



**School Survey on Crime and Safety (SSOCS)
2016 and 2018**

OMB #1850-0761 v.7

Appendix B – SSOCS 2016 Questionnaire

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

March 13, 2015
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Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

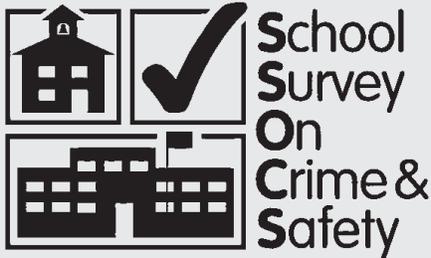
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SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2015-16 SCHOOL YEAR

This survey is designed to be completed by the principal or the person most knowledgeable about school crime and policies to provide a safe environment at your school.



[Large empty rounded rectangular box for school information]

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:



Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573]. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY:

FORM **SSOCS-1**
(7-14-2015)



DEFINITIONS

The following words are bolded and marked by an asterisk (*) wherever they appear in the questionnaire. Please use these definitions as you respond.

Active shooter – an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

At school/at your school – activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

Bullying – any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

Cyberbullying – occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.

Diagnostic assessment – an evaluation conducted by a medical or mental health professional that identifies whether an individual has one or more medical and/or mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's diagnosis.

Evacuation – a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

Firearm/explosive device – any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang – an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Gender identity – means one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

Hate crime – A committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity; also known as bias crime.

Lockdown – a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.

Mental health disorders – collectively, all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

Mental health professionals – mental health services are provided by several different professions, each of which has its own training and areas of expertise. The types of professionals who may provide mental health services include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

Physical attack or fight – an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Both male and female students can be victims of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 26a.]



DEFINITIONS – *Continued*

The following words are bolded and marked by an asterisk (*) wherever they appear in the questionnaire. Please use these definitions as you respond.

Restorative circle – a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community.

Robbery (taking things by force) – the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

Sexual assault – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.

Sexual orientation – means one's emotional or physical attraction to the same and/or opposite sex.

Shelter-in-place – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

Special education student – a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

Specialized school – a school that is specifically for students who were referred for disciplinary reasons, although the school may also have students who were referred for other reasons. The school may be at the same location as your school.

Theft/larceny (taking things worth over \$10 without personal confrontation) – the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

Threat assessment team – a formalized group of persons who meet on a regular basis with the common purpose of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

Treatment – a clinical service addressed at lessening or eliminating the symptoms of a disorder. In mental health, this may include psychotherapy, medication treatment, and/or counseling.

Vandalism – the willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. This includes damage caused by computer hacking.

Violence – actual, attempted, or threatened fight or assault.

Weapon – any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.



SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- It is not necessary to consult any records for items 9 and 39. Please provide estimates for these questions.
- Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2015–16 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.
- Please keep a copy of the completed questionnaire for your records.

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:

U.S. Census Bureau
ATTN: DCB/PCSPU, Building 60A
1201 E. 10th Street
Jeffersonville IN 47132-0001

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: 1-888-595-1332 or at addp.education.surveys@census.gov.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 52 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, 1990 K Street, N.W., #9034, Washington, DC 20006.



Please provide the following information:

Name of person completing form

010

Telephone number

Area code Number

012

 — —

Title/position

Check one response.

014

- 1 Principal
2 Vice-principal or disciplinarian
3 Other – *Please specify* ↴

015

Number of years at this school

016

Best days and times to reach you (in case we have further questions)

018

E-mail address

020

Is the correct grade range for this school?

022 1 Yes → GO TO Question 1 on page 6.

2 No → Which of the following grades are offered in this school?

Check all that apply.

024 1 Prekindergarten

026 1 Kindergarten

028 1 1st

030 1 2nd

032 1 3rd

034 1 4th

036 1 5th

038 1 6th

040 1 7th

042 1 8th

044 1 9th

046 1 10th

048 1 11th

050 1 12th

052 1 Ungraded

GO TO QUESTION 1 ON PAGE 6.



School Practices and Programs

1. During the 2015–16 school year, was it a practice of your school to do the following?
 ● If your school changed its practices during the school year, please answer regarding your most recent practice.

● Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|----------------------------|----------------------------|
| a. | Require visitors to sign or check in and wear badges | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Control access to school buildings during school hours (e.g., locked or monitored doors) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Control access to school grounds during school hours (e.g., locked or monitored gates) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Require metal detector checks on students every day | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. | Perform one or more random metal detector checks on students | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. | Equip classrooms with locks so that doors can be locked from the inside | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. | Close the campus for most or all students during lunch | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. | Use one or more random dog sniffs to check for drugs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. | Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. | Require drug testing for athletes | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. | Require drug testing for students in extra-curricular activities other than athletics | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| l. | Require students to wear uniforms | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| m. | Enforce a strict dress code | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| n. | Provide school lockers to students | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| o. | Require clear book bags or ban book bags on school grounds | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| p. | Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| q. | Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| r. | Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| s. | Require students to wear badges or picture IDs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| t. | Require faculty and staff to wear badges or picture IDs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| u. | Use one or more security cameras to monitor the school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| v. | Provide telephones in most classrooms | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| w. | Provide two-way radios to any staff | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| x. | Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| y. | Prohibit <u>use</u> of cell phones and text messaging devices during school hours | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



2. Does your school have a written plan that describes procedures to be performed in the following scenarios?

| | | YES | NO |
|---|-----|----------------------------|----------------------------|
| a. Active shooter* | 155 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Natural disasters (e.g., earthquakes or tornadoes) | 158 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Hostages | 162 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Bomb threats or incidents | 166 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) | 170 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Suicide threat or incident | 169 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Pandemic flu | 173 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Post-crisis reunification of students with their families | 167 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

3. During the 2015–16 school year, has your school drilled students on the use of the following emergency procedures?

☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

| | | YES | NO |
|-----------------------------|-----|----------------------------|----------------------------|
| a. Evacuation* | 163 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Lockdown* | 165 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Shelter-in-place* | 167 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

4. During the 2015–16 school year, did your school have any formal programs intended to prevent or reduce **violence*** that included the following components for students?

☛ If a program has multiple components, answer "Yes" for each that applies.

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|--|-----|----------------------------|----------------------------|
| a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- bullying* , dating violence* prevention) | 174 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) | 176 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Counseling, social work, psychological, or therapeutic activity for students | 178 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Individual attention/mentoring/tutoring/coaching of students by students | 180 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Individual attention/mentoring/tutoring/coaching of students by adults | 181 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Recreational, enrichment, or leisure activities for students | 182 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Student involvement in peer mediation | 175 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Student court to address student conduct problems or minor offenses | 177 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. Student involvement in restorative circles* (e.g., "peace circles," "talking circles," "conflict circles") | 179 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. Social emotional learning (SEL) training for students (e.g., social skills, anger management, mindfulness) | 183 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. Programs to promote a sense of community/social integration among students | 186 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



5. During the 2015–16 school year, did your school have a **threat assessment team*** or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

600 1 Yes
 2 No → **GO TO item 7 below.**

6. During the 2015–16 school year, how often did your school's **threat assessment team*** formally meet?

☛ Check one response.

- 602 1 At least once a week
 2 At least once a month
 3 On occasion
 4 Never

7. During the 2015–16 school year, did your school have any recognized student groups with the following purposes?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | Acceptance of sexual orientation* and gender identity* of students (e.g., Gay-Straight Alliance) | 604 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Acceptance of students with disabilities (e.g., Best Buddies) | 606 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Acceptance of cultural diversity (e.g., Cultural Awareness Club) | 608 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

Parent and Community Involvement at School

8. Which of the following does your school do to involve or help parents?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|--------------------------------|----------------------------|
| a. | Have a formal process to obtain parental input on policies related to school crime and discipline | 190 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Provide training or technical assistance to parents in dealing with students' problem behavior | 192 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Have a program that involves parents at school* helping to maintain school discipline | 194 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2015–16 school year?

☛ Check one response on each line.

| | | 0–25% | 26–50% | 51–75% | 76–100% | School does not offer | |
|----|--|-------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. | Open house or back-to-school night | 196 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | Regularly scheduled parent-teacher conferences | 198 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Special subject-area events (e.g., science fair, concerts) | 200 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. | Volunteered at school* or served on a committee | 202 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

10. During the 2015–16 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

☛ Check "Yes" or "No" on each line.

| | | | YES | NO |
|----|-----------------------------------|-----|----------------------------|----------------------------|
| a. | Parent groups | 204 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Social service agencies | 206 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Juvenile justice agencies | 208 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Law enforcement agencies | 210 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. | Mental health agencies | 212 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. | Civic organizations/service clubs | 214 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. | Private corporations/businesses | 216 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. | Religious organizations | 218 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



School Security Staff

11. During the 2015–16 school year, did you have any sworn law enforcement officers (including School Resource Officers) present **at your school*** at least once a week?

🍏 Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

610 1 Yes

2 No → **GO TO item 19 on page 12.**

12. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times?

🍏 Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

🍏 Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | At any time during school hours | 612 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | While students were arriving or leaving | 614 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | At selected school activities (e.g., athletic and social events, open houses, science fairs) | 616 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | When school/school activities were not occurring | 618 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

13. Did any of the sworn law enforcement officers (including School Resource Officers) **at your school*** routinely:

🍏 Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

🍏 Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | Carry a stun gun (e.g., Taser gun) | 620 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Carry chemical aerosol sprays (e.g., Mace, pepper spray) | 622 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Carry a firearm* | 624 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Wear a body camera | 626 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



14. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities **at your school***?

- Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.
- Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|-----|---|
| a. | Motor vehicle traffic control | 628 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| b. | Security enforcement and patrol | 630 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| c. | Maintaining school discipline | 632 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| d. | Coordinating with local police and emergency team(s) | 634 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| e. | Identifying problems in the school and proactively seeking solutions to those problems | 636 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| f. | Training teachers and staff in school safety or crime prevention | 638 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| g. | Mentoring students | 640 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| h. | Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) | 642 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| i. | Recording or reporting discipline problems to school authorities | 644 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| j. | Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities) | 646 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

15. During the 2015–16 school year, did your school have a sworn law enforcement officer (including School Resource Officers) present for all instructional hours every day that school was in session?

- Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

648 1 Yes
2 No

16. During the 2015–16 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including School Resource Officers) at school?

650 1 Yes → *CONTINUE to item 17 on page 12.*
2 No → *GO TO item 18 on page 12.*

*Please use the definition on pages 2 and 3.



17. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas?

☛ Check "Yes," "No," or "Don't know" on each line.

| | | YES | NO | DON'T KNOW |
|---|-----|----------------------------|----------------------------|----------------------------|
| a. Student discipline | 652 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. Use of physical restraints (e.g., handcuffs, Tasers, Mace, pepper spray, or other physical or chemical restraints) | 654 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. Use of firearms* | 656 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. Making arrests on school grounds | 658 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. Reporting of criminal offenses to a law enforcement agency | 660 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

18. How many of the following were present in your school at least once a week?

☛ If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ If none, please place an "X" in the None box.

| | | Number at your school* |
|---|-----|---|
| a. School Resource Officers (Include all career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.) | | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| i. Full-time | 236 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| ii. Part-time | 238 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| b. Sworn law enforcement officers who are not School Resource Officers | | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| i. Full-time | 240 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| ii. Part-time | 242 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |

19. Aside from School Resource Officers or other sworn law enforcement officers, how many additional security guards or security personnel were present in your school at least once a week?

☛ If a security guard or other security personnel works full-time across various schools in the district, please count this person as "part-time" for your school.

☛ If none, please place an "X" in the None box.

| | | Number at your school* |
|---------------------------------------|-----|---|
| Security guards or security personnel | | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| i. Full-time | 232 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |
| ii. Part-time | 234 | <input type="checkbox"/> <input type="checkbox"/> 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



School Mental Health Services

20. During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed **mental health professional***?

- ☛ Check "Yes" or "No" for each type of service available to students, regardless of whether the service was used this school year.
- ☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

| | | Service was available to students... | | | | | |
|----|---|--|----------------------------|--|----------------------------|--|----------------------------|
| | | AT SCHOOL* by a mental health professional * employed by the school or district | | AT SCHOOL* by a mental health professional * other than a school or district employee, funded by the school or district | | OUTSIDE OF SCHOOL by a mental health professional * other than a school or district employee, funded by the school or district | |
| | | YES | NO | YES | NO | YES | NO |
| a. | Diagnostic assessment* for mental health disorders* | 662 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 664 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 666 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Treatment* for mental health disorders* | 668 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 670 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 672 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

21. During the 2015–16 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

- ☛ Check one response on each line.

| | | Limits in major way | Limits in minor way | Does not limit |
|----|--|--------------------------------|----------------------------|----------------------------|
| a. | Inadequate access to licensed mental health professionals* | 674 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. | Inadequate funding | 676 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. | Potential legal issues for school or district (e.g., malpractice, insufficient supervision) | 678 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. | Lack of parental support in addressing their children's mental health disorders* | 680 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. | Lack of community support for providing mental health services to students in your school | 682 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| f. | Written or unwritten policies regarding the school's requirement to pay for the diagnostic assessment or treatment of students | 684 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| g. | Reluctance to label students with mental health disorders* to avoid stigmatizing the child | 686 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



Staff Training

22. During the 2015–16 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|-----|---|
| a. | Training in classroom management for teachers | 266 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| b. | Training in school-wide discipline policies and practices related to violence* | 268 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| c. | Training in school-wide discipline policies and practices related to cyberbullying* | 265 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| d. | Training in school-wide discipline policies and practices related to bullying* other than cyberbullying* | 267 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| e. | Training in school-wide discipline policies and practices related to alcohol and/or drug use | 269 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| f. | Training in safety procedures (e.g., how to handle emergencies) | 270 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| g. | Training in recognizing early warning signs of students likely to exhibit violent behavior | 272 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| h. | Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD) | 271 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| i. | Training in recognizing physical, social, and verbal bullying* behaviors | 273 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| j. | Training in recognizing signs of students using/abusing alcohol and/or drugs | 274 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| k. | Training in positive behavioral intervention strategies | 276 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| l. | Training in crisis prevention and intervention | 277 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



Limitations on Crime Prevention

23. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

☛ Check one response on each line.

| | | Limits in major way | Limits in minor way | Does not limit | |
|----|---|---------------------|----------------------------|----------------------------|----------------------------|
| a. | Lack of or inadequate teacher training in classroom management | 280 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. | Lack of or inadequate alternative placement/programs for disruptive students | 282 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. | Likelihood of complaints from parents | 284 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. | Lack of teacher support for school policies | 286 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. | Lack of parental support for school policies | 288 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| f. | Teachers' fear of student retaliation | 290 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| g. | Fear of litigation | 292 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| h. | Inadequate funds | 294 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| i. | Inconsistent application of school policies by faculty or staff | 296 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| j. | Fear of district or state reprisal | 298 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| k. | Federal, state, or district policies on disciplining special education students* | 300 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| l. | Federal policies on discipline and safety other than those for special education students* | 302 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| m. | State or district policies on discipline and safety other than those for special education students* | 304 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

Frequency of Crime and Violence at School

24. During the 2015–16 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

306 1 Yes

2 No

25. During the 2015–16 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

308 1 Yes

2 No

*Please use the definition on pages 2 and 3.



Number of Incidents

26. Please record the number of incidents that occurred **at school*** during the 2015–16 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

☛ If none, please place an "X" in the None box.

Please provide information on:

- ☛ The number of incidents, not the number of victims or offenders.
- ☛ Recorded incidents, regardless of whether any disciplinary action was taken.
- ☛ Recorded incidents, regardless of whether students or non-students were involved.
- ☛ Incidents occurring before, during, or after normal school hours.

| | Column 1 | Column 2 |
|---|---|---|
| | Total number of recorded incidents | Number reported to police or other law enforcement |
| a. Rape* or attempted rape* | 310 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 312 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| b. Sexual assault* other than rape* (include threatened rape*) | 314 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 316 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| c. Robbery* (taking things by force) | | |
| i. With a weapon* | 318 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 320 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 322 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 324 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| d. Physical attack or fight* | | |
| i. With a weapon* | 326 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 328 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 330 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 332 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| e. Threats of physical attack* | | |
| i. With a weapon* | 334 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 336 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 338 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 340 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| f. Theft/larceny* (taking things worth over \$10 without personal confrontation) | 342 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 344 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| g. Possession of a firearm or explosive device* | 346 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 348 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| h. Possession of a knife or sharp object | 350 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 352 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| i. Distribution, possession, or use of illegal drugs | 354 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 356 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| j. Inappropriate distribution, possession, or use of prescription drugs | 355 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 357 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| k. Distribution, possession, or use of alcohol | 358 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 360 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| l. Vandalism* | 362 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 364 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



27. Please record the number of arrests that occurred at your school during the 2015–16 school year. Please include all arrests that occurred **at school***, regardless of whether a student or non-student was arrested.

☛ If none, please place an "X" in the None box.

688 Number of arrests

0 None

28. During the 2015–16 school year, how many **hate crimes*** occurred **at your school***?

☛ If none, please place an "X" in the None box.

690 Number of **hate crimes***

0 None

→ GO TO item 30 below.

29. To the best of your knowledge, were any of these **hate crimes*** motivated by the offender's bias against the following characteristics?

☛ Check "Yes" or "No" on each line.

☛ If a **hate crime*** was motivated by multiple characteristics, answer "Yes" for each that applies.

| | | YES | NO |
|---------------------------------|-----|----------------------------|----------------------------|
| a. Race or color | 692 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. National origin or ethnicity | 694 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Gender | 696 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Religion | 698 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Disability | 700 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Sexual Orientation* | 702 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Gender Identity* | 704 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

30. How many times during the 2015–16 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?

☛ Do not include fire alarms due to actual emergencies.

☛ If none, please place an "X" in the None box.

370 Number of unplanned fire alarms

0 None

31. Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by other actions, such as death threats, bomb threats, or chemical, biological, or radiological threats?

☛ If none, please place an "X" in the None box.

372 Number of disruptions

0 None

*Please use the definition on pages 2 and 3.



Disciplinary Problems and Actions

32. To the best of your knowledge, how often do the following types of problems occur **at your school***?

☛ Check one response on each line.

| | | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens | |
|----|--|---------------|------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| a. | Student racial/ethnic tensions | 374 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | Student bullying* | 376 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Student sexual harassment* of other students | 378 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. | Student harassment of other students based on sexual orientation* | 381 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. | Student harassment of other students based on gender identity* | 383 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. | Widespread disorder in classrooms | 382 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. | Student verbal abuse of teachers | 380 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| h. | Student acts of disrespect for teachers other than verbal abuse | 384 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| i. | Gang* activities | 386 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

33. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur?

☛ Check one response on each line.

| | | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens | |
|----|---|---------------|------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| a. | Cyberbullying* among students who attend your school | 389 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | School environment is affected by cyberbullying* | 391 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Staff resources are used to deal with cyberbullying* | 393 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



34. During the 2015–16 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?

| | Does your school allow for use of the following? | | If "Yes," was the action used this school year? | |
|--|--|----------------------------|---|----------------------------|
| | YES | NO | YES | NO |
| a. Removal with no continuing school services for at least the remainder of the school year | 390 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 392 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Removal with school-provided tutoring/at-home instruction for at least the remainder of the school year | 394 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 396 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Transfer to a specialized school* for disciplinary reasons | 398 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 400 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Transfer to another regular school for disciplinary reasons | 402 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 404 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Out-of-school suspension or removal for less than the remainder of the school year | | | | |
| i. With no curriculum/services provided | 406 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 408 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| ii. With curriculum/services provided | 410 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 412 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. In-school suspension for less than the remainder of the school year | | | | |
| i. With no curriculum/services provided | 414 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 416 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| ii. With curriculum/services provided | 418 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 420 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Referral to a school counselor | 422 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 424 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Assignment to a program (during school hours) designed to reduce disciplinary problems | 426 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 428 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems | 430 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 432 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. Loss of school bus privileges due to misbehavior | 434 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 436 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. Corporal punishment | 438 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 440 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| l. Placement on school probation with consequences if another incident occurs | 442 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 444 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| m. Detention and/or Saturday school | 446 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 448 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| n. Loss of student privileges | 450 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 452 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| o. Requirement of participation in community service | 454 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 456 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



35. During the 2015–16 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

☛ If none, please place an "X" in the None box.

Please follow these guidelines when determining the number of offenses and disciplinary actions:

- ☛ If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.
- ☛ If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).
- ☛ If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), **count only the most severe disciplinary action that was taken.**
- ☛ If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.

| | Column number | | | | |
|---|--|---|--|--|--|
| | 1 | 2 | 3 | 4 | 5 |
| | Total students involved in recorded offenses (regardless of disciplinary action) | Removals with no continuing school services for at least the remainder of the school year | Transfers to specialized schools* | Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year | Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.) |
| a. Use/possession of a firearm/explosive device* | 458 0 <input type="checkbox"/> None | 460 0 <input type="checkbox"/> None | 462 0 <input type="checkbox"/> None | 464 0 <input type="checkbox"/> None | 466 0 <input type="checkbox"/> None |
| b. Use/possession of a weapon* other than a firearm/explosive device* | 468 0 <input type="checkbox"/> None | 470 0 <input type="checkbox"/> None | 472 0 <input type="checkbox"/> None | 474 0 <input type="checkbox"/> None | 476 0 <input type="checkbox"/> None |
| c. Distribution, possession, or use of illegal drugs | 478 0 <input type="checkbox"/> None | 480 0 <input type="checkbox"/> None | 482 0 <input type="checkbox"/> None | 484 0 <input type="checkbox"/> None | 486 0 <input type="checkbox"/> None |
| d. Distribution, possession, or use of alcohol | 488 0 <input type="checkbox"/> None | 490 0 <input type="checkbox"/> None | 492 0 <input type="checkbox"/> None | 494 0 <input type="checkbox"/> None | 496 0 <input type="checkbox"/> None |
| e. Physical attacks or fights* | 498 0 <input type="checkbox"/> None | 500 0 <input type="checkbox"/> None | 502 0 <input type="checkbox"/> None | 504 0 <input type="checkbox"/> None | 506 0 <input type="checkbox"/> None |

36. During the 2015–16 school year, how many of the following occurred?

☛ If none, please place an "X" in the None box.

| | |
|---|--|
| a. Students were removed from your school without continuing services for at least the remainder of the school year <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 2.) | Total number 518 0 <input type="checkbox"/> None |
| b. Students were transferred to specialized schools* <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 3.) | Total number 520 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



School Characteristics: 2015–16 School Year

37. As of October 1, 2015, what was your school's total enrollment?

522 Students

38. What percentage of your current students fit the following criteria?

☛ If none, please place an "X" in the None box.

| | Percent of students |
|---|--|
| a. Eligible for free or reduced-price lunch | 524 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |
| b. Limited English Proficient (LEP) | 526 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |
| c. Special education students* | 528 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |
| d. Male | 530 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |

39. What is your best estimate of the percentage of your current students who meet the following criteria?

☛ If none, please place an "X" in the None box.

| | Percent of students |
|--|--|
| a. Below the 15 th percentile on standardized tests | 532 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |
| b. Likely to go to college after high school | 534 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |
| c. Consider academic achievement to be very important | 536 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % 0 <input type="text"/> None |

40. How many classroom changes do most students make in a typical day?

☛ Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.

☛ If none, please place an "X" in the None box.

538 Typical number of classroom changes
0 None

*Please use the definition on pages 2 and 3.



41. How would you describe the crime level in the area(s) in which your students live?

☛ Check one response.

- 560 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime
- 4 Students come from areas with very different levels of crime

42. How would you describe the crime level in the area where your school is located?

☛ Check one response.

- 562 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime

43. Which of the following best describes your school?

☛ Check one response.

- 564 1 Regular public school
- 2 Charter school
- 3 Has a magnet program for part of the school
- 4 Exclusively a magnet school
- 5 Other – *Please specify* ↴

565

44. What is your school's average daily attendance?

| | |
|---------------------------------------|---|
| Percent of students <u>present</u> | |
| 568 | <input style="width: 20px; height: 20px;" type="text"/> |
| | % |
| 0 | <input style="width: 20px; height: 20px;" type="checkbox"/> None |

45. During the 2015–16 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 36b.)

☛ If a student transferred more than once in the school year, count each transfer separately.

☛ If none, please place an "X" in the None box.

| | |
|--|---|
| <p>a. Transferred <u>to</u> the school</p> <hr/> | <p>570 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input type="checkbox"/> None</p> |
| <p>b. Transferred <u>from</u> the school</p> <hr/> | <p>572 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input type="checkbox"/> None</p> |



46. Please provide the following dates:

| | | Month | Day | |
|--|-----|----------------------|---|----------------------------|
| a. Start date for your 2015–16 school year | 574 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2015 |
| b. End date for your 2015–16 school year | 576 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2016 |
| c. Date you completed the questionnaire | 578 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2016 |

47. How long did it take you to complete this form, not counting interruptions?

🍎 Please record the time in minutes (e.g., 55 minutes, 65 minutes).

580 Minutes



Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: DCB/PCSPU, Building 60A
1201 E 10th Street
Jeffersonville, IN 47132-0001

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-888-595-1332 or by e-mail at: addp.education.surveys@census.gov

To learn more about this survey and to access reports from earlier collections, see the School Survey on Crime and Safety (SSOCS) website at:

<http://nces.ed.gov/surveys/ssocs>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from the NCES website at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:

<http://www.fedstats.sites.usa.gov>

