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.


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:
**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).

Thief 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.

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, 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.

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

* 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?

<table>
<thead>
<tr>
<th>Scenario</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Active shooter*</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Natural disasters (e.g., earthquakes or tornadoes)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Hostages</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Bomb threats or incidents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Suicide threats or incidents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Pandemic disease</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. Post-crisis reunification of students with their families</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

3. During the 2019–20 school year, has your school drilled students on the use of the following emergency procedures?

<table>
<thead>
<tr>
<th>Procedure</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evacuation*</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Lockdown*</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Shelter-in-place*</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

4. During the 2019–20 school year, did your school have any activities that included the following components for students?

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

*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)?

1. Yes
2. No

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

   a. Acceptance of sexual orientation* and gender identity* of students (e.g., Gay-Straight Alliance)
   b. Acceptance of students with disabilities (e.g., Best Buddies)
   c. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club)

   YES
   NO

---

**Parent and Community Involvement at School**

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

   a. Have a formal process to obtain parental input on policies related to school crime and discipline
   b. Provide training or technical assistance to parents in dealing with students’ problem behavior

   YES
   NO

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?

   a. Parent groups
   b. Social service agencies
   c. Juvenile justice agencies
   d. Law enforcement agencies
   e. Mental health agencies
   f. Civic organizations or service clubs
   g. Private corporations or businesses
   h. Religious organizations

   YES
   NO

*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?  
   - 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?

   a. While students were arriving or leaving  
   b. At selected school activities (e.g., athletic and social events, open houses)  
   c. When school or school activities were not occurring

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

   a. Carry physical restraints (e.g., handcuffs, Tasers)  
   b. Carry chemical aerosol sprays (e.g., Mace, pepper spray)  
   c. Carry a firearm*  
   d. Wear a body camera

*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*®?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Motor vehicle traffic control</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Security enforcement and patrol</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Maintaining student discipline</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Identifying problems in the school and proactively seeking solutions to those problems</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Training teachers and staff in school safety or crime prevention</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Mentoring students</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. Recording or reporting discipline problems to school authorities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i. Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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*®?

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?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Use of *<em>firearms</em>®</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Making *<em>arrests</em>® on school grounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Reporting of criminal offenses to a law enforcement agency</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Number at your school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>None 0</td>
</tr>
</tbody>
</table>

a. School Resource Officers*
   i. Full-time 236
   ii. Part-time 238

b. Sworn law enforcement officers who are not School Resource Officers*
   i. Full-time 240
   ii. Part-time 242

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.

<table>
<thead>
<tr>
<th>Number at your school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>None 0</td>
</tr>
</tbody>
</table>

Security officers or security personnel
a. Full-time 232
b. Part-time 234

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*?

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

19. During the 2019–20 school year, did your school provide treatment* (e.g., psychotherapy, medication) to students for mental health disorders*?  
   - 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*  
      1  2  
   b. Outside of school, by a school-employed or contracted mental health professional*  
      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 Limits in Does not  
      major way minor way limit  
   a. Inadequate access to licensed mental health professionals*  
      1  2  3  
   b. Inadequate funding  
      1  2  3  
   c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)  
      1  2  3  
   d. Concerns about reactions from parents  
      1  2  3  
   e. Lack of community support for providing mental health services to students in your school  
      1  2  3  
   f. Written or unwritten policies regarding the school’s requirement to pay for the diagnostic mental health assessment* or treatment* of students  
      1  2  3  
   g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child  
      1  2  3  

*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?  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Training in classroom management for teachers  
- b. Training in school-wide discipline policies and practices related to violence*  
- c. Training in school-wide discipline policies and practices related to cyberbullying*  
- d. Training in school-wide discipline policies and practices related to bullying* other than cyberbullying*  
- e. Training in school-wide discipline policies and practices related to alcohol and/or drug use  
- f. Training in safety procedures (e.g., how to handle emergencies)  
- g. Training in recognizing early warning signs of students likely to exhibit violent behavior  
- h. Training in recognizing signs of self-harm or suicidal tendencies  
- i. Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD)  
- j. Training in recognizing physical, social, and verbal bullying* behaviors  
- k. Training in recognizing signs of students using/abusing alcohol and/or drugs  
- l. Training in positive behavioral intervention strategies  
- m. Training in crisis prevention and intervention  

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?  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Limits in major way</th>
<th>Limits in minor way</th>
<th>Does not limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of or inadequate teacher training in classroom management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of or inadequate alternative placement or programs for disruptive students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of complaints from parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of teacher support for school policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parental support for school policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ fear of student retaliation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of litigation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent application of school policies by faculty or staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Column 1 Total number of recorded incidents</th>
<th>Column 2 Number reported to sworn law enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rape* or attempted rape*</td>
<td>310 0</td>
</tr>
<tr>
<td>b. Sexual assault* other than rape* (include threatened rape*)</td>
<td>314 0</td>
</tr>
<tr>
<td>c. Robbery* (taking things by force)</td>
<td>318 0</td>
</tr>
<tr>
<td>d. Physical attack or fight*</td>
<td>326 0</td>
</tr>
<tr>
<td>e. Threats of physical attack*</td>
<td>334 0</td>
</tr>
<tr>
<td>f. Theft or larceny* (taking things worth over $10 without personal confrontation)</td>
<td>342 0</td>
</tr>
<tr>
<td>g. Possession of a firearm or explosive device*</td>
<td>346 0</td>
</tr>
<tr>
<td>h. Possession of a knife or sharp object</td>
<td>350 0</td>
</tr>
<tr>
<td>i. Distribution, possession, or use of illegal drugs</td>
<td>354 0</td>
</tr>
<tr>
<td>j. Inappropriate distribution, possession, or use of prescription drugs</td>
<td>356 0</td>
</tr>
<tr>
<td>k. Distribution, possession, or use of alcohol</td>
<td>358 0</td>
</tr>
<tr>
<td>l. Vandalism*</td>
<td>362 0</td>
</tr>
</tbody>
</table>

*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*

  [ ] 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.

  a. Race 692
  - [ ] YES □ NO

  b. National origin or ethnicity 694
  - [ ] YES □ NO

  c. Sex 696
  - [ ] YES □ NO

  d. Religion 698
  - [ ] YES □ NO

  e. Disability (e.g., physical, mental, and learning disabilities) 700
  - [ ] YES □ NO

  f. Sexual orientation* 702
  - [ ] YES □ NO

  g. Gender identity* 704
  - [ ] YES □ NO

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 □ 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**?*

<table>
<thead>
<tr>
<th>Problem</th>
<th>Happens daily</th>
<th>Happens at least once a week</th>
<th>Happens at least once a month</th>
<th>Happens on occasion</th>
<th>Never happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student racial or ethnic tensions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Student <strong>bullying</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Student <strong>sexual harassment</strong> of other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Student <strong>harassment</strong> of other students based on <strong>sexual orientation</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Student <strong>harassment</strong> of other students based on <strong>gender identity</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Student <strong>harassment</strong> of other students based on religion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Student <strong>harassment</strong> of other students based on disability (e.g. physical, mental and learning disabilities)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Widespread disorder in classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Student verbal abuse of teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Student acts of disrespect for teachers other than verbal abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k. <strong>Gang</strong> activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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? *

- Happens daily
- Happens at least once a week
- Happens at least once a month
- Happens on occasion
- 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?

<table>
<thead>
<tr>
<th>Does your school allow for use of the following?</th>
<th>If “Yes,” was the action used this school year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
</tbody>
</table>

- a. Removal with no continuing school services for at least the remainder of the school year
  - Yes: 390
  - No: 392

- b. Removal with school-provided tutoring/home instruction for at least the remainder of the school year
  - Yes: 394
  - No: 396

- c. Transfer to an alternative school* for disciplinary reasons
  - Yes: 398
  - No: 400

- d. Transfer to another regular school for disciplinary reasons
  - Yes: 402
  - No: 404

- e. Out-of-school suspension or removal for less than the remainder of the school year
  i. With no curriculum or services provided
  - Yes: 406
  - No: 408
  ii. With curriculum or services provided
  - Yes: 410
  - No: 412

- f. In-school suspension for less than the remainder of the school year
  i. With no curriculum or services provided
  - Yes: 414
  - No: 416
  ii. With curriculum or services provided
  - Yes: 418
  - No: 420

- g. Referral to a school counselor
  - Yes: 422
  - No: 424

- h. Assignment to a program (during school hours) designed to reduce disciplinary problems
  - Yes: 426
  - No: 428

- i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems
  - Yes: 430
  - No: 432

- j. Loss of school bus privileges due to misbehavior
  - Yes: 434
  - No: 436

- k. Corporal punishment
  - Yes: 438
  - No: 440

- l. Placement on school probation with consequences if another incident occurs
  - Yes: 442
  - No: 444

- m. Detention and/or Saturday school
  - Yes: 446
  - No: 448

- n. Loss of student privileges
  - Yes: 450
  - No: 452

- o. Requirement of participation in community service
  - Yes: 454
  - No: 456

*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.

<table>
<thead>
<tr>
<th>Number of disciplinary actions taken in response to offense</th>
<th>Total students involved in recorded offenses (regardless of disciplinary action)</th>
<th>Removals with no continuing school services for at least the remainder of the school year</th>
<th>Transfers to alternative schools*</th>
<th>Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year</th>
<th>Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use/possession of a firearm or explosive device*</td>
<td>458</td>
<td>460</td>
<td>462</td>
<td>464</td>
<td>466</td>
</tr>
<tr>
<td>b. Use/possession of a weapon* other than a firearm or explosive device*</td>
<td>468</td>
<td>470</td>
<td>472</td>
<td>474</td>
<td>476</td>
</tr>
<tr>
<td>c. Distribution, possession, or use of illegal drugs</td>
<td>478</td>
<td>480</td>
<td>482</td>
<td>484</td>
<td>486</td>
</tr>
<tr>
<td>d. Distribution, possession, or use of alcohol</td>
<td>488</td>
<td>490</td>
<td>492</td>
<td>494</td>
<td>496</td>
</tr>
<tr>
<td>e. Physical attacks or fights*</td>
<td>498</td>
<td>500</td>
<td>502</td>
<td>504</td>
<td>506</td>
</tr>
</tbody>
</table>

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.) 518 0 None

b. Students were transferred to alternative schools* for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 3.) 520 0 None

*A removable "definitions" sheet is printed on pages 2 and 3.
### School Characteristics: 2019–20 School Year

35. Which of the following best describes your school?

- [ ] Regular public school
- [ ] Charter school
- [ ] Has a magnet program for part of the school
- [ ] Exclusively a magnet school
- [ ] Other - Please specify: ______________________________________________________________________

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prekindergarten</td>
<td>024</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>026</td>
</tr>
<tr>
<td>1st</td>
<td>028</td>
</tr>
<tr>
<td>2nd</td>
<td>030</td>
</tr>
<tr>
<td>3rd</td>
<td>032</td>
</tr>
<tr>
<td>4th</td>
<td>034</td>
</tr>
<tr>
<td>5th</td>
<td>036</td>
</tr>
<tr>
<td>6th</td>
<td>038</td>
</tr>
<tr>
<td>7th</td>
<td>040</td>
</tr>
<tr>
<td>8th</td>
<td>042</td>
</tr>
<tr>
<td>9th</td>
<td>044</td>
</tr>
<tr>
<td>10th</td>
<td>046</td>
</tr>
<tr>
<td>11th</td>
<td>048</td>
</tr>
<tr>
<td>12th</td>
<td>050</td>
</tr>
<tr>
<td>Ungraded</td>
<td>052</td>
</tr>
</tbody>
</table>

37. Please provide the following dates:

a. Start date for your 2019–20 school year

b. End date for your 2019–20 school year

38. As of October 1, 2019, what was your school’s total enrollment?

522 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.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Transferred to the school</td>
<td>570</td>
</tr>
<tr>
<td>b. Transferred from the school</td>
<td>572</td>
</tr>
</tbody>
</table>

40. What percentage of your school’s total enrollment is present on an average day?

Percent of students present None

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Typical number of classroom changes</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
42. What percentage of your current students fit the following criteria?  

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of students</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Eligible for free or reduced-price lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. English language learner (ELL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Children with disabilities (CWD)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Male</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of students</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Below the 15th percentile on standardized tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Likely to go to college after high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Consider academic achievement to be very important</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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?  

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  

Title or position  

- Check one response.

1. Principal  
2. Vice principal  
3. Disciplinarian  
4. Counselor  
5. Administrative or secretarial staff  
6. Teacher or instructor  
7. Superintendent or district staff  
8. Security personnel  
9. Other - Please specify:  

*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.

☐ 7AM to 9AM 064

☐ 9AM to 11AM 066

☐ 11AM to 1PM 068

☐ 1PM to 3PM 070

☐ 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.

☐ Principal 078

☐ Vice principal 080

☐ Disciplinarian 082

☐ Counselor 084

☐ Administrative or secretarial staff 086

☐ Teacher or instructor 088

☐ Superintendent or district staff 090

☐ Security personnel 092

☐ Other, Please specify: 094

Date you completed the questionnaire 578, 579 / / 2020

☐ ☐ ☐ / ☐ ☐ / 2020

☐ ☐ ☐ / ☐ ☐ / 2020

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

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

☐ ☐ ☐ ☐ minutes
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

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