

Attachment 1: Revised SCS instrument (OMB Control No. 1121-0184) with track changes

2025 SCHOOL CRIME SUPPLEMENT (SCS)

SCREEN QUESTIONS FOR SUPPLEMENT

INTRO_1

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

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

1a. E_ATTENDSCHOOL_INPERSON

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

- ☐ 1 = Yes
- ☐ 2 = No

1b. E_ATTENDSCHOOL_VIRTUAL

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

- ☐ 1 = Yes
- ☐ 2 = No

1c. E_ATTENDSCHOOL_HOMESCHOOL

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

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

CHECK ITEM A:

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

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

1d. E_HOMESCHOOL_COOP

[IF E_ATTENDSCHOOL_HOMESCHOOL = "Yes"]

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

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

- ☐ 1 = Yes
- ☐ 2 = No

1e1. E_HOMESCHOOL_WHY_BULLY

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

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

Because of your experiences with bullying?

- ☐ 1 = Yes
- ☐ 2 = No

1e2. E_HOMESCHOOL_WHY_ENVIROMENT

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

- ☐ 1 = Yes
- ☐ 2 = No

1e3. E_HOMESCHOOL_WHY_QUALITY

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

- ☐ 1 = Yes
- ☐ 2 = No

1e4. E_HOMESCHOOL_WHY_RELIGIOUS

Because of religious reasons?

- ☐ 1= Yes
- ☐ 2= No

1e5. E_HOMESCHOOL_WHY_CONDITION

Because of a physical, mental, or developmental condition?

- ☐ 1= Yes
- ☐ 2= No

1e6. E_HOMESCHOOL_WHY_ILLNESS

Because of an illness that prevents you from attending school?

- ☐ 1= Yes
- ☐ 2= No

1e7. E_HOMESCHOOL_WHY_OTHER

Because of a different reason?

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

E_HOMESCHOOL_WHY_SPECIFY

What was the different reason?

Specify:

1f. E_DIFFSCHOOL_ATTENDED

How many different schools have you attended this school year?

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

Include your homeschooling as one school.

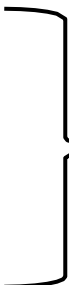
- ☐ 1 = One school
- ☐ 2 = Two schools
- ☐ 3 = Three or more schools

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

2a. **E_HOMESCHOOLGRADE**

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

This question refers to the 2024-2025 school year.

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

SKIP to **CHECK ITEM C**

E_HOMESCHOOLGRADE_OTHER

Specify:

SKIP to **CHECK ITEM C**

CHECK ITEM C: If student was only homeschooled (**E_ATTENDSCHOOL_HOMESCHOOL** = “Yes”, **E_ATTENDSCHOOL_INPERSON** = “No,” “Don’t know,” or “Refused” AND **E_ATTENDSCHOOL_VIRTUAL** = “No,” “Don’t know,” or “Refused”) **SKIP** to **SUPPLEMENTEND**.

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

2b. E_WHATGRADE**What grade are you in?***This question refers to the 2024-2025 school year.*

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

E_WHATGRADE_OTHER*Specify:***SKIP** to **E_WHATMONTH****SCS_INTRO_2**

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

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

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

- ☐ 1 = July
 - ☐ 2 = August
 - ☐ 3 = September
 - ☐ 4 = a different month – *Go to* **E_WHATMONTHOTHER**
- } **SKIP** to **F_SCHOOLSTATE**

E_WHATMONTHOTHER**What month did you start your current grade?**

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

ENVIROMENTAL QUESTIONS**SCS_INTRO_3**

READ SCS_INTRO_3 if E_ATTENDSCHOOL_VIRTUAL = "Yes" and E_ATTENDSCHOOL_INPERSON = "Yes"

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

4a. F_SCHOOLSTATE

In what state is your school located?

State:

4b. F_SCHOOLCOUNTY

In what county is your school located?

County:

4c. F_SCHOOLCITY

In what city is your school located?

City:

4d. F_NAMEOFSCHOOL

What is the complete name of your school?

School name:

5a. F_PUBLICORPRIVATE

Is your school public or private?

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

5b. REGULARSCHOOL

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

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

5c. F_CHURCHRELATED

Is your school affiliated with a religion?

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

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

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

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

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

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

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

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

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

F_GETTOSCHOOL_SPECIFY

Specify:

8. F_HOMEFROMSCHOOL

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

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

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

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

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

F_HOMEFROMSCHOOL_SPECIFY

Specify:

9a. F_ACTIVITY_SPIRIT

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

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

- ☐ 1 = Yes
- ☐ 2 = No

9b. F_ACTIVITY_SPORTS

Athletic teams at school?

- ☐ 1 = Yes
- ☐ 2 = No

9c. F_ACTIVITY_ARTS

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

- ☐ 1 = Yes
- ☐ 2 = No

9d. F_ACTIVITY_ACADEMIC

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

- ☐ 1 = Yes
- ☐ 2 = No

9e. F_ACTIVITY_GOV

Class council or student government, also known as SGA?

- ☐ 1 = Yes
- ☐ 2 = No

9f. F_ACTIVITY_SERVICE

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

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

- ☐ 1 = Yes
- ☐ 2 = No

9g. F_ACTIVITY_OTHER

Other school clubs or school activities?

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

9h. F_ACTIVITY_OTHER_SPECIFY

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

Specify:

CHECK ITEM D: If student did not attend school in person this school year (E_ATTENDSCHOOL_INPERSON = “No,” “Don’t know,” or “Refused”) *SKIP* to F_SAFETY_CODE_OF_CONDUCT.

10a. F_SAFETY_POLICE

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

Does your school have:

Security guards or assigned police officers?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

10b. F_SAFETY_HALLSTAFF**Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?**

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

10c. F_SAFETY_METAL_DETECTORS**Metal detectors, including wands?**

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

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

10d. F_SAFETY_DOORS_LOCKED**Locked entrance or exit doors during the day?**

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

10e. F_SAFETY_SIGN_IN**A requirement that visitors sign in AND wear visitor badges or stickers?**

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

10f. F_SAFETY_LOCKER_CHECKS**Locker checks?**

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

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

10g. F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification?

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

10h. F_SAFETY_CAMERAS

One or more security cameras to monitor the school?

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

10i. F_SAFETY_CODE_OF_CONDUCT

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

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

11. F_REPORT

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

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

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

12. F_DISTRACTED

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

Read answer categories

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

13a. F_RULES_FAIR

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

The school rules are fair.

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

13b. F_PUNISHMENT_SAME

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

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

13c. F_RULES_ENFORCED

The school rules are strictly enforced.

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

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

13d. F_PUNISHMENT_KNOWN

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

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

13e. F_TEACHERS_RESPECT

Teachers treat students with respect.

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

14a. F_ADULT_REALLYCARES

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

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

Really cares about you.

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

14b. F_ADULT_LISTENS

Listens to you when you have something to say.

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

14c. F_ADULT_GOOD_JOB

Tells you when you do a good job.

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

15a. F_STUDENT_REALLYCARES

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

There is a STUDENT at school who...

Really cares about you.

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

15b. F_STUDENT_LISTENS

Listens to you when you have something to say.

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

15c. F_STUDENT_SUCCESS

Believes that you will be a success.

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

16. F_CRIME_NEIGHBORHOOD

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

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

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

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

17. F_CRIME_NEIGHBORHOOD_SCHOOL

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

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

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

18. F_SAFE_IN_SCHOOL

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

You feel safe in your school.

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

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

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

SCS_INTRO_4_VIRTUAL

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

The following questions are only about this school year.

20a. F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

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

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

SCS_INTRO_4_INPERSON

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

The following questions are only about this school year.

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

19a. F2_TOBACCO

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

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

- ☐ 1 = Yes
- ☐ 2 = No

19b. F2_ALCOHOL

Alcoholic beverages?

- ☐ 1 = Yes
- ☐ 2 = No

19c. F2_MARIJUANA

Marijuana, also known as pot or weed?

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

- ☐ 1 = Yes
- ☐ 2 = No

19d. F2_OPIOIDS

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

- ☐ 1 = Yes
- ☐ 2 = No

19e. F2_PRESCRIPTION_DRUGS

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

- ☐ 1 = Yes
- ☐ 2 = No

19f. F2_OTHER_ILLEGAL

Other illegal drugs, such as cocaine, LSD, Ecstasy (MDMA), or crystal meth?

Do not include tobacco or tobacco products.

- ☐ 1 = Yes
- ☐ 2 = No

20b. F_KNOW_DRUGS_OR_ALCOHOL

During this school year, did you see another student who was under the influence of illegal drugs or

alcohol while they were at school [IF **E_ATTENDSCHOOL_VIRTUAL** = "Yes" FILL: **or during virtual classes**]?

- ☐ 1 = Yes
- ☐ 2 = No

FIGHTING, BULLYING AND HATE BEHAVIORS

21a. G_FIGHT_AT_SCHOOL

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

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

21b. G_FIGHT_HOW_OFTEN

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

Number of times:

22a. G_BULLY_MADE_FUN

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

That is, has another student...

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

- ☐ 1 = Yes
- ☐ 2 = No

22b. G_BULLY_RUMOR

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

- ☐ 1 = Yes
- ☐ 2 = No

22c. G_SHARED

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

- ☐ 1 = Yes
- ☐ 2 = No

22d. G_BULLY_THREAT

Threatened you with harm?

- ☐ 1 = Yes
- ☐ 2 = No

22e. G_BULLY_CONTACT

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

- ☐ 1 = Yes
- ☐ 2 = No

22f. G_BULLY_COERCED

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

- ☐ 1 = Yes
- ☐ 2 = No

22g. G_EXCLUDED

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

- ☐ 1 = Yes
- ☐ 2 = No

22h. G_BULLY_DESTROYED_PROP

Destroyed your property on purpose?

- ☐ 1 = Yes
- ☐ 2 = No

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

23a. G_BULLY_DAY_PLUS

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

Read answer categories

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

23b. G_BULLY_TIMES

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

Read answer categories 1—2

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

24. G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again?

- ☐ 1 = Yes
- ☐ 2 = No

25. G_BULLY_MULTI_PERS

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

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

26. G_BULLY_HOW_ACT

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

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

27a. G_BULLY_STRONGER

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

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

- ☐ 1 = Yes
- ☐ 2 = No

27b. G_BULLY_POPULAR

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

- ☐ 1 = Yes
- ☐ 2 = No

27c. G_BULLY_MONEY

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

- ☐ 1 = Yes
- ☐ 2 = No

27d. G_BULLY_INFLUENCE

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

- ☐ 1 = Yes
- ☐ 2 = No

27e. G_BULLY_OTHER_POWER

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

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

27f. G_OTHER_POWER_SPECIFY

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

Specify:

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

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

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

28a. G_RELAT_SIBLING

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

Your sibling, such as a brother or sister?

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

28b. G_RELAT_DATING

Your boyfriend or girlfriend at the time?

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

28c. G_RELAT_EX_DATING

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

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

28d. G_RELAT_OTH_STUDENT

Another student from school?

- ☐ 1 = Yes
- ☐ 2 = No

29. G_BULLY_WHERE1 through G_BULLY_WHERE9

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

Read answer categories, mark all that apply

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

G_BULLY_WHERE_SPECIFY

Where is the other place where bullying occurred?

Specify:

30. G_BULLY_ADULT_TOLD

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

- ☐ 1 = Yes
- ☐ 2 = No

31a. G_SCHOOL_WORK

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

Your school work?

Read answer categories

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

31b. G_RELATION_FRIEND_FAMILY

Your relationships with friends or family?

Read answer categories

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

31c. G_ABOUT_YOURSELF

How you feel about yourself?

Read answer categories

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

31d. G_PHYSICAL_HEALTH

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

Read answer categories

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

32a. G_BULLY_RACE

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

Your race?

- ☐ 1 = Yes
- ☐ 2 = No

32b. G_BULLY_RELIGION

Your religion?

- ☐ 1 = Yes
- ☐ 2 = No

32c. G_BULLY_ETHNIC_ORIGIN

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

- ☐ 1 = Yes
- ☐ 2 = No

32d. G_BULLYING_DISABILITY

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

- ☐ 1 = Yes
- ☐ 2 = No

32e. G_BULLYING_GENDERSEX

Your sex, including being male or female?

If further clarification is needed, read: By male, we mean being a boy, and by female, we mean being a girl.

- ☐ 1 = Yes
- ☐ 2 = No

32f. G_BULLYING_ORIENTATION

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

- ☐ 1 = Yes
- ☐ 2 = No

32g. G_BULLYING_APPEARANCE

Your physical appearance?

- ☐ 1 = Yes
- ☐ 2 = No

33. G_HATE

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

If further clarification is needed, read: By male, we mean being a boy, and by female, we mean being a girl.

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

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

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

34a. G_HATE_RACE

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

Your race?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

34b. G_HATE_RELGION

Your religion?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

34c. G_HATE_ETHNICITY

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

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

34d. G_HATE_DISABILITY

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

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

34e. G_HATE_GENDERSEX

Your sex, including being male or female?

If further clarification is needed, read: By male, we mean being a boy, and by female, we mean being a girl.

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don’t know

34f. G_HATE_SEXUAL_ORIENTATION

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

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

35a. G_HATE_WORDS

[IF E_ATTENDSCHOOL_INPERSON = "Yes"]

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

- ☐ 1 = Yes
- ☐ 2 = No

35b. G_HATE_WORDS_VIRTUAL

[IF E_ATTENDSCHOOL_VIRTUAL = "Yes"]

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

- ☐ 1 = Yes
- ☐ 2 = No

AVOIDANCE**36a. H_AVOID_VIRTUAL**

[IF E_ATTENDSCHOOL_VIRTUAL = "Yes"]

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

- ☐ 1 = Yes
- ☐ 2 = No

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

36b. H_AVOID_SHORTCUT

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

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

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

- ☐ 1 = Yes
- ☐ 2 = No

36c. H_AVOID_ENTRANCE

The entrance into the school?

- ☐ 1 = Yes
- ☐ 2 = No

36d. H_AVOID_HALLWAYS

Any hallways or stairs in school?

- ☐ 1 = Yes
- ☐ 2 = No

36e. H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom?

- ☐ 1 = Yes
- ☐ 2 = No

36f. H_AVOID_RESTROOMS

Any school restrooms?

- ☐ 1 = Yes
- ☐ 2 = No

36g. H_AVOID_OTHER_PLACES

Other places inside the school building?

- ☐ 1 = Yes
- ☐ 2 = No

36h. H_AVOID_PARKING_LOT

School parking lot?

- ☐ 1 = Yes
- ☐ 2 = No

36i. H_AVOID_OTHER_SCHOOL

Other places on school grounds?

- ☐ 1 = Yes
- ☐ 2 = No

36j. H_AVOID_BUS_STOP

School bus or bus stop?

- ☐ 1 = Yes
- ☐ 2 = No

37a. H_AVOID_ACTIVITIES

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

- ☐ 1 = Yes
- ☐ 2 = No

37b. H_AVOID_CLASSES

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

- ☐ 1 = Yes
- ☐ 2 = No

37c. H_STAY_HOME

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

- ☐ 1 = Yes
- ☐ 2 = No

FEAR

I_INTRO_FEAR

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

38a. I_AFRAID

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

Read answer categories

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

38b. I_AFRAID_ON_BUS

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

Read answer categories

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

38c. I_AFRAID_NONSCHOOL

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

Read answer categories

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

WEAPONS**J_INTRO_WEAPON**

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

39a. J_WEAPONS_GUN

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

A gun?

- ☐ 1 = Yes
- ☐ 2 = No

39b. J_WEAPONS_KNIFE

A knife brought as a weapon?

- ☐ 1 = Yes
- ☐ 2 = No

39c. J_WEAPONS_OTHER

Some other weapon?

- ☐ 1 = Yes
- ☐ 2 = No

40a. J_GUN_OTHERS

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

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

40b. J_SEE_GUN

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

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

41. J_GET_GUN

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

- ☐ 1 = Yes
- ☐ 2 = No

GANGS**K2_INTRO_GANG**

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

42a. K_GANGS

Are there any gangs at your school?

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

42b. K_GANG_FIGHTS

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

Read answer categories 1 through 5

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

42c. K_GANG_DRUGS

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

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

STUDENT CHARACTERISTICS

43. L_GRADES

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

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

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

44a. L_SKIP_CLASSES

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

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

44b. L_SKIP_CLASS_DAYS

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

Number of days:

45a. L_SCHOOL_AFTER_SCHOOL

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

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

This could include:

- Automotive Mechanic Training
- Beauty School
- Computer Technical Programs (less than a two-year associate degree)
- Certificate Programs

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

45b. L_GRADUATE_4YR

Graduate from a 4-year college?

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

END OF SCS INTERVIEW

46. SUPPLEMENTEND

You have completed the School Crime Supplement for this person.

Attachment 2: Revised SCS-300 (Interviewer Self-Study) with track changes

SCS-300
February 2025

2025 SCHOOL CRIME SUPPLEMENT: AN NCVS SUPPLEMENT

INTERVIEWER SELF-STUDY

This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual businesses, schools, group quarters, or persons, especially any current or former Census Bureau employees.

Table of Contents

Self-Study Instructions

Introduction	i
Training Objectives.....	i
Completing This Self-Study	i
Charging Time.....	ii
Materials Needed	ii
Final Review Exercise	ii

Lesson 1 – The School Crime Supplement

Objectives	1-1
Description	1-1
Sponsor.....	1-2
Purpose.....	1-2
Data Users	1-2
Authority	1-3
Confidentiality.....	1-3
Forms and Materials.....	1-3
Instrument	1-3
SCS Brochures.....	1-4
SCS School Crime Letter	1-4
SCS Parent Concerns FR Aid	1-5
Key Points to Remember	1-5

Lesson 2 – Procedures for Conducting the SCS Interview

Objectives	2-1
General Instructions	2-1
General SCS Interviewing Rules	2-2
Eligibility	2-2
Proxy Interview.....	2-2
Interview Status.....	2-2
Noninterviews.....	2-3
Interviewing Adolescents.....	2-4
Gaining Parental/Guardian Cooperation	2-6
Time of Survey	2-8
Sensitive Questions.....	2-8
Confidentiality.....	2-8
Key Points to Remember	2-9

Lesson 3 – The SCS CAPI Instrument

Objectives	3-1
Introduction	3-1
How to Ask Questions	3-1
Probing	3-2
Techniques	3-2
Automatic Fills	3-2
School_Crime_Info tab	3-3
SCS Questions	3-3
Section 1 – Screen Questions for the SCS	3-6
Section 2 – Environmental Questions	3-16
Section 3 – Fighting, Bullying and Hate Behaviors	3-47
Section 4 – Avoidance	3-59
Section 5 – Fear	3-63
Section 6 – Weapons	3-65
Section 7 – Gangs	3-68
Section 8 – Student Characteristics	3-70
Section 9 – Ending the SCS Interview	3-74
Key Points to Remember	3-75

Lesson 4 – SCS Final Review Exercise

Final Review Exercise Instructions	4-1
--	-----

Appendix A

SCS Materials	A-1
NCES 2025-001: Parent English Brochure	
NCES 2025-003: Student English Brochure	
NCES 2025-002: Parent Spanish Brochure	
NCES 2025-004: Student Spanish Brochure	

Self-Study Instructions

INTRODUCTION

As a Field Representative (FR) working on the National Crime Victimization Survey (NCVS) between January and June 2025, you will conduct interviews for the School Crime Supplement (SCS) at each sample address assigned to you that has respondents between the ages of 12 and 18.

In order for you to understand and feel comfortable conducting SCS interviews using the CAPI instrument you must read and complete this self-study prior to January 2025 interviewing.

The SCS-300 electronic Self-Study on your laptop is designed to provide you with SCS procedures, interviewing instructions, and concept definitions.

TRAINING OBJECTIVES

There is no classroom training for the SCS; training consists of a self-study only. After completing this self-study, you will:

- Understand basic facts about the SCS so that you can explain them to respondents.
- Follow the correct procedures while conducting a SCS interview using the CAPI instrument.
- Understand important SCS concepts so you can collect complete and accurate information from respondents.

COMPLETING THIS SELF-STUDY

This self-study consists of four lessons. Lesson 1 provides a description of the SCS. Lesson 2 contains the procedures for conducting the SCS interview. Lesson 3 introduces the SCS CAPI instrument. Lesson 4 contains the instructions to access the Final Review Exercise that you will complete on the Commerce Learning Center (CLC).

Complete each lesson in the sequence that it is presented. Be sure to allow enough time between the completion of this self-study and your first 2025 SCS assignment to resolve any questions with your supervisor before you start interviewing.

SCS interviewing begins on January 1, 2025.

CHARGING TIME

Charge the actual time that it takes you to complete this self-study (up to **2.5 hours**) to **project number 0976000 and task code 528 (Refresher Training/Home Study)**.

Charge all SCS interviewing to **project number 0976000 and task code 523**.

MATERIALS NEEDED

To complete this self-study you will need:

- Your laptop.
- SCS-300, the 2025 SCS Interviewer Self-Study.
- Access to the CLC to complete the SCS-300 Final Review Exercise.

If you are missing any of these materials, contact your supervisor immediately.

FINAL REVIEW EXERCISE

Upon completion of this self-study, you will complete the SCS-300 Final Review Exercise on the CLC to verify your knowledge of key concepts of the SCS presented throughout this self-study. The review exercise consists of 10 questions. This review exercise will be scored, and the results will be passed along to your supervisor and headquarters staff.

You are required to complete the SCS-300 CLC Final Review Exercise.

Lesson 1 - The School Crime Supplement

OBJECTIVES

Upon completion of Lesson 1, you will be able to:

- Identify which NCVS household members are eligible respondents for the SCS.
- Explain the primary purpose for conducting the SCS and some of the uses for the SCS data.
- Know under what authority we are allowed to conduct this supplement and what confidentiality laws apply.
- Understand the 2025 SCS questionnaire and instrument.
- Identify all the SCS handout materials available to you to help gain cooperation in completing this supplement.

DESCRIPTION

The prevalence of crime and the well-being of students in our country's schools is a concern. Crimes at school disrupt education and may have longer lasting effects on society than crimes committed elsewhere. Before considering any response to crime at school, we must begin with an accurate national accounting of threats to a safe school environment, the nature and extent of school crime, a description of its likely victims, and current safeguards in place. The School Crime Supplement (SCS) questions are specifically designed to collect this kind of information.

The SCS is a supplement to the National Crime Victimization Survey (NCVS). It was first conducted in 1989 and 1995. Since 1999, it has been conducted every other year through 2019. However, the SCS was not conducted in 2021 due to the coronavirus (COVID-19) pandemic; the supplement was conducted again in 2022, and now in 2025.

- The SCS is conducted in all NCVS interviewed households for six months, from January through June 2025.
- The supplement is administered to all interviewed persons in the NCVS sample who are between 12 and 18 years of age, regardless of whether or not they were victims of school-related crimes. This is because the SCS collects information about indicators of school safety other than criminal victimization. Fear of victimization can also have adverse effects on victims and nonvictims, as well as on the school environment.

- The supplemental school questions appear **IMMEDIATELY AFTER** either the screener questions, crime incident report, or socio-demographic questions – depending on what enumeration it is or whether the respondent reported a crime. The SCS questions come **BEFORE** proceeding to the next eligible household member's NCVS interview.

SPONSOR

The U.S. Census Bureau is conducting the SCS for the National Center for Education Statistics (NCES) in partnership with the Bureau of Justice Statistics (BJS), the sponsor of the NCVS.

PURPOSE

The purpose of the SCS is to gather additional information about school-related victimizations and safety within the school environment on a national level to supplement basic information collected in the NCVS. The survey asks a number of key questions about crime, violence, and safety inside schools, on school grounds, or on the way to and from school. The SCS questions cover:

- Measures employed by the school to prevent school-related crimes.
- Transportation to and from school.
- Students' perceptions of rules and equality at school.
- The availability of drugs, alcohol, and weapons at school.
- Incidents of students being victimized and bullied at school.
- Students' participation in extra-curricular activities.
- The presence of gangs at school.
- Student characteristics.

DATA USERS

The BJS and the NCES analyze and use the statistical data produced from the SCS. The SCS is an important data source for the "Indicators of School Crime and Safety" report released annually by the NCES and the BJS. You can view the most recent report here: [Report on Indicators of School Crime and Safety: 2023](#). The SCS also informs a regularly-produced report on bullying, which you can view here: [Student Reports of Bullying: 2022](#). Other SCS data users include legislators, policy makers, academic researchers, practitioners at the Federal, state, and local government levels, as well as special interest groups who are concerned with crimes committed at school.

AUTHORITY

The National Center for Education Statistics (NCES) sponsors data collection of the supplement under the authority of Title 20, United States Code, Section 3475. The Bureau of Justice Statistics (BJS) sponsors the NCVS under the authority of Title 34, United States Code, Section 10132. The U.S. Census Bureau performs the work under the authority of Title 13, United States Code, Section 8.

CONFIDENTIALITY

It is important that you understand and maintain strict confidentiality of information. By law, the Census Bureau can only use survey information for statistical research. The Census Bureau is not permitted to publicly release survey responses in a way that could identify the respondent or their household.

As an FR, you should NEVER make survey information available to anyone except sworn Census Bureau employees who have a work related need to know the information. Do not permit any unauthorized persons, even members of your own family, to see the information that you collect.

Strict confidentiality of individual respondent and household information is guaranteed by:

- Title 34, United States Code, sections 10134 and 10231, and
- Under Title 13, United States Code, section 9.

FORMS AND MATERIALS

The materials for this supplement include the

- SCS instrument (*which is incorporated as part of the NCVS instrument*);
- SCS English and Spanish versions of the Parent Brochure (NCES 2025-001 and NCES 2025-002) and Student Brochure (NCES 2025-003 and NCES 2025-004)

These materials are discussed in more detail below.

Instrument

The 2025 SCS instrument is part of the NCVS instrument. The SCS interview is conducted **immediately** after you complete the NCVS interview for a sample household member who is 12 through 18 years of age and **before** proceeding to the next eligible household member.

An SCS interview **should** be completed for each NCVS respondent who is 12 through 18 years of age and who completed the NCVS interview by self-response or by proxy.

The instrument is programmed to not proceed to the SCS interview for an NCVS noninterview person or an NCVS noninterview household. If the NCVS interview is conducted in a language other than English or Spanish, the Interviewer will enter Precode (4) in screen INTRO_1 for a SCS noninterview (NCVS interview was conducted in a language other than English or Spanish). The SCS questions are only available in English and Spanish.

A Spanish language SCS questionnaire was introduced in 2011. If you completed the NCVS interview using the Spanish language questions, the Spanish language SCS questions appear on the screen. As in the regular NCVS instrument, to toggle into the Spanish SCS instrument, simultaneously press the “Shift” and “F5” keys. In the pop-up window, select “Spanish” and then click on the “OK” button to activate the Spanish language instrument **OR** you can choose the “Language” tab from the top toolbar. To return to the English language instrument follow the steps provided above, selecting “English” in the pop-up window. If you encounter the need for a Spanish translator, contact your supervisor. If the NCVS was conducted in a language other than English or Spanish, refer to “Noninterviews” in Lesson 2.

SCS Brochures

There are four brochures for the 2025 SCS:

- Parent English (NCES 2025-001),
- Student English (NCES 2025-003),
- Parent Spanish (NCES 2025-002), and
- Student Spanish (NCES 2025-004).

Both the Parent and Student English brochures will be mailed out with the NCVS-572 introductory letter for your January through June workloads. You will also be provided with a few extra copies of the brochures for respondents who did not receive it, or where the brochure may help in gaining cooperation. Refer to Appendix A to see the content of each brochure.

SCS School Crime Letter

You will also have access to the SCS School Crime Letter in Mobile Case Management during SCS data collection. This letter was created in 2019 as an additional tool to gain participation from households that are hesitant or are refusing to allow adolescents to complete their SCS interview. The letter highlights the importance of the SCS data and informs households about the survey. Similar to other letters in Mobile Case Management, you will be able to add your personal information to the letter and request that it be sent to households from your regional office.

SCS Parent Concerns FR Aid

You will have access to the SCS Parent Concerns FR Aid document on your laptop and through a memorandum attachment. This aid was created for the 2025 SCS to provide assistance with answering parent or guardian concerns about their adolescents' participation with the SCS.

KEY POINTS TO REMEMBER

The key points to remember from Lesson 1 are:

- The objective of this supplement is to collect information about school-related victimizations and school safety on a national level. The supplement asks a number of key questions about crime, violence, and safety inside schools, on school grounds, or on the way to and from school.
- Administer the SCS to all persons in the NCVS sample who are 12 through 18 years of age and who completed the NCVS interview by self-response or by proxy, either in person or over the phone.
- The SCS questions are only available in English and Spanish. If the NCVS interview is conducted in a language other than English or Spanish, you will enter Precode (4) in screen INTRO_1 for a SCS noninterview (NCVS interview was conducted in a language other than English or Spanish).
- All SCS screener questions must be completed with a valid response to help ensure accurate estimates of the prevalence of school-related victimizations and markers of school safety.
- The SCS is sponsored by the NCES in partnership with the BJS, the sponsor of the NCVS. Laws authorize the SCS to be conducted and protect its confidentiality.

Lesson 2 - Procedures for Conducting the SCS Interview

OBJECTIVES

Upon completion of Lesson 2, you will:

Understand the SCS rules for interviewing, such as respondent eligibility rules, how the SCS-CAPI instrument handles NCVS proxy interviews, how to record the different types of SCS noninterviews in the CAPI instrument, and how to set callbacks for respondents who are willing but not available to complete the SCS immediately after they complete their NCVS interview.

Know techniques for gaining students' and parents' cooperation.

GENERAL INSTRUCTIONS

The general procedure for interviewing a household for the SCS is to ask all appropriate NCVS questions of a household member and, **if that respondent is 12 through 18 years of age**, ask all appropriate SCS questions of that respondent before proceeding to the next household member's NCVS interview.

Instructions for completing the SCS:

Conduct an SCS interview with each sample household member who is 12 through 18 years of age and whose NCVS interview was completed in English or Spanish.

If you are unable to complete the SCS interview at the time you complete an eligible respondent's NCVS interview, schedule a callback appointment to complete that respondent's supplement interview.

Pay close attention to the instructions in this self-study and in the SCS CAPI instrument. Review the flow of questions in Lesson 3 of this self-study so that you are thoroughly familiar with the SCS questions before beginning your first SCS interview.

Ask all questions **exactly as worded** on the screen.

Avoid using abbreviations (whenever possible) when entering a respondent's answers into a "Specify" field in the SCS instrument.

GENERAL SCS INTERVIEWING RULES

The following rules for the SCS cover who is eligible for the SCS, indicate whether proxy interviews are acceptable, and provide acceptable reasons for a SCS noninterview.

Eligibility

The only NCVS respondents who are eligible for the SCS are the household members who are 12 through 18 years of age and who completed the NCVS interview in English or Spanish by self-response or by proxy. Even though the instrument automatically determines who is eligible for the SCS, you must still be aware of SCS eligibility requirements. The instrument directly proceeds to the introduction for the SCS questions after the NCVS interview is completed for an SCS eligible respondent.

NOTE: In a scenario of a respondent who is SCS eligible, but has graduated or no longer attends school, the FR should go through the SCS screener questions so the respondent screens out of the SCS rather than coding them as a supplement Type Z.

Proxy Interviews

As with the NCVS, whenever possible, interview all eligible SCS respondents by self-response. If a respondent's NCVS interview is taken by proxy, then you must continue with the SCS interview as a proxy interview. The NCVS proxy rules also apply to the SCS interview. The NCVS proxy rules are found in your NCVS Interviewing Manual (NCVS-550), Part C, Chapter 1, Topic 6, "Proxy Interview."

Interview Status

FOR THE NCVS INTERVIEW, the interview status for an eligible respondent is:

NEED SELF: The respondent has not completed their NCVS interview,

DONE-Int: The respondent is a completed NCVS interview, or

DONE-Nonint: The respondent is an NCVS noninterview.

Similarly, **FOR THE SCS INTERVIEW**, the interview status for an eligible respondent is:

NEED SELF: The respondent has not completed their supplement interview,

DONE-SUP: the respondent is a completed supplement interview, or

Nonint-SUP: The respondent is a supplement noninterview.

NOTE: The respondent's interview status is reflected in the status column of the

household roster. You can view the household roster at any time by selecting the “*HH Roster*” tab in the instrument.

Noninterviews

Although some noninterviews may be unavoidable, a noninterview means we are losing valuable information and increasing the likelihood that the data collected will not be representative of the entire universe of respondents who are 12 through 18 years of age. Whenever possible, try to avoid SCS noninterviews.

Noninterviewed Households - If an NCVS sample household is classified as a noninterview case (Type A noninterview), you will **NOT** complete SCS interviews for any SCS eligible household member.

Noninterviewed SCS Eligible Respondents - An SCS noninterview can be coded in the SCS instrument in the following situations:

The respondent or proxy respondent completed the NCVS interview, but then refuses to participate in the SCS. In this example, record the SCS refusal at Item **INTRO_1** by entering Precode (2), “*Refused supplement*.” You will need to code that respondent as a noninterview via the Type Z block.

The respondent completes his/her NCVS interview in a language other than English or Spanish. In this situation, enter Precode (4), “*NCVS completed in a language other than English or Spanish*”, at Item **INTRO_1**. You will need to code that respondent as a noninterview via the Type Z block.

Coding Supplement Noninterviews Before Transmittal - Account for supplement noninterviews just as you normally account for NCVS Type Z noninterviews before you transmit.

In situations where a respondent has not completed their supplement interview, you are required to enter a reason at the supplement Type Z screen (**SUPTYPEZ**).

If there are eligible persons listed on the household roster that have not fully completed their interview, either for the NCVS and/or the SCS, and you attempt to transmit the case, a pop-up screen appears that says “Are you ready to transmit this case?”. Click “Suppress.” The instrument then goes to the **TYPEZ** or **SUPTYPEZ** screens, depending on whether you have NCVS noninterviews (**TYPEZ**), SCS noninterviews (**SUPTYPEZ**) or both (**TYPEZ** and **SUPTYPEZ**).

◆ The supplement was not fully completed for (NAME)

◆ Enter the reason that best describes why.

- 1 Never available
- 2 Parent refused – Parent or other person refused for respondent
- 3 Respondent refused – Respondent refused for themselves
- 4 Physically or mentally unable to answer and no proxy available
- 5 Temporarily absent and no proxy available
- 6 Other (specify)

SUPTYPEZ

Record the reason the SCS interview was not completed, just as you do at **TYPEZ** for NCVS noninterviews. The noninterview reasons at **SUPTYPEZ** are the same ones listed in **TYPEZ**. If more than one SCS eligible person in the household has not completed their supplement interview, enter the supplement noninterview reason for each person.

INTERVIEWING ADOLESCENTS

Interviewing adolescents may present unique challenges, especially if you are familiar with interviewing only adults. The following are some suggested techniques for gaining adolescent cooperation:

- Start with a positive, nonjudgmental attitude. This may tend to create an atmosphere that could possibly encourage adolescents to be more willing to cooperate.
- Note that we will ask questions about both their direct experiences (with things like gangs, drugs, bullying, etc.) and things they have only observed at school.
- Give adolescents every consideration and respect you give to their parents or other adults in the household. Introduce yourself, and if possible, chat for a brief period about neutral topics, much as you would with an adult respondent.
- Even more than adult respondents, adolescents may feel that your attention and interest are important. However, try to keep a balance between being interested and being over-friendly. Don't confuse rapport-building with saying anything just to be liked. To help build rapport, use a technique known as 'pacing.' Rapport may be promoted by matching the behavior of the interviewee, including body posture and movements (unless the adolescent is tense/rigid, then the interviewer wants to model a calm body posture), respiratory rhythm, speed of conversation, and voice tone and volume. This takes practice.

- Do not take the adolescent's behavior personally. The adolescent may consider the interview threatening or uncomfortable because it is unusual for them, but that may have nothing to do with you, the interviewer.
- Be aware of the respondent's level of development. While each SCS question will be asked of all students (with a modification to a school activity question appropriate for middle school and high school students), the level of maturity and cognitive thinking may differ for students between 12 through 18 years of age. Therefore, you may need to slow the pace of the interview, provide approved definitions of SCS terms, or simply repeat the SCS questions in order for the respondent to understand the question.
- Encourage the adolescent to ask questions when they arise. Answer questions sincerely and confidently.
- When necessary, reassure the adolescent respondent about the confidentiality of their answers.
- Sometimes interviews with SCS eligible respondents can be hard to complete; teenagers are busy with school, sports, and other after school activities, as well as spending time with friends away from home. It is important to pay attention to the times you were able to interview respondents. You can find this information in the Case Level Notes. Also, after initially obtaining contact information, you will continue to have previous enumeration contact information for each person in the "Returning Contact History" tab in Mobile Case Management. If you can determine when the best opportunities to contact SCS eligible respondents are, you may be able to reduce the number of contact attempts and complete more interviews.

Based on data from the 2022 SCS, you are most likely to complete an SCS interview after school (from 4pm-8pm) or on Saturday.

- Highlight the importance of their voice. Only about 5,500 students will respond to the SCS and their answers will represent the nation. The students' responses will represent the opinions and experiences of hundreds of other students who were not selected to participate.
- Assure the respondents that the information collected is confidential and their names will not be associated with their responses. Their answers will not be shared with their school.

- Use your judgement to provide the best interviewing environment for the respondent:
 - Explain the importance of having a one-on-one interview with students to the parents or guardians. Students may feel more comfortable to give honest and open answers when they complete the survey away from others who may directly or indirectly influence the student's answers, such as parents or siblings. Parents can be away but still within reach.
 - In some cases, it may help to allow a parent or guardian to be present during an interview. Some parents or guardians feel more comfortable granting interviews with students if they are present. Some students may want parents or guardians to remain because they feel uncomfortable being left alone with a stranger.

GAINING PARENTAL/GUARDIAN COOPERATION

You may occasionally run into resistance from parents in regard to getting permission to interview adolescents for the SCS. Some suggested techniques for getting the parents or guardians to allow adolescents to be interviewed for the SCS are as follows:

- If a parent or guardian has questions or concerns regarding their child's participation in the NCVS and the SCS interview, refer to the electronic document titled "SCS Parent Concerns FR Aid" located in the same folder on your laptop as the 2025 SCS Self-Study.
- Researchers agree that access is gained by building positive relationships with the parent or guardian. As would be expected, one may earn cooperation by developing empathetic relationships with the parent or guardian.
- Finding something of a personal nature that you have in common with the parents or guardians can help earn their cooperation. Interviewers who simply explain their assignments may have problems getting interviews. The parents or guardians relate to interviewers who are also juggling jobs, families, and other responsibilities.
- Gaining the parents' or guardians' cooperation may also require a personal connection. Regardless of professional position, interviewers who successfully gained parents' cooperation related to them as parents. For example, interviewers may gain cooperation if they talk to parents about their own children. You may also gain cooperation by appealing to a parent's desire for their children to have a safe, secure school environment free of drugs, bullying, and weapons. Regardless of the specific approach, cooperation can be gained by relating to people as people.

- Mention that children often feel peer pressure not to report incidents at school because they are afraid of being thought “uncool” or being labeled as a tattler. Having an opportunity like the SCS to report school incidents away from peers at school may help us collect more accurate data about what goes on in school. Moreover, students who participated in the SCS have told us that they appreciated the opportunity to share their opinions about, and experiences with, their school.
- There is a greater chance of cooperation if the parent or guardian feels comfortable with the survey. Use brochures NCES 2025-001, “*Your Child’s Experiences at School*” (which includes selected results from SCS data) and NCES 2025-003, “*Tell Us About Your Experiences at School*” (used to explain the survey to adolescent respondents) if a parent or guardian requests more information about the survey. These brochures are also available in Spanish as NCES 2025-002 and NCES 2025-004, respectively.
- If a parent or guardian refuses an adolescent’s participation in the SCS interview, you also have the ability to request the SCS School Crime Letter in Mobile Case Management. This letter can be sent to households to provide more information and stress the importance of the survey data. This is a more personalized letter to the household from the RO, which may help convert a reluctant parent or guardian. See Appendix A for copies of the brochures and letter content. Parent or Guardian cooperation may be influenced by what they perceive as benefits and threats to participation. If the parent or guardian thinks the survey will benefit them, they are more likely to allow their child to cooperate. While threats to cooperation depend on individual situations, the interviewer must address these threats in an effort to gain cooperation.
- Citing the importance of the survey regarding present issues with violence, drugs, weapons, or gangs that might be present in their child’s school environment.
- Referencing school violence in the news; relating it to the survey and how the student’s responses would be of help in studying the problem.
- Point out, or focus on what is unique about the SCS, as well as how beneficial the data is, and will continue to be, in the future for school age students. Explain that the survey is for students, and it is being conducted to provide policymakers with important information about how to reduce school crime and make schools safer around the country. Inform the parent or guardian that the SCS is an important data source for the Indicators of School Crime and Safety report released annually.
- Be confident, trustworthy, and knowledgeable about the survey.
- Reference some benefits of using this data, such as keeping track of trends in school safety measures, availability of opioids and drugs in schools, and

victimization in schools. Websites such as www.stopbullying.gov and <https://www.pacer.org/BULLYING> use SCS data as one of their data sources.

- Assure respondents the information collected was confidential and their names are not associated with their responses.
- Let parents know that students do not have to answer any question they are uncomfortable with and that none of their answers will be shared with anyone at the student's school.
- It is fine to have a parent present if the parent or SCS respondent would prefer to have a parent present while completing the SCS.
- Be consistent – ask for commitments for designated appointment times, etc. Remember that cooperation demands time and effort; understanding parent or guardian perspectives is an integral part of gaining cooperation.

Time of survey

The estimated time to complete the 2025 SCS is between 3-15 minutes depending on the respondent's answers.

Sensitive Questions

You may also inform the parent or guardian that their child can refuse to answer questions which they do not feel comfortable answering.

Confidentiality

Inform the parent or guardian that their child's answers are completely confidential. The information about specific individuals will not be revealed and are only reported in the form of statistical summaries.

It may be helpful to show the NCVS-110 Factsheet to both the student and parent or guardian to help explain what statistical summaries look like and to show that no individual names, school names, or incidents are reported.

Some students are not comfortable sharing their answers to the SCS when their parents or guardians are present during the interview. However, some Field Staff feedback shows that allowing parents or guardians to be present during the SCS interview might actually help the interviewer obtain permission to conduct the interview or allow the student to feel more comfortable. When conducting an interview, assess the situation on a case-by-case basis to decide if conducting a private interview or allowing others to be present will work best for the student.

KEY POINTS TO REMEMBER

The key points to remember for Lesson 2 are:

Conduct an SCS interview with each sample household member who is 12 through 18 years of age whose NCVS interview was conducted by self-response or proxy.

The CAPI instrument does not proceed to the SCS questions if:

- ✓ An NCVS household member is not between 12 through 18 years of age;
- ✓ An NCVS household member is 12 through 18 years of age and is an NCVS noninterview person; or
- ✓ An NCVS household member is in an NCVS noninterview household.

All SCS screener questions must be completed with a valid response to help ensure accurate estimates of the prevalence of school-related victimizations.

To help gain participation, utilize the SCS interview materials that include:

- ✓ SCS Parent Concerns FR Aid (Electronic document on the FR laptop)
- ✓ Student Brochure (English or Spanish)
- ✓ Parent Brochure (English or Spanish)
- ✓ SCS School Crime Letter in Mobile Case Management (MCM)
- ✓ NCVS-110 Factsheet Brochure (English or Spanish)

Lesson 3 – The SCS CAPI Instrument

OBJECTIVES

Upon completion of Lesson 3, you will

- Review the eight different sections of questions the SCS asks respondents.
- Learn about the 2025 SCS questionnaire.
- Understand the importance of carefully following all interview instructions in the SCS instrument.
- Know how to ask each SCS question correctly and enter each respondent's answer correctly.
- Be aware of situations that require probing for acceptable answers.
- Become familiar with the flow of the SCS interview and begin to feel comfortable using the 2025 SCS instrument.
- Understand other important SCS concepts.

INTRODUCTION

The instrument brings up the SCS questions for each sample household member who is 12 through 18 years of age and who completed the NCVS interview in English or Spanish by self-response or by proxy. The SCS questions appear immediately following the NCVS interview and before interviewing the next household member for the NCVS.

Interviewer notes and instructions are located throughout the SCS questions. **Follow all instructions** to ensure that the SCS interview is completed properly. Failure to follow instructions may result in erroneous information, unnecessary and/or irrelevant questions being asked, and unwanted interruptions during the interview.

HOW TO ASK QUESTIONS

Ask the questions as they are worded in the instrument. When a respondent's answer is too general or does not completely answer a question, ask probing questions to encourage the respondent to clarify their initial response.

Probing

Probing is a technique in which you casually get the respondent to provide an answer which meets the question's objective. This does not mean that you should influence the respondent's answer or unnecessarily prolong the interview. Probing should be as neutral as possible to ensure that the responses are not biased. Use the probing techniques provided below to obtain more accurate answers, especially if the respondent seems unsure about any of the questions you are asking.

For those questions that do NOT include a precode for "Don't know" responses, probe until you get an answer that fits the answer categories for the specific item. If after using all probing techniques, the respondent still answers "Don't know" or refuses to answer a question, use the Ctrl + D keys for "Don't know" or the Ctrl + R keys for "Refused." Most SCS screens allow you to enter these two "blind" answer choices, even though they are not shown on the screen. Only accept a response of "Don't know" or "Refused" as a last resort.

Techniques

When you get an answer that does not make sense to you, use the following techniques to get more complete answers:

- Repeat the question.
- Pause after the respondent's reply to give the impression that they have merely begun to answer the question.
- Question or comment in a neutral tone of voice to obtain a more complete response.
- Read all answer categories to the respondent a second time when the answer categories are intended to be read to the respondent. Otherwise, only read answer categories as a probing technique when all other probing techniques fail.

Automatic Fills

The instrument is designed to automatically fill the proper pronoun or person's name (for proxy interviews) in the proper place within each SCS question. For example, if **Item E_WHATGRADE** is asked in a self-response interview, you see this wording: "What grade are **you** in?" If you ask this same question in a proxy interview for Junior Voe, you see this wording: "What grade is **Junior Voe** in?"

NOTE: All the illustrations and instructions in this Self-Study are worded for a self-response interview.

SCHOOL_CRIME_INFO TAB

The *School_Crime_Info* tab is a resource available in the instrument to assist you when conducting SCS interviews. It contains some answers to questions respondents may ask about as well as a list of some of the resources that are also listed in the SCS brochures.

SCS QUESTIONS

The SCS interview consists of eight sections of questions.

- **Screen Questions** – The first series of SCS questions determines if the respondent is eligible for the remaining SCS questions.
- **Environmental Questions** – This series of questions covers the respondent's school environment including questions about the type of school attended, its location and surroundings, the respondent's involvement in extra-curricular activities, the school's use of specific security measures, perceptions of school rule enforcement and fairness, the respondent's social support mechanisms, and the availability of drugs and alcohol at school.
- **Fighting, Bullying and Hate Behaviors** – These questions ask whether or not the respondent has been in a physical fight at school during this school year. This section also includes questions that ask whether the respondent was bullied at school and if it was related to their race, religion, ethnic background or national origin, disability, sex, sexual orientation, or appearance.
- **Avoidance** – This series of questions asks whether students avoid certain places or activities at school or stay home from school altogether because they think they may be harmed or attacked at school.
- **Fear** – This section consists of questions about how often the respondent is afraid that someone will attack or harm them at school, on the way to and from school, or at any other place outside of school.
- **Weapons** – These questions ask whether the respondent has brought weapons to school, observed others bring weapons to school, and whether loaded guns are accessible either at or away from school.
- **Gangs** – This series of questions asks about the presence and activities of gangs at school.
- **Student Characteristics** – This is the eighth and last series of the SCS questions. These questions ask about the respondent's school attendance, grades, and future school plans.

- ◆ The respondent's age has not been recorded.
- ◆ Based on your observation or other information gathered during this contact, do you have reason to believe that the respondent is between 12 and 18 years of age?

- 1 Yes
- 2 No

SUPP_ELIGIBLE_SCS

SUPP_ELIGIBLE_SCS

The first screen in the SCS instrument is the **SUPP_ELIGIBLE_SCS** screen, which only appears when the respondent's age was coded as "Don't know" or "Refused." This screen asks you to determine whether the respondent is SCS eligible, that is, whether they are 12 through 18 years of age. If the respondent is 12 through 18 years of age, then enter Precode (1), "Yes," and continue with **INTRO_1**. If the respondent is older than 18 and therefore not eligible, enter Precode (2), "No," to exit the SCS instrument.

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

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

INTRO_1

INTRO_1

Item **INTRO_1** is the first screen for the SCS interview. Always read the introduction to the supplement to the respondent before you start asking the SCS screen questions.

Reassure reluctant respondents by emphasizing that:

- Findings from this survey are released only in the form of statistical summaries; information about specific individuals is not revealed. Friends, teachers, school administration and others will not be able to get their answers since we do not release data about specific individuals.
- Participation is voluntary; the respondent may decline to answer any question that they feel uncomfortable about answering.

- If asked how long the SCS interview will take, you can tell the respondent that interviews usually take no more than fifteen minutes.

In most cases, you will be able to complete an SCS interview after completing the person's NCVS interview. For these respondents enter Precode (1) to start their SCS interview. However, in those RARE cases when you cannot complete the person's SCS interview, proceed as follows for Item **INTRO_1**:

- For respondents who refuse to complete a supplement interview, enter Precode (2), "Refused supplement." The instrument skips the SCS interview and proceeds to the NCVS interview for the next eligible respondent in the household. For these respondents you will need to code them as an SCS noninterview via the **SUPTYPEZ** screen.
- For respondents who are currently unavailable for the SCS interview, enter Precode (3), "Currently unable to complete the interview, but willing to complete at later date/time," then schedule a callback to complete the SCS interview.
- For respondents whose NCVS interview was conducted in a language other than English or Spanish, enter Precode (4), "NCVS completed in a language other than English or Spanish." The instrument then goes to Item **SUPPLEMENTEND**. The language the NCVS interview was completed in will be captured in **RESPONDENTINTERVIEWLANG**.

SECTION 1 - SCREEN QUESTIONS FOR THE SCS

Items E_ATTENDSCHOOL_INPERSON through E_WHATMONTHOTHER

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

- 1 Yes
- 2 No

E_ATTENDSCHOOL_INPERSON

E_ATTENDSCHOOL_INPERSON

Item **E_ATTENDSCHOOL_INPERSON** is asked to find out if the respondent attended a public or private school in person at any time during the current school year.

Precode (1), Yes

Enter Precode (1) if the respondent answers “Yes,” because they attended a public or private school in person at least part of the school year. Consider a “Yes” answer acceptable for student drop-outs, persons expelled from school, persons who are temporarily absent from school due to illness or vacation, or persons who may have received a mix of in person and online schooling or virtual learning **as long as the respondent attended school in person at any time during the 2024-2025 school year.**

Precode (2), No

Enter Precode (2) if the respondent answers “No,” because they did not attend a public or private school in person at any time during this school year.

After entering the appropriate precode for Item **E_ATTENDSCHOOL_INPERSON**, the instrument continues with Item **E_ATTENDSCHOOL_VIRTUAL**.

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

- 1 Yes
- 2 No

E_ATTENDSCHOOL_VIRTUAL

E_ATTENDSCHOOL_VIRTUAL

Item **E_ATTENDSCHOOL_VIRTUAL** is asked to find out if the respondent received any online schooling or virtual learning provided by a public or private school at any time during the current school year.

Precode (1), Yes

Enter Precode (1) if the respondent answers “Yes,” because they received online schooling or virtual learning provided by a public or private school for at least part of the school year. Consider a “Yes” answer acceptable for student drop-outs, persons expelled from school, persons who are temporarily absent from school due to illness or vacation, or persons who may have received a mix of online schooling or virtual learning and attending school in person **as long as the respondent received online schooling or virtual learning provided by a public or private school at any time during the 2024-2025 school year.**

Precode (2), No

Enter Precode (2) if the respondent answers “No,” because they did not receive online schooling or virtual learning provided by a public or private school at any time during this school year.

After entering the appropriate precode for Item **E_ATTENDSCHOOL_VIRTUAL**, the instrument continues with Item **E_ATTENDSCHOOL_HOMESCHOOL**.

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

- 1 Yes
- 2 No

E_ATTENDSCHOOL_HOMESCHOOL

E_ATTENDSCHOOL_HOMESCHOOL

Item **E_ATTENDSCHOOL_HOMESCHOOL** is asked to find out if the respondent received any of their schooling during this school year at home, rather than in a regular public or private school. We are interested in the respondent’s homeschooling even if it was for just a short time, such as being tutored at home during an extended illness.

Precode (1), Yes

Enter Precode (1) if the respondent answers “Yes,” because they received homeschooling during this school year, regardless of the length of time homeschooling was received. After entering Precode (1), the instrument proceeds to Item **E_HOMESCHOOL_COOP**.

Precode (2), No

Enter Precode (2) if the respondent answers “No,” because they did not receive homeschooling at any time during this school year.

If the respondent answered ‘No’ in Item **E_ATTENDSCHOOL_HOMESCHOOL**, and ‘Yes’ in Item **E_ATTENDSCHOOL_INPERSON** or Item **E_ATTENDSCHOOL_VIRTUAL**, the instrument skips to Item **E_DIFFSCHOOL_ATTENDED**.

If the respondent answered ‘No’ in Item **E_ATTENDSCHOOL_HOMESCHOOL**, Item **E_ATTENDSCHOOL_VIRTUAL**, and Item **E_ATTENDSCHOOL_INPERSON**, the instrument skips to the Item **SUPPLEMENTEND** and ends the interview because this supplement is only asked of persons who have attended school at any time during this school year.

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

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

- 1 Yes
- 2 No

E_HOMESCHOOL_COOP

E_HOMESCHOOL_COOP

Item **E_HOMESCHOOL_COOP** is intended for respondents who were fully or partially homeschooled during this school year. This item is asked to find out if the respondent attended a homeschooling cooperative, or co-op, in person at any time during the current school year. If the respondent is confused about what is meant by the term “homeschooling cooperatives (co-ops),” you may provide the following definitions:

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

Precode (1), Yes

Enter Precode (1) if the respondent answers “Yes,” because they attended a homeschooling cooperative, or co-op, in person at any time during this school year.

Precode (2), No

Enter Precode (2) if the respondent answers “No,” because they did not attend a homeschooling cooperative, or co-op, in person at any time during this school year.

After entering the appropriate precode for Item **E_HOMESCHOOL_COOP**, the instrument continues with Item **E_HOMESCHOOL_WHY_BULLY**.

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

Because of your experiences with bullying?

- 1 Yes
- 2 No

E_HOMESCHOOL_WHY_BULLY

Items **E_HOMESCHOOL_WHY_BULLY** through **E_HOMESCHOOL_WHY_OTHER**

Items **E_HOMESCHOOL_WHY_BULLY**, **E_HOMESCHOOL_WHY_ENVIROMENT**, **E_HOMESCHOOL_WHY_QUALITY**, **E_HOMESCHOOL_WHY_RELIGIOUS**, **E_HOMESCHOOL_WHY_CONDITION**, **E_HOMESCHOOL_WHY_ILLNESS**, and **E_HOMESCHOOL_WHY_OTHER** are intended for respondents who were fully or partially homeschooled during this school year. These items are asked to find out the reasons why the respondent’s family decided to homeschool rather than enroll in public or private school. Ask each item as a separate question, wait for the respondent’s answer, and enter the appropriate Precode: (1) for “Yes” and (2) for “No.”

E_HOMESCHOOL_WHY_BULLY

Because of your experiences with bullying? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of the respondent’s experiences with bullying.

E_HOMESCHOOL_WHY_ENVIROMENT

Because of concerns about the school environment, such as safety, drugs, or negative peer pressure? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of concerns about the school environment, such as safety, drugs, or negative peer pressure.

E_HOMESCHOOL_WHY_QUALITY

Because you or your parents were not happy with the quality of the education you were receiving? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because the respondent or respondent’s parents were not happy with the quality of the education the respondent was receiving in public or private school.

E_HOMESCHOOL_WHY_RELIGIOUS

Because of religious reasons? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of religious reasons.

E_HOMESCHOOL_WHY_CONDITION

Because of a physical, mental, or developmental condition? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of a physical, mental, or developmental condition.

E_HOMESCHOOL_WHY_ILLNESS

Because of an illness that prevents you from attending school? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of an illness that prevents the respondent from attending school.

E_HOMESCHOOL_WHY_OTHER

Because of a different reason? - A “Yes” answer indicates that the respondent’s family decided to homeschool rather than enroll in public or private school because of a different reason. If the respondent answers “Yes,” the instrument goes to the **E_HOMESCHOOL_WHY_SPECIFY** screen for you to enter the different reason why the respondent’s family decided to homeschool. If the respondent gives a reason that can be reclassified into an existing category, return to the appropriate screen and enter a “Yes” response. Also, change the **E_HOMESCHOOL_WHY_OTHER** screen to a “No” response.

The instrument proceeds to Item **E_DIFFSCHOOL_ATTENDED**.

How many different schools have you attended this school year?

[autofill Include your homeschooling as one school.]

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

E_DIFFSCHOOL_ATTENDED

E_DIFFSCHOOL_ATTENDED

Item **E_DIFFSCHOOL_ATTENDED** is intended to determine how many different schools the respondent has attended this school year and to include homeschooling as one school. The phrase, "Include your homeschooling as one school" will appear as part of this question if the student answered "yes" to being homeschooled in screen **E_ATTENDSCHOOL_HOMESCHOOL**. The instrument then goes to **E_WHATGRADE** or **E_HOMESCHOOLGRADE** (depending on if the student was homeschooled).

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

- | | | | |
|----|----------------|----|---|
| 10 | Fifth or under | 15 | Tenth |
| 11 | Sixth | 16 | Eleventh |
| 12 | Seventh | 17 | Twelfth |
| 13 | Eighth | 18 | Other - Specify |
| 14 | Ninth | 19 | College/GED/Post-graduate/Other noneligible |

E_HOMESCHOOLGRADE

E_HOMESCHOOLGRADE

Item **E_HOMESCHOOLGRADE** is intended for respondents who were fully or partially homeschooled during this school year. This item is also asked to identify the appropriate grade the respondent would have been in if they attended public or private school during the time they were homeschooled.

Precode (10), Fifth or Under –

Enter Precode (10) if the respondent would have been in fifth grade or a lower grade. Since the SCS is only concerned with respondents ages 12 through 18 who would have been in grades six through twelve, the SCS instrument skips to Item

SUPPLEMENTEND and ends the interview for the respondent after you enter Precode (10).

Precodes (11) - (17), Sixth – Twelfth –

Enter the appropriate Precode, (11) through (17), to indicate the grade that the respondent would be in from grades six through twelve if they were attending public or private school. After you enter a Precode from (11) through (17), the SCS instrument skips to **SCS_INTRO_2** if the respondent was partially homeschooled. If the respondent was only homeschooled, the SCS instrument skips to Item **SUPPLEMENTEND** and ends the interview for the respondent.

Precode (18), Other-Specify –

Enter Precode (18) if the respondent would have been in a grade not specified in Precodes (10) through (17), or (19). For example, enter Precode (18) if the respondent was in a special education program. Then enter “Special education” at Item **E_HOMESCHOOLGRADE_OTHER**. The instrument then skips to the **SCS_INTRO_2** screen if the respondent was partially homeschooled. If the respondent was only homeschooled, the SCS instrument skips to Item **SUPPLEMENTEND** and ends the interview for the respondent.

If a respondent does not know the answer to Item **E_HOMESCHOOLGRADE**, enter “Don’t know” (Ctrl+D) at Item **E_HOMESCHOOLGRADE**. Do not enter “Don’t know” in **E_HOMESCHOOLGRADE_OTHER**.

Precode (19), College/GED/Post-graduate/Other noneligible –

Enter Precode (19) if the respondent indicates that they are:

- Attending college or a university, except in cases where a high school student is taking a college course before a high school diploma is obtained. In this case, enter the respondent’s grade in high school.
- Seeking a GED.
- Seeking a post-graduate degree.
- Attending night school including vocational night school. However, if the night school leads to a high school diploma, enter Precode (18) and enter “night school” at Item **E_HOMESCHOOLGRADE_OTHER**.
- Attending vocational, trade, business, or other specialized schools that are not associated with academics, such as beauty or mechanics schools.

Since the SCS is only asked of respondents ages 12 through 18 who are in grades six through twelve, the SCS instrument skips to Item **SUPPLEMENTEND** after entering Precode (19).”

What grade are you in?

10	Fifth or under	15	Tenth
11	Sixth	16	Eleventh
12	Seventh	17	Twelfth
13	Eighth	18	Other - Specify
14	Ninth	19	College/GED/Post-graduate/Other noneligible

E_WHATGRADE

E_WHATGRADE

Item **E_WHATGRADE** is intended for respondents who were schooled entirely at a public or private school during this school year, whether it was in person, virtually, or both in person and virtually. Item **E_WHATGRADE** is asked to identify the respondent's grade during the school year.

Precode (10), Fifth or Under –

Enter Precode (10) if the respondent is in fifth grade or a lower grade during the school year. After entering Precode (10), the SCS instrument skips to Item **SUPPLEMENTEND** since the person needs to be in grades six through twelve during the school year to continue with the SCS interview.

Precodes (11) – (17), Sixth – Twelfth –

Enter the appropriate Precode, (11) through (17), to indicate the respondent's current grade during the school year from grades six through twelve. After entering one of the Precodes from (11) through (17), the instrument continues with Item **E_WHATMONTH**.

Precode (18), Other-Specify –

Enter Precode (18) if the respondent is in a grade not specified in Precodes (10) through (17), or (19). For example, enter Precode (18) if the respondent:

- Is in a special education program, enter “Special education” at Item **E_WHATGRADE_OTHER**.
- Attends a school that does not divide students into separate grade levels, enter “ungraded” at Item **E_WHATGRADE_OTHER**.
- Attends night school to get a high school diploma, enter “night school” at Item **E_WHATGRADE_OTHER**.

After entering the description at Item **E_WHATGRADE_OTHER**, the instrument continues with Item **E_WHATMONTH**.

Precode (19), College/GED/Post-graduate/Other noneligible –

Enter Precode (19) if the respondent indicates that they are:

- Attending college or a university, except in cases where a high school student is taking a college course before a high school diploma is obtained. In this case, enter the respondent's grade in high school.
- Seeking a GED.
- Seeking a post-graduate degree.
- Attending night school including vocational night school. However, if the night school leads to a high school diploma, enter Precode (18) and enter "night school" at Item **E_WHATGRADE_OTHER**.
- Attending vocational, trade, business, or other specialized schools that are not associated with academics, such as beauty or mechanics schools.

Since the SCS is only asked of respondents ages 12 through 18 who are in grades six through twelve, the instrument skips to Item **SUPPLEMENTEND** and ends the respondent's SCS interview after entering Precode (19).

The remaining questions pertain only to your attendance at a public or private school and not to being homeschooled [autofill or attending a homeschool cooperative].

1 Enter 1 to continue

SCS_INTRO_2

SCS_INTRO_2

The instrument displays **SCS_INTRO_2** if the respondent was homeschooled during any part of this school year. Make sure to read this introduction so the respondent excludes their time spent being homeschooled for the remaining SCS questions. The phrase, "or attending a homeschool cooperative" will appear as part of this screen if the student answered "yes" to attending a homeschooling cooperative in Item **E_HOMESCHOOL_COOP**.

In what month did your current school year begin?

- 1 July
- 2 August
- 3 September
- 4 A different month

E_WHATMONTH

E_WHATMONTH

Item **E_WHATMONTH** is asked to identify the month in which the respondent's school year began. After reading the question, you will also read the answer categories out loud for the respondent to choose from. Enter Precode (1) for "July," Precode (2) for "August," and Precode (3) for "September." Enter Precode (4), "A different month," if the respondent mentions a month other than "July," "August," or "September." Enter the month at Item **E_WHATMONTHOTHER**.

What month did you start your current grade?

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

E_WHATMONTHOTHER

E_WHATMONTHOTHER

Item **E_WHATMONTHOTHER** is used to include schools that might be in session year-round. After entering the month, the SCS instrument continues with environmental questions. However, some respondents may get confused and answer "January" since it is a new calendar year, but this question is asking in which month they started their current grade. If you determine the respondent started their current grade in July, August, or September you should back up to **E_WHATMONTH** to change the answer to the correct month the school year began.

SECTION 2 - ENVIRONMENTAL QUESTIONS

Items SCS_INTRO_3 through F_KNOW_DRUGS_OR_ALCOHOL

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

1 Enter 1 to continue

SCS_INTRO_3

SCS_INTRO_3

The instrument displays **SCS_INTRO_3** if the respondent received online schooling or virtual learning provided by public or private school as well as in person learning during any part of this school year. Make sure to read this introduction so the respondent thinks about the school they would normally attend in person at the time of interview. After entering Precode (1), the SCS instrument continues to Item **F_SCHOOLSTATE**.

The 2025 SCS instrument contains look-up tables for state, county, city, and school names. The instrument also provides “specify” fields if you are unable to locate the county, city, or school name using the look-up tables.

GENERAL NOTE:

Some students may have difficulty giving you all three geographic locations. If this happens, probe as best you can to identify the correct state, county, and city for the school attended. The more accurate these locations are the more efficiently the school name lookup table can search for the respondent’s school.

Disclaimer: The following State, County, and School name information presented in the following school look-up tables is public information available through the National Center for Education Statistics (NCES) website.

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

In what state is your school located?

- ♦ To start the list press the <F6> key
- ♦ Type the two letter STATE abbreviation

Intro 3

State

County

Other county

City

Other city

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

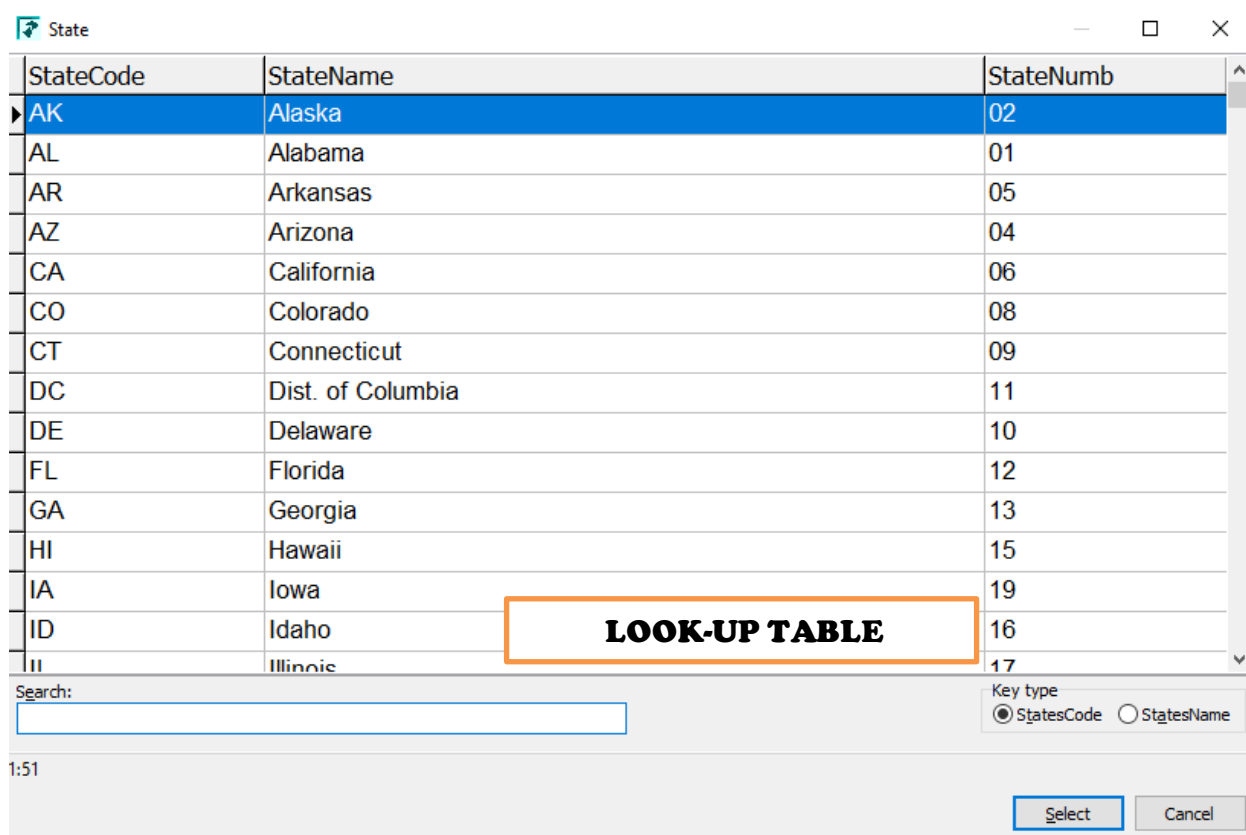
Home from school

Home from school -

00000009 F_SCHOOLSTATE 2:23:23 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

F_SCHOOLSTATE

Item **F_SCHOOLSTATE** asks what state the respondent's school is located in. **Begin by pressing the F6 key**, then type the two-letter state abbreviation.



StateCode	StateName	StateNumb
AK	Alaska	02
AL	Alabama	01
AR	Arkansas	05
AZ	Arizona	04
CA	California	06
CO	Colorado	08
CT	Connecticut	09
DC	Dist. of Columbia	11
DE	Delaware	10
FL	Florida	12
GA	Georgia	13
HI	Hawaii	15
IA	Iowa	19
ID	Idaho	16
IL	Illinois	17

Search:

Key type
☒ StatesCode ☐ StatesName

1:51

Select Cancel

The Look-Up Table appears (shown above), which shows a list of state abbreviations in the first column. Select any line with the correct postal abbreviation in the “StateCode” column for the appropriate state. If the State is not highlighted, choose the correct state and click on the “Select” button or press the “Enter” key. The instrument takes you to Item **F_SCHOOLCOUNTY**.

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

In what state is your school located?

- ♦ To start the list press the <F6> key
- ♦ Type the two letter STATE abbreviation

Intro 3

State MD

County

Other county

City

Other city

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLSTATE 2:29:16 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

F_SCHOOLCOUNTY

Item **F_SCHOOLCOUNTY** asks for the name of the county the respondent's school is located in. **Begin by pressing the F6 key**, which activates the county look-up table window (shown below). Type all or part of the county name. For example, for Washington County, Maryland, type all or part of "Washington" in the search box. Select the correct county name in the "CountyName" column. If the correct county is not highlighted, click on the correct county, then click the "Select" button or press the "Enter" key to select the appropriate county. After you select the county, the instrument takes you to **F_SCHOOLCITY**.

County LookUp

StateAbbr	CountyName	StateName	CountyCode
MD	WASHINGTON	MARYLAND	24043
MD	WICOMICO	MARYLAND	24045
MD	WORCESTER	MARYLAND	24047
ME	ANDROSCOGGIN	MAINE	23001
ME	AROSTOOK	MAINE	23003
ME	CUMBERLAND	MAINE	23005
ME	FRANKLIN	MAINE	23007
ME	HANCOCK	MAINE	23009
ME	KENNEBEC	MAINE	23011
ME	KNOX	MAINE	23013
ME	LINCOLN	MAINE	23015
ME	OXFORD	MAINE	23017
ME	PENOBSCOT	MAINE	23019
ME	PISCATAQUIS	MAINE	23021
ME	SAGadahoc	MAINE	23023
ME	SOMERSET	MAINE	23025
ME	WALDO	MAINE	23027
ME	WASHINGTON	MAINE	23029
ME	WINDHAM	CONNECTICUT	09015
ME	YORK	MAINE	23031
MI	ALCONA	MICHIGAN	26001
MI	ALCONA	MICHIGAN	26001

Search:

3217

LOOK-UP TABLE

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HR Roster FAQs Supplement_Info Contact F10

In what county is your school located?

- To start the list press the <F6> key
- If the respondent does not know the County name, or if unable to locate the County name, enter Ctrl+D in the County name field.

Intro 3

State

County

Other county

City

Other city

Name of school

Other School

Public-Private ☐

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLCOUNTY 2:57:35 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

♦ Enter the name of the county where the school is located or enter Ctrl+D if the respondent does not know the county where the school is located.

Intro 3

State MD

County ?

Other county Type Name

City

Other city

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLCOUNTY_NOT_LISTED 3:47:47 PM 9-29-2021 Talking To: Michael Goe About: Michael Goe 529/2690

If you are unable to locate the county name in the look-up table, exit the table by clicking on “Cancel” at bottom right hand corner of the window. Press Ctrl+D in the county name field (shown above), and key in the county name in the screen **F_SCHOOLCOUNTY_NOT_LISTED**. If the county is unknown by the respondent, then enter a blind “Don’t know” (Ctrl+D) in the **F_SCHOOLCOUNTY_NOT_LISTED** screen.

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

In what city is your school located?

♦ To start this list press the <F6> key

♦ If the respondent does not know the City name, or if unable to locate the City name, enter Ctrl+D in the City name field.

Intro 3

State MD

County WASHINGTON

Other county

City

Other city

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLCITY 3:00:37 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

F_SCHOOLCITY

Item **F_SCHOOLCITY** asks the name of the city the respondent's school is located in. **Begin by pressing the F6 key**, which activates the city look-up table window (shown below). Then type all or part of the city name. For example, if you are looking for the city “Hagerstown” in Maryland, type all or part of the name in the search box. Select the line with the correct city in the “CityName” column. If the correct city is not highlighted, scroll up or down if necessary and click on the correct city name, then click on the “Select” button or press the “Enter” key to select. After you select the city, the instrument takes you to Item **F_NAMEOFSCHOOL**.

City

StateAbbr	CityName	CountyName	CountyCode
MD	HAGERSTOWN	WASHINGTON	24043
MD	HALETHORPE	BALTIMORE	24005
MD	HALETHORPE	BALTIMORE CITY	24005
MD	HALETHORPE	BALTIMORE CITY	24510
MD	Hampstead	CARROLL	24013
MD	Hancock	WASHINGTON	24043
MD	HANOVER	ANNE ARUNDEL	24003
MD	Hanover	HOWARD	24027
MD	HARWOOD	ANNE ARUNDEL	24003
MD	HAVRE DE GRACE	HARFORD	24025
MD	Hebron	WICOMICO	24045
MD	HILLCREST HEIGHTS	PRINCE GEORGE'S	24033
MD	HOLLYWOOD	ST. MARY'S	24037
MD	HUGHESVILLE	CHARLES	24017
MD	HUNT VALLEY	BALTIMORE	24005
MD	HUNTINGTOWN	CALVERT	24009
MD	Hurlock	DORCHESTER	24019
MD	HYATTSVILLE	BALTIMORE CITY	24033
MD	HYATTSVILLE	PRINCE GEORGE'S	24033
MD	HYDES	BALTIMORE	24005
MD	JAMSVILLE	FREDERICK	24021
MD	INDIAN HEAD	CHARLES	24017

Search:

MD:hager

LOOK-UP TABLE

21490

Select

Cancel

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

In what city is your school located?

- ♦ To start this list press the <F6> key
- ♦ If the respondent does not know the City name, or if unable to locate the City name, enter Ctrl+D in the City name field.

Intro 3

State MD

County WASHINGTON

Other county

City HAGERSTOWN

Other city

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLCITY 3:05:41 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQs Supplement_Info Contact F10

♦ Enter the name of the city where the school is located or enter Ctrl+D if the respondent does not know the city where the school is located.

Intro 3

State MD

County ?

Other county Type Name

City ?

Other city Type City Name

Name of school

Other School

Public-Private

Lowest grade

Highest grade

Get to school

Get to school - specify

Home from school

Home from school -

00000009 F_SCHOOLCITY_NOT_LISTED 3:49:43 PM 9-29-2021 Talking To: Michael Goe About: Michael Goe 529/2690

If you are unable to locate the city name in the look-up table, exit the table by clicking on the “Cancel” at bottom right hand corner of the window. Press Ctrl+D in the city name field (shown above), and key in the city name in the **F_SCHOOLCITY_NOT_LISTED** screen. If the city is unknown by the respondent, then enter a blind “Don’t know” (Ctrl+D) in the **F_SCHOOLCITY_NOT_LISTED** screen.

The screenshot shows the NCVS software interface. At the top, a title bar reads 'National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)'. Below it is a menu bar with 'Forms', 'Answer', 'Navigate', 'Options', 'Help', and 'Show Watch Window'. A secondary bar contains 'Main', 'HH Roster', 'FAQs', 'Supplement_Info', 'Contact', and 'F10'. The main area has a yellow background with the question 'What is the complete name of your school?'. Two blue instructions are present: 'To start this list press the <F6> key' and 'If the respondent does not know the school name, or if unable to locate the school name, enter Ctrl+D in the school name field.' Below this is a form with two columns of fields. The left column includes 'Intro 3', 'State' (MD), 'County' (WASHINGTON), 'Other county', 'City' (HAGERSTOWN), 'Other city', 'Name of school' (highlighted in blue), 'Other School', and 'Public-Private'. The right column includes 'Lowest grade', 'Highest grade', 'Get to school', 'Get to school - specify', 'Home from school', and 'Home from school -'. Each of these fields has a small dropdown arrow. At the bottom, a status bar shows '00000009 F_NAMEOFSCHOOL 3:09:45 PM 9/29/2021 Talking To: Will Lee About: Will Lee 529/2690'.

F_NAMEOFSCHOOL

Item **F_NAMEOFSCHOOL** is asked so that we can get the full official name of the school attended by the respondent during this school year. This file contains the names of public and private schools across the country. **Begin by pressing the F6 key**, which activates the look-up table window (shown below). Then type all or part of the school name. For example, if you are looking for “North Hagerstown High School” type all or part of the name in the search box. It may be necessary to scroll up or down to select the correct school name.

School List

StateAbbr	CityName	CountyName	SchoolName	SchoolCode
MD	Hagerstown	WASHINGTON	North Hagerstown High	240066001275
MD	Hagerstown	WASHINGTON	Northern Middle	240066001276
MD	Hagerstown	WASHINGTON	Old Forge Elementary	240066001277
MD	Hagerstown	WASHINGTON	Pangborn Elementary	240066001278
MD	HAGERSTOWN	WASHINGTON	PARADISE MENNONITE SCHOOL	240100579936
MD	Hagerstown	WASHINGTON	Paramount Elementary	240066000752
MD	Hagerstown	WASHINGTON	Potomac Heights Elementary	240066001281
MD	Hagerstown	WASHINGTON	Rockland Woods Elementary	240066001667
MD	Hagerstown	WASHINGTON	Ruth Ann Monroe Primary	240066001707
MD	Hagerstown	WASHINGTON	Salem Avenue Elementary	240066001283
MD	HAGERSTOWN	WASHINGTON	SHININGTREE SCHOOL	2401A9701888
MD	Hagerstown	WASHINGTON	South Hagerstown High	240066001288
MD	HAGERSTOWN	WASHINGTON	ST JAMES SCHOOL	240100579845
MD	HAGERSTOWN	WASHINGTON	ST MARIA GORETTI HIGH SCHOOL	240100577848
MD	HAGERSTOWN	WASHINGTON	ST MARY CATHOLIC SCHOOL	240100577837
MD	Hagerstown	WASHINGTON	Washington County Job Developm	240066001484
MD	Hagerstown	WASHINGTON	Washington County Technical Hi	240066000308
MD	Hagerstown	WASHINGTON	Western Heights Middle	240066001293
MD	HALETHORPE	BALTIMORE	DELREY SCHOOL	240102030623
MD	Halethorpe	BALTIMORE	Halethorpe Elementary	240012000398
MD	HALETHORPE	BALTIMORE	HOLY NATIVITY LUTHERAN DAY SCH	2401A1501847
MD	HALETHORPE	BALTIMORE	THE LAND OF GOD SCHOOL	2401A1502220

Search:

140818

LOOK-UP TABLE

Select Cancel

National Crime Victimization Survey -- NCVS Questions ver 22.01.02 (01/01/2022)

Forms Answer Navigate Options Help Show Watch Window

Main H-Roster FAQs Supplement_Info Contact F10

What is the complete name of your school?

- To start this list press the <F6> key
- If the respondent does not know the school name, or if unable to locate the school name, enter Ctrl+D in the school name field.

Other county

City

Other city

Name of school

Other School

Public-Private ☐

Regular school ☐

Church related ☐

Get to school - specify

Home from school ☐

Home from school -

00000009 F_NAMEOFSCHOOL 3:18:06 PM 9/29/2021 Talking To: Will Loe About: Will Loe 529/2690

There may be schools with the same or similar names. For example, the look-up table could display “*Briggs High School*,” “*Briggs Middle School*,” and “*Briggs Elementary School*.” Therefore, verify you have highlighted the correct school before clicking the “Select” button or pressing the “Enter” key. Once you have highlighted the correct school name, click the “Select” button or press the “Enter” key.

If the respondent mentions more than one school name, select the name of the school they currently attend, even if they did not attend this school for the entire school year.

If you think that the respondent has not given you the complete school name, probe for the complete name. For example, a respondent may say that their school name is “Riggs High School”, when the full name could be “Jack Riggs High School” or “Robert Riggs High School.” You may probe by repeating their response to verify the answer or by asking the respondent to spell the school name.

If you are unable to locate the school name in the look-up table, exit the table by clicking on the “Cancel” at bottom right hand corner of the window. Press Ctrl+D in the school name field, and key in the school name in the **F_NAMEOFSCHOOL_NOT_LISTED** screen (shown above). Avoid using abbreviations when entering the respondent’s school name. If the school name is unknown by the respondent, then enter a blind “Don’t know” (Ctrl+D) in the **F_NAMEOFSCHOOL_NOT_LISTED** screen.

?[F1]

Is your school public or private?

- 1 Public
- 2 Private

F_PUBLICORPRIVATE

F_PUBLICORPRIVATE

After asking the question in Item **F_PUBLICORPRIVATE**, enter the appropriate precode to indicate whether the respondent's school is public or private. Enter Precode (1) for "Public" and Precode (2) for "Private." After entering Precode (1), the instrument goes to Item **F_REGULARSCHOOL**. If you enter Precode (2), the instrument goes to Item **F_CHURCHRELATED**.

If a respondent is hesitant about how to answer, use the following definitions to help the respondent distinguish between a public and a private school. There is also a help screen with these definitions available for this item. To access the help screen, **press the F1 key**.

Public Schools

Public schools are elementary or secondary schools supported by public funds and provide free education for children living in the community or school district.

Private Schools

Private schools are elementary or secondary schools run and supported by private individuals, religious organizations, or corporations, rather than by a government or public agency.

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

- 1 Yes
- 2 No

F_REGULARSCHOOL

F_REGULARSCHOOL

Item **F_REGULARSCHOOL** is asked to determine whether the respondent is attending their regularly assigned school or a school chosen by the respondent or their family. The instrument only asks this question when the respondent answered that they attend

a “Public” school in Item **F_PUBLICORPRIVATE**.

Item **F_REGULARSCHOOL** has two answer categories: If a respondent is hesitant about how to answer, you can use the following definitions to aid the respondent in distinguishing between a regular school and a chosen school.

Precode (1)

Enter precode (1), “Yes,” when the respondent attends an elementary or secondary school assigned by the school district in which they reside.

Precode (2)

Enter precode (2), “No,” when the respondent attends an elementary or secondary school that has been chosen by the respondent or the respondent’s family and is not the school that they would normally attend based on their place of residence.

After entering the appropriate precode in Item **F_REGULARSCHOOL**, the instrument continues with Item **F_GRADES_LOW**.

Is your school affiliated with a religion?

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

- 1 Yes
- 2 No
- 3 Don’t know

F_CHURCHRELATED

F_CHURCHRELATED

Item **F_CHURCHRELATED** is asked to find out if the private school the respondent attends is affiliated with a religion. The instrument only displays Item **F_CHURCHRELATED** if the respondent answered that they attend a “Private” school, Precode (2), in Item **F_PUBLICORPRIVATE**. Enter the appropriate precode to indicate a “Yes,” “No,” or “Don’t know” answer.

“School affiliated with a religion”

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

After entering the appropriate precode for Item **F_CHURCHRELATED**, the instrument continues with Item **F_GRADES_LOW**.

What is the lowest grade taught in your school?

◆ Enter the lowest grade mentioned

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

F_GRADES_LOW

Items F_GRADES_LOW and F_GRADES_HIGH

Items **F_GRADES_LOW** and **F_GRADES_HIGH** are asked to identify the lowest and highest grades taught in the respondent's school. Enter the appropriate codes for each item. The lowest available grade-level code that you can enter is "0," which covers both pre-kindergarten and kindergarten.

To code these two screens use the following examples:

Grades Taught in Respondent's School	Codes to Enter in Item	
	F_GRADES_LOW	F_GRADES_HIGH
Kindergarten through 8 th grade	0	8
1 st through 6 th grade	1	6
7 th through 9 th grade	7	9
9 th grade through H.S. Senior	9	12

For those high schools that have a grade beyond 12th grade, for example, a post-graduate grade, enter the appropriate lowest grade and then enter "13" as the highest grade. If the respondent answers, "Grade 13," record in the pre existing code "(13) Post-graduate." This is still considered high school, since this extra grade is intended primarily for students who are not yet ready for college.

For those schools that have a mixture of graded and ungraded or graded and special education classes, only record the lowest and highest grades taught in the respondent's school. For example, if a school teaches grades one through six, as well as some special education classes, do NOT enter Precode (30). Instead enter Precode (1) for **F_GRADES_LOW** and Precode (6) for **F_GRADES_HIGH**.

If the school consists of all ungraded classes, enter Precode (20) for all ungraded

classes in Item **F_GRADES_LOW**. The same is true when entering Precode (30) in Item **F_GRADES_LOW** for all special education classes. In both of these situations, when Precodes (20) or (30) are entered at Item **F_GRADES_LOW**, the **F_GRADES_HIGH** screen is skipped over.

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

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

[autofill ♦ If the student attended school virtually, please remind the student to think of the school that he or she would normally attend in person right now.]

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

F_GETTOSCHOOL

F_GETTOSCHOOL

Item **F_GETTOSCHOOL** is asked to determine how the respondent gets to their school most of the time this school year. Enter the appropriate precode from Precodes (1) through (6). If more than one mode of transportation is mentioned, enter the precode which identifies the mode of transportation used to get to school on the majority of school days during this school year. If no single mode of transportation was used more frequently than another mode this school year, enter the precode for the first mode mentioned by the respondent. If the student attended school virtually, please remind them to think of the school that they would normally attend in person right now.

If the respondent says that they take the bus to school, you must ask whether the respondent means a “school” bus, Precode (2), or a “public” bus, Precode (3), before entering the answer.

Enter Precode (4), “Car,” not only for cars, but also for vans, trucks, sport utility vehicles, and so forth. Select Precode (4) to document that the respondent got to school using a car, whether they drove themselves, a parent drove them, or they were part of a carpool.

Enter Precode (6), "Some other way," if the respondent mentions a mode of transportation (such as skateboarding or rollerblading) not covered in Precodes (1) through (5). After entering Precode (6), specify the mode of transportation at Item **F_GETTOSCHOOL_SPECIFY**.

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

- ◆ If multiple modes are used, code the mode in which the student spends the most time.
- ◆ If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

[autofill ◆ If the student attended school virtually, please remind the student to think of the school that he or she would normally attend in person right now.]

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

F_HOMEFROMSCHOOL

F_HOMEFROMSCHOOL

Item **F_HOMEFROMSCHOOL** is asked to determine how the student travels from school to their home or first destination after school. As in Item **F_GETTOSCHOOL**, there are two categories for bus, so probe if the respondent does not specify "school bus" or "public bus."

Also, if a respondent sometimes rides the school bus and other times gets a ride with a friend or parent, probe to find out which type of transportation they used more during this school year. If neither mode of transportation was used more frequently, enter the precode for the first mode mentioned by the respondent. If the student attended school virtually, please remind them to think of the school that they would normally attend in person right now.

Enter Precode (4), "Car," not only for cars, but also for vans, trucks, sport utility vehicles, and so forth. Select Precode (4) to document that the respondent got to school using a car, whether they drove themselves, a parent drove them, or they were part of a carpool.

Enter Precode (6), "Some other way," if the respondent mentions a mode of

transportation that is not covered in Precodes (1) through (5), such as skateboarding or rollerblading. After entering Precode (6), always specify the mode of transportation at Item **F_HOMEFROMSCHOOL_SPECIFY**.

If a student volunteers that they do not go directly home after school, record the mode of transportation that the respondent uses to get to their first destination after school. This might be to their job, a friend's or relative's home, a local library, and so on.

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

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

- 1 Yes
- 2 No

F_ACTIVITY_SPIRIT

Items F_ACTIVITY_SPIRIT through F_ACTIVITY_OTHER (*School Sponsored Activities*)

Items **F_ACTIVITY_SPIRIT**, **F_ACTIVITY_SPORTS**, **F_ACTIVITY_ARTS**, **F_ACTIVITY_ACADEMIC**, **F_ACTIVITY_GOV**, **F_ACTIVITY_SERVICE**, and **F_ACTIVITY_OTHER** are asked to determine if the respondent has participated in any activities sponsored by their school during this school year.

These questions are aimed at activities that are sponsored by the school and conducted before and after school hours either on school grounds or away from school grounds, such as school clubs and sports teams. Ask each category as a separate question, wait for the respondent's answer, and enter the appropriate Precode: (1) for "Yes" and (2) for "No." Do NOT enter Precode (1), "Yes," if the before or after school activity is **NOT** school related or school sponsored, such as boys or girls' clubs, scouting activities, 4-H clubs, private piano lessons, or other such activities that are not sponsored by the school, even if these activities are held on school property.

F_ACTIVITY_SPIRIT

Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? - A "Yes" answer indicates that the respondent participated on a school sponsored spirit group.

F_ACTIVITY_SPORTS

Athletic teams at school? - A "Yes" answer indicates that the respondent participated on a school sponsored athletic team, such as, Junior Varsity or Varsity football, basketball, soccer, etc.

F_ACTIVITY_ARTS

Performing arts, for example, Band, Choir, Orchestra, or Drama? - A “Yes” answer indicates that the respondent participated on a school sponsored performance arts program.

F_ACTIVITY_ACADEMIC

Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club? - A “Yes” answer indicates that the respondent participated in a club focused on academics. Other examples of academic groups include working on the school newspaper, Book club, Business/Marketing/Computer clubs and Future Farmers of America or FFA.

F_ACTIVITY_GOV

Class Council or student government, also known as SGA? - A “Yes” answer indicates that the respondent participated in student government.

F_ACTIVITY_SERVICE

Volunteer or community service clubs sponsored by your school, for example... - A “Yes” answer indicates that the respondent participated in a volunteer or community service club or group.

Depending on what grade the respondent is in, **F_ACTIVITY_SERVICE** displays different examples of volunteer or community service clubs. If the respondent is in grades six through eight the instrument displays: “**Peer Mediators, Environmental Club, or Recycling Club?**” For grades nine through twelve the instrument displays the following text: “**Peer Mediators, Environmental Club, Key Club, or Interact? *Do not include community service hours required for graduation.***” The additional text for high school students is there to let the respondent know that we do not want them to include community service they participated in that was a requirement for graduation or part of the curriculum.

F_ACTIVITY_OTHER

Other school clubs or school activities? - A “Yes” answer indicates that the respondent participated in a club or activity not listed in the previous questions. If the respondent answers “Yes,” the instrument goes to **F_ACTIVITY_OTHER_SPECIFY** screen for you to enter the other club the respondent mentions.

Before entering the respondent’s answer in **F_ACTIVITY_OTHER_SPECIFY**, make sure the response cannot be recorded into one of the six previous questions (sports, spirit, arts, academic, government, or service). If it does fall into one of those categories back up to that item and select Precode (1), “Yes” or verify that “Yes” was already selected and change the **F_ACTIVITY_OTHER** screen to a “No” response. If the activity the respondent mentioned does not fit into one of the six categories, then type in the

activity in Item **F_ACTIVITY_OTHER_SPECIFY**.

The instrument proceeds to Item **F_SAFETY_POLICE** if the respondent attended school in person at any time during the school year. The instrument skips to Item **F_SAFETY_CODE_OF CONDUCT** if the respondent did not attend school in person.

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

Does your school have:

Security guards or assigned police officers?

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

F_SAFETY_POLICE

Items **F_SAFETY_POLICE** through **F_SAFETY_CODE_OF CONDUCT** (*Student Safety Items*)

Items **F_SAFETY_POLICE**, **F_SAFETY_HALLSTAFF**, **F_SAFETY_METALDETECTORS**, **F_SAFETY_DOORS_LOCKED**, **F_SAFETY_SIGN_IN**, **F_SAFETY_LOCKER_CHECKS**, **F_SAFETY_STUDENT_ID**, **F_SAFETY_CAMERAS** and **F_SAFETY_CODE_OF CONDUCT** are asked to determine what measures the respondent's school takes to ensure student safety. If a respondent asks for clarification on any of these questions, you can provide the respondent with the following information. However, if not asked, do NOT volunteer this information.

F_SAFETY_POLICE

Security guards or assigned police officers? - A "Yes" answer indicates that security guards or assigned police officers are present on the school grounds on a **regular basis**.

F_SAFETY_HALLSTAFF

Other adults supervising the hallway, such as teachers, administrators, or parent volunteers? - A "Yes" answer indicates that parents or other adult volunteers help supervise the school hallways on a regular basis.

F_SAFETY_METALDETECTORS

Metal detectors, including wands? - A "Yes" answer indicates that metal detectors are located on school property, even though the school personnel have not used the

metal detector during this school year. If a respondent does not know what a metal detector is, use the following definition, which is provided in blue text on screen:

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

F_SAFETY_DOORS_LOCKED

Locked entrance or exit doors during the day? - A “Yes” answer indicates that the school’s entrance and exit doors are locked **all or most of the school day**.

F_SAFETY_SIGN_IN

A requirement that visitors sign in AND wear visitor badges or stickers? - A “Yes” answer indicates that all visitors are required to sign in and wear badges or stickers either **all or most of the time** when they enter the school.

F_SAFETY_LOCKER_CHECKS

Locker checks? - A “Yes” answer indicates that the school performs school-wide or random locker checks **at least occasionally during the school year, if not on a regular basis**. If the respondent is confused about what is meant by term “Locker” or “Locker checks,” you may provide the following definitions:

Locker

A compartment or closet at school that is usually equipped with a lock, or a facility for padlocking, used to store students’ clothing and valuables. School lockers are often one- or two-tiered and are grouped together in the hallways or common areas. They are usually made of painted metal.

Locker checks

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

This question is slightly different from the rest of the questions in this series; it has an additional answer category, Precode (4), “Respondent’s school does not have lockers.” This category was added to the answer list to indicate the difference between schools that do not conduct locker checks and schools that do not have lockers. Select Precode (4) when the respondent’s school does not have lockers.

F_SAFETY_STUDENT_ID

A requirement that students wear badges or picture identification? - A “Yes”

answer indicates that the students must wear badges or picture identification **all or most of the time**. A “No” answer is appropriate when students have badges or picture identification, but they are NOT required to have them visible all or most of the time. For example, students may be permitted to carry them in a pocket, book bag, purse, or wallet.

F_SAFETY_CAMERAS

One or more security cameras to monitor the school? - A “Yes” answer indicates that the school has security cameras in good working order and uses them **all or most of the school day**.

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

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

F_SAFETY_CODE_OF_CONDUCT

F_SAFETY_CODE_OF_CONDUCT

Does your school have a code of student conduct, that is, a set of written rules or guidelines that the school provides you? - A “Yes” answer indicates that the school has a written set of rules or guidelines covering safety, dress codes, standards of conduct, and so on.

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

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

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

F_REPORT

F_REPORT

In item **F_REPORT**, a “Yes” answer indicates that the respondent has a way of reporting threats to their school or student safety without giving their name. If a respondent asks for clarification on this question, you can provide the respondent with the following probe: Do you have a way to report a threat, such as an anonymous drop

box or hotline?

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

♦ Read answer categories

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

F_DISTRACTED

F_DISTRACTED

Item **F_DISTRACTED** is asked to find out how often students are distracted by other students' misbehavior. Read each answer category and enter the appropriate precode for the respondent's answer.

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

The school rules are fair.

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

F_RULES_FAIR

Items F_RULES_FAIR through F_PUNISHMENT_KNOWN (School Rules)

Items **F_RULES_FAIR** through **F_PUNISHMENT_KNOWN** are asked to find out how the respondent feels about their school rules. Enter the appropriate precode for the respondent's answer to each question. While reading the lead-in question, be sure to clearly differentiate between the four answer categories in an effort to help the respondent understand and answer the question. If the respondent answers with "Agree," probe to see if they mean "Strongly Agree" or just "Agree." Use the same type of probe if the respondent answers with "Disagree." Since these four answer categories are also used through question **F_SAFE_NEIGHBORHOOD_SCHOOL**, this type of probing is only necessary for the first time that a respondent responds with "Agree" or "Disagree."

F_RULES_FAIR

The school rules are fair. - Asks about the respondent's level of agreement with the statement that the school rules are fair.

F_PUNISHMENT_SAME

The punishment for breaking the rules is the same no matter who you are. - Asks about the respondent's level of agreement with the statement that the punishment is the same for all students who break the rules.

F_RULES_ENFORCED

The school rules are strictly enforced. - Asks about the respondent's level of agreement with the statement that the school rules are "strictly enforced." If a younger respondent is unsure what we mean by this term, the following definition is provided on the interview screen:

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

F_PUNISHMENT_KNOWN

If a school rule is broken, students know what kind of punishment will follow. - Asks about the respondent's level of agreement with the statement that students know what kind of punishment occurs when a school rule is broken.

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

Teachers treat students with respect.

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

F_TEACHERS_RESPECT

F_TEACHERS_RESPECT

Teachers treat students with respect. - Asks about the respondent's level of agreement with the statement that teachers treat students with respect.

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

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

Really cares about you.

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

F_ADULT_REALLYCARES

Items F_ADULT_REALLYCARES through F_ADULT_GOOD_JOB (Adult Support)

Items F_ADULT_REALLYCARES through F_ADULT_GOOD_JOB are asked to determine how the respondents feel about the level of social support received at school from teachers or other adults at the respondent's school. This question refers to all adults, regardless of whether the adult is a teacher. While reading the lead-in question, clearly differentiate between the four answer categories in an effort to help the respondent understand and answer the question. Read each question and enter the appropriate precode for the respondent's answer.

F_ADULT_REALLYCARES

Really cares about you. - Asks about the respondent's level of agreement with the statement that there is an adult at school who really cares about the respondent.

F_ADULT_LISTENS

Listens to you when you have something to say. - Asks about the respondent's level of agreement with the statement that there is an adult at school who listens to what the respondent has to say.

F_ADULT_GOOD_JOB

Tells you when you do a good job. - Asks about the respondent's level of agreement with the statement that there is an adult at school who tells the respondent that they have done a good job.

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

There is a STUDENT at school who...

Really cares about you.

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

F_STUDENT_REALLYCARES

Items **F_STUDENT_REALLYCARES** through **F_STUDENT_SUCCESS** (*Student Support*)

Items **F_STUDENT_REALLYCARES** through **F_STUDENT_SUCCESS** are asked to determine how the respondents feel about the level of social support received at school from students at the respondent's school. While reading the lead-in question, clearly differentiate between the four answer categories in an effort to help the respondent understand and answer the question. Read each question and enter the appropriate precode for the respondent's answer.

F_STUDENT_REALLYCARES

Really cares about you. Asks about the respondent's level of agreement with the statement that there is a student at school who really cares about the respondent.

F_STUDENT_LISTENS

Listens to you when you have something to say. - Asks about the respondent's level of agreement with the statement that there is a student at school who listens to what the respondent has to say.

F_STUDENT_SUCCESS

Believes that you will be a success. Asks about the respondent's level of agreement with the statement that there is a student at school who believes the respondent will be a success.

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

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

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

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

F_CRIME_NEIGHBORHOOD

Items **F_CRIME_NEIGHBORHOOD** through **F_SAFE_IN_SCHOOL** (*Crime and Safety in the Neighborhood and Around School*)

Items **F_CRIME_NEIGHBORHOOD** through **F_SAFE_IN_SCHOOL** gauge the respondent's perceptions of crime and safety in the neighborhood they live in and the neighborhood where their school is located.

F_CRIME_NEIGHBORHOOD

Item **F_CRIME_NEIGHBORHOOD** is asked to determine the respondent's perception of whether there is a lot of crime in the neighborhood where they LIVE. Respondents may view their neighborhood in terms of blocks of houses, apartments, and places they frequent near their home. All of these are acceptable definitions of a neighborhood. If respondents do not know what is meant by "neighborhood," you may provide the same descriptions of a neighborhood mentioned above. Read the question and enter the appropriate precode for the respondent's answer.

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

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

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

F_CRIME_NEIGHBORHOOD_SCHOOL

F_CRIME_NEIGHBORHOOD_SCHOOL

Item **F_CRIME_NEIGHBORHOOD_SCHOOL** is asked to determine the respondent's perception of whether there is a lot of crime in the neighborhood where they GO TO SCHOOL. Be aware that respondents may view the neighborhood around their school to be geographically smaller than the neighborhood where they live because they may not be familiar with the larger area around their school. Respondents may view neighborhoods in terms of 'blocks of houses,' apartments, and places they frequent near their school. All of these are acceptable definitions of a neighborhood. If respondents do not know what is meant by "neighborhood," you may provide the same descriptions of a neighborhood mentioned above. Read the question and enter the appropriate precode for the respondent's answer.

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

You feel safe in your school.

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

F_SAFE_IN_SCHOOL

F_SAFE_IN_SCHOOL

F_SAFE_IN_SCHOOL asks about the respondent's level of agreement about how safe they feel in school. Read the question and enter the appropriate precode for the respondent's answer.

The instrument proceeds to the **SCS_INTRO_4_VIRTUAL** screen if the respondent did not attend school in person and received online schooling or virtual learning from a public or private school. The instrument skips to the **SCS_INTRO_4_INPERSON** screen if the respondent attended school in person.

Now I have some questions about things that happen during school, which includes virtual classes and other school sponsored activities. [autofill For the remainder of this survey, think about [autofill both/all schools] you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

- 1 Enter 1 to continue

SCS_INTRO_4_VIRTUAL

SCS_INTRO_4_VIRTUAL

The **SCS_INTRO_4_VIRTUAL** screen is intended for respondents who did not attend school in person and received online schooling or virtual learning from a public or private school. At the **SCS_INTRO_4_VIRTUAL** screen, read the following introduction ALOUD to the respondent before continuing with the remaining questions in the school environment section. The phrase, “For the remainder of this survey, think about both schools you attended this school year.” will appear as part of this screen if the student answered they attended two schools in Item **E_DIFFSCHOOL_ATTENDED** and “no” to being homeschooled in Item **E_ATTENDSCHOOL_HOMESCHOOL**. The phrase, “For the remainder of this survey, think about all schools you attended this school year.” will appear as part of this screen if the respondent answered they attended three or more schools in Item **E_DIFFSCHOOL_ATTENDED** and “no” to being homeschooled in Item **E_ATTENDSCHOOL_HOMESCHOOL**. If the respondent seems hesitant to answer questions or has mentioned concerns about confidentiality, emphasize the phrase “Your answers will not be shared with anyone at your school or home.”

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

- 1 Yes
- 2 No

F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL

Item **F_KNOW_DRUGS_OR_ALCOHOL_VIRTUAL** is asked to determine if the respondent saw another student who was under the influence of illegal drugs or alcohol while receiving online schooling or virtual learning during this school year. **Tobacco and tobacco products are NOT considered drugs for the SCS.**

The instrument skips to Item **G_BULLY_MADE_FUN**.

Now I have some questions about things that happen at school, which includes [autofill virtual classes,] in the school building, on school property, on a school bus, or going to and from school. [autofill For the remainder of this survey, think about [autofill both/all schools] you attended this school year.] Your answers will not be shared with anyone at your school or home.

The following questions are only about this school year.

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

1 Enter 1 to continue

SCS_INTRO_4_INPERSON

SCS_INTRO_4_INPERSON

The **SCS_INTRO_4_INPERSON** screen is intended for respondents who attended school in person. At the **SCS_INTRO_4_INPERSON** screen, read the following introduction ALOUD to the respondent before continuing with the remaining questions in the school environment section. The phrase, "virtual classes," will appear as part of this screen if the student answered "yes" to receiving online schooling or virtual learning in Item **E_ATTENDSCHOOL_VIRTUAL**. The phrase, "For the remainder of this survey, think about both schools you attended this school year." will appear as part of this screen if the respondent answered they attended two schools in Item **E_DIFFSCHOOL_ATTENDED** and "no" to being homeschooled in Item **E_ATTENDSCHOOL_HOMESCHOOL**. The phrase, "For the remainder of this survey, think about all schools you attended this school year." will appear as part of this screen if the respondent answered they attended three or more schools in Item **E_DIFFSCHOOL_ATTENDED** and "no" to being homeschooled in Item **E_ATTENDSCHOOL_HOMESCHOOL**. If the respondent seems hesitant to answer questions or has mentioned concerns about confidentiality, emphasize the phrase "Your answers will not be shared with anyone at your school or home."

The remaining questions in the school environment section pertain only to the respondent's attendance at a public or private school and not to being homeschooled or attending a homeschool cooperative.

As an interviewer, be familiar with the term "at school" in order to better determine if the respondent has answered the question correctly. For the SCS, the term "at school" includes virtual classes, in the school building, on school property, on a school bus, or going to and from school.

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

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

- 1 Yes
- 2 No

F2_TOBACCO

Items **F2_TOBACCO**, **F2_ALCOHOL**, **F2_MARIJUANA**, **F2_OPIOIDS**, **F2_PRESCRIPTION_DRUGS**, and **F2_OTHER_ILLEGAL** are asked to find out if various types of tobacco, drugs, and alcohol are available at the respondent's school. Do not solicit a "Don't know" as an answer option, however if the respondent states he or she does not know if drugs are available at school, press CTRL+D to enter a blind "Don't know" response.

Listed below are definitions, which may help you to properly categorize drugs and alcoholic beverages:

F2_TOBACCO

Tobacco or nicotine products, such as cigarettes, cigars, e-cigarettes or vaping devices, chewing tobacco, and dip? – Tobacco or nicotine products can be used in several different ways, such as by: smoking tobacco contained in cigarettes or cigars; "vaping" nicotine using e-cigarettes or vaping devices, which might also be called vapes, vape pens, or mods; or putting chewing tobacco or dip in one's mouth. Include any device that heats a liquid **containing nicotine** into a vapor. Do not include the use of vaping devices for other purposes such as vaping marijuana.

F2_ALCOHOL

Alcoholic Beverages? - Alcoholic beverages are defined as any drink containing alcohol, such as beer, malt liquor, wine, wine coolers, whiskey, brandy, gin, vodka, and so forth.

F2_MARIJUANA

Marijuana, also known as pot or weed? - Marijuana is defined as the dried leaves of the marijuana plant that are smoked or eaten for an intoxicating effect. Other names may include "pot," "weed," or "mary jane." For this question we've included an FR instruction with additional information about marijuana. If respondents do not know what is meant by "marijuana," you may use the FR instruction to help explain what is meant. Similarly, you can use this information to help verify a respondent's answer if they use any of the terms included in the FR instruction.

F2_OPIOIDS

Heroin or prescription painkillers illegally obtained without a prescription, such as codeine, Percocet, fentanyl, OxyContin, or Vicodin? These are also known as opioids. – Opioids are medications that are prescribed by doctors to treat pain, but sometimes students may obtain them illegally. Examples of opioids include: heroin and fentanyl, or prescribed drugs such as, codeine, Morphine, Oxycontin, Percocet, or Vicodin.

F2_PRESCRIPTION_DRUGS

Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall? – Prescription drugs are medications prescribed by a doctor to treat various medical conditions, but they are sometimes obtained illegally without a prescription. Examples of prescription drugs commonly obtained illegally without a prescription include: Ritalin, Adderall, Xanax, and Valium.

F2_OTHER_ILLEGAL

Other illegal drugs, such as cocaine, LSD, Ecstasy (MDMA), or crystal meth? - Other illegal drugs are any illegal drugs, such as cocaine, LSD, Ecstasy (MDMA), crystal meth, etc., that were not already covered in items **F2_ALCOHOL** through **F2_PRESCRIPTION_DRUGS**.

NOTE: Do not include tobacco or tobacco products under the “other illegal drugs” category.

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school [autofill or during virtual classes]?

- 1 Yes
- 2 No

F_KNOW_DRUGS_OR_ALCOHOL

F_KNOW_DRUGS_OR_ALCOHOL

Item **F_KNOW_DRUGS_OR_ALCOHOL** is asked to determine if the respondent saw another student who was under the influence of illegal drugs or alcohol while at their school during this school year or during virtual classes if the respondent attended school virtually. The phrase, “or during virtual classes” will appear as part of this screen if the student answered “yes” to receiving online schooling or virtual learning in Item **E_ATTENDSCHOOL_VIRTUAL**. **Tobacco and tobacco products are NOT considered drugs for the SCS.**

SECTION 3 - FIGHTING, BULLYING AND HATE BEHAVIORS

Items **G_FIGHT_AT_SCHOOL** through **G_HATE_WORDS_VIRTUAL**

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

- 1 Yes
- 2 No

G_FIGHT_AT_SCHOOL

G_FIGHT_AT_SCHOOL

Item **G_FIGHT_AT_SCHOOL** is asked to find out if the respondent was involved in any physical fights at their school during this school year. This question will only appear if the respondent answered “Yes” to attending school in-person this school year. If you enter Precode (1), “Yes,” the instrument continues with Item **G_FIGHT_HOW_OFTEN**. If you enter Precode (2), “No,” the instrument skips to Item **G_BULLY_MADE_FUN**.

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

Number of times:

G_FIGHT_HOW_OFTEN

G_FIGHT_HOW_OFTEN

Item **G_FIGHT_HOW_OFTEN** is asked to determine the actual number of physical fights that the respondent has been involved in at their school during this school year. This question will only appear if the respondent answered “Yes” to fighting “at school.”

BULLYING QUESTIONS

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

That is, has another student...

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

- 1 Yes
- 2 No

G_BULLY_MADE_FUN

Items G_BULLY_MADE_FUN through G_BULLYING_APPEARANCE

Items G_BULLY_MADE_FUN through G_BULLY_OTHER_POWER are asked so we can find out if the respondent has been bullied at school by other students, as well as identifying the type of bullying during the school year. Ask each question, entering the appropriate precode for “Yes” or “No.”

G_BULLY_MADE_FUN

Made fun of you, called you names, or insulted you in a hurtful way? - This question asks the respondent if anyone made fun of them, called them names, or insulted them in a hurtful manner. Exclude any comments, rumors, or threats said in a good natured or friendly way, or in a joking manner. A “Yes” response indicates the respondent felt the comments or threats were made in an insulting or hurtful way.

G_BULLY_RUMOR

Spread rumors about you or tried to make others dislike you? - This question asks the respondent if anyone tried to spread rumors about the respondent to make others dislike them. Exclude any comments or rumors said in a good natured or friendly way, or in a joking manner. A “Yes” response indicates the respondent felt the comments or rumors were made in an insulting or hurtful way.

G_SHARED

Purposely shared your private information, photos, or videos in a hurtful way? - This question asks the respondent if anyone purposely shared any of their private information, photos, or videos in a way the respondent felt was hurtful.

G_BULLY_THREAT

Threatened you with harm? - This question asks the respondent if anyone threatened to harm them. Exclude any threats made in a joking manner.

G_BULLY_CONTACT

Pushed you, shoved you, tripped you, or spit on you? - This question asks the respondent if anyone physically bullied them. If the respondent answers include “kicked, punched, choked, or any other type of physical contact,” it should be recorded in this screen. Exclude any accidental pushing, shoving, tripping, or any other actions that are done in a joking manner.

G_BULLY_COERCED

Tried to make you do things you did not want to do, for example, give them money or other things? - This question asks the respondent if anyone tried to make them do things against their will.

G_EXCLUDED

Excluded you from activities, social media, or other communications to hurt you?
- This question asks the respondent if anyone purposefully excluded them from activities, social media, or other communications.

G_BULLY_DESTROYED_PROP

Destroyed your property on purpose? - This question asks the respondent if anyone purposely destroyed the respondent's property.

If any of the questions above, **G_BULLY_MADE_FUN** through **G_BULLY_DESTROYED_PROP**, are answered “Yes,” the instrument continues with Items **G_BULLY_DAY_PLUS** through **G_BULLYING_APPEARANCE**. If all these questions are answered “No,” the instrument skips to Item **G_HATE**.

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

♦ [Read answer categories](#)

- 1 One day
- 2 Two days
- 3 Three to ten days
- 4 More than ten days

G_BULLY_DAY_PLUS

Repetition of bullying behaviors and a power imbalance between the offender and victim are important aspects in defining bullying. Questions **G_BULLY_DAY_PLUS**, **G_BULLY_TIMES**, and **G_BULLY_HAPPEN_AGAIN** relate to repetition of bullying behaviors, while questions **G_BULLY_MULTI_PERS** through **G_BULLY_OTHER_POWER_SPECIFY** relate to power imbalance between the respondent and offender(s).

G_BULLY_DAY_PLUS

During this school year, how many days were you bullied? - This question asks the respondent for the total number of days bullied in the school year. If the respondent says they were bullied “one day” they are asked question **G_BULLY_TIMES**. If the respondent was bullied more than one day, they skip to **G_BULLY_HAPPEN_AGAIN**.

G_BULLY_TIMES

In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? - If the respondent was only bullied one day, they are asked how many times within that one day it happened.

G_BULLY_HAPPEN_AGAIN

Did you think the bullying would happen again? - This question asks if the respondent thought the bullying would continue.

G_BULLY_MULTI_PERS

Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you? - This question asks the respondent if more than one person bullied them this school year. If the respondent says “yes,” they were bullied by more than one person, they are asked question **G_BULLY_HOW_ACT**. If the respondent was not bullied by more than one person, they skip to question **G_BULLY_STRONGER**.

G_BULLY_HOW_ACT

Did these people act alone, together as a team, or both? - This question asks the respondent if the multiple people who bullied them acted alone or together.

Now I have some additional questions about the time [autofill another student/other students] {made fun of you, called you names, or insulted you in a hurtful way}, {spread rumors about you or tried to make others dislike you}, {purposely shared your private information, photos, or videos in a hurtful way}, {threatened you with harm}, {pushed you, shoved you, tripped you, or spit on you}, {tried to make you do things you did not want to, for example give them money or other things}, {excluded you from activities, social media, or other communications to hurt you}, and {destroyed your property on purpose}. Thinking about the [autofill person/people] who did [autofill this/these things] to you this school year...

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

- 1 Yes
- 2 No

G_BULLY_STRONGER

Items **G_BULLY_STRONGER** through **G_BULLY_OTHER_POWER** (*Reasons for Bullying*)

Items **G_BULLY_STRONGER** through **G_BULLY_OTHER_POWER_SPECIFY** are asked to determine if, and what type, of power imbalance existed between the respondent and the student or students who did the bullying. Ask each question, entering the appropriate precode for “Yes” or “No.”

G_BULLY_STRONGER

[Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you? - This question asks the respondent if the person or persons were bigger or stronger than them.

G_BULLY_POPULAR

[Was this person/Were any of these people/Was anyone in the group] more popular than you? - This question asks whether the person/persons were more popular than the respondent.

G_BULLY_MONEY

[Did this person/Did any of these people/Did anyone in the group] have more money than you? - This question asks whether the person/persons had more money than the respondent.

G_BULLY_INFLUENCE

[Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you? - This question asks whether the person/persons were able to influence what other students think about the respondent.

G_BULLY_OTHER_POWER

[Did this person/Did any of these people/Did anyone in the group] have more power than you in another way? - This question asks whether the person/persons had more power over the respondent in another way. If the respondent says “yes,” they are asked question **G_OTHER_POWER_SPECIFY**, enter their response in the *Specify* field. If the respondent says “no” the instrument skips to **G_RELAT_SIBLING** when one person bullied the respondent, or to **G_BULLY_WHERE** when the respondent was bullied by more than one person.

Items **G_RELAT_SIBLING** through **G_RELAT_OTH_STUDENT**, ask the respondent about the relationship they had with the student who did things to them. These questions will NOT appear if the respondent answered that they were bullied by more than one person. If **G_RELAT_SIBLING** through **G_RELAT_EX_DATING** is answered “yes”, the instrument skips to **G_BULLYWHERE**.

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

Your sibling, such as a brother or sister?

- 1 Yes
- 2 No

G_RELAT_SIBLING

G_RELAT_SIBLING

Your sibling, such as a brother or sister? - This question asks if the person who bullied the respondent was their sibling.

G_RELAT_DATING

Your boyfriend or girlfriend at the time? - This question asks if the person who bullied the respondent was their girlfriend or boyfriend at the time the bullying happened.

G_RELAT_EX_DATING

Your ex-boyfriend or ex-girlfriend at the time? - This question asks if the person who bullied the respondent was their ex-boyfriend or ex-girlfriend at the time the bullying happened.

G_RELAT_OTH_STUDENT

Another student from school? - This question asks if the person who bullied the respondent was another student from school who does not fit into any of the prior categories.

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

♦ Read answer categories, mark all that apply

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

G_BULLY_WHERE

G_BULLY_WHERE

Item **G_BULLY_WHERE** is asked to find out where the bullying episode(s) happened during this school year. Ask each answer category (1 through 9) as a separate question, pausing briefly to allow the respondent time to answer. Enter each precode for which you get a “Yes” answer. If you enter Precode (9), “*Somewhere else?*” the instrument goes to **G_BULLY_WHERE_SPECIFY**. Enter the exact location of the bullying at **G_BULLY_WHERE_SPECIFY**.

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

- 1 Yes
- 2 No

G_BULLY_ADULT_TOLD

G_BULLY_ADULT_TOLD

Item **G_BULLY_ADULT_TOLD** is asked to determine if the respondent notified a teacher or some other adult at school about the bullying episode(s). This question refers to all adults, regardless of whether or not the adult is a teacher.

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

Your school work?

♦ [Read answer categories](#)

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

G_SCHOOL_WORK

Items **G_SCHOOL_WORK** through **G_PHYSICAL_HEALTH** (*Bullying NEGATIVE Effects*)

For Items **G_SCHOOL_WORK** through **G_PHYSICAL_HEALTH**, read each answer category.

G_SCHOOL_WORK

This school year, how much has bullying had a NEGATIVE effect on your school work? is asked to determine if the respondent feels that bullying has had a negative effect on their school work.

G_RELATION_FRIEND_FAMILY

Your relationships with friends or family? is asked to determine if the respondent feels that the bullying has had a negative effect on relationships with friends/family.

G_ABOUT_YOURSELF

How you feel about yourself? is asked to determine if the respondent feels that the bullying has had a negative effect on how they feel about themselves.

G_PHYSICAL_HEALTH

Your physical health, for example, caused injuries, gave you headaches or stomachaches? is asked to determine if the respondent feels that the bullying has had a negative effect on their physical health.

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

Your race

- 1 Yes
- 2 No

G_BULLY_RACE

Items G_BULLY_RACE through G_BULLYING_APPEARANCE (*Reasons for Bullying*)

Items G_BULLY_RACE through G_BULLYING_APPEARANCE are asked to determine the respondent's perception of the reasons why they may have been bullied.

G_BULLY_RACE

When you were bullied in school this year, did you ever think it was related to your race? is asked to find out whether the respondent thinks the bullying was related to their race.

G_BULLY_RELIGION

Your religion? is asked to find out whether the respondent thinks the bullying was related to their religion. If the respondent states that they do not have a religion, mark Precode (2) "No."

G_BULLY_ETHNIC_ORIGIN

Your ethnic background or national origin – for example, people of Hispanic origin? is asked to find out whether the respondent thinks the bullying was related to their ethnic origin.

G_BULLYING_DISABILITY

Any condition you may have – such as physical, mental, or developmental condition? is asked to find out whether the respondent thinks the bullying was related to any condition the respondent might have. If the respondent states that they do not have a physical, mental, or developmental condition, mark Precode(2) "No."

G_BULLYING_GENDERSEX

Your sex, including being male or female? is asked to find out whether the respondent thinks the bullying was related to their sex. If further clarification is needed, read: "By male, we mean being a boy, and by female, we mean being a girl."

G_BULLYING_ORIENTATION

Your sexual orientation – such as gay, lesbian, bisexual, or straight? is asked to find out whether the respondent thinks the bullying was related to their sexual orientation.

G_BULLYING_APPEARANCE

Your physical appearance? is asked to find out whether the respondent thinks the bullying was related to their physical appearance.

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

- 1 Yes
- 2 No

G_HATE

Items G_HATE through G_HATE_SEXUAL_ORIENTATION (*Spoken Hate-Related Words*)

G_HATE

Item **G_HATE** is asked so we can determine if anyone has called the respondent an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, sex – including being male or female, or sexual orientation. If further clarification is needed, read: “By male, we mean being a boy, and by female, we mean being a girl.” If the respondent answers “Yes,” then the instrument will go through the series of questions (Items **G_HATE_RACE** through **G_HATE_SEXUAL_ORIENTATION**). The purpose of these questions is to find out specifically what the hate-related words were in reference to. If the respondent answers “No,” then the instrument skips to **G_HATE_WORDS** or **G_HATE_WORDS_VIRTUAL**, depending on the type(s) of schooling that the respondent attended during this school year.

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

Your race

- 1 Yes
- 2 No

G_HATE_RACE

G_HATE_RACE

Were any of the hate-related words related to your race? - This question asks if the hate-related words were directed at the respondent's race.

G_HATE_RELIGION

Your religion? - This question asks if the hate-related words were directed at the respondent's religion. If the respondent states that they do not have a religion, mark Precode (2) "No."

G_HATE_ETHNICITY

Your ethnic background or national origin - for example, people of Hispanic origin? - This question asks if the hate-related words were directed at the respondent's ethnic background or national origin.

G_HATE_DISABILITY

Any disability you may have – such as physical, mental, or developmental disabilities? - This question asks if the hate-related words targeted any disabilities the respondent may have. If the respondent states that they do not have a disability, mark Precode (2) "No."

G_HATE_GENDERSEX

Your sex, including being male or female? - This question asks if the hate-related words were directed at the respondent's sex. [If further clarification is needed, read: "By male, we mean being a boy, and by female, we mean being a girl."](#)

G_HATE_SEXUAL_ORIENTATION

Your sexual orientation – such as gay, lesbian, bisexual or straight? - This question asks if the hate-related words were directed at the respondent's sexual orientation.

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

- 1 Yes
- 2 No

G_HATE_WORDS

G_HATE_WORDS

Item **G_HATE_WORDS** is asked to determine if the respondent has seen any hate-related words or symbols written anywhere inside or outside of the school building at

any time during the school year. This question will only appear if the respondent answered “Yes” to attending school in-person this school year.

Hate-Related Words

Hate-related words are defined as derogatory or bad names having to do with a person’s race, religion, ethnic background or national origin, disability, sex, or sexual orientation.

Hate-Related Symbols

Hate-related symbols are defined as symbols that target a person or group of people because of prejudice or bigotry against a person’s characteristics or religious beliefs, such as hate-related graffiti.

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

- 1 Yes
- 2 No

G_HATE_WORDS_VIRTUAL

G_HATE_WORDS_VIRTUAL

Item **G_HATE_WORDS_VIRTUAL** is asked to determine if the student has seen any hate-related words or symbols written anywhere while attending virtual classes or on school sponsored websites or applications. This question will only appear if the respondent answered “Yes” to attending school virtually this school year.

SECTION 4 – AVOIDANCE

Items H_AVOID_VIRTUAL through H_STAY_HOME

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

- 1 Yes
- 2 No

H_AVOID_VIRTUAL

Item **H_AVOID_VIRTUAL** is asked to determine if the respondent has skipped virtual classes during this school year because they thought that someone might do things that make them feel bad or are hurtful. This question will only appear if the respondent answered “Yes” to attending school virtually this school year. After entering a precode, the instrument will continue to **H_AVOID_SHORTCUT** if the respondent also attended in-person school this school year. Otherwise, if the student did not attend school in person this school year, the instrument will skip to **L_GRADES**.

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

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

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

- 1 Yes
- 2 No

H_AVOID_SHORTCUT

Items **H_AVOID_SHORTCUT** through **H_SCHOOL_BUS_STOP** are asked to determine if the respondent has avoided certain places during this school year because they thought that someone might attack or harm them. After asking the initial question, ask each item as a separate question and wait for the respondent’s answer. These questions will only appear if the respondent answered “Yes” to attending school in-person this school year.

NOTE: The word “attack” as used in the Avoidance section (Items **H_AVOID_SHORTCUT** through **H_STAY_HOME**) includes both physical and verbal attacks.

H_AVOID_SHORTCUT

For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you? - This question asks if the respondent avoided the shortest route to school because they thought someone might attack or harm them there.

H_AVOID_ENTRANCE

The entrance into the school? - This question asks if the respondent avoided the entrance to the school because they thought someone might attack or harm them there.

H_AVOID_HALLWAYS

Any hallways or stairs in school? - This question asks if the respondent avoided any hallways or stairs in school because they thought someone might attack or harm them there.

H_AVOID_CAFETERIA

Parts of the school cafeteria or lunchroom? - This question asks if the respondent avoided parts of the school cafeteria or lunchroom because they thought someone might attack or harm them there.

H_AVOID_RESTROOMS

Any school restrooms? - This question asks if the respondent avoided any school restrooms because they thought someone might attack or harm them there.

H_AVOID_OTHER_PLACES

Other places inside the school building? - This question asks if the respondent avoided other places inside the school building because they thought someone might attack or harm them there.

H_AVOID_PARKING_LOT

School parking lot? - This question asks if the respondent avoided the school parking lot because they thought someone might attack or harm them there.

H_AVOID_OTHER_SCHOOL

Other places on school grounds? - This question asks if the respondent avoided any other places on school grounds because they thought someone might attack or harm them there.

H_SCHOOL_BUS_STOP

School bus or bus stop? - This question asks if the respondent avoided the school bus or bus stop because they thought someone might attack or harm them there.

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

- 1 Yes
- 2 No

H_AVOID_ACTIVITIES

H_AVOID_ACTIVITIES

Item **H_AVOID_ACTIVITIES** is asked to determine whether the respondent avoided any activities at their school during this school year because they thought that someone might attack or harm them there. If you need to provide the respondents with examples of extra-curricular activities sponsored by their school, you can mention participating in:

- Athletic activities before and after school hours, such as soccer, football, basketball, baseball, and so on.
- Academic clubs before and after school hours, such as math, science, Honor Society, and so on.
- Other school-sponsored activities before and after school hours, such as drama clubs, photography clubs, chorus, yearbook staff, student government association, and so on.

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

- 1 Yes
- 2 No

H_AVOID_CLASSES

H_AVOID_CLASSES

Item **H_AVOID_CLASSES** is asked to find out if the respondent avoided any classes during this school year because they thought that someone might attack or harm them. Enter the appropriate precode based on the respondent's answer.

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

- 1 Yes
- 2 No

H_STAY_HOME

H_STAY_HOME

Item **H_STAY_HOME** is asked to find out if the respondent stayed home from school during this school year because they thought that someone might attack or harm them either at school or going to or from school.

SECTION 5 – FEAR

Items I_AFRAID through I_AFRAID_NONSCHOOL

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

1 Enter 1 to continue

I_INTRO_FEAR

I_INTRO_FEAR

Read the introduction to the respondent: **“Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.”** Enter (1) to continue.

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

♦ [Read answer categories](#)

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

I_AFRAID

Items I_AFRAID through I_AFRAID_NONSCHOOL are asked to determine how often the respondent is afraid that someone might attack or harm them in certain places. While reading these questions, emphasize the different places the question is referring to in order to help the respondent differentiate the areas mentioned. After you ask each question, read each answer category until the respondent answers “Yes.” Then enter the appropriate precode based on the respondent's answer.

NOTE: The word “*attack*” as used in the Fear section (Items I_AFRAID through I_AFRAID_NONSCHOOL) includes both physical and verbal attacks.

I_AFRAID

Item I_AFRAID is asked to discover how often the respondent is afraid that someone will attack or harm them in the school building or on school property. After you ask the question, read each answer category until the respondent answers “Yes.” Enter the appropriate precode based on the respondent's answer.

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

◆ [Read answer categories](#)

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

I_AFRAID_ON_BUS

I_AFRAID_ON_BUS

Item **I_AFRAID_ON_BUS** is asked to discover how often the respondent is afraid that someone will attack or harm them going to and from school. After you ask the question, continue by reading each answer category until the respondent answers “Yes.” Enter the appropriate precode based on the respondent’s answer.

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

◆ [Read answer categories](#)

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

I_AFRAID_NONSCHOOL

I_AFRAID_NONSCHOOL

Item **I_AFRAID_NONSCHOOL** is asked to discover how often the respondent is afraid that someone will attack or harm them when NOT at school. After you ask the question, continue by reading each answer category until the respondent answers “Yes.” Enter the appropriate precode based on the respondent’s answer.

SECTION 6 – WEAPONS

Items J_INTRO_WEAPON through J_GET_GUN

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

- 1 Enter 1 to continue

J_INTRO_WEAPON

J_INTRO_WEAPON

At **J_INTRO_WEAPON**, read the introduction as shown: “In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.” The instrument goes to **J_WEAPONS_GUN**.

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

A gun?

- 1 Yes
2 No

J_WEAPONS_GUN

Items **J_WEAPONS_GUN**, **J_WEAPONS_KNIFE**, and **J_WEAPONS_OTHER** are asked so we can find out if the respondent has brought a gun, knife, or other type of weapon to school or onto school grounds during this school year. Wait for the respondent's answer to each question before asking the next question. Enter the appropriate precode for each item based on the respondent's answer.

NOTE: If the respondent appears uncomfortable about answering any of the questions in the Weapons section, remind them that none of the information they provide will be shared with anyone at their school or home and only statistical summaries are produced from the information collected in this survey.

J_WEAPONS_GUN

A gun? - This question asks whether the respondent ever brought a gun to school or onto school grounds during this school year.

J_WEAPONS_KNIFE

A knife brought as a weapon? - This question asks whether the respondent ever brought a knife to school or onto school grounds during this school year.

J_WEAPONS_OTHER

Some other weapon? - This question asks whether the respondent ever brought any type of weapon (other than a gun or knife) to school or onto school grounds during this school year.

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

- 1 Yes
- 2 No

J_GUN_OTHERS

J_GUN_OTHERS

Item **J_GUN_OTHERS** is asked to find out if the respondent knows of any students who have brought a gun to their school during this school year. If the respondent answered that they had brought a gun to school or onto school grounds in **J_WEAPONS_GUN**, then the word “other” appears in the question; otherwise, it is not shown.

If you enter Precode (1), “Yes,” the instrument continues with Item **J_SEE_GUN**; if you enter Precode (2), “No,” the instrument skips to Item **J_GET_GUN**.

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

- 1 Yes
- 2 No

J_SEE_GUN

J_SEE_GUN

Item **J_SEE_GUN** is asked to determine whether the respondent actually saw another student at their school with a gun during this school year. Enter the appropriate precode based on the respondent’s answer.

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

- 1 Yes
- 2 No

J_GET_GUN

J_GET_GUN

Item **J_GET_GUN** is asked to find out whether the respondent could have gotten a loaded gun during this school year without adult permission either at school or away from school.

SECTION 7 – GANGS

Items K2_INTRO_GANG through K_GANG_DRUGS

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

1 Enter 1 to continue

K2_INTRO_GANG

K2_INTRO_GANG

Read **K2_INTRO_GANG** aloud to the respondent before continuing with the next series of questions about gangs at school. Then Enter (1) to continue to the **K_GANGS** screen.

NOTE: If the student appears uncomfortable about answering any of the questions in the Gangs section, remind them that none of the information they provide will be shared with their school or home and only statistical summaries are produced from the information collected in this survey.

Are there any gangs at your school?

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

K_GANGS

K_GANGS

Item **K_GANGS** is asked to find out if there are any gang members who are students at the respondent's school. If the student is confused about the definition of a "gang," back up a screen to Item **K2_INTRO_GANG** and reread the definition. Enter Precode (1), "Yes," if the respondent indicates that there are some students at their school who belong to or are members of a gang, regardless of whether or not these students actually engage in gang activities. After entering (1) the instrument will continue with the gang section and Item **K_GANG_FIGHTS**. If the respondent reports that there are no gangs in their school, or the respondent does not know if there are gangs in their school, the instrument skips to **L_GRADES**.

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

◆ Read answer categories 1 through 5

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

K_GANG_FIGHTS

K_GANG_FIGHTS

Item **K_GANG_FIGHTS** is asked to determine how often any gangs have been involved in fights, attacks, or other violence at the respondent's school. After asking the question, read answer categories (1) through (5) until the respondent answers "Yes." If the respondent does not know or is unsure, you may probe by reminding the respondent of the definition of a gang. If the respondent answers with "Don't know," enter a Ctrl+D (Press the Control key and the letter D at the same time).

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

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

K_GANGS_DRUGS

K_GANG_DRUGS

Item **K_GANG_DRUGS** is asked to find out if gangs have been involved in the sale of drugs at the respondent's school during this school year. For this item, do not include alcoholic beverages or tobacco products. Enter the appropriate precode based on the respondent's answer.

SECTION 8 - STUDENT CHARACTERISTICS

Items L_GRADES through L_GRADUATE_4YR

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

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

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

L_GRADES

L_GRADES

Item **L_GRADES** is asked to determine if the respondent earned mostly A's, B's, C's, D's, or F's during the current school year. As you ask this question, read categories (1) through (5) as part of the question, pausing after each one until the respondent answers "Yes." Do not read category (6), (7), or (8) to the respondent.

Some students may receive non-alphabetic grades, such as pass/fail grades, numeric grades, percentages, or qualitative assessments. If you encounter this situation and the respondent is able to translate their non-alphabetic grade to the appropriate alphabetic grade, accept the response and enter the appropriate precode. However, if a respondent says their school uses pass/fail grading, ask the respondent which they've mostly gotten and enter Precode (6) or Precode (7) accordingly. In situations where the respondent cannot convert their non-alphabetic grade to an alphabetic one, enter Precode (8). Also enter Precode (8) if the respondent's school does not give grades at all.

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

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

L_SKIP_CLASSES

Items **L_SKIP_CLASSES** and **L_SKIP_CLASS_DAYS** have a different reference period than the supplement questions leading up to this point. For the questions before Item **L_SKIP_CLASSES** the reference period has been “*during this school year,*” however, in Items **L_SKIP_CLASSES** and **L_SKIP_CLASS_DAYS** the reference period is “*the last four weeks.*” You may need to emphasize the reference period for this question since it is different from the reference period for all of the previous SCS questions.

NOTE: If the student appears uncomfortable about answering any of the questions in the Skipping Classes section, remind them that none of the information they provide will be shared with anyone at their school or home and only statistical summaries are produced from the information collected in this survey.

L_SKIP_CLASSES

Item **L_SKIP_CLASSES** is asked to find out if the respondent skipped any classes during the last 4 weeks of school. If you enter Precode (1), “Yes,” the instrument continues with Item **L_SKIP_CLASS_DAYS**. If you enter Precode (2), “No” or Precode (3), “Don’t know,” the instrument skips to Item **L_SCHOOL_AFTER_SCHOOL**.

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

Number of days: _____

L_SKIP_CLASS_DAYS

L_SKIP_CLASS_DAYS

Item **L_SKIP_CLASS_DAYS** is asked to determine on how many days during the last 4 weeks of school, did the respondent skip **at least** one class.

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

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

◆ This could include:

- Automotive Mechanic Training
- Beauty School
- Computer Technical Programs (less than a two-year associate degree)
- Certificate Programs

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

L_SCHOOL_AFTER_SCHOOL

L_SCHOOL_AFTER_SCHOOL

Item **L_SCHOOL_AFTER_SCHOOL** is asked to determine whether the respondent thinks that they will attend college or technical school after high school. If a respondent is confused about the meaning of a technical school, you may give the following examples of technical schooling:

- Automotive Mechanic Training
- Beauty School
- Computer Technical Programs (less than a two-year associate degree)
- Certificate Programs

For a “Yes” or “Don’t know” answers for Item **L_SCHOOL_AFTER_SCHOOL**, the instrument goes to **L_GRADUATE_4YR**. However, if you get a “No” response for Item **L_SCHOOL_AFTER_SCHOOL**, the instrument skips to Item **SUPPLEMENTEND**.

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

Graduate from a 4-year college?

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

L_GRADUATE_4YR

L_GRADUATE_4YR

Item **L_GRADUATE_4YR** is asked to determine whether the respondent thinks that they will graduate from a 4-year college. Enter the appropriate precode, then continue to the **SUPPLEMENTEND** screen and the last section of SCS questions.

SECTION 9 – ENDING THE SCS INTERVIEW

◆ You have completed the School Crime Supplement for this person.

◆ Enter 1 to Continue

1 Enter 1 to continue

SUPPLEMENTEND

SUPPLEMENTEND

SUPPLEMENTEND is the last screen in the SCS interview and tells you that you've completed the SCS interview. After exiting this screen, the instrument codes the respondent as a completed interview. You have now completed the SCS interview with an eligible NCVS/SCS household member. Thank the respondent for their cooperation. If the respondent has any remaining questions about the survey, specific items, or how the data are used, this is a good time to address them. It is important that each respondent leave the interview feeling that all of their concerns have been covered.

After completing the respondent's SCS interview the instrument will continue with some questions about how the interview was conducted, starting with Item

RESPONDENTINTERVIEWLANG.

KEY POINTS TO REMEMBER

The key points to remember for Lesson 3 are:

- Ask each question and record each answer correctly and follow the correct path through the SCS instrument. The SCS interview does not count as a valid case if information is missing from the SCS screener questions.
- For the SCS, the term “at school” includes virtual classes, in the school building, on school property, on a school bus, or going to and from school.
- Remember the first three screener questions of the SCS will identify if the student received schooling in-person, virtually, through homeschooling, or a combination of the three, and will determine the path through the SCS interview.
- Become familiar with all sections of the SCS questionnaire and the flow of the questions to better anticipate questions or concerns the young respondents may have during interview.

Lesson 4 – Final Review Exercise

FINAL REVIEW EXERCISE INSTRUCTIONS

All FRs conducting SCS interviews are required to complete the SCS-300 Final Review Exercise to verify your knowledge and understanding of key concepts of the SCS presented throughout this self-study.

You can access the SCS-300 Final Review Exercise by clicking the Census Learning Center (CLC) link under the Training/Manuals tab on your laptop.

The SCS-300 Final Review Exercise contains 10 questions. This exercise will be scored, and results will be passed along to your supervisor and headquarters staff. The minimum passing score is 80%. You may retake the exercise as many times as needed to pass.

If you cannot access the CLC or do not see the final SCS review exercise in your CLC transcript, call your supervisor immediately.

Once you have successfully completed the Final Review Exercise on the CLC, this Self-study is complete.

Appendix A – SCS Materials

The pages that follow include the SCS Brochures:

- NCES 2025-001 Parent English Brochure
- NCES 2025-003: Student English Brochure
- NCES 2025-002: Parent Spanish Brochure, and
- NCES 2025-004: Student Spanish Brochure

Your Regional Office will provide you with copies of these materials.