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**The 2023 Virginia Division Safety Survey**

**Worksheet and Guidance Document**

**This document is designed to assist in compiling the necessary data for the annual Division Safety Survey. Although this worksheet/guidance document is not mandatory, it will facilitate the collection of your division’s data between now and the survey administration period (May–August). Completion of this document will allow the user to complete the online survey more quickly and accurately.**

**In the event the individual(s) completing this document will no longer be employed by the division in May–August, please ensure that this document, and the collected data, shared with the appropriate division personnel to accurately complete the survey and submit it on time.**

**This document contains all questions you may encounter on the actual survey; however, some formatting has been adjusted to enable the worksheet/guidance document layout.**

**DIRECTIONS: In some blocks, a written answer is needed, sometimes as simple as “yes,” “no,” or a number; in others, you can circle or highlight the answer. Gray bars will indicate branching based on your answers. *If a question does not apply to your division, you will not see it on the survey.***

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 division during the 2022–2023 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 relevant *Code of Virginia* language before responding to the related survey question.

If you have any questions or experience technical problems with the survey, please contact the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS):

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**I. DIVISION IDENTIFICATION AND DEMOGRAPHIC INFORMATION**

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| --- | --- |
| 1. What is the name of your school division? | *A dropdown list will be provided.* |
| 2. If we have any questions about your survey responses, we would like to be able to contact you. Please provide your contact information: |
| First Name |  |
| Last Name |  |
| Email |  |
| Phone Number |  |
| 3. What is your primary role in the division?  | *A dropdown list will be provided.* |
| If you are **NOT** the current/acting superintendent |
| 3a. Please provide the name and contact information for your current/acting superintendent. |
| First Name |  |
| Last Name |  |
| Email  |  |
| Phone Number |  |
| **ALL** |
| 4. Have you received any formal school safety/crisis planning or management training? | * Yes
* No
 |
| If you **HAVE** received formal school safety/crisis planning or management training |
| 4a. What agency facilitated this training? |  |
| **ALL** |
| 5. What topics related to school safety/crisis planning and management would you be interested in receiving training on? |  |

**II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS**

|  |
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| The Code of Virginia [§ 22.1-279.8](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/) paragraph D requires that each school division designate an emergency manager:*“D. Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, and shall include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees, in the development of such plans.* ***Each school division shall designate an emergency manager****…”* |
| If the individual completing the survey is **NOT** the Emergency Manager  |
| 6. Please provide the name and contact information for the person designated as the division’s Emergency Manager. |
| First Name |  |
| Last Name |  |
| Email  |  |
| Phone Number |  |
| **ALL** |
| 7. What role(s) does the Emergency Manager play in the overall safety of the school division? | *select all that apply** Emergency response and/or crisis management coordinator
* Leads division school safety activities and trainings
* Responsible for ensuring completion of School Safety Audit components
* Serves as a liaison between the school division and first responders in an emergency
* Serves as a liaison between the school division and the law enforcement agency providing school resource officers (SROs)
* Serves as the Director of School Safety/Security (or some similar title)
* Supervises school security officers (SSOs)
* Other
 |
| 8. Was the position of Emergency Manager hired to serve specifically in this role, or was this responsibility assumed in addition to another role? | *select one** The Emergency Manager position was their only responsibility
* The Emergency Manager responsibilities were in addition to their other role(s) *(not including Director of School Safety/Security)*
* The responsibilities of the Emergency Manager were split among multiple individuals
 |
| If the Emergency Manager was **NOT** also the Director of School Safety |
| 7a. Was there a Director of School Safety or Director of School Security (or person of similar title whose responsibility was the oversight of school safety-related activities) employed within the school division? | * Yes
* No
 |
| If there **WAS** a Director of School Safety |
| 7b. Please provide the name and contact information for the person designated as the school division’s Director of School Safety/Security or similar designation. |
| First Name |  |
| Last Name |  |
| Email |  |
| Phone Number |  |
| 7c. What functions was the Director of School Safety/Security responsible for? | *select all that apply** Leading school safety activities and trainings
* Ensuring completion of School Safety Audit components
* Serving as a liaison between the school division and first responders in an emergency
* Serving as a liaison between the school division and law enforcement providing SROs
* Supervising school security officers (SSO)
* Other
 |
| [House Bill 1704/SB821 Public elementary and secondary schools: reports of certain arrests and convictions; receipt, report, and compilation.](https://lis.virginia.gov/cgi-bin/legp604.exe?231+ful+CHAP0283+hil) Requires House Bill 1704 Public elementary and secondary schools: reports of certain arrests and convictions; receipt, report, and compilation. Requires each division superintendent to annually designate an employee in the local school division as the division safety official whose duty is to receive all reports required to be made pursuant to relevant law from (i) every state official or agency and every sheriff, police officer, or other local law-enforcement officer or conservator of the peace having the power to arrest for a felony upon arresting a person who is known or discovered by the arresting official to be a full-time, part-time, permanent, or temporary teacher or any other employee in such local school division for a felony or a Class 1 misdemeanor or an equivalent offense in another state and (ii) the clerk of any circuit court or any district court in the Commonwealth upon the felony conviction of any person known by such clerk to be employed by such local school division. |
| 8a. Please provide the contact information for the person designated as the Division Safety Official. |
| First Name |
| Last Name |
| Email |
| Phone Number |
| *School Resource Officers and Certified School Security Officers***School Resource Officer (SRO)** is defined in [*§ 9.1-101, Code of Virginia*](https://law.lis.virginia.gov/vacode/title9.1/chapter1/section9.1-101/), as “*…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 (SSO)**is defined in [*§ 9.1-101, Code of Virginia*](https://law.lis.virginia.gov/vacode/title9.1/chapter1/section9.1-101/), as “..*. an individual who is employed by the local school board or a private or religious school for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of the policies of the school board or the private or religious school, and detaining students violating the law or the policies of the school board or the private or religious school on school property, school buses, 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.”* |
| 9. Which type(s) of security personnel worked in your division during the 2022–2023 school year? | *select all that apply** School resource officers (SROs) (employed as a certified law enforcement officer)
* Certified School Security Officers (SSOs) (employed by the school division)
* Certified School Security Officers (SSOs) (employed by a private security company)
* Contracted private security personnel (not SSOs)
* None of the above
 |
| If you **HAD School Resource Officers (SROs)** in your division |
| *[§ 22.1-280.2:3](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-280.2%3A3/)*. *School boards; safety and security personnel.**“A. The school board in each school division in which the local law-enforcement agency employs school resource officers, as defined in* [*§ 9.1-101*](https://law.lis.virginia.gov/vacode/9.1-101/)*, shall* *enter into a memorandum of understanding with such local law-enforcement agency that sets forth the powers and duties of such school resource officers. The provisions of such memorandum of understanding shall be based on the model memorandum of understanding developed by the Virginia Center for School and Campus Safety pursuant to subdivision A 12 of* [*§ 9.1-184*](https://law.lis.virginia.gov/vacode/9.1-184/)*, which may be modified by the parties in accordance with their* *particular needs. Each such school board and local law-enforcement agency shall review and amend or affirm such memorandum at least once every two years or at any time upon the request of either party. Each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period.”* |
| 9a. When updating the MOU with law enforcement, from which entities or resources do you gather input? | *select all that apply** *Code of Virginia*/DCJS Model MOU
* Other community partners/general public
* Other division personnel
* Other law enforcement personnel
* Parents
* School administration
* School board
* School board attorney
* School resource officers
* Students
* Other divisions’ MOUs
* Other *(describe)* \_\_\_
 |
| 9b. What method did you use to provide the administrators/staff of all your division’s schools with information on the MOU with local law enforcement?  | *select all that apply** Announced and posted on division website
* Available upon request
* Paper copy provided
* Presented for review at school board meeting
* Reviewed during meetings/trainings
* Shared via email
* Updates shared as needed
* Did not actively share
 |
| 9c. How useful is the MOU to your division’s school/law enforcement partnership? | * Not at all
* Slightly
* Somewhat
* Moderately
* Extremely
 |
| 9d. Please share any topics not covered in the MOU that you feel would be beneficial or topics you feel need more explanation/direction in the MOU? |  |
| 9e. How can DCJS help strengthen your school-law enforcement partnership or assist with your MOU update process? |  |
| 9f. Do school division personnel provide consultation and/or input into SRO assignments to individual schools? | * Yes
* No
 |
| 9g. Were school administrators provided with information on the roles and responsibilities of SROs? | * Yes
* No

*If yes, by what method? (**select all that apply)** Email
* Handout or policy
* In-person training
* Meeting discussion
* MOU
* Other *(describe)* \_\_\_
 |
| 9h. How were school resource officers (SROs) funded in your division? | *select one** Solely by a law enforcement agency budget
* Solely by the school division budget
* Solely by the city/county (outside of school division budget)
* Through grant funds from DCJS (SRO/SSO Incentive Grant Program)
* From a combination of funding sources (school division funds, LEA funds, and/or DCJS grant funds)
 |
| **ALL** |
| 10. Did your division apply for SRO/SSO grant funds last year?  | * Yes
* No
 |
| If your division did **NOT** apply for SRO/SSO grant funds |
| 10a. Why did your division not apply for SRO/SSO funds last year? | *select all that apply** All positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible
* Applied and denied funding in the past
* Could not meet the grant requirements
* Grant applied for by local law enforcement agency
* Local law enforcement agency did not agree to staff an SRO
* Not aware of grant opportunity
* Not interested in funding SRO positions
* Not interested in funding SSO positions
* Temporary nature of grant funding (cannot sustain when grant ends)
* Timing of application deadline
 |
| If you **HAD School Security Officers (SSOs)** in your division |
| 11. Please provide the name, title, and contact information for the person responsible for supervising your division’s SSOs.*Only needed if this person is different from your Emergency Manager or Director of Safety/Security* |
| First Name |  |
| Last Name |  |
| Title |  |
| Email |  |
| Phone Number |  |
| [**§ 22.1-280.2:1**](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-280.2%3A1/) **describes the purposes for which a local school board may employ a certified school security officer (SSO) and the requirements if they are to carry a firearm.** *“Local school boards and private or religious schools may employ school security officers, as defined in* [*§ 9.1-101*](https://law.lis.virginia.gov/vacode/9.1-101/)*, for the purposes set forth therein. Such school security officer may carry a firearm in the performance of his duties if (i) within 10 years immediately prior to being hired by the local school board or private or religious school he (a) was an active law-enforcement officer as defined in* [*§ 9.1-101*](https://law.lis.virginia.gov/vacode/9.1-101/)*in the Commonwealth or (b) was employed by a law-enforcement agency of the United States or any state or political subdivision thereof and his duties were substantially similar to those of a law-enforcement officer as defined in* [*§ 9.1-101*](https://law.lis.virginia.gov/vacode/9.1-101/)*; (ii) he retired or resigned from his position as a law-enforcement officer in good standing; (iii) he meets the training and qualifications described in subsection C of* [*§ 18.2-308.016*](https://law.lis.virginia.gov/vacode/18.2-308.016/)*; (iv) he has provided proof of completion of a training course that includes training in active shooter emergency response, emergency evacuation procedure, and threat assessment to the Department of Criminal Justice Services pursuant to subdivision 42 of* [*§ 9.1-102*](https://law.lis.virginia.gov/vacode/9.1-102/)*, provided that if he received such training from a local law-enforcement agency he received the training in the locality in which he is employed; (v) the local school board or private or religious school solicits input from the chief law-enforcement officer of the locality regarding the qualifications of the school security officer and receives verification from such chief law-enforcement officer that the school security officer is not prohibited by state or federal law from possessing, purchasing, or transporting a firearm; and (vi) the local school board or private or religious school grants him the authority to carry a firearm in the performance of his duties.”* |
| 11a. Are the SSOs in your division required to wear a uniform? | * Yes
* No
 |
| 11b. What is your division’s current policy on allowing SSOs to be armed? | *select one** SSOs are allowed to be armed in division schools
* SSOs are not allowed to be armed in division schools, and we are not considering changing this policy in the near future
* We do not currently allow SSOs to be armed, but are considering allowing it
 |

**III. EMERGENCY PLANNING, DRILLS, AND RESPONSE**

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| DCJS has adopted the [Standard Response Protocol and Standard Reunification Method](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/standard_response_protocol_k12.pdf) for divisions, schools and partners to utilize free of charge at their discretion.    |
| 12. Does your division utilize the Standard Response Protocol (SRP)? | * Yes
* Not at this time, but it is in our future plans
* We are aware of these protocols but have no future plans to implement them
* No, I am not aware of these protocols
 |
| If your division **DOES** utilize the Standard Response Protocol (SRP) |
| 12a. Has your division completed SRP training? | * Yes, through DCJS
* Yes, through the I Love U Guys foundation
* No, we have not completed training yet
 |
| If your division **IS NOT AWARE** of the Standard Response Protocol (SRP) |
| 12b. Would you like a member of the DCJS team to contact you with the information about SRP? | * *Yes*
* *No*
 |
| **ALL** |
| 13. Does your division utilize the Standard Reunification Method (SRM)? | * Yes
* Not at this time, but it is in our future plans
* We are aware of these protocols but have no future plans to implement them
* No, I am not aware of these protocols
 |
| If your division **DOES** utilize the Standard Reunification Method (SRM) |
| 13a. Has your division completed SRM training? | * *Yes, through DCJS*
* *Yes, through the I Love U Guys foundation*
* *No, we have not completed training yet*
 |

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| If your division **IS NOT AWARE** of the Standard Response Protocol (SRP) |
| 13b. Would you like a member of the DCJS team to contact you with the information about SRM? | * *Yes*
* *No*
 |
| **ALL** |
| 14. Does your division provide **Crisis Management Plan** templates to all schools in a **LIVE** electronic format (such as Google Docs, OneDrive, etc.) | * *Yes*
* *No*
 |
| 15. Does your division provide the **Safety Inspection Checklist** to all schools in a **LIVE** electronic format (such as Google Docs, OneDrive, etc.) | * *Yes*
* *No*
 |
| 16. For how many schools in your division did first responders (police/fire/EMS) have electronic/internet-based floor plans/maps in case they needed to respond to a large-scale crisis incident at the school?  | *numerical answer only* |
| 17. Did your division take advantage of the [DCJS Digital Mapping](https://www.dcjs.virginia.gov/digital-mapping-program-virginia-k-12-schools) program? | * *Yes*
* *No*
 |
| If your divisions did **NOT** take advantage of the digital mapping program |
|  17a. What stopped you from taking advantage of the DCJS Digital Mapping program? |  |
| **ALL** |
| 18. How did first responders (police/fire/EMS) have access to your schools’ buildings during a lockdown so they would not have to breach doors or windows to gain access, if necessary? | *select all that apply** Master key cards provided to agency
* Master key/card in fire department KnoxBox
* Master key/card hidden on campus (location known to law enforcement agency)
* Master keys provided to agency
* They do not have access to any of our school buildings
* They only have access to some of our school buildings *(How many?* \_\_\_)
 |

**IV. THREAT REPORTING AND ASSESSMENTS**

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| *Since 2013, and in accordance with* [*§ 9.1-184*](https://law.lis.virginia.gov/vacode/title9.1/chapter1/section9.1-184/) *and* [*§ 22.1-79.4*](https://law.lis.virginia.gov/vacode/22.1-79.4/)*, threat assessment teams are legislatively mandated in Virginia for all public* *schools grades K-12. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement and,* in the case of any school in which a school resource officer is employed, at least one such school resource officer*. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. 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.* *In addition to requiring the establishment of threat assessment teams, the Code of Virginia* [*§ 22.1-79.4*](https://law.lis.virginia.gov/vacode/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.”*  |
| [**§ *22.1-79.4***](https://law.lis.virginia.gov/vacode/title22.1/chapter7/section22.1-79.4/) ***describes the roles of threat assessment teams and oversight committees in school divisions.****“A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety (the Center) in accordance with* [*§ 9.1-184*](https://law.lis.virginia.gov/vacode/9.1-184/)*. Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.**B. The superintendent of each school division may establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.**C. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement and,* in the case of any school in which a school resource officer is employed, at least one such school resource officer. *Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. Each team shall (i) 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; (ii) identify members of the school community to whom threatening behavior should be reported; and (iii) implement policies adopted by the local school board pursuant to subsection A.”* |
| 19. Did your division have a division oversight committee for threat assessment in 2022–2023?  | * Yes
* No
 |
| 20. Please provide the name and contact information of your division’s threat assessment oversight committee chair ***OR*** primary division threat assessment coordinator.  |
| First Name |  |
| Last Name |  |
| Email |  |
| Phone Number |  |
| 21. What threat assessment training, if any, has been provided to **general school personnel** (non-core members of the threat assessment team)by your division? | *select all that apply** Annual awareness training of a process to assess threats and how to report concerns to the appropriate personnel
* DCJS training and/or materials
* General emergency response training
* No current training has been provided to general school personnel at this time
* Online training modules, which includes general training on threat assessment *(What program?* \_\_\_)
* School-level threat assessment teams are responsible for training general staff
* Third-party in-person training *(Name of third party?* \_\_\_)
* Other *(describe)* \_\_\_
 |
| 22. Tell us about threat assessment teams in your division. | *Select one** Schools have their own threat assessment teams or collaborative teams among a small number of schools
* A division-wide threat assessment team/oversight committee assesses all threats in the division
 |
| If you have a **DIVISION-WIDE THREAT ASSESSMENT TEAM** that assesses all threats in the division **AND/OR** you **HAVE** a division oversight committee |
| 22a. How did your division satisfy each of the required areas of expertise on your threat assessment team/oversight committee? |
| Counseling expertise: | * School counselor of student being assessed
* Any school counselor available
* Dedicated school counselor (serves on all assessments)
* School counselor from another school (student’s homeschool etc.)
* School Psychologist
* School Social Worker
* Community Service Board member
* Other mental health professional (Life Counselor, Student Support Counselor etc.) (*describe*) \_\_\_
 |
| Instructional expertise: | * Teacher of the student being assessed
* Any teacher available
* Dedicated teacher (serves on all assessments)
* Administrator that was previously a teacher
* Someone else with instructional expertise (*describe*) \_\_\_
 |
| School administration expertise: | * Principal
* Assistant principal of student being assessed
* Any administrator available
* Dedicated administrator (serves on all assessments)
* Someone else with administrative experience (*describe)* \_\_\_\_
 |
| Law enforcement expertise: | * SRO assigned to the child’s school
* SRO from a neighboring school
* LE from some other source (*describe*) \_\_\_
 |

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| If your division utilizes **A DIVISION-WIDE THREAT ASSESSMENT TEAM/OVERSIGHT COMMITTEE TO ASSESSE ALL THREATS IN THE DIVISION**  |
| ***Threat Assessments Conducted in 2022–2023***For the next series of questions, we want to know about the assessment(s) conducted by your school’s threat assessment team, **and not included in any other school/programs threat records**. Report the number of cases regardless of their risk classification – Use the following definitions:* **Threatened others only:** *threatened harm, posed harm to, or was perceived as posing harm to someone other than self* *BUT DID NOT* *threaten suicide or self-harm*
* **Threatened other(s) and self:** *threatened harm, posed harm to, or was perceived as posing harm to someone other than self* *AND* *threatened suicide or self-harm, or was perceived as suicidal or posing harm to self*
* **Threatened self only:** *threatened suicide or self-harm, or was perceived as suicidal or posing harm to self BUT DID NOT threaten others nor were they perceived as a threat to others*
 |
| 22b. Approximately how many threat assessment meetings were held in 2022–2023 for the following tasks?*Please answer with a number for each type of meeting listed.* |
| To assess reports of aberrant or concerning behavior (at least 2 members) |  |
| To assess reports of actual threats made against self or others (at least 2 members) |  |
| For debrief when event occurred without precipitating information (no opportunity to conduct threat assessment prior to event) |  |
| For administrative reasons: organization, process discussion, training, or practice |  |
| For the meetings held for reports of **ABERRANT OR CONCERNING BEHAVIOR** |
| 22c. Enter the number of assessments conducted based on the individual that exhibited the aberrant or concerning behavior (if there were none, enter 0). * *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** | **Exhibited aberrant/concerning behavior towards others only** | **Exhibited aberrant/concerning behavior towards self only** (aka, known as risk-assessment) | **Exhibited aberrant/concerning behavior towards both self and other(s)** | **SUM** |
| a. Student from your school exhibited the behavior  |  |  |  |  |
| b. Student not from your school exhibited the behavior |  |  |  |  |
| c. Student formerly from your school exhibited the behavior |  |  |  |  |
| d. Faculty/staff currently employed by your school exhibited the behavior |  |  |  |  |
| e. Faculty/staff formerly employed by your school exhibited the behavior |  |  |  |  |
| f. Parent/guardian of a student exhibited the behavior |  |  |  |  |
| g. Someone else exhibited the behavior (*not a student, parent, or faculty)* |  |  |  |  |
| ENTER TOTAL (**SUM** of items a–g) |  |  |  |  |

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| For the meetings held for reports of **ACTUAL THREATS MADE** |
| 22d. Enter the number of assessments conducted based on the individual that made the threat (if there were none, enter 0). * *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** |
| a. Student from your school made the threat |  |  |  |  |
| b. Student not from your school made the threat |  |  |  |  |
| c. Student formerly from your school made the threat |  |  |  |  |
| d. Faculty/staff currently employed by your school made the threat |  |  |  |  |
| e. Faculty/staff formerly employed by your school made the threat |  |  |  |  |
| f. Parent/guardian of a student made the threat |  |  |  |  |
| g. Someone else made the threat (*not a student, parent, or faculty)* |  |  |  |  |
| ENTER TOTAL (**SUM** of items a–g) |  |  |  |  |
| If you had threats made by **CURRENT OF FORMER FACULTY** |
| 22e. Please explain the threats made by current or former faculty. |  |
| If you had threats made by **PARENTS OR GUARDIANS** |
| 22f. Please explain the threats made by parents or guardians. |  |
| If you had threats made by **“someone else”** |
| 22g. Please describe the relationship of this person or these persons, if any, to your school. |  |
| 22h. Please explain the threats made by these individuals. |  |
| If you conducted **ANY** threat assessments this year (this includes reports of aberrant behavior as well as actual threats) |
| 22i. Of the threat assessment(s) conducted by your school in 2022–2023, how many initial threat assessments were conducted **within the following time intervals** of the threat being received by the threat assessment team (TAT)?  |
| Conducted within 1 hour of receipt by TAT  |  |
| Conducted between 1 and 24 hours of receipt by TAT  |  |
| Conducted 24 hours or more after receipt by TAT |  |
| Conducted post-incident as there was no (TAT)? knowledge of threat |  |
| 22j. Of the threat assessment(s) conducted by your school in 2021–2022, how were the reports of aberrant behavior or threats made? |
| Reported by parent or guardian |  |
| Reported by staff member |  |
| Reported by student |  |
| Found through social media monitoring |  |
| Reported anonymously  |  |
| 22k. How many **individual** students were the subject of threat assessment cases?*(*This *may or may not equal the number of threats; if there were two students involved in one threat case this would count as 2 students; if a student was involved in more than one threat they would only count once)**Numeric responses only. Include all threat levels.* |  |
| 22l. How many of the students that were subjects of threat assessment cases were involved in more than one threat assessment case?*Numeric responses only. Include all threat levels.* |  |
|

|  |
| --- |
| ***Priority Level/Classification System*** |
| **Priority 1 (Critical/Imminent):** Subject poses an imminent threat of serious violence or harm to self or others and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring. |
| **Priority 2 (High):**Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others, or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, and active monitoring. Referrals as appropriate. |
| **Priority 3 (Moderate):**Subject does not pose a threat of serious violence or harm, though risk cannot be ruled out. Subject may be developing capability for harm and is engaging in aberrant or concerning behaviors that indicate need for assistance/intervention. Targets/others likely concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, and active monitoring. Referrals as appropriate. |
| **Priority 4 (Low)*:*** Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance with concerns. Target, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, Referrals as appropriate; close case if no team interventions or monitoring indicated. |
| **Priority 5 (Routine/No Known Concerns):** Subject does not indicate a threat of violence or harm to self or others, or need for assistance or intervention at this time (or at the time of the assessment). No impact on others, environmental factors, or precipitants that need team intervention. Close case. |

 |
| 22m. How many of the threat assessment cases conducted at your school in 2022–2023 were classified at the following levels?  |
|  | Number of assessments conducted **PRIOR** to any event in order to prevent threatened actions/behaviors | Number of assessments conducted **AFTER** an event as a debrief in order to prevent threatened actions/behaviors |
| **Priority 1 (Critical/Imminent):** Subject poses an imminent threat of serious violence or harm to self or others |  |  |
| **Priority 2 (High):**Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others |  |  |
| **Priority 3 (Moderate):**Subject does not pose a threat of serious violence or harm, though risk cannot be ruled out |  |  |
| **Priority 4 (Low)*:*** Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance |  |  |
| **Priority 5 (Routine/No Known Concerns):** Subject does not indicate a threat of violence or harm to self or others at this time (or at the time of the assessment) |  |  |
| 22n. Does your school use a metric to classify threats other than Priority 1–5 above? | * Yes *(describe)* \_\_\_
* No
 |
| 22o. How many of the threat assessment cases conducted **PRIOR** to any event, resulted in an act of harm to self or others ultimately occurring at each of the following levels?  |
|  | Number occurring |
| **Priority 1 (Critical/Imminent):** Subject poses an imminent threat of serious violence or harm to self or others |  |
| **Priority 2 (High):**Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others |  |
| **Priority 3 (Moderate):**Subject does not pose a threat of serious violence or harm, though risk cannot be ruled out |  |
| **Priority 4 (Low)*:*** Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance |  |
| **Priority 5 (Routine/No Known Concerns):** Subject does not indicate a threat of violence or harm to self or others at this time (or at the time of the assessment) |  |
| Please provide a brief description of **EACH Priority 1 Case** where an act of harm to self or others occurred **after** a threat assessment was conducted and steps were taken to avert the threat. The following questions will be asked for each case reported in question 35l. |
| The type of act(s) that was threatened | *select all that apply** Bomb/arson
* Fight/assault
* General harm to others
* Homicide
* Suicide/self-harm
* Weapon(s) use
* Other *(describe) \_\_\_\_\_*
 |
| What steps were taken to try to prevent the act? | *select all that apply** Community services board contact
* Counseling (by school or outside service)
* De-escalation
* Hospitalized for assessment
* Mental health service recommendation
* Monitor social media
* Nurse consultation
* Parent contact
* Safety plan
* School Resource Officer contact
* Sent to a residential treatment facility
* Transferred to alternative education placement or home-based instruction
* Other *(describe) \_\_\_\_\_*
 |
| The actual act(s) of harm to self or others that took place: | *select all that apply** Fight/assault
* Homicide
* Self-harm: Cutting
* Self-harm: Other
* Self-harm: Overdose
* Self-harm: Strangulation/suffocation
* Suicide (completed): Cutting
* Suicide (completed): Other
* Suicide (completed): Overdose
* Suicide (completed): Strangulation/suffocation
* Use or intimidation with weapon(s)
* Other (describe, be specific*) \_\_\_\_\_*
 |
| Did the actual act take place on school grounds or at a school-sponsored event? | * Yes
* No
 |
| Was a student from your school the primary initiator of the event?  | * Yes
* Yes; however, there was more than one student considered primary
* No
 |
| Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?  | *Please answer for each primary student(s) (up to 5)** Yes, recommended and underwent the assessment
* Yes, recommended but did not undergo the assessment
* No recommendation was made
 |
| After what period of time was the student able to continue attending your school? | *Please answer for each primary student (up to 5)** Immediately
* 3 school days
* 5 school days
* 10 school days
* 11–45 school days
* More than 45 school days
* After alternative school placement (please note how long) \_\_\_\_\_
* After assessment completed and/or plan written
* After hospitalization
* Expelled for 364 days
* Not permitted to return
* Placed on home-based status for the remainder of the year
* Student transferred or unenrolled
* Unable to return due to death or incarceration
* Other (describe*) \_\_\_\_\_*
 |
| What other information about this event that you think would help explain the event to us? |  |
| Please provide a brief description of **EACH** **Priority 2 Case** where an act of harm to self or others occurred **after** a threat assessment was conducted and steps were taken to avert the threat. The following questions will be asked for each case reported in question 35l. |
| The type of act(s) that was threatened | *select all that apply** Bomb/arson
* Fight/assault
* General harm to others
* Homicide
* Suicide/self-harm
* Weapon(s) use
* Other *(describe) \_\_\_\_\_*
 |
| What steps were taken to try to prevent the act? | *select all that apply** Community services board contact
* Counseling (by school or outside service)
* De-escalation
* Hospitalized for assessment
* Mental health service recommendation
* Monitor social media
* Nurse consultation
* Parent contact
* Safety plan
* School Resource Officer contact
* Sent to a residential treatment facility
* Transferred to alternative education placement or home-based instruction
* Other (describe) \_\_\_\_\_
 |
| The actual act(s) of harm to self or others that took place: | *select all that apply** Fight/assault
* Homicide
* Self-harm: Cutting
* Self-harm: Other
* Self-harm: Overdose
* Self-harm: Strangulation/suffocation
* Suicide (completed): Cutting
* Suicide (completed): Other
* Suicide (completed): Overdose
* Suicide (completed): Strangulation/suffocation
* Use or intimidation with weapon(s)
* Other (describe, be specific) \_\_\_\_\_
 |
| Did the actual act take place on school grounds or at a school-sponsored event? | * Yes
* No
 |
| Was a student from your school the primary initiator of the event?  | * Yes
* Yes; however, there was more than one student considered primary
* No
 |
| Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?  | *Please answer for each primary student (up to 5)** Yes, recommended and underwent the assessment
* Yes, recommended but did not undergo the assessment
* No recommendation was made
 |
| After what period of time was the student able to continue attending your school? | *Please answer for each primary student (up to 5)** Immediately
* 3 school days
* 5 school days
* 10 school days
* 11–45 school days
* More than 45 school days
* After alternative school placement (please note how long) \_\_\_\_\_
* After assessment completed and/or plan written
* After hospitalization
* Expelled for 364 days
* Not permitted to return
* Placed on home-based status for the remainder of the year
* Student transferred or unenrolled
* Unable to return due to death or incarceration
* Other (describe*) \_\_\_\_\_*
 |
| What other information about this event that you think would help explain the event to us? |  |
| If you had **PRIORITY 3–5** cases reported in question 35l where an act of harm to self or others occurred **after** a threat assessment was conducted and steps were taken to avert the threat. |
| How often were the following consequences/outcomes/interventions utilized to avert Priority 3–5 threats? |
|  | Number of times (should add up to total priorities 3–5) |
| Community services board contact |  |
| Counseling (by school or outside service) |  |
| De-escalation |  |
| Discipline consequences given (describe) \_\_\_\_\_ |  |
| Hospitalized for assessment |  |
| Mental health service recommendation |  |
| Monitor social media |  |
| Nurse consultation |  |
| Parent contact |  |
| Safety plan |  |
| School Resource Officer contact |  |
| Sent to a residential treatment facility |  |
| Transferred to alternative education placement or home-based instruction |  |
| Other (describe) \_\_\_\_\_ |  |

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| **ALL**  |
| 23. How do threat assessment teams in your division identify levels of threat? | * Priority 1-5
* High – Low
* Substantive - Transient
 |
| 24. How did your division monitor **student social media usage** (i.e., Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues? | *select all that apply** Local law enforcement agency monitored and shared appropriate information as needed
* Someone at the division level was responsible for monitoring (i.e., it was assigned as a job-related task)
* Someone at the school level was responsible for monitoring (i.e., it was assigned as a job-related task)
* We contracted with a third party that scanned/monitored social media for us
* We did not have a specific monitoring process
 |
| If you **CONTRACTED WITH A THIRD PARTY** to monitor student social media usage |
| 24a. What is the name of the third party you contracted with? |  |
| 24b. Tell us about your experience with this system. (Was it effective and useful? Did the contract yield good information that was helpful in averting violence and other disruptive situations?) |  |
| **ALL** |
| 25. If there were obstacles to sharing threat assessment-related information with law enforcement or other institutions, what were they? | s*elect all that apply** Availability of law enforcement personnel
* Concern about privacy laws
* Lack of knowledge of when to share information
* Lack of knowledge of with whom to share information
* There were no obstacles
* Other *(describe)* \_\_\_\_\_\_
 |
| 26. Select the top 3 kinds of training or technical assistance that DCJS could provide, to help improve your threat assessment (TA) process? |
| *select the top 3** Case management and record keeping
* Case studies, scenario training (social media, harm to self, harm to others)
* Family Educational Rights and Privacy Act (FERPA)
* Level of threat training, when to conduct a TA (how to respond to various threat levels; when a low-level threat requires a TA)
* Mental health training (recognition and understanding) to include trauma responses for staff
* Mental health training for students
* Online training in threat assessment
* Recognition of threats, threat types, and behavioral red flags
 | * Refresher training and review
* Regional training with other divisions
* Social media monitoring and intervention
* Specific threat assessment-related topics
* Suicide prevention, ideation, threat assessment for suicide threat
* Training for new staff
* Use of threat assessment findings
* Violence prevention/reaction and gang awareness
* Virtual threat assessments
* Other *(describe)* \_\_\_\_\_\_
* None
 |

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| --- |
| 27. What were the three biggest challenges to your threat assessment teams or in conducting threat assessments? |
| *select the top three* * Competing priorities/time
* Conducting reviews and updates
* Conducting thorough TA/review/debrief in a timely manner
* Consistency in division-wide practices
* Determining level of threat (when does an act become a threat, how to determine a threat’s appropriate level, what constitutes a threat)
* Length of documentation
* Limited staff and staff turnover/retention
* Loss of instructional time
 | * Managing threat cases over time
* Privacy issues ([FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html), outside team members maintaining student confidentiality requirements)
* Team coordination (managing team member schedules, availability to meet in a timely manner)
* Threat assessment training resources
* Training for new staff and for team members
* Understanding the function of threat assessments vs. discipline
* Other *(describe)* \_\_\_\_\_\_
* None
 |

**V. SAFETY AUDIT, TRAINING, AND RESOURCE NEEDS**

|  |  |
| --- | --- |
| 28. Does your division participate in the "Handle With Care Law Enforcement-School Trauma Informed Communication System"? | * Yes
* No, I am not aware of this program
* Not at this time but it is in our future plans
* We are aware but have no plans to participate at this time
 |
| If **YES** |
| 28a. Has your division completed Handle With Care training? | * Yes, through DCJS
* Yes, through West Virginia Center for Children’s Justice
* No, we have not completed training
 |
| If you were **NOT AWARE** of the Handle with Care program |
| 28b. Would you like a member of the DCJS team to contact you with information about the Handle with Care Law Enforcement-School Trauma Informed Communication System? | * Yes
* No
 |
| **ALL** |
| The *Code of Virginia* [§ 22.1-279.8](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/)  requires that all schools in Virginia complete an annual safety audit. The audit is a*“**written assessment of the safety conditions in each public school to (i) identify and if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school sponsored events.  Solutions and responses shall include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board’s standards for student conduct.”*   29. [**The School Safety Audit Program**](https://www.dcjs.virginia.gov/node/355) consists of five key components. These components are: |
| 1. [**School Safety Survey**](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/virginia-school-safety-survey-principals)

 Please certify that **all** your schools have completed this survey and the division has reviewed their responses:*(The division survey link will be sent upon the completion of all school surveys)* |
|  Date of Review: | Signature: |
| 1. [**Division Safety Survey**](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/virginia-school-safety-survey)

 Completion of this survey will satisfy this requirement. |
| 1. [**Crisis Management Plan Certification**](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/school-crisis-management-plan-review)

 Please certify that all your schools have updated their plans and the division has reviewed them: |
|  Date of Review: | Signature: |
| 1. **[Virginia School Survey of Climate and Working Conditions](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey)**

 Completed January–February 2023 |
| 1. [**School Safety Inspection Checklist**](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/school-safety-inspection-checklist_0.docx)

Please certify that all your schools have completed the Safety Inspection Checklist at least once between September 2020 – August 2023 |
|  Date of completion: | Signature: |
| [***§ 22.1-279.8***](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/) ***paragraph C******requires that a division’s school safety audit committee review the schools’ safety audits*** *and submit any plans for improving school safety to the division superintendent for submission to the local school board.**“C. The division superintendent shall establish a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards, and judicial and public safety personnel. The school safety audit committee shall review the completed school safety audits and submit any plans, as needed, for improving school safety to the division superintendent for submission to the local school board.”* |
| 30. **Safety Audit Review:** The culmination of the School Safety Audit is a review of the data collected for each component. In the following questions, please provide the top two issues or concerns identified from the review of each component for your division.  |
| 30a. Top issues related to school safety/crisis management (Data sources such as School Safety Survey, Crisis Management Plan after action assessment, etc.) | *A dropdown list will be provided.* |
| 30b. Top issues related to school climate (Data sources such as the Virginia School Survey of Climate and Working Conditions, Counseling needs assessment, etc.) | *A dropdown list will be provided.* |
| 30c. Top issues related to facility safety (Data sources such as Safety Inspection Checklist or physical assessment of the buildings and grounds, etc.) | *A dropdown list will be provided.* |
| 30d. Top “other” issues (Data sources such as discipline, attendance, community input, etc.) | *A dropdown list will be provided.* |
| 30e. What resources are needed to resolve the issues identified? | *A dropdown list will be provided.* |

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| 31. The following are measures assessed in the Virginia School Survey of Climate and Working Conditions. How beneficial has it been to have data regarding these areas?  |
|  | Very useful | Somewhat useful | Not at all useful |
| Relationships among students |  |  |  |
| Relationships between students and adults |  |  |  |
| Student engagement |  |  |  |
| School connectedness |  |  |  |
| Rigorous instruction |  |  |  |
| Social-emotional learning |  |  |  |
| Managing student behavior |  |  |  |
| Student aggression |  |  |  |
| Bullying |  |  |  |
| Perceptions of safety |  |  |  |
| School Resource Officer |  |  |  |
| School Security Officer |  |  |  |
| Student anxiety |  |  |  |
| Student depression |  |  |  |
| Student suicide ideation |  |  |  |
| Staff collegiality |  |  |  |
| Parent involvement |  |  |  |
| Teacher agency |  |  |  |
| Professional growth opportunities |  |  |  |
| School leadership |  |  |  |
| Physical work environment |  |  |  |
| New teacher supports |  |  |  |
| Staff burnout |  |  |  |
| Staff anxiety |  |  |  |
| Staff depression |  |  |  |
| 32. Any additional comments or concerns you would like to share? |  |

Questions contained in this survey may elicit responses that are exempt from public release pursuant to the [*Code of Virginia*](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/) [§ 2.2-3705.2](https://law.lis.virginia.gov/vacode/2.2-3705.2/) and [§ 22.1-279.8](https://law.lis.virginia.gov/vacode/22.1-279.8/). Each public body is responsible for exercising its discretion in determining whether such exemptions will be invoked. The DCJS Virginia Center for School and Campus Safety will report aggregate survey data for all schools and divisions and will not share individual division responses unless otherwise required by state law.

**Resources**

[**School Safety Audit Program**](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/virginia-school-safety-audit-program)

[Virginia School Safety Audit Infographic](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_11.pdf)

**Bullying and School Climate**

[School Climate, Student Engagement and Academic Achievement](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_14.pdf)

[Preventing Teen Dating Violence: Interactive Guide on Informing Policy](https://vetoviolence.cdc.gov/apps/datingmatterspolicy/)

[US DOE School Climate and Discipline Packet](http://www2.ed.gov/policy/gen/guid/school-discipline/index.html)

**Crisis and Emergency Planning**

[Academic Community Exercise Starter Kit](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_13.pdf)

[Critical Incident Response for School Faculty and Staff](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/2019_criticalincidentresponsemanual.pdf)

[Critical Incident Response Video](https://www.dcjs.virginia.gov/publication-link/critical-incident-response-video?width=675px&height=500px#content)

[Digital Mapping Program for Virginia K-12 Schools](https://www.dcjs.virginia.gov/digital-mapping-program-virginia-k-12-schools)

[Division Guide for Crisis Management Planning](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/division-guide-crisis-management-planning.pdf)

[Guidance for School Systems in the Event Victims Arise from an Emergency 2018](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_10.pdf)

[Guidance on Emergency Manager Designee](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/guidance-formatted_emergency_manager_-_updated_may_2019.pdf)

[Guidance on Required Evacuation/Fire and Lockdown Drills 2016](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/guidance-required-drills-fall-2016_0.pdf) *(update pending)*

[School Crisis, Emergency Management and Medical Emergency Response Plan](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/school-crisis-emergency-management-and-medical-emergency-response-plan_0.pdf)

[School Crisis, Emergency Management and Medical Emergency Response Plan – Quick Guide](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/school-crisis-emergency-management-and-medical-emergency-response-plan-quick-guide_0.pdf)

[Standard Response Protocol (Standard Reunification Method) Guide](https://www.dcjs.virginia.gov/file/standardresponseprotocolk12pdf)

[The Virginia Educator's Guide for Planning and Conducting School Emergency Drills](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/virginia-educators-drill-guide_0.pdf)

[Virginia Safety Planning Guide for Individuals with Special Needs](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/virginia_safety_planning_guide_for_individuals_with_special_needs.pdf)

[Virginia Schools Bus Driver and Monitor Safety and Security Manual](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/virginia-schools-bus-driver-and-monitor-safety-and-security-manual_0.pdf)

[Virginia Schools Bus Driver and Monitor Video](https://www.dcjs.virginia.gov/publication-link/virginia-school-bus-driver-and-monitor-video?width=675px&height=500px#content)

**Mental Health and Suicide Prevention**

[Bullying: The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf)

[Handle with Care Virginia](https://handlewithcareva.org/)

[Model Policy to Address Bullying in Virginia Schools (DOE)](http://www.doe.virginia.gov/support/prevention/bullying/model_policy_to_address_bullying_in_va_schools.pdf)

[Preventing Youth Suicide – National Association of School Psychologists](http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/preventing-youth-suicide)

[Suicide and bullying: Issue brief (SPRC)](http://www.sprc.org/library/Suicide_Bullying_Issue_Brief.pdf)

[Suicide Prevention PSA – TV](https://www.dcjs.virginia.gov/file/dcjs-suicide-prevention-tv)

[Suicide Prevention PSA – YouTube](https://www.dcjs.virginia.gov/file/dcjssuicidepreventionsocialvideoyoutubefinalmp4)

[Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs (U.S. DOE)](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/supporting-child-student-social-emotional-behavioral-mental-health.pdf)

[Supporting School-aged Children (In the Aftermath of a Crisis](https://drive.google.com/file/d/1MOJ-bjntMuVJabx_p0kG3BqVqZwlckfs/view?usp=sharing))

[Supporting a Grieving Student](https://drive.google.com/file/d/1MOJ-bjntMuVJabx_p0kG3BqVqZwlckfs/view?usp=sharing)

[The Importance of Self-Care](https://drive.google.com/file/d/1MOJ-bjntMuVJabx_p0kG3BqVqZwlckfs/view?usp=sharing)

[VDOE Suicide Prevention Guidelines](https://www.doe.virginia.gov/home/showpublisheddocument/32845/638047307182900000)

**Threat Assessment**

[Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – pdf](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf_0.pdf)

[K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents, and Community Members](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/k12-threat-assessment-prevention-overview.pdf)

[K-12 Threat Assessment Video](https://www.dcjs.virginia.gov/publication-link/k12-threat-assessment-video?width=675px&height=500px#content)

[K-12 Threat Assessment Form – Fillable pdf](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/fillable-threat-assessment-form-2016.pdf)

[K-12 Threat Assessment Form – Fillable MSWord](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_0.docx)

[Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/technical-assistance-threat-assessment-and-management-teams-virginia-schools-and-institutions-higher.pdf)

[Threat Management Consultant – Request for Services](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/request-service-technical-assistance-threat-assessment-and-management-teams.pdf)

**Additional K-12 Resources**

[U.S. Department of Education Acts on School Safety Report Recommendation to Improve Understanding of Student Privacy Law](https://content.govdelivery.com/accounts/USED/bulletins/22eb76a)