

# The 2018 Virginia School and Division Safety Survey Results



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# I. EXECUTIVE SUMMARY

Since 1997, state law requires all public schools to conduct school safety audits ([§ 22.1-279.8](#)). The purpose is to assess the safety conditions of schools, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Responses and solutions based on the audits include recommendations for structural adjustments, changes in school safety procedures, and revisions to school divisions' student code of conduct. The school and division surveys discussed in this report are one component of the School Safety Audit Program. Throughout this report, findings reflect the 2017–2018 school year and statistics reflect 1,955 schools (N = 1,955) or 133 school divisions<sup>1</sup> (N = 133) unless otherwise noted.

## Findings from the School Safety Survey

- There were 1,955 responses to the 2017–2018 school safety survey received from Virginia's public schools. Of these, most were elementary schools (1,102), followed by middle schools (341), high schools (315), and other types of schools (197). All schools (100%) complied with the requirement to complete the survey.
- Most schools (95%) reported having at least one full-time or part-time, school-based mental health (MH) professional whose primary role was to provide counseling services to the students in 2017–2018. There were 105 schools (5% of all schools) that reported having no mental health professionals. The rate of mental health professionals per 1,000 students statewide was 3.53 for full-time and 1.86 for part-time. Rates for full-time mental health professionals were higher in middle, high, and other schools than in elementary. On average, schools estimated that full-time MH professionals spent 52% of their time, and part-time MH professionals spent 45% of their time on providing mental health counseling and support to students.
- A majority of schools (62%) reported they had safety/security personnel working full-time or part-time during the 2017–2018 school year. School resource officers (SROs) worked in 1,079 schools (55%), school security officers (SSOs) worked in 432 schools (22%), and private security personnel worked in 19 schools (1%). Safety/security personnel working full or part-time were reported by 41% of elementary schools, 93% of middle schools, 96% of high schools, and 67% of other types of schools.
- The estimated number of individuals working as SROs/SSOs statewide based on information reported by the schools was 764 individuals working as SROs and 836 individuals working as SSOs.
- Most schools with SROs (85%) reported that their school division had a current memorandum of understanding (MOU) with their local law enforcement agency for the placement of SROs in division schools.
- Few schools with SROs (11%) reported that the principal or assistant principal was part of the SRO selection process.
- Schools reported that the top three types of training their SROs would benefit from were mental health issues in childhood and adolescence, working with students with special needs, and counseling/helping skills and techniques.
- Mental health issues in childhood and adolescence/mental health awareness was frequently cited as the most needed training topic in multiple survey questions. It was cited by 69% of schools as needed for schools' administration/faculty/staff, by 52% of schools as needed for SROs, and by 61% of schools as needed for SSOs.
- Of the 432 schools with SSOs, 24% have SSOs with previous law enforcement experience. Of the 836 individuals working as SSOs, 17% were reported to have previous law enforcement experience.
- Two-thirds of schools with SSOs (66%) reported that the principal or assistant principal was part of the SSO selection process.
- The top three types of training the schools said their SSOs would benefit from were mental health issues in

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<sup>1</sup> The 133 school divisions include 132 traditional divisions and the Virginia Department of Juvenile Justice Division of Education.

## 2018 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

- childhood and adolescence, working with students with special needs, and crisis and emergency planning.
- Overall, 29% of the schools activated some portion of their school's crisis management plan during the 2017–2018 school year due to an actual critical event or emergency. The rate was highest among high schools (42%) and lowest among elementary schools (24%).
  - Two-thirds of schools (68%) reported that local first responders have electronic/internet-based access to current floor plans for the school in case they need to respond to a large-scale security incident.
  - Most schools (81%) reported that first responders have access to the school building during a lockdown so they do not have to breach doors or windows to gain access.
  - Sixty-five percent of schools reported that school administrators can communicate with law enforcement/first responders via radio when they are inside the school building. This rate was higher among middle (73%) and high schools (76%).
  - Most schools (91%) reported that they conduct background checks on volunteers who work with students (not including parents/guardians).
  - Overall, 73% of those persons serving as a threat assessment team member at their school received threat assessment training in the past three years.
  - Most schools (85%) reported that their threat assessment team met at least once during the 2017–2018 school year. The average number of threat assessment team meetings among all schools were 6.28 for the year; the median number was three.
  - Threat assessment case records were most frequently stored with school administration (49%) or school counselors (36%).
  - Eighty percent of schools reported conducting one or more threat assessments in 2017–2018. A total of 14,869 threat assessments were conducted by all schools.
  - In most of the threat assessments that were conducted, a current student of the school was the subject of the threat assessment (98%).
  - Of the 14,869 threat assessments conducted, 56% involved threats to self only (self-harm, suicide), 39% involved threats to others only, and 5% involved threats to self and others.
  - Of the 14,869 threat assessments conducted, 1,472 (10%) were classified at the highest threat level (imminent/high risk, very serious substantive) at some point in the threat assessment process. Of these, only 42 resulted in a related act occurring.
  - The top three types of school safety training reported as most needed by the schools' administration, faculty, and/or staff were mental health problem awareness and recognition (69%), de-escalation and mediation (59%), and alternatives to suspension and expulsion (52%).
  - Few schools (21%) reported having someone at the school administration level specifically responsible for monitoring social media to detect and mitigate potential threats and other safety issues.
  - Each school was asked to identify the primary issue affecting the physical safety and well-being of students and staff at their school. The top three identified were lack of designated security personnel (26%), lack of fencing or other peripheral security (18%), and multiple building/portable classrooms (13%).
  - Each school was asked to identify the primary issue affecting the mental/emotional safety and well-being of students and staff at their school. The top three identified were unmet mental health needs/limited mental health resources (50%), counseling personnel tasked with non-mental health-related assignments (11%), and lack of counseling personnel for students (11%).

## Findings from the Division Survey

- There were 133 responses from school superintendents or their designees to the 2017–2018 division survey. This includes 132 school divisions and the Virginia Department of Juvenile Justice Division of Education. All divisions (100%) complied with the requirement to complete the survey.
- Statewide, divisions employed 3,669 full-time and 109 part-time, school-based mental health professionals hired by the school divisions to serve specific schools or a combination of schools. Mental health services were also provided by 1,259 full-time and 64 part-time day treatment program counselors, and by 509 full-time and 56 part-time counselors that worked in the schools through a memorandum of understanding with a community agency.
- There were 15 divisions that reported employing no full-time, school-based mental health professionals hired by the school division and 95 divisions that reported employing no part-time school-based mental health professionals.
- Sixty-five percent (86 divisions) employ a Director of School Safety or Director of School Security (or person of similar title whose responsibility is the oversight of school safety-related activities).
- In most divisions (86%), the role of Emergency Manager was assumed in addition to someone's primary position. Few divisions (8%) employ someone for whom Emergency Manager is their primary role.
- Most divisions (89%) have a memorandum of understanding (MOU) in place to facilitate the partnership between schools and law enforcement.
- Nearly all divisions (96%) had SROs working at some of their division's schools, while one-quarter of the divisions (24%) had SSOs working at some of their division's schools.
- Divisions reported that most SROs (91%) were funded locally. Of the 127 divisions with SROs, 50% reported SROs were funded by the local law enforcement agency (LEA), 8% were funded by the school division, and 35% were funded through a combination of division and LEA funds.
- Twenty-seven divisions (20%) reported applying for SRO grant funds last year, 95 divisions (71%) did not, and 11 divisions (8%) did not know.
- The 95 divisions that *did not* apply for SRO funds last year were asked the reason(s) why they did not. Of these, the majority (57%) said that their SROs were not eligible since there were supported with local funding.
- Of the 32 divisions with SSOs, 56% were supervised at the school level by the principal/administrator, 34% were supervised by the Director of School Safety or other division leader, and 3% by a lead SSO at the division level.
- The divisions that reported having SSOs, reported their division's current policy on allowing SSOs to be armed as follows: 27 divisions do not allow SSOs to be armed in schools and are not considering changing this policy in the near future, 3 divisions allow SSOs to be armed, and 1 division does not currently allow SSOs to be armed but is considering allowing it.
- Most divisions have formal written processes or protocols that direct receiving notification on certain Code listed offenses from law enforcement (78% of divisions), and for providing notification on the same to law enforcement when committed by students (85% of divisions). However, in comparing the divisions' and schools' responses about notification protocols, differences were found that suggest many divisions need to make more efforts to inform their schools about the existence of these notification protocols.
- Nineteen divisions (14%) require their schools to conduct additional lockdown drills besides the four lockdown drills required in *Virginia Code § 22.1-137.2*.
- The top three recommendations for physical safety improvements submitted to school boards by the divisions were additional security cameras (43%), improvements in communication (23%), and access control systems (17%).
- Ninety-seven divisions (73%) reported having oversight committees for their schools' threat assessment teams.
- Most divisions (87%) have a written process/policy for notifying local law enforcement or other institutions when a threat is made by students or non-students.
- Just over two-thirds of divisions (69%) reported that they have a written policy or procedure for the maintenance of threat assessment case records.

## 2018 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

- The top three challenges reported by divisions in setting up teams or conducting threat assessments were limited staff and staff turnover/retention (53%), team coordination/scheduling (45%), and training for new staff and team members (44%).
- Divisions' primary issue concerning the physical safety and well-being of their students and staff was the lack of designated security personnel.
- Divisions' primary issue concerning the mental/emotional safety and well-being of students and staff was unmet mental health needs/limited mental health resources in the community.
- Two-thirds of divisions (67%) reported having no specific process for monitoring social media to detect and mitigate potential threats and other safety issues, 20% reported someone at the division level is responsible, and 7% have contracted with a cyber security company to monitor social media for them.

## II. INTRODUCTION

Since 1997, state law has required all public schools to conduct school safety audits ([§ 22.1-279.8](#)). The purpose is to assess the safety conditions within individual schools and at a division level, as applicable, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Based on the results of the audit, in combination with a review of the other components of the School Safety Audit Program, schools and divisions can develop responses and solutions to identified vulnerabilities, which may include recommendations for structural adjustments, changes to safety procedures, and/or revisions to the student code of conduct.

To date, the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) has developed five components for the School Safety Audit Program:

- Virginia School Safety Survey (annually)
- School Division Level Survey (annually or as determined by the VCSCS)
- Virginia School Crisis Management Plan Review and Certification (annually)
- Virginia Secondary School Climate Survey (administered in spring; for more information, link to [www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey](http://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey), which also has links to the Climate Survey Technical Reports for 2013–2018)
- The School Safety Inspection Checklist for Virginia Public Schools (every three years)

The DCJS Virginia Center for School and Campus Safety, in consultation with the Virginia Department of Education, is responsible for developing the list of items to be reviewed and evaluated in the school safety audits required by the *Code of Virginia*, as well as a standardized report format for school safety audits, additional reporting criteria, and procedures for report submission. School safety data for the annual school safety audit process has been collected by the VCSCS since 2005.

The survey is updated each year to maintain its relevance. Changes to the school safety survey(s) are made in anticipation of emerging best practices and to gather data to inform policymakers. All data are available to school divisions to inform their practices and guide decision making regarding student and staff safety. However, the *Code of Virginia* allows for some or all of the data to be protected from release to the public for safety and security reasons.

# III. SURVEY METHODOLOGY

The Virginia School Safety Survey is conducted annually and collects information about safety-related issues and practices in individual schools. The survey includes questions about the school’s crisis planning, threat assessment practices, security strategies and concerns, school climate, staffing of mental health professionals, and school security/safety staff.

All of the 1,955 public schools operating<sup>2</sup> in Virginia in the 2017–2018 school year completed the survey, providing 100% compliance in the School Safety Audit Program. The schools represent all of Virginia’s 132 school divisions, the Virginia Department of Juvenile Justice Division of Education, as well as Virginia’s Academic-Year Governor’s Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, and the Virginia School for the Deaf and the Blind.

School survey findings are organized by the following categories: Types of Schools; Enrollment; Safety-Related Personnel and Partnerships; Emergency Planning, Drills, and Response; Threat Reporting and Assessments; Concerns, Training, and Resource Needs; and School Climate. Throughout this report, findings reflect the 2017–2018 school year and statistics reflect 1,955 schools unless otherwise noted.

School division survey findings follow and are organized by the following categories: School Identification and Demographics; Safety-Related Personnel and Partnerships; Emergency Planning, Drills, and Response; Threat Reporting and Assessments; and Concerns, Training, and Resource Needs.

Copies of the survey instruments may be found in Appendix B.

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<sup>2</sup> For purposes of this survey, DCJS defined “school” as any separate physical structure that houses and instructs public school students during school hours. This is different from the Virginia Department of Education’s (VDOE’s) definition and is why their count of the number of schools is different. VDOE defines a school as “a publicly funded institution where students are enrolled for all or a majority of the instructional day; those students are reported in fall membership at the institution and the institution, at minimum, meets requirements adopted by the Board of Education.”

# IV. FINDINGS FROM THE 2017–2018 VIRGINIA SCHOOL SAFETY SURVEY

## 1. SCHOOL IDENTIFICATION AND DEMOGRAPHICS

### Types of Schools

#### Q. Which of the following best describes your school?

There were 1,955 responses to the 2017–2018 school safety survey received from Virginia’s public schools. All schools (100%) complied with the requirement to complete the survey. Schools identified themselves as follows:

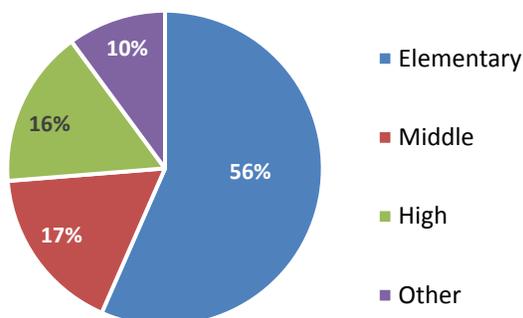
School type	Number	Percent	School type	Number	Percent
Elementary	1,092	56%	Governor’s	7	<1%
Middle	341	17%	Charter	6	<1%
High	306	16%	Magnet	4	<1%
Combined Grades	59	3%	Primary	3	<1%
Alternative	48	3%	Other	3	<1%
Career/Technical/Vocational	44	2%	Adult Ed	1	<1%
Pre-Kindergarten	28	1%	Correctional Education	1	<1%
Special Education	11	1%	School for Deaf and Blind	1	<1%

For purposes of more detailed analyses throughout this report, schools were coded as elementary, middle, high, or other. This distinction was based on their grade levels and/or purpose, as follows:

- Elementary Typically grades K–5 but may include grade 6 (if school has grades K–7, it was coded as “other”). Elementary also includes intermediate schools which are typically grades 3–5 or grades 4–6, and also includes primary schools which are typically grades K–2.
- Middle Typically grades 6–8 but may include grade 9. A few schools have grades 4–7 and a few have only grades 5 and 6, or only grades 8 and 9.
- High Typically grades 9–12 but may include grade 8.
- Other This includes all schools that do not fit into the above categories, such as combined schools, and others that have a specific purpose, such as pre-K, alternative, technical, special education, correctional education, adult education, and school for deaf and blind.  
*Note: Governor’s schools, magnet schools, and charter schools were coded according to their grade levels.*

Using this coding scheme, elementary schools (N = 1,102) represented 56% of the schools, middle schools (N = 341) represented 17%, high schools (N = 315) represented 16%, and other schools (N = 197) represented 10% of the schools.

Chart 1: Types of Schools 2017-2018 (coded)



(Percentage total does not equal 100% due to rounding.)

## Enrollment

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

Generally, schools with the largest enrollments are high schools, while other schools and elementary schools have smaller enrollments. The school with the largest enrollment in 2017–2018 was a combined school that included grades 7–12 with an enrollment of 4,843 students.

Enrollment range	Number of schools by type				Total
	Elem	Middle	High	Other	
1–50	0	1	1	26	28
51–250	81	17	15	75	188
251–500	394	66	43	58	561
501–1000	608	165	74	29	876
1001–1500	18	84	72	6	180
1501–2000	1	8	67	0	76
2001–2500	0	0	33	0	33
2501–3000	0	0	9	1	10
3001+	0	0	1	2	3
Total	1,102	341	315	197	1,955

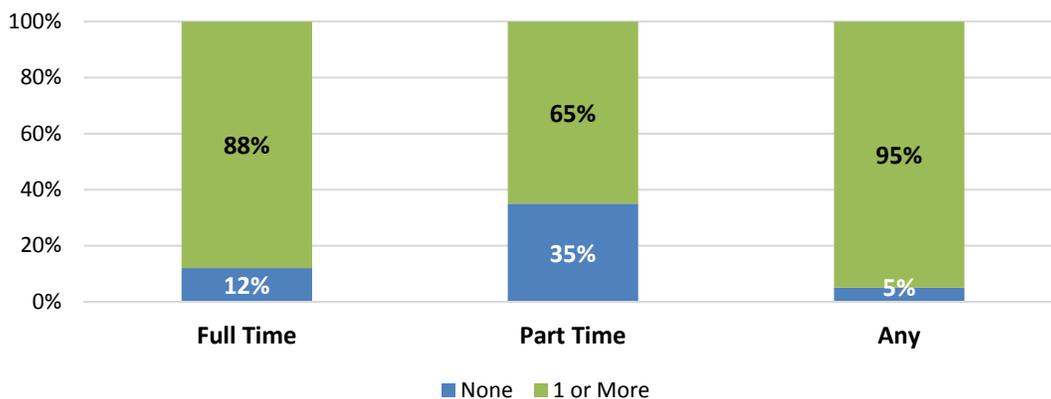
## 2. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

### Mental Health Professionals

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

Most schools (88%) reported having at least one full-time (FT) and a majority (65%) have at least one part-time (PT) mental health (MH) professional. While most schools (95%) reported having at least one full-time and/or part-time mental health professional, there were 105 schools (5%) that reported having no mental health professionals at all. This number is a slight improvement from last year when 118 schools (6% of all schools) reported having no mental health professional.

Chart 2: Schools with One or More MH Professionals vs. Schools with None



Note: For the analysis of FT MH professionals, the N = 1,954 instead of 1,955 due to one school reporting an outlier of 104 FT MH professionals in this category. The next highest number of reported FT MH professionals by a school was 20.

The statewide average of mental health professionals per school differed based on full-time or part-time status.

- **FT mental health professional:** 2.36 per school average
- **PT mental health professional:** 1.24 per school average

**Rate of mental health professionals per 1,000 students**

The rate of MH professionals per 1,000 students was calculated for schools using their reported number of full-time or part-time MH personnel and each school’s fall enrollment number. The statewide rates for all schools were as follows:

- **FT mental health professional:** 3.53 per 1,000 students enrolled
- **PT mental health professional:** 1.86 per 1,000 students enrolled

Reviewing the rates by type of school show elementary schools with the lowest rate for full-time, and high schools with the lowest rate for part-time MH professionals.

	Rate per 1,000 students enrolled			
	Elementary N = 1,102	Middle N = 341	High N = 314/5*	Other N = 197
FT MH professional	2.68	4.11	4.20	4.90
PT MH professional	2.45	1.68	0.93	2.39

*\*For the analysis of FT MH professionals in high schools, the N = 314 due to one school reporting an outlier of 104 in this category.*

**Q. Among the mental health personnel working full-time and/or part-time at your school, estimate the percentage of time devoted specifically to mental health counseling/support.**

	Average amount of time	Number of schools reporting 0% of time
FT MH professional N = 1,717	52%	11
PT MH professional N = 1,257	45%	40

*Note: For FT MH professional, N = 1,717 the number of schools reporting having 1 or more FT MHs.*

*Note: For PT MH professional, N = 1,257 the number of schools reporting having 1 or more PT MHs.*

Schools estimated that full-time MH professionals spent a little more than half of their time (52%), and part-time MH professionals spent a bit less than half their time (42%) providing mental health counseling and support to students.

A few schools that reported having one or more FT or PT mental health professionals, also reported that zero percent of the MH professional’s time was devoted specifically to MH counseling and support. This was reported by 11 schools (1%) in regard to their full-time MH professionals, and by 40 schools (3%) in regard to their part-time MH professionals.

**Safety-Related Personnel**

**Q. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school during the 2017–2018 school year? If so, what type(s), how many, and did they work full-time or part-time at your school?**

Sixty-two percent of schools (1,203) reported having either school resource officers (SROs), school security officers (SSOs), or private security personnel working at their school either full-time or part-time.

**Private security personnel**

- 19 schools (1%) contracted with a private security agency
- 17 schools used unarmed security officers, 2 schools used armed security officers
- 14 schools used private security during school hours, 7 used for school events, 6 used for after-hours patrol

**School resource officers and school security officers**

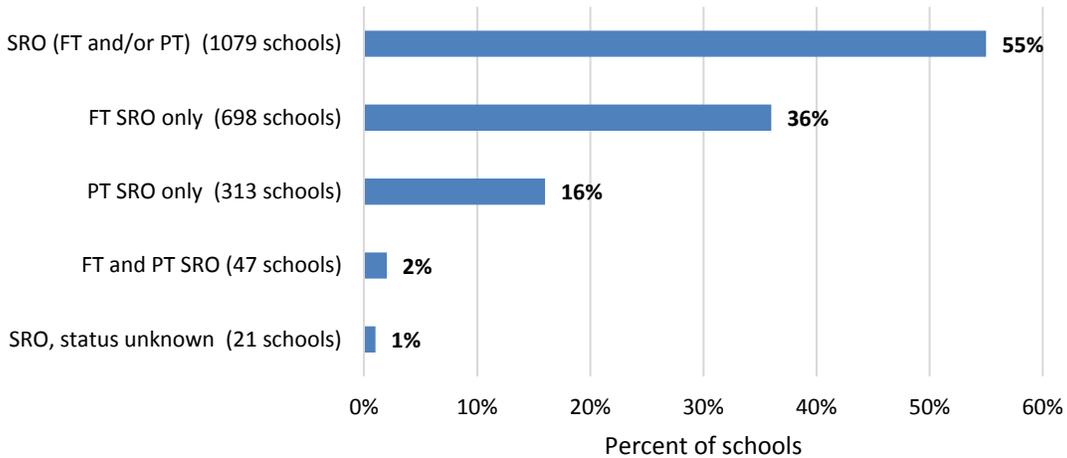
[§ 9.1-101](#) defines school resource officers and school security officers:

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

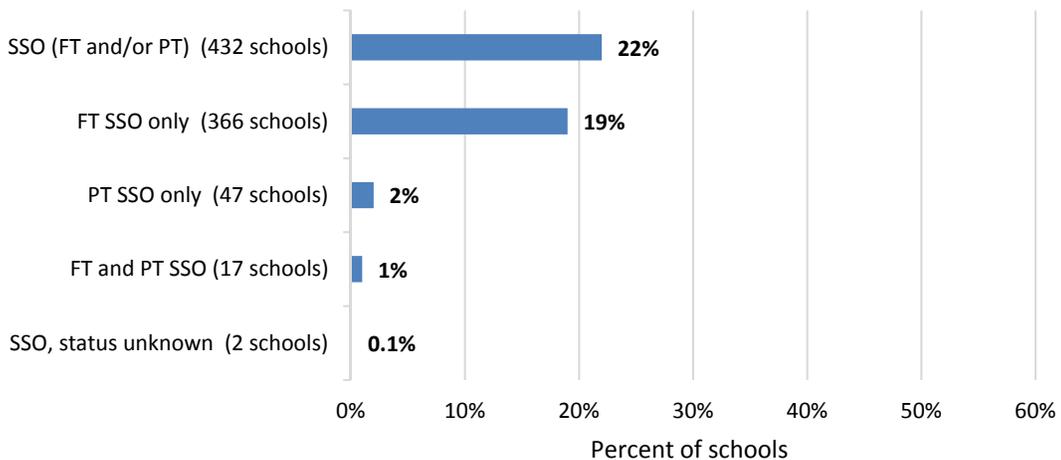
*“School security officer” means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property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

- 1,079 schools have SROs working at least part-time
- 432 schools have SSOs working at least part-time

**Chart 3: School Resource Officers in Schools**



**Chart 4: School Security Officers in Schools**



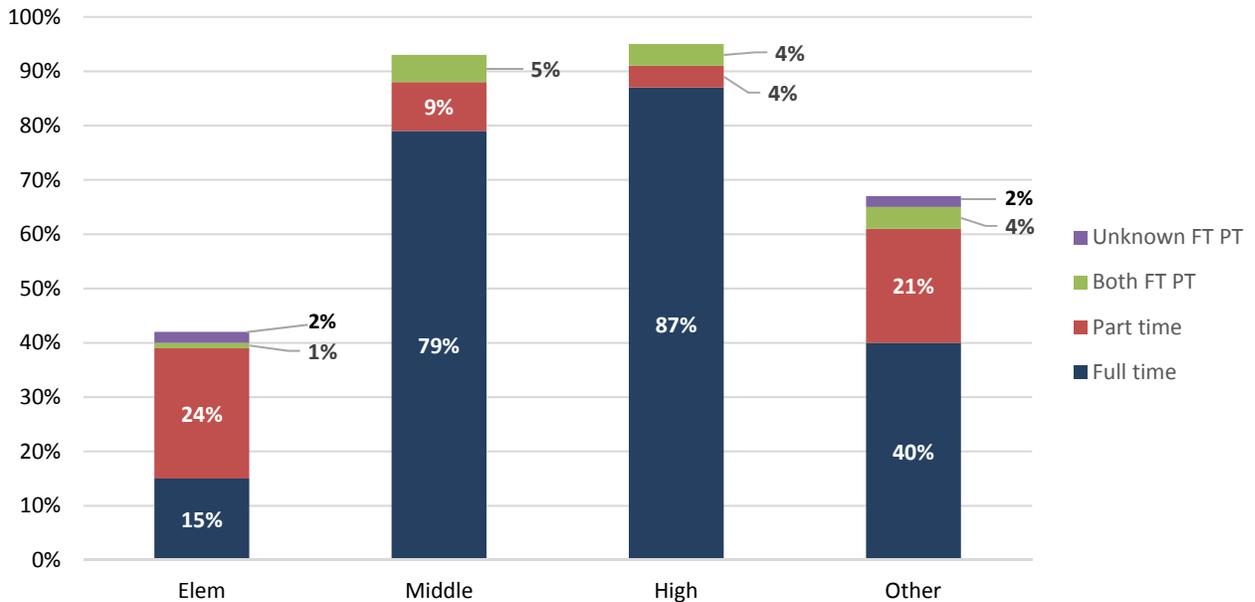
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Schools that reported having either SROs or SSOs were asked to provide information about the number of officers, whether officers worked at the school full-time or part-time, officers’ names and contact information (for up to 5 of each type), and for SSOs, whether they had previous law enforcement experience.

This information was examined for all schools and by the type of school. Among all schools, it was found that SROs work in more schools than SSOs (SROs worked in 55% of all schools, SSOs worked in 22% of all schools). However, in nearly one-third of the schools with SROs, the SROs worked part-time, and while SSOs work in fewer schools statewide, most of these schools reported that the SSOs worked full-time.

In examining schools that use SROs and SSOs by type of school, it was found that most middle and high schools have SRO and/or SSOs working in the schools full-time, while few elementary schools (15%) have full-time SRO and/or SSOs.

Chart 5: Schools with FT/PT SROs and/or SSOs



Note: On this chart, “Unknown FT PT” means that the school did not report name/status of their SRO/SSO so we do not have FT/PT status for these security personnel.

The number of individuals working as SROs/SSOs statewide was estimated based on the names and contact information provided by the schools for each person in these positions (schools provided contact information for up to five per category). By category, duplicate names within a division were counted as one individual working in multiple schools. (The estimate for SSOs is likely to be low since 24 schools reported having more than five SSOs.)

Type of security personnel	Total security personnel reported statewide	Range in number of security personnel reported
SRO	764 named individuals	5–0.25
SSO	836 named individuals	16–0.5

Note: One of the 1,079 schools with SROs reported 30 SROs working at the school. This is assumed to be an error (outlier) and was not included in the reported total and range.

**School Resource Officers – Additional Information**

The 1,079 schools that reported having an SRO during the 2017–2018 school year were asked additional questions about how the school works with SROs, about training on the role(s) of SROs, and training that would enhance the SRO’s role in the school.

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

- Most schools with SROs (912, 85%) reported that their school division does have a current MOU, 14% didn’t know, and 1% of schools does not have a current MOU.

The 912 schools with current MOUs were asked:

**Q. How familiar are you with the roles and expectations set out in the MOU?**

	Number of schools	Percentage of schools with SROs
Not at all familiar	44	5%
Slightly familiar	93	10%
Somewhat familiar	176	19%
Moderately familiar	365	40%
Extremely familiar	234	26%

The majority of schools (66%) report being extremely or moderately familiar with the expectations set out in the MOU.

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

- Most schools (928, 86%) reported that the principal or assistant principal was not part of the SRO selection process. Eleven percent (121 schools) were part of the selection process, while 24 schools (2%) reported “other.”

*[Other includes: (15) don’t know; (4) SRO is shared with another school; (3) limited – gave input on what was desired but not part of the selection process; (1) previous principal was part of the selection process; (1) security specialist was part of the selection process]*

**Q. For the most recently assigned SRO at your school, who had input on the role, duties, and responsibilities of the job? (For each listed person/entity, indicate how much they contributed to determining the SRO’s job duties.)**

Law enforcement agencies had the most input on the duties of the SROs in the schools, followed by division/central office administrators, then by principals or assistant principals. A few others were reported as having input on the SRO position’s duties.

	Level of input by percent of schools					
	All 5	Most 4	Some 3	Little 2	None 1	Don’t know
Law enforcement agency	36%	37%	16%	<1%	<1%	11%
Division or central office administrator	16%	26%	30%	7%	7%	14%
Principal or assistant principal	4%	13%	29%	14%	30%	9%
Someone else	<1%	<1%	<1%	0	45%	53%

(Percentage totals may not equal 100% due to rounding.)

*Someone else includes: (12) other division personnel; (8) other law enforcement personnel; (2) school board positions; (2) school level positions; (1) county government position*

**SRO communication and feedback**

**Q. How often does the principal or assistant principal typically communicate with the SRO(s) in your school?**

More than half (57%) of schools’ principals/assistant principals had individual meetings with their school’s SRO(s) at least once per day, and 61% had phone/radio contact at least once per day. SROs were included in staff/group meetings at least monthly in 64% of schools.

	Never	Once a year	Once a month	Once a week	Once a day	Hourly	Don't know
Individual meetings	1%	4%	14%	22%	46%	11%	2%
Staff/group meetings	11%	21%	34%	23%	6%	1%	4%
Phone/radio contact	2%	2%	14%	16%	29%	32%	5%

**Q. How often does the local law enforcement agency solicit feedback about the performance of the SRO(s) in your school?**

Just over half of law enforcement agencies (54%) solicit feedback from the schools on the performance of their school resource officers. Just over one-quarter (28%) never solicit feedback.

	Number of schools	Percentage of schools with SROs
Never	298	28%
Once a year	580	54%
Once a month	174	16%
Once a week	21	2%

**Training**

Schools were asked about training that could benefit the performance and acceptance of SROs in the schools.

**Q. Teachers would benefit from more training about the role of the SROs in school.**

The majority of schools strongly agree or agree (65%) that teachers would benefit from additional training on the role of SROs in schools.

	Number of schools	Percentage of schools with SROs
Strongly agree	154	14%
Agree	550	51%
Neutral	299	28%
Disagree	60	6%
Strongly disagree	10	1%

**Q. SROs would benefit from more training on these topics:**

A majority of schools reported that SROs would benefit from training on mental health issues in childhood and adolescence (52%) and from training on working with students with special needs (51%). One-third of the schools (33%) reported training in counseling/helping skills and techniques and in bullying would also be beneficial.

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	<b>Number of schools</b>	<b>Percentage of schools with SROs</b>
Mental health issues in childhood and adolescence	560	52%
Working with students with special needs (e.g. developmental delay, autism, previous trauma)	550	51%
Counseling/helping skills and techniques	360	33%
Bullying	338	31%
Cultural diversity	258	24%
Dangerous/threatening students	254	24%
Teaching children and adolescents	262	24%
Child or adolescent development	242	22%
Crisis and emergency management planning	221	20%
Establishing effective working relationships with parents	210	19%
Critical incident response to an active shooter event	192	18%
Evaluation of the safety/security programs	191	18%
Child abuse and neglect	172	16%
Roles and responsibilities of the SRO job	173	16%
Youth gangs	136	13%
Information about drugs, alcohol, and addictions	99	9%
Victims' rights	73	7%
Other	9	1%
None of the above	125	12%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (2) trauma experienced students; building relationships; collaboration with staff; cyberbullying; FERPA; MANDT; professional development; special needs; transportation-related issues*

**Q. Think of the formal trainings or workshops you have personally received about the role and duties of an SRO. Who provided this training?**

Training on the role and duties of SROs were most often provided by local law enforcement (48%) and by local school leaders (47%).

	<b>Number of schools</b>	<b>Percentage of schools with SROs</b>
Local law enforcement agency	520	48%
Local school leader	512	47%
I have not had formal training on the role/duties of SROs	296	27%
Virginia Department of Criminal Justice Services	199	18%
I had training, but I don't know who provided it	29	3%
Other	32	3%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (6) division level offices of safety, security, risk management; (4) attorneys (1 county and 3 school board); (4) division level staff; (3) education administrator training; (3) SRO; (2) MOU; (2) it's under discussion; (1) SRO's supervisor; (1) national level training for administrators and SROs; (1) VDOE; (1) school safety meeting; (4) other*

### School Security Officers – Additional Information

The 432 schools that reported having an SSO during the 2017–2018 school year were asked additional questions about how the school works with SSOs, about training on the role(s) of SSOs, and training that would enhance the SSOs’ role in the school.

#### SSOs with previous law enforcement experience

- Of the 432 schools with SSOs, 104 schools (24%) reported their SSOs had previous law enforcement experience.
- Of the 836 individuals working as SSOs, 145 (17%) were reported to have previous law enforcement experience, 552 (66%) did not have law enforcement experience, and for 139 SSOs (17%), previous law enforcement experience was unknown.

*Note: Twenty-four schools reported more than five SSOs worked in their schools in 2017–2018. The survey only collected names and contact information for up to five individual SSOs. Based on the numbers of SSOs reported by the schools, this means we don’t have previous law enforcement experience information for up to 56 SSOs.*

#### SSO assignment

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

- Two-thirds of schools with SSOs (283, 66%) reported that the principal or assistant principal was part of the SSO selection process. Thirty-one percent (135 schools) were not part of the selection process, and 14 schools (3%) reported “other.”

*[Other includes: (11) don’t know; (1) previous principal was part of the selection process; (1) hired at the district level; (1) hired by HR]*

**Q. For the most recently assigned SSO at your school, who determined the duties of the job? (For each listed person/entity, indicate how much they contributed to determining the SSO’s job duties.)**

Division/central office administrators had the most input on the duties of the SSOs in the schools, followed by the principal or assistant principal. A few others were reported as having input on the SSO position’s duties.

	Level of input by percent of schools					
	All 5	4	Some 3	2	None 1	Don’t know
Division or central office administrator	35%	31%	22%	4%	5%	4%
Principal or assistant principal	29%	32%	23%	5%	7%	4%
Someone else	1%	2%	2%	<1%	68%	28%

(Percentage totals may not equal 100% due to rounding.)

*Someone else includes: (16) other division personnel; (2) school level positions; (1) community college COO*

**SSO communication and feedback**

**Q. How often does the principal or assistant principal typically communicate with the SSO(s) in your school?**

Three-quarters (76%) of schools’ principals/assistant principals had individual meetings with their school’s SSO(s) at least once per day, and 90% had phone/radio contact at least once per day. SSOs were included in staff/group meetings at least monthly in 84% of schools.

	Never	Once a year	Once a month	Once a week	Once a day	Hourly	Don't know
Individual meetings	1%	3%	5%	14%	44%	32%	1%
Staff/group meetings	5%	8%	40%	28%	11%	5%	3%
Phone/radio contact	2%	<1%	2%	3%	19%	71%	2%

**Q. Are the performance evaluations of the SSO(s) in your school done at the school or division level?**

Three-quarters (74%) of schools reported that the SSO performance evaluations are conducted by the school.

	Number of schools	Percentage of schools with SSOs
School level	320	74%
Division level	95	22%
Not applicable	8	2%
Other	9	2%

*Other includes: (2) division level with school input; (2) contractor; (1) school level for lead SSO only; (4) don't know*

**Training**

**Q. Teachers would benefit from more training about the role of the SSOs in our school.**

The majority of schools strongly agree or agree (65%) that teachers would benefit from additional training on the role of SSOs in schools.

	Number of schools	Percentage of schools with SSOs
Strongly agree	81	19%
Agree	199	46%
Neutral	114	26%
Disagree	33	8%
Strongly disagree	5	1%

**Q. SSOs would benefit from more training on these topics:**

A majority of schools reported that SSOs would benefit from training on mental health issues in childhood and adolescence (61%), and from training on working with students with special needs (55%).

<b>Table 16: Training Topics to Benefit SSOs (N = 432)</b>		
	<b>Number of schools</b>	<b>Percentage of schools</b>
Mental health issues in childhood and adolescence	265	61%
Working with students with special needs (e.g. developmental delay, autism, previous trauma)	238	55%
Crisis and emergency management planning	211	49%
Dangerous/threatening students	181	42%
Counseling/helping skills and techniques	179	41%
Bullying	170	39%
Cultural diversity	145	34%
Evaluation of the safety/security programs	137	32%
Child or adolescent development	125	29%
Establishing effective working relationships with parents	122	28%
Roles and responsibilities of the SRO job	123	28%
Child abuse and neglect	109	25%
Youth gangs	110	25%
Information about drugs, alcohol, and addictions	88	20%
Teaching children and adolescents	86	20%
Victims' rights	61	14%
Other	6	1%
None of the above	25	6%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: building relationships; dangerous/threatening adults; MANDT; professional development; social media; transportation-related issues*

**Q. Think of the formal trainings or workshops you have personally received about the role and duties of an SSO. Who provided this training?**

The majority of schools (60%) reported receiving training on SSOs from a local school leader. One-quarter of schools report that they have not had formal training on the roles/duties of SSOs.

<b>Table 17: Who Provided Training on the Roles and Duties SSOs (N = 432)</b>		
	<b>Number of schools</b>	<b>Percentage of schools</b>
Local school leader	261	60%
I have not had formal training on the role/duties of SSOs	109	25%
Local law enforcement agency	79	18%
Virginia Department of Criminal Justice Services	71	16%
I had training but I don't know who provided it	11	3%
Other	14	3%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (5) division level staff/office; (4) division level offices of safety, security, risk management; lead SSO; school safety meeting; other*

**Notification of Offenses**

*Code of Virginia § 22.1-279.3:1(B),(D)* details the types of offenses that law enforcement are required to report to school/division authorities when committed by students, and the types of offenses that school/division authorities are required to report to law enforcement when committed by students.

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

A majority of schools (1,601, 82%) have formal written processes/protocols to receive notification from local law enforcement.

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

Most schools (1,793, 92%) have formal written processes/protocols to notify local law enforcement on offenses committed by students.

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

**School Crisis/Emergency Management/Medical Response Plan**

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

**Activation of Crisis Management Plans**

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

Overall, 29% of schools activated some portion of their school’s crisis management plan in 2017–2018. Activations ticked up slightly from 27% in 2016–2017, but are down from 2015–2016’s rate of 35%.

	<b>2017–2018</b>	<b>2016–2017</b>	<b>2015–2016</b>
<b>All schools</b>	<b>574 schools (29%)</b>	<b>524 schools (27%)</b>	<b>685 schools (35%)</b>
Elementary	260 schools (24%)	258 schools (23%)	356 schools (32%)
Middle	132 schools (39%)	104 schools (31%)	131 schools (39%)
High	131 schools (42%)	112 schools (35%)	137 schools (43%)
Other	51 schools (26%)	50 schools (25%)	61 schools (31%)

**Safety-Related Conditions**

Schools were asked about various safety-related conditions, practices, and security strategies at their school.

**Electronic/internet-based access to current floor plans**

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

- 1,335 (68%) Yes (up from 65% in 2016-2017)
- 199 (10%) No
- 421 (22%) Don’t know

First responder access to floor plans was somewhat consistent across most school types, and slightly lower among Other schools: Elementary 69%, Middle 67%, High 73%, and Other 58%.

**Lockdown access**

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

- 1,576 (81%) Yes
- 160 (8%) No
- 219 (11%) Don't know

First responder access to the school building was highest among high schools but consistently high across all school types: Elementary 79%, Middle 82%, High 89%, and Other 74%.

**Radio communication**

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

- 1,261 (65%) Yes
- 543 (28%) No
- 151 (8%) Don't know

(Percentage total does not equal 100% due to rounding.)

Radio communication was higher among middle and high schools: Elementary 60%, Middle 73%, High 76%, and Other 55%.

**Volunteer background checks**

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

- 1,781 (91%) Yes
- 174 (9%) No

Volunteer background checks was somewhat consistent across school types, and highest among high schools: Elementary 88%, Middle 95%, High 98%, and Other 91%.

**Security strategies**

**Q. Review the following list of security strategies and select those that were in place at your school during the 2017–2018 school year.**

Most schools reported having locked exterior entrances (94%), designated reunification sites (90%), controlled access system at the main entrance (88%), and a checklist to use when a threatening communication is received (87%). About half of schools reported having classrooms that can lock from both inside and outside (56%), and having someone stationed at the front entrance of the school (55%).

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	<b>Number of schools</b>	<b>Percentage of schools</b>
All exterior entrances locked during school hours	1,837	94%
Designated reunification site	1,761	90%
Main entrance secured by controlled access system	1,727	88%
Threatening communication checklist	1,692	87%
Classrooms can lock from both inside and outside	1,100	56%
Front entrance had someone stationed to direct visitors	1,079	55%
None of the above	3	<1%
Other	55	3%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (11) locking of classrooms (some at all times); (8) cameras used for security monitoring; (6) enhanced/increase drills; (5) communication enhancements (involving radio, phone, intercom, ENS); (5) security enhancements at front entrance; (4) electronic visitor check in systems; (3) crisis management plans/crisis plans kept on hand; (3) emergency plans kept on hand; (3) preparations in case of emergency (emergency kit/bag, extra food and meds on hand); (2) procedures for emergency situations (reunification site, designated safety areas); (2) visitors routed through main office; (3) other*

**4. THREAT REPORTING AND ASSESSMENTS**

**Threat Assessment Awareness**

**Q. What mechanisms are in place to make faculty and staff aware of threat assessment (TA) protocols and how to recognize aberrant behavior?**

Most schools (82%) provide TA information to faculty and staff at staff meetings, and about half do so at back-to-school meetings (53%) and in-service trainings (50%). Only about one-quarter make use of online training for this purpose.

	<b>Number of schools</b>	<b>Percentage of schools</b>
Information provided at other staff meetings	1,607	82%
Information provided at back-to-school meetings	1,030	53%
In-service training	976	50%
Required online training video	446	23%
None of the above	53	3%
Other	112	6%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (14) training; (14) meetings; (13) case-by-case/as needed; (12) handbook; (11) manual; (9) counselors; (7) email; (6) written; (4) face-to-face; (3) online video; (2) PBIS; (2) planned for fall 2018; (9) other*

**Threat Assessment Team**

Virginia Code § 22.1-79.4 states that “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.”

**Team membership and training**

**Q. For each listed type of threat assessment (TA) team member, provide the number of team members that served on your school’s threat assessment team during 2017–2018 and, of those, the number that received threat assessment training in the past three years.**

Schools most often identified principals (97% of schools), school counselors (95%), and assistant principals (83%) as members of the schools’ threat assessment teams. SROs were reported as members by 61% of the schools.

Type of TA team member	Number of schools reporting 1 or >	Team Member		Team Member Trained		
		Total statewide	Statewide average	Total statewide	Statewide average	Percent trained
Teacher	913	8,491	4.343	4,322	2.211	51%
School counselor	1,849	3,354	1.715	2,901	1.484	86%
Assistant principal	1,628	2,507	1.282	2,145	1.097	86%
Principal	1,896	1,911	0.977	1,682	0.860	88%
School psychologist	1,406	1,443	0.738	1,320	0.675	91%
SRO	1,183	1,224	0.626	1,107	0.566	90%
School social worker	1,131	1,167	0.597	1,052	0.538	90%
Other school/division administrator	339	848	0.434	804	0.411	95%
SSO	363	611	0.312	477	0.244	78%
Other law enforcement	94	163	0.083	140	0.072	86%
Other	271	554	0.283	332	0.170	60%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

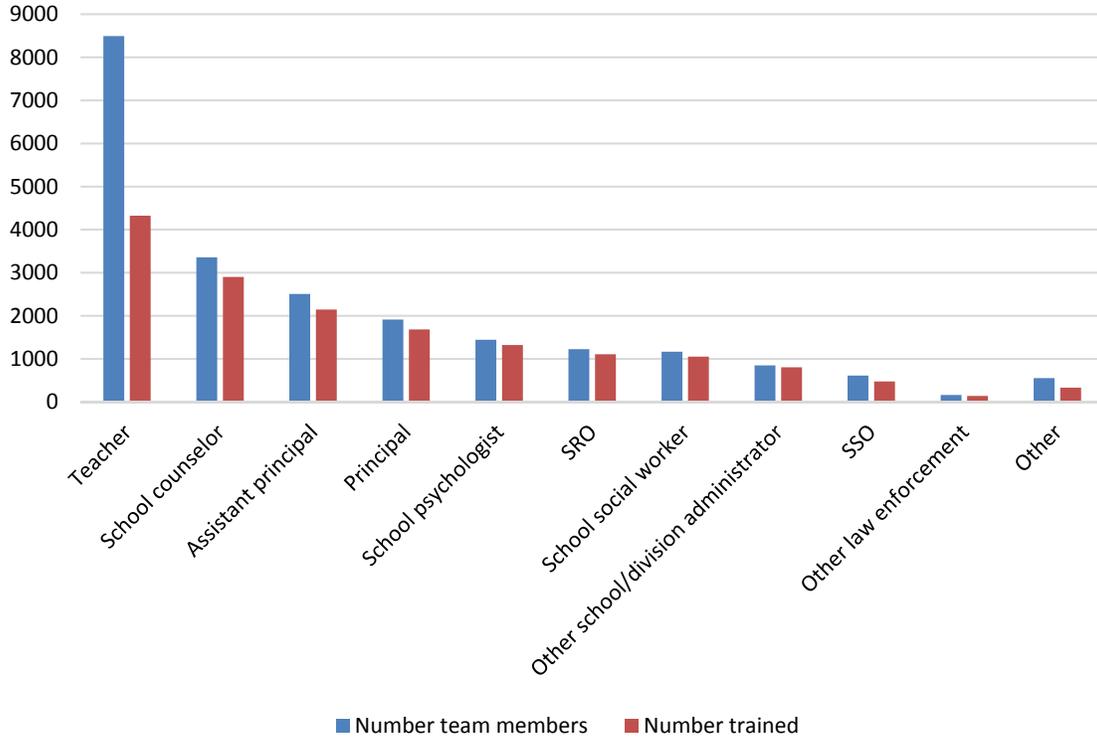
While law enforcement is a required member of school threat assessment teams, not all schools reported them as one of their team’s members. A total of 65% of schools reported having either an SRO or other law enforcement personnel on their team. This could be a matter of access; only 1,079 schools (55%) reported having SROs working in their school at least part-time.

	Elementary	Middle	High	Other
No SRO working at the school	67%	9%	5%	48%
No SRO/law enforcement on threat assessment team	58%	9%	8%	40%

Viewed graphically (Chart 6), the disparity of teachers that were trained in threat assessment stands out from other types of threat assessment team members. This disparity could be the result of a misunderstanding of the question and team membership. An examination of the data suggests that some schools reported all their teachers as members of their

threat assessment team. A teacher reporting and providing information about a student who poses a threat is not the same as membership on the team.

**Chart 6: Threat Assessment Team Membership and Training**



**Meeting frequency**

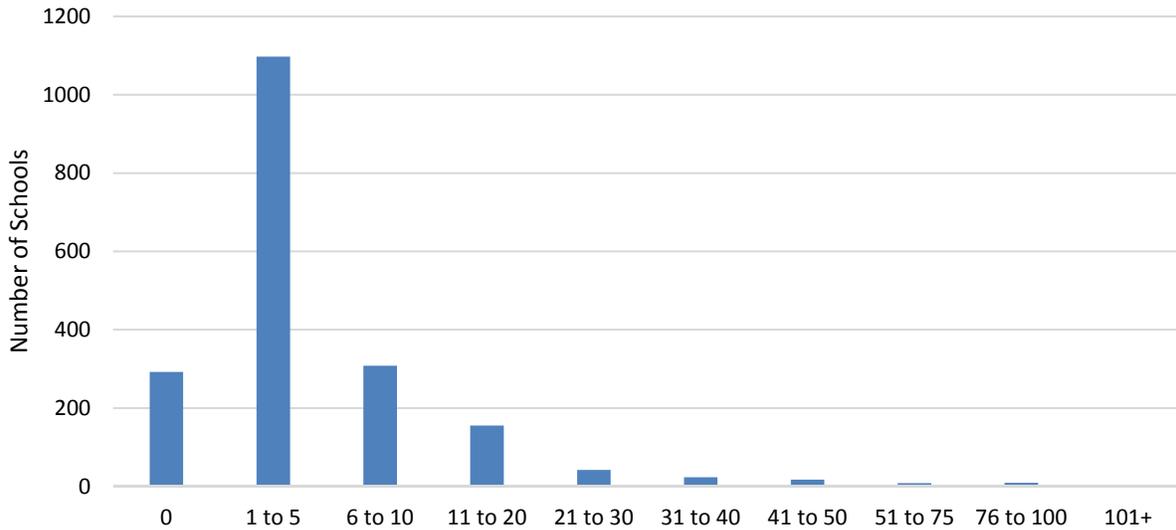
**Q. Approximately how many times did the threat assessment team meet in 2017–2018? (A meeting includes at least two members conferring about a threat assessment matter.)**

Schools reported a total of 12,286 threat assessment team meetings during the 2017–2018 school year. Middle and high schools had the highest average number of meetings per school (10.19 and 9.66, respectively).

	Number of TA meetings	Number of schools reported zero TA meetings	Average number TA meetings	Range in number TA meetings
Elementary	5,075	186 (17%)	4.61	0–55
Middle	3,474	27 (8%)	10.19	0–121
High	3,042	25 (8%)	9.66	0–130
Other	695	54 (27%)	3.53	0–40
All	12,286	292 (15%)	6.28	0–130

- 1,663 schools (85%) reported meeting at least once
- 292 schools (15%) reported no meetings

**Chart 7: Number of Threat Assessment Meetings**



**Procedural fidelity**

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

Nearly half of the schools (49%) that conducted meetings in 2017–2018 felt their threat assessment team followed the school’s procedures very closely.

Procedural fidelity rating	Number of schools	Percentage of schools
10 (very closely)	809	49%
9	402	24%
8	284	17%
7	84	5%
6	22	1%
5	42	3%
4	5	<1%
3	6	<1%
2	5	<1%
1 (not very closely)	4	<1%
Total	1,663	100%

**Record Keeping**

**Storage**

**Q. Where were threat assessment records (such as Student Threat Assessment and Response Reports) stored during 2017–2018?**

During 2017–2018, threat assessment case records were most frequently stored with school administration (49%) or school counselors (36%).

Where TA records were stored	Number of schools	Percentage of schools
With the school administration	960	49%
With the school counselor	699	36%
In the student’s general education file	342	17%
In the school division’s central office	443	23%
In the student’s discipline file	395	20%
Not applicable (no cases in 2016–2017)	296	15%
With the threat assessment team	263	13%
In the student’s special education file	82	4%
With law enforcement records	73	4%
In the student’s health file	53	3%
In an electronic file	22	1%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: (8) in the school psychologist’s office; (7) in the safety/security office or with SRO; (6) in the school’s file/records room; (6) in the principal’s/assistant principal’s office; (6) in the school social worker’s office; (4) in the student’s cumulative file; (2) with student services; (10) other*

## Reporting Threats

### Report methods

**Q. Which of the following report methods were available for students/parents/staff to report threats or concerning behavior?**

When asked about the types of methods available to report threats, nearly all schools (96%) reported meeting in person as one of the methods available to students/parents/staff at their school. The next most frequently used methods were an anonymous comment box (41%), an anonymous email tip line (36%), and an anonymous phone or text message system (31%).

	Number of schools	Percentage of schools
Meet in person/face-to-face	1,872	96%
Anonymous comment box/mailbox	796	41%
Anonymous email/tip line	705	36%
Anonymous telephone hotline/text message	598	31%
Anonymous online application/website	426	22%
Telephone hotline/text message (not anonymous)	222	11%
Email/tip line (not anonymous)	203	10%
Written report or form (not anonymous)	42	2%
Other	17	1%
None of the above	20	1%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

### Threat Assessments Conducted in 2017–2018

In addition to requiring the establishment of threat assessment teams, *Virginia Code § 22.1-79.4* also instructs that “each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.”

**Information to provide context to the “numbers of threat assessment” data discussed in this report**

Schools were asked to report the number of threat assessment cases conducted at their school in a given school year. However, it is important to understand that there is great variance among schools in what constitutes a threat. Schools have a lot of autonomy in deciding when a threat assessment (TA) should be conducted. A school that reports conducting no TAs may just have a higher threshold for conducting one. What one school classifies as “minor” may not rise to that level at another school. Additionally, although the purpose of threat assessment is to assess a threat before an act takes place, it seems some schools conduct threat assessments on acts after they have occurred. While this process is really more of a debrief and a chance to investigate the event to inform the discipline process, it is also an opportunity to be certain the event was a singular act and not part of a larger threat.

Furthermore, the threat assessment process is complex and still relatively new. As such, schools are still learning the process and any increase from year to year should not be seen as a “spike” in threats. An increase may only reflect that the schools are becoming better trained/more efficient with the threat assessment process.

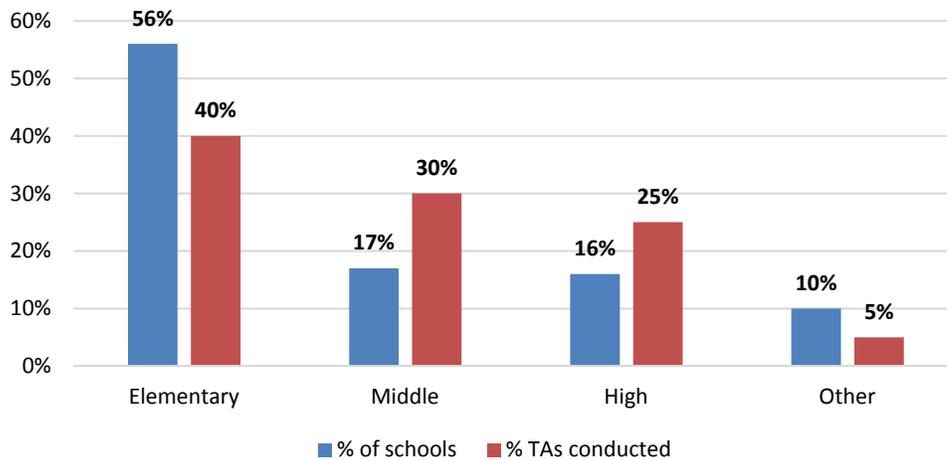
#### Number conducted

Schools were asked to provide the number of threat assessment cases conducted at their school in 2017–2018.

**1,562 schools (80%) reported conducting one or more threat assessments for a total of 14,869 threat assessments conducted in 2017–2018.**

Relative to the percentage of schools in each school type, middle and high schools conduct more threat assessments when compared to the numbers of elementary schools and other types of schools.

**Chart 8: Threat Assessments Conducted, by School Type**



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- There were 1,102 elementary schools (56% of all schools) that reported conducting 5,987 TAs (40% of all TAs conducted).
- There were 341 middle schools (17% of all schools) that reported conducting 4,433 TAs (30% of all TAs conducted).
- There were 315 high schools (16% of all schools) that reported conducting 3,729 TAs (25% of all TAs conducted).
- There were 197 other schools (10% of all schools) that reported conducting 720 TAs (5% of all TAs conducted).

Overall, there were 393 schools that reported conducting no threat assessments in 2017–2018. By school type,

- 258 elementary schools (23% of elementary schools)
- 20 middle schools (6% of middle schools)
- 29 high schools (9% of high schools)
- 86 other schools (44% of other schools)

**Subject of assessment**

Schools were also asked to report the number of threat assessments conducted based on the subject of the assessment(s).

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

“Students from your school” (which represents students enrolled in the school during 2017–2018) were the subjects of 98% of all threat assessments conducted.

Number of Threat Assessment Cases, by Subject of Assessment	
Subject of assessment	Number of TAs conducted
Student from your school	14,568
Student not from your school	49
Student formerly from your school	33
Faculty/staff currently employed by your school	98
Faculty/staff formerly employed by your school	5
Parent/guardian of a student	92
Someone else <sup>3</sup>	24
Total	14,869

**Subject of assessment and type of threat**

Schools were asked to identify the type(s) of threats made that prompted the threat assessments to be conducted. They are examined by the subject of the assessments (threats made by current students and threats made by others).

- There were 1,541 schools that conducted 14,568 of threat assessments involving threats made by current students.
- There were 160 schools that conducted 186 threat assessments involving threats made by others (not current students).

Type of threat	Threats by current students	Threats by others (not current students)	Total
Threatened self only	8,260	34	8,294
Threatened other(s) only	5,538	252	5,790
Threatened other(s) and self	770	15	785
Total	14,568	301	14,869

<sup>3</sup> Of the 24 threat assessment cases reported involving “someone else,” 17 were described as follows: (3) community members not affiliated with the school; (3) unknown; (3) spouses of staff/faculty, one estranged; (1) anime/cartoon character; (1) colleague; (1) ex-boyfriend of student; (1) fugitive at large; (1) parent’s boyfriend; (1) student from another school; (1) student social worker; (1) student’s relative

**High threat level cases**

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

**Q. Of the cases you reported classified at the highest threat level at some point in the threat assessment process, in how many cases did the threat ultimately occur?**

Statewide, 514 schools reported assessing 1,472 highest level threats (HLTs). Most of these threats (1,430, 97%) were ultimately averted (the threat did not occur).

*In summary, of the reported 14,568 threat assessment cases involving current students conducted in 2017–2018, 1,472 (10%) were classified as a highest level threat (HLT) by 514 schools, and among those 1,472 HLT cases, 42 (3%) resulted in an act being carried out at 28 schools.*

*Overall, 0.3% (less than 1%) of threats made by current students resulted in a highest level threat being carried out at 1.4% of the schools.*

**Case descriptions**

The 28 schools that reported HLT events that occurred were asked to describe those events by providing the following case description information:

- The type of act that was threatened
- The actual act that took place
- The steps taken, if any, to try to prevent the act
- Whether a student from their school was the primary initiator of the event, and if so,
  - Whether the student was able to continue attending their school at some time after the event
  - Whether there was more than one student considered primary in the event
  - After what period of time the student was able to continue attending their school
  - If the student was placed in an alternative school, and if so, for what period of time
- Any other information about the event

The following is a summary of the case information provided by the schools. Of the 42 case descriptions, 31% were provided by elementary schools, 33% by middle schools, 36% by high schools, and none by other schools.

**Types of threats made and acts they resulted in**

**25 suicide/self-harm threats resulted in**

- 9 suicide attempts (4 of which were overdoses)
- 7 threat only (suicide)
- 5 self-harm (by cutting)
- 2 self-harm attempts
- 1 self-choking
- 1 self-stabbed with pencil

**8 assault threats resulted in**

- 5 assaults
- 2 unclear
- 1 knife possession

**3 no specific threat made resulted in**

- 1 suicide at school (resulted in death of student)
- 1 arson
- 1 accidental shooting/student injured

**1 runaway threat resulted in**

- 1 found at another student’s home

**5 threat unclear from description resulted in**

- 3 verbal threat
- 2 unclear

**Resulting acts and preventative steps/post-act steps taken**

**Suicide attempts/threats, self-harm**

Assessment, counselor notified/counseling, hospitalization, mentor, parents contacted, provided assistance, referred for services, staff intervention, therapeutic day treatment

**Assaults**

Anger management assigned, law enforcement contacted, met with counselor/administrators, parents contacted, staff intervened

**Runaway**

Administrators and bus driver notified, law enforcement contacted

**Accidental shooting**

Law enforcement contacted

**A student was the primary initiator in 41 of the 42 events.**

- Of these 41 students, 29 (71%) were able to continue attending their school at some time after the event; twelve were not.
- Twelve of the 29 students (41%) were able to continue attending school immediately; the other 17 are described in Table 28.

<b>Number of students</b>	<b>Student able to continue at their school after</b>
2	1 day
1	3 days
6	5 day suspension
2	11–45 school days
4	hospitalization
1	mental health evaluation
1	seeing a doctor

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

**Safety-Related Training**

Schools were asked to review a list of school safety training topics and select the type(s) most needed by their school’s administration/faculty/staff. More than two-thirds of all schools (69%) reported that training on recognition of mental health problems is needed. Over half reported that de-escalation and mediation training (59%) and alternatives to suspension and expulsion (52%) are needed.

**Q. What type(s) of school safety training is most needed by your school’s administration/faculty/staff?**

<b>Table 29: Most Needed School Safety Training</b>	
<b>Training type</b>	<b>Percent</b>
Mental health problem awareness and recognition	69%
De-escalation and mediation	59%
Alternatives to suspension and expulsion	52%
Trauma-informed classrooms	42%
Social media (Facebook, Snapchat, Twitter, YouTube, etc.)	39%
Positive Behavioral Interventions and Support (PBIS)	36%
Trauma-informed care	36%
Crisis planning, prevention and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards)	31%
Threat assessment team training	24%
Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)	21%
Violence prevention training (including fighting, armed intruder, active shooter, other school violence)	21%
Gang awareness	10%
None of the above	3%
Other	1%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other included: (4) drug awareness, paraphernalia, vaping; (2) mental health resources for students, support for parents; (2) restorative justice; crisis prevention institute; cyberbullying; funds to implement changes; interventions for disruptive behaviors; mindfulness; more extensive training; responsive classroom; reunification; stress and anxiety recognition and reduction; William Glasser/Choice Theory*

**Monitoring social media**

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

Most schools (70%) do not have a designated person specifically responsible for monitoring social media for threats and other safety issues; about one-fifth of schools (21%) do.

- 1,375 (70%) No
- 412 (21%) Yes
- 168 (9%) Don’t know

**Physical safety and well-being**

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

When asked about the prime issue affecting the physical safety and well-being of students and staff, schools most frequently cited the lack of security personnel (27%), the lack of fencing or peripheral security (18%), and having multiple buildings/portable classrooms (13%).

<b>Table 30: Primary Issue of Physical Safety and Well-Being</b>		
<b>Issue</b>	<b>Number of schools</b>	<b>Percentage of schools</b>
Lack of designated security personnel	531	27%
Lack of fencing or other peripheral security	359	18%
Multiple building/portable classrooms	254	13%
Unsupervised areas during the school day	149	8%
Inability to secure classrooms	141	7%
Unsupervised after school activities	87	4%
Physical dangers from unfunded repairs	53	3%
Entrance to school/controlled access	47	2%
Security cameras	41	2%
Mental health	31	2%
Building issues	26	1%
Visitor security	19	1%
Lack of supervision in one or more classrooms	18	1%
Student and parent behavior	16	1%
Communication issues	15	1%
Traffic on or near school property	11	1%
None/not applicable	94	5%
Other	69	4%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

**Mental/emotional safety and well-being**

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

When asked about the prime issue affecting the mental/emotional safety and well-being of students and staff, schools most frequently cited the unmet mental health needs/limited resources (50%), counseling personnel tasked with non-mental health-related assignments (11%), and the lack of counseling personnel for students (11%).

<b>Table 31: Primary Issue of Mental/Emotional Safety and Well-Being</b>		
<b>Issue</b>	<b>Number of schools</b>	<b>Percentage of schools</b>
Unmet mental health needs/limited MH resources	981	50%
Counseling personnel tasked with non-MH-related assignments	218	11%
Lack of counseling personnel for students	212	11%
Bullying	147	8%
Retaining qualified teachers	109	6%
Lack of climate improvement training in this area	49	3%
Lack of connection with other students	34	2%
Mental health counselors needed	24	1%
Lack of connection with teachers/staff	22	1%
Parenting skills/education needed	13	1%
Other	97	5%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

# V. FINDINGS FROM THE 2017–2018 VIRGINIA SCHOOL DIVISION SURVEY

Virginia’s 132 school divisions and the Virginia Department of Juvenile Justice Division of Education were surveyed and each school division superintendent was asked to respond to school safety-related questions about policies and conditions in their division during the 2017–2018 school year. Responses were received from all divisions resulting in a 100% compliance rate. (N = 133 unless otherwise noted.)

## 1. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

Divisions were asked about a number of various safety-related personnel employed by or working in their division and about the types of agreements and partnerships they have with local entities.

### Mental health professionals

**Q. Among the schools in your school division during 2017–2018, what was the number of full-time and of part-time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) who**

- **were hired by the school division to serve specific schools or a combination of schools,**
- **work in the schools through a day treatment program, and/or**
- **work in the schools through a memorandum of understanding (MOU) with a community agency?**

Divisions reported a total of 5,436.5 school-based mental health professional working in the schools in 2017–2018. Of these, 67% were hired by the division, 23% were from day treatment programs, and 9% were from community agencies with whom the division contracted.

The statewide average number of school-based mental health professional hired by the divisions was 27.5. This figure was likely affected by the considerable numbers reported from some of Virginia’s larger school divisions. The top five reported full-time hired MH professionals numbering 936, 248, 237, 178, and 146. For comparison, the median number of full-time hired MH professionals was eight.

<b>Table 32: School-Based Mental Health Professionals</b>			
	<b>Number hired by divisions</b>	<b>Number day treatment programs</b>	<b>Number MOU with community agencies</b>
<b>Number of MH professionals</b>			
Full-time	3,668.5	1,259	509
Part-time	108.7	63.5	55.5
<b>Median number</b>			
Full-time	8	5	0
Part-time	0	0	0
<b>Average number</b>			
Full-time	27.5	9.5	3.8
Part-time	0.8	0.5	0.4
<b>Number/percent of divisions that reported having no MH personnel</b>			
Full-time	15 (11%)	48 (36%)	71 (53%)
Part-time	95 (71%)	118 (89%)	114 (86%)
<b>Range in reported number of MH professionals</b>			
Full-time	936–0	126–0	60–0
Part-time	11–0	22–0	15–0

**Director of School Safety**

**Q. Is there a Director of School Safety or Director of School Security (or person of similar title whose responsibility is the oversight of school safety-related activities) employed within the school division?**

- Sixty-five percent of divisions (86 divisions) employ a Director of School Safety or Director of School Security (or person of similar title whose responsibility is the oversight of school safety-related activities).

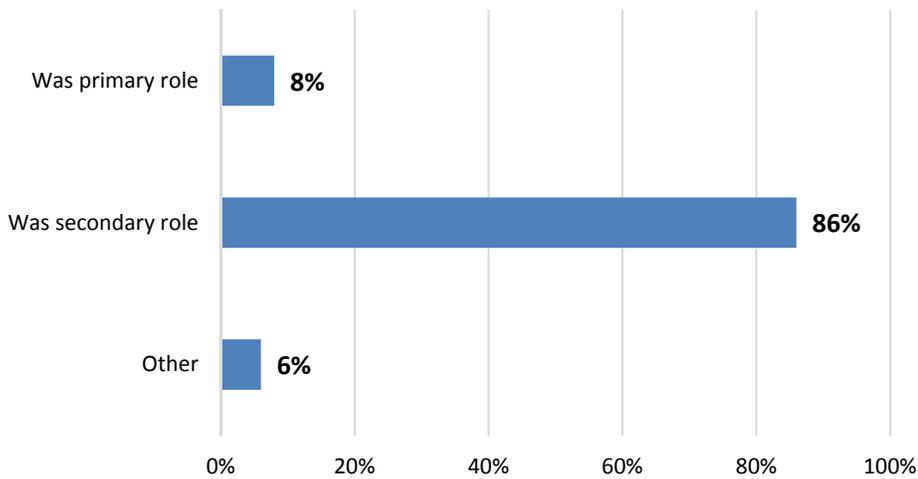
**Emergency Manager**

[§ 22.1-279.8\(D\)](#) requires that each school division designate an emergency manager.

**Q. Was your division’s Emergency Manager hired to serve specifically in this role, or did they assume this responsibility in addition to their primary role?**

- In most divisions (86%), the role of Emergency Manager was assumed in addition to someone’s primary position. In 8% of divisions, Emergency Managers were hired to serve specifically and primarily in this role.

**Chart 9: Divisions' Emergency Managers**



*Other includes: (3) superintendent also acts as the division’s Emergency Manager; (3) Emergency Manager role is assigned to someone with multiple (three or more) roles; (2) did not have anyone serving as an Emergency Manager*

**Division/law enforcement memorandum of understanding**

**Q. Is there a memorandum of understanding (MOU) in place in the division to facilitate the partnership between schools and law enforcement?**

- Most divisions (118, 89%) have a memorandum of understanding (MOU) in place to facilitate the partnership between schools and law enforcement.

The 118 divisions that reported having a MOU, were asked whether they adapted the VCSCS model or created their own.

**Q. In 2017, the VCSCS produced a model MOU for school divisions and law enforcement agencies to use as a template for school-law enforcement partnerships. Did your division adapt a version of this model MOU or create your own?**

	<b>Number of divisions</b>	<b>Percentage of divisions</b>
Created their own MOU	68	58%
Adapted the VCSCS model MOU for their own use	41	35%
Other	9	8%

(Percentage total does not equal 100% due to rounding.)

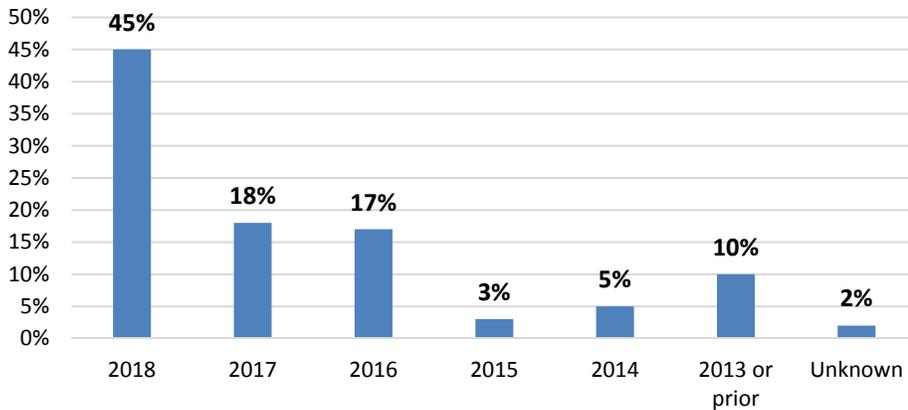
The 118 divisions with current MOUs were also asked to report the month and year the MOU was last signed.

**Q. What was the month and year this MOU was last signed?**

- Range of dates: from February 1999 to September 2018

Based on information provided by the divisions, nearly half established or updated their MOU with law enforcement in 2018 and half of these finalized the MOU in August 2018.

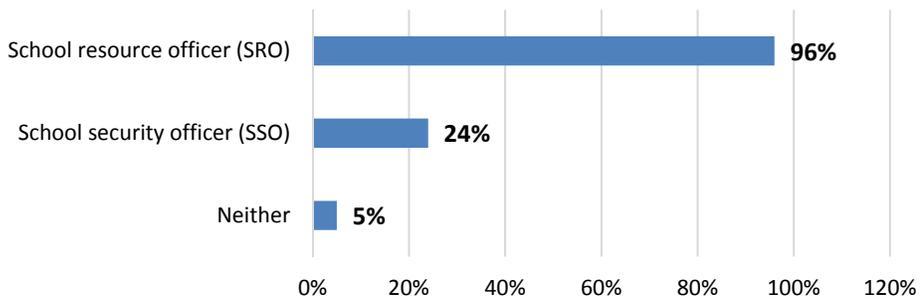
**Chart 10: Year MOU Established/Updated N = 118**



**Security personnel**

**Q. What type(s) of security personnel worked in your division during the 2017–2018 school year?**

**Chart 11: Divisions with Security Personnel**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

One of the divisions reporting neither SROs nor SSOs, employs private security personnel instead.

Nearly all divisions (127 divisions, 96%) reported having SROs working at some of their divisions’ schools, while one-quarter of the divisions (32 divisions, 24%) reported having SSOs working at some of their schools.

**School resource officers (SROs)**

**Q. How were school resource officers (SROs) funded in your division?**

The 127 divisions with SROs were asked how these positions were funded. Half (50%) reported that SROs were funded through the local LEA. Just over one-third (35%) were funded by a combination of division and LEA funds.

<b>Table 34: How SRO Positions were Funded (N = 127)</b>		
	<b>Number of divisions</b>	<b>Percentage of divisions</b>
By a law enforcement agency (LEA)	63	50%
Combination of division and LEA	44	35%
By the school division	8	6%
Through grant funds from DCJS ( <i>SRO Grant Fund and Program</i> )	4	3%
Don't know	5	4%
Other	3	2%

*Other includes: three divisions funded SROs with a combination of funding sources such as, division, law enforcement, grant funds, and localities.*

**SRO grant funding**

**Q. Did your division apply for SRO grant funds last year?**

- Twenty-seven divisions (20%) reported applying for SRO grant funds last year,
- 95 divisions (71%) did not, and
- 11 divisions (8%) did not know.

(Percentage total does not equal 100% due to rounding.)

**Q. Why did your division not apply for SRO funds last year?**

Of the 95 divisions that *did not* apply for SRO funds last year, the majority (57%) said that their SROs were not eligible.

<b>Table 35: Obstacles to Applying for SRO Grant Funds (N = 95)</b>		
	<b>Number of divisions</b>	<b>Percentage of divisions</b>
All SRO positions were supported by local funding and were not eligible	54	57%
Not aware of grant opportunity	13	14%
Grant submitted by law enforcement agency	6	6%
Law enforcement provides/funds SRO	5	5%
Could not sustain grant	3	3%
Could not meet grant deadline	2	2%
Could not fund required match	2	2%
Locality funds SRO	2	2%
Applied for and denied funding	0	0%
Don't know	2	2%
Other	5	5%

(Percentage total does not equal 100% due to rounding.)

*Other includes: as correctional facility, we have security officers; funded for previous three years; grant funded PT SRO; have grant for secondary, only need for elementary; unaware of grants available to LEA*

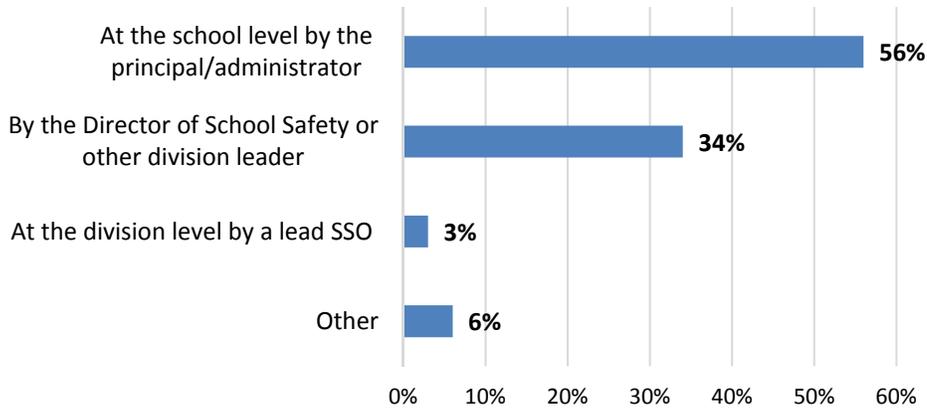
**School security officers (SSOs)**

**SSO supervision**

**Q. How were school security officers (SSOs) supervised in your division?**

Most SSOs (56%) were supervised at the school level by the principal or administrator, while about one-third (34%) were supervised by the Director of School Safety or other division leader.

**Chart 12: How SSOs Were Supervised (N = 32)**



(Percentage total does not equal 100% due to rounding.)

*Other includes: two divisions reported SSOs were supervised jointly by principal and security supervisor/division safety office.*

**Armed SSO policy**

[§ 22.1-280.2:1](#) describes the purposes for which a local school board may employ a school security officer and the requirements if they are to carry a firearm.

**Q. What is your division’s current policy on allowing SSOs to be armed?**

- Just over three-quarters of divisions (78%) reported that armed SSOs are not permitted and they are not considering changing this policy in the near future. Nine percent of divisions currently allow armed SSOs.

**Table 36: Current Division Policy on Allowing SSOs to be Armed (N = 32)**

Policy position	Number of divisions	Percentage of divisions
Not allowed, and not considering changing this policy in the near future	25	78%
Allowed	3	9%
Not allowed, but are considering allowing it	2	6%
Other	2	6%

(Percentage total does not equal 100% due to rounding.)

*Other includes: One division reported they have armed SROs; and one division said considering adding a position.*

**Notification of certain offenses to and from law enforcement**

[§ 22.1-279.3:1\(B\)](#) details the types of offenses that law enforcement are required to report to school/division authorities when committed by students, and [§ 22.1-279.3:1\(D\)](#) details the types of offenses that school/division authorities are required to report to law enforcement when committed by students.

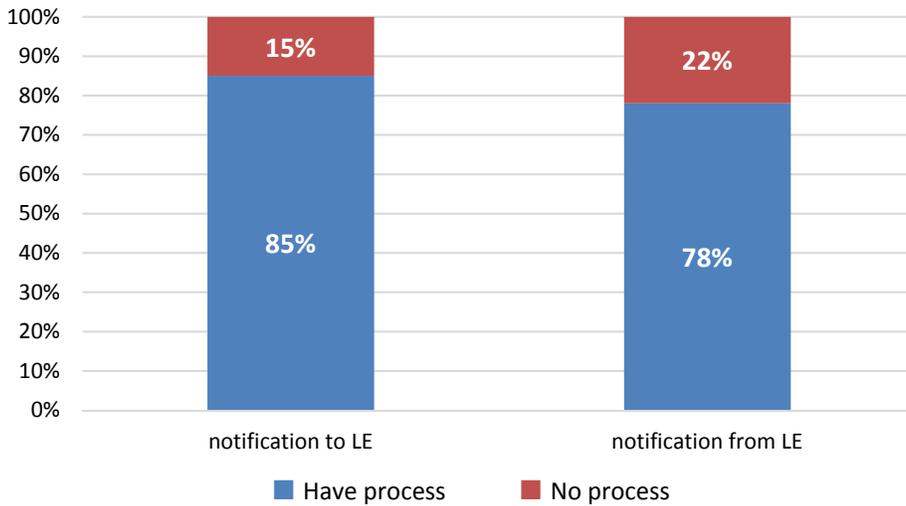
**Q. Were there formal written processes or protocols in place for your school division to receive notification on the Code listed offenses from local law enforcement?**

- A majority of divisions (104, 78%) have formal written processes/protocols to receive notification on listed Code offenses from local law enforcement.

**Q. Were there formal written processes or protocols in place for your division to provide notification to law enforcement on the Code listed offenses when committed by students?**

- Most divisions (113, 85%) have formal written processes/protocols to notify local law enforcement on listed Code offenses committed by students.

**Chart 13: Certain Code Offenses – Processes for Notification Provided/Received**



When comparing the divisions’ and schools’ responses to these two questions, the responses only matched up 100% in 26 divisions. This suggests that many divisions need to make more efforts to inform their schools about the existence (or non-existence) of these notification protocols.

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

**Lockdown drills**

[§ 22.1-137.2](#) describes the requirement for conducting lockdown drills: *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 may be thoroughly practiced in such drills. Every public school shall hold at least two additional lock-down drills during the remainder of the school session. Lock-down plans and drills shall be in compliance with the Statewide Fire Prevention Code ([§ 27-94 et seq.](#)).*

**Q. Besides the four (4) required lockdown drills, do you have a division-wide requirement that schools conduct additional lockdown drills?**

- Nineteen divisions (14%) require their schools to conduct additional lockdown drills besides the four lockdown drills required in Code.

This is how the additional requirements were described:

<b>Description of additional requirements</b>	<b>Number of divisions</b>
One lockdown drill per months	3
One unannounced lockdown drill	2
Practice ALICE protocol (active shooter)	2
Additional lockdown drill at conclusion of fire drills	1
Additional lockdown drills at request of local law enforcement	1
Evacuate to rally point	1
Have 3 types of lockdown drills	1
Intruder drills	1
One lockdown drill during a non-instructional period	1
One lockdown drill every 9 weeks	1
One lockdown drill every other month	1
One lockdown drill for staff only	1
Tabletop drill with staff and SROs	1
Tornado, earthquake, and intruder drills	1
Two additional enhanced lockdown drills (signal blue hide and lock)	1

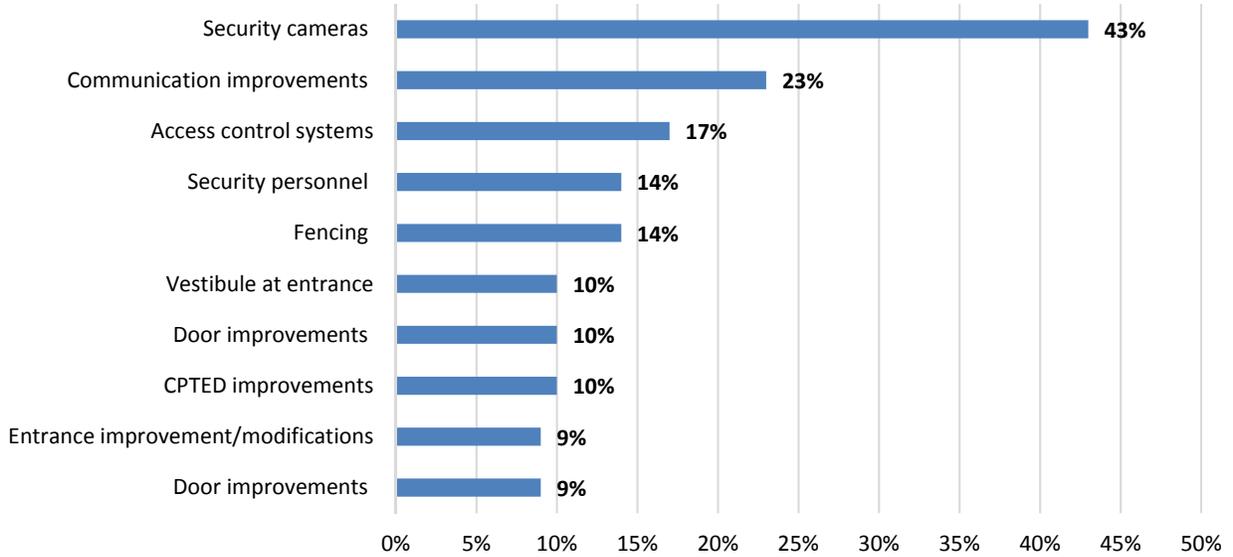
**Safety audit recommendations**

Per Virginia Code [§ 22.1-279.8](#), all schools in Virginia are required to complete an annual School Safety Audit and all Superintendents are required to establish a safety audit committee to review the completed safety audits from schools in the division. The Virginia Center for School and Campus Safety requires all Superintendents, or their designee, to certify the completion of several components of the safety audit via the survey manager.

**Q. Based on the review completed by your division’s safety audit committee, did your school division submit any recommendations to your local school board for improvement regarding physical safety concerns of division schools in the 2017–2018 school year? If so, please list the top five recommendations made to the school board by the safety audit committee regarding physical safety concerns.**

Eighty-eight divisions (66%) reported that they submitted recommendations for physical safety improvements to their school board in 2017–2018. The top ten recommendations were:

**Chart 14: Safety Audit Committee Recommendations**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

The full list of recommendations for physical safety improvements can be found in Appendix A of this report.

### 3. THREAT REPORTING AND ASSESSMENTS

[§ 23.1-805](#) describes violence prevention committees and threat assessment teams, and requires committees to “provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a physical threat to the community.”

#### Oversight

[§ 22.1-79.4](#) describes the roles of threat assessment teams and oversight committees in school divisions.

*B. The superintendent of each school division may establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.*

#### **Q. Is there a division oversight team for threat assessment?**

- Ninety-seven divisions (73%) reported having oversight committees for their schools’ threat assessment teams.

**Reporting threats**

**Q. Did your school division have a division-wide anonymous report method for students/parents/staff to report threats or concerning behavior?**

- More than half of the divisions (59%) reported they had a division-wide report method for students, parents, and/or staff to report threats or concerning behavior. The types of report methods were described by the divisions as:

Report method	Number of divisions	Percentage of divisions
Meet in person/face-to-face	50	64%
Anonymous email/tip line	41	53%
Anonymous telephone hotline/text message	33	42%
Anonymous online application/website	31	40%
Anonymous comment box/mailbox	27	35%
Other	5	6%
None of the above	0	0

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other included: app; bully box; media relations; see something say something; via SROs*

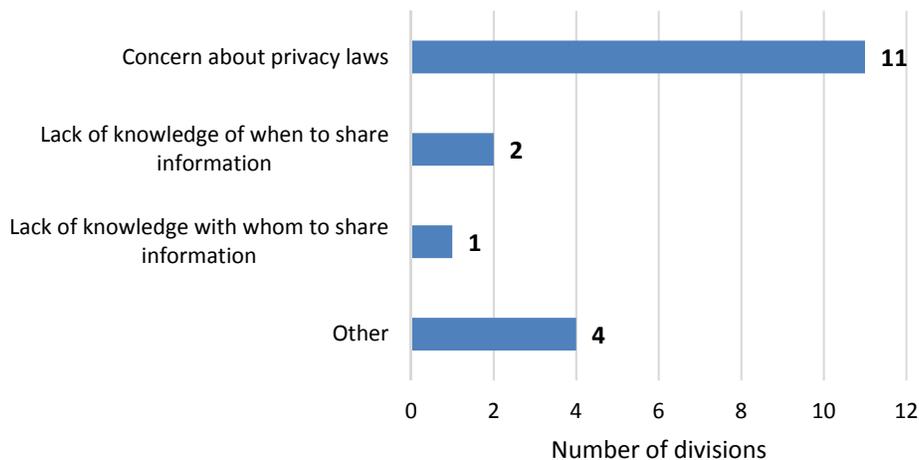
**Law enforcement notification of threats**

**Q. Does your division have a written policy or procedure for notifying local law enforcement or other institutions when a threat is made by students or non-students at your school? If not, what are the obstacles to sharing information with law enforcement or other institutions?**

- Most divisions (115, 87%) have a written process/policy for notifying local law enforcement or other institutions when a threat is made by students or non-students.

The 18 divisions that did *not* have a written policy/process cited the following obstacles:

**Chart 15: Obstacles to Notifying Law Enforcement about Threats**



*Other included: availability of law enforcement personnel; information is shared as needed on case by case basis; procedure is in place but it was not written into policy for 2017–2018 school year; we share – written policies are in progress and are awaiting approval*

**Threat assessment case records**

**Q. Does your division have a written policy or procedure for the maintenance of threat assessment case records?**

- Just over two-thirds of divisions (92, 69%) reported that they have a written policy or procedure for the maintenance of threat assessment case records.

**Code of conduct**

**Q. Which of the following does your division’s student code of conduct or division policy include?**

Divisions’ student code of conduct or division policy included the following threat-related statements:

	<b>Number of divisions that include</b>	<b>Percentage of divisions that include</b>
Threats to harm others are a disciplinary violation	122	92%
The disciplinary consequence for a threat to harm others will vary according to the seriousness of the threat	122	92%
Students who threaten to harm others are subject to a threat assessment process	114	86%
A student threat assessment can include referral for a mental health assessment	103	77%
None of the above	0	0%

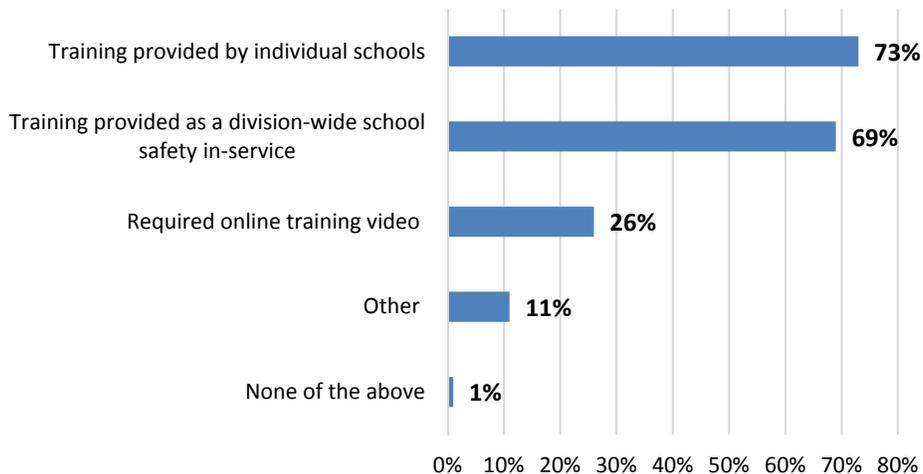
**Training**

**Training on recognizing threats/aberrant behavior**

**Q. What mechanisms are in place to provide education related to aberrant behavior for faculty/staff?**

A majority of divisions (73%) reported that training and education related to aberrant behavior for faculty/staff was provided by their school, and 69% said this type of training is provided as a division-wide school safety in-service training.

**Chart 16: Training on Threats for Faculty/Staff**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

**Training on the threat assessment process**

**Q. What kind of training or technical assistance would help improve your threat assessment (TA) process?**

A majority of the divisions felt that most of the listed training topics/technical assistance would help improve the threat assessment process.

<b>Table 40: Training to Improve Threat Assessment Process</b>		
	<b>Number of divisions</b>	<b>Percentage of divisions</b>
Case studies, scenario trainings (social media, harm to self, harm to others)	87	65%
Level of threat training, when to conduct a TA (how to respond to various threat levels; when does a low-level threat require a TA)	85	64%
Best practice training (with other divisions to share examples)	84	63%
Training for new staff	82	62%
Suicide prevention, ideation, threat assessment for suicide threat	77	58%
Recognition of threats, threat types, and behavioral red flags	75	56%
Additional training by DCJS	73	55%
Online training in threat assessment	73	55%
Refresher training and review	70	53%
Regional training with other divisions	53	40%
Specific TA-related topics	36	27%
Other	5	4%
None of the above	0	0%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

*Other includes: ALICE (active shooter) training; face-to-face training with online follow up; UVA/Dewey Cornell training; funding for training; regional training with mock threats for assessment teams*

**Threat assessment challenges**

**Q. What are the biggest challenges to setting up teams or conducting threat assessments?**

The biggest challenges reported by divisions in setting up TA teams or conducting threat assessments were staffing the teams (53%) and coordinating schedules (45%), closely followed by training for new staff/team members (44%).

<b>Table 41: Challenges to Setting Up Threat Assessment Teams and Conducting TAs</b>		
	<b>Number of divisions</b>	<b>Percentage of divisions</b>
Limited staff and staff turnover/retention	71	53%
Team coordination (managing team member schedules, availability to meet in timely manner)	60	45%
Training for new staff and for team members	59	44%
Understanding the function of threat assessments vs. discipline	56	42%
Loss of instruction time, competing priorities, conducting thorough TA/review/debrief in a timely manner	55	41%
Level of threat (when does an act become a threat, how to determine threat level, what constitutes a threat)	53	40%
Consistency in division-wide practices	42	32%
Threat assessment training resources	40	30%

Challenge	Count	Percentage
Length of the form	28	21%
Conducting reviews and updates	25	19%
Privacy issues (FERPA, outside team members maintaining student confidentiality requirements)	18	14%
Other	5	4%
None	6	5%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

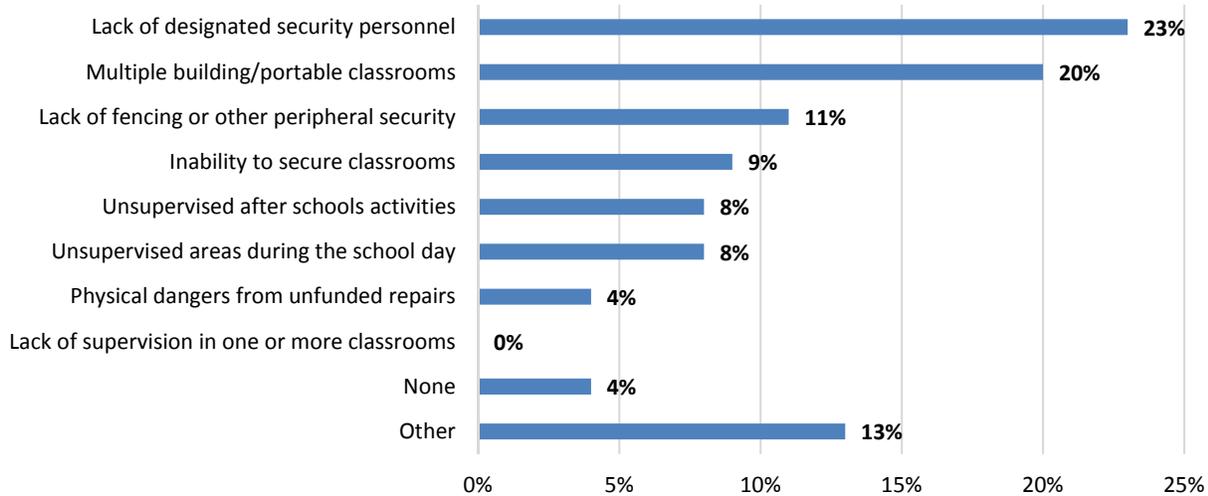
*Other included: administrator understanding of threat assessment vs. discipline; Facility vs School / competing areas of focus; Monthly reviews – resource intensive; Responses when you believe it is low risk but there is still some concern about the child; Time*

#### 4. CONCERNS, TRAINING, AND RESOURCE NEEDS

**Q. What is the prime issue currently affecting the school division as it pertains to the physical safety and well-being of students and staff?**

When asked about the prime issue affecting the physical safety and well-being of students and staff, divisions most frequently cited the lack of security personnel (23%), having multiple buildings/portable classrooms (20%), and the lack of fencing or peripheral security (11%). The top five physical safety issues cited by the divisions were the same as those cited by the schools, just in a slightly different order.

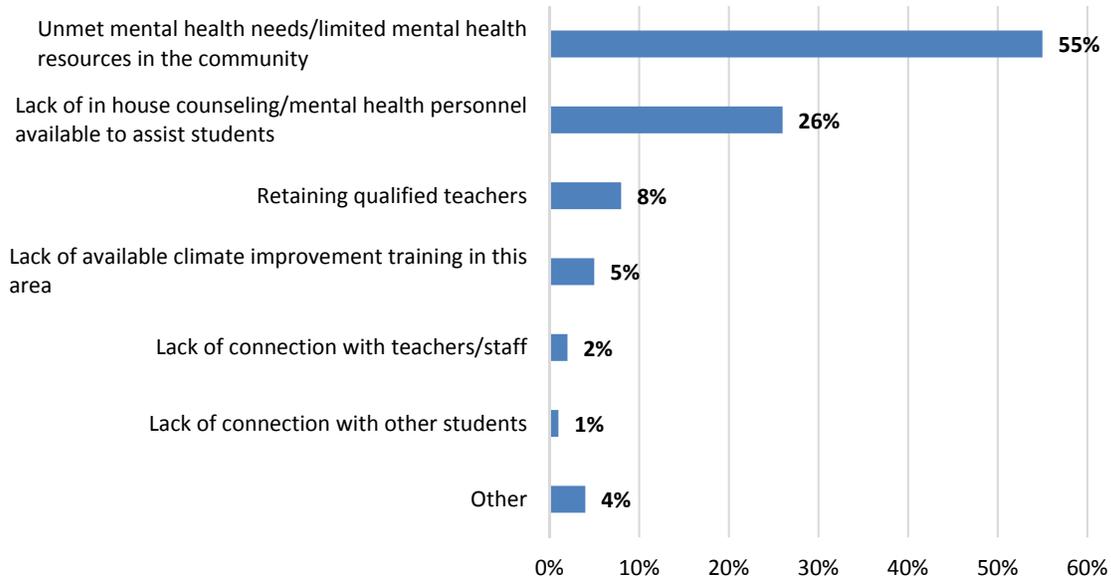
**Chart 17: Primary Issue of Physical Safety and Well-Being**



**Q. What is the prime issue currently affecting the school division as it pertains to the mental and emotional safety and well-being of students and staff?**

When asked about the prime issue affecting the mental/emotional safety and well-being of students and staff, divisions most frequently cited the unmet mental health needs/limited resources (55%) and the lack of counseling personnel for students (26%).

**Chart 18: Primary Issue of Mental/Emotional Safety and Well-Being**



(Percentage total does not equal 100% due to rounding.)

The top five mental/emotional safety issues cited by divisions and schools had only two in common: (1) unmet mental health needs/limited mental health resources, and (2) lack of counseling/ mental health personnel to assist students. Here is where they diverged:

- Divisions’ other three top issues were: (1) retaining qualified teachers, (2) lack of available climate improvement training in this area, and (3) lack of connection with teachers/staff.
- Schools’ other three top issues were: (1) counseling personnel tasked with non-mental health-related assignments, (2) bullying, and (3) retaining qualified teachers.

**Social Media Monitoring**

**Q. How does your division monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues?**

Most divisions (67%) reported that they do not have a specific monitoring process, and one-fifth (20%) have someone at the division level who is responsible for monitoring social media.

Table 43: How Divisions Monitor Social Media		
	Number of divisions	Percentage of divisions
No specific monitoring process	89	67%
Someone at the division level is responsible for monitoring (i.e., it is in their job description)	27	20%
We have contracted a cyber security company to monitor social media for us (e.g., Gaggle, GeoListening, etc.)	9	7%
Other	8	6%

# VI. APPENDICES

## Appendix A

### Division level safety audit recommendations

Per Virginia Code [§ 22.1-279.8](#), all schools in Virginia are required to complete an annual School Safety Audit and all Superintendents are required to establish a safety audit committee to review the completed safety audits from schools in the division. The Virginia Center for School and Campus Safety requires all Superintendents, or their designee, to certify the completion of several components of the safety audit via the survey manager.

### Physical safety recommendations made by 88 divisions to their school board in 2017–2018 (complete list)

<b>Recommendation</b>	<b>Number of divisions</b>	<b>Percent of all divisions (N = 133)</b>
Security cameras – additional, tie in with fire pull station, upgrade system,	57	43%
Communication improvements – intercom, buses, 2-way radio, IP phone, PA, phones, radio, walkie-talkies	31	23%
Access control systems – funding for, additional electronic locks, additional keyless card readers, upgrade to, expansion of, add to interior doors	23	17%
Fencing – addition of, improve, repair	19	14%
Security personnel – additional – SROs, SSOs, off duty law enforcement officers, chief security officer	18	14%
CPTED improvements – landscape, building	13	10%
Door improvements – update locks, barricade system, push button locks, monitoring system, locks, security door (library and cafeteria), repairs	13	10%
Entrance – add security vestibule	13	10%
Door improvements – interior – improve locks, replace locks, secure, upgrade old doors	12	9%
Entrance improvement/modifications – replace doors, locks, enclosed entryway, limit key distribution	12	9%
Lighting improvements – in parking lots, exterior lighting, interior lighting, upgrades, maintenance	11	8%
Window security enhancements – break resistant film, bullet proof film, coverings, blinds, repair	10	8%
Building upgrades – to aging buildings, stairwell improvements, covered walkway to modular classrooms, concrete walkway repairs, concerns with multi-building campus	8	6%
Exterior numbering – above doors, windows	8	6%
Door improvements – exterior – remain locked, safety, upgrades, replace locks	7	5%
Check in improvements – visitor ID management system/software, parent check in system, Identakid check in system	6	5%
Signage – for visitors, about new laws, to help deter misbehavior, to point out public entrance	6	5%
Drills – full lockdown practice first month, practice all drills more frequently to improve, practice with local EMS and city	4	3%
Training – safety/security for staff	4	3%

2018 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

<b>Table 44: Safety Audit Committee Recommendations</b>		
<b>Recommendation</b>	<b>Number of divisions</b>	<b>Percent of all divisions (N = 133)</b>
Color code designated areas of school	3	2%
Key/lock controls – improvements, at all schools, rekey locks	3	2%
Panic button – install at all schools, main office	3	2%
Crisis management plan update	2	2%
Policy on classroom doors closed/locked	2	2%
Security doors – additional	2	2%
Staff – mental health personnel, improve access to	2	2%
Training – active shooter	2	2%
Training – safety/security for students	2	2%
Anonymous bully report system	1	1%
Base stations	1	1%
Bleacher security improvements (lighting, signage, cameras)	1	1%
Defibrillators (AEDs) – additional	1	1%
Emergency control centers in each building	1	1%
Emergency system – update	1	1%
Fire alarm system completion	1	1%
First aid kits for massive bleeding	1	1%
Fully comply with completion/certification annual All-Hazard Crisis and Emergency Management Plan and Safety Audits.	1	1%
ID badges worn by all personnel	1	1%
Intrusion control – install	1	1%
Maps at entrance/in hallways	1	1%
Metal detectors at entrance for all students	1	1%
Notification system – improvements	1	1%
Operational security – improvements	1	1%
Playground – improvements	1	1%
Portable gates for hallways	1	1%
Provide law enforcement with access badges for each school	1	1%
Push button locks – install	1	1%
Remote lockdown – improve	1	1%
Restroom door locks	1	1%
Reverse fire alarm exit procedures – develop and implement	1	1%
Safety audit by outside source	1	1%
Safety equipment – prioritize maintenance	1	1%
Safety plans – align crisis response with incident command system protocol	1	1%
Security at all doors	1	1%
Security equipment – additional	1	1%
Speed bumps in student drop off area	1	1%

2018 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

<b>Table 44: Safety Audit Committee Recommendations</b>		
<b>Recommendation</b>	<b>Number of divisions</b>	<b>Percent of all divisions (N = 133)</b>
SRO interactions	1	1%
Staff – counselor – additional	1	1%
Staff – redistribute security personnel	1	1%
Staff – security monitors	1	1%
Staff – threat assessment services – additional	1	1%
SWAT boxes installed in all schools to assist law enforcement in an emergency	1	1%
Traffic control – parking area	1	1%
Training – CMP	1	1%
Training – lockdown, emergency plan – additional	1	1%
Training – tabletop intruder/active shooter with leadership	1	1%
Transportation safety mechanisms – improvements	1	1%
Visual alarm signal devices	1	1%
Zero tolerance for certain offenses	1	1%

## Appendix B

### School safety survey questions (survey conducted online)

#### **Welcome to the 2018 Virginia School Safety Survey**

This is a secure, web-based survey conducted by the Virginia Center for School and Campus Safety (VCSCS). Submission of this survey partially fulfills the Virginia School Safety Audit requirement. (*Code of Virginia § 22.1-279.8*).

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

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

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

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

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

#### I. SCHOOL IDENTIFICATION AND DEMOGRAPHICS

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

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

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

3. What is your school's ID number?

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

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

4. What is your name?

(First name/Last name)

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

Yes

No

*(if 5 = no)*

5a. Please provide the name and email address for your current/acting principal.

(First name/Last name/Email)

6. What is your title?

7. What is your email address?

2018 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

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

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

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

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

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

*(enter numeric response)*

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

*Mental Health Professionals*

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

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

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

*If there were none, enter 0.*

	Number in 2017–2018
Full-time	
Part-time	

*(if 11 Full-time = or > 1)*

11a. Among the   #   mental health personnel working **full-time** at your school, estimate the percentage of time devoted specifically to mental health counseling/support. *(enter numeric data between 0 and 100 but do not enter the % sign)* \_\_\_\_\_

*(if 11 Part-time = or > 1)*

11b. Among the   #   mental health personnel working **part-time** at your school, estimate the percentage of time devoted specifically to mental health counseling/support. *(enter numeric data between 0 and 100 but do not enter the % sign)* \_\_\_\_\_

School Resource Officers and School Security Officers

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

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

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

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

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

Yes  
No

(if 12 = yes)

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

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

(if 12 = yes)

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

Yes  
No

(if 12b = yes)

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

- Armed private security
- Unarmed private security
- Both armed and unarmed private security

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

- During the school day
- At school events
- After hours patrols
- Other (describe) \_\_\_\_

School Resource Officer (SRO) questions

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

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

Include both full-time and part-time SROs.

SRO name (First name/Last name)	FT	PT	SRO email
	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	

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

- Yes
- No
- Don't know

*(if 12a-2 = yes)*

12a-2.1. How familiar are you with the roles and expectations set out in the MOU? *(select one)*

- Not at all familiar
- Slightly familiar
- Somewhat familiar
- Moderately familiar
- Extremely familiar

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

- Yes
- No
- Other *(describe)* \_\_\_\_\_

12a-4. For the most recently assigned SRO at your school, who had input on the role, duties, and responsibilities of the job?

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

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

*(if 12a-4 someone else ≠ 1)*

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

*(First name/Last name/Title/Agency)*

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

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

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

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

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

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

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

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

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

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

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

School Security Officer (SSO) questions

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

*(if 12a = SSO)*

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

*Include both full-time and part-time SSOs.*

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

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

Yes

No

Other (describe) \_\_\_\_

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

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

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

(if 12a-12 someone else ≠ 1)

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

(First name/Last name/Title/Agency)

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

Local law enforcement agency

Local school leader

Virginia Department of Criminal Justice Services

I had training but I don't know who provided it.

I have not had formal training specifically about the role and duties of a SSO.

Other (describe) \_\_\_\_

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

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

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

(select one)

School level

Division level

Not applicable

Other (describe) \_\_\_\_

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

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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

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

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

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

13. Were there formal written processes or protocols in place for *your school to receive* notification on the *Code* listed offenses from local law enforcement?
- Yes
  - No
14. Were there formal written processes or protocols in place for *your school to notify* local law enforcement of the offenses listed in the *Code*?
- Yes
  - No

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

#### *School Crisis/Emergency Management/Medical Response Plan*

*Virginia Code § 22.1-279.8* describes school crisis and emergency management plans and states that "*each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan.*" <https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/>

15. Did you have to *activate* any portion of your school's crisis management plan during the 2017–2018 school year due to an *actual* critical event or emergency?
- Yes
  - No

### Safety-Related Conditions

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

16. Do first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they need to respond to a large-scale security incident at your facility?  
Yes  
No  
Don't know
17. Do first responders have access to the school during a lockdown so they do not have to breach doors or windows to gain access?  
Yes  
No  
Don't know
18. Can school administrators communicate with law enforcement/first responders via radio when they are inside the school building?  
Yes  
No  
Don't know
19. Does your school conduct background checks on volunteers who work with your students (not including parents/guardians)?  
Yes  
No
20. Review the following list of security strategies and select those that were in place at your school during the 2017–2018 school year. *(select all that apply)*  
All classrooms in the school were able to be locked from both the inside and the outside of the classroom  
All exterior entrances to the school building or campus were locked during school hours  
Main entrance of the school building or campus was secured by a controlled electronic access system during school hours  
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  
The school had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school.  
The school had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat)  
Other *(describe)* \_\_\_\_  
None of the above

### IV. THREAT REPORTING AND ASSESSMENT

In addition to requiring the establishment of threat assessment teams, *Virginia Code § 22.1-79.4* also instructs that “Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.”

<https://law.lis.virginia.gov/vacode/title22.1/chapter7/section22.1-79.4/>

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

Threat Assessment Administration

Threat Assessment Team

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

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

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

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

*(if 22 = 1 or >)*

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

#### Threat Assessment Records

24. Where were threat assessment records (such as Student Threat Assessment and Response Reports) stored during 2017–2018? (select all that apply)
- In the school division’s central office
  - In the student’s discipline file
  - In the student’s general education file
  - In the student’s health file
  - In the student’s special education file
  - With law enforcement records
  - With the school administration
  - With the school counselor
  - With the threat assessment team
  - Other *(describe)* \_\_\_\_
  - Not applicable (no cases in 2017–2018)

#### Threat Reporting

25. Which of the following report methods were available for students/parents/staff to report threats or concerning behavior? (select all that apply)
- Anonymous comment box/mailbox/form/written note
  - Anonymous email/tip-line
  - Anonymous online application/website
  - Anonymous telephone hotline/text message

- Meet in person/face-to-face
- Other (describe) \_\_\_\_
- None

Threat Assessments Conducted in 2017–2018

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

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

For question 26:

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

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

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

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

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

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

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

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

Number of cases \_\_\_\_ (if none, enter 0)

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

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

(if Q27 = 1)

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

- Yes
- No

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

(if Q27 > 1)

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

Number of cases \_\_\_\_\_ (if none, enter 0)

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

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

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

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

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

The type of act that was threatened: \_\_\_\_\_

The actual act that took place: \_\_\_\_\_

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

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

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

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

Yes

No (if selected, go to Q27a-3)

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

(if 27a-2 = yes)

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

Immediately

5 school days

10 school days

11-45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other (describe) \_\_\_\_\_

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

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

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

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

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

NO (if selected, go to Q28)

(if 27b > 1)

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

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

### **Case 1**

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

The type of act that was threatened: \_\_\_\_\_

The actual act that took place: \_\_\_\_\_

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

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

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

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

Yes

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

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

*(if 27b-2 = yes)*

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

Immediately

5 school days

10 school days

11–45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other *(describe)* \_\_\_\_

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

*(if 27b-2.1 = after alt)*

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

\_\_\_\_\_

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

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

No *(if selected, go to Q28)*

*(if 27b is = or > 2)*

## **Case 2**

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

The type of act that was threatened: \_\_\_\_

The actual act that took place: \_\_\_\_

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

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

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

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

Yes

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

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

*(if 27b-2 = yes)*

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

Immediately

5 school days

10 school days

11–45 school days

More than 45 school days

After alternative school placement

After hospitalization

Other *(describe)* \_\_\_\_

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

*(if 27b-2.1 = after alt)*

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

\_\_\_\_\_

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

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

\_\_\_\_\_  
No (if selected, go to Q28)

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

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

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

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

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

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

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

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

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

(if 26 "someone else" SUM > 0)

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

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

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

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

Information provided at back-to-school meetings

Information provided at other staff meetings

In-service training

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

Other (describe) \_\_\_\_\_

None

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

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

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

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

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

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

**Safety-Related Training**

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

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

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

- Yes
- No
- Don’t know

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

- Inability to secure classrooms
- Lack of designated security personnel
- Lack of fencing or other peripheral security

Lack of supervision in one or more classrooms  
Multiple building/portable classrooms  
Physical dangers from unfunded repairs  
Unsupervised areas during the school day  
Unsupervised after school activities  
Other *(describe)* \_\_\_\_

33. What is the prime issue currently affecting your school as it pertains to the mental and emotional safety and well-being of students and staff? *(select one)*
- Bullying
  - Counseling personnel tasked with non-mental health-related assignments
  - Lack of available climate improvement training in this area
  - Lack of connection with other students
  - Lack of connection with teachers/staff
  - Lack of counseling personnel for students
  - Retaining qualified teachers
  - Unmet mental health needs/limited mental health resources
  - Other *(describe)* \_\_\_\_

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

**FOR SECONDARY PRINCIPALS ONLY**

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

34. Based on the results from your most recent school climate survey report, please identify the largest concern expressed by students. *(select one)*
- Academic expectations
  - Academic performance/aspirations
  - Bullying by adults
  - Consistency of disciplinary structure
  - Cultural and linguistic competence
  - Engagement with school
  - Gang activity
  - Mental health issues
  - Personal safety
  - Prevalence of student teasing and bullying
  - Relationships among students
  - Risky behaviors (drug/alcohol abuse)
  - Sexual harassment
  - Student support services
  - Teen dating aggression
  - Other *(describe)* \_\_\_\_
35. Based on the results from your most recent school climate survey report, please identify the largest concern expressed by teachers. *(select one)*
- Adult reactions to student aggression
  - Bullying by adults
  - Concerns about discipline and safety
  - Cultural and linguistic competence
  - Gang activity
  - Inconsistency of disciplinary structure
  - Prevalence of student teasing and bullying
  - Student aggression towards adults

Student engagement and relationships among students  
Unwillingness of students to seek help  
Views on suspension  
Other *(describe)* \_\_\_\_

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

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

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

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

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

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

## Appendix C

### Division safety survey questions (survey conducted online)

#### *Welcome to the 2018 Virginia School Division Survey*

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

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

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

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

#### I. DIVISION IDENTIFICATION AND DEMOGRAPHICS

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

*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:*

2. What is your name? (First Name/Last Name)

3. Are you the division's current/acting superintendent?

Yes

No

*(if 3= no)*

3a. Please provide the name and email address for your current/acting superintendent.

(First Name/Last Name/Email)

3b. What is your title?

3c. What is your email address?

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

4 Among the schools in your school division during 2017–2018, what was the number of full-time and of part-time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) who

- were hired by the school division to serve specific schools or a combination of schools,
- work in the schools through a day treatment program, and/or
- work in the schools through a memorandum of understanding (MOU) with a community agency?

*If there were none, enter 0.*

	# hired by division	# day treatment program staff	# MOU with community agency
Full-time			
Part-time			

5. Is there a Director of School Safety or Director of School Security (or person of similar title whose responsibility is the oversight of school safety-related activities) employed within the school division?

Yes

No

*(if 5 = yes)*

5a. Please provide the name and email for the person designated as the school division's Director of School Safety/Security or similar designation.

(First Name/Last Name/Email)

§ 22.1-279.8. *paragraph D* requires that each school division designate an emergency manager.

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

6. Was your division's Emergency Manager hired to serve specifically in this role, or did they assume this responsibility in addition to their primary role? *(select one)*

The Emergency Manger role is their primary role

The Emergency Manager role is their secondary role

Other *(describe)* \_\_\_\_

7. Please provide the name and email address for the person designated as the division's Emergency Manager.

(First Name/Last Name/Email)

8. Is there a memorandum of understanding (MOU) in place in the division to facilitate the partnership between schools and law enforcement?

Yes

No

*(if 8 = yes)*

8a. In 2017, the VCSCS produced a model MOU for school divisions and law enforcement agencies to use as a template for school-law enforcement partnerships. Did your division adapt a version of this model MOU or create your own? *(select one)*

Adapted the model MOU for our use

Created our own MOU

Other *(describe)* \_\_\_\_

*(if 8 = yes)*

8b. What was the month and year this MOU was last signed?

(Month/Year)

9. What type(s) of security personnel worked in your division during the 2017–2018 school year? *(select all that apply)*

School resource officer (SRO)

School security officer (SSO)

Neither

*(if 9 = SRO)*

9a. How were school resource officers (SROs) funded in your division? *(select one)*

By the school division

By a law enforcement agency (LEA)

Through grant funds from DCJS (SRO Grant Fund and Program)

Combination of division and LEA

Don't know

Other *(describe)* \_\_\_\_

(if 9 = SSO)

9b. How were school security officers (SSOs) supervised in your division? (select one)

By the Director of School Safety or other division leader

At the division level by a lead SSO

At the school level by the principal or other school level administrator

Other (describe) \_\_\_\_

§ 22.1-280.2:1 describes the purposes for which a local school board may employ a school security officer and the requirements if they are to carry a firearm.

<https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-280.2:1/>

(if 9 = SSO)

9c. What is your division's current policy on allowing SSOs to be armed? (select one)

SSOs are allowed to be armed in division schools

SSOs are not allowed to be armed in division schools, and we are not considering changing this policy in the near future

We do not currently allow SSOs to be armed, but are considering allowing it

Other (describe) \_\_\_\_\_

10. Did your division apply for SRO grant funds last year?

Yes

No

Don't know

(if 10 = no)

10a. Why did your division not apply for SRO funds last year? (select one)

All SRO positions currently funded through local funding and therefore were not eligible

Not aware of grant opportunity

Applied and denied funding

Other (describe) \_\_\_\_

§ 22.1-279.3:1 paragraph B details the types of offenses that law enforcement are required to report to school/division authorities when committed by students, and paragraph D details the types of offenses that school/division authorities are required to report to law enforcement when committed by students.

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

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

Yes

No

12. Were there formal written processes or protocols in place for your division to provide notification to law enforcement on the Code listed offenses when committed by students?

Yes

No

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

§ 22.1-137.2 describes the requirement for conducting lockdown drills.

<https://law.lis.virginia.gov/vacode/title22.1/chapter9/section22.1-137.2/>

13. Besides the four (4) required lockdown drills, do you have a division-wide requirement that schools conduct additional lockdown drills?

Yes

No

(if 13 = yes)

13a. Briefly describe your division’s additional lockdown requirement. \_\_\_\_\_

§22.1-279.8 *paragraph C* requires that a division’s school safety audit committee review the schools’ safety audits and submit any plans for improving school safety to the division superintendent for submission to the local school board.

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

14. Based on the review completed by your division’s safety audit committee, did your school division submit any recommendations to your local school board for improvement regarding *physical safety concerns* of division schools in the 2017–2018 school year?

Yes

No

(if 14 = yes)

14a. Please list the top five recommendations made to the school board by the safety audit committee regarding physical safety concerns.

	Briefly describe recommendations
Recommendation 1	
Recommendation 2	
Recommendation 3	
Recommendation 4	
Recommendation 5	

#### IV. THREAT REPORTING AND ASSESSMENTS

§ 23.1-805 describes violence prevention committees and threat assessment teams, and requires committees to “provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a physical threat to the community.”

<https://law.lis.virginia.gov/vacode/23.1-805%20/>

15. What mechanisms are in place to provide education related to aberrant behavior for faculty/staff? (select all that apply)

Training provided by individual schools

Training provided as part of a division-wide school safety in-service

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

Other (describe) \_\_\_\_\_

None of the above

§ 22.1-79.4 describes the roles of threat assessment teams and oversight committees in school divisions.

<https://law.lis.virginia.gov/vacode/title22.1/chapter7/section22.1-79.4/>

16. Is there a division oversight team for threat assessment?

Yes

No

16a. Please provide the name and email of the person in charge of the division oversight team.

(First Name/Last Name/Email)

17. Did your school division have a division-wide anonymous report method for students/parents/staff to report threats or concerning behavior?

Yes

No

(if 17 = yes)

17a. Please indicate which of the following report methods were available division-wide (at all of your division’s schools). (select all that apply)

Anonymous comment box/mailbox/form/written note

Anonymous telephone hotline/text message  
Anonymous online application/website  
Anonymous email/tip-line  
Meet in person/face-to-face  
Other (describe) \_\_\_\_  
None

18. Does your division have a written policy or procedure for the maintenance of threat assessment case records?

Yes  
No

19. Does your division have a written policy or procedure for notifying local law enforcement or other institutions when a threat is made by students or non-students at your school?

Yes  
No

*(if 19 = no)*

19a. What are the obstacles to sharing information with law enforcement or other institutions? *(select all that apply)*

Lack of knowledge of when to share information  
Lack of knowledge with whom to share information  
Concern about privacy laws  
Other *(describe)* \_\_\_\_

20. Which of the following does your division's student code of conduct or division policy include? *(select all that apply)*

Threats to harm others are a disciplinary violation  
The disciplinary consequence for a threat to harm others will vary according to the seriousness of the threat  
Students who threaten to harm others are subject to a threat assessment process  
A student threat assessment can include referral for a mental health assessment  
None of the above

21. What kind of training or technical assistance would help improve your threat assessment (TA) process? *(select all that apply)*

Additional training by DCJS  
Best practice training (with other divisions to share examples)  
Case studies, scenario trainings (social media, harm to self, harm to others)  
Level of threat training, when to conduct a TA (how to respond to various threat levels; when does a low-level threat require a TA)  
Online training in threat assessment  
Recognition of threats, threat types, and behavioral red flags  
Refresher training and review  
Regional training with other divisions  
Specific TA-related topics  
Suicide prevention, ideation, threat assessment for suicide threat  
Training for new staff  
Other *(describe)* \_\_\_\_  
None

22. What are the biggest challenges to setting up teams or conducting threat assessments? *(select all that apply)*

Conducting reviews and updates  
Consistency in division-wide practices  
Length of the form  
Level of threat (when does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat)  
Limited staff and staff turnover/retention  
Loss of instruction time, competing priorities, conducting thorough TA/review/debrief in a timely Privacy issues (FERPA, outside team members maintaining student confidentiality requirements)  
Team coordination (managing team member schedules, availability to meet in timely manner)  
Threat assessment training resources  
Training for new staff and for team members  
Understanding the function of threat assessments vs. discipline

Other (*describe*) \_\_\_\_

None

## V. CONCERNS, TRAINING, AND RESOURCE NEEDS

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

Inability to secure classrooms

Lack of designated security personnel

Lack of fencing or other peripheral security

Lack of supervision in one or more classrooms

Multiple building/portable classrooms

Physical dangers from unfunded repairs

Unsupervised areas during the school day

Unsupervised after school activities

Other (*describe*) \_\_\_\_

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

Lack of in house counseling/mental health personnel available to assist students

Lack of available climate improvement training in this area

Lack of connection with other students

Lack of connection with teachers/staff

Unmet mental health needs/limited mental health resources in the community

Retaining qualified teachers

Other (*describe*) \_\_\_\_

25. How does your division monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues? (*select one*)

Someone at the division level is responsible for monitoring (i.e., it is in their job description)

We have contracted a cyber security company to monitor social media for us (e.g., Gaggle, GeoListening, etc.)

We do not have a specific monitoring process

Other (*describe*) \_\_\_\_

### Resources:

[2017 School Climate Survey Results](#)

[Critical Incident Response for School Faculty and Staff](#)

[Critical Incident Response Video](#)

[Guidance for Emergency Manager Designee](#)

[Guidance on Threat Assessment Team Formation and Reporting](#)

[K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents and Community Members](#)

[K-12 Threat Assessment Video](#)

[Model Policy to Address Bullying in Virginia's Public Schools](#)

[School Crisis, Emergency Management, and Medical Emergency Response Plan](#)

[School Crisis, Emergency Management, and Medical Emergency Response Plan - Quick Guide](#)

[The Virginia Educator's Guide for Planning and Conducting School Emergency Drills](#)

[Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines](#)

[Virginia School-Law Enforcement Partnership Guide](#)

[Virginia School-Law Enforcement Partnership Model Memorandum of Understanding](#)



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