



The 2022 Virginia Division Safety Survey

DATA BY QUESTION

This document is designed to provide the state averages for all questions found on the 2022 Division Safety Survey.

Background

The Virginia Division Safety Survey is intended to provide divisions and 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 Division Safety Survey was developed and administered by the DCJS Virginia Center for School and Campus Safety (VCSCS).

In May 2022, all Virginia school division Emergency Managers received directions for the 2022 School and Division Safety Surveys. 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 surveys, including survey instructions, a preview list of survey questions, and a link to the school survey. Divisions were informed that they would receive the link and access code to the Division Safety Survey once all schools in their division had completed the School Safety Survey and were instructed to inform each of their school principals about the School Safety Survey requirements.

Once all schools in a division completed the School Safety Survey, a School Response Summary was provided to the division along with the link and access code to the Division Safety Survey. Superintendents, or their designees, completed the web-based survey during the months of June through September of 2022, providing information that reflected conditions in their divisions during the 2021–2022 school year.

All 132 school divisions in the Commonwealth of Virginia completed the 2022 Division Safety 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/were 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

If 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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I. DIVISION IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is the name of your school division?	132 divisions
2. If we have any questions about your survey responses, we would like to be able to contact you. Please provide your contact information:	
First Name	----
Last Name	----
Email	----
Phone Number	----
3. What is your primary role in the division?	<p><i>N=132</i></p> <ul style="list-style-type: none"> ○ Assistant Superintendent 22, 17% ○ Director of School Safety 18, 14% ○ Superintendent 17, 13% ○ Director of Operations 11, 8% ○ Director of Student Services 11, 8% ○ Chief Operations Officer 7, 5% ○ Director of Administrative Services 5, 4% ○ Director of Human Resources 5, 4% ○ Director of Special Services 5, 4% ○ Emergency Manager 5, 4% ○ Deputy Superintendent 4, 3% ○ Director of Facilities Maintenance 3, 2% ○ Director of Innovation and Technology Integration 3, 2% ○ Executive Director 3, 2% ○ Director of Compliance 2, 2% ○ Director of Research, Testing, & Evaluation 2, 2% ○ Director of Auxiliary Services 1, 1% ○ Director of Communications 1, 1% ○ Director of Finance 1, 1% ○ Other (describe) 6, 5% (Director of Transportation, Family Support Worker, Hearing Officer, and Instructional Supervisor)
If you are NOT the current/acting superintendent	
3a. Please provide the name and contact information for your current/acting superintendent.	
First Name	----
Last Name	----
Email	----
Phone Number	----

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

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

D. 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. **Each school division shall designate an emergency manager.**

If the individual completing the survey is NOT the Emergency Manager

4. Please provide the name and contact information for the person designated as the division's Emergency Manager.	
First Name	----
Last Name	----
Email	----
Phone Number	----

ALL	
5. What role(s) does the Emergency Manager play in the overall safety of the school division?	<p><i>select all that apply</i></p> <p>N=132</p> <ul style="list-style-type: none"> <input type="radio"/> Responsible for ensuring completion of School Safety Audit components 113, 86% <input type="radio"/> Leads division and school safety activities 108, 82% <input type="radio"/> Serves as a liaison between the school division and first responders in an emergency 105, 80% <input type="radio"/> Serves as a liaison between the school division and the law enforcement agency providing school resource officers (SROs) 97, 73% <input type="radio"/> Serves as the Director of School Safety/Security (or some similar title) 74, 56% <input type="radio"/> Supervises school security officers (SSOs) 26, 20% <input type="radio"/> Other (describe) 3, 2% (Emergency Response/Crisis Management Coordinator)
6. Was the position of Emergency Manager hired to serve specifically in this role, or was this responsibility assumed in addition to another role?	<p><i>select one</i></p> <p>N=132</p> <ul style="list-style-type: none"> <input type="radio"/> The Emergency Manager position was their only responsibility 12, 9% <input type="radio"/> The Emergency Manager responsibilities were in addition to their other role(s) (not including Director of School Safety/Security) 102, 77% <input type="radio"/> The responsibilities of the Emergency Manager were split among multiple individuals 18, 14%
If the Emergency Manager was NOT also the Director of School Safety	
6a. Was there a Director of School Safety or Director of School Security (or person of similar title whose responsibility was the oversight of school safety-related activities) employed within the school division?	<p>N=58</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 13, 22% <input type="radio"/> No 45, 78%
If there WAS a Director of School Safety	
6b. Please provide the name and contact information for the person designated as the school division's Director of School Safety/Security or similar designation.	
First Name	----
Last Name	----
Email	----
Phone Number	----
6c. What functions was the Director of School Safety/Security responsible for?	<p><i>select all that apply</i></p> <p>N=13</p> <ul style="list-style-type: none"> <input type="radio"/> Ensuring completion of School Safety Audit components 11, 85% <input type="radio"/> Leading division and school safety activities 10, 77% <input type="radio"/> Serving as a liaison between the school division and first responders in an emergency 9, 69% <input type="radio"/> Serving as a liaison between the school division and law enforcement providing SROs 8, 62% <input type="radio"/> Supervising school security officers (SSO) 6, 46% <input type="radio"/> Other (describe) 0, 0%
<p><i>School Resource Officers and Certified School Security Officers</i></p> <p>School Resource Officer (SRO) is defined in § 9.1-101, Code of Virginia, as "...a certified law enforcement officer hired by the local law enforcement agency to provide law enforcement and security services to Virginia public elementary and secondary schools."</p> <p>School Security Officer (SSO) is defined in § 9.1-101, Code of Virginia, as "... an individual who is employed by the local school board or a private or religious school for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of the policies of the school board or the private or religious school, and detaining students violating the law or the policies of the school board or the private or religious school on school property, school buses, or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.</p>	
7. Which type(s) of security personnel worked in your division during the 2021–2022 school year?	<p><i>select all that apply</i></p> <p>N=132</p> <ul style="list-style-type: none"> <input type="radio"/> School Resource Officers (SROs) 122, 92% <input type="radio"/> Certified School Security Officers (SSOs) 46, 35% <input type="radio"/> Contracted private security personnel (not SSOs) 4, 3% <input type="radio"/> None of the above 5, 4%

If you HAD School Resource Officers (SROs) in your division

[§ 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 12 of [§ 9.1-184](#), which may be modified by the parties in accordance with their particular needs. Each such school board and local law-enforcement agency shall review and amend or affirm such memorandum at least once every two years or at any time upon the request of either party. Each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period.

<p>7a. When updating the MOU with law enforcement, from which entities or resources do you gather input?</p>	<p><i>select all that apply</i> N=122</p> <ul style="list-style-type: none"> <input type="radio"/> Code of Virginia/DCJS Model MOU 103, 84% <input type="radio"/> Other law enforcement personnel 92, 75% <input type="radio"/> School administration 92, 75% <input type="radio"/> School resource officers 83, 68% <input type="radio"/> Other division personnel 72, 59% <input type="radio"/> School board 62, 51% <input type="radio"/> Other community partners 35, 29% <input type="radio"/> Parents 24, 20% <input type="radio"/> Students 15, 12% <input type="radio"/> Other (describe) 10, 8% (School Board Attorney, General Public, and other divisions' MOUs)
<p>7b. How can DCJS help strengthen your school-law enforcement partnership or assist with your MOU process?</p>	<p><i>Provide exemplars, Provide more training for SROs and administrators, Provide more funding, Provide updates, Publish best practices from across the Commonwealth</i></p>
<p>7c. Do school division personnel provide consultation and/or input into SRO assignments to individual schools?</p>	<p>N=122</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 72, 59% <input type="radio"/> No 50, 41%
<p>7d. Were school administrators provided with information on the roles and responsibilities of SROs?</p>	<p>N=122</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 118, 97% <input type="radio"/> No 4, 3% <p><i>If Yes, by what method? (Select all that apply)</i></p> <ul style="list-style-type: none"> <input type="radio"/> Meeting discussion 94, 77% <input type="radio"/> MOU 83, 68% <input type="radio"/> In-person training 43, 35% <input type="radio"/> Handout or policy 36, 30% <input type="radio"/> Email 28, 23% <input type="radio"/> Other (describe) 6, 5% (At division monthly safety meetings, DCJS, and additional training)
<p>7e. How were school resource officers (SROs) funded in your division?</p>	<p><i>select one</i> N=122</p> <ul style="list-style-type: none"> <input type="radio"/> Solely by a law enforcement agency (LEA) 42, 34% <input type="radio"/> From a combination of funding sources (school division, LEA funds, and/or DCJS grant funds) 42, 34% <input type="radio"/> Solely by the locality (county, city, or town) 18, 15% <input type="radio"/> Solely by the school division 10, 8% <input type="radio"/> Through grant funds from DCJS (SRO/SSO Incentive Grant Program) 10, 8%
<p>8. Did your division apply for SRO/SSO grant funds last year?</p>	<p>N=122</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 40, 33% <input type="radio"/> No 82, 67%

If your division did NOT apply for SRO/SSO grant funds	
8a. Why did your division not apply for SRO/SSO funds last year?	<p><i>select all that apply</i></p> <p>N=82</p> <ul style="list-style-type: none"> <input type="radio"/> All positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible 55, 67% <input type="radio"/> Grant applied for by local law enforcement agency 14, 17% <input type="radio"/> Temporary nature of grant funding (cannot sustain when grant ends) 9, 11% <input type="radio"/> Not aware of grant opportunity 7, 9% <input type="radio"/> Timing of application deadline 5, 6% <input type="radio"/> Applied and denied funding in the past 3, 4% <input type="radio"/> Local law enforcement agency did not agree to staff an SRO 3, 4% <input type="radio"/> Could not meet the grant requirements 1, 1% <input type="radio"/> Not interested in funding SRO positions 1, 1% <input type="radio"/> Not interested in funding SSO positions 1, 1%
If you HAD School Security Officers (SSOs) in your division	
9. Please provide the name, title, and contact information for the person responsible for supervising your division's SSOs. <i>Only needed if this person is different from your Emergency Manager or Director of Safety/Security</i>	
First Name	----
Last Name	----
Title	----
Email	----
Phone Number	----
<p>§ 22.1-280.2:1 describes the purposes for which a local school board may employ a certified school security officer (SSO) and the requirements if they are to carry a firearm.</p> <p>Local school boards and private or religious schools may employ school security officers, as defined in § 9.1-101, for the purposes set forth therein. Such school security officer may carry a firearm in the performance of his duties if (i) within 10 years immediately prior to being hired by the local school board or private or religious school he (a) was an active law-enforcement officer as defined in § 9.1-101 in the Commonwealth or (b) was employed by a law-enforcement agency of the United States or any state or political subdivision thereof and his duties were substantially similar to those of a law-enforcement officer as defined in § 9.1-101; (ii) he retired or resigned from his position as a law-enforcement officer in good standing; (iii) he meets the training and qualifications described in subsection C of § 18.2-308.016; (iv) he has provided proof of completion of a training course that includes training in active shooter emergency response, emergency evacuation procedure, and threat assessment to the Department of Criminal Justice Services pursuant to subdivision 42 of § 9.1-102, provided that if he received such training from a local law-enforcement agency he received the training in the locality in which he is employed; (v) the local school board or private or religious school solicits input from the chief law-enforcement officer of the locality regarding the qualifications of the school security officer and receives verification from such chief law-enforcement officer that the school security officer is not prohibited by state or federal law from possessing, purchasing, or transporting a firearm; and (vi) the local school board or private or religious school grants him the authority to carry a firearm in the performance of his duties.</p>	
9a. Are the SSOs in your division required to wear a uniform?	<p>N=46</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 33, 72% <input type="radio"/> No 13, 28%
9b. What is your division's current policy on allowing SSOs to be armed?	<p><i>select one</i></p> <p>N=46</p> <ul style="list-style-type: none"> <input type="radio"/> SSOs are not allowed to be armed in division schools, and we are not considering changing this policy in the near future 32, 70% <input type="radio"/> SSOs are allowed to be armed in division schools 9, 20% <input type="radio"/> We do not currently allow SSOs to be armed, but are considering allowing it 5, 11%

III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

10. For how many schools in your division did first responders (police/fire/EMS) have electronic/internet-based floor plans/maps in case they needed to respond to a large-scale crisis incident at the school?	<i>Number of schools that First responders have electronic floor plans for:</i>	<i>Number of schools that First responders DO NOT have electronic floor plans for:</i>
	<i>Total 1,236 Divisions 65 Mean 19.02 Range 2-100</i>	<i>Total 486 Divisions 49 Mean 9.92 Range 1-67</i>
11. How did first responders (police/fire/EMS) have access to your school buildings during a lockdown so they would not have to breach doors or windows to gain access, if necessary?	<i>select all that apply N=132</i> <ul style="list-style-type: none"> <i>○ Master key cards provided to agency 76, 58%</i> <i>○ Master key in fire department KnoxBox 75, 57%</i> <i>○ Master keys provided to agency 52, 39%</i> <i>○ Master key/card hidden on campus, location known to law enforcement agency 13, 10%</i> <i>○ They only have access to some of our school buildings (How many?) 6, 5% (2, 3, and 8)</i> <i>○ They do not have access to any of our school buildings 5, 4%</i> 	

IV. THREAT REPORTING AND ASSESSMENTS

Since 2013, and in accordance with [§ 9.1-184](#) and [§ 22.1-79.4](#), threat assessment teams are legislatively mandated in Virginia for all public schools 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.”

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

- A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety (the Center) in accordance with [§ 9.1-184](#). Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.
- 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.
- C. 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. Each team shall (i) 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; (ii) identify members of the school community to whom threatening behavior should be reported; and (iii) implement policies adopted by the local school board pursuant to subsection A.

12. Did your division have a division oversight committee for threat assessment in 2021–2022?		N=132 ○ Yes 113, 86% ○ No 19, 14%
13. Please provide the name and contact information of your division’s threat assessment oversight committee chair or primary division threat assessment coordinator.		
First Name	----	
Last Name	----	
Email	----	
Phone Number	----	
14. What threat assessment training, if any, has been provided to general school personnel (non-core members of the threat assessment team) by your division?	<i>select all that apply</i> N=132 ○ Annual awareness training of a process to assess threats and how to report concerns to the appropriate personnel 94, 71% ○ School-level threat assessment teams are responsible for informing general staff 73, 55% ○ General emergency response training 66, 50% ○ DCJS training and/or materials 56, 42% ○ Online training modules, which includes general training on threat assessment (What program?) 18, 14% (Vector, SafeSchools, DCJS, ALICE, and CSTAG/UVA) ○ No current training has been provided to general school personnel at this time 10, 8% ○ Third-party in-person training (Name of third party?) 4, 3% (ALICE, CSTAG/UVA, and Local Sheriff’s Office) ○ Other (describe) 5, 4% (Local Sheriff’s Office, Principals train their staff and Division level review)	
15. Tell us about threat assessment teams in your division.	<i>Select one</i> N=132 ○ Schools have their own threat assessment teams or collaborative teams among a small number of schools 117, 89% ○ A division-wide threat assessment team/oversight committee assesses all threats in the division 15, 11%	
If you have a DIVISION-WIDE THREAT ASSESSMENT TEAM that assesses all threats in the division		
15a. Tell us about your primary/core threat assessment team (oversight committee) members in 2021–2022. <i>Whole numbers only please; if they are a part-time employee they should be counted as 1 individual.</i>		
N=15	Number of primary/core members (attend all or most meetings)	Number having completed threat assessment training in the last 3 years
Administration	Total 52 Divisions 13 Mean 4 Range 1-9	Total 44 Divisions 11 Mean 4 Range 1-9
Community Service Board Member	Total 2 Divisions 2 Mean 1 Range 1	Total 2 Divisions 2 Mean 1 Range 1
Division representative	Total 25 Divisions 14 Mean 1.79 Range 1-4	Total 18 Divisions 11 Mean 1.64 Range 1-4
Instruction	Total 11 Divisions 7 Mean 1.57 Range 1-2	Total 4 Divisions 3 Mean 1.33 Range 1-2
Psychologist/social worker	Total 14 Divisions 13 Mean 1.08 Range 1-2	Total 9 Divisions 9 Mean 1 Range 1

School counseling	<i>Total 15 Divisions 10 Mean 1.5 Range 1-3</i>	<i>Total 7 Divisions 6 Mean 1.17 Range 1-2</i>
School nurse	<i>Total 8 Divisions 8 Mean 1 Range 1</i>	<i>Total 6 Divisions 6 Mean 1 Range 1</i>
School resource officer (SRO)	<i>Total 20 Divisions 10 Mean 2 Range 1-5</i>	<i>Total 17 Divisions 9 Mean 1.89 Range 1-4</i>
Other law enforcement representative <i>(Sheriff, and an officer is assigned as a representative)</i>	<i>Total 9 Divisions 5 Mean 1.8 Range 1-3</i>	<i>Total 6 Divisions 3 Mean 2 Range 1-3</i>
School security officer (SSO)	<i>Total 5 Divisions 4 Mean 1.25 Range 1-2</i>	<i>Total 4 Divisions 3 Mean 1.33 Range 1-2</i>
Other <i>(describe)</i> <i>(Principals, Food Service, Fire Department, and Building/Operations Coordinator)</i>	<i>Total 16 Divisions 5 Mean 3.2 Range 1-5</i>	<i>Total 10 Divisions 4 Mean 2.5 Range 1-3</i>
15b. Approximately how many threat assessment meetings were held in 2021–2022 for the following tasks? <i>Please answer with a number for each type of meeting listed.</i>		
<ul style="list-style-type: none"> To triage threats received (at least 2 members) 		<i>Total 185 Divisions 12 Mean 15.42 Range 1-52</i>
<ul style="list-style-type: none"> To conduct a full threat assessment based on precipitating information (prior to possible event) 		<i>Total 169 Divisions 11 Mean 15.36 Range 1-75</i>
<ul style="list-style-type: none"> For debrief when event occurred without precipitating information (no opportunity to conduct threat assessment prior to event) 		<i>Total 53 Divisions 12 Mean 4.42 Range 1-30</i>
<ul style="list-style-type: none"> For administrative reasons: organization, process discussion, training, or practice 		<i>Total 70 Divisions 12 Mean 5.83 Range 1-26</i>
15c. What threat assessment training, if any, has been provided to the school threat assessment teams by your division?	<i>select all that apply</i> <i>N=15</i> <ul style="list-style-type: none"> <i>In-person training by division personnel 69, 59%</i> <i>Individual school teams are responsible for training new team members 46, 39%</i> <i>DCJS threat assessment team online training 42, 36%</i> <i>DCJS threat assessment team in-person training 40, 34%</i> <i>Review of process at division meeting/training 39, 33%</i> <i>Online training modules (What program?) 9, 8% (Vector, SafeSchools, Safer Schools Together, CSTAG/UVA and CrisisGo)</i> <i>Other third-party in-person training (Name of third party?) 4, 3% (Local Police Department, and UVA/CSTAG)</i> <i>Other (describe) 5, 4% (Division level trainings by those trained by DCJS)</i> <i>No formal training provided 1, 1%</i> 	

If your THREAT ASSESSMENT TEAMS are SCHOOL-BASED			
ALL			
16. How did your division monitor student social media usage (i.e., Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues?	<i>select all that apply</i> N=132 <ul style="list-style-type: none"> ○ <i>Local law enforcement agency monitored and shared appropriate information as needed</i> 56, 42% ○ <i>We did not have a specific monitoring process</i> 54, 41% ○ <i>Someone at the division level was responsible for monitoring (i.e., it was assigned as a job-related task)</i> 28, 21% ○ <i>Someone at the school level was responsible for monitoring (i.e., it was assigned as a job-related task)</i> 22, 17% ○ <i>We contracted with a third party that scanned/monitored social media for us</i> 10, 8% 		
If you CONTRACTED WITH A THIRD PARTY to monitor student social media usage			
16a. What is the name of the third party you contracted with?	N=10 <i>(Securely, Navigate360 Detect, GoGuardian, Gaggle, Deledao, Bark, SpeakUp, and Anonymous Alerts and LightSpeed)</i>		
16b. Tell us about your experience with this system. (Was it effective and useful? Did the contract yield good information that was helpful in averting violence and other disruptive situations?)	<i>Monitors emails and social media, Very helpful, and Effective at identifying at-risk students)</i>		
ALL			
17. If there were obstacles to sharing threat assessment-related information with law enforcement or other institutions, what were they?	<i>select all that apply</i> N=132 <ul style="list-style-type: none"> ○ <i>There were no obstacles</i> 104, 79% ○ <i>Concern about privacy laws</i> 16, 12% ○ <i>Lack of knowledge of when to share information</i> 11, 8% ○ <i>Availability of law enforcement personnel</i> 7, 5% ○ <i>Lack of knowledge of with whom to share information</i> 4, 3% ○ <i>Other (describe)</i> 5, 4% 		
18. Select the top 3 kinds of training or technical assistance that DCJS could provide, to help improve your threat assessment (TA) process?	<i>select the top 3</i> N=132 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Social media monitoring and intervention</i> 54, 41% ○ <i>Level of threat training, when to conduct a TA (how to respond to various threat levels; when a low-level threat requires a TA)</i> 50, 38% ○ <i>Mental health training (recognition and understanding) to include trauma responses for staff</i> 42, 32% ○ <i>Recognition of threats, threat types, and behavioral red flags</i> 42, 32% ○ <i>Refresher training and review</i> 33, 25% ○ <i>Case studies, scenario training (social media, harm to self, harm to others)</i> 32, 24% ○ <i>Training for new staff</i> 31, 23% ○ <i>Case management and record keeping</i> 24, 18% </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Mental health training for students</i> 23, 17% ○ <i>Suicide prevention, ideation, threat assessment for suicide threat</i> 22, 17% ○ <i>Specific threat assessment-related topics</i> 18, 14% ○ <i>Online training in threat assessment</i> 16, 12% ○ <i>Use of threat assessment findings</i> 14, 11% ○ <i>Regional training with other divisions</i> 13, 10% ○ <i>Virtual threat assessments</i> 8, 6% ○ <i>Violence prevention/reaction and gang awareness</i> 5, 4% ○ <i>Family Educational Rights and Privacy Act (FERPA)</i> 3, 2% ○ <i>Other (describe)</i> 1, 1% (Documentation-Use of Form) ○ <i>None</i> 2, 2% </td> </tr> </table>	<ul style="list-style-type: none"> ○ <i>Social media monitoring and intervention</i> 54, 41% ○ <i>Level of threat training, when to conduct a TA (how to respond to various threat levels; when a low-level threat requires a TA)</i> 50, 38% ○ <i>Mental health training (recognition and understanding) to include trauma responses for staff</i> 42, 32% ○ <i>Recognition of threats, threat types, and behavioral red flags</i> 42, 32% ○ <i>Refresher training and review</i> 33, 25% ○ <i>Case studies, scenario training (social media, harm to self, harm to others)</i> 32, 24% ○ <i>Training for new staff</i> 31, 23% ○ <i>Case management and record keeping</i> 24, 18% 	<ul style="list-style-type: none"> ○ <i>Mental health training for students</i> 23, 17% ○ <i>Suicide prevention, ideation, threat assessment for suicide threat</i> 22, 17% ○ <i>Specific threat assessment-related topics</i> 18, 14% ○ <i>Online training in threat assessment</i> 16, 12% ○ <i>Use of threat assessment findings</i> 14, 11% ○ <i>Regional training with other divisions</i> 13, 10% ○ <i>Virtual threat assessments</i> 8, 6% ○ <i>Violence prevention/reaction and gang awareness</i> 5, 4% ○ <i>Family Educational Rights and Privacy Act (FERPA)</i> 3, 2% ○ <i>Other (describe)</i> 1, 1% (Documentation-Use of Form) ○ <i>None</i> 2, 2%
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19. What were the three biggest challenges to your threat assessment teams or in conducting threat assessments?

select 3

N=132

- *Competing priorities/time 57, 43%*
- *Team coordination (managing team member schedules, availability to meet in a timely manner) 45, 34%*
- *Determining level of threat (when does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat) 40, 30%*
- *Limited staff and staff turnover/retention 32, 24%*
- *Understanding the function of threat assessments vs. discipline 32, 24%*
- *Training for new staff and for team members 31, 23%*
- *Managing threat cases over time 29, 22%*
- *Consistency in division-wide practices 27, 20%*
- *Length of documentation 22, 17%*
- *Conducting thorough TA/review/debrief in a timely manner 17, 13%*
- *Conducting reviews and updates 15, 11%*
- *Loss of instructional time 12, 9%*
- *Threat assessment training resources 9, 7%*
- *Privacy issues (FERPA, outside team members maintaining student confidentiality requirements) 2, 2%*
- *Other (describe) 4, 3% (When to convene a TAT meeting, lack of local mental health resources, amount of assessments, and ability to assess students' needs in a virtual setting)*
- *None 3, 2%*

V. SAFETY AUDIT, TRAINING, AND RESOURCE NEEDS

20. Does your division participate in the "Handle With Care Law Enforcement-School Trauma Informed Communication System"?	<p>N=132</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 31, 23% <input type="radio"/> No, I am not aware of this program 47, 36% <input type="radio"/> Not at this time but it is in our future plans 33, 25% <input type="radio"/> We are aware but have no plans to participate at this time 21, 16%
If YES	
20a. Has your division completed Handle With Care training?	<p>N=31</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, through DCJS 19, 61% <input type="radio"/> Yes, through West Virginia Center for Children's Justice 2, 6% <input type="radio"/> No, we have not completed training 10, 32%
If you were NOT AWARE of the Handle With Care program	
20b. Would you like a member of the DCJS team to contact you with information about the Handle With Care Law Enforcement-School Trauma Informed Communication System?	<p>N=47</p> <ul style="list-style-type: none"> <input type="radio"/> Yes 39, 83% <input type="radio"/> No 8, 17%
ALL	
<p>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."</p>	
<p>The School Safety Audit Program consists of five key components. These components are:</p>	
<p>1. School Safety Survey Please certify that all your schools have completed this survey and the division has reviewed their responses: (The division survey link will be sent upon the completion of all school surveys)</p>	
<p>Date of Review: N=132</p> <ul style="list-style-type: none"> <input type="radio"/> April 1, 1% <input type="radio"/> May 2, 2% <input type="radio"/> June 12, 9% <input type="radio"/> July 19, 14% <input type="radio"/> August 96, 73% <input type="radio"/> September 2, 2% 	<p>Signature: ----</p>
<p>2. Division Safety Survey Completion of this survey will satisfy this requirement.</p>	
<p>3. Crisis Management Plan Certification Please certify that all your schools have updated their plans and the division has reviewed them:</p>	
<p>Date of Review: N=132</p> <ul style="list-style-type: none"> <input type="radio"/> March 1, 1% <input type="radio"/> June 3, 2% <input type="radio"/> July 22, 17% <input type="radio"/> August 104, 79% <input type="radio"/> September 2, 2% 	<p>Signature: ----</p>
<p>4. Virginia School Survey of Climate and Working Conditions Completed January–March 2022</p>	

5. School Safety Inspection Checklist

Certification not required again until 2023.

§ 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.

C. The division superintendent shall establish a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, local community services boards, and judicial and public safety personnel. The school safety audit committee shall review the completed school safety audits and submit any plans, as needed, for improving school safety to the division superintendent for submission to the local school board.

21. 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 for your division.

	Top 2 Issues Identified	Potential Solution	Recommendation was made to School Board	Issue Resolved	Resources needed
Issues Identified	<p>N=132</p> <ul style="list-style-type: none"> ○ Absenteeism/tardiness/skipping 82, 62% ○ Mental health for students 75, 57% ○ Insufficient camera coverage 68, 52% ○ Need mental health training for staff 64, 48% ○ Social-emotional learning 43, 33% ○ Doors need repair or upgrades 30, 23% ○ Entrance lobby 28, 21% ○ Doors are not able to be locked from inside 27, 20% ○ Mental health 26, 20% ○ Behavior management/student aggression 24, 18% ○ No social media monitoring process 22, 17% ○ Social media 21, 16% ○ Two-way communications 20, 15% ○ Classroom disruptions 19, 14% ○ Disrespectful behavior 19, 14% ○ Insufficient key/access control 19, 14% ○ Bullying 18, 14% ○ Cell phones 18, 14% ○ Mental health for staff 18, 14% ○ Parent involvement 18, 14% ○ Traffic design 18, 14% ○ Not able to communicate directly with first responders 16, 12% ○ Staff and/or students are not trained in “Avoid, deny defend” or “run, hide, fight” 16, 12% ○ Windows cannot be covered 14, 11% ○ No anonymous reporting system in place for threats 13, 10% ○ School connectedness 13, 10% ○ Aggressive behaviors 12, 9% ○ Insufficient fencing/gates 12, 9% ○ Professional growth opportunities 11, 8% ○ Student engagement 11, 8% ○ Student/students relationships 11, 8% ○ Students, staff and/or parents are not well informed about the threat assessment process 10, 8% 		<ul style="list-style-type: none"> ○ Destruction of school property 6, 5% ○ Student/adult relationships 6, 5% ○ Threat assessment training is not up-to-date 6, 5% ○ High-risk area monitoring 5, 4% ○ Main entrance is not controlled by an electronic access system 5, 4% ○ Need to improve unannounced lockdown drill implementation 5, 4% ○ Staff need more training on role of SRO 5, 4% ○ Substance abuse 5, 4% ○ Bus loading area 4, 3% ○ Crisis preparedness 4, 3% ○ Custodial closets and mechanical rooms 4, 3% ○ Doors are not able to be locked from outside 4, 3% ○ Landscaping hazards 4, 3% ○ Non-compliance 4, 3% ○ Physical Incidents/fighting 4, 3% ○ Poor or broken lighting 4, 3% ○ Windows need repair or upgrades 4, 3% ○ Bus referrals 3, 2% ○ Identification badges 3, 2% ○ Physical environment 3, 2% ○ Supportive/consistent leadership 3, 2% ○ Work/assignment completion 3, 2% ○ Exterior entrances are not locked during the day 2, 2% ○ Insufficient security alarm 2, 2% ○ Need to improve communication between admin and SRO 2, 2% ○ Out of school suspensions 2, 2% ○ Rigorous instruction 2, 2% ○ Staff collegiality 2, 2% ○ Absenteeism 1, 1% ○ Appropriate Social Media Use for students 1, 1% ○ Easy, prohibited roof access 1, 1% ○ In school suspensions 1, 1% ○ Inappropriate behavior relating to violence (fighting) 1, 1% 		

	<ul style="list-style-type: none"> ○ <i>Crisis plans don't include all potential events 9, 7%</i> ○ <i>Insufficient signage 9, 7%</i> ○ <i>Restrooms 9, 7%</i> ○ <i>Perceptions of safety 8, 6%</i> ○ <i>Visitor management system not sufficient 8, 6%</i> ○ <i>Incomplete building repairs 7, 5%</i> ○ <i>Cyberbullying 6, 5%</i> 	<ul style="list-style-type: none"> ○ <i>Security of records 1, 1%</i> ○ <i>SROs need more training 1, 1%</i> ○ <i>Suicide/self-harm 1, 1%</i> ○ <i>Time 1, 1%</i> ○ <i>Training/PD 1, 1%</i> ○ <i>Uncleanly building 1, 1%</i> ○ <i>Weapons 1, 1%</i> ○ <i>Other 65, 49%</i>
Resources needed	<p><i>N=2,201</i></p> <ul style="list-style-type: none"> ○ <i>Funding 415, 19%</i> ○ <i>Training/Professional development 311, 14%</i> ○ <i>Additional staff 196, 9%</i> ○ <i>Time 174, 8%</i> ○ <i>Mental health resources 149, 7%</i> ○ <i>Community partnerships 107, 5%</i> ○ <i>Clear guidance 79, 4%</i> ○ <i>Construction/renovations 79, 4%</i> ○ <i>Student training 77, 3%</i> ○ <i>Issue resolved 58, 3%</i> ○ <i>Cameras/camera system upgrades 57, 3%</i> ○ <i>Replacement locks/door repair 50, 2%</i> ○ <i>Additional security personnel 43, 2%</i> ○ <i>VTSS/PBIS 39, 2%</i> ○ <i>Alternatives to suspension 35, 2%</i> ○ <i>Improved communications equipment 30, 1%</i> ○ <i>Review of jobs, workload and policies 20, 1%</i> ○ <i>Security system repairs or upgrades 18, 1%</i> ○ <i>Signage 14, 1%</i> ○ <i>Fencing/gates 11, 0%</i> ○ <i>Building repairs/upgrades 8, 0%</i> ○ <i>Lighting 8, 0%</i> ○ <i>Re-keying of doors 8, 0%</i> ○ <i>Window coverings 7, 0%</i> ○ <i>Visitor management equipment 5, 0%</i> ○ <i>Other 44, 2%</i> ○ <i>No resources needed, will handle in-house 159, 7%</i> 	

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 will report aggregate survey data for all schools and divisions and will not share individual division responses unless otherwise required by state law.

Resources

School Safety Audit Program

[Virginia School Safety Audit Infographic](#)

Crisis and Emergency Planning

[Division Guide for Crisis Management 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](#)

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

[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](#)

[Virginia Safety Planning Guide for Individuals with Special Needs](#)

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

[Handle With Care Virginia](#)

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