

**The 2021 Virginia School Safety Audit Survey**

**Worksheet and Guidance Document**

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

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

**This document contains all questions you may encounter on the survey, however, some formatting has been adjusted to enable this 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 the question does not apply to your school, you will not see those questions 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/)*).*

While answering the following survey questions and unless otherwise instructed, please base your responses on the conditions in your school during the **2020–2021 school year.** You are required to provide a response to each survey question in order to complete the survey. Throughout the survey, there are questions that reference *Code of Virginia* requirements. Click on the citation to review the *Code* language before responding to the related survey question.

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

Nikki Wilcox: 804-786-3923 or [nikki.wilcox@dcjs.virginia.gov](mailto:nikki.wilcox@dcjs.virginia.gov)

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**I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION**

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| 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 us with your contact information: *individual completing the survey* | First Name: | |  |
| Last Name: | |  |
| Email: | |  |
| Phone Number: | |  |
| 3. What is your role in the school? | *A dropdown list will be provided.* | | |
| 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: |  | |

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

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| ***Mental Health Personnel***  *This refers to School Counselors, School Psychologists, School Social Workers, Substance Abuse Counselors, etc.* | | |
| 4. What was the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) in 2020–2021? | **Full Time:**  Use full time for those mental health personnel that worked full time at your school.  **Part Time:**  Use part time for those mental health personnel that worked part time at your school, even if they were employed full time by your division or other agency. | |
|  | **Full Time:** | **Part Time:** |
| School Counselors |  |  |
| School Psychologists |  |  |
| Social Workers |  |  |
| Substance Abuse Counselors |  |  |
| Student Assistance Counselors |  |  |
| Day Treatment Counselors |  |  |

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| ***School Resource Officers and Certified School Security Officers***  [*§ 9.1-101*](https://law.lis.virginia.gov/vacode/title9.1/chapter1/section9.1-101/)  ***“*School resource officer”** means a certified law-enforcement officer hired by the local law-enforcement agency to provide law-enforcement and security services to Virginia public elementary and secondary schools.  **“School security officer”** means an individual who is employed by the local school board 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. | | | | | | |
| 5. What types of safety/security personnel were working in your school during the 2020–2021 school year? | | | | | | |
|  | Number present the majority of the time students are in the building | Number present only part of the time students are in the building | | | Do you share those that are part time in your building with another school? | How has this number changed since 2019-2020? (If remained the same please enter 0) |
| School Resource Officers (SROs) |  |  | | |  | Increase:  Decrease: |
| Certified School Security Officers (SSOs) |  |  | | |  | Increase:  Decrease: |
| Contracted private security personnel (not SSOs) |  |  | | |  | Increase:  Decrease: |
| If you had **School Resource Officers (SROs)** | | | | | | |
| 6. 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?  [§ 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. | | | | | * Not at all familiar * Slightly familiar * Somewhat familiar * Moderately familiar * Extremely familiar | |
| 7. 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? | | | | |  | |
| 8. Were school administrators provided with information on the roles and responsibilities of SROs? | | | |  | | |
| 9. Please rate each of the following areas related to your school/law enforcement partnership. | | | | | | |
| * Communication from SRO to administrators | | | * very good * good * acceptable * poor * very poor | | | |
| * Communication from administrators to SRO | | | * very good * good * acceptable * poor * very poor | | | |
| * Role distinction (mutual understanding of appropriate role and duties of SRO) | | | * very good * good * acceptable * poor * very poor | | | |
| * Distinction between school rules and laws (mutual understanding about what infractions the SRO should and should not handle) | | | * very good * good * acceptable * poor * very poor | | | |
| 10. What training do you feel your SRO(s) would most benefit from? | | | *select all that apply*   * State and Federal laws * School and personal liability issues * Security awareness in the school environment * Mediation, conflict resolution, and de-escalation * Disaster and emergency response * Cultural diversity and implicit bias * Working with students with disabilities * Working with students’ mental health needs * Substance abuse disorders * Student behavioral dynamics | | | |
| 11. Have you, 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 * No, no one in this building has attended * Someone from this building has attended a locally sponsored training not conducted by DCJS | | | |

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| If you had **SSOs** | |
| 12. Are your SSOs involved in any of the following tasks? | *select all that apply*   * Securing and monitoring the grounds * Crisis management plan development * Planning and conducting drills * Student mentoring * Escorting of students (related to conduct) * Student disciple interviews * Student searches * Lunch duty * Traffic control * Physical intervention * Positive behavior supports or recognition * Other *(describe)* \_\_\_ |
| 13. Please list the top three benefits to having an SSO in your building*.* | 1.  2.  3. |

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

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| ***School Crisis/Emergency Management/Medical Response Plan***    *Virginia Code* [§ 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.” | | | | |
| 14. Did you have to *activate* any portion of your school’s crisis management plan during the 2020–2021 school year due to an *actual* critical event or emergency? | | |  | |
| If you **DID** activate your crisis plan | | | | |
| 14a. Please select all events that occurred causing the activation of your school’s crisis management plan during the 2020–2021 school year: | | | | |
| Health related incidents and emergencies:   * Death or serious injury of staff or student * Hazardous materials exposure on or near school property * Influenza/pandemic * Medical emergency on school property * Other health-related incident on or near school property | | Weather or building/power related incidents and emergencies:   * Earthquake * Flood * Roof or building collapse * Smoke of fire/explosion * Tornado/hurricane * Other building-related damage or power outage related emergency(ies) * 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 persons on school property * Loss, disappearance, or kidnapping of a student on school property * Weapon on school property * Other man-made incident on or near school property | | 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** | | | | |
| 15. 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. | | | |  |
| If you **DID** conduct unannounced lockdown drills | | | | |
| 15a. When unannounced lockdown drills were implemented, were they identified as a drill?  (i.e., “This is a drill; we are now conducting a lockdown drill.”) | | | |  |
| **ALL** | | | | |
| 16. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)? | | | |  |
| If you **DID** provide accommodations during drills | | | | |
| 16a. What types of accommodations were made? | *select all that apply*   * Additional drills/trainings * One on one training/preparation for students with disabilities/504 accommodations * Personal assistance provided by an assigned individual * Prior knowledge of drill to allow for preparation * Signs or cue cards to assist with communication * Specialized location or route * Specialized equipment * Social stories * Other *(describe)* \_\_\_ | | | |

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| **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 twice 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. (Effective July 1, 2021 the number of required lockdown drills will be reduced to 2 a year.)*  *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 three (3) required lockdown drills, did your school conduct any additional exercises with law enforcement or other first responders in 2020-2021? *This question is NOT asking if you conducted the 3 lockdown drills referred to above, but if you conducted any* ***additional*** *drills to what is required by legislation. It is important to note that many schools were not in-person this year and may not have conducted the drills referred to above per VDOE’s Drill Waiver.* | |  |
| If you **DID** conduct additional exercises | | |
| 17a. What types of additional exercises were they? | *select all that apply*   * Active shooter/threat training/scenarios * Additional lockdown drills * Fire drill or weather-related drill * Full-scale drill * Intruder drill training * Lecture * Tabletop simulation * 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 who communicates directly with first responders * No, we have no way to communicate directly with first responders via radio | |

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| 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 * Don’t have radio/do not have working radio * Limitations of radio due to distance or infrastructure * Other *(describe)* \_\_\_\_\_ * None of the above |
| **ALL** | | |
| 19. Review the following list of security strategies and select those that were in place at your school during the 2020–2021 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 classrooms in the school were able to be locked from **inside** the classroom * All classrooms in the school were able to be locked from **outside** the classroom * All exterior entrances to the school building or campus were locked during school hours * Classroom windows, including door windows, can be covered to eliminate visibility into classroom * Main entranceof the school building or campus was secured by a controlled electronic access system during school hours * School had crisis kits prepared, including medical and emergency plan-specific items * School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat) * School had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school * Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in * Staff and students were trained in “run, hide, fight”, “avoid, deny, defend,” or some other recognized response program * Staff were trained to barricade rooms that cannot be locked from inside * Other *(describe)* \_\_\_\_\_ * None of the above | |

**IV. THREAT REPORTING AND ASSESSMENT**

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. 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*, 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.**

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| ***Threat Assessment Team***  *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.** Threat assessment teams may be established to serve one or more schools as determined by the division superintendent.” | | | | | | | | | | |
| 20. Tell us about your primary/core Threat Assessment Team members in 2020–2021. *numerical responses only* | | | | | | | | | | |
|  | | Number of Primary/core members | | | | | Number having completed TA training in the last 3 years | | | |
| Administration | |  | | | | |  | | | |
| School Counseling | |  | | | | |  | | | |
| Instruction | |  | | | | |  | | | |
| School Resource Officer (SRO) | |  | | | | |  | | | |
| Other Law Enforcement Representative | |  | | | | |  | | | |
| School Security Officer (SSO) | |  | | | | |  | | | |
| Psychologist/Social Worker | |  | | | | |  | | | |
| School Nurse | |  | | | | |  | | | |
| Community Service Board Member | |  | | | | |  | | | |
| Division Representative | |  | | | | |  | | | |
| Other | |  | | | | |  | | | |
| 21. Approximately, how many threat assessment meetings were held in 2020–2021 for the following tasks?  *Please answer with a number for each type of meeting listed.* | | | | | | | | | | |
| * To triage threats received (at least 2 members) | | | | | | | | | |  |
| * To conduct a full threat assessment based on precipitating information (prior to possible event) | | | | | | | | | |  |
| * For debrief when event occurred without precipitating information (no opportunity to conduct TA prior to event) | | | | | | | | | |  |
| * For administrative reasons: organization, process discussion, training, or practice | | | | | | | | | |  |
| 22. What types of Threat Assessment training has your team completed? | | | | *select all that apply*   * DCJS in-person training * DCJS training webinar * Other Threat Assessment Model training * Online training video * Training by division staff * Other *(describe)* \_\_\_\_\_ | | | | | | |
| If you do **NOT** have an SRO | | | | | | | | | | |
| 23. In an earlier question, you indicated that your school does not have an SRO. Where was your school’s TA team’s law enforcement representative from? | *select all that apply*   * Law enforcement representative from police department * Law enforcement representative from sheriff’s office * Law enforcement representative from Virginia State Police * SRO from nearby school * Other *(describe)* \_\_\_ | | | | | | | | | |
| **ALL** | | | | | | | | | | |
| 24. In 2020–2021, 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 | | |
| School Assembly | | |  | | |  | |  | | |
| Faculty/staff meeting | | |  | | |  | |  | | |
| Back-to-School Night | | |  | | |  | |  | | |
| By classroom or small group | | |  | | |  | |  | | |
| In-service/professional development | | |  | | |  | |  | | |
| Email/text | | |  | | |  | |  | | |
| Other written format (brochure/letter) | | |  | | |  | |  | | |
| Handbook/Code of Conduct | | |  | | |  | |  | | |
| Via counseling services | | |  | | |  | |  | | |
| Website/social media | | |  | | |  | |  | | |
| Instructional video | | |  | | |  | |  | | |
| With individuals as needed | | |  | | |  | |  | | |
| Other | | |  | | |  | |  | | |
| Did not inform | | |  | | |  | |  | | |
| ***Threat Reporting*** | | | | | | | | | | |
| 25. Were threats of suicide/self-harm typically reported to your school’s threat assessment team? | | | | | | | | |  | |
| If threats of suicide/self-harm were **NOT** reported to the threat assessment team | | | | | | | | | | |
| 25a. Since threats of suicide/self-harm were not typically reported to your school’s threat assessment team, who were they reported to/handled by? | | | | | *select all that apply*   * School counselor * School nurse * School psychologist/social worker * Other *(describe)* \_\_\_ | | | | | |

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| **ALL** | |
| 26. What kind of anonymous report methods were available at your school for reporting threats/aberrant behavior?  ***Note: In person reporting is not considered anonymous****.* | *select all that apply*   * Web-based tip line or phone app (school-based) * Web-based tip line or phone app (provided by division) * Phone-based hotline * Written (i.e., note, comment box) * Other *(describe)* \_\_\_\_\_ * None |
| 27. How did your school monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues? | *select all that apply*   * Someone at the school level was responsible for monitoring  (i.e., it was assigned as a job related task) * Someone at the division 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 * Local law enforcement agency monitored and shared appropriate information as needed * We did not have a specific monitoring process * Other *(describe)* \_\_\_\_\_ |
| ***Threat Assessment Records*** | |
| 28. Where were the primary threat assessment records (such as *Threat Assessment and Response Reports*) stored during 2020–2021? | *select all that apply*   * At the division office (central office) * With law enforcement unit records (as allowed by [FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)) * With school administrator’s file/Threat Assessment Team * Secure digital database * With Counseling * With Special Education Case Manager * Other *(describe)* \_\_\_\_ * Not applicable (no cases in 2020–2021) |

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| ***Threat Assessments Conducted in 2020–2021***  For the next series of questions, we want to know about the threat assessments conducted by your school’s threat assessment team. | | | | |
| 29. Based on the threat assessment cases conducted at your school in 2020–2021, how many cases involved threats made by persons from each of the following groups?  – 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*   *Enter the number of threat assessments conducted that involved persons from each of the listed groups and the type of threat that was made. If 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 & other(s)** | **SUM** |
| 1. Student from your school |  |  |  |  |
| 2. Student not from your school |  |  |  |  |
| 3. Student formerly from your school |  |  |  |  |
| 4. Faculty/staff currently employed by your school |  |  |  |  |
| 5. Faculty/staff formerly employed by your school |  |  |  |  |
| 6. Parent/guardian of a student |  |  |  |  |
| 7. Someone else |  |  |  |  |
| 8. ENTER TOTAL (**SUM** of items 1–7) |  |  |  |  |
| If you conducted **ANY** threat assessments this year | | | | |
| 30. How many of the individuals that were subjects of threat assessment cases, were involved in more than one threat assessment case?  *Numeric responses only. Include all threat levels: low, medium and high threats* | | | |  |
| If you had threat assessment cases that involved **“someone else”** | | | | |
| 31. In question 32, where you detailed the types of threats made and by whom, you indicated that your school had a threat assessment case(s) that involved “someone else” (not a student, parent, or faculty). Please describe this/these person’s relationship(s) to your school. | | | |  |
| 32. Of the threat assessment(s) conducted by your school in 2020–2021, how many initial threat assessments were conducted **within the following time intervals** of the threat being received by the threat assessment team (TAT)? | | | | |
| Conducted immediately after received by TAT | | | |  |
| Conducted within 24 hours of receipt by TAT | | | |  |
| Conducted after 24 hours or more of receipt by TAT | | | |  |
| Conducted post-incident as there was no prior knowledge of threat | | | |  |

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| If you conducted **ANY** threat assessments this year |
| This reference serves as a crosswalk for the updated Classification Priority Level of Concern (found in the updated third edition of the [DCJS Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf_0.pdf)) and the former classification of threats used in the previous two editions.  The rationale for the change in moving to a priority level rating was to bring our model policies in-line with best practices in the field. This updated priority level of rating threat assessments creates a more holistic approach in looking at the impact of the threat on the school community and not just the risk the subject poses in carrying out the threat. This new system takes into account the **STEP©** model, which looks at the **S**ubject(s), **T**arget(s), **E**nvironment, and **P**recipitating events and the overall level of concern associated with a case.  Moving forward in the 2021–2022 school year, the updated classification/priority levels will solely be used to answer questions related to threat levels.  The correlation between the new and previous threat ratings is below. Please use these correlations as you think about your answers for the following questions.   |  |  | | --- | --- | | ***New Priority Level/Classification System*** | ***Old Classification System*** | | **Priority 1 (Critical/Imminent):** Subject poses an imminent threat of serious violence or harm to self/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. | **Imminent**: Subject/situation appears to pose a significant and immediate threat of serious violence toward others that requires containment and action to protect identified target(s). | | **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. | **High Risk**: Subject/situation appears to pose a threat, exhibiting behaviors that indicate a continuing intent to harm and efforts to prepare to carry out the plan; and may also exhibit other concerning behavior that require intervention. | | **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. | **Moderate Risk**: Subject/situation does not appear to pose a threat but exhibits behaviors that indicate a continuing intent or potential for future violence; and/or exhibits other concerning behavior that requires intervention. | | **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. | **Low Risk**: Subject/situation does not appear to pose a threat and any exhibited issues/concerns can be resolved easily. | | **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. No impact on others, environmental factors, or precipitants that need team intervention. Close case. | **No Previous Classification** | |

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| 33. How many of the threat assessment cases conducted at your school were classified at the following levels?  **And**  34. How many of the threat assessment cases conducted resulted in the ultimately occurring at each of the following levels? | | | | | |
|  | | Number of assessments conducted | | | Number where the act ultimately occurred |
| **Priority 1 (Critical/Imminent):** Subject poses an imminent threat of serious violence or harm to self/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 | |  | | |  |
| For the case(s) that was/were identified as **Priority 1** level **AND** carried out, please provide a brief description of what occurred.  *One case at a time, for up to 5 cases* | | | | | |
| Please describe the events in **Case 1: Priority 1** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | |  | |
| Please describe the events in **Case 2: Priority 1** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | | |  |
| Please describe the events in **Case 3: Priority 1** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | | |  |
| Please describe the events in **Case 4: Priority 1** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | | |  |
| Please describe the events in **Case 5: Priority 1** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | |  | |
| For the case(s) that was/were identified as **Priority 2** level **AND** carried out, please provide a brief description of what occurred.  *One case at a time, for up to 5 cases* | | | | | |
| Please describe the events in **Case 1: Priority 2** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | |  | |
| Please describe the events in **Case 2: Priority 2** | | | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | | | |
| What other information about this event that you think would help explain the event to us? | | | |  | |

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| Please describe the events in **Case 3: Priority 2** | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | |
| What other information about this event that you think would help explain the event to us? | | |  |
| Please describe the events in **Case 4: Priority 2** | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm-Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | |
| What other information about this event that you think would help explain the event to us? | | |  |
| Please describe the events in **Case 5: Priority 2** | | | |
| Was the potential event reported and a threat assessment conducted prior to the event? | * + - Yes     - No, the TA was conducted after the event | | |
| If you had prior knowledge: The type of act(s) that was threatened | *select all that apply*   * Suicide/self-harm * Fight * Assault * Homicide * Weapon use * General harm to others * Other *(describe) \_\_\_\_\_* | | |
| If you had prior knowledge: What steps were taken, if any, to try to prevent the act? |  | | |
| The actual act(s) that took place: | *select all that apply*   * Suicide/self-harm-Overdose * Suicide/self-harm-Strangulation * Suicide/self-harm Cutting * Suicide/self-harm-Other * Fight * Assault * Homicide | * Weapon use or intimidation with weapon * Property damage * Fleeing from building or grounds * Social media or virtual intimidation * Other *(describe) \_\_\_\_\_* | |
| 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 students (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 students (up to 5)*   * + - Immediately     - 5 school days     - 10 school days     - 11–45 school days     - More than 45 school days     - After alternative school placement (*please note how long*) *\_\_\_\_\_*     - After hospitalization     - Placed on home-based status for the remainder of the year     - Not permitted to return     - Other *(describe) \_\_\_\_\_* | | |
| What other information about this event that you think would help explain the event to us? | | |  |

**V. CONCERNS, TRAINING, AND RESOURCE NEEDS**

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| 35. Did your school’s staff/faculty receive formal training on student mental health issues (Mental Health First Aid, Trauma-Informed Care/Classrooms, substance abuse/misuse, etc.)? | |  |
| If your staff **DID** receive mental health training | | |
| 35a. Who facilitated the training on student mental health issues | *select all that apply*   * College/university partner * School or division staff * Virginia Department of Criminal Justice Services * Virginia Department of Behavioral Health and Developmental Services (including local Community Services Board) * Virginia Department of Education * Third-party or outside counselor * Other *(describe)* \_\_\_\_\_ | |
| **ALL** | | |
| 36. Does your school participate in the “Handle With Care Law Enforcement-School Trauma Informed Communication System”? | * Yes * No, I’m not aware of this program * No, the division does but our school decided not to participate * No, not at this time | |

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| 37. What type(s) of school safety training is most needed by your school’s administration/ faculty/staff? | *select all that apply*   * Crisis planning, prevention, mitigation and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards) * De-escalation and mediation * 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/emotional interventions and supports for staff * Social/emotional interventions and supports for students * Social media (Facebook, Snapchat, Twitter, YouTube, etc.) * Substance abuse/misuse and vaping * Suicide prevention, intervention and postvention * Threat assessment team training * Trauma-informed care * Trauma-informed classrooms * Violence prevention training (including fighting, armed intruder, active shooter, other school violence) * Other *(describe)* \_\_\_ * None of the above | |
| ***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 Audit Survey](https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/virginia-school-safety-survey-principals)  [Division Safety Audit 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)  **The following questions are in regards to and will satisfy portions of the 2021 School Safety Audit.**  Effective July 2019, [HB1737](https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB1737&191+sum+HB1737) amended [§ 22.1-279.8](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/) D to include first responders in the development and review of school crisis management plans. “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.” | | |
| 38. Date of most recent Crisis Management Plan update and review *(mm/dd/yyyy)* | |  |

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| 39. In addition to the legislatively mandated personnel listed above, who was actively involved in the development/update of your school’s crisis management plan? | | | *select all that apply*   * Administrator * Central office representative * Parent or community member * School counselor * School nurse * School social worker * School Resource Officer (SRO) | | | * SSO * Student * Teacher * Other Law Enforcement (not SRO) * Community Service Board Representative * Other *(describe)* \_\_\_ | | |
| 40. 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. | | | | | | | | |
|  | Top 2 Issues Identified | | | Potential Solution | Recommendation was made to School Board | | Issue Resolved | Resources needed |
| 2020 School Safety Survey | 1. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 2. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 2021 VA School Survey of Climate and Working Conditions | 1. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 2. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| Most recent Safety Inspection Checklist | 1. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 2. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| Discipline Data | 1. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 2. | | |  | * Yes * No | | * Yes * No * Ongoing |  |
| 41. How has data from the 2021 Virginia School Survey of Climate and Working Conditions been utilized in your school? | | | | |  | | | |
| 42. What impact has this change in personnel had on your school? | | *select all that apply*   * Decrease/Increase in out of school suspensions * Decrease/Increase in criminal activity * Decrease/Increase in bullying behavior * Decrease/Increase in student attendance * Decrease/Increase in student reporting of threatening or aberrant behavior * Other: * None | | | | | | |
| If **ANY** change has been seen | | | | | | | | |
| 42a. What do you feel these changes could be attributed to? (ex: remote learning environment, new/different policies or procedures, implementation of a new program etc.) | | | | |  | | | |
| 43. 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 *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)

[School Safety Audit Timeline Checklist](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/school_safety_audit_check_list_sept_2019.pdf)

**Crisis and Emergency Planning**

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

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

[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)

[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 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)

[Virginia Educator’s Drill Guide](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/virginia-educators-drill-guide_0.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)*

[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)

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

**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.pdf)

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

[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)

**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)

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

[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)

[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)

**Additional K-12 Resources**

[Juvenile Law Handbook for School Administrators](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/_2.pdf)

[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)