

# District Bullying Survey—

Version for Use with District Representative

Form Approved  
OMB No. Pending  
Exp. Date: \_\_\_\_\_

## Paperwork Reduction Act of 1995 Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 5 minutes per response, including time for reviewing instructions and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDOcketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX.

*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. How long have you worked for the district in this position?**

- Less than one year                       5 to 9 years  
 1 to 2 years                                 10 years or more  
 3 to 4 years

**3. What percentage of your time do you spend on bullying issues?**

- Less than 5%                                 31 to 50%  
 5 to 10%                                        51 to 75%  
 11 to 30%                                      More than 75%

**4. Thinking about the bullying behavior that occurs among students in your school district, to what extent does each of the following types of bullying create a disruption to the school environment within your district's schools?**

	No Disruption	Minor Disruption	Some Disruption	Substantial Disruption
a) <b>Direct forms</b> of aggression, such as physical or verbal acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) <b>Indirect forms</b> of aggression to damage social relationship or status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) <b>Cyberbullying</b> or bullying using electronic communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Culture or cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Dating or sexual history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Gender identity or expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Income/Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Legal status (i.e., immigration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Physical appearance (i.e., weight, height, style of dress, perceived attractiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical, emotional, or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Religion or religious practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) No clear motivation based on characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# School Bullying Survey—

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

Form Approved  
OMB No. Pending  
Exp. Date: \_\_\_\_\_

## Paperwork Reduction Act of 1995 Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 5 minutes per response, including time for reviewing instructions and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDOcketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX.

*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	Once or Twice a Month	Once or Twice a Year	Never
a) How often do you respond to problems related to <b>direct and indirect acts of bullying</b> (excluding cyberbullying)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) How often do you respond to problems related to <b>cyberbullying</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 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) <b>Direct forms</b> of aggression, such as physical or verbal acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) <b>Indirect forms</b> of aggression to damage social relationship or status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) <b>Cyberbullying</b> or bullying using electronic communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Culture or cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Dating or sexual history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Gender identity or expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Income/Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Legal status (i.e., immigration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Physical appearance (i.e., weight, height, style of dress, perceived attractiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical, emotional, or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Religion or religious practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) No clear motivation based on characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Form Approved

# School Bullying Survey—

Version for Use with Yard Supervisors and Transportation Personnel

OMB No. Pending  
Exp. Date: \_\_\_\_\_

## Paperwork Reduction Act of 1995 Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 5 minutes per response, including time for reviewing instructions and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDOcketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX.

*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	Once or Twice a Month	Once or Twice a Year	Never
a) How often do you respond to problems related to <b>direct and indirect acts of bullying</b> (excluding cyberbullying)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) How often do you respond to problems related to <b>cyberbullying</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Culture or cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Dating or sexual history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Gender identity or expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Income/Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Legal status (i.e., immigration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Physical appearance (i.e., weight, height, style of dress, perceived attractiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical, emotional, or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Religion or religious practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) No clear motivation based on characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>