

Supporting Statement – 2022 National Crime Victimization Survey (NCVS) School Crime Supplement (SCS)

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Attachment 1:

BJS authorizing statute; Title 34, United States Code, Section 10132 of the Justice Systems Improvement Act of 1979

§10132. Bureau of Justice Statistics

(a) Establishment

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

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

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

(c) Duties and functions of Bureau

The Bureau is authorized to—

- (1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;
- (2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;
- (3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, tribal, and local justice policy and decisionmaking;
- (4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, tribal, and local levels;
- (5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, tribal, and local levels;
- (6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information, about criminal and civil justice systems at the Federal, State, tribal, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, tribal, and local levels;
- (7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States and in Indian country;
- (8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;

- (9) maintain liaison with the judicial branches of the Federal Government and State and tribal governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;
- (10) provide information to the President, the Congress, the judiciary, State, tribal, and local governments, and the general public on justice statistics;
- (11) establish or assist in the establishment of a system to provide State, tribal, and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;
- (12) conduct or support research relating to methods of gathering or analyzing justice statistics;
- (13) provide for the development of justice information systems programs and assistance to the States, Indian tribes, and units of local government relating to collection, analysis, or dissemination of justice statistics;
- (14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;
- (15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;
- (16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;
- (17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State, tribal, and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, tribal, and local criminal justice agencies on their drug enforcement activities;
- (18) provide for the development and enhancement of State, tribal, and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;
- (19) provide for improvements in the accuracy, quality, timeliness, immediate accessibility, and integration of State and tribal criminal history and related records, support the development and enhancement of national systems of criminal history and related records including the National Instant Criminal Background Check System, the National Incident-Based Reporting System, and the records of the National Crime Information Center, facilitate State and tribal participation in national records and information systems, and support statistical research for critical analysis of the improvement and utilization of criminal history records;
- (20) maintain liaison with State, tribal, and local governments and governments of other nations concerning justice statistics;
- (21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;
- (22) ensure conformance with security and privacy requirement of section 10231 of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies

which impact on Federal, tribal, and State criminal justice operations and related statistical activities; and

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

(d) Justice statistical collection, analysis, and dissemination

(1) In general

To ensure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to—

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

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

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

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

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

(F) confer and cooperate with Federal statistical agencies as needed to carry out the purposes of this subchapter, including by entering into cooperative data sharing agreements in conformity with all laws and regulations applicable to the disclosure and use of data.

(2) Consultation with Indian tribes

The Director, acting jointly with the Assistant Secretary for Indian Affairs (acting through the Office of Justice Services) and the Director of the Federal Bureau of Investigation, shall work with Indian tribes and tribal law enforcement agencies to establish and implement such tribal data collection systems as the Director determines to be necessary to achieve the purposes of this section.

(e) Furnishing of information, data, or reports by Federal agencies

Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(1)(C) shall provide such information to the Bureau as is required to carry out the purposes of this section.

(f) Consultation with representatives of State, tribal, and local government and judiciary

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

(g) Reports

Not later than 1 year after July 29, 2010, and annually thereafter, the Director shall submit to Congress a report describing the data collected and analyzed under this section relating to crimes in Indian country.

(Pub. L. 90–351, title I, §302, as added Pub. L. 96–157, §2, Dec. 27, 1979, 93 Stat. 1176; amended Pub. L. 98–473, title II, §605(b), Oct. 12, 1984, 98 Stat. 2079; Pub. L. 100–690, title VI, §6092(a), Nov. 18, 1988, 102 Stat. 4339; Pub. L. 103–322, title XXXIII, §330001(h)(2), Sept. 13, 1994, 108 Stat. 2139; Pub. L. 109–162, title XI, §1115(a), Jan. 5, 2006, 119 Stat. 3103; Pub. L. 111–211, title II, §251(b), July 29, 2010, 124 Stat. 2297; Pub. L. 112–166, §2(h)(1), Aug. 10, 2012, 126 Stat. 1285.)

References in Text

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90–351, June 19, 1968, 82 Stat. 197, known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title of 1968 Act note set out under section 10101 of this title and Tables.

Codification

Section was formerly classified to section 3732 of Title 42, The Public Health and Welfare, prior to editorial reclassification and renumbering as this section.

Prior Provisions

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

Amendments

2012—Subsec. (b). Pub. L. 112–166 struck out ", by and with the advice and consent of the Senate" before period at end of first sentence.

2010—Subsec. (c)(3) to (6). Pub. L. 111–211, §251(b)(1)(A), inserted "tribal," after "State," wherever appearing.

Subsec. (c)(7). Pub. L. 111–211, §251(b)(1)(B), inserted "and in Indian country" after "States".

Subsec. (c)(9). Pub. L. 111–211, §251(b)(1)(C), substituted "Federal Government and State and tribal governments" for "Federal and State Governments".

Subsec. (c)(10), (11). Pub. L. 111–211, §251(b)(1)(D), inserted ", tribal," after "State".

Subsec. (c)(13). Pub. L. 111–211, §251(b)(1)(E), inserted ", Indian tribes," after "States".

Subsec. (c)(17). Pub. L. 111–211, §251(b)(1)(F), substituted "activities at the Federal, State, tribal, and local" for "activities at the Federal, State and local" and "generated by Federal, State, tribal, and local" for "generated by Federal, State, and local".

Subsec. (c)(18). Pub. L. 111–211, §251(b)(1)(G), substituted "State, tribal, and local" for "State and local".

Subsec. (c)(19). Pub. L. 111–211, §251(b)(1)(H), inserted "and tribal" after "State" in two places.

Subsec. (c)(20). Pub. L. 111–211, §251(b)(1)(I), inserted ", tribal," after "State".

Subsec. (c)(22). Pub. L. 111–211, §251(b)(1)(J), inserted ", tribal," after "Federal".

Subsec. (d). Pub. L. 111–211, §251(b)(2), designated existing provisions as par. (1), inserted par. (1) heading, substituted "To ensure" for "To insure", redesignated former pars. (1) to (6) as subpars. (A) to (F), respectively, of par. (1), realigned margins, and added par. (2).

Subsec. (e). Pub. L. 111–211, §251(b)(3), substituted "subsection (d)(1)(C)" for "subsection (d)(3)".

Subsec. (f). Pub. L. 111–211, §251(b)(4)(B), inserted ", tribal," after "State".

Pub. L. 111–211, §251(b)(4)(A), which directed insertion of ", tribal," after "State" in heading, was executed editorially but could not be executed in original because heading had been editorially supplied.

Subsec. (g). Pub. L. 111–211, §251(b)(5), added subsec. (g).

2006—Subsec. (b). Pub. L. 109–162, §1115(a)(1), inserted after third sentence "The Director shall be responsible for the integrity of data and statistics and shall protect against improper or illegal use or disclosure."

Subsec. (c)(19). Pub. L. 109–162, §1115(a)(2), amended par. (19) generally. Prior to amendment, par. (19) read as follows: "provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;".

Subsec. (d)(6). Pub. L. 109–162, §1115(a)(3), added par. (6).

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

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

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

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

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

Subsec. (c)(16). Pub. L. 98–473, §605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 10231 of this title.

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

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

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

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

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

Effective Date of 2012 Amendment

Amendment by Pub. L. 112–166 effective 60 days after Aug. 10, 2012, and applicable to appointments made on and after that effective date, including any nomination pending in the Senate on that date, see section 6(a) of Pub. L. 112–166, set out as a note under section 113 of Title 6, Domestic Security.

Effective Date of 1984 Amendment

Amendment by Pub. L. 98–473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98–473, set out as an Effective Date note under section 10101 of this title.

Construction of 2010 Amendment

Pub. L. 111–211, title II, §251(c), July 29, 2010, 124 Stat. 2298, provided that: "Nothing in this section [amending this section and section 41507 of this title] or any amendment made by this section—

"(1) allows the grant to be made to, or used by, an entity for law enforcement activities that the entity lacks jurisdiction to perform; or

"(2) has any effect other than to authorize, award, or deny a grant of funds to a federally recognized Indian tribe for the purposes described in the relevant grant program."

[For definition of "Indian tribe" as used in section 251(c) of Pub. L. 111–211, set out above, see section 203(a) of Pub. L. 111–211, set out as a note under section 2801 of Title 25, Indians.]

Data Collection

Pub. L. 115–391, title VI, §610, Dec. 21, 2018, 132 Stat. 5245, provided that:

"(a) National Prisoner Statistics Program.—Beginning not later than 1 year after the date of enactment of this Act [Dec. 21, 2018], and annually thereafter, pursuant to the authority under section 302 of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3732) [now 34 U.S.C. 10132], the Director of the Bureau of Justice Statistics, with information that shall be provided by the Director of the Bureau of Prisons, shall include in the National Prisoner Statistics Program the following:

"(1) The number of prisoners (as such term is defined in section 3635 of title 18, United States Code, as added by section 101(a) of this Act) who are veterans of the Armed Forces of the United States.

"(2) The number of prisoners who have been placed in solitary confinement at any time during the previous year.

"(3) The number of female prisoners known by the Bureau of Prisons to be pregnant, as well as the outcomes of such pregnancies, including information on pregnancies that result in live birth, stillbirth, miscarriage, abortion, ectopic pregnancy, maternal death, neonatal death, and preterm birth.

"(4) The number of prisoners who volunteered to participate in a substance abuse treatment program, and the number of prisoners who have participated in such a program.

"(5) The number of prisoners provided medication-assisted treatment with medication approved by the Food and Drug Administration while in custody in order to treat substance use disorder.

"(6) The number of prisoners who were receiving medication-assisted treatment with medication approved by the Food and Drug Administration prior to the commencement of their term of imprisonment.

"(7) The number of prisoners who are the parent or guardian of a minor child.

"(8) The number of prisoners who are single, married, or otherwise in a committed relationship.

"(9) The number of prisoners who have not achieved a GED, high school diploma, or equivalent prior to entering prison.

"(10) The number of prisoners who, during the previous year, received their GED or other equivalent certificate while incarcerated.

"(11) The numbers of prisoners for whom English is a second language.

"(12) The number of incidents, during the previous year, in which restraints were used on a female prisoner during pregnancy, labor, or postpartum recovery, as well as information relating to the type of restraints used, and the circumstances under which each incident occurred.

"(13) The vacancy rate for medical and healthcare staff positions, and average length of such a vacancy.

"(14) The number of facilities that operated, at any time during the previous year, without at least 1 clinical nurse, certified paramedic, or licensed physician on site.

"(15) The number of facilities that during the previous year were accredited by the American Correctional Association.

"(16) The number and type of recidivism reduction partnerships described in section 3621(h)(5) of title 18, United States Code, as added by section 102(a) of this Act, entered into by each facility.

"(17) The number of facilities with remote learning capabilities.

"(18) The number of facilities that offer prisoners video conferencing.

"(19) Any changes in costs related to legal phone calls and visits following implementation of section 3632(d)(1) of title 18, United States Code, as added by section 101(a) of this Act.

"(20) The number of aliens in prison during the previous year.

"(21) For each Bureau of Prisons facility, the total number of violations that resulted in reductions in rewards, incentives, or time credits, the number of such violations for each category of violation, and the demographic breakdown of the prisoners who have received such reductions.

"(22) The number of assaults on Bureau of Prisons staff by prisoners and the number of criminal prosecutions of prisoners for assaulting Bureau of Prisons staff.

"(23) The capacity of each recidivism reduction program and productive activity to accommodate eligible inmates at each Bureau of Prisons facility.

"(24) The number of volunteers who were certified to volunteer in a Bureau of Prisons facility, broken down by level (level I and level II), and by each Bureau of Prisons facility.

"(25) The number of prisoners enrolled in recidivism reduction programs and productive activities at each Bureau of Prisons facility, broken down by risk level and by program, and the number of those enrolled prisoners who successfully completed each program.

"(26) The breakdown of prisoners classified at each risk level by demographic characteristics, including age, sex, race, and the length of the sentence imposed.

"(b) Report to Judiciary Committees.—Beginning not later than 1 year after the date of enactment of this Act [Dec. 21, 2018], and annually thereafter for a period of 7 years, the Director of the Bureau of Justice Statistics

shall submit a report containing the information described in paragraphs (1) through (26) of subsection (a) to the Committee on the Judiciary of the Senate and the Committee on the Judiciary of the House of Representatives."

Inclusion of Honor Violence in National Crime Victimization Survey

Pub. L. 113–235, div. B, title II, Dec. 16, 2014, 128 Stat. 2191, provided in part: "That beginning not later than 2 years after the date of enactment of this Act [div. B of Pub. L. 113–235, Dec. 16, 2014], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to honor violence".

Study of Crimes Against Seniors

Pub. L. 106–534, §5, Nov. 22, 2000, 114 Stat. 2557, provided that:

"(a) In General.—The Attorney General shall conduct a study relating to crimes against seniors, in order to assist in developing new strategies to prevent and otherwise reduce the incidence of those crimes.

"(b) Issues Addressed.—The study conducted under this section shall include an analysis of—

"(1) the nature and type of crimes perpetrated against seniors, with special focus on—

"(A) the most common types of crimes that affect seniors;

"(B) the nature and extent of telemarketing, sweepstakes, and repair fraud against seniors; and

"(C) the nature and extent of financial and material fraud targeted at seniors;

"(2) the risk factors associated with seniors who have been victimized;

"(3) the manner in which the Federal and State criminal justice systems respond to crimes against seniors;

"(4) the feasibility of States establishing and maintaining a centralized computer database on the incidence of crimes against seniors that will promote the uniform identification and reporting of such crimes;

"(5) the effectiveness of damage awards in court actions and other means by which seniors receive reimbursement and other damages after fraud has been established; and

"(6) other effective ways to prevent or reduce the occurrence of crimes against seniors."

Inclusion of Seniors in National Crime Victimization Survey

Pub. L. 106–534, §6, Nov. 22, 2000, 114 Stat. 2557, provided that: "Beginning not later than 2 years after the date of enactment of this Act [Nov. 22, 2000], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to—

"(1) crimes targeting or disproportionately affecting seniors;

"(2) crime risk factors for seniors, including the times and locations at which crimes victimizing seniors are most likely to occur; and

"(3) specific characteristics of the victims of crimes who are seniors, including age, gender, race or ethnicity, and socioeconomic status."

Crime Victims With Disabilities Awareness

Pub. L. 105–301, Oct. 27, 1998, 112 Stat. 2838, as amended by Pub. L. 106–402, title IV, §401(b)(10), Oct. 30, 2000, 114 Stat. 1739, provided that:

"SECTION 1. SHORT TITLE.

"This Act may be cited as the 'Crime Victims With Disabilities Awareness Act'.

"SEC. 2. FINDINGS; PURPOSES.

"(a) Findings.—Congress finds that—

"(1) although research conducted abroad demonstrates that individuals with developmental disabilities are at a 4 to 10 times higher risk of becoming crime victims than those without disabilities, there have been no significant studies on this subject conducted in the United States;

"(2) in fact, the National Crime Victim's Survey, conducted annually by the Bureau of Justice Statistics of the Department of Justice, does not specifically collect data relating to crimes against individuals with developmental disabilities;

"(3) studies in Canada, Australia, and Great Britain consistently show that victims with developmental disabilities suffer repeated victimization because so few of the crimes against them are reported, and even when they are, there is sometimes a reluctance by police, prosecutors, and judges to rely on the testimony of a disabled individual, making individuals with developmental disabilities a target for criminal predators;

"(4) research in the United States needs to be done to—

"(A) understand the nature and extent of crimes against individuals with developmental disabilities;

"(B) describe the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(C) identify programs, policies, or laws that hold promises for making the justice system more responsive to crimes against individuals with developmental disabilities; and

"(5) the National Academy of Science Committee on Law and Justice of the National Research Council is a premier research institution with unique experience in developing seminal, multidisciplinary studies to establish a strong research base from which to make public policy.

"(b) Purposes.—The purposes of this Act are—

"(1) to increase public awareness of the plight of victims of crime who are individuals with developmental disabilities;

"(2) to collect data to measure the extent of the problem of crimes against individuals with developmental disabilities; and

"(3) to develop a basis to find new strategies to address the safety and justice needs of victims of crime who are individuals with developmental disabilities.

"SEC. 3. DEFINITION OF DEVELOPMENTAL DISABILITY.

"In this Act, the term 'developmental disability' has the meaning given the term in section 102 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 [42 U.S.C. 15002].

"SEC. 4. STUDY.

"(a) In General.—The Attorney General shall conduct a study to increase knowledge and information about crimes against individuals with developmental disabilities that will be useful in developing new strategies to reduce the incidence of crimes against those individuals.

"(b) Issues Addressed.—The study conducted under this section shall address such issues as—

"(1) the nature and extent of crimes against individuals with developmental disabilities;

"(2) the risk factors associated with victimization of individuals with developmental disabilities;

"(3) the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(4) the means by which States may establish and maintain a centralized computer database on the incidence of crimes against individuals with disabilities within a State.

"(c) National Academy of Sciences.—In carrying out this section, the Attorney General shall consider contracting with the Committee on Law and Justice of the National Research Council of the National Academy of Sciences to provide research for the study conducted under this section.

"(d) Report.—Not later than 18 months after the date of enactment of this Act [Oct. 27, 1998], the Attorney General shall submit to the Committees on the Judiciary of the Senate and the House of Representatives a report describing the results of the study conducted under this section.

"SEC. 5. NATIONAL CRIME VICTIM'S SURVEY.

"Not later than 2 years after the date of enactment of this Act, as part of each National Crime Victim's Survey, the Attorney General shall include statistics relating to—

"(1) the nature of crimes against individuals with developmental disabilities; and

"(2) the specific characteristics of the victims of those crimes."

Attachment 2:

2022 SCS questionnaire

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of these data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1a. E_ATTENDSCHOOL_INPERSON

At any time during this school year did you attend a public or private school in person?

- 1 = Yes
- 2 = No

1b. E_ATTENDSCHOOL_VIRTUAL

At any time during this school year did you receive any online schooling or virtual learning provided by a public or private school?

- 1 = Yes
- 2 = No

1c. E_ATTENDSCHOOL_HOMESCHOOL

At any time during this school year did you receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes – **ASK E_HOMESCHOOL_COOP**
- 2 = No – **GOTO** to **CHECK ITEM A**

CHECK ITEM A: If student answers “No,” “Don’t know,” or “Refused” to E_ATTENDSCHOOL_HOMESCHOOL and “Yes” to E_ATTENDSCHOOL_VIRTUAL **SKIP** to E_REMOTE_SCHOOLING_COVID.

If student answers “No,” “Don’t know,” or “Refused” to E_ATTENDSCHOOL_HOMESCHOOL AND E_ATTENDSCHOOL_VIRTUAL, and “Yes” to E_ATTENDSCHOOL_INPERSON **SKIP** to E_DIFFSCHOOL_ATTENDED.

If student answers “No,” “Don’t know,” or “Refused” for E_ATTENDSCHOOL_INPERSON, E_ATTENDSCHOOL_VIRTUAL, and E_ATTENDSCHOOL_HOMESCHOOL **SKIP** to INTVIEWTYPE.

1d. E_HOMESCHOOL_COOP

[IF E_ATTENDSCHOOL_HOMESCHOOL = "Yes"]

At any time during this school year did you attend a homeschool cooperative, or co-op, in person?

Homeschooling cooperatives (co-ops) are groups of homeschooling families who work together to educate their children. They can range from informal groups to more formal programs that resemble private schools. Some co-op students may report in-person attendance if they feel like that fits.

- 1 = Yes
- 2 = No

1e. E_REMOTE_SCHOOLING_COVID

[IF E_ATTENDSCHOOL_VIRTUAL = "Yes" and/or E_ATTENDSCHOOL_HOMESCHOOL = "Yes"]

Did you receive [online schooling or virtual learning/homeschooling instead of being enrolled in a public or private school/online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

- 1= Yes
- 2= No

1f1. E_HOMESCHOOL_WHY_BULLY

[IF E_ATTENDSCHOOL_HOMESCHOOL = "Yes" ask questions 1f1 through 1f8]

For this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

Because of your experiences with bullying?

- 1= Yes
- 2= No

1f2. E_HOMESCHOOL_WHY_ENVIROMENT

Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?

- 1= Yes
- 2= No

1f3. E_HOMESCHOOL_WHY_QUALITY

Because you or your parents were not happy with the quality of the education you were receiving?

- 1= Yes
- 2= No

1f4. E_HOMESCHOOL_WHY_RELIGIOUS

Because of religious reasons?

- 1= Yes
- 2= No

1f5. E_HOMESCHOOL_WHY_CONDITION

Because of a physical, mental, or developmental condition?

- 1= Yes
- 2= No

1f6. E_HOMESCHOOL_WHY_ILLNESS

Because of an illness that prevents you from attending school?

- 1= Yes
- 2= No

1f7. E_HOMESCHOOL_WHY_SCHCLOSED

Because of your county's decision to close the schools?

- 1= Yes
- 2= No

1f8. E_HOMESCHOOL_WHY_OTHER

Because of a different reason?

- 1= Yes – **ASK** E_HOMESCHOOL_WHY_SPECIFY
- 2= No – **SKIP** to E_DIFFSCHOOL_ATTENDED

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1g. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[IF student answered E_ATTENDSCHOOL_HOMESCHOOL = "Yes," include the text below.]

Include your homeschooling as one school.

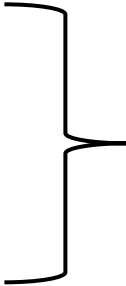
- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “No”) **SKIP** to **E_WHATGRADE**. If student was fully or partially homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “Yes”) **CONTINUE** with **E_HOMESCHOOLGRADE**.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

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

SKIP to **CHECK ITEM C**

E_HOMESCHOOLGRADE_OTHER

Specify:

SKIP to **CHECK ITEM C**

CHECK ITEM C: If student was only homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “Yes”, **E_ATTENDSCHOOL_INPERSON** = “No” AND **E_ATTENDSCHOOL_VIRTUAL** = “No”) **SKIP** to **INTVIEWTYPE**.

If student was partially homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “Yes” and either (**E_ATTENDSCHOOL_INPERSON** = “Yes” AND/OR **E_ATTENDSCHOOL_VIRTUAL** = “Yes”) **SKIP** to **SCS_INTRO_2**.

2b. E_WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

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

E_WHATGRADE_OTHER

Specify:

SKIP to **E_WHATMONTH**

SCS_INTRO_2

READ **SCS_INTRO_2** only if **E_ATTENDSCHOOL_HOMESCHOOL** = "Yes" and either
(**E_ATTENDSCHOOL_INPERSON** = "Yes" AND/OR **E_ATTENDSCHOOL_VIRTUAL** = "Yes")

The remaining questions pertain only to your attendance at a public or private school and not to being homeschooled [IF **E_HOMESCHOOL_COOP**= "Yes": or attending a homeschool cooperative].

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
 - 3 = September
 - 4 = Other – **Go** to **E_WHATMONTHOTHER**
- } **SKIP** to **F_SCHOOLSTATE**

E_WHATMONTHOTHER

Specify the other month that school year began.

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 = January | <input type="checkbox"/> 6 = June |
| <input type="checkbox"/> 2 = February | <input type="checkbox"/> 7 = October |
| <input type="checkbox"/> 3 = March | <input type="checkbox"/> 8 = November |
| <input type="checkbox"/> 4 = April | <input type="checkbox"/> 9 = December |
| <input type="checkbox"/> 5 = May | |

ENVIROMENTAL QUESTIONS

SCS_INTRO_3

READ *SCS_INTRO_3* only if *E_ATTENDSCHOOL_VIRTUAL* = "Yes"

For the next questions, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNTY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – *SKIP* to *F_GRADES_LOW*
- 2 = No – *SKIP* to *F_GRADES_LOW*

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A 'school affiliated with a religion' is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW**What is the lowest grade taught in your school?***Enter the lowest grade mentioned*

- | | |
|---|---|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 8 = Eighth |
| <input type="checkbox"/> 1 = First | <input type="checkbox"/> 9 = Ninth |
| <input type="checkbox"/> 2 = Second | <input type="checkbox"/> 10 = Tenth |
| <input type="checkbox"/> 3 = Third | <input type="checkbox"/> 11 = Eleventh |
| <input type="checkbox"/> 4 = Fourth | <input type="checkbox"/> 12 = Twelfth |
| <input type="checkbox"/> 5 = Fifth | <input type="checkbox"/> 13 = Post-graduate |
| <input type="checkbox"/> 6 = Sixth | <input type="checkbox"/> 20 = All ungraded |
| <input type="checkbox"/> 7 = Seventh | <input type="checkbox"/> 30 = All special education |

6b. F_GRADES_HIGH**What is the highest grade taught in your school?***Enter the highest grade mentioned*

- | | |
|---|---|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 8 = Eighth |
| <input type="checkbox"/> 1 = First | <input type="checkbox"/> 9 = Ninth |
| <input type="checkbox"/> 2 = Second | <input type="checkbox"/> 10 = Tenth |
| <input type="checkbox"/> 3 = Third | <input type="checkbox"/> 11 = Eleventh |
| <input type="checkbox"/> 4 = Fourth | <input type="checkbox"/> 12 = Twelfth |
| <input type="checkbox"/> 5 = Fifth | <input type="checkbox"/> 13 = Post-graduate |
| <input type="checkbox"/> 6 = Sixth | <input type="checkbox"/> 20 = All ungraded |
| <input type="checkbox"/> 7 = Seventh | <input type="checkbox"/> 30 = All special education |

7. F_GETTOSCHOOL**When you attend school in person, how do you get to school most of the time this school year?***If multiple modes are used, code the mode in which the student spends the most time.*

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

F_GETTOSCHOOL_SPECIFY*Specify:*

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. F_ACTIVITY_SPIRIT

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

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

- 1 = Yes
- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. F_ACTIVITY_ARTS

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

- 1 = Yes
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

- 1 = Yes
- 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- 1 = Yes
- 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

- 1 = Yes – *ASK* F_ACTIVITY_OTHER_SPECIFY
- 2 = No – *SKIP* to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year
(E_ATTENDSCHOOL_INPERSON = "No") *SKIP* to F_SAFETY_CODE_OF_CONDUCT.

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

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

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

A 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

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

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

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

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

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

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

A 'locker check' is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = Respondent's school does not have lockers

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

'Strictly enforced rules' means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Thinking about the students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A 'neighborhood' is blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

CHECK ITEM E: If student did not attend school in person this school year
(E_ATTENDSCHOOL_INPERSON = "No," "Don't know," or "Refuse") and
E_ATTENDSCHOOL_VIRTUAL = "Yes" **GO TO SCS_INTRO_4_VIRTUAL**

If student did attend school in person this school year E_ATTENDSCHOOL_INPERSON = "Yes" **SKIP**
to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3 AND E_ATTENDSCHOOL_HOMESCHOOL = "No": For the remainder of this survey, think about [both/all schools] you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

20a. F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

- 1 = Yes
 - 2 = No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen at school, which includes [IF E_ATTENDSCHOOL_VIRTUAL = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3 AND E_ATTENDSCHOOL_HOMESCHOOL = "No": For the remainder of this survey, think about [both/all schools] you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

The following questions pertain only to the student's attendance at a public or private school and not to being homeschooled or attending a homeschool cooperative.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILLEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
- 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_VIRTUAL = "Yes" FILL: or during virtual classes]?

- 1 = Yes
- 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times:

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do during school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...

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

- 1 = Yes
- 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
- 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
- 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
- 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
- 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
- 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- 1 = Yes
- 2 = No

CHECK ITEM F: If all items in 22a-22h (**G_BULLY_MADE_FUN**—**G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } **SKIP** to **G_BULLY_HAPPEN_AGAIN**

23b. G_BULLY_TIMES

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

Read answer categories 1—2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/people] who did [this/these things] to you this school year,

[Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/Were any of these people/Was anyone in the group] more popular than you?

- 1 = Yes
- 2 = No

27c. G_BULLY_MONEY

[Did this person/Did any of these people/Did anyone in the group] have more money than you?

- 1 = Yes
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?

- 1 = Yes
 2 = No – **SKIP** to CHECK ITEM G

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/did any of those students] have more power than you?

Specify:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, **SKIP** to G_BULLY_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, **ASK** G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that you were bullied, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to:

Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
 2 = No

32d. G_BULLYING_DISABILITY

Any condition you may have – such as a physical, mental, or developmental condition?

- 1 = Yes
 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
 2 = No – **SKIP** to **CHECK ITEM H**

CHECK ITEM H: If a student answered **G_HATE** = “No,” “Don’t know,” or “Refuse,” and **E_ATTENDSCHOOL_INPERSON** = “Yes” **SKIP** to **G_HATE_WORDS**

If a student answered **G_HATE** = “No,” “Don’t know,” or “Refuse,” and **E_ATTENDSCHOOL_INPERSON** = “No,” “Don’t know,” or “Refuse,” **SKIP** to **G_HATE_WORDS_VIRTUAL**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35a. G_HATE_WORDS

[IF E_ATTENDSCHOOL_INPERSON = "Yes"]

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
 2 = No

35b. G_HATE_WORDS_VIRTUAL

[IF E_ATTENDSCHOOL_VIRTUAL = "Yes"]

During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

- 1 = Yes
 2 = No

AVOIDANCE**36a. H_AVOID_VIRTUAL**

[IF E_ATTENDSCHOOL_VIRTUAL = "Yes"]

During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?

- 1 = Yes
 2 = No

CHECK ITEM I: If student did not attend school in person this school year (E_ATTENDSCHOOL_INPERSON = "No," "Don't know," or "Refuse") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school because you thought someone might attack or harm you?

- 1 = Yes
 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- 1 = Yes
- 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS**J_INTRO_WEAPON**

In the next series of questions, we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – **SKIP** to **J_GET_GUN**

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS**K2_INTRO_GANG**

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – **SKIP** to **L_GRADES**
- 3 = Don't know – **SKIP** to **L_GRADES**

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5. If student says the school uses pass/fail grading, ask which they've mostly gotten.

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = Mostly passes
- 7 = Mostly fails
- 8 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to INTVIEWTYPE
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. INTVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview, ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know

Attachment 3:

Selected nonfederal publications citing data from the NCVS SCS

Selected Nonfederal Publications Citing Data from the NCVS SCS

1991

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

1992

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

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

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

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

1993

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

1994

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

1998

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

1999

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

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

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

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

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

2004

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

2005

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

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

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

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

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

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

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

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

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

2007

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

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

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2008

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

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

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

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

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

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

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

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

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

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Attachment 4:

2022 SCS item justification and rationale

2022 SCS ITEM DESCRIPTION AND RATIONALE

Background

The School Crime Supplement (SCS), a supplement to the annual National Crime Victimization Survey (NCVS), is designed to obtain additional information about school-related victimizations. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups concerned with crime in schools to make informed decisions about policies and programs. The Bureau of Justice Statistics (BJS), the National Center for Education Statistics (NCES), and the U.S. Census Bureau (CB) jointly designed the survey questionnaire. The first SCS was administered in 1989, and again in 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019. The 2022 SCS will be the 14th implementation of an occasional supplement to obtain specific information about school-related victimization and disorder on a national level.

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

The eight sections of the questionnaire and the specific items in each section are detailed below. For the 2022 SCS, decisions were made to move forward with version 1 or version 2 of the 2019 split-sample questions. Other minor changes were made to items in different sections as a result of the COVID-19 pandemic and its impact on schools. New and revised items for 2022 are highlighted in red.

Section 1 – Screener Questions

Questions	Rationale
<p>1a. At any time during this school year did you attend a public or private school in person?</p> <p>1b. At any time during this school year did you receive any online schooling or virtual learning provided by a public or private school?</p> <p>1c. At any time during this school year did you receive homeschooling instead of being enrolled in a public or private school?</p> <p>1d. At any time during this school year did you attend a homeschool cooperative, or co-op, in person?</p> <p>1e. Did you receive [online schooling or virtual learning/homeschooling instead of being enrolled in a public or private school/online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?</p> <p>1f. For this next question, I’m going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in a public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.</p> <p>1f1. Because of your experiences with bullying?</p> <p>1f2. Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?</p> <p>1f3. Because you or your parents were not happy with the quality of the education you were receiving?</p> <p>1f4. Because of religious reasons?</p>	<p>These questions establish the eligibility of the individuals interviewed. The SCS sample universe is youth in households participating in the NCVS. However, the SCS is completed only by those youth ages 12–18 who were in primary or secondary education programs leading to a high school diploma (elementary through high school) sometime during the 6 months prior to the interview. Students exclusively home-schooled during the current school year are not included in the remainder of the survey since many questions in the SCS are not relevant to their situation. Students are eligible for the SCS if they were homeschooled for part of the school year and attended a public or private school during the other part of the school year, or attended a homeschool cooperative in person.</p> <p>These questions were modified to include the different learning environments as a result of the impact of COVID-19 pandemic on traditional in-person schooling.</p> <p>NCES and BJS were interested in knowing more about the reason that parents of students or students decided to be exclusively homeschooled. There was specific interest in learning if the homeschooling was a result of bullying in school or other aspects of the school environment.</p>

Questions	Rationale
<p>1f5. Because of a physical, mental, or developmental condition?</p> <p>1f6. Because of an illness that prevents you from attending school?</p> <p>1f7. Because of your county's decision to close the schools?</p> <p>1f8. Because of a different reason?</p> <p>1f8. What was the different reason? [other specify response]</p> <p>1g. How many different schools have you attended this school year?</p> <p>2a. During the time you were homeschooled this school year, what grade would you have been enrolled in if you were in a public or private school?</p> <p>2b. What grade are you in?</p> <p>3. In what month did your current school year begin?</p>	

Section 2 – Environmental Questions

Questions	Rationale
<p>4. In what state is your school located? County? City? Complete name of school?</p> <p>5a. Is your school public or private?</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>5c. Is your school affiliated with a religion?</p> <p>6a. What is the lowest grade taught in your school?</p> <p>6b. What is the highest grade taught in your school?</p>	<p>These questions ask about school characteristics that are used in analyzing levels of school violence.^{1,2,3}</p>
<p>7. When you attend school in person, how do you get to school most of the time this school year?</p> <p>8. When you attend school in person, how do you get home from school most of the time this school year?</p>	<p>These questions establish student exposure to school bus stops and routes, and walking routes immediately around schools, which are considered part of the school environment.</p>
<p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p>a. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>b. Athletic teams at school?</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?</p> <p>e. Class council or student government, also known as SGA?</p> <p>f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club [IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediation, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.</p>	<p>This question asks about students’ participation in various types of extra-curricular school activities.</p> <p>Providing opportunities for extra-curricular activities is a strategy associated with programs designed to reduce incidents of crime and bullying. Research shows that high levels of involvement within a school are correlated with increased student connectedness to the academic environment.⁴ However, some studies have shown the positive effects of participation vary for different types of activities and by different student characteristics^{5,6} making this an area of interest for current research.</p>

Questions	Rationale
g. Other school clubs or school activities? h. What are the other school clubs or school activities you participate in?	
10. The next questions are about security measures that some schools take. Does your school have: a. Security guards or assigned police officers? b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers? c. Metal detectors, including wands? d. Locked entrance or exit doors during the day? e. A requirement that visitors sign in AND wear visitor badges or stickers? f. Locker checks? g. A requirement that students wear badges or picture identification? h. One or more security cameras to monitor the school? i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	This series of questions establishes student awareness of various security measures in their school. Between 2000 and 2010, public schools reported increased use of various safety and security measures and procedures. ⁷ Question 10 differs from similar questions about school procedures in other school surveys such as School Survey on Crime and Safety (SSOCS) because it focuses on student awareness of these procedures. This awareness is relevant to researchers investigating whether the environment created by security measures in schools increases students' feelings of security and decreases incidents of school crime, or creates an atmosphere that is detrimental to learning and has little effect on school crime. ^{8,9,10}
11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?	This question indicates if students know their school has a secure procedure for reporting potential school crime. Organizations such as US Department of Health and Human Services ¹¹ recommend establishing anonymous hotlines or websites for students to anonymously report.

Questions	Rationale
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p>	<p>These questions help define the environment in which crime and bullying incidents occur,^{12,13} including determining the general level of disruption and the general level of crime students encounter in their school and home neighborhoods.^{14,15}</p>
<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <ul style="list-style-type: none"> a. The school rules are fair. b. The punishment for breaking school rules is the same no matter who you are. c. The school rules are strictly enforced. d. If a school rule is broken, students know what kind of punishment will follow. e. Teachers treat students with respect 	<p>These questions ask about relationships in school. The presence of caring relationships has been found to be a key protective factor in multiple surveys of student experiences. Asking these questions on the SCS allows direct comparison of these factors with a wide range of potential negative school experiences such as crime, bullying, and drug availability.¹⁶</p>
<p>14. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <ul style="list-style-type: none"> a. Really cares about you. b. Listens to you when you have something to say. c. Tells you when you do a good job. 	<p>Question 14 is adapted from the California Healthy Kids Survey—one of the most widely quoted surveys measuring student protective factors. It consolidates two series of questions on relationships with adults and teachers from previous versions of the SCS. The consolidated question is designed to reduce burden without losing predictive validity.</p>
<p>15. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <ul style="list-style-type: none"> a. Really cares about you. b. Listens to you when you have something to say. c. Believes that you will be a success. 	<p>Question 15 asks about peer relationships in school. Research indicates that the quality of friendship is related to protective factors.^{17,18} This item was developed and tested during the cognitive lab study to be an indicator of reciprocal, supportive school friendships.</p>
<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree,</p>	<p>These questions are designed to collect data for analysis of the relationship between level of school crime, presence of security measures in school, and</p>

Questions	Rationale
<p>agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you live</p> <p>17. Thinking about the neighborhood where YOUR SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p> <p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>You feel safe at your school.</p>	<p>student perceptions of safety.</p>
<p>19. Is it possible for students to get any of the following while at school...</p> <ul style="list-style-type: none"> a. Alcoholic beverages? b. Marijuana, also known as pot or weed? c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids. d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall? e. Other illegal drugs, such as cocaine, uppers, or crystal meth? 	<p>The availability of illegal substances is correlated with the general level of school crime and the likelihood that students who use these substances may be involved in crimes.¹⁹</p>
<p>20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?</p> <p>20b. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</p>	

Section 3 – Fighting, Bullying, and Hate Behavior Questions

Questions	Rationale
<p>21a. During this school year, have you been in one or more physical fights at school?</p> <p>21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>Determine exposure to physical violence in school as separate from bullying.²⁰</p>
<p>22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you? That is, has another student...</p> <ul style="list-style-type: none"> a. Made fun of you, called you names, or insulted you in a hurtful way? b. Spread rumors about you or tried to make other dislike you? c. Purposely shared your private information, photos, or videos in a hurtful way? d. Threatened you with harm? e. Pushed you, shoved you, tripped you, or spit on you? f. Tried to make you do things you did not want to do, for example, give them money or other things? g. Excluded you from activities on purpose? h. Destroyed your property on purpose? 	<p>Question 22 has students identify ways in which they perceive they have been bullied. A single bullying construct is created from those answering “yes” to any of these subquestions to indicate that the student has been a victim of bullying. This question has been in use since 2005 and is the basis for the trend data NCES maintains on bullying in schools.</p> <p>For the 2022 SCS, the item now includes text reminding the respondent to think of experiences that occurred electronically. Research indicates adolescents defining bullying differently than the uniform definition²¹. Including the word in the item stem is likely increasing measurement error. Further, cognitive testing indicated respondents were not thinking about bullying occurring electronically, thus it is necessary to include a reminder in the stem for them to think about electronic means (phone, internet, social media) when responding to the subquestions. An additional subquestion was added (subitem c) to capture online behaviors that may be bullying.</p>
<p>23a. During this school year, how many days were you bullied?</p> <p>23b. (If 23a is “one day”) In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?</p> <p>24. Did you think the bullying would happen again?</p> <p>25. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p>	<p>Questions 23-24 identify whether any incidents reported for question 22 include the element of repetition. These questions are based on those that have been used successfully to identify the repetitive component of stalking as measured in the NCVS Supplemental Victimization Survey. In this version, multiple days or multiple incidents can be used as indicators of repetition.</p> <p>NCES, BJS, and Census have continued to fine-tune the repetition and power imbalance items. For 2022, in addition to not using the word “bully,” a new item asking whether one student did hurtful</p>

Questions	Rationale
<p>26. Did these people act alone, or together as a team?</p>	<p>things more than once was added to help determine repetition. This is specifically for situations where a student has experienced a hurtful situation one time with one offender and another time with a different offender, and the two different offenders are not working together as a team.</p>
<p>27. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p> <p>f. In what other way [did that student/ did any of those students] have more power than you?</p>	<p>Questions 25-27 identify whether any incidents reported include the element of power imbalance. Cognitive testing results indicated that the examples provided in the original power imbalance question were excluding two types of incidents: 1) those in which power was expressed through influence; and 2) those in which no one person appeared to be more powerful than the victim reporting the incident, but multiple people working together against one individual created a power imbalance.</p> <p>Affirmative answers on question 25 and 26 (multiple people working together) or on one of the items under question 27 (individuals with more power in some area) will be used to indicate the bullying reported includes a power imbalance.</p> <p>An “other specify” subquestion has been added to gather information on other forms of power imbalance that respondents may be considering when answering these questions. Common themes will be considered to be added to future data collections.</p>
<p>28. What was your relationship to the student when they did [that thing/those things] to you? Were they...</p> <p>a. Your brother or sister?</p> <p>b. Your boyfriend or girlfriend at the</p>	<p>The uniform definition specifically excludes victimization that involves siblings or a current dating partner. The SCS items have never taken these two exclusions into consideration. Cognitive testing for these items indicates some interviewees likely including sibling or dating partners in their responses, thus the need to collect the victim-</p>

Questions	Rationale
<p>time? c. Your ex-boyfriend or ex-girlfriend at the time? d. Another student from school?</p>	<p>offender relationship. Any respondents who indicate multiple experiences by one person who is a sibling or current dating partner will be excluded from the estimate on the uniform definition.</p>
<p>29. Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ...</p> <p>a. In a classroom at school? b. In a hallway or stairwell at school? c. In a bathroom or locker room at school? d. In a gymnasium or weight room at school? e. In a cafeteria or lunch room at school? f. Outside on school grounds? g. On the way to or from school such as on a school bus or at a bus stop? h. Online or by text? i. Somewhere else at school? <i>Specify</i> _____</p>	<p>Noting where bullying occurs is important in determining trends and to develop strategies to monitor or prevent the incidences of bullying in those environments.²² The 2011 and 2013 SCS included separate questions about cyber-bullying. Based on the uniform bullying definition, cyber-bullying is a format for bullying, not a separate type of incident. Cognitive testing results also indicated that students often experience cyber-bullying by classmates as a continuation or precursor of in-person bullying and therefore include it with reports of school-based bullying. Item H was added in 2015 to capture information on school-related cyber-bullying²³. No changes were made for the 2017 instrument.</p> <p>For the 2019 SCS, cognitive testing indicated the need to add “gymnasium or weight room” as these are perceived to be different locations than a “locker room.” Additionally, to improve the flow of the items, the “somewhere else at school” and “other-specify” subquestions have been moved to the end of the list. Both of these items were included in the 2022 SCS.</p>
<p>30. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>Research indicates that significant numbers of bullying incidents go unreported. Collecting this information in a confidential interview format can shed light on estimates of bullying in U.S. schools.^{24,25}</p> <p>Additionally, collecting this information with reports from the same students on school attachment factors gathered in section 2 can be used to analyze what factors may increase the likelihood of reporting bullying.</p>
<p>31. This school year, how much has bullying had a negative effect on...</p> <p>a. Your school work? b. Your relationships with friends or family? c. How you feel about yourself? d. Your physical health – for example, caused injuries, gave you headaches or stomach aches?</p>	<p>These questions ask about the effects of bullying experienced by students. Studies have detailed the impacts of bullying on youth.^{26,27} Bullying is related to serious health concerns that must be tracked and addressed by medical and mental health providers.²⁸</p>

Questions	Rationale
<p>32. When you were bullied in school this year, did you ever think it was related to:</p> <ul style="list-style-type: none"> a. Your race? b. Your religion? c. Your ethnic background or national origin – for example, people of Hispanic origin? d. Any condition you have – such as a physical, mental or developmental condition? e. Your gender? f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight? g. Your physical appearance? 	<p>Bullying disproportionately affects various subgroups of students including students with disabilities²⁹ and students identifying with non-majority racial, religious or sexual orientation groups.³⁰ The U.S. Department of Education’s Office of Special Education and Rehabilitative Services (OSERS) and Office of Civil Rights (OCR) have both issued guidance on providing free and appropriate education to all students that includes identifying and addressing issues of harassment and victimization for all students. The data from this question can be used to generate national estimates on bullying based on perceived subgroup characteristics.</p> <p>Subitem d was revised for the 2022 SCS and the term “condition” was used instead of “disability.” During cognitive testing it was determined that some youth may not see particular ailments as a disability.</p>
<p>33. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.</p> <p>34. Were any of the hate related words related to:</p> <ul style="list-style-type: none"> a. Your race? b. Your religion? c. Your ethnic background or national origin – for example, people of Hispanic origin? d. Any disability you may have – such as physical, mental or developmental disabilities? e. Your gender? f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight? <p>35a. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>35b. During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google</p>	<p>Hate-related speech is not reported by adolescents as often as bullying because students are often embarrassed about the message conveyed or not sure where it falls with relation to various categories of crime/bullying that should be reported. Collecting specific information on use of hate-related words in this anonymous survey will provide school personnel and policymakers information about the extent and seriousness of the crime³¹ and its relationship to other forms of victimization.</p>

Questions	Rationale
Classroom, Schoology, or Zoom.	

Section 4 – Avoidance Questions

Questions	Rationale
<p>36a. During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?</p> <p>36b. During this school year, did you ever stay away from any of the following places because you thought someone might attack or harm you there?</p> <ul style="list-style-type: none"> a. For example, did you ever stay away from the shortest route to school because you thought someone might attack or harm you? b. The entrance into the school? c. Any hallways or stairs in school? d. Parts of the school cafeteria? e. Any school restrooms? f. Other places inside the school building? g. School parking lot? h. Other places on school grounds? i. School bus or bus stop? <p>37a. Did you avoid any activities at your school because you thought someone might attack or harm you?</p> <p>37b. Did you avoid any classes because you thought someone might attack or harm you?</p> <p>37c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>This section asks about places and activities students avoid because of the likelihood of bullying, cyber-bullying, and physical attacks. Avoidance, where warranted, reduces the actual number of such incidents without reducing the risk that they will occur. Students who avoid going to classes are negatively affected not only by the experience of crime, but also by the loss of instructional time³².</p> <p>The information about avoidance collected here can be used to (a) estimate overall actual crime in schools in addition to that experienced by the absence of direct reporting from the individuals interviewed, and (b) analyze the impact it has on student behavior and academic performance ^{33,34,35,36,37,38}.</p>

Section 5 – Fear Questions

Questions	Rationale
<p>38a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p>38b. How often are you afraid that someone will attack or harm you on a school bus or on the way to or from school?</p> <p>38c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p>	<p>This section adds to the information in Section 4, Avoidance, by asking how often students fear attack or harm.</p> <p>Students may not be able to avoid school activities even though they may fear attending³⁹. Fear, like avoidance, harms adolescents beyond the harm attributed to the actual crimes experienced⁴⁰. Fear results in stress, which negatively affects academic performance, can lead to inappropriate psycho-social outcomes such as acting out, and can impact future orientation such as plans to complete school.^{41,42}</p>

Section 6 – Weapons Questions

Questions	Rationale
<p>39. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds:</p> <ul style="list-style-type: none"> a. A gun? b. A knife brought as a weapon? c. Some other weapon? <p>40a. Do you know of any other students who have brought a gun to your school during this school year?</p> <p>40b. Have you actually seen another student with a gun at school during this school year?</p> <p>41. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>This section asks about experiences with weapons in school. Bringing weapons to school for personal protection is another indicator of the extent of the perceived level of violence in the school. Although a student may not be directly threatened or harmed by a weapon, knowing that weapons are on campus can also lead to fear and avoidance of school.⁴³ Potential for violence escalates when students carry weapons in school.</p> <p>Negative academic and psycho-social outcomes are correlated with fear of weapons on campus.^{44,45,46}</p>

Section 7 – Gangs Questions

Questions	Rationale
<p>Intro-Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.</p> <p>42a. Are there any gangs at your school?</p> <p>42b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>42c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>This part of the survey examines the extent of gang activity in schools. Gangs are an indicator of increased crime in schools⁴⁷ and require separate types of interventions to address from specific incidences of crime and bullying.⁴⁸</p> <p>Feedback from interviewers in the field and cognitive interviews indicate confusion on part of the definition of gangs that says “For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.” Due to this, NCES, BJS, and Census want to remove this sentence to reduce confusion and improve the accuracy of this section.</p>

Section 8 – Student Characteristics Questions

Questions	Rationale
<p>43. During this school year, across all subjects, have you gotten mostly: A’s, B’s, C’s D’s F’s or school does not give grades/no alphabetic grade equivalents.</p> <p>44a. During the last 4 weeks of school, did you skip any classes?</p> <p>44b. During the last 4 weeks of school, on how many days did you skip at least one class?</p> <p>45. Thinking about the future, do you think you will:</p> <ul style="list-style-type: none"> a. Attend school after high school, such as a college or technical school? b. Graduate from a 4-year college? 	<p>These questions focus specifically on student academic characteristics. Information about demographic characteristics is included in the main NCVS survey. These are indicators of academic behavior and planning, which may be analyzed with regard to the impact of student experiences with school violence and bullying.^{49,50,51,52}</p>

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Attachment 5:

2019 SCS questionnaire

2019 SCHOOL CRIME SUPPLEMENT

INTRO_1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

SCREEN QUESTIONS FOR SUPPLEMENT

<p>E_ATTENDSCHOOL</p> <p>1a. Did you attend school at any time this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to END</p>
---	--

<p>E_HOMESCHOOL</p> <p>1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to E_DIFFSCHOOL_ATTENDED</p>
--	--

<p>E_ALLHOMESCHOOL</p> <p>1c. Was all of your schooling this school year homeschooling?</p>	<p>1 <input type="checkbox"/> Yes - SKIP to END 2 <input type="checkbox"/> No</p>
--	--

<p>E_DIFFSCHOOL_ATTENDED</p> <p>1d. How many different schools have you attended this school year?</p> <p>Include your homeschooling as one school. (Only asked if student answered "yes" to E_HOMESCHOOL.)</p>	<p>1 <input type="checkbox"/> One school 2 <input type="checkbox"/> Two schools 3 <input type="checkbox"/> Three or more schools</p>
---	--

CHECK ITEM A: If student was not homeschooled (**E_HOMESCHOOL** = "No") Skip to **E_WHATGRADE**. If student was partially homeschooled (**E_ALLHOMESCHOOL** = "No") continue with **E_HOMESCHOOLGRADE**.

<p>E_HOMESCHOOLGRADE</p> <p>2a. During the time you were homeschooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>0 <input type="checkbox"/> Fifth or under - SKIP to END 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - SKIP to END</p> <p><i>Specify</i> _____</p>
<p>E_HOMESCHOOLGRADE_OTHER</p>	<p style="text-align: right;">SKIP to INTRO_2</p>

<p>E_WHATGRADE</p> <p>2b. What grade are you in?</p> <p><i>This question refers to the 2018-2019 school year.</i></p>	<p>0 <input type="checkbox"/> Fifth or under - SKIP to END 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - SKIP to END</p> <p><i>Specify</i> _____</p>
<p>E_WHATGRADE_OTHER</p>	<p style="text-align: right;">SKIP to E_WHATMONTH</p>

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

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

E_WHATMONTH

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

- 1 August } **SKIP** to **F_SCHOOLSTATE**
- 2 September }
- 3 Other – **ASK** **E_WHATMONTHOTHER**

E_WHATMONTHOTHER

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

ENVIRONMENTAL QUESTIONS

4b. **F_SCHOOLSTATE**

In what state is your school located?

State

F_SCHOOLCOUNTY

In what county is your school located?

County

F_SCHOOLCITY

In what city is your school located?

City

F_NAMEOFSCHOOL

What is the complete name of your school?

School Name

F_PUBLICORPRIVATE

5a. Is your school public or private?

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

F_REGULARSCHOOL

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

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

F_CHURCHRELATED

5c. Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

F_GRADES_LOW

6a. What is the lowest grade taught in your school?

- 0 Pre-Kindergarten or Kindergarten
- 1 1st grade
- 2 2nd grade
- 3 3rd grade
- 4 4th grade
- 5 5th grade
- 6 6th grade
- 7 7th grade
- 8 8th grade
- 9 9th grade
- 10 10th grade
- 11 11th grade
- 12 H.S. Senior
- 13 Post-graduate
- 20 All ungraded
- 30 All special education

F_GRADES_HIGH

6b. What is the highest grade taught in your school?

- 0 Pre-Kindergarten or Kindergarten
- 1 1st grade
- 2 2nd grade
- 3 3rd grade
- 4 4th grade
- 5 5th grade
- 6 6th grade
- 7 7th grade
- 8 8th grade
- 9 9th grade
- 10 10th grade
- 11 11th grade
- 12 H.S. Senior
- 13 Post-graduate
- 20 All ungraded
- 30 All special education

F_GETTOSCHOOL

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

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

F_GETTOSCHOOL_SPECIFY

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

Specify _____

F_HOMEFROMSCHOOL

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

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

F_HOMEFROMSCHOOL_SPECIFY

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

Specify _____

BEGIN SPLIT – The questions about school sponsored activities have two alternate forms, designed for split-sample administration. Version 1 (F_ACTIVITIES_SPORTS—F_ACTIVITIES_OTHER_SPECIFY) reflects the wording used in the 2017 SCS, and Version 2 (F_ACTIVITY_SPIRIT—F_ACTIVITY_OTHER_SPECIFY) reflects updated wording for the 2019 SCS.

VERSION 1

9v1. During this school year, have you participated in any of the following activities sponsored by your school:

F_ACTIVITIES_SPORTS

a. Athletic teams at school?

Yes No

1 2

F_ACTIVITIES_SPIRIT

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

1 2

F_ACTIVITIES_ARTS

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

1 2

F_ACTIVITIES_ACADEMIC

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

1 2

F_ACTIVITIES_GOV

e. Student government?

1 2

F_ACTIVITIES_SERVICE

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

1 2

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

F_ACTIVITIES_OTHER

g. Other school clubs or school activities?

1 2



F_ACTIVITIES_OTHER_SPECIFY

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

Specify _____ **SKIP** to **F_SAFETY_POLICE**

VERSION 2

9v2. During this school year, have you participated in any of the following activities sponsored by your school:

Yes No

F_ACTIVITY_SPIRIT

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

1 2

F_ACTIVITY_SPORTS

b. Athletic teams at school?

1 2

F_ACTIVITY_ARTS

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

1 2

F_ACTIVITY_ACADEMIC

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

1 2

F_ACTIVITY_GOV

e. Class council or student government, also known as SGA?

1 2

F_ACTIVITY_SERVICE

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

1 2

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

F_ACTIVITY_OTHER

g. Other school clubs or school activities?

1 2



F_ACTIVITY_OTHER_SPECIFY

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

Specify _____ **SKIP** to **F_SAFETY_POLICE**

END SPLIT – Both Version 1 and Version 2 respondents go to F_SAFETY_POLICE

<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p>F_SAFETY_POLICE</p> <p>a. Security guards or assigned police officers?</p> <p>F_SAFETY_HALLSTAFF</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>F_SAFETY_METAL_DETECTORS</p> <p>c. Metal detectors, including wands?</p> <p><i>The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.</i></p> <p>F_SAFETY_DOORS_LOCKED</p> <p>d. Locked entrance or exit doors during the day?</p> <p>F_SAFETY_SIGN_IN</p> <p>e. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p>F_SAFETY_LOCKER_CHECKS</p> <p>f. Locker checks?</p> <p><i>A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.</i></p> <p>F_SAFETY_STUDENT_ID</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>F_SAFETY_CAMERAS</p> <p>h. One or more security cameras to monitor the school?</p> <p>F_SAFETY_CODE_OF_CONDUCT</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides to you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
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<p>F_REPORT</p> <p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p> <p><i>Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?</i></p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																						
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<p>F_DISTRACTED 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																								
<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>F_RULES_FAIR a. The school rules are fair.</p> <p>F_PUNISHMENT_SAME b. The punishment for breaking school rules is the same no matter who you are.</p> <p>F_RULES_ENFORCED c. The school rules are strictly enforced. <i>Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.</i></p> <p>F_PUNISHMENT_KNOWN d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>F_TEACHERS_RESPECT e. Teachers treat students with respect.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>F_ADULT_REALLYCARES a. Really cares about you.</p> <p>F_ADULT_LISTENS b. Listens to you when you have something to say.</p> <p>F_ADULT_GOOD_JOB c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>There is a STUDENT at school who...</p> <p>F_STUDENT_REALLYCARES a. Really cares about you.</p> <p>F_STUDENT_LISTENS b. Listens to you when you have something to say.</p> <p>F_STUDENT_SUCCESS c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>F_CRIME_NEIGHBORHOOD There is a lot of crime in the neighborhood where YOU LIVE.</p> <p><i>A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.</i></p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>F_CRIME_NEIGHBORHOOD_SCHOOL There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>F_SAFE_IN_SCHOOL You feel safe in your school.</p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Strongly Agree	Agree	Disagree	Strongly Disagree								
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
<p>SCS_INTRO_3 Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED= 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year]. Your answers will not be shared with anyone at your school or home.</p>											
<p>BEGIN SPLIT – The questions about drug availability have two alternate forms, designed for split-sample administration. Version 1 (F_ALCOHOL—F_OTHER_ILLEGAL) reflects the wording used in the 2017 SCS, and Version 2 (F2_ALCOHOL—F2_OTHER_ILLEGAL) reflects updated wording for the 2019 SCS.</p>											
<p>VERSION 1</p> <p>19v1. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p>F_ALCOHOL a. Alcoholic beverages?</p> <p>F_MARIJUANA b. Marijuana, also known as pot, weed, or mary jane?</p> <p>F_PRESCRIPTION_DRUGS c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p>F_OTHER_ILLEGAL d. Other illegal drugs, such as cocaine, uppers, or heroin?</p> <p><i>Do not include tobacco or tobacco products.</i></p>	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table> <p>SKIP to F_KNOW_DRUGS_OR_ALCOHOL</p>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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VERSION 2	
19v2. Is it possible for students to get any of the following while at school...	Yes No
F2_ALCOHOL a. Alcoholic beverages?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
F2_MARIJUANA c. Marijuana, also known as pot or weed?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
F2_OPIOIDS d. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.	1 <input type="checkbox"/> 2 <input type="checkbox"/>
F2_PRESCRIPTION_DRUGS d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?	1 <input type="checkbox"/> 2 <input type="checkbox"/>
F2_OTHER_ILLEGAL e. Other illegal drugs, such as cocaine, uppers, or crystal meth? <i>Do not include tobacco or tobacco products.</i>	1 <input type="checkbox"/> 2 <input type="checkbox"/> ASK F_KNOW_DRUGS_OR_ALCOHOL

END SPLIT – Both Version 1 and Version 2 respondents go to F_KNOW_DRUGS_OR_ALCOHOL.

F_KNOW_DRUGS_OR_ALCOHOL 20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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FIGHTING, BULLYING AND HATE BEHAVIORS

G_FIGHT_AT_SCHOOL 21a. During this school year, have you been in one or more physical fights at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to G_BULLY_MADE_FUN or G_MADE_FUN
---	---

G_FIGHT_HOW_OFTEN 21b. During this school year, how many times have you been in a physical fight at school?	<input type="text"/> <input type="text"/> <input type="text"/> (Number of times)
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BEGIN SPLIT – The questions about bullying have two alternate forms, designed for split-sample administration. Version 1 (G_BULLY_MADE_FUN—G_BULLYING_APPEARANCE) reflects the wording used in the 2017 SCS, and Version 2 (G_MADE_FUN—G_BULLYING) reflects updated wording for the 2019 SCS.

<p>G_BULLY_MULTI_PERS 25v1. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to G_BULLY_STRONGER</p>																		
<p>G_BULLY_HOW_ACT 26v1. Did these people act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</p>																		
<p>27v1. Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p>G_BULLY_STRONGER a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>G_BULLY_POPULAR b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p>G_BULLY_MONEY c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>G_BULLY_INFLUENCE d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>G_BULLY_OTHER_POWER e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: right;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		Yes	No	1 <input type="checkbox"/>		2 <input type="checkbox"/>	1 <input type="checkbox"/>		2 <input type="checkbox"/>	1 <input type="checkbox"/>		2 <input type="checkbox"/>	1 <input type="checkbox"/>		2 <input type="checkbox"/>	1 <input type="checkbox"/>		2 <input type="checkbox"/>
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<p>G_BULLY_WHERE1 through G_BULLY_WHERE8 28v1. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p style="text-align: center;"><i>Read answer categories, Mark all that apply</i></p> <p>G_BULLY_WHERE_SPECIFY Where is the other place where bullying occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school? 2 <input type="checkbox"/> In a hallway or stairwell at school? 3 <input type="checkbox"/> In a bathroom or locker room at school? 4 <input type="checkbox"/> In a cafeteria or lunchroom at school? 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> 6 <input type="checkbox"/> Outside on school grounds? 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 8 <input type="checkbox"/> Online or by text?</p> <p><i>Specify</i> _____</p>																		

<p>G_BULLY_ADULT_TOLD 29v1. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																				
<p>30v1. This school year, how much has bullying had a NEGATIVE effect on:</p> <p><i>Read answer categories</i></p> <p>G_SCHOOL_WORK a. YOUR school work?</p> <p>G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family?</p> <p>G_ABOUT_YOURSELF c. How you feel about YOURSELF?</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches?</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>												
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<p>31v1. When you were bullied in school this year, did you ever think it was related to...</p> <p>G_BULLY_RACE a. YOUR race?</p> <p>G_BULLY_RELIGION b. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER e. YOUR gender?</p> <p>G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> <td>SKIP to G_HATE</td> </tr> </tbody> </table>		Yes	No		1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>			1 <input type="checkbox"/>	2 <input type="checkbox"/>		SKIP to G_HATE
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VERSION 2

22v2. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. During this school year, has any student from your school...

G_MADE_FUN

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

Yes

No

1

2

G_RUMOR

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

1

2

G_SHARED

c. Purposely shared your private information, photos, or videos in a hurtful way?

1

2

G_THREAT

d. Threatened you with harm?

1

2

Has any student from your school...

G_CONTACT

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

1

2

G_COERCED

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

1

2

G_EXCLUDED

g. Excluded you from activities, social media, or other communications to hurt you?

1

2

G_DESTROYED_PROP

h. Destroyed your property on purpose?

1

2 If all categories a-h are marked "No" **SKIP** to **G_HATE**

SCS_INTRO 4

[If R said yes to only one item from **G_MADE_FUN** — **G_DESTROYED_PROP**]: When I asked you that last series of questions, you said yes to 1 of those items. Please think about that one thing you just told me about while answering the next few questions.

[If R said yes to two or more items from **G_MADE_FUN** — **G_DESTROYED_PROP**]: When I asked you that last series of questions, you said yes to ___ of those items. Please think about those things you just told me about while answering the next few questions.

G_MULTI_PERS

23v2. Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?

1 Yes

2 No - **SKIP** to **G_DAY_PLUS**

<p>G_HOW_ACT 24v2. Did these students act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</p>
<p>G_MULTI_TIMES 25v2. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>G_DAY_PLUS 26av2. During this school year, how many days did you experience [that thing/any of those things]?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> One day – ASK G_TIMES 2 <input type="checkbox"/> Two to five days 3 <input type="checkbox"/> Six to ten days 4 <input type="checkbox"/> More than ten days</p> <p style="text-align: right;">} SKIP to G_HAPPEN_AGAIN</p>
<p>G_TIMES 26bv2. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?</p> <p><i>Read answer categories 1-2</i></p>	<p>1 <input type="checkbox"/> One time 2 <input type="checkbox"/> Two or more times 3 <input type="checkbox"/> Too many times to count 4 <input type="checkbox"/> Don't know</p>
<p>G_HAPPEN_AGAIN 27v2. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>CHECK ITEM B:</p> <p>1. Did more than one student do those things? Yes (R answered "Yes" to G_MULTI_PERS) <input type="checkbox"/> Skip to CHECK ITEM B QUESTION 2 BELOW No (R answered "No" to G_MULTI_PERS) <input type="checkbox"/> Go to G_STRONGER</p> <p>2. Did any of those students do any of those things more than once? Yes (R answered "Yes" to G_MULTI_TIMES) <input type="checkbox"/> Go to G_STRONGER No (R answered "No" to G_MULTI_TIMES) <input type="checkbox"/> Go to G_STRONGER</p>	

<p>G_WHERE1 through G_WHERE9 30v2. Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ...</p> <p><i>Read answer categories. Mark all that apply</i></p> <p>G_WHERE_SPECIFY Where is the other place [it/they] occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school? 2 <input type="checkbox"/> In a hallway or stairwell at school? 3 <input type="checkbox"/> In a bathroom or locker room at school? 4 <input type="checkbox"/> In a gymnasium or weight room at school? 5 <input type="checkbox"/> In a cafeteria or lunchroom at school? 6 <input type="checkbox"/> Outside on school grounds? 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 8 <input type="checkbox"/> Online or by text? 9 <input type="checkbox"/> Somewhere else at school? – <i>Specify</i></p> <p><i>Specify</i> _____</p>																									
<p>G_ADULT_TOLD 31v2. Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																									
<p>32v2. This school year, how much [has that thing/have those things] had a NEGATIVE effect on:</p> <p><i>Read answer categories</i></p> <p>G2_SCHOOL_WORK a. YOUR school work?</p> <p>G2_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family?</p> <p>G2_ABOUT_YOURSELF c. How you feel about YOURSELF?</p> <p>G2_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches?</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
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<p>33v2. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p>G_RACE a. YOUR race?</p> <p>G_RELIGION b. YOUR religion?</p> <p>G_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_GENDER e. YOUR gender?</p> <p>G_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_APPEARANCE g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		
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<p>G_BULLYING 34v2 Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>} ASK G_HATE</p>
--	--

END SPLIT – Both Version 1 and Version 2 respondents go to G_HATE.

<p>G_HATE 35. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>1 <input type="checkbox"/> Yes – ASK G_HATE_RACE 2 <input type="checkbox"/> No - SKIP to G_HATE_WORDS</p>
--	---

<p>36. Were any of the hate-related words related to ...</p> <p>G_HATE_RACE a. Your race?</p> <p>G_HATE_RELIGION b. Your religion?</p> <p>G_HATE_ETHNICITY c. Your ethnic background or national origin – for example, people of Hispanic origin?</p> <p>G_HATE_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_HATE_GENDER e. Your gender?</p> <p>G_HATE_SEXUAL_ORIENTATION f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										

<p>G_HATE_WORDS 37. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
---	--

AVOIDANCE

38. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

H_AVOID_SHORTCUT

a. The shortest route to school, because you thought someone might attack or harm you?

Yes No

1 2

H_AVOID_ENTRANCE

b. The entrance into the school?

1 2

H_AVOID_HALLWAYS

c. Any hallways or stairs in school?

1 2

H_AVOID_CAFETERIA

d. Parts of the school cafeteria or lunchroom?

1 2

H_AVOID_RESTROOMS

e. Any school restrooms?

1 2

H_AVOID_OTHER_PLACES

f. Other places inside the school building?

1 2

H_AVOID_PARKING_LOT

g. School parking lot?

1 2

H_AVOID_OTHER_SCHOOL

h. Other places on school grounds?

1 2

H_SCHOOL_BUS_STOP

i. School bus or bus stop?

1 2

H_AVOID_ACTIVITIES

39a. Did you AVOID any activities at your school because you thought someone might attack or harm you?

1 Yes
2 No

H_AVOID_CLASSES

39b. Did you AVOID any classes because you thought someone might attack or harm you?

1 Yes
2 No

H_STAY_HOME

39c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

1 Yes
2 No

FEAR

I_INTRO_FEAR: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

I_AFRAID

40a. How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

1 Never
2 Almost never
3 Sometimes
4 Most of the time

I_AFRAID_ON_BUS

40b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

1 Never
2 Almost never
3 Sometimes
4 Most of the time

<p>I_AFRAID_NONSCHOOL 40c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
--	---

WEAPONS

J_INTRO_WEAPON
In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

<p>41. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?</p> <p>J_WEAPONS_GUN a. A gun?</p> <p>J_WEAPONS_KNIFE b. A knife brought as a weapon?</p> <p>J_WEAPONS_OTHER c. Some other weapon?</p>	<table style="width: 100%;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>J_GUN_OTHERS 42a. Do you know of any [other] students who have brought a gun to your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to J_GET_GUN</p>
--	--

<p>J_SEE_GUN 42b. Have you actually seen another student with a gun at school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
---	---

<p>J_GET_GUN 43. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
---	--

GANGS

BEGIN SPLIT – The introduction to the questions about gangs has two alternate forms, designed for split-sample administration. Version 1 (**K_INTRO_GANG**) reflects the wording used in the 2017 SCS, and Version 2 (**K2_INTRO_GANG**) reflects updated wording for the 2019 SCS.

VERSION 1
K_INTRO_GANG
Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your answers will not be shared with anyone at your school or home.
SKIP to **K_GANGS**

VERSION 2

K2_INTRO_GANG

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

ASK K_GANGS

END SPLIT – Both Version 1 and Version 2 respondents go to K_GANGS.

K_GANGS

44a. Are there any gangs at your school?

- 1 Yes
2 No - **SKIP** to L_GRADES
3 Don't know - **SKIP** to L_GRADES

K_GANG_FIGHTS

44b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 Never
2 Once or twice this school year
3 Once or twice a month
4 Once or twice a week
5 Almost every day

K_GANG_DRUGS

44c. Have gangs been involved in the sale of drugs at your school during this school year?

- 1 Yes
2 No
3 Don't know

STUDENT CHARACTERISTICS

L_GRADES

45. During this school year, across all subjects have you gotten mostly -

Read answer categories 1—5

- 1 A's
2 B's
3 C's
4 D's
5 F's
6 School does not give grades/no alphabetic grade equivalent

L_SKIP_CLASSES

46a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 Yes
2 No - **SKIP** to L_SCHOOL_AFTER_SCHOOL
3 Don't know - **SKIP** to L_SCHOOL_AFTER_SCHOOL

L_SKIP_CLASS_DAYS

46b. During the last 4 weeks of school, on how many days did you skip at least one class?

(Number of days)

47. Thinking about the future, do you think you will ...

L_SCHOOL_AFTER_SCHOOL

a. Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two year associate degree)

-Certificate Programs

Yes No Don't know

1 2 -- **END** 3

L_GRADUATE_4YR

b. Graduate from a 4-year college?

1 2 3

INTVIEWTYPE

48. *Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?*

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 Personal interview - No adult present
- 2 Personal interview - Adult present
- 3 Telephone interview – No adult present
- 4 Telephone interview – Adult present
- 5 Telephone interview – Don't know

Attachment 6:

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



Dear Resident:

Your address has been selected to participate in the **National Crime Victimization Survey**. The survey collects information about the type and amount of crime committed against people in the United States. The U.S. Census Bureau conducts this survey on behalf of the U.S. Department of Justice.

Since many crimes are never reported to the police, information from this survey is used to get a more complete picture of crime occurring in our country. The information you provide will give a better understanding of crime and its impact on victims. The survey results are used to develop programs to aid crime victims and prevent crime.

The success of this survey depends on your participation. We cannot substitute another address for yours. Your address is part of a scientifically selected sample of addresses chosen throughout the country. Your answers represent hundreds of other households like yours. Your participation is important even if you have not experienced any crime. By law, the Census Bureau can only use your responses to produce statistics. No information about you or your household can be identified from these statistics.

Answers to frequently asked questions are on the back of this letter. If you would like further information, visit our Web site at <https://www.census.gov/programs-surveys/ncvs.html>.

You do not need to take any action at this time. A Census Bureau representative will contact you soon to ask your household to complete the survey.

Thank you for your participation.

Sincerely,

Steven D. Dillingham
Director

What is the National Crime Victimization Survey?

This survey collects data about experiences with crime, both reported and not reported to the police. Periodically, the survey includes additional topics such as crime in schools, contacts with law enforcement, and identity theft.

How was I selected for this survey?

The U.S. Census Bureau chose your address, not you personally, to participate in this survey. We randomly selected a sample of addresses across the country to represent the entire population. We need a response from all persons 12 or older in sampled homes to get a complete picture of the types and amount of crime happening in the United States.

Will information I provide be confidential? Is this survey required by law?

The Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111; Expiration Date: 02/28/2022). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important; however, you may decline to answer any or all questions.

How are the data used?

Data from this survey provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. Examples of reports, tables, and charts that use data from the survey are on the Bureau of Justice Statistics' Web site at <https://www.bjs.gov>.

How long will it take?

We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Unit, Bureau of Justice Statistics, Washington, DC 20531.

I thought that the Census Bureau only counts people every 10 years. What is the Census Bureau doing now?

Besides the decennial census, we collect many different kinds of information through other censuses and surveys. These surveys provide current information on such topics as housing, crime, unemployment rates, health, business, economics and education.

How can I find out more about this survey?

For more information, please visit our Web site at <https://www.census.gov/programs-surveys/ncvs.html> or contact the Regional Office for your state at the number listed below:

<i>State</i>	<i>Phone Number</i>	<i>Regional Office</i>
AL, FL, GA, LA, MS, NC, SC	1-800-424-6974 EXT. 53943	Atlanta
AR, IL, IN, IA, MI, MN, MO, WI	1-800-865-6384	Chicago
AZ, CO, KS, MT, NE, NM, ND, OK, SD, TX, UT, WY	1-800-852-6159	Denver
AK, CA, HI, ID, NV, OR, WA	1-800-992-3530	Los Angeles
CT, ME, MA, NH, NJ, NY, RI, VT	1-800-991-2520	New York
DE, DC, KY, MD, OH, PA, TN, VA, WV	1-800-262-4236	Philadelphia

Attachment 7:

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



Dear Resident:

Several months ago, we contacted residents at your address to participate in the **National Crime Victimization Survey**. The survey collects information about the type and amount of crime committed against people in the United States. The U.S. Census Bureau conducts this survey on behalf of the U.S. Department of Justice. We need to interview the current residents of this address, whether we talked with you before or you recently moved to this address.

Since many crimes are never reported to the police, information from this survey is used to get a more complete picture of crime occurring in our country. The information you provide will give a better understanding of crime and its impact on victims. The survey results are used to develop programs to aid crime victims and prevent crime.

The success of this survey depends on your participation. We cannot substitute another address for yours. Your address is part of a scientifically selected sample of addresses chosen throughout the country. Your answers represent hundreds of other households like yours. Your participation is important even if you have not experienced any crime. By law, the Census Bureau can only use your responses to produce statistics. No information about you or your household can be identified from these statistics.

Answers to frequently asked questions are on the back of this letter. If you would like further information, visit our Web site at <https://www.census.gov/programs-surveys/ncvs.html>.

You do not need to take any action at this time. A Census Bureau representative will contact you soon to ask your household to complete the survey.

Thank you for your participation.

Sincerely,

A handwritten signature in cursive script that reads "Steven D. Dillingham".

Steven D. Dillingham
Director

What is the National Crime Victimization Survey?

This survey collects data about experiences with crime, both reported and not reported to the police. Periodically, the survey includes additional topics such as crime in schools, contacts with law enforcement, and identity theft.

How was I selected for this survey?

The U.S. Census Bureau chose your address, not you personally, to participate in this survey. We randomly selected a sample of addresses across the country to represent the entire population. We need a response from all persons 12 or older in sampled homes to get a complete picture of the types and amount of crime happening in the United States.

Will information I provide be confidential? Is this survey required by law?

The Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111; Expiration Date: 02/28/2022). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important; however, you may decline to answer any or all questions.

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Besides the decennial census, we collect many different kinds of information through other censuses and surveys. These surveys provide current information on such topics as housing, crime, unemployment rates, health, business, economics and education.

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AR, IL, IN, IA, MI, MN, MO, WI	1-800-865-6384	Chicago
AZ, CO, KS, MT, NE, NM, ND, OK, SD, TX, UT, WY	1-800-852-6159	Denver
AK, CA, HI, ID, NV, OR, WA	1-800-992-3530	Los Angeles
CT, ME, MA, NH, NJ, NY, RI, VT	1-800-991-2520	New York
DE, DC, KY, MD, OH, PA, TN, VA, WV	1-800-262-4236	Philadelphia

Attachment 8:

AIR cognitive testing materials for the 2021 NCVS SCS



SCS:2021 Cognitive Testing Plan

APRIL 2020 – UPDATED JUNE 2020

Sidney Wilkinson-Flicker | Jana Kemp

MAKING RESEARCH RELEVANT

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Background

The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) was co-designed by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS). The SCS collects data on school-related topics, including alcohol and drug availability, fighting, bullying and hate related behaviors, and fear and avoidance behaviors from students age 12 to 18 in U.S. public and private elementary, middle, and high schools. To date, the SCS was conducted in 1989, 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019.

In 2013, the NCES and BJS initiated revisions of the SCS, specifically adjustments to question wording to be consistent with the Centers for Disease Control and Prevention's (CDC) definition of "bullying," including "cyber-bullying," as well as changes to wording based on other research. The CDC modified its definition of bullying to include two additional components: repetition and a power differential. A technical review panel was convened to recommend changes to the SCS that could meet the CDC's definitional requirements. The 2015 SCS questionnaire included two versions of the question used to measure the prevalence of bullying. One version (V1) maintained the original question on bullying (consistent with 2013 SCS question to help preserve the time trend) and added two new follow-up questions to capture the two new components. In the other version (V2), respondents were asked a single new question on bullying that included the two new components. Initial analyses of the two versions of bullying questions used in the 2015 SCS produced differing estimates of bullying. In addition to the two estimates of bullying differing from each other, the estimate produced by the new items (V2) were also significantly lower than then 2013 estimate and the 2015 estimate using the original wording (V1). This suggested that the new follow-up items were not performing well and should be revised to improve performance. The Center for Survey Measurement (CSM) at the U.S. Census Bureau revised and tested the questionnaire prior to the 2017 fielding of the survey. Analysis of the results indicated that the 2017 version of the bullying questions perform well, producing estimates of bullying closer to those produced from prior years' collections.

Research has shown that including a term like "bullying," which has a variety of colloquial meanings, in the question wording has the potential to influence measurement error. After fielding the 2017 SCS, the sponsors agreed to explore the possibility of removing the terms "bullying" and "bullied" from the supplement, and instead use a set of behavior-specific questions that measures the different components included in the bullying definition. Using the 2017 questions as a starting point, experts in CSM worked with the survey sponsors to revise the bullying sections to remove the term and conducted cognitive testing to assess the performance of the revised items in late 2017/early 2018. Overall, the findings from this study indicated that removing "bullying" from the questions performed well. Results from the pretesting indicated that questions worked well to accurately categorize students as victims or non-victims, even when their self-identification did not match their bullying status. Two versions of the bullying items – one set using 2017 SCS items (V1) and one set without the "bullying/bullied" terms (V2) – were fielded in a split sample during the 2019 administration of SCS. Analysis of the results indicated that there were no significant differences between V1 and V2 in the overall bullying estimates. Given these results, the sponsors decided to retain the 2017 SCS items (V1) – with the

“bullying/bullied” terms for future administrations, but also wanted to explore incorporating some of the language used in the V2 questions.

Consultation between the sponsors and Census has resulted in the set of questions that will be tested during spring 2020; NCES has contracted the American Institutes for Research (AIR) to perform this cognitive testing. Cognitive interviews will be conducted to evaluate the revised wording of bullying questions in the SCS. The cognitive interviews will enable the team to understand the 1) extent to which the items are understood by respondents and how their answers might be interpreted, and 2) validity of the items. It will focus on wording of items that have been fielded before within the context of a larger questionnaire. This research will seek to identify any areas of ambiguity or confusion on the part of respondents and suggest revisions to problematic questions.

Study Design, Context, and Respondent Burden

Respondents will be asked to answer approximately 20 questions which will include some bullying questions as well as a select number of complementary questions from the SCS. For the complete set of questions that are provided in the protocols, see Appendix A.

To test these questions, we will recruit up to 9 students ages 12–18 who currently attend public or private middle schools and high schools. We will strive to recruit a sample with diverse demographic characteristics and school characteristics (control and level). In addition to demographic and school characteristics, we will attempt to recruit a sample of students who have experienced negative interactions with students from school that may count as bullying and students who have not. Given the current educational environment during the COVID-19 pandemic, we will specify to respondents that when discussing the school year, we are interested in their experiences prior to any distance learning, or eLearning, that they are currently experiencing.

Cognitive interview participants will be recruited through professional and personal networks of AIR staff. See Appendix B for the language to be used in recruitment advertisements and for the eligibility screener. The respondents will receive materials by email to remind them of their interview time as well as any other directions or information they need.

The interviews will be approximately 30–45 minutes in length and will allow time to complete the selected SCS survey questions and administer a set of in-depth retrospective probes of the questions in the bullying section. From prior experience, we anticipate needing to recruit approximately 30 individuals to yield the 9 desired interviews to account for ineligible respondents and cancellations and to meet target demographics.

The interviews will be conducted remotely via video conference (using the web conferencing platform GoToMeeting). If a respondent would prefer that the interview be conducted over the phone, that will be accommodated. Interviews will be conducted primarily during regular work hours (9 am–6 pm EDT) but will be scheduled after work hours, as needed.

Table 1. Desired minimum number of respondents, by student characteristics

Characteristics	Desired number of respondents
Total	9
School characteristics	
Control	
Public (including charter)	4-5
Private	4-5
Grade level	
Middle school (6th to 8th grade)	4-5
High school (9th to 12th grade)	4-5
Student characteristics	
Gender	
Male	4-5
Female	4-5
Race/ethnicity	
White, non-Hispanic	2-3
Black, non-Hispanic	2-3
Hispanic	2-3
Other, non-Hispanic	2-3
Household's annual income	
Less than \$25,000	2-3
\$25,000-\$50,000	2-3
\$50,000-\$100,000	2-3
More than \$100,000	2-3

Researchers from AIR will conduct the cognitive interviews. Staff members will be trained to conduct the interviews to allow the greatest flexibility in interview scheduling. All interviewers will be required to demonstrate a strong understanding of the interview protocol before beginning interviews. With respondent permission, the interviews will be recorded so that the responses may be reviewed as needed during analysis. The AIR project leader will conduct interviewer training, supervise staff, and monitor data quality throughout the data collection period.

In order to mimic what occurs in the field, the interviewer will read the survey questions and, when indicated, the answer options to the respondent. Additionally, the interviewer will observe the respondent as they answer the survey questions, noting any questions or problems that the respondent has with items. After completing the selected SCS questions, interviewers will ask respondents a set of pre-determined probing questions about selected questions. However, interviewers will also probe on any questions or problems the respondent had when answering the survey questions.

Cognitive interviewing techniques allow researchers to evaluate potential response error and to assure that the survey provides valid data. In general, the goal of cognitive testing is to assess the respondents' comprehension of the questionnaire items, including question intent and the meaning of specific words and phrases in the item. Data from cognitive interviews can identify potentially problematic questions that are not understood as intended. This testing can also examine the respondents' retrieval of relevant information from memory, decision processes involved with answering a question, and questions that are difficult to answer due to cognitive burden. The cognitive interviews will assess issues such as:

- The subject's understanding of terms in the survey
- How confident the subject is in their response
- How they remembered the information they provided in factual questions
- Whether they found a response choice that fit their answer
- How easy or difficult it is to answer a question
- Issues with sensitive questions
- Consistency of answers within the questionnaire and in comparison, to the expected range of answers

Assurance of Confidentiality

Cognitive interview participants will be informed that their participation is voluntary, and their responses 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). Participants will also be advised that the interview will be recorded and that the recording will only be reviewed for the purposes of this study. Lastly, participants will be advised that direct quotes may be used in research papers and professional presentations, but names will never be attributed to anything a respondent says. Participants will be assigned a unique identifier (respondent ID), which will be created solely for data file management and used to keep all materials together. The respondent ID will not be linked to the respondent in any way or form.

A consent form that explains the purpose and duration of the interview will be sent via e-mail to participants, to be signed and returned prior to their interview. If respondents are under the age of 18, their parents will be provided with a parental consent form; respondents who are 18 will be provided with the standard consent form used for adults (see Appendix C). Any signed consent forms will be kept separately from the interview files in a locked cabinet for the duration of the study. The participant will also be asked to provide verbal consent to participate during the interview itself.

Estimate of Costs for Recruiting and Paying Respondents

To encourage participation and thank them for their time and effort, a \$25 gift card will be offered to each participating student.

Cost to the Federal Government

The estimated cost to prepare for, administer, and report the results of these cognitive interviews is approximately \$23,888.

Project Schedule

Recruitment for the cognitive interview study is scheduled to begin in May 2020. Table 2 provides the overall schedule.

Table 2. Initial proposed schedule of high-level activities for cognitive interviews

Activity	Date range
Recruit participants and conduct cognitive interviews	May 19 – June 12
Draft report of findings and recommendations	June 15 – June 19
Review and revise recommendations	June 22 – June 26
Final report to NCES	June 30

Appendix A. Interview Protocol

SCS Cognitive Interview Protocol

Respondent's ID:	
Date and Time:	
Interviewers:	

Materials to have open on your screen:

- Protocol
- Survey Questions PDF

PRE-INTERVIEW

Before beginning the interview confirm that AIR has received the consent form from either the respondent's parent (if under 18) or the respondent (if 18). If they have not sent the form, you must reschedule the interview.

Consent Form:	<input type="checkbox"/> Signed copy received	<input type="checkbox"/> Waiting on signed copy
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WELCOME AND INTRODUCTION SCRIPT

Interviewer Instructions: *The following scripts should NOT be read verbatim, instead the interviewer should be thoroughly familiar with the content in advance. However, **highlighted text MUST be said.** [Italicized text in brackets are instructions for the interviewer].*

Hello, my name is <your name> and I work for American Institutes for Research. It's nice to meet you, and thanks for talking to us today. *[Introduce anyone else that is on the call.]*

- *[Create small talk to build a rapport. For example, ask a question such as, "What is your favorite subject in school?" Respond accordingly (e.g., if the student responds with "science," ask them what they are studying in their science class).]*

Step 1: Technology Set-Up *[Skip if respondent has automatically turned on their webcam]*

[If respondent hasn't turned out their camera, here are instructions on how to them do it. Also, take this time to turn on your camera if you haven't yet.]

Do you have a video camera that we could use? *[If no, move on to Step 2. If yes...]*

Could you turn that on for me? I've found that having the video on and the ability to see each other is helpful during interviews.

- Make sure respondent is completely signed into GTM and not just on the phone. (You can tell if respondent has both a phone and camera icon next to their name. If there is only a phone, have them click on the GTM link that was provided to fully sign in).
- Turning on the webcam:
 1. Respondent needs to click the "camera" button in the top right corner. It will be the last in a series of three buttons – a phone, a television/screen, and a camera recorder.
 2. They need to click on that last button.
 3. Camera should automatically turn on.
- If they can't see you, have them click on the right click on the tab below the camera button > the three dots below that > click on "Show all webcams"

Step 2: Interview Introduction

Let me start by telling you a little bit about what we're doing here. My organization supports the National Center for Education Statistics, which is part of the U.S. Department of Education, in administering surveys to students across the US. In order to help improve these surveys, we turn to students like you to find out if our questions make sense and are easy to understand and answer. The research we're doing today will help us figure out if changes we have made to the questionnaire are working for students like you, and it will help us improve the accuracy of the data being collected.

I'm going to read the questions to you aloud, just like we would if this were an interview for the real survey, however, I'm mainly interested in your reactions to the questions. After we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your honest thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in these. We want you to feel like you can speak freely, and what you say here will not be repeated outside of this project.

Step 3: Recording

The interview should take less than an hour. I would like to record our conversation to make sure I catch all the important information you share today and don't have to rely just on my notes. This allows me to concentrate more on what you're saying during the interview. This recording will only be used for note-taking purposes, will be stored securely, and will be destroyed after the project is over. Do you have any questions about the recording?

[Answer any questions and give further explanation. Continue.]

[If the participant is no longer interested in participating for his/her time and end the interview.]

Are you comfortable with me recording this interview?

[If no, DO NOT RECORD, you will need to rely on notetaking] Ok, I will not record our interview.

[If yes] Okay, I'm going to start the recording now, and once it is on, I'm going to ask for your permission to record today so that we have it on the recording. [Turn on the GTM recording, which is at the bottom of the GTM window, ask for permission to record on the tape, and continue.]

Step 4: Informed Consent

The following is a reminder of what the consent form says.

[If student is under 18]: Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have mentioned before about never

sharing your name or any names you say during the interview and recording the interview, I would like to draw your attention to the fact that:

- Your participation is voluntary
- You do not have to answer any question that you do not want to.
- You can take a break at any time or stop the interview completely.
- Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. [if requested: 20 U.S.C. §9573 and 6 U.S.C. §151]

[If student is 18]: You signed a form earlier to give your consent to participate today. I am going to remind you about what was in that document. First, it explained the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview and recording the interview, it also said that:

- Your participation is voluntary
- You do not have to answer any question that you do not want to.
- You can take a break at any time or stop the interview completely.
- Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. [if requested: 20 U.S.C. §9573 and 6 U.S.C. §151]

Do you have any questions about this? Are you still willing to participate in the interview?

Step 5: Think-aloud practice

In this interview, we ask that you “think aloud” as you answer each question. This means, as you are answering each question, you can say *out loud* what you are thinking. Let’s practice.

- If the question is: How many windows are there in the house or apartment where you live? [*model the think aloud process for R, how would you answer this question?*]
- Now it’s your turn: How many windows are there in the house or apartment where you live? Please tell me what you are thinking while you are figuring out your answer.

Probes that could be helpful in prompting respondent to elaborate:

- What are you thinking about?
- Please tell me what you are thinking.
- Can you tell me more about that?
- What are you planning to do next?
- Is there anything else you can do?

If at any time you want to skip a question or stop, just let me know. Any additional questions before we start?

INTERVIEW

Interviewer instructions: Read the survey questions to the respondent, including the answer categories that are **bolded**. Note any confusion or difficulties respondents have with the questions.



In the first read through, DO NOT READ THE PROBES. Only after you have read through all the questions will you go back and read the probes to the respondent.

Now, I would like to ask some questions about your experiences at school. Remember, the law authorizes the collection of this data and requires us to keep all information about you and your household confidential. Additionally, some questions may ask you to respond based on this school year, which means the 2019–2020 school year; for these questions, we want you to think about before you started school at home because of COVID-19.

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

- Yes
 No (INTERVIEW IS OVER; GO TO END)

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

[If student mentions that they were partly homeschooled (in the traditional sense) have them count it as one school.]

- One school
 Two schools
 Three or more schools

3. What grade are you in?

[This question refers to the 2019–2020 school year.]

- Fifth or under (INTERVIEW IS OVER; GO TO END)
 Sixth
 Seventh
 Eighth
 Ninth
 Tenth
 Eleventh
 Twelfth
 Other – Specify: _____
 College/GED/Post-graduate/Other noneligible (INTERVIEW IS OVER; GO TO END)

4. In what state is your school located? _____

In what county is your school located? _____

In what city is your school located? _____

What is the complete name of your school? _____

5. Is your school public or private?

- Public
- Private

6. What is the lowest grade taught in your school?

- Pre-Kindergarten or Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth
- Eleventh
- Twelfth
- Post-graduate
- All ungraded
- All special education

7. What is the highest grade taught in your school?

- Pre-Kindergarten or Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth
- Eleventh
- Twelfth
- Post-graduate
- All ungraded
- All special education

8. The next questions are about security measures that some schools take. Does your school have:

	Yes	No	Don't know	School doesn't have lockers
a. Security guards or assigned police officers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Locked entrance or exit doors during the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. A requirement that visitors sign in AND wear visitor badges or stickers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Locker checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A requirement that students wear badges or picture identification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. One or more security cameras to monitor the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. *[If the respondent indicated in question 2 that they attended more than one school: For the remainder of this survey, think about both/all schools you attended this school year].* Your answers will not be shared with anyone at your school or home.

9. During this school year, have you been in one or more physical fights at school?

Yes

No (*SKIP TO Q11*)

10. During this school year, how many times have you been in a physical fight at school?

_____ Number of times

11. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student from your school bullied you?

That is, has another student...

	Yes	No
a. Made fun of you, called you names, or insulted you, in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
b. Spread rumors about you or tried to make others dislike you?	<input type="checkbox"/>	<input type="checkbox"/>
c. Purposely shared your private information, photos, or videos in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>
e. Pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>
f. Tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>
g. Excluded you from activities, social media, or other communications to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>
h. Destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>



If all categories a-h are marked “No” go directly to PROBE Q11 below.

PROBE Q11

Now I have a few questions about the items you just answered. I’m going to share my screen so you can see and read the questions that I’m going to ask you about.

*[Open the Survey Questions PDF. Share your screen and the PDF with the respondent. When choosing what to share, make sure you select to **only share** the Adobe PDF application so that they do not see any other documents on your screen – including the Word protocol document.]*

[Show R the single page of Q11 to reference]

First, we’ll start with the question where I asked you if any student from school bullied you.

If “No” to all:

When I asked you if any student from your school had bullied you, you said no to all items.

- Did any of those things happen to you but you didn’t think they would count for this question? Can you tell me more about why you didn’t include them here?
- Did other students do any other things not included in this list that made you feel bullied? Can you tell me more about that?

All respondents:

- What kinds of places were you thinking about where those things could have happened?
- Please tell me, in your own words, what it means to be bullied?

If “No” to all: After completing probes above, SKIP to Debriefing Questions.

12. During this school year, how many days were you bullied? [Read **bolded** answer categories]

- One day**
- Two days** [GO TO Q14]
- Three to ten days** [GO TO Q14]
- More than ten days** [GO TO Q14]

PROBE Q12

[Show R the single page of Q12 to reference]

Another question I asked was, “During this school year, how many days did you experience (that thing/any of those things)?” The response options were, “One day,” “Two to five days,” “Six to ten days,” and “More than 10 days.” You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. [If necessary] Was it easy or difficult for you to answer? [If necessary] What made it [easy/difficult]?

IF R’S answer is “More than one day”, skip to probe for Q14.

13. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? [Read **bolded** answer categories]

- Once**
- Two to ten times**
- Eleven to fifty times**
- More than fifty times**
- Too many times to count
- Don’t know

PROBE Q13

[Show R the single page of Q13 to reference]

The follow up question I asked was, “In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?” The response options were, “One time,” and “Two or more times.” You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. [If necessary] Was it easy or difficult for you to answer? [If necessary] What made it [easy/difficult]?

14. Did you think the bullying would happen again?

- Yes
 No

PROBE Q14

[Show R the single page of Q14 to reference]

The next question I asked was, “Did you think [that student/those students] would do hurtful things to you again?”

If R answered “Yes”:

- a. When I first asked this question, you answered “yes.” Why did you answer the way you did?

All respondents:

- b. What types of bullying were you thinking of when answering this question?

15. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- Yes
 No *[GO TO Q17]*

PROBE Q15

IF R said “No” to Q15, skip to next probe

[Show R the single page of Q15 to reference]

The next question I asked was, “Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?” You answered ____.

If R answered “Yes”:

- a. How many students did those things to you at school this year? *[Scroll back to Q11 in PDF for reference]*
- b. What incidents were you thinking of when you were answering this question?

16. Did these people act along, together as a team, or both?

- Alone
 Together
 Both
 Don’t know

PROBE Q16

[Show R the single page of Q16 to reference]

I then asked: “Did these people act alone, together as a team, or both?” You answered ____.

All respondents:

- a. Can you tell me why you answered the way you did?
- b. *[If necessary]* How many different people did those things to you?
- c. What does the phrase “together as a team” mean to you in this question?

If Q16 = Alone or Both:

- d. Even though [some of] these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

17. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

	Yes	No
a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?	<input type="checkbox"/>	<input type="checkbox"/>
b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?	<input type="checkbox"/>	<input type="checkbox"/>
c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?	<input type="checkbox"/>	<input type="checkbox"/>
d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?	<input type="checkbox"/>	<input type="checkbox"/>
e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?	<input type="checkbox"/>	<input type="checkbox"/>

PROBE Q17

I then asked about the person/people who did this/these things to you this school year.

[Show R the single page of Q17 to reference]

If R said more than one student did things and someone did things more than once (Q12= Yes & Q15 = Yes)

- a. Which students were you thinking about when answering these questions?
- b. *[If necessary]* Were you thinking about the same student(s) when answering each of the individual items A through E?
- *[If “No” and if necessary]* Can you tell me more about that?

All respondents:

Question D asks, “[Did that student/did any of those students] have the ability to influence what other students think of you?”

c. Please tell me, in your own words, what that question is asking?

If R said “Yes” to Item E (more power in some other way)

d. When I first asked you these questions, you said yes to item e, more power than you in some other way. What other way were you thinking of when you said yes? [IF NECESSARY] Can you tell me more about that?

18. What was your relationship to the student when they bullied you? Were they...

	Yes	No
a. Your brother or sister?	<input type="checkbox"/>	<input type="checkbox"/>
b. Your boyfriend or girlfriend at the time?	<input type="checkbox"/>	<input type="checkbox"/>
c. Your ex-boyfriend or ex-girlfriend at the time?	<input type="checkbox"/>	<input type="checkbox"/>
d. Another student from school?	<input type="checkbox"/>	<input type="checkbox"/>

19. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...

[Read **bolded** answer categories; Mark all that apply]

- In a classroom at school?**
- In a hallway or stairwell at school?**
- In a bathroom or locker room at school?**
- In a cafeteria or lunch room at school?**
- Somewhere else inside the school building? – Where was the other place where bullying occurred? _____**
- Outside on school grounds? _____**
- On the way to or from school such as on a school bus or at a bus stop?**
- Online or by text?**

PROBE Q19

I then asked where the bullying occurred.

[Show R the single page of Q19 to reference]

All respondents:

a. Does this list include all the places where other students have bullied you?

a. [If “No”] Where else did the bullying occur?

20. Did you tell a teacher or some other adult at school about being bullied?

Yes

No

21. This school year, how much has bullying had a **NEGATIVE** effect on: [Read **bolded** answer categories]

	Not at all	Not very much	Somewhat	A lot
a. YOUR schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. YOUR relationship with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How you feel about YOURSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. YOUR physical health, for example: caused injuries, gave you headaches or stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROBE Q21

Another question I asked was “How much as bullying had a **NEGATIVE** effect on...” a variety of things.

[Show R the single page of Q21 to reference]

All respondents:

- What does the phrase “had a negative effect on” mean to you in this question?
- Please tell me what “Your physical health” is asking, in your own words.

22. When you were bullied in school this year, did you ever think it was related to...

	Yes	No
a. YOUR race?	<input type="checkbox"/>	<input type="checkbox"/>
b. YOUR religion?	<input type="checkbox"/>	<input type="checkbox"/>
c. Your ethnic background or national origin – for example, people of Hispanic origin?	<input type="checkbox"/>	<input type="checkbox"/>
d. Any disability you may have – such as physical, mental, or developmental disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
e. YOUR gender?	<input type="checkbox"/>	<input type="checkbox"/>
f. YOUR sexual orientation, by this we mean gay, lesbian, bisexual, or straight?	<input type="checkbox"/>	<input type="checkbox"/>
g. YOUR physical appearance?	<input type="checkbox"/>	<input type="checkbox"/>

AFTER R RESPONDS TO ALL SURVEY QUESTIONS:

Interviewer instructions: At this time, you will go back through the questions and ask the retrospective probes for the necessary questions. Start with the probes following Q11 above. Additionally, if the respondent had unanticipated confusion or difficulty with a question, ask respondents about these as well.

AFTER RETROSPECTIVE PROBING IS COMPLETE:

Interviewer instructions: Proceed to the Debriefing Questions.

Debriefing Questions

We're almost at the end of our interview and only have a few more questions.

1. Overall, what did you think of this interview? Was it easy or difficult?

2. Is it easy to know when something someone does is bullying? Can you tell me more about that?

3. What is the difference between someone being mean and someone being a bully?

4. Does your school have a specific definition of bullying?

- a. *[If "Yes"]* How does your school define it?

- i. Do you think of bullying the same way the school talks about it? *[If necessary]*
Can you tell me more about that?

5. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

Okay, we are all finished. Thank you for your participation today. The information you've provided will be very helpful for making this survey better.

We will be sending you a \$25 gift card to thank you for helping with this important study; could you please provide me with the best mailing address to send the gift card to?

Street:
City:
State:
Zip:

Survey Questions PDF

NOTE: Each question will be on its own page and displayed one at a time to the respondent.

11. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student from your school bullied you?

That is, has another student...

	Yes	No
a. Made fun of you, called you names, or insulted you, in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
b. Spread rumors about you or tried to make others dislike you?	<input type="checkbox"/>	<input type="checkbox"/>
c. Purposely shared your private information, photos, or videos in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>
e. Pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>
f. Tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>
g. Excluded you from activities, social media, or other communications to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>
h. Destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>

12. During this school year, how many days were you bullied?

- One day
- Two days
- Three to ten days
- More than ten days

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

- Once
- Two to ten times
- Eleven to fifty times
- More than fifty times
- Too many times to count
- Don't know

14. Did you think the bullying would happen again?

- Yes
- No

15. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- Yes
- No

16. Did these people act along, together as a team, or both?

- Alone
 Together
 Both
 Don't know

17. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

	Yes	No
a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?	<input type="checkbox"/>	<input type="checkbox"/>
b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?	<input type="checkbox"/>	<input type="checkbox"/>
c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?	<input type="checkbox"/>	<input type="checkbox"/>
d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?	<input type="checkbox"/>	<input type="checkbox"/>
e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?	<input type="checkbox"/>	<input type="checkbox"/>

19. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...

- In a classroom at school?
 In a hallway or stairwell at school?
 In a bathroom or locker room at school?
 In a cafeteria or lunch room at school?
 Somewhere else inside the school building? – Where was the other place where bullying occurred?

 Outside on school grounds?
 On the way to or from school such as on a school bus or at a bus stop?
 Online or by text?

21. This school year, how much has bullying had a NEGATIVE effect on:

	Not at all	Not very much	Somewhat	A lot
a. YOUR schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. YOUR relationship with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How you feel about YOURSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. YOUR physical health, for example: caused injuries, gave you headaches or stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B. Recruitment Materials and Screener Questionnaire

Recruitment email to send to network

Subject: Know a student 12–18 years old? Help us recruit students to test survey items!

Good afternoon!

AIR is recruiting students age 12–18 who are enrolled in either middle or high school to answer questions about their experiences in school (that is prior to any online or distance learning due to CoVID-19). Students can attend either public or private schools.

Interviews will be conducted remotely (via GoToMeeting web conference software) and will be less than an hour long. Students will be compensated with a \$25 gift card for their time. The interviews are scheduled to occur between May 11th and May 29th.

If a student you know is interested, they or their parent can fill out this [online form](#). Students under age 18 must have a parent's permission to participate. Additional details on the study and contact information for our team is listed below for any interested students. Please let us know if someone would like us to reach out to them directly to provide more information or schedule an interview.

If you have any questions, please don't hesitate to reach out to me (swilkinson-flicker@air.org), or the project director, Jana Kemp (jkemp@air.org). If you know someone who is eligible to participate, please encourage them to fill out the [online form](#) or contact me at the email above or by phone at 202-403-6385.

Thank you for taking the time to consider this request.

Best,
Sidney

Attachment: Study FAQ document

Advertisement text for students

Students Needed for Testing a National Survey

The National Center for Education Statistics and the American Institutes for Research are looking for students ages 12-18 to help test question wording on a national survey about school-related topics. Interviews will be less than one hour and will take place online through Go-To-Meeting, an easy-to-use web conferencing software. Students under age 18 must have a parent's permission to participate. **We will provide a \$25 gift card to each student who participates in the study.** We need students ages 12-18 who attend a public or private middle or high school and meet any of the following criteria:

- Participate in a school club
- Participate in a school sport
- Had an experience in school they consider to be bullying this school year
- Ride a public school bus to/from school
- Walk to/from school

If your child is interested in participating, please fill out this [online form](#). You can call (202) 403-6385 or email swilkinson-flicker@air.org for further information.

Screening questionnaire for study

SURVEYS.IES.ED.GOV



SCS Screener

1

What is your name?

Maximum 250 characters.

2

Are you a parent or a student?

- Parent
- Student

3

What is the best phone number to contact you at?

Maximum 250 characters.

4

What is the best email address to contact you at?

Maximum 250 characters.

5

How did you hear about this study?

Maximum 250 characters.

6

How many students between the ages of 12 and 18 live in your household?

Maximum 250 characters.

[Continue >](#)

[Institute of Education Sciences](#)

SCS Screener

In the following questions please enter the information for the student.

If you have more than one student aged 12 to 18, complete this form for the oldest student first. You will need to complete a new form for each additional student in your household between the ages of 12 and 18.

7

What is the student's name?

Maximum 250 characters.

8

How old is the student?

Maximum 250 characters.

9

What is the sex of the student?

- Male
- Female
- Prefer not to answer

10

What grade is the student in?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

[< Back](#)

[Continue >](#)

SCS Screener

11

Is the student Hispanic?

- Yes
- No

12

Please choose one or more race that the student considers him/herself to be.

- White
- Black or African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Two or more races

13

Does the student speak English fluently?

- Yes
- No

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[Continue >](#)

SCS Screener

Answer the following questions as they relate to the 2019-2020 school year prior to any COVID-19 disruptions.

14

Did the student attend public or private school for some or all of the school year?

- Public school (including charter schools)
- Private school
- Neither, they were exclusively homeschooled

15

Did the student participate in a school club?

- Yes
- No

16

Did the student participate in a school sport?

- Yes
- No

17

Has the student ever had an experience they consider to be bullying by students from school?

- Yes
- No

[< Back](#)

[Continue >](#)

SCS Screener

18

When did the most recent bullying incident occur? Your best guess is fine.

Maximum 250 characters.

[< Back](#)

[Continue >](#)

[Institute of Education Sciences](#)

SCS Screener

19

In order to participate in an interview, the student will need access to a desktop computer, laptop, or tablet with internet access and a camera. Does the student have access to a:

- Desktop computer, with internet and camera
- Laptop, with internet and camera
- Tablet, with internet and camera
- None of the above

20

To ensure we recruit students from a variety of backgrounds, the last question is about your household's annual income. If you are not certain, your best guess is fine.

Is your household's annual income...

- Less than \$25,000
- \$25,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 or more

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[Finish](#)

[Institute of Education Sciences](#)

SCS Screener

Thank you for answering these questions. Over the next few days, we will be selecting the students to test the survey. If this student is selected, we will be in contact with you to set up a time to test the survey.

If you would like to fill out this form for another student in your household between the ages of 12 and 18, please copy the following URL into a new window.

https://surveys.ies.ed.gov/?SCS_Screener

Screening phone script for study

RECRUITER INSTRUCTIONS: Full out the [online form](#) while completing the call.

Introduction

Hello, I'm _____ from the American Institutes for Research.

- *If outbound call:* I'm calling about [an email you sent/a voicemail you left] about testing a survey for students ages 12-18. Any student who participates will receive \$25 to thank them for their time.
- *If inbound call:* Thanks for calling us about the test of a survey for students.

Online form

1. What is your name?
2. Are you a parent or a student? <i>[If parent]</i> I just need to get a little bit of background information to find out if your student is eligible to participate. <i>[If student]</i> I just need to get a little bit of background information to find out if you are eligible to participate.
3. What is the best number to contact you at?
4. What is the best email address to contact you at?
5. How many children between the ages of 12 to 18 live in your household? <i>If no children within the age range:</i> I'm sorry. Right now, we are only testing the survey with students ages 12-18. Thank you for your time. <i>If more than one child:</i> Let's start with the oldest child first.
6. How old is that child? (Verify child is 12-18)
7. What is that child's name?
8. Is _____ male or female?
9. What grade is _____ in?
10. Is _____ Hispanic?

11. Please choose one or more race/ethnicity that _____ considers him/herself to be. <ul style="list-style-type: none"> • White • Black or African American • Other (includes Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander) or Two or more races)
12. Does _____ speak English fluently?
13. Does _____ attend public school, attend private school, or is [he/she] homeschooled?
14. Does _____ participate in a school club?
15. Does _____ participate in a school sport?
16. Has _____ ever had an experience they consider to be bullying by students from school?
17. . [If "Yes" to Q14] When did the most recent bullying incident occur? Your best guess is fine.
18. Does _____ have access to a computer, laptop, or tablet with internet access and a camera?

*If more than one child: Now let's talk about the [second/third/fourth] oldest child.
Fill out a new online screener form for each child.*

17. In order to make sure that we recruit students from a variety of backgrounds, my last question is about your household's annual income. Is your household's annual income....
- above \$25,000?
1 Yes 2 No - *skip to conclusion*
 - Is it above \$50,000?
1 Yes 2 No - *skip to conclusion*
 - Is it above \$100,000?
1 Yes 2 No

Conclusion:

Thank you for answering these questions about your family. Over the next few days, we will be selecting the students to test the survey. If your child is selected, we will be calling you to set up a time to test the survey. Do you have any questions for me? IF NO QUESTIONS: Thank you for your time!

Eligible/scheduling email

Dear <PARENT/RESPONDENT>,

Thank you for your interest in our study. We have determined that <RESPONDENT NAME/you> is eligible to participate. Please let me know if <RESPONDENT NAME/you> <is/are> available to participate in an interview on **[Insert day]** at **[Insert time and time zone]**? If this day and/or time does not work, please provide a day and/or time that will work between March 11th and 29th.

As a reminder the interview will take less than one hour and will take place through a web-conferencing software. <RESPONDENT NAME/You> **will receive a \$25 gift card** for as a thank you for participating in the interview.

We have attached a consent form that <RESPONDENT NAME/you> will need to sign for <RESPONDENT NAME/you> to participate. **We must receive this consent form before the interview occurs.**

We look forward to hearing back regarding <RESPONDENT NAME/your> availability to participate in an interview.

Sincerely,

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

Interview confirmation/outlook meeting invite/consent form

Dear <PARENT/RESPONDENT>,

Thank you again for agreeing to participate in an interview about <RESPONDENT NAME's/your> experiences at school. I look forward to speaking with <RESPONDENT NAME/you> on <Insert day of the week, month, day, 2020> at <Insert Time> <Insert Time Zone>.

[If necessary]

Please review, sign, and return the attached consent form to me via email at <Insert AIR email> by [INSERT DATE]. If you are unable to print/sign/scan or electronically sign the form, please let me know as soon as possible. This form must be completed for us to conduct your interview as scheduled.

The interview will be conducted through GoToMeeting, a simple-to-use web-conferencing software that may need to be installed on the computer or tablet. <RESPONDENT NAME/You> will need to join the meeting by clicking the link below; with the option to use computer audio or dial in using a phone:

<https://global.gotomeeting.com/join/XXXXXXXXXX>

You can use computer audio or dial in using your phone.

United States: +1 (XXX) XXX-XXX

Access Code: XXX-XXX-XXX

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/XXXXXXXXXX>

<RESPONDENT NAME/You> will receive a \$25 gift card as a thank-you for <their/your> time and participation. The gift card will be mailed to your address within two business days after the completed interview.

Should a conflict arise with the above interview date and time, please let me know as soon as possible so that we can reschedule the interview at your earliest convenience. I can be reached at <Insert AIR Telephone Number> (weekdays from 9 am to 5 pm EST) or via email at <insert AIR email>.

Thank you again for your help!

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

Reminder email (to be sent out AM the day before interview scheduled)

Dear <PARENT/RESPONDENT>,

This is a reminder that <RESPONDENT has/you have> been scheduled for a remote interview session tomorrow for <1:30 p.m. to 2:30 p.m. EST>.

[If necessary]

We have not received your signed consent form. Please review, sign, and return the attached consent form to me via email at <Insert AIR email address>. **If you are unable to print/sign/scan or electronically sign the form, please let me know as soon as possible. If we do not receive this form by 5 pm today, we will have to reschedule your interview.**

<RESPONDENT NAME/You> will need to join the meeting by clicking the link below; with the option to use computer audio or dial in using a phone:

<https://global.gotomeeting.com/join/XXXXXXXXXX>
You can use computer audio or dial in using your phone.
United States: +1 (XXX) XXX-XXX

Access Code: XXX-XXX-XXX

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/XXXXXXXXXX>

Please let us know if you have any questions.

Thank you,

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

STUDY FREQUENTLY ASKED QUESTIONS

What is this study about?

For this particular study, we will ask students to answer a series of questions related to their experiences at school. We will discuss how they arrived at their answers and how they interpreted the questions.

What will students be doing in the study?

Students will be asked to answer a series of questions related to their experiences at school. We will discuss how they arrived at their answers and how they interpreted the questions. In order to participate in this study, students will need to be able to connect to Go-To-Meeting through a laptop, desktop, or tablet. AIR will record the interview and take other notes as necessary so researchers may review these later. Any identifiable information that refers to students will not be included in the study report; student names will not be attached to the answers they provide. Students 18 years old and parents of students less than 18 years old will be asked to sign a consent form agreeing to participate.

When and where?

Interview sessions can be scheduled at the student's convenience from Monday, May 11th through Friday, May 29th. The session will be conducted remotely using a simple-to-use web conferencing software. It is preferred that the device have a working camera that can be turned on.

What will AIR do with the data?

The data will be used to improve the questionnaire. Students' participation is voluntary, and their responses 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 (ESRA 2002, U.S.C. 20 §9573). Direct quotes may be used in reports or in research presentations, but their name will never be used in any reports or presentations. Students' participation and interest is very important to this study.

What is the School Crime Supplement?

The School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS) collects information about school-related victimizations on a national level. This information will assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels in making informed decisions concerning crime in schools.

Who is the National Center for Education Statistics?

The National Center for Education Statistics (NCES), <http://nces.ed.gov/>, is the primary federal statistical entity for collecting and analyzing data on topics related to education in the United States and as compared to other nations. NCES is part of the Institute of Education Sciences, within the U.S. Department of Education. The education statistics that NCES produces are used by Congress, federal and state agencies, educational organizations, researchers, the general public, and others.

Do students have to participate?

Participation is voluntary. If students are under the age of 18, their parents will be provided with a parental consent form; students who are 18 will be provided with the standard consent form used for adults. However, students may refuse to answer any question they do not want to answer or stop participating at any time.

How much will students be paid?

All students will be mailed a \$25.00 gift card after completing the interview.

How long will the interview take?

The interview will take approximately 30-45 minutes.

Why should students participate?

We are testing new questions that will be added to the next administration of the survey. Your child's input on how the new questions are working will help improve the study and the data we collect. By participating in this study, your child can help make sure that the SCS collects the most complete and accurate data possible.

How is my child's privacy protected?

Student's participation is voluntary, and their responses 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 (ESRA 2002, U.S.C. 20 § 9573). Student's name will not be attached to the answers they provide.

What information will be shared with NCES?

Students' name will not be associated with any of the responses they give to the survey questions, and AIR will not provide the names of any participants to NCES. NCES will receive information about this study in a form that will not lead to the identification of any participants.

Interested in participating?

If interested, please fill out this [online form](#). If you have any questions, call Sidney Wilkinson-Flicker at (202) 403-385 or e-mail swilkinson-flicker@air.org.

Appendix C. Consent Forms

School Crime Supplement to the National Crime Victimization Survey Student Consent to Participate in Research [for students 18-year-old or older]

Purpose. The School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS) is conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education. NCES is authorized to conduct this study by the Education Sciences Reform Act of 2002 (ESRA 2002, U.S.C. 20 §9543). The American Institutes for Research (AIR) is under contract with NCES to test the questionnaire. The purpose of this study is to evaluate the SCS/NCVS questionnaire items.

Procedures. If you agree to participate, the AIR will ask you to complete select questionnaire items from the SCS/NCVS. AIR also will ask a series of debriefing questions that will help us revise the current questionnaire. The interview should take approximately 30 to 45 minutes.

Confidentiality. Your participation is voluntary and your responses may be used only for research purposes, to help improve the questionnaires, and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (ESRA 2002, U.S.C. 20 §9573). Your name will not be attached to the answers you provide.

Possible Risks and Discomforts. We do not anticipate any risks or discomforts for respondents. However, should you feel uncomfortable with any question asked you may skip the question or stop the interview at any time.

Voluntary Participation. Your participation is completely voluntary. A decision to not participate will not be held against you. If you agree to participate, you will receive a \$25 gift card as a thank you for your time and input in the study.

Further Questions. If you have questions, please contact Jana Kemp, American Institutes for Research, at 202-403-6566. If you would like to contact NCES directly, please contact Deanne Swan at Deanne.Swan@ed.gov.

With your permission, we would like to record this interview. The interview will be recorded to make sure we don't miss anything that you say and to help us write a report summarizing the results of the interviews. Direct quotes may be used in reports or in research presentations, but your name will never be used in any reports or presentations. If you do not wish to be recorded, you may still participate in the interview and will still receive \$25 for your participation.

I have read and understand the statements above. I consent to participate in this study.

Participant's signature

Date

Participant's printed name

Researcher's signature

School Crime Supplement to the National Crime Victimization Survey Parental Consent to Participate in Research

Purpose. The School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS) is conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education. NCES is authorized to conduct this study by the Education Sciences Reform Act of 2002 (ESRA 2002, U.S.C. 20 §9543). The American Institutes for Research (AIR) is under contract with NCES to test the questionnaire. The purpose of this study is to evaluate the SCS/NCVS questionnaire items.

Procedures. If you agree to allow your child to participate, AIR will ask your child to complete select questionnaire items from the SCS/NCVS. AIR will also ask a series of debriefing questions that will help us revise the current questionnaire. The interview should take approximately 30 to 45 60 minutes.

Confidentiality. Your child’s participation is voluntary and your child’s responses may be used only for research purposes, to help improve the questionnaires, and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (ESRA 2002, U.S.C. 20 §9573). Your child’s name will not be attached to the answers they provide.

Possible Risks and Discomforts. We do not anticipate any risks or discomforts for respondents. However, should your child feel uncomfortable with any question asked, your child may skip the question or stop the interview at any time.

Voluntary Participation. Your child’s participation is completely voluntary. A decision to not participate will not be held against your child. If you agree to allow your child to participate, your child will receive a \$25 gift card as a thank you for their time and input in the study.

Further Questions. If you have questions, please contact Jana Kemp, American Institutes for Research, at 202-403-6566. If you would like to contact NCES directly, please contact Deanne Swan at Deanne.Swan@ed.gov.

With your permission, we would like to record this interview. The interview will be recorded to make sure we don’t miss anything that your child says and to help us write a report summarizing the results of the interviews. Direct quotes may be used in reports or in research presentations, but your child’s name will never be used in any reports or presentations. If you do not wish to allow your child to be recorded, your child may still participate in the interview and will still receive \$25 for their participation.

By signing below, you agree that your child, _____, may participate in this study. Your signature below will indicate that your questions have been answered satisfactorily, and that you have read and understood the information provided above.

Parent’s signature

Date

Parent’s printed name

Researcher's signature



SCS:2021 Cognitive Testing Report

JUNE 2020

Sidney Wilkinson-Flicker | Jana Kemp

MAKING RESEARCH RELEVANT

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Introduction

The American Institutes for Research (AIR) was contracted by the National Center for Education Statistics (NCES) to conduct cognitive testing of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) in Spring 2020.

The SCS was first collected in 1989. It was collected again in 1995 and 1999, and has been collected every two years since 1999. The SCS collects data on school-related topics, including alcohol and drug availability, fighting, bullying and hate related behaviors, and fear and avoidance behaviors from students age 12 to 18 in U.S. public and private elementary, middle, and high schools.

The SCS is one of the primary federal surveys that collects data on bullying from the student perspective. Items about bullying in the SCS align with the bullying definition set by the Centers for Disease Control and Prevention (CDC), which includes repetition and a power differential as components. Research has shown that including a term like “bullying,” which has a variety of colloquial meanings, in the item wording has the potential to influence measurement error. After fielding the 2017 SCS, the sponsors agreed to explore the possibility of removing the terms “bullying” and “bullied” from the supplement, and instead use a set of behavior-specific items that measures the different components included in the bullying definition. Using the 2017 questions as a starting point, experts in CSM worked with the survey sponsors to revise the bullying sections to remove the term and conducted cognitive testing to assess the performance of the revised items in late 2017/early 2018. Overall, the findings from this study indicated that removing “bullying” from the items performed well. Results from the pretesting indicated that items worked well to accurately categorize students as victims or non-victims, even when their self-identification did not match their bullying status. Two versions of the bullying items – one set using 2017 SCS items (V1) and one set without the “bullying/bullied” terms (V2) – were fielded in a split sample during the 2019 administration of SCS. Analysis of the results indicated that there were no significant differences between V1 and V2 in the overall bullying estimates. Given these results, the sponsors decided to retain the 2017 SCS items (V1)—with the “bullying/bullied” terms—for future administrations, but also wanted to explore incorporating some of the language used in the V2 questions.

Consultation between the sponsors and Census resulted in the set of items that were tested by AIR in May and June 2020. Nine cognitive interviews were conducted with students ages 12–18 to evaluate the revised wording of bullying items in the SCS. Objectives of the cognitive interviews were to understand the 1) extent to which the items are understood by respondents and how their answers might be interpreted, and 2) validity of the items. The testing aimed to identify any areas of ambiguity or confusion on the part of respondents and suggest revisions to problematic items.

Data Collection

Recruitment

AIR sought to recruit a diverse group of students based on school level, sex, race/ethnicity, and socioeconomic status. In addition to demographic and school characteristics, students were recruited who had experienced bullying at school as well as students who had not.

Given the small number of interviews and the short timeline for testing, cognitive interview participants were recruited through professional and personal networks of AIR staff. Recruitment efforts consisted of direct outreach to AIR colleagues through emails and posts on internal message boards as well as posts to study staff members' Facebook and LinkedIn pages and their neighborhood listservs. Language was included in these outreach efforts to encourage others to share the study information with members of their own personal and professional networks who may be eligible to participate.

Interested parents or students were directed to fill in an online screener survey. This screener collected information about the students' demographics, as well as information about whether the student, or parent believed the student, was bullied, and if so, when the most recent experience they considered to be bullying occurred (see Appendix A for the screener questionnaire). This information was used to determine if the student was eligible to participate in the study. AIR staff followed up with eligible students or their parents via phone and email to schedule an interview session.

In following with the prior cognitive testing study conducted by CSM, initial recruitment materials did not place an emphasis on the word "bullying" and instead listed experiences with bullying among a larger set of eligibility criteria (such as participation in a school club or school sports) so that it did not appear that the only criteria of interest was related to personal experiences with bullying. However, after a week of recruitment, the majority of students or parents who had responded to the screener indicated that the student had not experienced bullying during this school year. Given that the focus of the cognitive interviews was to test the revised items in the bullying section of the SCS, minor revisions were made to the recruitment text to place more emphasis on the eligibility criteria of having experienced bullying (see Appendix A). After the revised text was disseminated, the number of responses to the screener for students that had experienced bullying increased.

Since initial recruitment of students who experienced bullying was slower than expected, AIR extended the recruitment window in order to allow outreach efforts to reach more students and to be able to achieve the target of nine interviews.

Respondent Characteristics

AIR staff recruited and conducted interviews with nine students between May 19 and June 15. Respondents included five students in middle school and four students in high school and spanned the age range of 12 to 17. Four male students and five female students were interviewed. By race/ethnicity: five students identified as White, one student identified as Blank, one student

identified as Hispanic, and two students identified as Two or more races (included in “Other” in Table 1). The socioeconomic status of respondents skewed towards higher incomes with four respondents indicating a total family income of \$50,000–\$100,000 and five respondents indicating their total family income exceeded \$100,000; this may be a result of the personal and professional networks from which participants were recruited. See Table 1 for a more detailed breakdown of respondent characteristics.

Table 1. Targeted and actual number of respondents, by selected characteristics

Characteristics	Targeted number of respondents	Actual number of respondents
Total	9	9
School characteristics		
Control		
Public (including charter)	4-5	8
Private	4-5	1
Grade level		
Middle school (6th to 8th grade)	4-5	5
High school (9th to 12th grade)	4-5	4
Student characteristics		
Gender		
Male	4-5	4
Female	4-5	5
Race/ethnicity		
White, non-Hispanic	2-3	5
Black, non-Hispanic	2-3	1
Hispanic	2-3	1
Other, non-Hispanic ¹	2-3	2
Household’s annual income		
Less than \$25,000	2-3	0
\$25,000–\$50,000	2-3	0
\$50,000–\$100,000	2-3	4
More than \$100,000	2-3	5

¹Includes Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and Two or more races.
SOURCE: SCS:21 cognitive interviews screener questionnaire, Spring 2020.

Cognitive Interviews

The nine cognitive interviews were conducted remotely via video conference (using the web conferencing platform GoToMeeting) by two AIR staff members. Interviewers had prior experience conducting cognitive interviews and were trained on the SCS protocol prior to the interviews. Since all nine respondents were under the age of 18, parents provided consent for their children to participate in the interviews. Respondents answered up to 22 items (depending

on skip patterns) from the SCS questionnaire and 5 debriefing questions. Students who completed an interview were sent a \$25 gift card as a thank you for their time and effort.

The protocol used in this study focused on the respondents' reactions to the questions about bullying (see Appendix B). In order to mimic what occurs in the field, the interviewer read the survey items and, when indicated, answer options to the respondent. Simultaneously, the interviewer observed the respondent as they answer the survey items, noting any questions or problems that the respondent has with items. After completing the selected SCS items, interviewers ask respondents a set of pre-determined probing questions about selected items and probed on any questions or problems the respondent had when answering the survey items. During the interview session, the interviewer took notes summarizing the responses.

In order to ease the respondent into the interview and get them familiar with the style of the survey, the first seven items (Q1 to Q7) were basic questions about the student (ex. gender, age, location) and their school (ex. name, lowest and highest grade). The student was then asked additional items on security measures at their school (Q8) and on their personal involvement in any physical fights at school (Q9 and Q10), before transitioning to items in the bullying section.

The items about experiences with bullying begin with Q11 which asks the student if they had experienced a situation when students at school made them "feel bad or were hurtful" to them, i.e., were they bullied. Q11 includes eight different ways that the student may have experienced bullying, ranging from cyberbullying to destruction of property. If a student answered "yes" to any of these items, they proceeded with Q12 through Q22, which ask for additional information about their experiences with bullying. However, if a student answered "no" to all answer options in Q11, they skipped the rest of the bullying items and proceeded to the five debriefing questions before the interview was concluded.

Of the nine students who participated in a cognitive interview, four indicated in Q11 that they had been bullied in at least one way and responded to the rest of the bullying items in the questionnaire. The remaining five respondents answered "no" to all answer options in Q11. Of these, two had selected "no" to the bullying item on the screener questionnaire. However, three of these respondents (or their parents) answered "yes" to experiencing bullying on the screener but the student then answered "no" to all the bullying experiences listed in Q11 during the interview.

Key Findings and Recommendations

AIR researchers reviewed the notes from the nine cognitive interviews to identify themes and patterns across the responses. Key findings include insights into respondents' understanding of what constitutes bullying and areas of potential confusion in the questionnaire items. However, caution should be taken in interpreting the results, as these may not necessarily be generalizable to the national population of students due to the small number of students interviewed and that less than half responded to all the items in the bullying section.

Results related to each survey items are presented below and include three sections of information:

- **Summary of responses:** Breakdown of how respondents answered the item.
- **Key findings:** Description of results from respondents' think-aloud or responses to probes. Includes difficulties or concerns that respondents had while answering the item.
- **Recommendations:** Revisions to be considered based on respondent feedback.
 - o Recommendations have been categorized as low or high difficulty based on ease of implementation. Low difficulty refers to changes that can be implemented without additional testing and high difficulty refers to those that may require additional testing. These categorizations are included in parentheses at the end of each recommendation.

As described above, the first 10 items of the questionnaire were mainly in place to introduce the respondents to the structure of the interview and the think-aloud process. None of the respondents had any difficulty or problems with these items. As a result, the overview of key findings begins with Q11, the item that asks the respondent about their experiences with bullying and serves as a gate item to the other items in the bullying section. Responses from the five debriefing questions have been incorporated as appropriate within discussions for individual survey items.

Q11. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student from your school bullied you?

That is, has another student...

	<i>Yes</i>	<i>No</i>
<i>a. Made fun of you, called you names, or insulted you, in a hurtful way?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. Spread rumors about you or tried to make others dislike you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. Purposely shared your private information, photos, or videos in a hurtful way?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. Threatened you with harm?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>e. Pushed you, shoved you, tripped you, or spit on you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>f. Tried to make you do things you did not want to do, for example, give them money or other things?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>g. Excluded you from activities, social media, or other communications to hurt you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>h. Destroyed your property on purpose?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of responses for Q11:

Of the 9 respondents who answered this item, 5 respondents answered “no” to all answer categories and:

- 3 respondents answered “yes” to A
- 4 respondents answered “yes” to B
- 0 respondents answered “yes” to C

- 1 respondent answered “yes” to D
- 1 respondent answered “yes” to E
- 0 respondents answered “yes” to F
- 1 respondent answered “yes” to G
- 1 respondent answered “yes” to H

Key findings for Q11:

Responses to this item and following survey items, as well as in the debriefing questions, indicated that the respondents had difficulty identifying if they had experienced bullying. As previously noted, three respondents (or their parents) indicated they had been bullied on the screener but then answered “no” to all the bullying experiences in Q11.

Interviewers probed these students about whether any of the things listed in Q11 had happened to them, but they did not think it would count for this item. Students were also asked if they had experiences that were not included on the list in Q11. Multiple respondents indicated some of these things had happened to them, but dismissed those experiences as not qualifying as bullying. For example, one respondent said, “No, not really. I think it’s just my friends goofing off, being weird.” Another respondent noted that another student at her school had posted a derogatory word on social media that she found hurtful but since it wasn’t directed at her, she didn’t consider it bullying.

Interviewers asked respondents to define what it means to be bullied as a probe to Q11 and asked whether it was easy to identify bullying as a debrief question. In both places, one respondent said, “I don’t think I’ve been bullied but maybe I have and just haven’t realized. I don’t know.” This sentiment of uncertainty was repeated by many of the respondents during the debriefing questions. For example, one respondent noted that people categorize bullying differently and that some people might categorize something as bullying where others may think it is just making fun. Another respondent said, “For me personally, a lot of it is I don’t want to whine and cry and go run and find someone take care of the problem for me. So, it’s just like, alright, I’m just going to suck it up and deal with it. It’s not the end of the world.”

Additionally, a respondent who answered “yes” to an answer option in Q11 answered “none” to Q12 (“During this school year, how many days were you bullied?”) because she did not consider what the person did (spreading rumors/talking negatively about her) to be bullying. It should be considered that the stem Q11 describes things that people do that are hurtful or make you feel bad then defines that description as bullying while Q12 uses the term “bullied” without any further description.

A probe in Q11 asked respondents to define bullying in their own words and a debriefing question asked them to distinguish between someone being mean and bullying. In their responses, many identified elements of bullying such as needing to be intentional, repeated actions with physical and/or mental detriment. For example, in response to the Q11 probe, one respondent said, “When someone repeatedly does something hurtful and will continue being hurtful even after you asked them to stop.” In the debriefing questions, one respondent said, “Someone being mean is when someone says something hurtful once or twice, like during an argument. Bullying is when someone does something hurtful repetitively.”

Recommendations for Q11:

Given the difficulty that respondents had in identifying their personal experiences with bullying, NCES may want to consider continuing to move away from the use of the term “bullying” either entirely or in the stem of the items that follow the Q11 gate item – similar to the approach taken with items in SCS:2019 V2.

- **Option 1:** Revert back to V2 from SCS:2019 which does not use the term bullying in Q11 or throughout the bullying section. **(LOW)**
- **Option 2:** Add an instruction after Q11 that reminds the respondent to refer to their answers in Q11 for the remaining portion of the bullying section. This approach was used in the SCS:19 V2: “When I asked you that last series of questions, you said yes to [1/x] of those items. Please think about [that one thing/those things] you just told me about while answering the next few questions.” Then, as done in SCS:2019 V2, refer to “your [experience/experiences]” or “[that/those experience/experiences]” or “[that/those things]” in the item stems rather than “bullied” or “bullying.” **(LOW)**
- **Option 3:** Replace references to “bullying” in item stems with the specific behavior(s) the respondent indicated they had experienced in Q11. This method is already in use in Q17. For example, Q12 would be re-written to be as, “*During this school year, how many days did you experience {behavior1}, {behavior2}, {behaviorx}?*” **(HIGH)**

*Q12. During this school year, how many days were you bullied? [Read **bolded** answer categories]*

- One day**
- Two days [GO TO Q14]**
- Three to ten days [GO TO Q14]**
- More than ten days [GO TO Q14]**

Summary of responses for Q12:

Of the 4 respondents that answered this item:

- 0 respondents answered “One day”
- 1 respondent answered “Two days”
- 1 respondent answered “Three to ten days”
- 1 respondent answered “More than ten days”
- 1 respondent answered “None” (which is not an answer category; see details above)

*Q13. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? [Read **bolded** answer categories]*

- Once**
- Two to ten times**
- Eleven to fifty times**
- More than fifty times**
- Too many times to count**
- Don't know**

Summary of responses for Q13:

Of the 3 respondents¹ that answered this item:

- 1 respondent answered “Once”
- 1 respondent answered “Two to ten times”
- 0 respondents answered “Eleven to fifty times”
- 0 respondents answered “More than fifty times”
- 0 respondents answered “Too many times to count”
- 1 respondent answered “Don’t know”

Key findings for Q12 and Q13:

Q12 and Q13 require students to recall the number of days or times they were bullied, and for both questions interviewers probed the respondents about how they came up with their answers. In a response to the probe for Q12, one respondent noted that she did not keep track, so she had to estimate and had to think about what she remembered and go from there. Another respondent noted that he will usually think about being bullied and then forget it. The respondent could recall three or four incidents but could not recall if there were more.

In response to the probe on Q13, a respondent noted that he does not remember how many times in a day the bullying occurred, just that he was bullied.

In the debriefing questions, all respondents said that the interview was generally easy to answer with a few respondents noting that they experienced some difficulty due to the content; two of those specifically noted difficulty with recall. For example, one respondent said it was in the “middle” of the difficulty range because while the questions may not have always been difficult, it required you to recall a lot of incidents and details.

Recommendations for Q12 and Q13:

No recommendations.

Q14. Did you think the bullying would happen again?

Yes

No

Summary of responses for Q14:

Of the 4 respondents who answered this item:

- 2 respondents answered “yes”
- 2 respondents answered “no”

Key findings for Q14:

Respondents did not experience any significant difficulties with this item. Of the two respondents that answered “yes” to thinking that the bullying they experienced was likely to occur again, one said it probably would, but she could not be sure because it is dependent on how the other student feels since the respondent does nothing to provoke the bullying. One

¹ These three respondents received this item due to interviewer error; they should have skipped Q13 based on their response to Q12.

respondent said she has gone to school with the bully for a long time and knows the other student does not give up until someone “literally puts an end to it.”

Respondents were also asked about the type of bullying they were thinking of when answering this question. Respondents all noted the types of bullying that they had indicated in Q11.

Recommendations for Q14:

No recommendations.

Q15. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

Yes

No [GO TO Q17]

Summary of responses for Q15:

Of the 4 respondents who answered this item:

- 2 respondents answered “yes”
- 2 respondents answered “no”

Key findings for Q15:

Respondents did not have any significant difficulties with this item. The respondents who answered “yes” were asked how many students were involved in the bullying and what type of incident they were thinking of. Both respondents referenced the same behaviors from their answers to Q11; one respondent was able to state that three students in particular bullied them, while the other student said they would likely not be able to count how many people engaged in rumor spreading because usually a lot of people are involved, but that name calling is usually done by one person, maybe 2.

Recommendations for Q15:

No recommendations.

Q16. Did these people act alone, together as a team, or both?

Alone

Together

Both

Don't know

Summary of responses for Q16:

Of the 3 respondents² that answered this item:

- 2 respondents answered “Alone”
- 1 respondent answered “Together”
- 0 respondents answered “Both”
- 0 respondents answered “Don't know”

² One respondent received this item due to interviewer error; they should have skipped Q16 based on their response to Q15.

Key findings for Q15 and Q16:

Q15 asks respondents if more than one person did this/these things to them; if a respondent says “yes”, Q16 follows up to ask if it was coordinated.

One respondent indicated in Q15 that only one person spread rumors about her; however, during a think-aloud to a later item, this respondent indicated that the person she considered to be spreading the rumors would tell multiple people something negative about her and that those people would spread the comments to others. The fact that the respondent only answered “one” to Q15 indicates that she did not believe the other people spreading the rumors were bullying her, only the person who initiated the rumors.

Of the two respondents who indicated multiple people were involved in bullying them, one indicated that these people worked alone while one indicated that they worked together. However, while sharing additional information in the think-aloud or probing, both respondents noted instances where these people had worked together as well as alone. For example, one respondent said, “it depends, but they usually act alone.” When probed on what he meant by “depends,” the respondent said whether or not they act together or alone usually depended on the type of bullying and the situation. The other respondent said, “usually they act together,” but noted that some of those people will act alone if the others in the group are not there.

Recommendations for Q15 and Q16:

Because Q15 and Q16 ask the respondent to answer based on all the things they experienced (i.e., all the types of bullying they said “yes” to in Q11), students may have trouble selecting one answer that fits all these experiences. Respondents may focus on only one type of bullying that occurred and answer based on that, or they may have difficulty in selecting an answer if that answer varies depending on the type of bullying. For example, they may experience regular name calling from a group of students, but also have had one student destroy their property. In this example, the student may be inclined to respond based on what they experienced most often.

Neither of the respondents who were bullied by multiple people answered “both” to Q16 but did indicate that both occurred while sharing more details on their experiences. The respondents seemed to answer based on what “usually” occurred rather than all instances. Therefore, NCES may want to consider making adjustments to the question wording to ensure it is gathering the intended information.

- **Option 1:** As suggested under the recommendations for Q11, repeat instructions that remind the respondent to refer to their answers in Q11 for the remaining portion of the bullying section and then referring to “your [experience/experiences]” or “[that/those experience/experiences]” or “[that/those things]” in the question stems rather than “bullied” or “bullying” may also help respondents recall all their experiences when answering items Q15 and Q16. **(LOW)**
- **Option 2:** Move Q15 and Q16 to directly follow Q11, as they were ordered in SCS:2019 V2. By directly following the item asking about all the types of bullying experienced, respondents may be more likely to consider all instances of these things in responding to the items on the number of students involved and whether they were acting alone, together, or both. **(LOW)**

- **Option 3:** Specify in Q16 that students should consider all instances of these things happening, not just typical instances. A revised stem could read: *Did these people act alone, together as a team, or both? When answering this question, think about how [that person/these people] acted for all the times [this/these things] occurred rather than how [that person/these people] acted most often. (HIGH)*
- **Option 4:** Another approach would be to ask this question for each specific behavior(s) the respondent indicated they had experienced in Q11. **(HIGH)**

Q17. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/people] who did [this/these things] to you this school year,

	Yes	No
<i>a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of responses for Q17:

Of the 4 respondents that answered this item:

- 1 respondent answered “yes” to A
- 2 respondents answered “yes” to B
- 1 respondent answered “yes” to C
- 4 respondents answered “yes” to D
- 0 respondent answered “yes” to E

Key findings for Q17:

Two respondents expressed uncertainty about whether the other student(s) had more money than they do while answering the question (Q17c). During one respondent’s think-aloud, she said her family and this person’s family likely have the same amount of money, but she was not sure if she individually has more money than this person.

Additionally, while answering the question, three respondents expressed confusion about Q17e, which asked about “more power than you in another way.” None of the respondents were sure what this question was referring to. One respondent thought it may be referring to age but that they did not equate age with power while another respondent said the first thing that came to her mind was physical power but since physical strength/power was already mentioned, she said she

interpreted it as mental power. When the third respondent was asked what she thought it meant, she said nothing came to mind. None of these respondents selected “yes” to this answer option.

For the respondents who had noted earlier that more than one student was responsible for bullying them (Q15), one respondent noted that he was thinking about the ringleader in particular when answering Q17c because the others in the group are not as well off. The other respondent noted that they were still thinking of the same group of students.

Recommendations for Q17:

Recommendations for Q17c:

Option 1: NCES may want to consider adding language to Q17c to specify that this item is asking about family wealth rather than individual wealth; if that is what the question intends to capture. Given that these respondents are ages 12–18, differences in family wealth are likely more relevant in the context of this question. **(LOW)**

Option 2: If the question on money was designed to capture both family and individual wealth or to be open to the respondent’s interpretation, no change is recommended.

Recommendations for Q17e

Since several respondents indicated difficult with the phrase “more power than you in another way”, NCES may want to consider replacing the term “power” with “advantage” in Q17e. While the term “power” may have been chosen to refer to “power dynamics”—which is a critical portion of the concept of bullying—this wording choice may not be as clear to students ages 12–18. A term like “advantage” may be more accessible to the respondents. The revised Q17e could read:

- e. *[Did this person/Did any of these people/Did anyone in the group] have an advantage over you in another way? (HIGH)*

<i>Q18. What was your relationship to the student when they bullied you? Were they...</i>		
	<i>Yes</i>	<i>No</i>
<i>a. Your brother or sister?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. Your boyfriend or girlfriend at the time?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. Your ex-boyfriend or ex-girlfriend at the time?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. Another student from school?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of responses for Q18:

Of the 4 respondents who answered this item:

- 0 respondents answered “yes” to A
- 0 respondents answered “yes” to B
- 0 respondents answered “yes” to C
- 4 respondents answered “yes” to D

Key findings for Q18:

Respondents did not experience any difficulties with this item. One respondent noted during the think-aloud that the student who bullies her is another student from school as well as her next-door neighbor.

Recommendations for Q18:

No recommendations.

*Q19. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur... [Read **bolded** answer categories; Mark all that apply]*

- In a classroom at school?***
- In a hallway or stairwell at school?***
- In a bathroom or locker room at school?***
- In a cafeteria or lunch room at school?***
- Somewhere else inside the school building? – Where was the other place where bullying occurred? _____***
- Outside on school grounds?***
- On the way to or from school such as on a school bus or at a bus stop?***
- Online or by text?***

Summary of responses for Q19:

Of the 4 respondents that answered this item:

- 1 respondent answered “In a classroom at school”
- 3 respondents answered “In a hallway or stairwell at school”
- 1 respondent answered “In a bathroom or locker room at school”
- 4 respondents answered “In a cafeteria or lunch room at school”
- 1 respondent answered “Somewhere else inside the school building”
 - o Respondent specified at gym and recess.
- 3 respondents answered “Outside on school grounds”
- 2 respondents answered “On the way to or from school such as on a school bus or at a bus stop”
- 2 respondents answered “Online or by text”

Key findings for Q19:

Respondents were probed on whether this list of locations was comprehensive. Two respondents said yes, while two respondents disagreed. One respondent who disagreed did not elaborate while the other respondent noted that the list does not include places outside of school – such as at a restaurant or store. Additionally, during think-aloud, another respondent noted that bullying “online or by text” occurs outside of school but not in person.

Recommendations:

Earlier in the questionnaire, interviewers instruct students to answer the following items about things that happen at school and they provide a definition of at school to the respondent. The gate item to the bullying section (Q11) also includes the phrase “what students do at school” within the item stem. However, “at school” is not repeated in item stems elsewhere in the bullying section. It is likely that by Q19 some respondents may have forgotten that, or may be unsure if,

their responses should refer only to bullying incidents that occur at school. Further, students interact both in person and over social media outside of school, so bullying activities often span both areas. It may be difficult for a student to separate out only experiences at school when answering the bullying item, in particular for those incidents that occur “online or by text.”

Option 1: If NCES wishes to continue to collect data on only bullying experiences that happen at school, consider adding in additional references to “at school” throughout the bullying section, and specifically in Q19 which asks about locations of bullying. Without this context, respondents may feel like this list does not capture their experiences with bullying for incidents that occurred outside of school, and it may be easy for a respondent to select “online or by text” even if bullying through this medium did not occur at school. **(LOW)**

Option 2: Consider placing “Online or by text” as a separate yes/no item after Q19. While the other answer options reflect physical locations, this answer option is different in that it reflects a medium through which bullying can occur across various physical locations.

Option 2a: It may be helpful to separate out “online or by text” and include it as a follow-up to the item asking about physical locations. In this scenario, respondents would first be asked to indicate a physical location, and then be asked if any of the bullying experiences occurred online or by text from those school locations. **(HIGH)**

Option 2b: If “Online or by text” is intended to capture these incidents regardless of whether they occur while students are at school or not, then it may add clarity to separate this from the other items that all refer to physical school locations. It may be difficult for students to ascertain where the online bullying is occurring since it could occur anywhere. **(HIGH)**

Option 3: NCES may want to consider expanding the scope of the bullying section overall to include experiences both at school and away from school, if another student from the school is doing these things. This may better reflect and capture the experiences of students, especially with the growing use of social media among students in this age group. If this approach is taken, adjust instructions provided to students and consider adding a “Somewhere else outside of school” answer option to Q19. **(HIGH)**

Q20. Did you tell a teacher or some other adult at school about being bullied?

Yes

No

Summary of responses for Q20:

Of the 4 respondents who answered this item:

- 3 respondents answered “yes”
- 1 respondents answered “no”

Key findings for Q20:

Respondents did not experience any difficulties with this item. All respondents noted that they would tell either a teacher, lunch aide, or principal. One respondent noted that other students

would deny these incidents had happened and that whether or not disciplinary actions were taken against the other students would vary. The respondent who answered “no” noted that while they did not report bullying to a teacher or other adult this year, they did report bullying to the principal last year because someone was bullying him as well as his friends.

Recommendations for Q20:

No recommendations.

<i>Q21. This school year, how much has bullying had a NEGATIVE effect on: [Read bolded answer categories]</i>				
	<i>Not at all</i>	<i>Not very much</i>	<i>Somewhat</i>	<i>A lot</i>
<i>a. YOUR schoolwork</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. YOUR relationship with friends or family</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. How you feel about YOURSELF</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. YOUR physical health, for example: caused injuries, gave you headaches or stomach aches</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of responses for Q21:

Of the 4 respondents who answered this item:

- For A:
 - o 4 respondents answered “not at all”
- For B:
 - o 1 respondent answered “a lot”
 - o 1 respondent answered “somewhat”
 - o 2 respondents answered “not at all”
- For C:
 - o 2 respondents answered “somewhat”
 - o 2 respondents answered “not at all”
- For D:
 - o 1 respondent answered “somewhat”
 - o 3 respondents answered “not at all”

Key findings for Q21:

Respondents did not have any significant difficulties with this item.

All respondents were asked what the phrase “had a negative effect on” meant to them and respondents noted that this could mean grades dropping, decreased self-worth, and bad feelings. One respondent noted that “had a negative effect on” means the person is not doing as well and

gave the example that a person may be getting grades in the 80s or 90s when they are not being bullied, but may be getting grades in the 70s or lower if they are getting bullied.

Respondents were also asked what “your physical health” means in their own words and respondents noted the impact that bullying has on physical health includes hurting oneself, being less healthy, stomach aches, and headaches.

Recommendations for Q21:

No recommendations.

<i>Q22. When you were bullied in school this year, did you ever think it was related to...</i>		
	<i>Yes</i>	<i>No</i>
<i>a. YOUR race?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. YOUR religion?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. Your ethnic background or national origin – for example, people of Hispanic origin?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. Any disability you may have – such as physical, mental, or developmental disabilities?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>e. YOUR gender?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>f. YOUR sexual orientation, by this we mean gay, lesbian, bisexual, or straight?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>g. YOUR physical appearance?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of responses for Q22:

Of the 4 respondents who answered this item:

- 0 respondents answered “yes” to A
- 0 respondents answered “yes” to B
- 0 respondents answered “yes” to C
- 0 respondents answered “yes” to D
- 0 respondents answered “yes” to E
- 1 respondent answered “yes” to F
- 1 respondent answered “yes” to G

Key findings for Q22:

Respondents did not experience any difficulties with this item. During think-aloud, the respondent who answered “yes” to Q22f (“YOUR sexual orientation...”) noted that sexual orientation could have played a role but was not the leading cause. Another respondent noted that he was not bullied for any of these reasons, but that he thought the students that were bullying him also bullied another student because of his disabilities.

Recommendations for Q22:

No recommendations.

Conclusions

During the debriefing questions, respondents noted the importance of the research into bullying and appreciated the opportunity to discuss their experiences. Overall, results from the cognitive interviews indicated that respondents seemed to understand the items and the concepts they were asked about. Respondents said that the interview was generally easy to answer with a few respondents noting that there was a moderate level of difficulty in answering some items due to the personal content and that they had to recall past experiences.

Based on the cognitive interviews and the respondents' feedback, there are some areas where revisions could be made to further improve the SCS bullying items. Generally, the areas where respondents experienced difficulties were in categorizing their own experiences as bullying, including all instances of bullying rather than only typical scenarios, and separating out bullying that happened at school with that that which happened outside of school. Recommendations for fixing problematic items include: using language other than "bullying;" adding or repeating instructions to remind respondents which experiences to consider in their responses; and clarifying the scope of bullying in school versus outside of school.

NCES should consider implementing changes to SCS:2021 where suggested revisions would not need to be tested further – such as recommendations to use instructions or item language that has previously been fielded, or very minor wording adjustments. Some recommendations are more complex and NCES should consider conducting additional testing on these items before deciding whether to implement revisions in future administrations.

Appendix A. Recruitment Materials and Screener Questionnaire

Recruitment email to send to network

Subject: Know a student 12–18 years old? Help us recruit students to test survey items!

Good afternoon!

AIR is recruiting students age 12–18 who are enrolled in either middle or high school to answer questions about their experiences in school (that is prior to any online or distance learning due to CoVID-19). Students can attend either public or private schools.

Interviews will be conducted remotely (via GoToMeeting web conference software) and will be less than an hour long. Students will be compensated with a \$25 gift card for their time. The interviews are scheduled to occur between May 11th and May 29th.

If a student you know is interested, they or their parent can fill out this [online form](#). Students under age 18 must have a parent's permission to participate. Additional details on the study and contact information for our team is listed below for any interested students. Please let us know if someone would like us to reach out to them directly to provide more information or schedule an interview.

If you have any questions, please don't hesitate to reach out to me (swilkinson-flicker@air.org), or the project director, Jana Kemp (jkemp@air.org). If you know someone who is eligible to participate, please encourage them to fill out the [online form](#) or contact me at the email above or by phone at 202-403-6385.

Thank you for taking the time to consider this request.

Best,
Sidney

Attachment: Study FAQ document

Advertisement text for students

Students Needed for Testing a National Survey (INITIAL)

The National Center for Education Statistics and the American Institutes for Research are looking for students ages 12-18 to help test question wording on a national survey about school-related topics. Interviews will be less than one hour and will take place online through Go-To-Meeting, an easy-to-use web conferencing software. Students under age 18 must have a parent's permission to participate. **We will provide a \$25 gift card to each student who participates in the study.** We need students ages 12-18 who attend a public or private middle or high school and meet any of the following criteria:

- Participate in a school club
- Participate in a school sport
- Had an experience in school they consider to be bullying this school year

If your child is interested in participating, please fill out this [online form](#). You can call (202) 403-6385 or email swilkinson-flicker@air.org for further information.

Students Needed for Testing a National Survey (REVISED)

The National Center for Education Statistics and the American Institutes for Research are looking for public or private school students **ages 12-18** to help test question wording on a national survey about **school-related topics, including experiences with bullying** (such as being made fun or called names, being threatened, having your photos or videos shared without your permission, or being excluded from social activities or media).

Interviews will be less than one hour and will take place online through Go-To-Meeting, an easy-to-use web conferencing software. Students under age 18 must have a parent's permission to participate. **Each student who participates in the study will receive a \$25 gift card.**

If your child is interested in participating, please fill out this [online form](#). You can contact Sidney Wilkinson-Flicker at (202) 403-6385 between the hours of 9 am to 5 pm EDT or by email at swilkinson-flicker@air.org for further information. Interviews can be scheduled through June 12. Additionally, this can be shared within your own personal network.

Screening questionnaire for study

SURVEYS.IES.ED.GOV



SCS Screener

1

What is your name?

Maximum 250 characters.

2

Are you a parent or a student?

- Parent
- Student

3

What is the best phone number to contact you at?

Maximum 250 characters.

4

What is the best email address to contact you at?

Maximum 250 characters.

5

How did you hear about this study?

Maximum 250 characters.

6

How many students between the ages of 12 and 18 live in your household?

Maximum 250 characters.

[Continue >](#)

[Institute of Education Sciences](#)

SCS Screener

In the following questions please enter the information for the student.

If you have more than one student aged 12 to 18, complete this form for the oldest student first. You will need to complete a new form for each additional student in your household between the ages of 12 and 18.

7

What is the student's name?

Maximum 250 characters.

8

How old is the student?

Maximum 250 characters.

9

What is the sex of the student?

- Male
- Female
- Prefer not to answer

10

What grade is the student in?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

[< Back](#)

[Continue >](#)

SCS Screener

11

Is the student Hispanic?

- Yes
- No

12

Please choose one or more race that the student considers him/herself to be.

- White
- Black or African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Two or more races

13

Does the student speak English fluently?

- Yes
- No

[< Back](#)[Continue >](#)

SCS Screener

Answer the following questions as they relate to the 2019-2020 school year prior to any COVID-19 disruptions.

14

Did the student attend public or private school for some or all of the school year?

- Public school (including charter schools)
- Private school
- Neither, they were exclusively homeschooled

15

Did the student participate in a school club?

- Yes
- No

16

Did the student participate in a school sport?

- Yes
- No

17

Has the student ever had an experience they consider to be bullying by students from school?

- Yes
- No

[< Back](#)

[Continue >](#)

SCS Screener

18

When did the most recent bullying incident occur? Your best guess is fine.

Maximum 250 characters.

[< Back](#)

[Continue >](#)

[Institute of Education Sciences](#)

SCS Screener

19

In order to participate in an interview, the student will need access to a desktop computer, laptop, or tablet with internet access and a camera. Does the student have access to a:

- Desktop computer, with internet and camera
- Laptop, with internet and camera
- Tablet, with internet and camera
- None of the above

20

To ensure we recruit students from a variety of backgrounds, the last question is about your household's annual income. If you are not certain, your best guess is fine.

Is your household's annual income...

- Less than \$25,000
- \$25,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 or more

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[Finish](#)

[Institute of Education Sciences](#)

SCS Screener

Thank you for answering these questions. Over the next few days, we will be selecting the students to test the survey. If this student is selected, we will be in contact with you to set up a time to test the survey.

If you would like to fill out this form for another student in your household between the ages of 12 and 18, please copy the following URL into a new window.

https://surveys.ies.ed.gov/?SCS_Screener

Screening phone script for study

RECRUITER INSTRUCTIONS: *Full out the [online form](#) while completing the call.*

Introduction

Hello, I'm _____ from the American Institutes for Research.

- *If outbound call:* I'm calling about [an email you sent/a voicemail you left] about testing a survey for students ages 12-18. Any student who participates will receive \$25 to thank them for their time.
- *If inbound call:* Thanks for calling us about the test of a survey for students.

Online form

1. What is your name?
2. Are you a parent or a student? <i>[If parent]</i> I just need to get a little bit of background information to find out if your student is eligible to participate. <i>[If student]</i> I just need to get a little bit of background information to find out if you are eligible to participate.
3. What is the best number to contact you at?
4. What is the best email address to contact you at?
5. How many children between the ages of 12 to 18 live in your household? <i>If no children within the age range:</i> I'm sorry. Right now, we are only testing the survey with students ages 12-18. Thank you for your time. <i>If more than one child:</i> Let's start with the oldest child first.
6. How old is that child? (Verify child is 12-18)
7. What is that child's name?
8. Is _____ male or female?
9. What grade is _____ in?
10. Is _____ Hispanic?

11. Please choose one or more race/ethnicity that _____ considers him/herself to be. <ul style="list-style-type: none"> • White • Black or African American • Other (includes Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander) or Two or more races)
12. Does _____ speak English fluently?
13. Does _____ attend public school, attend private school, or is [he/she] homeschooled?
14. Does _____ participate in a school club?
15. Does _____ participate in a school sport?
16. Has _____ ever had an experience they consider to be bullying by students from school?
17. . [If "Yes" to Q14] When did the most recent bullying incident occur? Your best guess is fine.
18. Does _____ have access to a computer, laptop, or tablet with internet access and a camera?

*If more than one child: Now let's talk about the [second/third/fourth] oldest child.
Fill out a new online screener form for each child.*

17. In order to make sure that we recruit students from a variety of backgrounds, my last question is about your household's annual income. Is your household's annual income....
- above \$25,000?
1 Yes 2 No - *skip to conclusion*
 - Is it above \$50,000?
1 Yes 2 No - *skip to conclusion*
 - Is it above \$100,000?
1 Yes 2 No

Conclusion:

Thank you for answering these questions about your family. Over the next few days, we will be selecting the students to test the survey. If your child is selected, we will be calling you to set up a time to test the survey. Do you have any questions for me? IF NO QUESTIONS: Thank you for your time!

Eligible/scheduling email

Dear <PARENT/RESPONDENT>,

Thank you for your interest in our study. We have determined that <RESPONDENT NAME/you> is eligible to participate. Please let me know if <RESPONDENT NAME/you> <is/are> available to participate in an interview on **[Insert day]** at **[Insert time and time zone]**? If this day and/or time does not work, please provide a day and/or time that will work between March 11th and 29th.

As a reminder the interview will take less than one hour and will take place through a web-conferencing software. <RESPONDENT NAME/You> **will receive a \$25 gift card** for as a thank you for participating in the interview.

We have attached a consent form that <RESPONDENT NAME/you> will need to sign for <RESPONDENT NAME/you> to participate. **We must receive this consent form before the interview occurs.**

We look forward to hearing back regarding <RESPONDENT NAME/your> availability to participate in an interview.

Sincerely,

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

Interview confirmation/outlook meeting invite/consent form

Dear <PARENT/RESPONDENT>,

Thank you again for agreeing to participate in an interview about <RESPONDENT NAME's/your> experiences at school. I look forward to speaking with <RESPONDENT NAME/you> on <Insert day of the week, month, day, 2020> at <Insert Time> <Insert Time Zone>.

[If necessary]

Please review, sign, and return the attached consent form to me via email at <Insert AIR email> by [INSERT DATE]. If you are unable to print/sign/scan or electronically sign the form, please let me know as soon as possible. This form must be completed for us to conduct your interview as scheduled.

The interview will be conducted through GoToMeeting, a simple-to-use web-conferencing software that may need to be installed on the computer or tablet. <RESPONDENT NAME/You> will need to join the meeting by clicking the link below; with the option to use computer audio or dial in using a phone:

<https://global.gotomeeting.com/join/XXXXXXXXXX>

You can use computer audio or dial in using your phone.

United States: +1 (XXX) XXX-XXX

Access Code: XXX-XXX-XXX

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/XXXXXXXXXX>

<RESPONDENT NAME/You> will receive a \$25 gift card as a thank-you for <their/your> time and participation. The gift card will be mailed to your address within two business days after the completed interview.

Should a conflict arise with the above interview date and time, please let me know as soon as possible so that we can reschedule the interview at your earliest convenience. I can be reached at <Insert AIR Telephone Number> (weekdays from 9 am to 5 pm EST) or via email at <insert AIR email>.

Thank you again for your help!

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

Reminder email (to be sent out AM the day before interview scheduled)

Dear <PARENT/RESPONDENT>,

This is a reminder that <RESPONDENT has/you have> been scheduled for a remote interview session tomorrow for <1:30 p.m. to 2:30 p.m. EST>.

[If necessary]

We have not received your signed consent form. Please review, sign, and return the attached consent form to me via email at <Insert AIR email address>. **If you are unable to print/sign/scan or electronically sign the form, please let me know as soon as possible. If we do not receive this form by 5 pm today, we will have to reschedule your interview.**

<RESPONDENT NAME/You> will need to join the meeting by clicking the link below; with the option to use computer audio or dial in using a phone:

<https://global.gotomeeting.com/join/XXXXXXXXXX>

You can use computer audio or dial in using your phone.

United States: +1 (XXX) XXX-XXX

Access Code: XXX-XXX-XXX

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/XXXXXXXXXX>

Please let us know if you have any questions.

Thank you,

<AIR staff>

American Institutes for Research

(202) 403-6566

<AIR staff email>

STUDY FREQUENTLY ASKED QUESTIONS

What is this study about?

For this particular study, we will ask students to answer a series of questions related to their experiences at school. We will discuss how they arrived at their answers and how they interpreted the questions.

What will students be doing in the study?

Students will be asked to answer a series of questions related to their experiences at school. We will discuss how they arrived at their answers and how they interpreted the questions. In order to participate in this study, students will need to be able to connect to Go-To-Meeting through a laptop, desktop, or tablet. AIR will record the interview and take other notes as necessary so researchers may review these later. Any identifiable information that refers to students will not be included in the study report; student names will not be attached to the answers they provide. Students 18 years old and parents of students less than 18 years old will be asked to sign a consent form agreeing to participate.

When and where?

Interview sessions can be scheduled at the student's convenience from Monday, May 11th through Friday, May 29th. The session will be conducted remotely using a simple-to-use web conferencing software. It is preferred that the device have a working camera that can be turned on.

What will AIR do with the data?

The data will be used to improve the questionnaire. Students' participation is voluntary, and their responses 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 (ESRA 2002, U.S.C. 20 §9573). Direct quotes may be used in reports or in research presentations, but their name will never be used in any reports or presentations. Students' participation and interest is very important to this study.

What is the School Crime Supplement?

The School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS) collects information about school-related victimizations on a national level. This information will assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels in making informed decisions concerning crime in schools.

Who is the National Center for Education Statistics?

The National Center for Education Statistics (NCES), <http://nces.ed.gov/>, is the primary federal statistical entity for collecting and analyzing data on topics related to education in the United States and as compared to other nations. NCES is part of the Institute of Education Sciences, within the U.S. Department of Education. The education statistics that NCES produces are used by Congress, federal and state agencies, educational organizations, researchers, the general public, and others.

Do students have to participate?

Participation is voluntary. If students are under the age of 18, their parents will be provided with a parental consent form; students who are 18 will be provided with the standard consent form used for adults. However, students may refuse to answer any question they do not want to answer or stop participating at any time.

How much will students be paid?

All students will be mailed a \$25.00 gift card after completing the interview.

How long will the interview take?

The interview will take approximately 30-45 minutes.

Why should students participate?

We are testing new questions that will be added to the next administration of the survey. Your child's input on how the new questions are working will help improve the study and the data we collect. By participating in this study, your child can help make sure that the SCS collects the most complete and accurate data possible.

How is my child's privacy protected?

Student's participation is voluntary, and their responses 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 (ESRA 2002, U.S.C. 20 § 9573). Student's name will not be attached to the answers they provide.

What information will be shared with NCES?

Students' name will not be associated with any of the responses they give to the survey questions, and AIR will not provide the names of any participants to NCES. NCES will receive information about this study in a form that will not lead to the identification of any participants.

Interested in participating?

If interested, please fill out this [online form](#). If you have any questions, call Sidney Wilkinson-Flicker at (202) 403-385 or e-mail swilkinson-flicker@air.org.

Appendix B. Interview Protocol

SCS Cognitive Interview Protocol

Respondent's ID:	
Date and Time:	
Interviewers:	

Materials to have open on your screen:

- Protocol
- Survey Questions PDF

PRE-INTERVIEW

Before beginning the interview confirm that AIR has received the consent form from either the respondent's parent (if under 18) or the respondent (if 18). If they have not sent the form, you must reschedule the interview.

Consent Form:	<input type="checkbox"/> Signed copy received	<input type="checkbox"/> Waiting on signed copy
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WELCOME AND INTRODUCTION SCRIPT

Interviewer Instructions: *The following scripts should NOT be read verbatim, instead the interviewer should be thoroughly familiar with the content in advance. However, highlighted text MUST be said. [Italicized text in brackets are instructions for the interviewer].*

Hello, my name is <your name> and I work for American Institutes for Research. It's nice to meet you, and thanks for talking to us today. *[Introduce anyone else that is on the call.]*

- *[Create small talk to build a rapport. For example, ask a question such as, "What is your favorite subject in school?" Respond accordingly (e.g., if the student responds with "science," ask them what they are studying in their science class).]*

Step 1: Technology Set-Up *[Skip if respondent has automatically turned on their webcam]*

[If respondent hasn't turned out their camera, here are instructions on how to them do it. Also, take this time to turn on your camera if you haven't yet.]

Do you have a video camera that we could use? *[If no, move on to Step 2. If yes...]*

Could you turn that on for me? I've found that having the video on and the ability to see each other is helpful during interviews.

- Make sure respondent is completely signed into GTM and not just on the phone. (You can tell if respondent has both a phone and camera icon next to their name. If there is only a phone, have them click on the GTM link that was provided to fully sign in).
- Turning on the webcam:
 1. Respondent needs to click the "camera" button in the top right corner. It will be the last in a series of three buttons – a phone, a television/screen, and a camera recorder.
 2. They need to click on that last button.
 3. Camera should automatically turn on.
- If they can't see you, have them click on the right click on the tab below the camera button > the three dots below that > click on "Show all webcams"

Step 2: Interview Introduction

Let me start by telling you a little bit about what we're doing here. My organization supports the National Center for Education Statistics, which is part of the U.S. Department of Education, in administering surveys to students across the US. In order to help improve these surveys, we turn to students like you to find out if our questions make sense and are easy to understand and answer. The research we're doing today will help us figure out if changes we have made to the questionnaire are working for students like you, and it will help us improve the accuracy of the data being collected.

I'm going to read the questions to you aloud, just like we would if this were an interview for the real survey, however, I'm mainly interested in your reactions to the questions. After we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your honest thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in these. We want you to feel like you can speak freely, and what you say here will not be repeated outside of this project.

Step 3: Recording

The interview should take less than an hour. I would like to record our conversation to make sure I catch all the important information you share today and don't have to rely just on my notes. This allows me to concentrate more on what you're saying during the interview. This recording will only be used for note-taking purposes, will be stored securely, and will be destroyed after the project is over. Do you have any questions about the recording?

[Answer any questions and give further explanation. Continue.]

[If the participant is no longer interested in participating for his/her time and end the interview.]

Are you comfortable with me recording this interview?

[If no, DO NOT RECORD, you will need to rely on notetaking] Ok, I will not record our interview.

[If yes] Okay, I'm going to start the recording now, and once it is on, I'm going to ask for your permission to record today so that we have it on the recording. [Turn on the GTM recording, which is at the bottom of the GTM window, ask for permission to record on the tape, and continue.]

Step 4: Informed Consent

The following is a reminder of what the consent form says.

[If student is under 18]: Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have mentioned before about never

sharing your name or any names you say during the interview and recording the interview, I would like to draw your attention to the fact that:

- Your participation is voluntary
- You do not have to answer any question that you do not want to.
- You can take a break at any time or stop the interview completely.
- Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. [if requested: 20 U.S.C. §9573 and 6 U.S.C. §151]

[If student is 18]: You signed a form earlier to give your consent to participate today. I am going to remind you about what was in that document. First, it explained the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview and recording the interview, it also said that:

- Your participation is voluntary
- You do not have to answer any question that you do not want to.
- You can take a break at any time or stop the interview completely.
- Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. [if requested: 20 U.S.C. §9573 and 6 U.S.C. §151]

Do you have any questions about this? Are you still willing to participate in the interview?

Step 5: Think-aloud practice

In this interview, we ask that you “think aloud” as you answer each question. This means, as you are answering each question, you can say **out loud** what you are thinking. Let’s practice.

- If the question is: How many windows are there in the house or apartment where you live? [*model the think aloud process for R, how would you answer this question?*]
- Now it’s your turn: How many windows are there in the house or apartment where you live? Please tell me what you are thinking while you are figuring out your answer.

Probes that could be helpful in prompting respondent to elaborate:

- What are you thinking about?
- Please tell me what you are thinking.
- Can you tell me more about that?
- What are you planning to do next?
- Is there anything else you can do?

If at any time you want to skip a question or stop, just let me know. Any additional questions before we start?

INTERVIEW

Interviewer instructions: Read the survey questions to the respondent, including the answer categories that are **bolded**. Note any confusion or difficulties respondents have with the questions.



In the first read through, DO NOT READ THE PROBES. Only after you have read through all the questions will you go back and read the probes to the respondent.

Now, I would like to ask some questions about your experiences at school. Remember, the law authorizes the collection of this data and requires us to keep all information about you and your household confidential. Additionally, some questions may ask you to respond based on this school year, which means the 2019–2020 school year; for these questions, we want you to think about before you started school at home because of COVID-19.

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

- Yes
 No (INTERVIEW IS OVER; GO TO END)

Q1 Think-Aloud Notes

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

[If student mentions that they were partly homeschooled (in the traditional sense) have them count it as one school.]

- One school
 Two schools
 Three or more schools

Q2 Think-Aloud Notes

3. What grade are you in?

[This question refers to the 2019–2020 school year.]

- Fifth or under (INTERVIEW IS OVER; GO TO END)
 Sixth
 Seventh
 Eighth
 Ninth
 Tenth
 Eleventh
 Twelfth
 Other – Specify: _____
 College/GED/Post-graduate/Other noneligible (INTERVIEW IS OVER; GO TO END)

Q3 Think-Aloud Notes

4. In what state is your school located? _____

In what county is your school located? _____

In what city is your school located? _____

What is the complete name of your school? _____

Q4 Think-Aloud Notes

5. Is your school public or private?

- Public
 Private

Q5 Think-Aloud Notes

6. What is the lowest grade taught in your school?

- | | |
|---|--|
| <input type="checkbox"/> Pre-Kindergarten or Kindergarten | <input type="checkbox"/> Eighth |
| <input type="checkbox"/> First | <input type="checkbox"/> Ninth |
| <input type="checkbox"/> Second | <input type="checkbox"/> Tenth |
| <input type="checkbox"/> Third | <input type="checkbox"/> Eleventh |
| <input type="checkbox"/> Fourth | <input type="checkbox"/> Twelfth |
| <input type="checkbox"/> Fifth | <input type="checkbox"/> Post-graduate |
| <input type="checkbox"/> Sixth | <input type="checkbox"/> All ungraded |
| <input type="checkbox"/> Seventh | <input type="checkbox"/> All special education |

Q6 Think-Aloud Notes

7. What is the highest grade taught in your school?

- Pre-Kindergarten or Kindergarten
 First
 Second
 Third
 Fourth
 Fifth
 Sixth
 Seventh
 Eighth
 Ninth
 Tenth
 Eleventh
 Twelfth
 Post-graduate
 All ungraded

All special education

Q7 Think-Aloud Notes

8. The next questions are about security measures that some schools take. Does your school have:

	Yes	No	Don't know	School doesn't have lockers
a. Security guards or assigned police officers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Locked entrance or exit doors during the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. A requirement that visitors sign in AND wear visitor badges or stickers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Locker checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A requirement that students wear badges or picture identification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. One or more security cameras to monitor the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Q8 Think-Aloud Notes

Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. *[If the respondent indicated in question 2 that they attended more than one school: For the remainder of this survey, think about both/all schools you attended this school year].* Your answers will not be shared with anyone at your school or home.

9. During this school year, have you been in one or more physical fights at school?

- Yes
 No (*SKIP TO Q11*)

Q9 Think-Aloud Notes

10. During this school year, how many times have you been in a physical fight at school?

_____ Number of times

Q10 Think-Aloud Notes

11. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student from your school bullied you?

That is, has another student...

	Yes	No
a. Made fun of you, called you names, or insulted you, in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
b. Spread rumors about you or tried to make others dislike you?	<input type="checkbox"/>	<input type="checkbox"/>
c. Purposely shared your private information, photos, or videos in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>
e. Pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>
f. Tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>
g. Excluded you from activities, social media, or other communications to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>
h. Destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>



If all categories a-h are marked “No” go directly to PROBE Q11 below.

Q11 Think-Aloud Notes

PROBE Q11

Now I have a few questions about the items you just answered. I’m going to share my screen so you can see and read the questions that I’m going to ask you about.

*[Open the Survey Questions PDF. Share your screen and the PDF with the respondent. When choosing what to share, make sure you select to **only share** the Adobe PDF application so that they do not see any other documents on your screen – including the Word protocol document.]*

[Show R the single page of Q11 to reference]

First, we’ll start with the question where I asked you if any student from school bullied you.

If “No” to all:

When I asked you if any student from your school had bullied you, you said no to all items.

- Did any of those things happen to you but you didn’t think they would count for this question? Can you tell me more about why you didn’t include them here?
- Did other students do any other things not included in this list that made you feel bullied? Can you tell me more about that?

All respondents:

- c. What kinds of places were you thinking about where those things could have happened?
- d. Please tell me, in your own words, what it means to be bullied?

If “No” to all: After completing probes above, SKIP to Debriefing Questions.

12. During this school year, how many days were you bullied? [*Read **bolded** answer categories*]

- One day**
- Two days** [*GO TO Q14*]
- Three to ten days** [*GO TO Q14*]
- More than ten days** [*GO TO Q14*]

Q12 Think-Aloud Notes**PROBE Q12**

[*Show R the single page of Q12 to reference*]

Another question I asked was, “During this school year, how many days did you experience (that thing/any of those things)?” The response options were, “One day,” “Two to five days,” “Six to ten days,” and “More than 10 days.” You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. [*If necessary*] Was it easy or difficult for you to answer? [*If necessary*] What made it [easy/difficult]?

IF R’S answer is “More than one day”, skip to probe for Q14.

13. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? [*Read **bolded** answer categories*]

- Once**
- Two to ten times**
- Eleven to fifty times**
- More than fifty times**
- Too many times to count
- Don’t know

Q13 Think-Aloud Notes**PROBE Q13**

[*Show R the single page of Q13 to reference*]

The follow up question I asked was, “In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?” The response options were, “One time,” and “Two or more times.” You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. *[If necessary]* Was it easy or difficult for you to answer? *[If necessary]* What made it [easy/difficult]?

14. Did you think the bullying would happen again?

- Yes
 No

Q14 Think-Aloud Notes

PROBE Q14

[Show R the single page of Q14 to reference]

The next question I asked was, “Did you think [that student/those students] would do hurtful things to you again?”

If R answered “Yes”:

- a. When I first asked this question, you answered “yes.” Why did you answer the way you did?

All respondents:

- b. What types of bullying were you thinking of when answering this question?

15. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- Yes
 No *[GO TO Q17]*

Q15 Think-Aloud Notes

PROBE Q15

IF R said “No” to Q15, skip to next probe

[Show R the single page of Q15 to reference]

The next question I asked was, “Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?” You answered _____.

If R answered “Yes”:

- a. How many students did those things to you at school this year? *[Scroll back to Q11 in PDF for reference]*

b. What incidents were you thinking of when you were answering this question?

16. Did these people act along, together as a team, or both?

- Alone
 Together
 Both
 Don't know

Q16 Think-Aloud Notes

PROBE Q16

[Show R the single page of Q16 to reference]

I then asked: "Did these people act alone, together as a team, or both?" You answered ____.

All respondents:

- a. Can you tell me why you answered the way you did?
b. *[If necessary]* How many different people did those things to you?
c. What does the phrase "together as a team" mean to you in this question?

If Q16 = Alone or Both:

- d. Even though [some of] these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

17. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

	Yes	No
a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?	<input type="checkbox"/>	<input type="checkbox"/>
b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?	<input type="checkbox"/>	<input type="checkbox"/>
c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?	<input type="checkbox"/>	<input type="checkbox"/>
d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?	<input type="checkbox"/>	<input type="checkbox"/>
e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?	<input type="checkbox"/>	<input type="checkbox"/>

Q17 Think-Aloud Notes**PROBE Q17**

I then asked about the person/people who did this/these things to you this school year.

[Show R the single page of Q17 to reference]

If R said more than one student did things and someone did things more than once (Q12= Yes & Q15 = Yes)

- a. Which students were you thinking about when answering these questions?
- b. *[If necessary]* Were you thinking about the same student(s) when answering each of the individual items A through E?
 - o *[If “No” and if necessary]* Can you tell me more about that?

All respondents:

Question D asks, “[Did that student/did any of those students] have the ability to influence what other students think of you?”

- c. Please tell me, in your own words, what that question is asking?

If R said “Yes” to Item E (more power in some other way)

- d. When I first asked you these questions, you said yes to item e, more power than you in some other way. What other way were you thinking of when you said yes? [IF NECESSARY] Can you tell me more about that?

18. What was your relationship to the student when they bullied you? Were they...

	Yes	No
e. Your brother or sister?	<input type="checkbox"/>	<input type="checkbox"/>
f. Your boyfriend or girlfriend at the time?	<input type="checkbox"/>	<input type="checkbox"/>
g. Your ex-boyfriend or ex-girlfriend at the time?	<input type="checkbox"/>	<input type="checkbox"/>
h. Another student from school?	<input type="checkbox"/>	<input type="checkbox"/>

Q18 Think-Aloud Notes

19. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...

*[Read **bolded** answer categories; Mark all that apply]*

- In a classroom at school?**
- In a hallway or stairwell at school?**
- In a bathroom or locker room at school?**
- In a cafeteria or lunch room at school?**

- Somewhere else inside the school building? – Where was the other place where bullying occurred? _____
- Outside on school grounds?
- On the way to or from school such as on a school bus or at a bus stop?
- Online or by text?

Q19 Think-Aloud Notes

PROBE Q19

I then asked where the bullying occurred.

[Show R the single page of Q19 to reference]

All respondents:

- a. Does this list include all the places where other students have bullied you?
- a. *[If “No”]* Where else did the bullying occur?

20. Did you tell a teacher or some other adult at school about being bullied?

- Yes
- No

Q20 Think-Aloud Notes

21. This school year, how much has bullying had a **NEGATIVE** effect on: *[Read **bolded** answer categories]*

	Not at all	Not very much	Somewhat	A lot
e. YOUR schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. YOUR relationship with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How you feel about YOURSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. YOUR physical health, for example: caused injuries, gave you headaches or stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 Think-Aloud Notes

PROBE Q21

Another question I asked was “How much as bullying had a **NEGATIVE** effect on...” a variety of things.

[Show R the single page of Q21 to reference]

All respondents:

- a. What does the phrase “had a negative effect on” mean to you in this question?
- b. Please tell me what “Your physical health” is asking, in your own words.

22. When you were bullied in school this year, did you ever think it was related to...

	Yes	No
h. YOUR race?	<input type="checkbox"/>	<input type="checkbox"/>
i. YOUR religion?	<input type="checkbox"/>	<input type="checkbox"/>
j. Your ethnic background or national origin – for example, people of Hispanic origin?	<input type="checkbox"/>	<input type="checkbox"/>
k. Any disability you may have – such as physical, mental, or developmental disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
l. YOUR gender?	<input type="checkbox"/>	<input type="checkbox"/>
m. YOUR sexual orientation, by this we mean gay, lesbian, bisexual, or straight?	<input type="checkbox"/>	<input type="checkbox"/>
n. YOUR physical appearance?	<input type="checkbox"/>	<input type="checkbox"/>

Q22 Think-Aloud Notes**AFTER R RESPONDS TO ALL SURVEY QUESTIONS:**

Interviewer instructions: *At this time, you will go back through the questions and ask the retrospective probes for the necessary questions. Start with the probes following Q11 above. Additionally, if the respondent had unanticipated confusion or difficulty with a question, ask respondents about these as well.*

AFTER RETROSPECTIVE PROBING IS COMPLETE:

Interviewer instructions: *Proceed to the Debriefing Questions.*

Debriefing Questions

We're almost at the end of our interview and only have a few more questions.

1. Overall, what did you think of this interview? Was it easy or difficult?

2. Is it easy to know when something someone does is bullying? Can you tell me more about that?

3. What is the difference between someone being mean and someone being a bully?

4. Does your school have a specific definition of bullying?

- a. *[If “Yes”]* How does your school define it?

- i. Do you think of bullying the same way the school talks about it? *[If necessary]*
Can you tell me more about that?

5. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

Okay, we are all finished. Thank you for your participation today. The information you've provided will be very helpful for making this survey better.

We will be sending you a \$25 gift card to thank you for helping with this important study; could you please provide me with the best mailing address to send the gift card to?

Street:
City:
State:
Zip:

Survey Questions PDF

NOTE: Each question will be on its own page and displayed one at a time to the respondent.

11. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student from your school bullied you?

That is, has another student...

	Yes	No
a. Made fun of you, called you names, or insulted you, in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
b. Spread rumors about you or tried to make others dislike you?	<input type="checkbox"/>	<input type="checkbox"/>
c. Purposely shared your private information, photos, or videos in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>
e. Pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>
f. Tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>
g. Excluded you from activities, social media, or other communications to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>
h. Destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>

12. During this school year, how many days were you bullied?

- One day
 Two days
 Three to ten days
 More than ten days

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

- Once
 Two to ten times
 Eleven to fifty times
 More than fifty times
 Too many times to count
 Don't know

14. Did you think the bullying would happen again?

- Yes
 No

15. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- Yes
 No

16. Did these people act along, together as a team, or both?

- Alone
 Together
 Both
 Don't know

17. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

	Yes	No
a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?	<input type="checkbox"/>	<input type="checkbox"/>
b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?	<input type="checkbox"/>	<input type="checkbox"/>
c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?	<input type="checkbox"/>	<input type="checkbox"/>
d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?	<input type="checkbox"/>	<input type="checkbox"/>
e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?	<input type="checkbox"/>	<input type="checkbox"/>

19. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...

- In a classroom at school?
 In a hallway or stairwell at school?
 In a bathroom or locker room at school?
 In a cafeteria or lunch room at school?
 Somewhere else inside the school building? – Where was the other place where bullying occurred?

 Outside on school grounds?
 On the way to or from school such as on a school bus or at a bus stop?
 Online or by text?

21. This school year, how much has bullying had a NEGATIVE effect on:

	Not at all	Not very much	Somewhat	A lot
a. YOUR schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. YOUR relationship with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How you feel about YOURSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. YOUR physical health, for example: caused injuries, gave you headaches or stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment 9:

2022 NCVS SCS final CBSM cognitive testing report with attachments

COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

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Final Report

Center for Behavioral Science Methods
U.S. Census Bureau
Washington, D.C. 20233

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

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1 EXECUTIVE SUMMARY

This report presents findings from the cognitive testing of the 2022 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). Researchers conducted 30 cognitive interviews over three iterative rounds of testing between December 2020 and March 2021. In 2020, the coronavirus (COVID-19) pandemic impacted schooling in the United States. As the type of schooling students received changed as a result of the pandemic, it became clear that the 2022 School Crime Supplement needed new and revised questions to accurately capture the type(s) of schooling a student receives, and phrasing throughout the survey needed to be adjusted so that references to their schooling aligned with their experiences. The cognitive testing discussed in this report focused on the new questions in the instrument designed to capture the type(s) of schooling received, as well as any phrases throughout the survey that needed to be adapted to work for students who are fully in-person, fully virtual, or hybrid. Overall, the findings from this study indicate that the new and revised questions performed well by the confirmation round.

The first questions in the supplement now asked if the student had attended school in person this school year (Q1a), if they attended school virtually (Q1b), and if they received homeschooling instead of being enrolled in a public or private school (Q1c). Those that said they attended school virtually were asked a follow-up question about whether they attended virtually due to the coronavirus pandemic (Q1e). Students who reported being homeschooled were asked a follow-up question about the reason or reasons why their family decided to homeschool instead of enrolling them in a public or private school (Q1f).

In Round 1, some students forgot the reference to the time frame and answered Q1a-Q1c about both the previous and current school year. This may have been partially due to the fact that time was less clearly delineated during the pandemic than in normal years. Revising Q1a-Q1c to repeat the timeframe in each item, as well as adding a reminder of the time frame in what is now INTRO_4 appeared to decrease the issue in Rounds 2 and 3.

Students in Rounds 1 and 2 noted some confusion about the phrase “remote instruction” that was initially used in Q1b and Q1e. Although most students recognized the other term (“virtual” in Round 1 and “virtual learning” in Round 2) and were able to answer the questions without issue, a few students did answer Q1b and Q1e incorrectly due to the term. Replacing the entire phrase with “online schooling or virtual learning” effectively addressed the issue and prevented confusion in Round 3.

Despite concerns that fully virtual students would find questions about in-person activities problematic, that did not appear to be the case. Many of the questions that were only applicable to in-person students were skipped in the new path for fully virtual students. Those traditionally in-person questions that were still asked of fully virtual students (extracurricular activities, seeing others under the influence of drugs and alcohol, and bullying items) still worked well for fully virtual students. Many of the items still applied. Schools still offered activities to fully virtual students, whether they hosted them in-person (sports), or switched them to virtual meetings. Most of the bullying behaviors were still possible during virtual school, and those that were not did not seem to faze the students. Although schooling was classified into three types during cognitive testing (fully virtual, fully in-person, and hybrid), based on participants’ explanations of what school has looked like in the 2020-2021 school year, there is a large variety in schooling situations across the country. While there is still uncertainty about what schooling will look like in future school years, the final recommendations for the 2022 School Crime Supplement are designed to adapt to each student’s situation.

2 INTRODUCTION

At the request of the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), the Center for Behavioral Science Methods (CBSM) conducted cognitive testing of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) between December 2020 and March 2021. The SCS was first collected in 1989. It was collected again in 1995 and 1999 and has been collected every two years since 1999.

The supplement is used to collect data on students' perspectives on school climate on a variety of topics such as the availability of drugs and alcohol, fighting, bullying and hate related behaviors, and students' perception of how safe they feel in their school. In 2020, the coronavirus (COVID-19) pandemic impacted schooling in the United States. As the type of schooling students received changed as a result of the pandemic, it became clear that the 2022 School Crime Supplement needed new and revised questions to accurately capture the type(s) of schooling a student receives. Phrasing throughout the survey also needed to be adjusted so that references to their schooling aligned with their experiences.

The cognitive testing discussed in this report focused on the initial questions in the instrument designed to capture the type(s) of schooling received, as well as any phrases throughout the survey that needed to be adapted to work for students who are fully in-person, fully virtual, or hybrid.

Researchers conducted three iterative rounds of cognitive testing between December 2020 and March 2021. The purpose of this cognitive research was to test new and revised questions for the 2022 SCS. The results of these cognitive interviews will help inform the final version of the SCS questionnaire, which will be administered from January through June 2022. This report presents the findings from the 30 cognitive interviews.

3 BACKGROUND

The National Crime Victimization Survey (NCVS) is a self-report survey collected by the Census Bureau on behalf of the Bureau of Justice Statistics (BJS). Approximately 254,000 households in the United States are sampled annually and asked about their experiences with victimization over the past six months. The survey is completed by all persons in the sampled households age 12 or older, and provides data on the characteristics of crime, the offender, and the victim's experience with the criminal justice system after a crime occurs. Eligible participants are interviewed every six months, and generally remain in the sample for three years.

3.1 History of the School Crime Supplement

The School Crime Supplement (SCS) is administered every two years between January and June as a supplement to the NCVS to respondents ages 12 through 18 who are not exclusively homeschooled and who had attended school at some point during the school year. The SCS is co-sponsored by the BJS and the National Center for Education Statistics (NCES). The first data collection for the SCS was in 1989, providing student level data on alcohol and drug availability, victimization, school rules and punishment, gun and weapon carrying, as well as other topics. Although the 1989 and 1995 instruments did not include items on bullying, they did include victimization items that could indirectly measure bullying experiences. It was not until 1999 that the first item was added to the questionnaire to specifically measure the prevalence of bullying in schools. In 2005, an entire section consisting of several items devoted to questions on bullying were added to the questionnaire for the first time. The questions in this section had a reference period of the "last 6 months" to examine if students have been recently

bullied. However, in 2007, the reference period was changed to "this school year" to stay consistent with the rest of the items in the supplement.

In 2014, the Centers for Disease Control and Prevention (CDC) created the uniform definition of bullying, shedding light on the components of repetition and power imbalance. Taking this definition into consideration, it was clear the SCS bullying items were out of alignment and need to be updated. For the 2015 SCS, extensive work was completed to evaluate the information collected on bullying during past SCS administrations and modify the items to better align with the CDC definition of what constitutes bullying. Cognitive testing of these new items was conducted by researchers in CBSM (Pascale et al., 2014). In 2016, CBSM conducted additional cognitive testing in order to fine-tune the power imbalance and repetition follow-up questions in the version of the supplement that performed better in the 2015 split ballot experiment (Martinez et al., 2015). In 2018, CBSM conducted cognitive testing to fine-tune the existing supplement and develop a version of the supplement that removed the word "bullying" for a split-ballot experiment (Martinez et al., 2017). Results from the split-ballot experiment showed that both versions of the supplement produced similar rates of bullying. Sponsors decided to proceed with the version that used the word "bullying" to preserve the time trend.

3.2 Impact of the Coronavirus Pandemic on Schooling

In the spring of 2020, the coronavirus pandemic forced school buildings across the country to shut down to prevent the spread of COVID-19. School districts across the country took different approaches to providing education in the middle of a pandemic. Some schools decided to end the 2019-2020 school year early, while others adapted to the situation by shifting to remote instruction. Some of those that were able to do so began providing virtual instruction using online platforms such as Google Classroom, Zoom, and Schoology. Others provided take-home packets of instruction and classwork for students to work through on their own.

As the 2020-2021 school year approached, COVID-19 cases remained high across the country. School districts had to decide whether to re-open buildings for in-person instruction, shift to fully virtual instruction for all students, or use a hybrid of the two options. Schools that decided to re-open in person typically implemented new safety measures to prevent the spread of COVID-19. Virtual and hybrid approaches varied, with some districts offering families a choice in the mode of instruction their students received. Some schools had students attend in-person part of the time and virtually part of the time. Many school districts also reevaluated their approach throughout the year. Some schools that started with fully virtual instruction monitored COVID-19 rates in their area and decided to re-open the school buildings when they felt it was safe to do so. Some fully in-person schools decided to close school buildings to quarantine when staff and students began testing positive. Many schools seemed to have infrastructure in place to allow individual students to join the classes virtually in the event that the student was exposed to COVID-19 and needed to quarantine. Even though many schools had the infrastructure in place to continue to educate students, the survey sponsors decided to postpone the SCS administration from January 2021 to January 2022. Given the evolving nature of education in the United States as a result of COVID-19, revisions to the survey instrument were needed in order to fully capture the educational experiences of students. Prior to the postponement, in summer 2020, NCES contracted with the American Institutes for Research (AIR) to cognitively test changes to the 2019 SCS instrument. CBSM was not involved in this cognitive testing. Changes were made to the SCS instrument and that version was the starting point for CBSM's work that is discussed in this report.

Decisions needed to be made about the 2022 SCS content against this complicated backdrop. It was unclear whether the COVID-19 pandemic would continue to impact the types of instruction that schools offer in the 2021-2022 school year, and therefore the experiences students would have at school.

Furthermore, it also seemed possible that some schools might choose to retain hybrid or virtual instructional offerings even if the public health situation were improved to better serve their students. In order to ensure that the 2022 SCS was able to fully capture student experiences during the 2021-2022 school year, revisions to and cognitive testing of the questionnaire were necessary. In the following sections, we describe the methodology of and findings from this testing.

4 Expert Review of the School Crime Supplement

4.1 English Expert Review

Prior to the start of cognitive interviews, survey sponsors made initial revisions to the most recent version of the School Crime Supplement. Revisions focused on adding new questions to capture new types of schooling due to COVID-19 and noting intros and questions throughout the survey that may need to be adapted to work for new schooling situations.

An expert review panel of three CBSM researchers completed a review of the proposed revisions to the 2022 School Crime Supplement to the National Crime Victimization Survey. Each researcher conducted an independent review before holding a consensus meeting to agree upon a set of recommendations for the sponsors. The changes suggested by CBSM were discussed with the sponsors and then incorporated into the survey for cognitive testing (See Attachment 1. 2022 SCS: English Expert Review Recommendations).

4.2 Spanish Expert Review

After the English expert review, three researchers from CBSM's Language and Cross-Cultural Research (LCCR) team conducted an expert review on the Spanish translations of the proposed revisions to the supplement. As with the English expert review, each researcher conducted an independent review before participating in a consensus meeting to agree upon final recommendations. The expert review was presented in a meeting, and recommendations were incorporated into the Spanish translation of the supplement after discussions with sponsors (See Attachment 2. 2022 SCS: Spanish Expert Review Recommendations).

Between rounds of cognitive interviews, the LCCR team reviewed the recommended revisions in English. Since there was not enough time between rounds to have all revisions translated for review, the team reviewed the revisions in English to ensure that proposed phrases could be translated into Spanish without needing to deviate from the English phrasing. The team confirmed that all proposed revisions could be translated without issue. After cognitive testing, the LCCR team translated the final recommendations for all questions that were revised throughout testing (See Attachment 5. 2022 SCS: Spanish Final Recommendations).

5 STUDY METHODOLOGY

5.1 Data Collection

From December 2020 to March 2021, 30 virtual cognitive interviews were conducted using Skype for Business and Microsoft Teams across three iterative rounds of cognitive testing. The cognitive interviewing team consisted of three CBSM staff members. Results from each round informed any changes made to questions tested in the subsequent round. The third and final round of testing was then conducted to assess whether all revised questions performed as expected.

5.1.1 Participant Selection

Recruitment efforts concentrated on finding individuals who had the following types of schooling during the 2020-2021 school year: fully in-person, fully virtual, hybrid (mix of in-person and virtual), and traditional homeschooling. We aimed for an even split of students who had experienced bullying this school year and those that had not. We also targeted participants who represented a variety of demographic characteristics.

Recruitment methods consisted of advertisements through Craigslist.com and a broadcast message sent to all U.S. Census Bureau employees including those who work at the Suitland headquarters building and in field offices across the country. Many participants were told about the study by individuals who saw the advertisements and knew the student would qualify.

Parents of interested students, as well as some older teenage students, responded to the advertisement to answer a set of screening questions (See Appendix A for recruitment screeners). The screening questions were programmed into Qualtrics as a self-administered web survey. A link to the screener was included in all advertisements. Advertisements also included a telephone number if individuals preferred to speak to the CBSM recruiter to answer the screening questions. We received about 30 calls to the recruiter, and about 700 responses to the Qualtrics screener.

The screener collected information about the students' demographics and how the student attended school this school year, as well as information about whether or not the student or parent believed the student was bullied, and if so, when the most recent experience they considered to be bullying occurred. All interviews were conducted virtually using Skype for Business or Microsoft teams. Each participant received \$25 cash, and parents who helped schedule the interview received \$25 cash to thank them for their time. Parents and students signed an electronic voucher prior to the interview. After the interview, money was mailed to their household in a USPS flat-rate envelope that included tracking. The tracking number was emailed to the parent or guardian when the envelope was placed in the mail.

5.1.2 Participant Characteristics

Our goal was to recruit a diverse group of students based on school level, sex, race and ethnicity, and socioeconomic status. The sample included 16 students in middle school and 14 students in high school. We interviewed 16 males and 14 females. For race, most of the participants were either black or white, with a handful of participants identifying as Asian or multi-racial. Five of the participants were Hispanic. Two of the five identified as Hispanic and White, one identified as Hispanic and Black, one identified as Hispanic and two or more races, and the fifth identified as Hispanic with no other race. The socioeconomic status of participants skewed slightly toward higher income, with ten participants' household incomes under \$50,000, 10 household incomes between \$50,000 and \$100,000, and 10 household incomes over \$100,000. See Table 1 for a more detailed breakdown.

Table 1. Participant Characteristics by Round

2022 SCS Cognitive Testing: Participant Characteristics by Round					
		Round 1	Round 2	Round 3	Total
Ethnicity	Hispanic	1	2	2	5
	Non-Hispanic	9	10	6	25
Race	White (non-Hispanic)	5	8	1	14
	White (Hispanic)	1	0	1	2
	Black or African American (non-Hispanic)	3	1	2	6
	Black or African American (Hispanic)	0	0	1	1
	Asian	0	1	2	3
	American Indian or Alaska Native	0	0	0	0
	Other	0	0	1	1
	Blank	0	1	0	1
Sex	Two or More Races	1	1	0	2
	Male	5	6	5	16
Family Income	Female	5	6	3	14
	Less than \$25,000	1	2	0	3
	\$25,000 to \$50,000	3	2	2	7
	\$50,000 to \$100,000	4	5	1	10
Age	More than \$100,000	2	3	5	10
	12	3	3	2	8
	13	1	2	1	4
	14	1	1	3	5
	15	3	1	1	5
	16	0	5	1	6
	17	2	0	0	2
Grade	18	0	0	0	0
	6th grade	2	2	1	5
	7th grade	2	1	1	4
	8th grade	1	3	3	7
	9th grade	2	0	1	3
	10th grade	1	2	1	4
	11th grade	1	4	1	6
School Type	12th grade	1	0	0	1
	Middle School	5	6	5	16
Protocol Goals	High School	5	6	3	14
	In-person only	2	1	0	3
	Virtual only	4	2	5	11
	Hybrid	2	7	2	11
	Homeschooled	2	2	1	5
	Bullied	4	2	0	6
	Not Bullied	6	10	8	24

5.1.2.1 Protocol Goals - Schooling Type

Prior to starting cognitive testing, we developed goals for the number of interviews with students across schooling types. Though we sought to recruit an about even mix, those numbers were just chosen to make sure we recruited students with all different schooling situations (see Table 2). Comparing the actual schooling types in Table 1 with the goals in Table 2 is a bit misleading. Across all rounds, six of the eleven hybrid students had unique situations. They are technically hybrid, as they did attend both in-

person and virtually at some point during the school year, but most of their schooling was either all virtual (n=2) or all in-person (n=4) with a few days of the opposite schooling type for various reasons. These students are indicated by **R# (Technically Hybrid)** when being quoted. Overall, we still succeeded in recruiting participants with a mix of different schooling types. Below we provide some additional context to each of these student's unique situations.

Table 2. Protocol Goals for Schooling Types

	Round 1	Round 2	Round 3	Total
All Virtual	3	3	2	8
All in person	3	3	2	8
Hybrid	2	4	2	8
Homeschooled	2	2	2	6
Total	10	12	8	30

R109 (Technically Hybrid): Mostly in-person

This student attended in person for most of the school year. The exception was when the school building had to close for quarantine for a few days. During this time, students received virtual instruction where they were given assignments online. They did not have actual virtual classes during that time.

R110 (Technically Hybrid): Mostly in-person

This student attended in person for most of the school year. While most weeks were fully in-person, the school built in one or two eLearning days each month. On these days, students attended virtually using Google Meet and Google Classroom.

R201 (Technically Hybrid): Mostly virtual

R201: "It's been primarily virtual, like remote. But I have been going in a lot on Wednesdays to go and catch up on things."

Interviewer: "Do students have the option to do virtual or in-person?"

R201: "Yes. Other kids go in every day but Wednesday. Wednesday is the day for virtual kids to go in."

R204 (Technically Hybrid): Mostly in-person

R204: "My brother had a sick stomach, had to stay quarantined until we had his test results... [Teachers] sent me assignments and they had the camera so I could watch the class."

Interviewer: "Do they have that set up all the time now for when students have to quarantine?"

R204: "Yeah, most classes they do."

R210 (Technically Hybrid): Mostly in-person

The participant said every 9 weeks she has 1-2 days of virtual schooling while the virtual students are in school for state testing.

R211 (Technically Hybrid): Mostly in-person

The participant was in-person for most of the school year but was quarantined twice. During that time, he attended classes through Zoom and got assignments through Canvas. When quarantining, students switched from their regular class to a virtual class taught by a different teacher. When they returned, they switched back to their regular class.

5.1.2.2 Protocol Goals – Experiences with Bullying

Though we aimed to recruit about 15 students who had experienced bullying, only six of the 30 participants met the criteria for bullying. Ten of the 30 participants were expected to meet the bullying criteria based on responses to the screener. In most cases, parents responded to the screener questions for their children. The discrepancy between expected and actual bullying status may be the result of parents making incorrect assumptions, mixing up the school year in which their child experienced bullying, or their definition of bullying not aligning with the CDC criteria.

We did see fewer parents reporting that their child was bullied this school year than we were expecting based on established rates of bullying. Based on comments from participants throughout the interviews, it's possible that bullying is less prevalent this year as a result of an increase in virtual classes and social distancing efforts during in-person schooling.

R307 (Virtual): "I haven't had anything bad happen to me this year because [with] virtual it is harder to upset someone."

R301 (Hybrid): "I was just thinking of this school year - virtual learning and... I have a group of friends but only one that goes to this school, so I only counted him. But nothing happened with any of them so it'd still be no. In-person we don't really get to socialize."

5.1.3 The Cognitive Interview Protocol

The protocols used in this study focused on participants' reactions to new and revised questions related to how they have attended school this school year (see Attachment 3 for all protocols). At the start of the interview, participants were told that the purpose of the study was to see if the changes made to questions made sense and were easy to answer. Participants were also told that information they provided would be confidential and their anonymity would be protected. Interviewers then asked participants to respond to the interview as if an interviewer had come to their home.

After administering the survey questions, interviewers asked participants probing questions designed to address specific concerns for particular questions. The specific type of cognitive interview consisted of retrospective probing (Willis, 2015). Retrospective probes were asked after the full survey was administered rather than asking probes immediately after each survey question (concurrent probing). Retrospective probing was used because concurrent probing would disrupt the flow and could lead to bias in later questions since probing questions are asked to have a participant elaborate on things not included in the question text.

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

At the end of each interview, interviewers asked participants a set of debriefing questions about the participant's overall impressions of the interview and whether they found it easy or difficult. Participants were given a chance to make any other final comments about the survey, not limited to a specific topic.

5.1.4 Interviewer Staffing and Training

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

5.1.5 Interview Consent

Parents of all participants under the age of 18 were required to sign an electronic consent form to allow their child to be interviewed. The consent form provides the rights of the student as a participant in the study and provides authorization for interviewers to record the interview. The form explains that the purpose of the recording is to have a complete record of all comments, that it will be used to improve the questionnaire, and that only the staff directly involved in the project will have access to the recording.

Before starting the interview, students under the age of 18 were told that their parents had signed a consent form giving them permission to participate. We explained their rights as a participant using language geared towards 12- to 17-year-olds. Interviewers made sure the students understood their rights and asked if they were comfortable with the interview being recorded before turning on the recorder and beginning the interview. All participants who participated in the cognitive interviews consented to be recorded.

5.1.6 Virtual Interviews

Since the cognitive testing took place in the middle of the coronavirus pandemic, all interviews were conducted virtually using a secure video conferencing platform. During Round 1, interviews were conducted using Skype for Business. Before Round 2, CBSM began using Microsoft Teams in place of Skype for Business, so all subsequent interviews were conducted using Microsoft Teams. Once an interview was scheduled, interviewers sent parents a confirmation email that included a link to use to join the Skype or Teams meeting at the scheduled time.

Interviewers joined the meeting with their cameras on, but left it up to the students' discretion whether they wanted to turn theirs on as well. About half of the participants chose to turn their camera on without prompting. All survey and probing questions were read aloud to participants. During probing, whenever interviewers were asking about a specific survey question, they pasted the survey text into the Skype or Teams chat for the student to reference while responding.

6 COGNITIVE INTERVIEW FINDINGS

6.1 Attend School

In previous versions of the School Crime Supplement, the type of schooling a student received was captured using three items. The first asks whether they have attended school any time this school year

(whether at home or in a classroom). The second question asks if they received any of the schooling at home rather than in a public or private school. If a student reports that any of the schooling was done at home, a follow-up question asks if all of their schooling this school year was homeschooling.

During the coronavirus pandemic, many students attended school virtually from home at some point, whether it was for the entire school year, or just a few days while awaiting results from a COVID-19 test. Because of this, it became important to be able to distinguish between traditional homeschooling and instruction provided by a public or private school that the student received while at home. The three existing questions about school attendance were replaced with three new questions. These questions ask whether students (a) attended a public or private school in person, (b) attended a public or private school virtually, and (c) received homeschooling instead of being enrolled in a public or private school. Since these are not mutually exclusive, all three questions are asked of all students.

E_ATTENDSCHOOL: Starting point for CBSM's pretesting

1a. E_ATTENDSCHOOL

Did you attend school at any time this school year?

- 1 = Yes
- 2 = No – **SKIP** to **END**

1b. E_HOMESCHOOL

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

- 1 = Yes
- 2 = No – **SKIP** to **E_DIFFSCHOOL_ATTENDED**

1c. E_ALLHOMESCHOOL

Was all of your schooling this school year homeschooling?

- 1 = Yes – **SKIP** to **END**
- 2 = No

E_ATTENDSCHOOL: (new wording): Round 1

1. E_ATTENDSCHOOL

At any time this school year did you...

E_ATTENDSCHOOL_A (IN PERSON)

1a. Attend a public or private school in person? (Y/N)

E_ATTENDSCHOOL_B (VIRTUAL)

1b. Receive any virtual or remote instruction provided by a public or private school? (Y/N)

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. Receive homeschooling instead of being enrolled in a public or private school? (Y/N)

Round 1 Findings:

Although students understood the intention of each item, multiple students answered incorrectly. These incorrect answers were not due to confusion about what each item is asking about in terms of types of schooling. The issue with Q1a-Q1c in Round 1 was with students forgetting or not picking up on the timeframe we were asking about. Three of the 10 students were thinking of last spring when answering one or more questions. Despite additional probing, it was not entirely clear why they were thinking of last spring.

One virtual student said he was thinking of last spring, but there was no indication of why. Another said she “forgot she wasn’t a freshman anymore” when she first answered Q1a. She changed her answer before proceeding, but also thought of last spring for the bullying questions.

The third virtual student came into the interview under the impression that he was there to talk about bullying, which occurred the previous year. He said yes to in-person, despite being fully virtual. He was asked all of the in-person questions. During probing, he said the in-person questions don’t apply when you’re all virtual, so he thought of the year before instead. He received many questions that he shouldn’t have, but he specifically mentioned the bullying questions not applying if you’re virtual, which he would have received anyway. His explanation that he answered about last year because the questions don’t apply to virtual still does not explain why he said yes to Q1a. He also kept saying that the school year just started, but his explanation confirmed that he is halfway through the year. It does seem like things are blurring together for students a bit more than they might in “normal” times.

One additional student almost answered Q1a incorrectly but asked if she could skip it. The interviewer re-asked the question after asking Q1c and the student provided the correct answer instantly.

Recommendation for change:

After Round 1, we recommended repeating the stem for items Q1a-Q1c. This is intended to emphasize the scope to reduce the likelihood of students forgetting the reference period. We also recommended adding the word “learning” to item Q1b since the phrase “virtual learning” was mentioned by multiple students.

E_ATTENDSCHOOL: Round 2
1. E_ATTENDSCHOOL E_ATTENDSCHOOL_A (IN PERSON) 1a. At any time during this school year did you attend a public or private school in person? (Y/N)
E_ATTENDSCHOOL_B (VIRTUAL) 1b. At any time during this school year did receive any virtual learning or remote instruction provided by a public or private school? (Y/N)
E_ATTENDSCHOOL_C (HOMESCHOOL) 1c. At any time during this school year did receive homeschooling instead of being enrolled in a public or private school? (Y/N)

Round 2 Findings:

The changes made after Round 1 to emphasize the timeframe appeared to perform as intended. When asked what time frame they were thinking of when answering Q1a-Q1c, all but one student said some version of “this school year.” The student who has been homeschooled since kindergarten said she was thinking of last year too, but this didn’t cause her to answer anything incorrectly.

R209 (Homeschooled): "Since time has been wibbly wobbly during the pandemic, I was still kind of thinking of last year."

This quote captures the pandemic experience, but will likely be less of an issue in the 2021-2022 school year as schooling starts to stabilize.

In Round 2, we saw a different issue emerge. Two participants answered questions incorrectly due to not knowing the phrase “remote instruction” (one will be discussed here, and one in Section 6.2.1 Homeschooling due to COVID-19 (Round 2 findings)). One student answered both Q1b and Q1e incorrectly. When asked Q1c she said, "No I haven't, I've just done virtual." During probing she was asked what the phrase “virtual learning or remote instruction” meant to her in Q1b. She said, "Instruction *for* virtual learning."

Aside from the student just discussed, all other participants correctly interpreted what question Q1b is asking.

R202 (Homeschooled): "Not at school and going on a device and learning."

R205 (In person): "To be at home but still do work at home or like on computers or with supplies you have there."

R201 (Technically Hybrid): "Going, attending online classes through my normal school."

R210 (Technically Hybrid): "Just sort of doing your classes online maybe have a google meet with teachers, having them post things and working on them at home instead of at school."

R204 (Technically Hybrid): "Pretty much nothing, because I don't know what [remote instruction] means. But I know virtual learning is like on computer. Just the remote instruction confuses me."

Recommended changes:

After Round 2, we recommended replacing the phrase “virtual learning or remote instruction” with “online schooling or virtual learning” in item Q1b. Based on responses to probes, none of the students have heard their teachers or administrators refer to virtual learning as “remote instruction.”

E_ATTENDSCHOOL: Round 3 and final recommendation

1. E_ATTENDSCHOOL

E_ATTENDSCHOOL_A (IN PERSON)

1a. At any time during this school year did you attend a public or private school in person? (Y/N)

E_ATTENDSCHOOL_B (VIRTUAL)

1b. At any time during this school year did you receive any **online schooling or virtual learning** provided by a public or private school? (Y/N)

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. At any time during this school year did receive homeschooling instead of being enrolled in a public or private school? (Y/N)

Round 3 Findings:

Round 3 interviews confirmed that the changes made after Rounds 1 & 2 worked as intended without causing confusion. Most students in Round 3 were able to easily answer Q1a-Q1c. One student was unsure of how to answer Q1a due to a unique situation. This student attended school virtually full time but went to the building to take a standardized state test and the SATs. They answered “no” for Q1a.

Another student answered Q1b incorrectly, but it did not appear to be due to the question wording. The interviewer administered Q1a-Q1c and the student said no to all three. The interviewer paused and asked how he attends school; he responded that he attends virtually. The interviewer continued to Q1e, a follow-up question asking if he attends virtually due to COVID-19. He answered yes to Q1e without hesitation.

During probing, when asked if Q1a-Q1c were easy or difficult to answer, he said easy. The interviewer reminded him that he initially said no to Q1b and asked if he remembers why. He said he wasn’t sure why he said no. It seems likely that his incorrect answer for Q1b was not due to a problematic question. He correctly interpreted Q1e during probing, which had the same key phrase as Q1b. This student asked the interviewer to repeat many questions and probes throughout the interview. It is possible that he was not able to hear the interviewer clearly, or that he was distracted during the interview.

When asked what time frame they were thinking of when answering Q1a-Q1c, all but one student said some version of “this school year.” The last student said that he was thinking about “all of middle school” what explicitly asked, but his answers and other comments throughout the interview showed that he limited his answers to the current school year. In response to a probe he said, “Like if it’s virtual or in person I know that because I have been virtual all year.” Had he been thinking about the year before, he would have answered “yes” to in-person and would have gone through the hybrid path.

Responses to the probe asking what “online schooling or virtual learning” mean to them in Q1b show that students are familiar with both terms and they do not cause any confusion.

R302(Hybrid): "In my words virtual learning would have to mean learning while you are at home or just learning through computers with your teachers while the class meets."

R306 (Virtual): "It means like learning everything you would be in person except online."

R308(Homeschooled): "Means learning online with a school teacher or professor or someone."

All participants who attended public or private school were asked how their school refers to virtual instruction. Terms varied across schools, but most used the words online or virtual in their chosen phrase. For the Round 3 results meeting, we presented a chart of the responses across all rounds (see Figure 1 below). The two most frequent phrases were the ones we ended up with in the question – “online schooling” and “virtual learning”. Most of the categories are variations of those phrases, so the phrases used in Q1b should be recognizable to students even if their school refers to it by a different name.

Final Recommendation:

Proceed with the Round 3 wording.

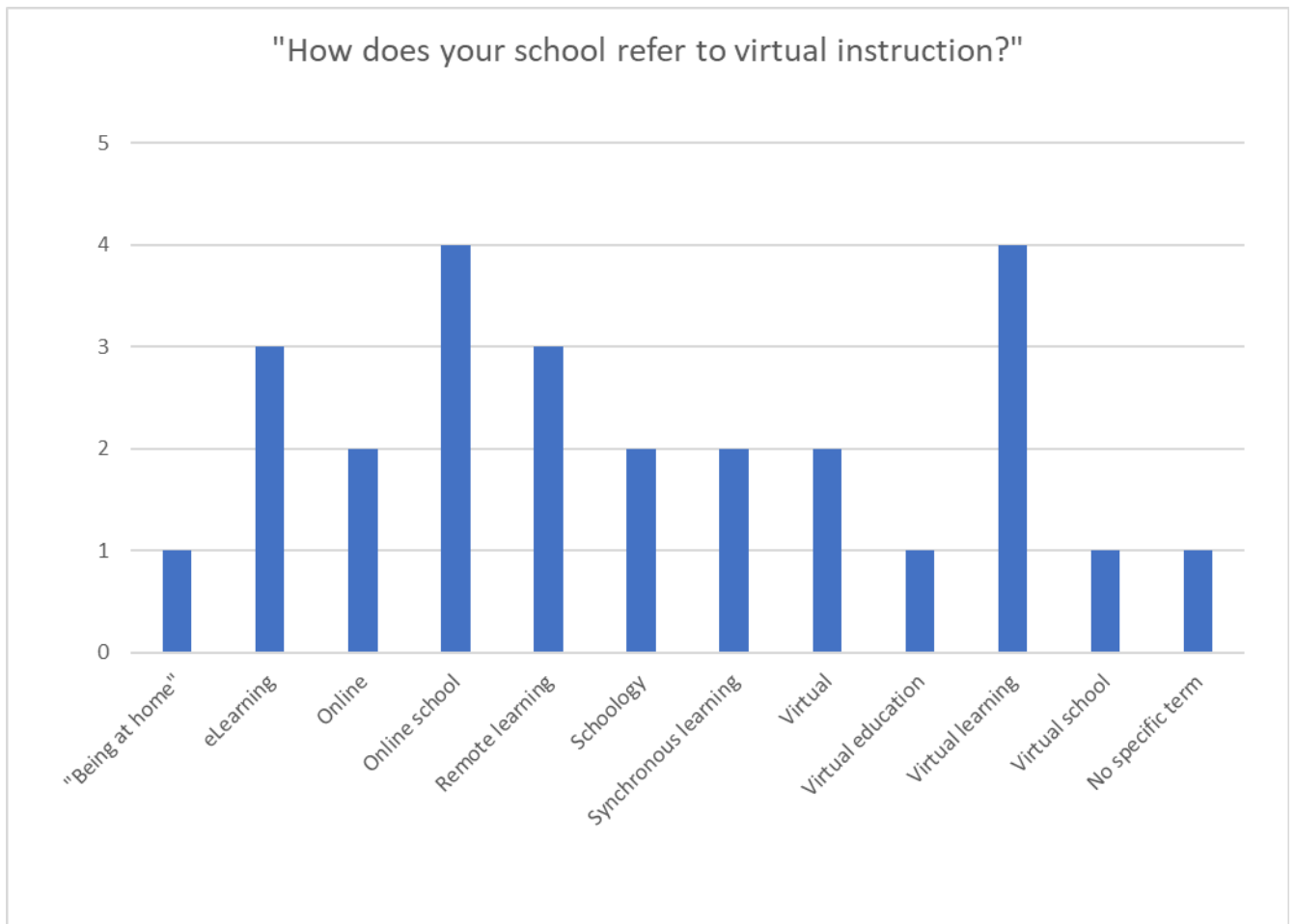


Figure 1. Responses to probe “How does your school refer to virtual instruction?” across all rounds

6.1.1 Homeschool Cooperatives (Co-ops)

In Round 1, one homeschooled student said yes to in-person and virtual. He explained that he attends [NAME] Study Center two days a week. He referred to it as support for homeschooling. His description sounded very similar to a private school. When the student attends 2 days a week, he is in a 6th and 7th grade class. The group has classes together throughout the day similar to different periods in public school, with the exception of math, where they split up into different classes depending on their level.

The teacher teaches lessons and assigns them work to do the other 3 days of the week when they are at home. They turn work into her and she grades it, but they don't receive report cards. When probed, the only extracurricular activity he knew about was a yearbook club for older students.

At the beginning of the supplement, the student explained his uncertainty about how to answer Q1a-Q1c for his situation. This would likely be clarified by an interviewer in the field.

R105: [After Interviewer asked Q1b:] "I think, yes. Well.... I'm not sure if my school is in the category of public or private. It's sort of like support for homeschooling. It's like my mom does half the homeschooling, and the place I go to does the other half. But yes, I have received online instruction."

R105: [When probed on if he was unsure how to answer any in Q1a-Q1c:] "Most of them are yes, I said yes to those three questions, but it was kind of difficult to answer them."

Interviewer: "You said you were unsure whether or not you attend a public or private school. How did you decide to say yes in the end?"

R105: "Because I figured if I said no to A, it would be easy to assume that no, I didn't attend in person, I never attended anything in person. But what I really meant was that no, I don't attend a public or private school."

Due to how he answered Q1a-Q1c, he was asked all of the questions a hybrid student would receive. Although the homeschool cooperative might not technically count as public or private school, he was able to answer all of the questions without issue. This unique situation was helpful in seeing if Q1b for virtual or remote instruction confuses homeschoolers – he answered yes but explained that he was thinking of a few days where the center was shut down due to COVID-19 so teachers used Google Meet to teach, share YouTube videos, and assign work.

The topic of homeschool cooperatives was discussed at the Round 1 results meeting. Sponsors were unsure of whether or not students who attend homeschool cooperatives should proceed through the full instrument.

In Round 2, we interviewed another student who attended a homeschool cooperative. This student attends the co-op one day a week. The interviewer probed on what a typical day at the co-op looks like. The interviewer and sponsor observing the interview were able to ask the student's mother additional questions about the co-op after the interview. This co-op seemed less like a public or private school than the co-op from Round 1 did. While they see the same students and cover the same subjects each week, it is semi-structured and there is no set class schedule. Families pay tuition to attend, but one parent must attend with them and stay all day.

Unlike the student in Round 1, this student decided not to count her co-op attendance as in-person school attendance. When asked question Q1a ("At any time during this school year did you attend a public or private school in person?") she said, "Not public or private, but I've gone to a co-op." The interviewer asked her how she would answer if she couldn't discuss it with the interviewer and she said she'd answer "no."

During probing, the interviewer asked some unscripted probes:

Interviewer: "When I asked you the first one, 1a, you said that it's not public or private, it's a co-op. Were you confused at all as to whether the co-op might count there?"

R202 (Homeschooled): "Not really."

Interviewer: "What made you think that the co-op wouldn't count there?"

R202 (Homeschooled): "You just said public or private."

After the confirmation round results meeting, the sponsors revisited the topic of whether or not students who attend co-ops should continue on through the full instrument. Since co-ops vary widely and some do resemble the private school experience, the decision was made to allow homeschool students who attend co-ops to continue through the instrument if they report that they attended school in person. Rather than push co-op students one way or the other, it is left up to their discretion whether they feel like their experience fits. Some students in more structured co-ops may choose to report their attendance like we saw in Round 1. To account for this possibility, a new question was added as a follow-up to Q1c *E_ATTENDSCHOOL_C (HOMESCHOOL)*.

E_REMOTE_SCHOOLING_COVID: Added after confirmation round

(Asked if *E_ATTENDSCHOOL_C (HOMESCHOOL)* = "Yes")

E_HOMESCHOOL_COOP

1d. At any time during this school year did you attend a homeschooling cooperative, or co-op, in person?

Homeschooling cooperatives (co-ops) are groups of homeschooling families who work together to educate their children. They can range from informal groups to more formal programs that resemble private schools. Some co-op students may report in-person attendance if they feel like that fits.

1 = Yes

2 = No

6.2 New Homeschooling questions

6.2.1 Homeschooling due to COVID-19

E_REMOTE_SCHOOLING_COVID: Round 1

1e. E_REMOTE_SCHOOLING_COVID

[Q1e ASKED IF E_ATTENDSCHOOL_B = "Yes" or E_ATTENDSCHOOL_C = "Yes" (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "No"]

Did [you/Name] receive [virtual or remote instruction] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/Name] receive [homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/Name] receive [virtual or remote instruction or homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

1= Yes

2= No

Round 1 Findings:

During probing, all students were asked what question Q1e was asking in their own words. In Round 1, one student misinterpreted what question Q1e was asking when responding to the probe, but it seems like she had the correct interpretation at first. It was not clear if she misinterpreted when answering or just when we asked her to stop and think about it and say it in her own words. She answered the survey question correctly.

R102 (Virtual): "Did you get virtual school or any like... hmmm... wait - did you get any information on the coronavirus pandemic and how it should be going at school, like how school will be changing due to coronavirus?"

It's possible that she had the correct interpretation but then started to overthink it. She also mentioned that they'd had a meeting the day of the cognitive interview to discuss new changes due to the increase in COVID-19 in her area, which may have influenced her response to the probe.

All other students provided interpretations that showed they understood the question as intended.

R101 (Homeschooled): "It's asking if our family thought that going to school in person would have been unsafe or that virtual learning wouldn't have been enough so decided to take their children out of the school and start homeschooling them."

R103 (Virtual): "Are you in online school because of the pandemic. Like would you be in online school if there wasn't a pandemic."

R105 (Homeschooled): "It's asking... were you removed from an actual school because of the pandemic and how it's been going."

Recommended changes:

After Round 1, we recommend adding the word “learning” to the question since multiple students used the term “virtual learning” to refer to their virtual schooling.

E_REMOTE_SCHOOLING_COVID: Round 2

1e. E_REMOTE_SCHOOLING_COVID

[Q1e ASKED IF E_ATTENDSCHOOL_B = “Yes” or E_ATTENDSCHOOL_C = “Yes” (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = “Yes” AND E_ATTENDSCHOOL_C = “No”]

Did [you/^Name] receive [virtual learning or remote instruction] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = “No” AND E_ATTENDSCHOOL_C = “Yes”]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = “Yes” AND E_ATTENDSCHOOL_C = “Yes”]

Did [you/^Name] receive [virtual learning or remote instruction or homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

1= Yes

2= No

Round 2 Findings:

As with Q1b, in Round 2 the phrase “virtual learning or remote instruction” caused confusion with two students. One technically hybrid student answered Q1b correctly, but answered Q1e incorrectly. During probing he said that for Q1b the term “remote instruction” confused him, but he was able to answer correctly because the phrase “virtual learning” clued him in. When asked why he said no to Q1e he said, "I meant yes on that one, I just got confused on what the remote instruction was again probably. I probably didn't hear the virtual learning so it didn't register in my brain."

The second student answered Q1e incorrectly, but she did interpret Q1e correctly during probing. When asked what Q1e is asking in her own words she said, "If I'm doing virtual learning due to COVID" When the interviewer asked if she was unsure of how to answer Q1e, she said, "Yeah - because of the remote instruction." This student may have interpreted Q1e correctly during probing because she had been talking about the items for a few minutes and was able to read the question before answering the probe.

Although the phrase “remote instruction” caused some confusion, students in Round 2 did understand the intent of the question.

R209 (Homeschooled): "Have you switched to homeschooling due to the pandemic because of the school not being able to either do proper precautions or be open."

R201 (Technically Hybrid): "It's asking if some of the remote learning I experienced was directly because the schools were shut down due to coronavirus, which yes."

R206 (Hybrid): "Were you virtual learning... so like you haven't been virtual learning all your life but just because of COVID you've been virtual learning."

R203 (Virtual): "If I'm doing virtual learning due to COVID." *[Student who answered 1b and 1e incorrectly]*

Recommended changes:

After Round 2, we recommended replacing the phrase "virtual learning or remote instruction" with "online schooling or virtual learning" in the applicable fills for item Q1e.

E_REMOTE_SCHOOLING_COVID: Round 3 and Final Recommendation

1e. E_REMOTE_SCHOOLING_COVID

[Q1e ASKED IF E_ATTENDSCHOOL_B = "Yes" or E_ATTENDSCHOOL_C = "Yes" (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "No"]

Did [you/^Name] receive [online schooling or virtual learning] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

1= Yes

2= No

Round 3 Findings:

In Round 3, all students were able to correctly answer the survey question. Responses to the survey question and related probes showed that all students understood what the question was asking. During probing, students were asked, "Can you tell me what this question is asking in your own words?" Seven of eight provided correct interpretations.

R301 (Hybrid): "It means that the public school was forced to do online because of safety reasons because of COVID. It wasn't anything like because my parents wanted me to, it was more like we had to."

R306 (Virtual): "It's asking like if I received online schooling before COVID, this question is asking if I was doing online the whole time or because of coronavirus."

R307 (Virtual): “Did you start learning online because of the coronavirus?”

R308 (Homeschooled): “Was I homeschooled because of the virus - the coronavirus.”

The eighth student struggled to rephrase questions throughout the interview. This student seemed to understand the questions as intended throughout the interview based on her answers and what she said during probing. She just struggled with paraphrasing as a skill. Before answering this probe, she said, “I am sorry I have a hard time putting a lot of things into my own words.” The interviewer probed on why she thought we asked question Q1e, “To just see if I was learning any time during the pandemic.”

Final Recommendations:

Proceed with the Round 3 wording.

6.2.2 Reasons for Homeschooling

<p>E_HOMESCHOOL_WHY: Round 1</p> <p><i>[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”]</i></p> <p>1f. E_HOMESCHOOL_WHY</p> <p>Was the decision to homeschool rather than enroll in public or private school related to any of the following:</p> <p><i>Read answer categories, mark all that apply</i></p> <ul style="list-style-type: none"><input type="checkbox"/> 1= Due to your experiences with bullying?<input type="checkbox"/> 2= Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?<input type="checkbox"/> 3= Due to dissatisfaction with the academic instruction offered at the school?<input type="checkbox"/> 4= Due to religious reasons?<input type="checkbox"/> 5= Due to a physical disability or mental health problem?<input type="checkbox"/> 6= Due to an illness that prevents you from attending school?<input type="checkbox"/> 7= Due to your county’s decision to close the schools?<input type="checkbox"/> 8= A different reason? – Specify <p>E_HOMESCHOOL_WHY_SPECIFY</p> <p>What was the different reason? Specify: _____</p>
--

Round 1 Findings:

In Round 1, two homeschooled students were asked E_HOMESCHOOL_WHY. Both students understood the different reasons listed in Q1f. In addition to assessing comprehension, we were also interested in whether or not homeschooled students were aware of the reasons their family decided to homeschool. In Round 1 both students were fully aware of the reasons they were homeschooled. Both reported that they were involved in the discussion when their parents were making the decision to homeschool instead of enrolling them in public or private school.

One concern prior to testing was students including bullying in category 2 (concerns about the school environment). This was not an issue in Round 1. The students seemed to distinguish between bullying and concerns about the school environment. When asked what comes to mind when they hear category

2, one said "If the school is safe for the students and safe for the teachers to teach." The other talked about how there weren't really safety concerns in his old school and mentioned how a kid at a nearby school brought a gun to school, but that his parents didn't make a big deal about that since it wasn't his school.

One student only said yes to one reason in E_HOMESCHOOL_WHY (quality of instruction). However, when describing the decision during probing, he mentioned religious reasons being a contributing factor. When explicitly asked if he thought he could only choose one reason, he initially said he did not think that. A few minutes later, when asked if he thought about including religious reasons when answering Q1f, he said he felt like the question wanted him to say the one *main* reason for homeschooling.

R105: "We didn't like some of the stuff they were teaching us because it went against our religion and we didn't like how they were teaching it because it was saying that something happened when we believed that this didn't happen."

Interviewer: "How much did that part play a role in the decision to switch?"

R105: "Well, [the study center] supports our religion, so that was a big part of it. And since the other school doesn't necessarily support any religion, it's just kind of... it's all based off of science. Everything that they teach there is based off science and provable facts and not any religion... Partially they switched me because of that. But that wasn't huge, it was just another one on the list of reasons. It certainly pushed us towards it, but it didn't push us over the top."

Interviewer: "Did you feel like you could only choose one of the reasons?"

R105: "Honestly, the other ones.... no. I felt like the other ones... there was really only one main reason. One or two. But none of those were mentioned in 1-7."

Interviewer: "Did you think about saying yes to number 4 [religious reasons]?"

R105: "Yeah, I did. But like I said, it wasn't a major role. But that's why I said no, because it sounded like you wanted me to say the main reason."

Recommended changes:

After Round 1, we recommended revising the stem of the question and changing from mark all that apply to a series of yes/no forced responses. These changes were intended to make it clear that participants could report more than one reason for homeschooling. The revised phrasing in the stem was modeled after language used for a similar type of question in the NCVS Police Public Contact Survey that was cognitively tested by CBSM in 2018 (Henderson, Martinez, Katz, & Davis 2019).

E_HOMESCHOOL_WHY: Round 2

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"]

1f. E_HOMESCHOOL_WHY

With this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

1. Due to your experiences with bullying? (Y/N)
2. Due to concerns about the school environment, such as safety, drugs, or negative peer pressure? (Y/N)
3. Due to dissatisfaction with the academic instruction offered at the school? (Y/N)
4. Due to religious reasons? (Y/N)
5. Due to a physical disability or mental health problem? (Y/N)
6. Due to an illness that prevents you from attending school? (Y/N)
7. Due to your county's decision to close the schools? (Y/N)
8. A different reason? – *Specify*

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

Round 2 Findings:

The changes to Q1f to clarify that students could choose more than one reason performed well in Round 2. Both homeschooled students said they knew that they could say yes to more than one reason, however, neither had two reasons from the list.

When answering items in Q1f, one student paused at option 3 and eventually said she's "not quite sure about that one." At the end of the list she said yes to "a different reason." Her explanation included dissatisfaction with instruction at her last school (in addition to high tuition at her private school).

Both students in Round 2 were fully aware of the reasons they were homeschooled. One was involved in the discussion when their parents were making the decision, the other has been homeschooled since kindergarten.

Recommended changes:

After Round 2, we recommended replacing "due to" with "because of" in all items to use plain language. We also recommended revising item 3 to use plain language geared towards middle and high schoolers to increase comprehension.

E_HOMESCHOOL_WHY: Round 3

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"]

1f. E_HOMESCHOOL_WHY

With this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

1. **Because of your experiences with bullying?** (Y/N)
2. **Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?** (Y/N)
3. **Because you or your parents were not happy with the quality of the education you were receiving?** (Y/N)
4. **Because of religious reasons?** (Y/N)
5. **Because of a physical disability or mental health problem?** (Y/N)
6. **Because of an illness that prevents you from attending school?** (Y/N)
7. **Because of your county's decision to close the schools?** (Y/N)
8. **Because of a different reason? – Specify**

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

Round 3 Findings:

In Round 3, changes to Q1f appear to be working, but we only interviewed one homeschooled student in that round. This student said yes to four reasons (1, 2, 3, and 5). Although he has been homeschooled since 1st grade, he seemed very aware of the reasons his parents decided to start homeschooling. His mother was in the room during the interview and chimed in often, but she did not correct his responses to Q1f, which suggests they were accurate reasons.

During probing, after answering the scripted probes on Q1f, he circled back to ask for clarification on what was meant by "mental health problems."

R308: "Actually, for number 5 - I'm not really sure what you would classify as a mental health problem."

Interviewer: "So one thing we do in interviews like this is we just kind of ask, 'What would you classify as one?'"

R308: "Okay, I was just wondering."

Interviewer: "Were you confused about that one?"

R308: "I mean... I have autism, I wasn't sure if it applied or not. Kids I think were picking on me because of that, I do remember not doing so well." [Mom jumps in]

Mom: Do you think it would be helpful if she said, 'if you felt different from other kids?'

R308: "mmmm I don't think that. Because I think it was because of a disability, not necessarily being-" [mom interrupts]

Mom: "Do you think that your autism is a disability for you?"

R308: "Not really a disability, I mean-" [mom interrupts]

Mom: "Do you feel like it might be for some people?"

R308: "Potentially, yes."

The discussion above shed light on the fact that version of Q1f administered in Round 3 did not have a good category to capture reasons for homeschooling related to some conditions such as Autism Spectrum Disorder, ADHD, dyslexia, etc.

Final recommendation:

After Round 3, we recommended revising item 5 to make it less restrictive.

5. Because of a physical, mental, or developmental condition?

For consistency, item 32d. **G_BULLYING_DISABILITY** was also revised as follows:

Original: Any disability you may have – such as a physical, mental, or developmental disability?

Revised: Any **condition** you may have – such as a physical, mental, or developmental **condition**?

6.3 New Intro Text: Intro_3

Since some students attended school virtually for some or all of their schooling, intro text was added preceding questions about the school's location. This was done to ensure that all students provide responses about the public or private school they would attend if they were attending in-person.

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

SCS_INTRO_3

READ *SCS_INTRO_3* only if *E_ATTENDSCHOOL_B (VIRTUAL)* = "Yes"

For the next questions, please think about the school you would normally attend in person right now.

Round 1 through Round 3 Findings:

This intro text appeared to perform well for all students. Participants did not experience any confusion about which school they should think about when answering the subsequent questions. Fully virtual students were able to easily answer questions about their school even though they had not attended in person during the current school year. Since the text worked well and did not create any confusion, it was not revised throughout pretesting.

Final Recommendation:

Proceed with the wording used in Rounds 1 through 3.

6.4 Getting to and from School

F_GETTOSCHOOL & F_HOMEFROMSCHOOL: Starting point for CBSM's pretesting

7. F_GETTOSCHOOL

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

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

1 = Walk

2 = School bus

3 = Public bus, subway, train

4 = Car

5 = Bicycle, motorbike, or motorcycle

6 = Some other way – *Specify*

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

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

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

1 = Walk

2 = School bus

3 = Public bus, subway, train

4 = Car

5 = Bicycle, motorbike, or motorcycle

6 = Some other way – *Specify*

F_HOMEFROMSCHOOL_SPECIFY

Specify:

F_GETTOSCHOOL: Round 1 – Final Recommendation (no changes made)

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

(Response options and specify were not changed)

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

(Response options and specify were not changed)

Round 1 through Round 3 Findings:

The revised questions performed well for all students. Participants did not experience any confusion when answering. Fully virtual students were able to easily answer questions, reporting their typical mode of transportation that they would use if they were attending in person. Since the questions worked well and did not create any confusion, it was not revised throughout pretesting.

Final Recommendation:

Proceed with the wording used in Rounds 1 through 3.

6.5 Defining the scope of “at school” (Intro_4, formerly Intro_3)

In the previous version of the supplement, SCS_INTRO_3 defines the scope of “at school” before the series of drugs and alcohol questions. The intro specifies that the scope is for the remainder of the survey. The scope defined is limited to physical locations in and around the school building, as well as the commute to and from school. With the introduction of virtual schooling, the intro text required revisions to make it applicable to fully virtual and hybrid situations. In addition to using “virtual classes” when applicable, the phrase “at school” was replaced with “during school” for fully virtual students before cognitive testing began. Scripted probes were included in the protocol to ask about what students considered to be “at school” or “during school.”

SCS_INTRO 3: Starting point for CBSM’s pretesting

SCS_INTRO_3

Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. [IF

E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

SCS_INTRO 4: Round 1

(If E_ATTENDSCHOOL_A (IN PERSON) = “No”)

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

(If E_ATTENDSCHOOL_A (IN PERSON) = “Yes”)

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen at school, which includes [IF E_ATTENDSCHOOL_B (VIRTUAL) = “Yes” FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

Round 1 Findings:

When comparing the scope considered by schooling type, we saw noticeable differences between fully virtual students who heard the phrase “during school” and fully in-person and hybrid students who heard the phrase “at school.” Fully virtual students emphasized school hours and instructional time, while fully in-person and mostly in-person (technically hybrid) students emphasized physical locations in and around the school.

Fully virtual

R102 (Virtual): “In a class, learning something in class. We sign on at 8:20 until lunch break, then we sign back on until 12:30. We only have four classes a day.”

R103 (Virtual): “During the school day, whether online or in person. Something that is for school. Like online classes or after school clubs.”

R107 (Virtual): “During classes and instructional time.”

In-person & mostly in-person

R106 (In-person): “Onsite in the building. Or on the field.”

R108 (In-person): “To be there in person. Not over a screen.”

R109 (Technically Hybrid): “Classrooms that I attend.”

R110 (Technically Hybrid): “Like in person, at the physical school.”

One fully virtual student was a false positive for a hybrid situation. This was due to him thinking about the previous spring when answering Q1a (E_ATTENDSCHOOL_A (IN PERSON)). Because of this, he went through the hybrid path and heard the phrase “at school” in Intro_4. When asked what he considered to be “at school,” he specified being at school in-person. Further probing revealed that he was not thinking about virtual schooling when answering questions about experiences that school year. This was concerning as he did not attend school in person this school year, so he incorrectly limited the scope to in-person experiences the previous year.

R104: “At school was going to school, like being in school in-person.”

Interviewer: “Were you thinking about virtual at all?”

R104: “No, not for the most part.”

Recommended Changes:

After Round 1, we recommended changing “at” to “during” for in-person version to simplify fills and to make sure it doesn’t limit scope for hybrid students.

We also recommended adding a sentence to reiterate timeframe. This recommendation is not limited to findings specific to Intro_4, rather the overall finding that some students forgot the reference to the timeframe as they went through the survey. Since this intro marks the transition from more general questions about their school to more specific questions about experiences this school year, it is an appropriate place to remind students of the timeframe they should be thinking of.

SCS_INTRO 4: Round 2 – Final Recommendation

(If E_ATTENDSCHOOL_A (IN PERSON) = “No”)

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

(If E_ATTENDSCHOOL_A (IN PERSON) = “Yes”)

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen during school, which includes [IF E_ATTENDSCHOOL_B (VIRTUAL) = “Yes” FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

Rounds 2 & 3 Findings:

The change to use the phrase “during school” for all students worked well throughout Rounds 2 and 3 of cognitive testing. The change did not cause any issues for hybrid and in-person students. It also prevented hybrid students from defining too narrow a scope. As in Round 1, when asked what they consider to be “during school,” students placed an emphasis on school hours and class time. Although they heard the same phrase, there were differences between virtual students and hybrid and in-person students.

Fully virtual and mostly virtual technically hybrid students defined their scope by school start and end times.

R203 (Virtual): When they’re doing virtual - from the start time while they’re on all day.

R201 (Technically Hybrid): “At the beginning of school, like 7:40 something to really after any school activities, like 4:30.”

R305 (Virtual): “I think... I do online school, so during... when I’m inside the meet of my classroom, I just stay in there. During school would be during my classes, get everyone inside the google meet and then start the lesson.”

While fully in-person, true hybrid, and mostly in-person (technically hybrid) students still mainly relied on school hours to define the scope, they were also more likely to mention aspects of school that are only applicable in person, such as ringing bells and leaving the building.

R205 (In-person): “During school would be like school hours from when we start to when we end. A little bit afterwards when we are leaving until everyone is gone. I would count that is school hours too.”

R211 (Technically Hybrid): "In school hours. After the bell rings I'm not in school anymore, I'm going home."

R206 (Hybrid): "During school hours any time I was on the way to school, coming home from school, or in school. Anything that was during my virtual lessons but I wasn't thinking of like in between virtual lessons at home."

R301 (Hybrid): "During school... like anything between 8:30 when I log on or get to school and 3:30 when we leave."

These differences by schooling type highlighted that the phrase "during school" works well for all students regardless of their schooling situation.

Final Recommendation:

Proceed with the wording used in Rounds 2 and 3.

6.6 Virtual schooling and traditional "in person" items

6.6.1 New Path for Fully Virtual Students

A subset of the survey questions deal with topics that are only applicable if the student has attended school in person. These include physical security measures that some schools take, availability of drugs and alcohol while at school, physical fights at school, avoiding locations at school, the presence of weapons at school, and gangs at school. Responses to E_ATTENDSCHOOL_A - C are used to create appropriate skip patterns throughout the survey. Students who report that they did not attend school in person (E_ATTENDSCHOOL_A (IN PERSON) = "No") are not asked questions specific to in-person topics mentioned above.

Some survey questions that seem like they are focused on in person experiences were not as clear cut. While school sponsored extracurricular activities would normally occur in person, many schools were able to host meetings virtually during the pandemic. Other activities like sports were still held in-person outside while school buildings were closed. The series of bullying questions was also potentially complicated for fully virtual students. Many of the bullying behaviors asked about in Q22 could still occur during virtual school, such as name calling and excluding students on social media. The fact that some fully virtual students still went to the school for extracurricular activities meant that the physical bullying behaviors may still occur. For these reasons, the decision was made to still ask the complete series of questions about school-sponsored activities and experiences with bullying, even if some items may not apply to some fully virtual students.

Sponsors were concerned about the possibility of fully virtual students finding it weird to be asked these inapplicable questions. To address this, interviewers were instructed to note any comments made by fully virtual participants indicating that they felt the in-person questions were weird or inappropriate. Scripted probes were asked to assess whether fully virtual students ever went to the school or interacted with other students in person during school hours.

6.6.2 School Sponsored Activities

Q9: Starting point for CBSM's pretesting – Final Recommendation

9a. F_ACTIVITY_SPIRIT

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

Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? (Y/N)

9b. F_ACTIVITY_SPORTS

Athletic teams at school? (Y/N)

9c. F_ACTIVITY_ARTS

Performing arts, for example, Band, Choir, Orchestra, or Drama? (Y/N)

9d. F_ACTIVITY_ACADEMIC

Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club? (Y/N)

9e. F_ACTIVITY_GOV'T

Class council or student government, also known as SGA? (Y/N)

9f. F_ACTIVITY_SERVICE

[IF GRADES 6, 7, or 8 *ASK*] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club? (Y/N)

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

9g. F_ACTIVITY_OTHER

Other school clubs or school activities? (Y/N)

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

Round 1 – Round 3 Findings:

All students were able to answer the series of questions about school sponsored activities without issue. No fully virtual students commented on any of the activities being inapplicable. In fact, many of the fully or mostly virtual students participated in sports and clubs in person this school year. Virtual students who went to the building for in-person extracurricular activities often added the caveat that their school only offered those activities when it was safe to do so. Some schools adapted by offering in-person activities when COVID-19 cases in their area were low and pausing or ending the activities when cases began to rise. In addition to the in-person activities, many schools began offering virtual extracurricular activities. Among those mentioned in interviews were Art Club, Band, Choir, Student Council, and Debate Club.

Final Recommendations:

Proceed with original wording.

6.6.3 Drugs and Alcohol

The question about seeing another student under the influence of illegal drugs or alcohol (F_KNOW_DRUGS_OR_ALCOHOL) was revised to account for virtual and hybrid situations. For fully virtual students, the phrase “while they were at school” was replaced with “while they were attending virtual school.” For hybrid students, a fill was added to the original wording from the 2019 SCS to change the phrase to “while they were at school or attending virtual classes.”

F_KNOW_DRUGS_OR_ALCOHOL: Starting point for CBSM’s pretesting

F_KNOW_DRUGS_OR_ALCOHOL

20b. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?

F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL and F_KNOW_DRUGS_OR_ALCOHOL: Round 1 – Final Recommendation (no changes made)

(If E_ATTENDSCHOOL_A (IN PERSON) = “No”)

F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

(If E_ATTENDSCHOOL_A (IN PERSON) = “Yes”)

F_KNOW_DRUGS_OR_ALCOHOL

20b. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_B (VIRTUAL) = “Yes” FILL: or during virtual classes]?

Rounds 1-3 Findings:

The revised questions performed well for all students. There were no comments about the question not applying to virtual school. Some fully virtual students reported that they did see others under the influence during virtual classes. Others commented that other students probably were under the influence at some point, but that they would not have been able to tell through the virtual platform. Since the questions worked well and did not create any confusion, they were not revised throughout pretesting.

Final Recommendation:

Proceed with the wording used in Rounds 1 through 3.

6.6.4 Bullying Items

G_BULLY_X (Q22a-Q22h): Starting point for CBSM's pretesting

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

Made fun of you, called you names, or insulted you, in a hurtful way? (Y/N)

22b. G_BULLY_RUMOR

Spread rumors about you or tried to make others dislike you? (Y/N)

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way? (Y/N)

22d. G_BULLY_THREAT

Threatened you with harm? (Y/N)

22e. G_BULLY_CONTACT

Pushed you, shoved you, tripped you, or spit on you? (Y/N)

22f. G_BULLY_COERCED

Tried to make you do things you did not want to do, for example, give them money or other things? (Y/N)

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you? (Y/N)

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose? (Y/N)

G_BULLY_X (Q22a-Q22h): Round 1 – Final Recommendation (no changes made throughout testing)

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do **during** school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

(no changes made to behaviors above)

Rounds 1-3 Findings:

Across all rounds, the bullying questions performed well for all students. There was some concern that fully virtual students would question why they were being asked about physical behaviors when they have not seen other students in person. Only one student made such comments. During probing, this student said that “you can’t really be bullied with virtual school.” He said that everything virtual is

monitored, so kids would not try to bully you on those virtual platforms. This student answered Q1a (E_ATTENDSCHOOL_A (IN PERSON)) incorrectly and received questions on the hybrid path despite being fully virtual. He said that other in-person questions aside from the bullying items do not apply to virtual school. During probing, it became clear that whenever he felt a question did not apply to virtual school, he answered about the previous year. This does not explain why he answered Q1a incorrectly.

Other fully virtual and hybrid students acknowledged that bullying is possible during virtual school. One fully virtual student actually included an incident where a group of girls went to her house and tried to fight her during their lunch break. For the most part, students discussed bullying that could happen using social media during class time or sending messages through the virtual platform being used by the school.

When asked during probing, some fully and mostly virtual students did say that they were thinking more of in-person places at school when responding to some of the bullying items. However, this did not mean the questions were problematic for these students. It is natural for applicable situations to pop into their minds as they are forming a response, but the students then applied the scope to determine whether or not to include it.

R305 (Virtual): "Not in this school year. I think only like once or twice last school year when I was in 5th grade. But out of all the bullying questions, none of these have happened this school year at all."

Interviewer: "So when I was asking you the whole list did the stuff from 5th grade pop into your mind?"

R305 (Virtual): "Like once. But then you were referring to this school year, then no. But when I was thinking about it? Yeah, like once."

Interviewer: "But you decided not to include it because..."

R305 (Virtual): "Because it wouldn't have been this school year."

Other students noted that incidents from the previous year came to mind, but they did not include them because the question specified this school year.

R307 (Virtual): [When asked if anyone did anything not in Q22 that made them feel bad] "I think they did do something that was included on this but I didn't say because it wasn't this year. But they did exclude me from activities [implied last year]."

Final Recommendation:

Proceed with the original wording; ask the full item for all students attending a public or private school.

7 CONCLUSIONS

The primary focus of this testing was to test the newly added questions designed to capture the type(s) of schooling a student received, as well as any phrases throughout the survey that needed to be adapted to work for students who are fully in-person, fully virtual, or hybrid. Overall, the findings from this study indicate that the new and revised questions performed well by the confirmation round.

In Round 1, some students forgot the reference to the time frame and answered Q1a-Q1c about both the previous and current school year. This may have been partially due to the fact that time was less clearly delineated during the pandemic than in normal years. Revising Q1a-Q1c to repeat the timeframe in each item, as well as adding a reminder of the time frame in what is now INTRO_4 appeared to decrease the issue in Rounds 2 and 3.

Students in Rounds 1 and 2 noted some confusion about the phrase “remote instruction” that was initially used in Q1b and Q1e. Although most students recognized the other term (“virtual” in Round 1 and “virtual learning” in Round 2) and were able to answer the questions without issue, a few students did answer Q1b and Q1e incorrectly due to the term. Replacing the entire phrase with “online schooling or virtual learning” effectively addressed the issue and prevented confusion in Round 3.

Despite concerns that fully virtual students would find questions about in-person activities problematic, that did not appear to be the case. Many of the questions that were only applicable to in-person students were skipped in the new path for fully virtual students. Those traditionally in-person questions that were still asked of fully virtual students (extracurricular activities, seeing others under the influence of drugs and alcohol, and bullying items) still worked well for fully virtual students. Many of the items still applied. Schools still offered activities to fully virtual students, whether they hosted them in-person (sports) or switched them to virtual meetings. Most of the bullying behaviors were still possible during virtual school, and those that were not did not seem to faze the students. Although schooling was classified into three types during cognitive testing (fully virtual, fully in-person, and hybrid), based on participants’ explanations of what school has looked like in the 2020-2021 school year, there is a large variety in schooling situations across the country. While there is still uncertainty about what schooling will look like in future school years, the final recommendations for the 2022 School Crime Supplement are designed to adapt to each student’s situation. See Attachments 4 and 5 for final recommendations in English and Spanish.

8 REFERENCES

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- Martinez, Mandi, Jasmine Luck, and Mary Davis. 2018. "Cognitive Pretesting of the 2019 School Crime Supplement to the National Crime Victimization Survey." Forthcoming.
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Appendix A: 2022 SCS/NCVS Cognitive Interview Recruitment Screeners

RECRUITER-ADMINISTERED SCREENING QUESTIONNAIRE FOR SCHOOL CRIME SUPPLEMENT

[Note to interviewer: If a student under 18 calls to answer the screener questions for themselves, tell them that we have to briefly talk with their parents to get permission to screen them. If the parent is a monolingual Spanish speaker, let them know that we have staff who can call and ask for permission in Spanish.]

Introduction: Hello, I'm _____ from the Census Bureau.

IF OUTBOUND CALL: I'm calling about [an email you sent/a voicemail you left] about testing a survey for students ages 12-18. Any student who participates will receive \$25 to thank them for their time. The parent or guardian who helps their child set up the 60-minute interview will also receive \$25.

IF INBOUND CALL: Thanks for calling us about the test of a survey for students.

I just need to get a little bit of background information to find out if your child is eligible to participate.

1. What is your name? _____

2. (ASK IF YOU DON'T HAVE THIS INFORMATION) What is your daytime phone number? (____)____-____

3. How many children between the ages of 12 and 18 live in your household? _____

IF NO CHILDREN 12-18 I'm sorry. Right now we are only testing the survey with students ages 12-18. Thank you for your time.

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

	Child 1	Child 2	Child 3	Child 4
4. How old is that child? (Verify child is 12 -18)				
5. What is that child's name?				
6. Is _____ male or female?				
7. What grade is _____ in?				
8. Is _____ of Hispanic, Latino, or Spanish origin?				
9. Please choose one or more races that _____ considers him/herself to be. White Black or African American Asian American Indian or Alaska Native Native Hawaiian or other Pacific Islander				
10. Does _____ speak English fluently?				
11. What city and state does _____ live in?				
12. Is _____ enrolled in a public school, a private school, or is [he/she] homeschooled?				
13. Has _____ attended school in person this school year?				
14. Has _____ attended school virtually this school year?				

15a. Has _____ ever had an experience they consider to be bullying by students from school?				
15b. [IF YES TO 155a] When did the most recent bullying incident occur? Your best guess is fine.				
16. Do you think _____ would be interested in participating in the study if they are selected?				

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

17. Do you have access to a laptop or desktop computer that the child could use for the interview if they are selected?

18. Do you have high speed internet access?

19. If necessary, would you be able to download a free software called Skype for Business to facilitate testing that you could remove immediately after the session?

20. What is the email address we should use to contact you, should your child qualify for a study? (write in) _____

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

a. above \$25,000?

1 Yes 2 No - skip to conclusion

b. Is it above \$50,000?

1 Yes 2 No - skip to conclusion

c. Is it above \$100,000?

1 Yes 2 No

Conclusion:

IF THEY HAVE AN EMAIL ADDRESS:

Thanks for taking some time to answer my questions today. Whether or not you are selected I am going to email you some more information about how we protect the privacy of your data and your rights. **[SKIP TO WRAP UP TEXT FOR ALL BELOW]**

IF THEY DO NOT HAVE AN EMAIL ADDRESS:

Thanks for taking some time to answer my questions today. If you qualify, someone will be back in touch with you soon to schedule an interview.

The U.S. Census Bureau is required by law to protect your information. We are conducting this voluntary survey on behalf of the National Center for Education Statistics under 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).

Your privacy is also protected by the Privacy Act, Title 5 U.S. Code. Routine uses of these data are limited to those identified in the Privacy Act System of Record Notice titled, "SORN COMMERCE/CENSUS-3, Demographic Survey Collection (Census Bureau Sampling Frame)."

WRAP-UP TEXT FOR ALL:

Over the next few weeks, we will be selecting the students to test the survey. If your child is selected, we will be calling you to set up a time for the interview. Do you have any questions for me? **IF NO QUESTIONS:** Thank you for your time!

[END SCREENING PHONE CALL]

SELF ADMINISTERED SCREENING QUESTIONNAIRE FOR SCHOOL CRIME SUPPLEMENT

Available at www.XXXXXXXXXX.com

The U.S. Census Bureau is conducting research to improve questions in a national survey about school related topics. The purpose of this research is to get feedback on how easy or difficult the survey questions are to answer. Selected participants will be asked for their thoughts and opinions about some survey questions. If your child is eligible, we will invite them to a 60-minute interview which will be conducted via a secure video conferencing app. Your child will receive \$25 for participating in the interview, and you will receive \$25 for helping them schedule the interview and set up the video conferencing app.

To determine if they are eligible for the interview, we must ask you a few screening questions about their background and experiences at school. Your participation in the eligibility screening is completely voluntary. You may stop at any time or skip questions that you do not want to answer.

The U.S. Census Bureau is required by law to protect your information. We are conducting this voluntary survey on behalf of the National Center for Education Statistics under 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).

Your privacy is also protected by the Privacy Act, Title 5 U.S. Code. Routine uses of these data are limited to those identified in the Privacy Act System of Record Notice titled, "SORN COMMERCE/CENSUS-3, Demographic Survey Collection (Census Bureau Sampling Frame) (name change from COMMERCE/CENSUS-3, Special Censuses, Surveys, and Other Studies pending publication in the *Federal Register*)."

We estimated that completing the screening questions will take 10 minutes on average. This information collection has been approved by the Office of Management and Budget (OMB). You can validate that this survey is a legitimate federally-approved information collection using the Office of Management and Budget's approval number 1850-0803, which expires June 30, 2022. We are required to tell you this number to conduct this survey. Send comments regarding this estimate or any other aspect of this survey, including suggestions for reducing the time it takes to complete this survey to adrm.pra@census.gov.

If you have questions, please contact Jessica Holzberg, U.S. Census Bureau, Center for Behavioral Science Methods, 301-763-2298. If you would like to contact NCES directly, please contact Rachel Hansen at 202-245-7082.

If you are eligible for the study, we will call or email you to schedule a time for the interview.

1. What is your name? _____

2. What is your daytime phone number? (____) _____ - _____

3. How many children between the ages of 12 and 18 live in your household? _____

IF NO CHILDREN 12-18, SKIP OUT OF QUESTIONNAIRE: Thank you for taking the time to answer our questions today. We will get back to you soon if you are eligible for an interview.

IF MORE THAN ONE CHILD: Please start with the oldest child first.

4. How old is that child? (Only allow responses between 12 -18): _____
5. What is that child's name? _____
6. Is _____ male or female? Male / Female

7. What grade is ____ in? 5 th /6 th /7 th /8 th /9 th /10 th /11 th /12 th /Other Other Specify _____
8. Is ____ of Hispanic, Latino, or Spanish origin? Yes/No
9. Please choose one or more races that ____ considers him/herself to be. <i>Mark all that apply.</i> White Black or African American Asian American Indian or Alaska Native Native Hawaiian or other Pacific Islander
10. Does ____ speak English fluently? Yes / No
11. What city and state does ____ live in? _____
12. Is ____ enrolled in a public school, a private school, or is [he/she] homeschooled? Public school / Private school/ Homeschooled
13. Has ____ attended school in person this school year? Yes / No
14. Has ____ attended school virtually this school year? Yes / No
15a. Has ____ ever had an experience they consider to be bullying by students from school? Yes / No
15b. [IF YES TO 155a] When did the most recent bullying incident occur? Your best guess is fine. _____
16. Do you think ____ would be interested in participating in the study if they are selected? Yes / No

IF MORE THAN ONE CHILD: Please answer the questions about the [second/third/fourth] oldest child.
[PAGE WILL REPEAT 4-16 FOR AS MANY CHILDREN AS WERE INDICATED IN Q3]

17. Do you have access to a laptop or desktop computer that the child could use for the interview if they are selected? Yes / No
18. Do you have high speed internet access? Yes / No
19. If necessary, would you be able to download a free software called Skype for Business to facilitate testing that you could remove immediately after the session? Yes / No
20. What is the email address we should use to contact you, should your child qualify for a study?

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

- a. above \$25,000?
1 Yes 2 No - skip to conclusion
- b. Is it above \$50,000?
1 Yes 2 No - skip to conclusion
- c. Is it above \$100,000?
1 Yes 2 No

Thank you for taking the time to answer our questions today. We will get back to you soon if you are eligible for an interview.

[END OF SELF-ADMINISTERED SCREENER]

If they are selected for interview they will receive a follow-up phone call. This will be read to them when scheduling:

The session will be conducted using an application called Skype for Business. Your child will use your computer at home and the researcher will conduct the interview using the Skype for Business video conferencing software. A researcher will send you an email with a link to download Skype for

Business, a form explaining your child's rights as a participant, and a place for you to indicate the address you would like to receive the payment at. Then they will set up a time to test the software with you before the session if you would like. Is this okay?

COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

**ATTACHMENT 1: ENGLISH EXPERT REVIEW
RECOMMENDATIONS**



October 27, 2020

MEMORANDUM FOR Meagan Meuchel
Survey Director, National Crime Victimization Survey
Associate Director for Demographic Programs – Survey
Operations

From: Mandi Martinez, Kathleen Kephart, and Jasmine Luck
Center for Behavioral Science Methods
U.S. Census Bureau

Subject: Expert Review for the 2022 School Crime Supplement (SCS) to the
National Crime Victimization Survey (NCVS)

An expert review panel of three researchers in the Center for Behavioral Science Methods (CBSM) has completed a review of the proposed revisions to the 2022 School Crime Supplement to the National Crime Victimization Survey. Each researcher conducted an independent review before holding a consensus meeting to agree upon final recommendations. This memorandum presents the results of the panel's expert review. The attached questionnaire contains comments in response to all revisions proposed by the survey sponsors, as well as a few additional revisions suggested by the panel in track changes. Explanations for the panel's suggested revisions are included in comments.

Attachment

cc:
Meagan Ruhnke (ADDP)
Edward Madrid
Andrew Zuckerberg (NCES)
Rachel Hansen
Rachel Morgan (BJS)
Heather Brotsos
Alexandra Thompson

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1a. E_ATTENDSCHOOL

At any time this school year did you...

a. Attend a public or private middle or high school in person?

- 1 = Yes
- 2 = No

b. Receive any virtual or remote instruction provided by a middle or high school?

- 1 = Yes
- 2 = No

c. Receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes
- 2 = No

1b. E_HOMESCHOOL_COVID

[IF E_ATTENDSCHOOL = "Yes" for B (VIRTUAL) or C (HOMESCHOOL)]

Did you receive schooling at home due to the Coronavirus pandemic?

- 1= Yes
- 2= No

[IF E_ATTENDSCHOOL = "Yes" for C (HOMESCHOOL)]

E_HOMESCHOOL_WHY

Was the decision for you to receive school only at home related to any of the following:

- 1= Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?
- 2= Due to bullying?

- 3= Due to dissatisfaction with the academic instruction offered at the school?
- 4= Due to religious reasons?
- 5= Due to a physical disability or mental health problem?
- 6= Due to an illness that prevents you from attending school?
- 7= A different reason?

1d. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[Only include if student answered E_ATTENDSCHOOL C (HOMESCHOOL) = "Yes"] **Include your homeschooling as one school.**

- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM A: If student was not homeschooled (E_ATTENDSCHOOL C (HOMESCHOOL) = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL C (HOMESCHOOL) = "Yes") with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

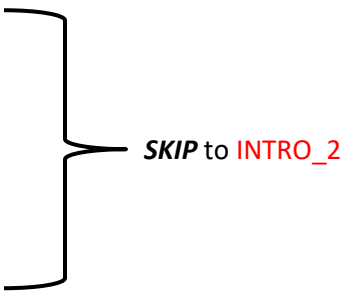
- 0 = Fifth or under – **SKIP to END**
- 1 = Sixth
- 2 = Seventh
- 3 = Eighth
- 4 = Ninth
- 5 = Tenth
- 6 = Eleventh
- 7 = Twelfth
- 8 = Other – *Specify*
- 9 = College/GED/Post-graduate/Other noneligible – **SKIP to END**

E_HOMESCHOOLGRADE_OTHER

Specify:

E_HOMESCHOOLWHEN

In what grade did you start receiving schooling only at home?

- 0 = Fifth or under – **SKIP** to **END**
 - 1 = Sixth
 - 2 = Seventh
 - 3 = Eighth
 - 4 = Ninth
 - 5 = Tenth
 - 6 = Eleventh
 - 7 = Twelfth
-  **SKIP** to **INTRO_2**

CHECK ITEM X: If student was only homeschooled (E_ATTENDSCHOOL C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL A (IN PERSON) = “No” AND E_ATTENDSCHOOL B (VIRTUAL) = “No”) AND student was homeschooled due to bullying (E_HOMESCHOOL_WHY = “3. Due to bullying”) **SKIP** to G_BULLY_MADE_FUN.

If student was partially homeschooled (E_ATTENDSCHOOL C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL A (IN PERSON) = “Yes” OR E_ATTENDSCHOOL B (VIRTUAL) = “Yes”) **SKIP** to INTRO_2

2b. WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

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

E_WHATGRADE_OTHER

Specify:

SKIP to E_WHATMONTH

INTRO_2

READ INTRO_2 only if E_ATTENDSCHOOL C (HOMESCHOOL) = “Yes” and either (E_ATTENDSCHOOL A (IN PERSON) = “Yes” OR E_ATTENDSCHOOL B (VIRTUAL) = “Yes”)

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

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
- } **SKIP to F_SCHOOLSTATE**

- 3 = September
- 4 = Other – **ASK E_WHATMONTHOTHER**

E_WHATMONTHOTHER

Specify the other month that school year began.

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

ENVIROMENTAL QUESTIONS

READ INTRO_X only if **E_ATTENDSCHOOL B (VIRTUAL) = YES**

For the next items, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – **SKIP** to **F_GRADES_LOW**
- 2 = No – **SKIP** to **F_GRADES_LOW**

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW

What is the lowest grade taught in your school?

Enter the lowest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

6b. F_GRADES_HIGH

What is the highest grade taught in your school?

Enter the highest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade

- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

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

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

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

**9a. F_ACTIVITY_SPIRIT**

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

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

- 1 = Yes
- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. F_ACTIVITY_ARTS

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

- 1 = Yes
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOV

 Class council or student government, also known as SGA?

- 1 = Yes
 2 = No

9f. F_ACTIVITY_SERVICE


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

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

- 1 = Yes
 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

-  1 = Yes – *ASK* F_ACTIVITY_OTHER_SPECIFY
 2 = No – *SKIP* to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

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

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS**Metal detectors, including wands?**

The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.


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

10d. F_SAFETY_DOORS_LOCKED**Locked entrance or exit doors during the day?**

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

10e. F_SAFETY_SIGN_IN**A requirement that visitors sign in AND wear visitor badges or stickers?**

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

10f. F_SAFETY_LOCKER_CHECKS** ker checks?**

A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = School does not have lockers

10g. F_SAFETY_STUDENT_ID**A requirement that students wear badges or picture identification?**

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

A code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers, staff, and other students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

SCS_INTRO_3

Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
 2 = No

20. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?

- 1 = Yes
 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS**21a. G_FIGHT_AT_SCHOOL**

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
 2 = No – *SKIP* to **G_BULLY_MADE_FUN**

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times:

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

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

- 1 = Yes
 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?



- 1 = Yes
 2 = No

If all items in 22a-22h (**G_BULLY_RUMOR**—**G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } *SKIP* to G_BULLY_HAPPEN_AGAIN

23b. G_BULLY_TIMES

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

Read answer categories 1–2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the time [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than you?

- 1 = Yes
 2 = No

27c. G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?

- 1 = Yes
 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?

- 1 = Yes
 2 = No – *SKIP* to CHECK ITEM B

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than you?

Specify:

CHECK ITEM B: Did more than one student do those things? (**G_BULLY_MULTI_PERS**)

--Yes (R answered "Yes" to **G_BULLY_MULTI_PERS**, **SKIP** to **G_WHERE1**)

--No (R answered "No," "Don't know," or "Refuse" to **G_BULLY_MULTI_PERS**, **ASK** **G_RELAT_SIBLING** — **G_RELAT_OTH_STUDENT**)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
- 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No



29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about all of the times that you were bullied at school, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else at school? – *Specify*
- 10 = Somewhere in the neighborhood?

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred at school?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?



Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?



Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to...



Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
- 2 = No

32d. G_BULLYING_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

- 1 = Yes
- 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
- 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
- 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
- 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
- 2 = No – *SKIP* to **G_HATE_WORDS**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35. G_HATE_WORDS

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
- 2 = No

AVOIDANCE

36a. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school, because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

36b. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
- 2 = No

36c. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36d. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36e. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36f. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36g. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36h. H_AVOID_OTHER_SCHOOL

Other places on school grounds?



- 1 = Yes
- 2 = No

36i. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS**J_INTRO_WEAPON**

In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – *SKIP* to J_GET_GUN

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS**K2_INTRO_GANG**

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – *SKIP* to L_GRADES
- 3 = Don't know – *SKIP* to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS**43. L_GRADES**

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = School uses pass/fail grading
- 7 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School


-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW**46. INTERVIEWTYPE**

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know



COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

**ATTACHMENT 2: SPANISH EXPERT REVIEW
RECOMMENDATIONS**



UNITED STATES DEPARTMENT OF COMMERCE
U.S. Census Bureau
Washington, DC 20233-0001

December 22, 2020

MEMORANDUM FOR Meagan Meuchel
Survey Director, National Crime Victimization Survey
Associate Director for Demographic Programs – Survey
Operations

From: Betsarí Otero Class, Yazmín García Trejo, and Mikelyn Meyers
Center for Behavioral Science Methods
U.S. Census Bureau

Subject: Expert Review for the 2022 School Crime Supplement (SCS) to the
National Crime Victimization Survey (NCVS)

An expert review panel of 3 researchers in the Center for Behavioral Science Methods (CBSM) has completed a review of the proposed revisions to the 2022 School Crime Supplement to the National Crime Victimization Survey. Each researcher conducted an independent review before participating in a consensus meeting to agree upon final recommendations. This memorandum presents the results of the panel's expert review. The attached questionnaire contains comments in response to all revisions proposed by the survey sponsors, as well as additional revisions suggested by the panel in track changes. Explanations for the panel's suggested revisions are included in comments. In a handful of questions, the review team provided proposed revisions to the English source text.

Please note that the CBSM review team received an updated English source document with English fills after we had already completed our initial expert review. We merged these documents together, and then reviewed the documents side by side to capture any instances of revisions that were not displayed as track changes due to the merging process. While we were methodical in completing this quality control procedure, we recommend copying the Spanish translation directly from this document rather than relying on track changes to highlight all revisions.

After meeting with the sponsor, it is our understanding that a one-to-one correlation between the fills in English and the fills in Spanish is not necessary. That is, sometimes a fill may be present in English but not present in Spanish due to grammatical differences (see example from Q1a below). Conversely, sometimes a fill may be present in Spanish that is not present in English due to grammatical differences between the languages (see example from Q36b below). In both cases, the sponsor confirmed that these discrepancies are not problematic for programmers.

Example of a fill in English that is unnecessary in Spanish from Q1a (see highlighting)

- **English source text:** During the time ^You_NAME ^WERE_WAS homeschooled....

- **Spanish translation:** Durante el tiempo que [usted/^Name] **recibió** educación en el hogar (*homeschool*)....
- **Back translation of Spanish into English:** During the time that [you/^NAME] received education in the home (*homeschool*)....
- **Explanation:** Unlike the verb “do” or “does” in English, the Spanish verb “recibió” [received] in Spanish is written the same regardless of whether the subject is “you” or “NAME.” Therefore, a fill in Spanish is unnecessary here even though a fill is needed in English. An alternative method for programming this translation so that the fills remain consistent between languages would have been to add an unnecessary fill in Spanish: Durante el tiempo que [usted/^Name] [**recibió/recibió**] educación en el hogar (*homeschool*)....

Example of a fill in Spanish that is unnecessary in English from Q36b (see highlighting)

- **English source text:**might **attack** or harm ^you _him _her there?
- **Spanish translation:**....podría [**atacarlo/atacarla**] o hacerle daño a [usted/él/ella] allí?
- **Back translation of Spanish into English:** could [attack {masculine pronoun for you or he}/ attack {feminine pronoun for you or she}] or harm [you/him/her] there?
- **Explanation:** Spanish grammar requires a direct object pronoun to follow the word “attack” that is different from the indirect object pronoun that follows “harm.” In contrast, in English, only one pronoun is required for both “attack” and “harm.” The Spanish pronoun that follows “attack” is either masculine or feminine, depending on the gender of the person being attacked. Therefore, a fill in Spanish is helpful to reduce interviewer burden, even though no fill is needed in English. An alternative method for programming this translation so that the fills remain consistent between languages would have been to expand the existing fill in Spanish that appears later in the sentence after “harm”: podría [**atacarlo(a) o hacerle daño a usted/atacarlo o hacerle daño a él/atacarla o hacerle daño a ella**] allí?

Our past experiences with instrument specifications has required a one-to-one correlation between languages to allow the Spanish text to be overlaid onto existing English programming. We suspect that not requiring such a one-to-one correlation may make it easier for a programmer who does not speak Spanish to accidentally set up a fill incorrectly in the Spanish version of the instrument. We recommend that a Spanish-speaker conduct a careful quality control test of the Spanish instrument once it is programmed to ensure that all Spanish fills were set up correctly.

The review team proposed revising some Spanish fills to make the subject of the sentence unambiguous. We understand that the same fill may be re-used in multiple locations in the instrument in the programming process. If any of the revisions our team proposed to fills are problematic for the programmers, please reach out to us and we will work with your team on the fills as needed.

Attachment

cc:

Meagan Ruhnke (ADDP)

Edward Madrid

Katherine Mark

Andrew Zuckerberg (NCES)

Rachel Hansen

Rachel Morgan (BJS)

Heather Brotsos

Alexandra Thompson

2022 SCHOOL CRIME SUPPLEMENT (SCS) SPANISH

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

Ahora, me gustaría hacerle algunas preguntas sobre [sus/las] experiencias [empty/de ^Name] en la escuela. Responder la encuesta le podría tomar de 3 a 15 minutos, dependiendo de [sus/las] circunstancias. La ley autoriza la recopilación de estos datos y nos obliga a no compartir [sus/las] respuestas [empty/de ^Name] con [su/la] escuela o familia [empty/de ^Name].

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1a. E_ATTENDSCHOOL_A

At any time this school year did ^YOU_NAME...

Attend a public or private school in person?

En algún momento durante este año escolar...

¿Asistió [usted/^Name] a una escuela pública o privada presencial?

1 = Yes

2 = No

1= Sí

2= No

1b. E_ATTENDSCHOOL_B

Receive any virtual or remote instruction provided by a school?

¿Recibió usted clases virtuales o remotas proporcionadas por una escuela?

1 = Yes

2 = No

1= Sí

2= No

1c. E_ATTENDSCHOOL_C

Receive homeschooling instead of being enrolled in a public or private school?

¿Recibió usted educación en el hogar (*homeschooling*) en vez de estar inscrito en una escuela pública o privada?

- 1 = Yes
 2 = No

1= Sí
 2= No

CHECK ITEM A: If student answers “No” for **E_ATTENDSCHOOL_A**, **E_ATTENDSCHOOL_B**, or **E_ATTENDSCHOOL_C** **SKIP** to **END**

1d. E_HOMESCHOOL_COVID

[IF E_ATTENDSCHOOL_B = “Yes” or E_ATTENDSCHOOL_C = “Yes”]

Did ^YOU_NAME receive schooling at home due to the Coronavirus pandemic?

¿Recibió [usted/^Name] educación a distancia desde el hogar debido a la pandemia del coronavirus?

- 1 = Yes
 2 = No – **SKIP** to **E_DIFFSCHOOL_ATTENDED**
 1= Sí
 2= No – **SKIP** to **E_DIFFSCHOOL_ATTENDED**

1e. E_HOMESCHOOL_WHY

[IF E_ATTENDSCHOOL_C = “Yes”]

Was the decision for ^YOU_NAME to receive school only at home related to any of the following:

¿La decisión de [usted/^Name] de recibir las clases solo en el hogar estuvo relacionada con algunos de las siguientes razones?

- 1= Due to your experiences with bullying?
 2= Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?
 3= Due to dissatisfaction with the academic instruction offered at the school?
 4= Due to religious reasons?
 5= Due to a physical disability or mental health problem?
 6= Due to an illness that prevents you from attending school?
 7= A different reason? – *Specify*
 1= Debido a sus experiencias con acoso (*bullying*)?
 2= Debido a preocupaciones sobre el entorno escolar, como la seguridad, las drogas o la presión negativa de los compañeros?
 3= Debido a la insatisfacción con la instrucción académica ofrecida en la escuela?
 4= Debido a motivos religiosos?
 5= Debido a una discapacidad física o problema de salud mental?
 6= Debido a una enfermedad que le impide que usted/^name asista a la escuela?
 7= Debido a otro motivo? -- *Especifique*

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

¿Cuál fue el otro motivo?

Specify/Especifique:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have ^YOU_NAME attended this school year?

¿A cuántas escuelas distintas asistió [usted/^Name] durante este año escolar?

[If student answered E_HOMESCHOOL = "Yes," include the text below.]

Include ^YOUR_HIS_HER homeschooling as one school.

Cuente [su/la] educación [empty/de él/de ella] en el hogar (*homeschooling*) como una escuela.

- | | |
|--|--|
| <input type="checkbox"/> 1 = One school | <input type="checkbox"/> 1 = Una escuela |
| <input type="checkbox"/> 2 = Two schools | <input type="checkbox"/> 2 = Dos escuelas |
| <input type="checkbox"/> 3 = Three or more schools | <input type="checkbox"/> 3 = Tres escuelas o más |

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C = "Yes") **CONTINUE** with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

During the time ^YOU_NAME ^WERE_WAS homeschooled this school year, what grade would ^YOU_HE_SHE have been in if ^YOU_HE_SHE were in a public or private school?

Durante el tiempo que [usted/^Name] recibió educación en el hogar (*homeschooling*) este año escolar, ¿en qué grado estaría [usted/él/ella] si estuviera inscrito en una escuela pública o privada?

This question refers to the 2021-2022 school year.

- | | |
|---|--|
| <input type="checkbox"/> 0 = Fifth or under – SKIP to END | <input type="checkbox"/> 0 = Quinto o menor de quinto grado– SKIP to END |
| <input type="checkbox"/> 1 = Sixth | <input type="checkbox"/> 1 = Sexto |
| <input type="checkbox"/> 2 = Seventh | <input type="checkbox"/> 2 = Séptimo |
| <input type="checkbox"/> 3 = Eighth | <input type="checkbox"/> 3 = Octavo |
| <input type="checkbox"/> 4 = Ninth | <input type="checkbox"/> 4 = Noveno |
| <input type="checkbox"/> 5 = Tenth | <input type="checkbox"/> 5 = Décimo |
| <input type="checkbox"/> 6 = Eleventh | <input type="checkbox"/> 6 = Undécimo |
| <input type="checkbox"/> 7 = Twelfth | <input type="checkbox"/> 7 = Duodécimo |
| <input type="checkbox"/> 8 = Other – <i>Specify</i> | <input type="checkbox"/> 8 = Otro – <i>Especifique</i> |
| <input type="checkbox"/> 9 = College/GED/Post-graduate/Other noneligible – SKIP to END | <input type="checkbox"/> 9 = Universidad/GED/Postgrado/Otro no elegible – SKIP to END |



E_HOMESCHOOLGRADE_OTHER

Specify/Especifique:

CHECK ITEM C: If student was only homeschooled ($E_ATTENDSCHOOL_C = \text{"Yes"}$, $E_ATTENDSCHOOL_A = \text{"No"}$ AND $E_ATTENDSCHOOL_B = \text{"No"}$) **SKIP** to **END**.

If student was partially homeschooled ($E_ATTENDSCHOOL_C = \text{"Yes"}$ and either $E_ATTENDSCHOOL_A = \text{"Yes"}$ AND/OR $E_ATTENDSCHOOL_B = \text{"Yes"}$) **SKIP** to **INTRO_2**

2b. E_WHATGRADE

What grade ^IS ^ARE ^YOU ^NAME in?

¿En qué grado está [usted/^Name]?

This question refers to the 2021-2022 school year.

- | | |
|--|---|
| <input type="checkbox"/> 0 = Fifth or under – SKIP to END | <input type="checkbox"/> 0 = Quinto o menor de quinto grado – SKIP to END |
| <input type="checkbox"/> 1 = Sixth | <input type="checkbox"/> 1 = Sexto |
| <input type="checkbox"/> 2 = Seventh | <input type="checkbox"/> 2 = Séptimo |
| <input type="checkbox"/> 3 = Eighth | <input type="checkbox"/> 3 = Octavo |
| <input type="checkbox"/> 4 = Ninth | <input type="checkbox"/> 4 = Noveno |
| <input type="checkbox"/> 5 = Tenth | <input type="checkbox"/> 5 = Décimo |
| <input type="checkbox"/> 6 = Eleventh | <input type="checkbox"/> 6 = Undécimo |
| <input type="checkbox"/> 7 = Twelfth | <input type="checkbox"/> 7 = Duodécimo |
| <input type="checkbox"/> 8 = Other – <i>Specify</i> | <input type="checkbox"/> 8 = Otro – <i>Especifique</i> |
| <input type="checkbox"/> 9 = College/GED/Post-graduate/Other noneligible – SKIP to END | <input type="checkbox"/> 9 = Universidad/GED/Postgrado/Otro no elegible – SKIP to END |

E_WHATGRADE_OTHER

Specify/Especifique:

SKIP to **E_WHATMONTH**

INTRO_2

READ **INTRO_2** only if $E_ATTENDSCHOOL_C = \text{"Yes"}$ and either ($E_ATTENDSCHOOL_A = \text{"Yes"}$ AND/OR $E_ATTENDSCHOOL_B = \text{"Yes"}$).

The following questions pertain only to ^YOUR ^NAME'S attendance at a public or private school and not to being homeschooled.

Las siguientes preguntas se refieren solamente a [su/la] asistencia [empty/de ^Name] a una escuela pública o privada, y no a la enseñanza en el hogar (*homeschooling*).

3. E_WHATMONTH

In what month did ^YOUR ^HIS ^HER ^NAME current school year begin?

¿En qué mes comenzó [su/su/su/^Name] año escolar actual?

- | | |
|---|--|
| <input type="checkbox"/> 1 = July – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 1 = Julio – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 2 = August – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 2 = Agosto – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 3 = September – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 3 = Septiembre – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 4 = Other – Go to E_WHATMONTHOTHER | <input type="checkbox"/> 4 = Otro – Go to E_WHATMONTHOTHER |

E_WHATMONTHOTHER

Specify the other month that school year began.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> 1 = January | <input type="checkbox"/> 1 = Enero |
| <input type="checkbox"/> 2 = February | <input type="checkbox"/> 2 = Febrero |
| <input type="checkbox"/> 3 = March | <input type="checkbox"/> 3 = Marzo |
| <input type="checkbox"/> 4 = April | <input type="checkbox"/> 4 = Abril |
| <input type="checkbox"/> 5 = May | <input type="checkbox"/> 5 = Mayo |
| <input type="checkbox"/> 6 = June | <input type="checkbox"/> 6 = Junio |
| <input type="checkbox"/> 7 = October | <input type="checkbox"/> 7 = Octubre |
| <input type="checkbox"/> 8 = November | <input type="checkbox"/> 8 = Noviembre |
| <input type="checkbox"/> 9 = December | <input type="checkbox"/> 9 = Diciembre |

ENVIROMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if E_ATTENDSCHOOL_B = "Yes."

For the next items, please think about the school ^YOU_NAME would normally attend in person right now.

Para los siguientes elementos, por favor, piense en la escuela a la que [empty/^Name] normalmente asistiría en persona en este momento.

4b. F_SCHOOLSTATE

In what state is ^YOUR_NAME'S school located?

¿En qué estado está [su/la] escuela [empty/de ^Name]

State:

F_SCHOOLCOUNTY

In what county is ^YOUR_NAME'S school located?

¿En qué condado está [su/la] escuela [empty/de ^Name]?

County:

F_SCHOOLCITY

In what city is ^YOUR_NAME'S school located?

¿En qué ciudad está [su/la] escuela [empty/de ^Name]?

City:

F_NAMEOFSCHOOL

What is the complete name of ^YOUR_NAME'S school?

¿Cuál es el nombre completo de [su/la] escuela [empty/de ^Name]?

School name:

5a. F_PUBLICORPRIVATE

Is ^YOUR_NAME'S school public or private?

¿Es [su/la] escuela [empty/de ^Name] pública o privada?

- | | |
|---|---|
| <input type="checkbox"/> 1 = Public – ASK F_REGULARSCHOOL | <input type="checkbox"/> 1 = Pública - ASK F_REGULARSCHOOL |
| <input type="checkbox"/> 2 = Private – SKIP to F_CHURCHRELATED | <input type="checkbox"/> 2 = Privada - SKIP to F_CHURCHRELATED |

5b. REGULARSCHOOL

Is this the regular school that most of the students in ^YOUR_NAME'S neighborhood attend?

¿Es esta la escuela asignada a la que asiste la mayoría de los estudiantes [de su/del] vecindario [empty/de ^Name]?

- 1 = Yes – **SKIP** to F_GRADES_LOW
- 2 = No – **SKIP** to F_GRADES_LOW
- 1 = Sí – **SKIP** to F_GRADES_LOW
- 2 = No – **SKIP** to F_GRADES_LOW

5c. F_CHURCHRELATED

Is ^YOUR_NAME'S school affiliated with a religion?

¿Está [su/la] escuela [empty/de ^Name] afiliada a una religión?

The definition for the term 'school affiliated with a religion' is an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

La definición del término "escuela afiliada a una religión" se refiere a una escuela primaria o secundaria que cuenta con fondos o apoyo parcial o total de una organización religiosa, como por ejemplo, una iglesia, sinagoga o mezquita.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

6a. F_GRADES_LOW

What is the lowest grade taught in ^YOUR_NAME'S school?

¿Cuál es el grado más bajo que se enseña en [su/la] escuela [empty/de ^Name]?

Enter the lowest grade mentioned

- | | |
|---|--|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 0 = Pre-Kindergarten o Kindergarten |
| <input type="checkbox"/> 1 = 1 st grade | <input type="checkbox"/> 1 = 1 ^{er} grado |
| <input type="checkbox"/> 2 = 2 nd grade | <input type="checkbox"/> 2 = 2 ^{do} grado |
| <input type="checkbox"/> 3 = 3 rd grade | <input type="checkbox"/> 3 = 3 ^{er} grado |
| <input type="checkbox"/> 4 = 4 th grade | <input type="checkbox"/> 4 = 4 ^{to} grado |
| <input type="checkbox"/> 5 = 5 th grade | <input type="checkbox"/> 5 = 5 ^{to} grado |
| <input type="checkbox"/> 6 = 6 th grade | <input type="checkbox"/> 6 = 6 ^{to} grado |
| <input type="checkbox"/> 7 = 7 th grade | <input type="checkbox"/> 7 = 7 ^{mo} grado |
| <input type="checkbox"/> 8 = 8 th grade | <input type="checkbox"/> 8 = 8 ^{vo} grado |
| <input type="checkbox"/> 9 = 9 th grade | <input type="checkbox"/> 9 = 9 ^{no} grado |
| <input type="checkbox"/> 10 = 10 th grade | <input type="checkbox"/> 10 = 10 ^{mo} grado |
| <input type="checkbox"/> 11 = 11 th grade | <input type="checkbox"/> 11 = 11 ^{mo} grado |
| <input type="checkbox"/> 12 = H.S. Senior | <input type="checkbox"/> 12 = 12 ^{mo} (<i>high school senior</i>) |
| <input type="checkbox"/> 13 = Post-graduate | <input type="checkbox"/> 13 = Post-graduado |
| <input type="checkbox"/> 20 = All ungraded | <input type="checkbox"/> 20 = Todos sin grados |
| <input type="checkbox"/> 30 = All special education | <input type="checkbox"/> 30 = Todos de educación especial |

6b. F_GRADES_HIGH

What is the highest grade taught in ^YOUR_NAME'S school?

¿Cuál es el grado más alto que se enseña en [su/la] escuela [empty/de ^Name]?

Enter the highest grade mentioned

- | | |
|---|--|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 12 = H.S. Senior |
| <input type="checkbox"/> 1 = 1 st grade | <input type="checkbox"/> 13 = Post-graduate |
| <input type="checkbox"/> 2 = 2 nd grade | <input type="checkbox"/> 20 = All ungraded |
| <input type="checkbox"/> 3 = 3 rd grade | <input type="checkbox"/> 30 = All special education |
| <input type="checkbox"/> 4 = 4 th grade | <input type="checkbox"/> 0 = Pre-Kindergarten o Kindergarten |
| <input type="checkbox"/> 5 = 5 th grade | <input type="checkbox"/> 1 = 1 ^{er} grado |
| <input type="checkbox"/> 6 = 6 th grade | <input type="checkbox"/> 2 = 2 ^{do} grado |
| <input type="checkbox"/> 7 = 7 th grade | <input type="checkbox"/> 3 = 3 ^{er} grado |
| <input type="checkbox"/> 8 = 8 th grade | <input type="checkbox"/> 4 = 4 ^{to} grado |
| <input type="checkbox"/> 9 = 9 th grade | <input type="checkbox"/> 5 = 5 ^{to} grado |
| <input type="checkbox"/> 10 = 10 th grade | <input type="checkbox"/> 6 = 6 ^{to} grado |
| <input type="checkbox"/> 11 = 11 th grade | <input type="checkbox"/> 7 = 7 ^{mo} grado |

- | | |
|--|--|
| <input type="checkbox"/> 8 = 8 ^{vo} grado | <input type="checkbox"/> 12 = 12 ^{mo} (<i>high school senior</i>) |
| <input type="checkbox"/> 9 = 9 ^{no} grado | <input type="checkbox"/> 13 = Post-graduado |
| <input type="checkbox"/> 10 = 10 ^{mo} grado | <input type="checkbox"/> 20 = Todos sin grados |
| <input type="checkbox"/> 11 = 11 ^{no} grado | <input type="checkbox"/> 30 = Todos de educación especial |

7. F_GETTOSCHOOL

When ^YOU_NAME attend school in person, how ^DO_DOES ^YOU_NAME get to school most of the time this school year?

Quando [usted/^Name] asiste a la escuela en persona, ¿cómo llega [usted/^Name] a la escuela la mayor parte del tiempo este año escolar?

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

- | | |
|--|---|
| <input type="checkbox"/> 1 = Walk | <input type="checkbox"/> 2 = Autobús escolar |
| <input type="checkbox"/> 2 = School bus | <input type="checkbox"/> 3 = publicoAutobús público, tren subterráneo, tren |
| <input type="checkbox"/> 3 = Public bus, subway, train | <input type="checkbox"/> 4 = Automóvil |
| <input type="checkbox"/> 4 = Car | <input type="checkbox"/> 5 = Bicicleta, bicicleta de motor o motocicleta |
| <input type="checkbox"/> 5 = Bicycle, motorbike, or motorcycle | <input type="checkbox"/> 6 = Algún otro medio – <i>Especifique</i> |
| <input type="checkbox"/> 6 = Some other way – <i>Specify</i> | |
| <input type="checkbox"/> 1 = Caminando | |

F_GETTOSCHOOL_SPECIFY

Specify/Especifique:

8. F_HOMEFROMSCHOOL

When ^YOUR_NAME attend school in person, how ^DO_DOES ^YOU_NAME get home from school most of the time this school year?

Quando [usted/^Name] asiste a la escuela en persona, ¿cómo va de la escuela a la casa la mayor parte del tiempo este año escolar?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

- | | |
|--|--|
| <input type="checkbox"/> 1 = Walk | <input type="checkbox"/> 1 = Caminando |
| <input type="checkbox"/> 2 = School bus | <input type="checkbox"/> 2 = Autobús escolar |
| <input type="checkbox"/> 3 = Public bus, subway, train | <input type="checkbox"/> 3 = Autobús público, metro, tren |
| <input type="checkbox"/> 4 = Car | <input type="checkbox"/> 4 = Automóvil |
| <input type="checkbox"/> 5 = Bicycle, motorbike, or motorcycle | <input type="checkbox"/> 5 = Bicicleta, bicicleta de motor o motocicleta |
| <input type="checkbox"/> 6 = Some other way – <i>Specify</i> | <input type="checkbox"/> 6 = Algún otro medio – <i>Especifique</i> |



F_HOMEFROMSCHOOL_SPECIFY

Specify/Especifique:

9a. F_ACTIVITY_SPIRIT

During this school year, ^HAVE_HAS ^YOU_NAME participated in any of the following activities sponsored by ^YOUR_HIS_HER^NAMES school...

Durante este año escolar, ¿ha participado [usted/^Name] en alguna de las siguientes actividades patrocinadas por [su/la] escuela [empty/de ^Name]:

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

¿Grupos animadores (grupos *spirit*), por ejemplo, cheerleading, Equipo de baile o Pep Club?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

¿Equipos de atletismo en la escuela?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

9c. F_ACTIVITY_ARTS

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

¿Artes escénicas, por ejemplo, banda, coro, orquesta o teatro?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

¿Clubes académicos, por ejemplo, equipo de debate, sociedades de honor, club de español, club de matemáticas o club de computadoras?

- 1 = Yes
- 2 = No

- 1= Sí
- 2= No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

¿Consejo estudiantil o gobierno estudiantil, también conocido por sus siglas en inglés, SGA?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9f. F_ACTIVITY_SERVICE

[IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by ^YOUR_HIS_HER school, for example, Peer Mediators, Environmental Club, or Recycling Club?

¿Clubes de voluntarios o servicio comunitario patrocinados por [su/la] escuela [empty/de ^Name], por ejemplo, Compañeros Mediadores (*Peer Mediators*), Club del medio ambiente de ecología o Club de reciclaje?

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

¿Clubes de voluntarios o servicio comunitario patrocinados por [su/la] escuela [empty/de ^Name], por ejemplo, Compañeros Mediadores (*Peer Mediators*), Club del medio ambiente, *Key Club* o *Interact*? No incluya horas de servicio comunitario requeridas para la graduación.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

¿Otros clubes escolares o actividades escolares?

- 1 = Yes – **ASK** to F_ACTIVITY_OTHER_SPECIFY
- 2 = No – **SKIP** to F_SAFETY_POLICE
- 1= Sí
- 2= No

F_ACTIVITY_OTHER_SPECIFY

What are the other school clubs or school activities ^YOU_NAME participated in?

¿Cuáles son los otros clubes escolares o actividades escolares en los cuales [usted/^Name] ha participado?

Specify/Especifique:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") **SKIP** to F_SAFETY_CODE_OF_CONDUCT.

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Las siguientes preguntas son sobre las medidas de seguridad que toman algunas escuelas.

Does ^YOUR_HIS_HER school have:

¿Tiene [su/la] escuela [empty/de ^Name]:

Security guards or assigned police officers?

¿Guardias de vigilancia o agentes de la policía asignados a la escuela?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

¿Otros adultos que supervisan los pasillos, por ejemplo, maestros, administradores o padres voluntarios?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No

3= No sé

10c. F_METAL_DETECTORS

Metal detectors, including wands?

¿Detectores de metal, incluyendo detectores de mano?

The definition for **the** term 'metal detector' is a device used to check **for** weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

La definición del término "detector de metales" es: un dispositivo que se usa para revisar las armas que los estudiantes podrían tratar de traer consigo a la escuela. El detector de metales puede tener la forma de un marco de puerta, por el cual se le pide que pase. También puede tener la forma de un detector de metales de mano que se parece a una varita o paleta, que se pasa alrededor de su cuerpo.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No

3= No sé10d. F_DOORS_LOCKED

Locked entrance or exit doors during the day?

¿La entrada o las puertas de salida cerradas con llave durante el día?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No

3= No sé10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

¿El requisito de que los visitantes tengan que inscribirse Y llevar puesto un carnet, una identificación de visitante o una etiqueta con su identificación impresa (sticker)?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

¿Inspecciones de los casilleros personales, también conocidos como lockers en inglés?



The definition for the term 'locker check' is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

La definición del término "inspección de casillero (locker)": es cuando los administradores escolares o funcionarios abren un casillero y revisan su contenido. Dependiendo de las circunstancias, la administración puede elegir inspeccionar uno, varios o todos los casilleros.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = Respondent's school does not have lockers

- 1= Sí
- 2= No
- 3= No sé
- 4= La escuela del encuestado no tiene casillero

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

¿El requisito de que los estudiantes lleven puesto carnet o identificación con foto?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No

3= No sé 10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

¿Una o más cámaras de seguridad para vigilar la escuela?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10i. F_SAFETY_CODE_OF_CONDUCT

Does ^YOUR_HIS_HER school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to ^YOU_HIM_HER?

¿Tiene [su/la] escuela [empty/de ^Name] un código de conducta estudiantil, es decir, una lista de reglas o normas escritas que la escuela le proporciona a [usted/él/ella]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

11. F_REPORT

If ^YOU_NAME hear(s) about a threat to school or student safety, ^DO_DOES ^YOU_HE_SHE have a way to report it without having to give ^YOUR_HIS_HER name?

Si [usted/^Name] escucha acerca de una amenaza a la seguridad de la escuela o de un estudiante, ¿tiene [usted/^Name] una manera de reportarla sin tener que dar su nombre?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

Probe: ¿Tiene alguna forma de reportar amenazas, como un buzón anónimo o una línea telefónica directa?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

12. F_DISTRACTED

In ^YOUR_NAME'S classes, how often ^ARE_IS ^YOU_HE_SHE distracted from doing ^YOUR_HIS_HER schoolwork because other students are misbehaving, for example, talking or fighting?

En [sus/las] clases [empty/de ^Name], ¿con qué frecuencia [usted/él/ella] se distrae de sus estudios porque otros estudiantes se están comportando mal, por ejemplo, hablando o peleando?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

13a. F_RULES_FAIR

Thinking about ^YOUR_NAME'S school, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en [su/la] escuela [empty/de ^Name], ¿está [usted/él/ella] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

The school rules are fair.

Las reglas de la escuela son justas.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo



13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

El castigo por no cumplir con las reglas de la escuela es el mismo sin importar quién sea.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Se aplican estrictamente las reglas de la escuela.

The definition for the term 'strictly enforced rules' means that the school consistently carries out disciplinary actions against any students who break school rules.

La definición del término "reglas estrictamente aplicadas" se refiere a que la escuela lleva a cabo consistentemente acciones disciplinarias contra cualquier estudiante que rompe las reglas escolares.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo



13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

Si se rompe alguna regla de la escuela, los estudiantes saben cuál será el tipo de castigo que les corresponde.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

Los maestros tratan a los estudiantes con respeto.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at ^YOUR_NAME'S school, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en los maestros y el personal de [su/la] escuela [empty/^Name], ¿está [usted/él/ella] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a TEACHER or other ADULT at school who...

Hay un MAESTRO u otro ADULTO en la escuela que...

Really cares about ^YOU_NAME.

Realmente se preocupa por [usted/^Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree

- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14b. F_ADULT_LISTENS

Listens to ^YOU_NAME when ^YOU_HE_SHE ^HAVE_HAS something to say.

Le escucha con atención cuando [usted/^Name] tiene algo que decir.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14c. F_ADULT_GOOD_JOB

Tells ^YOU_NAME when ^YOU_HE_SHE ^DO_DOES a good job.

Le dice a [usted/^Name] cuando [usted/él/ella/] hace un buen trabajo.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15a. F_STUDENT_REALLYCARES

Thinking about the students at ^YOUR_NAME'S school, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en los estudiantes en su escuela, ¿está usted muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a STUDENT at school who...

Hay un ESTUDIANTE en la escuela que...

Really cares about ^YOU_NAME.

Realmente se preocupa por [usted/^Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15b. F_STUDENT_LISTENS

Listens to ^YOU_NAME when ^YOU_HE_SHE ^HAVE_HAS something to say.

Le escucha con atención cuando [usted/él/ella] tiene algo que decir.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15c. F_STUDENT_SUCCESS

Believes that ^YOU_NAME will be a success.

Cree que [usted/^Name] va a tener éxito.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where ^YOU_NAMECAP ^LIVE_LIVESCAP, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en el vecindario donde [USTED/^NAME] VIVE, ¿está [usted/él/ella] totalmente de acuerdo, de acuerdo, en desacuerdo o totalmente en desacuerdo con lo siguiente...?

There is a lot of crime in the neighborhood where ^YOU_NAMECAP ^LIVE_LIVESCAP.

Hay mucho crimen en el vecindario donde [USTED/^NAME] VIVE.

The definition for the term 'neighborhood' is blocks of houses, apartments, and places you spend time at near your home.

La definición del término "vecindario" se refiere a un conjunto de casas, apartamentos y lugares donde usted pasa tiempo cerca de su hogar.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where ^YOUR_NAME'SCAP SCHOOL is located, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en el vecindario donde está [SU/la] ESCUELA [empty/DE ^NAME] , ¿está [usted/él/ella] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a lot of crime in the neighborhood where ^YOU_NAMECAP ^GO_GOES to SCHOOL.

Hay mucho crimen en el vecindario donde [USTED/^NAME] asiste a la ESCUELA.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

18. F_SAFE_IN_SCHOOL

Thinking about ^YOUR_NAME's school, would ^YOU_HE_SHE strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en [su/la] escuela [empty/de ^Name], ¿estaría [usted/él/ella] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

^YOU_NAME ^FEEL_FEELS safe in ^YOUR_HIS_HER school.

[Usted/^Name] se siente [seguro/segura] en [su/la] escuela [empty/de ^Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

CHECK ITEM E: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") **GO TO** SCS_INTRO_4_VIRTUAL

If student did attend school in person this school year (E_ATTENDSCHOOL_A = "Yes") **SKIP** to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school.

The definition for the term "during school" includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools ^YOU_NAME attended this school year.] Your answers will not be shared with anyone at your school or home.

Ahora tengo algunas preguntas sobre las cosas que suceden durante el horario de la escuela.

La definición del término "durante el horario de la escuela" incluye clases virtuales y otras actividades relacionadas con la escuela durante el día escolar. [IF E_DIFFSCHOOL_ATTENDED = 2 o 3: Para el resto de esta encuesta, piense en las dos / todas las escuelas a las que usted asistió este año escolar]. Sus respuestas no serán compartidas con nadie en la escuela ni el hogar.

20. IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

During this school year, did ^YOU_NAME see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

Durante este año escolar, ¿vio usted a otro estudiante que estuviera bajo la influencia de drogas ilegales o de alcohol mientras esa persona asistía a la escuela virtual?

- 1 = Yes
 - 2 = No
 - 1= Sí
 - 2= No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen at school.

The definition for the term "at school" includes [IF E_ATTENDSCHOOL_B = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools ^YOU_NAME attended this school year.] Your answers will not be shared with anyone at your school or home.

Ahora tengo algunas preguntas sobre las cosas que suceden en la escuela.

La definición del término "en la escuela" incluye [IF E_ATTENDSCHOOL_B = "Yes" FILL: ^clases virtuales,] en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o cuando va a o viene de la escuela. [IF E_DIFFSCHOOL_ATTENDED= 2 o 3: Para el resto de esta encuesta, piense en las dos/todas las escuelas a las que usted asistió este año escolar]. Sus respuestas no serán compartidas con nadie en la escuela ni el hogar.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

¿Es posible que los estudiantes obtengan alguna de las siguientes cosas mientras están en la escuela...

Alcoholic beverages?

¿Bebidas alcohólicas?

- 1 = Yes
 2 = No
 1= Sí
 2= No

**19b. F2_MARIJUANA**

Marijuana, also known as pot or weed?

¿Marihuana, también conocida como mota o hierba?

- 1 = Yes
 2 = No
 1= Sí
 2= No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

¿La heroína o medicamentos para el dolor obtenidos ilegalmente sin receta médica, como Codeína, Percocet o fentanilo? Estos también se conocen como opioides.

- 1 = Yes



- 2 = No
- 1= Sí
- 2= No

19d. **F2_PRESCRIPTION_DRUGS**

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

¿Otros medicamentos por receta obtenidos ilegalmente sin receta, como Xanax, Ritalin o Adderall?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No



19e. **F2_OTHER_ILEGAL**

Other illegal drugs, such as cocaine, uppers, or crystal meth?

¿Otras drogas ilegales, tales como cocaína, estimulantes o metanfetaminas (*meth*, hielo o cristal)?

Do not include tobacco or tobacco products.

No incluya tabaco o productos derivados del tabaco.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

20. **F_KNOW_DRUGS_OR_ALCOHOL**

During this school year, did ^YOU_NAME see another student who was under the influence of illegal drugs or alcohol while they were at school? [IF E_ATTENDSCHOOL_B = "Yes" FILL: or during virtual classes]?

Durante este año escolar, ¿vio [usted/^Name] a otro estudiante que estuviera bajo la influencia de drogas ilegales o de alcohol mientras estaban en la escuela [IF E_ATTENDSCHOOL_B = "Yes" FILL: o durante clases virtuales]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. **G_FIGHT_AT_SCHOOL**

During this school year, ^HAVE_HAS ^YOU_NAME been in one or more physical fights at school?

Durante este año escolar, ¿ha tenido [usted/^Name] una o más peleas físicas en la escuela?

- 1 = Yes
- 2 = No – **SKIP** to G_BULLY_MADE_FUN
- 1= Sí
- 2= No – **SKIP** to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times ^HAVE_HAS ^YOU_NAME been in a physical fight at school?

Durante este año escolar, ¿cuántas veces ha tenido [usted/^Name] peleas físicas en la escuela?

Number of times:

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do [at/during] school that ^MAKE_MAKES ^YOU_NAME feel bad or are hurtful to ^YOU_HIM. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied ^YOU_NAME?

Ahora tengo algunas preguntas acerca de lo que otros estudiantes hacen [en/durante] la escuela para que [usted/^NAME] se sienta mal o para hacerle daño a [usted/^NAME]. Esto podría ocurrir en persona o usando tecnologías, tales como un teléfono, internet o redes sociales. Con frecuencia nos referimos a esto como sufrir de acoso (*bullying*). Esto puede incluir sucesos de los que usted ya me haya hablado antes. En algún momento durante este año escolar, ¿algún estudiante [lo/la] ha acosado (*bullying*) a [usted/^NAME]?

That is, has another student...?

Es decir, ¿otro estudiante...

Made fun of ^YOU_NAME, called ^YOU_HIM_HER names, or insulted ^YOU_HIM_HER, in a hurtful way?

¿Se ha burlado de [usted/^Name], le ha dicho apodos o [lo/la] ha insultado de manera hiriente?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22b. G_BULLY_RUMOR

Spread rumors about ^YOU_NAME or tried to make others dislike ^YOU_HIM_HER?

¿Ha difundido rumores acerca de [usted/^Name] o tratado de que no les agrada a otras personas?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22c. G_SHARED

Purposely shared ^YOU_NAME'S private information, photos, or videos in a hurtful way?

¿Ha compartido deliberadamente [su/la] información privada [empty/de ^Name], fotos o videos de una manera hiriente?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22d. G_BULLY_THREAT

Threatened ^YOU_NAME with harm?

¿[Lo/La] ha amenazado [empty/a ^Name] con hacerle daño?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22e. G_BULLY_CONTACT

Pushed ^YOU_NAME, shoved ^YOU_HIM_HER, tripped ^YOU_HIM_HER, or spit on ^YOU_HIM_HER?

¿[Lo/La] ha empujado [empty/a ^Name], le ha puesto trapiés o le ha escupido?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22f. G_BULLY_COERCED

Tried to make ^YOU_NAME do things ^YOU_HE_SHE did not want to do, for example, give them money or other things?

¿Ha tratado de obligarlo(a) [empty/a ^Name] a hacer cosas que [usted/^Name] no quería hacer, por ejemplo, darle dinero o alguna otra cosa?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

22g. G_BULLY_EXCLUDED

Excluded ^YOU_NAME from activities, social media, or other communications to hurt ^YOU_HIM_HER?

¿Le ha excluido de actividades, redes sociales u otras comunicaciones para hacerle daño?

- 1 = Yes
 2 = No
 1= Sí
 2= No



22h. G_BULLY_DESTROYED_PROP

Destroyed ^YOUR_NAME'S property on purpose?



¿Ha destruido [sus/las] propiedades [empty/de ^Name] a propósito?

- 1 = Yes
 2 = No
 1= Sí
 2= No



If all items in 22a-22h (G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP) are marked “No” **SKIP** to G_HATE.



23a. G_BULLY_DAY_PLUS

During this school year, how many days ^WERE_WAS ^YOU_NAME bullied?

Durante este año escolar, ¿por cuántos días fue acosado(a) (bullied) [usted/^NAME]?

Read answer categories

- 1 = One day
 2 = Two days – **SKIP** to G_BULLY_HAPPEN_AGAIN
 3 = Three to ten days – **SKIP** to G_BULLY_HAPPEN_AGAIN
 4 = More than ten days – **SKIP** to G_BULLY_HAPPEN_AGAIN
 1 = Un día
 2 = Dos días – **SKIP** to G_BULLY_HAPPEN_AGAIN
 3 = Tres a diez días – **SKIP** to G_BULLY_HAPPEN_AGAIN
 4 = Más de diez días – **SKIP** to G_BULLY_HAPPEN_AGAIN



23b. G_BULLY_TIMES

In that one day, how many times would ^YOU_NAME say [another student/other students] did [that thing/any of those things] to ^YOU_HIM_HER?

Ese día en particular, ¿cuántas veces diría [usted/^Name] que [otro estudiante le hizo/otros estudiantes le hicieron] [esa cosa/alguna de esas cosas]?

Read answer categories 1—2

- 1 = Once 2 = Two or more times

- 3 = Too many times to count
- 4 = Don't know
- 1 = Una vez

- 2 = Dos o más veces
- 3 = Demasidas veces para contar
- 4 = No sé

24. G_BULLY_HAPPEN_AGAIN

Did ^YOU_NAME think the bullying would happen again?

¿Pensó [usted/^Name] que el acoso (*bullying*) volvería a ocurrir?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] ^YOU_NAME ^WERE_WAS bullied this school year, did more than one person do [this/these things] to ^YOU_HIM_HER?

Pensando acerca de [la vez/las veces] que [usted/^NAME] fue acosado(a) (*bullied*) durante este año escolar, ¿le hizo [esto/estas cosas] más de una persona?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER
- 1= Sí
- 2= No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

¿Estas personas actuaron solas, en grupo o ambas cosas?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> 1 = Alone | <input type="checkbox"/> 1 = Solo |
| <input type="checkbox"/> 2 = Together | <input type="checkbox"/> 2 = En grupo |
| <input type="checkbox"/> 3 = Both | <input type="checkbox"/> 3 = Ambos |
| <input type="checkbox"/> 4 = Don't know | <input type="checkbox"/> 4 = No sé |

27a. G_BULLY_STRONGER

Now I have some additional questions about the time [another student/ other students] {behavior₁}, {behavior₂}, and {behavior_{x...}}. Thinking about the [person/ people] who did [this/these things] to ^YOU_NAME this school year,

Ahora tengo preguntas adicionales sobre la vez en que [otro estudiante/otros estudiantes] {behavior₁}, {behavior₂}, y {behavior_{x...}}. Pensando acerca de [la persona/las personas] que [le hizo/le hicieron] [esto/estas cosas] a [usted/^Name] durante este año escolar...

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than ^YOU_NAME?

¿[Era esta persona más grande o más fuerte/Eran algunas de estas personas más grandes o más fuertes/Era alguien del grupo más grande o más fuerte] que [usted /^Name]?

- 1 = Yes
 2 = No
 1= Sí
 2= No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than ^YOU_NAME?

¿[Era esta persona más popular/Eran algunas de estas personas más populares/Era alguien del grupo más popular] que [usted/ ^Name]?

- 1 = Yes
 2 = No
 1= Sí
 2= No

27c G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than ^YOU_NAME?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] más dinero que [usted/^Name]?

- 1 = Yes
 2 = No
 1= Sí
 2= No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of ^YOU_NAME?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] la capacidad de influir en lo que otros estudiantes pensaban de [usted/^Name]?

- 1 = Yes
 2 = No
 1= Sí
 2= No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than ^YOU_NAME in another way?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] más poder que [usted/^Name] de alguna otra forma?

- 1 = Yes
- 2 = No – *SKIP* to CHECK ITEM G
- 1= Sí
- 2= No – *SKIP* to CHECK ITEM G

27f. G_BULLY_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than ^YOU_NAME?

¿De qué otra manera [tenía ese estudiante/tenía alguno de esos estudiantes] más poder que [usted/^Name]?

Specify/Especifique:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, *SKIP* to G_BULLY_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, *ASK* G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was ^YOUR_NAME'S relationship to the student when they bullied ^YOU_HIM_HER? Were they...

¿Cuál era [su/la] relación [empty/de ^NAME] con el estudiante cuando le acosó [a usted/a ^NAME] (*bullying*)? ¿Era...

^YOUR_NAME'S brother or sister?

¿[su hermano o hermana/el hermano o la hermana] [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

28b. G_RELAT_DATING

^YOUR_NAME'S boyfriend or girlfriend at the time?

¿[su novio o novia/el novio o la novia] [empty/de ^Name] en el momento?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

28c. G_RELAT_EX_DATING

^YOUR_NAME's ex-boyfriend or ex-girlfriend at the time?

¿[su ex novio o ex novia/el ex novio o la ex novia] [empty/de ^Name] en el momento?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

28d. G_RELAT_OTH_STUDENT

Another student from school?

¿otro estudiante de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about all of the times that^YOU_NAME ^WERE_WAS bullied, where did the bullying occur? Did it occur...

Pensando todavía en todas esas veces que [usted/^Name] fue víctima de acoso (*bullying*), ¿dónde ocurrió el acoso (*bullying*)? ¿Ocurrió...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else inside the school building? – *Specify*
- 1 = ¿En un salón de clases en la escuela?
- 2 = ¿En un pasillo o una escalera en la escuela?
- 3 = ¿En un baño o vestuario (*locker room*) en la escuela?

- 4 = ¿En el gimnasio o área donde se levanta pesas en la escuela?
- 5 = ¿En la cafetería o en el comedor de la escuela?
- 6 = ¿Afuera de la escuela?
- 7 = ¿En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?
- 8 = ¿Por Internet o por mensaje de texto?
- 9 ¿En algún otro lugar adentro de la escuela? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

¿Dónde está el otro lugar en que ocurrió el acoso (*bullying*)?

Specify/Especifique:

30. G_BULLY_ADULT_TOLD

Did ^YOU_NAME tell a teacher or some other adult at school about being bullied?

¿Le dijo usted a un maestro o algún otro adulto en la escuela que sufrió acoso (*bullying*)?

1 = Yes

2 = No

1 = Sí

2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Durante este año escolar, ¿cuánto efecto NEGATIVO ha tenido el acoso (*bullying*) en:

^YOUR_NAME'S school work?

¿[sus/los] estudios [empty/de ^Name]?

Read answer categories

1 = Not at all

2 = Not very much

3 = Somewhat

4 = A lot

1 = Ninguno

2 = No mucho

3 = Algo

4 = Mucho

31b. G_RELATION_FRIEND_FAMILY

^YOUR_NAME'S relationships with friends or family?

¿[Sus/Las] relaciones [empty/de ^Name] con los amigos o la familia?

Read answer categories

1 = Not at all

2 = Not very much

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 1 = Ninguno | <input type="checkbox"/> 4 = Mucho |

31c. G_ABOUT_YOURSELF

How ^YOU_NAME ^FEEL_FEELS about ^YOURSELF_HIMSELF_HERSELF?

¿Como se siente [empty/^Name] sobre [SI MISMO/EL MISMO/ELLA MISMA/^NAME]?

Read answer categories

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 1 = Ninguno |
| <input type="checkbox"/> 2 = Not very much | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 4 = Mucho |

31d. G_PHYSICAL_HEALTH

^YOUR_NAME'S physical health, for example, caused injuries, gave ^YOU_HIM_HER headaches or stomach aches?

¿[su/la] salud física [empty/de ^Name], por ejemplo, le provocó lesiones, le dio dolores de cabeza o de estómago?

Read answer categories

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 1 = Ninguno |
| <input type="checkbox"/> 2 = Not very much | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 4 = Mucho |

32a. G_BULLY_RACE

When ^YOU_NAME ^WERE_WAS bullied in school this year, did ^YOU_HE_SHE ever think it was related to...

Quando [usted/^NAME] fue víctima de acoso (*bullying*) en la escuela durante este año escolar, ¿pensó alguna vez que estaba relacionado con...

^YOUR_NAME'S race?

¿[su/la] raza [empty/de ^Name]?

- | |
|----------------------------------|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 1= Sí |
| <input type="checkbox"/> 2= No |

32b. G_BULLY_RELIGION

^YOUR_NAME'S religion?

¿[su/la] religión [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

32c. G_BULLY_ETHNIC_ORIGIN

^YOUR_NAME'S ethnic background or national origin - for example, people of Hispanic origin?

¿[su/el] origen étnico o nacional [empty/de ^Name], por ejemplo, personas de origen hispano?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

32d. G_BULLYING_DISABILITY

Any disability ^YOU_NAME may have – such as physical, mental, or developmental disabilities?

¿alguna discapacidad que [usted/^Name] pueda tener, tales como discapacidades físicas, mentales o de desarrollo?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

32e. G_BULLYING_GENDER

^YOUR_NAME'S gender?

¿[su/el] género [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

32f. G_BULLYING_ORIENTATION

^YOUR_NAME'S sexual orientation - by this we mean gay, lesbian, bisexual, or straight?

¿[su/la] orientación sexual [empty/de ^Name], con esto queremos decir gay, lesbiana, bisexual o heterosexual?

- 1 = Yes

2 = No 1= Sí 2= No**32g. G_BULLYING_APPEARANCE**

^YOUR_NAME'S physical appearance?

¿[su/la] apariencia física [empty/de ^Name]?

 1 = Yes 2 = No 1= Sí 2= No**33. G_HATE**

During this school year, has anyone called ^YOU_NAME an insulting or bad name at school having to do with ^YOUR_HIS_HER race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

Durante este año escolar, ¿alguien en la escuela le ha dicho un insulto o un apodo ofensivo [empty/a ^Name] relacionado con su raza, origen étnico o nacionalidad, discapacidad, género u orientación sexual [empty/de ^Name]? A estos tipos de palabras les llamamos "palabras relacionadas con expresiones de odio".

 1 = Yes – **ASK** to G_HATE_RACE 2 = No – **SKIP** to G_HATE_WORDS 1= Sí – **ASK** to G_HATE_RACE 2= No – **SKIP** to G_HATE_WORDS**34a. G_HATE_RACE**

Were any of the hate-related words related to...

¿Alguna de las palabras relacionadas con expresiones de odio tenía que ver con...

^YOUR_NAME'S race?



¿[su/la] raza [empty/de ^Name]?

 1 = Yes 2 = No 3 = Don't know 1= Sí 2= No 3= No sé**34b. G_HATE_RELGION**

^YOUR_NAME's religion?

¿[su/la] religión [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé



34c. G_HATE_ETHNICITY

^YOUR_NAME'S ethnic background or national origin – for example, people of Hispanic origin?

¿[su/el] origen étnico o nacional [empty/de ^Name] – por ejemplo, las personas de origen hispano?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No



3= No sé 34d. G_HATE_DISABILITY

Any disability ^YOU_NAME may have – such as physical, mental, or developmental disabilities?

¿Alguna discapacidad que [usted/^Name] pueda tener, tales como discapacidades físicas, mentales o de desarrollo?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé



34e. G_HATE_GENDER

^YOUR_NAME'S gender?

¿[su/el] género [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No



3= No sé 34f. G_HATE_SEXUAL_ORIENTATION

^YOUR_NAME'S sexual orientation – by this we mean gay, lesbian, bisexual or straight?

¿[su/la] orientación sexual [empty/de ^Name]? Con esto queremos decir gay, lesbiana, bisexual o heterosexual.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3 = No sé

35a. G_HATE_WORDS

During this school year, ^HAVE_HAS ^YOU_NAME seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of ^YOUR_HIS_HER school building?

Durante este año escolar, ¿ha visto [usted/^Name] palabras o símbolos relacionados con expresiones de odio escritos en las aulas de su escuela, los baños, los pasillos o en el exterior del edificio de su escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

35b. G_HATE_WORDS_VIRTUAL

During this school year, ^HAVE_HAS ^YOU_NAME seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

Durante este año escolar, ¿ha visto [usted/^NAME] palabras, imágenes, videos o símbolos relacionados con el odio publicados en sitios web o aplicaciones patrocinados por la escuela? Esto podría incluir cualquier sitio web o aplicación que utilice la escuela regularmente, tales como Google Classroom, Schoology o Zoom.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

AVOIDANCE

36a. H_AVOID_VIRTUAL

[IF E_ATTENDSCHOOL_B = "Yes"]

During this school year, did ^YOU_NAME ever skip any virtual classes because ^YOU_HE_SHE ^WERE_WAS afraid other students would do things that make ^YOU_HIM_HER feel bad or are hurtful to ^YOU_NAME?

Durante este año escolar, ¿se ausentó sin permiso [usted/^Name] de algunas clases virtuales porque [empty/él/ella] temía que otros estudiantes harían cosas que [lo/la] harían sentir mal o [lo/la] hiererían?

- 1 = Yes
 2 = No
 1= Sí
 2= No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did ^YOU_NAME ever STAY AWAY from any of the following places because ^YOU_HE_SHE thought someone might attack or harm ^YOU_HIM_HER there?

Durante este año escolar, ¿alguna vez [usted/^Name] SE MANTUVO [alejado/alejada] de alguno de los siguientes lugares porque pensaba que alguien podría [atacarlo/atacarla] o hacerle daño a [usted/él/ella/] allí.

For example, did ^YOU_NAME ever stay away from...

Por ejemplo, ¿se mantuvo [usted/^Name] [alejado/alejada] de...

The shortest route to school, because ^YOU_NAME thought someone might attack or harm ^YOU_HIM_HER?

¿La ruta más corta para llegar a la escuela porque [usted/^Name] pensó que alguien podría [atacarlo/atacarla] o hacerle daño a [usted/él/ella]?

- 1 = Yes
 2 = No
 1= Sí
 2= No

36c. H_AVOID_ENTRANCE

The entrance into the school?

¿La entrada de la escuela?

- 1 = Yes
 2 = No
 1= Sí

2= No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

¿Algún pasillo o escalera en la escuela?

1 = Yes

2 = No

1= Sí

2= No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

¿Partes de la cafetería o el comedor de la escuela?

1 = Yes

2 = No

1= Sí

2= No

36f. H_AVOID_RESTROOMS

Any school restrooms?

¿Cualquier baño en la escuela?

1 = Yes

2 = No

1= Sí

2= No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

¿Otros lugares dentro del edificio de la escuela?

1 = Yes

2 = No

1= Sí

2= No

36h. H_AVOID_PARKING_LOT

School parking lot?

¿El estacionamiento de la escuela?

1 = Yes

- 2 = No
- 1= Sí
- 2= No

36h. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

¿Otros lugares en la propiedad de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36i. H_AVOID_BUS_STOP

School bus or bus stop?

¿El autobús escolar o la parada del autobús?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37a. H_AVOID_ACTIVITIES

Did ^YOU_NAME AVOID any activities at ^YOUR_NAME'S school because ^YOU_HE_SHE thought someone might attack or harm ^YOU_HIM_HER?

¿EVITÓ [usted/^Name] alguna actividad en [su/la] escuela [empty/de ^Name] porque pensó que alguien podría atacarlo(a) o hacerle daño [a él/a ella/a ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37b. H_AVOID_CLASSES

Did ^YOU_NAME AVOID any classes because ^YOU_HE_SHE thought someone might attack or harm ^YOU_HIM_HER?

¿EVITÓ [usted/^Name] alguna clase porque pensó [empty/él/ella] que alguien podría atacarlo(a) o hacerle daño [a él /a ella/a ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37c. H_STAY_HOME

Did ^YOU_NAME stay home from school because ^YOU_HE_SHE thought someone might attack or harm ^YOU_HIM_HER in the school building, on school property, on a school bus, or going to or from school?

¿Se quedó [usted/^Name] en su casa y no fue a la escuela porque [usted/él/ella] pensó que alguien podía atacarlo(a) o hacerle daño [a él/a ella/a ^Name] en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o yendo o viniendo de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

FEAR**I_INTRO_FEAR**

Sometimes, even if ^YOU_NAME can't avoid a place, ^YOU_HE_SHE may still be afraid of what might happen there.

A veces, si [usted/^Name] no puede evitar un lugar, puede ser que [empty/él/ella] tenga miedo de lo que podría suceder allí.

38a. I_AFRAID

How often ^IS_ARE ^YOU_NAME afraid that someone will attack or harm ^YOU_HIM_HER in the school building or on school property?

¿Con qué frecuencia teme [usted/^Name] que alguien [lo/la] va a atacar o hacerle daño en el edificio de la escuela o en la propiedad de la escuela?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

38b. I_AFRAID_ON_BUS

How often ^IS_ARE ^YOU_NAME afraid that someone will attack or harm ^YOU_HIM_HER on a school bus or on the way to and from school?

¿Con qué frecuencia teme [usted/^Name] que alguien [lo/la] va a atacar o hacerle daño en el autobús escolar o yendo a y viniendo de la escuela?

Read answer categories

- | | |
|---|---|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 3 = Sometimes |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 4 = Most of the time |

- | | |
|---|--|
| <input type="checkbox"/> 1 = Nunca | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 2 = Casi nunca | <input type="checkbox"/> 4 = La mayoría del tiempo |

38c. I_AFRAID_NONSCHOOL

Besides the times ^YOU_NAME ^IS^ARE in the school building, on school property, on a school bus, or going to or from school, how often ^IS^ARE ^YOU^HE^SHE afraid that someone will attack or harm ^YOU^HIM^HER?

Además de las veces cuando [usted/^Name] está en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o yendo a y viniendo de la escuela, ¿con qué frecuencia teme [usted/él/ella] que alguien [lo/la] va a atacar o hacerle daño?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

WEAPONS**J_INTRO_WEAPON**

In the next series of questions we are going to ask you about weapons at ^YOUR_NAME'S school. Your answers will not be shared with anyone at ^YOUR_NAME'S school or home.

En la próxima serie de preguntas le vamos a preguntar acerca de las armas en [su/la] escuela [empty/de ^Name]. Ninguna de sus respuestas será compartida con nadie en [su/la] escuela [empty/de ^Name] ni en [su/el] hogar [empty/de ^Name].

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection.

During this school year, did ^YOU_NAME ever bring the following to school or onto school grounds?

Algunas personas llevan a la escuela pistolas, cuchillos u objetos que se pueden usar como armas para su protección. Durante este año escolar, ¿alguna vez ha llevado [usted/^Name] a la escuela o a la propiedad de la escuela uno de los siguientes objetos?

A gun?

¿Una pistola?

- | |
|----------------------------------|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 1= Sí |
| <input type="checkbox"/> 2= No |

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

¿Un cuchillo para usarlo como arma?

1 = Yes

2 = No

1= Sí

2= No

39c. J_WEAPONS_OTHER

Some other weapon?

¿Alguna otra arma?

1 = Yes

2 = No

1= Sí

2= No

40a. J_GUN_OTHERS

^DOES_CAP ^YOU_NAME know of any [other] students who have brought a gun to ^YOUR_HIS_HER school during this school year?

¿Conoce [usted/^Name] a algún [otro] estudiante que haya llevado una pistola a [la escuela de usted/la escuela de él/la escuela de ella] durante este año escolar?

1 = Yes

2 = No – **SKIP** to J_GET_GUN

1= Sí

2= No – **SKIP** to J_GET_GUN

40b. J_SEE_GUN

^HAVE_HAS ^YOU_NAME actually seen another student with a gun at school during this school year?

Ha visto [usted /^Name] mismo a otro estudiante con una pistola en la escuela durante este año escolar?

1 = Yes

2 = No

3 = Don't know

1= Sí

2= No

3= No sé41. J_GET_GUN

During this school year, could ^YOU_NAME have gotten a loaded gun without adult permission, either at school or away from school?

Durante este año escolar, ¿podría [usted/^Name] haber conseguido una pistola cargada con balas sin permiso de un adulto, ya sea en la escuela o fuera de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No



GANGS

K2_INTRO_GANG

Now, we'd like to know about gangs at ^YOUR_NAME'S school. ^YOU_NAME_CAP may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. ^YOUR_NAME'S answers will not be shared with anyone at ^YOUR_NAME'S your school or home.

Ahora queremos saber sobre las pandillas en [su/la] escuela [empty/de ^Name]. Puede ser que [usted/^Name] las conozca como *gangs*, gangas maras o algún otro nombre. Las pandillas pueden usar nombres comunes, señales, símbolos o colores. Ninguna de [sus/las] respuestas [empty/de ^Name] será compartida con nadie en [su/la] escuela [empty/de ^Name] ni en [su/el] hogar [empty/de ^Name].

42a. K_GANGS

Are there any gangs at ^YOUR_NAME'S school?

¿Hay pandillas en [su/la] escuela [empty/de ^Name]?

- 1 = Yes
- 2 = No – *SKIP* to L_GRADES
- 3 = Don't know – *SKIP* to L_GRADES
- 1= Sí
- 2= No – *SKIP* to L_GRADES
- 3= No sé – *SKIP* to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at ^YOUR_NAME'S school?

Durante este año escolar, ¿con qué frecuencia estuvieron involucradas las pandillas en peleas, agresiones u otro tipo de violencia en [su/la] escuela [empty/de ^Name]?

Read answer categories 1 through 5

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 5 = Almost every day |
| <input type="checkbox"/> 2 = Once or twice this school year | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 3 = Once or twice a month | <input type="checkbox"/> 2 = Una o dos veces duranteeste año escolar |
| <input type="checkbox"/> 4 = Once or twice a week | |

- 3 = Una o dos veces al mes 5 = Casi todos los días
 4 = Una o dos veces a la semana

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at ^YOUR_NAME'S school during this school year?

¿Han participado las pandillas en la venta de drogas en [su/la] escuela [empty/de ^Name] durante este año escolar?

- 1 = Yes
 2 = No
 3 = Don't know
 1 = Sí
 2 = No

3= No sé STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects ^HAVE_HAS ^YOU_NAME gotten mostly –

¿En todas las clases durante este año escolar, ha recibido [usted/^Name] mayormente –

Read answer categories 1 through 5

- | | |
|---|--|
| <input type="checkbox"/> 1 = A's | <input type="checkbox"/> 1 = A |
| <input type="checkbox"/> 2 = B's | <input type="checkbox"/> 2 = B |
| <input type="checkbox"/> 3 = C's | <input type="checkbox"/> 3 = C |
| <input type="checkbox"/> 4 = D's | <input type="checkbox"/> 4 = D |
| <input type="checkbox"/> 5 = F's | <input type="checkbox"/> 5 = F |
| <input type="checkbox"/> 6 = Mostly passes | <input type="checkbox"/> 6 = Mayormente notas de aprobado |
| <input type="checkbox"/> 7 = Mostly fails | <input type="checkbox"/> 7 = Mayormente notas reprobadas |
| <input type="checkbox"/> 8 = School does not give grades/no alphabetic grade equivalent | <input type="checkbox"/> 8 = La escuela no otorga notas/no hay equivalente de notas con letras |

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did ^YOU_NAME skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at ^YOUR_NAME'S school or home.

Durante las últimas 4 semanas del año escolar, ¿ha faltado [usted/^Name] a alguna clase sin permiso? Nuevamente, ninguna de sus respuestas será compartida con nadie en [su/la] escuela [empty/de ^Name] ni en [su/el] hogar [empty/de ^Name].

- 1 = Yes
 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL
 1 = Sí

- 2= No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3= No sé – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did ^YOU_NAME skip at least one class?

Durante las últimas 4 semanas del año escolar, ¿cuántos días faltó [usted/^Name] al menos a una clase?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, ^DO_DOES ^YOU_NAME think ^YOU_HE_SHE will...

Pensando en el futuro, ¿cree [usted/^Name] que [empty/él/ella] va a...

Attend school after high school, such as a college or technical school?

¿Seguir estudiando después de terminar la escuela secundaria (*high school*), por ejemplo, en una universidad o una escuela técnica?

This could include:

- Automotive Mechanic Training
- Beauty School
- Computer Technical Programs (*less than a two-year associate degree*)
- Certificate Programs

Esto podría incluir:

- Capacitación de mecánica automotriz
- Escuela de belleza/cosmetología
- Programas técnicos de computación (*carrera técnica de menos de dos años*)
- Programas de certificación

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know
- 1= Sí
- 2= No – **SKIP** to **END**
- 3= No sé

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

Graduarse de un programa universitario de 4 años ?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No

3= No sé END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

¿Estuvo presente un miembro del hogar o de la familia que es adulto durante al menos parte de estas preguntas?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know
- 1= Entrevista personal – no adulto presente
- 2= Entrevista personal – adulto presente
- 3= Entrevista por teléfono – no adulto presente
- 4= Entrevista por teléfono – adulto presente
- 5= Entrevista por teléfono – no sé



COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

ATTACHMENT 3: PROTOCOLS

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**2022 SCS to the NCVS Cognitive Interview
Protocol - Round 1**

Cognitive Testing of NCVS SCS

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

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

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

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

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

Section 1: Information about today's survey

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

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

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through the survey questions, I'm going to ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. Whenever I reread a question from the survey, I will show the question wording on the screen for you to reference. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations.

Section 2: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. 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).

Do you have any questions about the recording?

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

Section 3: Informed Consent

[If student is under 18]:

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *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).*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I want to remind you of the consent form you signed electronically.

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (ESRA 2002, U.S.C. 20 § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form.

ASK PARTICIPANT IF (S)HE HAD ANY QUESTIONS ABOUT THE CONSENT FORM.

[All students]:

Are you comfortable with me recording this interview?

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

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

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

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

POTENTIAL DISCOMFORT OR DISTRESS:

SOME RESPONDENTS MAY EXPERIENCE DISCOMFORT OR DISTRESS WHEN BEING ASKED TO TALK ABOUT THEIR EXPERIENCES WITH BULLYING. BE ON THE LOOKOUT FOR SIGNS OF DISCOMFORT OR DISTRESS THROUGHOUT THE INTERVIEW, BUT ESPECIALLY WHEN ON THE TOPIC OF BULLYING. IF YOU FEEL LIKE IT MIGHT BE NECESSARY AT ANY POINT IN THE INTERVIEW, REMIND THE RESPONDENTS THAT THEY DO NOT HAVE TO ANSWER ANY QUESTIONS IF THEY DO NOT WANT TO.

IF THE RESPONDENT SEEMS TO BE UPSET OR HAVING DIFFICULTY TALKING ABOUT THEIR EXPERIENCES, ASK THEM IF THEY WOULD LIKE TO TAKE A BREAK. IF THEY WOULD LIKE TO TAKE A BREAK, PATIENTLY WAIT FOR THEM TO GIVE AN INDICATION THAT THEY MIGHT BE READY TO PROCEED. AT THAT POINT, ASK IF THEY WOULD LIKE TO CONTINUE THE INTERVIEW. IF THEY STILL SEEM UPSET, YOU CAN ASK IF THEY WOULD LIKE TO SKIP THE REST OF THE QUESTIONS ABOUT THAT TOPIC. IF THEY CHOOSE TO CONTINUE THE INTERVIEW AND PROCEED WITH QUESTIONS ON THE TOPIC THAT UPSET THEM, CONTINUE TO BE AWARE OF THEIR EMOTIONAL STATE. IF THEY SEEM TO BE STRUGGLING AGAIN, ASK IF THEY WOULD LIKE TO END THE INTERVIEW. REMIND THEM THAT THEY WILL STILL RECEIVE \$25 EVEN IF THEY CHOOSE TO END THE INTERVIEW.

RETROSPECTIVE PROBING (R=response):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE SURVEY QUESTIONS THAT HAVE PROBES, MAKE SURE TO MAKE A NOTE OF R'S DIFFICULTY FOR LATER FOLLOW UP. WHEN ASKING THE SCRIPTED RETROSPECTIVE PROBES, BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION THAT YOU NOTICED.

Section 4: Survey Questions

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1. E_ATTENDSCHOOL

At any time this school year did you...

E_ATTENDSCHOOL_A (IN PERSON)

1a. Attend a public or private school in person?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_B (VIRTUAL)

1b. Receive any virtual or remote instruction provided by a public or private school?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. Receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes
- 2 = No

CHECK ITEM A: If student answers “No” for E_ATTENDSCHOOL_A, B, & C **SKIP** to **END**

1d. E_REMOTE_SCHOOLING_COVID

[Q1D ASKED IF E_ATTENDSCHOOL_B = "Yes" or E_ATTENDSCHOOL_C = "Yes" (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "No"]

Did [you/^Name] receive [virtual or remote instruction] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [virtual or remote instruction or homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

- 1= Yes
- 2= No

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"]

1e. E_HOMESCHOOL_WHY

Was the decision to homeschool rather than enroll in public or private school related to any of the following:

Read answer categories, mark all that apply

- 1= Due to your experiences with bullying?
- 2= Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?
- 3= Due to dissatisfaction with the academic instruction offered at the school?
- 4= Due to religious reasons?
- 5= Due to a physical disability or mental health problem?
- 6= Due to an illness that prevents you from attending school?
- 7= Due to your county's decision to close the schools?
- 8= A different reason? - *Specify*

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[Only include if student answered E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"] Include your homeschooling as one school.

- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes") continue with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

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

E_HOMESCHOOLGRADE_OTHER

Specify:

CHECK ITEM C: If student was only homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes", E_ATTENDSCHOOL_A (IN PERSON) = "No" AND E_ATTENDSCHOOL_B (VIRTUAL) = "No") **SKIP** to **END**.

If student was partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes" and either (E_ATTENDSCHOOL_A (IN PERSON) = "Yes" AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = "Yes) **SKIP** to **INTRO_2**

2b. WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

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

E_WHATGRADE_OTHER

Specify:

SKIP to E_WHATMONTH

INTRO_2

READ INTRO_2 only if *E_ATTENDSCHOOL_C (HOMESCHOOL)* = “Yes” and either (*E_ATTENDSCHOOL_A (IN PERSON)* = “Yes” AND/OR *E_ATTENDSCHOOL_B (VIRTUAL)* = “Yes”)

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

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
 - 3 = September
 - 4 = Other – **ASK E_WHATMONTHOTHER**
- } **SKIP to F_SCHOOLSTATE**

E_WHATMONTHOTHER

Specify the other month that school year began.

- 1 = January
- 2 = February
- 3 = March
- 4 = April
- 5 = May
- 6 = June

- 7 = October
- 8 = November
- 9 = December

ENVIROMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if **E_ATTENDSCHOOL_B (VIRTUAL)** = "Yes"

For the next questions, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – **SKIP** to **F_GRADES_LOW**
- 2 = No – **SKIP** to **F_GRADES_LOW**

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW

What is the lowest grade taught in your school?

Enter the lowest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

6b. F_GRADES_HIGH

What is the highest grade taught in your school?

Enter the highest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade

- 12 = H.S. Senior
- 13 = Graduated from High School
- 20 = All ungraded
- 30 = All special education

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

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

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

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. F_ACTIVITY_SPIRIT

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

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

- 1 = Yes

- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. F_ACTIVITY_ARTS

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

- 1 = Yes
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOVT

Class council or student government, also known as SGA?

- 1 = Yes
- 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- 1 = Yes
- 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

- 1 = Yes – **ASK** F_ACTIVITY_OTHER_SPECIFY
- 2 = No – **SKIP** to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year (**E_ATTENDSCHOOL_A** = "No") **SKIP** to **F_SAFETY_CODE_OF_CONDUCT**

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

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

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

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

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

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

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

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

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = School does not have lockers

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Thinking about the students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

CHECK ITEM E: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = “No”) **GO TO** SCS_INTRO_4_VIRTUAL

If student did attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON)= “Yes”) **SKIP** to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

- 1 = Yes
 - 2 = No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen at school, which includes [IF **E_ATTENDSCHOOL_B (VIRTUAL)** = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF **E_DIFFSCHOOL_ATTENDED** = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILLEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
- 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: or during virtual classes]?

- 1 = Yes
- 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times: _____

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do during school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

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

- 1 = Yes
- 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
- 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
- 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
- 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
- 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
- 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- 1 = Yes
- 2 = No

CHECK ITEM F: If all items in 22a-22h (**G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } **SKIP** to **G_BULLY_HAPPEN_AGAIN**

23b. G_BULLY_TIMES

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

Read answer categories 1—2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the [time/times] [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than you?

- 1 = Yes
- 2 = No

27c. G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?

- 1 = Yes
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
- 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?

- 1 = Yes
- 2 = No – *SKIP* to CHECK ITEM B

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than you?

Specify:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, *SKIP* to G_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, *ASK* G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
- 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that you were bullied, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to...

Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
- 2 = No

32d. G_BULLYING_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

- 1 = Yes
- 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
- 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
- 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
- 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
- 2 = No – **SKIP** to **G_HATE_WORDS**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35a. G_HATE_WORDS

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
- 2 = No

35b. G_HATE_WORDS_VIRTUAL

During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

- 1 = Yes
- 2 = No

AVOIDANCE

36a. H_AVOID_VIRTUAL

[IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"]

During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?

- 1 = Yes
- 2 = No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school, because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
- 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- 1 = Yes
- 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS

J_INTRO_WEAPON

In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – *SKIP* to J_GET_GUN

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS

K2_INTRO_GANG

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – **SKIP** to L_GRADES
- 3 = Don't know – **SKIP** to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5. If student says the school uses pass/fail grading, ask which they've mostly gotten.

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = Mostly passes
- 7 = Mostly fails
- 8 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know

Section 5: Probing Questions

[Note: Interviewers will be trained to use the scripted probes as necessary to elicit the desired information. If a student's responses to scripted probes are not sufficient to answer the research questions, interviewers will ask additional unscripted probes in an attempt to gather more information. Similarly, if students provide ample information in response to an earlier probe, interviewers may skip subsequent probes that are asking for redundant information. When necessary, interviewers may ask a redundant probe to confirm that they correctly understood what the student previously explained.]

Probing Section 1: General Schooling

Research Questions:

1. Do the new and revised questions accurately capture the different types of schooling children are receiving?
2. Are all virtual students visiting the school buildings for extra-curricular activities or non-class related reasons?
3. Are students "virtually" learning in pods? If so, how do they answer the questions?

Probes (GENERAL SCHOOLING): [\[ALL RESPONDENTS\]](#)

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

All respondents:

- 1a. First, can you tell me a little bit about how you have attended school so far this school year?
- 1b. [\[If R doesn't mention in person versus virtual\]](#) Did you attend classes in the school building, online, both, or somewhere else? [\[If needed\]](#) Can you tell me a little bit more about that?

Probes (E_ATTENDSCHOOL A-C): [\[ALL RESPONDENTS\]](#)

Earlier, when I asked you these questions, you said yes to _____. [\[SCREEN SHARE POWERPOINT SLIDE WITH E_ATTENDSCHOOL A-C TEXT \(1-2\)\]](#)

All respondents:

- 2a. How easy or difficult was it to answer these questions? [\[If needed\]](#) Can you tell me more about that?
- 2b. Were you unsure of how to answer any of those questions? [\[If needed\]](#) What made you unsure? How did you decide how to answer?
- 2c. [\[If R's explanation of schooling in so far suggests that they answered one or more items incorrectly, probe to find out why\]](#) How did you come up with your answer to question [A/B/C]?
- 2d. [\[If needed\]](#) Did the type of school you receive this year change?
- 2e. What does the phrase "virtual or remote instruction" mean to you in question B?

Virtual respondents:

- 2f. [\[If R said yes to E_ATTENDSCHOOL_B\]](#) How does your school refer to virtual instruction?

Probing Section 2: Homeschooling/Remote Instruction

Research Question (Homeschooling)

1. Are the new follow-up questions for fully homeschooled students performing without issues?
2. Are students aware of the decision making process their parents/guardians went through when deciding to homeschool?

Probes (E_HOMESCHOOL_COVID): [HOMESCHOOLED & VIRTUAL RESPONDENTS]

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_COVID TEXT (3-4)]. Earlier, when I asked you these questions, you said ____.

- 3a. Can you tell me what this question is asking in your own words?
- 3b. How did you come up with your answer to this question?
- 3c. [If needed] Were you unsure of how to answer this question?
- 3d. [If R said yes to E_HOMESCHOOL_COVID] Did your school give you and your parents/guardians the option to choose between virtual instruction and attending classes in-person?

Probes (E_HOMESCHOOL_WHY): [HOMESCHOOLED RESPONDENTS]

This was the next question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_WHY TEXT (5-6)]. Earlier, when I asked you these questions, you said yes to ____.

- 4a. How did you come up with your answer to this question?
- 4b. Were there any that you thought about saying yes to but didn't? [If yes and if needed] How did you decide how to answer for [that category/those categories]?
- 4c. [If needed] Did you feel like you could only choose one of the reasons?
- 4d. What comes to mind when you hear category 2, "Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?"
- 4e. [If R hasn't mentioned this yet] When did you start homeschooling?
- 4f. [If R has not always been homeschooled and hasn't mentioned yet] Can you tell me a bit about how the decision to start homeschooling was made?
- 4g. [If needed] Whose idea was it for you to start homeschooling? [If needed] Was it your idea, or was it your parent or guardian's idea? Someone else's?
- 4h. [If R said parents made the decision and R hasn't mentioned yet] Do you know the reason your parents/guardians decided to start homeschooling?

IF R WAS FULLY HOMESCHOOLED THIS SCHOOL YEAR, SKIP TO DEBRIEFING

Probing Section 3: Scope for different scenarios

Research Questions:

1. What “scope” are students in different scenarios (in person, virtual, hybrid, homeschool) thinking of as they answer various questions?
2. Do minor revisions intended to adapt wording for different scenarios perform as intended?
3. Do all-virtual students comment on it being weird to be asked about things that can only happen in person?

Probes (E_DIFFSCHOOL_ATTENDED): **[ALL RESPONDENTS]**

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_DIFFSCHOOL_ATTENDED TEXT (7-10)]. Earlier, when I asked you these questions, you said ____.

- 5a. Can you tell me what this question is asking in your own words?
- 5b. How easy or difficult was it to answer this questions? **[If needed]** Can you tell me more about that?
- 5c. **[If R’s response to the Q seems incorrect based on their explanation of school this year]** How did you come up with your answer to this question?

Virtual and hybrid respondents:

- 5d. Were you unsure of how to count your virtual instruction when answering this question?

Probes (ENVIROMENTAL QUESTIONS): **[VIRTUAL AND HYBRID RESPONDENTS]**

This was another series of questions I asked: [SCREEN SHARE POWERPOINT SLIDE WITH INTRO_3 AND QS 4A-4D(11-12)].

- 6a. How easy or difficult was it to answer these questions? **[If needed]** Can you tell me more about that?

Probes (Q9): **[ALL RESPONDENTS]**

This is another set of questions I asked: [SCREEN SHARE POWERPOINT SLIDE WITH Qs 9a-9h (13-16)].

If yes to any:

Earlier, when I asked you these questions, you said yes to ____.

- 7a. Can you tell me about the different activities you’ve participated in this school year?
- 7b. **[If needed]** Are these activities organized by your school? **[If no]** Who organizes them?

7c. Are these activities in person, virtual, or both?

7d. [If R if fully virtual but participates in person, and if needed] Can you tell me more about the in-person activities the school offers for students who do all of their schooling virtually?

If no to all:

7e. Is your school offering any in-person activities this school year? What about virtual activities?

All respondents:

7f. [If school is offering virtual activities] Have you participated in any virtual school sponsored activities that you didn't include here?

7g. [If yes] How did you decide whether or not to include the different activities when answering these questions?

Probes (SCS_INTRO_4_VIRTUAL): [FULLY VIRTUAL RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_VIRTUAL (17-20)].

8a. Can you tell me in your own words what you considered to be "during school"?

8b. Was there anything you were unsure about whether it counted as "during school"?

8c. [If yes] How did you decide whether or not things counted as "during school"?

8d. Are there other parts of virtual school that we should include here?

Probes (SCS_INTRO_4_INPERSON): [IN PERSON AND HYBRID RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_INPERSON (21-28)] -
USE HYBRID SLIDES 25-28 IF APPLICABLE].

9a. Can you tell me in your own words what you considered to be "at school"?

9b. Was there anything you were unsure about whether it counted as "at school"?

9c. [If yes] How did you decide whether or not something counted as "at school"?

Probes (F_KNOW_DRUGS_OR_ALCOHOL): [ALL RESPONDENTS RECEIVE PROBES, ARE SHOWN APPROPRIATE VERSION OF QUESTION TEXT]

This was another question I asked:

[FULLY VIRTUAL RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL TEXT(29-30)].

[IN PERSON AND HYBRID RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_INPERSON TEXT (31-34)].

Earlier, when I asked you these questions, you said ____.

10a. Can you tell me in your own words what this question is asking?

If R answered yes:

10b. Where did you see another student under the influence of drugs or alcohol?

All respondents:

10c. Were there any times you saw another student under the influence of drugs or alcohol but weren't sure if it counted for this question? What made you unsure if it counted?

Probes (Q22a-Q22h): **[ALL RESPONDENTS]**

Earlier I asked you these questions: [SCREEN SHARE POWERPOINT SLIDE WITH Q22A-Q22H TEXT (35-38)].

If any Q22 a – h= yes:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex – “you said yes to items b and d”].

11a. Can you tell me about what happened? As much as you feel comfortable talking about.

11b. [If R did not specify] Where did [this/these things] happen?

11c. [If R did not mention cyberbullying] Did anything happen online or by text that you didn't think of when you were first answering that question? [IF YES] Can you tell me more about that?

If Q22 = no to all:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said no to all items.

11d. Did any students from school do anything that made you feel bad or was hurtful to you online or by text that you didn't think of when answering the question? [If yes] Can you tell me more about that?

11e. Did other students do any other things not included in this list that made you feel bad or were hurtful to you? Can you tell me more about that?

Fully virtual respondents:

11f. What places were you thinking about when you were answering these questions?

11g. [If needed] Do you ever see any students from your school in-person during the school day? [If needed] Can you tell me more about that?

Hybrid respondents:

11h. What places were you thinking about when you were answering these questions?

11i. [If no mention of virtual classes] Did any students from school do anything that made you feel bad or was hurtful to you during virtual classes that you didn't think of when answering the question?

Probes (G_BULLY_WHERE1 through G_BULLY_WHERE9): **[ALL RESPONDENTS]**

Next I asked you these questions: [SHOW SLIDE WITH G_BULLY_WHERE1 through G_BULLY_WHERE9 (39-40)]

All respondents:

12a. Does this list include all the places where other students have done hurtful things to you? [If no] Where else did they occur?

Probes G_HATE_WORDS_VIRTUAL: **[ALL RESPONDENTS]**

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH G_HATE_WORDSVIRTUAL TEXT(41-42)]

13a. Can you tell me what this question is asking in your own words?

13b. What types of school sponsored websites or applications could someone post hate-related words, pictures, videos, or symbols on?

If R answered yes:

13c. When I asked you this question, you answered yes. Where did you see the hate-related post?

All respondents:

13d. Was there anything you thought about including here but didn't? [If needed] Can you tell me more about that?

Probes (L_SKIP_CLASSES): [\[VIRTUAL AND HYBRID RESPONDENTS\]](#)

Research Question:

1. How do schools determine attendance for virtual learning? Does skipping one zoom call constitute skipping a class in the traditional sense?

This was another question I asked: [\[SCREEN SHARE POWERPOINT SLIDE WITH L_SKIP_CLASSES TEXT \(41-42\)\]](#).

- 14a. How easy or difficult was it to answer this question? [\[If needed\]](#) Can you tell me more about that?
- 14b. [\[If needed\]](#) Were you unsure of how to answer for your virtual classes?
- 14c. How does your school count attendance for virtual learning?
- 14d. [\[If needed\]](#) If you don't sign in to one virtual class, does your school consider it skipping a class the same way they would if it was an in-person class?

Debriefing Questions: [\[ALL RESPONDENTS\]](#)

Now I just have a few more wrap up questions.

- 15a. Overall, what did you think of this survey? Was it easy or difficult?
- 15b. Is there anything you wanted to say about the survey questions that you haven't had a chance to talk about yet?

Those are all of the questions that I had for you today. Thank you very much for your participation. We will be mailing out \$25 for you and \$25 for the adult who helped you set up the interview in the next few days.

TURN OFF THE TAPE RECORDER.

**2022 SCS to the NCVS Cognitive Interview
Protocol - Round 2**

Cognitive Testing of NCVS SCS

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

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

QUALTRICS PROTOCOL FOUND AT https://research.rm.census.gov/jfe/form/SV_9Su0vxCocqZjwyi

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

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

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

Section 1: Information about today's survey

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

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

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through the survey questions, I'm going to ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. Whenever I reread a question from the survey, I will show the question wording on the screen for you to reference. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations.

Section 2: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. 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).

Do you have any questions about the recording?

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

Section 3: Informed Consent

[If student is under 18]:

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *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).*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I want to remind you of the consent form you signed electronically.

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (ESRA 2002, U.S.C. 20 § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form.

ASK PARTICIPANT IF (S)HE HAD ANY QUESTIONS ABOUT THE CONSENT FORM.

[All students]:

Are you comfortable with me recording this interview?

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

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

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

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

POTENTIAL DISCOMFORT OR DISTRESS:

SOME RESPONDENTS MAY EXPERIENCE DISCOMFORT OR DISTRESS WHEN BEING ASKED TO TALK ABOUT THEIR EXPERIENCES WITH BULLYING. BE ON THE LOOKOUT FOR SIGNS OF DISCOMFORT OR DISTRESS THROUGHOUT THE INTERVIEW, BUT ESPECIALLY WHEN ON THE TOPIC OF BULLYING. IF YOU FEEL LIKE IT MIGHT BE NECESSARY AT ANY POINT IN THE INTERVIEW, REMIND THE RESPONDENTS THAT THEY DO NOT HAVE TO ANSWER ANY QUESTIONS IF THEY DO NOT WANT TO.

IF THE RESPONDENT SEEMS TO BE UPSET OR HAVING DIFFICULTY TALKING ABOUT THEIR EXPERIENCES, ASK THEM IF THEY WOULD LIKE TO TAKE A BREAK. IF THEY WOULD LIKE TO TAKE A BREAK, PATIENTLY WAIT FOR THEM TO GIVE AN INDICATION THAT THEY MIGHT BE READY TO PROCEED. AT THAT POINT, ASK IF THEY WOULD LIKE TO CONTINUE THE INTERVIEW. IF THEY STILL SEEM UPSET, YOU CAN ASK IF THEY WOULD LIKE TO SKIP THE REST OF THE QUESTIONS ABOUT THAT TOPIC. IF THEY CHOOSE TO CONTINUE THE INTERVIEW AND PROCEED WITH QUESTIONS ON THE TOPIC THAT UPSET THEM, CONTINUE TO BE AWARE OF THEIR EMOTIONAL STATE. IF THEY SEEM TO BE STRUGGLING AGAIN, ASK IF THEY WOULD LIKE TO END THE INTERVIEW. REMIND THEM THAT THEY WILL STILL RECEIVE \$25 EVEN IF THEY CHOOSE TO END THE INTERVIEW.

RETROSPECTIVE PROBING (R=respondent):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE SURVEY QUESTIONS THAT HAVE PROBES, MAKE SURE TO MAKE A NOTE OF R'S DIFFICULTY FOR LATER FOLLOW UP. WHEN ASKING THE SCRIPTED RETROSPECTIVE PROBES, BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION THAT YOU NOTICED.

Section 4: Survey Questions

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1. E_ATTENDSCHOOL

E_ATTENDSCHOOL_A (IN PERSON)

1a. At any time during this school year did you attend a public or private school in person?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_B (VIRTUAL)

1b. At any time during this school year did receive any virtual learning or remote instruction provided by a public or private school?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. At any time during this school year did receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes
- 2 = No

CHECK ITEM A: If student answers “No” for E_ATTENDSCHOOL_A, B, & C **SKIP** to **END**

1d. E_REMOTE_SCHOOLING_COVID

[Q1D ASKED IF E_ATTENDSCHOOL_B = "Yes" or E_ATTENDSCHOOL_C = "Yes" (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "No"]

Did [you/^Name] receive [virtual learning or remote instruction] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [virtual learning or remote instruction or homeschooling instead of being enrolled in a public or private school] due to the Coronavirus pandemic?

- 1= Yes
- 2= No

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"]

1e. E_HOMESCHOOL_WHY

With this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

1. Due to your experiences with bullying?

- 1= Yes
- 2= No

2. Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?

- 1= Yes
- 2= No

3. Due to dissatisfaction with the academic instruction offered at the school?

- 1= Yes
- 2= No

4. Due to religious reasons?

- 1= Yes
- 2= No

5. Due to a physical disability or mental health problem?

- 1= Yes
- 2= No

6. Due to an illness that prevents you from attending school?

- 1= Yes
- 2= No

7. Due to your county's decision to close the schools?

- 1= Yes
- 2= No

8. A different reason? – Specify

- 1= Yes
- 2= No

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[Only include if student answered E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"] **Include your homeschooling as one school.**

- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes") continue with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

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

E_HOMESCHOOLGRADE_OTHER

Specify:

CHECK ITEM C: If student was only homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL_A (IN PERSON) = “No” AND E_ATTENDSCHOOL_B (VIRTUAL) = “No”) **SKIP to END.**

If student was partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes” and either (E_ATTENDSCHOOL_A (IN PERSON) = “Yes” AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = “Yes) **SKIP to INTRO_2**

2b. WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

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

E_WHATGRADE_OTHER

Specify:

SKIP to E_WHATMONTH

INTRO_2

READ INTRO_2 only if E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes" and either (E_ATTENDSCHOOL_A (IN PERSON) = "Yes" AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = "Yes")

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

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
 - 3 = September
 - 4 = Other – **ASK** E_WHATMONTHOTHER
- } **SKIP** to F_SCHOOLSTATE

E_WHATMONTHOTHER

Specify the other month that school year began.

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

ENVIROMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"

For the next questions, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – **SKIP** to F_GRADES_LOW
- 2 = No – **SKIP** to F_GRADES_LOW

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW

What is the lowest grade taught in your school?

Enter the lowest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade

- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

6b. F_GRADES_HIGH

What is the highest grade taught in your school?

Enter the highest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Graduated from High School
- 20 = All ungraded
- 30 = All special education

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

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

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

F_GETTOSCHOOL_SPECIFY

Specify:

8. **F_HOMEFROMSCHOOL**

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. **F_ACTIVITY_SPIRIT**

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

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

- 1 = Yes
- 2 = No

9b. **F_ACTIVITY_SPORTS**

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. **F_ACTIVITY_ARTS**

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

- 1 = Yes
- 2 = No

9d. **F_ACTIVITY_ACADEMIC**

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

- 1 = Yes
- 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- 1 = Yes
- 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

- 1 = Yes – *ASK* F_ACTIVITY_OTHER_SPECIFY
- 2 = No – *SKIP* to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = “No”) *SKIP* to F_SAFETY_CODE_OF_CONDUCT

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

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

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

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

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

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

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

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

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = School does not have lockers

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Thinking about the students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

CHECK ITEM E: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = “No”) **GO TO** SCS_INTRO_4_VIRTUAL

If student did attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON)= “Yes”) **SKIP** to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

- 1 = Yes
 - 2 = No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen during school, which includes [IF **E_ATTENDSCHOOL_B (VIRTUAL)** = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF **E_DIFFSCHOOL_ATTENDED** = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
- 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: or during virtual classes]?

- 1 = Yes
- 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times: _____

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do during school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

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

- 1 = Yes
- 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
- 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
- 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
- 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
- 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
- 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- 1 = Yes
- 2 = No

CHECK ITEM F: If all items in 22a-22h (**G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } **SKIP** to **G_BULLY_HAPPEN_AGAIN**

23b. G_BULLY_TIMES

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

Read answer categories 1—2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the [time/times] [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than you?

- 1 = Yes
- 2 = No

27c. G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?

- 1 = Yes
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
- 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?

- 1 = Yes
- 2 = No – *SKIP* to CHECK ITEM B

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than you?

Specify:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, *SKIP* to G_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, *ASK* G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
- 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that you were bullied, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to...

Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
- 2 = No

32d. G_BULLYING_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

- 1 = Yes
- 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
- 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
- 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
- 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
- 2 = No – **SKIP** to **G_HATE_WORDS**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35a. G_HATE_WORDS

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
- 2 = No

35b. G_HATE_WORDS_VIRTUAL

During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

- 1 = Yes
- 2 = No

AVOIDANCE

36a. H_AVOID_VIRTUAL

[IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"]

During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?

- 1 = Yes
- 2 = No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school, because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
- 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- 1 = Yes
- 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS

J_INTRO_WEAPON

In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – **SKIP** to J_GET_GUN

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS

K2_INTRO_GANG

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – *SKIP* to L_GRADES
- 3 = Don't know – *SKIP* to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5. If student says the school uses pass/fail grading, ask which they've mostly gotten.

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = Mostly passes
- 7 = Mostly fails
- 8 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know

Section 5: Probing Questions

[Note: Interviewers will be trained to use the scripted probes as necessary to elicit the desired information. If a student's responses to scripted probes are not sufficient to answer the research questions, interviewers will ask additional unscripted probes in an attempt to gather more information. Similarly, if students provide ample information in response to an earlier probe, interviewers may skip subsequent probes that are asking for redundant information. When necessary, interviewers may ask a redundant probe to confirm that they correctly understood what the student previously explained.]

Probing Section 1: General Schooling

Research Questions:

4. Do the new and revised questions accurately capture the different types of schooling children are receiving?
5. Are all virtual students visiting the school buildings for extra-curricular activities or non-class related reasons?
6. Are students "virtually" learning in pods? If so, how do they answer the questions?

Probes (GENERAL SCHOOLING): [\[ALL RESPONDENTS\]](#)

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

All respondents:

- 1a. First, can you tell me a little bit about how you have attended school so far this school year?
- 1b. [\[If R doesn't mention in person versus virtual\]](#) Did you attend classes in the school building, online, both, or somewhere else? [\[If needed\]](#) Can you tell me a little bit more about that?

Probes (E_ATTENDSCHOOL A-C): [\[ALL RESPONDENTS\]](#)

Earlier, when I asked you these questions, you said yes to _____. [\[SCREEN SHARE POWERPOINT SLIDE WITH E_ATTENDSCHOOL A-C TEXT \(1-2\)\]](#)

All respondents:

- 2g. How easy or difficult was it to answer these questions? [\[If needed\]](#) Can you tell me more about that?
- 2h. Were you unsure of how to answer any of those questions? [\[If needed\]](#) What made you unsure? How did you decide how to answer?
- 2i. [\[If needed\]](#) What time frame were you thinking of when answering these questions?
- 2j. [\[If R's explanation of schooling in so far suggests that they answered one or more items incorrectly, probe to find out why\]](#) How did you come up with your answer to question [\[A/B/C\]](#)?
- 2k. [\[If needed\]](#) Did the type of school you receive this year change?
- 2l. What does the phrase "virtual or remote instruction" mean to you in question B?

Virtual respondents:

- 2m. [\[If R said yes to E_ATTENDSCHOOL_B\]](#) How does your school refer to virtual instruction?

Probing Section 2: Homeschooling/Remote Instruction

Research Question (Homeschooling)

3. Are the new follow-up questions for fully homeschooled students performing without issues?
4. Are students aware of the decision-making process their parents/guardians went through when deciding to homeschool?

Probes (E_HOMESCHOOL_COVID): **[HOMESCHOOLED & VIRTUAL RESPONDENTS]**

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_COVID TEXT (3-4)]. Earlier, when I asked you these questions, you said ____.

- 3e. Can you tell me what this question is asking in your own words?
- 3f. How did you come up with your answer to this question?
- 3g. [If needed] Were you unsure of how to answer this question?
- 3h. [If R said yes to E_HOMESCHOOL_COVID] Did your school give you and your parents/guardians the option to choose between virtual instruction and attending classes in-person?

Probes (E_HOMESCHOOL_WHY): **[HOMESCHOOLED RESPONDENTS]**

This was the next question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_WHY TEXT (5-6)]. Earlier, when I asked you these questions, you said yes to ____.

- 4i. How did you come up with your answer to this question?
- 4j. Were there any that you thought about saying yes to but didn't? [If yes and if needed] How did you decide how to answer for [that category/those categories]?
- 4k. [If needed] Did you feel like you could only choose one of the reasons?
- 4l. What comes to mind when you hear category 2, "Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?"
- 4m. [If R hasn't mentioned this yet] When did you start homeschooling?
- 4n. [If R has not always been homeschooled and hasn't mentioned yet] Can you tell me a bit about how the decision to start homeschooling was made?
- 4o. [If needed] Whose idea was it for you to start homeschooling? [If needed] Was it your idea, or was it your parent or guardian's idea? Someone else's?
- 4p. [If R said parents made the decision and R hasn't mentioned yet] Do you know the reason your parents/guardians decided to start homeschooling?

IF R WAS FULLY HOMESCHOOLED THIS SCHOOL YEAR, SKIP TO DEBRIEFING

Probing Section 3: Scope for different scenarios

Research Questions:

4. What “scope” are students in different scenarios (in person, virtual, hybrid, homeschool) thinking of as they answer various questions?
5. Do minor revisions intended to adapt wording for different scenarios perform as intended?
6. Do all-virtual students comment on it being weird to be asked about things that can only happen in person?

Probes (E_DIFFSCHOOL_ATTENDED): [ALL RESPONDENTS]

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_DIFFSCHOOL_ATTENDED TEXT (7-10)]. Earlier, when I asked you these questions, you said ____.

- 5e. Can you tell me what this question is asking in your own words?
- 5f. How easy or difficult was it to answer this questions? [If needed] Can you tell me more about that?
- 5g. [If R’s response to the Q seems incorrect based on their explanation of school this year] How did you come up with your answer to this question?

Virtual and hybrid respondents:

- 5h. Were you unsure of how to count your virtual instruction when answering this question?

Probes (ENVIROMENTAL QUESTIONS): [VIRTUAL AND HYBRID RESPONDENTS]

This was another series of questions I asked: [SCREEN SHARE POWERPOINT SLIDE WITH INTRO_3 AND QS 4A-4D (11-12)].

- 6b. How easy or difficult was it to answer these questions? [If needed] Can you tell me more about that?

Probes (Q9): [ALL RESPONDENTS]

This is another set of questions I asked: [SCREEN SHARE POWERPOINT SLIDE WITH Qs 9a-9h (13-16)].

If yes to any:

Earlier, when I asked you these questions, you said yes to ____.

- 7h. Can you tell me about the different activities you’ve participated in this school year?
- 7i. [If needed] Are these activities organized by your school? [If no] Who organizes them?
- 7j. Are these activities in person, virtual, or both?
- 7k. [If R if fully virtual but participates in person, and if needed] Can you tell me more about the in-person

activities the school offers for students who do all of their schooling virtually?

If no to all:

7l. Is your school offering any in-person activities this school year? What about virtual activities?

All respondents:

7m. [If school is offering virtual activities] Have you participated in any virtual school sponsored activities that you didn't include here?

7n. [If yes] How did you decide whether or not to include the different activities when answering these questions?

7o. Did you participate in any activities last year that you didn't participate in this year? [If needed] Why didn't you participate in [that activity/those activities] this year? [If R mentions covid but doesn't specify that they aren't being offered] Is your school still offering [that activity/those activities] this year?

Probes (SCS_INTRO_4_VIRTUAL): [FULLY VIRTUAL RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_VIRTUAL (17-20)].

8e. Can you tell me in your own words what you considered to be "during school"?

8f. Was there anything you were unsure about whether it counted as "during school"?

8g. [If yes] How did you decide whether or not things counted as "during school"?

8h. Are there other parts of virtual school that we should include here?

Probes (SCS_INTRO_4_INPERSON): [IN PERSON AND HYBRID RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_INPERSON (21-28) – USE HYBRID SLIDES 25-28 IF APPLICABLE].

9d. Can you tell me in your own words what you considered to be "during school"?

9e. Was there anything you were unsure about whether it counted as "during school"?

9f. [If yes] How did you decide whether or not something counted as "during school"?

Probes (F_KNOW_DRUGS_OR_ALCOHOL): [ALL RESPONDENTS RECEIVE PROBES, ARE SHOWN APPROPRIATE VERSION OF QUESTION TEXT]

This was another question I asked:

[FULLY VIRTUAL RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL TEXT (29-30)].

[IN PERSON AND HYBRID RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_INPERSON TEXT (31-34)].

Earlier, when I asked you these questions, you said ____.

10d. Can you tell me in your own words what this question is asking?

If R answered yes:

10e. Where did you see another student under the influence of drugs or alcohol?

All respondents:

10f. Were there any times you saw another student under the influence of drugs or alcohol but weren't sure if it counted for this question? What made you unsure if it counted?

Probes (Q22a-Q22h): [ALL RESPONDENTS]

Earlier I asked you these questions: [SCREEN SHARE POWERPOINT SLIDE WITH Q22A-Q22H TEXT (35-38)].

If any Q22 a – h= yes:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex – “you said yes to items b and d”].

11j. Can you tell me about what happened? As much as you feel comfortable talking about.

11k. [If R did not specify] Where did [this/these things] happen?

11l. [If R did not mention cyberbullying] Did anything happen online or by text that you didn't think of when you were first answering that question? [IF YES] Can you tell me more about that?

11m. [If needed] What time frame were you thinking of when answering these questions?

If Q22 = no to all:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said no to all items.

11n. Did any students from school do anything that made you feel bad or was hurtful to you online or by text that you didn't think of when answering the question? [If yes] Can you tell me more about that?

11o. Did other students do any other things not included in this list that made you feel bad or were hurtful to you? Can you tell me more about that?

11p. [If needed] What time frame were you thinking of when answering these questions?

Fully virtual respondents:

11q. What places were you thinking about when you were answering these questions?

11r. **[If needed]** Do you ever see any students from your school in-person during the school day? **[If needed]**
Can you tell me more about that?

Hybrid respondents:

11s. What places were you thinking about when you were answering these questions?

11t. **[If no mention of virtual classes]** Did any students from school do anything that made you feel bad or was hurtful to you during virtual classes that you didn't think of when answering the question?

Probes (G_BULLY_WHERE1 through G_BULLY_WHERE9): **[ALL RESPONDENTS]**

Next I asked you these questions: **[SHOW SLIDE WITH G_BULLY_WHERE1 through G_BULLY_WHERE9 (39-40)]**

All respondents:

12b. Does this list include all the places where other students have done hurtful things to you? **[If no]**
Where else did they occur?

Probes G_HATE_WORDS_VIRTUAL: **[ALL RESPONDENTS]**

This was another question I asked: **[SCREEN SHARE POWERPOINT SLIDE WITH G_HATE_WORDSVIRTUAL TEXT (41-42)]**

13e. Can you tell me what this question is asking in your own words?

13f. What types of school sponsored websites or applications could someone post hate-related words, pictures, videos, or symbols on?

If R answered yes:

13g. When I asked you this question, you answered yes. Where did you see the hate-related post?

All respondents:

13h. Was there anything you thought about including here but didn't? **[If needed]** Can you tell me more about that?

Probes (L_SKIP_CLASSES): [\[VIRTUAL AND HYBRID RESPONDENTS\]](#)

Research Question:

2. How do schools determine attendance for virtual learning? Does skipping one zoom call constitute skipping a class in the traditional sense?

This was another question I asked: [\[SCREEN SHARE POWERPOINT SLIDE WITH L_SKIP_CLASSES TEXT \(41-42\)\]](#).

14e. How easy or difficult was it to answer this question? [If needed] Can you tell me more about that?

14f. [If needed] Were you unsure of how to answer for your virtual classes?

14g. How does your school count attendance for virtual learning?

14h. [If needed] If you don't sign in to one virtual class, does your school consider it skipping a class the same way they would if it was an in-person class?

Debriefing Questions: [\[ALL RESPONDENTS\]](#)

Now I just have a few more wrap up questions.

15c. Overall, what did you think of this survey? Was it easy or difficult?

15d. Is there anything you wanted to say about the survey questions that you haven't had a chance to talk about yet?

Those are all of the questions that I had for you today. Thank you very much for your participation. We will be mailing out \$25 for you and \$25 for the adult who helped you set up the interview in the next few days.

TURN OFF THE TAPE RECORDER.

**2022 SCS to the NCVS Cognitive Interview
Protocol - Round 3**

Cognitive Testing of NCVS SCS

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

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

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

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

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

Section 1: Information about today's survey

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

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

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through the survey questions, I'm going to ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. Whenever I reread a question from the survey, I will show the question wording on the screen for you to reference. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations.

Section 2: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. 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).

Do you have any questions about the recording?

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

Section 3: Informed Consent

[If student is under 18]:

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *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).*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I want to remind you of the consent form you signed electronically.

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

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (ESRA 2002, U.S.C. 20 § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form.

ASK PARTICIPANT IF (S)HE HAD ANY QUESTIONS ABOUT THE CONSENT FORM.

[All students]:

Are you comfortable with me recording this interview?

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

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

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

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

POTENTIAL DISCOMFORT OR DISTRESS:

SOME RESPONDENTS MAY EXPERIENCE DISCOMFORT OR DISTRESS WHEN BEING ASKED TO TALK ABOUT THEIR EXPERIENCES WITH BULLYING. BE ON THE LOOKOUT FOR SIGNS OF DISCOMFORT OR DISTRESS THROUGHOUT THE INTERVIEW, BUT ESPECIALLY WHEN ON THE TOPIC OF BULLYING. IF YOU FEEL LIKE IT MIGHT BE NECESSARY AT ANY POINT IN THE INTERVIEW, REMIND THE RESPONDENTS THAT THEY DO NOT HAVE TO ANSWER ANY QUESTIONS IF THEY DO NOT WANT TO.

IF THE RESPONDENT SEEMS TO BE UPSET OR HAVING DIFFICULTY TALKING ABOUT THEIR EXPERIENCES, ASK THEM IF THEY WOULD LIKE TO TAKE A BREAK. IF THEY WOULD LIKE TO TAKE A BREAK, PATIENTLY WAIT FOR THEM TO GIVE AN INDICATION THAT THEY MIGHT BE READY TO PROCEED. AT THAT POINT, ASK IF THEY WOULD LIKE TO CONTINUE THE INTERVIEW. IF THEY STILL SEEM UPSET, YOU CAN ASK IF THEY WOULD LIKE TO SKIP THE REST OF THE QUESTIONS ABOUT THAT TOPIC. IF THEY CHOOSE TO CONTINUE THE INTERVIEW AND PROCEED WITH QUESTIONS ON THE TOPIC THAT UPSET THEM, CONTINUE TO BE AWARE OF THEIR EMOTIONAL STATE. IF THEY SEEM TO BE STRUGGLING AGAIN, ASK IF THEY WOULD LIKE TO END THE INTERVIEW. REMIND THEM THAT THEY WILL STILL RECEIVE \$25 EVEN IF THEY CHOOSE TO END THE INTERVIEW.

RETROSPECTIVE PROBING (R=response):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE SURVEY QUESTIONS THAT HAVE PROBES, MAKE SURE TO MAKE A NOTE OF R'S DIFFICULTY FOR LATER FOLLOW UP. WHEN ASKING THE SCRIPTED RETROSPECTIVE PROBES, BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION THAT YOU NOTICED.

Section 4: Survey Questions

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1. E_ATTENDSCHOOL

E_ATTENDSCHOOL_A (IN PERSON)

1a. At any time during this school year did you attend a public or private school in person?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_B (VIRTUAL)

1b. At any time during this school year did receive any online schooling or virtual learning provided by a public or private school?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. At any time during this school year did receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes
- 2 = No

CHECK ITEM A: If student answers “No” for E_ATTENDSCHOOL_A, B, & C **SKIP** to **END**

1d. E_REMOTE_SCHOOLING_COVID

[Q1D ASKED IF E_ATTENDSCHOOL_B = "Yes" or E_ATTENDSCHOOL_C = "Yes" (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "No"]

Did [you/^Name] receive [online schooling or virtual learning] because of the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

- 1= Yes
- 2= No

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"]

1e. E_HOMESCHOOL_WHY

For this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

1. Because of your experiences with bullying?

- 1= Yes
- 2= No

2. Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?

- 1= Yes
- 2= No

3. Because you or your parents were not happy with the quality of the education you were receiving?

- 1= Yes
- 2= No

4. Because of religious reasons?

- 1= Yes
- 2= No

5. Because of a physical disability or mental health problem?

- 1= Yes
- 2= No

6. Because of an illness that prevents you from attending school?

- 1= Yes
- 2= No

7. Because of your county's decision to close the schools?

- 1= Yes
- 2= No

8. Because of a different reason? – Specify

- 1= Yes
- 2= No

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[Only include if student answered E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"] **Include your homeschooling as one school.**

- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes") continue with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

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

E_HOMESCHOOLGRADE_OTHER

Specify:

CHECK ITEM C: If student was only homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL_A (IN PERSON) = “No” AND E_ATTENDSCHOOL_B (VIRTUAL) = “No”) **SKIP to END.**

If student was partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes” and either (E_ATTENDSCHOOL_A (IN PERSON) = “Yes” AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = “Yes”) **SKIP to INTRO_2**

2b. WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

- 0 = Fifth or under – **SKIP to END**
 - 1 = Sixth
 - 2 = Seventh
 - 3 = Eighth
 - 4 = Ninth
 - 5 = Tenth
 - 6 = Eleventh
- } **SKIP to E_WHATMONTH**

- 7 = Twelfth
- 8 = Other – *Specify*
- 9 = College/GED/Post-graduate/Other noneligible – **SKIP to END**

E_WHATGRADE_OTHER

Specify:

SKIP to E_WHATMONTH

INTRO_2

READ INTRO_2 only if *E_ATTENDSCHOOL_C (HOMESCHOOL)* = “Yes” and either (*E_ATTENDSCHOOL_A (IN PERSON)* = “Yes” AND/OR *E_ATTENDSCHOOL_B (VIRTUAL)* = “Yes”)

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

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
 - 3 = September
 - 4 = Other – **ASK E_WHATMONTHOTHER**
- } **SKIP to F_SCHOOLSTATE**

E_WHATMONTHOTHER

Specify the other month that school year began.

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

ENVIROMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if *E_ATTENDSCHOOL_B (VIRTUAL)* = “Yes”

For the next questions, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – **SKIP** to F_GRADES_LOW
- 2 = No – **SKIP** to F_GRADES_LOW

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW

What is the lowest grade taught in your school?

Enter the lowest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade

- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

6b. F_GRADES_HIGH

What is the highest grade taught in your school?

Enter the highest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Graduated from High School
- 20 = All ungraded
- 30 = All special education

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

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

- 1 = Walk
- 2 = School bus
- 3 = Public bus, subway, train
- 4 = Car
- 5 = Bicycle, motorbike, or motorcycle

- 6 = Some other way – *Specify*

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. F_ACTIVITY_SPIRIT

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

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

- 1 = Yes
- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. F_ACTIVITY_ARTS

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

- 1 = Yes
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

- 1 = Yes
- 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- 1 = Yes
- 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

- 1 = Yes – *ASK* F_ACTIVITY_OTHER_SPECIFY
- 2 = No – *SKIP* to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = “No”) *SKIP* to F_SAFETY_CODE_OF_CONDUCT

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

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

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

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

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

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

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

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

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = School does not have lockers

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Thinking about the students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

CHECK ITEM E: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **GO TO** SCS_INTRO_4_VIRTUAL

If student did attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON)= "Yes") **SKIP** to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

- 1 = Yes
 - 2 = No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen during school, which includes [IF **E_ATTENDSCHOOL_B (VIRTUAL)** = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF **E_DIFFSCHOOL_ATTENDED** = 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
- 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: or during virtual classes]?

- 1 = Yes
- 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times: _____

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do during school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

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

- 1 = Yes
- 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
- 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
- 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
- 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
- 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
- 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- 1 = Yes
- 2 = No

CHECK ITEM F: If all items in 22a-22h (**G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } **SKIP** to **G_BULLY_HAPPEN_AGAIN**

23b. G_BULLY_TIMES

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

Read answer categories 1—2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the [time/times] [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than you?

- 1 = Yes
- 2 = No

27c. G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?

- 1 = Yes
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
- 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?

- 1 = Yes
- 2 = No – *SKIP* to CHECK ITEM B

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than you?

Specify:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, *SKIP* to G_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, *ASK* G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
- 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that you were bullied, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to...

Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
- 2 = No

32d. G_BULLYING_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

- 1 = Yes
- 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
- 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
- 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
- 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
- 2 = No – **SKIP** to **G_HATE_WORDS**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35a. G_HATE_WORDS

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
- 2 = No

35b. G_HATE_WORDS_VIRTUAL

During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

- 1 = Yes
- 2 = No

AVOIDANCE

36a. H_AVOID_VIRTUAL

[IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"]

During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?

- 1 = Yes
- 2 = No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school, because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
- 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- 1 = Yes
- 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS

J_INTRO_WEAPON

In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – **SKIP** to J_GET_GUN

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS

K2_INTRO_GANG

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – **SKIP** to L_GRADES
- 3 = Don't know – **SKIP** to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5. If student says the school uses pass/fail grading, ask which they've mostly gotten.

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = Mostly passes
- 7 = Mostly fails
- 8 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know

Section 5: Probing Questions

[Note: Interviewers will be trained to use the scripted probes as necessary to elicit the desired information. If a student's responses to scripted probes are not sufficient to answer the research questions, interviewers will ask additional unscripted probes in an attempt to gather more information. Similarly, if students provide ample information in response to an earlier probe, interviewers may skip subsequent probes that are asking for redundant information. When necessary, interviewers may ask a redundant probe to confirm that they correctly understood what the student previously explained.]

Probing Section 1: General Schooling

Research Questions:

7. Do the new and revised questions accurately capture the different types of schooling children are receiving?
8. Are all virtual students visiting the school buildings for extra-curricular activities or non-class related reasons?
9. Are students "virtually" learning in pods? If so, how do they answer the questions?

Probes (GENERAL SCHOOLING): [\[ALL RESPONDENTS\]](#)

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

All respondents:

- 1a. First, can you tell me a little bit about how you have attended school so far this school year?
- 1b. [\[If R doesn't mention in person versus virtual\]](#) Did you attend classes in the school building, online, both, or somewhere else? [\[If needed\]](#) Can you tell me a little bit more about that?

Probes (E_ATTENDSCHOOL A-C): [\[ALL RESPONDENTS\]](#)

Earlier, when I asked you these questions, you said yes to _____. [\[SCREEN SHARE POWERPOINT SLIDE WITH E_ATTENDSCHOOL A-C TEXT \(1-2\)\]](#)

All respondents:

- 2n. How easy or difficult was it to answer these questions? [\[If needed\]](#) Can you tell me more about that?
- 2o. Were you unsure of how to answer any of those questions? [\[If needed\]](#) What made you unsure? How did you decide how to answer?
- 2p. [\[If needed\]](#) What time frame were you thinking of when answering these questions?
- 2q. [\[If R's explanation of schooling in so far suggests that they answered one or more items incorrectly, probe to find out why\]](#) How did you come up with your answer to question [\[A/B/C\]](#)?
- 2r. [\[If needed\]](#) Did the type of school you receive this year change?
- 2s. What does the phrase "online schooling or virtual learning" mean to you in question B?

Virtual respondents:

- 2t. [\[If R said yes to E_ATTENDSCHOOL_B\]](#) How does your school refer to virtual instruction?

Probing Section 2: Homeschooling/Remote Instruction

Research Question (Homeschooling)

5. Are the new follow-up questions for fully homeschooled students performing without issues?
6. Are students aware of the decision-making process their parents/guardians went through when deciding to homeschool?

Probes (E_HOMESCHOOL_COVID): **[HOMESCHOOLED & VIRTUAL RESPONDENTS]**

This was another question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_COVID TEXT (3-4)]. Earlier, when I asked you these questions, you said ____.

- 3i. Can you tell me what this question is asking in your own words?
- 3j. How did you come up with your answer to this question?
- 3k. [If needed] Were you unsure of how to answer this question?
- 3l. [If R said yes to E_HOMESCHOOL_COVID] Did your school give you and your parents/guardians the option to choose between virtual instruction and attending classes in-person?

Probes (E_HOMESCHOOL_WHY): **[HOMESCHOOLED RESPONDENTS]**

This was the next question I asked: [SCREEN SHARE POWERPOINT SLIDE WITH E_HOMESCHOOL_WHY TEXT (5-6)]. Earlier, when I asked you these questions, you said yes to ____.

- 4q. How did you come up with your answer to this question?
- 4r. Were there any that you thought about saying yes to but didn't? [If yes and if needed] How did you decide how to answer for [that category/those categories]?
- 4s. [If needed] Did you feel like you could only choose one of the reasons?
- 4t. What comes to mind when you hear category 2, "Due to concerns about the school environment, such as safety, drugs, or negative peer pressure?"
- 4u. [If R hasn't mentioned this yet] When did you start homeschooling?
- 4v. [If R has not always been homeschooled and hasn't mentioned yet] Can you tell me a bit about how the decision to start homeschooling was made?
- 4w. [If needed] Whose idea was it for you to start homeschooling? [If needed] Was it your idea, or was it your parent or guardian's idea? Someone else's?
- 4x. [If R said parents made the decision and R hasn't mentioned yet] Do you know the reason your parents/guardians decided to start homeschooling?

IF R WAS FULLY HOMESCHOOLED THIS SCHOOL YEAR, SKIP TO DEBRIEFING

Probing Section 3: Scope for different scenarios

Research Questions:

7. What “scope” are students in different scenarios (in person, virtual, hybrid, homeschool) thinking of as they answer various questions?
8. Do minor revisions intended to adapt wording for different scenarios perform as intended?
9. Do all-virtual students comment on it being weird to be asked about things that can only happen in person?

Probes (Q9): [ALL RESPONDENTS]

This is another set of questions I asked: [SCREEN SHARE POWERPOINT SLIDE WITH Qs 9a-9h (13-16)].

If yes to any:

Earlier, when I asked you these questions, you said yes to ____.

- 7p. Can you tell me about the different activities you’ve participated in this school year?
- 7q. [If needed] Are these activities organized by your school? [If no] Who organizes them?
- 7r. Are these activities in person, virtual, or both?
- 7s. [If R if fully virtual but participates in person, and if needed] Can you tell me more about the in-person activities the school offers for students who do all of their schooling virtually?

If no to all:

- 7t. Is your school offering any in-person activities this school year? What about virtual activities?

All respondents:

- 7u. [If school is offering virtual activities] Have you participated in any virtual school sponsored activities that you didn’t include here?
- 7v. [If yes] How did you decide whether or not to include the different activities when answering these questions?
- 7w. Did you participate in any activities last year that you didn’t participate in this year? [If needed] Why didn’t you participate in [that activity/those activities] this year? [If R mentions covid but doesn’t specify that they aren’t being offered] Is your school still offering [that activity/those activities] this year?

Probes (SCS INTRO 4 VIRTUAL): [FULLY VIRTUAL RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_VIRTUAL (17-20)].

- 8i. Can you tell me in your own words what you considered to be “during school”?
- 8j. Was there anything you were unsure about whether it counted as “during school”?
- 8k. [If yes] How did you decide whether or not things counted as “during school”?
- 8l. Are there other parts of virtual school that we should include here?

Probes (SCS INTRO 4 INPERSON): [IN PERSON AND HYBRID RESPONDENTS]

This is an introduction I read you: [SCREEN SHARE POWERPOINT SLIDE WITH SCS_INTRO_4_INPERSON (21-28) – USE HYBRID SLIDES 25-28 IF APPLICABLE].

- 9g. Can you tell me in your own words what you considered to be “during school”?
- 9h. Was there anything you were unsure about whether it counted as “during school”?
- 9i. [If yes] How did you decide whether or not something counted as “during school”?

Probes (F KNOW DRUGS OR ALCOHOL): [ALL RESPONDENTS RECEIVE PROBES, ARE SHOWN APPROPRIATE VERSION OF QUESTION TEXT]

This was another question I asked:

[FULLY VIRTUAL RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL TEXT (29-30)].

[IN PERSON AND HYBRID RESPONDENTS]: [SCREEN SHARE POWERPOINT SLIDE WITH F_KNOW_DRUGS_OR_ALCOHOL_INPERSON TEXT (31-34)].

Earlier, when I asked you these questions, you said ____.

- 10g. Can you tell me in your own words what this question is asking?

If R answered yes:

- 10h. Where did you see another student under the influence of drugs or alcohol?

All respondents:

- 10i. Were there any times you saw another student under the influence of drugs or alcohol but weren't sure if it counted for this question? What made you unsure if it counted?

Probes (Q22a-Q22h): [ALL RESPONDENTS]

Earlier I asked you these questions: [SCREEN SHARE POWERPOINT SLIDE WITH Q22A-Q22H TEXT (35-38)].

If any Q22 a – h= yes:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex – “you said yes to items b and d”].

11u. Can you tell me about what happened? As much as you feel comfortable talking about.

11v. [If R did not specify] Where did [this/these things] happen?

11w. [If R did not mention cyberbullying] Did anything happen online or by text that you didn't think of when you were first answering that question? [IF YES] Can you tell me more about that?

11x. [If needed] What time frame were you thinking of when answering these questions?

If Q22 = no to all:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said no to all items.

11y. Did any students from school do anything that made you feel bad or was hurtful to you online or by text that you didn't think of when answering the question? [If yes] Can you tell me more about that?

11z. Did other students do any other things not included in this list that made you feel bad or were hurtful to you? Can you tell me more about that?

11aa. [If needed] What time frame were you thinking of when answering these questions?

Fully virtual respondents:

11bb. What places were you thinking about when you were answering these questions?

11cc. [If needed] Do you ever see any students from your school in-person during the school day? [If needed] Can you tell me more about that?

Hybrid respondents:

11dd. What places were you thinking about when you were answering these questions?

11ee. [If no mention of virtual classes] Did any students from school do anything that made you feel bad or was hurtful to you during virtual classes that you didn't think of when answering the question?

Probes (G_BULLY_WHERE1 through G_BULLY_WHERE9): [ALL RESPONDENTS]

Next I asked you these questions: [SHOW SLIDE WITH G_BULLY_WHERE1 through G_BULLY_WHERE9 (39-40)]

All respondents:

12c. Does this list include all the places where other students have done hurtful things to you? [If no] Where else did they occur?

Probes G_HATE_WORDS_VIRTUAL: [\[ALL RESPONDENTS\]](#)

This was another question I asked: [\[SCREEN SHARE POWERPOINT SLIDE WITH G_HATE_WORDSVIRTUAL TEXT \(41-42\]](#)

13i. Can you tell me what this question is asking in your own words?

13j. What types of school sponsored websites or applications could someone post hate-related words, pictures, videos, or symbols on?

If R answered yes:

13k. When I asked you this question, you answered yes. Where did you see the hate-related post?

All respondents:

13l. Was there anything you thought about including here but didn't? [If needed] Can you tell me more about that?

Probes (L_SKIP_CLASSES): [\[VIRTUAL AND HYBRID RESPONDENTS\]](#)

Research Question:

3. How do schools determine attendance for virtual learning? Does skipping one zoom call constitute skipping a class in the traditional sense?

This was another question I asked: [\[SCREEN SHARE POWERPOINT SLIDE WITH L_SKIP_CLASSES TEXT \(41-42\)\]](#).

14i. How easy or difficult was it to answer this question? [\[If needed\]](#) Can you tell me more about that?

14j. [\[If needed\]](#) Were you unsure of how to answer for your virtual classes?

14k. How does your school count attendance for virtual learning?

14l. [\[If needed\]](#) If you don't sign in to one virtual class, does your school consider it skipping a class the same way they would if it was an in-person class?

Debriefing Questions: [\[ALL RESPONDENTS\]](#)

Now I just have a few more wrap up questions.

15e. Overall, what did you think of this survey? Was it easy or difficult?

15f. Is there anything you wanted to say about the survey questions that you haven't had a chance to talk about yet?

Those are all of the questions that I had for you today. Thank you very much for your participation. We will be mailing out \$25 for you and \$25 for the adult who helped you set up the interview in the next few days.

TURN OFF THE TAPE RECORDER.

COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

ATTACHMENT 4: ENGLISH FINAL RECOMMENDATIONS

2022 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of these data and requires us not to share your responses with your school or family.

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1. E_ATTENDSCHOOL

E_ATTENDSCHOOL_A (IN PERSON)

1a. At any time during this school year did you attend a public or private school in person?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_B (VIRTUAL)

1b. At any time during this school year did you receive any online schooling or virtual learning provided by a public or private school?

- 1 = Yes
- 2 = No

E_ATTENDSCHOOL_C (HOMESCHOOL)

1c. At any time during this school year did you receive homeschooling instead of being enrolled in a public or private school?

- 1 = Yes – ASK 1d
- 2 = No – SKIP TO 1e

E_HOMESCHOOL_COOP

1d. At any time during this school year did you attend a homeschooling cooperative, or co-op, in person?

Homeschooling cooperatives (co-ops) are groups of homeschooling families who work together to educate their children. They can range from informal groups to more formal programs that resemble private schools. Some co-op students may report in-person attendance if they feel like that fits.

- 1 = Yes
- 2 = No

CHECK ITEM A: If student answers “No” for E_ATTENDSCHOOL_A, B, & C **SKIP** to **END**

1e. E_REMOTE_SCHOOLING_COVID

[Q1E ASKED IF E_ATTENDSCHOOL_B = “Yes” or E_ATTENDSCHOOL_C = “Yes” (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = “Yes” AND E_ATTENDSCHOOL_C = “No”]

Did [you/^Name] receive [online schooling or virtual learning] because of the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = “No” AND E_ATTENDSCHOOL_C = “Yes”]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

[IF E_ATTENDSCHOOL_B = “Yes” AND E_ATTENDSCHOOL_C = “Yes”]

Did [you/^Name] receive [online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

- 1= Yes
- 2= No

[IF E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”]

1f. E_HOMESCHOOL_WHY

For this next question, I’m going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

1. Because of your experiences with bullying?

- 1= Yes
- 2= No

2. Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?

- 1= Yes
- 2= No

3. Because you or your parents were not happy with the quality of the education you were receiving?

- 1= Yes
- 2= No

4. Because of religious reasons?

- 1= Yes
- 2= No

5. Because of a physical, mental, or developmental condition?

- 1= Yes
- 2= No

6. Because of an illness that prevents you from attending school?

- 1= Yes
- 2= No

7. Because of your county's decision to close the schools?

- 1= Yes
- 2= No

8. Because of a different reason? – Specify

- 1= Yes
- 2= No

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

[Only include if student answered E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes"] **Include your homeschooling as one school.**

- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes") continue with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

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

This question refers to the 2021-2022 school year.

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

E_HOMESCHOOLGRADE_OTHER

Specify:

CHECK ITEM C: If student was only homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL_A (IN PERSON) = “No” AND E_ATTENDSCHOOL_B (VIRTUAL) = “No”) **SKIP to END.**

If student was partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes” and either (E_ATTENDSCHOOL_A (IN PERSON) = “Yes” AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = “Yes) **SKIP to INTRO_2**

2b. E_WHATGRADE

What grade are you in?

This question refers to the 2021-2022 school year.

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

E_WHATGRADE_OTHER

Specify:

SKIP to E_WHATMONTH

INTRO_2

READ INTRO_2 only if E_ATTENDSCHOOL_C (HOMESCHOOL) = "Yes" and either (E_ATTENDSCHOOL_A (IN PERSON) = "Yes" AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = "Yes")

The remaining questions pertain only to your attendance at a public or private school and not to being homeschooled [IF E_HOMESCHOOL_COOP= "Yes": or attending a homeschool cooperative].

3. E_WHATMONTH

In what month did your current school year begin?

- 1 = July
 - 2 = August
 - 3 = September
 - 4 = Other – **ASK** E_WHATMONTHOTHER
- } **SKIP** to F_SCHOOLSTATE

E_WHATMONTHOTHER

Specify the other month that school year began.

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

ENVIRONMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"

For the next questions, please think about the school you would normally attend in person right now.

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNTY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

- 1 = Yes – **SKIP** to F_GRADES_LOW
- 2 = No – **SKIP** to F_GRADES_LOW

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

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

6a. F_GRADES_LOW

What is the lowest grade taught in your school?

Enter the lowest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade

- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

6b. F_GRADES_HIGH

What is the highest grade taught in your school?

Enter the highest grade mentioned

- 0 = Pre-Kindergarten or Kindergarten
- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = H.S. Senior
- 13 = Post-graduate
- 20 = All ungraded
- 30 = All special education

7. F_GETTOSCHOOL

When you attend school in person, how do you get to school most of the time this school year?

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

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

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

When you attend school in person, how do you get home from school most of the time this school year?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. F_ACTIVITY_SPIRIT

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

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

- 1 = Yes
- 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- 1 = Yes
- 2 = No

9c. F_ACTIVITY_ARTS

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

- 1 = Yes
- 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- 1 = Yes
- 2 = No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

- 1 = Yes
- 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- 1 = Yes
- 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

- 1 = Yes – *ASK* F_ACTIVITY_OTHER_SPECIFY
- 2 = No – *SKIP* to F_SAFETY_POLICE

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = “No”) *SKIP* to F_SAFETY_CODE_OF_CONDUCT

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Does your school have:

Security guards or assigned police officers?

- 1 = Yes
- 2 = No
- 3 = Don’t know

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

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

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

A 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

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

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

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

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

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

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = School does not have lockers

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to you?

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

11. F_REPORT

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

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

12. F_DISTRACTED

In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

13a. F_RULES_FAIR

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

The school rules are fair.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a TEACHER or other ADULT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15a. F_STUDENT_REALLYCARES

Thinking about the students at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a STUDENT at school who...

Really cares about you.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU LIVE.

A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

18. F_SAFE_IN_SCHOOL

Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?

You feel safe in your school.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

CHECK ITEM E:

If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **GO TO** SCS_INTRO_4_VIRTUAL

If student did attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON)= "Yes" AND E_ATTENDSCHOOL_B (VIRTUAL) = "Yes") **SKIP** to SCS_INTRO_4_INPERSON

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3 AND E_ATTENDSCHOOL_C = "No": For the remainder of this survey, think about both/all schools you attended this school year.]

Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

20a. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

- 1 = Yes
 - 2 = No
- } **SKIP** to G_BULLY_MADE_FUN

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen during school, which includes [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF E_DIFFSCHOOL_ATTENDED = 2 or 3 AND E_ATTENDSCHOOL_C = "No": For the remainder of this survey, think about both/all schools you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

The following questions pertain only to the student's attendance at a public or private school and not to being homeschooled or attending a homeschool cooperative.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while at school...

Alcoholic beverages?

- 1 = Yes
- 2 = No

19b. F2_MARIJUANA

Marijuana, also known as pot or weed?

- 1 = Yes
- 2 = No

19c. F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

- 1 = Yes
- 2 = No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

- 1 = Yes
- 2 = No

19e. F2_OTHER_ILEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

Do not include tobacco or tobacco products.

- 1 = Yes
- 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: or during virtual classes]?

- 1 = Yes
- 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

During this school year, have you been in one or more physical fights at school?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_MADE_FUN

21b. G_FIGHT_HOW_OFTEN

During this school year, how many times have you been in a physical fight at school?

Number of times: _____

22a. G_BULLY_MADE_FUN

Now I have some questions about what students do during school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. During this school year, has any student bullied you?

That is, has another student...?

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

- 1 = Yes
- 2 = No

22b. G_BULLY_RUMOR

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

- 1 = Yes
- 2 = No

22c. G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way?

- 1 = Yes
- 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- 1 = Yes
- 2 = No

22e. G_BULLY_CONTACT

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

- 1 = Yes
- 2 = No

22f. G_BULLY_COERCED

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

- 1 = Yes
- 2 = No

22g. G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?

- 1 = Yes
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- 1 = Yes
- 2 = No

CHECK ITEM F: If all items in 22a-22h (**G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP**) are marked “No” **SKIP** to **G_HATE**.

23a. G_BULLY_DAY_PLUS

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

Read answer categories

- 1 = One day
 - 2 = Two days
 - 3 = Three to ten days
 - 4 = More than ten days
- } **SKIP** to **G_BULLY_HAPPEN_AGAIN**

23b. G_BULLY_TIMES

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

Read answer categories 1—2

- 1 = Once
- 2 = Two or more times
- 3 = Too many times to count
- 4 = Don't know

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- 1 = Yes
- 2 = No

25. G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?

- 1 = Yes
- 2 = No – *SKIP* to G_BULLY_STRONGER

26. G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both?

- 1 = Alone
- 2 = Together
- 3 = Both
- 4 = Don't know

27a. G_BULLY_STRONGER

Now I have some additional questions about the [time/times] [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year,

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?

- 1 = Yes
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than you?

- 1 = Yes
- 2 = No

27c. G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than you?

- 1 = Yes
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?

- 1 = Yes
- 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?

- 1 = Yes
- 2 = No – **SKIP** to CHECK ITEM G

27f. G_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than you?

Specify:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, **SKIP** to G_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, **ASK** G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was your relationship to the student when they bullied you? Were they...

Your brother or sister?

- 1 = Yes
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes
- 2 = No

28c. G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time?

- 1 = Yes
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

- 1 = Yes
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that you were bullied, where did the bullying occur? Did it occur...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

Did you tell a teacher or some other adult at school about being bullied?

- 1 = Yes
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Your school work?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

31d. G_PHYSICAL_HEALTH

Your physical health for example, caused injuries, gave you headaches or stomachaches?

Read answer categories

- 1 = Not at all
- 2 = Not very much
- 3 = Somewhat
- 4 = A lot

32a. G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to...

Your race?

- 1 = Yes
- 2 = No

32b. G_BULLY_RELIGION

Your religion?

- 1 = Yes
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin?

- 1 = Yes
- 2 = No

32d. G_BULLYING_DISABILITY

Any condition you may have – such as a physical, mental, or developmental condition?

- 1 = Yes
- 2 = No

32e. G_BULLYING_GENDER

Your gender?

- 1 = Yes
- 2 = No

32f. G_BULLYING_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual, or straight?

- 1 = Yes
- 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- 1 = Yes
- 2 = No

33. G_HATE

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 1 = Yes
- 2 = No – *SKIP* to **G_HATE_WORDS**

34a. G_HATE_RACE

Were any of the hate-related words related to...

Your race?

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

34b. G_HATE_RELGION

Your religion?

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

34c. G_HATE_ETHNICITY

Your ethnic background or national origin – for example, people of Hispanic origin?

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

34d. G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities?

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

34e. G_HATE_GENDER

Your gender?

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

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?

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

35a. G_HATE_WORDS

During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?

- 1 = Yes
- 2 = No

35b. G_HATE_WORDS_VIRTUAL

During this school year, have you seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

- 1 = Yes
- 2 = No

AVOIDANCE

36a. H_AVOID_VIRTUAL

[IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes"]

During this school year, did you ever skip any virtual classes because you were afraid other students would do things that make you feel bad or are hurtful to you?

- 1 = Yes
- 2 = No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A (IN PERSON) = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?

For example, did you ever stay away from...

The shortest route to school, because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- 1 = Yes
- 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- 1 = Yes
- 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- 1 = Yes
- 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- 1 = Yes
- 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- 1 = Yes
- 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- 1 = Yes
- 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- 1 = Yes
- 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- 1 = Yes
- 2 = No

37a. H_AVOID_ACTIVITIES

Did you AVOID any activities at your school because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37b. H_AVOID_CLASSES

Did you AVOID any classes because you thought someone might attack or harm you?

- 1 = Yes
- 2 = No

37c. H_STAY_HOME

Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?

- 1 = Yes
- 2 = No

FEAR

I_INTRO_FEAR

Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

38a. I_AFRAID

How often are you afraid that someone will attack or harm you in the school building or on school property?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38b. I_AFRAID_ON_BUS

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

38c. I_AFRAID_NONSCHOOL

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

Read answer categories

- 1 = Never
- 2 = Almost never
- 3 = Sometimes
- 4 = Most of the time

WEAPONS

J_INTRO_WEAPON

In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?

A gun?

- 1 = Yes
- 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- 1 = Yes
- 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- 1 = Yes
- 2 = No

40a. J_GUN_OTHERS

Do you know of any [other] students who have brought a gun to your school during this school year?

- 1 = Yes
- 2 = No – **SKIP** to **J_GET_GUN**

40b. J_SEE_GUN

Have you actually seen another student with a gun at school during this school year?

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

41. J_GET_GUN

During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?

- 1 = Yes
- 2 = No

GANGS

K2_INTRO_GANG

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

42a. K_GANGS

Are there any gangs at your school?

- 1 = Yes
- 2 = No – **SKIP** to **L_GRADES**
- 3 = Don't know – **SKIP** to **L_GRADES**

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?

Read answer categories 1 through 5

- 1 = Never
- 2 = Once or twice this school year
- 3 = Once or twice a month
- 4 = Once or twice a week
- 5 = Almost every day

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at your school during this school year?

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

STUDENT CHARACTERISTICS

43. L_GRADES

During this school year, across all subjects have you gotten mostly –

Read answer categories 1 through 5. If student says the school uses pass/fail grading, ask which they've mostly gotten.

- 1 = A's
- 2 = B's
- 3 = C's
- 4 = D's
- 5 = F's
- 6 = Mostly passes
- 7 = Mostly fails
- 8 = School does not give grades/no alphabetic grade equivalent

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.

- 1 = Yes
- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did you skip at least one class?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, do you think you will...

Attend school after high school, such as a college or technical school?

This could include:

-Automotive Mechanic Training

-Beauty School

-Computer Technical Programs (less than a two-year associate degree)

-Certificate Programs

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know

COGNITIVE PRETESTING OF THE
2022 SCHOOL CRIME SUPPLEMENT TO THE
NATIONAL CRIME VICTIMIZATION SURVEY

ATTACHMENT 5: SPANISH FINAL RECOMMENDATIONS

2022 SCHOOL CRIME SUPPLEMENT (SCS) SPANISH

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

Now, I would like to ask some questions about [your/Name's] experiences at school. We estimate the survey will take 3 to 15 minutes depending on [your/his/her/Name] circumstances. The law authorizes the collection of **these** data and requires us not to share your responses with [your/his/her/Name] school or family.

Ahora, me gustaría hacerle algunas preguntas sobre [sus/las] experiencias [empty/de Name] en la escuela. Responder la encuesta le podría tomar de 3 a 15 minutos, dependiendo de [sus/las] circunstancias. La ley autoriza la recopilación de **estos** datos y nos obliga a no compartir [sus/las] respuestas [empty/de Name] con [su/la] escuela o familia [empty/de Name].

- 1 = Enter 1 to continue
- 2 = Refused supplement
- 3 = Currently unable to complete the interview, but willing to complete at later date/time
- 4 = NCVS completed in a language other than English or Spanish

1. E_ATTENDSCHOOL

E_ATTENDSCHOOL_A (IN PERSON)

1a. At any time this school year did [you/Name] attend a public or private school in person?

¿En algún momento durante este año escolar asistió [usted/Name] a una escuela pública o privada presencial?



- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

E_ATTENDSCHOOL_B (VIRTUAL)

1b. At any time this school year did [you/Name] receive any online schooling or virtual learning provided by a public or private school?

¿En algún momento durante este año escolar recibió [usted/Name] enseñanza por internet o aprendizaje virtual proporcionada por una escuela pública o privada?



- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No



E_ATTENDSCHOOL_C (HOMESHOOOL)

1c. At any time this school year did [you/^Name] receive homeschooling instead of being enrolled in a public or private school?

¿En algún momento durante este año escolar recibió [usted/^Name] enseñanza escolar en el hogar (*homeschooling*) en vez de estar inscrito en una escuela pública o privada?

- 1 = Yes
 2 = No
 1 = Sí
 2 = No

E_HOMESCHOOL_COOP

1d. At any time during this school year did you attend a homeschooling cooperative, or co-op, in person?

Homeschooling cooperatives (co-ops) are groups of homeschooling families who work together to educate their children. They can range from informal groups to more formal programs that resemble private schools. Some co-op students may report in-person attendance if they feel like that fits.

- 1 = Yes
 2 = No

¿En algún momento durante este año escolar asistió [usted/^Name] en persona a una cooperativa de enseñanza escolar en el hogar (*homeschooling cooperative*), también conocida como una *co-op*?

Las cooperativas de enseñanza escolar en el hogar (homeschooling co-ops) son grupos de familias que trabajan juntos para enseñar a sus niños. Pueden variar de grupos informales a programas más formales que se pueden parecer a escuelas privadas. Puede ser que algunos estudiantes de cooperativas reportan asistencia en persona si eso refleja su situación.

- 1 = Sí
 2 = No

CHECK ITEM A: If student answers “No” for E_ATTENDSCHOOL_A, E_ATTENDSCHOOL_B, and E_ATTENDSCHOOL_C **SKIP** to **END**

1e. E_REMOTE_SCHOOLING_COVID

[Q1D ASKED IF E_ATTENDSCHOOL_B = “Yes” or E_ATTENDSCHOOL_C = “Yes” (PHRASING RELATED TO SCHOOLING TYPE WILL BE PROGRAMMED AS FILLS. EACH VERSION IS WRITTEN AS A SEPARATE QUESTION DURING COGNITIVE TESTING FOR CLARITY)]

[IF E_ATTENDSCHOOL_B = “Yes” AND E_ATTENDSCHOOL_C = “No”]

Did [you/^Name] receive [online schooling or virtual learning] because of the Coronavirus pandemic?

¿Recibió [usted/^Name] [enseñanza por internet o aprendizaje virtual] debido a la pandemia del coronavirus?

[IF E_ATTENDSCHOOL_B = "No" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

¿Recibió [usted/^Name] [enseñanza escolar en el hogar (*homeschooling*) en vez de estar inscrito en una escuela pública o privada] debido a la pandemia del coronavirus?

[IF E_ATTENDSCHOOL_B = "Yes" AND E_ATTENDSCHOOL_C = "Yes"]

Did [you/^Name] receive [online schooling or virtual learning or homeschooling instead of being enrolled in a public or private school] because of the Coronavirus pandemic?

¿Recibió [usted/^Name] [enseñanza por internet o aprendizaje virtual o enseñanza escolar en el hogar (*homeschooling*) en vez de estar inscrito en una escuela pública o privada] debido a la pandemia del coronavirus?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No



1f. E_HOMESCHOOL_WHY

[IF E_ATTENDSCHOOL_C = "Yes"]

For this next question, I'm going to read a list of 7 possible reasons that some families decided to homeschool rather than enroll in public or private school. You can say yes to more than one reason but please choose ones that best fit the reason or reasons your family decided to homeschool.

Para esta próxima pregunta voy a leer una lista de 7 posibles razones que algunas familias decidieron hacer enseñanza escolar en el hogar (*homeschooling*) en vez de inscribir a los estudiantes en una escuela pública o privada. Puede elegir más de una razón, pero por favor elija la razón o las razones que mejor reflejan por qué [su familia/la familia de ^Name] decidió hacer enseñanza escolar en el hogar (*homeschooling*).

1. Because of your experiences with bullying?

- 1 = Yes
- 2 = No

2. Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?

- 1 = Yes
- 2 = No





3. Because you or your parents were not happy with the quality of the education you were receiving?

- 1 = Yes
- 2 = No

4. Because of religious reasons?

- 1 = Yes
- 2 = No

5. Because of a physical, mental, or developmental condition?

- 1 = Yes
- 2 = No

6. Because of an illness that prevents you from attending school?

- 1 = Yes
- 2 = No

7. Because of your county's decision to close the schools?

- 1 = Yes
- 2 = No

8. Because of a different reason? – Specify

- 1 = Yes
- 2 = No

1. ¿Debido a sus experiencias con acoso (bullying)?

- 1= Sí
- 2= No

2. ¿Debido a preocupaciones sobre el entorno escolar, como la seguridad, las drogas o la presión negativa de los compañeros?

- 1= Sí
- 2= No

3. ¿Debido a que usted y sus padres no estaban satisfechos con la calidad de educación que recibía?

- 1= Sí
- 2= No



4. ¿Debido a motivos religiosos?

- 1= Sí
- 2= No

5. ¿Debido a una condición física, mental o de desarrollo?

- 1= Sí
 2= No

6. ¿Debido a una enfermedad que le impide que [usted/^Name] asista a la escuela?

- 1= Sí
 2= No

7. ¿Debido a la decisión de mi condado de cerrar las escuelas?

- 1= Sí
 2= No

8. ¿Debido a otro motivo? – *Especifique*

- 1= Sí
 2= No

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

¿Cuál fue el otro motivo?

Specify/Especifique:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools [have/has] [you/^Name] attended this school year?

¿A cuántas escuelas distintas asistió [usted/^Name] durante este año escolar?

[If student answered E_HOMESCHOOL_C = "Yes," include the text below.]

Include [your/his/her/^Name] homeschooling as one school.

Cuenta [su/la] enseñanza escolar en el hogar (*homeschooling*) [empty/de él/de ella/de ^Name] como una escuela.

- | | |
|--|--|
| <input type="checkbox"/> 1 = One school | <input type="checkbox"/> 1 = Una escuela |
| <input type="checkbox"/> 2 = Two schools | <input type="checkbox"/> 2 = Dos escuelas |
| <input type="checkbox"/> 3 = Three or more schools | <input type="checkbox"/> 3 = Tres escuelas o más |

CHECK ITEM B: If student was not homeschooled (E_ATTENDSCHOOL_C = "No") **SKIP** to E_WHATGRADE. If student was fully or partially homeschooled (E_ATTENDSCHOOL_C = "Yes") **CONTINUE** with E_HOMESCHOOLGRADE.

2a. E_HOMESCHOOLGRADE

During the time [you/^Name] [were/was] homeschooled this school year, what grade would [you/he/she/^Name] have been enrolled in if [you/he/she/^Name] were in a public or private school?

Durante el tiempo que [usted/^Name] recibió enseñanza escolar en el hogar (*homeschooling*) este año escolar, ¿en qué grado estaría [usted/él/ella/^Name] si estuviera inscrito en una escuela pública o privada?

This question refers to the 2021-2022 school year.

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

- 0 = Quinto o menor de quinto grado– **SKIP to END**
- 1 = Sexto
- 2 = Séptimo
- 3 = Octavo
- 4 = Noveno
- 5 = Décimo
- 6 = Undécimo
- 7 = Duodécimo
- 8 = Otro – *Especifique*
- 9 = Universidad/GED/Postgrado/Otro no elegible – **SKIP to END**

E_HOMESCHOOLGRADE_OTHER

Specify/Especifique:

CHECK ITEM C: If student was only homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) = “Yes”, E_ATTENDSCHOOL_A (IN PERSON) = “No” AND E_ATTENDSCHOOL_B (VIRTUAL) = “No”) **SKIP to END.**

If student was partially homeschooled (E_ATTENDSCHOOL_C (HOMESCHOOL) =

“Yes” and either (E_ATTENDSCHOOL_A (IN PERSON) = “Yes” AND/OR E_ATTENDSCHOOL_B (VIRTUAL) = “Yes) **SKIP to INTRO_2**

2b. E_WHATGRADE

What grade [are/is] [you/^Name] in?

¿En qué grado está [usted/^Name]?

This question refers to the 2021-2022 school year.

- 0 = Fifth or under – **SKIP to END**
 - 1 = Sixth
 - 2 = Seventh
 - 3 = Eighth
 - 4 = Ninth
 - 5 = Tenth
- } **SKIP to E_WHATMONTH**

- 6 = Eleventh
- 7 = Twelfth
- 8 = Other – *Specify*
- 9 = College/GED/Post-graduate/Other noneligible – **SKIP to END**

- 0 = Quinto o menor de quinto grado – **SKIP to END**
- 1 = Sexto
- 2 = Séptimo
- 3 = Octavo
- 4 = Noveno
- 5 = Décimo
- 6 = Undécimo
- 7 = Duodécimo
- 8 = Otro – *Especifique*
- 9 = Universidad/GED/Postgrado/Otro no elegible – **SKIP to END**

SKIP to E_WHATMONTH

E_WHATGRADE_OTHER

Specify/Especifique:

SKIP to E_WHATMONTH

INTRO_2

READ **INTRO_2** only if **E_ATTENDSCHOOL_C** = “Yes” and either (**E_ATTENDSCHOOL_A** = “Yes” AND/OR **E_ATTENDSCHOOL_B** = “Yes”).

The remaining questions pertain only to [your/Name’s] attendance at a public or private school and not to being homeschooled. [IF **E_HOMESCHOOL_COOP**= “Yes”: or attending a homeschool cooperative].

Las preguntas restantes se refieren solamente a [su/la] asistencia [empty/de Name] a una escuela pública o privada, y no a la enseñanza escolar en el hogar (*homeschooling*).

3. E_WHATMONTH

In what month did [your/his/her/Name’s] current school year begin?

¿En qué mes comenzó [su/Name] año escolar actual?

- | | |
|---|--|
| <input type="checkbox"/> 1 = July – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 1 = Julio – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 2 = August – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 2 = Agosto – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 3 = September – SKIP to F_SCHOOLSTATE | <input type="checkbox"/> 3 = Septiembre – SKIP to F_SCHOOLSTATE |
| <input type="checkbox"/> 4 = Other – Go to E_WHATMONTHOTHER | <input type="checkbox"/> 4 = Otro – Go to E_WHATMONTHOTHER |

E_WHATMONTHOTHER

Specify the other month that school year began.

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



- 1 = Enero
- 2 = Febrero
- 3 = Marzo
- 4 = Abril
- 5 = Mayo
- 6 = Junio
- 7 = Octubre
- 8 = Noviembre
- 9 = Diciembre

ENVIRONMENTAL QUESTIONS

INTRO_3

READ INTRO_3 only if *E_ATTENDSCHOOL_B* = "Yes."

For the next questions, please think about the school [your/^Name] would normally attend in person right now.

Para las próximas preguntas, por favor, piense en la escuela a la que [empty/^NAME] normalmente asistiría en persona en este momento.

4a. F_SCHOOLSTATE

In what state is [your/^Name's] school located?

¿En qué estado está [su/la] escuela [empty/de ^Name]?

State:

4b. F_SCHOOLCOUNTY

In what county is [your/^Name's] school located?

¿En qué condado está [su/la] escuela [empty/de ^Name]?

County:

4c. F_SCHOOLCITY

In what city is [your/^Name's] school located?

¿En qué ciudad está [su/la] escuela [empty/de ^Name]?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of [your/^Name's] school?

¿Cuál es el nombre completo de [su/la] escuela [empty/de ^Name]?

School name:

5a. F_PUBLICORPRIVATE

Is [your/^Name's] school public or private?

¿Es [su/la] escuela [empty/de ^Name] pública o privada?

- | | |
|---|---|
| <input type="checkbox"/> 1 = Public – ASK F_REGULARSCHOOL | <input type="checkbox"/> 1 = Pública - ASK F_REGULARSCHOOL |
| <input type="checkbox"/> 2 = Private – SKIP to F_CHURCHRELATED | <input type="checkbox"/> 2 = Privada - SKIP to F_CHURCHRELATED |

5b. REGULARSCHOOL

Is this the regular school that most of the students in [your/^Name's] neighborhood attend?

¿Es esta la escuela asignada a la que asiste la mayoría de los estudiantes [de su/del] vecindario [empty/de ^Name]?

- | |
|--|
| <input type="checkbox"/> 1 = Yes – SKIP to F_GRADES_LOW |
| <input type="checkbox"/> 2 = No – SKIP to F_GRADES_LOW |
| <input type="checkbox"/> 1 = Sí – SKIP to F_GRADES_LOW |
| <input type="checkbox"/> 2 = No – SKIP to F_GRADES_LOW |

5c. F_CHURCHRELATED

Is [your/^Name's] school affiliated with a religion?

¿Está [su/la] escuela [empty/de ^Name] afiliada a una religión?

The definition for the term 'school affiliated with a religion' is an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.

La definición del término "escuela afiliada a una religión" se refiere una escuela primaria o secundaria que cuenta con fondos o apoyo parcial o total de una organización religiosa, como por ejemplo, una iglesia, sinagoga o mezquita.

- | |
|---|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 3 = Don't know |
| <input type="checkbox"/> 1 = Sí |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 3 = No sé |

6a. F_GRADES_LOW

What is the lowest grade taught in [your/^Name's] school?

¿Cuál es el grado más bajo que se enseña en [su/la] escuela [empty/de ^Name]?

Enter the lowest grade mentioned

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 3 = Third |
| <input type="checkbox"/> 1 = First | <input type="checkbox"/> 4 = Fourth |
| <input type="checkbox"/> 2 = Second | <input type="checkbox"/> 5 = Fifth |

- | | |
|--|--|
| <input type="checkbox"/> 6 = Sixth | <input type="checkbox"/> 3 = Tercer |
| <input type="checkbox"/> 7 = Seventh | <input type="checkbox"/> 4 = Cuarto |
| <input type="checkbox"/> 8 = Eighth | <input type="checkbox"/> 5 = Quinto |
| <input type="checkbox"/> 9 = Ninth | <input type="checkbox"/> 6 = Sexto |
| <input type="checkbox"/> 10 = Tenth | <input type="checkbox"/> 7 = Séptimo |
| <input type="checkbox"/> 11 = Eleventh | <input type="checkbox"/> 8 = Octavo |
| <input type="checkbox"/> 12 = Twelfth | <input type="checkbox"/> 9 = Noveno |
| <input type="checkbox"/> 13 = Graduated from High School | <input type="checkbox"/> 10 = Décimo |
| <input type="checkbox"/> 20 = All ungraded | <input type="checkbox"/> 11 = Undécimo |
| <input type="checkbox"/> 30 = All special education | <input type="checkbox"/> 12 = Duodécimo |
| <input type="checkbox"/> 0 = Pre-Kindergarten o Kindergarten | <input type="checkbox"/> 13 = Graduado de High School |
| <input type="checkbox"/> 1 = Primer | <input type="checkbox"/> 20 = No está en un grado específico |
| <input type="checkbox"/> 2 = Segundo | <input type="checkbox"/> 30 = Todo de educación especial |

6b. F_GRADES_HIGH

What is the highest grade taught in [your/Name's] school?

¿Cuál es el grado más alto que se enseña en [su/la] escuela [empty/de Name]?

Enter the highest grade mentioned

- | | |
|---|--|
| <input type="checkbox"/> 0 = Pre-Kindergarten or Kindergarten | <input type="checkbox"/> 0 = Pre-Kindergarten o Kindergarten |
| <input type="checkbox"/> 1 = First | <input type="checkbox"/> 1 = Primer |
| <input type="checkbox"/> 2 = Second | <input type="checkbox"/> 2 = Segundo |
| <input type="checkbox"/> 3 = Third | <input type="checkbox"/> 3 = Tercer |
| <input type="checkbox"/> 4 = Fourth | <input type="checkbox"/> 4 = Cuarto |
| <input type="checkbox"/> 5 = Fifth | <input type="checkbox"/> 5 = Quinto |
| <input type="checkbox"/> 6 = Sixth | <input type="checkbox"/> 6 = Sexto |
| <input type="checkbox"/> 7 = Seventh | <input type="checkbox"/> 7 = Séptimo |
| <input type="checkbox"/> 8 = Eighth | <input type="checkbox"/> 8 = Octavo |
| <input type="checkbox"/> 9 = Ninth | <input type="checkbox"/> 9 = Noveno |
| <input type="checkbox"/> 10 = Tenth | <input type="checkbox"/> 10 = Décimo |
| <input type="checkbox"/> 11 = Eleventh | <input type="checkbox"/> 11 = Undécimo |
| <input type="checkbox"/> 12 = Twelfth | <input type="checkbox"/> 12 = Duodécimo |
| <input type="checkbox"/> 13 = Post-graduate | <input type="checkbox"/> 13 = Postgraduado |
| <input type="checkbox"/> 20 = All ungraded | <input type="checkbox"/> 20 = No está en un grado específico |
| <input type="checkbox"/> 30 = All special education | <input type="checkbox"/> 30 = Todos de educación especial |

7. F_GETTOSCHOOL

When [you/Name] attend school in person, how [do/does] [you/Name] get to school most of the time this school year?

Quando [usted/^Name] asiste a la escuela en persona, ¿cómo llega [usted/^Name] a la escuela la mayor parte del tiempo este año escolar?

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

- | | |
|--|--|
| <input type="checkbox"/> 1 = Walk | <input type="checkbox"/> 1 = Caminando |
| <input type="checkbox"/> 2 = School bus | <input type="checkbox"/> 2 = Autobús escolar |
| <input type="checkbox"/> 3 = Public bus, subway, train | <input type="checkbox"/> 3 = Autobús público, tren subterráneo, tren |
| <input type="checkbox"/> 4 = Car | <input type="checkbox"/> 4 = Automóvil |
| <input type="checkbox"/> 5 = Bicycle, motorbike, or motorcycle | <input type="checkbox"/> 5 = Bicicleta, bicicleta de motor o motocicleta |
| <input type="checkbox"/> 6 = Some other way – <i>Specify</i> | <input type="checkbox"/> 6 = Algún otro medio – <i>Especifique</i> |

F_GETTOSCHOOL_SPECIFY

Specify/Especifique:



8. F_HOMEFROMSCHOOL

When [you/^Name] attend school in person, how [do/does] [you/^Name] get home from school most of the time this school year?

Quando [usted/^Name] asiste a la escuela en persona, ¿cómo va de la escuela a la casa la mayor parte del tiempo este año escolar?

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

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

- | | |
|--|--|
| <input type="checkbox"/> 1 = Walk | <input type="checkbox"/> 1 = Caminando |
| <input type="checkbox"/> 2 = School bus | <input type="checkbox"/> 2 = Autobús escolar |
| <input type="checkbox"/> 3 = Public bus, subway, train | <input type="checkbox"/> 3 = Autobús público, tren subterráneo, tren |
| <input type="checkbox"/> 4 = Car | <input type="checkbox"/> 4 = Automóvil |
| <input type="checkbox"/> 5 = Bicycle, motorbike, or motorcycle | <input type="checkbox"/> 5 = Bicicleta, bicicleta de motor o motocicleta |
| <input type="checkbox"/> 6 = Some other way – <i>Specify</i> | <input type="checkbox"/> 6 = Algún otro medio – <i>Especifique</i> |

F_HOMEFROMSCHOOL_SPECIFY

Specify/Especifique:

9a. F_ACTIVITY_SPIRIT

During this school year, [have/has] [you/^Name] participated in any of the following activities sponsored by [your/his/her/^Name's] school...

Durante este año escolar, ¿ha participado [usted/^Name] en alguna de las siguientes actividades patrocinadas por [su/la] escuela [empty/de ^Name]:

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

¿Grupos animadores (grupos spirit), por ejemplo, cheerleading, Equipo de baile o Pep Club?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

¿Equipos de atletismo en la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9c. F_ACTIVITY_ARTS

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

¿Artes escénicas, por ejemplo, banda, coro, orquesta o teatro?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9d. F_ACTIVITY_ACADEMIC

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

¿Clubes académicos, por ejemplo, equipo de debate, sociedades de honor, club de español, club de matemáticas o club de computadoras?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

¿Consejo estudiantil o gobierno estudiantil, también conocido por sus siglas en inglés, SGA?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9f. F_ACTIVITY_SERVICE

[IF GRADES 6, 7, or 8 *ASK*] Volunteer or community service clubs sponsored by [your/his/her/^Name] school, for example, Peer Mediators, Environmental Club, or Recycling Club?

¿Clubes de voluntarios o servicio comunitario patrocinados por [su/la] escuela [empty/de ^Name], por ejemplo, Compañeros Mediadores (Peer Mediators), Club del medio ambiente o Club de reciclaje?

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

¿Clubes de voluntarios o servicio comunitario patrocinados por [su/la] escuela [empty/de ^Name], por ejemplo, Compañeros Mediadores (Peer Mediators), Club del medio ambiente, Key Club o Interact? No incluya horas de servicio comunitario requeridas para la graduación.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

¿Otros clubes escolares o actividades escolares?

- 1 = Yes – *ASK* to F_ACTIVITY_OTHER_SPECIFY
- 2 = No – *SKIP* to F_SAFETY_POLICE
- 1= Sí
- 2= No

F_ACTIVITY_OTHER_SPECIFY

What are the other school clubs or school activities [you/^Name] participated in?

¿Cuáles son los otros clubes escolares o actividades escolares en los cuales [usted/^Name] ha participado?

Specify/Especifique:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") *SKIP* to F_SAFETY_CODE_OF_CONDUCT.

10a. F_SAFETY_POLICE

The next questions are about security measures that some schools take.

Las siguientes preguntas son sobre las medidas de seguridad que toman algunas escuelas.

Does [your/^Name's] school have:

¿Tiene [su/la] escuela [empty/de ^Name]:

Security guards or assigned police officers?

Guardias de vigilancia o agentes de la policía asignados a la escuela?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10b. F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

¿Otros adultos que supervisan los pasillos, por ejemplo, maestros, administradores o padres voluntarios?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10c. F_SAFETY_METAL_DETECTORS

Metal detectors, including wands?

¿Detectores de metal, incluyendo detectores de mano?

A 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.

Un "detector de metales" es: un dispositivo que se usa para revisar las armas que los estudiantes podrían tratar de traer consigo a la escuela. El detector de metales puede tener la forma de un marco de puerta por el cual se le pide que pase. También puede tener la forma de un detector de metales de mano que se parece a una varita o paleta, que se pasa alrededor de su cuerpo.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10d. F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day?

¿La entrada o las puertas de salida cerradas con llave durante el día?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10e. F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers?

¿El requisito de que los visitantes tengan que inscribirse Y llevar puesto un carnet, una identificación de visitante o una etiqueta con su identificación impresa (*sticker*)?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

10f. F_SAFETY_LOCKER_CHECKS

Locker checks?

¿Inspecciones de los casilleros personales, también conocidos como lockers en inglés?

A 'locker check' is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.

Una "Inspección de casillero (locker)" es cuando los administradores escolares o funcionarios abren un casillero y revisan su contenido. Dependiendo de las circunstancias, la administración puede elegir inspeccionar uno, varios o todos los casilleros.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = Respondent's school does not have lockers
- 1= Sí
- 2= No
- 3= No sé
- 4= La escuela del encuestado no tiene casillero

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

¿El requisito de que los estudiantes lleven puesto carnet o identificación con foto?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

**10h. F_SAFETY_CAMERAS**

One or more security cameras to monitor the school?

¿Una o más cámaras de seguridad para vigilar la escuela?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3 = No sé

10i. F_SAFETY_CODE_OF_CONDUCT

Does [your/^Name's] school have a code of student conduct, that is, a set of written rules or guidelines that the school provides to [you/him/her/^Name]?

¿Tiene [su/la] escuela [empty/de ^Name] un código de conducta estudiantil, es decir, una lista de reglas o normas escritas que la escuela le proporciona a [usted/él/ella/^Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

11. F_REPORT

If [you/^Name] hear(s) about a threat to school or student safety, [do/does] [you/he/she/^Name] have a way to report it without having to give [your/his/her/^Name's] name?

Si [usted/^Name] escucha acerca de una amenaza a la seguridad de la escuela o de un estudiante, ¿tiene [usted/^Name] una manera de reportarla sin tener que dar su nombre?

Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?

Probe: ¿Tiene alguna forma de reportar amenazas, como un buzón anónimo o una línea telefónica directa?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

12. F_DISTRACTED

In [your/Name's] classes, how often [are/is] [you/he/she/Name] distracted from doing [your/his/her/Name's] schoolwork because other students are misbehaving, for example, talking or fighting?

En [sus/las] clases [empty/de Name], ¿con qué frecuencia [usted/él/ella/Name] se distrae de sus estudios porque otros estudiantes se están comportando mal, por ejemplo, hablando o peleando?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

13a. F_RULES_FAIR

Thinking about [your/Name's] school, would [your/he/she/Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en [su/la] escuela [empty/de Name], ¿está [usted/él/ella/Name] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

The school rules are fair.

Las reglas de la escuela son justas.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13b. F_PUNISHMENT_SAME

The punishment for breaking school rules is the same no matter who you are.

El castigo por no cumplir con las reglas de la escuela es el mismo sin importar quién sea.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

Se aplican estrictamente las reglas de la escuela.

Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.

“Reglas estrictamente aplicadas” se refiere a que la escuela lleva a cabo consistentemente acciones disciplinarias contra cualquier estudiante que rompe las reglas escolares.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13d. F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow.

Si se rompe alguna regla de la escuela, los estudiantes saben cuál será el tipo de castigo que les corresponde.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

Los maestros tratan a los estudiantes con respeto.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14a. F_ADULT_REALLYCARES

Thinking about the teachers and staff at [you/^Name's] school, would [you/he/she/^Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en los maestros y el personal de [su/la] escuela [empty/^Name], ¿está [usted/él/ella/^Name] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a TEACHER or other ADULT at school who...

Hay un MAESTRO u otro ADULTO en la escuela que...

Really cares about [you/^Name].

Realmente se preocupa por [usted/^Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14b. F_ADULT_LISTENS

Listens to [you/^Name] when [you/he/she/^Name] [have/has] something to say.

Le escucha con atención cuando [usted/^Name] tiene algo que decir.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree

- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

14c. F_ADULT_GOOD_JOB

Tells [you/Name] when [you/he/she/Name] [do/does] a good job.

Le dice a [usted/Name] cuando [usted/él/ella/Name] hace un buen trabajo.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15a. F_STUDENT_REALLYCARES

Thinking about the students at [your/Name's] school, would [you/he/she/Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en los estudiantes en su escuela, ¿está usted muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a STUDENT at school who...

Hay un ESTUDIANTE en la escuela que...

Really cares about [you/Name].

Realmente se preocupa por [usted/Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15b. F_STUDENT_LISTENS

Listens to [you/Name] when [you/he/she/Name] [have/has] something to say.

Le escucha con atención cuando [usted/él/ella/^Name] tiene algo que decir.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

15c. F_STUDENT_SUCCESS

Believes that [you/^Name] will be a success.

Cree que [usted/^Name] va a tener éxito.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

16. F_CRIME_NEIGHBORHOOD

Thinking about the neighborhood where [YOU/^NAME] [LIVE/LIVES], would [you/he/she/^Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en el vecindario donde [USTED/^NAME] VIVE, ¿está [usted/él/ella/^Name] totalmente de acuerdo, de acuerdo, en desacuerdo o totalmente en desacuerdo con lo siguiente...?

There is a lot of crime in the neighborhood where [YOU/^NAME] [LIVE/LIVES].

Hay mucho crimen en el vecindario donde [USTED/^NAME] VIVE.

A neighborhood is blocks of houses, apartments, and places you spend time at near your home.

Un "vecindario" se refiere a un conjunto de casas, apartamentos y lugares donde usted pasa tiempo cerca de su hogar.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo

- 3= En desacuerdo
- 4= Muy en desacuerdo

17. F_CRIME_NEIGHBORHOOD_SCHOOL

Thinking about the neighborhood where [YOUR/^NAME'S] SCHOOL is located, would [you/he/she/^Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en el vecindario donde está [SU/la] ESCUELA [empty/DE ^NAME], ¿está [usted/él/ella/^Name] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

There is a lot of crime in the neighborhood where [YOU/^NAME] [go/goes] to SCHOOL.

Hay mucho crimen en el vecindario donde [USTED/^NAME] asiste a la ESCUELA.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

18. F_SAFE_IN_SCHOOL

Thinking about [your/^Name's] school, would [you/he/she/^Name] strongly agree, agree, disagree, or strongly disagree with the following...?

Pensando en [su/la] escuela [empty/de ^Name], ¿estaría [usted/él/ella/^Name] muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo con lo siguiente...?

[You/^Name] [feel/feels] safe in [you/his/her/^Name] school.

[Usted/^Name] se siente [seguro/segura] en [su/la] escuela [empty/de ^Name].

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 1= Muy de acuerdo
- 2= De acuerdo
- 3= En desacuerdo
- 4= Muy en desacuerdo

CHECK ITEM E: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") **GO TO** [SCS_INTRO_4_VIRTUAL](#)

If student did attend school in person this school year (**E_ATTENDSCHOOL_A** = “Yes”) AND **E_ATTENDSCHOOL_B (VIRTUAL)** = “Yes”) **SKIP** to **SCS_INTRO_4_INPERSON**

SCS_INTRO_4_VIRTUAL

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [IF **E_DIFFSCHOOL_ATTENDED** = 2 or 3 AND **E_ATTENDSCHOOL_C** = “No”: For the remainder of this survey, think about [both/all schools] [you/^Name] attended this school year.] Your answers will not be shared with anyone at [your/^Name’s] school or home.

Ahora tengo algunas preguntas sobre las cosas que suceden durante el día escolar, que incluye clases virtuales y otras actividades relacionadas con la escuela. [IF **E_DIFFSCHOOL_ATTENDED** = 2 o 3 AND **E_ATTENDSCHOOL_C** = “No”: Para el resto de esta encuesta, piense en [las dos / todas las escuelas] a las que usted asistió este año escolar]. Sus respuestas no serán compartidas con nadie en la escuela ni el hogar.

The following questions are only about this school year.

Las siguientes preguntas solo se tratan de este año escolar.

20. IF_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

During this school year, did [you/^Name] see another student who was under the influence of illegal drugs or alcohol while they were attending virtual school?

Durante este año escolar, ¿vio usted a otro estudiante que estuviera bajo la influencia de drogas ilegales o de alcohol mientras esa persona asistía a la escuela virtual?

- 1 = Yes
 2 = No
- } **SKIP** to **G_BULLY_MADE_FUN**
- 1= Sí
 2= No

SCS_INTRO_4_INPERSON

Now I have some questions about things that happen during school, which includes [IF **E_ATTENDSCHOOL_B (VIRTUAL)** = “Yes” FILL: virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [IF **E_DIFFSCHOOL_ATTENDED** = 2 or 3 AND **E_ATTENDSCHOOL_C** = “No”: For the remainder of this survey, think about [both/all schools] [you/^Name] attended this school year.] Your answers will not be shared with anyone at [your/^Name’s] school or home.

The following questions are only about this school year.

The following questions pertain only to the student’s attendance at a public or private school and not to being homeschooled or attending a homeschool cooperative.

Ahora tengo algunas preguntas sobre las cosas que suceden durante la escuela, la cual incluye [IF **E_ATTENDSCHOOL_B (VIRTUAL)** = “Yes” FILL: ^clases virtuales,] en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o cuando va a o viene de la escuela. [IF

E_DIFFSCHOOL_ATTENDED= 2 o 3 AND E_ATTENDSCHOOL_C = "No": Para el resto de esta encuesta, piense en [las dos/todas las escuelas] a las que usted asistió este año escolar]. Sus respuestas no serán compartidas con nadie en la escuela ni el hogar.

Las siguientes preguntas solo se tratan de este año escolar.

Las siguientes preguntas solamente se tratan de la asistencia del estudiante a una escuela pública o privada y no de la enseñanza escolar en el hogar (homeschooling) o asistir a una co-op.

19a. F2_ALCOHOL

Is it possible for students to get any of the following while attending school in person...

¿Es posible que los estudiantes obtengan alguna de las siguientes cosas mientras asistan a la escuela en persona...

Alcoholic beverages?

Bebidas alcohólicas?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

19b. F2_MARIJUANA


Marijuana, also known as pot or weed?



¿Marihuana, también conocida como mota o hierba?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

19c. F2_OPIOIDS

Heroin or prescription  painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

¿La heroína o medicamentos para el dolor obtenidos ilegalmente sin receta médica, como Codeína, Percocet o fentanilo? Estos también se conocen como opioides.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

19d. F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

¿Otros medicamentos por receta obtenidos ilegalmente sin receta, como Xanax, Ritalin o Adderall?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

19e. F2_OTHER_ILEGAL

Other illegal drugs, such as cocaine, uppers, or crystal meth?

¿Otras drogas ilegales, tales como cocaína, estimulantes o metanfetaminas (meth, hielo o cristal)?

Do not include tobacco or tobacco products.

No incluya tabaco o productos derivados del tabaco.

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

20. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did [you/^Name] see another student who was under the influence of illegal drugs or alcohol while they were at school? [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: or during virtual classes]?

Durante este año escolar, ¿vio [usted/^Name] a otro estudiante que estuviera bajo la influencia de drogas ilegales o de alcohol mientras estaban en la escuela [IF E_ATTENDSCHOOL_B (VIRTUAL) = "Yes" FILL: o durante clases virtuales]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

FIGHTING, BULLYING AND HATE BEHAVIORS**21a. G_FIGHT_AT_SCHOOL**

During this school year, [have/has] [you/^Name] been in one or more physical fights at school?

Durante este año escolar, ¿ha tenido [usted/^Name] una o más peleas físicas en la escuela?

- 1 = Yes
- 2 = No – **SKIP** to G_BULLY_MADE_FUN
- 1= Sí

2= No – *SKIP* to **G_BULLY_MADE_FUN**

21b. **G_FIGHT_HOW_OFTEN**

During this school year, how many times [have/has] [you/^Name] been in a physical fight at school?

Durante este año escolar, ¿cuántas veces ha tenido [usted/^Name] peleas físicas en la escuela?

Number of times:

22a. **G_BULLY_MADE_FUN**

Now I have some questions about what students do during school that make [you/^Name] feel bad or are hurtful to [you/him/her/^Name]. These could occur in person or using technologies, such as a phone, the Internet, or social media. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied [you/^Name]?

Ahora tengo algunas preguntas acerca de lo que otros estudiantes hacen durante el día escolar para que [usted/^NAME] se sienta mal o para hacerle daño a [usted/^NAME]. Esto podría ocurrir en persona o usando tecnologías, tales como un teléfono, internet o redes sociales. Con frecuencia nos referimos a esto como sufrir de acoso (bullying). Esto puede incluir sucesos de los que usted ya me haya hablado antes. En algún momento durante este año escolar, ¿algún estudiante [lo/la] ha acosado (bullying) a [usted/^NAME]?

That is, has another student...?

Es decir, ¿otro estudiante...

Made fun of [you/^Name], called [you/him/her/^Name] names, or insulted [you/him/her/^Name] in a hurtful way?

Se ha burlado de [usted/^Name], le ha dicho apodos o [lo/la] ha insultado de manera hiriente?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22b. **G_BULLY_RUMOR**

Spread rumors about [you/^Name] or tried to make others dislike [you/him/her/^Name]?

¿Ha difundido rumores acerca de [usted/^Name] o tratado de que no les agrada a otras personas?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22c. **G_SHARED**

Purposely shared [your/^Name's] private information, photos, or videos in a hurtful way?

¿Ha compartido deliberadamente [su/la] información privada [empty/de ^Name], fotos o videos de una manera hiriente?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22d. G_BULLY_THREAT

Threatened [you/^Name] with harm?

¿[Lo/La] ha amenazado [empty/a ^Name] con hacerle daño?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22e. G_BULLY_CONTACT

Pushed [you/^Name], shoved [you/him/her/^Name], tripped [you/him/her/^Name], or spit on [you/him/her/^Name]?

¿[Lo/La] ha empujado [empty/a ^Name], le ha puesto traspies o le ha escupido?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22f. G_BULLY_COERCED

Tried to make [you/^Name] do things [you/he/she/^Name] did not want to do, for example, give them money or other things?

¿Ha tratado de [obligarlo/obligarla] [empty/a ^Name] a hacer cosas que [usted/^Name] no quería hacer, por ejemplo, darle dinero o alguna otra cosa?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22g. G_BULLY_EXCLUDED

Excluded [you/^Name] from activities, social media, or other communications to hurt [you/him/her/^Name]?

¿Le ha excluido de actividades, redes sociales u otras comunicaciones para hacerle daño?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed [your/ ^Name's] property on purpose?

¿Ha destruido [sus/las] propiedades [empty/de ^Name] a propósito?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

If all items in 22a-22h (G_BULLY_RUMOR—G_BULLY_DESTROYED_PROP) are marked “No” **SKIP** to G_HATE.

23a. G_BULLY_DAY_PLUS

During this school year, how many days [were/was] [you/ ^Name] bullied?

Durante este año escolar, ¿por cuántos días fue [acosado/acosada] (*bullied*) [usted/ ^Name]?

Read answer categories

- 1 = One day
- 2 = Two days – **SKIP** to G_BULLY_HAPPEN_AGAIN
- 3 = Three to ten days – **SKIP** to G_BULLY_HAPPEN_AGAIN
- 4 = More than ten days – **SKIP** to G_BULLY_HAPPEN_AGAIN
- 1 = Un día
- 2 = Dos días – **SKIP** to G_BULLY_HAPPEN_AGAIN
- 3 = Tres a diez días – **SKIP** to G_BULLY_HAPPEN_AGAIN
- 4 = Más de diez días – **SKIP** to G_BULLY_HAPPEN_AGAIN

23b. G_BULLY_TIMES

In that one day, how many times would [you/ ^Name] say [another student/other students] did [that thing/any of those things] to [you/him/her/ ^Name]?

Ese día en particular, ¿cuántas veces diría [usted/ ^Name] que [otro estudiante le hizo/otros estudiantes le hicieron] [esa cosa/alguna de esas cosas]?

Read answer categories 1—2

- | | |
|--|--|
| <input type="checkbox"/> 1 = Once | <input type="checkbox"/> 4 = Don't know |
| <input type="checkbox"/> 2 = Two or more times | <input type="checkbox"/> 1 = Una vez |
| <input type="checkbox"/> 3 = Too many times to count | <input type="checkbox"/> 2 = Dos o más veces |

- 3 = Demasidas veces para contar 4 = No sé

24. **G_BULLY_HAPPEN_AGAIN**

Did [you/^Name] think the bullying would happen again?

¿Pensó [usted/^Name] que el acoso (bullying) volvería a ocurrir?

- 1 = Yes
 2 = No
 1 = Sí
 2 = No

25. **G_BULLY_MULTI_PERS**

Thinking about the [time/times] [you/^Name] [were/was] bullied this school year, did more than one person do [this/these things] to [you/him/her/^Name]?

Pensando acerca de [la vez/las veces] que [usted/^Name] fue [acosado/acosada] (bullied) durante este año escolar, ¿le hizo [esto/estas cosas] más de una persona?

- 1 = Yes
 2 = No – **SKIP** to **G_BULLY_STRONGER**
 1 = Sí
 2 = No – **SKIP** to **G_BULLY_STRONGER**

26. **G_BULLY_HOW_ACT**

Did these people act alone, together as a team, or both?

¿Estas personas actuaron solas, en grupo o ambas cosas?

- | | |
|---|--|
| <input type="checkbox"/> 1 = Alone | <input type="checkbox"/> 1 = Solas |
| <input type="checkbox"/> 2 = Together | <input type="checkbox"/> 2 = En grupo |
| <input type="checkbox"/> 3 = Both | <input type="checkbox"/> 3 = Ambas cosas |
| <input type="checkbox"/> 4 = Don't know | <input type="checkbox"/> 4 = No sé |

27a. **G_BULLY_STRONGER**

Now I have some additional questions about the [time/times] [another student/other students] {behavior₁}, {behavior₂}, and {behavior_x...}. Thinking about the [person/people] who did [this/these things] to [you/^Name] this school year,

Ahora tengo preguntas adicionales sobre [la vez/las veces] en que [otro estudiante/otros estudiantes] {behavior₁}, {behavior₂}, y {behavior_x...}. Pensando acerca de [la persona/las personas] que [le hizo/le hicieron] [esto/estas cosas] a [usted/^Name] durante este año escolar...

[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than [you/^Name]?

¿[Era esta persona más grande o más fuerte/Eran algunas de estas personas más grandes o más fuertes/Era alguien del grupo más grande o más fuerte] que [usted/^Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

27b. G_BULLY_POPULAR

[Was this person/ Were any of these people/ Was anyone in the group] more popular than [you/^Name]?

¿[Era esta persona más popular/Eran algunas de estas personas más populares/Era alguien del grupo más popular] que [usted/^Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

27c G_BULLY_MONEY

[Did this person/ Did any of these people/ Did anyone in the group] have more money than [you/^Name]?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] más dinero que [usted/^Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

27d. G_BULLY_INFLUENCE

[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of [you/^Name]?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] la capacidad de influir en lo que otros estudiantes pensaban de [usted/^Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

27e. G_BULLY_OTHER_POWER

[Did this person/ Did any of these people/ Did anyone in the group] have more power than [you/^Name] in another way?

¿[Tenía esta persona/Tenían algunas de estas personas/Tenía alguien del grupo] más poder que [usted/^Name] de alguna otra forma?

- 1 = Yes
- 2 = No – *SKIP* to CHECK ITEM G
- 1 = Sí
- 2 = No – *SKIP* to CHECK ITEM G

27f. G_BULLY_OTHER_POWER_SPECIFY

In what other way [did that student/ did any of those students] have more power than [you/^Name]?

¿De qué otra manera [tenía ese estudiante/tenía alguno de esos estudiantes] más poder que [usted/^Name]?

Specify/Especifique:

CHECK ITEM G: Did more than one student do those things? (G_BULLY_MULTI_PERS)

--Yes (R answered "Yes" to G_BULLY_MULTI_PERS, *SKIP* to G_BULLY_WHERE1)

--No (R answered "No," "Don't know," or "Refuse" to G_BULLY_MULTI_PERS, *ASK* G_RELAT_SIBLING — G_RELAT_OTH_STUDENT)

28a. G_RELAT_SIBLING

What was [your/^Name's] relationship to the student when they bullied [you/him/her/^Name]?
Were they...

¿Cuál era [su/la] relación [empty/de ^NAME] con el estudiante cuando le acosó [a usted/a ^NAME] (bullying)? ¿Era...

[Your/Name's] brother or sister?

[su hermano o hermana/el hermano o la hermana] [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

28b. G_RELAT_DATING

[Your/Name's] boyfriend or girlfriend at the time?

¿[su novio o novia/el novio o la novia] [empty/de ^Name] en el momento?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

28c. G_RELAT_EX_DATING

[Your/Name's] ex-boyfriend or ex-girlfriend at the time?

¿[su ex novio o ex novia/el ex novio o la ex novia] [empty/de ^Name] en el momento?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

28d. G_RELAT_OTH_STUDENT

Another student from school?

¿otro estudiante de la escuela?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

Still thinking about the [time/times] that [you/^Name] [were/was] bullied, where did the bullying occur? Did it occur...

Pensando todavía en [la vez/las veces] que [usted/^Name] fue víctima de acoso (bullying), ¿dónde ocurrió el acoso (bullying)? ¿Ocurrió...

Read answer categories, mark all that apply

- 1 = In a classroom at school?
- 2 = In a hallway or stairwell at school?
- 3 = In a bathroom or locker room at school?
- 4 = In a gymnasium or weight room at school?
- 5 = In a cafeteria or lunchroom at school?
- 6 = Outside on school grounds?
- 7 = On the way to or from school such as on a school bus or at a bus stop?
- 8 = Online or by text?
- 9 = Somewhere else inside the school building? – *Specify*
- 1 = En un salón de clases en la escuela?
- 2 = En un pasillo o una escalera en la escuela?
- 3 = En un baño o vestuario (*locker room*) en la escuela?

- 4 = En el gimnasio o área donde se levanta pesas en la escuela?
- 5 = En la cafetería o en el comedor de la escuela?
- 6 = Afuera de la escuela?
- 7 = En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?
- 8 = Por Internet o por mensaje de texto?
- 9 En algún otro lugar adentro de la escuela? – *Specify*

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

¿Dónde está el otro lugar en que ocurrió el acoso (bullying)?

Specify/Especifique:

30. G_BULLY_ADULT_TOLD

Did [you/Name] tell a teacher or some other adult at school about being bullied?

¿Le dijo usted a un maestro o algún otro adulto en la escuela que sufrió acoso (bullying)?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

31a. G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on:

Durante este año escolar, ¿cuánto efecto NEGATIVO ha tenido el acoso (bullying) en:

[Your/Name's] school work?

[Sus/Los] estudios [empty/de Name]?

Read answer categories

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 1 = Ninguno |
| <input type="checkbox"/> 2 = Not very much | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 4 = Mucho |

31b. G_RELATION_FRIEND_FAMILY

[Your/Name's] relationships with friends or family?

¿[Sus/Las] relaciones [empty/de Name] con los amigos o la familia?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 2 = Not very much |
|---|--|

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 1 = Ninguno | <input type="checkbox"/> 4 = Mucho |

31c. G_ABOUT_YOURSELF

How [you/^Name] [feel/feels] about [yourself/himself/herself/^Name]?

¿Como se siente [empty/^Name] sobre [SI MISMO/EL MISMO/ELLA MISMA/^NAME]?

Read answer categories

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 1 = Ninguno |
| <input type="checkbox"/> 2 = Not very much | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 4 = Mucho |

31d. G_PHYSICAL_HEALTH

[Your/Name's] physical health, for example, caused injuries, gave [you/him/her/^Name] headaches or stomach aches?

¿[Su/La] salud física [empty/de ^Name], por ejemplo, le provocó lesiones, le dio dolores de cabeza o de estómago?

Read answer categories

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 = Not at all | <input type="checkbox"/> 1 = Ninguno |
| <input type="checkbox"/> 2 = Not very much | <input type="checkbox"/> 2 = No mucho |
| <input type="checkbox"/> 3 = Somewhat | <input type="checkbox"/> 3 = Algo |
| <input type="checkbox"/> 4 = A lot | <input type="checkbox"/> 4 = Mucho |

32a. G_BULLY_RACE

When [you/^Name] [were/was] bullied in school this year, did [you/he/she/^Name] ever think it was related to...

Cuando [usted/^NAME] fue víctima de acoso (*bullying*) en la escuela durante este año escolar, ¿pensó alguna vez que estaba relacionado con...

[Your/Name's] race?

[Su/La] raza [empty/de ^Name]?

- | |
|----------------------------------|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 1 = Sí |
| <input type="checkbox"/> 2 = No |

32b. G_BULLY_RELIGION

[Your/Name's] religion?

¿[Su/La] religión [empty/de Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

[Your/Name's] ethnic background or national origin - for example, people of Hispanic origin?

¿[Su/El] origen étnico o nacional [empty/de Name], por ejemplo, personas de origen hispano?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

32d. G_BULLYING_DISABILITY

Any condition [you/Name] may have – such as a physical, mental, or developmental condition?

¿Alguna condición que [usted/Name] pueda tener, tal como una condición física, mental o de desarrollo?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

32e. G_BULLYING_GENDER

[Your/Name's] gender?

¿[Su/El] género [empty/de Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

32f. G_BULLYING_ORIENTATION

[Your/Name's] sexual orientation - by this we mean gay, lesbian, bisexual, or straight?

¿[Su/La] orientación sexual [empty/de Name], con esto queremos decir gay, lesbiana, bisexual o heterosexual?

- 1 = Yes

- 2 = No
- 1 = Sí
- 2 = No



32g. G_BULLYING_APPEARANCE

[Your/Name's] physical appearance?

¿[Su/La] apariencia física [empty/de Name]?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

33. G_HATE

During this school year, has anyone called [you/Name] an insulting or bad name at school having to do with [you/his/her/Name's] race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

Durante este año escolar, ¿alguien en la escuela le ha dicho un insulto o un apodo ofensivo [empty/a Name] relacionado con su raza, origen étnico o nacionalidad, discapacidad, género u orientación sexual [empty/de Name]? A estos tipos de palabras les llamamos "palabras relacionadas con expresiones de odio".

- 1 = Yes – **ASK** to G_HATE_RACE
- 2 = No – **SKIP** to G_HATE_WORDS
- 1 = Sí – **ASK** to G_HATE_RACE
- 2 = No – **SKIP** to G_HATE_WORDS

34a. G_HATE_RACE

Were any of the hate-related words related to...

¿Alguna de las palabras relacionadas con expresiones de odio tenía que ver con...

[Your/Name's] race?

[Su/La] raza [empty/de Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

34b. G_HATE_RELGION

[Your/Name's] religion?

¿[Su/La] religión [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

34c. G_HATE_ETHNICITY

[Your/Name's] ethnic background or national origin – for example, people of Hispanic origin?

¿[Su/El] origen étnico o nacional [empty/de ^Name] – por ejemplo, las personas de origen hispano?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

34d. G_HATE_DISABILITY

Any disability [you/^Name] may have – such as physical, mental, or developmental disabilities?

¿Alguna discapacidad que [usted/^Name] pueda tener, tales como discapacidades físicas, mentales o de desarrollo?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

34e. G_HATE_GENDER

[Your/Name's] gender?

¿[Su/El] género [empty/de ^Name]?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

34f. G_HATE_SEXUAL_ORIENTATION

[Your/Name's] sexual orientation – by this we mean gay, lesbian, bisexual or straight?

¿[Su/La] orientación sexual [empty/de ^Name]? Con esto queremos decir gay, lesbiana, bisexual o heterosexual.

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1 = Sí
- 2 = No
- 3 = No sé

35a. G_HATE_WORDS

During this school year, [have/has] [you/^Name] seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of [your/his/her/^Name's] school building?

Durante este año escolar, ¿ha visto [usted/^Name] palabras o símbolos relacionados con expresiones de odio escritos en las aulas de su escuela, los baños, los pasillos o en el exterior del edificio de su escuela?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

35b. G_HATE_WORDS_VIRTUAL

During this school year, [have/has] [you/^Name] seen any hate-related words, pictures, videos, or symbols posted on school sponsored websites or applications? This could include any website or application the school uses on a regular basis such as Google Classroom, Schoology, or Zoom.

Durante este año escolar, ¿ha visto [usted/^NAME] palabras, imágenes, videos o símbolos relacionados con el odio publicados en sitios web o aplicaciones patrocinados por la escuela? Esto podría incluir cualquier sitio web o aplicación que utilice la escuela regularmente, tales como Google Classroom, Schoology o Zoom.

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

AVOIDANCE**36a. H_AVOID_VIRTUAL**

[IF E_ATTENDSCHOOL_B = "Yes"]

During this school year, did [you/^Name] ever skip any virtual classes because [you/he/she/^Name] [were/was] afraid other students would do things that make [you/him/her/^Name] feel bad or are hurtful to [you/^Name]?

Durante este año escolar, ¿se ausentó sin permiso [usted/^Name] de algunas clases virtuales porque [empty/él/ella] temía que otros estudiantes harían cosas que [lo/la] harían sentir mal o [lo/la] hiererían?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

CHECK ITEM H: If student did not attend school in person this school year (E_ATTENDSCHOOL_A = "No") **SKIP** to L_GRADES

36b. H_AVOID_SHORTCUT

During this school year, did [you/^Name] ever STAY AWAY from any of the following places because [you/he/she/^Name] thought someone might attack or harm [you/him/her/^Name] there?

Durante este año escolar, ¿alguna vez [usted/^Name] SE MANTUVO [alejado/alejada] de alguno de los siguientes lugares porque pensaba que alguien podría [atacarlo/atacarla] o hacerle daño a [usted/él/ella/^Name] allí.

For example, did [you/^Name] ever stay away from...

Por ejemplo, ¿se mantuvo [usted/^Name] [alejado/alejada] de...

The shortest route to school, because [you/^Name] thought someone might attack or harm [you/him/her/^Name]?

La ruta más corta para llegar a la escuela porque [usted/^Name] pensó que alguien podría [atacarlo/atacarla] o hacerle daño a [usted/él/ella/^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36c. H_AVOID_ENTRANCE

The entrance into the school?

¿La entrada de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí

- 2= No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

¿Algún pasillo o escalera en la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

¿Partes de la cafetería o el comedor de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36f. H_AVOID_RESTROOMS

Any school restrooms?

¿Cualquier baño en la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

¿Otros lugares dentro del edificio de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36h. H_AVOID_PARKING_LOT

School parking lot?

¿El estacionamiento de la escuela?

- 1 = Yes

- 2 = No
- 1= Sí
- 2= No

36h. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

¿Otros lugares en la propiedad de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

36i. H_AVOID_BUS_STOP

School bus or bus stop?

¿El autobús escolar o la parada del autobús?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37a. H_AVOID_ACTIVITIES

Did [you/^Name] AVOID any activities at [your/^Name's] school because [you/he/she/^Name] thought someone might attack or harm [you/him/her/^Name]?

¿EVITÓ [usted/^Name] alguna actividad en [su/la] escuela [empty/de ^Name] porque pensó que alguien podría [atacarlo/atacarla] o hacerle daño [empty/a él/a ella/a ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37b. H_AVOID_CLASSES

Did [you/^Name] AVOID any classes because [you/he/she/^Name] thought someone might attack or harm [you/him/her/^Name]?

¿EVITÓ [usted/^Name] alguna clase porque pensó [empty/él/ella/^Name] que alguien podría [atacarlo/atacarla] o hacerle daño [empty/a él /a ella/a ^Name]?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

37c. H_STAY_HOME

Did [you/^Name] stay home from school because [you/he/she/^Name] thought someone might attack or harm [you/him/her/^Name] in the school building, on school property, on a school bus, or going to or from school?

¿Se quedó [usted/^Name] en su casa y no fue a la escuela porque [usted/él/ella] pensó que alguien podía [atacarlo/atacarla] o hacerle daño [a él/a ella/a ^Name] en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o yendo o viniendo de la escuela?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

FEAR**I_INTRO_FEAR**

Sometimes, even if [you/^Name] can't avoid a place, [you/he/she/^Name] may still be afraid of what might happen there.

A veces, si [usted/^Name] no puede evitar un lugar, puede ser que [empty/él/ella/^Name] tenga miedo de lo que podría suceder allí.

38a. I_AFRAID

How often [are/is] [you/^Name] afraid that someone will attack or harm [you/him/her/^Name] in the school building or on school property?

¿Con qué frecuencia teme [usted/^Name] que alguien [lo/la] va a atacar o hacerle daño en el edificio de la escuela o en la propiedad de la escuela?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

38b. I_AFRAID_ON_BUS

How often [are/is] [you/^Name] afraid that someone will attack or harm [you/him/her/^Name] on a school bus or on the way to and from school?

¿Con qué frecuencia teme [usted/^Name] que alguien [lo/la] va a atacar o hacerle daño en el autobús escolar o yendo a y viniendo de la escuela?

Read answer categories

- | | |
|---|---|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 3 = Sometimes |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 4 = Most of the time |

- | | |
|---|--|
| <input type="checkbox"/> 1 = Nunca | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 2 = Casi nunca | <input type="checkbox"/> 4 = La mayoría del tiempo |

38c. I_AFRAID_NONSCHOOL

Besides the times [are/is] [you/^Name] in the school building, on school property, on a school bus, or going to or from school, how often [are/is] [you/he/she/^Name] afraid that someone will attack or harm [you/him/her/^Name]?

Además de las veces cuando [usted/^Name] está en el edificio de la escuela, en la propiedad de la escuela, en el autobús escolar o yendo a y viniendo de la escuela, ¿con qué frecuencia teme [usted/él/ella/^Name] que alguien [lo/la] va a atacar o hacerle daño?

Read answer categories

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 1 = Nunca |
| <input type="checkbox"/> 2 = Almost never | <input type="checkbox"/> 2 = Casi nunca |
| <input type="checkbox"/> 3 = Sometimes | <input type="checkbox"/> 3 = A veces |
| <input type="checkbox"/> 4 = Most of the time | <input type="checkbox"/> 4 = La mayoría del tiempo |

WEAPONS**J_INTRO_WEAPON**

In the next series of questions we are going to ask you about weapons at [your/^Name's] school. Your answers will not be shared with anyone at [your/^Name's] school or home.

En la próxima serie de preguntas le vamos a preguntar acerca de las armas en [su/la] escuela [empty/de ^Name]. Ninguna de sus respuestas será compartida con nadie en [su/la] escuela [empty/de ^Name] ni en [su/el] hogar [empty/de ^Name].

39a. J_WEAPONS_GUN

Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did [you/^Name] ever bring the following to school or onto school grounds?

Algunas personas llevan a la escuela pistolas, cuchillos u objetos que se pueden usar como armas para su protección. Durante este año escolar, ¿alguna vez ha llevado [usted/^Name] a la escuela o a la propiedad de la escuela uno de los siguientes objetos?

A gun?

¿Una pistola?

- | |
|----------------------------------|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 1= Sí |
| <input type="checkbox"/> 2= No |

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

¿Un cuchillo para usarlo como arma?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

39c. J_WEAPONS_OTHER

Some other weapon?

¿Alguna otra arma?

- 1 = Yes
- 2 = No
- 1= Sí
- 2= No

40a. J_GUN_OTHERS

[Do/Does] [you/^Name] know of any [other] students who have brought a gun to [you/his/her/^Name's] school during this school year?

¿Conoce [usted/^Name] a algún [otro] estudiante que haya llevado una pistola a la escuela de [usted/él/ella/^Name] durante este año escolar?

- 1 = Yes
- 2 = No – **SKIP** to J_GET_GUN
- 1= Sí
- 2= No – **SKIP** to J_GET_GUN

40b. J_SEE_GUN

[Have/Has] [you/^Name] actually seen another student with a gun at school during this school year?

Ha visto [usted/^Name] mismo a otro estudiante con una pistola en la escuela durante este año escolar?

- 1 = Yes
- 2 = No
- 3 = Don't know
- 1= Sí
- 2= No
- 3= No sé

41. J_GET_GUN

During this school year, could [you/ ^Name] have gotten a loaded gun without adult permission, either at school or away from school?

Durante este año escolar, ¿podría [usted/ ^Name] haber conseguido una pistola cargada con balas sin permiso de un adulto, ya sea en la escuela o fuera de la escuela?

- 1 = Yes
- 2 = No
- 1 = Sí
- 2 = No

GANGS**K2_INTRO_GANG**

Now, we'd like to know about gangs at [your/ ^Name's] school. [You/ ^Name] may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at [your/ ^Name's] your school or home.

Ahora queremos saber sobre las pandillas en [su/la] escuela [empty/de ^Name]. Puede ser que [usted/ ^Name] las conozca como *gangs*, gangas maras o algún otro nombre. Las pandillas pueden usar nombres comunes, señales, símbolos o colores. Ninguna de sus respuestas será compartida con nadie en [su/la] escuela [empty/de ^Name] ni en [su/el] hogar [empty/de ^Name].

42a. K_GANGS

Are there any gangs at [your/ ^Name's] school?

¿Hay pandillas en [su/la] escuela [empty/de ^Name]?

- 1 = Yes
- 2 = No – **SKIP** to L_GRADES
- 3 = Don't know – **SKIP** to L_GRADES
- 1 = Sí
- 2 = No – **SKIP** to L_GRADES
- 3 = No sé – **SKIP** to L_GRADES

42b. K_GANG_FIGHTS

During this school year, how often have gangs been involved in fights, attacks, or other violence at [your/ ^Name's] school?

Durante este año escolar, ¿con qué frecuencia estuvieron involucradas las pandillas en peleas, agresiones u otro tipo de violencia en [su/la] escuela [empty/de ^Name]?

Read answer categories 1 through 5

- | | |
|---|--|
| <input type="checkbox"/> 1 = Never | <input type="checkbox"/> 3 = Once or twice a month |
| <input type="checkbox"/> 2 = Once or twice this school year | <input type="checkbox"/> 4 = Once or twice a week |

- | | |
|--|--|
| <input type="checkbox"/> 5 = Almost every day | <input type="checkbox"/> 3 = Una o dos veces al mes |
| <input type="checkbox"/> 1 = Nunca | <input type="checkbox"/> 4 = Una o dos veces a la semana |
| <input type="checkbox"/> 2 = Una o dos veces durante en este año escolar | <input type="checkbox"/> 5 = Casi todos los días |

42c. K_GANG_DRUGS

Have gangs been involved in the sale of drugs at [your/Name's] school during this school year?

¿Han participado las pandillas en la venta de drogas en [su/la] escuela [empty/de Name] durante este año escolar?

- | |
|---|
| <input type="checkbox"/> 1 = Yes |
| <input type="checkbox"/> 2 = No |
| <input type="checkbox"/> 3 = Don't know |
| <input type="checkbox"/> 1= Sí |
| <input type="checkbox"/> 2= No |
| <input type="checkbox"/> 3= No sé |

STUDENT CHARACTERISTICS**43. L_GRADES**

During this school year, across all subjects [have/has] [you/Name] gotten mostly –

¿En todas las clases durante este año escolar, ha recibido [usted/Name] mayormente –

Read answer categories 1 through 5

- | | |
|---|--|
| <input type="checkbox"/> 1 = A's | <input type="checkbox"/> 1 = A |
| <input type="checkbox"/> 2 = B's | <input type="checkbox"/> 2 = B |
| <input type="checkbox"/> 3 = C's | <input type="checkbox"/> 3 = C |
| <input type="checkbox"/> 4 = D's | <input type="checkbox"/> 4 = D |
| <input type="checkbox"/> 5 = F's | <input type="checkbox"/> 5 = F |
| <input type="checkbox"/> 6 = Mostly passes | <input type="checkbox"/> 6 = Mayormente notas de aprobado |
| <input type="checkbox"/> 7 = Mostly fails | <input type="checkbox"/> 7 = Mayormente notas reprobadas |
| <input type="checkbox"/> 8 = School does not give grades/no alphabetic grade equivalent | <input type="checkbox"/> 8 = La escuela no otorga notas/no hay equivalente de notas con letras |

44a. L_SKIP_CLASSES

During the last 4 weeks of school, did [you/Name] skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at [your/Name's] school or home.

Durante las últimas 4 semanas del año escolar, ¿ha faltado [usted/Name] a alguna clase sin permiso? Nuevamente, ninguna de sus respuestas será compartida con nadie en [su/la] escuela [empty/de Name] ni en [su/el] hogar [empty/de Name].

- 1 = Yes

- 2 = No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3 = Don't know – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 1= Sí
- 2= No – **SKIP** to L_SCHOOL_AFTER_SCHOOL
- 3= No sé – **SKIP** to L_SCHOOL_AFTER_SCHOOL

44b. L_SKIP_CLASS_DAYS

During the last 4 weeks of school, on how many days did [you/^Name] skip at least one class?

Durante las últimas 4 semanas del año escolar, ¿cuántos días faltó [usted/^Name] al menos a una clase?

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

Thinking about the future, [do/does] [you/^Name] think [you/he/she/^Name] will...

Pensando en el futuro, ¿cree [usted/^Name] que [empty/él/ella/^Name] va a...

Attend school after high school, such as a college or technical school?

Seguir estudiando después de terminar la escuela secundaria (*high school*), por ejemplo, en una universidad o una escuela técnica?

This could include:

- Automotive Mechanic Training
- Beauty School
- Computer Technical Programs (*less than a two-year associate degree*)
- Certificate Programs

Esto podría incluir:

- Capacitación de mecánica automotriz
- Escuela de belleza/cosmetología
- Programas técnicos de computación (*carrera técnica de menos de dos años*)
- Programas de certificación

- 1 = Yes
- 2 = No – **SKIP** to **END**
- 3 = Don't know
- 1= Sí
- 2= No – **SKIP** to **END**
- 3= No sé

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

Graduarse de un programa universitario de 4 años?

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

- 1= Sí
- 2= No
- 3= No sé

END OF SCS INTERVIEW

46. INTERVIEWTYPE

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview ask—

Was an adult member of the household or family present during at least part of these questions?

¿Estuvo presente un miembro del hogar o de la familia que es adulto durante al menos parte de estas preguntas?

- 1 = Personal interview – no adult present
- 2 = Personal interview – adult present
- 3 = Telephone interview – no adult present
- 4 = Telephone interview – adult present
- 5 = Telephone interview – don't know
- 1= Entrevista personal – no adulto presente
- 2= Entrevista personal – adulto presente
- 3= Entrevista por teléfono – no adulto presente
- 4= Entrevista por teléfono – adulto presente
- 5= Entrevista por teléfono – no sé