

**National Center for Education Statistics (NCES)**

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

**Appendix H  
SSOCS Questionnaire Items to be Cognitively Tested**

**OMB #1850-0803 v.171**

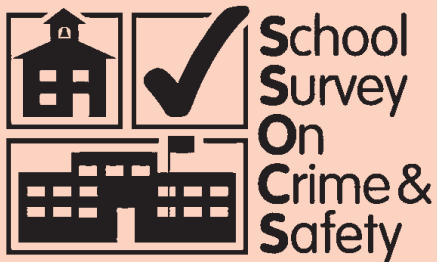
**September 2016**

# SCHOOL SURVEY ON CRIME AND SAFETY

## PRINCIPAL QUESTIONNAIRE

### 2015–16 SCHOOL YEAR

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



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

#### **THIS SURVEY HAS BEEN ENDORSED BY:**

American Association of School Administrators  
American Federation of Teachers  
American School Counselors Association  
Association for Middle Level Education  
Association of American Educators  
Council of Chief State School Officers  
Education Northwest  
National Association of State Boards of Education  
National Association of Elementary School Principals

National Association of School Resource Officers  
National Association of Secondary School Principals  
National PTA  
National School Safety Center  
School Safety Advocacy Council  
UCLA Center for Mental Health in Schools  
National Association of School Psychologists  
School Social Work Association of America

#### **NOTICE**

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

**PLEASE RESPOND BY:**

FORM **SSOCS-1**  
(9-12-2016)

## DEFINITIONS

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

**Arrest** – the act of detaining in legal custody. An "arrest" is the deprivation of a person's liberty by legal authority in response to a criminal charge.

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

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

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

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

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

**Harassment** – harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

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

**Probation officer** – sometimes referred to as *community supervision* officers, supervises people who have been placed on probation instead of sent to prison. They work to ensure that the probationer is not a danger to the community and to help in their rehabilitation through frequent visits with the probationer. Probation officers write reports that detail each probationer's treatment plan and their progress since being put on probation. Most work exclusively with either adults or juveniles.

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

**Sexual harassment** – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.

**Sexual misconduct** – any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position; thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.

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

**Trauma sensitivity** – a trauma-sensitive school is one in which all students feel safe, welcomed, and supported and where addressing trauma's impact on learning on a school-wide basis is at the center of its educational mission.

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

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

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

## **SURVEY INSTRUCTIONS:**

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- Definitions are available for many terms on page 2. Defined terms are bolded and marked with an asterisk (\*) throughout the survey.
- Please report for the 2015–16 school year where noted.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 52 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, 550 12th Street, S.W., #4012, Washington, DC 20202.

## School Practices and Programs

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

● Check "Yes" or "No" on each line.

	YES	NO
a. Perform one or more random sweeps for contraband (e.g., drugs or <b>weapons*</b> ), including dog sniffs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Prohibit non-academic <u>use</u> of cell phones or smartphones during school hours	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

	YES	NO
a. Natural disasters (e.g., earthquakes or tornadoes)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Bomb threats or incidents	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Accidents (e.g., school bus or other vehicle accidents; injury during a school-sponsored activity or trip)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Suicide threat or incident	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

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

● Check "Yes" or "No" on each line.

	YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- <b>bullying*</b> , dating <b>violence*</b> prevention)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Behavioral or behavior modification intervention for students (including the use of positive reinforcements)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual mentoring/tutoring/coaching of students by adults	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student involvement in peer mediation	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Student court to address student conduct problems or minor offenses	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Student involvement in <b>restorative circles*</b> (e.g., "peace circles," "talking circles," "conflict circles")	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Programs to promote a sense of community/social interaction among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>

4. To the best of your knowledge, during the 2015–16 school year, were there any staff at your school who legally carried a **firearm\*** on school property?

● Exclude School Resource Officers, other sworn law enforcement officers, or other security guards or personnel who carry firearms.

1  Yes

2  No

\*Please use the definition on page 2.

## School Security Staff

5. During the 2015–16 school year, did your school have one or more school-based probation officers located on school property?
- 1  Yes
- 2  No

## School Mental Health Services

6. During the 2015–16 school year, did your school have the ability to provide **diagnostic assessment\*** (e.g., screening, psychiatric assessment) to students for **mental health disorders\***?
- 🍎 Include services that were provided **at school\*** as well as services provided through a contract the school has with an outside provider.

- 1  Yes
- 2  No → **GO TO item 8 below.**

7. Where were **diagnostic assessment\*** services available to students from your school?

🍎 Check all that apply.

- 1  **At school\***, by a school-employed or contracted **mental health professional\***
- 2  Outside of school, by a school-employed or contracted **mental health professional\***

8. During the 2015–16 school year, did your school have the ability to provide **treatment\*** (e.g., psychotherapy, medication) to students for **mental health disorders\***?

🍎 Include services that were provided **at school\*** as well as services provided through a contract the school has with an outside provider.

- 1  Yes
- 2  No → **GO TO item 10 on page 6.**

9. Where were **treatment\*** services available to students from your school?

🍎 Check all that apply.

- 1  **At school\***, by a school-employed or contracted **mental health professional\***
- 2  Outside of school, by a school-employed or contracted **mental health professional\***

\*Please use the definition on page 2.

## Staff Training

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

👉 Check "Yes" or "No" on each line.

	YES	NO
a. Training in classroom management for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Training in school-wide discipline policies and practices related to <b>violence*</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Training in recognizing early warning signs of students likely to exhibit violent behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Training in recognizing signs of self-harm or suicidal tendencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Training in <b>trauma sensitivity*</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

## Number of Incidents

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

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

Number of arrests

0  None

12. To the best of your knowledge, during the 2015–16 school year, have there been any incidents of **sexual misconduct\*** between a staff member at your school and a student at your school?

👉 Report on misconduct between staff and students whether or not the incidents occurred at school or away from school.

1  Yes

2  No

\*Please use the definition on page 2.

## Disciplinary Problems and Actions

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

👉 Check one response on each line.

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial/ethnic tensions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Student <b>sexual harassment</b> * of other students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Student <b>harassment</b> * of other students based on <b>sexual orientation</b> *	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Student <b>harassment</b> * of other students based on <b>gender identity</b> *	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Student <b>harassment</b> * of other students based on religion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student <b>harassment</b> * of other students based on disability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

\*Please use the definition on page 2.