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**The 2023 Virginia School Safety Survey**

**Worksheet and Guidance Document**

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

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

**This document contains all questions you may encounter on the 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 school, you will not see it on the survey.***

Submission of the online survey in May–August 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/)*)* and must not occur before the end of the school year.

While answering the following survey questions, please base your responses on the conditions in your school 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 relevant *Code* 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. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION**

|  |  |  |
| --- | --- | --- |
| 1. What is your division and school name? | *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: *individual completing the survey* | First Name: |  |
| Last Name: |  |
| Email: |  |
| Phone Number: |  |
| 3. What is your role in the school? | | * Administrative Intern/Aide * Associate/Assistant Principal * Dean of Students * Other * Principal/Director * Safety Coordinator/Chair/Specialist * School Counselor * Senior Teacher * Site/Program Coordinator * SSO (School Security Officer) |
| 4. Have you received any formal school safety planning/management training? | | * Yes * No |
| If you **HAVE** received formal training | | |
| 4a. What agency facilitated this training? | |  |
| **ALL** | | |
| 5. What topics would you be interested in receiving training on? | |  |
| If you are **NOT** the acting principal | | |
| 3a. Please provide the name and email address for your current/acting principal. | First Name: |  |
| Last Name: |  |
| Email: |  |
| 6. Is your school/program 100% virtual? | | * Yes * No |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 7. Which law enforcement agency did you collaborate with on your 2023 School Safety Audit? | | | *A dropdown list will be provided.* | | | | |
| ***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.* | | | | | | | |
| 8. What types of safety/security personnel were working in your school during the 2022–2023 school year? | | | | | | | |
|  | | Number dedicated to the school during **all** **school hours** | | Number present only **part of the time** students are in the building | | | Are those present **part of the time** shared with another school? |
| School resource officers (SROs) (employed as a certified law enforcement officer) | |  | |  | | | * Yes * No * Some of them (*How many)* \_\_\_ |
| Certified school security officers (SSOs) | |  | |  | | | * Yes * No * Some of them (*How many)* \_\_\_ |
| Contracted private security personnel (not SSOs) | |  | |  | | | * Yes * No * Some of them (*How many)* \_\_\_ |
| If you had **School Resource Officers (SROs)**  **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.”*  [§ 22.1-280.2:3](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-280.2:3/). School boards; local law-enforcement agencies; memorandums of understanding. 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 11 of [§ 9.1-184](https://law.lis.virginia.gov/vacode/title9.1/chapter1/section9.1-184/), which may be modified by the parties in accordance with their particular needs. | | | | | | | |
| 8a. How familiar are you (the principal) with the roles and expectations set out in the Memorandum of Understanding (MOU) between your school division and the local law enforcement agency for the placement of SROs in your school? | | | | | * Not at all familiar * Slightly familiar * Somewhat familiar * Moderately familiar * Extremely familiar | | |
| 8b. How useful is the MOU to your daily collaboration with law enforcement? | | | | | * Not at all * Slightly * Somewhat * Moderately * Extremely | | |
| 8c. 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? | | | | |  | | |
| 8d. For the most recently assigned SRO at your school, was the principal or assistant principal consulted in some way as part of the selection process? | | | | | * Yes * No * Assigned under a prior administration | | |
| 8e. Please rate each of the following areas related to your school/law enforcement partnership. | | | | | | | |
| * Communication from SRO(s) to administrators | | | | | * very good * good * acceptable * poor * very poor | | |
| * Communication from administrators to SRO(s) | | | | | * very good * good * acceptable * poor * very poor | | |
| * Role distinction (mutual understanding of appropriate role and duties of SRO(s)) | | | | | * very good * good * acceptable * poor * very poor | | |
| * Distinction between school rules and laws (mutual understanding about which infractions the SRO should and should not handle) | | | | | * very good * good * acceptable * poor * very poor | | |
| 8f. What training do you feel your SRO(s) would most benefit from? | | | | | *select all that apply*   * Child Protective Services procedures * Cultural diversity and implicit bias * DARE * Disaster, crisis, and emergency response * Interacting with Elementary age students * Mandt * Mediation, conflict resolution, and de-escalation * Mental Health First Aide * MOU * Relationship building * School and personal liability issues * Security awareness in the school environment * Social Emotional needs * State and federal laws * Student behavioral dynamics * Substance use disorders * Working with students with disabilities * Working with students’ mental health needs * Other *(describe)* \_\_\_ | | |
| 8g. Have you, the principal or another administrator from your building, attended a DCJS SRO and Administrator Basic Course? | | | | | *select all that apply*   * Yes, I have attended * Yes, another administrator has attended * Someone from this building has attended a locally sponsored training not conducted by DCJS * No, no one from this building has attended an SRO Basic course of any kind | | |
| 8h. Would you like someone from the DCJS team to reach out to you with more information regarding the SRO and Administrator Basic Course? | | | | | * Yes * No | | |
| 8i. What are the benefits to having a school resource officer (SRO) in your building? | | | | | *Select all that apply*   * Access to community information that may impact the school day * Added sense of security for parents/community * Added sense of security for staff/students * Attendance/truancy issues * Building positive relationships with law enforcement officer(s) * Conflict de-escalation and mediation * DARE * Dedicated person to understand school-related laws and regulations * Education of students * Have someone trained to deal with school-aged students as opposed to a patrol officer * Improved collaboration with law enforcement, emergency responders, parents, and the community * Police Athletic League contact * Positive physical presence of law enforcement * Provide additional layer of school safety and connection with emergency services * Resources for legal knowledge * Traffic control * Trained first responder during a crisis * Visibility/presence as crime deterrent * Wellness checks at student homes * Only present when needed * Other *(describe)* \_\_\_ | | |
| 8j. To your knowledge, how many incidents of criminal activity occurring at school, or a school-sponsored event resulted in an arrest of a student? | | | | | *numerical answers only* | | |
| If you had **SSOs**  **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.* | | | | | | | |
| 8k. What are the benefits to having a school security officer in your building? | *select all that apply*   * Added sense of security for staff and students * Additional adult for positive relationship building with students (student mentoring) * Additional security around the building and grounds * Additional security at after school events * Additional staff support * Additional student supervision * Assist with daily routines and procedures * Assist with discipline interviews * Assist with enforcement of student code of conduct/safety policies * Assist with lunch duty | | | | | * Bus lane coverage/traffic/parking assistance * Camera system monitoring * Coaching * Community partnerships * Conflict de-escalation and conflict resolution * Crisis plan management/planning and conducting drills * Escort of students for discipline reasons * Oversee arrival and dismissal * Physical intervention * Positive behavior supports or recognition * Student searches * Visitor monitoring and management * Other *(describe)* \_\_\_ | |
| If you had **contracted private security personnel** | | | | | | | |
| 8l. In what capacity are you utilizing private security personnel? | *Select all that apply*   * In a School Security Officer capacity * For afterhours security * Other *(describe)* \_\_\_ | | | | | | |
| 8m. Who hires/funds the private security personnel? | * *School only* * *Division only* * *School and division share responsibility* * *County/City* * *Other* | | | | | | |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***School Crisis/Emergency Management/Medical Response Plan***    The *Code of Virginia* [§ 22.1-279.8](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/) 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.” | | | | | | | | |
| DCJS has adopted the Standard Response Protocol and Standard Reunification Method for divisions, schools, and partners to utilize, free of charge and at their discretion. | | | | | | | | |
| 9. Does your school utilize the Standard Response Protocol (SRP)? | | | | | | * Yes * No * I am not aware of this protocol | | |
| 10. Does your school utilize the Standard Reunification Method (SRM)? | | | | | | * Yes * No * I am not aware of this method | | |
| 11. Do you provide crisis response training to students? | | | | | | * Yes * No | | |
| If you **provide crisis training to students** | | | | | | | | |
| 11a. What method does your school utilize to train students in crisis response? | *select all that apply*   * School assembly * Video * Teachers train individual classes * Other *(describe)* \_\_\_ | | | | | | | |
| 11b. How often is this training provided? | * *Once at the beginning of the year* * *Quarterly throughout the year* * *As individual drills are scheduled* * Other *(describe)* \_\_\_ | | | | | | | |
| **ALL** | | | | | | | | |
| 12. Does your school’s crisis management plan contain written procedures for the following situations? | *select all that apply*   * Active threat * Bomb threat * Building/facility recovery procedures * Chemical spill/gas leak (hazmat) * Death of a student or staff member * Drug related overdoses * Evacuation * Individual emergency/safety plans for individuals with disabilities * Lockdown | | | | | | * Loss/kidnapping of a student * Medical emergencies * Mental health recovery procedures * Off-site reunification * On-site reunification * Pandemic * Reverse evacuation * Shelter-in-place * Social media emergency response * Suicide * Weather-related incidents | |
| 13. Did you have to *activate* any portion of your school’s crisis management plan during the 2022–2023 school year due to an *actual* critical event or emergency? | | | * Yes * No | | | | | |
| If you **DID** activate your crisis plan | | | | | | | | |
| 13a. Please select all events that occurred causing the activation of your school’s crisis management plan during the 2022–2023 school year: | | | | | | | | |
| Health-related incidents and emergencies:   * Anaphylaxis (severe allergic reaction) * Death or serious injury of staff or student * Drug overdose (identify substance*)* \_\_\_ * Exposure to hazardous materials on or near school property * Influenza/pandemic * Medical emergency * Other health-related incident | | | | | Weather or building/power-related incidents and emergencies:   * Earthquake * Flood * Roof or building collapse * Smoke or fire/explosion * Tornado/hurricane * Other building-related damage or power outage-related emergency/emergencies * Other natural disaster or severe weather | | | |
| Man-made incidents and emergencies:   * Active threat * Bomb threat * Demonstration/protest on or near school property * Intruder/trespasser/unauthorized person(s) on school property * Loss, disappearance, or kidnapping of a student * Weapon on school property * Other man-made incident | | | | | Other   * Bus/vehicle crash * Incident at another school that affected your school * Unfounded incident/faulty or false alarm * Other safety-related incident that affected school and is not listed above | | | |
| **ALL** | | | | | | | | |
| 14. Did your school conduct any **unannounced** lockdown drills (no specific date and time of drill announced to the school community)?  Lockdown is defined by [REMS](https://rems.ed.gov/K12LockdownAnnex.aspx) (Readiness and Emergency Management for Schools) as a course of action to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. | | | | | | | | * Yes * No |
| If you **DID** conduct unannounced lockdown drills | | | | | | | | |
| 14a. When unannounced lockdown drills were implemented, were they identified as a drill?  (e.g., “This is a drill; we are now conducting a lockdown drill.”) | | | | | | | | * Yes * No |
| **ALL** | | | | | | | | |
| 15. What is your primary method of notifying staff and students of a lockdown? | | | | * PA System * Walkie-talkie * Electronic alert to phones or computers * Other *(describe) \_\_\_* | | | | |
| 16. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)? | | | | | | | | * Yes * No |
| If you **DID** provide accommodations during drills | | | | | | | | |
| 16a. What types of accommodations were made? | | *select all that apply*   * Additional drills/trainings/lessons * Dedicated staff/personal assistance provided by an assigned individual * One-on-one training/preparation for students with disabilities/504 accommodations * Prior knowledge of drill to allow for preparation * Sensory supports (headphones, fidgets, etc.) * Signs or cue cards to assist with communication * Social stories/social learning tools * Specialized equipment (stair lifts etc.) * Specialized location or route * Other *(describe)* \_\_\_ | | | | | | |
| **ALL** | | | | | | | | |
| [*§ 22.1-137.2*](https://law.lis.virginia.gov/vacode/title22.1/chapter9/section22.1-137.2/)*. Lock-down drills.* *A. In every public school there shall be a lock-down drill at least once during the first 20 school days of each school session, in order that students and teachers may be thoroughly practiced in such drills. Every public school shall hold at least one additional lock-down drill after the first 60 days of the school session. Every public school shall provide the parents of enrolled students with at least 24 hours' notice before the school conducts any lock-down drill, provided, however, that nothing in this section shall be construed to require such notice to include the exact date and time of the lock-down drill.*  *B. Pre-kindergarten and kindergarten students shall be exempt from mandatory participation in lock-down drills during the first 60 days of the school session. Local school boards shall develop policies to implement such exemption. Notwithstanding the foregoing provisions of this subsection, each pre-kindergarten and kindergarten student shall participate in each lock-down drill after the first 60 days of each school session.* | | | | | | | | |
| 17. In addition to the two (2) required lockdown drills, did your school conduct any additional exercises with law enforcement or other first responders in 2022–2023? *This question is NOT asking if you conducted the 2 lockdown drills referred to above, but if you conducted any* ***additional*** *drills to what is required by state law.* | | | | | | | | Yes  * No |

|  |  |
| --- | --- |
| If you **DID** conduct additional exercises | |
| 17a. What types of additional exercises were they? *This question is not asking about actual events that caused you to activate your CMP but exercises you conducted* ***for training purposes****.* | *select all that apply*   * Active shooter/threat training/scenarios * Additional lockdown drills * Bomb threat * Fire drill/evacuation * Full-scale drill * Intruder drill training * K-9 Sweeps * Lecture * Medical emergency * Reverse evacuation * Shelter-in-place * Tabletop simulation * Visitor management training (RAPTOR etc.) * Weather-related drill (earthquake, tornado, hurricane, etc.) * Other *(describe)* \_\_\_ |
| **ALL** | |
| 18. Could school administrators communicate directly with law enforcement/first responders **via radio** when inside the school building during an emergency or critical incident, if necessary? | * Yes, we can directly communicate with outside first responders via radio or an emergency alert system with two-way communication capabilities. * We communicate with the SRO via school radio and the SRO communicates directly with first responders. * No, we have no way to communicate directly with first responders via radio. |

|  |  |  |
| --- | --- | --- |
| If you were **UNABLE** to communicate with law enforcement | | |
| 18a. Why not? What prevents this communication? | | *select all that apply*   * Different radio systems/frequencies; not compatible * Division policy prohibits it * Do not have radio/do not have working radio * Limitations of radio due to distance or infrastructure * Other *(describe)* \_\_\_\_\_ |
| **ALL** | | |
| 19. Review the following list of security strategies and select those that were in place at your school during the 2022–2023 school year. | s*elect all that apply*   * All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used. * All exterior entrances to the school building or campus were locked during school hours. * Classroom doors were kept locked throughout the school day. * Classroom windows, including door windows, could be covered to eliminate visibility into classroom. * Classrooms could be locked from **inside** the classroom. * Classrooms could be locked from **outside** the classroom. * Door lock safety magnets were utilized. * Individuals were required to pass through metal detecting equipment upon entry to the building. * Main entranceof the school building or campus was secured by a controlled electronic access system (buzzer system) during school hours. * Panic buttons were present in the main office. * School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat). * School had crisis kits prepared, including medical and emergency plan-specific items. * Staff and students were trained in “run, hide, fight,” “avoid, deny, defend,” or some other recognized response program. * Staff had access to an electronic app connecting them to first responders * Staff received training on how to initiate a lockdown. * Staff were required to take “go kits” with them wherever they took students. * Staff were required to wear an ID badge while on school grounds. * Staff were trained how to barricade rooms that cannot be locked from inside. * Students were required to wear an ID badge while on school grounds. * There were panic buttons or silent alarms accessible to all staff. * Visitors were required to participate in an electronic ID check. * Visitors were required to sign in. * Visitors were required to wear some form of an ID badge while on school grounds. * Other *(describe)* \_\_\_\_\_ * None of the above | |

**IV. TRAINING AND THREAT ASSESSMENT TEAMS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 20. Please select the training, program(s), or curriculum implemented or provided to each group during the 2022–2023 school year. | | | | | |
|  | | | Staff | Students | Parents |
| Bullying prevention and intervention | | |  |  |  |
| Classroom management | | |  |  |  |
| Crisis response and mitigation | | |  |  |  |
| DARE | | |  |  |  |
| Discipline (Student Behavior and Administrative Response (SBAR)) | | |  |  |  |
| Gang awareness and prevention | | |  |  |  |
| Handle With Care: Law Enforcement–School Trauma Informed Communication System | | |  |  |  |
| Mentoring | | |  |  |  |
| Peer-mediation/conflict resolution | | |  |  |  |
| Positive Behavior Interventions and Supports (PBIS) | | |  |  |  |
| Restorative justice practices | | |  |  |  |
| Responsive Classroom | | |  |  |  |
| Safety Core Restraint Management | | |  |  |  |
| Safety procedures | | |  |  |  |
| Signs of Suicide (SOS) | | |  |  |  |
| Social and emotional learning (SEL) | | |  |  |  |
| Stop the Bleed/Active Attack Training | | |  |  |  |
| Substance abuse | | |  |  |  |
| Trauma-informed care/classroom training | | |  |  |  |
| Violence prevention training | | |  |  |  |
| Other *(describe)* | | |  |  |  |
| 21. Does your school participate in the “Handle With Care Law Enforcement–School Trauma Informed Communication System?” | | * Yes * No, I am not aware of this program * No, the division does but our school decided not to participate * No, not at this time | | | |
| If you were **NOT AWARE** of the Handle with Care program | | | | | |
| 21a. 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** | | | | | |
| 22. Do you feel your school is able to provide sufficient mental health support for students and staff? | | * Yes * No | | | |
| If you do **NOT** feel your school is able to provide sufficient mental health supports | | | | | |
| 22a. Please rank the following issues in terms of how they limit your school’s ability to provide sufficient mental health support to students and staff. | | *With 1 having the most impact and 7 the least impact*   * Competing priorities * Lack of accurate knowledge around mental health issues * Lack of community support * Lack of personnel * Limited funding * Written or unwritten policies * Other *(describe)* \_\_\_\_\_ | | | |
| **ALL** | | | | | |
| 23. Please select the 5 most needed types of school safety training by your school’s administration/ faculty/staff? | *select the 5 most needed*   * Crisis planning, prevention, mitigation and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards) * Cyber safety * De-escalation and mediation * Diversity and inclusion * Effects of screen time on learning * Human trafficking * Mental health problem awareness and recognition * Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.) * Role of safety and security personnel (SROs and/or SSOs) * Social media (Facebook, Snapchat, TikTok, Twitter, YouTube, etc.) * Social/emotional interventions and supports for staff * Social/emotional interventions and supports for students * Substance abuse/misuse and vaping * Suicide prevention, intervention and postvention * Threat assessment team training * Trauma-informed care * Trauma-informed classrooms * Understanding poverty’s effect on learning * Violence prevention training (including fighting, armed intruder, active shooter, other school violence) * Other *(describe)* \_\_\_ * None of the above | | | | |

Since 2013, and in accordance with [§ 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 for 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.

To assist schools in explaining threat assessment and reporting to students, parents, and staff, VCSCS launched **Virginia C.A.R.E.S.** Virginia C.A.R.E.S. is a multi-pronged approach to engagement and awareness in schools that includes videos and resources on threat assessment. The campaign works to build **C**aring, **A**wareness,**R**ecognition, **E**ngagement, and **S**upport in Virginia schools. The Virginia C.A.R.E.S. framework recognizes that threat assessment and management is one part of a larger and on-going approach to supporting and enhancing school and campus safety. The health, safety, and well-being of students and staff in schools is sustained and enhanced through a comprehensive approach.

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.”*

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Threat Assessment Team***  The *Code of Virginia* [§ 22.1-79.4](https://law.lis.virginia.gov/vacode/22.1-79.4/) section C states, “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.” | | | | | | | | | | |
| 24. Tell us about your threat assessment team. | | | | * Our school/program has its own threat assessment team (including use of part-time shared individuals) * All threats go to a **division-wide** threat assessment team * Threats at our school/program go to the student’s home/base school team (tech centers, partial day programs, alternative centers, etc.) * Threats go to a collaborative school-level threat assessment team serving multiple schools (does **not** include if your school shares part-time individuals i.e., Psychologist) | | | | | | |
| 24a. How did your school/team satisfy each of the required areas of expertise on your threat assessment team? | | | | | | | | | | |
| 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 your school * SRO from a neighboring school * LE from some other source (*describe*) \_\_\_ | | | | | | | | |
| 25. In 2022–2023, how did your school make the following groups aware of how to recognize and report threatening or aberrant behavior?  *select all that apply* | | | | | | | | | | |
|  | | | | | | Students | | Staff | Parents/Guardians | |
| Back-to-School Night | | | | | |  | |  |  | |
| By classroom or small group | | | | | |  | |  |  | |
| Email/text | | | | | |  | |  |  | |
| Faculty/staff meeting | | | | | |  | |  |  | |
| Handbook/Code of Conduct | | | | | |  | |  |  | |
| In-service/professional development | | | | | |  | |  |  | |
| Instructional video | | | | | |  | |  |  | |
| Other written format (brochure/letter) | | | | | |  | |  |  | |
| School assembly | | | | | |  | |  |  | |
| Via counseling services | | | | | |  | |  |  | |
| Website/social media | | | | | |  | |  |  | |
| With individuals as needed | | | | | |  | |  |  | |
| Other *(describe)* | | | | | |  | |  |  | |
| Did not inform | | | | | |  | |  |  | |
|  | | | | | | | | | | |
| ***Threat Reporting Procedures*** | | | | | | | | | | |
| 26.  Is your threat assessment team, along with your school counselor or school psychologist as part of the team, involved with the assessment and action plans in threats of suicide/self-harm? | | | | | | | | | | * Yes * No |
| If threats of suicide/self-harm were **NOT** reported to the threat assessment team | | | | | | | | | | |
| 26a. Since your threat assessment team is not typically involved with threats of suicide/self-harm, who handles these threats? | | | *select all that apply*   * Administrators * Division representative (i.e., Students Support Specialist, etc.) * Other counseling services (i.e., life counselor, student support counselor, etc.) * Outside entity (i.e., community service board, law enforcement, etc.) * School counselor * School nurse * School psychologist/social worker * SRO * Other *(describe)* \_\_\_ | | | | | | | |
| **ALL** | | | | | | | | | | |
| 27. To whom has your school provided suicide awareness training? | | | | | | | *Select all that apply*   * Staff * Students * Parents/guardians * None of the above | | | |
| 28. Does your school utilize a standard suicide prevention screening tool? | | | | | | | * Yes * No | | | |
| 29. Are threats of suicide reported to outside health care personnel? | | | | | | | * Yes * No | | | |
| 30. Does your school have a method for threatening/aberrant behavior to be **anonymously** reported? | | | | | | | ***(Note: in-person reporting is not considered anonymous/confidential.)***   * Yes * No | | | |
| If you **HAVE** a method for anonymous reporting | | | | | | | | | | |
| 30a. What kind of anonymous reporting methods were available at your school for reporting threats/aberrant behavior?  ***Note: In-person reporting is not considered anonymous****.* | *select all that apply*   * Phone-based hotline * Web-based tip line or phone app (provided by division) * Web-based tip line or phone app (school-based) * Written (e.g., note, comment box) * None | | | | | | | | | |
| **ALL** | | | | | | | | | | |
| 31. How did your school monitor **student social media usage** (i.e., Facebook, Twitter, TikTok, etc.) to detect and mitigate potential threats and other safety issues? | *select all that apply*   * Contracted with a third party that scanned/monitored student social media * 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) * Did not have a specific monitoring process; we addressed as needed | | | | | | | | | |
| If you **CONTRACTED WITH A THIRD PARTY** to monitor student social media usage | | | | | | | | | | |
| 31a. What is the name of the third party with whom you contracted? | | | | |  | | | | | |
| 31b. 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** | | | | | | | | | | |
| 32. Where were the primary threat assessment records (such as *Threat Assessment and Response Reports*) stored during 2022–2023? | | | | | *select all that apply*   * At the division office (central office) * File room/vault separate from student cumulative record * Health or nurse files * Secure digital database * With counseling records * With law enforcement unit records (as allowed by [Family Education Rights and Privacy A](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)ct) * With school administrator’s file/threat assessment team * With special education case manager * Other *(describe)* \_\_\_\_ * Not applicable (no cases in 2022–2023) | | | | | |
| 33. Select the top three 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) * Elementary student TAs * 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 * Multiple TAs with same student * 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 * Social media prevention and supports * 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 | | | | | |
| 34. What were the three biggest challenges to your threat assessment teams or in conducting threat assessments (TA) ? | | | | | | | | | | |
| *select the top 3*   * 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) * Follow up resources/interventions * Length of documentation * Limited staff and staff turnover/retention * Loss of instructional time | | | | | * Managing threat cases over time * Parent follow through * 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 * Transferring students between schools * Understanding the function of threat assessments vs. discipline * Other *(describe)* \_\_\_\_\_\_   None | | | | | |

**V. THREAT ASSESSMENT CASE REPORTING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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* | | | | | |
| 35. 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** | | | | | |
| 35a. 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) |  |  |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| For the meetings held for reports of **ACTUAL THREATS MADE** | | | | | | | | | | |
| 35b. 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** | | | | | | | | | | |
| 35c. Please explain the threats made by current or former faculty. | | | | |  | | | | | |
| If you had threats made by **PARENTS OR GUARDIANS** | | | | | | | | | | |
| 35d. Please explain the threats made by parents or guardians. | | | | |  | | | | | |
| If you had threats made by **“someone else”** | | | | | | | | | | |
| 35e. Please describe the relationship of this person or these persons, if any, to your school. | | | | |  | | | | | |
| 35f. 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) | | | | | | | | | | |
| 35g. 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 | | | | | | | | | |  |
| 35h. 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 | | | | | | | | | |  |
| 35i. 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.* | | | | | | | | | |  |
| 35j. 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. | | | | | | | | | | | |
| 35k. 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) | | | | | |  | | |  | |
| 35l. Does your school use a metric to classify threats other than Priority 1–5 above? | | | * Yes *(describe)* \_\_\_ * No | | | | | | | |
| 35m. 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) \_\_\_\_\_ | | | | | | |  | | | |

**VI. SCHOOL SAFETY AUDIT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***School Safety Audit*** | | | | |
| 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.”  The [School Safety Audit Program](https://www.dcjs.virginia.gov/node/355) consists of five key components. These components are:  [School Safety Survey](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/virginia-school-safety-survey-principals)  [Division Safety Survey](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/virginia-school-safety-survey)  [Crisis Management Plan Certification](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/school-crisis-management-plan-review)  [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)  [School Safety Inspection Checklist](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/school-safety-inspection-checklist_0.docx) | | | | |
| 36. Date of most recent Crisis Management Plan update and review *(mm/dd/yyyy)* | | |  | |
| 37. **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. | | | | |
| 37a. 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.* |
| 37b. 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.* |
| 37c. 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.* |
| 37d. Top “other” issues (Data sources such as discipline, attendance, community input, etc.) | | | | *A dropdown list will be provided.* |
| 38. What resources are needed to resolve the issues identified? | | | | *A dropdown list will be provided.* |
| 39. How has data from the 2022 or 2023 Virginia School Survey of Climate and Working Conditions been utilized in your school? | |  | | |
| 40. Have you seen any of the following changes from the 2021–2022 school year to 2022–2023? | *select all that apply*   * Decrease in out-of-school suspensions * Increase in out-of-school suspensions * Decrease in criminal activity * Increase in criminal activity * Decrease in bullying behavior * Increase in bullying behavior * Decrease in student attendance * Increase in student attendance * Decrease in student reporting of threatening or aberrant behavior * Increase in student reporting of threatening or aberrant behavior * Other *(describe) \_\_\_\_\_* * None | | | |
| If **ANY** change has been seen | | | | |
| 40a. What do you feel these changes could be attributed to? | *Select all that apply*   * Small class size * Large class size * Remote learning/pandemic * Impact of COVID-19 mask mandates * VTSS/PBIS/Restorative Justice * New/different policies and procedures * Strong focus on relationships * School climate/culture change * New administration/staff * SRO/SSO implementation * Alternative discipline strategies * Implementation of new program *(describe) \_\_\_\_\_* * Other *(describe) \_\_\_\_\_* | | | |
| 41. Any additional safety-related 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* [§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 school 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)