

Supporting Statement – 2025 National Crime Victimization Survey (NCVS) School Crime Supplement (SCS)

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Attachment 1:

2025 SCS questionnaire

2025 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_DIFFSCHOOL_ATTENDED**.

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

1e1. E_HOMESCHOOL_WHY_BULLY

[IF E_ATTENDSCHOOL_HOMESCHOOL = "Yes" ask questions 1e1 through 1e7]

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

1e2. E_HOMESCHOOL_WHY_ENVIROMENT

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

- 1= Yes
- 2= No

1e3. 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

1e4. E_HOMESCHOOL_WHY_RELIGIOUS

Because of religious reasons?

- 1= Yes
- 2= No

1e5. E_HOMESCHOOL_WHY_CONDITION

Because of a physical, mental, or developmental condition?

- 1= Yes
- 2= No

1e6. E_HOMESCHOOL_WHY_ILLNESS

Because of an illness that prevents you from attending school?

- 1= Yes
- 2= No

1e7. 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:

1f. 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.

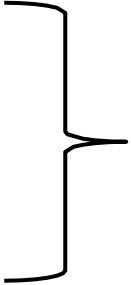
- 1 = One school
- 2 = Two schools
- 3 = Three or more schools

CHECK ITEM B: If student was not homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “No,” “Don’t know,” or “Refused”) **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 2024-2025 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,” “Don’t know,” or “Refused” AND **E_ATTENDSCHOOL_VIRTUAL** = “No,” “Don’t know,” or “Refused”) **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 2024-2025 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 = a different month – **Go** to **E_WHATMONTHOTHER**
- } **SKIP** to **F_SCHOOLSTATE**

If **E_WHATMONTH**=4, Probe: **What month did you start your current grade?**

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 if E_ATTENDSCHOOL_VIRTUAL = "Yes" and E_ATTENDSCHOOL_INPERSON= "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.

[IF student answered E_ATTENDSCHOOL_VIRTUAL = "Yes," include the following FR text] If the student attended school virtually, please remind the student to think of the school that he or she would normally attend in person right now.

- 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.

[IF student answered E_ATTENDSCHOOL_VIRTUAL = "Yes," include the following FR text] If the student attended school virtually, please remind the student to think of the school that he or she would normally attend in person right now.

- 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'T

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,” “Don’t know,” or “Refused”) **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," "Don't know," or "Refused": 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," "Don't know," or "Refused": 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_TOBACCO

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

Tobacco or nicotine products, such as cigarettes, cigars, e-cigarettes or vaping devices, chewing tobacco, and dip?

- 1 = Yes
- 2 = No

19b. F2_ALCOHOL

Alcoholic beverages?

- 1 = Yes
- 2 = No

19c. F2_MARIJUANA

Marijuana, also known as pot or weed?

Marijuana that can be smoked (such as in joints, pipes, bongs, blunts, or hookahs), vaped (such as in vape pens, dab pens, tabletop vaporizers, or portable vaporizers), dabbled, eaten, drunk, or applied as a lotion.

- 1 = Yes
- 2 = No

19d. F2_OPIOIDS

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

- 1 = Yes
- 2 = No

19e. F2_PRESCRIPTION_DRUGS

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

- 1 = Yes
- 2 = No

19f. F2_OTHER_ILLEGAL

Other illegal drugs, such as cocaine, LSD, Ecstasy (MDMA), 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,” “Don’t know,” or “Refused” **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 sibling, such as a brother or sister?

- 1 = Yes – **SKIP** to G_BULLYWHERE1
- 2 = No

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

- 1 = Yes – **SKIP** to G_BULLYWHERE1
- 2 = No

28c. G_RELAT_EX_DATING

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

- 1 = Yes – **SKIP** to G_BULLYWHERE1
- 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 – such as 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_RELIGION

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 – such as 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 2:

Title 34, U.S.C., 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 3:

2025 SCS 60-day notice

LEGAL STATUS

This site displays a prototype of a “Web 2.0” version of the daily Federal Register. It is not an official legal edition of the Federal Register, and does not replace the official print version or the official electronic version on GPO’s govinfo.gov.

The documents posted on this site are XML renditions of published Federal Register documents. Each document posted on the site includes a link to the corresponding official PDF file on govinfo.gov. This prototype edition of the daily Federal Register on FederalRegister.gov will remain an unofficial informational resource until the Administrative Committee of the Federal Register (ACFR) issues a regulation granting it official legal status. For complete information about, and access to, our official publications and services, go to [About the Federal Register](#) on NARA’s archives.gov.

The OFR/GPO partnership is committed to presenting accurate and reliable regulatory information on FederalRegister.gov with the objective of establishing the XML-based Federal Register as an ACFR-sanctioned publication in the future. While every effort has been made to ensure that the material on FederalRegister.gov is accurately displayed, consistent with the official SGML-based PDF version on govinfo.gov, those relying on it for legal research should verify their results against an official edition of the Federal Register. Until the ACFR grants it official status, the XML rendition of the daily Federal Register on FederalRegister.gov does not provide legal notice to the public or judicial notice to the courts.

LEGAL STATUS

Agency Information Collection Activities; Proposed eCollection eComments Requested; Revision of a Currently Approved Collection: School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS)

A Notice by the [Justice Department](#) on 06/18/2024

PUBLISHED CONTENT - DOCUMENT DETAILS

Agency: Department of Justice

Agency/Docket Number: OMB Number 1121-0184

Document Citation: 89 FR 51550

Document Number: 2024-13340

Document Type: Notice

Pages: 51550-51551 (2 pages)

Publication Date: 06/18/2024

PUBLISHED DOCUMENT

DOCUMENT HEADINGS

Department of Justice

[OMB Number 1121-0184]

AGENCY:

Bureau of Justice Statistics, Department of Justice.

ACTION:

60-Day notice.

SUMMARY:

The Bureau of Justice Statistics, Department of Justice (DOJ) will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995.

DATES:

Comments are encouraged and will be accepted for 60 days until August 19, 2024.

FOR FURTHER INFORMATION CONTACT:

If you have comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Alexandra Thompson (email: Alexandra.Thompson@usdoj.gov (*mailto:Alexandra.Thompson@usdoj.gov*); telephone: 202-532-5472), Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531.

SUPPLEMENTARY INFORMATION:

Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

- Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;

- Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
- Evaluate whether and if so, how the quality, utility, and clarity of the information to be collected can be enhanced; and
- Minimize the burden of the collection of information on those who are to respond, including using appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

Abstract: The Bureau of Justice Statistics (BJS) 2025 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), cosponsored by the Department of Education's National Center for Education Statistics (NCES), asks respondents ages 12 through 18 about crimes that occurred at school and other characteristics of school crime. The SCS includes questions on preventive measures used by schools; students' participation in after school activities; students' perceptions of safety and belonging in schools; students' perception of school rules and enforcement of these rules; the presence of weapons, illegal and prescription drugs including opioids, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups, who are concerned with crime in schools, make informed decisions about policies and programs.

Overview of This Information Collection

1. *Type of Information Collection:* Revision of a currently approved collection.
2. *Title of the Form/Collection:* 2025 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS).
3. *Agency form number, if any, and the applicable component of the Department of Justice sponsoring the collection:* The form number for the questionnaire is SCS-1. The applicable component within the Department of Justice is the Bureau of Justice Statistics (BJS), in the Office of Justice Programs.

4. *Affected public who will be asked or required to respond, as well as the obligation to respond:* The survey will be administered to persons ages 12 to 18 in NCVS sample households in the United States from January through June 2025. The SCS collects information on the students' victimization, perceptions of school environment, and safety at school. The survey is voluntary, and respondents are not required to respond.

5. *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* An estimate of the total number of respondents is 5,530 persons ages 12 to 18. Of the 5,530 SCS respondents, 87% or 4,811 are expected to complete the long SCS interview (entire SCS questionnaire) which takes an estimated 17 minutes (0.28 hours) to complete. The remaining 13% or 719 SCS respondents are expected to complete the short interview (i.e. will be screened out for not being in school), which takes an estimated 2 minutes (0.03 hours) to complete. There are an estimated 1,380 annual burden hours associated with this collection. Respondents will be asked to respond to this survey only once during the six month period. The burden estimates are based on data from the prior administration of the SCS.

6. *An estimate of the total public burden (in hours) associated with the collection:* The total burden hours for this collection is 1,380.

7. *An estimate of the total annual cost burden associated with the collection, if applicable:* \$1,728,353. (□ print page 51551)

Total Burden Hours

Activity	Number of respondents	Time per response	Total burden (hours)
Expected SCS Interviews	5,530		
Expected SCS Short Interviews	719	0.03 (2 min)	20
Expected SCS Long Interviews	4,811	0.28 (17 min)	1,360
Expected SCS Noninterviews	6,598		
Total	12,129		1,380

If additional information is required, contact: Darwin Arceo, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 4W-218, Washington, DC.

Dated: June 13, 2024.

Darwin Arceo,

Department Clearance Officer for PRA, U.S. Department of Justice.

[FR Doc. 2024-13340 (/d/2024-13340) Filed 6-17-24; 8:45 am]

BILLING CODE 4410-18-P

PUBLISHED DOCUMENT

Attachment 4:

Comments on the 2025 SCS from the 60-day notice



August 16, 2024

Kevin M. Scott, PhD
Principal Deputy Director and Acting Director
Bureau of Justice Statistics
810 Seventh Street NW
Washington, DC 20531

**Re: Revision of Currently Approved Collection: 2025 School Crime Supplement (SCS)
to the National Crime Victimization Survey (NCVS)
89 FR 51550; OMB 1121-0184; Docket # 2024-13340**

Dear Dr. Scott:

We write to you regarding the Bureau of Justice Statistics (BJS) proposed 2025 School Climate Supplement (SCS) to the National Crime Victimization Survey (NCVS).ⁱ The SCS is unique among federal surveys in asking youth about their experiences of both bias-motivated bullying and hate speech at school. At least in some cases, this data can be linked to demographic data collected via the NSVS on respondent sexual orientation and gender identity. As the nation's leading organization on LGBTQ+ issues in K-12 education, GLSEN strongly supports the continued administration of the SCS but urges revisions to improve data quality and prevent the inadvertent exclusion of the experiences of LGBTQ+ youth.

The CDC's Youth Risk Behavior Survey has found that LGBTQ+ young people experience higher rates of bullying than their non-LGBTQ+ peersⁱⁱ, however the YRBS does not ask about the role of bias in motivating bullying. GLSEN's National School Climate Survey (NSCS) of LGBTQ+ secondary students has found that experiencing anti-LGBTQ+ victimization is associated with a range of adverse educational outcomes—including an increased likelihood of missing school due to feeling unsafe and lower GPAs—and is also associated with lower self-esteem and higher levels of depression.ⁱⁱⁱ The SCS is uniquely able to shed light on the prevalence of anti-LGBTQ+ victimization, which supports efforts to effectively address such victimization.

The SCS asks students about their experiences with bullying (32e) and hate speech (33, 34e) based on gender but, unlike the questions immediately before and after, questions 32e and 34e do not clarify the types of gender-related victimization students should report here. GLSEN's 2021 NSCS found that 64.6% of transgender students and 51.0% of nonbinary students experienced victimization—including verbal harassment, physical harassment, and/or physical assault—at school because of their gender identity.^{iv}

If BJS is only able to include one measure of gender-related bullying and hate speech, GLSEN recommends that BJS revise questions 32e, 33, and 34e to make clear that the questions are intended to capture the experiences of all students with bullying and hate speech based on their gender identity, regardless of whether they are transgender, nonbinary, or cisgender. GLSEN recommends the following language:

32e. G_BULLYING_GENDER

Your gender **identity, for example, boy, girl, or nonbinary?**

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 identity**, or sexual orientation? We call these hate-related words.*

34e. G_HATE_GENDER

Your gender **identity, for example, boy, girl, or nonbinary?**

GLSEN strongly supports the continued inclusion of questions that ask specifically about students' experiences with victimization based on sexual orientation. However, as proposed, questions 32f and 34f exclude many sexual minority youth by specifying that sexual orientation "means[s] gay, lesbian, bisexual, or straight" and, thus, could result in underreporting.

GLSEN's 2021 National School Climate Survey demonstrates that sexual minority youth who do not identify as gay, lesbian, or bisexual experience victimization at school because of their sexual orientation. For example:

- 69.0% of pansexual youth were victimized at school because of their sexual orientation;
- 47.1% of asexual youth were victimized at school because of their sexual orientation; and
- 61.3% of queer youth were victimized at school because of their sexual orientation.^v

GLSEN recommends that BJS retain the language used in the 2022 SCS^{vi}:

32f. G_BULLYING_ORIENTATION

Your sexual orientation – **such as** gay, lesbian, bisexual, or straight?

34f. G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – **such as** gay, lesbian, bisexual, or straight?

The above measures mirror the nonexclusive language BJS proposes to use in questions 32c and 34c, with regard to ethnic background or national origin, and questions 32d and 34d, with regard to disability.

GLSEN further urges SCS to revise measures 28a, 28b, and 28c to replace binary gendered relationship language with language that is inclusive of nonbinary individuals. For example:

28a. G_RELAT_SIBLING

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

Your brother, **sister, or sibling?**

28b. G_RELAT_DATING

A person you were dating at the time, for example, your boyfriend, girlfriend, or partner?

28c. G_RELAT_EX_DATING

A person you had dated in the past, for example, an ex-boyfriend, ex-girlfriend, or ex-partner?

As a nationally representative survey, the SCS is critical to understanding the experiences of LGBTQ+ and other marginalized youth in our nation's schools. The revisions recommended here align with the "Federal Evidence Agenda on LGBTQI+ Equity" (published January 2023),^{vii} created pursuant to President Biden's Executive Order on advancing equality for lesbian, gay, bisexual, transgender, queer, and intersex individuals.^{viii} Making questions 32, 33, and 34 expressly inclusive of all youth who have experienced victimization at school because they are LGBTQI+ will support data quality and improve our understanding of the prevalence of sexual orientation and gender-related victimization at schools. Furthermore, among youth who are permitted to self-report their sexual orientation and gender identity on the NCVS, revised measures would help shed light on the experiences of LGBTQI+ youth with anti-LGBTQI+ victimization at school.

We appreciate the efforts of the Department of Justice and BJS to ensure that all students are provided with an inclusive, affirming, and supportive learning environment. To discuss the recommendations that are raised in this comment, please email GLSENresearch@glsen.org and Brian@glsen.org.

Sincerely,
Brian Dittmeier, Director of Public Policy
Shweta Moorthy, Director of Research and Best Practices

<https://www.federalregister.gov/documents/2024/06/18/2024-13340/agency-information-collection-activities-proposed-ecollection-ecomments-requested-revision-of-a>.

ⁱⁱ Centers for Disease Control and Prevention. *Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023*. U.S. Department of Health and Human Services; 2024. <https://www.cdc.gov/yrbs/dstr/>.

ⁱⁱⁱ Kosciw, J. G., Clark, C. M., & Menard, L. (2022). *The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation's schools*. New York: GLSEN, pp. 34-36, 41-44. <https://www.glsen.org/research/2021-national-school-climate-survey>.

^{iv} Kosciw, et al. (2022). *The 2021 National School Climate Survey*, pp. 84-87. In the 2021 NSCS GLSEN used the following measure of gender identity: "Below is a list of some terms that people may use to describe their gender identity. (Please choose all those that apply to you)." Response options provided were: male, female, nonbinary, cisgender (your gender identity is the same as your sex assigned at birth), transgender (your gender identity is not the same as your sex assigned at birth), genderqueer, not sure/questioning, a gender identity not listed here (please describe your gender identity).

^v Kosciw, et al. (2022). *The 2021 National School Climate Survey*, pp. 79-80.

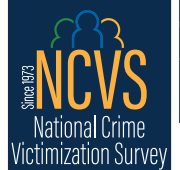
^{vi} 2022 School Crime Supplement (SCS). <https://nces.ed.gov/programs/crime/pdf/student/SCSQ2022.pdf>.

^{vii} Subcommittee on Sexual Orientation, Gender Identity, and Variations in Sex Characteristics (SOGI) Data Subcommittee on Equitable Data. (2023). *Federal Evidence Agenda on LGBTQI+ Equity*. <https://www.whitehouse.gov/wp-content/uploads/2023/01/Federal-Evidence-Agenda-on-LGBTQI-Equity.pdf>.

^{viii} Executive Order 14075 of June 15, 2022. *Advancing Equality for Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Individuals*. 87 Fed. Reg. §118 (June 21, 2021). <https://www.govinfo.gov/content/pkg/FR-2022-06-21/pdf/2022-13391.pdf>.

Attachment 5:

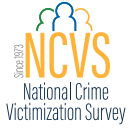
Letter from the Director (NCVS-572(L))



Dear Resident,

Your address has been selected to participate in the National Crime Victimization Survey (NCVS).

What is the NCVS?



The NCVS asks people about crimes they may have experienced in the past 6 months. We are interested in hearing about crimes, even those that were not reported to the police. Even if you have not experienced any crimes, we would like to speak with you.

The Bureau of Justice Statistics sponsors the survey, and the U.S. Census Bureau conducts the interviews. Since 1973, the NCVS has been used to show crime trends and patterns in the United States. To learn more, visit <<https://bjs.ojp.gov/ncvs-participant>>.

What should I expect?



A Census Bureau interviewer will call or visit your home to invite you to participate.

- The interviewer will ask you or another person in the household a few questions about you and the people who live here.
- All household members who are 12 years or older will be invited to complete the survey.

Are my answers confidential?



Everything you say during the interview will stay completely private and confidential, as required by federal law. Your responses will be combined with those from other people who respond to the survey to produce statistical data summaries. The data will not include any information that could be used to identify you, your household, or other residents.

Why should I participate?

By participating, you will represent hundreds of households like yours. You can also help:



- **Your community.** Communities across the nation can use NCVS data to support people affected by crime.
- **Schools.** The U.S. Department of Education uses these data to measure crime, violence, and safety in schools.
- **Employers.** The U.S. Department of Health and Human Services uses NCVS data to understand violence in the workplace.
- **Law enforcement.** Law enforcement agencies can use NCVS data to strengthen awareness of crimes that aren't reported to police and to develop prevention programs.
- **Many others.** News organizations, students, and researchers use NCVS data to examine various issues related to crime and safety.

Your address cannot be replaced. To make sure the NCVS results are accurate and reliable, we need your help.

Thank you for participating in this important survey.

Sincerely,

Alexis R. Piquero, Ph.D.
Director, Bureau of Justice Statistics
U.S. Department of Justice

Frequently Asked Questions

How was I chosen for this survey?

The U.S. Census Bureau used a scientific process to randomly select certain addresses, including yours, from all addresses in the United States. This process ensures that selected addresses represent all households in the United States. We cannot swap one address for another. If we did, the survey results would not accurately reflect crime in the country.

Why not get this information from the police?

NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes across the nation. It also provides more detailed information than we get from the police.

I have not been a victim of a crime. Why should I participate in a crime survey?

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues—*your experience matters*. We need a clearer picture of who's impacted by crime and how these impacts vary for different people and households. Your participation is key to this understanding.

How often will I be contacted for this survey? How long will an interview take?

Census Bureau representatives contact household members at selected addresses every 6 months for a total of seven interviews. If you move away during that time, we will interview the residents who move in. We expect each interview to take about 25 minutes, but you may need less time or more.

I thought the Census Bureau counts people every 10 years. Why are you doing this survey now?

Besides the decennial census conducted every 10 years, the Census Bureau collects a variety of information through other censuses and surveys, such as the NCVS. These surveys provide current information on topics such as housing, crime, unemployment, business, and education. This survey is collected for the Bureau of Justice Statistics.

How will my information be protected?

The Census Bureau and the Bureau of Justice Statistics are required by law to protect your information. The Census Bureau and the Bureau of Justice Statistics are not permitted to publicly release your responses in a way that could identify you or your household. The Census Bureau is 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). 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?

NCVS data provide information on many topics, including crime in schools, trends in violent crime, costs associated with crime, and law enforcement responses to reports of criminal victimization. Examples of NCVS data products can be found on the Bureau of Justice Statistics' website at <https://bjs.ojp.gov/programs/ncvs>.

How do I ask questions about this survey?

You can ask the Census Bureau interviewer any questions you have. You can also contact the Bureau of Justice Statistics with questions or feedback at askBJS@usdoj.gov; by phone at 202-307-0765; or by mail: Chief, Victimization Statistics Unit, Bureau of Justice Statistics, 810 Seventh Street, NW, Washington, DC, 20531. To ensure that the person contacting you about the survey is a Census Bureau employee or for more information, visit www.census.gov/ncvs.

Attachment 6:

2025 SCS item justification and rationale

2025 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, 2019, and 2022. The 2022 SCS will be the 15th 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 2025 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 2025 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>1e. 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>1e1. Because of your experiences with bullying?</p> <p>1e2. Because of concerns about the school environment, such as safety, drugs, or negative peer pressure?</p> <p>1e3. Because you or your parents were not happy with the quality of the education you were receiving?</p> <p>1e4. 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>In 2022, 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. These will be maintained for the 2025 SCS with some modifications. Question 1e on the 2022 SCS was removed because it is no longer relevant due to a general decrease in coronavirus cases, and most schools are now fully in person with little online schooling or virtual learning. Response option 1f7 in the 2022 SCS was removed for a similar reason.</p> <p>NCES and BJS are 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>1e5. Because of a physical, mental, or developmental condition?</p> <p>1e6. 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>1e7. Because of a different reason?</p> <p>1e7. What was the different reason? [other specify response]</p> <p>1f. 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> <p>If respondent selects, 'a different month', they are asked, "What month did you start your current grade?"</p>	<p>A probe was added for respondents who selected 'a different month' when asked what month their current school year began. It was reported that some respondents were incorrectly reporting January as the start of the school year, rather than when they started their current grade (usually July, August, or September).</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?	
<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <ul style="list-style-type: none"> a. Security guards or assigned police officers? b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers? c. Metal detectors, including wands? d. Locked entrance or exit doors during the day? e. A requirement that visitors sign in AND wear visitor badges or stickers? f. Locker checks? g. A requirement that students wear badges or picture identification? h. One or more security cameras to monitor the school? i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? 	<p>This series of questions establishes student awareness of various security measures in their school.</p> <p>Between 2000 and 2010, public schools reported increased use of various safety and security measures and procedures.⁷ Question 10 differs from similar questions about school procedures in other school surveys such as 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}</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>This question indicates if students know their school has a secure procedure for reporting potential school crime. Organizations such as US Department of Health and Human Services¹¹ recommend establishing anonymous hotlines or websites for students to anonymously report.</p>

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. Tobacco or nicotine products, such as cigarettes, cigars, e-cigarettes or vaping devices, chewing tobacco, and dip? b. Alcoholic beverages? c. Marijuana, also known as pot or weed? d. Heroin or prescription painkillers illegally obtained without a prescription, such as codeine, Percocet, fentanyl, OxyContin, or Vicodin? These are also known as opioids. e. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall? f. Other illegal drugs, such as cocaine, LSD, Ecstasy (MDMA), 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>Some modifications were made to this section, including the addition of tobacco or nicotine products. Tobacco was not previously included on the SCS but was added to account for use of tobacco in e-cigarettes or vaping. There were other minor changes to questions 19d and 19f to update examples listed for various drugs. Language was adapted from the National Survey on Drug Use and Health.</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>The question also 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. Subitem c also captures 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>The “other specify” subquestion gathers 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?</p> <p>c. Your ex-boyfriend or ex-girlfriend at the time?</p> <p>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>Starting with the 2025 SCS, once a respondent answers “Yes” to any of the questions in 28a-28d, they automatically skip to question 29 and are not read the subsequent response categories in question 28.</p>
<p>29. Still thinking about the [time/ times] that you were bullied, where did the bullying occur? Did [it/they] occur ...</p> <p>a. In a classroom at school?</p> <p>b. In a hallway or stairwell at school?</p> <p>c. In a bathroom or locker room at school?</p> <p>d. In a gymnasium or weight room at school?</p> <p>e. In a cafeteria or lunch room at school?</p> <p>f. Outside on school grounds?</p> <p>g. On the way to or from school such as on a school bus or at a bus stop?</p> <p>h. Online or by text?</p> <p>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>

Questions	Rationale
<p>31. This school year, how much has bullying had a negative effect on...</p> <ul style="list-style-type: none"> 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>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>
<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>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 Classroom, Schoology, or Zoom.</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>
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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 7:

2022 SCS parent and student (English) brochure

Some findings from the 2019 SCS include:

- About 22 percent of students ages 12-18 reported that they were bullied at school
- About 16 percent of students ages 12-18 reported being cyber-bullied anywhere.
- About 46 percent of students bullied at school reported notifying an adult.
- About 41 percent of students who reported being bullied at school also reported they thought the bullying would happen again.
- About 9 percent of students reported that gangs were present at their school.
- About 2 percent of students ages 12-18 reported that they were victims of any crime at school.
- About 2 percent of students ages 12-18 reported that they were victims of theft at school.

Publications

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

Resources

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

Coming soon:

Your child will be contacted to complete the survey between January and June 2022.

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

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202-403-5551

www.ed.gov

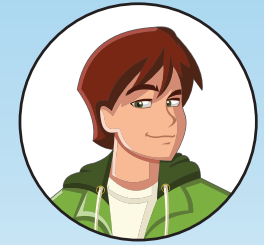
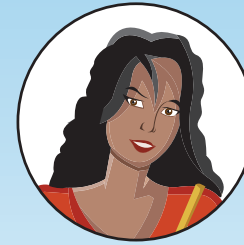


ies.ed.gov

Your Child's Experiences at School

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





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

What is the purpose of this survey?

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

Why is my child being asked to complete this survey?

Your household is one of the more than 100,000 households selected to participate in the National Crime Victimization Survey (NCVS). All students in grades 6 through 12 in households selected for the NCVS are asked to complete the 2022 School Crime Supplement (SCS). Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

What is the benefit of my child answering the survey?

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

Who sponsors this survey?

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

How often is this survey conducted?

The SCS is conducted every two years with the NCVS. Your child is being asked to participate in the 2022 SCS.

What will you ask my child?

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

- perceptions of practices that the school uses to prevent school-related crimes;
- perceptions of rules and equity at school;
- the availability of drugs, alcohol, and weapons at school;
- the presence of gangs at school;
- whether he or she has had negative interactions with other students from school; and
- participation in extracurricular activities.

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

No, federal law protects your child's answers and keeps them confidential. By law, the Census Bureau, the NCES, and the BJS can only use this survey information for statistical research. Your child's answers will not be shared with their teachers or school. We are not permitted to publicly release survey responses in a way that could identify your child or your household.

Does my child have to complete this survey?

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

Who uses the information from this survey?

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

Publications

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

Useful Information

- www.StopBullying.gov
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Tell Us About Your Experiences at School



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



Why are my answers to the survey important?

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



Do I have to take the survey?

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



What will the survey ask me?

We will ask you about fighting, weapons, drugs, and gangs at your school and other things you may have experienced this school year.



Why am I being asked to complete this survey?

Your household was one of more than 100,000 households selected to participate in the National Crime Victimization Survey. We're asking all students in grades 6 through 12 in those households to complete the SCS. We will collect data about crime in schools and how it affects students.



Will anyone find out what my answers are?

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

Stay tuned!

You will be contacted to complete the survey between January and June 2022.

Attachment 8:

2022 NCVS SCS School Crime Letter

<<DATE>>

<<RESPNAME>>

<<ADDRESS>>

Dear <<RESPNAME>>:

Recently, one of our field representatives, <<FRNAME>>, called upon you and your child(ren) to participate in the National Crime Victimization Survey (NCVS), which includes the School Crime Supplement (SCS). We hope that with more information, you will allow your child(ren) to participate in answering both the NCVS and SCS.

It is important you know how valuable your child's participation is in this study. Recent tragic events have made school safety a top priority for parents and communities throughout our nation. This is your child's opportunity to share their daily experiences at school which will inform decisions about how to prevent and reduce crime in schools. Only about 8,500 students will respond to the SCS and their answers will represent the nation. Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected to participate.

The SCS gathers information from students about measures schools take to prevent school-related crime; their engagement in school activities; their perceptions of rules and equity at school; the presence of weapons, drugs and gangs at school; and incidents of being victimized at school.

Your child's answers are confidential. We are not permitted to publicly release responses in a way that could identify you, your child(ren), or your household. Your responses will be used only for research and to help develop policies to make our schools better. To see how these data are used, please visit <https://nces.ed.gov/programs/crime>

Our field representative will call on you again during the next few days. If you have any further questions, please call the NCVS Supervisor at <<OFFICEPHONE>>. Thank you in advance.

Sincerely,

<NAME>

Regional Director