



The 2022 Virginia Non-Traditional School Safety Survey

DATA BY QUESTION

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 2022, all Virginia school division Emergency Managers received directions for the 2022 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 2021–2022 school year, but not before students' last day.

School principals or their designees completed the web-based survey during the months of May through August of 2022, providing information that reflected conditions in their schools during the 2021–2022 school year.

For the 2021-2022 school year the public school system in Virginia consisted of: 132 public school divisions, the Virginia Department of Juvenile Justice Division of Education, 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. This report includes responses from all 30 non-traditional schools such as regional programs and Governor's Schools operating¹ in Virginia during the 2021–2022 school year. K-12 traditional schools are represented in The School Safety Survey Data by Question report, which can be found on the VCSCS website.

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

Percentages have been rounded to the nearest whole number, resulting in some overall percentages exceeding 100%.

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

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

James Christian: (804) 357-0967 • james.christian@dcjs.virginia.gov

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 school/program name?	----	
2. What school divisions does your program serve?	<p>N=30</p> <ul style="list-style-type: none"> ○ Fairfax County Public Schools 8, 27% ○ Gloucester County Public Schools 5, 17% ○ Amelia County Public Schools 4, 13% ○ Chesterfield County Public Schools 4, 13% ○ Colonial Heights Public Schools 4, 13% ○ Dinwiddie County Public Schools 4, 13% ○ Essex County Public Schools 4, 13% ○ Hampton Public Schools 4, 13% ○ Hopewell Public Schools 4, 13% ○ New Kent County Public Schools 4, 13% ○ Newport News Public Schools 4, 13% ○ Petersburg Public Schools 4, 13% ○ Poquoson City 4, 13% ○ Powhatan County Public Schools 4, 13% ○ Prince George County Public Schools 4, 13% ○ Richmond Public Schools 4, 13% ○ Williamsburg-James City County Public Schools 4, 13% ○ York County Public Schools 4, 13% ○ Carroll County Public Schools 3, 10% ○ Charles County Public Schools 3, 10% ○ Chesapeake Public Schools 3, 10% ○ Colonial Beach Public Schools 3, 10% ○ Cumberland County Public Schools 3, 10% ○ Franklin County Public Schools 3, 10% ○ Galax Public Schools 3, 10% ○ Goochland County Public Schools 3, 10% ○ Hanover County Public Schools 3, 10% ○ Henrico County Public Schools 3, 10% ○ King and Queen County Public Schools 3, 10% ○ Lancaster County Public Schools 3, 10% ○ Norfolk Public Schools 3, 10% ○ Northumberland County Public Schools 3, 10% ○ Portsmouth Public Schools 3, 10% ○ Richmond County Public Schools 3, 10% ○ Smyth County Public Schools 3, 10% ○ Southampton County Public Schools 3, 10% ○ Sussex County Public Schools 3, 10% ○ Westmoreland County Public Schools 3, 10% ○ Wythe County Public Schools 3, 10% ○ Augusta County Public Schools 2, 7% ○ Bedford County Public Schools 2, 7% ○ Bland County Public Schools 2, 7% ○ Botetourt County Public Schools 2, 7% ○ Bristol Public Schools 2, 7% ○ Brunswick County Public Schools 2, 7% ○ Buchanan County Public Schools 2, 7% ○ Buckingham County Public Schools 2, 7% ○ Caroline County Public Schools 2, 7% ○ Charlotte County Public Schools 2, 7% ○ Clarke County Public Schools 2, 7% ○ Craig County Public Schools 2, 7% ○ Culpeper County Public Schools 2, 7% ○ Danville Public Schools 2, 7% ○ Dickenson County Public Schools 2, 7% 	<ul style="list-style-type: none"> ○ Highland County Public Schools 2, 7% ○ Isle of Wight County Public Schools 2, 7% ○ King George County Public Schools 2, 7% ○ King William County Public Schools 2, 7% ○ Lee County Public Schools 2, 7% ○ Louisa County Public Schools 2, 7% ○ Lunenburg County Public Schools 2, 7% ○ Madison County Public Schools 2, 7% ○ Manassas Public Schools 2, 7% ○ Manassas Park Public Schools 2, 7% ○ Martinsville Public Schools 2, 7% ○ Mathews County Public Schools 2, 7% ○ Mecklenburg County Public Schools 2, 7% ○ Middlesex County Public Schools 2, 7% ○ Montgomery County Public Schools 2, 7% ○ Nelson County Public Schools 2, 7% ○ Norton Public Schools 2, 7% ○ Nottoway County Public Schools 2, 7% ○ Orange County Public Schools 2, 7% ○ Pittsylvania County Public Schools 2, 7% ○ Prince Edward County Public Schools 2, 7% ○ Prince William County Public Schools 2, 7% ○ Pulaski County Public Schools 2, 7% ○ Radford Public Schools 2, 7% ○ Rappahannock County Public Schools 2, 7% ○ Roanoke Public Schools 2, 7% ○ Roanoke County Public Schools 2, 7% ○ Russell County Public Schools 2, 7% ○ Salem Public Schools 2, 7% ○ Scott County Public Schools 2, 7% ○ Suffolk Public Schools 2, 7% ○ Surry County Public Schools 2, 7% ○ Tazewell County Public Schools 2, 7% ○ Virginia Beach Public Schools 2, 7% ○ Warren County Public Schools 2, 7% ○ Washington County Public Schools 2, 7% ○ Winchester Public Schools 2, 7% ○ Wise County Public Schools 2, 7% ○ Accomack County Public Schools 1, 3% ○ Albemarle County Public Schools 1, 3% ○ Alexandria Public Schools 1, 3% ○ Alleghany County Public Schools 1, 3% ○ Amherst County Public Schools 1, 3% ○ Appomattox County Public Schools 1, 3% ○ Arlington County Public Schools 1, 3% ○ Bath County Public Schools 1, 3% ○ Buena Vista Public Schools 1, 3% ○ Campbell County Public Schools 1, 3% ○ Charlottesville Public Schools 1, 3% ○ Covington Public Schools 1, 3% ○ Falls Church Public Schools 1, 3% ○ Fredericksburg Public Schools 1, 3% ○ Halifax County Public Schools 1, 3% ○ Harrisonburg Public Schools 1, 3% ○ Lexington Public Schools 1, 3%

	<ul style="list-style-type: none"> ○ DJJ Division of Education Yvonne B. Miller High School (Bon Air Campus) 2, 7% ○ Fauquier County Public Schools 2, 7% ○ Floyd County Public Schools 2, 7% ○ Fluvanna County Public Schools 2, 7% ○ Franklin Public Schools 2, 7% ○ Frederick County Public Schools 2, 7% ○ Giles County Public Schools 2, 7% ○ Grayson County Public Schools 2, 7% ○ Greene County Public Schools 2, 7% ○ Greenville County Public Schools 2, 7% ○ Henry County Public Schools 2, 7% 	<ul style="list-style-type: none"> ○ Loudoun County Public Schools 1, 3% ○ Lynchburg Public Schools 1, 3% ○ Northampton County Public Schools 1, 3% ○ Page County Public Schools 1, 3% ○ Patrick County Public Schools 1, 3% ○ Rockbridge County Public Schools 1, 3% ○ Rockingham County Public Schools 1, 3% ○ Shenandoah County Public Schools 1, 3% ○ Spotsylvania County Public Schools 1, 3% ○ Stafford County Public Schools 1, 3% ○ Staunton Public Schools 1, 3% ○ Waynesboro Public Schools 1, 3% ○ West Point Public Schools 1, 3%
<p>3. If we have any questions about your survey responses, we would like to be able to contact you. Please provide your contact information: <i>individual completing the survey</i></p>	<p>First Name: ----</p>	
	<p>Last Name: ----</p>	
	<p>Email: ----</p>	
	<p>Phone Number: ----</p>	
<p>4. What is your role in the school?</p>	<p>N=30</p> <ul style="list-style-type: none"> ○ Principal/Director 19, 63% ○ Associate/Assistant Principal 9, 30% ○ Safety Coordinator/Chair/Specialist 1, 3% ○ Site/Program Coordinator 0, 0% ○ Dean of Students 0, 0% ○ Administrative Intern/Aide 0, 0% ○ SSO 0, 0% ○ Other 1, 3% (Accountability Coordinator) 	
<p>If you are NOT the acting principal</p>		
<p>4a. Please provide the name and email address for your current/acting principal.</p>	<p>First Name: ----</p>	
	<p>Last Name: ----</p>	
	<p>Email: ----</p>	
<p>Is your program 100% virtual?</p>	<p>N=30</p> <ul style="list-style-type: none"> ○ Yes 1, 3% ○ No 29, 97% <p>*Schools responding "Yes" to this question were not asked questions related to having physical buildings (such as crisis plan activation, drill related questions etc. ...).</p>	

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

<p>5. Which law enforcement agency did you collaborate with on your 2022 School Safety Audit?</p>	<p>N=30</p> <ul style="list-style-type: none"> ○ Fairfax County Police Department 5, 17% ○ Fairfax County Sheriff's Office 2, 7% ○ Newport News Police Department 2, 7% ○ Norfolk Police Department 2, 7% ○ Richmond County Sheriff's Office 2, 7% ○ Alleghany County Sheriff's Office 1, 3% ○ Augusta County Sheriff's Office 1, 3% ○ Chesapeake Police Department 1, 3% ○ Chesterfield County Sheriff's Office 1, 3% ○ Fauquier County Sheriff's Office 1, 3% ○ Hampton Police Department 1, 3% ○ Henry County Sheriff's Office 1, 3% ○ Petersburg Police Department 1, 3% ○ Pulaski Police Department 1, 3% ○ Richmond Police Department 1, 3% ○ Roanoke City Police Department 1, 3% ○ N/A 6, 20%
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School Resource Officers and Certified School Security Officers

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.”

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.”

6. What types of safety/security personnel were working in your school/program during the 2021–2022 school year?

N=29 *virtual schools were not asked this question

	Number dedicated to the school during all school hours	Number present only part of the time students are in the building	Number you share with another school	How has this number changed since 2020–2021?		
				Increased	Decreased	Remained the same
School resource officers (SROs) (employed as a certified law enforcement officer)	Total 6 Schools 6 Mean 1 Range 1	Total 2 Schools 2 Mean 1 Range 1	Total 5 Schools 4 Mean 1.25 Range 1-2	0 schools (0%)	0 schools (0%)	29 schools (100%)
Certified school security officers (SSOs)	Total 12 Schools 5 Mean 2.4 Range 1-5	Total 5 Schools 2 Mean 2.5 Range 1-3	Total 4 Schools 4 Mean 1 Range 1	1 school (3%)	0 schools (0%)	28 schools (97%)
Contracted private security personnel (not SSOs)	Total 3 Schools 2 Mean 1.5 Range 1-2	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	0 schools (0%)	0 schools (0%)	29 schools (100%)

If you had School Resource Officers (SROs)

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.”

[§ 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.

6a. Please rate each of the following areas related to your school/law enforcement partnership.
N=6

<ul style="list-style-type: none"> ● Communication from SRO(s) to administrators 	<ul style="list-style-type: none"> ○ <i>very good 6, 100%</i> ○ <i>good 0, 0%</i> ○ <i>acceptable 0, 0%</i> ○ <i>poor 0, 0%</i> ○ <i>very poor 0, 0%</i>
<ul style="list-style-type: none"> ● Communication from administrators to SRO(s) 	<ul style="list-style-type: none"> ○ <i>very good 6, 100%</i> ○ <i>good 0, 0%</i> ○ <i>acceptable 0, 0%</i> ○ <i>poor 0, 0%</i> ○ <i>very poor 0, 0%</i>
<ul style="list-style-type: none"> ● Role distinction (mutual understanding of appropriate role and duties of SRO(s)) 	<ul style="list-style-type: none"> ○ <i>very good 6, 100%</i> ○ <i>good 0, 0%</i> ○ <i>acceptable 0, 0%</i> ○ <i>poor 0, 0%</i> ○ <i>very poor 0, 0%</i>
<ul style="list-style-type: none"> ● Distinction between school rules and laws (mutual understanding about which infractions the SRO should and should not handle) 	<ul style="list-style-type: none"> ○ <i>very good 6, 100%</i> ○ <i>good 0, 0%</i> ○ <i>acceptable 0, 0%</i> ○ <i>poor 0, 0%</i> ○ <i>very poor 0, 0%</i>
<p>6b. What training do you feel your SRO(s) would most benefit from?</p>	<p><i>select all that apply</i> N=6</p> <ul style="list-style-type: none"> ○ <i>Working with students' mental health needs 4, 67%</i> ○ <i>Mediation, conflict resolution, and de-escalation 3, 50%</i> ○ <i>Cultural diversity and implicit bias 2, 33%</i> ○ <i>Security awareness in the school environment 2, 33%</i> ○ <i>Student behavioral dynamics 2, 33%</i> ○ <i>Disaster and emergency response 1, 17%</i> ○ <i>Working with students with disabilities 1, 17%</i> ○ <i>Other (describe) 1, 17%</i> ○ <i>School and personal liability issues 0, 0%</i> ○ <i>State and federal laws 0, 0%</i> ○ <i>Substance use disorders 0, 0%</i> ○ <i>Other (describe) 1, 17% (N/A)</i>
<p>6c. Have you, or another administrator from your building, attended a DCJS SRO and Administrator Basic Course?</p>	<p><i>select all that apply</i> N=6</p> <ul style="list-style-type: none"> ○ <i>Yes, I have attended 3, 50%</i> ○ <i>Yes, another administrator has attended 2, 33%</i> ○ <i>Someone from this building has attended a locally sponsored training not conducted by DCJS 1, 17%</i> ○ <i>No, no one from this building has attended an SRO Basic course of any kind 1, 17%</i>

<p>6d. What are the benefits to having a school resource officer (SRO) in your building?</p>	<p>Select all that apply N=6</p> <ul style="list-style-type: none"> ○ Added sense of security for staff and students 6, 100% ○ Building positive relationships with law enforcement officer(s) 6, 100% ○ Trained first responder during a crisis 6, 100% ○ Added sense of security for parents/community 5, 83% ○ Positive physical presence of law enforcement 5, 83% ○ Provide additional layer of school safety and connection with emergency services 5, 83% ○ Improved collaboration with law enforcement, emergency responders, parents, and the community 4, 67% ○ Resources for legal knowledge 4, 67% ○ Visibility/presence as crime deterrent 4, 67% ○ Dedicated person to understand school-related laws and regulations 3, 50% ○ Conflict de-escalation and mediation 2, 33% ○ Education of students 2, 33% ○ Have someone trained to deal with school-aged students as opposed to a patrol officer 2, 33% ○ Attendance/truancy 1, 17% ○ Other (describe) 0, 0%
<p>6e. To your knowledge, how many incidents of criminal activity occurring at school/program or a school-sponsored event resulted in an arrest of a student?</p>	<p>Total 17 Schools 6 Mean 2.83 Range 0-17</p>
<p><i>Each school board shall ensure the current division memorandum of understanding (MOU) is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period.</i></p>	
<p>6f. When updating the MOU with law enforcement, from which entities or resources do you gather input?</p>	<p>select all that apply N=6</p> <ul style="list-style-type: none"> ○ Code of Virginia/DCJS Model MOU 2, 33% ○ Other community partners 1, 17% ○ Other division personnel 0, 0% ○ Other law enforcement personnel 0, 0% ○ Parents 0, 0% ○ School administration 0, 0% ○ School board 0, 0% ○ School resource officers 0, 0% ○ Students 0, 0% ○ Other (describe) 3, 50% (have own Police Department MOU not required, Unknown, and Chesapeake Public Schools)
<p>6g. How familiar are you (the principal/director) with the roles and expectations set out in the Memorandum of Understanding (MOU) between your program and the local law enforcement agency for the placement of SROs in your school?</p>	<p>N=6</p> <ul style="list-style-type: none"> ○ Not at all familiar 0, 0% ○ Slightly familiar 0, 0% ○ Somewhat familiar 0, 0% ○ Moderately familiar 3, 50% ○ Extremely familiar 3, 50%
<p>6h. How can DCJS help strengthen your schools' law enforcement partnership or assist with your MOU process?</p>	<p>N=6</p> <ul style="list-style-type: none"> ○ Not needed at this time 3, 50% ○ N/A 2, 33% ○ Working with LE on college campuses 1, 17%
<p>6i. Do school personnel provide consultation and/or input into SRO assignments?</p>	<p>N=6</p> <ul style="list-style-type: none"> ○ Yes 3, 50% ○ No 3, 50% <p><i>If yes, please provide a short summary of what this process looks like. (Administration hires them, During monthly safety meetings, and Principal consults with SRO)</i></p>
<p>6j. How were school resource officers (SROs) funded in your program?</p>	<p>select one N=6</p> <ul style="list-style-type: none"> ○ Solely by the locality (county, city, or town) 3, 50% ○ From a combination of funding sources (school division, LEA funds, and/or DCJS grant funds) 2, 33% ○ Solely by the school division 1, 17% ○ Through grant funds from DCJS (SRO/SSO Incentive Grant Program) 0, 0% ○ Solely by a law enforcement agency (LEA) 0, 0%

6k. Did your program apply for SRO/SSO grant funds last year?	<p>N=6</p> <ul style="list-style-type: none"> ○ Yes 1, 17% ○ No 5, 83% 		
If your program did NOT apply for SRO/SSO grant funds			
6k-1. Why did your program not apply for SRO/SSO funds last year?	<p><i>select all that apply</i></p> <p>N=5</p> <ul style="list-style-type: none"> ○ All positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible 2, 40% ○ Not interested in funding SRO positions 2, 40% ○ Not aware of grant opportunity 1, 20% ○ Applied and denied funding in the past 0, 0% ○ Could not meet the grant requirements 0, 0% ○ Grant applied for by local law enforcement agency 0, 0% ○ Local law enforcement agency did not agree to staff an SRO 0, 0% ○ Not interested in funding SSO positions 0, 0% ○ Temporary nature of grant funding (cannot sustain when grant ends) 0, 0% ○ Timing of application deadline 0, 0% 		
<p>If you had SSOs</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>			
6l. Are the SSOs in your program required to wear a uniform?	<p>N=5</p> <ul style="list-style-type: none"> ○ Yes 2, 40% ○ No 3, 60% 		
6m. What is your program’s current policy on allowing SSOs to be armed?	<p><i>select one</i></p> <p>N=5</p> <ul style="list-style-type: none"> ○ SSOs are not allowed to be armed, and we are not considering changing this policy in the near future 3, 60% ○ We do not currently allow SSOs to be armed, but are considering allowing it 1, 20% ○ SSOs are allowed to be armed 1, 20% 		
6n. What are the benefits to having a school security officer in your building?	<p><i>select all that apply</i></p> <p>N=5</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ Added sense of security for staff and students 5, 100% ○ Additional adult for positive relationship building with students/student mentoring 5, 100% ○ Additional security around the building and grounds 5, 100% ○ Additional staff support 3, 60% ○ Additional student supervision 4, 80% ○ Assist with daily routines and procedures 4, 80% ○ Assist with discipline interviews 1, 20% ○ Assist with enforcement of student code of conduct/safety policies 4, 80% ○ Assist with lunch duty 4, 80% ○ Bus lane coverage/traffic/parking assistance 4, 80% </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ Camera system monitoring 4, 80% ○ Conflict de-escalation and conflict resolution 2, 40% ○ Crisis plan management/planning and conducting drills 4, 80% ○ Escort of students for discipline reasons 3, 60% ○ Physical intervention 2, 40% ○ Positive behavior supports or recognition 1, 20% ○ Student searches 3, 60% ○ Visitor monitoring and management 4, 80% ○ Other (describe) 0, 0% </td> </tr> </table>	<ul style="list-style-type: none"> ○ Added sense of security for staff and students 5, 100% ○ Additional adult for positive relationship building with students/student mentoring 5, 100% ○ Additional security around the building and grounds 5, 100% ○ Additional staff support 3, 60% ○ Additional student supervision 4, 80% ○ Assist with daily routines and procedures 4, 80% ○ Assist with discipline interviews 1, 20% ○ Assist with enforcement of student code of conduct/safety policies 4, 80% ○ Assist with lunch duty 4, 80% ○ Bus lane coverage/traffic/parking assistance 4, 80% 	<ul style="list-style-type: none"> ○ Camera system monitoring 4, 80% ○ Conflict de-escalation and conflict resolution 2, 40% ○ Crisis plan management/planning and conducting drills 4, 80% ○ Escort of students for discipline reasons 3, 60% ○ Physical intervention 2, 40% ○ Positive behavior supports or recognition 1, 20% ○ Student searches 3, 60% ○ Visitor monitoring and management 4, 80% ○ Other (describe) 0, 0%
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III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

<p>7. Do 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/program? *Not asked of virtual schools</p>	<p>N=29</p> <ul style="list-style-type: none"> ○ Yes 13, 45% ○ No 9, 31% ○ Not applicable- our program is physically within another school/university 7, 24%
<p>8. How did first responders (police/fire/EMS) have access to your building during a lockdown so they would not have to breach doors or windows to gain access, if necessary? *Not asked of virtual schools</p>	<p><i>select all that apply</i></p> <ul style="list-style-type: none"> ○ <i>Not applicable- our program is physically within another school/university 9, 31%</i> ○ <i>Master key in fire department KnoxBox 6, 21%</i> ○ <i>Master keys provided to agency 5, 17%</i> ○ <i>They do not have access to any of our school buildings 4, 14%</i> ○ <i>Master key cards provided to agency 3, 10%</i> ○ <i>Master key/card hidden on campus, location known to law enforcement agency 1, 3%</i> ○ <i>They only have access to some of our school buildings 1, 3%</i>

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.”

<p>9. Does your school’s crisis management plan contain written procedures for the following situations?</p>	<p><i>select all that apply</i> N=30</p> <table border="0"> <tr> <td>○ Active threat 18, 60%</td> <td>○ Pandemic 14, 47%</td> </tr> <tr> <td>○ Lockdown 18, 60%</td> <td>○ Individual emergency/safety plans for individuals with disabilities 13, 43%</td> </tr> <tr> <td>○ Shelter-in-place 18, 60%</td> <td>○ Suicide 13, 43%</td> </tr> <tr> <td>○ Bomb threat 17, 57%</td> <td>○ Building/facility recovery procedures 11, 37%</td> </tr> <tr> <td>○ Evacuation 17, 57%</td> <td>○ Loss/kidnapping of a student 11, 37%</td> </tr> <tr> <td>○ Off-site reunification 17, 57%</td> <td>○ Mental health recovery procedures 11, 37%</td> </tr> <tr> <td>○ Weather-related incidents 17, 57%</td> <td>○ Reverse evacuation 9, 30%</td> </tr> <tr> <td>○ Medical emergencies 16, 53%</td> <td>○ Not applicable- our program is physically within another school/university 9, 30%</td> </tr> <tr> <td>○ Chemical spill/gas leak (hazmat) 15, 50%</td> <td></td> </tr> <tr> <td>○ Death of a student or staff member 15, 50%</td> <td></td> </tr> <tr> <td>○ On-site reunification 15, 50%</td> <td></td> </tr> </table>	○ Active threat 18, 60%	○ Pandemic 14, 47%	○ Lockdown 18, 60%	○ Individual emergency/safety plans for individuals with disabilities 13, 43%	○ Shelter-in-place 18, 60%	○ Suicide 13, 43%	○ Bomb threat 17, 57%	○ Building/facility recovery procedures 11, 37%	○ Evacuation 17, 57%	○ Loss/kidnapping of a student 11, 37%	○ Off-site reunification 17, 57%	○ Mental health recovery procedures 11, 37%	○ Weather-related incidents 17, 57%	○ Reverse evacuation 9, 30%	○ Medical emergencies 16, 53%	○ Not applicable- our program is physically within another school/university 9, 30%	○ Chemical spill/gas leak (hazmat) 15, 50%		○ Death of a student or staff member 15, 50%		○ On-site reunification 15, 50%	
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<p>10. Did you have to <i>activate</i> any portion of your school’s crisis management plan during the 2021–2022 school year due to an <i>actual</i> critical event or emergency? *Not asked of virtual schools</p>	<p>N=29</p> <ul style="list-style-type: none"> ○ Yes 5, 17% ○ No 15, 52% ○ Not applicable- our program is physically within another school/university 9, 31%
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If you DID activate your crisis plan

<p>10a. Please select all events that occurred causing the activation of your school’s crisis management plan during the 2021–2022 school year: N=5</p>

<p><i>Health-related incidents and emergencies:</i></p> <ul style="list-style-type: none"> ○ <i>Death or serious injury of staff or student 0, 0%</i> ○ <i>Exposure to hazardous materials on or near school property 0, 0%</i> ○ <i>Influenza/pandemic 3, 60%</i> ○ <i>Medical emergency on school property 1, 20%</i> ○ <i>Other health-related incident on or near school property 2, 40%</i> 	<p><i>Weather or building/power-related incidents and emergencies:</i></p> <ul style="list-style-type: none"> ○ <i>Earthquake 0, 0%</i> ○ <i>Flood 0, 0%</i> ○ <i>Roof or building collapse 0, 0%</i> ○ <i>Smoke or fire/explosion 0, 0%</i> ○ <i>Tornado/hurricane 2, 40%</i> ○ <i>Other building-related damage or power outage-related emergency/emergencies 0, 0%</i> ○ <i>Other natural disaster or severe weather 1, 20%</i>
<p><i>Man-made incidents and emergencies:</i></p> <ul style="list-style-type: none"> ○ <i>Active threat 0, 0%</i> ○ <i>Bomb threat 0, 0%</i> ○ <i>Demonstration/protest on or near school property</i> ○ <i>Intruder/trespasser/unauthorized person(s) on school property 0, 0%</i> ○ <i>Loss, disappearance, or kidnapping of a student on school property 0, 0%</i> ○ <i>Weapon(s) on school property 0, 0%</i> ○ <i>Other man-made incident on or near school property 1, 20%</i> 	<p><i>Other</i></p> <ul style="list-style-type: none"> ○ <i>Bus/vehicle crash 0, 0%</i> ○ <i>Incident at another school that affected your school 0, 0%</i> ○ <i>Unfounded incident/faulty or false alarm 1, 20%</i> ○ <i>Other safety-related incident that affected school and is not listed above 0, 0%</i>
ALL	
<p>11. Did your school conduct any unannounced lockdown drills (no specific date and time of drill announced to the school community)?</p> <p>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.</p> <p>*not asked of virtual schools</p>	<p>N=29</p> <ul style="list-style-type: none"> ○ <i>Yes 8, 28%</i> ○ <i>No 12, 41%</i> ○ <i>Not applicable 9, 31%- our program is physically within another school/university</i>
If you DID conduct unannounced lockdown drills	
<p>11a. When unannounced lockdown drills were implemented, were they identified as a drill? (e.g., "This is a drill; we are now conducting a lockdown drill.")</p>	<p>N=8</p> <ul style="list-style-type: none"> ○ <i>Yes 7, 88%</i> ○ <i>No 1, 13%</i>
ALL	
<p>12. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)?</p>	<p>N=29</p> <ul style="list-style-type: none"> ○ <i>Yes 22, 76%</i> ○ <i>No 7, 24%</i>
If you DID provide accommodations during drills	
<p>12a. What types of accommodations were made?</p>	<p><i>select all that apply</i></p> <p>N=22</p> <ul style="list-style-type: none"> ○ <i>Prior knowledge of drill to allow for preparation 18, 82%</i>

	<ul style="list-style-type: none"> ○ <i>Dedicated staff/personal assistance provided by an assigned individual 17, 77%</i> ○ <i>One-on-one training/preparation for students with disabilities/504 accommodations 13, 59%</i> ○ <i>Specialized location or route 13, 59%</i> ○ <i>Sensory supports (headphones, fidgets, etc.) 9, 41%</i> ○ <i>Signs or cue cards to assist with communication 7, 32%</i> ○ <i>Social stories/social learning tools 7, 32%</i> ○ <i>Specialized equipment (stair lifts etc.) 7, 32%</i> ○ <i>Additional drills/trainings/lessons 4, 18%</i> ○ <i>Other (describe) 0, 0%</i>
ALL	
<p><u>§ 22.1-137.2</u>. 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>	
<p>13. In addition to the two (2) required lockdown drills, did your school conduct any additional exercises with law enforcement or other first responders in 2021-2022? <i>This question is NOT asking if you conducted the 2 lockdown drills referred to above, but if you conducted any additional drills to what is required by state law.</i></p> <p><i>*Not asked of virtual schools</i></p>	<p>N=29</p> <ul style="list-style-type: none"> ○ <i>Yes 4, 14%</i> ○ <i>No 16, 55%</i> ○ <i>Not applicable- our program is physically within another school/university 9, 31%</i>
If you DID conduct additional exercises	
<p>13a. What types of additional exercises were they?</p>	<p><i>select all that apply</i></p> <p>N=4</p> <ul style="list-style-type: none"> ○ <i>Fire drill/evacuation 3, 75%</i> ○ <i>Tabletop simulation 3, 75%</i> ○ <i>Weather-related drill (earthquake, tornado, hurricane, etc.) 3, 75%</i> ○ <i>Active shooter/threat training/scenarios 2, 50%</i> ○ <i>Intruder drill training 2, 50%</i> ○ <i>Additional lockdown drills 1, 25%</i> ○ <i>Full-scale drill 1, 25%</i> ○ <i>Lecture 1, 25%</i> ○ <i>Other (describe) 0, 0%</i>

ALL	
<p>14. 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> <p>*Not asked of virtual schools</p>	<p>N=29</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. 5, 17% ○ We communicate with the SRO via school radio and the SRO communicates directly with first responders. 4, 14% ○ No, we have no way to communicate directly with first responders via radio. 10, 34% ○ Not applicable- our program is physically within another school/university 10, 34%
If you were UNABLE to communicate with law enforcement	
<p>14a. Why not? What prevents this communication?</p>	<p>select all that apply</p> <p>N=10</p> <ul style="list-style-type: none"> ○ Different radio systems/frequencies; not compatible 6, 60% ○ Division policy prohibits it 0, 0% ○ Do not have radio/do not have working radio 1, 10% ○ Limitations of radio due to distance or infrastructure 1, 10% ○ Other (describe) 1, 10% (Unsure) ○ None of the above 1, 10%
ALL	
<p>15. Review the following list of security strategies and select those that were in place at your school during the 2021–2022 school year.</p>	<p>select all that apply</p> <p>N=29</p> <ul style="list-style-type: none"> ○ Classrooms could be locked from outside the classroom. 25, 86% ○ Staff received training on how to initiate a lockdown. 24, 83% ○ All exterior entrances to the school building or campus were locked during school hours. 23, 79% ○ Visitors were required to sign in. 23, 79% ○ Main entrance of the school building or campus was secured by a controlled electronic access system (buzzer system) during school hours. 22, 76% ○ Classrooms could be locked from inside the classroom. 21, 72% ○ All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used. 20, 69% ○ Staff were required to wear an ID badge while on school grounds. 19, 66% ○ School had crisis kits prepared, including medical and emergency plan-specific items. 18, 62% ○ Visitors were required to wear some form of an ID badge while on school grounds. 18, 62% ○ Staff and students were trained in “run, hide, fight”/“avoid, deny, defend” or some other recognized response program. 17, 59% ○ Classroom windows, including door windows, could be covered to eliminate visibility into classroom. 15, 52% ○ School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat). 15, 52% ○ Staff were trained to barricade rooms that cannot be locked from inside. 14, 48% ○ Individuals were required to pass through metal detecting equipment upon entry to the building. 4, 14% ○ There were panic buttons or silent alarms accessible to all staff. 4, 14% ○ Students were required to wear an ID badge while on school grounds. 1, 3% ○ Other (describe) 1, 3% Does not apply - we are a "school within a school" program.

IV. TRAINING AND THREAT ASSESSMENT TEAMS

16. Please select the training, program(s), or curriculum implemented or provided to each group during the 2021-2022 school year. N=30			
	Staff	Students	Parents
Bullying prevention and intervention	19 schools	17 schools	7 schools
Classroom management	22 schools	7 schools	3 schools
Crisis response and mitigation	24 schools	11 schools	5 schools
Discipline (Student Behavior and Administrative Response (SBAR))	17 schools	9 schools	5 schools
Handle With Care: Law Enforcement-School Trauma Informed Communication System	2 schools	0 schools	0 schools
Mentoring	13 schools	8 schools	0 schools
Peer-mediation/conflict resolution	12 schools	13 schools	5 schools
Positive Behavior Interventions and Supports (PBIS)	12 schools	11 schools	6 schools
Restorative justice practices	10 schools	7 schools	5 schools
Safety procedures	24 schools	22 schools	12 schools
Social and emotional learning (SEL)	22 schools	19 schools	10 schools
Substance abuse	11 schools	7 schools	6 schools
Violence prevention training	11 schools	5 schools	5 schools
Other (describe) (Seclusion, restraint and de-escalation training and No Place for Hate)	2 schools	1 school	0 schools
None of the above	2 schools	2 schools	2 schools
17. Does your school participate in the “Handle With Care Law Enforcement-School Trauma Informed Communication System?”	<p>N=30</p> <ul style="list-style-type: none"> ○ Yes 1, 3% ○ No, I am not aware of this program 8, 27% ○ No, the divisions we serve do but our school decided not to participate 0, 0% ○ No, not at this time 21, 70% 		
If you were NOT AWARE of the Handle with Care program			
17a. 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=8</p> <ul style="list-style-type: none"> ○ Yes 3, 38% ○ No 5, 63% 		
ALL			
18. Do you feel your school is able to provide sufficient mental health support for students and staff?	<p>N=30</p> <ul style="list-style-type: none"> ○ Yes 24, 80% ○ No 6, 20% 		
If you do NOT feel your school is able to provide sufficient mental health supports			
18a. Please rank the following issues in terms of how they limit your school’s ability to provide sufficient mental health support to students and staff:	<p>With 1 having the most impact and 7 the least impact Reported below is the frequency of a number 1 ranking for each option</p> <ul style="list-style-type: none"> ○ Lack of personnel 4, 67% ○ Limited funding 2, 33% ○ Competing priorities 0, 0% ○ Lack of accurate knowledge around mental health issues 0, 0% ○ Lack of community support 0,0% ○ Written or unwritten policies 0% ○ Other (describe) 0, 0% 		

ALL	
19. Please select the 5 most needed types of school safety training by your school's administration/ faculty/staff?	<p><i>select the 5 most needed</i> N=30</p> <ul style="list-style-type: none"> ○ <i>Mental health problem awareness and recognition 27, 90%</i> ○ <i>Social/emotional interventions and supports for students 16, 53%</i> ○ <i>Suicide prevention, intervention and postvention 16, 53%</i> ○ <i>De-escalation and mediation 14, 47%</i> ○ <i>Social/emotional interventions and supports for staff 13, 43%</i> ○ <i>Social media (Facebook, Snapchat, TikTok, Twitter, YouTube, etc.) 11, 37%</i> ○ <i>Crisis planning, prevention, mitigation and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery all hazards) 9, 30%</i> ○ <i>Trauma-informed care 7, 23%</i> ○ <i>Understanding poverty's effect on learning 7, 23%</i> ○ <i>Substance abuse/misuse and vaping 6, 20%</i> ○ <i>Trauma-informed classrooms 5, 17%</i> ○ <i>Threat assessment team training 4, 13%</i> ○ <i>Violence prevention training (including fighting, armed intruder, active shooter, other school violence) 3, 10%</i> ○ <i>Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.) 2, 7%</i> ○ <i>Role of safety and security personnel (SROs and/or SSOs) 1, 3%</i> ○ <i>Other (describe) 0, 0%</i> ○ <i>None of the above 0, 0%</i>

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.

To assist schools in explaining threat assessment and reporting to students, parents, and staff, VCSCS launched **Virginia C.A.R.E.S.** Virginia C.A.R.E.S. is a multi-pronged approach to engagement and awareness in schools that includes videos and resources on threat assessment. The campaign works to build **Caring, Awareness, Recognition, Engagement, and Support** in Virginia schools. The Virginia C.A.R.E.S. framework recognizes that threat assessment and management is one part of a larger and on-going approach to supporting and enhancing school and campus safety. The health, safety, and well-being of students and staff in schools is sustained and enhanced through a comprehensive approach.

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.

Threat Assessment Team

The Code of Virginia § 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 threat assessment team.

N=30

- Our school/program has its own threat assessment team 13, 43%
- All threats go to a division-wide threat assessment team 1, 3%
- Threats at our school/program go to the student’s home/base school team (tech centers, partial day programs, alternative centers, etc.) 11, 37%
- Threats go to a collaborative school-level Threat Assessment Team serving multiple schools 5, 17%

If you **HAVE** your own school-based Threat Assessment Team

20a. Tell us about your primary/core threat assessment team members in 2021–2022. *Whole numbers only please; if they are a part-time employee they should be counted as 1 individual.*

N=13

	Number of primary/core members (attend all or most meetings)	Number having completed threat assessment training in the last 3 years
Administration	Total 42 Schools 13 Mean 3.23 Range 1-8	Total 28 Schools 9 Mean 3.11 Range 1-8
Community services board member	Total 1 Schools 1 Mean 1 Range 1	Total 1 Schools 1 Mean 1 Range 1
Division representative	Total 6 Schools 3 Mean 2 Range 1-4	Total 2 Schools 2 Mean 1 Range 1
Instruction	Total 16 Schools 7 Mean 2.29 Range 1-10	Total 13 Schools 4 Mean 3.25 Range 1-10
Other law enforcement representative	Total 2 Schools 2 Mean 1.6 Range 1-2	Total 1 Schools 1 Mean 1 Range 1
Psychologist/social worker	Total 8 Schools 5 Mean 1.6 Range 1-2	Total 8 Schools 5 Mean 1.6 Range 1-2
School counseling	Total 19 Schools 9 Mean 2.11 Range 1-4	Total 15 Schools 7 Mean 2.14 Range 1-4
School nurse	Total 8 Schools 8 Mean 1 Range 1	Total 5 Schools 5 Mean 1 Range 1

School resource officer (SRO)	<i>Total 5 Schools 4 Mean 1.25 Range 1-2</i>	<i>Total 4 Schools 5 Mean 1.25 Range 1-2</i>
School security officer (SSO)	<i>Total 8 Schools 5 Mean 1.6 Range 1-4</i>	<i>Total 8 Schools 5 Mean 1.6 Range 1-4</i>
Other (describe) (Custodial/Maintenance and Human Resources)	<i>Total 5 Schools 3 Mean 1.67 Range 1-3</i>	<i>Total 4 Schools 2 Mean 2 Range 1-3</i>
<p>20b. Approximately how many threat assessment meetings were held in 2021–2022 for the following tasks? Please answer with a number for each type of meeting listed. N=13</p>		
<ul style="list-style-type: none"> To triage threats received (at least 2 members) 		<i>Total 100 Schools 5 Mean 20 Range 1-60</i>
<ul style="list-style-type: none"> To conduct a full threat assessment based on precipitating information (prior to possible event) 		<i>Total 43 Schools 5 Mean 8.6 Range 1-18</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 64 Schools 4 Mean 16 Range 1-60</i>
<ul style="list-style-type: none"> For administrative reasons: organization, process discussion, training, or practice 		<i>Total 84 Schools 7 Mean 12 Range 1-60</i>
<p>20c. What types of threat assessment training has your team completed?</p>	<p><i>select all that apply N=13</i></p> <ul style="list-style-type: none"> <i>Training by division staff 10, 77%</i> <i>Online training video/module 9, 69%</i> <i>DCJS training webinar 8, 62%</i> <i>DCJS in-person training 4, 31%</i> <i>Other Threat Assessment Model training (describe) 2, 15% (ALICE and N/A)</i> <i>None 2, 15%</i> 	

If Threats go to a COLLABORATIVE SCHOOL TEAM			
20d. Please list the schools with which you collaborate.	<i>One program was listed 5 times.</i>		
20e. Is there one school that is in charge, or does the team move around to the school with the current threat?	<i>N=5</i> <ul style="list-style-type: none"> ○ <i>Moved based on the current threat 4, 80%</i> ○ <i>One school in charge 1, 20%</i> 		
20f. What does the team composition look like? (Are there members on the team from all schools? Who makes up the team?)	<i>Centralized staff, Administration, Clinicians, and Security</i>		
20g. What is the reasoning for having the collaborative team as opposed to separate teams for each school?	<i>The 5 programs with collaborative threat teams are small satellite programs overseen by one administration.</i>		
20h. Is the collaborative team effective?	<i>No responses given</i>		
20i. How can DCJS assist in improving the effectiveness of the team?	<i>Additional division-wide training.</i>		
ALL			
21. In 2021–2022, 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>			
N=30	Students	Staff	Parents/Guardians
Back-to-School Night	<i>5, 17%</i>	<i>4, 13%</i>	<i>6, 20%</i>
By classroom or small group	<i>15, 50%</i>	<i>6, 20%</i>	<i>5, 17%</i>
Email/text	<i>9, 30%</i>	<i>10, 33%</i>	<i>9, 30%</i>
Faculty/staff meeting	<i>4, 13%</i>	<i>24, 80%</i>	<i>0, 0%</i>
Handbook/Code of Conduct	<i>23, 77%</i>	<i>23, 77%</i>	<i>21, 70%</i>
In-service/professional development	<i>2, 7%</i>	<i>14, 47%</i>	<i>1, 3%</i>
Instructional video	<i>5, 17%</i>	<i>8, 27%</i>	<i>3, 10%</i>
Other written format (brochure/letter)	<i>6, 20%</i>	<i>7, 23%</i>	<i>7, 23%</i>
School assembly	<i>2, 7%</i>	<i>0, 0%</i>	<i>1, 3%</i>
Via counseling services	<i>13, 43%</i>	<i>10, 33%</i>	<i>8, 27%</i>
Website/social media	<i>8, 27%</i>	<i>8, 27%</i>	<i>8, 27%</i>
With individuals as needed	<i>18, 60%</i>	<i>17, 57%</i>	<i>13, 43%</i>
Other (<i>describe</i>)	<i>0, 0%</i>	<i>0, 0%</i>	<i>0, 0%</i>
Did not inform	<i>1, 3%</i>	<i>0, 0%</i>	<i>2, 7%</i>

Threat Reporting Procedures	
22. Is your threat assessment team, along with your school counselor or school psychologist as part of the team, involved with the assessment and action plans in threats of suicide/self-harm? <i>*Only asked of schools with their own threat assessment team or a collaborative school-level team</i>	N=18 <input type="radio"/> Yes 15, 83% <input type="radio"/> No 3, 17%
If threats of suicide/self-harm were NOT reported to the threat assessment team	
22a. Since your threat assessment team is not typically involved with threats of suicide/self-harm, who handles these threats? <i>*Only asked of schools with their own threat assessment team or a collaborative school-level team</i>	<i>select all that apply</i> N=3 schools <input type="radio"/> Administrators 2, 67% <input type="radio"/> Other counseling services 0, 0% <input type="radio"/> School counselor 1, 33% <input type="radio"/> School nurse 0, 0% <input type="radio"/> School psychologist/social worker 0, 0% <input type="radio"/> Other (describe) 1, 33% (Counselor from home school)
ALL	
23. To whom has your school provided suicide awareness training?	<i>Select all that apply</i> N=30 <input type="radio"/> Staff 19, 63% <input type="radio"/> Students 10, 33% <input type="radio"/> Parents/guardians 9, 30% <input type="radio"/> None of the above 10, 33%
24. Does your school utilize a standard suicide prevention screening tool?	N=30 <input type="radio"/> Yes 16, 53% <input type="radio"/> No 14, 47%
25. Are threats of suicide reported to outside health care personnel?	N=30 <input type="radio"/> Yes 23, 77% <input type="radio"/> No 7, 23%
26. Has your staff received trauma-informed care/classroom training?	N=30 <input type="radio"/> Yes 14, 47% <input type="radio"/> No 16, 53%
27. Does your school have a method for threatening/aberrant behavior to be anonymously reported?	(Note: in-person reporting is not considered anonymous/confidential.) N=30 <input type="radio"/> Yes 18, 60% <input type="radio"/> No 12, 40%
If you HAVE a method for anonymous reporting	
27a. What kind of anonymous reporting 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=18 <input type="radio"/> Web-based tip line or phone app (provided by division) 10, 56% <input type="radio"/> Written (e.g., note, comment box) 6, 33% <input type="radio"/> Web-based tip line or phone app (school-based) 5, 28% <input type="radio"/> Phone-based hotline 3, 17% <input type="radio"/> None 1, 6%

ALL			
28. How did your school monitor student social media usage (i.e., Facebook, Twitter, Snapchat, TikTok, etc.) to detect and mitigate potential threats and other safety issues?	<i>select all that apply</i> N=30) <ul style="list-style-type: none"> ○ <i>Did not have a specific monitoring process; we addressed as needed</i> 21, 70% ○ <i>Someone at the division level was responsible for monitoring (i.e., it was assigned as a job-related task)</i> 6, 20% ○ <i>Local law enforcement agency monitored and shared appropriate information as needed</i> 5, 17% ○ <i>Someone at the school level was responsible for monitoring (i.e., it was assigned as a job-related task)</i> 3, 10% ○ <i>Contracted with a third party that scanned/monitored student social media</i> 0, 0% 		
If you CONTRACTED WITH A THIRD PARTY to monitor student social media usage			
28a. What is the name of the third party with whom you contracted?	N/A		
28b. 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?)	N/A		
ALL			
29. Where were the primary threat assessment records (such as <i>Threat Assessment and Response Reports</i>) stored during 2021–2022?	<i>select all that apply</i> N=30 <ul style="list-style-type: none"> ○ <i>With school administrator's file/threat assessment team</i> 12, 40% ○ <i>With counseling records</i> 9, 30% ○ <i>Secure digital database</i> 6, 20% ○ <i>At the division office (central office)</i> 5, 17% ○ <i>With special education case manager</i> 2, 7% ○ <i>With law enforcement unit records (as allowed by Family Education Rights and Privacy Act)</i> 1, 3% ○ <i>Other (describe)</i> 2, 7% (<i>Residential Services and at the home school</i>) ○ <i>Not applicable (no cases in 2021-2022)</i> 12, 40% 		
30. Select the top 3 kinds of training or technical assistance that DCJS could provide, to help improve your threat assessment (TA) process? N=30			
<i>select the top 3</i> N=30 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Mental health training (recognition and understanding) to include trauma responses for staff</i> 17, 57% ○ <i>Suicide prevention, ideation, threat assessment for suicide threat</i> 9, 30% ○ <i>Training for new staff</i> 9, 30% ○ <i>Case studies, scenario training (social media, harm to self, harm to others)</i> 8, 27% ○ <i>Mental health training for students</i> 8, 27% ○ <i>Refresher training and review</i> 8, 27% ○ <i>Recognition of threats, threat types, and behavioral red flags</i> 7, 23% ○ <i>Social media monitoring and intervention</i> 7, 23% </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Online training in threat assessment</i> 5, 17% ○ <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> 4, 13% ○ <i>Family Educational Rights and Privacy Act (FERPA)</i> 3, 10% ○ <i>Specific threat assessment-related topics</i> 2, 7% ○ <i>Case management and record keeping</i> 1, 3% ○ <i>Regional training with other divisions</i> 1, 3% ○ <i>Use of threat assessment findings</i> 1, 3% ○ <i>Violence prevention/reaction and gang awareness</i> 1, 3% ○ <i>None</i> 2, 7% ○ <i>Other (describe)</i> 0, 0% </td> </tr> </table>		<ul style="list-style-type: none"> ○ <i>Mental health training (recognition and understanding) to include trauma responses for staff</i> 17, 57% ○ <i>Suicide prevention, ideation, threat assessment for suicide threat</i> 9, 30% ○ <i>Training for new staff</i> 9, 30% ○ <i>Case studies, scenario training (social media, harm to self, harm to others)</i> 8, 27% ○ <i>Mental health training for students</i> 8, 27% ○ <i>Refresher training and review</i> 8, 27% ○ <i>Recognition of threats, threat types, and behavioral red flags</i> 7, 23% ○ <i>Social media monitoring and intervention</i> 7, 23% 	<ul style="list-style-type: none"> ○ <i>Online training in threat assessment</i> 5, 17% ○ <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> 4, 13% ○ <i>Family Educational Rights and Privacy Act (FERPA)</i> 3, 10% ○ <i>Specific threat assessment-related topics</i> 2, 7% ○ <i>Case management and record keeping</i> 1, 3% ○ <i>Regional training with other divisions</i> 1, 3% ○ <i>Use of threat assessment findings</i> 1, 3% ○ <i>Violence prevention/reaction and gang awareness</i> 1, 3% ○ <i>None</i> 2, 7% ○ <i>Other (describe)</i> 0, 0%
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31. What were the three biggest challenges to your threat assessment team or in conducting threat assessments?			
<i>Select 3</i> N=30 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Competing priorities/time</i> 12, 40% ○ <i>Team coordination (managing team member schedules, availability to meet in a timely manner)</i> 9, 30% ○ <i>Managing threat cases over time</i> 8, 27% ○ <i>Limited staff and staff turnover/retention</i> 7, 23% ○ <i>Conducting thorough TA/review/debrief in a timely manner</i> 5, 17% ○ <i>Determining level of threat (when does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat)</i> 4, 13% </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Training for new staff and for team members</i> 4, 13% ○ <i>Understanding the function of threat assessments vs. discipline</i> 4, 13% ○ <i>Threat assessment training resources</i> 3, 10% ○ <i>Conducting reviews and updates</i> 2, 7% ○ <i>Consistency in division-wide practices</i> 2, 7% ○ <i>Length of documentation</i> 1, 3% ○ <i>None</i> 7, 23% ○ <i>Other (describe)</i> 4, 13% (<i>Virtual learning and communication with home school</i>) </td> </tr> </table>		<ul style="list-style-type: none"> ○ <i>Competing priorities/time</i> 12, 40% ○ <i>Team coordination (managing team member schedules, availability to meet in a timely manner)</i> 9, 30% ○ <i>Managing threat cases over time</i> 8, 27% ○ <i>Limited staff and staff turnover/retention</i> 7, 23% ○ <i>Conducting thorough TA/review/debrief in a timely manner</i> 5, 17% ○ <i>Determining level of threat (when does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat)</i> 4, 13% 	<ul style="list-style-type: none"> ○ <i>Training for new staff and for team members</i> 4, 13% ○ <i>Understanding the function of threat assessments vs. discipline</i> 4, 13% ○ <i>Threat assessment training resources</i> 3, 10% ○ <i>Conducting reviews and updates</i> 2, 7% ○ <i>Consistency in division-wide practices</i> 2, 7% ○ <i>Length of documentation</i> 1, 3% ○ <i>None</i> 7, 23% ○ <i>Other (describe)</i> 4, 13% (<i>Virtual learning and communication with home school</i>)
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V. THREAT ASSESSMENT CASE REPORTING

Threat Assessments Conducted in 2021–2022

For the next series of questions, we want to know about the threat assessment(s) conducted by your school's threat assessment team, **and not included in any other school/programs threat records.**

32. Based on the threat assessment cases conducted at your school in 2021–2022, 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 N=30	Threatened other(s) only	Threatened self only	Threatened both self and other(s)	SUM
a. Student from your school	Total 5 Schools 3 Mean 1.67 Range 1-3	Total 109 Schools 7 Mean 15.57 Range 1-73	Total 3 Schools 3 Mean 1 Range 1	Total 117 Schools 9 Mean 13 Range 1-74
b. Student not from your school	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0
c. Student formerly from your school	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0
d. Faculty/staff currently employed by your school	Total 1 Schools 1 Mean 1 Range 1	Total 3 Schools 1 Mean 3 Range 3	Total 0 Schools 0 Mean 0 Range 0	Total 4 Schools 1 Mean 4 Range 4
e. Faculty/staff formerly employed by your school	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0
f. Parent/guardian of a student	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0
g. Someone else	Total 1 Schools 1 Mean 1 Range 1	Total 0 Schools 0 Mean 0 Range 0	Total 0 Schools 0 Mean 0 Range 0	Total 1 Schools 1 Mean 1 Range 1
ENTER TOTAL (SUM of items a–g)	Total 7 Schools 3 Mean 2.33 Range 1-5	Total 112 Schools 7 Mean 16 Range 1-73	Total 3 Schools 3 Mean 1 Range 1	Total 122 Schools 9 Mean 13.56 Range 1-74

If you conducted ANY threat assessments this year	
N=9	
33. How many individual students were the subject of threat assessment cases? <i>(This may or may not equal the number of threats; if there were two students involved in one threat case this would count as 2 students; if a student was involved in more than one threat they would only count once)</i> <i>Numeric responses only. Include all threat levels.</i>	<i>Total 115 Schools 9 Mean 12.78 Range 1-74</i>
34. How many of the students that were subjects of threat assessment cases were involved in more than one threat assessment case? <i>Numeric responses only. Include all threat levels.</i>	<i>Total 3 Schools 3 Mean 1 Range 1</i>
If you had threat assessment cases that involved “someone else”	
35. 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 the relationship of this person or these persons, if any, to your school.	<i>Significant other of staff member</i>
36. Of the threat assessment(s) conducted by your school in 2021–2022, how many initial threat assessments were conducted within the following time intervals of the threat being received by the threat assessment team (TAT)? N=9	
Conducted immediately after received by TAT	<i>Total 33 Schools 4 Mean 8.25 Range 1-18</i>
Conducted within 24 hours of receipt by TAT	<i>Total 87 Schools 7 Mean 12.43 Range 1-73</i>
Conducted after 24 hours or more of receipt by TAT	<i>Total 1 Schools 1 Mean 1 Range 1</i>
Conducted post-incident as there was no prior knowledge of threat	<i>Total 1 Schools 1 Mean 1 Range 1</i>

If you conducted ANY threat assessments this year

Priority Level/Classification System

Priority 1 (Critical/Imminent): Subject poses an imminent threat of serious violence or harm to self or 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.

Priority 2 (High): Subject poses, or is rapidly developing capability for, a threat of serious violence or harm to self or others, or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, and active monitoring. Referrals as appropriate.

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.

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.

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 at this time (or at the time of the assessment). No impact on others, environmental factors, or precipitants that need team intervention. Close case.

37. How many of the threat assessment cases conducted at your school in 2021-2022 were classified at the following levels?

	Number of assessments conducted
Priority 1 (Critical/Imminent): Subject poses an imminent threat of serious violence or harm to self or others	<i>Total 23 Schools 4 Mean 5.75 Range 1-18</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 7 Schools 5 Mean 1.4 Range 1-2</i>
Priority 3 (Moderate): Subject does not pose a threat of serious violence or harm, though risk cannot be ruled out	<i>Total 20 Schools 8 Mean 2.5 Range 1-8</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 13 Schools 4 Mean 3.25 Range 1-7</i>
Priority 5 (Routine/No Known Concerns): Subject does not indicate a threat of violence or harm to self or others at this time (or at the time of the assessment)	<i>Total 59 Schools 3 Mean 19.67 Range 1-56</i>

38. How many of the threat assessment cases conducted resulted in an act of harm to self or others ultimately occurring at each of the following levels?		
And		
39. How many of these threats did you have prior knowledge of and conducted a threat assessment prior to the event occurring?		
	38. Number occurring	39. Number where assessment was conducted prior to act occurring
Priority 1 (Critical/Imminent): Subject poses an imminent threat of serious violence or harm to self or others	<i>Total 2 Schools 1 Mean 2 Range 2</i>	<i>Total 0 Schools 0 Mean 0 Range 0</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 2 Schools 1 Mean 2 Range 2</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>
Priority 3 (Moderate): Subject does not pose a threat of serious violence or harm, though risk cannot be ruled out	<i>Total 2 Schools 1 Mean 2 Range 2</i>	<i>Total 0 Schools 0 Mean 0 Range 0</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 1 Schools 1 Mean 1 Range 1</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>
Priority 5 (Routine/No Known Concerns): Subject does not indicate a threat of violence or harm to self or others at this time (or at the time of the assessment)	<i>Total 0 Schools 0 Mean 0 Range 0</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>
Please provide a brief description of EACH Priority 1 Case where an act of harm to self or others occurred after a threat assessment was conducted. The following questions will be asked for each case reported in question 39.		
The type of act(s) that was threatened	<i>N/A no acts occurred after a threat assessment was conducted</i>	
What steps were taken to try to prevent the act?	<i>N/A no acts occurred after a threat assessment was conducted</i>	
The actual act(s) of harm to self or others that took place:	<i>N/A no acts occurred after a threat assessment was conducted</i>	
Did the actual act take place on school grounds or at a school-sponsored event?	<i>N/A no acts occurred after a threat assessment was conducted</i>	
Was a student from your school the primary initiator of the event?	<i>N/A no acts occurred after a threat assessment was conducted</i>	
Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?	<i>N/A no acts occurred after a threat assessment was conducted</i>	
After what period of time was the student able to continue attending your school?	<i>N/A no acts occurred after a threat assessment was conducted</i>	
What other information about this event that you think would help explain the event to us?	<i>N/A</i>	

Please provide a brief description of EACH Priority 2 Case where an act of harm to self or others occurred after a threat assessment was conducted. The following questions will be asked for each case reported in question 39.	
The type of act(s) that was threatened	<i>N/A no acts occurred after a threat assessment was conducted</i>
What steps were taken to try to prevent the act?	<i>N/A no acts occurred after a threat assessment was conducted</i>
The actual act(s) of harm to self or others that took place:	<i>N/A no acts occurred after a threat assessment was conducted</i>
Did the actual act take place on school grounds or at a school-sponsored event?	<i>N/A no acts occurred after a threat assessment was conducted</i>
Was a student from your school the primary initiator of the event?	<i>N/A no acts occurred after a threat assessment was conducted</i>
Was this student or students recommended to undergo a clinical assessment conducted by a community-based or private licensed mental health professional?	<i>N/A no acts occurred after a threat assessment was conducted</i>
After what period of time was the student able to continue attending your school?	<i>N/A no acts occurred after a threat assessment was conducted</i>
What other information about this event that you think would help explain the event to us?	N/A

VI. SCHOOL SAFETY AUDIT

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

40. [Crisis Management Plan Certification](#)

Please certify that your crisis management plan has been updated in the last 12 months.

100% of schools certified their Crisis Management Plan was updated in the last 12 months.

[Virginia School Survey of Climate and Working Conditions](#)

Completed January–March 2022

[School Safety Inspection Checklist](#)

Certification not required again until 2023.

41. 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>Top 2 issues identified N=30</p>	<ul style="list-style-type: none"> ○ <i>Mental health for students 16, 53%</i> ○ <i>Mental health 12, 40%</i> ○ <i>Need mental health training for staff 11, 37%</i> ○ <i>Absenteeism/tardiness/skipping 10, 33%</i> ○ <i>Social-emotional learning 10, 33%</i> ○ <i>Insufficient camera coverage 9, 30%</i> ○ <i>Mental health for staff 8, 27%</i> ○ <i>Identification badges 7, 23%</i> ○ <i>Crisis plans don't include all potential events 6, 20%</i> ○ <i>No social media monitoring process 6, 20%</i> ○ <i>Academic integrity 5, 17%</i> ○ <i>Doors are not able to be locked from inside 4, 13%</i> ○ <i>Incomplete building repairs 4, 13%</i> ○ <i>No anonymous reporting system in place for threats 4, 13%</i> ○ <i>School connectedness 4, 13%</i> ○ <i>Substance abuse 4, 13%</i> ○ <i>Traffic design 4, 13%</i> ○ <i>Windows cannot be covered 4, 13%</i> ○ <i>Cell phones 3, 10%</i> ○ <i>Doors need repair or upgrades 3, 10%</i> ○ <i>Entrance lobby 3, 10%</i> ○ <i>Not able to communicate directly with first responders 3, 10%</i> 	<ul style="list-style-type: none"> ○ <i>Need to improve communication between admin and SRO 2, 7%</i> ○ <i>Perceptions of safety 2, 7%</i> ○ <i>Physical environment 2, 7%</i> ○ <i>Professional growth opportunities 2, 7%</i> ○ <i>Rigorous instruction 2, 7%</i> ○ <i>Staff and/or students are not trained in Avoid, deny defend or run, hide, fight 2, 7%</i> ○ <i>Student engagement 2, 7%</i> ○ <i>Student/adult relationships 2, 7%</i> ○ <i>Student/students relationships 2, 7%</i> ○ <i>Suicide/self-harm 2, 7%</i> ○ <i>Visitor management system not sufficient 2, 7%</i> ○ <i>Windows need repair or upgrades 2, 7%</i> ○ <i>Aggressive behaviors 1, 3%</i> ○ <i>Bullying 1, 3%</i> ○ <i>Crisis preparedness 1, 3%</i> ○ <i>Disrespectful behavior 1, 3%</i> ○ <i>Insufficient security alarm 1, 3%</i> ○ <i>Main entrance is not controlled by an electronic access system 1, 3%</i> ○ <i>Need to improve unannounced lockdown drill implementation 1, 3%</i> ○ <i>Parent involvement 1, 3%</i>
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	<ul style="list-style-type: none"> ○ Two-way communications 3, 10% ○ Uncleanly building 3, 10% ○ Work/assignment completion 3, 10% ○ Bus loading area 2, 7% ○ Classroom disruptions 2, 7% ○ Exterior entrances are not locked during the day 2, 7% ○ Insufficient fencing/gates 2, 7% ○ Insufficient key/access control 2, 7% ○ Insufficient signage 2, 7% 	<ul style="list-style-type: none"> ○ Social media 1, 3% ○ Staff collegiality 1, 3% ○ Students, staff and/or parents are not well informed about the threat assessment process 1, 3% ○ Supportive/consistent leadership 1, 3% ○ Threat assessment training is not up to date 1, 3% ○ None 1, 3% ○ Other (describe) 2, 7% (Staff turnover and Student aggression)
<p>Division is aware of issue</p>	<p>N=238 (multiple responses per program)</p> <ul style="list-style-type: none"> ○ Yes 201, 84% ○ No 37, 16% 	
<p>Resources needed</p>	<p>N=313 (multiple responses per program)</p> <ul style="list-style-type: none"> ○ Funding 37, 12% ○ Training/Professional development 23, 7% ○ Additional staff 21, 7% ○ Issue resolved 20, 6% ○ Mental health resources 17, 5% ○ Time 16, 5% ○ Additional security personnel 7, 2% ○ Replacement locks/door repair 7, 2% ○ Student training 7, 2% ○ Cameras/camera system upgrades 6, 2% ○ Construction/renovations 6, 2% ○ Improved communications equipment 6, 2% ○ Clear guidance 4, 1% ○ Community partnerships 4, 1% ○ Review of jobs, workload and policies 4, 1% ○ Visitor management equipment 3, 1% ○ VTSS/PBIS 3, 1% ○ Alternatives to suspension 2, 1% ○ Fencing/gates 2, 1% ○ Security system repairs or upgrades 2, 1% ○ Building repairs/upgrades 1, 0.3% ○ Re-keying of doors 1, 0.3% ○ Signage 1, 0.3% ○ No resources needed, will handle in-house 79, 25% ○ Other 34, 11% 	
<p>42. Have you seen any of the following changes from the 2020–2021 school year to 2021–2022?</p>	<p><i>select all that apply</i></p> <p>N=30</p> <ul style="list-style-type: none"> ○ Decrease in out-of-school suspensions 3, 10% ○ Decrease in student attendance 3, 10% ○ Decrease in bullying behavior 2, 7% ○ Decrease in student reporting of threatening or aberrant behavior 2, 7% ○ Decrease in criminal activity 1, 3% ○ Increase in student attendance 1, 3% ○ Other (describe) 1, 3% (Motivation to do work and attention to deadlines and details) ○ None 23, 77% 	

If ANY change has been seen	
42a. What do you feel these changes could be attributed to?	<p><i>Select all that apply</i></p> <p>N=7</p> <ul style="list-style-type: none"> ○ <i>Alternative discipline strategies 2, 29%</i> ○ <i>Impact of COVID-19 mask mandates 2, 29%</i> ○ <i>Implementation of new program (describe) 1, 14%</i> ○ <i>New administration/staff 3, 43%</i> ○ <i>New/different policies and procedures 2, 29%</i> ○ <i>Remote learning/pandemic 2, 29%</i> ○ <i>School climate/culture change 1, 14%</i> ○ <i>Strong focus on relationships 1, 14%</i> ○ <i>VTSS/PBIS/Restorative Justice 1, 14%</i> ○ <i>Antecedents and consequences strategies 1, 14%</i>

Questions contained in this survey may elicit responses that are exempt from public release pursuant to *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 school 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](#)
