



The 2021 Virginia School Safety Survey

Data by Question

This document is designed to provide state averages for all questions found on the 2021 Virginia School Safety Survey.

Background

The Virginia School Safety Survey is intended to provide schools, divisions, and the Virginia Department of Criminal Justice Services (DCJS) with information on how best practices for school safety are being implemented across Virginia. The results of this survey provide valuable information on training and resources needed across the state. The survey is updated each year in anticipation of emerging best practices and to gather data to inform policymakers. The web-based Virginia School Safety Survey was developed and administered by the DCJS Virginia Center for School and Campus Safety (VCSCS).

In May 2021, all Virginia school division Emergency Managers received directions for the 2021 School Safety Survey. Submission of the online survey is one component of the Virginia School Safety Audit requirement (*Code of Virginia § 22.1-279.8*). The divisions received information about the survey, including survey instructions, a preview list of survey questions, and a link to the school survey. Divisions were instructed to inform each of their school principals about the School Safety Survey requirements and to provide them with the link and access code. Principals were instructed to complete the survey within one month of the end of the 2020–2021 school year, but not before students' last day.

School principals or their designees completed the web-based survey during the months of May through September of 2021, providing information that reflected conditions in their schools during the 2020–2021 school year.

The public school system in Virginia consists of 132 public 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. All 1,967 public schools operating¹ in Virginia during the 2020–2021 school year completed the survey.

Interpreting the Findings

Gray bars indicate survey branching based on respondent answers. If the response did not trigger the follow-up question(s), the question(s) was not presented to the respondent.

Many questions requested the reporting of numbers on various topics. These results are reported as such:

Total = Sum of all responses

Schools = Number of schools that reported numbers >1

Mean = Average number reported for schools that reported numbers >1

Range = Spread of numbers reported >1

Should you have any questions, please contact the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS):

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¹ 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."

I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is your division and school name?	<p>132 divisions 1,967 schools</p> <ul style="list-style-type: none"> ○ Elementary 1,186, 60% (PK–7) ○ Middle 312, 16% (7–8) ○ High 355, 18% (8–12) ○ Other 114, 6%(schools with combined grade levels such as PK–12, 1–8 or 6–12) 	
2. If we have any questions about your survey responses, we would like to be able to contact you. Please provide us with your contact information: <i>individual completing the survey</i>	First Name:	----
	Last Name:	----
	Email:	----
	Phone Number:	----
3. What is your role in the school?	<p>N=1967</p> <ul style="list-style-type: none"> ○ Principal 1,307, 66% ○ Associate/Assistant Principal 579, 29% ○ Dean of Students 15, 1% ○ Administrative Intern/Aide 9, 0.4% ○ Safety Coordinator/Chair/Specialist 7, 0.3% ○ SSO 15, 0.7% ○ Other : Director/coordinator 25, 1%; Admin Designee 8, 0.4%; Lead/head/Senior Teacher 2, 0.1% 	
If you are NOT the acting principal		
3a. Please provide the name and email address for your current/acting principal.	First Name:	----
	Last Name:	----
	Email:	----

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

<i>Mental Health Personnel</i>		
<i>This refers to School Counselors, School Psychologists, School Social Workers, Substance Abuse Counselors, etc.</i>		
4. What was the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) in 2020–2021?	Full Time: Use full time for those mental health personnel that worked full time at your school. Part Time: Use part time for those mental health personnel that worked part time at your school, even if they were employed full time by your division or other agency.	
<i>N=1,967</i>	Full Time:	Part Time:
School Counselors	<i>Total 3,886 Schools 1,819 Mean 2.14 Range 1–20</i>	<i>Total 520 Schools 488 Mean 1.07 Range 1–6</i>
School Psychologists	<i>Total 561 Schools 515 Mean 1.09 Range 1–5</i>	<i>Total 1,234 Schools 1,208 Mean 1.02 Range 1–4</i>
Social Workers	<i>Total 588 Schools 511 Mean 1.15 Range 1–14</i>	<i>Total 1,034 Schools 1,005 Mean 1.03 Range 1–11</i>
Substance Abuse Counselors	<i>Total 41 Schools 39 Mean 1.05 Range 1–2</i>	<i>Total 87 Schools 85 Mean 1.02 Range 1–3</i>
Student Assistance Counselors	<i>Total 142 Schools 104 Mean 1.37 Range 1–5</i>	<i>Total 96 Schools 83 Mean 1.16 Range 1–3</i>
Day Treatment Counselors	<i>Total 288 Schools 208 Mean 1.38 Range 1–10</i>	<i>Total 191 Schools 154 Mean 1.24 Range 1–11</i>

School Resource Officers and Certified School Security Officers

§ 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 or a private or religious school for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of the policies of the school board or the private or religious school, and detaining students violating the law or the policies of the school board or the private or religious school on school property, school buses, or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.

5. What types of safety/security personnel were working in your school during the 2020–2021 school year?

	Number present the majority of the time students are in the building <i>N=1,967</i>	Number present only part of the time students are in the building <i>N=1,967</i>	Do you share those that are part time in your building with another school?	How has this number changed since 2019–2020? (If remained the same please enter 0)
School Resource Officers (SROs)	<i>Total 806 Schools 766 Mean 1.05 Range 1–5</i>	<i>Total 546 Schools 538 Mean 1.02 Range 1–2</i>	<i>N=1,628</i> ○ Yes 646, 40% ○ No 982, 60%	<i>Increase N=45</i> ○ Increased by 0.5=2 schools, 4% ○ Increased by 1=43 schools, 96% <i>Decrease N=100</i> ○ Decreased by 0.5=7 schools, 7% ○ Decreased by 1=91 schools, 91% ○ Decreased by 2=2 schools, 2%
Certified School Security Officers (SSOs)	<i>Total 915 Schools 471 Mean 1.94 Range 1–14</i>	<i>Total 156 Schools 125 Mean 1.25 Range 1–9</i>	<i>N=1,244</i> ○ Yes 120, 10% ○ No 1,124, 90%	<i>Increase N=54</i> ○ Increased by 0.5= 2 schools, 4% ○ Increased by 1= 52 schools, 96% <i>Decrease N=36</i> ○ Decreased by 1= 30 schools, 83% ○ Decreased by 2= 4 schools, 11% ○ Decreased by 3= 1 schools, 3% ○ Decreased by 7= 1 schools, 3%
Contracted private security personnel (not SSOs)	<i>Total 16 Schools 12 Mean 1.33 Range 1–3</i>	<i>Total 9 Schools 9 Mean 1 Range 1</i>	<i>N= 1,134</i> ○ Yes 14, 1% ○ No 1,120, 99%	<i>Increase N=5</i> ○ Increased by 1= 5 schools, 100% <i>Decrease N=2</i> ○ Decreased by 1= 2 schools, 100%

If you had School Resource Officers (SROs)	
<p>6. How familiar are you (the principal) with the roles and expectations set out in the Memorandum of Understanding (MOU) between your school division and the local law enforcement agency for the placement of SROs in your school?</p> <p>§ 22.1-280.2:3. School boards; local law-enforcement agencies; memorandums of understanding. The school board in each school division in which the local law-enforcement agency employs school resource officers, as defined in § 9.1-101, shall enter into a memorandum of understanding with such local law-enforcement agency that sets forth the powers and duties of such school resource officers. The provisions of such memorandum of understanding shall be based on the model memorandum of understanding developed by the Virginia Center for School and Campus Safety pursuant to subdivision A 11 of § 9.1-184, which may be modified by the parties in accordance with their particular needs.</p>	<p>N=1,257</p> <ul style="list-style-type: none"> ○ <i>Not at all familiar</i> 26, 2% ○ <i>Slightly familiar</i> 78, 6% ○ <i>Somewhat familiar</i> 200, 16% ○ <i>Moderately familiar</i> 516, 41% ○ <i>Extremely familiar</i> 438, 35%
<p>7. For the most recently assigned SRO at your school, was the principal or assistant principal consulted in some way as part of the selection process?</p>	<p>N=1,257</p> <ul style="list-style-type: none"> ○ <i>Yes</i> 262, 21% ○ <i>No</i> 809, 64% ○ <i>Don't know, they were assigned under a previous administration</i> 187, 15%
<p>8. Were school administrators provided with information on the roles and responsibilities of SROs?</p>	<p>N=1,257</p> <ul style="list-style-type: none"> ○ <i>Yes</i> 1,104, 88% ○ <i>No</i> 152, 12%
<p>9. Please rate each of the following areas related to your school/law enforcement partnership.</p>	
<ul style="list-style-type: none"> ● Communication from SRO to administrators 	<p>N=1,257</p> <ul style="list-style-type: none"> ○ <i>very good</i> 842, 67% ○ <i>good</i> 286, 23% ○ <i>acceptable</i> 109, 9% ○ <i>poor</i> 18, 1% ○ <i>very poor</i> 2, 0.2%
<ul style="list-style-type: none"> ● Communication from administrators to SRO 	<p>N= 1,257</p> <ul style="list-style-type: none"> ○ <i>very good</i> 865, 69% ○ <i>good</i> 311, 25% ○ <i>acceptable</i> 75, 6% ○ <i>poor</i> 5, 0.3% ○ <i>very poor</i> 1, 0.08%
<ul style="list-style-type: none"> ● Role distinction (mutual understanding of appropriate role and duties of SRO) 	<p>N=1,257</p> <ul style="list-style-type: none"> ○ <i>very good</i> 786, 63% ○ <i>good</i> 341, 27% ○ <i>acceptable</i> 119, 9% ○ <i>poor</i> 9, 1% ○ <i>very poor</i> 2, 0.2%

<ul style="list-style-type: none"> • Distinction between school rules and laws (mutual understanding about what infractions the SRO should and should not handle) 	<p><i>N=1,257</i></p> <ul style="list-style-type: none"> ○ <i>very good 808, 64%</i> ○ <i>good 329, 26%</i> ○ <i>acceptable 110, 9%</i> ○ <i>poor 8, 1%</i> ○ <i>very poor 2, .02%</i>
<p>10. What training do you feel your SRO(s) would most benefit from?</p>	<p><i>select all that apply</i></p> <p><i>N=1,257</i></p> <ul style="list-style-type: none"> ○ <i>Working with students' mental health needs 691, 55%</i> ○ <i>Student behavioral dynamics, 545, 43%</i> ○ <i>Working with students with disabilities 544, 43%</i> ○ <i>Cultural diversity and implicit bias 410, 33%</i> ○ <i>Mediation, conflict resolution, and de-escalation 362, 29%</i> ○ <i>School and personal liability issues 222, 18%</i> ○ <i>Security awareness in the school environment 167, 13%</i> ○ <i>Disaster and emergency response 105, 8%</i> ○ <i>State and Federal laws 82, 7%</i> ○ <i>Substance abuse disorders 64, 5%</i>
<p>11. Have you, or another administrator from your building, attended a DCJS SRO and Administrator Basic Course?</p>	<p><i>select all that apply</i></p> <p><i>N=1,257</i></p> <ul style="list-style-type: none"> ○ <i>Yes, I have attended 364, 28%</i> ○ <i>Yes, another administrator has attended 145, 11%</i> ○ <i>No, no one in this building has attended 697, 53%</i> ○ <i>Someone from this building has attended a locally sponsored training not conducted by DCJS 115, 9%</i>
<p>If you had SSOs</p>	
<p>12. Are your SSOs involved in any of the following tasks?</p>	<p><i>select all that apply</i></p> <p><i>N=1,257</i></p> <ul style="list-style-type: none"> ○ <i>Securing and monitoring the grounds 521, 41%</i> ○ <i>Planning and conducting drills 400, 32%</i> ○ <i>Escorting of students (related to conduct) 396, 32%</i> ○ <i>Traffic control 386, 31%</i> ○ <i>Positive behavior supports or recognition 335, 27%</i> ○ <i>Crisis management plan development 321, 26%</i> ○ <i>Student mentoring 311, 25%</i> ○ <i>Lunch duty 310, 25%</i> ○ <i>Student searches 283, 23%</i> ○ <i>Physical intervention 265, 21%</i> ○ <i>Student disciple interviews 183, 15%</i> ○ <i>Other (describe) ___ 32, 3% (Arrival and dismissal, camera systems operation, parking management, de-escalation, tasks as needed)</i>

<p>13. Please list the top three benefits to having an SSO in your building.</p>	<p><i>Survey instructed respondents to write in three top benefits, those responses were content coded and only those responses appearing 3% of the time are listed below:</i></p> <p><i>N=551</i></p> <ul style="list-style-type: none"> <i>○ Additional security around the building, 323, 59%</i> <i>○ Additional adult for positive relationship building with students, 219, 40%</i> <i>○ Additional student supervision, 126, 23%</i> <i>○ Crisis Management, 109, 20%</i> <i>○ Comprehensive safety & security for the campus, 82, 15%</i> <i>○ Visitor monitoring and management, 66, 12%</i> <i>○ Added sense of security for staff and students, 56, 10%</i> <i>○ Bus Lane coverage/traffic/parking assistance, 50, 9%</i> <i>○ Assisting with discipline issues, 38, 7%</i> <i>○ Positive behavior support, 33, 6%</i> <i>○ Additional staff support, 29, 5%</i> <i>○ Conflict de-escalation and mediation, 28, 5%</i> <i>○ Escorting, 25, 5%</i> <i>○ Camera monitoring, 24, 4%</i> <i>○ Community relations, 24, 4%</i> <i>○ Assisting administration, 23, 4%</i> <i>○ Assist with enforced student code of conduct/safety policies, 21, 4%</i> <i>○ Student support, 18, 3%</i>
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III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

School Crisis/Emergency Management/Medical Response Plan

The *Code of Virginia* [§ 22.1-279.8](#) states that “each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan.”

- | | |
|---|---|
| 14. Did you have to <i>activate</i> any portion of your school’s crisis management plan during the 2020–2021 school year due to an <i>actual</i> critical event or emergency? | N=1,967
<input type="radio"/> Yes 343, 17%
<input type="radio"/> No 1624, 83% |
|---|---|

If you DID activate your crisis plan

14a. Please select all events that occurred causing the activation of your school’s crisis management plan during the 2020–2021 school year:

Health related incidents and emergencies: N=343

- Influenza/pandemic 170, 50%
- Medical emergency on school property 80, 23%
- Death or serious injury of staff or student 57, 17%
- Other health-related incident on or near school property 18, 5%
- Hazardous materials exposure on or near school property 4, 1%

Weather or building/power related incidents and emergencies: N=343

- Smoke of fire/explosion 26, 8%
- Other building-related damage or power outage related emergency(ies) 24, 7%
- Other natural disaster or severe weather 10, 3%
- Tornado/hurricane 9, 3%
- Flood 5, 1%
- Earthquake 4, 1%
- Roof or building collapse 0, 0%

Man-made incidents and emergencies: N=343

- Other man-made incident on or near school property 50, 15%
- Intruder/trespasser/unauthorized persons on school property 16, 5%
- Active threat 13, 4%
- Weapon on school property 10, 3%
- Loss, disappearance, or kidnapping of a student on school property 9, 3%
- Demonstration/protest on or near school property 5, 1%
- Bomb threat 4, 1%

Other: N=343

- Unfounded incident/faulty or false alarm 28, 8%
- Other safety-related incident that affected school and is not listed above 26, 8%
- Bus/vehicle crash 18, 5%
- Incident at another school that affected your school 13, 4%

ALL

- | | |
|--|---|
| 15. Did your school conduct any unannounced lockdown drills (no specific date and time of drill announced to the school community)?

Lockdown is defined by REMS (Readiness and Emergency Management for Schools) as a course of action to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. | N=1,967
<input type="radio"/> Yes 728, 37%
<input type="radio"/> No 1,239 63% |
|--|---|

If you DID conduct unannounced lockdown drills	
15a. When unannounced lockdown drills were implemented, were they identified as a drill? (i.e., “This is a drill; we are now conducting a lockdown drill.”)	N=727 <input type="radio"/> Yes 591, 82% <input type="radio"/> No 133, 18%
ALL	
16. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)?	N=1,967 <input type="radio"/> Yes 1,752, 89% <input type="radio"/> No 215, 11%
If you DID provide accommodations during drills	
16a. What types of accommodations were made?	<i>select all that apply</i> N=1,752 <input type="radio"/> Prior knowledge of drill to allow for preparation 1,485, 85% <input type="radio"/> Personal assistance provided by an assigned individual 1,403, 80% <input type="radio"/> Specialized location or route 750, 43% <input type="radio"/> One on one training/preparation for students with disabilities/504 accommodations 731, 42% <input type="radio"/> Social stories 374, 21% <input type="radio"/> Signs or cue cards to assist with communication 270, 15% <input type="radio"/> Additional drills/trainings 224, 13% <input type="radio"/> Specialized equipment 194, 11% <input type="radio"/> Other (describe) ___ 12, 1% (Sensory supports, social distancing, exemption, called drills differently to desensitize to loud noises)
ALL	
<p>§ 22.1-137.2. Lock-down drills.</p> <p>A. In every public school there shall be a lock-down drill at least once during the first 20 school days of each school session, in order that students and teachers may be thoroughly practiced in such drills. Every public school shall hold at least one additional lock-down drill after the first 60 days of the school session. Every public school shall provide the parents of enrolled students with at least 24 hours’ notice before the school conducts any lock-down drill, provided, however, that nothing in this section shall be construed to require such notice to include the exact date and time of the lock-down drill.</p> <p>B. Pre-kindergarten and kindergarten students shall be exempt from mandatory participation in lock-down drills during the first 60 days of the school session. Local school boards shall develop policies to implement such exemption. Notwithstanding the foregoing provisions of this subsection, each pre-kindergarten and kindergarten student shall participate in each lock-down drill after the first 60 days of each school session.</p>	
17. In addition to the three (3) required lockdown drills, did your school conduct any additional exercises with law enforcement or other first responders in 2020–2021? <i>This question is NOT asking if you conducted the 3 lockdown drills referred to above, but if you conducted any additional drills to what is required by legislation. It is important to note that many schools were not in-person this year and may not have conducted the drills referred to above per VDOE’s Drill Waiver.</i>	N=1,967 <input type="radio"/> Yes 228, 12% <input type="radio"/> No 1,739 88%

If you DID conduct additional exercises	
17a. What types of additional exercises were they?	<p><i>select all that apply</i> N=228</p> <ul style="list-style-type: none"> ○ Fire drill or weather-related drill 151, 66% ○ Additional lockdown drills 62, 27% ○ Tabletop simulation 45, 20% ○ Active shooter/threat training/scenarios 39, 17% ○ Intruder drill training 24, 11% ○ Lecture 11, 5% ○ Full-scale drill 4, 2% ○ Other (describe) ___ 26, 11% (K9 sweep with local police, evacuation drill, shelter in place, Stop the bleed training)
ALL	
18. Could school administrators communicate directly with law enforcement/first responders via radio when inside the school building during an emergency or critical incident, if necessary?	<p>N=1,967</p> <ul style="list-style-type: none"> ○ Yes, we can directly communicate with outside first responders via radio or an Emergency Alert system with two-way communication capabilities 992, 50% ○ We communicate with the SRO via school radio who communicates directly with first responders 627, 32% ○ No, we have no way to communicate directly with first responders via radio 348, 18%
If you were UNABLE to communicate with law enforcement	
18a. Why not? What prevents this communication?	<p><i>select all that apply</i> N=348</p> <ul style="list-style-type: none"> ○ Different radio systems/frequencies, not compatible 229, 66% ○ Limitations of radio due to distance or infrastructure 43, 12% ○ None of the above 40, 11% ○ Don't have radio/do not have working radio 37, 11% ○ Other 31, 9% ○ Division policy prohibits it 0, 0%
ALL	
19. Review the following list of security strategies and select those that were in place at your school during the 2020–2021 school year.	<p><i>select all that apply</i> N=1,967</p> <ul style="list-style-type: none"> ○ All exterior entrances to the school building or campus were locked during school hours 1,908, 97% ○ Main entrance of the school building or campus was secured by a controlled electronic access system during school hours 1,877, 95% ○ School had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school 1,785, 91% ○ Classroom windows, including door windows, can be covered to eliminate visibility into classroom 1,705, 87%

	<ul style="list-style-type: none"> ○ All classrooms in the school were able to be locked from outside the classroom 1,702, 87% ○ School had crisis kits prepared, including medical and emergency plan-specific items 1,691, 86% ○ School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat) 1,671, 85% ○ All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used 1,564, 80% ○ 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 1,240, 63% ○ All classrooms in the school were able to be locked from inside the classroom 1,108, 56% ○ Staff were trained to barricade rooms that cannot be locked from inside 990, 50% ○ Staff and students were trained in “run, hide, fight”, “avoid, deny, defend,” or some other recognized response program 947, 48% ○ Other 45, 2% ○ None of the above 6, 0.3%
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IV. THREAT REPORTING AND ASSESSMENT

Since 2013, and in accordance with [§ 22.1-79.4](#), threat assessment teams are legislatively mandated in Virginia for all public schools for grades K-12. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. It is also mandated that each team:

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

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

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

<i>Threat Assessment Team</i>		
The <i>Code of Virginia</i> § 22.1-79.4 section C states, “Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement . Threat assessment teams may be established to serve one or more schools as determined by the division superintendent.”		
20. Tell us about your primary/core Threat Assessment Team members in 2020–2021. *respondents were asked to provide the number of individuals in each category therefore these results are reported as such: Total = Sum of all responses Schools = Number of schools that reported numbers >1 Mean = Average number reported for schools that reported numbers >1 Range = Spread of numbers reported >1		
<i>N=1,967</i>	Number of Primary/core members	Number having completed TA training in the last 3 years
Administration	<i>Total 4,512 Schools 1,954 Mean 2.31 Range 1–13</i>	<i>Total 3,429 Schools 1,630 Mean 2.10 Range 1–13</i>
School Counseling	<i>Total 3,580 Schools 1,879 Mean 1.91 Range 1–14</i>	<i>Total 2,599 Schools 1,427 Mean 1.82 Range 1–14</i>
Instruction	<i>Total 7,609 Schools 1,044 Mean 7.29 Range 1–150</i>	<i>Total 2,640 Schools 533 Mean 4.95 Range 1–140</i>

School Resource Officer (SRO)	<i>Total 1,267 Schools 1,239 Mean 1.03 Range 1–4</i>	<i>Total 984 Schools 964 Mean 1.02 Range 1–4</i>
Other Law Enforcement Representative	<i>Total 102 Schools 94 Mean 1.09 Range 1–3</i>	<i>Total 66 Schools 59 Mean 1.12 Range 1–3</i>
School Security Officer (SSO)	<i>Total 655 Schools 441 Mean 1.49 Range 1–14</i>	<i>Total 474 Schools 317 Mean 1.50 Range 1–14</i>
Psychologist/Social Worker	<i>Total 1,889 Schools 1,374 Mean 1.37 Range 1–6</i>	<i>Total 1,478 Schools 1,067 Mean 1.39 Range 1–6</i>
School Nurse	<i>Total 1,313 Schools 1,277 Mean 1.03 Range 1–3</i>	<i>Total 717 Schools 694 Mean 1.03 Range 1–3</i>
Community Service Board Member	<i>Total 53 Schools 47 Mean 1.13 Range 1–3</i>	<i>Total 32 Schools 27 Mean 1.86 Range 1–3</i>
Division Representative	<i>Total 458 Schools 369 Mean 1.24 Range 1–6</i>	<i>Total 355 Schools 287 Mean 1.24 Range 1–4</i>
Other	<i>Total 329 Schools 166 Mean 1.98 Range 1–21</i>	<i>Total 184 Schools 97 Mean 1.90 Range 1–11</i>
21. Approximately how many threat assessment meetings were held in 2020–2021 for the following tasks? <i>Please answer with a number for each type of meeting listed.</i>		
• To triage threats received (at least 2 members)		<i>Total 3,136 Schools 791 Mean 3.96 Range 1–93</i>
• To conduct a full threat assessment based on precipitating information (prior to possible event)		<i>Total 2,081 Schools 599 Mean 3.47 Range 1–53</i>
• For debrief when event occurred without precipitating information (no opportunity to conduct TA prior to event)		<i>Total 941 Schools 375 Mean 2.51 Range 1–18</i>

<ul style="list-style-type: none"> For administrative reasons: organization, process discussion, training, or practice 	<i>Total 1,869 Schools 897 Mean 2.08 Range 1–30</i>		
22. What types of Threat Assessment training has your team completed?	<i>select all that apply N=1,967</i> <ul style="list-style-type: none"> DCIS in-person training 486, 25% DCIS training webinar 396, 20% Other Threat Assessment Model training 357, 18% Online training video 459, 23% Training by division staff 1,360, 69% Other (describe) _____ 118, 6% (school-based tabletop discussions, DCIS Model Manual, virtual all of 2020–2021) 		
23. In 2020–2021, how did your school make the following groups aware of how to recognize and report threatening or aberrant behavior? <i>select all that apply</i>			
	Students N=1,967	Staff N=1,967	Parents/Guardians N=1,967
School Assembly	335, 17%	223, 11%	43, 2%
Faculty/staff meeting	52, 3%	1682, 86%	14, 1%
Back-to-School Night	179, 9%	132, 7%	397, 20%
By classroom or small group	1187, 60%	354, 18%	39, 2%
In-service/professional development	28, 1%	1017, 52%	12, 1%
Email/text	192, 10%	646, 33%	387, 20%
Other written format (brochure/letter)	167, 8%	269, 14%	330, 17%
Handbook/Code of Conduct	1163, 59%	1272, 65%	1167, 59%
Via counseling services	701, 36%	332, 17%	301, 15%
Website/social media	380, 19%	368, 19%	480, 24%
Instructional video	138, 7%	281, 14%	51, 3%
With individuals as needed	1026, 52%	981, 50%	826, 42%
Other	44, 2%	39, 2%	68, 3%
Did not inform	93, 5%	38, 2%	127, 6%

Threat Reporting	
24. Were threats of suicide/self-harm typically reported to your school's threat assessment team?	N=1,967 <input type="radio"/> Yes 1,351, 69% <input type="radio"/> No 616, 31%
If threats of suicide/self-harm were NOT reported to the threat assessment team	
24. Since threats of suicide/self-harm were not typically reported to your school's threat assessment team, who were they reported to/handled by?	<i>select all that apply</i> N=616 <input type="radio"/> School counselor 488, 79% <input type="radio"/> School psychologist/social worker 194, 31% <input type="radio"/> School nurse 102, 17% <input type="radio"/> Other (describe) ___ 205, 33% (Administrators, parents, SRO, SSO, no threats in 2020–2021, Community Service Board, division level team)
ALL	
25. What kind of anonymous report methods were available at your school for reporting threats/aberrant behavior? Note: In-person reporting is not considered anonymous.	<i>select all that apply</i> N=1,967 <input type="radio"/> Written (i.e., note, comment box) 939, 48% <input type="radio"/> Web-based tip line or phone app (provided by division) 871, 44% <input type="radio"/> Phone-based hotline 375, 19% <input type="radio"/> Web-based tip line or phone app (school-based) 366, 19% <input type="radio"/> None 309, 16% <input type="radio"/> Other (describe) _____ 211, 12% (Non-anonymous reporting method (face-to-face, email, main school phone line); web-based monitoring system, National hotline)
26. How did your school monitor social media (i.e., Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues?	<i>select all that apply</i> N=1,967 <input type="radio"/> We did not have a specific monitoring process 884, 45% <input type="radio"/> Someone at the division level was responsible for monitoring (i.e., it was assigned as a job related task) 586, 30% <input type="radio"/> Someone at the school level was responsible for monitoring (i.e., it was assigned as a job related task) 449, 23% <input type="radio"/> Local law enforcement agency monitored and shared appropriate information as needed 339, 17% <input type="radio"/> We contracted with a third party that scanned/monitored social media for us 128, 7% <input type="radio"/> Other (describe) _____ 158, 8% (Address when reports are made, reference to school social media platforms and who is responsible for posting about the school)

Threat Assessment Records

27. Where were the primary threat assessment records (such as *Threat Assessment and Response Reports*) stored during 2020–2021?

select all that apply
N=1,967

- *With school administrator’s file/Threat Assessment Team 1,057, 54%*
- *With counseling 599, 30%*
- *At the division office (central office) 446, 24%*
- *Not applicable (no cases in 2020–2021) 444, 23%*
- *Secure digital database 172, 9%*
- *With special education case manager 50, 3%*
- *With law enforcement unit records (as allowed by FERPA) 39, 2%*
- *Other (describe) ____ 66, 3% (Cumulative students file, student discipline file, clinic/nurse file)*

Threat Assessments Conducted in 2020–2021

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

28. Based on the threat assessment cases conducted at your school in 2020–2021, how many cases involved threats made by persons from each of the following groups?

– Report the number of cases regardless of their risk classification

– Use the following definitions:

- **Threatened others only:** *threatened harm, posed harm to, or was perceived as posing harm to someone other than self, BUT DID NOT threaten suicide or self-harm*
- **Threatened other(s) and self:** *threatened harm, posed harm to, or was perceived as posing harm to someone other than self AND threatened suicide or self-harm, or was perceived as suicidal or posing harm to self*
- **Threatened self only:** *threatened suicide or self-harm, or was perceived as suicidal or posing harm to self BUT DID NOT threaten others nor were they perceived as a threat to others*

Enter the number of threat assessments conducted that involved persons from each of the listed groups and the type of threat that was made. If there were none, enter 0.

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

Type of Group	Threatened other(s) only	Threatened self only	Threatened both self & other(s)	SUM
1. Student from your school	<i>Total 1,364 Schools 563 Mean 2.42 Range 1–25</i>	<i>Total 3,315 Schools 828 Mean 4.00 Range 1–47</i>	<i>Total 270 Schools 144 Mean 1.88 Range 1–30</i>	<i>Total 4,949 Schools 1,106 Mean 4.47 Range 1–55</i>
2. Student not from your school	<i>Total 27 Schools 24 Mean 1.13 Range 1–2</i>	<i>Total 6 Schools 6 Mean 1 Range 1</i>	<i>Total 1 Schools 1 Mean 1 Range 1</i>	<i>Total 34 Schools 30 Mean 1.13 Range 1–2</i>

Type of Group	Threatened other(s) only	Threatened self only	Threatened both self & other(s)	SUM
3. Student formerly from your school	Total 8 Schools 8 Mean 1 Range 1	Total 3 Schools 3 Mean 1 Range 1	Total 1 Schools 1 Mean 1 Range 1	Total 12 Schools 12 Mean 1 Range 1
4. Faculty/staff currently employed by your school	Total 19 Schools 14 Mean 1.36 Range 1–4	Total 15 Schools 15 Mean 1 Range 1	Total 2 Schools 1 Mean 2 Range 2	Total 36 Schools 29 Mean 1.24 Range 1–6
5. Faculty/staff formerly employed by your school	Total 3 Schools 3 Mean 1 Range 1	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 3 Schools 3 Mean 1 Range 1
6. Parent/guardian of a student	Total 13 Schools 11 Mean 1.18 Range 1–3	Total 4 Schools 3 Mean 1.33 Range 1–2	Total 2 Schools 1 Mean 2 Range 2	Total 19 Schools 14 Mean 1.36 Range 1–5
7. Someone else	Total 7 Schools 6 Mean 1.17 Range 0–2	Total 1 Schools 1 Mean 1 Range 1	Total 3 Schools 1 Mean 3 Range 3	Total 11 Schools 8 Mean 1.38 Range 1–3
8. ENTER TOTAL (SUM of items 1–7)	Total 1,441 Schools 585 Mean 2.46 Range 1–25	Total 3,344 Schools 833 Mean 4.01 Range 1–48	Total 279 Schools 148 Mean 1.89 Range 1–30	Total 5,064 Schools 1,116 Mean 4.54 Range 1–55
If you conducted ANY threat assessments this year				
29. How many of the individuals that were subjects of threat assessment cases, were involved in more than one threat assessment case? <i>Numeric responses only. Include all threat levels: low, medium and high threats</i>				Total 649 Schools 348 Mean 1.86 Range 1–18
If you had threat assessment cases that involved “someone else”				
30. In question 32, where you detailed the types of threats made and by whom, you indicated that your school had a threat assessment case(s) that involved “someone else” (not a student, parent, or faculty). Please describe this/these person’s relationship(s) to your school.		N=7 <input type="radio"/> Unknown social media/Zoom (3) <input type="radio"/> Daycare worker (1) <input type="radio"/> Family member (1) <input type="radio"/> Ex-boyfriend of staff member (1) <input type="radio"/> Unknown person camping on campus (1)		

31. Of the threat assessment(s) conducted by your school in 2020–2021, how many initial threat assessments were conducted within the following time intervals of the threat being received by the threat assessment team (TAT)?	
Conducted immediately after received by TAT	<i>Total 3,866 Schools 876 Mean 4.41 Range 1–55</i>
Conducted within 24 hours of receipt by TAT	<i>Total 982 Schools 360 Mean 2.73 Range 1–37</i>
Conducted after 24 hours or more of receipt by TAT	<i>Total 69 Schools 35 Mean 1.97 Range 1–14</i>
Conducted post-incident as there was no prior knowledge of threat	<i>Total 147 Schools 79 Mean 1.86 Range 1–11</i>

If you conducted ANY threat assessments this year

This reference serves as a crosswalk for the updated Classification Priority Level of Concern (found in the updated third edition of the [DCJS Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines](#)) and the former classification of threats used in the previous two editions.

The rationale for the change in moving to a priority level rating was to bring our model policies in line with best practices in the field. This updated priority level of rating threat assessments creates a more holistic approach in examining the impact of the threat on the school community and not just the risk the subject poses in carrying out the threat. This new system takes into account the **STEP**® model, which looks at the **S**ubject(s), **T**arget(s), **E**nvironment, and **P**recipitating events and the overall level of concern associated with a case.

Moving forward in the 2021–2022 school year, the updated classification/priority levels will solely be used to answer questions related to threat levels.

The correlation between the new and previous threat ratings is below. Please use these correlations as you think about your answers for the following questions.

<i>New Priority Level/Classification System</i>	<i>Old Classification System</i>
Priority 1 (Critical/Imminent): Subject poses an imminent threat of serious violence or harm to self/others and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring.	Imminent: Subject/situation appears to pose a significant and immediate threat of serious violence toward others that requires containment and action to protect identified target(s).
Priority 2 (High): Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others; or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law	High Risk: Subject/situation appears to pose a threat, exhibiting behaviors that indicate a continuing intent to harm and efforts to prepare to carry out the plan;

enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, and active monitoring. Referrals as appropriate.	and may also exhibit other concerning behavior that require intervention.
Priority 3 (Moderate): Subject does not pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing capability for harm and is engaging in aberrant or concerning behaviors that indicate need for assistance/intervention. Targets/others likely concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, and active monitoring. Referrals as appropriate.	Moderate Risk: Subject/situation does not appear to pose a threat but exhibits behaviors that indicate a continuing intent or potential for future violence; and/or exhibits other concerning behavior that requires intervention.
Priority 4 (Low): Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance with concerns. Target, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, Referrals as appropriate; Close case if no team interventions or monitoring indicated.	Low Risk: Subject/situation does not appear to pose a threat and any exhibited issues/concerns can be resolved easily.
Priority 5 (Routine/No Known Concerns): Subject does not indicate a threat of violence or harm to self or others; or need for assistance or intervention. No impact on others, environmental factors, or precipitants that need team intervention. Close case.	No Previous Classification

32. How many of the threat assessment cases conducted at your school were classified at the following levels?

And

33. How many of the threat assessment cases conducted resulted in the ultimately occurring at each of the following levels?

	Number of assessments conducted	Number where the act ultimately occurred
Priority 1 (Critical/Imminent): Subject poses an imminent threat of serious violence or harm to self/others	<i>Total 257 Schools 131 Mean 1.96 Range 1–10</i>	<i>Total 79 Schools 55 Mean 1.44 Range 1–4</i>
Priority 2 (High): Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others	<i>Total 469 Schools 256 Mean 1.83 Range 1–13</i>	<i>Total 93 Schools 68 Mean 1.37 Range 1–5</i>
Priority 3 (Moderate): Subject does not pose a threat of serious violence or harm though risk cannot be ruled-out	<i>Total 868 Schools 420 Mean 2.07 Range 1–15</i>	<i>Total 203 Schools 117 Mean 1.74 Range 1–9</i>
Priority 4 (Low): Subject does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance	<i>Total 2,126 Schools 710 Mean 2.99 Range 1–36</i>	<i>Total 715 Schools 264 Mean 2.71 Range 1–36</i>

<p>Priority 5 (Routine/No Known Concerns): Subject does not indicate a threat of violence or harm to self or others</p>	<p><i>Total 1,344 Schools 358 Mean 3.75 Range 1–41</i></p>	<p><i>Total 429 Schools 131 Mean 3.27 Range 1–18</i></p>		
<p>For the case(s) that was/were identified as Priority 1 level AND carried out, please provide a brief description of what occurred in up to 5 cases.</p>				
<p>Please describe the events in Five Priority 1 Cases</p>				
<p>Was the potential event reported and a threat assessment conducted prior to the event?</p>	<p><i>N=78</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>Yes 27, 35%</i> <input type="radio"/> <i>No, the TA was conducted after the event 51, 65%</i> 			
<p>If you had prior knowledge: The type of act(s) that was threatened</p>	<p><i>select all that apply N=27</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>Suicide/self-harm 24, 89%</i> <input type="radio"/> <i>Homicide 1, 4%</i> <input type="radio"/> <i>General harm to others 1, 4%</i> <input type="radio"/> <i>Fight 0, 0%</i> <input type="radio"/> <i>Assault 0, 0%</i> <input type="radio"/> <i>Weapon use 0, 0%</i> <input type="radio"/> <i>Other (describe) _____ 1, 4% (Virtual threat)</i> 			
<p>If you had prior knowledge: What steps were taken, if any, to try to prevent the act?</p>	<p><i>Text responses were content coded and categorized. There were multiple steps taken by many schools, will not equal 100%</i></p> <p><i>N=27</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>Parent contact, 14, 52%</i> <input type="radio"/> <i>Hospitalization, 9, 33%</i> <input type="radio"/> <i>Counseling, 7, 26%</i> <input type="radio"/> <i>Referral for assessment, 5, 19%</i> <input type="radio"/> <i>Private counseling, 4, 15%</i> <input type="radio"/> <i>Monitor social media, 2, 7%</i> <input type="radio"/> <i>504 referral, 1, 4%</i> <input type="radio"/> <i>Authorities notified, 1, 4%</i> <input type="radio"/> <i>BIP/FBA, 1, 4%</i> <input type="radio"/> <i>CSB notification, 1, 4%</i> <input type="radio"/> <i>Safety plan developed, 1, 4%</i> <input type="radio"/> <i>Social Worker wellness check , 1, 4%</i> 			
<p>The actual act(s) that took place:</p>	<p><i>select all that apply N=77</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <input type="radio"/> <i>Suicide/self-harm–Other 23, 30%</i> <input type="radio"/> <i>Suicide/self-harm–Cutting 14, 18%</i> <input type="radio"/> <i>Suicide/self-harm–Overdose 10, 13%</i> <input type="radio"/> <i>Social media or virtual intimidation 7, 9%</i> <input type="radio"/> <i>Suicide/self-harm–Strangulation 6, 8%</i> <input type="radio"/> <i>Fleeing from building or grounds 5, 6%</i> </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <input type="radio"/> <i>Assault 4, 5%</i> <input type="radio"/> <i>Fight 3, 4%</i> <input type="radio"/> <i>Weapon use or intimidation with weapon 3, 4%</i> <input type="radio"/> <i>Property damage 1, 1%</i> <input type="radio"/> <i>Other (describe) _____ 11, 14% (Nothing happened threat only 9, 12%; Verbal assault 2, 2%)</i> </td> </tr> </table>		<ul style="list-style-type: none"> <input type="radio"/> <i>Suicide/self-harm–Other 23, 30%</i> <input type="radio"/> <i>Suicide/self-harm–Cutting 14, 18%</i> <input type="radio"/> <i>Suicide/self-harm–Overdose 10, 13%</i> <input type="radio"/> <i>Social media or virtual intimidation 7, 9%</i> <input type="radio"/> <i>Suicide/self-harm–Strangulation 6, 8%</i> <input type="radio"/> <i>Fleeing from building or grounds 5, 6%</i> 	<ul style="list-style-type: none"> <input type="radio"/> <i>Assault 4, 5%</i> <input type="radio"/> <i>Fight 3, 4%</i> <input type="radio"/> <i>Weapon use or intimidation with weapon 3, 4%</i> <input type="radio"/> <i>Property damage 1, 1%</i> <input type="radio"/> <i>Other (describe) _____ 11, 14% (Nothing happened threat only 9, 12%; Verbal assault 2, 2%)</i>
<ul style="list-style-type: none"> <input type="radio"/> <i>Suicide/self-harm–Other 23, 30%</i> <input type="radio"/> <i>Suicide/self-harm–Cutting 14, 18%</i> <input type="radio"/> <i>Suicide/self-harm–Overdose 10, 13%</i> <input type="radio"/> <i>Social media or virtual intimidation 7, 9%</i> <input type="radio"/> <i>Suicide/self-harm–Strangulation 6, 8%</i> <input type="radio"/> <i>Fleeing from building or grounds 5, 6%</i> 	<ul style="list-style-type: none"> <input type="radio"/> <i>Assault 4, 5%</i> <input type="radio"/> <i>Fight 3, 4%</i> <input type="radio"/> <i>Weapon use or intimidation with weapon 3, 4%</i> <input type="radio"/> <i>Property damage 1, 1%</i> <input type="radio"/> <i>Other (describe) _____ 11, 14% (Nothing happened threat only 9, 12%; Verbal assault 2, 2%)</i> 			

<p>Was a student from your school the primary initiator of the event?</p>	<p><i>N=79</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes 76, 96% <input type="radio"/> Yes, however there was more than one student considered primary 1, 1% <input type="radio"/> No 2, 3%
<p>Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?</p>	<p><i>Please answer for each primary students (up to 5)</i></p> <p><i>N=78</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes, recommended and underwent the assessment 61, 78% <input type="radio"/> Yes, recommended but did not undergo the assessment 9, 12% <input type="radio"/> No recommendation was made 8, 10%
<p>After what period of time was the student able to continue attending your school?</p>	<p><i>Please answer for each primary students (up to 5)</i></p> <p><i>N=78</i></p> <ul style="list-style-type: none"> <input type="radio"/> After hospitalization 27, 35% <input type="radio"/> Immediately 17, 22% <input type="radio"/> Five school days 8, 10% <input type="radio"/> Placed on home-based status for the remainder of the year 8, 10% <input type="radio"/> 10 school days 7, 9% <input type="radio"/> 11–45 school days 2, 3% <input type="radio"/> Not permitted to return 2, 3% <input type="radio"/> More than 45 school days 0, 0% <input type="radio"/> After alternative school placement (please note how long) _____ 0, 0% <input type="radio"/> Other (describe) _____ 7, 9% (after assessment and plan written 4, 5%; student refused to return 2, 3%; not able to return due to death 1, 1%)
<p>For the case(s) that was/were identified as Priority 2 level AND carried out, please provide a brief description of what occurred in up to 5 cases.</p>	
<p>Please describe the events in Five Priority 2 Cases</p>	
<p>Was the potential event reported and a threat assessment conducted prior to the event?</p>	<p><i>N=89</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes 29, 33% <input type="radio"/> No, the TA was conducted after the event 60, 67%
<p>If you had prior knowledge: The type of act(s) that was threatened</p>	<p><i>select all that apply</i></p> <p><i>N=31</i></p> <ul style="list-style-type: none"> <input type="radio"/> Suicide/self-harm 25, 81% <input type="radio"/> General harm to others 4, 13% <input type="radio"/> Weapon use 2, 6% <input type="radio"/> Fight 0, 0% <input type="radio"/> Assault 0, 0% <input type="radio"/> Homicide 0, 0% <input type="radio"/> Other (describe) _____ 0, 0%
<p>If you had prior knowledge: What steps were taken, if any, to try to prevent the act?</p>	<p><i>Text responses were content coded and categorized. There were multiple steps taken by many schools, will not equal 100%</i></p> <p><i>N=31</i></p> <ul style="list-style-type: none"> <input type="radio"/> Parent contact, 14, 45% <input type="radio"/> Counseling, 7, 23%

	<ul style="list-style-type: none"> ○ Hospitalization, 5, 16% ○ Referral for assessment, 4, 13% ○ De-escalation, 3, 10% ○ Private counseling, 2, 6% ○ Removal from trigger, 2, 6% ○ Safety plan, 2, 6% ○ Community Service Board intervention, 1, 3% ○ Social emotional check-in, 1, 3% ○ SRO notification, 1, 3% ○ Suicide assessment, 1, 3%
The actual act(s) that took place:	<p><i>select all that apply</i> N=83</p> <ul style="list-style-type: none"> ○ Assault 6, 7% ○ Suicide/self-harm–Other 5, 6% ○ Suicide/self-harm–Overdose 4, 5% ○ Suicide/self-harm–Cutting 4, 5% ○ Fight 3, 4% ○ Suicide/self-harm–Strangulation 2, 2% ○ Homicide 0, 0%
Was a student from your school the primary initiator of the event?	<p>N=90</p> <ul style="list-style-type: none"> ○ Yes 86, 96% ○ Yes, however there was more than one student considered primary 1, 1% ○ No 3, 3%
Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?	<p><i>Please answer for each primary students (up to 5)</i> N=88</p> <ul style="list-style-type: none"> ○ Yes, recommended and underwent the assessment 61, 69% ○ Yes, recommended but did not undergo the assessment 10, 11% ○ No recommendation was made 17, 19%
After what period of time was the student able to continue attending your school?	<p><i>Please answer for each primary students (up to 5)</i> N=88</p> <ul style="list-style-type: none"> ○ Immediately 28, 32% ○ 5 school days 11, 13% ○ After hospitalization 11, 13% ○ Placed on home-based status for the remainder of the year 10, 11% ○ After alternative school placement (please note how long) _____ 7, 8% (6–9 days) ○ Not permitted to return 6, 7% ○ 10 school days 6, 7% ○ 11–45 school days 2, 2% ○ More than 45 school days 0, 0% ○ Other (describe) _____ 7, 8% (After assessment and plan written 6, 7%; student transferred or unenrolled 1, 1%)

V. CONCERNS, TRAINING, AND RESOURCE NEEDS

34. Did your school's staff/faculty receive formal training on student mental health issues (Mental Health First Aid, Trauma-Informed Care/Classrooms, substance abuse/misuse, etc.)?	<p>N=1,967</p> <ul style="list-style-type: none"> ○ Yes 1,499, 76% ○ No 468, 24%
If your staff DID receive mental health training	
34a. Who facilitated the training on student mental health issues	<p><i>select all that apply</i></p> <p>N=1,494</p> <ul style="list-style-type: none"> ○ School or division staff 1,251, 83% ○ Third-party or outside counselor 278, 19% ○ Virginia Department of Education 100, 7% ○ Virginia Department of Behavioral Health and Developmental Services 99, 7% ○ Virginia Department of Criminal Justice Services 58, 4% ○ College/university partner 45, 3% ○ Other (describe) _____ 44, 3% (Virtual modules)
ALL	
35. Does your school participate in the "Handle With Care Law Enforcement–School Trauma Informed Communication System"?	<p>N=1,967</p> <ul style="list-style-type: none"> ○ Yes 315, 16% ○ No, I'm not aware of this program 1,098, 56% ○ No, the division does but our school decided not to participate 5, 0.3% ○ No, not at this time 549, 28%
36. What type(s) of school safety training is most needed by your school's administration/faculty/staff?	<p><i>select all that apply</i></p> <p>N=1,967</p> <ul style="list-style-type: none"> ○ Social/emotional interventions and supports for students 1,332, 68% ○ Mental health problem awareness and recognition 1,155, 59% ○ De-escalation and mediation 1,063, 54% ○ Social/emotional interventions and supports for staff 1,026, 52% ○ Trauma-informed classrooms 998, 51% ○ Trauma-informed care 752, 38% ○ Crisis planning, prevention, mitigation and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards) 442, 22% ○ Social media (Facebook, Snapchat, Twitter, YouTube, etc.) 387, 20% ○ Threat assessment team training 375, 19% ○ Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.) 352, 18% ○ Suicide prevention, intervention and postvention 338, 17% ○ Substance abuse/misuse and vaping 218, 11% ○ Violence prevention training (including fighting, armed intruder, active shooter, other school violence) 179, 9% ○ Role of safety and security personnel (SROs and/or SSOs) 151, 8% ○ Other (describe) ___ 6, 0.3% (Gang awareness 3, 0.2%; sense of belonging 1, 0.1%; Understanding of poverty: effect on learning 2, 0.1%) ○ None of the above 45, 2%

School Safety Audit

The *Code of Virginia* [§22.1-279.8](#) requires that all schools in Virginia complete an annual safety audit. The audit is a “**written assessment** of the safety conditions in each public school to (i) **identify** and **if necessary, develop solutions** for **physical safety concerns**, including building security issues and (ii) **identify and evaluate any patterns of student safety concerns** occurring on school property or at school sponsored events. Solutions and responses shall include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board’s standards for student conduct.”

The [School Safety Audit Program](#) consists of five key components. These components are:

- [School Safety Audit Survey](#)
- [Division Safety Audit Survey](#)
- [Crisis Management Plan Certification](#)
- [Virginia School Survey of Climate and Working Conditions](#)
- [School Safety Inspection Checklist](#)

The following questions are in regards to and will satisfy portions of the 2021 School Safety Audit.

Effective July 2019, [HB1737](#) amended [§ 22.1-279.8 D](#) to include first responders in the development and review of school crisis management plans. “Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, **and shall include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees**, in the development of such plans.”

<p>37. Date of most recent Crisis Management Plan update and review (mm/dd/yyyy)</p>	<p>N=1,967</p> <ul style="list-style-type: none"> ○ January, 45, 2% ○ February, 38, 2% ○ March, 52, 3% ○ April, 32, 2% ○ May, 43, 2% ○ June, 154, 8% ○ July, 480, 24% ○ August, 836, 43% ○ September, 189, 10% ○ October, 59, 3% ○ November, 28, 1% ○ December, 11, 1%
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<p>38. In addition to the legislatively mandated personnel listed above, who was actively involved in the development/update of your school’s crisis management plan?</p>	<p><i>select all that apply</i></p> <p>N=1,967</p> <ul style="list-style-type: none"> ○ Administrator 1,914, 97% ○ School counselor 1,169, 59% ○ School nurse 991, 50% ○ Central office representative 940, 48% ○ Teacher 962, 47% ○ School Resource Officer (SRO) 806, 41% ○ School social worker 363, 18% ○ SSO 348, 18% ○ Other 279, 14% ○ Parent or community member 202, 10% ○ Other Law Enforcement (not SRO) 148, 8% ○ Student 51, 3% ○ Community Service Board Representative 18, 1%
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<p>39. Safety Audit Review: The culmination of the School Safety Audit is a review of the data collected for each component. In the following questions, please provide the top two issues or concerns identified from the review of each component.</p>	
<p>Top Issues Identified</p>	<p><i>Text responses were content coded and categorized. There were multiple issues identified by each school, will not equal 100%. Only those issues appearing 1% or more of the time are listed below.</i></p> <p>N=15,736</p> <ul style="list-style-type: none"> ○ Mental health, 1,399, 9% ○ Discipline/behavior, 653, 4% ○ COVID-19, 615, 4% ○ Day including sufficient planning time, 489, 3% ○ Cameras, 396, 3% ○ Threat assessment, 339, 2% ○ Social media, 208, 1% ○ Security personnel, 194, 1% ○ Professional development and growth opportunities, 193, 1% ○ Working conditions for teachers, 133, 1% ○ New teacher supports, 129, 1% ○ Classroom door locks, 119, 1% ○ Controlled entrances/access control, 117, 1% ○ Remote learning, 100, 1% ○ Community and family issues, 99, 1% ○ Adequate security, 98, 1% ○ General safety concerns, 93, 1% ○ Exterior doors, 87, 1% ○ Current policies, 84, 1% ○ Fencing, 80, 1%
<p>Potential Solution</p>	<p><i>Text responses were content coded and categorized. There were multiple solutions identified by each school, will not equal 100%. Only those solutions appearing 0.2% or more of the time are below.</i></p> <p>N=15,736</p> <ul style="list-style-type: none"> ○ Add cameras or upgrade system, 284, 2% ○ Provide additional training, 250, 2% ○ Professional development, 239, 2% ○ Mental health, 166, 1% ○ SEL curriculum, 150, 1% ○ Restorative justice, 131, 1% ○ Return to in-person learning, 91, 1% ○ Conflict resolution and de-escalation, 85, 1% ○ Submit work orders, 73, 0.5% ○ Add fencing, 61, 0.4% ○ New doors/locks, 60, 0.4% ○ Set clear expectations for behavior, 54, 0.3% ○ In-person instruction, 52, 0.3% ○ Build relationships, 51, 0.3% ○ Additional school counselor, 42, 0.3% ○ Increase planning time, 41, 0.3% ○ Guidance lessons, 40, 0.3% ○ PBIS program, 39, 0.2%
<p>Recommendation was made to School Board</p>	<p>N=15,736</p> <ul style="list-style-type: none"> ○ Yes 2,581, 16% ○ No 13,155, 84%
<p>Issue Resolved</p>	<p>N=15,736</p> <ul style="list-style-type: none"> ○ Yes 4,659 30% ○ No 2,810, 18% ○ Ongoing 8,267, 53%

<p>Resources needed</p>	<p><i>Text responses were content coded and categorized. There were multiple needs identified by each school, will not equal 100%. Only those solutions appearing 0.1% or more of the time are below.</i></p> <p><i>N=15,736</i></p> <ul style="list-style-type: none"> ○ Professional development, 176, 1% ○ Additional training, 158, 1% ○ None at this time, 143, 1% ○ Additional funding/resources, 107, 1% ○ Mental health, 78, 0.5% ○ Additional cameras, 58, 0.4% ○ New doors/locks, 44, 0.3% ○ Additional staff, 41, 0.3% ○ School counselors, 39, 0.2% ○ Behavior intervention/specialist, 31, 0.2% ○ Restorative practices, 24, 0.2% ○ Human resources support, 18, 0.1%
<p>40. How has data from the 2021 Virginia School Survey of Climate and Working Conditions been utilized in your school?</p>	<p><i>Top responses were:</i></p> <ul style="list-style-type: none"> ○ Administrative review ○ Used in Comprehensive School Improvement Plan ○ Shared results with staff and parents
<p>41. Have you seen any of the following changes from the 2019–2020 school year to 2020–2021?</p>	<p><i>select all that apply</i></p> <p><i>N=1,967</i></p> <ul style="list-style-type: none"> ○ Decrease in out of school suspensions 1,455, 74% ○ Decrease in bullying behavior 1,018, 52% ○ Decrease in student attendance 961, 49% ○ Decrease in student reporting of threatening or aberrant behavior 807, 41% ○ Decrease in criminal activity 418, 21% ○ Increase in student attendance 246, 13% ○ Increase in student reporting of threatening or aberrant behavior 46, 2% ○ Increase in out of school suspensions 36, 2% ○ Increase in bullying behavior 15, 1% ○ Increase in criminal activity 8, 0.4% ○ Other 118, 6% ○ None 217, 11%
<p>If ANY change has been seen</p>	
<p>41a. What do you feel these changes could be attributed to? (ex: remote learning environment, new/different policies or procedures, implementation of a new program etc.)</p>	<p><i>Text responses were content coded and categorized.</i></p> <p><i>N=1,684</i></p> <ul style="list-style-type: none"> ○ COVID-19 pandemic caused remote learning and smaller class sizes, 1563, 92% ○ SEL/PBIS/Restorative justice, 46, 2.7% ○ New/different policies and procedures, 30, 1.8% ○ A strong focus on building relationships with students and community members, 26, 1.5% ○ School climate/culture improvement, 12, 0.7% ○ New administration or staff, 7, 0.4%

Questions contained in this survey may elicit responses that are exempt from public release pursuant to the *Code of Virginia* [§ 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 DCJS Virginia Center for School and Campus Safety reports aggregate survey data for all schools and divisions and will not share individual school responses unless otherwise required by state law.

Resources

School Safety Audit Program

[Virginia School Safety Audit Infographic](#)

Crisis and Emergency Planning

[Critical Incident Response Video](#)

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

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

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

[Guidance on Emergency Manager Designee](#)

[Guidance for School Systems in the Event Victims Arise from an Emergency 2018](#)

[Virginia Educator’s Drill Guide](#)

[Guidance on Required Evacuation/Fire and Lockdown Drills 2016 \(update pending\)](#)

[Virginia Schools Bus Driver and Monitor Safety and Security Manual](#)

[Virginia Schools Bus Driver and Monitor Video](#)

[Academic Community Exercise Starter Kit](#)

Threat Assessment

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

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

[K-12 Threat Assessment Video](#)

[K-12 Threat Assessment Form – Fillable pdf](#)

[K-12 Threat Assessment Form – Fillable MSWord](#)

[Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education](#)

[Threat Management Consultant – Request for Services](#)

Bullying and School Climate

[School Climate, Student Engagement and Academic Achievement](#)

[Preventing Teen Dating Violence: Interactive Guide on Informing Policy](#)

[US DOE School Climate and Discipline Packet](#)

[Suicide and bullying: Issue brief \(SPRC\)](#)

[Bullying: The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](#)

[Model Policy to Address Bullying in Virginia Schools \(DOE\)](#)

[Preventing Youth Suicide – National Association of School Psychologists](#)

Additional K-12 Resources

[Juvenile Law Handbook for School Administrators](#)

[U.S. Department of Education Acts on School Safety Report Recommendation to Improve Understanding of Student Privacy Law](#)