Version for Use with District Representative

### Paperwork Reduction Act of 1995 Burden Statement

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This brief set of survey items is designed to capture information about your role addressing issues of school bullying and the nature and prevalence of bullying within your district's schools. Please take a few minutes to answer the following questions.

1. What is your position within the district?														
2.	2. How long have you worked for the district in this position?													
	O Less than one year	5 to 9 years												
	O 1 to 2 years	D 10 years or more	e											
	O 3 to 4 years													
3.	3. What percentage of your time do you spend on bullying issues?													
	O Less than 5%	<b>O</b> 31 to 50%												
	O 5 to 10%	<b>D</b> 51 to 75%												
	O 11 to 30%	O More than 75%												
1	Thinking about the bullying behavio to what extent does each of the follo environment within your district's s	owing types of l												
				Disruption	Disruption	Disruption	Disruption							
a)	Direct forms of aggression, such as physica			0	0	0	0							
b)	Indirect forms of aggression to damage soc		atus	0	0	0	0							
c)	Cyberbullying or bullying using electronic co	ommunications		0	0	0	0							
5.	How common is it for students to be	e bullied based	on each c	of the follo	owing cha	aracteristi	5. How common is it for students to be bullied based on each of the following characteristics?							
			•		-		<b>UU</b> .							
			Not at all Common	Not Very Common	Somewhat Common	Very Common	Extremely Common							
a)	Academic status						Extremely							
a) b)	Academic status Culture or cultural practices		Common	Common	Common O O	Common	Extremely Common							
,			Common O O	Common O O O	Common O O O	Common O O O	Extremely Common O O							
b)	Culture or cultural practices		Common O O O	Common O O O	Common O O O O	Common O O O O	Extremely Common O O O O							
b) c)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression		Common O O O O	Common O O O O O	Common O O O O O	Common O O O O O	Extremely Common O O O O O							
b) c) d)	Culture or cultural practices Dating or sexual history Gender		Common O O O O O	Common O O O O O O	Common O O O O O O O	Common O O O O O O O	Extremely Common O O O O O O O							
b) c) d) e)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration)		Common O O O O	Common O O O O O	Common O O O O O	Common O O O O O	Extremely Common O O O O O							
b) c) d) e) f)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status	le of dress,	Common O O O O O	Common O O O O O O	Common O O O O O O O	Common O O O O O O O	Extremely Common O O O O O O O							
b) c) d) e) f) g)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration) Physical appearance (i.e., weight, height, sty		Common O O O O O O O O	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0	Common O O O O O O O O O O	Extremely Common O O O O O O O O O O O O O O							
b) c) d) e) f) g) h)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration) Physical appearance (i.e., weight, height, sty perceived attractiveness)		Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Extremely Common							
b) c) d) e) f) g) h)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration) Physical appearance (i.e., weight, height, sty perceived attractiveness) Physical, emotional, or developmental disability		Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Extremely Common 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0							
b) c) d) e) f) g) h) i)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration) Physical appearance (i.e., weight, height, sty perceived attractiveness) Physical, emotional, or developmental disabi Race or ethnicity		Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common O O O O O O O O O O O O O	Extremely Common							
b) c) d) e) f) g) h) i) j) k)	Culture or cultural practices Dating or sexual history Gender Gender identity or expression Income/Socio-economic status Legal status (i.e., immigration) Physical appearance (i.e., weight, height, sty perceived attractiveness) Physical, emotional, or developmental disabi Race or ethnicity Religion or religious practices Sexual orientation		Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common 0 0 0 0 0 0 0 0 0 0 0 0 0	Common O O O O O O O O O O O O O	Extremely Common							

## School Bullying Survey-

Version for Use with School Administrators, Teachers, Physical Education Teachers, Special Education Teachers, School Counselor/Psychologist, School Resource Officer

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This brief set of survey items is designed to capture information about the nature and prevalence of bullying within your school. Please take a few minutes to answer the following questions

# 1. How frequently do you respond to bullying-related problems on your school campus? Specifically:

		Everyday	Three or Four Times a Week	Once or Twice a Week			
a)	How often do you respond to problems related to <b>direct and</b> indirect acts of bullying (excluding cyberbullying)?	0	0	0	0	0	0
b)	How often do you respond to problems related to cyberbullying?	0	0	0	0	0	0

# 2. Thinking about the bullying behavior that occurs among students in your school, to what extent does each of the following types of bullying create a disruption to the school environment?

	No Disruption	Minor Disruption	Some Disruption	Substantial Disruption
a) Direct forms of aggression, such as physical or verbal acts	0	0	0	0
b) Indirect forms of aggression to damage social relationship or status	0	0	0	0
c) Cyberbullying or bullying using electronic communications	0	0	0	0

## 3. How common is it for students to be bullied based on each of the following characteristics?

		Not at all Common	Not Very Common	Somewhat Common	Very Common	Extremely Common
a)	Academic status	0	0	0	0	0
b)	Culture or cultural practices	0	0	0	0	0
c)	Dating or sexual history	0	0	0	0	0
d)	Gender	0	0	0	0	0
e)	Gender identity or expression	0	0	0	0	0
f)	Income/Socio-economic status	0	0	0	0	0
g)	Legal status (i.e., immigration)	0	0	0	0	0
h)	Physical appearance (i.e., weight, height, style of dress, perceived attractiveness)	0	0	0	0	0
i)	Physical, emotional, or developmental disability	0	0	0	0	0
j)	Race or ethnicity	0	0	0	0	0
k)	Religion or religious practices	0	0	0	0	0
I)	Sexual orientation	0	0	0	0	0
m)	No clear motivation based on characteristics	0	0	0	0	0
n)	Other, please specify:					

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This brief set of survey items is designed to capture information about the nature and prevalence of bullying within your school. Please take a few minutes to answer the following questions

# 1. How frequently do you respond to bullying-related problems on your school campus? Specifically:

	Everyday	Three or Four Times a Week	Once or Twice a Week			Never
a) How often do you respond to problems related to direct and indirect acts of bullying (excluding cyberbullying)?	0	0	0	0	0	0
b) How often do you respond to problems related to cyberbullying?	0	0	0	0	0	0

## 2. How common is it for students to be bullied based on each of the following characteristics?

		Not at all Common	Not Very Common	Somewhat Common	Very Common	Extremely Common
a)	Academic status	0	0	0	0	0
b)	Culture or cultural practices	0	0	0	0	0
c)	Dating or sexual history	0	0	0	0	0
d)	Gender	0	0	0	0	0
e)	Gender identity or expression	0	0	0	0	0
f)	Income/Socio-economic status	0	0	0	0	0
g)	Legal status (i.e., immigration)	0	0	0	0	0
h)	Physical appearance (i.e., weight, height, style of dress, perceived attractiveness)	0	0	0	0	0
i)	Physical, emotional, or developmental disability	0	0	0	0	0
j)	Race or ethnicity	0	0	0	0	0
k)	Religion or religious practices	0	0	0	0	0
I)	Sexual orientation	0	0	0	0	0
m)	No clear motivation based on characteristics	0	0	0	0	0
n)	Other, please specify:					