

Supporting Statement Attachments – 2017 School Crime Supplement to the National Crime Victimization Survey

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Attachment 1:

BJS authorizing statute; Title 42, United States Code, Section 3732

-CITE-

42 USC Sec. 3732

01/26/98

-EXPCITE-

TITLE 42 - THE PUBLIC HEALTH AND WELFARE

CHAPTER 46 - JUSTICE SYSTEM IMPROVEMENT

SUBCHAPTER III - BUREAU OF JUSTICE STATISTICS

-HEAD-

Sec. 3732. Bureau of Justice Statistics

-STATUTE-

(a) Establishment

There is established within the Department of Justice, under the general authority of the Attorney General, a Bureau of Justice Statistics (hereinafter referred to in this subchapter as "Bureau").

(b) Appointment of Director; experience; authority; restrictions

The Bureau shall be headed by a Director appointed by the President, by and with the advice and consent of the Senate. The Director shall have had experience in statistical programs. The Director shall have final authority for all grants, cooperative agreements, and contracts awarded by the Bureau. The Director shall report to the Attorney General through the Assistant Attorney General. The Director shall not engage in any other employment than that of serving as Director; nor shall the Director hold any office in, or act in any capacity for, any organization, agency, or institution with which the Bureau makes any contract or other arrangement under this Act.

(c) Duties and functions of Bureau

The Bureau is authorized to -

(1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;

(2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;

(3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, and local justice policy and decisionmaking;

(4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, and local levels;

(5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, and local levels;

(6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information,

about criminal and civil justice systems at the Federal, State, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, and local levels;

(7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States;

(8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;

(9) maintain liaison with the judicial branches of the Federal and State Governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;

(10) provide information to the President, the Congress, the judiciary, State and local governments, and the general public on justice statistics;

(11) establish or assist in the establishment of a system to provide State and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;

(12) conduct or support research relating to methods of gathering or analyzing justice statistics;

(13) provide for the development of justice information systems programs and assistance to the States and units of local government relating to collection, analysis, or dissemination of justice statistics;

(14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;

(15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;

(16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;

(17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, and local criminal justice agencies on their drug enforcement activities;

(18) provide for the development and enhancement of State and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;

(19) provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;

(20) maintain liaison with State and local governments and governments of other nations concerning justice statistics;

(21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;

(22) ensure conformance with security and privacy requirement of section 3789g of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies which impact on Federal and State criminal justice operations and related statistical activities; and

(23) exercise the powers and functions set out in subchapter

VIII of this chapter.

(d) Justice statistical collection, analysis, and dissemination to insure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to -

(1) utilize, with their consent, the services, equipment, records, personnel, information, and facilities of other Federal, State, local, and private agencies and instrumentalities with or without reimbursement therefor, and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis;

(2) confer and cooperate with State, municipal, and other local agencies;

(3) request such information, data, and reports from any Federal agency as may be required to carry out the purposes of this chapter;

(4) seek the cooperation of the judicial branch of the Federal Government in gathering data from criminal justice records; and

(5) encourage replication, coordination and sharing among justice agencies regarding information systems, information policy, and data.

(e) Furnishing of information, data, or reports by Federal agencies Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(3) of this section shall provide such information to the Bureau as is required to carry out the purposes of this section.

(f) Consultation with representatives of State and local government and judiciary In recommending standards for gathering justice statistics under this section, the Director shall consult with representatives of State and local government, including, where appropriate, representatives of the judiciary.

-SOURCE-

(Pub. L. 90-351, title I, Sec. 302, as added Pub. L. 96-157, Sec. 2, Dec. 27, 1979, 93 Stat. 1176; amended Pub. L. 98-473, title II, Sec. 605(b), Oct. 12, 1984, 98 Stat. 2079; Pub. L. 100-690, title VI, Sec. 6092(a), Nov. 18, 1988, 102 Stat. 4339; Pub. L. 103-322, title XXXIII, Sec. 330001(h)(2), Sept. 13, 1994, 108 Stat. 2139.)

-REFTEXT-

REFERENCES IN TEXT

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90-351, June 19, 1968, 82 Stat. 197, as amended, known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title note set out under section 3711 of this title and Tables.

-MISC2-

PRIOR PROVISIONS

A prior section 3732, Pub. L. 90-351, title I, Sec. 302, June 19, 1968, 82 Stat. 200; Pub. L. 93-83, Sec. 2, Aug. 6, 1973, 87 Stat. 201; Pub. L. 94-503, title I, Sec. 110, Oct. 15, 1976, 90 Stat. 2412, related to establishment of State planning agencies to develop comprehensive State plans for grants for law enforcement and criminal justice purposes, prior to the general amendment of this chapter by Pub. L. 96-157.

AMENDMENTS

1994 - Subsec. (c)(19). Pub. L. 103-322 substituted a semicolon for period at end.

1988 - Subsec. (c)(16) to (23). Pub. L. 100-690 added pars. (16) to (19) and redesignated former pars. (16) to (19) as (20) to (23), respectively.

1984 - Subsec. (b). Pub. L. 98-473, Sec. 605(b)(1), inserted provision requiring Director to report to Attorney General through Assistant Attorney General.

Subsec. (c)(13). Pub. L. 98-473, Sec. 605(b)(2)(A), (C), added par. (13) and struck out former par. (13) relating to provision of financial and technical assistance to States and units of local government relating to collection, analysis, or dissemination of justice statistics.

Subsec. (c)(14), (15). Pub. L. 98-473, Sec. 605(b)(2)(C), added pars. (14) and (15). Former pars. (14) and (15) redesignated (16) and (17), respectively.

Subsec. (c)(16). Pub. L. 98-473, Sec. 605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 3789g of this title.

Subsec. (c)(17). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated par. (15) as (17). Former par. (17) redesignated (19).

Subsec. (c)(18). Pub. L. 98-473, Sec. 605(b)(2)(D), added par. (18).

Subsec. (c)(19). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated former par. (17) as (19).

Subsec. (d)(1). Pub. L. 98-473, Sec. 605(b)(3)(A), inserted ", and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis".

Subsec. (d)(5). Pub. L. 98-473, Sec. 605(b)(3)(B)-(D), added par. (5).

EFFECTIVE DATE OF 1984 AMENDMENT

Amendment by Pub. L. 98-473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98-473, set out as an Effective Date note under section 3711 of this title.

-SECRET-

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in section 5603 of this title.

Attachment 2:

2017 SCS questionnaire

2017 SCHOOL CRIME SUPPLEMENT

INTRO_1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

1a. Did you attend school at any time this school year?

- 006 1 Yes
 2 No - **SKIP to END**

E_HOMESCHOOL

1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

- 092 1 Yes
 2 No - **SKIP to E_DIFFSCHOOL_ATTENDED**

E_ALLHOMESCHOOL

1c. Was all of your schooling this school year homeschooling?

- 007 1 Yes - **SKIP to END**
 2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

- 185SCS 1 One school
 2 Two schools
 3 Three or more schools

Check Item: if student was not homeschooled (1b, **E_HOMESCHOOL** = "No") Skip to 2b, **WHATGRADE**. If student was partially homeschooled (1c, **E_ALLHOMESCHOOL** = "No") continue with 2a, **E_HOMESCHOOLGRADE**.

E_HOMESCHOOLGRADE

2a. During the time you were homeschooled this school year, what grade would you have been in if you were in a public or private school?

- 093 0 Fifth or under - **SKIP to END**
- | | | |
|---|---|------------------------|
| <p>1 <input type="checkbox"/> Sixth
 2 <input type="checkbox"/> Seventh
 3 <input type="checkbox"/> Eighth
 4 <input type="checkbox"/> Ninth
 5 <input type="checkbox"/> Tenth
 6 <input type="checkbox"/> Eleventh
 7 <input type="checkbox"/> Twelfth</p> | } | SKIP to INTRO_2 |
|---|---|------------------------|
- 8 Other - *Specify*
- 9 College/GED/Post-graduate/
 Other noneligible - **SKIP to END**

E_HOMESCHOOLGRADE_OTHER

E_WHATGRADE

2b. What grade are you in?

- 008 0 Fifth or under - **SKIP to END**
- | | | |
|---|---|----------------------------|
| <p>1 <input type="checkbox"/> Sixth
 2 <input type="checkbox"/> Seventh
 3 <input type="checkbox"/> Eighth
 4 <input type="checkbox"/> Ninth
 5 <input type="checkbox"/> Tenth
 6 <input type="checkbox"/> Eleventh
 7 <input type="checkbox"/> Twelfth</p> | } | SKIP to E_WHATMONTH |
|---|---|----------------------------|
- 8 Other - *Specify*
- 9 College/GED/Post-graduate/
 Other noneligible - **SKIP to END**

E_WHATGRADEOTHER

INTRO_2 -The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

E_WHATMONTH

3. In what month did your current school year begin?

- 009 1 August
 2 September
 3 Other - Specify _____

E_WHATMONTHOTHER

- 1 January
 2 February
 3 March
 4 April
 5 May
 6 June
 7 July
 8 October
 9 November
 10 December

ENVIRONMENTAL QUESTIONS

F_SCHOOLSTATE, F_SCHOOLCOUNTY, F_SCHOOLCITY

4b. In what State, County and City is your school located?

- 015 State
 014 County
 013 City
 012 School Name

F_NAMEOFSCHOOL

What is the complete name of your school?

F_PUBLICORPRIVATE

5a. Is your school public or private?

- 016 1 Public – ASK **F_REGULARSCHOOL**
 2 Private - **SKIP** to **F_CHURCHRELATED**

F_REGULARSCHOOL

5b. Is this the regular school that most of the students in your neighborhood attend?

- 017 1 Yes }
 2 No } **SKIP** to **F_GRADES_LOW**

F_CHURCHRELATED

5c. Is your school affiliated with a religion?

- 018 1 Yes
 2 No
 3 Don't know

<p>6. What grades are taught in your school?</p> <p>Pre-K or Kindergarten 00 01 02 03 04 05 06 07 08 09 10 11 12 H.S. Senior 13 Post-graduate 20 All ungraded 30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) F_GRADES_LOW TO 021 <input type="checkbox"/> <input type="checkbox"/> (highest) F_GRADES_HIGH</p>
<p>F_GETTOSCHOOL</p> <p>7. How do you get to school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p>F_GETTOSCHOOL_SPECIFY</p> <p><i>Enter the other way that the respondent gets to school.</i></p>	<p>022</p> <p>1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i> _____</p>
<p>F_HOMEFROMSCHOOL</p> <p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p>F_HOMEFROMSCHOOL_SPECIFY</p> <p><i>Enter the other way that the respondent gets home from school.</i></p>	<p>024</p> <p>1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - <i>Specify</i> _____</p>

9. During this school year, have you participated in any of the following activities sponsored by your school:

F_ACTIVITIES_SPORTS

a. Athletic teams at school?

120 Yes No
 1 2

F_ACTIVITIES_SPIRIT

b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?

121 1 2

F_ACTIVITIES_ARTS

c. Performing arts, for example, Band, Choir, Orchestra, or Drama?

122 1 2

F_ACTIVITIES_ACADEMIC

d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?

123 1 2

F_ACTIVITIES_GOV'T

e. Student government?

124 1 2

F_ACTIVITIES_SERVICE

f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?

125 1 2

[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.

F_ACTIVITIES_OTHER

g. Other school clubs or school activities?

126 1 2



F_ACTIVITIES_OTHER_SPECIFY

What are the other school clubs or school activities you participate in?

Specify _____

10. The next questions are about security measures that some schools take.		Yes	No	Don't know	School does not have lockers	
Does your school have:						
F_SAFETY_POLICE	a. Security guards or assigned police officers?	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_HALLSTAFF	b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_METAL_DETECTORS	c. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_DOORS_LOCKED	d. Locked entrance or exit doors during the day?	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_SIGN_IN	e. A requirement that visitors sign in AND wear visitor badges or stickers?	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_LOCKER_CHECKS	f. Locker checks?	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
F_SAFETY_STUDENT_ID	g. A requirement that students wear badges or picture identification?	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_CAMERAS	h. One or more security cameras to monitor the school?	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_CODE_OF_CONDUCT	i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_REPORT	11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?	167	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	Don't know 3 <input type="checkbox"/>	
F_DISTRACTED	12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i>	156	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time			

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_CRIME_NEIGHBORHOOD There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
	Strongly Agree	Agree	Disagree	Strongly Disagree																											
212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_CRIME_NEIGHBORHOOD_SCHOOL There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>213SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
	Strongly Agree	Agree	Disagree	Strongly Disagree																											
213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											

<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td>189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>					
	Strongly Agree	Agree	Disagree	Strongly Disagree												
189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>												
<p>SCS_INTRO 3 Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>																
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p>F_ALCOHOL a. Alcoholic beverages?</p> <p>F_MARIJUANA b. Marijuana, also known as pot, weed or mary jane?</p> <p>F_PRESCRIPTION_DRUGS c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p>F_OTHER_ILLEGAL d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		Yes	No	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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041	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
159	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
<p>F_KNOW_DRUGS_OR_ALCOHOL 20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</p>	<p>210SCS</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>															
<p>FIGHTING, BULLYING AND HATE BEHAVIORS</p>																
<p>G_FIGHT_AT_SCHOOL 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: G_BULLY_MADE_FUN</p>															
<p>G_FIGHT_HOW_OFTEN 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>															

<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>G_BULLY_MADE_FUN a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>G_BULLY_RUMOR b. Spread rumors about you or tried to make others dislike you?</p> <p>G_BULLY_THREAT c. Threatened you with harm?</p> <p>G_BULLY_CONTACT d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>G_BULLY_COERCED e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>G_BULLY_EXCLUDED f. Excluded you from activities on purpose?</p> <p>G_BULLY_DESTROYED_PROP g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to G_HATE</td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to G_HATE
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<p>G_BULLY_DAY_PLUS 23a. During this school year, how many days were you bullied? <i>(READ ANSWER CATEGORIES)</i></p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to G_BULLY_TIMES</p> <p>2 <input type="checkbox"/> Two days 3 <input type="checkbox"/> Three to ten days 4 <input type="checkbox"/> More than ten days } SKIP to G_BULLY_HAPPEN_AGAIN</p>																								
<p>G_BULLY_TIMES 23b. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? <i>(READ ANSWER CATEGORIES 1-4)</i></p>	<p>215SCS</p> <p>1 <input type="checkbox"/> Once 2 <input type="checkbox"/> Two to ten times 3 <input type="checkbox"/> Eleven to fifty times 4 <input type="checkbox"/> More than fifty times 5 <input type="checkbox"/> Too many times to count 6 <input type="checkbox"/> Don't know</p>																								
<p>G_BULLY_HAPPEN_AGAIN 24. Did you think the bullying would happen again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								

<p>G_BULLY_MULTI_PERS 25. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</p>	<p>217SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: G_BULLY_STRONGER</p>																		
<p>G_BULLY_HOW_ACT 26. Did these people act alone, together as a team, or both?</p>	<p>218SCS 1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</p>																		
<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p>G_BULLY_STRONGER a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>G_BULLY_POPULAR b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>G_BULLY_MONEY c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>G_BULLY_INFLUENCE d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>G_BULLY_OTHER_POWER e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>219SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>220SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>221SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>222SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>223SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	222SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	223SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>G_BULLY_WHERE1 through G_BULLY_WHERE8 28. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 8 <input type="checkbox"/> Online or by text?</p>																		
<p>G_BULLY_ADULT_TOLD 29. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																		

<p>30. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK a. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF c. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																						
<p>31. When you were bullied in school this year, did you ever think it was related to ...</p> <p>G_BULLY_RACE a. YOUR race?</p> <p>G_BULLY_RELIGION b. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER e. YOUR gender?</p> <p>G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p>G_HATE 32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to G_HATE_WORDS</p>																									

		Yes	No	Don't know
33.	Were any of the hate-related words related to ...			
	G_HATE_RACE			
	a. Your race?	107SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	G_HATE_RELIGION			
	b. Your religion?	108SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	G_HATE_ETHNICITY			
	c. Your ethnic background or national origin- for example, people of Hispanic origin?	109SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	G_HATE_DISABILITY			
	d. Any disability you may have – such as physical, mental, or developmental disabilities?	110SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	G_HATE_GENDER			
	e. Your gender?	111SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	G_HATE_SEXUAL_ORIENTATION			
	f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?	112SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_WORDS				
34.	During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
AVOIDANCE				
35.	During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?		Yes	No
	H_AVOID_SHORTCUT			
	a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_ENTRANCE			
	b. The entrance into the school?	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_HALLWAYS			
	c. Any hallways or stairs in school?	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_CAFETERIA			
	d. Parts of the school cafeteria or lunchroom?	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_RESTROOMS			
	e. Any school restrooms?	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_OTHER_PLACES			
	f. Other places inside the school building?	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_PARKING_LOT			
	g. School parking lot?	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_OTHER_SCHOOL			
	h. Other places on school grounds?	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_SCHOOL_BUS_STOP			
	i. School bus or bus stop?	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_ACTIVITIES				
36a.	Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

<p>H_AVOID_CLASSES 36b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
<p>H_STAY_HOME 36c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
FEAR													
<p>I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</p>													
<p>I_AFRAID 37a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ ANSWER CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
<p>I_AFRAID_ON_BUS 37b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ ANSWER CATEGORIES)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
<p>I_AFRAID_NONSCHOOL 37c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ ANSWER CATEGORIES)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
WEAPONS													
<p>J_INTRO_WEAPON In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p>													
<p>38. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds? (READ CATEGORIES.)</p> <p>J_WEAPONS_GUN a. A gun?</p> <p>J_WEAPONS_KNIFE b. A knife brought as a weapon?</p> <p>J_WEAPONS_OTHER c. Some other weapon?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;">Yes</th> <th style="width: 40%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>082 1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>083 1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>084 1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	082 1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	083 1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	084 1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No											
082 1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>											
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084 1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p>J_GUN_OTHERS 39a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to J_GET_GUN</p>												

<p>J_SEE_GUN 39b. Have you actually seen another student with a gun at school during this school year?</p>	<p>086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
<p>J_GET_GUN 40. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
GANGS													
<p>K_INTRO_GANG INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>													
<p>K_GANGS 41a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_GRADES 3 <input type="checkbox"/> Don't know - SKIP to L_GRADES</p>												
<p>K_GANG_FIGHTS 41b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school? (READ CATEGORIES 1-5)</p>	<p>089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day</p>												
<p>K_GANG_DRUGS 41c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
STUDENT CHARACTERISTICS													
<p>L_GRADES 42. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>L_SKIP_CLASSES 43a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_SCHOOL_AFTER_SCHOOL 3 <input type="checkbox"/> Don't know - SKIP to L_SCHOOL_AFTER_SCHOOL</p>												
<p>L_SKIP_CLASS_DAYS 43b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115 <input type="text"/> <input type="text"/> (Number of days)</p>												
<p>44. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school? L_GRADUATE_4YR b. Graduate from a 4-year college?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Attachment 3:

2015 SCS questionnaire

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.

ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

U.S. Census Bureau
ACTING AS COLLECTING AGENCY FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT
TO THE NATIONAL CRIME
VICTIMIZATION SURVEY
2015

Control number

PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator

QUESTIONNAIRE

A. FR Code

001

B. Respondent

Line No.
002

Age
003

Name

FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.

C. Type of SCS Interview

- 004 1 Personal - Self
2 Telephone – Self
3 Personal - Proxy
4 Telephone - Proxy
5 Noninterview – **SKIP to ITEM D**

D. Reason for SCS noninterview

- 005 2 Refused – Respondent refused
For themselves
3 Not available
4 NCVS completed in a
Language other than
English or Spanish
5 Unknown reason (Internal
category created for post data
collection processing)
6 Refused – Parent or other
Person refused for respondent

SKIP to END

INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

E. SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

1a. Did you attend school at any time this school year?

- 006 1 Yes
2 No - **SKIP to END**

E_HOMESCHOOL

1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

- 092 1 Yes
2 No - **SKIP to 1d, E_DIFFSCHOOL_ATTENDED**

E_ALLHOMESCHOOL

1c. Was all of your schooling this school year homeschooling?

- 007 1 Yes - **SKIP to END**
2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

- 185SCS 1 One school
2 Two schools
3 Three or more schools

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

Check Item: if student was not homeschooled (1b, **E_HOMESCHOOL** = "No") Skip to 2b, **WHATGRADE**. If student was partially homeschooled (1c, **E_ALLHOMESCHOOL** = "No") continue with 2a, **E_HOMESCHOOLGRADE**.

E_HOMESCHOOLGRADE

2a. During the time you were homeschooled this school year, what grade would you have been in if you were in a public or private school?

E_HOMESCHOOLGRADE_OTHER

- 093
- 0 Fifth or under - **SKIP to END**
 - 1 Sixth
 - 2 Seventh
 - 3 Eighth
 - 4 Ninth
 - 5 Tenth
 - 6 Eleventh
 - 7 Twelfth
 - 8 Other - *Specify* _____
 - 9 College/GED/Post-graduate/
Other noneligible - **SKIP to END**
- } **SKIP to INTRO_2**

E_WHATGRADE

2b. What grade are you in?

E_WHATGRADEOTHER

- 008
- 0 Fifth or under - **SKIP to END**
 - 1 Sixth
 - 2 Seventh
 - 3 Eighth
 - 4 Ninth
 - 5 Tenth
 - 6 Eleventh
 - 7 Twelfth
 - 8 Other - *Specify* _____
 - 9 College/GED/Post-graduate/
Other noneligible - **SKIP to END**
- } **SKIP to E_WHATMONTH**

FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a **E_HOMESCHOOLGRADE**.

INTRO_2 -The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

E_WHATMONTH

3. In what month did your current school year begin?

E_WHATMONTHOTHER

- 009
- 1 August
 - 2 September
 - 3 Other - *Specify* _____

F. ENVIRONMENTAL QUESTIONS

F_SCHOOLCOUNTY, F_SCHOOLCITY, F_SCHOOLSTATE

4b. In what State, County and City is your school located?

F_NAMEOFSCHOOL

What is the complete name of your school?

- 015 State
- 014 County
- 013 City
- 012 School Name

F_PUBLICORPRIVATE

5a. Is your school public or private?

- 016
- 1 Public – ASK **F_REGULARSCHOOL**
 - 2 Private - **SKIP to F_CHURCHRELATED**

F_REGULARSCHOOL

5b. Is this the regular school that most of the students in your neighborhood attend?

- 017
- 1 Yes
 - 2 No
- } **SKIP to F_GRADES_LOW**

F_CHURCHRELATED

5c. Is your school affiliated with a religion?

- 018
- 1 Yes
 - 2 No
 - 3 Don't know

6. What grades are taught in your school?

Pre-K or Kindergarten 00
 01
 02
 03
 04
 05
 06
 07
 08
 09
 10
 11
 12 H.S. Senior
 13 Post-graduate
 20 All ungraded
 30 All Special Education

Grades:

020 (lowest) **F_GRADES_LOW**
 TO
 021 (highest) **F_GRADES_HIGH**

F_GETTOSCHOOL

7. How do you get to school most of the time this school year?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

F_GETTOSCHOOL_SPECIFY
Enter the other way that the respondent gets to school.

022 1 Walk
 2 School bus
 3 Public bus, subway, train
 4 Car
 5 Bicycle, motorbike, or motorcycle
 6 Some other way - *Specify*

F_HOMEFROMSCHOOL

8. How do you get home from school most of the time this school year?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

F_HOMEFROMSCHOOL_SPECIFY
Enter the other way that the respondent gets home from school.

024 1 Walk
 2 School bus
 3 Public bus, subway, train
 4 Car
 5 Bicycle, motorbike, or motorcycle
 6 Some other way - *Specify* _____

9. During this school year, have you participated in any of the following activities sponsored by your school:

F_ACTIVITIES_SPORTS

a. Athletic teams at school?

120 Yes No
 1 2

F_ACTIVITIES_SPIRIT

b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?

121 1 2

F_ACTIVITIES_ARTS

c. Performing arts, for example, Band, Choir, Orchestra, or Drama?

122 1 2

F_ACTIVITIES_ACADEMIC

d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?

123 1 2

F_ACTIVITIES_GOV'T

e. Student government?

124 1 2

F_ACTIVITIES_SERVICE

f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?

125 1 2

[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.

F_ACTIVITIES_OTHER

g. Other school clubs or school activities?

126 1 2



F_ACTIVITIES_OTHER_SPECIFY

What are the other school clubs or school activities you participate in?

Specify _____

10. The next questions are about security measures that some schools take.		Yes	No	Don't know	School does not have lockers	
Does your school have:						
F_SAFETY_POLICE						
a.	Security guards or assigned police officers?	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_HALLSTAFF						
b.	Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_METAL_DETECTORS						
c.	Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_DOORS_LOCKED						
d.	Locked entrance or exit doors during the day?	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_SIGN_IN						
e.	A requirement that visitors sign in AND wear visitor badges or stickers?	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_LOCKER_CHECKS						
f.	Locker checks?	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
F_SAFETY_STUDENT_ID						
g.	A requirement that students wear badges or picture identification?	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_CAMERAS						
h.	One or more security cameras to monitor the school?	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_SAFETY_CODE_OF_CONDUCT						
i.	A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
F_REPORT						
11.	If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?	167	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	Don't know 3 <input type="checkbox"/>	
F_DISTRACTED						
12.	In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i>	156	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time			

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>F_ADULT_REALLYCARES a. Really cares about you.</p> <p>F_ADULT_LISTENS b. Listens to you when you have something to say.</p> <p>F_ADULT_GOOD_JOB c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p>F_STUDENT_REALLYCARES a. Really cares about you.</p> <p>F_STUDENT_LISTENS b. Listens to you when you have something to say.</p> <p>F_STUDENT_SUCCESS c. Believes that you will be a success.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>187SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_CRIME_NEIGHBORHOOD There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_CRIME_NEIGHBORHOOD_SCHOOL There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td style="vertical-align: top;">213SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree							
213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>							
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td style="vertical-align: top;">189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree							
189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>							

SCS_INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p>F_ALCOHOL a. Alcoholic beverages?</p> <p>F_MARIJUANA b. Marijuana, also known as pot, weed or mary jane?</p> <p>F_PRESCRIPTION_DRUGS c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p>F_OTHER_ILLEGAL d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="vertical-align: top;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		Yes	No	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No														
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
041	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
159	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
<p>F_KNOW_DRUGS_OR_ALCOHOL 20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</p>	<p>210SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>															

G. FIGHTING, BULLYING AND HATE BEHAVIORS

<p>G_FIGHT AT SCHOOL 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: G_BULLY_MADE_FUN (If QType2 = 1) G_BULLY_DEFINITION (If QType2 = 2)</p>
<p>G_FIGHT HOW OFTEN 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>

The Bully Questions (22, 23 and 22ALT) have two alternate forms, designed for split-half administration. Version 1 starts here with questions 22 **G_BULLY_MADE_FUN**, subparts a-g, and questions 23a and 23b. For version 2, skip to Alt 22 **G_BULLY_DEFINITION** below.

22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

(Read each category a-g.)

G_BULLY_MADE_FUN

a. Made fun of you, called you names, or insulted you, in a hurtful way?

	Yes	No
134	1 <input type="checkbox"/>	2 <input type="checkbox"/>

G_BULLY_RUMOR

b. Spread rumors about you or tried to make others dislike you?

135 1 2

G_BULLY_THREAT

c. Threatened you with harm?

136 1 2

G_BULLY_CONTACT

d. Pushed you, shoved you, tripped you, or spit on you?

137 1 2

G_BULLY_COERCED

e. Tried to make you do things you did not want to do, for example, give them money or other things?

138 1 2

G_BULLY_EXCLUDED

f. Excluded you from activities on purpose?

139 1 2

G_BULLY_DESTROYED_PROP

g. Destroyed your property on purpose?

140 1 2 If all categories a-g are marked "No" **SKIP** to **G_HATE**

G_BULLY_OVER_AND_OVER

23a. When you were bullied this school year, did it happen over and over, or were you afraid it would happen over and over?

190SCS 1 Yes
2 No

G_BULLY_MORE_POWER

23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

191SCS 1 Yes
2 No

If completing Version 1, skip to question 24 **G_BULLY_HOW_OFTEN** below. For version 2, continue with Alt 22 **G_BULLY_DEFINITION** here.

<p>G_BULLY_DEFINITION</p> <p>ALT 22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</p> <p>By this definition, have you been bullied at school, by another student this school year?</p>	<p>192SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No – SKIP to G_HATE</p>
<p>G_BULLY_VERBAL</p> <p>ALT22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?</p> <hr/> <p>G_BULLY_PHYSICAL</p> <p>ALT22b. Was any of the bullying physical – that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?</p> <hr/> <p>G_BULLY_SOCIAL</p> <p>ALT22c. Was any of the bullying social – that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?</p>	<p>193SCS 1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p> <p>194SCS 1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p> <p>195SCS 1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p>
<p>G_BULLY_HOW_OFTEN</p> <p>24. During this school year, how often were you bullied?</p> <p><i>(READ CATEGORIES 1-4.)</i></p>	<p>142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day</p>
<p>G_BULLY_WHERE1 through G_BULLY_WHERE8</p> <p>25. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY</p> <p>Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 8 <input type="checkbox"/> Online or by text?</p>
<p>G_BULLY_ADULT_TOLD</p> <p>26. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

<p>27. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK a. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF c. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>28. When you were bullied in school this year, did you ever think it was related to ...</p> <p>G_BULLY_RACE a. YOUR race?</p> <p>G_BULLY_RELIGION b. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER e. YOUR gender?</p> <p>G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p>G_HATE 29. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to G_HATE_WORDS</p>																									

	Yes	No	Don't know
30. Were any of the hate-related words related to ...			
G_HATE_RACE			
a. Your race?	107SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_RELIGION			
b. Your religion?	108SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_ETHNICITY			
c. Your ethnic background or national origin- for example, people of Hispanic origin?	109SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_DISABILITY			
d. Any disability you may have – such as physical, mental, or developmental disabilities?	110SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_GENDER			
e. Your gender?	111SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_SEXUAL_ORIENTATION			
f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?	112SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

G_HATE_WORDS			
31. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

H. AVOIDANCE

	Yes	No
32. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?		
H_AVOID_SHORTCUT		
a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?	068 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_ENTRANCE		
b. The entrance into the school?	069 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_HALLWAYS		
c. Any hallways or stairs in school?	070 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_CAFETERIA		
d. Parts of the school cafeteria or lunchroom?	071 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_RESTROOMS		
e. Any school restrooms?	072 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_PLACES		
f. Other places inside the school building?	073 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_PARKING_LOT		
g. School parking lot?	074 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_SCHOOL		
h. Other places on school grounds?	075 1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_SCHOOL_BUS_STOP		
i. School bus or bus stop?	208SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>

H_AVOID_ACTIVITIES		
33a. Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

H_AVOID_CLASSES		
33b. Did you AVOID any classes because you thought someone might attack or harm you?	077	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

<p>H_STAY_HOME 33c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
I. FEAR													
<p>I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</p>													
<p>I_AFRAID 34a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ ANSWER CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
<p>I_AFRAID_ON_BUS 34b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ ANSWER CATEGORIES)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
<p>I_AFRAID_NONSCHOOL 34c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ ANSWER CATEGORIES)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>												
J. WEAPONS													
<p>J_INTRO_WEAPON In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p>													
<p>35. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds? (READ CATEGORIES.)</p> <p>J_WEAPONS_GUN a. A gun?</p> <p>J_WEAPONS_KNIFE b. A knife brought as a weapon?</p> <p>J_WEAPONS_OTHER c. Some other weapon?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;">Yes</th> <th style="width: 40%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>082</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p>J_GUN_OTHERS 36a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to J_GET_GUN</p>												
<p>J_SEE_GUN 36b. Have you actually seen another student with a gun at school during this school year?</p>	<p>086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												

<p>J_GET_GUN 37. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
K. GANGS													
<p>K_INTRO_GANG INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>													
<p>K_GANGS 38a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_GRADES 3 <input type="checkbox"/> Don't know - SKIP to L_GRADES</p>												
<p>K_GANG_FIGHTS 38b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school? (READ CATEGORIES 1-5)</p>	<p>089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day</p>												
<p>K_GANG_DRUGS 38c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
L. STUDENT CHARACTERISTICS													
<p>L_GRADES 39. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>L_SKIP_CLASSES 40a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_SCHOOL_AFTER_SCHOOL 3 <input type="checkbox"/> Don't know - SKIP to L_SCHOOL_AFTER_SCHOOL</p>												
<p>L_SKIP_CLASS_DAYS 40b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115 <input type="text"/> <input type="text"/> (Number of days)</p>												
<p>41. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school?</p> <p>L_GRADUATE_4YR b. Graduate from a 4-year college?</p>	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Attachment 4:

Cognitive Pretesting of the 2017 School Crime Supplement to the National Crime Victimization Survey
Final Report

COGNITIVE PRETESTING OF THE
2017 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

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Final Report

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Disclaimer: This report is released to inform interested parties of research and to encourage discussion. The views expressed are those of the authors and not necessarily those of the U.S. Census Bureau.

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1 EXECUTIVE SUMMARY

This report presents findings from the cognitive testing of the 2017 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). Researchers conducted 30 cognitive interviews over three iterative rounds of testing. Cognitive testing focused on the section of questions about students' experiences with bullying in schools. Respondents included 16 students who were victims of bullying within the last school year, and 14 individuals who did not experience bullying in the past school year (see Section 5.1.1 Respondent Selection for recruitment details). For the purposes of this study, students were classified as bullying victims or non-victims based on their discussion of their experiences during the interviews, rather than their answers to screening questions or self-identification.

In 2014, the Centers for Disease Control and Prevention (CDC) partnered with other government agencies, including NCES, and external stakeholders to form a steering committee that examined federal guidelines and existing research on bullying. After finding that assessment tools used to measure bullying used inconsistent definitions and measurement strategies, the committee created a uniform definition of bullying to make gathering scientific data and establishing comparable trends over time easier. According to the uniform definition, bullying includes two components not measured prior to the 2015 SCS: the bullying behaviors must be repeated or highly likely to be repeated, and there must be an observed or perceived power imbalance between the perpetrator(s) and the victim. The 2015 SCS included a split-ballot experiment that tested two different strategies of integrating this definition into the survey, and cognitive testing focused on one of those strategies: continuing the use of a historic item to capture unwanted, aggressive behaviors, with additional follow-up items to measure the added components of repetition and power imbalance.

The findings from this study indicate that the historic questions in the bullying section for the SCS generally performed well. Most questions were easy for interviewers to administer, and easy for respondents to understand and answer. These questions required no revisions. Of those questions that required revisions, some were minor modifications. For one question, which is intended to measure the likelihood of bullying behaviors being repeated, an ambiguous phrase was replaced with a clear one to reduce the likelihood of measurement error due to varying interpretations by respondents (see Section 6.2.2 for results). A second question with a minor revision was modified to include an additional response option (see Section 6.3.1).

The question measuring multiple dimensions of a power imbalance, a key component of the CDC uniform definition, was of particular interest. The Round 1 question included sub-items measuring three dimensions of power, as well as a fourth item as a catch-all asking if the bully had "more power than you in another way." Students' responses to probes indicated that the question would benefit from a new item measuring another

dimension of power the original item did not ask about: the ability to influence what other students think of them (see section 6.3.2 for results).

Another question of interest was the frequency question, as it is also used to measure repetition, which is also a key component of the CDC definition. Respondents had trouble answering the Round 1 version of the question. Multiple versions of the question were included for testing in each round. In addition to answering the questions about their own experiences, respondents were also given a vignette and asked to answer the questions for the scenario outlined in the vignette. This was done to see how well the questions worked for situations in which the bullying is limited to a specific time frame, rather than occurring regularly throughout the school year. Ultimately, the decision was made to use the version of the question that a majority of the students said was the easiest to answer and chose as their preferred version of the question. A follow up question was added to determine if students who reported experiencing bullying behaviors on only one day experienced multiple repeated behaviors throughout that single day. This question, though not tested in this study, was modeled after a question that was cognitively tested for the NCVS's 2016 Supplemental Victimization Survey. A third tested question on the topic of repetition asked respondents whether they believed the bullying behaviors would happen again.

While the scope of this cognitive testing study was limited due to time constraints dictated by the next production date for the survey, Interviewers probed on most of the bullying questions to identify questions of concern for future testing. We identified an issue with the bullying prevalence question (Q22) where most students are not thinking about cyberbullying when answering it. While no changes were made to this question in an effort to preserve the trend, this issue will be examined further in future cognitive testing.

2 INTRODUCTION

At the request of the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), the Center for Survey Measurement (CSM) conducted cognitive testing of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The SCS was first collected in 1989. It was collected again in 1995 and 1999, and has been collected every two years since 1999.

The supplement is used to collect data on students' perspectives on school climate including a variety of topics such as the availability of drugs and alcohol, fighting, bullying, and hate related behaviors, and students' perception of how safe they feel in their school. The cognitive testing discussed in this report focused on the section of questions about being bullied in schools.

Questions measure various characteristics of bullying experiences, including – but not limited to- the prevalence of bullying behaviors against the student, the frequency of being bullied, the location of the bullying, and whether the incident(s) was reported to an adult (see Attachment C for full list of questions in the bullying section).

Researchers conducted three iterative rounds of cognitive testing. The purpose of this cognitive research was to test new and revised questions for the 2017 School Crime Supplement to the NCVS. The results of these cognitive interviews will help inform the final version of the SCS questionnaire, which will be administered in 2017. This report presents the findings from the thirty cognitive interviews that CSM conducted between May 2016 and July 2016.

3 BACKGROUND

The National Crime Victimization Survey (NCVS) is a self-report survey collected annually by the Census Bureau on behalf of the Bureau of Justice Statistics (BJS). Approximately 90,000 households in the United States, totaling 160,000 persons are sampled and asked about their experiences with victimization over the past six months. The survey is completed by persons age 12 or older, and provides data on the characteristics of crime, the offender, and the victim's experience with the criminal justice system after a crime occurs. Eligible participants are interviewed every six months, and remain in the sample for three years.

3.1 History of the School Crime Supplement

The School Crime Supplement (SCS) is administered every two years as a supplement to the National Crime Victimization Survey (NCVS) to respondents ages 12 through 18 enrolled in school. The first data collection for the SCS was in 1989, providing student level data on alcohol and drug availability, victimization, school rules and punishment, gun and weapon carrying as well as other topics. Although the 1989 and 1995 instruments did not include items on bullying, they did include victimization items that could get at bullying experiences. It was not until 1999 that the first item was added to the questionnaire to specifically measure the prevalence of bullying in schools. In 2005, an entire section consisting of several items devoted to questions on bullying were added to the questionnaire for the first time. The questions in this section had a reference period of the "last 6 months" to examine if students have been recently bullied. However, in 2007, the reference period was changed to "this school year."

With advancement in technology and its widespread use by youth, the SCS was modified to include new items that capture cyberbullying in acknowledgement that bullying can occur not only in a school environment, but through electronic communication like text

and instant messaging. The cyberbullying items in each of the subsequent administrations in 2009, 2011, and 2013 were updated in order to stay current with all the potential ways one could mistreat another via electronic means. Questions continued to address behaviors around text messaging and email, and additionally captured bullying through social media (Facebook, Twitter, etc.), online gaming and the sharing of private information. Between the 2013 and 2015 administrations of the SCS, it was determined that cyberbullying is a means of bullying rather than a distinct type of bullying. As a result, the separate cyberbullying item was removed prior to the administration of the 2015 survey and a new sub-item was added to the follow-up item asking about the location of the bullying incident. The new sub-item in this question asks if the bullying occurred “online or by text?”

In 2014 the uniform bullying definition was created, shedding light on the components of repetition and power imbalance. The Department of Education ensured that the 2015 SCS included bullying items that aligned with the repetition and power imbalance requirement.

For the 2015 SCS, extensive work was completed to evaluate the information collected on bullying during past SCS administrations and modify the survey to better align with the CDC definition of what constitutes bullying. This included developing two versions of CDC definition-aligned items and cognitive testing of these items by researchers in CSM. The two versions were collected by using a split sample design incorporated in the 2015 SCS instrument. Based on the results of the 2015 split sample analysis, the decision was made to revert to a single version of bullying questions in the 2017 SCS that would include the historic bullying question series, as well as follow-up questions on power imbalance and repetition. In a continuing effort to better understand the different components of bullying included in the CDC definition, the NCES, BJS, and Census agreed to conduct additional testing in order to revise the bullying questions for the 2017 SCS.

4 LITERATURE REVIEW

4.1 What is bullying?

The violence occurring in school systems in the United States with highly publicized incidents of school shootings such as Columbine has led to conversations around the potential impacts of bullying amongst adolescents (Espelage & Swearer, 2011). These tragic incidents have created a call to action amongst not only teachers and school counselors, but politicians as well. Bullying can take place in an array of settings from at school, to in the workplace, or the neighborhood where you live, by both peers and adults. There are inconsistencies in literature about when bullying peaks. Dr. Dan Olweus (1990) argues that bullying is more likely to take place in primary schools than

secondary schools. Alternatively, other research suggests that after elementary school, bullying peaks during middle school, and declines during high school (Gallo & Milsom, 2006). While both genders commit acts of bullying, females' behaviors are more psychological, whereas males commit acts that are more physical.

Although bullying is a newly researched field, there have been several definitions developed by researchers and practitioners. Due to inconsistencies across these definitions used in the field, a uniform definition was developed for federal agencies. In a 2014 publication, the CDC defined bullying as "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. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm." The stressors and trauma adolescents experience due to bullying behaviors can go on to affect their lives as adults (Ttofi et al., 2011).

4.2 CDC's 2014 Uniform Definition of Bullying

The CDC uses a four-step public health model to address bullying. They identify two modes of bullying: direct and indirect. The direct mode of bullying includes behaviors or acts that occur in the victim's presence, such as pushing or physically harming the victim. The indirect mode addresses indirect communication that may be said about the victim, such as spreading untruthful rumors. The CDC determined that the type of bullying can fall under four broad categories: physical, verbal, relational, and damage to property. Physically harming someone or taking/damaging their belongings are both direct modes of bullying. Relational bullying, for example, is intentionally excluding someone from the group or making them feel unwelcome, and is an indirect channel of bullying. Lastly, verbal bullying can be both direct and indirect.

The CDC partnered with the Department of Education, the Health Resources and Services Administration (HRSA), and other external stakeholders to form a steering committee that examined federal guidelines and existing research on bullying. The committee studied the inconsistencies in existing bullying definitions and created a uniform definition to make gathering scientific data and establishing trends over time easier. The uniform definition on bullying is a technical definition, which means it should not be applied literally to questionnaires. Instead, researchers have to develop their own questions to measure the various components of bullying. The uniform definition should make it easier to distinguish between aggressive behaviors and bullying. It is important for new research to analyze if students' understanding of bullying agrees with the uniform definition. Results from the CSM's cognitive testing suggest that repetition and power imbalance are not necessary for a respondent to identify themselves as being bullied

4.2.1 Repetition

One key component of the new uniform bullying definition is repetition. The CDC defined repetition as "multiple incidents of aggression perpetrated by a single youth (ages 5 to 18) or group of youths over a specified time period or there is strong concern a single aggressive behavior by a youth or group of youths has a high likelihood of being followed by more incidents of aggression." This measure is designed to examine if an adolescent has experienced a form of aggressive behavior by a single student multiple times, if there have been multiple occurrences of aggressive behavior by different students which the victim feels are related, or if the aggressive behavior is suspected to reoccur in the future. If a child reports experiencing one-time aggressive behavior by several people, all of which are isolated incidents, this is not considered bullying according to the uniform definition. Although independent incidents do not meet the uniform definition of bullying, the repetition of harmful acts is important, and youth that experience single occurrences of aggressive behavior should not be taken lightly or their experience discounted as being less traumatic. In a study by Mishna, Scarcello, Pepler and Weiner (2005), they examined teachers' perceptions and understanding of bullying. An important highlight of this study is that teachers did not identify repetition as a key component for a student to have been bullied.

4.2.2 Power Imbalance

The second key component of the CDC's definition of bullying is the requirement of a power imbalance between the perpetrator and the victim, which would allow the perpetrator to exert control over their victim. This characteristic could be through their physical size, age, or through bullying someone with a disability. Farrington (2013) describes victims of bullying as being unpopular and rejected by their peers, individuals with low school attainment, low self-esteem, and poor social skills. Those who bully perceive youth who experience problems with socialization as being easier to dominate and control. Farrington suggests that youth who bully are characterized as individuals who are dominant, assertive, confident, and find pleasure in aggression, although, this may not always be the case. This power imbalance is more likely to take place in settings or situations where an adult is not closely monitoring the behavior of the perpetrator, allowing to take advantage of the lack of higher authority. Power imbalance is often found in other definitions on bullying. Dr. Dan Olweus (1993) defines bullying as when a person is "exposed repeatedly over time to negative actions by one or more individuals and is unable to defend him or herself, excluding cases where two children of similar physical and psychological strength are fighting."

5 STUDY METHODOLOGY

5.1 Data Collection

From May to July 2016, 30 face-to-face cognitive interviews were conducted in the Washington D.C. metropolitan area across three iterative rounds of cognitive testing. The cognitive interviewing team for these interviews consisted of seven CSM staff members. Results from each round informed any changes made to questions tested in the subsequent round. The third and final round of testing was then conducted to assess whether or not all revised questions perform as expected.

5.1.1 Respondent Selection

During recruitment, we targeted respondents who represented a variety of demographic characteristics, comprising race, gender, age, and grade level. Recruitment efforts concentrated on finding individuals who had experienced bullying within the past school year. Recruitment methods consisted of advertisements through Craigslist.com, flyers posted in libraries, youth centers, local YMCAs, and housing complexes, in addition to a broadcast message sent to all U.S. Census Bureau employees who work at the Suitland headquarters building. Some respondents were referred by other participants, others were told about the study by individuals who saw the advertisements and knew the student would qualify, and some were recruited using personal contacts.

In an effort to test the survey with both bullied and non-bullied students, half of the flyers used to recruit participants focused on students who had an experience they consider to be bullying in the past school year while the other half of the flyers did not mention this criteria. Parents of interested students, as well as some older teenage students, called the number provided on the flyers to answer a set of screening questions. The screener collected information about the students' demographics, as well as information about whether or not the student or parent believed the student was bullied, and if so, when the most recent experience they considered to be bullying occurred (see Appendix A for the screener questions). All interviews were conducted in person in the local metropolitan area (i.e., D.C., Maryland, and Virginia). Each respondent received \$25 cash, and parents who brought respondents to the interview received \$25 cash to compensate them for their travel time.

5.1.1.1 Victims

For the purpose of this study, we use the term "victims" to refer to students who answered the questions on bullying prevalence, repetition, and power imbalance in ways that meet the criteria set in the CDC definition of bullying. To meet the criteria of a

bullying victim for our testing, respondents must report they experienced at least one of seven bullying behaviors in the SCS, indicate that the behavior(s) either happened repeatedly or that they thought the behavior(s) would happen again, and indicate that the perpetrator(s) had more power in at least one of the power dimensions we ask about. The specific behaviors and dimensions of power included in the survey are discussed in depth in Section 6.

A total of 16 respondents were identified as victims of bullying in the past school year based on their responses to the questions measuring bullying prevalence, repetition, and power imbalances.

5.1.1.2 Non-victims

A total of 14 respondents were identified as non-victims based on their responses to questions in the bullying section. Using data from the screener questions, we scheduled five participants who had not experienced bullying in the past school year, but had experienced bullying in previous years. This allowed us to test whether respondents notice the time frame referenced in the bullying prevalence question. Two of the 14 non-victims self-identified as victims of bullying during the cognitive interviews. These cases are discussed further in section 7.3.

5.1.2 Respondent Characteristics

Our goal was to recruit a diverse group of students based on school level, sex, race and ethnicity, and socioeconomic status.

We aimed to recruit equal numbers of middle and high school students for the study and were successful, interviewing 15 students in middle school and 15 students in high school. We also had an even split for sex, with 15 males and 15 females participating in the interviews. For race, most of the respondents were either black or white, with a handful of respondents identifying as Asian, American Indian, or multi-racial. Only six respondents were Hispanic or of Spanish origin. The socioeconomic status of respondents was more evenly distributed, but leaned toward \$50,000 and above. See Table 1 for a more detailed breakdown.

Table 1. Respondent Characteristics by Round

SCS Respondent Characteristics by Round					
		Round 1	Round 2	Round 3	Total
Type of School	Middle School (15)	5	5	5	15
	High School (15)	5	5	5	15

Sex	Male	5	5	5	15
	Female	5	5	5	15
Race	White	4	4	5	13
	Black	4	4	4	12
	Asian	1	1	0	2
	American Indian	1	0	0	1
	Unknown	0	0	1	1
	Multi Race	0	1	0	1
Ethnicity	Hispanic	0	3	3	6
	Non-Hispanic	10	7	7	24
Annual Household Income	Less than \$25,000	2	1	3	6
	More than \$25,000, less than \$50,000	0	3	3	6
	More than \$50,000, less than \$100,000	4	2	2	8
	More than \$100,000	4	4	2	10

5.1.3 The Cognitive Interview Protocol

The protocols used in this study focused on respondents' reactions to new and revised questions about bullying. At the start of the interview, respondents were told that the purpose of the study was to see if the changes made to questions make sense and are easy to answer. Respondents were also told that information they provided would be confidential and their anonymity would be protected. Interviewers then asked respondents to respond to the interview as if an interviewer had come to their home. In addition to the questions on bullying, a subset of SCS questions were included in the protocol to provide context and create a cognitive interview experience that closely resembles responding to the actual survey. The entire SCS questionnaire was not used due to interview time constraints.

After administering the survey questions, interviewers asked respondents probing questions that were designed to address specific testing issues for particular questions. The specific type of cognitive interview consisted of retrospective probing (Willis, 2015). Retrospective probes were asked after the full bullying series of questions were administered because asking a probing question immediately after each survey question (concurrent probing) would disrupt the flow and could lead to bias in later questions since probing questions are asked to have a respondent elaborate on things not included in the question text. There is a trade-off between probing concurrently and retrospectively. With concurrent probing, you can probe on respondent thought processes immediately after they occur, but this disrupts the flow of the survey and answering the probes may bias how they respond to subsequent survey questions. While retrospective probing avoids the disruption and potential bias, respondents have to recall their earlier thought processes after a delay, which may make recall more difficult.

While asking the survey questions, interviewers made notes of any response difficulty experienced by respondents, including question incomprehension and the inability to decide on a response. Interviewers also noted questions that were difficult to administer. Difficulty administering questions can stem from multiple factors, including question length and unnatural phrasing.

Finally, interviewers asked all respondents a set of debriefing questions at the end of the interview. The debriefing questions included items about the respondent's overall impressions of the interview and whether they found it easy or difficult. Respondents were given a chance to make any other final comments about the survey, not limited to a specific topic. See Attachment A for the debriefing questions included in the protocols for rounds one through three.

5.1.4 Interviewer Staffing and Training

All interviews were conducted by a team of seven experienced interviewers from the U.S. Census Bureau’s Center for Survey Measurement. Interviewers were trained on the SCS protocol prior to the first round of interviews. The team went through the protocol question by question to discuss the purpose of the questions and probes. All interviewers conducted a practice interview to ensure interviewer preparedness before conducting their first interview with a respondent. After changes were made to the protocol between each round, the project lead met with interviewers to discuss all revisions and confirm that the interviewers were prepared to administer the new version of the protocol.

5.1.5 Interview Consent

Parents of all respondents under the age of 18 were required to sign a consent form to allow their child to be interviewed. One respondent was 18 at the time of the interview and was able to sign her own consent form. The consent form provides the rights of the student as a participant in the study and provides authorization for interviewers to audiotape the interview. The form explains that the purpose of the audiotape is to have a complete record of all comments, that it will be used to improve the questionnaire, and that only the staff directly involved in the project will have access to the tape.

Before starting the interview, students under the age of 18 were told that their parents had signed a consent form giving them permission to participate. We explained their rights as a participant using language geared towards 12-18 year-olds. Interviewers made sure the students understood their rights and asked if they were comfortable with the interview being recorded before turning on the tape recorder and beginning the interview. All respondents who participated in the cognitive interviews consented to be audiotaped.

6 COGNITIVE INTERVIEW FINDINGS

In this section, we present the question-by-question findings from the cognitive interviews. Each question is presented with findings from each round, highlighting any changes that occurred from one round to the next. Questions that were not problematic and did not require revisions are included in the report for context. A brief discussion of their performance during testing is included.

In the following sections, when multiple direct quotes are used to illustrate the findings, respondents are referred to using a respondent identifier that indicates which round they were interviewed in (R1, R2, or R3) and whether or not they were a victim of bullying according to the CDC definition (V or NV). For example, a student who was

interviewed in Round 1 and was a victim of bullying would have a respondent ID of R1V1, R1V2, etc., whereas a student who was interviewed in Round 2 and was not a victim of bullying would have an ID of R2NV1, R2NV2, etc.

Since both the number and order of the questions changed throughout the course of the study, the question number used in the report is the number that will be used in the final questionnaire. Questions that were included in the testing but removed from the questionnaire are referred to as, “Formerly Q__”. For each question, there is a sentence or two explaining the changes in the question number from round to round. To see the complete question order for each round, see Attachment A, which includes all three protocols.

6.1 Bullying Prevalence

Question 22 measures the types of bullying behaviors the respondent experiences. This item briefly defines bullying as things “students do at school that make you feel bad or are hurtful to you.” It then asks whether they have experienced specific behaviors that make up bullying (such as making fun, spreading rumors, threatening, etc.).

Q22: Round 1 – Round 3 and Final Recommendation (no changes made)

22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

(Read each category a-g.)

		Yes	No
a. Made fun of you, called you names, or insulted you, in a hurtful way?	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spread rumors about you or tried to make others dislike you?	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Threatened you with harm?	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Pushed you, shoved you, tripped you, or spit on you?			
e. Tried to make you do things you did not want to do, for example, give them money or other things?	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Excluded you from activities on purpose?	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Destroyed your property on purpose?	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to G_HATE

All 30 respondents answered Q22. To get a better understanding of how students conceptualize bullying, the protocol included retrospective probes asking all respondents to define bullying in their own words and what kinds of behaviors they think count as bullying. Respondents were also asked if there are any types of bullying that should be included in Q22 that we did not ask about. For students who said “yes” to at least one item in Q22, we asked them to provide more details about the bullying behaviors they experienced. Students who said “no” to all items were asked probes to determine if they experienced any of the behaviors on the list but did not consider to be bullying.

Findings for Victims:

All 16 victims (according to the CDC definition) were able to easily answer Q22. During retrospective probing, respondents were asked to tell the interviewer what happened in

their bullying experience(s). Based on responses to the items in Q22 and the probe about their experience(s), Q22 performs well to capture victims' experiences with bullying.

Findings for Non-Victims:

Overall, non-victim respondents were able to easily answer Q22. Of the 14 non-victims who answered this question, nine of them answered "no" to all seven of the bullying behaviors. Respondents who said 'no' to all items were asked if any of the things listed in Q22 happened to them that they did not count as bullying. Three students responded yes to this probe, and all three mentioned playful teasing by friends.

R1NV2: "My friends call me names, just playing around."

R2NV4: "I guess it was kind of like, I don't call it bullying, but if I did something stupid like when we're doing a new sport in PE my friends would make fun of me, but nothing like I really care."

R3NV9: "I mean if friends do it, it's not really that bad, because it's funny."

These responses suggest that some students are able to differentiate between listed behaviors that are playful teasing between friends and those that are bullying. These students picked up on the fact that Q22 includes the phrase, "We often refer to this as being bullied," and therefore did not respond "yes" to any part of Q22.

Five non-victims said yes to experiencing one or more items in Q22. Of these, four of them were referencing one time occurrences that they did not think would happen again – being tripped in the hallway, shoved during a fight while playing football in gym class, someone spreading a rumor, and someone pulling the respondent's hair. The fifth respondent reported multiple behaviors from different individuals, such as being called a bad name, and experiencing mean behaviors from friends when they are mad at each other. Though some individuals did experience more than one behavior on different days, responses to the power imbalance question later in the survey indicated there was no imbalance between the respondents and the perpetrators.

Two of the five non-victim respondents who reported bullying behaviors self-identified as victims of bullying, even though the behaviors were not repeated and they did not think they would happen again. These cases are discussed further in section 7.3. The other three non-victims who said yes to items in Q22 do not consider their experiences to be bullying. When explicitly asked if she thought the behavior she reported experiencing was bullying, one respondent said, "Not really, I just think it was kind of mean," (R2NV5). This suggests that some students either do not notice the word

“bullied” in the stem, or they forget about it by the time they are answering each individual item.

Respondent Definitions of Bullying:

All respondents were asked, “Can you tell me, in your own words, what it means to be bullied?” Though there were variations in what aspects students chose to focus on in their definitions, all students defined bullying in a similar way. They consider bullying to be intentionally causing harm to someone, whether it’s physical, mental, or emotional harm. Respondents do think that mean and hurtful behaviors done by friends can count as bullying if the friend is doing the behavior intentionally to be hurtful. There were no noticeable differences between definitions provided by victims of bullying and those provided by non-victims.

R2V10: “Somebody targets a certain aspect of you, aspect of your life, aspect of what you hold in your pride, and they know to target that to make you feel weak about yourself, and to make you feel insecure about yourself.”

R2V8: “I think like over and over someone picks on you physically, tries to get in your head, or tries to get other people... maybe they just do it for fun, or maybe they do it to try to make themselves feel better.”

R1NV3: “Being bullied means to me like somebody is trying to hurt you in some way, or get to your feelings like emotionally, physically, or some type of way make you feel bad about yourself or make you hurt in some way through whatever they can do.”

R3NV12: “Trying to discourage someone else so you can feel like the bigger person and be liked by other people. [Bullying is] fighting, calling people insulting names, any way to discourage someone and feel good for yourself.”

When respondents were asked what kinds of behaviors they would consider bullying, they generally made comments indicating they thought the list of items included in Q22 was an appropriate list of bullying behaviors. If they did give additional examples, all but five gave variations of the items already included in Q22, or broader terms that refer to those behaviors like “physically harming someone,” or “teasing.” The remaining five respondents said that we should add cyberbullying or “online stuff” to this list. This suggests that some students were not thinking about possible cyberbullying incidents when responding to Q22. When probed on Q22 and what they were considering, 19 respondents said they were thinking about in-person bullying only, ten said they were thinking about both online and in-person bullying, and one respondent said that they did not know if they had been thinking about online bullying when answering Q22. Since

the majority of students were not thinking about cyberbullying when answering Q22, it is recommended to revise the question in future cognitive testing to clarify that the question is asking about both cyberbullying and in-person bullying.

6.2 Repetition of Bullying

Questions measuring frequency of bullying are used to establish repetition, a key component of the uniform definition. This set of questions changed the most between rounds so results are presented in sub-sections by round.

6.2.1 Frequency of Bullying

6.2.1.1 Frequency Question Included in Round 1

<u>Original Frequency Question (Formerly Q26 & Q24):</u>	
<i>The original frequency question was numbered as Q26 in the Round 1 protocol, Q24 in the Round 2 protocol, and replaced by the series of questions Q24-Q26b in the Round 3 protocol.</i>	
26. During this school year, how often were you bullied? <i>(READ CATEGORIES 1-4.)</i>	142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month - SKIP to: Q28 3 <input type="checkbox"/> Once or twice a week, or - SKIP to: Q28 4 <input type="checkbox"/> Almost every day - SKIP to: Q28

Round 1 Findings:

The original frequency question in the survey was problematic for multiple reasons. The first issue was that the respondents conceptualized what constituted a bullying incident differently. When answering the original frequency question, most respondents were thinking of how many times they experienced individual incidents of the bullying behaviors listed in Q22. However, two respondents in Round 1 thought of a bullying incident as the overall set of bullying behaviors related to a specific thing. For example, someone spread a rumor about a respondent and she was bullied in multiple ways because of that rumor for multiple weeks. She answered the original frequency question as “once or twice this year,” because that was all one big bullying incident in her mind. The second respondent had an almost identical situation. The behaviors lasted 2 weeks, but she made it clear that she considered it one time, even saying “I’ve only been bullied once in my life, ever,” (R1V4) during probing.

Two alternate versions of the frequency question asked during probing helped reveal these issues. The first alternative tested was:

“During this school year, how many times were you bullied?”

- 1 One time
- 2 Two times
- 3 Three to ten times
- 4 More than ten times

After the first five interviews, it became clear that there was a potential issue with asking how many *times* a student was bullied (discussed below), so another alternate version of the frequency question was added to the protocol for the rest of round 1:

“During this school year, how many days were you bullied?”

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

The issue with how respondents think of a “time” of bullying raised concerns that students would be incorrectly categorized as non-victims because they would not meet the repetition requirement. Therefore, after Round 1, we added an additional question immediately preceding the original frequency question (see Added Frequency Question (Formerly Q23) in section 6.2.1.2 below).

The second issue was that some respondents had difficulty when asked to choose one of the given response options from the original version of the frequency question. Respondents who were bullied very frequently or regularly throughout the entire school year had no trouble answering this. Respondents who only experienced one incident or thought of their situation as only one incident had no trouble choosing “once or twice this school year.” As noted above, some of the students selecting this response did so in error but they could easily choose a response option.

For students who experienced bullying multiple times but infrequently, this question was difficult to answer. They did their best to find a response option that fit well enough, but it may not have captured their situation. Respondents were asked why they chose their response option for each version of the question. They were also asked to compare the difficulty levels of the different versions of the question, and which version they preferred.

R1NV3: "It wouldn't be every month, but it wouldn't be every week, so I'd say month. So it'd be like every three months or something like that... so I said once or twice a month to say that." (This respondent experienced multiple bullying behaviors, but did not meet the criteria for bullying because there was no power imbalance. Her discussion of her experiences indicate that she was not bullied, and she does not consider herself to be a victim of bullying.)

R1V1: "More difficult. Because it's over the span of different timelines. Not timelines, but like school year, a month, a week. You need one to compare all of them to." **Interviewer:** "Did these options fit for you?" **R1V1:** "No."

While students were able to easily answer the "how many times" question (first alternative asked during probing), the issue of how students think of an "incident" may affect how they answer this question. To address the issue of how students think of a single bullying incident, we added in the second version of the frequency question to the probing section of the protocol to test with the final four Round 1 respondents (see above for the question wording). The four respondents asked this question during Round 1 were able to easily answer this question.

6.2.1.2 Frequency Questions Included in Round 2

<p><u>Added Frequency Question (Formerly Q23):</u> <i>Former Q23 was added to the Round 2 protocol, numbered as Q23 in the Round 2 and Round 3 protocol, and was removed after Round 3.</i></p>	
<p>23. During this school year, did any of these things happen on more than one day?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <i>SKIP to: Q27</i></p>
<p><u>Original Frequency Question (Formerly Q26 & Q24):</u> <i>The original frequency question was numbered as Q26 in the Round 1 protocol, Q24 in the Round 2 protocol, and replaced by the series of questions Q24-Q26b in the Round 3 protocol.</i></p>	
<p>24. During this school year, how often were you bullied? <i>(READ CATEGORIES 1-4.)</i></p>	<p>142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month - <i>SKIP to: Q28</i> 3 <input type="checkbox"/> Once or twice a week, or - <i>SKIP to: Q28</i> 4 <input type="checkbox"/> Almost every day - <i>SKIP to: Q28</i></p>

Round 2 Findings:

The newly added question, “During this school year, did any of these things happen on more than one day?” was included as an additional indicator of repetition. Respondents had no trouble understanding or answering this question.

The original frequency question (shown as Q24 above) was also problematic for some Round 2 respondents. Since the response options and bullying experiences do not always align, some respondents chose categories that did not fit their actual experiences with bullying. Two students answered the original frequency question as “once or twice this school year,” but answered the alternate frequency questions during probing as “three to ten times,” and “three to ten days.” When probed on their responses, they indicated that since the bullying happened sporadically, it was difficult to answer the bullying frequency question. One respondent (R2V11) said, “It wasn't like it happened one or two times in the year, it was like in two months. It happened a couple of times in those two months, but I don't remember how many times it actually happened. I don't really know. Because it wasn't like repetitive like all the time. But it happened like every other type of day, or like once one week, and then another week it happened more.”

Both of these respondents answered “yes” to the newly added question (“During this school year, did any of these things happen on more than one day?”). Therefore, even though they answered the frequency question as “once or twice this school year,” their response that it happened on more than one day would fulfill the repetition requirement, ensuring that they are correctly categorized as victims of bullying.

Vignette:

In Round 2, we added a short vignette to test all three versions of the frequency questions to see how respondents would answer the questions if the bullying happened frequently for a short period of time and then stopped. Students were given a page that contained the vignette below, followed by all three versions of the frequency question. The order of the three frequency questions was rotated on the handout.

“A group of students made fun of Mark’s shoes every day for the first two weeks of school. Because of this, Mark got his parents to buy him new shoes. When Mark started wearing his new shoes the third week of school, the students stopped making fun of him for the rest of the school year.

Pretend you are Mark. Answer all three questions how you think Mark would answer them.”

All respondents in Round 2 received the vignette. Most students answered the alternate times and days versions of the question in a consistent manner. For example, if they

chose “3 to 10 times” for one version, they would choose “3 to 10 days” for the other version. There was some variation depending on if they counted two weeks as 14 days or realized there are only 10 school days in two weeks. A few respondents mentioned that it was harder to answer the “times” version of the question because you do not know how many times he was bullied in a day.

Answers to the original frequency question varied, and respondents had more difficulty choosing an answer. Every answer choice was chosen multiple times. Provided with the same vignette, answer choices ranged from “almost every day” to “once or twice this school year.” Students were probed on why they answered the way they did for each version of the question. For the original version, many students talked through their process of elimination.

R2NV4: "I said once or twice this school year because it was only the first two weeks of school, meaning that it couldn't have been once or twice a month because by the second month it was over, once or twice a week because not every week was he getting bullied, and not every day, because clearly, after the first two weeks it was over."

R2NV5: "Again, because he was bullied for like a week. So once or twice a week, maybe like... I wouldn't say almost every day because that's probably a lot. Because it said he was being bullied for a few weeks, so I didn't pick once or twice a month because after he got his new shoes, they stopped bullying him."

In response to the difficulty respondents had when answering the original frequency question when the bullying only spanned a short period of time, we recommended a new series of questions that first established a time span, and then asked about the frequency of the bullying within that time span. The answer choices for the original frequency question did not seem sufficient, so they were revised to provide options that better aligned with possible frequencies. Two versions of the revised frequency question were created, so that students whose bullying lasted one month or less received one version of the question with an appropriate fill for their time frame and the applicable answer options, and students bullied for longer than one month received the version with fills and answer options that were applicable for their situation. See question-by-question breakdown below.

6.2.1.3 Frequency Questions Included in Round 3

Added Frequency Question (Formerly Q23):

Former Q23 was added to the Round 2 protocol, numbered as Q23 in the Round 2 and Round 3 protocol, and was removed after Round 3.

23- During this school year, did any of these things happen on more than one day?

- 1 Yes
- 2 No - **SKIP to: Q27**

Frequency Question Revision 1 (Formerly Q24):

The original frequency question was numbered as Q26 in the Round 1 protocol, Q24 in the Round 2 protocol, and replaced by the series of questions Q24-Q26b in the Round 3 protocol. The series of questions was removed after Round 3.

24- During this school year, what month did the bullying start?

FIELD REPRESENTATIVE – If the respondent says that the bullying started before this school year, ask the respondent what month school started this year.

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

Frequency Question Revision 1 (Formerly Q25):

The original frequency question was numbered as Q26 in the Round 1 protocol, Q24 in the Round 2 protocol, and replaced by the series of questions Q24-Q26b in the Round 3 protocol. The series of questions was removed after Round 3.

25- What month did the bullying stop?

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December
- 13 Still happening

IF START AND STOP MONTH ARE THE SAME, then go to Q26a. Else SKIP to Q26b.

Frequency Question Revision 1 (Formerly Q26a & Q26b):

The original frequency question was numbered as Q26 in the Round 1 protocol, Q24 in the Round 2 protocol, and replaced by the series of questions Q24-Q26b in the Round 3 protocol. The series of questions was removed after Round 3.

~~26a.~~ During {start/stop month} of this school year, how often were you bullied?

(READ CATEGORIES 1-4.)

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- 1 Almost every day
- 2 About 3 to 4 times a week
- 3 About once a week
- 4 About once or twice in {start/stop month}

SKIP to Q27.

~~26b.~~ Between {start month} and {stop month} of this school year, how often were you bullied?

(READ CATEGORIES 1-5.)

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- 1 Almost every day
- 2 About 3 to 4 times a week
- 3 About once a week
- 4 About once or twice a month, or
- 5 About once or twice between {start month} and {stop month}.

Round 3 Findings:

The new series of frequency questions was asked during Round 3, and was only answered by the three victims of bullying who were interviewed in Round 3.

Respondents were first asked what month the bullying started, then what month the bullying stopped. This established the time span, which was used to determine which version of the revised frequency question they were asked and to populate the fills to include the time span in the question and response options. There was some concern about how students would answer these questions if the bullying started prior to the start of the current school year or if the bullying was still happening at the time of the interview, since response options are not read. Probes to address this were included in the protocol.

All three bullied students were able to easily answer the series of questions that asks when the bullying started and stopped, and the frequency of the bullying within that time frame. Their responses aligned with what they said about the situation, and they answered the new series of questions and the alternate “days” version of the frequency question in a fitting way.

It is important to note that only three bullied respondents answered these questions about their experiences. However, there was an observable range of cognitive abilities among the respondents, and none of them had trouble answering the questions. In addition, their experiences included several scenarios we were concerned about:

- One respondent (R3V15) said that the bullying started in March and ended in

June “because school ended.”

- One respondent (R3V16) said that it started in February and is still happening. The interviewer did not need to probe or provide further guidance to determine that it was still happening, even though the question asks for a month and the answer options are read.
- For one respondent (R3V14), the bullying seemed like a consistent thing she has always experienced. She said it has happened all through middle school. As per the interviewer instructions, the interviewer asked her when the school year started and was able to easily use that information to get the start month. For the stop month, the respondent said it’s still happening.

Overall, the new series of questions performed well. During probing, we continued to ask the alternate version of the frequency question, “During this school year, how many days were you bullied?” and this question continued to perform well. Therefore, the sponsors were informed that both options would work well in the final survey. We recommended thinking about what they wanted the frequency questions to measure when deciding which one they would like to use in the final version of the supplement.

6.2.1.4 Frequency Questions: Final Recommendation

<u>Added Frequency Question (Q23a): Final Recommendation</u>	
<i>Q23a was asked as an alternative question during probing in all three protocols, and added as Q23a in the final questionnaire.</i>	
23a. During this school year, how many days were you bullied?	1 <input type="checkbox"/> One day - <i>CONTINUE</i> to: Q23b 2 <input type="checkbox"/> Two days - <i>SKIP</i> to: Q24 3 <input type="checkbox"/> Three to ten days - <i>SKIP</i> to: Q24 4 <input type="checkbox"/> More than ten days - <i>SKIP</i> to: Q24

<u>Added Frequency Question (Q23b): Final Recommendation</u>	
<i>Q23b was not asked during cognitive testing for the School Crime Supplement. It was modeled after a question used in the NCVS Supplemental Victimization Survey, which was cognitively tested in the Fall of 2015. The question performed well for victims of stalking. The constructs of bullying and stalking have many similarities, which leads us to believe the question, modified to measure bullying behaviors, will perform well for victims of bullying.</i>	
23b. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?	1 <input type="checkbox"/> Once 2 <input type="checkbox"/> Two to ten times 3 <input type="checkbox"/> Eleven to fifty times 4 <input type="checkbox"/> More than fifty times 5 <input type="checkbox"/> Too many times to count (do not read) 6 <input type="checkbox"/> Don’t know (do not read)

Final Frequency Questions:

After the final recommendation meeting, CSM and the sponsors discussed how to proceed with the frequency questions. It was decided the alternate version of the frequency question (“During this school year, how many days were you bullied?”) should be used in the final survey. This version of the question worked well, was easy for students to answer, and was the question that was most frequently chosen as the respondents’ preferred version of the frequency question.

However, we were concerned about missing respondents who only experienced bullying incidents on one day, but those incidents were repeated multiple times throughout the day. To address this, a new question was added as a follow up for students who answer that they were only bullied on one day.

23b. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?

- 1 **Once**
- 2 **Two to ten times**
- 3 **Eleven to fifty times**
- 4 **More than fifty times**
- 5 **Too many times to count (do not read)**
- 6 **Don’t know (do not read)**

Though this question was not cognitively tested during this study, it was modeled after a question that was cognitively tested by CSM in 2015 and used in the final version of the 2016 National Crime Victimization Survey’s Supplemental Victimization Survey (SVS). The SVS is a supplement on stalking victimization. The constructs of stalking and bullying have many similarities, so both the sponsors and CSM feel confident that this question is appropriate to use in the final version of the SCS.

It is important to note that this question references “things that made you feel bad or were hurtful to you” rather than bullying. This phrase is used in Q22, followed by “we often refer to this as being bullied.” The choice to use this phrase rather than “bullied” in this question is the result of two things. The first is that the stalking question it was modeled after uses the phrase “unwanted contacts or behaviors” rather than stalking. The SVS does not include the word stalking at all, and instead uses that phrase to refer to stalking behaviors throughout the supplement. Since the bullying version of the question was not cognitively tested, it is important that it resemble the stalking question as closely as possible. The second reason for this choice has to do with the fact that some students interpret “times” of bullying as the larger collection of behaviors, rather than each individual incident. While this question uses the word “times,” referencing the “things that made you feel bad or were hurtful to you” that they reported in Q22 indicates that the question is asking how many times the individual behaviors occurred.

6.2.2 Potential Future Repetition of Bullying

This question measures one aspect of the first key component of the CDC definition. While the frequency questions measure actual repetition, this question measures the student’s perception of potential future repetition. Potential future repetition can be used to meet the criteria if actual repetition did not occur. If the bullying has already occurred multiple times, potential future repetition is not a requirement to meet the repetition criteria. In Round 1, only students who answered the frequency question (“During this school year, how often were you bullied?”) with “once or twice the school year” were asked Q24 (“Did you think the bullying would happen over and over?”). In rounds two and three, all respondents who reported experiencing bullying behaviors in Q22 were asked the revised version of the repetition question (“Did you think the bullying would happen again?”).

<u>Q24: Round 1</u>	
<i>Q24 was numbered as Q27 in the Round 1 protocol.</i>	
24. Did you think the bullying would happen over and over?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<u>Q24 Revision 1: Round 2 – Round 3 and Final Recommendation</u>	
<i>Q24 was numbered as Q25 in the Round 2 protocol and Q27 in the Round 3 protocol.</i>	
24. Did you think the bullying would happen again ?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

Round 1 Findings:

In Round 1, only three respondents were asked, “Did you think the bullying would happen over and over?” Of those, two responded “yes” and one responded “no.” The student who responded “no” defined the phrase “over and over” as happening every day. Because of this, and the fact that the phrase “over and over” is open to interpretation, we recommended modifying the question by replacing “over and over” with “again” and continuing to test the original version in probing.

Rounds 2 and 3 Findings:

In Round 2, we also changed the skip pattern so that all respondents who reported experiencing bullying behaviors were asked the question, as opposed to only asking respondents who said that the behaviors only occurred once or twice this school year.

We also asked the eight respondents in Round 2 who reported experiencing bullying behaviors both versions of the question. The revised version of the question was asked during the survey portion, and the old version of the question (containing the phrase “over and over”) was asked during probing. Three of the eight respondents answered the two versions of the question differently because the phrase “over and over” was a higher threshold in their mind. When asked what “over and over” means to them, respondents said it means “forever”, “happens every day,” and “consistently.” Even the respondent who just said it means “more than once” seemed to view “over and over” as a higher threshold, because he answered yes to the “again” version and no to the “over and over” version. Two respondents were asked if there’s a specific number that comes to mind when they hear the phrase; one said 5 and the other said 3. Since students do not interpret the phrase consistently and some interpret it as a constant occurrence, using the phrase could affect the data.

In Round 3, we removed the original version of the question from the probing section, as we had sufficient data to confirm that the phrase “over and over” is too ambiguous to be answered consistently by respondents. The revised version of the question caused no problems for respondents, and performed well. Therefore, it was kept in the final version of the questionnaire.

6.2.3 Respondent Thoughts on Repetition as a Requirement for Bullying

Fourteen respondents were either explicitly asked about or made unprompted statements about repetition in relation to bullying. Of those, seven respondents made at least one statement saying that behaviors do not need to be repeated to be considered bullying. The recurring themes were the effect and the intent – if the behavior was intentional and “affects [the victim] a lot” or was very hurtful, they think it can be considered bullying. The other seven respondents think repetition is required, and one-off behaviors are just “picking on” or name-calling. A few of these respondents made comments about how kids will say they’re being bullied when they’re not. As one respondent (R1V4) said, “A lot of people take bullying out of hand. Like ‘Oh my gosh, she called me a name, she’s bullying me.’ But it’s a one time thing, she didn’t bully you. She called you a name and you got mad about it.” Note that respondents were not specifically asked whether suspected repetition, which fulfills the criteria for repetition under the uniform definition, was an essential part of bullying.

6.3 Power Imbalance

6.3.1 Perpetrators of Bullying

This section discusses the two questions about the perpetrators of the bullying reported by respondents. Question 25 measures whether one or more people did the bullying behaviors reported in Q22. Question 26 is a follow up question asked of respondents who report that they were bullied by more than one person; it asks whether the perpetrators acted alone, together as a team, or both. These questions address the uniform definition of bullying, as multiple, coordinated perpetrators indicate a power imbalance.

<u>Q25: Round 1 – Round 3 and Final Recommendation (no changes made)</u>	
<i>Q25 was numbered as Q23 in the Round 1 protocol, Q26 in the Round 2 protocol, and Q28 in the Round 3 protocol.</i>	
25. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <i>SKIP to: Q27</i>

Q25 Findings:

Twenty respondents were asked this question. Of those, 13 answered “yes,” and seven answered “no.” There were no probes included in the protocol for this question. Interviewers were instructed to note any difficulties respondents had when answering questions, and use an unscripted probe to determine what caused the difficulty. None of the interviewers observed respondents having trouble with this question. Based on respondents’ discussions of their experience (in response to other probes), responses to this question aligned with their experiences. This suggests that respondents were able to easily understand what the question is asking. Because there were no reported issues with answering this question, no changes were suggested during testing or for the final questionnaire.

<u>Q26: Round 1</u>	
<i>Q26 was numbered as Q24 in the Round 1 protocol.</i>	
26. Did these people act alone or together as a team?	1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Don’t know
<u>Q26 Revision 1: Round 2 – Round 3 and Final Recommendation</u>	
<i>Q26 was numbered as Q27 in the Round 2 protocol, and Q29 in the Round 3 protocol.</i>	
26. Did these people act alone, together as a team, or both?	1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don’t know

Round 1 Findings:

Seven respondents answered the original version of this question in Round 1. Of those, three said the people acted alone, three said the people acted together as a team, and one responded both “alone” and “together as a team.” Since it was pointed out that students can experience bullying perpetrated by individuals as well as groups working together, we revised the question to measure these occurrences.

Rounds 2 and 3 Findings:

Seven respondents answered the revised version of this question in rounds 2 and 3. Of those, one answered “alone,” one answered “together as a team,” four answered “both,” and one respondent said she didn’t know. This respondent was upset by the series of bullying questions, as well as the probes, and answered many questions and probes, “I don’t know.” The distribution of responses to Q26 supports our decision to add a separate category for “both.” The revised version of the question performed well, and was kept in the final version of the questionnaire.

6.3.2 Dimensions of a Power Imbalance

This question measures the second key component of the CDC definition. The bullying behaviors a respondent identifies in Q22 are included in the reading of this question. All respondents who report one or more bullying behaviors in Q22 are asked Q27.

Q27: Round 1

Q27 was numbered as Q25 in the Round 1 protocol.

<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_{x...}}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	Yes	No
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Q27 Revision 1: Round 2 – Round 3 and Final Recommendation

Q27 was numbered as Q28 in the Round 2 protocol and Q30 in the Round 3 protocol.

<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_{x...}}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	Yes	No
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Round 1 Findings:

Due to the specific interest in how students think about power imbalances in relation to bullying, extensive probing was done on Q27 and the different forms of power imbalances. All respondents were probed on Q27, even if they said no to all items in Q22 and skipped all other questions in the bullying section during the survey. Handouts were given to show the full text of the question to aid the retrospective probing process. See page 3 of Attachment B for the handout used during cognitive testing.

Respondents who skipped the follow up questions were shown Q27 and told they would have been asked it if they had been bullied. They were informed that they did not have to answer the survey question, but that the interviewer was going to ask follow up questions about it.

The original four items in Q27 performed well in Round 1. Through probing, we confirmed that students were thinking of family wealth for Q27c ("have more money than you"). As R1NV3 put it, "Like they... have better clothes than me or better... everything than me. More money to spend and that stuff. Come to school way more upper class than me. And always have money every time they need it." Respondents either mentioned the family's economic status ("they're wealthier," "they live in a big house and their parents work for a big company"), or having nicer things ("they have better things, like guys who have the best sneakers," "they always have nice clothes on").

When asked what the phrase "have more power than you" means in Q27d, some students were unsure of how to answer. One respondent (R1NV2) simply answered, "Honestly, I don't know." Two respondents seemed unsure at first, but were able to provide appropriate responses. This suggests that even if the phrase "have more power than you" is vague, students are able to figure out what the question is asking based on the context and the other items in the question.

R1V3: "What do you mean by power? I think power means to me that they have more experience doing things that they do, so when you try to do it ... they'll be stronger in it. You can't stop me because I'm better than you."

R1V6: "At first I didn't know, but I'm trying to think about - it could either go back to A [physically bigger / stronger] or B [(more popular] and they could get people to contribute to the bullying." ... "Especially B, if they are popular, they are more liked, and they can get more people on their side to contribute."

Aside from repeating the forms of power in the Q27 items, students kept mentioning influence as another form of power. This was often tied to popularity, but seemed to be a distinct concept in their minds.

R1V4: "When I thought of it, when the girl was being mean to me, I thought she had more power because she had a bigger mouth. So therefore she had more power because she had more power to tell more people stuff. But now, I don't think she had more power than me now, because she just didn't. Power in the school - power and popularity and stuff. And power of how many people will believe her, power of how many people she can get to turn on you."

R1V5: "More power as in... they have the power like physical power, and like I said... power and ability to like say who gets this and whose team this person is on, and who gets the work in class sometimes. Who sits where in the cafeteria sometimes."

The power imbalance question resulted in a false negative in Round 1 (this case is discussed in depth in Section 7.2). Though the respondent was clearly bullied, she said no to all four items in Q27, which resulted in her being categorized as a non-victim. This, coupled with the emergence of the theme as influence as power but distinct from popularity, resulted in the addition of a new item for Q27. After Round 1, we added the following item to Q27: "[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?"

Prior to Round 1, researchers questioned whether a group of students working together to bully an individual created a power imbalance. A probe was included to determine if students saw a group against an individual as a power imbalance. Through both responses to the specific probe and comments made when answering other probes, it was clear that all ten respondents think that a group working together creates a power imbalance. The false negative in Round 1 would not have occurred if groups working together were considered a form of a power imbalance. Therefore, we recommended considering using the indication of a group of bullies as another form of power in the criteria. We suggested continuing to probe on this in future rounds before deciding if any changes were necessary. This is discussed more below in Section 6.3.3: "Groups Working Together as a Power Imbalance."

Round 2 and 3 Findings:

In Round 2, we added a probe asking students to say, in their own words, what the new item on influence was asking. Students were able to easily answer Q27d during the survey, and were able to accurately interpret what the question was asking during probing.

R2V11: "I think the question is asking like if what they do will influence what other people think. Like their thoughts of you, if they want to hang out with you, if they.... They'll have their own perception of you without really knowing you."

R2NV7: “Maybe like that bully kid telling his or her friends bad things about me, like '[R2NV7] has this or that about her,' then they'll think that too and they'll make fun of me for having whatever that is.” **Interviewer:** “Can anyone do that?” **R2NV7:** “It depends on who you are. If you're popular then people will listen to you, if you say someone's weird then they'll think, 'oh, they have to be weird.' But if someone weird says something, then no one will listen, because they're weird.”

Respondents in Round 2 and 3 gave similar responses as respondents in Round 1 to the probes that were used in all three rounds. They were able to easily answer and understand Q27a-e. Respondents agreed that the four specific items that we ask are ways that bullies can have power over someone. Respondents made comments like “They're good examples,” (R2NV4), and “Yeah, I believe they are good questions,” (R2V8).

The power imbalance question did result in one more false negative in Round 2. This respondent (R2V13) said no to all items. However, when he was giving his interpretation of Q27d (influence), he referenced his own situation, saying that his bully had the power to influence some students, just not the majority. This suggests that he applied his own threshold to the extent of influence necessary for him to answer “yes” to Q27d. This case is discussed further in Section 7.2.

No additional changes were made to Q27 after Round 1.

6.3.3 Groups Working Together as a Power Imbalance

Of the 30 respondents, 29 were asked probes about whether or not they think a group of students working together to bully an individual has more power over that individual. One respondent was not asked the question due to time constraints. However, this respondent mentioned “the power of numbers” many times during his interview, suggesting that he does think that a group creates a power imbalance.

Twenty-eight of the 29 respondents said that they think a group of students working together has more power over the individual. The only respondent not agreeing (R3NV14) answered, “No, because they've sunk to a lower level.” The 28 respondents who answered yes were asked if they still think the group working together has more power, even if everyone in the group and the individual being bullied are about the same size, about as popular, had about the same amount of money, and the same ability to influence others. All respondents still thought that the fact that the group was working together against an individual created a power imbalance. For this reason, we recommend using responses to Q25 (“...did more than one person do these things to you?”) and Q26 (“Did [they] act alone, together as a team, or both?”) to determine when respondent is bullied by a group working together. This can be used as an additional

indicator of a power imbalance when a respondent answers “no” to Q27a-e, but says that more than one person bullied them and they acted together as a team (or both). This would eliminate false potential false negatives of bullying for this situation.

6.3.4 Respondent Thoughts on a Power Imbalance as a Requirement for Bullying

It was often hard to determine whether or not kids thought a power imbalance was necessary for bullying. Many kids made conflicting statements; comments imply that they think a power imbalance is necessary but then they say things like “anyone can bully anyone”. Respondents were asked a series of probes about whether bullying could occur with various power differentials. For example, they were asked if a student could bully someone bigger or stronger than them, or if a less popular student could bully a more popular student. Multiple respondents said that anyone can bully anyone, but that it’s rare for a smaller or less popular student to bully a bigger or more popular student because they’d fear retaliation. While it is possible, it is unlikely.

R2V11: "Have I heard that before...? No... [thinks, laughs]. I mean I think it's possible, but I haven't ever heard of that."

R2NV5: "She could, it probably wouldn't end very well. She could blackmail or something. I just don't see that ending well."

Students’ thoughts on this requirement are unclear because there are so many dimensions of power. In addition to the four forms of power that we ask about, students talked about confidence, attitude, intelligence, relationships with teachers, among other things, as ways students can have power over someone. Respondents said that it really just depends on who the people involved are and the ways in which the different types of power intersect. For example, a less popular student can bully a more popular student if they’re bigger or stronger, or a student with less power in general can bully someone if they have that attitude or willingness to be mean and do bullying behaviors.

An interesting theme that came up was bullying to gain power. Multiple students mentioned this without any probing from interviewers, specifically that kids bully to gain power and popularity. One said that students will not bully if no one else is around because it won’t make them more popular. One girl gave an example of a kid who wasn’t popular/had little power, but then he started being a bully, used that behavior to increase his status and popularity, and was accepted into the popular group. One student (R2V11) said that some people bully to feel like they have power over someone, even if they don’t; "Yeah. I don't know if it's [to feel like they have power over someone]... people say they do it to make themselves feel better. You just want to make yourself have more power than the other person even though they're the same."

6.4 Location of Bullying

Q28: Round 1 - Round 3 and Final Recommendation (no changes made)		
<i>Q28 was numbered as Q28 in the Round 1 protocol, Q29 in the Round 2 protocol, and Q31 in the Round 3 protocol.</i>		
<p>28. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>Where is the other place where bullying occurred?</p>	<p>143</p> <p>168</p> <p>169</p> <p>173</p> <p>146</p> <p>144</p> <p>145</p> <p>211SCS</p>	<p>1 <input type="checkbox"/> In a classroom at school?</p> <p>2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>3 <input type="checkbox"/> In a bathroom or locker room at school?</p> <p>4 <input type="checkbox"/> In a cafeteria or lunch room at school?</p> <p>5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____</p> <p>6 <input type="checkbox"/> Outside on school grounds?</p> <p>7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>8 <input type="checkbox"/> Online or by text?</p>

Rounds 1 to 3 Findings:

Across all rounds, 20 students were asked this question. All 20 respondents were able to understand what the question was asking, and were able to easily answer the question. Three respondents said yes to, “somewhere else inside the school building?” When asked where that other place was, one said in the theater, one said in the gym, and the third said outside on the track. The third respondent seemed to miss the fact that this item specifies “*inside the school building.*”

Probes for this question focused on the final item, bullying that occurs online or by text. Respondents were asked to tell us in their own words what it means to be bullied online or by text. They were also asked probes to determine if they considered bullying online or by text that occurs when they are not at school but related to school, and if they would include those incidents in the earlier survey questions asking about bullying that happens at school.

All respondents defined bullying that happens online or by text appropriately. Many acknowledged that it is the same thing as bullying that happens in person, but it occurs on the internet. As one respondent (R1V6) put it, “It’s like bullying in person except for the physical ... During online attacks it can be the same thing - they can insult you, make fun of you, have people gang up on you and do it together, throw hurtful words to you whether it is your religion, your sexuality, your nationality.” Respondents think of social media apps as well as bullying via text, email, or on websites. A few respondents said that most cyberbullying occurs on social media these days, rather than in private text messages. They mentioned apps such as Kiik, Snapchat, Instagram, and Brighten, among others. Students also said it was common for cyberbullying to occur in group chats or group text messages.

Respondents considered bullying perpetrated by classmates online or by text to be related to school, even if the behaviors are done outside of school. Their comments indicate that the lines are blurred when it comes to bullying in school and online.

R1V4: "Well I feel like everything is tied into school because we all go to the same school, and everything happens at school, and it all goes home, and then it happens on social media. So yeah, it's all tied in to school."

R2V10: "Yes, it's from the same person. It carries over, from school to cyber and vice versa."

R2NV7: "Yeah. It's the same person, right? You know each other through school, and you're hearing about what they're doing outside of school, but it still comes back to school."

6.5 Reporting to Adults

Original Question Q29: Round 1 - Round 3 and Final Recommendation (no changes made)

Q29 was numbered as Q29 in the Round 1 protocol, Q30 in the Round 2 protocol, and Q32 in the Round 3 protocol.

<p>29. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Round 1 to 3 Findings:

Across the three rounds, 20 respondents heard this question. No issues with answering were reported by the interviewers. Of these respondents, 10 answered 'no' to this question. The cognitive probes for this question centered on a 'no' response, to determine the reasons why a student who had experienced bullying behavior would not report it.

Of the 10 respondents that answered 'no,' six had said they hadn't told an adult because they didn't believe it would be helpful. There were multiple reasons given: (1) the adult would have no way to really help them, (2) the adult would be uninterested in helping them, or (3) the adult's help would involve telling the perpetrator's or the victim's parents, which was an unwanted outcome.

R1V1: "Because there's no one you really go to and trust enough. The counselor is always there but is there nothing the counselor can really do."

R1V5: "Because teachers don't really do nothing. They'll probably ask to talk about it with you, but they probably wouldn't do nothing. They have like a million talks and they do nothing."

R1V6: "I don't really talk to teachers because they just brush it off or are disrespectful generally."

R2V8: "Because there's no one you can really trust. The guidance counselor doesn't sound really helpful. If they went to the kid and told them someone said they were being bullied by them, then [the bully would] probably come right to me and call me a snitch and everything."

R2V9: "Whenever you tell an adult they are so quick to get you a mediation and that might not be what you want." This respondent also added that adults sometimes call your parents and you may not want your parents involved.

Four respondents said they prefer to handle their issues themselves. Some also felt that the bullying behaviors they experienced were not serious enough to be worth going to an adult.

R1V1: "...but there is nothing the counselor can really do. It's more you have to do it yourself," (continuation of quote above).

R1V3: "Because I can handle it."

R2V10: "No, because it's not really that big of a deal. What they say didn't really affect me too much."

R2NV5: "Because it really didn't get to me too much for me to tell them. If it got to me and they kept doing it, I'd probably tell someone."

Because there were no reported issues with this question, we suggest leaving it the same.

6.6 Effects of Bullying

Q30: Round 1 - Round 3 and Final Recommendation (no changes made)

Q30 was numbered as Q30 in the Round 1 protocol, Q31 in the Round 2 protocol, and Q33 in the Round 3 protocol.

30. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)	Not at all	Not very much	Somewhat	A lot
a. YOUR school work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. YOUR relationships with friends or family.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. How you feel about YOURSELF.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Round 1 to 3 Findings:

Twenty respondents across three rounds heard this question. No interviewers reported issues with answering the question. Twelve respondents were asked what the phrase “had a negative effect” meant to them in the stem of this question. All 12 had a good understanding of the phrase ‘negative effect,’ providing variations of a definition of something that can hurt you emotionally, mentally, or physically, and noted that your emotional state can affect how well you do in school and how you relate to others. One respondent felt that being physically hurt had to do more with the perpetrator’s actions toward the victim.

Five respondents said bullying affected at least one aspect of their life ‘a lot.’ None of them reported that bullying had affected their physical health, only school work (“I used to be a straight A student, and now, I’m just passing classes” (R1V7); “When I tried to do my schoolwork all I could think about is if all the people around me are talking about me” (R2V9)), relationships (“You’re so angry that you don’t want to say anything. Your friends tap you on the shoulders and you’re just freaking out. It definitely affects your family life because when you come home and you’re angry and you don’t want to deal with anyone” (R1V1)), or their feelings towards themselves (“I mean like this is like my whole life. This is not the first time I’ve been bullied. People commenting on your physical appearance, that was the big one for me. That just brings you down the most... A lot is like the depression part. I mean I was depressed for a while. It can be like you don’t even want to live anymore, stuff like that. That part,” (R2V11)).

Because there were no reported issues with answering this question, we have no changes to suggest.

6.7 Hate-related Bullying

Q31: Round 1 - Round 3 and Final Recommendation (no changes made)

Q31 was numbered as Q31 in the Round 1 protocol, Q32 in the Round 2 protocol, and Q34 in the Round 3 protocol.

31. When you were bullied in school this year, did you ever think it was related to ...		Yes	No
a. YOUR race?	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. YOUR religion?	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Your ethnic background or national origin - for example, people of Hispanic origin?	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Any disability you may have – such as physical, mental, or developmental disabilities?	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. YOUR gender?	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. YOUR physical appearance?	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Round 1 to 3 Findings:

Twenty respondents across three rounds heard this question. No interviewers reported issues with answering the question. Ten respondents answered ‘no’ to all items, and the cognitive probes were created to find out why they had answered that way. Two respondents said these factors were the same for both herself and for her perpetrators. Two respondents said that these differences just did not come up during bullying, and one respondent said that her bullies must have known that picking on those factors would be mean ("Because I wouldn't think nobody in my school would talk about somebody's race or religion. I guess they know it's not nice to do that.").

The respondents who answered ‘no’ to all of these items were asked if they felt they would have to be absolutely certain that the incident was because they had one of these characteristics for them to say “yes”. Four of the respondents said they would answer

‘yes’ to any of these items if they had any hunch that it was for that reason, and they knew that the bullying they experienced wasn’t for any of these reasons. One respondent was unsure if they would say yes or no in that case. One respondent just knew that their bullying experience wasn’t related to any of these reasons.

Because none of the respondents had issues answering, and because the majority of respondents that were asked said they wouldn’t have an issue reporting ‘yes’ even if they only had a gut feeling that the bullying was for one of these reasons, we felt the question could be kept with no changes.

7 NOTEWORTHY CASES SUPPORTING RECOMMENDATIONS

7.1 Overall Performance of Questions Measuring Key Components of the CDC Definition

Overall, the series of questions designed to identify victims of bullying performed well. Of the 30 interviews, the survey questions resulted in two false negatives. See section 7.2 for a full discussion of these 2 interviews. The questions that resulted in the false negatives were revised during testing to reduce the likelihood of measurement error.

The questions were effective at correctly categorizing respondents as non-victims when they did not meet the criteria for bullying victims, even when respondents indicated that they self-identified as victims through comments made during the interview. Two respondents considered themselves victims even though their discussion of their experiences made it clear that they did not meet the criteria in the official definition. These cases are discussed below in section 7.3.

Three respondents seemed to miss the phrase “We often refer to this as being bullied,” in the stem of Q22 (bullying prevalence). These individuals did not consider themselves to be victims of bullying, but said ‘yes’ to one or more items in Q22, which asks about things other students do that were mean or hurtful to them. During probing, it became clear that the experiences they reported were not bullying, but rather things like the aftermath of a falling out with a friend, or being part of a fight during a football game in gym class. The follow up questions about repetition and power imbalances worked well to identify them as non-victims.

7.2 False Negatives

R1V4:

This respondent (a female in 9th grade) answered “yes” to Q22a (“made fun of you, called you names, or insulted you, in a hurtful way?”) and Q22b (“spread rumors about you or tried to make others dislike you?”). She said that more than one person did these things to her, and that they worked together as a team. When asked, “During this school year, how often were you bullied?” she answered “once or twice this school year.” She said she did think that the bullying would happen over and over. This respondent said no to all of the power imbalance questions.

This respondent was a false negative due to her answers to the power imbalance questions. However, if a group working together as a team against an individual was considered a power imbalance, she would not have been a false negative. This student’s responses and discussion of her experiences during probing highlighted the issue of some respondents thinking of a “time” or an occurrence of bullying differently than other respondents (discussed in section 6.2.1 Frequency of Bullying). Although this respondent reported multiple bullying incidents that spanned multiple weeks, she considered it a single “time” of bullying, since all of the incidents were related to the initial incident that started the bullying.

R2V13:

This respondent (a 10th grade male) answered yes to Q22b (“spread rumors about you or tried to make others dislike you?”). He said that the bullying occurred “once or twice a month,” and was done by one other student. The student said that he did not think the bullying would happen again because he reported it to adults who intervened and put an end to it. This respondent said no to all power imbalance questions, which resulted in him being categorized as a non-victim.

When asked what Q22d (“Did this person have the ability to influence what other students think of you?) was asking, in his own words, the respondent referenced his own bullying incident. He said that his bully could influence some people, but the majority of people would not have been influenced by his bully. He said that he was thinking of the bully's close friend group when asked who his bully could influence. Although the respondent said “no” to Q22d, his comments during probing indicate that his bully did have the ability to influence what other students think of the respondent. The respondent’s comments suggest that he was interpreting Q22d as asking if the bully could influence what most students or a lot of students thought of the respondent, rather than any students.

7.3 Self-identified Victims Who Correctly Screened Out

R1NV1:

This 10th grader considered herself a victim of bullying. She said “yes” to Q22a, has another student “made fun of you, called you names, or insulted you, in a hurtful way?” For the question asking, “During this school year, how often were you bullied?” she answered “once or twice this school year.” When asked if she thought the bullying would happen over and over, she responded “no.” The student said that only one student bullied her, although during probing she mentioned the main perpetrator’s friends laughing and making fun of her at the time of the incident. The respondent answered “no” to the power imbalance questions about size, popularity, or power in some other way, and said, “I don’t know” to the power imbalance question about having more money.

During probing, the respondent mentioned multiple times that the incident was a one-time thing. When asked about what happened, the respondent said that a girl made fun of her and pulled her hair when she walked past her in the hallway, and then the girl’s friends started laughing at her as she walked past them. This upset the respondent, so she told the Dean. The Dean suspended the girl who pulled her hair “because he doesn’t tolerate bullying.” The fact that the Dean labeled this incident as bullying is further evidence that individual’s conceptualizations of bullying vary, and that school policies and responses to bullying may not be limited to incidents that meet the CDC’s criteria for bullying.

Though this respondent incorrectly self-identified as a victim based on the uniform definition, her definition of bullying aligned with other students’ definitions. As previously discussed, almost half of the respondents do not think repetition is a requirement for bullying. This student’s view on repetition as a requirement is what resulted in her incorrectly self-identifying as a victim. When asked what behaviors count as bullying, R1NV1 said:

"Messing with someone, calling them names, pushing them, physically harming a person and messing with them, constantly, not stopping. I feel like that's bullying. But bullying is also a one-time thing, like it's not just something that's constant. It's something that can happen maybe once to make a person feel really bad about themselves."

R2NV6:

This respondent (a 6th grade female) answered Q22a (“made fun of you, called you names, or insulted you, in a hurtful way?”) and Q22d (“pushed you, shoved you, tripped you, or spit on you?”). For the question asking, “During this school year, how often were you bullied?” she answered “once or twice this school year.” When asked if she thought the bullying would happen again, she responded “no.” The student said that only one student bullied her. The respondent did indicate that there was a power imbalance

between herself and the other student, saying yes to the item about being bigger or stronger, and the item about having the ability to influence what other students think of her.

When discussing the incident, the respondent said an 8th grader tripped her in the hallway and called her a name. She said the 7th and 8th graders in her school “always bully 6th graders” in this way. This respondent did not think repetition was a requirement for bullying; she thinks that behaviors that only happen once can still be considered bullying because the perpetrator is intentionally hurting someone. Though she self-identified as a victim of bullying, she did make a distinction between her experience and that of kids who get bullied consistently. She said, “Well I was bullied once, but not like that, I wasn't really bully-bullied. It's kind of difficult to remember because if you got bullied a lot, you'd remember it like that.”

8 TESTING THE SCHOOL CRIME SUPPLEMENT BROCHURE

During Round 3 interviews, the sponsors asked us to solicit feedback on the student version of brochure about the School Crime Supplement that is included in the advanced mailing materials for the NCVS (see pages 14-15 of Attachment B for brochure). For the final seven interviews, respondents were shown the student version of the SCS brochure and then asked a set of probing questions on their thoughts about the brochure. Respondents were asked what their first impressions of the brochure were, if they would read the brochure if a parent gave it to them, what stands out about the brochure, if there is anything they dislike about it, and what the phrase “Stay tuned!” at the bottom of the brochure means to them.

Overall, reactions to the brochure were positive. Multiple respondents said that they liked the question and answer style of the brochure because they seemed like questions someone chosen for the survey would probably ask, and the answers tell them what is about to happen in the survey. Students mentioned that the questions, “What will the survey ask me?” and “Will anyone find out what my answers are?” stood out to them as important information. When asked if they would read the brochure if their parent gave it to them, two respondents said they would not read it, one said she would “because it’s colorful,” three said they would “probably read it,” and one said “maybe.”

Only two respondents said yes when asked if there was anything they did not like about the brochure. One critique was visual, and was due to the brochure being printed on standard printer paper rather than how the official brochure would appear. The other respondent said that the answer to the question, “Why am I being asked to complete this survey?” is somewhat difficult to understand and suggested rewording it. Another respondent thought the questions were appropriately written for the intended audience (meaning in the words of 6th to 12th graders) but that the answers seemed like adults are answering the questions and that the answers should also be in “our own words,” A

third respondent, who had just finished 10th grade at the time of the interview, thought the brochure targeted a younger audience than him. When probed on this, he was referring to visual aspects of the brochure; this student liked the content in the brochure.

Since the sponsors were particularly interested in respondents' reactions to the phrase "Stay tuned!" at the bottom of the brochure, all respondents were asked what the phrase meant to them. All respondents understood that the phrase meant that they would be hearing more about the SCS in the near future. Five of the seven respondents were asked if they liked the phrase being used in the brochure, and all five said that they did like it.

9 CONCLUSIONS

Overall, the findings from this study indicate that the original questions for the SCS to the NCVS were a strong start. Many of the questions performed well and required no revisions. Of the questions that required revisions, two involved minor tweaks. The phrase "over and over" was replaced with "again" in the repetition question, and the question asking if the multiple bullies were working alone or together as a team was modified to allow respondents to report that both of those occurred. Other questions had more substantial revisions. A new item was added to the power imbalance question, and the original frequency question was replaced by two new questions.

The frequency question was problematic and went through many revisions. Respondents had trouble answering every version of the question. Because the frequency question is so important in deciding who is considered a victim of bullying, any possible source of respondent confusion is problematic. Though the series of frequency questions tested in Round 3 appeared to work well, the question asking how often a student was bullied in a given time frame was still more difficult to answer than asking how many days a student was bullied during the school year.

Due to time constraints, this phase of testing was limited. The decision was made to focus mainly on the repetition and power imbalance questions, but to also collect data on other potential issues to identify questions of concern for future testing. While revising the bullying prevalence question (Q22) was not within the scope of this project, we identified an issue with the question where most students are not thinking about cyberbullying when answering it.

10 REFERENCES

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Appendix A: 2017 SCS/NCVS Cognitive Interview Recruitment Protocol

SCREENING QUESTIONNAIRE FOR SCHOOL CRIME SUPPLEMENT

IF MORE THAN ONE CHILD: ***Let's start with the oldest child first.***

	Child 1	Child 2	Child 3	Child 4
4. How old is that child? (Verify child is 12 - 18)				
5. What is that child's name?				
6. Is _____ male or female?				
7. What grade is _____ in?				
8. Is _____ Hispanic?				
9. Please choose one or more races that _____ considers him/herself to be. White Black or African American Asian American Indian or Alaska Native Native Hawaiian or other Pacific Islander				
10. Does _____ speak English fluently?				
11. What city or town does _____ live in?				
12. Does _____ attend public school, attend private school, or is [he/she] homeschooled?				
13. Has _____ ever been bullied in school? (That you know of)				
13b.[IF YES TO 13] When did the most recent bullying incident occur? (their best guess is fine)				
14. Has _____ ever bullied another student at school? (That you know of)				
15. If necessary, would you be able to bring _____ to our office in Suitland, MD to be interviewed?				

IF MORE THAN ONE CHILD: ***Now let's talk about the [second/third/fourth] oldest child.***

16. In order to make sure that we recruit students from a variety of backgrounds, my last question is about your household's annual income. Is your household's annual income

a. above \$25,000?

1 Yes 2 No - *skip to conclusion*

b. Is it above \$50,000?

1 Yes 2 No - *skip to conclusion*

c. Is it above \$100,000?

1 Yes 2 No

17. How did you hear about the survey?

Attachment 5:

2017 SCS item description and rationale

2017 SCS ITEM DESCRIPTION AND RATIONALE

Background

The School Crime Supplement (SCS), a supplement to the annual National Crime Victimization Survey (NCVS), is designed to obtain additional information about school-related victimizations. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups concerned with crime in schools to make informed decisions about policies and programs. The Bureau of Justice Statistics (BJS), the National Center for Education Statistics (NCES), and the U.S. Census Bureau (CB) jointly designed the survey questionnaire. The first SCS was administered in 1989, and again in 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. The 2017 SCS will be the 12th implementation of an occasional supplement to obtain specific information about school-related victimization and disorder on a national level.

Accurate information regarding the incidence of victimization at school and the school environment is needed to monitor changes in student experiences with victimization. The SCS presents questions related to students' experiences with, and perceptions of crime and safety at school. The question topics include: awareness of preventive measures employed by schools; students' participation in school activities; students' perception of school rules and enforcement of these rules; the presence of weapons, drugs, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school. These responses supplement the NCVS survey instrument responses for a more complete understanding of the individual student's circumstances.

The eight sections of the questionnaire and the specific items in each section are detailed below. New and revised items for 2017 are highlighted in red.

1. Screen Questions

Questions	Rationale
1a. Did you attend school at any time this school year?	These questions establish the eligibility of the individuals interviewed. The SCS sample universe is youth in households participating in the NCVS. However, the SCS is completed only by those youth ages 12–18 who were in primary or secondary education programs leading to a high school diploma (elementary through high school) sometime during the 6 months prior to the interview. Students exclusively home-schooled during the current school year are not included in the remainder of the survey since many questions in the SCS are not relevant to their situation.
1b. During that time were you ever home schooled?	
1c. Was all of your schooling this school year home schooling?	
1d. How many different schools have you attended since the start of this school year?	
2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school? OR	
2b. What grade are you in?	
3. In what month did your current school year begin?	

2. Environmental Questions

Questions	Rationale
5a. Is your school public or private? 5b. Is this the regular school that most of the students in your neighborhood attend? 5c. Is your school affiliated with a religion? 6. What grades are taught in your school?	These questions ask about school characteristics that are used in analyzing levels of school violence. ^{1,2,3}
7. How do you get to school most of the time this school year? 8. How do you get home from school most of the time this school year?	These questions establish student exposure to school bus stops and routes, and walking routes immediately around schools, which are considered part of the school environment.
9. During this school year, have you participated in any of the following activities sponsored by your school: <ul style="list-style-type: none"> a. Athletic teams at school? b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? c. Performing arts, for example, Band, Choir, Orchestra, or Drama? d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club? e. Student government? f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club? <p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology</p>	This question asks about students' participation in various types of extra-curricular school activities. <p>Providing opportunities for extra-curricular activities is a strategy associated with programs designed to reduce incidents of crime and bullying. Research shows that high levels of involvement within a school are correlated with increased student connectedness to the academic environment.⁴ However, some studies have shown the positive effects of participation vary for different types of activities and by different student characteristics^{5,6} making this an area of interest for current research.</p>

¹ Van Dorn, R. A. (2004). Correlates of violent and nonviolent victimization in a sample of public high school students. *Violence & Victims*, 19(3), 303-320.

² Lab, S. P., & Whitehead, J. T. (1992). *School Environment & School Crime: Causes & Consequences; Summary Report*.

³ Kuck, D., & Popp, A. (2005). Characteristics of students and schools as predictors of being a victim of bullying: An Opportunity Theory Analysis. *Conference Papers -- American Society of Criminology*, N.PAG.

⁴ DeVoe, J. (2009). Social bonding and school victimization: The ties that bind. *Conference Papers. American Society of Criminology*, 1.

⁵ Peguero, A (2008). Bullying Victimization and Extracurricular Activity *Journal of School Violence*, 7(3), 71-85.

⁶ Jiang, X. & Peterson, R. (2012). Beyond Participation: The Association Between School Extracurricular Activities and Involvement in Violence Across Generations of Immigration *Journal of Youth & Adolescence*, 41(3), 362-378.

Questions	Rationale
<p>Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>g. Other school clubs or school activities?</p>	
<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <ul style="list-style-type: none"> a. Security guards or assigned police officers? b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers? c. Metal detectors, including wands? d. Locked entrance or exit doors during the day? e. A requirement that visitors sign in and wear visitor badges or stickers? f. Locker checks? g. A requirement that students wear badges or picture identification? h. One or more security cameras to monitor the school? i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? 	<p>This series of questions establishes student awareness of various security measures in their school.</p> <p>Between 2000 and 2010, public schools reported increased use of various safety and security measures and procedures.⁷ Question 10 differs from similar questions about school procedures in other school surveys such as SSOCS because it focuses on student awareness of these procedures. This awareness is relevant to researchers investigating whether the environment created by security measures in schools increases students' feelings of security and decreases incidents of school crime, or creates an atmosphere that is detrimental to learning and has little effect on school crime.^{8,9,10}</p>

⁷Robers, S., Kemp, J. & Truman, J. (2013). *Indicators of School Crime and Safety:2012* (NCES 2013-036/NCJ 241446) National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

⁸ Blosnich, J., & Bossarte, R. (2011). Low-level violence in schools: Is there an association between school safety measures and peer victimization? *The Journal Of School Health*, 81(2), 107-113.

⁹ For an extensive survey of current studies on this topic, see Nance, J. (2013) Students, Security and Race. *Emory Law Journal*. 63(1), 1-57.

¹⁰ Addington, L., & Yablon, Y. (2011). How Safe Do Students Feel at School and While Travelling to School? A Comparative Look at Israel and the United States. *American Journal of Education*, 117(4); 465-493.

Questions	Rationale
<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<p>This question indicates if students know their school has a secure procedure for reporting potential school crime. Organizations such as US Department of Health and Human Services¹¹ and the National Crime Prevention Council¹² recommend establishing anonymous hotlines or websites for students to anonymously report.</p>
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <ul style="list-style-type: none"> a. The school rules are fair. b. The punishment for breaking school rules is the same no matter who you are. c. The school rules are strictly enforced. d. If a school rule is broken, students know what kind of punishment will follow. e. Teachers treat students with respect <p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you live</p> <p>17. Thinking about the neighborhood where YOUR SCHOOL IS LOCATED, would</p>	<p>These questions help define the environment in which crime and bullying incidents occur,^{13,14} including determining the general level of disruption and the general level of crime students encounter in their school and home neighborhoods.^{15,16}</p>

¹¹ <http://www.stopbullying.gov/prevention/at-school/rules/index.html>

¹² <http://www.ncpc.org/topics/school-safety/strategies/strategy-school-crime-reporting-hotline>

¹³ Mayer, M. J., & Leone, P. E. (1999). A structural analysis of school violence and disruption: Implications for creating safer schools. *Education & Treatment Of Children*, 22(3), 333.

¹⁴ Collins, J. J., Messerschmidt, P. P., Ringwalt, C. C., & Research Triangle, I. (1992). *Relationship Between School Disruption & School Social Control Activities: Summary Of Findings*,

¹⁵ Smith, B. E., & Elstein, S. G. (1993). Effective ways to reduce school victimization: practical and legal concerns. *Children's Legal Rights Journal*, 14(1-2), 22-38.

¹⁶ Clay-Warner, J., Bunch, J., & James, K. (2009). Procedural Justice and School Crime. *Conference Papers -- American Society of Criminology*, 1.

Questions	Rationale
<p>you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>You feel safe at your school.</p>	<p>This question is designed to collect data for analysis of the relationship between level of school crime, presence of security measures in school, and student perceptions of safety (see Rationale for question 10 above).</p>
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following: There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you b. Listens to you when you have something to say c. Tells you when you do a good job</p> <p>15. There is a student at school who...</p> <p>a. Really cares about you b. Listens to you when you have something to say c. Believes that you will be a success</p>	<p>These questions ask about relationships in school. The presence of caring relationships has been found to be a key protective factor in multiple surveys of student experiences. Asking these questions on the SCS allows direct comparison of these factors with a wide range of potential negative school experiences such as crime, bullying, and drug availability.¹⁷</p> <p>Question 14 is adapted from the California Healthy Kids Survey—one of the most widely quoted surveys measuring student protective factors. It consolidates two series of questions on relationships with adults and teachers from previous versions of the SCS. The consolidated question is designed to reduce burden without losing predictive validity.</p> <p>Question 15 asks about peer relationships in school. Research indicates that the quality of friendship is related to protective factors.^{18,19} This item was developed and tested during the cognitive lab study to be an indicator of reciprocal, supportive school friendships.</p>
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get _____</p> <p>a. Alcoholic beverages?</p>	<p>The availability of illegal substances is correlated with the general level of school crime and the likelihood that students who use these substances may be involved in crimes.²⁰</p>

¹⁷ DeVoe, J. (2009). Pg. 2

¹⁸ Espelage, D., Green Jr., H., & Wasserman, S. (2007). Statistical analysis of friendship patterns and bullying behaviors among youth. *New Directions for Child & Adolescent Development*, 2007(118), 61-75.

¹⁹ Boulton, M.J., Trueman, M., Chau, C., Whitehand, C., & Amatya, K. (1999). Concurrent and longitudinal links between friendship and peer victimization: Implications for befriending interventions. *Journal of Adolescence*, 22, 461-466.

²⁰ Elliott, E., & Rayne, K. (2008). Victimization rates and drug use among high school and college students. *Conference Papers -- American Society of Criminology*, 1.

Questions	Rationale
b. Marijuana, also known as pot, weed or mary jane? c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall? d. Other illegal drugs, such as cocaine, uppers, or heroin? 20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?	

3. Fighting, Bullying, and Hate Behaviors

This section is the main focus of the SCS: the type and extent of victimization students experience in school. This information is a key addition to the data on victimization collected by the NCVS. Using weighting factors provided by the CB, these data can be used to estimate the extent of fighting, bullying, and hate crime victimization in schools nationally. This information is crucial to educators and policymakers in prioritizing funding and program development for school systems across the country.

The 2015 SCS included an embedded split-half design to test two versions of a series of questions on bullying victimization to capture information on repetition and power imbalance in bullying at school. The 2017 SCS reverts to use of a single version of the instrument, based on version 1 of the 2015 split half instrument, with modifications to the clarifying sub-questions added to the bullying victimization series in 2015 designed to collect information on repetition and power imbalance.

Questions	Rationale
21a. During this school year, have you been in one or more physical fights at school? 21b. During this school year, how many times have you been in a physical fight at school?	Determine exposure to physical violence in school as separate from bullying. ²¹

²¹ Noe, K., & Petras, H. (2009). Peer victimization in middle and high school: An application of latent class analysis. *Conference Papers -- American Society of Criminology*, 1.

Questions	Rationale
<p>22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...</p> <ul style="list-style-type: none"> a. Made fun of you, called you names, or insulted you in a hurtful way? b. Spread rumors about you or tried to make other dislike you? c. Threatened you with harm? d. Pushed you, shoved you, tripped you, or spit on you? e. Tried to make you do things you did not want to do, for example, give them money or other things? f. Excluded you from activities on purpose? g. Destroyed your property on purpose? 	<p>Question 22 has students identify ways in which they perceive they have been bullied. A single bullying construct is created from those answering “yes” to any of these subquestions to indicate that the student has been a victim of bullying. This question has been in use since 2005 and is the basis for the trend data NCES maintains on bullying in schools.</p>
<p>Repetition:</p> <p>23a. During this school year, how many days were you bullied?</p> <p>23b. (If 23a is “one day”) In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?</p> <p>24. Did you think the bullying would happen again?</p> <p>Power Imbalance:</p> <p>25. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p> <p>26. Did these people act alone, or together as a team?</p>	<p>In 2014, the US Department of Education (ED) participated in an interagency effort to develop uniform definitions for tracking and reporting bullying among youth.²² This definition includes the elements of power imbalance and repetition as distinguishing “bullying” from other types of peer aggression. Previous cognitive testing of the SCS items and independent research indicate that students do not always restrict themselves to reporting incidents of bullying that include the dimensions of power imbalance and repetition, although they can identify if these dimensions are present when they are specified.²³</p> <p>CB, in conjunction with NCES and BJS developed additional questions to identify the elements of repetition and power imbalance in bullying reported on the SCS. Two versions of the questions were administered in a split-half design in 2015 to test the effects on the estimates of bullying. The results of the questions originally developed for the 2015 SCS</p>

²² Gladden, R.M., Vivolo-Kantor, A.M., Hamburger, M.E., & Lumpkin, C.D. (2014). *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*. Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education.

²³ Ybarra, M.L., Espelage, D.L., & Mitchell, K.J. (2014). Differentiating Youth Who Are Bullied From Other Victims of Peer-Aggression: The Importance of Differential Power and Repetition. *The Journal of Adolescent Health: official publication of the Society for Adolescent Medicine* (Article in Press DOI: 10.1016/j.jadohealth.2014.02.009).

Questions	Rationale
<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<p>were reviewed²⁴ and the questions were further modified. Cognitive testing on the revised questions was completed by the CB Center for Survey Measurement in May-July 2016 (see attachment 4 for the full report on the cognitive testing results).</p> <p>Questions 23-24 identify whether any incidents reported for question 22 include the element of repetition. The frequency questions included in the 2015 SCS on “how often” students were bullied or were afraid they would be bullied were confusing to some students. The revised questions are based on those that have been used successfully to identify repetitive stalking in the NCVS Supplemental Victimization Survey. In this version, multiple days or multiple incidents can be used as indicators of repetition.</p> <p>Questions 25-27 identify whether any incidents reported include the element of power imbalance. Cognitive testing results indicated that the examples provided in the original power imbalance question were excluding two types of incidents: 1) those in which power was expressed through influence; and 2) those in which no one person appeared to be more powerful than the victim reporting the incident, but multiple people working together against one individual created a power imbalance. Affirmative answers on question 25 and 26 (multiple people working together) or on one of the items under question 27 (individuals with more power in some area) will be used to indicate the bullying reported includes a power imbalance.</p>
<p>28. During this school year, where did the bullying occur? Did it occur...</p> <p>a. In a classroom at school?</p> <p>b. In a hallway or stairwell at school?</p> <p>c. In a bathroom or locker room at school?</p> <p>d. In a cafeteria or lunchroom at school?</p> <p>e. Somewhere else inside the school building? Specify _____</p>	<p>Noting where bullying occurs is important in determining trends and to develop strategies to monitor or prevent the incidences of bullying in those environments.²⁵ The 2011 and 2013 SCS included separate questions about cyber-bullying. Based on the Uniform Bullying Definition, cyber-bullying is a format for bullying, not a separate type of incident. Cognitive testing results also indicated that students often experience cyber-bullying by</p>

²⁴ Lessne, D., and Cidade, M. (currently in review). *Methodology Report: Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2017004). U.S. Department of Education, Washington, DC. National Center for Education Statistics

²⁵ Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., & Research Triangle, I. (1992). *Youths' Victimization Experiences, Fear of Attack Or Harm, & School Avoidance Behaviors: Summary Of Findings*,

Questions	Rationale
f. Outside on school grounds? g. On the way to or from school such as on a school bus or at a bus stop? h. Online or by text?	classmates as a continuation or precursor of in-person bullying and therefore include it with reports of school-based bullying. Item H was added in 2015 to capture information on school-related cyber-bullying. ²⁶
29. Did you tell a teacher or some other adult at school about being bullied?	Research indicates that significant numbers of bullying incidents go unreported. Collecting this information in a confidential interview format can shed light on estimates of bullying in U.S. schools. ^{27,28} Additionally, collecting this information with reports from the same students on school attachment factors gathered in section 2 can be used to analyze what factors may increase the likelihood of reporting bullying.
30. This school year, how much has bullying had a negative effect on... a. Your school work? b. Your relationships with friends or family? c. How you feel about yourself? d. Your physical health – for example, caused injuries, gave you headaches or stomach aches?	These questions ask about the effects of bullying experienced by students. Studies have detailed the impacts of bullying on youth. ^{29,30} Bullying is related to serious health concerns that must be tracked and addressed by medical and mental health providers. ³¹
31. When you were bullied in school this year, did you ever think it was related to: a. Your race? b. Your religion? c. Your ethnic background or national origin – for example, people of Hispanic origin? d. Any disability you may have – such as physical, mental or developmental disabilities? e. Your gender?	Bullying disproportionately affects various subgroups of students including students with disabilities ³² and students identifying with non-majority racial, religious or sexual orientation groups. ³³ The U.S. Department of Education’s Office of Special Education and Rehabilitative Services (OSERS) and Office of Civil Rights (OCR) have both issued guidance on providing free and appropriate education to all students that includes identifying and addressing issues of harassment and victimization for all students. The data from this

²⁶ Bagwell, K. (2011). Students use cellphones more than computers to cyberbully. *Education Daily*, 44(189), 2.

²⁷ Watkins, A. M., & Maume, M. O. (2011). School victims and crime reporting. *Youth Violence & Juvenile Justice*, 9(4), 333-351.

²⁸ Watkins, A., & Maume, M. (2007). We Don't Need No Notification: The Underreporting of Victimization by Students. *Conference Papers -- American Society of Criminology*, 1.

²⁹ Due P, Holstein BE, Lynch J, Diderichsen F, Gabhain SN, Scheidt P, et al. (2005) Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *European Journal of Public Health* 15(2):128-132.

³⁰ Beran TN, Hughes G, Lupart J. (2008) A model of achievement and bullying: Analyses of the Canadian National Longitudinal Survey of Children and Youth data. *Educational Research* 50(1):25-39

³¹ Cf. National Children’s Medical Center’s statement on bullying health risks at <https://www.childrensnational.org/DepartmentsandPrograms/default.aspx?Id=6089&Type=Program&Name=Clinic%20for%20Health%20Problems%20Related%20to%20Bullying> (accessed September 9, 2013).

³² Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

³³ Hightow-Weidman, L. B., Phillips, G., Jones, K. C., Outlaw, A. Y., Fields, S. D., & Smith, f. C. (2011). Racial and Sexual Identity-Related Maltreatment Among Minority YMSM: Prevalence, Perceptions, and the Association with Emotional Distress. *AIDS Patient Care & Sds*, 25S39-S45. doi:10.1089/apc.2011.9877

Questions	Rationale
<ul style="list-style-type: none"> f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight? g. Your physical appearance? 	<p>question can be used to generate national estimates on bullying based on perceived subgroup characteristics.</p>
<p>32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.</p> <p>33. Were any of the hate related words related to:</p> <ul style="list-style-type: none"> a. Your race? b. Your religion? c. Your ethnic background or national origin – for example, people of Hispanic origin? d. Any disability you may have – such as physical, mental or developmental disabilities? e. Your gender? f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight? <p>34. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>Hate-related speech is not reported by adolescents as often as bullying because students are often embarrassed about the message conveyed or not sure where it falls with relation to various categories of crime/bullying that should be reported. Collecting specific information on use of hate-related words in this anonymous survey will provide school personnel and policymakers information about the extent and seriousness of the crime³⁴ and its relationship to other forms of victimization.</p>

³⁴ Van Dorn, R. (2002). Unrecognized warning signs. *Education Week*, 22(11), 41.

4. Avoidance

Questions	Rationale
<p>35. During this school year, did you ever stay away from any of the following places because you thought someone might attack or harm you there?</p> <ul style="list-style-type: none"> a. For example, did you ever stay away from the shortest route to school because you thought someone might attack or harm you? b. The entrance into the school? c. Any hallways or stairs in school? d. Parts of the school cafeteria? e. Any school restrooms? f. Other places inside the school building? g. School parking lot? h. Other places on school grounds? i. School bus or bus stop? <p>36a. Did you avoid any activities at your school because you thought someone might attack or harm you?</p> <p>36b. Did you avoid any classes because you thought someone might attack or harm you?</p> <p>36c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>This section asks about places and activities students avoid because of the likelihood of bullying, cyber-bullying, and physical attacks. Avoidance, where warranted, reduces the actual number of such incidents without reducing the risk that they will occur. Students who avoid going to classes are negatively affected not only by the experience of crime, but also by the loss of instructional time³⁵.</p> <p>The information about avoidance collected here can be used to (a) estimate overall actual crime in schools in addition to that experienced by the absence of direct reporting from the individuals interviewed, and (b) analyze the impact it has on student behavior and academic performance^{36,37,38,39,40,41}.</p>

³⁵ Barrett, Kimberly L.; Jennings, Wesley G.; Lynch, Michael J. (2012). The relationship between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*. Vol. 11 (1), 1-20.

³⁶ Pearson, F. S., Toby, J. J., & Rutgers, U. (1992). Perceived & Actual Risks Or School-Related Victimization: Final Activities Report,

³⁷ Randa, R. (2007). The impact of incivilities on fear and routine activities in high schools. *Conference Papers -- American Society Of Criminology*, 1.

³⁸ Lab, S. P., & Whitehead, J. T. (1994). Avoidance behavior as a response to in-school victimization. *Journal of Security Administration*, 17(2), 32-45.

³⁹ Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., pg. 5

⁴⁰ Randa, R., Drayer, A., & Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. *Conference Papers -- American Society Of Criminology*, 1.

⁴¹ Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. *Conference Papers -- American Society of Criminology*, 1.

5. Fear

Questions	Rationale
<p>37a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p>37b. How often are you afraid that someone will attack or harm you on a school bus or on the way to or from school?</p> <p>37c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p>	<p>This section adds to the information in Section 4, Avoidance, by asking how often students fear attack or harm. Students may not be able to avoid school activities even though they may fear attending⁴². Fear, like avoidance, harms adolescents beyond the harm attributed to the actual crimes experienced⁴³. Fear results in stress, which negatively affects academic performance, can lead to inappropriate psycho-social outcomes such as acting out, and can impact future orientation such as plans to complete school.^{44,45}</p>

⁴² Jenkins, Patricia H. (1997). School delinquency and the school social bond. *Journal of Research in Crime & Delinquency*. Vol. 34 (3), 337-367.

⁴³ U.S. Department of Education. (2006). *Indicators of School Crime & Safety: 2006*.

⁴⁴ Ades, L. (2007). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. *Conference Papers -- American Sociological Association*, 1.

⁴⁵ Randa, R., Drayer, A., & Lytle, D., pg. 6.

6. Weapons

Questions	Rationale
<p>38. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds:</p> <ul style="list-style-type: none"> a. A gun? b. A knife brought as a weapon? c. Some other weapon? <p>39a. Do you know of any other students who have brought a gun to your school during this school year?</p> <p>39b. Have you actually seen another student with a gun at school during this school year?</p> <p>40. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>This section asks about experiences with weapons in school. Bringing weapons to school for personal protection is another indicator of the extent of the perceived level of violence in the school. Although a student may not be directly threatened or harmed by a weapon, knowing that weapons are on campus can also lead to fear and avoidance of school.⁴⁶ Potential for violence escalates when students carry weapons in school. Negative academic and psycho-social outcomes are correlated with fear of weapons on campus.^{47,48,49}</p>

7. Gangs

Questions	Rationale
<p>41a. Are there any gangs at your school?</p> <p>41b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>41c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>This part of the survey examines the extent of gang activity in schools. Gangs are an indicator of increased crime in schools⁵⁰ and require separate types of interventions to address from specific incidences of crime and bullying.⁵¹</p>

⁴⁶ Mooij, Ton; Smeets, Ed; de Wit, Wouter. (2011). multi-level aspects of social cohesion of secondary schools and pupils' feelings of safety. *British Journal of Educational Psychology*. Vol. 81(3)3.

⁴⁷ Cao, L., Zhang, Y., & He, N. (2008). Carrying weapons to school for protection: An analysis of the 2001 school crime supplement data. *Journal Of Criminal Justice*, 36(2), 154-164.

⁴⁸ Noonan, M. (2005). Guns in schools: results from the 2003 School Crime Supplement. *Conference Papers -- American Society of Criminology*.

⁴⁹ Hong, Jun; Eamon, Mary. (2012). Students' perceptions of unsafe schools: An ecological systems analysis. *Journal of Child & Family Studies*. Vol. 21(3), p428-438.

⁵⁰ Bradshaw, C., Waasdorp, T., Goldweber, A., Johnson, S. (2013) Bullies, Gangs, Drugs and School: Understanding the Overlap and the Role of Ethnicity and Urbanicity. *Journal of Youth & Adolescence*. 42(2), pp 220-234.

⁵¹ U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (2010). Best Practices to Address Community Gang Problems, OJJDP's Comprehensive Gang Model, Second edition (NCJ 231200) Washington, DC.

8. Student Characteristics

Questions	Rationale
<p>42. During this school year, across all subjects, have you gotten mostly: A's, B's, C's D's F's or school does not give grades/no alphabetic grade equivalents.</p> <p>43a. During the last 4 weeks of school, did you skip any classes?</p> <p>43b. During the last 4 weeks of school, on how many days did you skip at least one class?</p> <p>44. Thinking about the future, do you think you will:</p> <p style="padding-left: 20px;">a. Attend school after high school, such as a college or technical school?</p> <p style="padding-left: 20px;">b. Graduate from a 4-year college?</p>	<p>These questions focus specifically on student academic characteristics. Information about demographic characteristics is included in the main NCVS survey. These are indicators of academic behavior and planning, which may be analyzed with regard to the impact of student experiences with school violence and bullying.^{52,53,54,55}</p>

⁵² Wynne, S. L., & Hee-Jong, J. (2011). Predictors of school victimization: Individual, familial, and school factors. *Crime & Delinquency*, 57(3), 458-488.

⁵³ Wynne, S., & Joo, H. (2007). Predicting School Victimization: A Multi-level Approach. *Conference Papers -- American Society of Criminology*, 1.

⁵⁴ Kuck, D., & Popp, A., pg. 2

⁵⁵ DeVoe, J.,(2009) pg. 2

Attachment 6:

Nonfederal publications citing data from the NCVS SCS

Nonfederal Publications Citing Data from the NCVS SCS

1991

Pearson, F.S., and Toby, J. (1991). Fear of School-Related Predatory Crime. *Sociology and Social Research*, 75(3): 117-125.

1992

Collins, J.J., Messerschmidt, P.P., and Ringwalt, C.C. (1992). Relationship Between School Disruption and School Social Control Activities: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice.

Lab, S.P., and Whitehead, J.T. (1992). School Environment and School Crime: Causes and Consequences; Summary Report. U.S. Department of Justice. Washington DC: National Institute of Justice.

Pearson, F.S., Toby, J.J., and Rutgers, U. (1992). Perceived and Actual Risks or School-Related Victimization: Final Activities Report. U.S. Department of Justice. Washington DC: National Institute of Justice.

Ringwalt, C., Messerschmidt, P., Graham, L., and Collins, J. (1992). Youth's Victimization Experiences, Fear of Attack or Harm, and School Avoidance Behaviors: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice.

1993

Smith, B.E., and Elstein, S.G. (1993). Effective Ways to Reduce School Victimization: Practical and Legal Concerns. *Children's Legal Rights Journal*, 14(1-2): 22-38.

1994

Furlong, M.M. (1994). Evaluating School Violence Trends. *School Safety*, 23-27. Lab, S., and Whitehead, J. (1994, December). Avoidance Behavior as a Response to In-School Victimization. *Journal of Security Administration*, 17(2): 32-45.

1998

Kingery, P., Coggeshall, M., and Alford, A. (1998). Violence at School: Recent Evidence From Four National Surveys. *Psychology in the Schools*, 35(3): 247-258.

1999

Mayer, M.J., and Leone, P.E. (1999). A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools. *Education & Treatment of Children*, 22(3): 333-56.

2002

Addington, L.A. (2002). The Columbine Effect: The Impact of Violent School Crime on Students' Fear of Victimization. Ph.D. dissertation, State University of New York at Albany, United States—New York. Retrieved August 11, 2008, from Dissertations and Theses: Full Text database. (Publication No. AAT 3052923).

Van Dorn, R. (2002). Unrecognized Warning Signs. *Education Week*, 22(11): 41-41.

2003

Addington, L.A. (2003). Fear After Columbine: Findings From a Randomized Experiment. *Journal of Quantitative Criminology*, 19(4): 367-387.

Planty, M. (2003, August). Telescoping Events in Student Surveys on Victimization. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

Scott, L., and Ruddy, S. (2003, August). How Students Identify Gangs at School: An Analysis of Multiple Gang Identification Questions in the 1995 SCS/NCVS. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

2004

Van Dorn, R.A. (2004). Correlates of Violent and Nonviolent Victimization in a Sample of Public High School Students. *Violence and Victims*, 19(3): 303-320.

2005

Addington, L.A. (2005). Disentangling the Effects of Bounding and Mobility on Reports of Criminal Victimization. *Journal of Quantitative Criminology*, 21(3): 321-343.

Addington, L.A. (2005). Following in Her Footsteps: Revisiting the Record on Adolescents' College Plans. *Gender Issues*, 22(2): 31-44.

DeVoe, J. F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T. D. et al. (2005). Indicators of school crime and safety: 2004. *Education Statistics Quarterly*, 6.

Greene, M.B. (2005). Reducing Violence and Aggression in Schools. *Trauma, Violence, & Abuse*, 6(3): 236-253.

Kuck, D., and Popp, A. (2005). Characteristics of Students and Schools as Predictors of Being a Victim of Bullying: An Opportunity Theory Analysis. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

Noonan, M. (2005). Guns in Schools: Results From the 2003 School Crime Supplement. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

2006

Adams, Jacqueline (2006). What makes a bully tick? Scientists search for answers. *Science World*, 63, 10.

Amherst, P. W. (2006). *School crime and safety*. New York: Novinka Books.

Moore-Polanco, R., and Raghavan, C. (2006). The Association of Social Development/Age on Juvenile Fear of Crime Levels in New York City Public Schools. Paper presented at the annual meeting of the American Society of Criminology (ASC), Los Angeles Convention Center, Los Angeles, California.

Myers, K. A. (2006). *School violence and its effects on academic achievement among eighth graders [Dissertation]*.

2007

Ades, L. (2007, August). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. Paper presented at the annual meeting of the American Sociological Association, TBA, New York, New York City.

Randa, R. (2007, November). The Impact of Incivilities on Fear and Routine Activities in High Schools. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Watkins, A., and Maume, M. (2007, November). We Don't Need No Notification: The Underreporting of Victimization by Students. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Wynne, S., and Joo, H. (2007, November). Predicting School Victimization: A Multi-Level Approach. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

2008

Cao, L., Zhang, Y., and He, N. (2008). Carrying Weapons to School for Protection: An Analysis of the 2001 School Crime Supplement Data. *Journal of Criminal Justice*, 36(2): 154-164.

Elliott, E., and Rayne, K. (2008, November). Victimization Rates and Drug Use Among High School and College Students. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Popp, A. (2008, November). The Importance of Confidentiality and Anonymity for Victimization Surveys of Adolescents. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Randa, R., Drayer, A., and Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Toldson, I. A. (2008). *Breaking barriers plotting the path to academic success for school-age African-American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from http://www.cbcfinc.org/images/pdf/breaking_barriers.pdf.

Urbanski, J. (2008). *The relationship between school connectedness and bullying victimization in secondary students [Dissertation]*.

2009

Addington, L. A. (2009). Cops and cameras. Public school security as a policy response to Columbine. *American Behavioral Scientist*, 52, 1426-1446.

Clay-Warner, J., Bunch, J., and James, K. (2009, November). Procedural Justice and School Crime. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

DeVoe, J. (2009, November). Social Bonding and School Victimization: The Ties That Bind. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

DeVoe, J. F. & Kaffenberger, S. (2009). Student reports of bullying: Results from the 2001 School Crime Supplement to the National Crime Victimization Survey. In D.N.Rickler (Ed.), *Bullying in schools* (pp. 43-97). New York: Nova Science Publishers.

Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Noe, K., and Petras, H. (2009). Peer Victimization in Middle and High School: An Application of Latent Class Analysis. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Randa, R. W. (2009). *The impact of disorder and fear on the routine activities of high school students [Dissertation]*.

Toldson, I. A. (2009). Editor's comment: Improving security and creating a culture of learning in schools. *The Journal of Negro Education, 78*, 365-366.

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Cook, P. J., Gottfredson, D. C., & Na, C. (2010). School crime control and prevention. *Crime and Justice, 39*, 313-440.

Hutzell, K. L. (2010). *The impact of bullying behaviors on social and situational avoidance in schools [Dissertation]*.

Mayer, J.M. (2010). Structural Analysis of 1995-2005 School Crime Supplement Datasets: Factors Influencing Students' Fear, Anxiety, and Avoidant Behaviors. *Journal of School Violence, 9*(1): 37-55.

Mayer, M. J. & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher, 39*, 16-26.

Randa, R. & Wilcox, P. (2010). School disorder, victimization, and general v. place-specific student avoidance. *Journal of Criminal Justice, 38*, 854-861.

2011

Addington, L. A. & Yablon, Y. B. (2011). A cross-national examination of fear in disadvantaged schools: U.S. and Israeli-Arab student experiences. *Victims & Offenders, 6*, 325-340.

Addington, L. A. & Yablon, Y. B. (2011). How safe do students feel at school and while traveling to school? A comparative look at Israel and the United States. *American Journal of Education, 117*, 465-493.

Bachman, R., Randolph, A., and Brown, B.L. (2011). Predicting Perceptions of Fear at School and Going To and From School for African American and White Students: The Effects of School Security Measures. *Youth & Society*, 43(2): 705-726.

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Blosnich, J., and Bossarte, R. (2011). Low-Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization? *Journal of School Health*, 81(2): 107-113.

Bohn, C. M. (2011). *Predicting bullying among high school students using individual and school factors: Analysis of a national survey [Dissertation]*.

Rivera, L. K. (2011). *Bullying of sexual minorities: How does multiple minority status affect the likelihood of being victimized [Dissertation]*.

Toldson, I. A. (2011). *Breaking barriers 2: Plotting the path away from juvenile detention and toward academic success for school-age African American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from <http://cbcfinc.org/oUploadedFiles/BreakingBarriers2.pdf>.

Watkins, A.M., and Maume, M.O. (2011). School Victims and Crime Reporting. *Youth Violence & Juvenile Justice*, 9(4): 333-351.

Wynne, S.L., and Joo, H. (2011). Predictors of School Victimization: Individual, Familial, and School Factors. *Crime & Delinquency*, 57(3): 458-488.

2012

Barrett, K. L., Jennings, W. G., & Lynch, M. J. (2012). The Relation between Youth Fear and Avoidance of Crime in School and Academic Experiences. *Journal of School Violence*, 11(1), 1-20.

Bouchard, M., Wang, W., & Beauregard, E. (2012). Social capital, opportunity, and school-based victimization. *Violence and Victims*, 27(5), 656-673.

Clark, S. L. (2012). *Factors related to school violence victimization: The role of extracurricular activities [Dissertation]*.

Hutzell, K.L., and Payne, A.A. (2012). The impact of bullying victimization on school avoidance. *Youth Violence & Juvenile Justice*, 10(4), 370-385.

Oblad, T. P. (2012). *Understanding cyberbullying in the net generation: A meta-analytic review [Dissertation]*.

Popp, A. M. (2012). The difficulty in measuring suitable targets when modeling victimization. *Violence and Victims*, 27, 689-709.

Popp, A. M. (2012). The effects of exposure, proximity, and capable guardians on the risk of bullying victimization. *Youth Violence and Juvenile Justice*, 10, 315-332.

Randa, W. & Wilcox, P. (2012). Avoidance at school: Further specifying the influence of disorder, victimization, and fear. *Youth Violence and Juvenile Justice*, 10, 190-204.

Voelkl, K. E. (2012). School identification. In S.L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 193-218). New York: Springer.

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Addington, L. (2013). Reporting and clearance of cyberbullying incidents: Applying 'offline' theories to online victims. *Journal of Contemporary Criminal Justice*, 29(4), 454-474.

Jeong, S., Kwak, D., Moon, B., & San Miguel, C. (2013). Predicting school bullying victimization: Focusing on individual and school environmental/security factors. *Journal of Criminology*, vol. 2013, Article ID 401301, 13 pages.

2014

Cooc, N., & Gee, K. (2014). National trends in school victimization among Asian American adolescents. *Journal Of Adolescence*, 37(6), 839-849.

Randa, R., & Reynolds, B. W. (2014). Cyberbullying victimization and adaptive avoidance behaviors at school. *Victims and Offenders*. 9, (3), 255-275.

2015

Barboza, G. E. (2015). The association between school exclusion, delinquency and subtypes of cyber- and F2F-victimizations: Identifying and predicting risk profiles and subtypes using latent class analysis. *Child Abuse & Neglect*, 39, 109-122.

Earl, Kevin J. (2015). Diagnosis of Cyber and Nonphysical Bullying Victimization: A Routine Activities Approach to Constructing Effective Preventive Measures. Thesis, Bridgewater State University

James, K., Clay-Warner, J., & Bunch, J. (2015). Perceived injustice and school violence: An application of General Strain Theory. *Youth Violence and Juvenile Justice*. 13, (2), 169-189.

PROFILES: Bully Prospects. (2015). *American School & University*, 87(10), 34.

Randa, R., Nobles, M.R., & Reynolds, B.W. (2015). Is Cyberbullying a Stand Alone Construct? Using Quantitative Analysis to Evaluate a 21st Century Social Question. *Societies* 5, 171-186.

Watkins, Nichole J. (2015). Situation Crime Prevention in Schools: Implications for Victimization, Delinquency, and Avoidance Behaviors. Thesis, George Mason University.

2016

Fisher, B. W., & Tanner-Smith, E. E. (2016). Examining school security measures as moderators of the association between homophobic victimization and school avoidance. *Journal Of School Violence*, 15(2), 234-257.

Greenwood, Ian D. (2016). Cyber-Victimization and Delinquency: A General Strain Perspective. Thesis, University of Montana

Mindrila, D., Moore, L., & Davis, P. (2016) Cyber-victimization and Its Psychosocial Consequences: Relationships with Behavior Management and Traditional Bullying. *Journal of Research in Education*. 25, (2), 53-67.

Tanner-Smith, E., & Fisher, B. (2016). Visible school security measures and student academic performance, attendance, and postsecondary aspirations. *Journal Of Youth & Adolescence*, 45(1), 195-210.

Attachment 7:

Incoming introductory letter from Census (NCVS-572(L))

**NCVS-572(L) PHILADELPHIA
(1-2016)**



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001
OFFICE OF THE DIRECTOR

**FROM THE DIRECTOR
U.S. CENSUS BUREAU**

The U.S. Census Bureau is conducting a survey for the U.S. Department of Justice to obtain information on the type and amount of crime committed against households and individuals throughout the country. A Census Bureau representative will be contacting you soon. Our representative will show an official identification card and ask for some important information on this subject from you and your household.

The information you provide our representative will help inform the country about how much crime there is, where it occurs, when it occurs, what crime costs victims, and which segments of the population are most frequently victimized. Since many crimes are never reported to the police, information from this survey will show a more complete picture of the amount and types of crime occurring in the United States. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

Your address is part of a scientifically selected sample of addresses chosen throughout the country for participation in this survey. Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your voluntary cooperation is very important. I hope you will answer all the survey questions as completely and accurately as possible. Although there are no penalties for failure to answer any question, each unanswered question substantially lessens the accuracy of the final data. Your answers will be used only to prepare statistical summaries, and no information about your household or you as an individual can be identified from these statistics. The law completely protects your confidential answers from disclosure.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

REGIONAL DIRECTOR
US CENSUS BUREAU
100 S INDEPENDENCE MALL W #410
PHILADELPHIA PA 19106-2320

Telephone: 1-800-262-4236

Thank you for your cooperation. The Census Bureau appreciates your help.

Sincerely,

A handwritten signature in black ink, appearing to read "John H. Thompson".

John H. Thompson
Director

What is the National Crime Victimization Survey all about?

This survey, called the National Crime Victimization Survey, collects data measuring the types and amount of crime involving people age 12 or older. Periodically, the survey includes such additional topics as crime in schools, contacts with law enforcement, and identity theft.

How was I selected for this survey?

Actually, we selected your living quarters, not you personally for this survey. We scientifically selected a sample of addresses across the country to represent the entire population. At each selected address, we interview household members age 12 or older. If your household should move away while your address is still in the survey, we would interview the new family that moves in.

Will information I provide be confidential?

We are conducting this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, U.S.C., Section 3732, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential. (OMB Number: 1121-0111; Expiration Date: 08/31/2018.)

Do I have to participate?

The survey is voluntary, and there are no penalties for not participating. We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

How are the data used?

Data from this survey are used to provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. To see examples of reports, tables, and charts that use data from the survey, you can visit the Bureau of Justice Statistics' Web site at www.ojp.usdoj.gov/bjs/.

I thought that the Census Bureau only operated every 10 years, when they counted people. What is the Census Bureau doing now?

In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different types of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufacturers and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.

Attachment 8:

Continuing household introductory letter from Census (NCVS-573(L))

**NCVS-573(L) PHILADELPHIA
(1-2016)**



UNITED STATES DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. Census Bureau
Washington, DC 20233-0001
OFFICE OF THE DIRECTOR

**FROM THE DIRECTOR
U.S. CENSUS BUREAU**

Several months ago, a representative from the U.S. Census Bureau contacted residents at your address in connection with the National Crime Victimization Survey, which the Census Bureau is conducting for the U.S. Department of Justice. The survey now calls for us to interview at your address again. Our representative needs to update the characteristics and experiences of the current residents of this address, whether we talked with you before or whether you moved to this address since our last interview.

This survey collects important information on the extent to which individuals in this country are victims of crime. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

A Census Bureau representative from our field office will contact you shortly to ask you and other members of your household some questions on this subject. We conduct this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, U.S.C., Section 3732, authorizes the Bureau of Justice Statistics, U.S. Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential.

Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your participation in this voluntary survey is extremely important to ensure the completeness and accuracy of the final results. Although there are no penalties for failure to answer any question, each unanswered question substantially lessens the accuracy of the final data.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

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In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different types of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufacturers and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.

Attachment 9:

SCS brochure for parents in English

Some findings from the 2013 SCS include:

- About 22 percent of students ages 12-18 reported that they were bullied at school.
- About 7 percent of students ages 12-18 reported being cyber-bullied anywhere.
- The percentage of students bullied at school who reported notifying an adult (39 percent) was higher than the percentage of students cyber-bullied anywhere who reported notifying an adult (23 percent).
- About 33 percent of students who reported bullying problems at school indicated that this occurred at least once or twice a month.
- About 12 percent of students reported that gangs were present at their school.
- About 3 percent of students ages 12-18 reported that they were victims of any crime at school.
- About 2 percent of students ages 12-18 reported that they were victims of theft at school.

Publications

The NCES publishes a wide variety of reports on crime and safety in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools and Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

Resources

- www.StopBullying.gov
- Suicide Prevention Lifeline
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)
- www.victimsofcrime.org/help-for-crime-victims/

National Center for Education Statistics
Institute of Education Sciences
550 12th Street SW
Washington, DC 20202

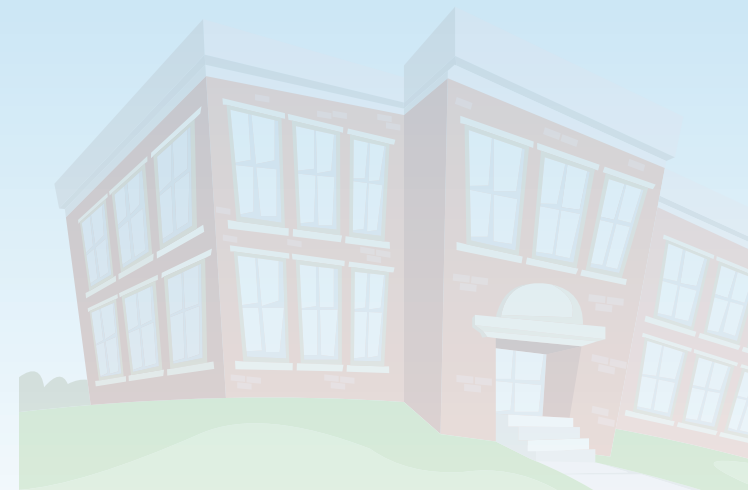
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www.ed.gov



ies.ed.gov

Your Child's Experiences at School



The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12

Coming soon:
Your child will be contacted to complete the survey between January and June 2017.



The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.

What is the purpose of this survey?

The survey will collect information about school-related crimes on a national level, including crime and safety in schools and how it affects students.

Why is my child being asked to complete this survey?

Your household is one of the more than 50,000 households selected to participate in the National Crime Victimization Survey (NCVS). All students in grades 6 through 12 in households selected for the NCVS are asked to complete the 2017 School Crime Supplement (SCS). Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

What is the benefit of my child answering the survey?

Your child's answers will provide valuable information that contributes to making schools safer around the country. It will help people make decisions about how to prevent and reduce crime in schools.

Who sponsors this survey?

The National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS) sponsor the SCS. The U.S. Census Bureau collects data for the SCS.

How often is this survey conducted?

The SCS is conducted every two years with the NCVS. Your child is being asked to participate in the 2017 SCS.

What will you ask my child?

We will ask your child questions about his or her school, including:

- perceptions of practices that the school uses to prevent school-related crimes;
- perceptions of rules and equity at school;
- the availability of drugs, alcohol, and weapons at school;
- the presence of gangs at school;
- whether he or she has been victimized at school or bullied; and
- participation in extracurricular activities.

Will anyone find out what my child's answers are?

No, your child's answers to the survey are confidential. Information about specific individuals will not be revealed and the SCS findings are released ONLY as statistical summaries. Names will never be associated with answers. Only Census Bureau employees sworn to preserve this confidentiality may see the completed questionnaires, and respondents' confidentiality is assured.

Does my child have to complete this survey?

No, this survey is voluntary. There are no penalties for not participating, but we hope that your child will respond. Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

Who uses the information from this survey?

The U.S. Department of Education and the U.S. Department of Justice use information from the SCS to help develop the *Indicators of School Crime and Safety*. People who use this information include legislators; policymakers; academic researchers; and practitioners at the federal, state, and local government levels.

Attachment 10:

SCS brochure for students in English

Publications

The NCES publishes a wide variety of reports on crime in schools, including *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

Useful Information

- www.StopBullying.gov
- Suicide Prevention Lifeline
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)
- www.victimsofcrime.org/help-for-crime-victims/

Tell Us About Your Experiences at School

The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12

**National Center for Education Statistics
Institute of Education Sciences**

**550 12th Street SW
Washington, DC 20202**

**nces.ed.gov
202-403-5551**

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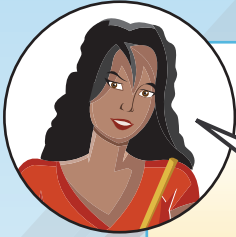


The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they have in school.



Do I have to take the survey?

No, the survey is voluntary and there are no penalties for not participating, but we hope that you will respond.



Why are my answers to the survey important?

Your answers will help school administrators and others interested in school crime make important decisions about how to keep schools safe.



What will the survey ask me?

We will ask you about fighting, bullying, weapons, drugs, and gangs at your school, among other things.



Why am I being asked to complete this survey?

Your household was one of more than 50,000 households selected to participate in the National Crime Victimization Survey. We're asking all students in grades 6 through 12 in those households to complete the SCS. We will collect data about crime in schools and how it affects students.



Will anyone find out what my answers are?

Your answers will not be shared with your parents, teacher, or school. Your name will not appear in any report.

Stay tuned!

You will be contacted to complete the survey between January and June 2017.

Attachment 11:

SCS brochure for parents in Spanish

Estas son algunas de los resultados del SCS del 2013:

- Alrededor del 22% de los estudiantes entre las edades de 12 y 18 años informaron haber sido objeto de acoso escolar (“bullying”).
- Alrededor del 7% de los estudiantes entre las edades de 12 y 18 años informaron haber sido objeto de acoso a través de Internet dentro o fuera de la escuela.
- El porcentaje de estudiantes víctimas del acoso escolar en la escuela que informaron que se lo habían contado a un adulto (39%) fue superior al porcentaje de estudiantes víctimas de acoso a través de Internet dentro o fuera de la escuela que informaron que se lo habían contado a un adulto (23%).
- Alrededor del 33% de los estudiantes que informaron sobre problemas de acoso en la escuela indicaron que estos ocurrían al menos una o dos veces al mes.
- Alrededor del 12% de los estudiantes indicaron la presencia de pandillas en su escuela.
- Alrededor del 3% de los estudiantes entre las edades de 12 y 18 años informaron que fueron víctimas de algún delito en la escuela.
- Alrededor del 2% de los estudiantes entre las edades de 12 y 18 años informaron que fueron víctimas de robos en la escuela.

Publicaciones

El NCES publica una amplia variedad de informes sobre criminalidad y seguridad en las escuelas, entre los que se encuentran *Delitos, violencia, disciplina y seguridad en las escuelas públicas en los Estados Unidos* e *Indicadores de criminalidad y seguridad en las escuelas*. Para conocer más acerca de estos informes o sobre el SCS, visite <http://nces.ed.gov/programs/crime>.

Recursos

- espanol.stopbullying.gov/
- Red de Prevención del Suicidio (*Suicide Prevention Lifeline*) 1-888-628-9454
- Línea Directa Nacional de ChildHelp USA para casos de maltrato infantil (*ChildHelp USA National Child Abuse Hotline*) 1-800-4-A-CHILD (1-800-422-4453)
- www.victimsofcrime.org/help-for-crime-victims/

El Centro Nacional para Estadísticas
de la Educación
Instituto de Ciencias de la Educación
550 12th Street SW
Washington, DC 20202

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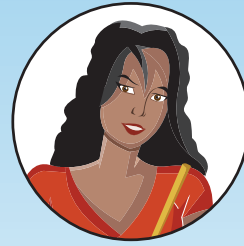


ies.ed.gov

Experiencias de su hijo en la escuela

**Suplemento sobre Delitos Escolares
de la Encuesta Nacional de Víctimas de
Delitos para los estudiantes
de 6.º a 12.º grado**

**Próximamente:
Su hijo recibirá la invitación para completar la
encuesta entre enero y junio del 2017.**



El Suplemento sobre Delitos Escolares (School Crime Supplement, SCS) es una encuesta nacional en la que se les pregunta a estudiantes de 6.º a 12.º grado sobre sus experiencias en la escuela.

¿Cuál es el propósito de esta encuesta?

La encuesta recopilará información a nivel nacional sobre los delitos en las escuelas, incluyendo la criminalidad y la seguridad en las escuelas, y cómo estas afectan a los estudiantes.

¿Por qué se le pide a mi hijo que conteste esta encuesta?

Su hogar es uno de los más de 50,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (National Crime Victimization Survey, NCVS). A todos los estudiantes de los grados entre 6 y 12 provenientes de hogares seleccionados para la NCVS se les pedirá que llenen el Suplemento sobre Delitos Escolares de 2017 (SCS). Las respuestas de su hijo representarán las opiniones y las experiencias de cientos de estudiantes que no fueron seleccionados para el SCS.

¿Cuál será el beneficio si mi hijo contesta la encuesta?

Las respuestas de su hijo aportarán información valiosa que contribuirá a hacer que las escuelas sean más seguras en todo el país. Esa información ayudará a las personas tomar decisiones para prevenir y reducir la criminalidad en las escuelas.

¿Quién auspicia esta encuesta?

El Centro Nacional para Estadísticas de la Educación (NCES) y la Oficina de Estadísticas de Justicia (BJS) auspician el SCS. La Oficina del Censo de los EE. UU. recopila datos para el SCS.

¿Con qué frecuencia se realiza esta encuesta?

El SCS se realiza cada dos años al mismo tiempo que la NCVS. A su hijo se le pedirá que conteste el SCS del 2017.

¿Qué tipo de preguntas le harán a mi hijo?

Se le harán preguntas sobre su escuela, incluso aspectos tales como:

- sus percepciones sobre lo que hace su escuela para prevenir delitos escolares;
- sus percepciones sobre las reglas y la equidad en la escuela;
- la disponibilidad de drogas, alcohol y armas en la escuela;
- la presencia de pandillas en la escuela;
- si ha sido víctima de un delito o de acoso escolar y
- su participación en actividades extracurriculares.

¿Sabrá alguien cuáles son las respuestas de mi hijo?

No, las respuestas a la encuesta que su hijo proporciona son confidenciales. No se revelarán los datos de los participantes individuales y los resultados del SCS se publicarán ÚNICAMENTE en forma de resúmenes estadísticos. En ningún momento se asociarán los nombres con las respuestas. Solo los empleados de la Oficina del Censo que han prestado juramento de proteger esta confidencialidad podrán ver los cuestionarios completados y se garantizará la confidencialidad del encuestado.

¿Está mi hijo obligado a completar la encuesta?

No, esta encuesta es voluntaria. No se aplicará ninguna sanción por no participar en ella, pero esperamos que su hijo la complete.

¿Quién usa la información que se recopila con esta encuesta?

El Departamento de Educación y el Departamento de Justicia de los Estados Unidos la usan para ayudar a producir los *Indicadores de criminalidad y seguridad en las escuelas*. Entre las personas que usan esta información se encuentran legisladores responsables de formular políticas, investigadores académicos y profesionales a nivel federal, estatal y local.

Attachment 12:

SCS brochure for students in Spanish

Publicaciones

El NCES publica una amplia variedad de informes sobre los delitos escolares entre los que se encuentran *Delitos, violencia, disciplina y seguridad en las escuelas públicas en los Estados Unidos* e *Indicadores de criminalidad y seguridad en las escuelas*. Para conocer más acerca de estos informes o sobre el SCS, visita <http://nces.ed.gov/programs/crime>.

Información útil

- espanol.stopbullying.gov/
- Red de Prevención del Suicidio (*Suicide Prevention Lifeline*) 1-888-628-9454)
- Línea Directa Nacional de ChildHelp USA para casos de maltrato infantil (*ChildHelp USA National Child Abuse Hotline*) 1-800-4-A-CHILD (1-800-422-4453)
- www.victimsofcrime.org/help-for-crime-victims/

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550 12th Street SW
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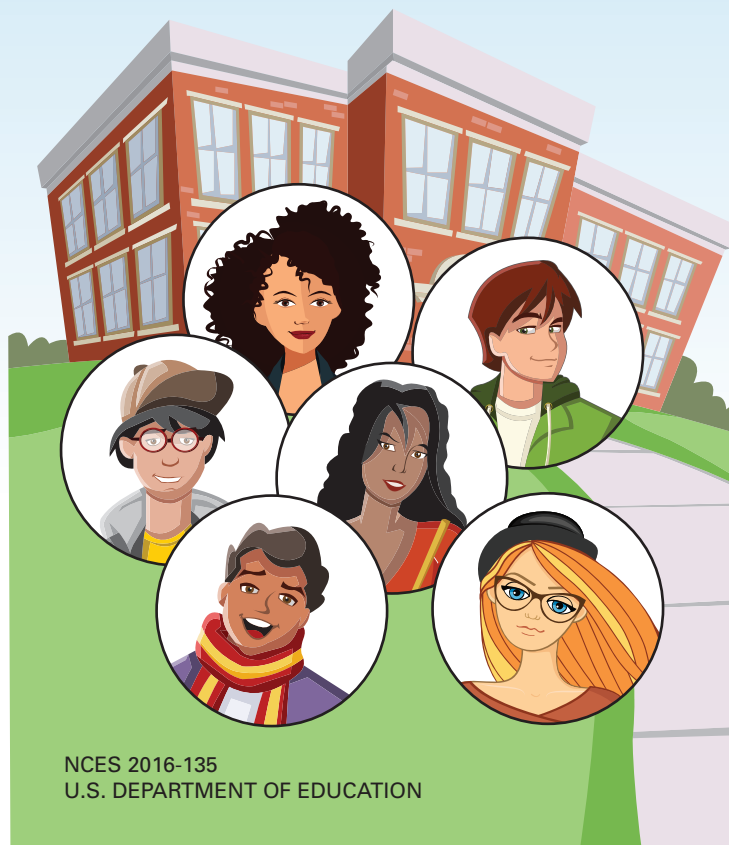
www.ed.gov



ies.ed.gov

Cuéntanos tus experiencias en la escuela

Suplemento sobre Delitos
Escolares de la Encuesta
Nacional de Víctimas de
Delitos para los estudiantes
de 6.º a 12.º grado

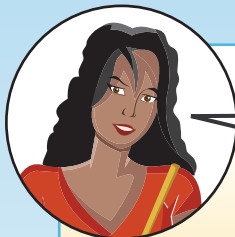


El Suplemento sobre Delitos Escolares (School Crime Supplement, SCS) es una encuesta nacional en la que se les pregunta a estudiantes de 6.º a 12.º grado sobre sus experiencias en la escuela.



¿Estoy obligada a contestar la encuesta?

No, la encuesta es voluntaria y no se aplicará ninguna sanción por no participar en ella, pero esperamos que la contestes.



¿Por qué son importantes mis respuestas a esta encuesta?

Sus respuestas ayudarán a los administradores escolares y a otras personas interesadas en el tema de los delitos escolares a tomar decisiones importantes para hacer que las escuelas sean lugares seguros.



¿Qué preguntas me harán en la encuesta?

Las preguntas serán sobre las peleas, el acoso escolar ("bullying"), las armas, las drogas y las pandillas en tu escuela, entre otras cosas.



¿Por qué me están pidiendo a mí que complete esta encuesta?

Tu hogar fue uno de los más de 50,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (*National Crime Victimization Survey*). Estamos pidiendo a todos los estudiantes de los grados entre 6 y 12 de esos hogares que contesten el SCS. Vamos a recopilar datos sobre los delitos en las escuelas y cómo afectan a los estudiantes.



¿Sabrá alguien cuáles son mis respuestas?

Tus respuestas no se compartirán con tus padres, con tu maestro o maestra ni con la escuela. Tu nombre no aparecerá en ningún informe.

¡No lo olvides!

Entre enero y junio del 2017, se comunicarán contigo para que respondas a la encuesta.

Attachment 13:

Nonresponse Bias Report for the 2015 School Crime Supplement to the National Crime Victimization Survey



MEMO 7 4 2016

MEMORANDUM FOR

Michael Planty
Deputy Director
Bureau of Justice Statistics

and

Rachel Hansen
Project Director, Cross-Sectional Surveys Branch
National Center for Education Statistics

Through:

Meagan Meuchel
Survey Director, National Crime Victimization Survey

From:

James B. Treat *James B. Treat for JBT*
Chief, Demographic Statistical Methods Division

Subject:

National Crime Victimization Survey: Nonresponse Bias
Report for the 2015 School Crime Supplement

The purpose of this memorandum is to record and communicate the Nonresponse Bias Report for the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS).

If you have any questions about this document, please contact Joseph Croos at 301.763.6926 or joseph.croos@census.gov.

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Summary of Changes Page

Summary of changes since the release of version 1.0

Document Version Number	Change Request Number (CR)	Brief Description and Reasons for Change	Author/Reviewer
1.0	N/A	Original Release	Joseph Croos

National Crime Victimization Survey

Demographic Statistical Methods Division

U.S. Census Bureau

Nonresponse Bias Report for the 2015
School Crime Supplement to the
National Crime Victimization Survey

Joseph Croos

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1. Executive Summary

This report presents results of our analysis of various nonresponse estimates computed for the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). In addition to overall response rates, we compute item response rates, respondent and non-respondent distributions, and nonresponse bias estimates for various subgroups. Persons age 12-18 made up the universe for the estimates presented here.

Our key findings are:

- The overall person response rate for the SCS was about 48 percent. The NCVS household response rate in January to June 2015 was 82.5 percent. The NCVS person response rate for persons age 12-18 was 67.4 percent and the SCS person response rate was 85.8 percent.
- Nonresponse bias was associated with age categories. In the future, we could explore computing the NCVS noninterview adjustment within individual age categories (i.e. for each age from age 12 through 18).
- We observed high nonresponse bias in a lot of the same subgroups as we did for the 2013 SCS. This provides more evidence that the numbers indicate a true nonresponse bias problem in these subgroups and do not represent fluctuations in numbers due to a small sample.
- Item nonresponse is not a problem for this survey. Important questions have an 95 percent or more response rate.

2. Introduction

This document provides results from our evaluation of nonresponse in the 2015 SCS. The Office of Management and Budget (OMB) provides guidelines for conducting a nonresponse bias study when the expected unit response rate for a survey is below 80 percent. See the guidelines in [1]. The purpose of this analysis is to evaluate the magnitude of nonresponse bias in the 2015 SCS.

3. Overview of 2015 SCS

The 2015 SCS was co-designed by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS). Its purpose is to produce national level estimates of school-related victimization. The supplement took place in January through June 2015 and was administered to the same sample units that were in sample for NCVS during that time period. All persons age 12-18 who completed their NCVS interview for that time period (or had proxy interviews) were in scope for estimates of SCS unit response. For SCS item response, in addition to being age 12-18 and completing their NCVS interview, persons had to meet all of the following criteria to be in scope:

1. Attended school any time during this school year
2. Enrolled in grades 6-12
3. Not entirely home schooled

All NCVS and SCS interviews were conducted in a computer-assisted personal interviewing (CAPI) environment. Interviews could be conducted by telephone or by personal visit.

There were three ways that a person could be a non-respondent to the SCS:

- The entire household did not respond to NCVS.
- The household responded to NCVS, but a person within the household (that would be in scope for SCS) did not respond to the NCVS interview. This is also known as a Type Z noninterview.
- An SCS-eligible person responded to NCVS, but did not respond to SCS.

To account for nonresponse, noninterview weighting adjustments were applied as follows:

- NCVS household noninterview adjustment – Weighting cells were formed by urbanicity, race, and whether or not the household was inside a Core Based Statistical Area (CBSA). A CBSA is a geographic entity that has an urban core of at least 10,000 population and surrounding counties with a high degree of social and economic integration with the urban core.
- NCVS person noninterview adjustment – Weighting cells were formed by region, age, race, and sex.

- SCS noninterview adjustment – Weighting cells were formed by age, race, and sex.

We defined the demographic cells for our noninterview adjustments so that cases within a cell shared similar demographic characteristics. We expect people with similar demographic characteristics to also be similar in their likelihood to respond and be similar in their victimization rates.

4. Methods

Because we cannot provide school crime estimates for non-respondents, we focused on comparing the characteristics available for both respondents and non-respondents such as sex, race, ethnicity, urbanicity, and region.

The study involved the calculation of response rates, respondent and non-respondent distributions, and nonresponse bias estimates for several different subgroups of SCS and NCVS data. The response rates tell us the percentage of a particular subgroup that responded to the SCS or the NCVS. It is useful to compare response rates for different subgroups to detect biases.

Respondent and non-respondent distributions show us the relative percentage of respondents or non-respondents within the different levels of a subgroup variable. These are different from response rates. A response rate will show what percent of males responded whereas the respondent distribution will show what percent of respondents were male. We then used Chi-Square tests to determine if the respondent and non-respondent distributions differed.

We used the “% of total” numbers and the respondent distributions to calculate the nonresponse bias estimate. The nonresponse bias estimates show the impact of nonresponse on the estimates. We calculated the person nonresponse bias estimates at the NCVS level and at the SCS level. We also computed estimates related to item nonresponse.

We produced estimates for different subgroups (such as male/female, black/non-black, different regions, etc.) to find variables that create groups of persons that are homogeneous within the group and heterogeneous between groups with respect to nonresponse. The characteristics must be available for both respondents and non-respondents.

Race and Hispanic origin are two separate variables for NCVS and SCS. OMB Guidelines state, “When data on race and ethnicity are collected separately, provision shall be made to report the number of respondents in each racial category who are Hispanic or Latino” [2]. For this particular report, however, we computed separate estimates for race cells and Hispanic origin cells. Our sample lacked enough cases to make reliable estimates for combined race and Hispanic origin categories. Thus, for statistical purposes we decided to focus on larger, collapsed subgroups.

Obtaining Descriptive Variables for Non-respondents

As part of NCVS processing, we first try to get some demographic values for person non-respondents from past interviews. If values cannot be found, we go to data from the corresponding NCVS household interview to get the values. These demographic values are then passed on to the SCS from the NCVS data. Given the maximum of seven NCVS interviews, we look back as far as 3.5 years to get these values.

In NCVS production, some variables that are still blank after looking at past data are imputed using the hot deck imputation method. Hot deck imputation assigns a value collected for a person with similar characteristics to the missing value. However, we are not using allocated or imputed values in this study because we thought it would be better to use actual values for the non-respondents when comparing respondents to non-respondents.

Weights

In the detailed weighting process for NCVS, base weights were adjusted with several different factors:

- weighting control factor
- new permit factor
- weighting factor cap
- household noninterview factor
- within-household noninterview factor
- first-stage ratio estimate factor
- second-stage ratio estimate factor.

For SCS, person weights were calculated using the NCVS final person weight. Since the noninterview adjustment components of the final NCVS weights were created so that respondents represented the non-respondents, the NCVS non-respondents did not have NCVS final person weights. Therefore, for this study we used base weights instead of

the NCVS final weights when computing weighted data. The base weight is the inverse of the probability of selection for a unit or person. When computing estimates for NCVS persons, we used NCVS base weights. When computing estimates for SCS persons, we used SCS base weights (NCVS final person weights).

Universes for the Estimates

Many of the estimates shown in this report were computed for two different universes:

- NCVS persons (all persons age 12-18 in NCVS sample)
- SCS persons (all persons age 12-18 who completed their NCVS interview)

Note that persons with the following types of interviews are considered in scope for SCS:

- interviews conducted in English or Spanish (no other language is allowed)
- proxy interviews

For tables based on the NCVS universe, we examined NCVS nonresponse. For the tables based on the SCS universe, we examined SCS nonresponse. We include both sets of estimates because it gives us a more complete picture of SCS nonresponse. Not responding to NCVS was one reason why a person did not respond to SCS.

Estimates

The response rates reported in this document are simply the weighted percentage of a certain group (i.e. males) that responded. For respondent distributions, the estimate for males is the weighted percentage of respondents that were male. To examine the association between nonresponse and available demographic variables, we computed chi-square tests.

To estimate nonresponse bias, we used the following formula:

$$\widehat{Bias}(\bar{y}_r) = (\bar{y}_r - \bar{y}_t) \times 100 = \left(\frac{\sum_{k \in R} w_k Y_k}{\sum_{k \in R} w_k} - \frac{\sum_{k \in T} w_k Y_k}{\sum_{k \in T} w_k} \right) \times 100$$

where

\bar{y}_t = the mean based on all sample cases

\bar{y}_r = the mean based only on respondent cases

R = total respondents in sample

T = total persons in sample

Y_k = indicator (0 or 1) for whether person k has the characteristic of interest

w_k = weight of person k .

For example, we estimated the nonresponse bias for males as

$$\widehat{Nonresponse\ Bias} = \left(\frac{\text{Weighted Total Male Respondents}}{\text{Weighted Total Respondents}} - \frac{\text{Weighted Total Males}}{\text{Weighted Total Persons}} \right) \times 100$$

Ideally, nonresponse bias estimates should be based on rates of school crime. We cannot compute our nonresponse bias estimates based on school crime because we do not know the crime rates for non-respondents.

Below we show the definitions of each type of case used in unit response estimates in this report:

- NCVS interviews – Age 12-18, and we received a completed NCVS interview or a proxy interview for the person.
- NCVS non-interviews – Age 12-18, in NCVS sample, and we did not receive a completed NCVS interview for the person.
- SCS interviews – Age 12-18, we received a completed NCVS interview or proxy interview from the person, and we received a completed SCS interview as well.
- SCS non-interviews – Age 12-18, we received a completed NCVS interview or proxy interview from the person, but we did not receive a completed SCS interview, either because of nonresponse or out of scope.

5. Basic Statistics

Table 1 shows the overall response rates for NCVS households, NCVS persons age 12-18, and SCS persons, as well as a combined response rate. We estimate that only 48 percent of people in the SCS universe completed the SCS interview. Note that the household rate is based on all households because we do not know which non-responding households contain persons in the SCS universe. But, we assume that the non-responding households have similar SCS population to the respondents.

Table 1: Overall Unit Response Rates

Type of Rate	Response Rate
NCVS Household	82.5%
NCVS Person (12-18)	67.4%
SCS Person	85.8%
Overall	47.7%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

Table 2 shows the SCS noninterviews broken out by reason for non-interview.

Table 2: SCS Noninterviews by Reason for Non-interview

Reason for Non-interview	% of Non-interviews
SCS Nonresponse	14.2%
Refusal	8.9%
Parental refusal	6.8%
Student refusal	2.1%
Not available	2.8%
Language barrier	0.2%
Unknown reason	2.4%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

Table 3 shows the unweighted total sample counts, total eligible units, and total completed interviews for the different types of sample units in the first half of 2015. The person universe only includes persons that are age 12-18.

Table 3: Sample Counts for January - June 2015

Sample Unit	Unweighted			
	Original Sample (Eligible & Ineligible)	Eligible Units	Completed Interviews All 12-18 years	Target Population
NCVS Households	68,018	57,227	47,045	
NCVS Persons	N/A	9,372	6,338	
SCS Persons	N/A	6,338	5,469	4,768

Source: U.S. Census Bureau internal data from 2015 SCS interviews

6. Obtaining Values of Variables for Person Non-respondents

The following tables display the number of person non-interviews that received values for subgroup variables from previous interviews or the current household interview.

Table 4: Obtaining Values of Variables for SCS Person Non-interviews

Variable	Total Non-interviews	Obtained from Current or Past NCVS	Still Blank
Age	869	816	53
Sex	869	869	0
Race	869	864	5
Hispanic origin	869	867	2

Source: U.S. Census Bureau internal data from 2015 SCS interviews

Table 5: Obtaining Values of Variables for NCVS Person (Age 12-18) Non-interviews

Variable	Total Non-interviews	Obtained from Current or Past NCVS	Still Blank
Age	3,034	2,780	254
Sex	3,034	3,030	4
Race	3,034	3,001	33
Hispanic origin	3,034	3,014	20

Source: U.S. Census Bureau internal data from 2015 SCS interviews

As shown in the above tables, we were able to obtain values of the subgroup variables from current or past NCVS data for the large majority of person non-interviews. Therefore, we expect the subgroup estimates presented in this document to be reliable in terms of the characteristics of interviews versus non-interviews.

7. Person Nonresponse Estimates

This section shows response rates, respondent and non-respondent distributions, and nonresponse bias estimates for persons. We present two tables for each type of estimate – one for SCS persons and one for NCVS persons. Due to the small number of blank values for the subgroup variables (as shown in section 6), we generally do not provide the “blank” categories in the following tables (Tables 6-7). The exception is for the tables of distributions (Tables 8-9), where it is useful to see the percentage accounted for by blanks.

Response Rates

Table 6 shows response rates for all NCVS persons, age 12-18, by subgroup variable.

Table 6: Person Response Rates for NCVS Persons

Characteristic	% of Total*	Response Rate (%)
Age		
12	14.3%	81.0%
13	13.7%	76.2%
14	11.9%	66.6%
15	13.2%	66.6%
16	14.6%	70.5%
17	12.6%	69.2%
18	12.1%	72.5%
Sex		
Male	50.2%	68.7%
Female	49.2%	73.4%
Race		
White Only	74.6%	72.3%
Black Only	14.8%	60.3%
Asian Only	6.8%	74.8%
All Others	3.9%	80.8%
Hispanic Origin		
Hispanic	26.9%	78.3%
Non-Hispanic	72.2%	69.0%
Urbanicity		
Urban	90.6%	70.6%
Rural	9.4%	75.0%
Region		
Northeast	18.5%	64.9%
Midwest	20.5%	67.3%
South	35.5%	73.0%
West	25.5%	75.9%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

*May not add to 100% because the "blank" category is not included

Table 7 shows response rates for SCS persons, by subgroup variable.

Table 7: Person Response Rates for SCS Persons

Characteristic	% of Total*	Response Rate (%)
Age		
12	13.2%	83.3%
13	14.4%	83.8%
14	14.2%	91.8%
15	14.0%	86.8%
16	14.3%	88.2%
17	13.5%	85.7%
18	14.4%	84.8%
Sex		
Male	50.8%	85.3%
Female	49.2%	86.2%
Race		
White Only	75.9%	86.0%
Black Only	14.9%	84.7%
Asian Only	4.9%	81.1%
All Others	4.4%	90.2%
Hispanic Origin		
Hispanic	24.7%	87.0%
Non-Hispanic	75.2%	85.4%
Urbanicity		
Urban	81.1%	85.3%
Rural	18.9%	89.0%
Region		
Northeast	16.0%	80.8%
Midwest	23.7%	85.3%
South	36.4%	87.8%
West	23.9%	86.3%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

*May not add to 100% because the "blank" category is not included

Respondent and Non-respondent Distributions

Tables 8 and 9 show comparisons of respondent and non-respondent distributions for persons in the different subgroups.

Table 8: Person Respondent and Non-respondent Distributions for NCVS Persons

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
Age				
12	16.3%	9.4%		
13	14.7%	11.3%		
14	11.2%	13.8%		
15	12.4%	15.2%		
16	14.5%	14.9%		
17	12.3%	13.4%	29883 (7)	< 0.0001
18	12.3%	11.5%		
Blank	6.3%	10.6%		
Sex				
Male	48.5%	54.3%		
Female	51.5%	45.7%	4972 (1)	<0.0001
Blank	0.0%	0.0%		
Race				
White Only	75.9%	71.2%		
Black Only	12.6%	20.3%		
Asian Only	7.1%	5.9%		
All Others	4.4%	2.6%	20347 (3)	< 0.0001
Blank	0.0%	0.0%		
Hispanic Origin				
Hispanic	29.7%	20.2%		
Non-Hispanic	70.1%	77.2%	39927 (2)	< 0.0001
Blank	0.2%	2.6%		
Urbanicity				
Urban	90.0%	91.9%	1438(1)	< 0.0001
Rural	10.0%	8.1%		
Region				
Northeast	16.9%	22.4%		
Midwest	19.4%	23.1%		
South	36.5%	33.2%	15170 (3)	< 0.0001
West	27.3%	21.3%		

Source: U.S. Census Bureau internal data from 2015 SCS interviews

Table 9: Person Respondent and Non-respondent Distributions for SCS Persons

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
Age				
12	12.8%	15.5%		
13	14.1%	16.5%		
14	15.2%	8.2%		
15	14.2%	13.0%		
16	14.7%	11.9%		
17	13.5%	13.5%	614290 (7)	< 0.0001
18	14.3%	15.4%		
Blank	1.3%	6.1%		
Sex				
Male	50.5%	52.3%		
Female	49.5%	47.7%		
Blank	0.0%	0.0%	4703 (1)	< 0.0001
Race				
White Only	76.1%	74.5%		
Black Only	14.7%	16.0%		
Asian Only	4.6%	6.5%		
All Others	4.6%	3.0%	50995 (3)	< 0.0001
Blank	0.0%	0.0%		
Hispanic Origin				
Hispanic	25.1%	22.5%		
Non-Hispanic	74.9%	77.3%		
Blank	0.1%	0.3%	25905 (2)	< 0.0001
Urbanicity				
Urban	80.4%	85.2%	45231(1)	< 0.0001
Rural	19.6%	14.8%		
Region				
Northeast	15.0%	21.5%		
Midwest	23.6%	24.4%		
South	37.2%	31.2%	131184 (3)	< 0.0001
West	24.1%	23.0%		

Source: U.S. Census Bureau internal data from 2015 SCS interviews

The chi-square tests for NCVS persons showed significant differences (at the alpha=0.10 level) for the distributions for all of the variables. The chi-square test for SCS persons also showed significant differences for all the distributions. For the distributions that were shown to be significantly different, one needs to determine if the differences are of practical importance. This was done using the nonresponse bias measure below.

Nonresponse Bias Estimates

Our estimates of nonresponse bias are not based on school crime estimates. The estimates of nonresponse bias shown in tables 10 and 11 were computed by subtracting the third column (percentage of total persons with the characteristic of interest) from the second column (percentage of respondents with the characteristic of interest).

Table 10: Nonresponse Bias Estimates for NCVS Persons

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of “%of Total”	SE of “% of Total” Est.
Age					
12	16.3%	14.3%	2.0	14.0%	0.8%
13	14.7%	13.7%	1.0	7.3%	0.8%
14	11.2%	11.9%	-0.7	-5.9%	0.7%
15	12.4%	13.2%	-0.8	-6.1%	0.7%
16	14.5%	14.6%	-0.1	-0.7%	0.8%
17	12.3%	12.6%	-0.3	-2.4%	0.7%
18	12.3%	12.1%	0.2	1.7%	0.7%
Sex					
Male	48.5%	50.2%	-1.7	-3.4%	1.3%
Female	51.5%	49.2%	2.3	4.7%	1.3%
Race					
White Only	75.9%	74.6%	1.3	1.7%	1.2%
Black Only	12.6%	14.8%	-2.2	-14.9%	0.8%
Asian Only	7.1%	6.8%	0.3	4.4%	0.5%
All Others	4.4%	3.9%	0.5	12.8%	0.4%
Hispanic Origin					
Hispanic	29.7%	26.9%	2.8	10.4%	1.1%
Non-Hispanic	70.1%	72.2%	-2.1	-2.9%	1.2%
Urbanicity					
Urban	90.0%	90.6%	-0.6	-0.7%	0.8%
Rural	10.0%	9.4%	0.6	6.4%	0.6%
Region					
Northeast	16.9%	18.5%	-1.6	-8.6%	0.9%
Midwest	19.4%	20.5%	-1.1	-5.4%	0.9%
South	36.5%	35.5%	1.0	2.8%	1.2%
West	27.3%	25.5%	1.8	7.1%	1.0%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

Table 11: Nonresponse Bias Estimates for SCS Persons

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of “%of Total”	SE of “% of Total” Estimate
Age					
12	12.8%	13.2%	-0.4	-3.0%	0.7%
13	14.1%	14.4%	-0.3	-2.1%	0.8%
14	15.2%	14.2%	1.0	7.0%	0.8%
15	14.2%	14.0%	0.2	1.4%	0.8%
16	14.7%	14.3%	0.4	2.8%	0.8%
17	13.5%	13.5%	0.0	0.0%	0.8%
18	14.3%	14.4%	-0.1	-0.7%	0.8%
Sex					
Male	50.5%	50.8%	-0.3	-0.6%	1.3%
Female	49.5%	49.2%	0.3	0.6%	1.3%
Race					
White Only	76.1%	75.9%	0.2	0.3%	1.2%
Black Only	14.7%	14.9%	-0.2	-1.3%	0.8%
Asian Only	4.6%	4.9%	-0.3	-6.1%	0.4%
All Others	4.6%	4.4%	0.2	4.5%	0.4%
Hispanic Origin					
Hispanic	25.1%	24.7%	0.4	1.6%	1.0%
Non-Hispanic	74.9%	75.2%	-0.3	-0.4%	1.2%
Urbanicity					
Urban	80.4%	81.1%	-0.7	-0.9%	1.1%
Rural	19.6%	18.9%	0.7	3.7%	0.9%
Region					
Northeast	15.0%	16.0%	-1.0	-6.3%	0.8%
Midwest	23.6%	23.7%	-0.1	-0.4%	1.0%
South	37.2%	36.4%	0.8	2.2%	1.2%
West	24.1%	23.9%	0.2	0.8%	1.0%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

For the NCVS interview, the nonresponse bias estimate for the age 12 and 13 groups were 14 and 7 percent respectively of all sample persons. These estimates were significantly different than the estimates for the other age categories. The nonresponse bias estimates for all races are significantly different from each other. The 10.4% estimate for the Hispanic category was significantly higher than the estimate for the non-Hispanic category. The 6.4% estimate of Rural is also significantly higher than the Urban. The nonresponse bias estimates for all the regions were significantly different from each other. The age group, race group, Hispanic group, and region all showed bias, meaning that nonresponse bias is a potential issue.

For the SCS interview, the 7% estimate for the age 14 group was significantly higher than the estimates for all other age categories. The -6.1% estimate for Asian is significantly lower than for other race categories. The 3.7% estimate in the Rural is significantly higher than for the Urban. The -6.3% in the Northeast was significantly lower than the estimate for all other regions.

Person Nonresponse Conclusions

In the weighting process, the person non-interview adjustments are applied to cells that were created by region, age, race, and sex. We expect the weighting adjustments to reduce the effect of nonresponse for these categories. Results in this report show that age and race subgroups have some of the highest nonresponse bias, which confirms the use of this variable in the nonresponse weighting adjustment. The SCS nonresponse weighting adjustment was performed within individual age categories (each age 12-18), but the NCVS nonresponse adjustment was performed within age ranges. The lowest age range for non-reference persons was ages 12-17. For the sake of SCS, we could explore computing the NCVS nonresponse adjustment within each of the individual ages.

The results showed NCVS nonresponse bias was highest for the age, race/ethnicity, urbanicity, and geographic region. These results are consistent with the results given in the 2013 SCS report [3]. Given that the SCS had a relatively small sample and the subgroups represent even smaller numbers, we would expect some fluctuations in nonresponse bias estimates. However, the fact that the same groups showed nonresponse bias for two consecutive SCS reports provides more evidence that these subgroups may have a nonresponse bias associated with them.

As previous nonresponse bias reports pointed out, high nonresponse bias is shown in the Hispanic category but Hispanic origin was not used in creating cells for the noninterview weighting adjustment in the past. However, beginning in 2015, we calibrate the weights to population controls by age and Hispanic origin. This should mitigate some potential bias in the public use file.

Based on the chi-square tests and the nonresponse bias estimates, we believe there may be nonresponse bias for the given subgroups in the NCVS interviews as well as the SCS interviews.

8. Item Nonresponse Estimates

We computed nonresponse statistics for the following items from the SCS:

- Question #19a – Is it possible to get alcoholic beverages at your school?
- Question #19b – Is it possible to get marijuana at your school?
- Question #19c – Is it possible to get illegal prescription drugs at your school?
- Question #19d – Is it possible to get other illegal drugs at your school?
- Question #22a – During this school year, has any student made fun of you, called you names, or insulted you in a hurtful way?
- Question #22b – Has any student spread rumors about you or tried to make others dislike you?
- Question #22c – Has any student threatened you with harm?
- Question #22d – Has any student pushed you, shoved you, tripped you, or spit on you?
- Question #22e – Has any student tried to make you do things you did not want to do?
- Question #22f – Has any student excluded you from activities on purpose?
- Question #22g – Has any student destroyed your property on purpose?
- Question #ALT22– Have you been bullied at school, by another student this school year?
- Question #ALT22a– Was any of the bullying verbal?
- Question #ALT22b– Was any of the bullying physical?
- Question #ALT22c– Was any of the bullying social?

Due to the skip pattern on the SCS questionnaire, the different items apply to different subgroups of the sample persons. For example, when respondents were asked question ALT22 (has any student bullied you), and the answer was “yes,” they also had to answer question ALT22a (was bullying verbal?). If the answer for ALT22 was “no,” they skipped ALT22a.

Table 12: Item Response Rates

Item	Total Persons in Universe	Response Rate
Question #19a	4,768	96.7%
Question #19b	4,768	96.0%
Question #19c	4,768	94.6%
Question #19d	4,768	94.8%
Question #22a	2,344	98.3%
Question #22b	2,344	98.3%
Question #22c	2,344	98.3%
Question #22d	2,344	98.4%
Question #22e	2,344	98.4%
Question #22f	2,344	98.3%
Question #22g	2,344	98.3%
Ques #ALT22	2,424	98.7%
Ques #ALT22a	202	100%
Ques #ALT22b	202	100%
Ques #ALT22c	202	100%

Source: U.S. Census Bureau internal data from 2015 SCS interviews

The response rate for all items are about 95 percent or more. We do not have believe that there is a nonresponse problem for items.

9. Limitations

1. Using past data to assign subgroup variables to non-respondents - Due to in-movers and out-movers, it is possible for subgroup variables that we get from past data to be out of date. However, we do not believe our results need to be 100% accurate in order to show major differences between respondents and non-respondents. Also, we assume that the demographics of neighborhoods do not change very much in three and one half years.
2. Determining the universe – By defining the overall universe as all persons age 12-18, we only approximate the persons in the original NCVS sample that would be in scope for SCS. The information that determines whether or not an NCVS interview is in

scope for SCS is collected at the beginning of the SCS interview. Therefore, we did not know exactly how many of the NCVS non-interviews would have been in scope for SCS.

3. Dependence in the data – Housing units were sampled for NCVS, and then persons within the sample housing units were interviewed for NCVS and SCS. This means that the sample persons were clustered within housing units, so the persons were not completely independent. The chi-square test assumes independence, so this clustering should be considered when examining the chi-square test results.

10. References

[1] Guideline 3.2.9, [*Standards and Guidelines for Statistical Surveys*](#) (2006), Office of Management and Budget.

[2] [*Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity*](#) (1997), Office of Management and Budget.

[3] Evaluating Nonresponse Bias in the 2013 School Crime Supplement to the National Crime Victimization Survey (2014). Memorandum from the U.S. Census Bureau to the National Center for Educational Statistics.

Attachment 14:

2017 National Crime Victimization Survey School Crime Supplement Cognitive Pretesting Protocols

COGNITIVE PRETESTING OF THE
SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

PROTOCOLS

2017 SCS to the NCVS

Round 1 Cognitive Interview Protocol

Cognitive Testing of NCVS SCS

PARTICIPANT ID #: _____ DATE: ____ / ____ / 2016

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

Hello, my name is _____ and I work for the Census Bureau. It's nice to meet you and thank you very much for helping us out today.

IF NECESSARY, CREATE SMALL TALK TO BUILD RAPPORT WITH THE STUDENT BY ASKING A QUESTION, SUCH AS:

- *What is your favorite subject in school? RESPOND ACCORDINGLY (e.g., if the student responds with "science," ask them what they are studying in their science class).*

Section 1: (If applicable) Observers:

Before we get started let me mention that there are some observers watching the interview in another room. They are only watching to get an idea of how the questions in the survey we are going to talk about are working.

Section 2: Information about today's survey

Let me start by telling you a little bit about what we're doing here. The Census Bureau conducts many surveys in addition to the head count every 10 years. Since so many agencies rely on data from the Census Bureau, it is extremely important that this information be as accurate as possible.

In order to help us improve our surveys, we turn to people like you to find out if our questions make sense and are easy to understand and answer. The survey we'll talk about today is sponsored by the National Center for Education Statistics, which is part of the U.S. Department of Education, who recently made some changes to their questionnaire. The research we're doing today will help us figure out if those changes are working for students like you, and it will help us improve the accuracy of our data.

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them.

The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations. Your participation in this study is completely voluntary. You can refuse to answer or skip over any particular questions. If at any time you decide you do not want to go on, that is your choice and you may stop. Please feel free to ask me any questions at anytime. I may not be able to answer every question you have, but I will try.

Section 3: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. What you say on the tape may be used only for research purposes and cannot be told to anybody else not working on this project except as required by law (20 U.S.C., § 9573).

Do you have any questions about the recording?

AFTER ANSWERING QUESTIONS AND GIVING FURTHER EXPLANATION, CONTINUE. IF THE PARTICIPANT IS NO LONGER INTERESTED IN PARTICIPATING, THANK THE PARTICIPANT FOR HIS/HER TIME AND END THE INTERVIEW.

Section 4: Informed Consent

[If student is under 18]:

Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I'm going to give you a written consent form.

HAND 1 COPY OF THE INFORMED CONSENT DOCUMENT TO THE PARTICIPANT

This document explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form. I will also sign this form to show that I agree to everything in the form. At the end of the interview, I'll be sure to give you a copy for you to take with you.

1. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
2. IF PARTICIPANT AGREES, OBTAIN THE RESPONDENT'S SIGNATURE TO PROCEED ON ONE COPY OF THE FORM; INTERVIEWER SHOULD ALSO SIGN THE FORM AT THIS TIME.
3. MAKE SURE RESPONDENT TAKES ONE COPY WITH THEM WHEN THE INTERVIEW IS OVER AT THE END OF THE INTERVIEW.

[All students]:

Are you comfortable with me recording this interview?

IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED:

I'm going to turn on the recorder now, and once it is on, I'm going to ask for your permission to record today, and then we will get started.

TURN ON TAPE RECORDER, ASK FOR PERMISSION TO RECORD ON THE TAPE, AND BEGIN THE INTERVIEW.

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

RETROSPECTIVE PROBING (R=response):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE QUESTIONS YOU ARE PROBING ON, MAKE SURE TO PROBE ON R'S DIFFICULTY WITH THE QUESTION. GO THROUGH THE SURVEY WITHOUT PROBING UNTIL YOU GET TO QUESTION 34. GO THROUGH THE RETROSPECTIVE PROBES WITH R. BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION. AFTER ALL PROBES, CONTINUE THE SURVEY AT QUESTION 35, FOLLOWED BY THE DEBRIEFING QUESTIONS.

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.

ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

U.S. Census Bureau
ACTING AS COLLECTING AGENCY FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT
TO THE NATIONAL CRIME
VICTIMIZATION SURVEY
2017

Control number

Survey Code PSU Frame Code Sample Designation/Suffix Sequence # HH # Time of Interview

QUESTIONNAIRE

A. FR Code

001

B. Respondent

Line No.

002

Age

003

Name

FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.

C. Type of SCS Interview

- 004 1 Personal - Self
2 Telephone - Self
3 Personal - Proxy
4 Telephone - Proxy
5 Noninterview - **SKIP to ITEM D**

D. Reason for SCS noninterview

- 005 2 Refused - Respondent refused
For themselves
3 Not available
4 NCVS completed in a
Language other than
English or Spanish
5 Unknown reason (Internal
category created for post data
collection processing)
6 Refused - Parent or other
Person refused for respondent

SKIP to END

E. SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

1a. Did you attend school at any time this school year?

- 006 1 Yes
2 No - **SKIP to END**

E_HOMESCHOOL

1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

- 092 1 Yes
2 No - **SKIP to Q1d**

E_ALLHOMESCHOOL

1c. Was all of your schooling this school year homeschooling?

- 007 1 Yes - **SKIP to END**
2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

- 185SCS 1 One school
2 Two schools
3 Three or more schools

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

E_WHATGRADE

2b. What grade are you in?

E_WHATGRADEOTHER

008 0 Fifth or under - **SKIP to END**

- 1 Sixth
- 2 Seventh
- 3 Eighth
- 4 Ninth
- 5 Tenth
- 6 Eleventh
- 7 Twelfth
- 8 Other - *Specify*

SKIP to INTRO_2

9 College/GED/Post-graduate/
Other noneligible - **SKIP to END**

INTRO_2

INTERVIEWER - Read introduction if R was homeschooled part of the year (Q1b = "Yes" and Q1c = "No"); **ELSE skip to Q6**

The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

6. What grades are taught in your school?

- Pre-K or Kindergarten 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12 H.S. Senior
- 13 Post-graduate
- 20 All ungraded
- 30 All Special Education

Grades:

020 (lowest) **F_GRADES_LOW**

TO

021 (highest) **F_GRADES_HIGH**

<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p>F_SAFETY_POLICE a. Security guards or assigned police officers?</p> <p>F_SAFETY_HALLSTAFF b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>F_SAFETY_METAL_DETECTORS c. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i></p> <p>F_SAFETY_DOORS_LOCKED d. Locked entrance or exit doors during the day?</p> <p>F_SAFETY_SIGN_IN e. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p>F_SAFETY_LOCKER_CHECKS f. Locker checks?</p> <p>F_SAFETY_STUDENT_ID g. A requirement that students wear badges or picture identification?</p> <p>F_SAFETY_CAMERAS h. One or more security cameras to monitor the school?</p> <p>F_SAFETY_CODE_OF_CONDUCT i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>F_REPORT 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>F_DISTRACTED 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	156	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time																																																
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>F_ADULT_REALLYCARES a. Really cares about you.</p> <p>F_ADULT_LISTENS b. Listens to you when you have something to say.</p> <p>F_ADULT_GOOD_JOB c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p>F_STUDENT_REALLYCARES a. Really cares about you.</p> <p>F_STUDENT_LISTENS b. Listens to you when you have something to say.</p> <p>F_STUDENT_SUCCESS c. Believes that you will be a success.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>187SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>189SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>SCS_INTRO 3 Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>																															

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p>F_ ALCOHOL a. Alcoholic beverages?</p> <p>F_ MARIJUANA b. Marijuana, also known as pot, weed or mary jane?</p> <p>F_ PRESCRIPTION_DRUGS c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p>F_ OTHER_ILLEGAL d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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G. FIGHTING, BULLYING AND HATE BEHAVIORS																
<p>G_FIGHT_AT_SCHOOL 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to Q22</p>															
<p>G_FIGHT_HOW_OFTEN 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>															

<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>G_BULLY_MADE_FUN a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>G_BULLY_RUMOR b. Spread rumors about you or tried to make others dislike you?</p> <p>G_BULLY_THREAT c. Threatened you with harm?</p> <p>G_BULLY_CONTACT d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>G_BULLY_COERCED e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>G_BULLY_EXCLUDED f. Excluded you from activities on purpose?</p> <p>G_BULLY_DESTROYED_PROP g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to Q32</td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to Q32
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<p>23. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q25</p>																								
<p>24. Did these people act alone or together as a team?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Don't know</p>																								

<p>G_BULLY_MORE_POWER</p> <p>25. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_{x...}}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">Yes</th> <th style="width: 25%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
<p>G_BULLY_HOW_OFTEN</p> <p>26. During this school year₇, how often were you bullied?</p> <p><i>(READ CATEGORIES 1-4.)</i></p>	<p>142</p> <p>1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month - SKIP to: Q28 3 <input type="checkbox"/> Once or twice a week, or - SKIP to: Q28 4 <input type="checkbox"/> Almost every day - SKIP to: Q28</p>															
<p>G_BULLY_OVER_AND_OVER</p> <p>27. Did you think the bullying would happen over and over?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>															
<p>G_BULLY_WHERE1 through G_BULLY_WHERE8</p> <p>28. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 8 <input type="checkbox"/> Online or by text?</p>															
<p>G_BULLY_ADULT_TOLD</p> <p>29. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>															

<p>30. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK a. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF c. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>31. When you were bullied in school this year, did you ever think it was related to ...</p> <p>G_BULLY_RACE a. YOUR race?</p> <p>G_BULLY_RELIGION b. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN c. YOUR ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER e. YOUR gender?</p> <p>G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p>G_HATE 32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to Q34</p>																									

	Yes	No	Don't know
33. Were any of the hate-related words related to ... G_HATE_RACE a. Your race?	107SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_RELIGION b. Your religion?	108SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_ETHNICITY c. Your ethnic background or national origin- for example, people of Hispanic origin?	109SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?	110SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_GENDER e. Your gender?	111SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_SEXUAL_ORIENTATION f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?	112SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_WORDS 34. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No		

Probes (Q22):

Now I have a few questions about some of the items you just answered.

Earlier I asked you this question: [HAND R THE SINGLE PAGE OF Q22 TO REFERENCE, R WILL REFERENCE THIS THROUGH THE INTERVIEW, SO DON'T TAKE IT BACK]

If any Q22 a - g = yes:

When I asked you if any student had bullied you and read a list of things bullies might do, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex - "you said yes to items b and d"].

- a. Can you tell me about what happened?

If Q22 = no to all:

When I asked you if any student had bullied you and read a list of things bullies might do, you said no to all items.

- b. Did any of those things happen to you that you didn't count as bullying? Can you tell me more about why you didn't include them here?
- c. Did other students do any other things that made you feel bad or were hurtful to you? Can you tell me more about that?
- d. [If applicable] Do you think those things they did count as bullying? (Why or Why not?)

All respondents:

- e. Can you tell me, in your own words, what it means to be bullied?
- f. What kinds of behavior do you think count as bullying? (Why?)
- g. Are there other examples of bullying that we didn't ask about?

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: PROBES (Q25).

Probes (Q24): (skipped if Q23 = no)

Interviewer note: We want to know if they experienced multiple isolated incidents by different people, or if the same person did multiple things.

Now let's think about this question: **"Did these people act alone or together as a team?"**

If Q24 = Alone:

- a. Can you tell me why you answered the way you did?
- b. How many different people bullied you?
- c. Did any of these people do more than one thing or do the same thing more than once?
- d. (If necessary) Can you tell me which people did the different things to bully you?
- e. Even though these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

If Q24 = Together or DK:

- f. Can you tell me why you answered the way you did?
- g. (If necessary) Can you tell me more about the people who bullied you in each incident?

All respondents:

- h. (If necessary) What bullying incidents were you thinking of when you were answering this question?

Probes (Q25):

If any in Q22 = yes: Earlier I asked you about whether [the person was/ the people were /anyone in the group was] bigger, stronger, more popular, had more money, or had more power than you in some other way. Here are those questions for you to look at when I ask the next questions. [HAND R PAGE WITH Q25 WITH APPROPRIATE FILLS]

If all in Q22 = no: Now I am going to read you some questions you would have been asked if you had been bullied. You do not have to answer the questions. Instead, after I read them, I am going to ask you some follow up questions to get your thoughts and opinions. Here are those questions for you to look at while I read them and ask follow up questions. HAND R PAGE WITH Q25 WITH GROUP FILLS.

If any in Q25a-c = yes:

[ASK PROBES A & B FOR EACH YES IN Q25A-C, THEN ASK PROBE C]

- a. You said yes to __. Can you tell me more about that?

- b. Did the fact that they [were bigger/ were more popular/ had more money] than you make you feel like they were bullying you when they did the things you told me about? (Why or why not?)

(REPEAT 1 & 2 FOR EACH YES BEFORE ASKING 3)

- c. Which bullying incidents were you thinking of when you were answering these questions [POINT TO Q25 HANDOUT]?

If Q25d = yes:

- d. You said yes to Q25d. In what other way did they have more power than you?

All respondents:

- e. One question asks "[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?" What does the phrase "have more money than you" mean to you in this question?

- f. Another question asks "[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?" What does the phrase "have more power than you" mean to you in this question?

- g.** We gave three examples of having more power - being bigger or stronger, being more popular, or having more money. Do you agree or disagree that these are ways bullies have more power over someone? Why or why not? Can you think of other ways a bully can have more power over someone?
- h.** If two students are about the same size, are just as strong, equally popular, and have about the same amount of money, but one student is older than the other one, does the older student have more power than the younger student? What about if one student was in a higher grade than the other student, does the student in the higher grade have more power?
- i.** If a group of students are working together to bully a student named Mark, do you think they would have more power over Mark? (IF yes): Is this true even if none of the students in the group are bigger, stronger, more popular, or have more money than Mark? (Why or why not?)
- j.** Do you think that if 2 students have about the same power that one of them could bully the other? (Why or why not?)
- k.** Do you think that if one student is smaller than another student (s)he could bully the other student who is bigger? (Why or why not?)
- l.** What about a less popular student, could they bully a student who is more popular? (Why or why not?)
- m.** What about a student with less money, could they bully a student with more money? (Why or why not?)

Interviewer note: We want to determine if respondent believes that given all else equal, the outnumbering of students is considering having power.

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: PROBES (Q28).

Probes (Q26):

Interviewer note: We want to know the frequency and pattern to see if these categories work for most cases. For example, if they were bullied twice a week for a month and then it stopped, how do they respond? Do they have trouble answering this question?

ALTERNATE Q26:

Now I am going to read you another question that I'd like you to answer.

During this school year, how many times were you bullied?

- 1 One time
- 2 Two times
- 3 Three to ten times
- 4 More than ten times

- a. Can you tell me why you answered the way you did?
- b. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?
- c. (If necessary) What incident(s) were you thinking of when you answered this question?

Now I have another question I'd like you to answer.

During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

- d. Can you tell me why you answered the way you did?
- e. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?
- f. (If necessary) What incident(s) were you thinking of when you answered this question?

Earlier I asked you, "During this school year, how often were you bullied?" The options were "Once or twice this school year," "Once or twice a month," "Once or twice a week," or "Almost every day." You answered _____.

- g. Can you tell me why you answered the way you did?
- h. How long did the bullying go on? When did it start? When did it stop?
- i. When you answered this question, which parts of that time were you thinking of?
- j. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?
- k. [HAND R PAGE WITH 3 VERSIONS OF Q26 AND A PEN] Please take a minute to read the following situation. After you finish reading it, I'd like you to pretend that you are Mark and answer all 3 questions how you think Mark would answer them. There are no right or wrong answers. [WAIT FOR R TO ANSWER THEM] Can you tell me why you answered the way you did for A? What about B? What about C?
- l. Which of these question makes more sense, if any? Why do you think that?
- m. Is one of these questions easier to answer than the others? Why or why not?

Probes (Q27):

[If Q26 = "once or twice this school year]:

Now I'd like to ask you about another question I asked earlier - **"Did you think the bullying would happen over and over?"**

- a. Can you tell me why you answered the way you did? (If necessary) What does "over and over" mean to you?
- b. **IF NO:** Can you give me an example of a situation where a student does something hurtful to another student only one time, but something about the incident makes them afraid that it would happen over and over?
- c. If someone did something that made you feel bad or was hurtful only one time and it is not likely to happen again, could it be considered bullying? (Why or why not?)
- d. (If necessary) Do you think of bullying as something that is repeated over and over?

Probes (Q28):

If any in Q22= yes: Earlier I asked, *(read Q28 below)*

If all in Q22 = no: Now I am going to read you another question you would have been asked if you had been bullied. You do not have to answer the question. After I read it, I am going to ask you some follow up questions to get your thoughts and opinions.

Q28. "Still thinking about all of the times that you were bullied, where did the bullying occur?" One of the options I read was **"online or by text."**

All respondents:

- a. Can you tell me, in your own words, what it means to be bullied online or by text?
- b. (If necessary) Were you thinking of social media apps when I asked if the bullying occurred online or by text?
- c. A little earlier I asked whether you were bullied (point to Q22 page if necessary). Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?
- d. Did any kind of bullying happen to you online or by text that you did not think about or didn't mention when I first asked that question? (Why or why not?)
- e. What if a schoolmate bullied you online or by text but it never happened in person at school - do you think you would say yes or no to **"online or by text"** since all of the other answer choices are places at school? Why?
- f. If bullying started at school but then continued online or by text - would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at your school? (Why or why not?)

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: H. AVOIDANCE (Q35)

Probes (Q29):

If no:

When I asked you, "**Did you tell a teacher or some other adult at school about being bullied?**" you said no.

- a. Can you tell me why you answered the way you did?
- b. Did somebody else tell a teacher or some other adult at school about you being bullied?
- c. Did you tell a teacher or some other adult at school about any things that other students did that made you feel bad or were hurtful to you? *If necessary:* Can you tell me more about that?

Probes (Q30):

I asked, "**This school year, how much has bullying had a NEGATIVE effect on: YOUR school work, YOUR relationships with friends or family, How you feel about YOURSELF, and YOUR physical health for example, caused injuries, gave you headaches or stomach aches.**"

All respondents:

- a. Can you tell me, in your own words, what the phrase "had a negative effect" means to you in this question?

If "Not at all" to 30a-d:

- b. You answered "not at all" to all of the categories. Can you tell me why you answered the way you did?

If "A lot" to any in 30a-d:

- c. You answered "a lot" for item _____. Can you tell me why you answered the way you did?
- d. (Repeat for each item R answered "a lot" - if necessary) You also answered "a lot" for item _____. Can you tell me why you answered the way you did for that one?

Probes (Q31):

If no to all in 31a-g:

When I asked you, "**When you were bullied in school this year, did you ever think it was related to...**" your race, your gender, your physical appearance, and so on, you said no to all categories.

- a. Can you tell me why you answered the way you did? I can re-read you all of the categories if that would be helpful.
- b. (*If necessary*) Did you feel you'd have to be certain that the incident was because you had one of these characteristics for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain that was the reason you were bullied?

H. AVOIDANCE

<p>35. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p>			
		Yes	No
H_AVOID_SHORTCUT			
a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_ENTRANCE			
b. The entrance into the school?	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_HALLWAYS			
c. Any hallways or stairs in school?	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_CAFETERIA			
d. Parts of the school cafeteria or lunchroom?	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_RESTROOMS			
e. Any school restrooms?	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_PLACES			
f. Other places inside the school building?	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_PARKING_LOT			
g. School parking lot?	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_SCHOOL			
h. Other places on school grounds?	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_SCHOOL_BUS_STOP			
i. School bus or bus stop?	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

H_AVOID_ACTIVITIES			
36a. Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

H_AVOID_CLASSES			
36b. Did you AVOID any classes because you thought someone might attack or harm you?	077	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

H_STAY_HOME			
36c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?	078	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

I. FEAR

I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

I_AFRAID			
37a. How often are you afraid that someone will attack or harm you in the school building or on school property? (<i>READ ANSWER CATEGORIES.</i>)	079	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time	

I_AFRAID_ON_BUS			
37b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (<i>READ ANSWER CATEGORIES</i>)	080	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time	

<p>I_AFRAID_NONSCHOOL 37c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ ANSWER CATEGORIES)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
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L. STUDENT CHARACTERISTICS

<p>L_GRADES 42. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>
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<p>44. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school?</p> <p>L_GRADUATE_4YR b. Graduate from a 4-year college?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
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DEBRIEFING QUESTIONS:

[IF R SEEMED UNCOMFORTABLE OR WOULDN'T SAY MUCH WHEN ANSWERING PROBES, PUT DOWN PEN/PROTOCOL AND MAKE THE DB Qs FEEL MORE LIKE A CONVERSATION. THIS HAS MADE SOME Rs MORE COMFORTABLE AND THEY THEN PROVIDED INFORMATION THEY DIDN'T SAY WHEN PROBED. SAY SOMETHING LIKE "Really, what we're trying to figure out today is how kids think about bullying. It's just been a while since I was in school, and we want to make sure that what we think kids think about bullying is actually right." FAMILIARIZE YOURSELF WITH THE DB Qs SO THAT YOU CAN ASK THEM NATURALLY WITHOUT READING FROM THE PROTOCOL IN THESE SITUATIONS.]

- a. Overall, what did you think of this interview? Was it easy or difficult?
- b. Do adults at your school talk to students about bullying? What do they say?
- c. Do kids talk about bullying? What kinds of things do they say about it?
- d. I asked you all of those questions about different kinds of power (point to Q25 page). Do you think kids ever think about power when they think about bullying?
- e. If your friends were doing those hurtful things to you (point to Q22 page), would you think of it as bullying? (If no) What would have to happen for you to think of that as bullying?
- f. (If R skipped Q27) If someone did something that made you feel bad or was hurtful only one time and it is not likely to happen again, could it be considered bullying? (Why or why not?)
- g. Were there any questions you think some people might find difficult to answer?
- h. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

Those are all of the questions that I had for you today. Thank you very much for your participation. Here is an envelope containing your \$25. Here is a voucher form that verifies I gave you the money. Please complete the information in the highlighted areas and sign and date

TURN OFF THE TAPE RECORDER.
HAND THE CASH INCENTIVE TO THE PARTICIPANT.

2017 SCS to the NCVS

Round 2 Cognitive Interview Protocol

6/06/16

Cognitive Testing of NCVS SCS

PARTICIPANT ID #: _____ DATE: ____ / ____ / 2016

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

Hello, my name is _____ and I work for the Census Bureau. It's nice to meet you and thank you very much for helping us out today.

IF NECESSARY, CREATE SMALL TALK TO BUILD RAPPORT WITH THE STUDENT BY ASKING A QUESTION, SUCH AS:

- *What is your favorite subject in school? RESPOND ACCORDINGLY (e.g., if the student responds with "science," ask them what they are studying in their science class).*

Section 1: (If applicable) Observers:

Before we get started let me mention that there are some observers watching the interview in another room. They are only watching to get an idea of how the questions in the survey we are going to talk about are working.

Section 2: Information about today's survey

Let me start by telling you a little bit about what we're doing here. The Census Bureau conducts many surveys in addition to the head count every 10 years. Since so many agencies rely on data from the Census Bureau, it is extremely important that this information be as accurate as possible.

In order to help us improve our surveys, we turn to people like you to find out if our questions make sense and are easy to understand and answer. The survey we'll talk about today is sponsored by the National Center for Education Statistics, which is part of the U.S. Department of Education, who recently made some changes to their questionnaire. The research we're doing today will help us figure out if those changes are working for students like you, and it will help us improve the accuracy of our data.

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them.

The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations. Your participation in this study is completely voluntary. You can refuse to answer or skip over any particular questions. If at any time you decide you do not want to go on, that is your choice and you may stop. Please feel free to ask me any questions at anytime. I may not be able to answer every question you have, but I will try.

Section 3: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. What you say on the tape may be used only for research purposes and cannot be told to anybody else not working on this project except as required by law (20 U.S.C., § 9573).

Do you have any questions about the recording?

AFTER ANSWERING QUESTIONS AND GIVING FURTHER EXPLANATION, CONTINUE. IF THE PARTICIPANT IS NO LONGER INTERESTED IN PARTICIPATING, THANK THE PARTICIPANT FOR HIS/HER TIME AND END THE INTERVIEW.

Section 4: Informed Consent

[If student is under 18]:

Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I'm going to give you a written consent form.

HAND 1 COPY OF THE INFORMED CONSENT DOCUMENT TO THE PARTICIPANT

This document explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form. I will also sign this form to show that I agree to everything in the form. At the end of the interview, I'll be sure to give you a copy for you to take with you.

4. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
5. IF PARTICIPANT AGREES, OBTAIN THE RESPONDENT'S SIGNATURE TO PROCEED ON ONE COPY OF THE FORM; INTERVIEWER SHOULD ALSO SIGN THE FORM AT THIS TIME.
6. MAKE SURE RESPONDENT TAKES ONE COPY WITH THEM WHEN THE INTERVIEW IS OVER AT THE END OF THE INTERVIEW.

[All students]:

Are you comfortable with me recording this interview?

IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED:

I'm going to turn on the recorder now, and once it is on, I'm going to ask for your permission to record today, and then we will get started.

TURN ON TAPE RECORDER, ASK FOR PERMISSION TO RECORD ON THE TAPE, AND BEGIN THE INTERVIEW.

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

RETROSPECTIVE PROBING (R=respondent):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE QUESTIONS YOU ARE PROBING ON, MAKE SURE TO PROBE ON R'S DIFFICULTY WITH THE QUESTION. GO THROUGH THE SURVEY WITHOUT PROBING UNTIL YOU GET TO QUESTION 34. GO THROUGH THE RETROSPECTIVE PROBES WITH R. BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION. AFTER ALL PROBES, CONTINUE THE SURVEY AT QUESTION 35, FOLLOWED BY THE DEBRIEFING QUESTIONS.

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.

ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

U.S. Census Bureau
ACTING AS COLLECTING AGENCY FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT
TO THE NATIONAL CRIME
VICTIMIZATION SURVEY
2017

Control number

Survey Code PSU Frame Code Sample Designation/Suffix Sequence # HH # Time of Interview

QUESTIONNAIRE

A. FR Code

001

B. Respondent

Line No.

002

Age

003

Name

FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.

C. Type of SCS Interview

- 004 1 Personal - Self
2 Telephone - Self
3 Personal - Proxy
4 Telephone - Proxy
5 Noninterview - **SKIP to ITEM D**

D. Reason for SCS noninterview

- 005 2 Refused - Respondent refused
For themselves
3 Not available
4 NCVS completed in a
Language other than
English or Spanish
5 Unknown reason (Internal
category created for post data
collection processing)
6 Refused - Parent or other
Person refused for respondent

SKIP to END

E. SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

1a. Did you attend school at any time this school year?

- 006 1 Yes
2 No - **SKIP to END**

E_HOMESCHOOL

1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

- 092 1 Yes
2 No - **SKIP to Q1d**

E_ALLHOMESCHOOL

1c. Was all of your schooling this school year homeschooling?

- 007 1 Yes - **SKIP to END**
2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

- 185SCS 1 One school
2 Two schools
3 Three or more schools

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

E_WHATGRADE

2b. What grade are you in?

E_WHATGRADEOTHER

008 0 Fifth or under - **SKIP to END**

- 1 Sixth
- 2 Seventh
- 3 Eighth
- 4 Ninth
- 5 Tenth
- 6 Eleventh
- 7 Twelfth
- 8 Other - *Specify*

SKIP to INTRO_2

9 College/GED/Post-graduate/
Other noneligible - **SKIP to END**

INTRO_2

INTERVIEWER - Read introduction if R was homeschooled part of the year (Q1b = "Yes" and Q1c = "No"); **ELSE skip to Q6**

The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

6. What grades are taught in your school?

- Pre-K or Kindergarten 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12 H.S. Senior
- 13 Post-graduate
- 20 All ungraded
- 30 All Special Education

Grades:

020 (lowest) **F_GRADES_LOW**

TO

021 (highest) **F_GRADES_HIGH**

<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p>F_SAFETY_POLICE j. Security guards or assigned police officers?</p> <p>F_SAFETY_HALLSTAFF k. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>F_SAFETY_METAL_DETECTORS l. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i></p> <p>F_SAFETY_DOORS_LOCKED m. Locked entrance or exit doors during the day?</p> <p>F_SAFETY_SIGN_IN n. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p>F_SAFETY_LOCKER_CHECKS o. Locker checks?</p> <p>F_SAFETY_STUDENT_ID p. A requirement that students wear badges or picture identification?</p> <p>F_SAFETY_CAMERAS q. One or more security cameras to monitor the school?</p> <p>F_SAFETY_CODE_OF_CONDUCT r. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>F_REPORT 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>F_DISTRACTED 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	156	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time																																																
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>F_ADULT_REALLYCARES b. Really cares about you.</p> <p>F_ADULT_LISTENS b. Listens to you when you have something to say.</p> <p>F_ADULT_GOOD_JOB c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p>F_STUDENT_REALLYCARES a. Really cares about you.</p> <p>F_STUDENT_LISTENS b. Listens to you when you have something to say.</p> <p>F_STUDENT_SUCCESS c. Believes that you will be a success.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>187SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>189SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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SCS_INTRO 3 Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

19. The following question refers to the availability of drugs and alcohol at your school.

Is it possible for students at your school to get...

F_ALCOHOL

a. Alcoholic beverages?

	Yes	No
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>

F_MARIJUANA

b. Marijuana, also known as pot, weed or mary jane?

041	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

F_PRESCRIPTION_DRUGS

c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?

159	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

F_OTHER_ILLEGAL

d. Other illegal drugs, such as cocaine, uppers, or heroin?

209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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G. FIGHTING, BULLYING AND HATE BEHAVIORS

G_FIGHT_AT_SCHOOL

21a. During this school year, have you been in one or more physical fights at school?

103	1 <input type="checkbox"/> Yes
	2 <input type="checkbox"/> No - SKIP to Q22

G_FIGHT_HOW_OFTEN

21b. During this school year, how many times have you been in a physical fight at school?

104	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)
-----	--

<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>G_BULLY_MADE_FUN a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>G_BULLY_RUMOR b. Spread rumors about you or tried to make others dislike you?</p> <p>G_BULLY_THREAT c. Threatened you with harm?</p> <p>G_BULLY_CONTACT d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>G_BULLY_COERCED e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>G_BULLY_EXCLUDED f. Excluded you from activities on purpose?</p> <p>G_BULLY_DESTROYED_PROP g. Destroyed your property on purpose?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">134</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">135</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">136</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">137</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">138</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">139</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td style="text-align: right;">140</td> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">If all categories a-g are marked "No" SKIP to Q35</td> </tr> </tbody> </table>			Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>		135	1 <input type="checkbox"/>	2 <input type="checkbox"/>		136	1 <input type="checkbox"/>	2 <input type="checkbox"/>		137	1 <input type="checkbox"/>	2 <input type="checkbox"/>		138	1 <input type="checkbox"/>	2 <input type="checkbox"/>		139	1 <input type="checkbox"/>	2 <input type="checkbox"/>		140	1 <input type="checkbox"/>	2 <input type="checkbox"/>	If all categories a-g are marked "No" SKIP to Q35
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<p>23. During this school year, did any of these things happen on more than one day?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q25</p>																																
<p>G_BULLY_HOW_OFTEN 24. During this school year, how often were you bullied?</p> <p><i>(READ CATEGORIES 1-4.)</i></p>	<p>142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day</p>																																
<p>G_BULLY_OVER_AND_OVER 25. Did you think the bullying would happen again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																
<p>26. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q28</p>																																

<p>27. Did these people act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 3 <input type="checkbox"/> Don't know</p>																		
<p>G_BULLY_MORE_POWER</p> <p>28. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>e. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>f. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>g. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>h. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>i. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">Yes</th> <th style="width: 25%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>e.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>g.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>h.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>i.</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	h.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	i.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>G_BULLY_WHERE1 through G_BULLY_WHERE8</p> <p>29. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY</p> <p>Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 8 <input type="checkbox"/> Online or by text?</p>																		
<p>G_BULLY_ADULT_TOLD</p> <p>30. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																		

<p>31. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK d. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY e. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF f. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>32. When you were bullied in school this year, did you ever think it was related to ...</p> <p>G_BULLY_RACE h. YOUR race?</p> <p>G_BULLY_RELIGION i. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN j. YOUR ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY k. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER l. YOUR gender?</p> <p>G_BULLYING_ORIENTATION m. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE n. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p>G_HATE 33. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to Q35</p>																									

	Yes	No	Don't know	
34. Were any of the hate-related words related to ... G_HATE_RACE a. Your race?	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_RELIGION b. Your religion?	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_ETHNICITY c. Your ethnic background or national origin- for example, people of Hispanic origin?	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_GENDER e. Your gender?	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_SEXUAL_ORIENTATION f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_WORDS 35. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No		

Probes (Q22):

Now I have a few questions about some of the items you just answered.

Earlier I asked you this question: [HAND R THE SINGLE PAGE OF Q22 TO REFERENCE, R WILL REFERENCE THIS THROUGH THE INTERVIEW, SO DON'T TAKE IT BACK]

If any Q22 a - g = yes:

When I asked you if any student had bullied you and read a list of things bullies might do, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex - "you said yes to items b and d"].

h. Can you tell me about what happened?

If Q22 = no to all:

When I asked you if any student had bullied you and read a list of things bullies might do, you said no to all items.

i. Did any of those things happen to you that you didn't count as bullying? Can you tell me more about why you didn't include them here?

j. Did other students do any other things that made you feel bad or were hurtful to you? Can you tell me more about that?

k. [If applicable] Do you think those things they did count as bullying? (Why or Why not?)

All respondents:

l. Can you tell me, in your own words, what it means to be bullied?

m. What kinds of behavior do you think count as bullying? (Why?)

n. Are there other examples of bullying that we didn't ask about?

o. Can you tell me, in your own words, what the phrase "at school" means to you in the first sentence of this question? (point to Q22 handout)

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: PROBE K (Q28) on page 18.

Probes (Q24):

IF R SAID NO TO Q23 (MORE THAN ONE DAY), SKIP TO PROBES K & L BELOW

Interviewer note: We want to know the frequency and pattern to see if these categories work for most cases. For example, if they were bullied twice a week for a month and then it stopped, how do they respond? Do they have trouble answering this question?

ALTERNATE Q24:

Now I am going to read you another question that I'd like you to answer.

During this school year, how many times were you bullied?

- 1 One time
- 2 Two times
- 3 Three to ten times
- 4 More than ten times

- n. Can you tell me why you answered the way you did?
- o. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?
- p. What does it mean to you to be bullied just one time?
- q. (If necessary) What incident(s) were you thinking of when you answered this question?

Now I have another question I'd like you to answer.

During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

- r. Can you tell me why you answered the way you did?
- s. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?
- t. (If necessary) What incident(s) were you thinking of when you answered this question?

Earlier I asked you, "During this school year, how often were you bullied?" The options were "Once or twice this school year," "Once or twice a month," "Once or twice a week," or "Almost every day." You answered _____.

- u. How long did the bullying go on? When did it start? When did it stop?
- v. (IF DURATION IN PROBE H DOESN'T ALIGN WITH CATEGORY THEY CHOSE FOR Q24) Can you tell me why you answered the way you did?
- w. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?

ASK PROBES K & L IF R SAID NO TO Q23 (MORE THAN ONE DAY)

- x. [HAND R PAGE WITH 3 VERSIONS OF Q24 AND A PEN] Please take a minute to read the following situation. After you finish reading it, I'd like you to pretend that you are Mark and answer all 3 questions how you think Mark would answer them. There are no right or wrong answers. [WAIT FOR R TO ANSWER THEM] Can you tell me why you answered the way you did for A? What about B? What about C?
- y. Is one of these questions easier to answer than the others? Why or why not?

Probes (Q25):

Now I am going to read you another question that I'd like you to answer.

"Did you think the bullying would happen over and over?"

1 Yes

2 No

- e. Can you tell me why you answered the way you did?
- f. What does the phrase "over and over" mean to you in this question?
- g. Do you think of bullying as something that is repeated over and over?

Earlier I asked you, "Did you think the bullying would happen again?" You answered ____.

- h. Can you tell me why you answered the way you did?
- i. If someone did something that made you feel bad or was hurtful only one time and it is not likely to happen again, could it be considered bullying? (Why or why not?)

Probes (Q27): (skipped if Q26 = no)

Interviewer note: We want to know if they experienced multiple isolated incidents by different people, or if the same person did multiple things.

Now let's think about this question: **"Did these people act alone, together as a team, or both?"** You answered ____.

All respondents:

- i. Can you tell me why you answered the way you did?
- j. How many different people bullied you?
- k. What does the phrase "together as a team" mean to you in this question?

If Q27 = Alone or Both:

- l. Did any of the people acting alone do more than one thing or do the same thing more than once?
- m. (If necessary) Can you tell me which people did the different things to bully you?
- n. Even though these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

If Q27 = Together or DK:

- o. (If necessary) Can you tell me more about the people who bullied you in each incident?

All respondents:

- p. (If necessary) What bullying incidents were you thinking of when you were answering this question?

Probes (Q28):

If any in Q22 = yes: Earlier I asked you about whether [the person was/ the people were /anyone in the group was] bigger, stronger, more popular, had more money, had the ability to influence what other students think of you, or had more power than you in some other way. Here are those questions for you to look at when I ask the next questions. [HAND R PAGE WITH Q28 WITH APPROPRIATE FILLS]

If all in Q22 = no: Now I am going to read you some questions you would have been asked if other students had done things that made you feel bad or were hurtful to you at school. You do not have to answer the questions. Instead, after I read them, I am going to ask you some follow up questions to get your thoughts and opinions. Here are those questions for you to look at while I read them and ask follow up questions. HAND R PAGE WITH Q28 WITH GROUP FILLS.

All respondents:

- n.** One question asks "[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?" What does the phrase "have more money than you" mean to you in this question?
- o.** Another question asks "[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?" Can you tell me, in your own words, what this question is asking?
- p.** Another question asks "[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?" What does the phrase "have more power than you" mean to you in this question?

If any in Q28a-d = yes:

[ASK PROBES D & E FOR EACH YES IN Q25A-D, THEN ASK PROBE F]

- q.** You said yes to __. Can you tell me more about that?
- r.** Did the fact that they [were bigger than you / were more popular than you / had more money than you /had the ability to influence what other students think about you] make you feel like the things you told me about were bullying? (Why or why not?)

(REPEAT A & B FOR EACH YES BEFORE ASKING C)
- s.** Which bullying incidents were you thinking of when you were answering these questions [POINT TO Q28 HANDOUT]?

If Q28e = yes:

- t.** You said yes to Q28e. In what other way did they have more power than you?

All respondents:

- u.** We gave four examples of having more power - being bigger or stronger, being more popular, having more money, or being able to influence what others think of you. Do you agree or disagree that these are ways bullies have more power over someone? Why or why not? Can you think of other ways a bully can have more power over someone?

- v. If two students are about the same size, are just as strong, equally popular, have about the same amount of money, and equal ability to influence others, can one of those students bully the other one? What about if one of those students is older than the other one, does the older student have more power than the younger student? What about if one of those students was in a higher grade than the other student, does the student in the higher grade have more power?

- w. If a group of students are working together to bully a student named Mark, do you think they would have more power over Mark? (IF yes): Is this true even if none of the students in the group are bigger, stronger, more popular, have more money, or can influence what others think of Mark? (Why or why not?)

- x. Do you think that if one student is smaller than another student (s)he could bully the other student who is bigger? (Why or why not?)

- y. What about a less popular student, could they bully a student who is more popular? (Why or why not?)

- z. What about a student with less money, could they bully a student with more money? (Why or why not?)

- aa. What about a student without the ability to influence what other students think of people, could they bully a student with the ability to influence what other students think of people? (Why or why not?)

Interviewer note: We want to determine if respondent believes that given all else equal, the outnumbering of students is considering having power.

IF R SAID NO TO ALL ITEMS IN Q22, CONTINUE TO: PROBES (Q29).

Probes (Q29):

If any in Q22= yes: Earlier I asked, "Still thinking about all of the times that you were bullied, where did the bullying occur?" One of the options I read was "online or by text."

If all in Q22 = no: Now I am going to show you another question you would have been asked if you said that other kids had done things that made you feel bad or were hurtful to you at school. You do not have to answer the question. After you finish reading the question and answer choices , I am going to ask you some follow up questions to get your thoughts and opinions. [HAND R PAGE WITH Q29, WAIT FOR R TO FINISH READING, THEN ASK PROBES]

All respondents:

- g.** Can you tell me, in your own words, what it means to be bullied online or by text?
- h.** (If necessary) Were you thinking of social media apps when I asked if the bullying occurred online or by text?
- i.** A little earlier I asked whether you were bullied (point to Q22 page if necessary). Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?
- j.** Did any kind of bullying happen to you online or by text that you did not think about or didn't mention when I first asked that question (point to Q22 page if necessary)? (Why or why not?)
- k.** What if a schoolmate bullied you online or by text but it never happened in person at school - do you think you would say yes or no to "online or by text" since all of the questions are asking about bullying that happens at school? Why?
- l.** If bullying started at school in person but then continued online or by text, would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at your school? (Why or why not?)

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO SURVEY QUESTIONS ON PAGE 22: H. AVOIDANCE (Q36)

Probes (Q30):

If no:

When I asked you, "**Did you tell a teacher or some other adult at school about being bullied?**" you said no.

- d. Can you tell me why you answered the way you did?
- e. Did somebody else tell a teacher or some other adult at school about you being bullied?
- f. Did you tell a teacher or some other adult at school about any things that other students did that made you feel bad or were hurtful to you? *If necessary*: Can you tell me more about that?

Probes (Q31):

I asked, "**This school year, how much has bullying had a NEGATIVE effect on: YOUR school work, YOUR relationships with friends or family, How you feel about YOURSELF, and YOUR physical health for example, caused injuries, gave you headaches or stomach aches.**"

All respondents:

- e. Can you tell me, in your own words, what the phrase "had a negative effect" means to you in this question?

If "Not at all" to 31a-d:

- f. You answered "not at all" to all of the categories. Can you tell me why you answered the way you did?

If "A lot" to any in 31a-d:

- g. You answered "a lot" for item _____. Can you tell me why you answered the way you did?
- h. (Repeat for each item R answered "a lot" - if necessary) You also answered "a lot" for item _____. Can you tell me why you answered the way you did for that one?

Probes (Q32):

If no to all in 32a-g:

When I asked you, "**When you were bullied in school this year, did you ever think it was related to...**" your race, your gender, your physical appearance, and so on, you said no to all categories.

- c. Can you tell me why you answered the way you did? I can re-read you all of the categories if that would be helpful.
- d. (*If necessary*) Did you feel you'd have to be certain that the incident was because you had one of these characteristics for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain that was the reason you were bullied?

H. AVOIDANCE

36.	During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?			
			Yes	No
	H_AVOID_SHORTCUT			
	a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_ENTRANCE			
	b. The entrance into the school?	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_HALLWAYS			
	c. Any hallways or stairs in school?	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_CAFETERIA			
	d. Parts of the school cafeteria or lunchroom?	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_RESTROOMS			
	e. Any school restrooms?	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_OTHER_PLACES			
	f. Other places inside the school building?	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_PARKING_LOT			
	g. School parking lot?	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_AVOID_OTHER_SCHOOL			
	h. Other places on school grounds?	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	H_SCHOOL_BUS_STOP			
	i. School bus or bus stop?	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

	H_AVOID_ACTIVITIES			
37a.	Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

	H_AVOID_CLASSES			
37b.	Did you AVOID any classes because you thought someone might attack or harm you?	077	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

	H_STAY_HOME			
37c.	Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?	078	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	

I. FEAR

I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

	I_AFRAID			
38a.	How often are you afraid that someone will attack or harm you in the school building or on school property? (<i>READ ANSWER CATEGORIES.</i>)	079	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time	

	I_AFRAID_ON_BUS			
38b.	How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (<i>READ ANSWER CATEGORIES</i>)	080	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time	

<p>I_AFRAID_NONSCHOOL 38c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ ANSWER CATEGORIES)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
--	--

L. STUDENT CHARACTERISTICS

<p>L_GRADES 43. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>
--	---

<p>45. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school?</p> <p>L_GRADUATE_4YR b. Graduate from a 4-year college?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

DEBRIEFING QUESTIONS:

[IF R SEEMED UNCOMFORTABLE OR WOULDN'T SAY MUCH WHEN ANSWERING PROBES, PUT DOWN PEN/PROTOCOL AND MAKE THE DB Qs FEEL MORE LIKE A CONVERSATION. THIS HAS MADE SOME Rs MORE COMFORTABLE AND THEY THEN PROVIDED INFORMATION THEY DIDN'T SAY WHEN PROBED. SAY SOMETHING LIKE "Really, what we're trying to figure out today is how kids think about bullying. It's just been a while since I was in school, and we want to make sure that what we think kids think about bullying is actually right." FAMILIARIZE YOURSELF WITH THE DB Qs SO THAT YOU CAN ASK THEM NATURALLY WITHOUT READING FROM THE PROTOCOL IN THESE SITUATIONS.]

- i. Overall, what did you think of this interview? Was it easy or difficult?
- j. Do adults at your school talk to students about bullying? What do they say?
- k. Do kids talk about bullying? What kinds of things do they say about it?
- l. I asked you all of those questions about different kinds of power (point to Q25 page). Do you think kids ever think about power when they think about bullying?
- m. If your friends were doing those hurtful things to you (point to Q22 page), would you think of it as bullying? (If no) What would have to happen for you to think of that as bullying?
- n. Were there any questions you think some people might find difficult to answer?
- o. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

**Those are all of the questions that I had for you today. Thank you very much for your participation.
Here is an envelope containing your \$25.
Here is a voucher form that verifies I gave you the money.
Please complete the information in the highlighted areas and sign and date**

TURN OFF THE TAPE RECORDER.
HAND THE CASH INCENTIVE TO THE PARTICIPANT.

2017 SCS to the NCVS

Round 3 Cognitive Interview Protocol

6/27/16

Cognitive Testing of NCVS SCS

PARTICIPANT ID #: _____ DATE: ____ / ____ / 2016

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

Hello, my name is _____ and I work for the Census Bureau. It's nice to meet you and thank you very much for helping us out today.

IF NECESSARY, CREATE SMALL TALK TO BUILD RAPPORT WITH THE STUDENT BY ASKING A QUESTION, SUCH AS:

- *What is your favorite subject in school? RESPOND ACCORDINGLY (e.g., if the student responds with "science," ask them what they are studying in their science class).*

Section 1: (If applicable) Observers:

Before we get started let me mention that there are some observers watching the interview in another room. They are only watching to get an idea of how the questions in the survey we are going to talk about are working.

Section 2: Information about today's survey

Let me start by telling you a little bit about what we're doing here. The Census Bureau conducts many surveys in addition to the head count every 10 years. Since so many agencies rely on data from the Census Bureau, it is extremely important that this information be as accurate as possible.

In order to help us improve our surveys, we turn to people like you to find out if our questions make sense and are easy to understand and answer. The survey we'll talk about today is sponsored by the National Center for Education Statistics, which is part of the U.S. Department of Education, who recently made some changes to their questionnaire. The research we're doing today will help us figure out if those changes are working for students like you, and it will help us improve the accuracy of our data.

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them.

The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations. Your participation in this study is completely voluntary. You can refuse to answer or skip over any particular questions. If at any time you decide you do not want to go on, that is your choice and you may stop. Please feel free to ask me any questions at anytime. I may not be able to answer every question you have, but I will try.

Section 3: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. What you say on the tape may be used only for research purposes and cannot be told to anybody else not working on this project except as required by law (20 U.S.C., § 9573).

Do you have any questions about the recording?

AFTER ANSWERING QUESTIONS AND GIVING FURTHER EXPLANATION, CONTINUE. IF THE PARTICIPANT IS NO LONGER INTERESTED IN PARTICIPATING, THANK THE PARTICIPANT FOR HIS/HER TIME AND END THE INTERVIEW.

Section 4: Informed Consent

[If student is under 18]:

Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I'm going to give you a written consent form.

HAND 1 COPY OF THE INFORMED CONSENT DOCUMENT TO THE PARTICIPANT

This document explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for research purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (20 U.S.C. § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form. I will also sign this form to show that I agree to everything in the form. At the end of the interview, I'll be sure to give you a copy for you to take with you.

7. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
8. IF PARTICIPANT AGREES, OBTAIN THE RESPONDENT'S SIGNATURE TO PROCEED ON ONE COPY OF THE FORM; INTERVIEWER SHOULD ALSO SIGN THE FORM AT THIS TIME.
9. MAKE SURE RESPONDENT TAKES ONE COPY WITH THEM WHEN THE INTERVIEW IS OVER AT THE END OF THE INTERVIEW.

[All students]:

Are you comfortable with me recording this interview?

IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED:

I'm going to turn on the recorder now, and once it is on, I'm going to ask for your permission to record today, and then we will get started.

TURN ON TAPE RECORDER, ASK FOR PERMISSION TO RECORD ON THE TAPE, AND BEGIN THE INTERVIEW.

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

RETROSPECTIVE PROBING (R=respondent):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE QUESTIONS YOU ARE PROBING ON, MAKE SURE TO PROBE ON R'S DIFFICULTY WITH THE QUESTION. GO THROUGH THE SURVEY WITHOUT PROBING UNTIL YOU GET TO QUESTION 37. GO THROUGH THE RETROSPECTIVE PROBES WITH R. BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION. AFTER ALL PROBES, CONTINUE THE SURVEY AT QUESTION 38, FOLLOWED BY THE DEBRIEFING QUESTIONS.

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.

ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

U.S. Census Bureau
ACTING AS COLLECTING AGENCY FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT
TO THE NATIONAL CRIME
VICTIMIZATION SURVEY
2017

Control number

Survey Code PSU Frame Code Sample Designation/Suffix Sequence # HH # Time of Interview

QUESTIONNAIRE

A. FR Code

001

B. Respondent

Line No.

002

Age

003

Name

FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.

C. Type of SCS Interview

- 004 1 Personal - Self
2 Telephone – Self
3 Personal - Proxy
4 Telephone - Proxy
5 Noninterview – **SKIP to ITEM D**

D. Reason for SCS noninterview

- 005 2 Refused – Respondent refused
For themselves
3 Not available
4 NCVS completed in a
Language other than
English or Spanish
5 Unknown reason (Internal
category created for post data
collection processing)
6 Refused – Parent or other
Person refused for respondent

SKIP to END

E. SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

1a. Did you attend school at any time this school year?

- 006 1 Yes
2 No - **SKIP to END**

E_HOMESCHOOL

1b. During that time, were you ever homeschooled?
That is, did you receive ANY of that schooling at
home, rather than in a public or private school?

- 092 1 Yes
2 No - **SKIP to Q1d**

E_ALLHOMESCHOOL

1c. Was all of your schooling this school year
homeschooling?

- 007 1 Yes - **SKIP to END**
2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you
attended this school year?

- 185SCS 1 One school
2 Two schools
3 Three or more schools

Include your homeschooling as one school.
(only asked if student answered "yes" to being
homeschooled)

E_WHATGRADE

2b. What grade are you in?

E_WHATGRADEOTHER

008 0 Fifth or under - **SKIP to END**

- 1 Sixth
- 2 Seventh
- 3 Eighth
- 4 Ninth
- 5 Tenth
- 6 Eleventh
- 7 Twelfth
- 8 Other - *Specify*

SKIP to INTRO_2

9 College/GED/Post-graduate/
Other noneligible - **SKIP to END**

INTRO_2

INTERVIEWER - Read introduction if R was homeschooled part of the year (Q1b = "Yes" and Q1c = "No"); **ELSE skip to Q6**

The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

6. What grades are taught in your school?

- Pre-K or Kindergarten 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12 H.S. Senior
- 13 Post-graduate
- 20 All ungraded
- 30 All Special Education

Grades:

020 (lowest) **F_GRADES_LOW**

TO

021 (highest) **F_GRADES_HIGH**

<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p>F_SAFETY_POLICE s. Security guards or assigned police officers?</p> <p>F_SAFETY_HALLSTAFF t. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>F_SAFETY_METAL_DETECTORS u. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i></p> <p>F_SAFETY_DOORS_LOCKED v. Locked entrance or exit doors during the day?</p> <p>F_SAFETY_SIGN_IN w. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p>F_SAFETY_LOCKER_CHECKS x. Locker checks?</p> <p>F_SAFETY_STUDENT_ID y. A requirement that students wear badges or picture identification?</p> <p>F_SAFETY_CAMERAS z. One or more security cameras to monitor the school?</p> <p>F_SAFETY_CODE_OF_CONDUCT aa. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>F_REPORT 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>F_DISTRACTED 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	156	1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time																																																
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>F_ADULT_REALLYCARES c. Really cares about you.</p> <p>F_ADULT_LISTENS b. Listens to you when you have something to say.</p> <p>F_ADULT_GOOD_JOB c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>189SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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SCS_INTRO 3 Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

19. The following question refers to the availability of drugs and alcohol at your school.

Is it possible for students at your school to get...

F_ALCOHOL

a. Alcoholic beverages?

	Yes	No
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>

F_MARIJUANA

b. Marijuana, also known as pot, weed or mary jane?

041	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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F_PRESCRIPTION_DRUGS

c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?

159	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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F_OTHER_ILLEGAL

d. Other illegal drugs, such as cocaine, uppers, or heroin?

209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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G. FIGHTING, BULLYING AND HATE BEHAVIORS

G_FIGHT_AT_SCHOOL

21a. During this school year, have you been in one or more physical fights at school?

103	1 <input type="checkbox"/> Yes
	2 <input type="checkbox"/> No - SKIP to Q22

G_FIGHT_HOW_OFTEN

21b. During this school year, how many times have you been in a physical fight at school?

104	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)
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<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>G_BULLY_MADE_FUN a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>G_BULLY_RUMOR b. Spread rumors about you or tried to make others dislike you?</p> <p>G_BULLY_THREAT c. Threatened you with harm?</p> <p>G_BULLY_CONTACT d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>G_BULLY_COERCED e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>G_BULLY_EXCLUDED f. Excluded you from activities on purpose?</p> <p>G_BULLY_DESTROYED_PROP g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to Q37 on page 13</td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to Q37 on page 13
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<p>23. During this school year, did any of these things happen on more than one day?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q27 on page 11</p>																								
<p>24. During this school year, what month did the bullying start?</p> <p>FIELD REPRESENTATIVE – <i>If the respondent says that the bullying started before this school year, ask the respondent what month school started this year.</i></p>	<p>1 <input type="checkbox"/> January 2 <input type="checkbox"/> February 3 <input type="checkbox"/> March 4 <input type="checkbox"/> April 5 <input type="checkbox"/> May 6 <input type="checkbox"/> June 7 <input type="checkbox"/> July 8 <input type="checkbox"/> August 9 <input type="checkbox"/> September 10 <input type="checkbox"/> October 11 <input type="checkbox"/> November 12 <input type="checkbox"/> December</p>																								

<p>25. What month did the bullying stop?</p>	<p>1 <input type="checkbox"/> January 2 <input type="checkbox"/> February 3 <input type="checkbox"/> March 4 <input type="checkbox"/> April 5 <input type="checkbox"/> May 6 <input type="checkbox"/> June 7 <input type="checkbox"/> July 8 <input type="checkbox"/> August 9 <input type="checkbox"/> September 10 <input type="checkbox"/> October 11 <input type="checkbox"/> November 12 <input type="checkbox"/> December 13 <input type="checkbox"/> Still happening</p>
<p>IF START AND STOP MONTH ARE THE SAME, then go to Q26a. Else SKIP to Q26b.</p>	
<p>G_BULLY_HOW_OFTEN 26a. During {start/stop month} of this school year, how often were you bullied? <i>(READ CATEGORIES 1-4.)</i></p>	<p>142</p> <p>1 <input type="checkbox"/> Almost every day 2 <input type="checkbox"/> About 3 to 4 times a week 3 <input type="checkbox"/> About once a week 4 <input type="checkbox"/> About once or twice in {start/stop month}</p>
<p>G_BULLY_HOW_OFTEN 26b. Between {start month} and {stop month} of this school year, how often were you bullied? <i>(READ CATEGORIES 1-5.)</i></p>	<p>142</p> <p>1 <input type="checkbox"/> Almost every day 2 <input type="checkbox"/> About 3 to 4 times a week 3 <input type="checkbox"/> About once a week 4 <input type="checkbox"/> About once or twice a month, or 5 <input type="checkbox"/> About once or twice between {start month} and {stop month}.</p>
<p>G_BULLY_OVER_AND_OVER 27. Did you think the bullying would happen again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>28. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q30 on page 12</p>
<p>29. Did these people act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 3 <input type="checkbox"/> Don't know</p>

<p>G_BULLY_MORE_POWER</p> <p>30. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_{x...}}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>j. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>k. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>l. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>m. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>n. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		Yes	No		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>										
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<p>G_BULLY_WHERE1 through G_BULLY_WHERE8</p> <p>31. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY Where is the other place where bullying occurred?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">143</td> <td style="width: 5%;">1 <input type="checkbox"/></td> <td style="width: 80%;">In a classroom at school?</td> </tr> <tr> <td>168</td> <td>2 <input type="checkbox"/></td> <td>In a hallway or stairwell at school?</td> </tr> <tr> <td>169</td> <td>3 <input type="checkbox"/></td> <td>In a bathroom or locker room at school?</td> </tr> <tr> <td>173</td> <td>4 <input type="checkbox"/></td> <td>In a cafeteria or lunch room at school?</td> </tr> <tr> <td>146</td> <td>5 <input type="checkbox"/></td> <td>Somewhere else inside the school building? – <i>Specify</i> _____</td> </tr> <tr> <td>144</td> <td>6 <input type="checkbox"/></td> <td>Outside on school grounds?</td> </tr> <tr> <td>145</td> <td>7 <input type="checkbox"/></td> <td>On the way to or from school such as on a school bus or at a bus stop?</td> </tr> <tr> <td>211SCS</td> <td>8 <input type="checkbox"/></td> <td>Online or by text?</td> </tr> </table>	143	1 <input type="checkbox"/>	In a classroom at school?	168	2 <input type="checkbox"/>	In a hallway or stairwell at school?	169	3 <input type="checkbox"/>	In a bathroom or locker room at school?	173	4 <input type="checkbox"/>	In a cafeteria or lunch room at school?	146	5 <input type="checkbox"/>	Somewhere else inside the school building? – <i>Specify</i> _____	144	6 <input type="checkbox"/>	Outside on school grounds?	145	7 <input type="checkbox"/>	On the way to or from school such as on a school bus or at a bus stop?	211SCS	8 <input type="checkbox"/>	Online or by text?	
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<p>G_BULLY_ADULT_TOLD</p> <p>32. Did you tell a teacher or some other adult at school about being bullied?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">147</td> <td style="width: 5%;">1 <input type="checkbox"/></td> <td style="width: 80%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> </table>	147	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No																			
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<p>33. This school year, how much has bullying had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK g. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY h. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF i. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%; text-align: center;">Not at all</th> <th style="width: 15%; text-align: center;">Not very much</th> <th style="width: 15%; text-align: center;">Somewhat</th> <th style="width: 15%; text-align: center;">A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>34. When you were bullied in school this year, did you ever think it was related to ...</p> <p>G_BULLY_RACE o. YOUR race?</p> <p>G_BULLY_RELIGION p. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN q. YOUR ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY r. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER s. YOUR gender?</p> <p>G_BULLYING_ORIENTATION t. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE u. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>				
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<p>G_HATE 35. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to Q37</p>																												
<p>36. Were any of the hate-related words related to ...</p> <p>G_HATE_RACE a. Your race?</p> <p>G_HATE_RELIGION b. Your religion?</p> <p>G_HATE_ETHNICITY c. Your ethnic background or national origin- for example, people of Hispanic origin?</p> <p>G_HATE_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_HATE_GENDER e. Your gender?</p> <p>G_HATE_SEXUAL_ORIENTATION f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p>G_HATE_WORDS 37. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

Probes (Q22):

Now I have a few questions about some of the items you just answered.

Earlier I asked you this question: [HAND R THE SINGLE PAGE OF Q22 TO REFERENCE, R WILL REFERENCE THIS THROUGH THE INTERVIEW, SO DON'T TAKE IT BACK]

If any Q22 a - g = yes:

When I asked you if any student had bullied you and read a list of things bullies might do, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex - "you said yes to items b and d"].

p. Can you tell me about what happened?

If Q22 = no to all:

When I asked you if any student had bullied you and read a list of things bullies might do, you said no to all items.

q. Did any of those things happen to you that you didn't count as bullying? Can you tell me more about why you didn't include them here?

r. Did other students do any other things that made you feel bad or were hurtful to you? Can you tell me more about that?

s. [If applicable] Do you think those things they did count as bullying? (Why or Why not?)

All respondents:

t. Can you tell me, in your own words, what it means to be bullied?

u. What kinds of behavior do you think count as bullying? (Why?)

v. Are there other examples of bullying that we didn't ask about?

w. When you were answering this question (point to Q22, were you thinking of any things that other students did that made you feel bad or were hurtful to you that didn't happen at school?

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: PROBE E (Q26) on page 15.

Probes (Q24):

When I asked, "During this school year, what month did the bullying start?" You answered _____.

a. Was it easy or difficult for you to answer this question? Why?

Probes (Q25):

When I asked, "During this school year, what month did the bullying stop?" You answered _____.

a. (If R answered current month) Can you tell me why you answered the way you did? (If necessary) Is the bullying still going on?

b. (If R answered the same month for start and stop months) Can you tell me why you answered the way you did?

c. Was it easy or difficult for you to answer this question? Why?

Probes (Q26a & 26b):

Interviewer note: We want to know the frequency and pattern to see if these categories work for most cases. For example, if they were bullied twice a week for a month and then it stopped, how do they respond? Do they have trouble answering this question?

IF R SAID YES TO Q23:

ALTERNATE Q26:

Now I am going to read you another question that I'd like you to answer.

During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

z. Can you tell me why you answered the way you did?

aa. (If necessary) Was it easy or difficult for you to come up with your answer to this question? Why?

IF R ANSWERED Q26A (SAME START/STOP MONTH):

Earlier I asked you, "DURING {start/stop month} of this school year, how often were you bullied?" The options were "Almost every day, About 3 to 4 times a week, About once a week, or About once or twice in {start/stop month}." You answered _____.

bb. Was it easy or difficult for you to come up with your answer to this question? Why?

IF R ANSWERED Q26B (DIFFERENT START/STOP MONTH):

Earlier I asked you, "Between {start month} and {stop month} of this school year, how often were you bullied?" The options were "Almost every day, About 3 to 4 times a week, About once a week, About once or twice a month, or About once or twice between {start month} and {stop month}." You answered _____.

cc. Was it easy or difficult for you to come up with your answer to this question? Why?

ALL RESPONDENTS:

dd. [HAND R PAGE WITH 2 VERSIONS OF Q26 AND A PEN] Please take a minute to read the following situation. After you finish reading it, I'd like you to pretend that you are Mark and answer both questions how you think Mark would answer them. There are no right or wrong answers.

[WAIT FOR R TO ANSWER Qs] Can you tell me why you answered the way you did for A? What about B?

ee. Is one of these questions easier to answer than the other? Why or why not?

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: PROBES (Q30) ON PAGE 17.

Probes (Q27):

Earlier I asked you, "Did you think the bullying would happen again?" You answered ____.

- j. Can you tell me why you answered the way you did?
- k. If someone did something that made you feel bad or was hurtful only one time and it is not likely to happen again, could it be considered bullying? (Why or why not?)

Probes (Q29): (skipped if Q28 = no)

Interviewer note: We want to know if they experienced multiple isolated incidents by different people, or if the same person did multiple things.

Now let's think about this question: "Did these people act alone, together as a team, or both?" You answered ____.

All respondents:

- q. Can you tell me why you answered the way you did?
- r. How many different people bullied you?
- s. What does the phrase "together as a team" mean to you in this question?

If Q29 = Alone or Both:

- t. Did any of the people acting alone do more than one thing or do the same thing more than once?
- u. (If necessary) Can you tell me which people did the different things to bully you?
- v. Even though these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

If Q29 = Together or DK:

- w. (If necessary) Can you tell me more about the people who bullied you in each incident?

All respondents:

- x. (If necessary) What bullying incidents were you thinking of when you were answering this question?

Probes (Q30):

If any in Q22 = yes: Earlier I asked you about whether [the person was/ the people were /anyone in the group was] bigger, stronger, more popular, had more money, had the ability to influence what other students think of you, or had more power than you in some other way. Here are those questions for you to look at when I ask the next questions. [HAND R PAGE WITH Q30 WITH APPROPRIATE FILLS]

If all in Q22 = no: Now I am going to read you some questions you would have been asked if other students had done things that made you feel bad or were hurtful to you at school. You do not have to answer the questions. Instead, after I read them, I am going to ask you some follow up questions to get your thoughts and opinions. Here are those questions for you to look at while I read them and ask follow up questions. HAND R PAGE WITH Q30 WITH GROUP FILLS.

All respondents:

bb. Another question asks "[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?" Can you tell me, in your own words, what this question is asking?

cc. Another question asks "[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?" What does the phrase "have more power than you" mean to you in this question?

If Q30e = yes:

dd. You said yes to Q30e. In what other way did they have more power than you?

All respondents:

ee. We gave four examples of having more power - being bigger or stronger, being more popular, having more money, or being able to influence what others think of you. Do you think that these are ways bullies have more power over someone? Why or why not?

ff. If a group of students are working together to bully a student named Mark, do you think they would have more power over Mark? (IF yes): Is this true even if none of the students in the group are bigger, stronger, more popular, have more money, or can influence what others think of Mark? (Why or why not?)

Interviewer note: We want to determine if respondent believes that given all else equal, the outnumbering of students is considering having power.

IF R SAID NO TO ALL ITEMS IN Q22, CONTINUE TO: PROBES (Q31).

Interviewer note: We want to determine if respondent believes that given all else equal, the outnumbering of students is considering having power.

IF R SAID NO TO ALL ITEMS IN Q22, CONTINUE TO: PROBES (Q31).

Probes (Q31):

If any in Q22= yes: Earlier I asked, "Still thinking about all of the times that you were bullied, where did the bullying occur?" One of the options I read was "online or by text."

If all in Q22 = no: Now I am going to show you another question you would have been asked if you said that other kids had done things that made you feel bad or were hurtful to you at school. You do not have to answer the question. After you finish reading the question and answer choices , I am going to ask you some follow up questions to get your thoughts and opinions. [HAND R PAGE WITH Q31, WAIT FOR R TO FINISH READING, THEN ASK PROBES]

All respondents:

- m.** Can you tell me, in your own words, what it means to be bullied online or by text?

- n.** A little earlier I asked whether you were bullied (point to Q22 page if necessary). Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?

- o.** Did any kind of bullying happen to you online or by text that you did not think about or didn't mention when I first asked that question (point to Q22 page if necessary)? (Why or why not?)

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO SURVEY QUESTIONS ON PAGE 20: H. AVOIDANCE (Q38)

Probes (Q32):

If no:

When I asked you, "**Did you tell a teacher or some other adult at school about being bullied?**" you said no.

- g.** Can you tell me why you answered the way you did?
- h.** Did somebody else tell a teacher or some other adult at school about you being bullied?
- i.** Did you tell a teacher or some other adult at school about any things that other students did that made you feel bad or were hurtful to you? *If necessary:* Can you tell me more about that?

Probes (Q33):

I asked, "**This school year, how much has bullying had a NEGATIVE effect on: YOUR school work, YOUR relationships with friends or family, How you feel about YOURSELF, and YOUR physical health for example, caused injuries, gave you headaches or stomach aches.**"

All respondents:

- i.** Can you tell me, in your own words, what the phrase "had a negative effect" means to you in this question?

If "Not at all" to 33a-d:

- j.** You answered "not at all" to all of the categories. Can you tell me why you answered the way you did?

If "A lot" to any in 33a-d:

- k.** You answered "a lot" for item _____. Can you tell me why you answered the way you did?
- l.** (Repeat for each item R answered "a lot" - if necessary) You also answered "a lot" for item _____. Can you tell me why you answered the way you did for that one?

Probes (Q34):

If no to all in 34a-g:

When I asked you, "**When you were bullied in school this year, did you ever think it was related to...**" your race, your gender, your physical appearance, and so on, you said no to all categories.

- e.** Can you tell me why you answered the way you did? I can re-read you all of the categories if that would be helpful.
- f.** (*If necessary*) Did you feel you'd have to be certain that the incident was because you had one of these characteristics for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain that was the reason you were bullied?

H. AVOIDANCE

38. During this school year, did you ever **STAY AWAY** from any of the following places because you thought someone might attack or harm you there?

		Yes	No
H_AVOID_SHORTCUT			
a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_ENTRANCE			
b. The entrance into the school?	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_HALLWAYS			
c. Any hallways or stairs in school?	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_CAFETERIA			
d. Parts of the school cafeteria or lunchroom?	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_RESTROOMS			
e. Any school restrooms?	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_PLACES			
f. Other places inside the school building?	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_PARKING_LOT			
g. School parking lot?	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_OTHER_SCHOOL			
h. Other places on school grounds?	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_SCHOOL_BUS_STOP			
i. School bus or bus stop?	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

H_AVOID_ACTIVITIES
39a. Did you **AVOID** any activities at your school because you thought someone might attack or harm you?

076 1 Yes
 2 No

H_AVOID_CLASSES
39b. Did you **AVOID** any classes because you thought someone might attack or harm you?

077 1 Yes
 2 No

H_STAY_HOME
39c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

078 1 Yes
 2 No

I. FEAR

I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

I_AFRAID
40a. How often are you afraid that someone will attack or harm you in the school building or on school property?

(READ ANSWER CATEGORIES.)

079 1 **Never**
 2 **Almost never**
 3 **Sometimes**
 4 **Most of the time**

I_AFRAID_ON_BUS
40b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

(READ ANSWER CATEGORIES)

080 1 **Never**
 2 **Almost never**
 3 **Sometimes**
 4 **Most of the time**

<p>I_AFRAID_NONSCHOOL 40c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ ANSWER CATEGORIES)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
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L. STUDENT CHARACTERISTICS

<p>L_GRADES 45. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>
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<p>47. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school?</p> <p>L_GRADUATE_4YR b. Graduate from a 4-year college?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Questions about brochure (before debriefing questions):

Hand R the brochure. “I have this brochure about the survey for you.” Pause for a second as they look over it. Do not tell them to read it yet. If they start reading it without prompting, wait for them to finish before starting probes. If they glance at it and look back up, begin with probe 1 below.

1. What is your first impression of the brochure? Would you read it if your parent gave it to you?

If the respondent has not yet read the brochure: “Please take a few minutes to look over the brochure.”

2. Having just answered this survey, does this brochure do a good job of explaining what the survey is about?
3. Is there anything you read that stands out about the brochure?
4. Is there anything that you do not like about the brochure?
5. What does the phrase “stay tuned” mean to you in this brochure?

Continue on to debriefing questions

DEBRIEFING QUESTIONS:

[IF R SEEMED UNCOMFORTABLE OR WOULDN'T SAY MUCH WHEN ANSWERING PROBES, PUT DOWN PEN/PROTOCOL AND MAKE THE DB Qs FEEL MORE LIKE A CONVERSATION. THIS HAS MADE SOME Rs MORE COMFORTABLE AND THEY THEN PROVIDED INFORMATION THEY DIDN'T SAY WHEN PROBED. SAY SOMETHING LIKE "Really, what we're trying to figure out today is how kids think about bullying. It's just been a while since I was in school, and we want to make sure that what we think kids think about bullying is actually right." FAMILIARIZE YOURSELF WITH THE DB Qs SO THAT YOU CAN ASK THEM NATURALLY WITHOUT READING FROM THE PROTOCOL IN THESE SITUATIONS.]

- p. Overall, what did you think of this interview? Was it easy or difficult?
- q. Do adults at your school talk to students about bullying? What do they say?
- r. Were there any questions you think some people might find difficult to answer?
- s. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

Those are all of the questions that I had for you today. Thank you very much for your participation.

Here is an envelope containing your \$25.

Here is a voucher form that verifies I gave you the money.

Please complete the information in the highlighted areas and sign and date

TURN OFF THE TAPE RECORDER.
HAND THE CASH INCENTIVE TO THE PARTICIPANT.

Attachment 15:

2017 National Crime Victimization Survey School Crime Supplement Cognitive Pretesting Handouts

COGNITIVE PRETESTING OF THE
SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

HANDOUTS USED DURING INTERVIEWS

Round 1 Handouts

Bullying prevalence question for reference during probing

22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

Power imbalance question with different fills for students who were bullied

25. Now I have some additional questions about the time another student _____.
Thinking about the person who did these things to you this school year,

- a. Was this person physically bigger or stronger than you?
- b. Was this person more popular than you?
- c. Did this person have more money than you?
- d. Did this person have more power than you in another way?

(One)

25. Now I have some additional questions about the time other students _____.
Thinking about the people who did these things to you this school year,

- a. Were any of these people physically bigger or stronger than you?
- b. Were any of these people more popular than you?
- c. Did any of these people have more money than you?
- d. Did any of these people have more power than you in another way?

(Multiple)

25. Now I have some additional questions about the time other students _____.
Thinking about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?
- b. Was anyone in the group more popular than you?
- c. Did anyone in the group have more money than you?
- d. Did anyone in the group have more power than you in another way?

(Group)

Hypothetical power imbalance question for students who were not bullied

Q25. Now I have some additional questions about the time other students made fun of you, called you names, or insulted you, in a hurtful way, and Pushed you, shoved you, tripped you, or spit on you. Thinking about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?**
- b. Was anyone in the group more popular than you?**
- c. Did anyone in the group have more money than you?**
- d. Did anyone in the group have more power than you in another way?**

Frequency question with vignette and alternate versions

(order of question versions is varied in interviews)

A group of students made fun of Mark's shoes every day for the first two weeks of school. Because of this, Mark got his parents to buy him new shoes. When Mark started wearing his new shoes the third week of school, the students stopped making fun of him for the rest of the school year.

Pretend you are Mark. Answer all three questions how you think Mark would answer them.

A. During this school year, how many times were you bullied?

- 1 One time
- 2 Two times
- 3 Three to ten times
- 4 More than ten times

B. During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

C. During this school year, how often were you bullied?

- 1 Once or twice this school year
- 2 Once or twice a month
- 3 Once or twice a week
- 4 Almost every day

Round 2 Handouts

Bullying prevalence for reference during probing

22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

Frequency question with vignette and alternate versions

(order of versions is varied in interviews)

A group of students made fun of Mark's shoes every day for the first two weeks of school. Because of this, Mark got his parents to buy him new shoes. When Mark started wearing his new shoes the third week of school, the students stopped making fun of him for the rest of the school year.

Pretend you are Mark. Answer all three questions how you think Mark would answer them.

A. During this school year, how many times were you bullied?

- 1 One time
- 2 Two times
- 3 Three to ten times
- 4 More than ten times

B. During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

C. During this school year, how often were you bullied?

- 1 Once or twice this school year
- 2 Once or twice a month
- 3 Once or twice a week
- 4 Almost every day

Power imbalance question with different fills for students who were bullied

28. Now I have some additional questions about the time another student _____. Thinking about the person who did these things to you this school year,

- a. Was this person physically bigger or stronger than you?
- b. Was this person more popular than you?
- c. Did this person have more money than you?
- d. Did this person have the ability to influence what other students think of you?
- e. Did this person have more power than you in another way?

(One)

28. Now I have some additional questions about the time other students _____. Thinking about the people who did these things to you this school year,

- a. Were any of these people physically bigger or stronger than you?
- b. Were any of these people more popular than you?
- c. Did any of these people have more money than you?
- d. Did any of these people have the ability to influence what other students think of you?
- e. Did any of these people have more power than you in another way?

(Multiple)

28. Now I have some additional questions about the time other students _____. Thinking about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?
- b. Was anyone in the group more popular than you?
- c. Did anyone in the group have more money than you?
- d. Did anyone in the group have the ability to influence what other students think of you?
- e. Did anyone in the group have more power than you in another way?

(Group)

Hypothetical power imbalance question for students who were not bullied

Q28. Now I have some additional questions about the time other students made fun of you, called you names, or insulted you, in a hurtful way, and Pushed you, shoved you, tripped you, or spit on you. Thinking about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?
- b. Was anyone in the group more popular than you?
- c. Did anyone in the group have more money than you?
- d. Did anyone in the group have the ability to influence what other students think of you?
- e. Did anyone in the group have more power than you in another way?

Location of bullying question for reference for students who were not bullied

29. Still thinking about all of the times that you were bullied, where did the bullying occur?
Did it occur ...

- 1 In a classroom at school?
- 2 In a hallway or stairwell at school?
- 3 In a bathroom or locker room at school?
- 4 In a cafeteria or lunch room at school?
- 5 Somewhere else inside the school building?
Where is the other place where bullying occurred? _____
- 6 Outside on school grounds?
- 7 On the way to or from school such as on a school bus or at a bus stop?
- 8 Online or by text?

Round 3 Handouts

Bullying prevalence question for reference during probing

22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

Frequency question with vignette and alternate versions

(order of versions is varied in interviews)

A group of students made fun of Mark's shoes every day for the first two weeks of school in August. Because of this, Mark got his parents to buy him new shoes. When Mark started wearing his new shoes the third week of school, the students stopped making fun of him for the rest of the school year.

Pretend you are Mark. Answer both questions how you think Mark would answer them. There are no right or wrong answers.

A. During this school year, how many days were you bullied?

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

B. During August of this school year, how often were you bullied?

- 1 Almost every day
- 2 About 3 to 4 times a week
- 3 About once or twice a week
- 4 About once or twice in August

Power imbalance question with different fills for students who were bullied

30. Now I have some additional questions about the time another student _____.
Thinking about the person who did these things to you this school year,

- a. Was this person physically bigger or stronger than you?
- b. Was this person more popular than you?
- c. Did this person have more money than you?
- d. Did this person have the ability to influence what other students think of you?
- e. Did this person have more power than you in another way?

(One)

30. Now I have some additional questions about the time other students _____.
Thinking about the people who did these things to you this school year,

- a. Were any of these people physically bigger or stronger than you?
- b. Were any of these people more popular than you?
- c. Did any of these people have more money than you?
- d. Did any of these people have the ability to influence what other students think of you?
- e. Did any of these people have more power than you in another way?

(Multiple)

30. Now I have some additional questions about the time other students _____. Thinking
about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?
- b. Was anyone in the group more popular than you?
- c. Did anyone in the group have more money than you?
- d. Did anyone in the group have the ability to influence what other students think of you?
- e. Did anyone in the group have more power than you in another way?

(Group)

Hypothetical power imbalance question for students who were not bullied

Q30. Now I have some additional questions about the time other students made fun of you, called you names, or insulted you, in a hurtful way, and Pushed you, shoved you, tripped you, or spit on you. Thinking about the people who did these things to you this school year,

- a. Was anyone in the group physically bigger or stronger than you?
- b. Was anyone in the group more popular than you?
- c. Did anyone in the group have more money than you?
- d. Did anyone in the group have the ability to influence what other students think of you?
- e. Did anyone in the group have more power than you in another way?

Location of bullying question for reference for students who were not bullied

31. Still thinking about all of the times that you were bullied, where did the bullying occur?
Did it occur ...

- 1 In a classroom at school?
- 2 In a hallway or stairwell at school?
- 3 In a bathroom or locker room at school?
- 4 In a cafeteria or lunch room at school?
- 5 Somewhere else inside the school building?
Where is the other place where bullying occurred? _____
- 6 Outside on school grounds?
- 7 On the way to or from school such as on a school bus or at a bus stop?
- 8 Online or by text?

School Crime Supplement student brochure



Publications

The NCES publishes a wide variety of special reports on crime in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

Useful Information

- www.StopBullying.gov
- Suicide Prevention Lifeline
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)
- www.victimsofcrime.org/help-for-crime-victims/

National Center for Education Statistics
Institute of Education Sciences

550 12th Street SW
Washington, DC 20202

nces.ed.gov
202-403-5551

www.ed.gov



ies.ed.gov

Tell Us About Your Experiences at School

The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12



NCES 2016-134
U.S. DEPARTMENT OF EDUCATION

The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they have in school.



Do I have to take the survey?

The survey is voluntary and there are no penalties for not participating, but we hope that you respond.



Why are my answers to the survey important?

The survey helps school administrators and others interested in school crime make decisions about how to keep schools safe.



What will the survey ask me?

We will ask you about fighting, bullying, cyber-bullying, weapons, and drugs and gangs at your school, among other things.



Why am I being asked to complete this survey?

Your household was one of more than 50,000 households selected to participate in the National Crime Victimization Survey. We're asking all students in grades 6 through 12 in those households to complete the SCS. We will collect data about crime in schools, and how it affects students.



Will anyone find out what my answers are?

No, your answers to the survey are confidential. Your name will never be associated with your answers.

Stay tuned!

You will be contacted to complete the survey between January and June 2017.

Attachment 16:

2017 National Crime Victimization Survey School Crime Supplement finalized bullying section

FINALIZED BULLYING SECTION

<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>G_BULLY_MADE_FUN a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>G_BULLY_RUMOR b. Spread rumors about you or tried to make others dislike you?</p> <p>G_BULLY_THREAT c. Threatened you with harm?</p> <p>G_BULLY_CONTACT d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>G_BULLY_COERCED e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>G_BULLY_EXCLUDED f. Excluded you from activities on purpose?</p> <p>G_BULLY_DESTROYED_PROP g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to G_HATE</td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to G_HATE
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<p>G_BULLY_DAY_PLUS 23a. During this school year, how many days were you bullied? <i>(READ ANSWER CATEGORIES)</i></p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to G_BULLY_TIMES</p> <p>2 <input type="checkbox"/> Two days 3 <input type="checkbox"/> Three to ten days 4 <input type="checkbox"/> More than ten days } SKIP to G_BULLY_HAPPEN_AGAIN</p>																								
<p>G_BULLY_TIMES 23b. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? <i>(READ ANSWER CATEGORIES 1-4)</i></p>	<p>215SCS</p> <p>1 <input type="checkbox"/> Once 2 <input type="checkbox"/> Two to ten times 3 <input type="checkbox"/> Eleven to fifty times 4 <input type="checkbox"/> More than fifty times 5 <input type="checkbox"/> Too many times to count 6 <input type="checkbox"/> Don't know</p>																								

<p>G_BULLY_HAPPEN_AGAIN 24. Did you think the bullying would happen again?</p>	<p>216SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																		
<p>G_BULLY_MULTI_PERS 25. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</p>	<p>217SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: G_BULLY_STRONGER</p>																		
<p>G_BULLY_HOW_ACT 26. Did these people act alone, together as a team, or both?</p>	<p>218SCS 1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</p>																		
<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p>G_BULLY_STRONGER a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>G_BULLY_POPULAR b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>G_BULLY_MONEY c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>G_BULLY_INFLUENCE d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>G_BULLY_OTHER_POWER e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>219SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>220SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>221SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>222SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>223SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	222SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	223SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>G_BULLY_WHERE1 through G_BULLY_WHERE8 28. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ... <i>(READ CATEGORIES) Mark (X) all that apply</i> G_BULLY_WHERE_SPECIFY Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 8 <input type="checkbox"/> Online or by text?</p>																									
<p>G_BULLY_ADULT_TOLD 29. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																									
<p>30. This school year, how much has bullying had a NEGATIVE effect on: <i>(READ ANSWER CATEGORIES)</i> G_SCHOOL_WORK a. YOUR school work. G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family. G_ABOUT_YOURSELF c. How you feel about YOURSELF. G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>196SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>197SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>198SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>199SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																						
<p>31. When you were bullied in school this year, did you ever think it was related to ... G_BULLY_RACE a. YOUR race? G_BULLY_RELIGION b. YOUR religion? G_BULLY_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin? G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities? G_BULLYING_GENDER e. YOUR gender? G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight? G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p>G_HATE 32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to G_HATE_WORDS</p>																									

		Yes	No	Don't know
33. Were any of the hate-related words related to ...				
G_HATE_RACE				
a. Your race?	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_RELIGION				
b. Your religion?	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_ETHNICITY				
c. Your ethnic background or national origin- for example, people of Hispanic origin?	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_DISABILITY				
d. Any disability you may have – such as physical, mental, or developmental disabilities?	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_GENDER				
e. Your gender?	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_SEXUAL_ORIENTATION				
f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
G_HATE_WORDS				
34. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	