

Appendix O  
**Site Visit Interview Protocol: Transportation Personnel**

**U.S. Department of Education State Bullying Laws and Policies Implementation Study**  
**Field Interview Protocol**  
Transportation Personnel

The U.S. Department of Education is sponsoring a study about bullying in schools. The purpose of the study is to find out how districts and schools are implementing state laws and policies related to bullying. We are asking you to share your observations about bullying among students on your school campus and your experiences responding to bullying situations. [SCHOOL NAME] has been randomly selected as one of 24 school sites nationally to participate in the bullying study. You have been invited to participate in this study because you may be knowledgeable about bullying practices in this district or on this school campus.

**POTENTIAL RISKS OR BENEFITS OF PARTICIPATION**

There are no anticipated risks involved in taking part in this study. Participation may not benefit you personally. However, the information gathered in this study may be valuable for developing effective policies for responding to bullying in schools.

**CONFIDENTIALITY**

We will not share information identifying you or your district with anyone outside of the study team except if required by law. No one in your school or district administration will be told of your responses to interview questions and your responses will not be tied to any review or evaluation of your professional performance. Responses will be summarized in individual case studies for districts and schools to provide examples of policy implementation in a manner that does not associate responses with a specific individual and does not identify a school or district by name.

**VOLUNTARY PARTICIPATION/WITHDRAWAL**

If you agree to complete the interview, you will be considered a participant in a research study on the implementation of state bullying laws and policies. Your participation in the research study is completely **voluntary**. You may decide not to join, to only answer some questions, or to leave the study at any time. There is no penalty for choosing not to participate.

**U.S. Department of Education State Bullying Laws and Policies Implementation Study**  
 Transportation Personnel Interview

<b>Respondent Information</b>	
<b>Interview Questions</b>	<b>Open-Ended Elaboration</b>
<p><b>1. How long have you been a bus driver at this school?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Less than one year</li> <li><input type="radio"/> 1-2 years</li> <li><input type="radio"/> 3-4 years</li> <li><input type="radio"/> 5-9 years</li> <li><input type="radio"/> 10 years or more</li> </ul>	

<b>Problem Definition</b>	
<b>Interview Questions</b>	<b>Open-Ended Elaboration</b>
<p><b>2. Tell me about bullying that happens among students on your bus.</b></p>	
<p><b>2a. How do you recognize a bullying situation when you see one? What criteria do you use to determine when a conflict between students should be defined as bullying? What challenges do you encounter when determining whether or not an incident constitutes bullying behavior?</b></p>	
<p><b>2b. Are there individual students or groups of students in your school who are more vulnerable to bullying? If so, who are these students, and why are they more likely to be targeted?</b></p>	

<b>Communication</b>	
<b>Interview Questions</b>	<b>Open-Ended Elaboration</b>
<p><b>3. Tell me about the bullying policy in this school district.</b></p>	
<p><b>3a. How were you informed about the school's bullying policy?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Posted on the district website</li> <li><input type="radio"/> Posted on school campuses</li> <li><input type="radio"/> Published in the district employee manual</li> <li><input type="radio"/> Discussed in staff meetings</li> <li><input type="radio"/> Reviewed as part of in-service training</li> <li><input type="radio"/> Other communications</li> </ul>	

<b>Communication</b>	
<b>Interview Questions</b>	<b>Open-Ended Elaboration</b>
<p><b>3b.</b> How <b>familiar</b> are you with the <b>specific requirements</b> in the policy (e.g., expectations about when to report bullying)?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Very familiar</li> <li><input type="radio"/> Somewhat familiar</li> <li><input type="radio"/> Not very familiar</li> <li><input type="radio"/> Not at all familiar</li> </ul>	
<p><b>3c.</b> How <b>clearly</b> does the <b>policy communicate</b> expectations about how to enforce bullying policy requirements?</p>	

<b>School Personnel Training</b>	
<b>Interview Questions</b>	<b>Open-Ended Elaboration</b>
<p><b>4.</b> Tell me about any training you've received from your on how to respond to bullying.</p>	
<p><b>4a.</b> Have you <b>ever participated</b> in bullying training?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>	
<p><b>4b.</b> Is <b>participation in training voluntary or required</b>?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Training was mandatory</li> <li><input type="radio"/> Training was voluntary</li> </ul>	
<p><b>4c.</b> How <b>often is training provided</b> (e.g., upon hiring, annually)?</p>	
<p><b>4d.</b> What <b>issues or topics</b> were covered in the training program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> How to identify or recognize bullying behavior</li> <li><input type="radio"/> How to appropriately intervene in bullying situations</li> <li><input type="radio"/> How to implement or enforce bullying policies (e.g., responsibilities and expectations)</li> <li><input type="radio"/> Other: _____</li> </ul>	
<p><b>4e.</b> How useful was the <b>training information</b> when you were faced with an actual situation? What about it has been helpful or not helpful?</p>	

## Reporting/Monitoring

Interview Questions	Open-Ended Elaboration
<p><b>5. Tell me about how you would respond when you observe a student bullying another student.</b></p>	
<p><b>5a. What would be your reaction to bullying that you witness first-hand?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> No immediate response, monitor future interactions</li> <li><input type="radio"/> Intervene to stop the behavior, monitor future interactions</li> <li><input type="radio"/> Intervene to stop the behavior and report the incident</li> <li><input type="radio"/> Report the incident to a school administrator</li> <li><input type="radio"/> Other</li> </ul>	
<p><b>5b. What would be your reaction if someone reported a bullying situation to you?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> No immediate response, monitor future interactions</li> <li><input type="radio"/> Discuss the problem with the bully</li> <li><input type="radio"/> Report the incident to a school administrator</li> <li><input type="radio"/> Other</li> </ul>	
<p><b>5c. If you choose to intervene in the situation, how would you intervene?</b></p>	
<p><b>5d. How would you make the decision to report or not report the incident?</b></p>	
<p><b>5e. What are the expectations for you to report bullying situations? Is it mandatory for you to report?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, immediate, mandatory reporting by students and school personnel</li> <li><input type="radio"/> Yes, immediate, mandatory reporting by school personnel</li> <li><input type="radio"/> Yes, school personnel must intervene to stop bullying; if situation is unresolved, school personnel must report.</li> <li><input type="radio"/> No, encouraged reporting only</li> <li><input type="radio"/> Unaware of reporting requirements</li> </ul>	
<p><b>5f. Is there a designated person who you would go to for reporting bullying situations? Who is that person?</b></p>	
<p><b>5g. Describe the procedure for reporting bullying incidents.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Must submit a standard reporting or complaint form</li> <li><input type="radio"/> Must submit report in writing (no standardized form or structure)</li> <li><input type="radio"/> May submit a verbal report to a school administrator</li> <li><input type="radio"/> May submit an anonymous report.</li> <li><input type="radio"/> Other</li> </ul>	

## Investigations and Written Records

Interview Questions	Open-Ended Elaboration
<p><b>6. Tell me about what happens after a bullying incident is reported.</b></p> <p><b>6a.</b> Have you <b>personally ever reported a bullying incident</b> to the school administration?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	
<p><b>6b.</b> Have you ever been involved in a <b>follow-up investigation or response</b>?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> No, never been involved in a bullying incident</p>	
<p><b>6c.</b> If you have been involved in a follow-up investigation, how would you describe the process? What steps were involved?</p>	
<p><b>6d.</b> Have you ever been asked to <b>take steps to safeguard students on your bus</b> from further bullying or retaliation?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> No, never been involved in a bullying incident</p>	
<p><b>6e.</b> Were you <b>notified about how the bullying situation was resolved</b>?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	

## Policy Application and Effectiveness

Interview Questions	Open-Ended Elaboration
<p><b>7. Tell me about some of the challenges associated with implementing the bullying policy in your school.</b></p> <p>[PROBES]</p> <ul style="list-style-type: none"> <li>• What are the particular components or requirements of the policy that are most challenging to put into practice?</li> <li>• What is it about these components that makes them challenging?</li> <li>• How have you coped with these challenges? What have you done to resolve them in particular cases?</li> <li>• What (additional) steps would help you put the policy into practice in your district?</li> </ul>	
<p><b>8.</b> Are there components or requirements in your school's bullying policy that stand out as particularly effective in addressing bullying? If yes, what are these components? What makes them effective?</p>	