

Welcome to the 2018 Virginia School Safety Survey

This is a secure, web-based survey conducted by the Virginia Center for School and Campus Safety (VCSCS). Submission of this survey partially fulfills the Virginia School Safety Audit requirement. (*Code of Virginia §22.1-279.8*) . <https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/>

While answering the following survey questions, please base your responses on the conditions in your school during the 2017-2018 school year, unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey. Throughout the survey, there are questions that reference *Code of Virginia* requirements. Click on the citation to review the *Code* language before responding to the related survey question.

Should you have any questions or experience technical problems with the survey, contact the VCSCS: Shellie Evers at 804-678-8993 or shellie.evers@dcjs.virginia.gov, James Christian at 804-357-0967 or james.christian@dcjs.virginia.gov, or Donna Michaelis at 804-371-6506 or donna.michaelis@dcjs.virginia.gov .

Questions contained in this survey may elicit responses that are exempt from public release pursuant to *Code of Virginia* Sections 2.2-3705.2 and 22.1-279.8. Each public body is responsible for exercising its discretion in determining whether such exemptions will be invoked. The Virginia Department of Criminal Justice Services' (DCJS) Virginia Center for School and Campus Safety will report aggregate survey data for all schools and divisions and will not share individual school responses unless otherwise required by state law.

Please answer the following questions about your school as accurately as possible.

I. SCHOOL IDENTIFICATION AND DEMOGRAPHICS

1. What is the name of your school division? (*select from drop-down list*)

2. What is the *full* name of your school?

IMPORTANT: School name must match our database for you to receive credit for the survey. Please use this link to find the formal school name, then copy and paste into this box.

3. What is your school's ID number?

IMPORTANT: ID number must match your school name for you to receive credit for the survey. Please use this link to find the 4-digit ID number, then copy and paste into this box.

If we have any questions about your survey responses, we would like to be able to contact you. Please provide us with your contact information:

4. What is your name?

(First name/Last name)

5. Are you the school's current/acting principal?

Yes

No

(if 5 = no)

5a. Please provide the name and email address for your current/acting principal.
(First name/Last name/Email)

6. What is your title?

7. What is your email address?

8. Which of the following best describes your school? (select one)

- | | |
|-----------------------------|-------------------------------|
| Elementary | Charter |
| Middle | Magnet |
| High | Governor's |
| Combined Grades | Special Education |
| Primary | Correctional Education |
| Pre-Kindergarten | Adult Education |
| Alternative | School for the Deaf and Blind |
| Career/Technical/Vocational | Other (describe) ____ |

9. What grades were taught at your school during 2017-2018? (select all that apply)

- | | |
|-----------------------|------------------------|
| Pre-Kindergarten | 7 th grade |
| Kindergarten | 8 th grade |
| 1 st grade | 9 th grade |
| 2 nd grade | 10 th grade |
| 3 rd grade | 11 th grade |
| 4 th grade | 12 th grade |
| 5 th grade | Not applicable |
| 6 th grade | |

10. What was your fall membership enrollment number on September 30, 2017?

(enter numeric response)

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

Mental Health Professionals

11. What was the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) whose *primary role* was to provide counseling services to students in your school in 2017-2018?

We are interested in the amount of time that mental health personnel are available to the students in your school.

- Use full time for those mental health personnel that worked full time at your school and whose primary role was to provide counseling services to students.
- Use part time for those mental health personnel that worked part time at your school and whose primary role was to provide counseling services to students, even if they are employed full time by your division or other agency.

If there were none, *enter 0.*

	Number in 2017-2018
Full time	
Part time	

(if 11 Full time = or > 1)

11a. Among the # mental health personnel working full time at your school, what percent of their time was spent providing counseling/mental health support to students in your school? (enter numeric data between 0 and 100 but do not enter the % sign) _____

(if 11 Part time = or > 1)

11b. Among the # mental health personnel working part time at your school, what percent of their time was spent providing counseling/mental health support to students in your school? (enter numeric data between 0 and 100 but do not enter the % sign) _____

School Resource Officers and School Security Officers

§ 9.1-101 defines school resource officers and school security officers.

<https://law.lis.virginia.gov/vacode/9.1-101/>

"School resource officer" means a certified law enforcement officer hired by the local law enforcement agency to provide law enforcement and security services to Virginia public elementary and secondary schools.

"School security officer" means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.

12. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school during the 2017-2018 school year? (include both full time and part time personnel)

Yes

No

(if 12 = yes)

12a. What type(s) of safety/security personnel were working in your school during the 2017-2018 school year and how many?

	Have at your school?	Number working at your school (enter 0 if none)
School Resource Officers (SROs)	<input type="radio"/> Yes <input type="radio"/> No	
School Security Officers (SSOs)	<input type="radio"/> Yes <input type="radio"/> No	

(if 12 = yes)

12b. Did your school contract with a private security agency during 2017-2018?

Yes

No

(if 12b = yes)

12b-1. What type(s) of private security officers did your school use? (select one)

Armed private security

Unarmed private security

Both armed and unarmed private security

12b-2. For what situations were private security used? (select all that apply)

During the school day

At school events

After hours patrols

Other (describe) ____

School Resource Officer (SRO) questions

If 12a = SRO, answer questions 12a-1 through 12a-9

12a-1. In a previous question, you indicated that your school had (#) SRO(s) working at your school in 2017-2018. Please provide the name, FT/PT status, and email address for each (up to 5 SROs).

Include both full time and part time SROs.

SRO name (First name/Last name)	FT	PT	SRO email at school	SRO email at law enforcement agency
	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/>	<input type="radio"/>		

12a-2. Does your school division have a current memorandum of understanding (MOU) with local law enforcement for the placement of school resource officers (SROs) in your school division?

Yes

No

Don't know

(if 12a-2 = yes)

12a-2.1. How familiar are you with the roles and expectations set out in the MOU?

(select one)

Not at all familiar

Slightly familiar

Somewhat familiar

Moderately familiar

Extremely familiar

12a-3. For the most recently assigned SRO at your school, was the principal or assistant principal a part of the selection process?

- Yes
- No
- Other (describe) ____

12a-4. For the most recently assigned SRO at your school, who determined the duties of the job?

(For each listed person/entity, indicate how much they contributed to determining the SRO's job duties.)

	None 1	2	Some 3	4	All 5	Don't know
Law enforcement agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School division or central office administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal or assistant principal at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(if 12a-4 someone else ≠ 1)

12a-4.1 You indicated that someone else was involved in determining the duties for your school's SRO. Please provide their name, title, and agency.

(First name/Last name/Title/Agency)

12a-5. Think of the formal trainings or workshops you have personally received about the role and duties of a SRO. Who provided this training? (select all that apply)

- Local law enforcement agency
- Local school leader
- Virginia Department of Criminal Justice Services
- I had training but I don't know who provided it
- I have not had formal training specifically about the role and duties of a SRO.
- Other (describe) ____

12a-6. How often does the principal or assistant principal typically communicate with the SRO(s) in your school?

Types of meetings/contacts	Frequency of meeting/contact						
	Never	Once a year	Once a month	Once a week	Once a day	Hourly	Don't Know
Individual meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff/group meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/radio contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12a-7. How often does the local law enforcement agency solicit feedback about the performance of the SROs in your school? (select one)

- Never
- Once a year
- Once a month
- Once a week

Please provide us with your perspective on the following items regarding SRO training:

12a-8. Teachers would benefit from more training about the role of the SROs in our school. *(select one)*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12a-9. SROs would benefit from more training on the following topics: *(select all that apply)*

- Bullying
- Child abuse and neglect
- Child or adolescent development
- Counseling/helping skills and techniques
- Crisis and emergency management planning
- Critical Incident Response to an active shooter event
- Cultural diversity
- Dangerous/threatening students
- Establishing effective working relationships with parents
- Evaluation of the safety/security programs
- Information about drugs, alcohol, and addictions
- Mental health issues in childhood and adolescence
- Roles and responsibilities of the SRO job
- Teaching children and adolescents
- Victims' rights
- Working with students with special needs (e.g. developmental delay, autism, previous trauma)
- Youth gangs
- Other (describe) ____
- None of the above

School Security Officer (SSO) questions

If 12a = SSO, answer questions 12a-10 through 12a-17

(if 12a = SSO)

12a-10. In a previous question, you indicated that your school had # SSO(s) working at your school in 2017-2018. Please provide the name, FT/PT status, email address, and whether the SSO was formerly a law enforcement officer (LEO) for each (up to 5 SSOs). *Include both full time and part time SSOs.*

SSO name (First name/Last name)	FT	PT	SSO email	Former LEO?
	<input type="radio"/>	<input type="radio"/>		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
	<input type="radio"/>	<input type="radio"/>		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
	<input type="radio"/>	<input type="radio"/>		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
	<input type="radio"/>	<input type="radio"/>		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
	<input type="radio"/>	<input type="radio"/>		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know

12a-11. For the most recently assigned SSO at your school, was the principal or assistant principal a part of the selection process?

- Yes
- No
- Other (describe) ____

12a-12. For the most recently assigned SSO at your school, who determined the duties of the job?

(For each listed person/entity, indicate how much they contributed to determining the SSO's job duties.)

	None 1	2	Some 3	4	All 5	Don't know
School division or central office administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal or assistant principal at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(if 12a-12 someone else ≠ 1)

12a-12.1. You indicated that someone else was involved in determining the duties for your school's SSO. Please provide their name, title, and agency.

(First name/Last name/Title/Agency)

12a-13. Think of the formal trainings or workshops you have personally received about the role and duties of a SSO. Who provided this training? (select all that apply)

- Local law enforcement agency
- Local school leader
- Virginia Department of Criminal Justice Services
- I had training but I don't know who provided it.
- I have not had formal training specifically about the role and duties of a SSO.
- Other (describe) ____

12a-14. How often does the principal or assistant principal typically communicate with the SSO(s) in your school?

Types of meetings/contacts	Frequency of meeting/contact						
	Never	Once a year	Once a month	Once a week	Once a day	Hourly	Don't Know
Individual meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff/group meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/radio contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12a-15. Are the performance evaluations of the SSO(s) in your school done at the school or division level? (select one)

- School level
- Division level
- Not applicable
- Other (describe) ____

Please provide us with your perspective on the following items regarding SSO training:

12a-16. Teachers would benefit from more training about the role of the SSOs in our school. *(select one)*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12a-17. SSOs would benefit from more training on the following topics: *(select all that apply)*

- Bullying
- Child abuse and neglect
- Child or adolescent development
- Counseling/helping skills and techniques
- Crisis and emergency management planning
- Cultural diversity
- Dangerous/threatening students
- Establishing effective working relationships with parents
- Evaluation of the safety/security programs
- Information about drugs, alcohol, and addictions
- Mental health issues in childhood and adolescence
- Roles and responsibilities of the SSO job
- Teaching children and adolescents
- Victims' rights
- Working with students with special needs (e.g. developmental delays, autism, previous trauma)
- Youth gangs
- Other (describe) ____
- None of the above

Questions 13 and 14 refer to *Code of Virginia § 22.1-279.3:1 paragraphs B and D*. Paragraph B details the types of offenses that law enforcement are required to report to school/division authorities when committed by students, and paragraph D details the types of offenses that school/division authorities are required to report to law enforcement when committed by students. Please click on the *Code* cite link and review the *Code* section before answering these questions.

<https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.3:1/>

13. Were there formal written processes or protocols in place for *your school to receive* notification on the Code listed offenses from local law enforcement?

- Yes
- No

14. Were there formal written processes or protocols in place for *your school to notify* local law enforcement of the offenses listed in the Code?

Yes

No

III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

School Crisis/Emergency Management/Medical Response Plan

Virginia Code § 22.1-279.8 describes school crisis and emergency management plans and states that "each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan."

<https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/>

15. Did you have to *activate* any portion of your school's crisis management plan during the 2017-2018 school year due to an *actual* critical event or emergency?

Yes

No

Safety-Related Conditions

Please answer the following four safety-related conditions questions based on the conditions in your school during the 2017-2018 school year.

16. Do first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they need to respond to a large-scale security incident at your facility?

Yes

No

Don't know

17. Do first responders have access to the school during a lockdown so they do not have to breach doors or windows to gain access?

Yes

No

Don't know

18. Can school administrators communicate with law enforcement/first responders via radio when they are inside the school building?

Yes

No

Don't know

19. Does your school conduct background checks on volunteers who work with your students (not including parents/guardians)?

Yes

No

20. Review the following list of security strategies and select those that were in place at your school during the 2017-2018 school year. *(select all that apply)*

- Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in
- Main entrance of the school building or campus was secured by a controlled electronic access system during school hours
- All exterior entrances to the school building or campus were locked during school hours
- All classrooms in the school can be locked from both the inside and the outside of the classroom
- The school had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school.
- The school utilized a checklist to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat)
- Other *(describe)* _____
- None of the above

IV. THREAT REPORTING AND ASSESSMENT

In addition to requiring the establishment of threat assessment teams, *Virginia Code § 22.1-79.4* also instructs that *“Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.”*
<https://law.lis.virginia.gov/vacode/title22.1/chapter7/section22.1-79.4/>

The questions in this section should be answered in consultation with a knowledgeable member of your threat assessment team.

Threat Assessment Administration

Threat Assessment Team

21. For each of the listed “types of team members” categories, provide the number of team members who served on your school’s threat assessment team during 2017-2018, and of those, the number that received threat assessment training in the last 3 years.

(There is no requirement that all positions are included on the team. If there are no team members of a specific category, or if there are no team members that received training for a specific category, enter 0.)

Types of Team Members	Number of Team Members	Number of Team Members Trained in Threat Assessment
Assistant principal		
Principal		
School counselor		
School psychologist		
School resource officer (SRO)		
School security officer (SSO)		
School social worker		
Teacher		
Other law enforcement officer (not SRO)		
Other administrator from school/division		
Other		

22. Approximately how many times did the threat assessment team meet in 2017-2018? (A meeting includes at least 2 members conferring about a threat assessment matter.)

(numerical response only) _____

23. On a scale of 1-10, rate how closely your team followed your school's threat assessment procedures in conducting threat assessments this year. (1 = not very closely, 10 = very closely).

(numerical response only) _____

Threat Assessment Records

24. Where were threat assessment records (such as *Student Threat Assessment and Response Reports*) stored during 2017-2018? (select all that apply)

- In the school division's central office
- In the student's discipline file
- In the student's general education file
- In the student's health file
- In the student's special education file
- With law enforcement records
- With the school administration
- With the school counselor
- With the threat assessment team
- Other (describe) _____
- Not applicable (no cases in 2017-2018)

Threat Reporting

25. Which of the following report methods were available for students/parents/staff to report threats or concerning behavior? (select all that apply)

- Anonymous comment box/mailbox/form/written note
- Anonymous email/tip-line
- Anonymous online application/website
- Anonymous telephone hotline/text message
- Meet in person/face-to-face
- Other (describe) _____
- None

Threat Assessments Conducted in 2017-2018

For the next series of questions, we want to know about the threat assessments conducted by your school's threat assessment team.

- For all threat assessment questions in this section, **only include cases in which there was time to conduct a threat assessment prior to the threatened act being completed.** (For example, if a student makes a verbal threat and then attacks that individual before the threat assessment was initiated, do not include that incident as a threat assessment case.)

For question 26:

- Report the number of cases regardless of their risk classification
- Use the following definitions:

- **Threatened others only:** threatened to harm someone other than self BUT DID NOT threaten suicide or self-harm.
- **Threatened other(s) and self:** threatened to harm someone other than self AND threatened suicide or self-harm.
- **Threatened self only:** threatened to commit suicide or self-harm.

26. Based on the threat assessment cases conducted at your school in 2017-2018, how many cases involved threats made by persons from each of the following groups?

Enter the number of threat assessments conducted that involved persons from each of the listed groups and the type of threat that was made.

- If no threat assessment cases involved persons from a listed group or threats of a certain type, enter 0 for number of threat assessment cases conducted.
- SUM your responses by type of group (add each row's entries and provide sum), and
- SUM your responses by type of threat (add each column's entries and provide sum).

Type of Group	Threatened other(s) only	Threatened self only	Threatened both self and other(s)	SUM
1. Student from your school				
2. Student not from your school				
3. Student formerly from your school				
4. Faculty/staff currently employed by your school				
5. Faculty/staff formerly employed by your school				
6. Parent/guardian of a student				
7. Someone else				
ENTER TOTAL (SUM of items 1 – 7)				

If Q26 line 1 total 0, go to Q28; If Q26 = 1 or >, go to Q27

27. Of the # threat assessment cases that you reported which involved students from your school, how many were classified at the *highest* threat level (*imminent/high risk, very serious substantive*) at any point in the threat assessment process?

Number of cases _____ (if none, enter 0)

The number entered in Q27 should not be greater than the sum of line 1 in Q26.

If Q27 = 0, go to Q28; If Q27 = 1, go to Q27a; If Q 27 = 2 or >, go to Q27b

(if Q27 = 1)

27a. In the high threat level case you reported in question 27, did the threat ultimately occur (was carried out?)

- Yes
- No

If Q27a = no, go to Q28; If Q27a = yes, go to Q27a-1.

(if Q27 > 1)

27b. Of the ___#___ cases you reported at the highest threat level in question 27, in how many cases did the threat ultimately occur?

Number of cases _____ (if none, enter 0)

The number entered in response to Q27b should not be greater than the number reported in Q27.

If Q27b = 0, go to Q28; If Q27b = 1, go to Q27a-1; If 27b = 2 or >, go to Q27b-1

(if Q27a = yes, or if Q27b = 1)

For the case that was carried out, please provide a brief description of what occurred

27a-1. You indicated that in the high threat level case reported in question 27, a serious event ultimately occurred. Please describe:

The type of act that was threatened: _____

The actual act that took place: _____

The steps taken, if any, to try to prevent the act: _____

Was a student from your school the primary initiator of the event? Yes/No (if no, go to Q27a-3)

(if 27a-1 item 4 "was a student ..." = yes)

27a-2. Was this student able to continue attending your school at some time after the event?

Yes

No (if selected, go to Q27a-3)

There was more than one student considered primary in the event (if selected, go to Q27a-3)

(if 27a-2 = yes)

27a-2.1. After what period of time was the student able to continue attending your school?
(select one)

Immediately

5 school days

10 school days

11-45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other (describe) _____

(if "after alt..." was not selected, go to Q27a-3)

(if 27a-2.1 item 4 "after alternative ..." was selected)

27a-2.2. For what period of time was the student assigned to alternative school placement? _____

27a-3. Is there any other information about this event that you think would help explain the event to us?

Yes (if selected, a dialogue box will appear for their response, then will be directed to Q28)

No (if selected, go to Q28)

(if 27b > 1)

In question 27, you indicated that in ___#___ high threat level cases reported, a serious event ultimately occurred. You will be asked to briefly describe each of the events, one case at a time, for up to 10 cases.

If you have more than 10 cases where threats that were carried out, please describe the 10 most serious cases.

Case 1

27b-1. Please describe the events in Case 1:

The type of act that was threatened: ____

The actual act that took place: ____

The steps taken, if any, to try to prevent the act: ____

Was a student from your school the primary initiator of the event? Yes/No (if no, go to 27b-3)

(if 27b-1 = student from your school = yes)

27b-2. Was this student able to continue attending your school at some time after the event?

Yes

No (if selected, go to 27b-3)

There was more than one student considered primary in Case 1. (if selected, go to 27b-3)

(if 27b-2 = yes)

27b-2.1. After what period of time was the student in Case 1 able to continue attending your school? (select one)

Immediately

5 school days

10 school days

11-45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other (describe) ____

(if "after alt..." was not selected, go to Q27b-3)

(if 27b-2.1 = after alt)

27b-2.2. For what period of time was the student in Case 1 assigned to alternative school placement? _____

27b-3. Is there any other information about this event that you think would help explain the event to us?

Yes (if selected, go to Case 2) (if 27b-3 = yes) Provide information _____

No (if selected, go to Q28)

(if 27b is = or > 2)

Case 2

27b-1. Please describe the events in Case 2:

The type of act that was threatened: ____

The actual act that took place: ____

The steps taken, if any, to try to prevent the act: _____

Was a student from your school the primary initiator of the event? Yes/No *(if no, go to 27b-3)*

(if 27b-1 = student from your school = yes)

27b-2. Was this student able to continue attending your school at some time after the event?

Yes

No *(if selected, go to 27b-3)*

There was more than one student considered primary in Case 2. *(if selected, go to 27b-3)*

(if 27b-2 = yes)

27b-2.1. After what period of time was the student in Case 2 able to continue attending your school? *(select one)*

Immediately

5 school days

10 school days

11-45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other *(describe)* _____

(if "after alt..." was not selected, go to Q27b-3)

(if 27b-2.1 = after alt)

25b-2.2. For what period of time was the student in Case 2 assigned to alternative school placement? _____

27b-3. Is there any other information about this event that you think would help explain the event to us?

Yes *(if selected, and if 27b = 3 or > go to Case 3; if 27b = 2, go to Q28)* *(if 27b-3 = yes)* Provide information _____

No *(if selected, go to Q28)*

(Same set of questions/conditions will be asked if the following criteria are present)

Case 3 *(if 27b = or > 3 cases)*

Case 4 *(if 27b = or > 4 cases)*

Case 5 *(if 27b = or > 5 cases)*

Case 6 *(if 27b = or > 6 cases)*

Case 7 *(if 27b = or > 7 cases)*

Case 8 *(if 27b = or > 8 cases)*

Case 9 *(if 27b = or > 9 cases)*

Case 10 *(if 27b = or > 10 cases)*

(if 26 "someone else" SUM > 0)

27c. In Question 26, where you detailed the types of threats made and by whom, you indicated that your school had a threat assessment case(s) that involved "someone else" (not a student, parent, or faculty). Please describe this/these person's relationship(s) to your school. _____

Since 2013, and in accordance with § 9.1-184, threat assessment teams are legislatively mandated in Virginia for all public schools and campuses for grades K – college. This process is designed to be preventative, not punitive. It is also mandated that each team:

- Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
- Identify members of the school community to whom threatening behavior should be reported; and
- Implement school board policies for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

28. What mechanisms are in place to make faculty and staff aware of threat assessment protocols and how to recognize aberrant behavior? *(select all that apply)*

Information provided at back-to-school meetings

Information provided at other staff meetings

In-service training

Required online training video (such as, *K12 Threat Assessment in Virginia Schools*, an instructional video for school staff, parents, and community members provided by DCJS)

Other *(describe)* ____

None

V. CONCERNS, TRAINING, AND RESOURCE NEEDS

Discipline, Crime, and Violence (DCV) offense and incident types reported in Safe Schools Information Resource (SSIR) are coded and grouped into nine offense categories that are aligned according to severity of offense.

29. For each Discipline, Crime, and Violence (DCV) offense category listed, indicate whether the number of occurrences at your school increased, decreased, or stayed the same when compared with the previous (2016-2017) school year.

This question does not measure the number of occurrences, but instead measures whether there was change, and if so, the type of change.

Use the category “no change” when the number of occurrences was the same as the previous year whether that means that there were occurrences or were no occurrences.

DCV Offense Category	Increased	Decreased	No change
Weapons-Related Offenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offenses Against Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offenses Against Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offenses Against Persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol, Tobacco, and Other Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property Offenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorderly Disruptive Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Offenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Offenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety-Related Training

30. What type(s) of school safety training is most needed by your school's administration/faculty/staff?
(select all that apply)

- Alternatives to suspension and expulsion
- Crisis planning, prevention and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards)
- De-escalation and mediation
- Gang awareness
- Mental health problem awareness and recognition
- Positive Behavioral Interventions and Support - PBIS
- Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)
- Social media (Facebook, Snapchat, Twitter, YouTube, etc.)
- Threat assessment team training
- Trauma-informed care
- Trauma-informed classrooms
- Violence prevention training (including fighting, armed intruder, active shooter, other school violence)
- Other (describe) ____
- None of the above

31. Is someone at the school administration level specifically responsible (such as, it is in their job description) for monitoring social media (i.e. Facebook, Twitter, Snapchat, Instagram, etc.) to detect and mitigate potential threats and other safety issues?

- Yes
- No
- Don't know

32. What is the *prime* issue currently affecting your school as it pertains to the physical safety and well-being of students and staff? (select one)

- Inability to secure classrooms
- Lack of designated security personnel
- Lack of fencing or other peripheral security
- Lack of supervision in one or more classrooms
- Multiple building/portable classrooms
- Physical dangers from unfunded repairs
- Unsupervised areas during the school day
- Unsupervised after school activities
- Other (describe) ____

33. What is the *prime* issue currently affecting your school as it pertains to the mental and emotional safety and well-being of students and staff? (select one)

- Bullying
- Counseling personnel tasked with non-mental health-related assignments
- Lack of available climate improvement training in this area
- Lack of connection with other students

Lack of connection with teachers/staff
Lack of counseling personnel for students
Retaining qualified teachers
Unmet mental health needs/limited mental health resources
Other *(describe)* ____

(if Q9 = grades 7, 8, 9, 10, 11, or 12)

FOR SECONDARY PRINCIPALS ONLY

The Virginia Secondary School Climate Survey is administered in alternating years; grades 7 and 8 were surveyed in spring 2013, 2015, and again in 2017. Grades 9, 10, 11, and 12 were surveyed in spring 2014, 2016, and 2018. There are two companion surveys, one for students and another for teachers and other professional staff. All teachers and professional staff are asked to complete the survey. Schools may choose from two options for surveying students: (1) Survey all students; or (2) Survey a random sample of 25 students in each grade. Please reference your school's climate survey results to answer the following questions:

34. Based on the results from your most recent school climate survey report, please identify the largest concern expressed by students. *(select one)*

Academic expectations
Academic performance/aspirations
Bullying by adults
Consistency of disciplinary structure
Cultural and linguistic competence
Engagement with school
Gang activity
Mental health issues
Personal safety
Prevalence of student teasing and bullying
Relationships among students
Risky behaviors (drug/alcohol abuse)
Sexual harassment
Student support services
Teen dating aggression
Other *(describe)*

35. Based on the results from your most recent school climate survey report, please identify the largest concern expressed by teachers. *(select one)*

Adult reactions to student aggression
Bullying by adults
Concerns about discipline and safety
Cultural and linguistic competence
Gang activity
Inconsistency of disciplinary structure
Prevalence of student teasing and bullying
Student aggression towards adults
Student engagement and relationships among students

Unwillingness of students to seek help
Views on suspension
Other *(describe)*

36. What topic represents the greatest discrepancy between student and staff perceptions? *(select one)*

Student perceptions of teachers
Student relationships with other students
Teacher perceptions of students
The amount of bullying that occurs in school
Other *(describe)*

37. What changes have been made as a result of the climate surveys? *(select all that apply)*

Additional anti-bullying/climate improvement presentations for students
Additional supervision in problem areas
Additional training for staff in classroom management
Additional training for staff on bullying recognition
Changes in discipline procedures
Changes to school entry procedures
Climate survey report shared with all staff
Climate survey report shared with parents
Other *(describe)*
No changes have been incorporated

38. What one change would you most like to see to the school climate survey or report that would make it more useful for your school? *(select one)*

Change in amount of time allotted for survey administration
Offer survey(s) in different languages
Report categories by grade
Timeline for the climate survey process
Other *(describe)*

Resources:

- [2017 School Climate Survey Results](#)
- [Critical Incident Response for School Faculty and Staff](#)
- [Critical Incident Response Video](#)
- [Guidance for Emergency Manager Designee](#)
- [Guidance on Threat Assessment Team Formation and Reporting](#)
- [K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents and Community Members](#)
- [K-12 Threat Assessment Video](#)
- [Model Policy to Address Bullying in Virginia's Public Schools](#)
- [School Crisis, Emergency Management, and Medical Emergency Response Plan](#)
- [School Crisis, Emergency Management, and Medical Emergency Response Plan - Quick Guide](#)
- [The Virginia Educator's Guide for Planning and Conducting School Emergency Drills](#)

- [Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines](#)
- [Virginia School-Law Enforcement Partnership Guide](#)
- [Virginia School-Law Enforcement Partnership Model Memorandum of Understanding](#)

Thank you for completing the 2018 Virginia School Safety Survey.

Your survey responses were successfully submitted to the Virginia Center for School and Campus Safety at the Department of Criminal Justice Services.