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

**2018 and 2020 Update**

**OMB #1850-0761 v.17**

Appendix B – 2018 and 2020 Questionnaires

*2018 Questionnaire - page 2*

*2020 Questionnaire - page 25*

National Center for Education Statistics

Institute of Education Sciences

U.S. Department of Education

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Conducted by:

U.S. DEPARTMENT OF EDUCATION

NATIONAL CENTER FOR EDUCATION STATISTICS

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Collected by:

U.S. DEPARTMENT OF COMMERCE

Economics and Statistics Administration

U.S. CENSUS BUREAU

**SCHOOL SURVEY ON CRIME AND SAFETY**

**PRINCIPAL QUESTIONNAIRE**

## 2017–18 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 Elementary School Principals National Association of School Psychologists

National Association of School Resource Officers National Association of Secondary School Principals National Association of State Boards of Education National Education Association

National PTA

National School Safety Center School Safety Advocacy Council

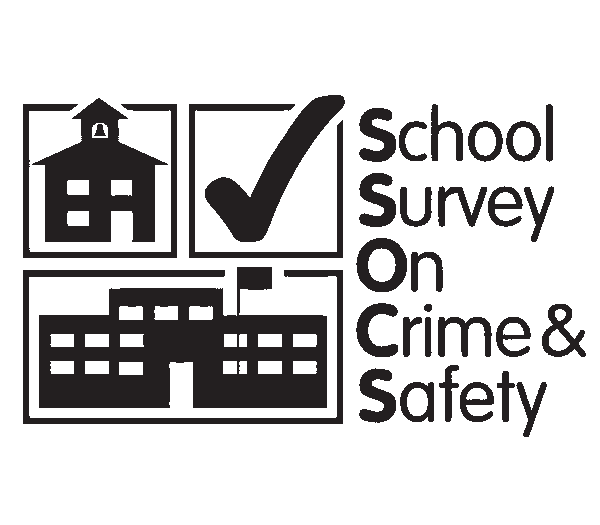
School Social Work Association of America UCLA Center for Mental Health in Schools

**NOTICE**

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

All of the information you provide 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

(20 U.S.C. §9573 and 6 U.S.C. §151). 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**

(11-9-2017)

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**DEFINITIONS**

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

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

**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.

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

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

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

**Firearm/explosive device** – any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive.

This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

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

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

**Harassment** – conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as

non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

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

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

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

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

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FORM SSOCS-1 (11-9-2017)

**DEFINITIONS** *– Continued*

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

**Rape** – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims

of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 30a.]

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

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

**School Resource Officer (SRO)** – a career sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.

**Sexual assault** – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, can be victims of sexual assault.

Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

**Sexual harassment** – conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. 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, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

**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.

**Shelter-in-place** – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to

use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would

not be drawn into the building.

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

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

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

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

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

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

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

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

FORM SSOCS-1 (11-9-2017)

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**SURVEY INSTRUCTIONS:**

For most questions, please mark the box that best reflects your school’s circumstances. Please mark your response with an "X".

Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.

It is not necessary to consult any records for items 9 and 42. Please provide estimates for these questions.

Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (\*) throughout the survey.

Some questions refer to the 2017–18 school year. Please report for the school year to date.

Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.

Please keep a copy of the completed questionnaire for your records.

**WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?**

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

U.S. Census Bureau

ATTN: DCB/PCSPU, Building 60A 1201 E. 10th Street

Jeffersonville, IN 47132-0001

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: 1-888-595-1332 or at [SSOCS@census.gov.](mailto:SSOCS@census.gov)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 53 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 e-mail: [SSOCS@census.gov,](mailto:SSOCS@census.gov) or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4012, Washington, DC 20202.

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FORM SSOCS-1 (11-9-2017)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Practices and Programs** | | | | |
| 1. During the 2017–18 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.  a. Require visitors to sign or check in **and** wear badges | | 110 | YES | NO |
| 1 | 2 |
| b.  c.  d.  e.  f.  g.  h.  i.  j.  k.  l.  m.  n.  o.  p.  q.  r.  s.  t.  u.  **\*Please** | Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) | 112 | 1 | 2 |
| Control access to school grounds during school hours (e.g., locked or monitored gates) | 114 | 1 | 2 |
| Require metal detector checks on students every day | 116 | 1 | 2 |
| Perform one or more random metal detector checks on students | 120 | 1 | 2 |
| Equip classrooms with locks so that doors can be locked from the inside | 121 | 1 | 2 |
| Close the campus for most or all students during lunch | 122 | 1 | 2 |
| Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or **weapons**\*) | 125 | 1 | 2 |
| Require drug testing for students participating in athletics or other extracurricular activities | 129 | 1 | 2 |
| Require students to wear uniforms | 134 | 1 | 2 |
| Enforce a strict dress code | 136 | 1 | 2 |
| Provide school lockers to students | 138 | 1 | 2 |
| Require clear book bags or ban book bags on school grounds | 140 | 1 | 2 |
| Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident | 139 | 1 | 2 |
| Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency | 141 | 1 | 2 |
| Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) | 143 | 1 | 2 |
| Require students to wear badges or picture IDs | 142 | 1 | 2 |
| Require faculty and staff to wear badges or picture IDs | 144 | 1 | 2 |
| Use one or more security cameras to monitor the school | 146 | 1 | 2 |
| Provide two-way radios to any staff | 150 | 1 | 2 |
| Prohibit non-academic use of cell phones or smartphones during school hours | 153 | 1 | 2 |
| **use the definition on pages 2 and 3.** | | | |

FORM SSOCS-1 (11-9-2017)



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| --- | --- | --- | --- |
| 2. Does your school have a written plan that describes procedures to be performed in the following scenarios? | | | |
| a. **Active shooter\*** 155 | | YES | NO |
| 1 | 2 |
| b.  c.  d.  e.  f.  g.  h. | Natural disasters (e.g., earthquakes or tornadoes) 158 | 1 | 2 |
| Hostages 162 | 1 | 2 |
| Bomb threats or incidents 166 | 1 | 2 |
| Chemical, biological, or radiological threats or incidents (e.g., release of  mustard gas, anthrax, smallpox, or radioactive materials) 170 | 1 | 2 |
| Suicide threat or incident 169 | 1 | 2 |
| Pandemic disease 161 | 1 | 2 |
| Post-crisis reunification of students with their families 157 | 1 | 2 |
| 3. During the 2017–18 school year, has your school drilled students on the use of the following emergency procedures?  Please respond to each of these according to the definitions provided on pages 2 and 3. | | | |
| a. **Evacuation\*** 163 | | YES | NO |
| 1 | 2 |
| b.  c. | **Lockdown\*** 165 | 1 | 2 |
| **Shelter-in-place\*** 167 | 1 | 2 |
| 4. During the 2017–18 school year, did your school have any activities that included the following components for students?  Check "Yes" or "No" on each line. | | | |
| a. Prevention curriculum, instruction, or training for students (e.g., conflict 174  resolution, anti-**bullying\***, dating **violence\*** prevention) | | YES | NO |
| 1 | 2 |
| b.  c.  d.  e.  f.  g.  h.  **\*Please** | Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) 183 | 1 | 2 |
| Behavioral or behavior modification intervention for students (including the use  of positive reinforcements) 176 | 1 | 2 |
| Individual mentoring/tutoring/coaching of students by adults 181 | 1 | 2 |
| Student involvement in peer mediation 175 | 1 | 2 |
| Student court to address student conduct problems or minor offenses 177 | 1 | 2 |
| Student involvement in **restorative circles\*** (e.g., "peace circles,"  "talking circles," "conflict circles") 179 | 1 | 2 |
| Programs to promote a sense of community/social integration among students 186 | 1 | 2 |
| **use the definition on pages 2 and 3**. | | |

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FORM SSOCS-1 (11-9-2017)

1. During the 2017–18 school year, did your school have a **threat assessment team\*** or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

600 1 Yes

2 No  ~~➤~~ *GO TO item 7 below.*

➤

1. During the 2017–18 school year, how often did your school’s **threat assessment team\*** formally meet?

Check one response.

602 1 At least once a week

2 At least once a month

3 On occasion

4 Never

1. During the 2017–18 school year, did your school have any recognized student groups with the following purposes?

Check "Yes" or "No" on each line.

* 1. Acceptance of **sexual orientation\*** and **gender identity\*** of students (e.g., Gay-Straight Alliance)

YES NO

604 1 2

|  |  |  |  |
| --- | --- | --- | --- |
| b. Acceptance of students with disabilities (e.g., Best Buddies) | 606 | 1 | 2 |
| c. Acceptance of cultural diversity (e.g., Cultural Awareness Club) | 608 | 1 | 2 |

## Parent and Community Involvement at School

1. Which of the following does your school do to involve or help parents? Check "Yes" or "No" on each line.
   1. Have a formal process to obtain parental input on policies related to school crime and discipline

|  |  |  |
| --- | --- | --- |
|  | YES | NO |
| 190 | 1 | 2 |
| 192 | 1 | 2 |

* 1. Provide training or technical assistance to parents in dealing with students’ problem behavior

**\*Please use the definition on pages 2 and 3**.



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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2017–18 school year?  Check one response on each line. | | | | | | | | | |
| a. Open house or back-to-school night | | 196 | 0–25% | 26–50% | 51–75% | 76–100% | | School does not offer | |
| 1 | 2 | 3 | 4 | | 5 | |
| b. | Regularly scheduled  parent-teacher conferences 198 | | 1 | 2 | 3 | 4 | | 5 | |
| 10. During the 2017–18 school year, were any of the following community and outside groups involved in your school’s efforts to promote safe, disciplined, and drug-free schools?  Check "Yes" or "No" on each line. | | | | | | | | | |
| a. Parent groups | |  |  |  |  | **204** | YES | | NO |
| 1 | | 2 |
| b. | Social service agencies 206 | | | | | | 1 | | 2 |
| c. | Juvenile justice agencies 208 | | | | | | 1 | | 2 |
| d. | Law enforcement agencies 210 | | | | | | 1 | | 2 |
| e. | Mental health agencies 212 | | | | | | 1 | | 2 |
| f. | Civic organizations/service clubs 214 | | | | | | 1 | | 2 |
| g. | Private corporations/businesses 216 | | | | | | 1 | | 2 |
| h. | Religious organizations 218 | | | | | | 1 | | 2 |
| **\*Please use the definition on pages 2 and 3**. | | | | | | | | | |

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FORM SSOCS-1 (11-9-2017)

|  |  |  |  |
| --- | --- | --- | --- |
| **School Security Staff** | | | |
| 1. During the 2017–18 school year, did you have any sworn law enforcement officers (including **School Resource Officers\***) present **at your school\*** at least once a week?   Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.  610 1 Yes  2 No ~~➤~~ *GO TO item 19 on page 11.*   1. Were sworn law enforcement officers (including **School Resource Officers\***) used at least once a week in or around your school at the following times?   Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.  Check "Yes" or "No" on each line. | | | |
| a. At any time during school hours 612 | | YES | NO |
| 1 | 2 |
| b.  c.  d. | While students were arriving or leaving 614 | 1 | 2 |
| At selected school activities (e.g., athletic and social events, open houses,  science fairs) 616 | 1 | 2 |
| When school/school activities were not occurring 618 | 1 | 2 |
| 13. Did any of the sworn law enforcement officers (including **School Resource Officers\***) **at your school\*** routinely:  Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.  Check "Yes" or "No" on each line. | | | |
| a. Carry physical restraints (e.g., handcuffs, Tasers) 621 | | YES | NO |
| 1 | 2 |
| b.  c.  d.  **\*Please** | Carry chemical aerosol sprays (e.g., Mace, pepper spray) 622 | 1 | 2 |
| Carry a **firearm\*** 624 | 1 | 2 |
| Wear a body camera 626 | 1 | 2 |
| **use the definition on pages 2 and 3**. | | |

FORM SSOCS-1 (11-9-2017)



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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 14. Did these sworn law enforcement officers (including **School Resource Officers\***) participate in the following activities **at your school\***?  Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.  Check "Yes" or "No" on each line. | | | | |
| a. Motor vehicle traffic control | | 628 | YES | NO |
| 1 | 2 |
| b. | Security enforcement and patrol | 630 | 1 | 2 |
| c. | Maintaining student discipline | 632 | 1 | 2 |
| d. | Identifying problems in the school and proactively seeking solutions to those problems | 636 | 1 | 2 |
| e. | Training teachers and staff in school safety or crime prevention | 638 | 1 | 2 |
| f. | Mentoring students | 640 | 1 | 2 |
| g. | Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) | 642 | 1 | 2 |
| h. | Recording or reporting discipline problems to school authorities | 644 | 1 | 2 |
| i. | Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault |  |  |  |
|  | for school authorities) | 646 | 1 | 2 |
| 1. During the 2017–18 school year, did your school have a sworn law enforcement officer (including **School Resource Officers\***) present for all instructional hours every day that school was in session?   Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers’ personal leave time.  Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers’ personal leave time.  Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.  648 1 Yes  2 No   1. During the 2017–18 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers\***) at school?   650 1 Yes  ~~➤~~ *CONTINUE to item 17 on page 11.*  2 No ~~➤~~ *GO TO item 18 on page 11*.  **\*Please use the definition on pages 2 and 3**. | | | | |

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FORM SSOCS-1 (11-9-2017)

#### 17.

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

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

1. Student discipline
2. Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray)

652

654

YES

1

1

DON’T

NO KNOW

2 3

2 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| c. Use of **firearms\*** | 656 | 1 | 2 | 3 |
| d. Making **arrests\*** on school grounds | 658 | 1 | 2 | 3 |

e. Reporting of criminal offenses to a law enforcement

agency 660 1 2 3

1. How many of the following were present **at your school\*** at least once a week?

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

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

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

Number

**at your school\***

* 1. **School Resource Officers\***
     1. Full-time
     2. Part-time

236

238

0 None

0 None

* 1. Sworn law enforcement officers who are not **School Resource Officers\***
     1. Full-time
     2. Part-time

240

242

0 None

0 None

Aside from sworn law enforcement officers (including **School Resource Officers\***), how many additional security guards or security personnel were present **at your school\*** at least once a week?

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

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

**at your school\***

Security guards or security personnel

1. Full-time
2. Part-time

232

234

0 None

0 None

**\*Please use the definition on pages 2 and 3**.



FORM SSOCS-1 (11-9-2017)

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11

## School Mental Health Services

1. During the 2017–18 school year, did your school provide **diagnostic mental health assessments\*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders\***?

661 Include only assessments conducted by a licensed **mental health professional\***.

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 22 below.*

➤

1. Were **diagnostic mental health assessment**\* services provided to students from your school in the following locations?

Check "Yes" or "No" on each line.

YES NO

* 1. **At school**\*, by a school-employed or contracted **mental health professional**\* 663 1 2
  2. Outside of school, by a school-employed or contracted **mental health**

**professional\***

1. During the 2017–18 school year, did your school provide **treatment\*** (e.g., psychotherapy, medication) to students for **mental health disorders\***?

665 1 2

667 Include only **treatment\*** provided by a licensed **mental health professional\***.

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 24 below.*

➤

1. Were **treatment**\* services provided to students from your school in the following locations?

Check "Yes" or "No" on each line.

* 1. **At school\***, by a school-employed or contracted **mental health professional\*** 669
  2. Outside of school, by a school-employed or contracted **mental health**

YES NO

1 2

**professional\***

671 1 2

1. During the 2017–18 school year, to what extent did the following factors limit your school’s efforts to

provide mental health services to students?

Check one response on each line.

Limits in major way

Limits in minor way

Does not limit

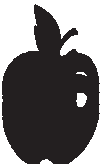
* 1. Inadequate access to licensed **mental health professionals\***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 674 | 1 |  |  |  | 2 |  |  | 3 |
| 676 | 1 |  |  |  | 2 |  |  | 3 |
| 678 | 1 |  |  |  | 2 |  |  | 3 |
|  |  |  |  |  |  |  |  |  |
| 681 | 1 |  |  |  | 2 |  |  | 3 |
| 682 | 1 |  |  |  | 2 |  |  | 3 |
| 684 | 1 |  |  |  | 2 |  |  | 3 |
| 686 | 1 |  |  |  | 2 |  |  | 3 |

* 1. Inadequate funding
  2. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
  3. Concerns about reactions from parents
  4. Lack of community support for providing mental health services to students in your school
  5. Written or unwritten policies regarding the school’s requirement to pay for the **diagnostic mental health assessment**\* or **treatment\*** of students
  6. Reluctance to label students with **mental health disorders\*** to avoid stigmatizing the child

\***Please use the definition on pages 2 and 3**.

12 §,+(¤ 111007



FORM SSOCS-1 (11-9-2017)

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Training and Practices** | | | |
| 25. During the 2017–18 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. | | | |
| a. Training in classroom management for teachers 266 | | YES | NO |
| 1 | 2 |
| b.  c.  d.  e.  f.  g.  h.  i.  j.  k.  l.  m. | Training in school-wide discipline policies and practices related to  **violence\*** 268 | 1 | 2 |
| Training in school-wide discipline policies and practices related to  **cyberbullying\*** 265 | 1 | 2 |
| Training in school-wide discipline policies and practices related to  **bullying\*** other than **cyberbullying\*** 267 | 1 | 2 |
| Training in school-wide discipline policies and practices related to alcohol  and/or drug use 269 | 1 | 2 |
| Training in safety procedures (e.g., how to handle emergencies) 270 | 1 | 2 |
| Training in recognizing early warning signs of students likely to exhibit  violent behavior 272 | 1 | 2 |
| Training in recognizing signs of self-harm or suicidal tendencies 278 | 1 | 2 |
| Training in intervention and referral strategies for students displaying signs of **mental health disorders\*** (e.g., depression, mood  disorders, ADHD) 271 | 1 | 2 |
| Training in recognizing physical, social, and verbal **bullying\*** behaviors 273 | 1 | 2 |
| Training in recognizing signs of students using/abusing alcohol and/or  drugs 274 | 1 | 2 |
| Training in positive behavioral intervention strategies 276 | 1 | 2 |
| Training in crisis prevention and intervention 277 | 1 | 2 |
| 26. To the best of your knowledge, during the 2017–18 school year, were there any staff **at your school\***  who legally carried a **firearm\*** on school property?  Exclude sworn law enforcement officers (including **School Resource Officers\***) or other security guards or personnel who carry firearms.  279 1 Yes  2 No  **\*Please use the definition on pages 2 and 3.** | | | |

FORM SSOCS-1 (11-9-2017)

13

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Limitations on Crime Prevention** | | | | | |
| 27. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? Check one response on each line. | | | | | |
| a. Lack of or inadequate teacher training in classroom management | | 280 | Limits in major way | Limits in minor way | Does not limit |
| 1 | 2 | 3 |
| b. | Lack of or inadequate alternative placement/programs for disruptive students | 282 | 1 | 2 | 3 |
| c. | Likelihood of complaints from parents | 284 | 1 | 2 | 3 |
| d. | Lack of teacher support for school policies | 286 | 1 | 2 | 3 |
| e. | Lack of parental support for school policies | 288 | 1 | 2 | 3 |
| f. | Teachers’ fear of student retaliation | 290 | 1 | 2 | 3 |
| g. | Fear of litigation | 292 | 1 | 2 | 3 |
| h. | Inadequate funds | 294 | 1 | 2 | 3 |
| i. | Inconsistent application of school policies by faculty or staff | 296 | 1 | 2 | 3 |
| j. | Fear of district or state reprisal | 298 | 1 | 2 | 3 |
| k. | Federal, state, or district policies on disciplining **special education students\*** | 300 | 1 | 2 | 3 |
| l. | Federal policies on discipline and safety other than those for **special education students\*** | 302 | 1 | 2 | 3 |
| m. | State or district policies on discipline and safety other than those for **special education students\*** | 304 | 1 | 2 | 3 |
|  |  | | | | |
| **Frequency of Crime and Violence at School** | | | | | |
| 1. During the 2017–18 school year, have any of your school’s students, faculty, or staff died as a result of a homicide committed **at your school\***?   306 1 Yes  2 No   1. During the 2017–18 school year, has there been at least one incident **at your school\*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school\***, regardless of whether a student or non-student used the **firearm\***.   308 1 Yes  2 No  **\*Please use the definition on pages 2 and 3.** | | | | | |

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2

14

FORM SSOCS-1 (11-9-2017)

#### 30.

**Incidents**

Please record the number of incidents that occurred **at school\*** during the 2017–18 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

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

Please provide information on:

The number of incidents, not the number of victims or offenders.

Recorded incidents, regardless of whether any disciplinary action was taken. Recorded incidents, regardless of whether students or non-students were involved. Incidents occurring before, during, or after normal school hours.

Column 1 Column 2

1. **Rape\*** or attempted **rape\***

Total number

of recorded incidents

Number reported to police or other law enforcement

1. **Sexual assault\*** other than

310

0 None

312

0 None

**rape\*** (include threatened **rape\***)

1. **Robbery\*** (taking things by force)
   1. With a **weapon\***
   2. Without a **weapon\***
2. **Physical attack or fight\***
   1. With a **weapon\***

314

318

322

0 None

0 None

0 None

316

320

324

0 None

0 None

0 None

* 1. Without a **weapon\***

326

0 None

328

0 None

1. Threats of **physical attack\***
   1. With a **weapon\***

330

0 None

332

0 None

* 1. Without a **weapon\***

334

0 None

336

0 None

1. **Theft/larceny\*** (taking things worth over $10 without personal confrontation)
2. Possession of a

**firearm/explosive device\***

1. Possession of a knife or sharp object
2. Distribution, possession, or use of illegal drugs
3. Inappropriate distribution, possession, or use of prescription drugs
4. Distribution, possession, or use of alcohol
5. **Vandalism\***

338

342

346

350

354

355

358

362

0 None

0 None

0 None

0 None

0 None

0 None

0 None

0 None

340

344

348

352

356

357

360

364

0 None

0 None

0 None

0 None

0 None

0 None

0 None

0 None

**\*Please use the definition on pages 2 and 3.**

FORM SSOCS-1 (11-9-2017)



15

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1. During the 2017–18 school year, how many **hate crimes\*** occurred **at your school\***? If none, please place an "X" in the None box.

690 Number of **hate crimes\***

0 None  ~~➤~~ *GO TO item 33 below.*

➤

1. To the best of your knowledge, were any of these **hate crimes\*** motivated by the offender’s bias against the following characteristics or perceived characteristics?

Check "Yes" or "No" on each line.

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

* 1. Race or color
  2. National origin or ethnicity
  3. Sex

YES NO

692 1 2

694 1 2

696 1 2

* 1. Religion 698 1 2
  2. Disability (e.g., physical, mental, and learning disabilities) 700 1 2
  3. **Sexual orientation\*** 702 1 2
  4. **Gender identity\*** 704 1 2

1. To the best of your knowledge, during the 2017–18 school year, have there been any incidents of

**sexual misconduct\*** between a staff member 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.

**Sexual assault\*** and **rape\*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 30a and 30b as well as item 33.

705 1

2

Yes No

1. Please record the number of **arrests\*** that occurred **at your school\*** during the 2017–18 school year. Please include all **arrests\*** that occurred **at school\***, regardless of whether a student or non-student was arrested.

688 1 None

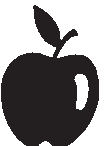
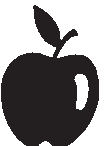
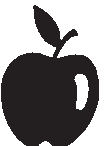
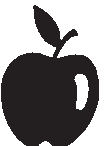
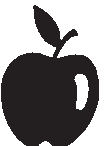
2 1–5

3 6–10

4 11 or more

##### \*Please use the definition on pages 2 and 3.

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16

FORM SSOCS-1 (11-9-2017)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Disciplinary Problems and Actions** | | | | | | | |
| 35. To the best of your knowledge, how often do the following types of problems occur **at your school\***?  Check one response on each line. | | | | | | | |
| a. Student racial/ethnic tensions | | 374 | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens |
| 1 | 2 | 3 | 4 | 5 |
| b. | Student **bullying\*** | 376 | 1 | 2 | 3 | 4 | 5 |
| c. | Student **sexual harassment\***  of other students | 378 | 1 | 2 | 3 | 4 | 5 |
| d. | Student **harassment\*** of other  students based on **sexual** 381  **orientation\*** | | 1 | 2 | 3 | 4 | 5 |
| e. | Student **harassment\*** of other  students based on **gender identity\*** 383 | | 1 | 2 | 3 | 4 | 5 |
| f. | Student **harassment\***  of other students based on religion | 385 | 1 | 2 | 3 | 4 | 5 |
| g. | Student **harassment\*** of other students based on disability (e.g., physical, 387  mental, and learning disabilities) | |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 |
| h. | Widespread disorder in classrooms | 382 | 1 | 2 | 3 | 4 | 5 |
| i. | Student verbal abuse of teachers | 380 | 1 | 2 | 3 | 4 | 5 |
| j. | Student acts of disrespect for teachers other than verbal abuse | 384 | 1 | 2 | 3 | 4 | 5 |
| k. | **Gang\*** activities | 386 | 1 | 2 | 3 | 4 | 5 |
| 36. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school\*** and away from school), how often do the following occur? | | | | | | | |
| Check one response on each line.  a. **Cyberbullying\*** among students who attend your school | | 389 | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens |
| 1 | 2 | 3 | 4 | 5 |
| b.  c. | School environment is affected  by **cyberbullying\*** 391 | | 1 | 2 | 3 | 4 | 5 |
| Staff resources are used to deal  with **cyberbullying\*** 393 | | 1 | 2 | 3 | 4 | 5 |
| **\*Please use the definition on pages 2 and 3.** | | | | | | | |

FORM SSOCS-1 (11-9-2017)



17

§,-&¤ 111205

1. During the 2017–18 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?
   1. Removal with no continuing school services for at least the remainder of the school year
   2. Removal with school-provided tutoring/home instruction for at least the remainder of the school year
   3. Transfer to a **specialized school\*** for disciplinary reasons
   4. Transfer to another regular school for disciplinary reasons
   5. Out-of-school suspension or removal for less than the remainder of the school year
      1. With no curriculum/services provided
      2. With curriculum/services provided

Does your school allow for use of the following?

YES NO

390 1 2

394 1 2

398 1 2

402 1 2

If “Yes,” was the action used this school year?

YES NO

392 1 2

396 1 2

400 1 2

404 1 2

* 1. In-school suspension for less than the remainder of the school year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 406 | 1 | 2 | 408 | 1 | 2 |
| 410 | 1 | 2 | 412 | 1 | 2 |
| 414 | 1 | 2 | 416 | 1 | 2 |
| 418 | 1 | 2 | 420 | 1 | 2 |
| 422 | 1 | 2 | 424 | 1 | 2 |
| 426 | 1 | 2 | 428 | 1 | 2 |
| 430 | 1 | 2 | 432 | 1 | 2 |
| 434 | 1 | 2 | 436 | 1 | 2 |
| 438 | 1 | 2 | 440 | 1 | 2 |
| 442 | 1 | 2 | 444 | 1 | 2 |
| 446 | 1 | 2 | 448 | 1 | 2 |
| 450 | 1 | 2 | 452 | 1 | 2 |
| 454 | 1 | 2 | 456 | 1 | 2 |

* + 1. With no curriculum/services provided
    2. With curriculum/services provided
  1. Referral to a school counselor
  2. Assignment to a program (during school hours) designed to reduce disciplinary problems
  3. Assignment to a program (outside of school hours) designed to reduce disciplinary problems
  4. Loss of school bus privileges due to misbehavior
  5. Corporal punishment
  6. Placement on school probation with consequences if another incident occurs
  7. Detention and/or Saturday school
  8. Loss of student privileges
  9. Requirement of participation in community service

**\*Please use the definition on pages 2 and 3.**

§,.%¤ 111304

18

FORM SSOCS-1 (11-9-2017)

1. During the 2017–18 school year, how many students were involved in committing the

following offenses, and how many of the following disciplinary actions were taken in response?

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

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

If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.

If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).

If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), **count only the most severe disciplinary action that was taken.**

If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.

Number of disciplinary actions taken in response to offense

* 1. Use/possession of a **firearm/ explosive device\***

Total students involved in recorded offenses (regardless of disciplinary action)

Removals with no continuing school services for at least the remainder of the school year

Transfers to **specialized schools\***

Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year

Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)

* 1. Use/possession of a **weapon\*** other than a **firearm/ explosive device\***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 458 |  |  | 460 |  |  |  | 462 |  |  |  | 464 |  |  |  | 466 |  |  |  |
|  | 0 | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 468 |  |  | 470 |  |  |  | 472 |  |  |  | 474 |  |  |  | 476 |  |  |  |
|  | 0 | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 478 |  |  | 480 |  |  |  | 482 |  |  |  | 484 |  |  |  | 486 |  |  |  |
|  | 0 | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 488 |  |  | 490 |  |  |  | 492 |  |  |  | 494 |  |  |  | 496 |  |  |  |
|  | 0 | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 498 |  |  | 500 |  |  |  | 502 |  |  |  | 504 |  |  |  | 506 |  |  |  |
|  | 0 | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |  | 0 |  | None |

* 1. Distribution,

possession, or use of illegal drugs

* 1. Distribution,

possession, or use of alcohol

* 1. **Physical attacks or fights\***

1. During the 2017–18 school year, how many of the following occurred? If none, please place an "X" in the None box.

Total number

* 1. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 2.)
  2. Students were transferred to **specialized schools\*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 3.)

518

520

0 None

0 None

**\*Please use the definition on pages 2 and 3.**

FORM SSOCS-1 (11-9-2017)



19

§,/$¤ 111403

## School Characteristics: 2017–18 School Year

1. As of October 1, 2017, what was your school’s total enrollment?

#### 41.

522 Students

What percentage of your current students fit the following criteria?

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

Percent of students

* 1. Eligible for free or reduced-price lunch
  2. English language learner (ELL)

524

0

526

%

None

%

c. **Special education students\***

528

0 None

%

0 None

d. Male

530

%

0 None

#### 42.

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

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

Percent of students

* 1. Below the 15th percentile on standardized tests
  2. Likely to go to college after high school
  3. Consider academic achievement to be very important

532

534

536

%

0 None

%

0 None

%

0 None

#### 43.

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

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

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

538 Typical number of classroom changes

0 None

**\*Please use the definition on pages 2 and 3.**



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20

FORM SSOCS-1 (11-9-2017)

1. How would you describe the crime level in the area(s) in which your students live? Check one response.

560 1

2

3

4

High level of crime Moderate level of crime Low level of crime

Students come from areas with very different levels of crime

1. How would you describe the crime level in the area where your school is located? Check one response.

562 1

2

3

High level of crime Moderate level of crime Low level of crime

1. Which of the following best describes your school? Check one response.

564 1

2

3

4

5

Regular public school Charter school

Has a magnet program for part of the school Exclusively a magnet school

|  |
| --- |
|  |
|  |
|  |
|  |

Other – *Please specify*

565

1. What is your school’s average daily attendance?

Percent of students present

568 %

0 None

#### 48.

During the 2017–18 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 39b.)

If a student transferred more than once in the school year, count each transfer separately. If none, please place an "X" in the None box.

* 1. Transferred to the school

570

0 None

b. Transferred from the school

572

0 None

FORM SSOCS-1 (11-9-2017)



21

§,1"¤ 111601

**Please provide the following information:**

Please provide the following dates:

1. Start date for your 2017–18 school year
2. End date for your 2017–18 school year
3. Date you completed the questionnaire

574

576

578

Month Day

/ /2017

/ /2018

/ /2018

Is the correct grade range for this school?

022 1

2

Yes

No ~~➤~~ Which of the following grades are offered in this school?

Check all that apply.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 024 | 1 |  |  | Prekindergarten |
| 026 | 1 |  |  | Kindergarten |
| 028 | 1 |  |  | 1st |
| 030 | 1 |  |  | 2nd |
| 032 | 1 |  |  | 3rd |
| 034 | 1 |  |  | 4th |
| 036 | 1 |  |  | 5th |
| 038 | 1 |  |  | 6th |
| 040 | 1 |  |  | 7th |
| 042 | 1 |  |  | 8th |
| 044 | 1 |  |  | 9th |
| 046 | 1 |  |  | 10th |
| 048 | 1 |  |  | 11th |
| 050 | 1 |  |  | 12th |
| 052 | 1 |  |  | Ungraded |

Name of person completing form

010

012

Telephone number

Area code Number

— —

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Title/position

Check one response.

014 1 Principal

2 Vice-principal or disciplinarian

3 Other – *Please specify*

015



§,2!¤ 111700

22

FORM SSOCS-1 (11-9-2017)

Number of years at this school

016

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

018

E-mail address

020

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

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

580 Minutes



FORM SSOCS-1 (11-9-2017)

23

§,3\*¤ 111809

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

U.S. Census Bureau

Attn: DCB/PCSPU, Building 60A 1201 E 10th Street Jeffersonville, IN 47132-0001

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll–free, at: 1–888–595–1332 or by e-mail at: [SSOCS@census.gov](mailto:SSOCS@census.gov)

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

https://nces.ed.gov/surveys/ssocs

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

https://nces.ed.gov

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

https://fedstats.sites.usa.gov

§,4)¤ 111908

24

FORM SSOCS-1 (11-9-2017)

Conducted by:

U.S. DEPARTMENT OF EDUCATION

NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0761; Approval Expires 07/31/2020

Collected by:

U.S. DEPARTMENT OF COMMERCE

Economics and Statistics Administration

U.S. CENSUS BUREAU

**SCHOOL SURVEY ON CRIME AND SAFETY**

**2019–20 SCHOOL YEAR**

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

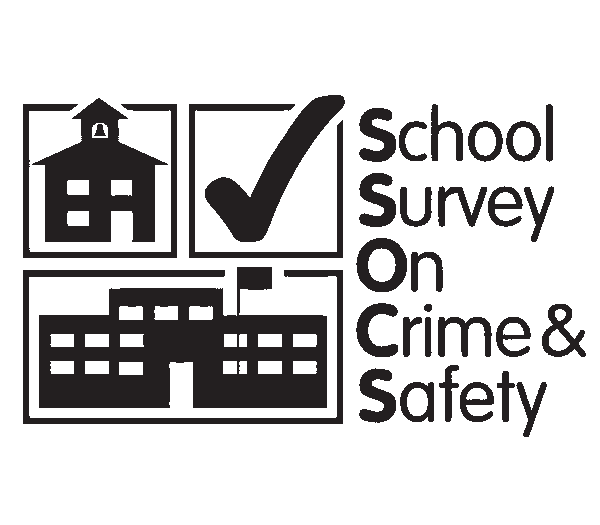
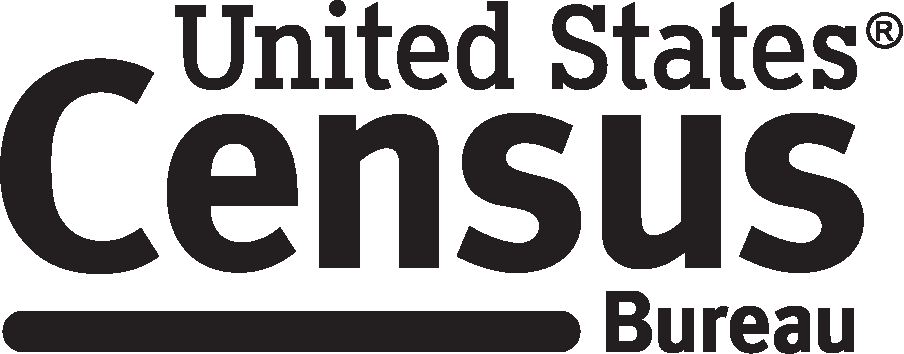
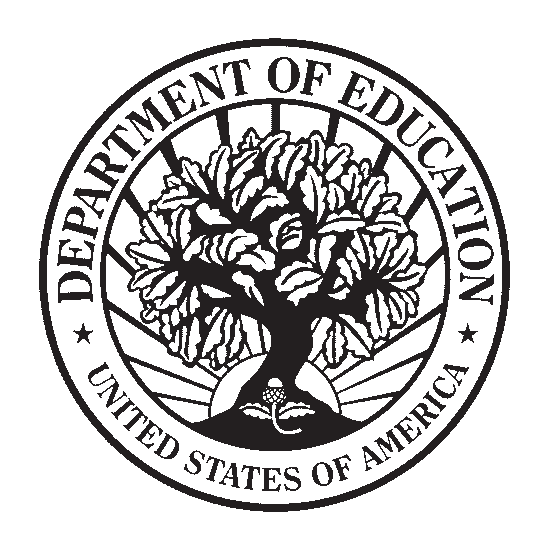
*(Please correct any errors in name, address, and ZIP Code.)*

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151). 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**



(09-03-2019) Draft 8

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### DEFINITIONS

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

**Active shooter** – one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

**Alternative school** – a school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

**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 or 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.

**Children with disabilities** – children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education

Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.

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

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

**Evacuation** – a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters.

Evacuation also includes “reverse evacuation,” a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

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

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

**Gender identity** – one’s inner sense of one’s own gender, which may or may not match the sex assigned at birth.

**Harassment** – conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and namecalling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

**Lockdown** – a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

**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.

FORM SSOCS-1

Please tear off this "definitions" sheet to use while completing the survey.

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**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 licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors.

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

**Rape** – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students,

regardless of sex or gender identity, can be victims of rape.

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

**Robbery** (taking things by force) – the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances, by force or threat of force or violence and/or by putting the victim in

fear. A key difference between robbery and theft or larceny is that robbery involves a threat or assault.

**School Resource Officer (SRO)** – a sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.

**Sexual assault** – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex

or gender identity, can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

**Sexual harassment** – conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. 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, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

**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** – one’s emotional or physical attraction to the same and/or opposite sex.

**Shelter-in-place** – a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

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

**Threat assessment** – a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

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

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

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

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

FORM SSOCS-1

Please tear off this "definitions" sheet to use while completing the survey.

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### 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. 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.
  + Defined terms are bolded and marked with an asterisk (\*) throughout the survey. A removable "definitions" sheet is printed on pages 2 and 3 to use as a reference while filling out the questionnaire.
  + This survey refers to the 2019–20 school year. Please report for the school year to date.
  + Please have this questionnaire filled out by the person(s) most knowledgeable about school crime and policies used to provide a safe environment.
  + Please keep a copy of the completed questionnaire for your records.

### WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

U.S. Census Bureau

ATTN: DCB/PCSPU, Building 60A 1201 E. 10th Street

Jeffersonville, IN 47132-0001

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: 1-888-595-1332 or at [SSOCS@census.gov.](mailto:SSOCS@census.gov)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 45 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 e-mail: [SSOCS@census.gov,](mailto:SSOCS@census.gov) or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4036, Washington, DC 20202.

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FORM SSOCS-1

### School Practices and Programs

1. During the 2019–20 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 |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
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| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |

1. Require visitors to sign or check in and wear badges 110  
2. Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) 112
3. Control access to school grounds during school hours (e.g., locked or monitored gates) 114
4. Equip classrooms with locks so that doors can be locked from the inside 121  
5. Close the campus for most or all students during lunch 122  
6. Provide school lockers to students 138  
7. Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident 139
8. Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency 141
9. Require faculty and staff to wear badges or picture IDs 144  
10. Use one or more security cameras to monitor the school 146  
11. Provide two-way radios to any staff 150  
12. Require metal detector checks on students every day 116  
13. Perform one or more random metal detector checks on students 120  
14. Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or **weapons\***) 125
15. Require drug testing for students participating in athletics or other extracurricular activities 129
16. Require students to wear uniforms 134  
17. Enforce a strict dress code 136  
18. Require clear book bags or ban book bags on school grounds 140  
19. Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) 143
20. Require students to wear badges or picture IDs 142  
21. Prohibit non-academic use of cell phones or smartphones during school hours 153

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Does your school have a written plan that describes procedures to be performed in the following scenarios?    1. **Active shooter\*** 155 | | 1 | YES | 2 | NO |
|  | b. Natural disasters (e.g., earthquakes or tornadoes) 158 | 1 |  | 2 | |
| c. Hostages 162 | | 1 |  | 2 |  |
|  | d. Bomb threats or incidents 166 | 1 |  | 2 |  |
| e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) 170 | | 1 |  | 2 |  |
|  | f. Suicide threats or incidents 169 | 1 |  | 2 |  |
| g. Pandemic disease 161 | | 1 |  | 2 |  |
|  | h. Post-crisis reunification of students with their families 157 | 1 |  | 2 |  |
| 1. During the 2019–20 school year, has your school drilled students on the use of the following emergency procedures?    1. **Evacuation\*** 163 | | 1 | YES | 2 | NO |
|  | b. **Lockdown\*** 165 | 1 |  | 2 |  |
| c. **Shelter-in-place\*** 167   1. During the 2019–20 school year, did your school have any activities that included the following components for students?    1. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti-**bullying\***, dating **violence\*** prevention) 174 | | 1  1 | YES | 2  2 | NO |
|  | b. Social and emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) 183 | 1 |  | 2 |  |
| c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) 176 | | 1 |  | 2 |  |
|  | d. Individual mentoring, tutoring, or coaching of students by adults 181 | 1 |  | 2 |  |
| e. Student involvement in peer mediation 175 | | 1 |  | 2 |  |
|  | f. Student court to address student conduct problems or minor offenses 177 | 1 |  | 2 |  |
| g. Student involvement in **restorative practices\*** (e.g., peace or conflict circles) 179 | | 1 |  | 2 |  |
|  | h. Programs to promote a sense of community or social integration among students 186 | 1 |  | 2 |  |
| **\*A removable "definitions" sheet is printed on pages 2 and 3.** | | | | | |

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FORM SSOCS-1

1. During the 2019–20 school year, did your school have a **threat assessment\*** team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)? 600

1 Yes

2 No

1. During the 2019–20 school year, did your school have any recognized student groups with the following purposes?
   1. Acceptance of **sexual orientation\*** and **gender identity\*** of students (e.g., Gay-Straight Alliance) 604

YES NO

1 2

* 1. Acceptance of students with disabilities (e.g., Best Buddies) 606 1 2
  2. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) 608 1 2

### Parent and Community Involvement at School

1. Which of the following does your school do to involve or help parents?
   1. Have a formal process to obtain parental input on policies related to school crime and discipline 190
   2. Provide training or technical assistance to parents in dealing with students’ problem behavior 192

YES NO

1 2

1 2

1. During the 2019–20 school year, were any of the following community and outside

groups involved in your school’s efforts to promote a safe school? YES NO

* 1. Parent groups 204 1 2
  2. Social service agencies 206 1 2
  3. Juvenile justice agencies 208 1 2

2

1

e. Mental health agencies 212 1 2

2

1

d. Law enforcement agencies 210

g. Private corporations or businesses 216 1 2

Civic organizations or service clubs 214

f.

h. Religious organizations 218

1

2

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

FORM SSOCS-1



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### School Security Staff

1. During the 2019–20 school year, did you have any sworn law enforcement officers (including

**School Resource Officers\***) present **at your school\*** at least once a week? 610

* Do not include security officers or other security personnel who are not sworn law enforcement in response to items 9-15; information on additional security staff is gathered in item 16.

1 Yes

2 No ➔ *GO TO item 16 on page 10.*

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

YES NO

* 1. While students were arriving or leaving 614 1 2

2

1

c. When school or school activities were not occurring 618 1 2

b. At selected school activities (e.g., athletic and social events, open houses) 616

1. Did any of the sworn law enforcement officers (including **School Resource Officers\***) **at your school\*** routinely:
   1. Carry physical restraints (e.g., handcuffs, Tasers) 621
   2. Carry chemical aerosol sprays (e.g., Mace, pepper spray) 622

YES NO

1 2

1 2

* 1. Carry a **firearm\*** 624 1 2

d. Wear a body camera 626

1

2

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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FORM SSOCS-1

1. Did these sworn law enforcement officers (including **School Resource Officers\***) participate in

the following activities **at your school\***?

YES NO

* 1. Motor vehicle traffic control 628 1 2
  2. Security enforcement and patrol 630 1 2
  3. Maintaining student discipline 632 1 2
  4. Identifying problems in the school and proactively seeking solutions 1 2

to those problems 636

* 1. Training teachers and staff in school safety or crime prevention 638 1 2
  2. Mentoring students 640 1 2
  3. Teaching a law-related education course or training students 1 2

(e.g., drug-related education, criminal law, or crime prevention courses) 642

* 1. Recording or reporting discipline problems to school authorities 644 1 2
  2. Providing information to school authorities about the legal definitions of 1 2

behavior for recording or reporting purposes (e.g., defining assault for

school authorities)

646

1. During the 2019–20 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers\***) **at school\***? 650

1 Yes ➔

*GO TO item 14 below.*

2 No ➔ *GO TO item 15 on page 10.*

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

|  |  |  |
| --- | --- | --- |
| YES NO DON’T  KNOW | | |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |

* 1. Student discipline

652   

1. Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray) 654
2. Use of **firearms\*** 656   
3. Making **arrests\*** on school grounds 658   
4. Reporting of criminal offenses to a law enforcement agency 660   

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

FORM SSOCS-1



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1. How many of the following were present **at your school\*** at least once a week?

* If an officer works full-time across various schools in the district, please count this officer as "Part-time" for your school.
* If none, please place an "X" in the None box.

##### School Resource Officers\*

Number

##### at your school\*

None

* + 1. Full-time

236 0

* + 1. Part-time 238 0
  1. Sworn law enforcement officers who are not **School Resource Officers\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| i. Full-time | 240 |  |  | 0 |
|  |  |  |  |  |
| ii. Part-time | 242 |  |  | 0 |

1. Aside from sworn law enforcement officers (including **School Resource Officers\***), how many additional security officers or security personnel were present **at your school\*** at least once a week?

* If a security officer or other security personnel works full-time across various schools in the district, please count this person as “Part-time” for your school.

Security officers or security personnel

Number

##### at your school\*

None

* 1. Full-time
  2. Part-time

232 0

234 0

### School Mental Health Services

1. During the 2019–20 school year, did your school provide **diagnostic mental health assessments\*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders\***? 661

* Include only assessments conducted by a licensed **mental health professional\***.
* 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 19 on page 11.*

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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FORM SSOCS-1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Were **diagnostic mental health assessment\*** services provided to students from your school in the following locations?    1. **At school\***, by a school-employed or contracted **mental health professional\*** 663 | | 1 | YES | 2 | NO |
|  | b. Outside of school, by a school-employed or contracted **mental health professional\*** 665 | 1 |  | 2 |  |
| 1. During the 2019–20 school year, did your school provide **treatment\*** (e.g., psychotherapy, medication) to students for **mental health disorders\***? 667    * Include only **treatment\*** provided by a licensed **mental health professional\***.    * 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 21 below.*   1. Were **treatment\*** services provided to students from your school in the   following locations? YES NO  a. **At school\***, by a school-employed or contracted **mental health professional\*** 669 1  2 | | | | | |
|  | b. Outside of school, by a school-employed or contracted **mental health professional\*** 671 | 1 |  | 2 |  |
| 1. During the 2019–20 school year, to what extent did the following factors limit your school’s efforts to provide mental health services to students?    * Check one response on each line. Limits in Limits in Does not major way minor way limit   a. Inadequate access to licensed **mental health** 1  2  3  **professionals\*** 674 | | | | | |
|  | b. Inadequate funding 676 1  2 |  |  | 3 |  |
| c. Potential legal issues for school or district 1  2  (e.g., malpractice, insufficient supervision, confidentiality) 678 | |  |  | 3 |  |
|  | d. Concerns about reactions from parents 681 1  2 |  |  | 3 |  |
| e. Lack of community support for providing mental 1  2  health services to students in your school 682 | |  |  | 3 |  |
|  | f. Written or unwritten policies regarding the school’s  requirement to pay for the **diagnostic mental health** 1  2  **assessment\*** or **treatment\*** of students 684 |  |  | 3 |  |
| g. Reluctance to label students with **mental health** 1  2  **disorders\*** to avoid stigmatizing the child 686  **\*A removable "definitions" sheet is printed on pages 2 and 3.** | |  |  | 3 |  |

FORM SSOCS-1

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### Staff Training and Practices

1. During the 2019–20 school year, did your school or school district provide any of the following for classroom teachers or aides?

|  |  |  |  |
| --- | --- | --- | --- |
|  | YES |  | NO |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |
| 1 |  | 2 |  |

* 1. Training in classroom management for teachers

266  

b. Training in school-wide discipline policies and practices related to

##### violence\*

268

1. Training in school-wide discipline policies and practices related to

##### cyberbullying\* 265

1. Training in school-wide discipline policies and practices related to

**bullying\*** other than **cyberbullying\*** 267

1. Training in school-wide discipline policies and practices related to

alcohol and/or drug use

269

1. Training in safety procedures (e.g., how to handle emergencies) 270  
2. Training in recognizing early warning signs of students likely to

exhibit violent behavior

272

h. Training in recognizing signs of self-harm or suicidal tendencies

278  

i. Training in intervention and referral strategies for students displaying signs of **mental health disorders\*** (e.g., depression, mood disorders, ADHD) 271

j. Training in recognizing physical, social, and verbal **bullying\*** behaviors

273  

1. Training in recognizing signs of students using/abusing alcohol and/or drugs 274  
2. Training in positive behavioral intervention strategies 276  
3. Training in crisis prevention and intervention

277  

23. Aside from sworn law enforcement officers (including **School Resource Officers\***) or other security officers or personnel who carry firearms, during the 2019–20 school year, were there any

staff **at your school\*** who legally carried a **firearm\*** on school property?

279

1 Yes

2 No

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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FORM SSOCS-1

### Limitations on Crime Prevention

1. To what extent do the following factors limit your school’s efforts to reduce or prevent crime?
   * Check one response on each line.

|  |  |  |
| --- | --- | --- |
| Limits in major way | Limits in minor way | Does not limit |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |

1. Lack of or inadequate teacher training in classroom management 280
2. Lack of or inadequate alternative placement or programs for disruptive students 282
3. Likelihood of complaints from parents

284   

1. Lack of teacher support for school policies 286   
2. Lack of parental support for school policies
3. Teachers’ fear of student retaliation 290

288   



1. Fear of litigation 292   
2. Inadequate funds 294   
3. Inconsistent application of school policies by

faculty or staff

296

FORM SSOCS-1

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### Incidents

1. Please record the number of incidents that occurred **at school\*** during the 2019–20 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

Please provide information on:

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

1. **Rape\*** or attempted **rape\***
2. **Sexual assault\*** other than **rape\***

(include threatened **rape\***)

1. **Robbery\*** (taking things by force)
   1. With a **weapon\***
   2. Without a **weapon\***

##### Physical attack or fight\*

* 1. With a **weapon\***

Column 1 Total number

of recorded incidents

None

Column 2 Number reported to sworn

law enforcement

None

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 310 |  |  |  | 0 | 312 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 314 |  |  |  | 0 | 316 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 318 |  |  |  | 0 | 320 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 322 |  |  |  | 0 | 324 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 326 |  |  |  | 0 | 328 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 330 |  |  |  | 0 | 332 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 334 |  |  |  | 0 | 336 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 338 |  |  |  | 0 | 340 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 342 |  |  |  | 0 | 344 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 346 |  |  |  | 0 | 348 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 350 |  |  |  | 0 | 352 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 354 |  |  |  | 0 | 356 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 355 |  |  |  | 0 | 357 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 358 |  |  |  | 0 | 360 |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 362 |  |  |  | 0 | 364 |  |  |  | 0 |

* 1. Without a **weapon\***

1. Threats of **physical attack\***
   1. With a **weapon\***
   2. Without a **weapon\***
2. **Theft or larceny\*** (taking things worth over $10 without personal confrontation)
3. Possession of a

##### firearm or explosive device\*

1. Possession of a knife or sharp object
2. Distribution, possession, or use of illegal drugs
3. Inappropriate distribution, possession, or use of prescription drugs
4. Distribution, possession, or use of alcohol

##### Vandalism\*

**\*A removable "definitions" sheet is printed on pages 2 and 3.**

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111205

FORM SSOCS-1

1. During the 2019–20 school year, how many **hate crimes\*** occurred **at your school\***? Number of **hate crimes\***

690

0 None ➔ *GO TO item 28 below.*

1. To the best of your knowledge, were any of these **hate crimes\*** motivated by the offender’s bias against the following characteristics or perceived characteristics?
   * If a **hate crime\*** was motivated by multiple characteristics, answer "Yes" for

each that applies.

1. Race 692
2. National origin or ethnicity 694

YES NO

1 2

1 2

c. Sex 696 1 2

1. Religion 698 1 2
2. Disability (e.g., physical, mental, and learning disabilities) 700 1 2
3. **Sexual orientation\*** 702 1 2
4. **Gender identity\*** 704 1 2
5. To the best of your knowledge, during the 2019–20 school year, have there been any incidents of

**sexual misconduct\*** between a staff member and a student **at your school\***?

705

* Report on misconduct between staff and students whether or not the incidents occurred **at school\*** or away from school.
* **Sexual assault\*** and **rape\*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 25a and 25b as well as item 28.

1 Yes

2 No

1. Please select the number of **arrests\***, including both students and non-students, that occurred **at**

**your school\*** during the 2019–20 school year.

688

1 None

2 1 - 5

3 6 - 10

4 11 or more

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

FORM SSOCS-1



§,+(¤ 111007 15

### Disciplinary Problems and Actions

1. To the best of your knowledge, how often do the following types of problems occur **at your school\***?
   1. Student racial or ethnic tensions 374
   2. Student **bullying\*** 376
   3. Student **sexual harassment\*** of other students 378
   4. Student **harassment\*** of other students based on **sexual orientation\*** 381
   5. Student **harassment\*** of other students based on **gender identity\*** 383
   6. Student **harassment\*** of other students

Happens daily

1

1

1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |



Happens at least once a week

2

2

2



Happens at least once a month

3

3

3



Happens on occasion

4

4

4



Never happens

5

5

5

based on religion

385

1. Student **harassment\*** of other students

based on disability (e.g. physical, mental     and learning disabilities) 387

1. Widespread disorder in classroom 382    
2. Student verbal abuse of teachers 380    
3. Student acts of disrespect for teachers

other than verbal abuse

384

k. **Gang\*** activities

386    

31. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school\*** and away from school), how often does **cyberbullying\*** among students who attend your school occur? 389

1 Happens daily

2 Happens at least once a week

3 Happens at least once a month

4 Happens on occasion

5 Never happens

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

16 §,+(¤



111006

FORM SSOCS-1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. During the 2019–20 school year, did your school allow for the use of the following disciplinary actions? If "Yes," were the actions used this school year?   Does your school If “Yes,” was the allow for use of action used this  the following? school year?  YES NO YES NO   * 1. Removal with no continuing school services   for at least the remainder of the school year 390 1  2  392 1  2 | | | | | | | |
|  | b. Removal with school-provided tutoring/home instruction for at least the remainder of the school year | 394 | 1 | 2 | 396 | 1 | 2 |
| c. Transfer to an **alternative school\*** for disciplinary reasons | | 398 | 1 | 2 | 400 | 1 | 2 |
|  | d. Transfer to another regular school for disciplinary reasons | 402 | 1 | 2 | 404 | 1 | 2 |
| 1. Out-of-school suspension or removal for less than the remainder of the school year    1. With no curriculum or services provided | | 406 | 1 | 2 | 408 | 1 | 2 |
|  | ii. With curriculum or services provided | 410 | 1 | 2 | 412 | 1 | 2 |
| 1. In-school suspension for less than the remainder of the school year    1. With no curriculum or services provided | | 414 | 1 | 2 | 416 | 1 | 2 |
|  | ii. With curriculum or services provided | 418 | 1 | 2 | 420 | 1 | 2 |
| g. Referral to a school counselor | | 422 | 1 | 2 | 424 | 1 | 2 |
|  | h. Assignment to a program (during school hours) designed to reduce disciplinary problems | 426 | 1 | 2 | 428 | 1 | 2 |
| i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems | | 430 | 1 | 2 | 432 | 1 | 2 |
|  | j. Loss of school bus privileges due to misbehavior | 434 | 1 | 2 | 436 | 1 | 2 |
| k. Corporal punishment | | 438 | 1 | 2 | 440 | 1 | 2 |
|  | l. Placement on school probation with consequences if another incident occurs | 442 | 1 | 2 | 444 | 1 | 2 |
| m. Detention and/or Saturday school | | 446 | 1 | 2 | 448 | 1 | 2 |
|  | n. Loss of student privileges | 450 | 1 | 2 | 452 | 1 | 2 |
| o. Requirement of participation in community service  **\*A removable "definitions" sheet is printed on pages 2 and 3.** | | 454 | 1 | 2 | 456 | 1 | 2 |

FORM SSOCS-1

§,-&¤ 111205 17

1. During the 2019–20 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

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

Number of disciplinary actions taken in response to offense

1. Use/possession of a **firearm or explosive device\***
2. Use/possession of a **weapon\*** other than a **firearm or explosive device\***

Total students involved in recorded offenses (regardless of disciplinary action)

Removals with no continuing school services for at least the remainder of the school year

Transfers to **alternative schools\***

Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year

Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)

1. Distribution, possession, or use of illegal drugs

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 458 |  |  | 460 |  |  | 462 |  |  | 464 |  |  | 466 |  | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 468 |  |  | 470 |  |  | 472 |  |  | 474 |  |  | 476 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 478 |  |  | 480 |  |  | 482 |  |  | 484 |  |  | 486 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 488 |  |  | 490 |  |  | 492 |  |  | 494 |  |  | 496 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 498 |  |  | 500 |  |  | 502 |  |  | 504 |  |  | 506 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None | 0 |  | None |

1. Distribution, possession, or use of alcohol

##### Physical attacks or fights\*

1. During the 2019–20 school year, how many of the following occurred?

a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33,

Total number

column 2.) 518 0 None

b. Students were transferred to **alternative schools\*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 3.) 520

0

None

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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FORM SSOCS-1

### School Characteristics: 2019–20 School Year

1. Which of the following best describes your school?

564

1 Regular public school

2 Charter school

3 Has a magnet program for part of the school

4 Exclusively a magnet school

5 Other - *Please specify:* 565

1. Which of the following grades are offered in this school?
   * Check all that apply.

1 Prekindergarten 024

1 Kindergarten 026

1 4th 034

1 5th 036

1 9th 044

1 10th 046

1 1st

028

1 6th 038

1 11th 048

1 2nd 030

1 3rd 032

1 7th 040

1 8th 042

1 12th 050

1 Ungraded 052

1. Please provide the following dates:

a. Start date for your 2019–20 school year

574, 575

/ /

MM DD

2019

b. End date for your 2019–20 school year 576, 577

/

/ 2020

MM DD

1. As of October 1, 2019, what was your school’s total enrollment? 522 Students
2. During the 2019–20 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 34b.)
   * If a student transferred more than once in the school year, count each transfer separately.

Number of Students

None

1. Transferred **to** the school

570 0

1. Transferred **from** the school

572 0

1. What percentage of your school’s total enrollment is present on

Percent of students present

None

an average day?

568

% 0

1. How many classroom changes do most students make in a typical day?
   * Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.

538

Typical number of

classroom changes

None

0



FORM SSOCS-1

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111403 19

1. What percentage of your current students fit the following criteria?
   1. Eligible for free or reduced-price lunch 524
   2. English language learner (ELL) 526

Percent of students

%

%

None

0

0

##### Children with disabilities (CWD)\*

* 1. Male 530

528 % 0

% 0

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

Percent of students

None

* 1. Below the 15th percentile on standardized tests
  2. Likely to go to college after high school 534

532 % 0

% 0

* 1. Consider academic achievement to be very important 536 % 0

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

560

1 High level of crime

2 Moderate level of crime

3 Low level of crime

4 Students come from areas with very different levels of crime

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

562

1 High level of crime

2 Moderate level of crime

3 Low level of crime

**Respondent Information**

Please provide the following information for the person who completed this questionnaire. If more than one person completed the questionnaire, please answer for the primary respondent.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of primary person completing form | 010 |  | | |
|  |  |  |  |  |
| Title or position 014   * Check one response. |  |  |  |  |
| 1  Principal |  | 6  Teacher or instructor | |  |
| 2  Vice principal |  | 7 | Superintendent or district staff |  |
| 3  Disciplinarian |  | 8 | Security personnel |  |
| 4  Counselor |  | 9 | Other - *Please specify:* 015 |  |
| 5  Administrative or secretarial staff |  |  |  |  |

##### \*A removable "definitions" sheet is printed on pages 2 and 3.

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FORM SSOCS-1

Number of years at this school 016

Years

Telephone number

012

Area Code Number

E-mail address 074

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

* Check all that apply.  Check all that apply.

1 Monday 054 1

|  |  |  |
| --- | --- | --- |
| Tuesday 056 | 1 9AM to 11AM | 066 |
| Wednesday 058 | 1 11AM to 1PM | 068 |
| Thursday 060 | 1 1PM to 3PM | 070 |
| Friday 062 | 1 3PM to 5PM | 072 |

1

1

1

1 7AM to 9AM

064

Did other school personnel help to complete the questionnaire?

076

1 Yes

2 No

If yes, please list the title(s) or position(s) of these staff.

* Check all that apply.

1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Principal 078 |  | 1 | Teacher or instructor 088 |  |
| Vice principal | 080 | 1 | Superintendent or district staff | 090 |
| Disciplinarian | 082 | 1 | Security personnel 092 |  |
| Counselor 084 |  | 1 | Other, *Please specify:* 094 |  |
| 096  Administrative or secretarial staff 086 | | |  | |

1

1

1

1

Date you completed the questionnaire

578, 579

/ /

MM DD

2020

How long did it take you to complete this form, not counting interruptions? 580

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

minutes

FORM SSOCS-1



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

U.S. Census Bureau

Attn: DCB/PCSPU, Building 60A 1201 E 10th Street Jeffersonville, IN 47132-0001

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-888-595-1332 or by e-mail at: [SSOCS@census.gov](mailto:SSOCS@census.gov)

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

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

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

[http://nces.ed.gov](http://nces.ed.gov/)

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

[http://fedstats.sites.usa.gov](http://fedstats.sites.usa.gov/)

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FORM SSOCS-1