

# SCHOOL SURVEY ON CRIME AND SAFETY

## 2019–20 SCHOOL YEAR



School  
Survey  
On  
Crime &  
Safety

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

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

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

**PLEASE RESPOND BY:**



Conducted by:  
U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS

United States<sup>®</sup>  
**Census**  
Bureau

Collected by:  
U.S. DEPARTMENT OF COMMERCE  
U.S. CENSUS BUREAU

FORM **SSOCS-1**  
(09-19-2019) Draft 10



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## DEFINITIONS

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

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

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

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

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

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

**Children with disabilities** – children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.

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

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

**Evacuation** – a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

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

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

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

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

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

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

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



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

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

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

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

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

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

**Sexual assault** – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

**Sexual harassment** – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

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

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

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

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

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

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

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

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



## **SURVEY INSTRUCTIONS:**

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- Some questions ask for counts or percents. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- Defined terms are bolded and marked with an asterisk (\*) throughout the survey. A removable "definitions" sheet is printed on pages 2 and 3 to use as a reference while filling out the questionnaire.
- This survey refers to the 2019–20 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person(s) most knowledgeable about school crime and policies used to provide a safe environment.
- Please keep a copy of the completed questionnaire for your records.

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

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

U.S. Census Bureau  
ATTN: DCB/PCSPU, Building 60A  
1201 E. 10th Street  
Jeffersonville, IN 47132-0001

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

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: [SSOCS@census.gov](mailto:SSOCS@census.gov), or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4036, Washington, DC 20202.



## School Practices and Programs

1. During the 2019–20 school year, was it a practice of your school to do the following?

- If your school changed its practices during the school year, please answer regarding your most recent practice.
- Check "Yes" or "No" on each line.

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

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



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

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



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

1  Yes

2  No

6. During the 2019–20 school year, did your school have any recognized student groups with the following purposes?

YES NO

a. Acceptance of **sexual orientation\*** and **gender identity\*** of students (e.g., Gay-Straight Alliance) <sup>604</sup>

1  2

b. Acceptance of students with disabilities (e.g., Best Buddies) <sup>606</sup>

1  2

c. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) <sup>608</sup>

1  2

## Parent and Community Involvement at School

7. Which of the following does your school do to involve or help parents?

YES NO

a. Have a formal process to obtain parental input on policies related to school crime and discipline <sup>190</sup>

1  2

b. Provide training or technical assistance to parents in dealing with students' problem behavior <sup>192</sup>

1  2

8. During the 2019–20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school?

YES NO

a. Parent groups <sup>204</sup>

1  2

b. Social service agencies <sup>206</sup>

1  2

c. Juvenile justice agencies <sup>208</sup>

1  2

d. Law enforcement agencies <sup>210</sup>

1  2

e. Mental health agencies <sup>212</sup>

1  2

f. Civic organizations or service clubs <sup>214</sup>

1  2

g. Private corporations or businesses <sup>216</sup>

1  2

h. Religious organizations <sup>218</sup>

1  2

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



## School Security Staff

9. During the 2019–20 school year, did you have any sworn law enforcement officers (including **School Resource Officers\***) present **at your school\*** at least once a week? <sup>610</sup>

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

1  Yes

2  No → [GO TO item 16 on page 10.](#)

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

- |   | YES                     | NO                      |
|---|-------------------------|-------------------------|
| a. While students were arriving or leaving <sup>614</sup>                                       | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. At selected school activities (e.g., athletic and social events, open houses) <sup>616</sup> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. When school or school activities were not occurring <sup>618</sup>                           | 1 <input type="radio"/> | 2 <input type="radio"/> |

11. Did any of the sworn law enforcement officers (including **School Resource Officers\***) at your **school\*** routinely:

- |  | YES                     | NO                      |
|--|-------------------------|-------------------------|
| a. Carry physical restraints (e.g., handcuffs, Tasers) <sup>621</sup>      | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Carry chemical aerosol sprays (e.g., Mace, pepper spray) <sup>622</sup> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Carry a <b>firearm*</b> <sup>624</sup>                                  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Wear a body camera <sup>626</sup>                                       | 1 <input type="radio"/> | 2 <input type="radio"/> |

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



12. Did these sworn law enforcement officers (including **School Resource Officers\***) participate in the following activities **at your school\***?
- |   | YES                     | NO                      |
|---|-------------------------|-------------------------|
| a. Motor vehicle traffic control <sup>628</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Security enforcement and patrol <sup>630</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Maintaining student discipline <sup>632</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Identifying problems in the school and proactively seeking solutions to those problems <sup>636</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Training teachers and staff in school safety or crime prevention <sup>638</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Mentoring students <sup>640</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) <sup>642</sup>                                  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Recording or reporting discipline problems to school authorities <sup>644</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| i. Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities) <sup>646</sup> | 1 <input type="radio"/> | 2 <input type="radio"/> |

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

1  Yes → [GO TO item 14 below.](#)

2  No → [GO TO item 15 on page 10.](#)

14. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including **School Resource Officers\***) **at school\*** in the following areas?
- |  | YES                     | NO                      | DON'T KNOW              |
|--|-------------------------|-------------------------|-------------------------|
| a. Student discipline <sup>652</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray) <sup>654</sup> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. Use of <b>firearms*</b> <sup>656</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. Making <b>arrests*</b> on school grounds <sup>658</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. Reporting of criminal offenses to a law enforcement agency <sup>660</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

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



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

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

		Number at your school*		None
a. <b>School Resource Officers*</b>				
i. Full-time <sup>236</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
ii. Part-time <sup>238</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
b. Sworn law enforcement officers who are not <b>School Resource Officers*</b>				
i. Full-time <sup>240</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
ii. Part-time <sup>242</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>

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

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

		Number at your school*		None
Security officers or security personnel				
a. Full-time <sup>232</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>
b. Part-time <sup>234</sup>		<input type="text"/>	<input type="text"/>	0 <input type="checkbox"/>

## School Mental Health Services

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

- Include only assessments conducted by a licensed **mental health professional\***.
- Include services that were provided **at school\*** as well as services provided through a contract the school has with an outside provider.

1  Yes

2  No → [GO TO item 19 on page 11.](#)

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



18. Were **diagnostic mental health assessment\*** services provided to students from your school in the following locations? YES NO

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

b. Outside of school, by a school-employed or contracted **mental health professional\*** 665 1  2

19. During the 2019–20 school year, did your school provide **treatment\*** (e.g., psychotherapy, medication) to students for **mental health disorders\***? 667

- Include only **treatment\*** provided by a licensed **mental health professional\***.
- Include services that were provided **at school\*** as well as services provided through a contract the school has with an outside provider.

1  Yes

2  No → [GO TO item 21 below.](#)

20. Were **treatment\*** services provided to students from your school in the following locations? YES NO

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

b. Outside of school, by a school-employed or contracted **mental health professional\*** 671 1  2

21. During the 2019–20 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

- Check one response on each line.

	Limits in major way	Limits in minor way	Does not limit
a. Inadequate access to licensed <b>mental health professionals*</b> 674	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Inadequate funding 676	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) 678	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Concerns about reactions from parents 681	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Lack of community support for providing mental health services to students in your school 682	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Written or unwritten policies regarding the school's requirement to pay for the <b>diagnostic mental health assessment*</b> or <b>treatment*</b> of students 684	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Reluctance to label students with <b>mental health disorders*</b> to avoid stigmatizing the child 686	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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



## Staff Training and Practices

22. During the 2019–20 school year, did your school or school district provide any of the following for classroom teachers or aides?
- |  | YES                     | NO                      |
|--|-------------------------|-------------------------|
| a. Training in classroom management for teachers <sup>266</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Training in school-wide discipline policies and practices related to <b>violence*</b> <sup>268</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Training in school-wide discipline policies and practices related to <b>cyberbullying*</b> <sup>265</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Training in school-wide discipline policies and practices related to <b>bullying*</b> other than <b>cyberbullying*</b> <sup>267</sup>                                     | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Training in school-wide discipline policies and practices related to alcohol and/or drug use <sup>269</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Training in safety procedures (e.g., how to handle emergencies) <sup>270</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Training in recognizing early warning signs of students likely to exhibit violent behavior <sup>272</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Training in recognizing signs of self-harm or suicidal tendencies <sup>278</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| i. Training in intervention and referral strategies for students displaying signs of <b>mental health disorders*</b> (e.g., depression, mood disorders, ADHD) <sup>271</sup> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| j. Training in recognizing physical, social, and verbal <b>bullying*</b> behaviors <sup>273</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| k. Training in recognizing signs of students using/abusing alcohol and/or drugs <sup>274</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
| l. Training in positive behavioral intervention strategies <sup>276</sup>  | 1 <input type="radio"/> | 2 <input type="radio"/> |
| m. Training in crisis prevention and intervention <sup>277</sup>   | 1 <input type="radio"/> | 2 <input type="radio"/> |
23. Aside from sworn law enforcement officers (including **School Resource Officers\***) or other security officers or personnel who carry firearms, during the 2019–20 school year, were there any staff **at your school\*** who legally carried a **firearm\*** on school property? <sup>279</sup>
- 1  Yes
- 2  No

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



## Limitations on Crime Prevention

24. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

- Check one response on each line.

	Limits in major way	Limits in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management <sup>280</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Lack of or inadequate alternative placement or programs for disruptive students <sup>282</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Likelihood of complaints from parents <sup>284</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Lack of teacher support for school policies <sup>286</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Lack of parental support for school policies <sup>288</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Teachers' fear of student retaliation <sup>290</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Fear of litigation <sup>292</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Inadequate funds <sup>294</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Inconsistent application of school policies by faculty or staff <sup>296</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



## Incidents

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

Please provide information on:

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

	Column 1 Total number of recorded incidents			Column 2 Number reported to sworn law enforcement		
			None			None
a. <b>Rape*</b> or attempted <b>rape*</b>	310	<input type="text"/>	0 <input type="text"/>	312	<input type="text"/>	0 <input type="text"/>
b. <b>Sexual assault*</b> other than <b>rape*</b> (include threatened <b>rape*</b> )	314	<input type="text"/>	0 <input type="text"/>	316	<input type="text"/>	0 <input type="text"/>
c. <b>Robbery*</b> (taking things by force) i. With a <b>weapon*</b>	318	<input type="text"/>	0 <input type="text"/>	320	<input type="text"/>	0 <input type="text"/>
ii. Without a <b>weapon*</b>	322	<input type="text"/>	0 <input type="text"/>	324	<input type="text"/>	0 <input type="text"/>
d. <b>Physical attack or fight*</b> i. With a <b>weapon*</b>	326	<input type="text"/>	0 <input type="text"/>	328	<input type="text"/>	0 <input type="text"/>
ii. Without a <b>weapon*</b>	330	<input type="text"/>	0 <input type="text"/>	332	<input type="text"/>	0 <input type="text"/>
e. Threats of <b>physical attack*</b> i. With a <b>weapon*</b>	334	<input type="text"/>	0 <input type="text"/>	336	<input type="text"/>	0 <input type="text"/>
ii. Without a <b>weapon*</b>	338	<input type="text"/>	0 <input type="text"/>	340	<input type="text"/>	0 <input type="text"/>
f. <b>Theft or larceny*</b> (taking things worth over \$10 without personal confrontation)	342	<input type="text"/>	0 <input type="text"/>	344	<input type="text"/>	0 <input type="text"/>
g. Possession of a <b>firearm or explosive device*</b>	346	<input type="text"/>	0 <input type="text"/>	348	<input type="text"/>	0 <input type="text"/>
h. Possession of a knife or sharp object	350	<input type="text"/>	0 <input type="text"/>	352	<input type="text"/>	0 <input type="text"/>
i. Distribution, possession, or use of illegal drugs	354	<input type="text"/>	0 <input type="text"/>	356	<input type="text"/>	0 <input type="text"/>
j. Inappropriate distribution, possession, or use of prescription drugs	355	<input type="text"/>	0 <input type="text"/>	357	<input type="text"/>	0 <input type="text"/>
k. Distribution, possession, or use of alcohol	358	<input type="text"/>	0 <input type="text"/>	360	<input type="text"/>	0 <input type="text"/>
l. <b>Vandalism*</b>	362	<input type="text"/>	0 <input type="text"/>	364	<input type="text"/>	0 <input type="text"/>

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



26. During the 2019–20 school year, how many **hate crimes\*** occurred **at your school\***? 690

Number of **hate crimes\***

0  None → [GO TO item 28 below.](#)

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

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

	YES	NO
a. Race 692	1 <input type="radio"/>	2 <input type="radio"/>
b. National origin or ethnicity 694	1 <input type="radio"/>	2 <input type="radio"/>
c. Sex 696	1 <input type="radio"/>	2 <input type="radio"/>
d. Religion 698	1 <input type="radio"/>	2 <input type="radio"/>
e. Disability (e.g., physical, mental, and learning disabilities) 700	1 <input type="radio"/>	2 <input type="radio"/>
f. <b>Sexual orientation*</b> 702	1 <input type="radio"/>	2 <input type="radio"/>
g. <b>Gender identity*</b> 704	1 <input type="radio"/>	2 <input type="radio"/>

28. To the best of your knowledge, during the 2019–20 school year, have there been any incidents of **sexual misconduct\*** between a staff member and a student **at your school\***? 705

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

1  Yes

2  No

29. Please select the number of **arrests\***, including both students and non-students, that occurred **at your school\*** during the 2019–20 school year. 688

1  None

2  1 - 5

3  6 - 10

4  11 or more

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



## Disciplinary Problems and Actions

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

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial or ethnic tensions <sup>374</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Student <b>bullying*</b> <sup>376</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Student <b>sexual harassment*</b> of other students <sup>378</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Student <b>harassment*</b> of other students based on <b>sexual orientation*</b> <sup>381</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Student <b>harassment*</b> of other students based on <b>gender identity*</b> <sup>383</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Student <b>harassment*</b> of other students based on religion <sup>385</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Student <b>harassment*</b> of other students based on disability (e.g. physical, mental and learning disabilities) <sup>387</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Widespread disorder in classroom <sup>382</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Student verbal abuse of teachers <sup>380</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Student acts of disrespect for teachers other than verbal abuse <sup>384</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. <b>Gang*</b> activities <sup>386</sup>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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

- 1  Happens daily
- 2  Happens at least once a week
- 3  Happens at least once a month
- 4  Happens on occasion
- 5  Never happens

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



32. During the 2019–20 school year, did your school allow for the use of the following disciplinary actions? If "Yes," were the actions used this school year?

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

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



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

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

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

Number of disciplinary actions taken in response to offense

	Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to <b>alternative schools*</b>	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a. Use/possession of a <b>firearm or explosive device*</b>	458 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	460 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	462 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	464 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	466 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Use/possession of a <b>weapon*</b> other than a <b>firearm or explosive device*</b>	468 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	470 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	472 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	474 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	476 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Distribution, possession, or use of illegal drugs	478 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	480 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	482 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	484 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	486 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Distribution, possession, or use of alcohol	488 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	490 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	492 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	494 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	496 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. <b>Physical attacks or fights*</b>	498 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	500 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	502 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	504 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	506 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

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

a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 2.) <sup>518</sup>

Total number

0  None

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

0  None

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



## School Characteristics: 2019–20 School Year

35. Which of the following best describes your school? <sup>564</sup>

- 1  Regular public school
- 2  Charter school
- 3  Has a magnet program for part of the school
- 4  Exclusively a magnet school
- 5  Other - *Please specify:* <sup>565</sup>

36. Which of the following grades are offered in this school?

- Check all that apply.

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

37. Please provide the following dates:

a. Start date for your 2019–20 school year <sup>574, 575</sup>

/  / 2019  
MM DD

b. End date for your 2019–20 school year <sup>576, 577</sup>

/  / 2020  
MM DD

38. As of October 1, 2019, what was your school's total enrollment? <sup>522</sup>

Students

39. During the 2019–20 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 34b.)

- If a student transferred more than once in the school year, count each transfer separately.

	Number of Students	None
a. Transferred <b>to</b> the school <sup>570</sup>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/>
b. Transferred <b>from</b> the school <sup>572</sup>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/>

40. What percentage of your school's total enrollment is present on an average day? <sup>568</sup>

Percent of students present  
   % None  
0

41. How many classroom changes do most students make in a typical day? <sup>538</sup>

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

Typical number of classroom changes  
  None  
0



42. What percentage of your current students fit the following criteria?	Percent of students	None
a. Eligible for free or reduced-price lunch <small>524</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
b. English language learner (ELL) <small>526</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
c. <b>Children with disabilities (CWD)*</b> <small>528</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
d. Male <small>530</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

43. What is your best estimate of the percentage of your current students who meet the following criteria?	Percent of students	None
a. Below the 15th percentile on standardized tests <small>532</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
b. Likely to go to college after high school <small>534</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
c. Consider academic achievement to be very important <small>536</small>	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

44. How would you describe the crime level in the area(s) in which your students live? 560

1  High level of crime

2  Moderate level of crime

3  Low level of crime

4  Students come from areas with very different levels of crime

45. How would you describe the crime level in the area where your school is located? 562

1  High level of crime

2  Moderate level of crime

3  Low level of crime

### Respondent Information

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

Name of primary person completing form 010

Title or position 014

• Check one response.

- |   |   |
|---|---|
| 1 <input type="radio"/> Principal                           | 6 <input type="radio"/> Teacher or instructor                             |
| 2 <input type="radio"/> Vice principal                      | 7 <input type="radio"/> Superintendent or district staff                  |
| 3 <input type="radio"/> Disciplinarian                      | 8 <input type="radio"/> Security personnel                                |
| 4 <input type="radio"/> Counselor                           | 9 <input type="radio"/> Other - <i>Please specify:</i> <small>015</small> |
| 5 <input type="radio"/> Administrative or secretarial staff | <input style="width: 300px; height: 25px;" type="text"/>                  |

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



Number of years at this school 016

Years

Telephone number 012

Area Code

Number

 -  - 

E-mail address 074

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

• Check all that apply.

1  Monday 054

1  Tuesday 056

1  Wednesday 058

1  Thursday 060

1  Friday 062

• Check all that apply.

1  7AM to 9AM 064

1  9AM to 11AM 066

1  11AM to 1PM 068

1  1PM to 3PM 070

1  3PM to 5PM 072

Did other school personnel help to complete the questionnaire? 076

1  Yes

2  No

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

• Check all that apply.

1  Principal 078

1  Vice principal 080

1  Disciplinarian 082

1  Counselor 084

1  Administrative or secretarial staff 086

1  Teacher or instructor 088

1  Superintendent or district staff 090

1  Security personnel 092

1  Other, *Please specify:* 094

096

Date you completed the questionnaire 578, 579

/ 2020

MM

DD

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

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

minutes



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

U.S. Census Bureau  
Attn: DCB/PCSPU, Building 60A  
1201 E 10th Street  
Jeffersonville, IN 47132-0001

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

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

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

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

<http://nces.ed.gov>

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

<https://www.usa.gov/statistics>

