

Draft 2015 Virginia School Safety Survey

I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

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

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

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

3. What is your school's ID number?

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

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

4. What is your name?

5. What is your title?

6. What is your phone number?

7. What is your email address?

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

Elementary
Middle
High
Combined Grades
Primary
Pre-Kindergarten
Alternative
Career/Technical/Vocational

Charter
Magnet
Governor's
Special Education
Correctional Education
Adult Education
School for the Deaf and Blind
Other (describe):

9. What grades were taught at your school during 2014-2015? (*select all that apply*)

Pre-Kindergarten
Kindergarten
1st grade
2nd grade
3rd grade
4th grade
5th grade
6th grade

7th grade
8th grade
9th grade
10th grade
11th grade
12th grade
Not applicable

II. ASSESSMENT, PLANNING, AND COMMUNICATION

Crisis Management Plan/Emergency Management Plan

Virginia Code § 22.1-279.8 describes school crisis and emergency management plans. It also 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."

10. Did your school practice any portion of its Crisis Management Plan/Emergency Management Plan (CMP/EMP) during the 2014-2015 school year? (*Practice does not include an actual emergency. You will be asked about those events in an upcoming question.*)

Yes
No

11. Did you have to activate any portion of your school's crisis management plan during the 2014-2015 school year due to an *actual* critical event or emergency?

Yes
No

Communication with Law Enforcement

Question 12 refers to Virginia Code [§22.1-279.3:1 \(Paragraph B\)](#) which requires local law enforcement to notify schools of certain offenses committed by students under certain circumstances. Please click on the Code cite and review the Code section before answering this question.

12. Are there formal processes or protocols in place through which your school routinely receives notification on the Code listed offenses from local law enforcement?

Yes
No

III. STUDENT SAFETY CONCERNS

Discipline, Crime and Violence (DCV) offense and incident types reported in Safe Schools Information Resource (SSIR) (<https://p1pe.doe.virginia.gov/pti/>) are coded and grouped into nine offense categories that are aligned according to severity of offense.

13. For each Discipline, Crime and Violence (DCV) offenses category listed, indicate whether the number of occurrences at your school increased, decreased, or stayed the same when compared with the previous (2013-2014) school year.

| DCV Offense Category | Increased | Decreased | Same |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| Weapons Related Offenses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offenses Against Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offenses Against Staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offenses Against Persons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alcohol, Tobacco, and Other Drugs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Property Offenses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Disorderly Disruptive Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology Offenses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Offenses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- Alternatives to suspension and expulsion
- Crisis planning, prevention and response (to include school safety drills, crisis response options, crisis intervention and recovery – all hazards)
- Drug, Alcohol and other drug training
- Gangs and Human Trafficking recognition
- Mental Health problem awareness and recognition
- Positive Behavioral Interventions and Support (as it pertains to adults with the students)
- Peer Relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)
- Search and Seizure (and other legal issues) training
- Social Media
- Suicide prevention
- Threat assessment team training
- Violence Prevention training (including fighting, armed intruder, active shooter, other school violence)
- Other

14a. You indicated there are other types of school safety training that are most needed by your school's administration/faculty/staff. Briefly describe. _____

Mental Health

15. Does your school employ a mental health professional (counselor, psychologist, social worker, substance abuse counselor) whose primary assignment is to provide counseling services to students?

- Yes
- No

(If 15= yes)

15a. How many of the mental health professionals whose primary assignment is to provide counseling services at your school work full-time/part-time? (enter number of full-time and number of part-time)

| | |
|---------------------|--|
| Number of full-time | |
| Number of part-time | |

IV. SCHOOL SECURITY/SURVEILLANCE

The questions in this section of the survey ask about security practices at your school. Because the public release of such information might compromise safety and security plans, Virginia Codes §2.2-3705.2 and §22.1-279.8 allow such information to be protected from release under the Freedom of Information Act (FOIA). This protection will automatically be given for answers to questions in this section.

Please note, the DCJS Virginia Center for School and Campus Safety will report the information in this section in an aggregated format for all schools, but it will not release specific information from identified schools.

16. Review the following list of security strategies and select those that were in place at your school during the 2014-2015 school year. (select all that apply)

- Someone is stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in
- Main entrance of the school building or campus is secured by a controlled access system during school hours

- School grounds are secured by a controlled access system during school hours
- All exterior entrances to the school building or campus are locked during school hours
- All classrooms in the school can be locked from both the inside and the outside of the classroom
- None of the above
- Other

Safety-Related Personnel

17. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school during the 2014-2015 school year (include both full time and part time personnel)?

- Yes
- No

(if 17 = yes)

17a. Was/were the safety/security personnel working at your school full time, part time or did your school employ both full time and part time? (*Full time = at your school at all times during each school day; Part time = at your school only part of the school day or some days*)

- Full time
- Part time
- Used both full time and part time

(If 17a = FT or both)

17a-1. What type/s of safety/security personnel were working full time at your school?
(select all that apply)

- School Resource Officers (SROs)
- School Security Officers (SSOs)
- Other (describe) _____

(If 17a = PT or both)

17a-2. What type/s of safety/security personnel were working part time at your school?
(select all that apply)

- School Resource Officers (SROs)
- School Security Officers (SSOs)
- Other (describe) _____

(if 17a-1 and/or 17a-2= SSO)

17a-3. Please provide the name and email address for each SSO currently working at your school.

(if 17a-1 and/or 17a-2= SRO)

17a-4. Please provide the name and email address for each SRO currently working at your school.

Safety-Related Conditions

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

- Yes
- No
- Don't know

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

- Yes
- No
- Don't know

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

- Yes
- No

V. THREAT ASSESSMENT

Virginia Code § 22.1-79.4 states *“Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety...”* and *“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.”* The law 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.”*

Here are some important points to keep in mind in answering the questions in this section.

- 1) These questions should be answered in consultation with a knowledgeable member of your threat assessment team.
- 2) You will need to refer to your threat assessment case records to answer many of these questions.
- 3) A threat assessment is conducted when a person makes a verbal threat or engages in behavior that is perceived as threatening to themselves or others. Threats can be made in any medium, and can be oral, written, digital, or behavioral. Threats can be communicated directly toward an intended target, they can be communicated to third parties, or they can be found in writings or behaviors that are discovered but not communicated to anyone intentionally. In ambiguous cases, the decision to conduct a threat assessment can require a judgment by school authorities that a threat assessment is needed.
- 4) For purposes of this report, an inspection of the school building or an evaluation of school security needs is not a threat assessment.
- 5) The state code includes threats to harm self under the umbrella of threat assessment, but the response to a student who is suicidal or self-injurious differs from the response to a student who threatens to harm others. As a result, schools should maintain records that distinguish between cases involving a threat to others versus a threat to harm self (as well as cases with both kinds of threats).
- 6) When a student engages in aggressive behavior such as a fight, a threat assessment may be conducted with a focus on whether the student is at-risk for further aggressive behavior. In these cases, questions about whether the student carried out the threat are concerned with actions occurring after the threat assessment and not the aggressive behavior that precipitated the threat assessment.

7) Throughout this section of the survey, when the term “threat” is used it includes threats made directly and threats made implicitly.

- A direct threat is made when the threat is communicated to the intended target.
- An indirect threat is made when the threat was not communicated to the intended target, but was communicated to a third-party.
- An implicit threat is made when the threat was not overtly communicated but was implied by behaviors and actions of concern

21. Please provide the name and contact information for a knowledgeable member of your threat assessment team who can respond to any questions we might have about your survey responses.

| | |
|---------------|--|
| Name | |
| Title | |
| Email address | |

Awareness of Threat Assessment Process and Policies

22. Did your school provide information about your school’s threat assessment policies and processes to students, staff, or parents to make them aware of threat assessment policies and processes and not just in response to a specific threat?

- Yes
 No
 Don’t know

(if 22 = yes)

22a.. What type(s) of informational methods were used to provide these groups with awareness of your school’s threat assessment policies/processes? (Indicate the methods used to inform each of the listed groups. Select all that apply)

| | Brochure or other paper document | Website/email and/or social media | Verbal presentation (classroom, assembly or other group meeting) | Other |
|--------------|----------------------------------|-----------------------------------|--|--------------------------|
| Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Threat Assessments Conducted in 2014-2015

For the next series of questions, we want to know about the number of threat assessments conducted by your school’s threat assessment team. For each question, please report the number of cases regardless of their risk classification.

23. What was the total number of threat assessments conducted by your school’s threat assessment team in 2014-2015? _____

(if 23 = 0, will go to 23a)
 (if 23 = 1 or > 1, will go to 23b)

23a. You responded that your school’s threat assessment team conducted no threat assessments during the 2014-2015 school year. Is this correct?

- Yes (if 23a = Yes, will answer “last question” and then end survey)
 No (if 23a = No, will go to 23b)

23b. You reported that your school conducted (#) of threat assessments in 2014-2015. Of these, how many involved threats made by persons from each of the following groups?

(Enter the number of threat assessments conducted on persons from each of the groups listed below. If no threat assessments were conducted on persons from a listed group, enter 0. If the threat was made by two or more individuals, count each individual who was assessed as a separate threat assessment. The sum total of the number of threat assessments conducted for all listed groups should equal the number of all threat assessments that you reported in Q23.)

| | Number of Threat Assessments |
|---|------------------------------|
| Student from your school | |
| Student not from your school | |
| Student formerly from your school | |
| Faculty/staff currently employed by your school | |
| Faculty/staff formerly employed by your school | |
| Parent/guardian of a student | |
| Someone else | |

(if 23b “student from your school” = 0, will answer “last question” and then end survey)

(If 23b “someone else” > 0)

23b-1. You indicated that a threat assessment was conducted on someone else. Please describe this person(s)’s relationship to the school. _____

(At this point in the survey, respondents that did not conduct a threat assessment on a student enrolled in their school in 2014-2015 have been filtered out and have ended the survey. Only schools that did conduct a threat assessment on a student enrolled in their school in 2014-2015 remain.)

The rest of the questions apply only to cases involving a student enrolled in your school for at least one day during the 2014-2015 school year. Please do not include cases of threats made by persons who were not students in your school during 2014-2015.

23b-2. In Question 23b, you reported that your school conducted (#) threat assessments on students from your school in 2014-2015. For each type of threat listed below, indicate the number of threat assessment cases in which a student threatened to act in the manner described.

| Type of threat | Number of cases |
|---|-----------------|
| Threatened to harm someone other than self but did not threaten suicide or self-harm? | |
| Threatened to harm someone other than self AND threaten suicide or self-harm? | |
| Threatened to commit suicide but not threaten others? | |
| Threatened to self-harm (such as cutting), but not threaten others? | |

24. Many threat assessment teams classify cases by the severity of risk/threat. Please review the classification systems below (or use this [link](#)) and select the one that your threat assessment team used in 2014-2015. *(select one)*

DCJS Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines
(includes classifications: Imminent Risk, Serious Risk, Moderate Risk, Low Risk)

UVA Guidelines for Responding to Student Threats of Violence
(includes classifications: Very Serious Substantive Threat, Serious Substantive Threat, Transient Threat)

Other

(LINK: This is the information that will be provided in the link under Terms/Definitions)

| DCJS - Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines | |
|--|---|
| Classification | Description |
| Imminent Risk | The person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified target(s). |
| High Risk | The person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan. |
| Moderate Risk | The person/situation does not appear to pose a threat of violence at this time but exhibits behaviors that indicate a continuing intent to harm and potential for future violence. |
| Low Risk | The person/situation does not appear to pose a threat of violence and any underlying issues can be resolved easily. |

| UVA - Guidelines for Responding to Student Threats of Violence | |
|---|--|
| Classification | Description |
| Very Serious Substantive Threat | The threat is to kill, rape, or inflict serious injury with a weapon and could not be resolved as a transient threat. |
| Serious Substantive Threat | The threat is to assault, strike, or beat up someone and could not be resolved as a transient threat. |
| Transient Threat | The threat is an expression of humor, rhetoric, anger, or frustration that can be resolved with a clarification and/or apology so that there is no sustained intent to harm someone and no need for further protective action. |

25. Please provide the total number of threat assessments that resulted in classifications for each of the listed risk/threat classification levels.

- In Column A (Number of All Cases) provide the number of all student threat assessment cases for each risk/threat classification level.
- In Column B (Number of Suicide/Self-Harm Only Cases) provide the number of student threat assessment cases that involved suicide or self-harm only and did not involve a threat of harm to others for each risk/classification level.

(if 24 = DCJS)

| Case Risk/Classification Level | Column A Number of All Cases | Column B Number of Suicide/Self-Harm Only Cases |
|---------------------------------------|--|---|
| Imminent threat | | |
| High risk threat | | |
| Moderate risk threat | | |
| Low risk threat | | |

(if 24 = UVA)

| Case Risk/Classification Level | Column A Number of All Cases | Column B Number of Suicide/Self-Harm Only Cases |
|---------------------------------|---------------------------------|--|
| Very serious substantive threat | | |
| Serious substantive threat | | |
| Transient threat | | |

(if 24 = Other)

You indicated that your school uses a different classification system. Describe each category and the number of cases in the space below.

| Case Risk/Classification Level | Column A Number of All Cases | Column B Number of Suicide/Self-Harm Only Cases |
|--------------------------------|---------------------------------|--|
| | | |
| | | |
| | | |
| | | |

→ Throughout this section of the survey, when the term “threat” is used it includes threats made directly and threats made implicitly. 1) A direct threat is made by when someone clearly communicates a threat to the intended target or a third-party. 2) An implicit threat is made when someone exhibits behavior that is perceived as threatening but a direct threat is not made.

Threat Assessment Case Data

In this section, you will be asked to provide information for up to 5 cases that occurred in your school during the 2014-2015 school year for which your threat assessment team conducted a threat assessment.

- Include only threats made by students enrolled in your school during the 2014-2015 school year.
- Do not include cases in which the identity of the student is unknown.

If you had five or fewer cases, report all of them.

If you had more than five cases, choose the following five to report:

- **Most serious case, in your judgment**
- **Least serious case, in your judgment**
- **The three most recent cases in the 2014-2015 year** (other than the most serious and least serious cases you have already selected)

CASE 1

1-1. Which type of case are you reporting as Case 1? (select one)

- most serious case
- least serious case
- one of our most recent cases

1-2. Which of the following best describes this case?

student made a threat of self-harm or suicide only
student made a threat that involved both self-harm/suicide and harm toward others
student made a threat toward others only

(if 1-2 = self-harm only or self-harm and harm toward others)

1-2a. Since the student threatened self-harm/suicide in this case, was a suicide assessment completed?

- Yes
- No
- Don't know

Threat Report

1-3. When was the threat assessment conducted for this case? *(select one)*

| | |
|----------------|---------------|
| July 2014 | February 2015 |
| August 2014 | March 2015 |
| September 2014 | April 2015 |
| October 2014 | May 2015 |
| November 2014 | June 2015 |
| December 2014 | July 2015 |
| January 2015 | |

1-4. Who initially reported the threat or behavioral concern about the student to the threat assessment team/school authorities? *(select all that apply)*

- Student
- Faculty
- Administrator
- Student support staff (counselor, psychologist, etc.)
- Facility support staff (bus driver, custodian, etc.)
- Parent
- Anonymous
- Other _____

Student that Made Threat

1-5. Did the student act alone in making the threat or did others participate in making the threat?

- Student acted alone
- Student did not act alone

(if 1-5 = did not act alone, they will see the message below)

The following questions ask about the student whose behavior was perceived as primary to the threat in this case. Please respond to the following questions in regard to the primary student involved. *(Do not report the other student(s) in additional case reports in regards to this specific event.)*

1-6. What is the student's gender?

- Female
- Male
- Unknown

1-7. What is the student's race/ethnicity? *(select all that apply)*

- Asian
- Black
- Hispanic
- White

Mixed race/ethnicity
 Unknown
 Other _____

1-8. In what grade was the student at the time of the assessment? (*select one*)

| | | |
|-------|---|-------------|
| Pre-K | 4 | 9 |
| K | 5 | 10 |
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | Other _____ |

1-9. Did the student receive Special Education services prior to the threat assessment? (*select one*)

Yes
 No
 Don't know

1-10. Did the student have a history of violent behavior in school, violent behavior away from school, or discipline referrals prior to the threat? (*Violent behavior includes fighting, assault, and attempt to injure others with a weapon.*)

| | Yes | No | Unknown |
|--|-----------------------|-----------------------|-----------------------|
| History of violent behavior in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| History of violent behavior away from school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| History of discipline referrals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Threat Information

1-11. What was the nature of the threatening behavior? (*select all that apply*)

Arson
 Battery without a weapon (*hit, fight, kick, strangle, etc.*)
 Bomb: Possession of a bomb
 Bomb: Threat of a bomb (*no possession*)
 Other explosive device that is not a bomb (*such as fireworks*)
 Homicide (*threat to kill*)
 Sexual (*threat to rape, molest*)
 Self-harm/suicide and harm toward others
 Self-harm/suicide only (no harm toward others)
 Weapon: Possession of a weapon (*no use of the weapon*)
 Weapon: Use of a weapon
 Unspecified threat to harm (*threat to "hurt" or "get" someone with no mention of method*)
 Other _____

(*if 1-11 = possession of a weapon or use of a weapon*)

1-11a. Indicate the type(s) of weapon(s) that was possessed/used. (*select all that apply*)

Firearm
 Look-alike non-firearm (*such as a toy gun, pellet gun, water pistol, etc.*)
 Knife
 Edged weapon other than a knife
 Club, bat, board, or similar blunt object
 Other _____

(*if 1-11 = possession of a weapon*)

1-11b. Did the student have this weapon in his/her possession or on school property at the time of the threat or when attempting to carry out the threat?

- Yes
- No

1-12. How was the threat in this case communicated? *(select one)*

- Directly - threat was communicated to the intended target
- Indirectly - threat was not communicated to the intended target, but was communicated to a third-party
- Implicitly - threat was not overtly communicated but was implied by behaviors and actions of concern

(if 1-12 = directly or indirectly)

1-12a. How was the threat specifically communicated? *(select all that apply)*

- Electronic (website, text, email, social media etc.)
- Spoken threat (including gestures that communicate a threat)
- Telephone
- Written (not electronic)
- Other _____

(if 1-2 = both or others only)

1-13. How many individuals were threatened?

- One
- Two
- More than two
- Other ____

(if 1-2 = both or others only)

1-14. Who was the intended target? *(select all that apply)*

- Student(s)
- Faculty
- Staff
- Administrator
- No specific victim, but general group (e.g., school or community)
- Other _____

(if 1-14= student, faculty, staff, or admin)

The following questions ask about the demographics of the identifiable primary target (victim) in this case.

1-14a. What is the primary target's gender?

- Female
- Male
- Unknown

1-14b. What is the target's race/ethnicity? *(select all that apply)*

- Asian
- Black
- Hispanic
- White
- Mixed race/ethnicity
- Unknown
- Other _____

(if 1-14 = student)

1-14c. Did the primary target receive Special Education Services at the time of the threat?? (select one)

- Yes
- No
- Don't know

1-14d. In what grade was the primary target of the threat at the time of the threat? (select one)

- | | | |
|-------|---|-------------|
| Pre-K | 4 | 9 |
| K | 5 | 10 |
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | Other _____ |

1-15. What was the threat classification of this case as determined by the formal assessment conducted by the threat assessment team?

(if 24 = DCJS) (select one)

- Imminent threat
- High risk threat
- Moderate risk threat
- Low risk threat

(if 24 = UVA) (select one)

- Very serious substantive
- Serious substantive
- Transient

(if 24 = Other) (fill in the classification based on the system used by your school)

1-16. Which of the following responses were used in this case? (select all that apply)

- Student gave explanation or apology for threat
- Student warned about the consequences of carrying out the threat
- Increased monitoring of the student
- Followed discipline procedures per school conduct policy
- Changed the student's class schedule
- Developed a behavior intervention plan or safety plan for the student
- Consulted with the student's parent/guardian about the threat
- Notified the School Resource Officer or School Security Officer or other law enforcement
- Notified the superintendent or designee
- Notified the intended target(s)
- Consulted with the intended target's parent/guardian about the threat
- Referred the student for school-based counseling
- Reviewed existing IEP
- Reviewed existing 504 Plan
- Referred student for special education evaluation
- Referred student for mental health evaluation or services outside of the school system
- Mental Health referral (outside of school system)
- Mental Health referral (Inside school system)
- Student was hospitalized for psychiatric/behavioral reasons
- Provided direct supervision of student until custody transferred to parent or law enforcement
- Other _____

Outcomes

1-17. What was the outcome of the threat?

(select one; only select the "not averted" response if there was a violent act committed after the threat assessment was conducted)

No attempt has yet been made to carry out the threat

An attempt was made to carry out threat, but it was not successful (threat attempted and averted)

The threat was carried out after a threat assessment was conducted (not averted)

(if 1-17= attempt made, not successful)

1-17a. You reported that an attempt was made to carry out the threat, but it was not successful.

Please briefly describe what happened. *(What violent act was attempted, against whom, and how was it averted?)*

(if 1-17= threat was carried out after the TA)

1-17b. You reported that the threat was carried out after a threat assessment was conducted. Please briefly describe what happened. *(What violent act was carried out, against whom, and was anyone injured?)*

1-18. What disciplinary actions/law enforcement actions were taken with the student who made the threat? *(select all that apply)*

Reprimand (student told that his/her actions were wrong)

Detention (student required to remain after school)

Suspension (in school)

Suspension (out of school)

Recommended for expulsion; expulsion reduced to out of school suspension

Expelled by school board

Student arrested

Student placed in juvenile detention

Student charged with offense by law enforcement

None

Other _____

(if 1-18 = "suspension out-of-school" or "recommended for expulsion; expulsion reduced to out of school suspension")

1-18a. You responded that the student received out of school suspension. For how many days was the student out of school on suspension? ____ (provide number of days in a numeric format)

1-19. What changes, if any, were made in the student's school placement? *(select all that apply)*

Student returned to original school - no change in placement

Student transferred to a regular school

Student transferred to alternative school or similar

Student placed on homebound instruction

Student changed residence resulting in change in school

Other _____

(if 1-14 = student, faculty, staff or admin)

1-20. What was the response to the (intended) target(s)/victim(s)? *(select all that apply)*

Supportive counseling

Notified parents/guardian

Altered class schedule

Advised victim/guardians of right to report to law enforcement

Increased monitoring of the student that made threat

Informed victim/guardian of outcome for person that made threat

No response provided
Other _____

Case Update

1-21. Which threat assessment team members were involved in the assessment and/or follow-up interventions with the student who made the threat? *(select all that apply)*

Administrator
Counselor
Law enforcement (e.g., SRO)
Instructional staff/faculty
Psychologist
Social worker
Other _____

1-22. Please provide any additional information that you think we should know about this case, such as any special circumstances or outcomes. ____

(if 1-1 = most serious case)

1-24. In response to a previous question, you indicated that this was your school's most serious case for which a threat assessment was conducted. For the MOST SERIOUS case only, we need a narrative case description. To facilitate the case descriptions and make them consistent across schools, please use the following structure:

- Describe the threat behavior, who was threatened, and the circumstances in which it occurred. Do not disclose any names.
- Describe the reasons why the threat was considered serious.
- Describe what actions were taken in conducting the threat assessment (e.g., witnesses interviewed).
- Describe the student's response to the threat assessment.
- Describe the response of the intended target (victim) of the threat:
- Describe the actions taken to resolve the threat, maintain safety, and/or address the student's needs.
- Describe the outcome of the threat assessment process. Was anyone injured? What happened with the student?

(At the very end of the survey)

Last question: What kind of training in threat assessment would be most helpful to your school? ____

CASE 2

(Will have the same questions as Case 1, Q1 - 22 for up to 5 cases)