 50**

Perceptions of faculty and staff relationships with school leaders.

*Example Question: When you face challenges at work, how supportive are your school leaders?*

### **SCHOOL LEADERSHIP - TEACHER AND STAFF P. 51-52**

Perceptions of the school leadership's effectiveness.

*Example Question: How knowledgeable are your school leaders about what is going on in teachers' classrooms?*

### **BACKGROUND QUESTIONS - TEACHER AND STAFF P. 53**

Demographic questions about survey takers that could be included in the survey and may be of interest to many schools.

*Example Question: For how many years have you taught at your current school?*





**Grit**  
 How well students are able to persevere through setbacks to achieve important long-term goals (not limited to academics), taking into account their experiences and identities.

## Grades 6-12

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

## Grades 3-5

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

## FREE-RESPONSE QUESTIONS

What is the biggest challenge you have faced in your life?

What accomplishments are you most proud of?

What is one thing you wish your teacher knew about you?



**Growth Mindset**

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subject	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

**Self-Management**

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6-12

Question	Response Options				
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*During the past 30 days...*

How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

**Self-Management**

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
<b>How often did you come to class prepared?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you follow directions in class?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you get your work done right away, instead of waiting until the last minute?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you pay attention and ignore distractions?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>When you were working independently, how often did you stay focused?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you remain calm, even when someone was bothering you or saying bad things?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you allow others to speak without interrupting them?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often were you polite to adults?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often were you polite to other students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How often did you keep your temper under control?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time



**Social Awareness**

How well students consider the perspectives of others and empathize with them.

Grades 6-12

Question	Response Options				
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*During the past 30 days..*

How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

**Social Awareness**

How well students consider the perspectives of others and empathize with them.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
<b>How carefully did you listen to other people's points of view?</b>	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
<b>How much did you care about other people's feelings?</b>	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
<b>How often did you compliment others' accomplishments?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How well did you get along with students who are different from you?</b>	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
<b>How clearly were you able to describe your feelings?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>When others disagreed with you, how respectful were you of their views?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>To what extent were you able to stand up for yourself without putting others down?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
<b>To what extent were you able to disagree with others without starting an argument?</b>	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

**Self-Efficacy**

How much students believe they can succeed in achieving academic outcomes.

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current classes, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

### Learning Strategies

How well students deliberately use strategies to manage their own learning processes generally.

#### Grades 6-12

Question	Response Options				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

#### Grades 3-5

Question	Response Options				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

### Classroom Effort

How much effort students put into school and learning.

#### Grades 6-12

Question	Response Options				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

#### Grades 3-5

Question	Response Options				
How hard do you try to get involved in discussions during class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
Overall, how hard do you try in class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort

**Social Perspective-Taking**

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How hard do you try to understand your teachers' point of view?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
During class, how hard do you try to understand what your teachers are feeling?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
Overall, how much effort do you put into figuring out what your teachers are thinking?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much effort have you put into figuring out what your teachers' goals are?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much do you try to understand your teachers' motivation for doing different classroom activities?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard

**Self-Efficacy About Specific Subjects**

How much students believe they can succeed in achieving academic outcomes in specific subjects. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

## Emotion Regulation

How well students regulate their emotions.

### Grades 6-12

Question	Response Options				
When you are feeling pressured, how easily can you stay in control?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

### Grades 3-5

Question	Response Options				
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to stay?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm



**School Climate**

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Question	Response Options						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Question	Response Options						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

### Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

#### Grades 6-12

Question	Response Options				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

#### Grades 3-5

Question	Response Options				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

**Sense of Belonging**

How much students feel that they are valued members of the school community.

Grades 6-12

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

## School Safety

Perceptions of student physical and psychological safety while at school.

### Grades 6-12

Question	Response Options				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

### Grades 3-5

Question	Response Options				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

**Diversity and Inclusion**

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How often do you spend time at school with students from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you have classes with students from different racial, ethnic, or cultural backgrounds?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	Not at all common	Slightly common	Somewhat common	Quite common	Extremely common
How fairly do students at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
How fairly do adults at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly

### Cultural Awareness and Action

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
<b>How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How often do you think about what someone of a different race, ethnicity, or culture experiences?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How confident are you that students at your school can have honest conversations with each other about race?</b>	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>At your school, how often are you encouraged to think more deeply about race-related topics?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How comfortable are you sharing your thoughts about race-related topics with other students at your school?</b>	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
<b>How often do students at your school have important conversations about race, even when they might be uncomfortable?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>When there are major news events related to race, how often do adults at your school talk about them with students?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>How well does your school help students speak out against racism?</b>	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

### FREE-RESPONSE QUESTIONS

What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?

What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?

### Engagement

How attentive and invested students are in school.

#### Grades 6-12

Question	Response Options				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Often	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

#### Grades 3-5

Question	Response Options				
How excited are you about going to this class?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in this class?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In this class, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in school, how often do you talk about ideas from this class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in this class?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

### Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

#### Grades 6-12

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

#### Grades 3-5

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high



### Valuing of Specific Subjects

How much students feel that an academic subject is interesting, important, and useful. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

#### Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as a/an [SUBJECT] person?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

#### Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

### Valuing of School

How much students feel that school is interesting, important, and useful.

#### Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

#### Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

**Positive Feelings**

How frequently students feel positive emotions.

Grades 6-12

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>hopeful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

Grades 3-5

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

### Challenging Feelings

How frequently students feel challenging emotions.

Grades 6-12

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>angry</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>frustrated</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

Grades 3-5

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>mad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

### FREE-RESPONSE QUESTIONS

Thinking about everything in your life right now, what makes you feel the happiest?

Thinking about everything in your life right now, what feels the hardest for you?

What can teachers or other adults at school do to better support you? *[Grades 6-12]*

What can teachers or other adults at school do to better help you? *[Grades 3-5]*

### Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.

#### Grades 6-12

Question	Response Options	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No	Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No	Yes
Do you have a friend from school who you can count on to help you, no matter what?	No	Yes
Do you have a teacher or other adult from school who you can be completely yourself around?	No	Yes
Do you have a family member or other adult outside of school who you can be completely yourself around?	No	Yes
Do you have a friend from school who you can be completely yourself around?	No	Yes

#### Grades 3-5

Question	Response Options	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No	Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No	Yes
Do you have a friend from school who you can count on to help you, no matter what?	No	Yes

### BACKGROUND QUESTIONS

What is your gender?

What grade are you in?

What is your race or ethnicity?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?

**Well-Being - Teacher and Staff**

Faculty and staff perceptions of their own professional well-being.

Question	Response Options					
<i>During the past week, how often did you feel _____ at work?</i>						
<b>engaged</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>exhausted</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>frustrated</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>hopeful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>overwhelmed</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>stressed out</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>How effective do you feel at your job right now?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective	
<b>How much does your work matter to you?</b>	Does not matter at all	Matters a little bit	Matters some	Matters quite a lot	Matters a tremendous amount	
<b>How meaningful for you is the work that you do?</b>	Not at all meaningful	Slightly meaningful	Somewhat meaningful	Quite meaningful	Extremely meaningful	
<b>Overall, how satisfied are you with your job right now?</b>	Not at all satisfied	Slightly satisfied	Somewhat satisfied	Quite satisfied	Extremely satisfied	

**FREE-RESPONSE QUESTIONS**

What can school or district leaders do to better support your well-being?

What has helped you most in managing work-related stress?

**Belonging - Teacher and Staff**

How much faculty and staff feel that they are valued members of the school community.

Question	Response Options				
How well do your colleagues at school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to other adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do colleagues in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at your school?	Do not matter at all	Matter a little bit	Matter some	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

**Teacher Self-Reflection — Teacher**

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Question	Response Options					
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
<i>To ask about additional competencies:</i>						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].

**FREE-RESPONSE QUESTION**

What is the most effective thing that you do to model social-emotional learning for your students?



**Professional Learning About SEL — Teacher**

Perceptions of the quantity and quality of professional learning opportunities about social-emotional learning available to faculty.

Question	Response Options				
In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the social- emotional learning (SEL) professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to social-emotional learning (SEL), how helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your social-emotional learning (SEL) professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Thinking of social-emotional learning (SEL) in particular, how much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

**FREE-RESPONSE QUESTION**

What professional development topics should your school focus on to better support students' social-emotional growth?

**Faculty Growth Mindset - Teacher**

Perceptions of whether teaching can improve over time.

Question	Response Options				
To what extent can teachers increase how much their most difficult students learn from them?	Cannot increase at all	Can increase a little	Can increase somewhat	Can increase quite a bit	Can increase a tremendous amount
How easily can teachers change their teaching style to match the needs of a particular class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
To what extent can teachers improve their implementation of different teaching strategies?	Cannot improve at all	Can improve a little	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change their ability to work with dissatisfied parents?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much can teachers improve their classroom management approaches?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
To what extent can teachers change their intelligence about the subjects that they teach?	Cannot change at all	Can change a little bit	Can change somewhat	Can change quite a bit	Can change a tremendous amount
Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change how well they relate to their most difficult students?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

**Teaching Efficacy - Teacher**

Faculty perceptions of their professional strengths and areas for growth.

Question	Response Options				
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly
How confident are you that you can move through material at a pace that works well for each of your students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How effective do you think you are at managing particularly disruptive classes?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How clearly can you explain the most complicated content to your students?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How confident are you that you can meet the learning needs of your most advanced students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

**Cultural Awareness and Action (Student Focus) - Teacher**

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what students of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with students about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are students encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

**FREE-RESPONSE QUESTION**

What is the most important thing your school can do to support students of different races, ethnicities, and cultures?

**Cultural Awareness and Action (Adult Focus) - Teacher and Staff**

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? <i>(Teacher Only)</i>	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what colleagues of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your colleagues?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Extremely fairly
When there are major news events related to race, how often do adults at your school talk about them with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help staff speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

**FREE-RESPONSE QUESTION**

How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?

### Professional Learning About Equity - *Teacher and Staff*

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

Question	Response Options				
At your school, how valuable are the equity-focused professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do professional development opportunities help you explore new ways to promote equity in your practice?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how effective has your school administration been in helping you advance student equity?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective

### Educating All Students — *Teacher*

Faculty perceptions of their readiness to fully support all learners.

Question	Response Options				
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very different religions from each other?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily

**School Climate — Teacher**

Perceptions of the overall social and learning climate of the school.

Question	Response Options				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

**School Climate - Staff**

Perceptions of the overall social and learning climate of the school.

Question	Response Options				
<b>On most days, how enthusiastic are the students about being at school?</b>	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
<b>To what extent are staff trusted to work in the way they think is best?</b>	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
<b>How positive are the attitudes of your colleagues?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How supportive are students in their interactions with each other?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>How respectful are the relationships between staff and students?</b>	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
<b>How optimistic are you that your school will improve in the future?</b>	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
<b>How often do you see students helping each other without being prompted?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>When new initiatives are presented at your school, how supportive are your colleagues?</b>	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
<b>Overall, how positive is the working environment at your school?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive



### Professional Learning - Teacher

Perceptions of the quantity and quality of professional learning opportunities available to faculty and staff.

Question	Response Options				
Overall, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new teaching strategies have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about teaching from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

### Professional Learning - Staff

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Question	Response Options				
Overall, how supportive has the school been of your professional growth?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your work?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to your work?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new strategies for your job have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

**Feedback and Coaching - Teacher**

Perceptions of the amount and quality of feedback faculty and staff receive.

Question	Response Options				
How much feedback do you receive on your teaching?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the teacher evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your teaching?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your teaching?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

**Feedback and Coaching - Staff**

Perceptions of the amount and quality of feedback faculty and staff receive.

Question	Response Options				
How much feedback do you receive on your work?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your work?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your work?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

**Staff-Leadership Relationships - *Teacher and Staff***

Perceptions of faculty and staff relationships with school leaders.

Question	Response Options				
How friendly are your school leaders toward you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
At your school, how motivating do you find working with the leadership team?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How much trust exists between school leaders and staff?	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
How much do your school leaders care about you as an individual?	Do not care at all	Care a little bit	Care somewhat	Care quite a bit	Care a tremendous amount
How confident are you that your school leaders have the best interests of the school in mind?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How fairly does the school leadership treat the staff?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
When you face challenges at work, how supportive are your school leaders?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are your school leaders towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
When challenges arise in your personal life, how understanding are your school leaders?	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

**School Leadership - Teacher**

Perceptions of the school leadership’s effectiveness.

Question	Response Options				
<b>How clearly do your school leaders identify their goals for teachers?</b>	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
<b>How positive is the tone that school leaders set for the culture of the school?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
<b>How effectively do school leaders communicate important information to teachers?</b>	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
<b>How knowledgeable are your school leaders about what is going on in teachers’ classrooms?</b>	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
<b>How responsive are school leaders to your feedback?</b>	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
<b>For your school leaders, how important is teacher satisfaction?</b>	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
<b>When the school makes important decisions, how much input do teachers have?</b>	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
<b>How effective are the school leaders at developing rules for students that facilitate their learning?</b>	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
<b>Overall, how positive is the influence of the school leaders on the quality of your teaching?</b>	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

**School Leadership - Staff**

Perceptions of the school leadership’s effectiveness.

Question	Response Options				
How clearly do your school leaders identify their goals for the staff?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively do school leaders communicate important information to staff?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable are your school leaders about what is going on in the school?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is staff satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When the school makes important decisions, how much input do staff have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your work?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

### BACKGROUND QUESTIONS

For how many years have you taught? *[Teacher]*

For how many years have you taught at your current school? *[Teacher]*

For how many years have you worked at this school? *[Staff]*

For how many years have you worked in education? *[Staff]*

If a friend or colleague were looking for a [teaching] job, to what extent, if at all, would you recommend this school?

What is your gender?

What is your race or ethnicity?

Please indicate the primary language spoken in your childhood home. In which decade were you born?

Please select the highest level of education completed by your mother. If you are not sure, please take your best guess.

Please select the highest level of education completed by your father. If you are not sure, please take your best guess.













# PANORAMA

## EDUCATION

**Panorama Education** partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 15 million students in 21,000 schools across 50 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

**Learn more about Panorama:**

[www.panoramaed.com](http://www.panoramaed.com) | [contact@panoramaed.com](mailto:contact@panoramaed.com) | (617) 356-8123

24 School Street, 4th Floor, Boston, MA 02108



# Attachment C: Service Order and Terms and Conditions

# PANORAMA EDUCATION - SERVICE ORDER



Primary Contact Information			
Client		Panorama Education, Inc. ("Panorama")	
<i>Client Legal Name ("Client")</i>		<i>Company Name</i>	Panorama Education, Inc.
<i>Primary Contact, Title</i>		<i>Contact</i>	Account Management Team
<i>Billing / Payment Address</i>		<i>Billing Address</i>	24 School St. Fourth Floor
<i>City / State / Zip</i>		<i>City / State / Zip</i>	Boston, MA 02108
<i>Primary Contact Email Address</i>		<i>Email</i>	Contact@panoramaed.com
<i>Primary Contact Phone Number</i>		<i>Phone</i>	(617) 356-8123
<i>Accounts Payable Contact</i>			
<i>Accounts Payable Email Address</i>			
<i>Accounts Payable Phone Number</i>			
<i>Purchase Order Required?</i>	Yes [ ]      No [ ]		
(1) Description of Services and (2) Fees			
Description of Services		Fees	
<b><u>Annual Licenses:</u></b>  <ul style="list-style-type: none"> <li>•</li> </ul>	<b><i>Effective Date:</i></b>	Date agreement is counter-signed by all parties.	
	<b><i>Contract Term:</i></b> <i>(From Effective Date)</i>	_____ Contract Years	
	<b><i>Annual License Fee:</i></b>	\$XX,XXX / year	
	<b><i>Subtotal License Fee Over Contract Term:</i></b>	\$ XX,XXX	
<b><u>Services:</u></b>  	<b><i>Professional Development:</i></b>	\$XX,XXX / year	
	<b><i>Additional Services:</i></b>	\$XX,XXX	
	<b><i>Subtotal Services Fees Over Contract Term:</i></b>		

# PANORAMA EDUCATION - SERVICE ORDER



	<b>Annual Total:</b> <i>(Invoiced on Effective Date)</i>	\$XX,XXX / year
	<b>Total Over Contract Term:</b>	\$XX,XXX

**(3) Agreement**

The entire agreement by and between Client and Panorama ("Agreement") consists of (i) the terms set forth in this Service Order ("SO") and (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("Terms").

**(4) Supplemental Terms and Conditions (if any)**

**Authorization**

By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.

Client Signature:	Print Name, Title:	Date:
Panorama Signature:	Print Name, Title:	Date:

## Exhibit A

### Terms

#### BACKGROUND

Panorama is an education technology company that provides a cloud-based platform-as-a-service and related support services to enable schools and school districts to analyze student and school data, measure social-emotional learning, and design and implement survey programs for students, staff and parents or authorized guardians (“Platform”). The client named on the Service Order attached hereto (“Client”) and Panorama have entered into an agreement consisting of the attached Service Order, including any exhibits attached thereto, (“SO”), these terms (“Terms” and collectively with the SO, “Agreement”). From time to time hereafter, Client and Panorama may enter into additional service orders pursuant to which Client may purchase additional rights to use the Platform and receive additional services, provided that these Terms will be incorporated by reference into and apply to each such additional service order to create a separate agreement that governs each such additional service order, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

#### 1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to this Agreement, Panorama hereby grants Client (including Client’s students, employees, and parents and authorized guardians of Client’s students, all as applicable and described in the relevant SO, (“Authorized Users”)), the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client’s use, in accordance with applicable laws and regulations and the Platform’s intended uses as communicated to Client by Panorama.

1.2 Limitations. Except as expressly permitted in the Agreement, Client will not and will not authorize or allow any third party to: (a) provide access to the Platform to any person who is not an Authorized User or (b) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (c) modify, translate or create derivative works based on the Platform; (d) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (e) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (f) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (g) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform or on any printed or digital materials provided by Panorama.

1.3 Compliance with Laws. Panorama is responsible for compliance with federal, state local laws and regulations to the extent they govern Panorama’s activities, including providing the Platform to Client. Client is responsible for compliance with federal, state and local laws and regulations to the extent they

govern Client’s activities, including but not limited to the use by Client of the Platform to collect, record, retain, use and disclose any individual’s information. Without limiting the foregoing, each party is responsible for determining its own obligations, including but not limited to notice and consent obligations, under the Family Educational Right to Privacy Act and its implementing regulations (“FERPA”) and the Protection of Pupil Rights Act and its implementing regulations (“PPRA”). The parties agree that they intend for the collection and use of personally identifiable information (as defined under FERPA) for only legitimate educational purposes and other purposes allowed under relevant laws, including but not limited to FERPA and PPRA. Client hereby gives its consent to Panorama on behalf of parents (as defined under FERPA, PPRA and the Children’s Online Privacy Protection Act (“COPPA”)) of children from whom any personal information (as defined under COPPA) may be gathered in connection with this Agreement and the Platform. Panorama shall not be obligated to obtain consents from parents directly.

#### 2 INTELLECTUAL PROPERTY; PRIVACY; SECURITY

2.1 Client Data. As between Client and Panorama, Client owns data input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users, that constitutes personally identifiable information (as defined under FERPA), such as student survey responses reported on an individual level, (“Client PII”) and (b) any other data and content input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users or on their behalf, such as survey questions, (“Non-PII” and together with PII “Client Data”). Client hereby grants Panorama a nonexclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers): (i) right and license during the Term to copy, distribute, display, create derivative works of and use Client Data to perform Panorama’s obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client PII to create aggregated, non-personally identifiable data sets (“Blind Data”) and copy, distribute, display, create derivative works of and use Blind Data for benchmarking, research or development purposes, including published research; and (iii) perpetual, irrevocable right and license to copy, distribute, display, create derivative works of and use Non-PII, for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Intellectual Property. Panorama retains all right, title and interest in and to the Platform, including but not limited to learning content, teaching materials, survey questions, underlying research and methodologies (by whomever produced except to the extent Client produced such material), all copies and parts of any of the foregoing, and all intellectual property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Client Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or

## Exhibit A

### Terms

other feedback (“Feedback”) to Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to: (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Panorama Privacy Policy. Panorama’s Privacy Statement, as may be amended from time to time, is available at <https://www.panoramaed.com/privacy>.

#### 2.5 Data Security and Privacy.

1. (a) Panorama will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of Client PII. Panorama shall: (i) use reasonable efforts to secure physical premises where Client PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Panorama to perform its obligations under this Agreement.

2. (b) Client will and will instruct its Authorized Users to: (i) use the Platform to collect, record, retain, use and disclose personally identifiable information only to the extent necessary for its legitimate educational purposes; (ii) otherwise provide Panorama with personally identifiable information only to the extent necessary for Panorama to provide the Platform and perform its obligations under the Agreement; (iii) input personally identifiable information into the Platform only as prescribed by Panorama and only in the fields designated by Panorama (“Structured Fields”); (iv) use reasonable efforts to prevent unauthorized access to or use of the Platform; and (v) notify Panorama promptly of any known or suspected unauthorized access or use. Client will assist Panorama in all efforts to investigate and mitigate the effects of any such incident.

3. (c) If during the Term or upon termination of this Agreement Client requests in writing, Panorama will delete or otherwise render unrecoverable Client PII in Panorama’s possession in a manner consistent with media sanitization practices described under industry recognized standards.

4. (d) Panorama shall not be responsible for any personally identifiable information input into the Platform in a manner not prescribed by Panorama or in a field that is not a Structured Field.

### 3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may upon written notice to Client suspend access to the Platform until such payment is made.

3.2 Taxes; Tax Exemption. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively “Taxes”). To the extent applicable, Client will be solely responsible for payment of all Taxes and will not withhold any Taxes from any amounts due Panorama. For the avoidance of doubt, Taxes do not include taxes based on Panorama’s income. Client is responsible for determining whether it qualifies for any tax exemption, and if Client claims it is tax-exempt, it will, upon request from Panorama, provide documentation evidencing its tax-exempt status.

### 4 TERM, TERMINATION

4.1 Term. The term of the Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO (“Term”).

4.2 Expiration; Termination. In addition to any other remedies it may have, either party may terminate the Agreement prior to expiration if the other party breaches any part of the Agreement and fails to cure such breach within thirty (30) days after receiving notice thereof. Upon expiration or any termination for any reason of the Agreement: (a) Client will pay in full for use of the Platform up to and including the last day on which the Platform is provided; (b) Panorama may, without notice to Client, delete or otherwise render unrecoverable Client PII in Panorama’s possession in a manner consistent with media sanitization practices described under industry recognized standards; and (c) all rights granted to Client and all obligations of Panorama will immediately terminate and Client will promptly cease use of the Platform.

4.3 Survival. Upon expiration or termination for any reason of the Agreement, Sections 2 (Intellectual Property; Privacy; Security), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

### 5 CONFIDENTIALITY

5.1 As used herein, “Confidential Information” means, subject to the exceptions set forth in the following sentence, any information or data that is not Client PII, regardless of whether it is in tangible form, disclosed by either party

## Exhibit A

### Terms

("Disclosing Party") that Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party ("Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective clients and customers, billing records, and products or services will be deemed Confidential Information of Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and this Agreement. Information will not be deemed Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; (b) becomes known (independently of disclosure by Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that certain Confidential Information may constitute valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of the Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisers, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in the Agreement. Upon Disclosing Party's written request, Receiving Party will either promptly return to Disclosing Party Disclosing Party's Confidential Information, and all embodiments thereof,

that is in Receiving Party's possession and certify such return or use reasonable efforts to delete or otherwise render inaccessible such Confidential Information and certify the same.

## **6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER**

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party or any law or regulation applicable to it, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client further represents and warrants that it has the right to provide Client Data to Panorama as well as the licenses and rights therein and thereto for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

## **7 LIMITATIONS OF LIABILITY; INDEMNIFICATION**

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING

## Exhibit A

### Terms

NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Platform with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii)

are not available on commercially reasonable terms, terminate the Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to any use by Client or Authorized Users of the Platform or Client Data in violation of the Agreement or any applicable federal, state or local law or regulation.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party ("Indemnifying Party") prompt written notice of such Action. Indemnified Party will cooperate, at the expense of Indemnifying Party, with Indemnifying Party and its counsel in the defense and Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

## 8 GENERAL

8.1 International. Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority.

8.2 Relationship. No agency, partnership, joint venture, or employment is created as a result of the Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever.

8.3 Publicity. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional, proposal and marketing materials.

8.4 Assignment. Neither party may assign the Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign the Agreement to an acquirer of or successor to all or substantially all of its business or assets to which the



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Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void.

8.5 **Equitable Relief.** In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under the Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by the Agreement.

8.6 **Force Majeure.** Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) ("**Force Majeure Event**"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate the Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform.

8.7 **Governance.** This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

8.8 **Agreement.** Both parties agree that the Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of the Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect and enforceable. Any additional or different terms proposed by Client, including those contained in Client's procurement order,

acceptance, vendor portal or website, shall not be valid or have any effect unless expressly incorporated into the SO and agreed upon in writing by Panorama. Neither Panorama's acceptance of Client's procurement order nor its failure to object elsewhere to any provisions of any subsequent document, website, communication or act of Client shall be deemed acceptance thereof or a waiver of any of the terms in these Terms. If any term of the SO, including any exhibit attached thereto, expressly conflicts with a term of these Terms, the term of the SO (or if applicable the exhibit) shall prevail. If terms within the SO, including any exhibit attached thereto, and these Terms appear merely inconsistent or ambiguous, all such terms shall be given effect to the extent reasonably possible, with a term that is more specific and detailed on a certain matter prevailing over a more general term or silence on that matter. Silence in the SO, or in any exhibit attached thereto, or in these Terms, on a matter that is addressed elsewhere in the Agreement shall not be deemed to present an express conflict, inconsistency or ambiguity.

8.9 **Notices.** All notices under the Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested.

5.

## Attachment C

1. Panorama respectfully proposes the following changes and additions (in red) to Page 5, SECTION II OBLIGATIONS, RIGHTS, AND REMEDIES, Number 14, INDEMNIFICATION—HOLD HARMLESS:

**INDEMNIFICATION—HOLD HARMLESS:** Contractor shall indemnify, defend, save and hold harmless Sevier County, its officers, agents and employees from all **third-party** suits, claims, actions or damages of any nature brought because of, arising out of, or due to breach of the agreement by Contractor, its subcontractors, suppliers, agents, or employees or due to any negligent act or occurrence or any omission or commission of Contractor, its subcontractors, suppliers, agents or employees.