The 2023 Virginia Division Safety Survey
DATA BY QUESTION

Background

The Virginia Division Safety Survey is intended to provide school 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 resource needs across the state. The survey is updated periodically to incorporate updates to best practices and to gather specific data needed 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 2023, all Virginia school division emergency managers received directions for the 2023 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)*. Once all schools in a division completed their School Safety Survey, a School Response Summary was provided to that division along with the link to complete their Division Safety Survey. Superintendents, or their designees, completed the web-based survey during the months of May through September of 2023, providing information that reflected conditions in their divisions during the 2022–2023 school year.

All 131 school divisions in the Commonwealth of Virginia completed the 2023 Division Safety Survey.

The Findings

Gray bars indicate whether survey branching occurred 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.

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?	*131 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?	*N=131*
	o *Director/Coordinator of School Safety, 25, 19%*
	o *Assistant Superintendent, 16, 12%*
	o *Superintendent (current or acting), 16, 12%*
	o *Director/Coordinator of Operations, 13, 10%*
	o *Chief Operations Officer, 10, 8%*
	o *Director/Coordinator of Student Services, 9, 7%*
	o *Executive Director, 7, 5%*
	o *Director/Coordinator of Administrative Services, 6, 5%*
	o *Emergency Manager, 5, 4%*
	o *Director/Coordinator of Facilities Maintenance, 3, 2%*
	o *Director/Coordinator of Human Resources, 3, 2%*
	o *Director/Coordinator of Special Services, 3, 2%*
	o *Director/Coordinator of Transportation, 3, 2%*
	o *Deputy Superintendent, 2, 2%*
	o *Director/Coordinator of Innovation and Technology Integration, 2, 2%*
	o *Director/Coordinator of Compliance, 2, 2%*
	o *Director of Communications, 1, 1%*
	o *Director/Coordinator of Finance, 1, 1%*
	o *Director/Coordinator of Research, Testing, & Evaluation, 1, 1%*
	o *Other, 1, 1%*
	o *Risk Management Specialist, 1, 1%*
	o *Safety Consultant, 1, 1%*

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	----

ALL

4. Have you received any formal school safety/crisis planning or management training?	*N=131*
	o *Yes, 106, 81%*
	o *No, 25, 19%*

If you **HAVE** received formal school safety/crisis planning or management training

4a. What agency facilitated this training?	*Responses included: A.L.I.C.E, CISA, DCJS, DHS, DOJ, FBI, FEMA, FEMA, I Love U Guys Foundation, local law enforcement agency, Navigate 360, NCBRT, NCDPI, OSHA, Risk Management & Security, School Safety Advocacy Council, T4 Tactics, US Secret Service, VDEM, VDOE.*

ALL	
5. What topics related to school safety/crisis planning and management would you be interested in receiving training on?	*Responses included: Active Attack Response Training, best practices for emergency communications with first responders, best practices related to school safety across division in Virginia, bomb threat response, building and grounds safety and best practices, Crime Prevention Through Environmental Design (CPTED), crisis plan development, crisis response, crisis team training, critical incidents and weapons detection, cyber safety, de-escalation techniques for staff, digital threat assessments, effective communication strategies with staff and families, emergency manager responsibilities, ensuring campus safety during extracurricular events, evacuation events, Handle With Care, how to improve conducting safety drills., impact of AI and technology of school security, incident command, incorporating safety into school construction/design, informing parents/guardians and students of school safety best practices, K-12 Behavioral Threat Assessment, lock down, communication/media, monitoring students after a threat assessment, multi-agency crisis planning (police, fire, city), reunification training and after-crisis training, school law, screening devices at points (doors) of entry., social emotional/trauma, social media/digital platforms, Standard Response Protocols, Standard Reunifications Training, table top exercises, trauma-informed care, de-escalation and mediation training, understanding poverty's effect on learning, warning signs of concerning/aberrant/threatening behavior - early detection, etc., weapon detection technology.*

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

The Code of Virginia § 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	
6. 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	
7. What role(s) does the Emergency Manager	*select all that apply N=131* ○ *Responsible for ensuring completion of School Safety Audit components, 119, 91%*

play in the overall safety of the school division?	o *Serves as a liaison between the school division and first responders in an emergency, 110, 84%* o *Emergency response and/or crisis management coordinator, 108, 82%* o *Leads division school safety activities and trainings, 105, 80%* o *Serves as a liaison between the school division and the law enforcement agency providing school resource officers (SROs), 101, 77%* o *Serves as the Director of School Safety/Security (or some similar title), 79, 60%* o *Supervises school security officers (SSOs), 40, 31%* o *Other, 6, 5%*
8. Was the position of Emergency Manager hired to serve specifically in this role, or was this responsibility assumed in addition to another role?	*select one N=131* o *The Emergency Manager responsibilities were in addition to their other role(s) (not including Director of School Safety/Security). 105, 80%* o *The Emergency Manager position was their only responsibility. 13, 10%* o *The responsibilities of the Emergency Manager were split among multiple individuals. 13, 10%*

If the Emergency Manager was **NOT** also the Director of School Safety

7a. 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?	*N=52* o *Yes, 15, 29%* o *No, 37,71%*

If there **WAS** a Director of School Safety

7b. 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	----

7c. What functions was the Director of School Safety/Security responsible for?	*select all that apply* *N=15* o *Leading school safety activities and trainings, 13, 87%* o *Ensuring completion of School Safety Audit components, 13, 87%* o *Serving as a liaison between the school division and first responders in an emergency, 13, 87%* o *Serving as a liaison between the school division and law enforcement providing SROs, 13, 87%* o *Supervising school security officers (SSO), 7, 47%* o *Other, 1, 7%*

[House Bill 1704/SB821 Public elementary and secondary schools: reports of certain arrests and convictions; receipt, report, and compilation.](#) Requires House Bill 1704 Public elementary and secondary schools: reports of certain arrests and convictions; receipt, report, and compilation. Requires each division superintendent to annually designate an employee in the local school division as the division safety official whose duty is to receive all reports required to be made pursuant to relevant law from (i) every state official or agency and every sheriff, police officer, or other local law-enforcement officer or conservator of the peace having the power to arrest for a felony upon arresting a person who is known or discovered by the arresting official to be a full-time, part-time, permanent, or temporary teacher or any other employee in such local school division for a felony or a Class 1 misdemeanor or an equivalent offense in another state and (ii) the clerk of any circuit court or any district court in the Commonwealth upon the felony conviction of any person known by such clerk to be employed by such local school division.

8a. Please provide the contact information for the person designated as the Division Safety Official.	
First Name	----
Last Name	----
Email	----
Phone Number	----

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.*"

9. Which type(s) of security personnel worked in your division during the 2022–2023 school year?	*select all that apply* *N=131* o *School resource officers (SROs) (employed as a certified law enforcement officer), 127, 97%* o *Certified School Security Officers (SSOs) (employed by the school division), 54, 41%* o *Certified School Security Officers (SSOs) (employed by a private security company), 5, 4%* o *Contracted private security personnel (not SSOs), 2, 2%* o *None of the above, 2, 2%*

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

§ 22.1-280.2:3. School boards; safety and security personnel.

"*A. 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.*"

9a. When updating the MOU with law enforcement, from which entities or resources do you gather input?	*select all that apply* *N=127* o *Code of Virginia/DCJS Model MOU, 110, 87%* o *Other law enforcement personnel, 88, 69%* o *School administration, 78, 61%* o *Other division personnel, 74, 58%* o *School resource officers, 66, 52%* o *School board attorney, 62, 49%* o *School board, 50, 39%* o *Other community partners/general public, 36, 28%*

	o *Other divisions' MOUs, 24, 19%* o *Parents, 21, 17%* o *Students, 16, 13%* o *Other (describe), 4, 3%* o *Legislative requirements, 1, 1%* o *Local County Sheriff's Office, 1, 1%* o *School division code of conduct, 1, 1%* o *Superintendent and Sheriff, 1, 1%*
9b. What method did you use to provide the administrators/staff of all your division's schools with information on the MOU with local law enforcement?	*select all that apply* *N=127* o *Meeting discussion, 101, 80%* o *MOU, 78, 61%* o *In-person training, 45, 35%* o *Email, 34, 27%* o *Handout or policy, 29, 23%* o *Did not actively share, 4, 3%* o *Other (describe), 2, 2%* o *Monthly divisional safety meetings, 1, 1%* o *Ongoing dialogue with the Sheriff, 1, 1%*

9c. How useful is the MOU to your division's school/law enforcement partnership?	*N=127* o *Not at all, 0, 0%* o *Slightly, 0, 0%* o *Somewhat, 9, 0.7%* o *Moderately, 50, 39%* o *Extremely, 68, 54%*

9d. Please share any topics not covered in the MOU that you feel would be beneficial or topics you feel need more explanation/direction in the MOU?	*Responses included:* o *A supervisory component.* o *Administrators and educators having a clear understanding of what the role is for SROs in the school.* o *Better define the line between when an issue requires disciplinary action and when it requires law enforcement action.* o *Communication.* o *Cybercrime.* o *Explain and list in the MOU what constitutes an interrogation by law enforcement.* o *How citizens should be treated at check points when weapons are located.* o *How to coordinate MOU meetings with SRO, SSO, and administrative partnerships when classified Information is present.* o *Information sharing - specifically, access to school video surveillance.* o *Investigations and reporting to SRO.* o *Sharing of information and investigations involving students.* o *Shorter and more concise template format.* o *Student data information access by law enforcement.* o *Support role of the SRO in working with students.* o *Use of camera recordings for investigations.*

9e. How can DCJS help strengthen your school-law enforcement partnership or assist with your MOU update process?	*Responses included:* ○ *Additional cooperative trainings with the school division and the local law enforcement agencies.* ○ *Joint training with law enforcement and school personnel.* ○ *Any information on additional grants or funding streams.* ○ *By educating Sheriffs on the limits of their legal authority in regard to public schools.* ○ *By providing regular updates and training on the MOU process.* ○ *Continue to provide examples of "best practices" between the agencies.* ○ *Continue to provide model guidance documents.* ○ *Continue to share code updates.* ○ *Enforce a mandatory Statewide MOU.* ○ *Going through this critical process every 2 years is a lot of work. The Superintendent should be able to open the MOU at any time (even if longer than 2 years).* ○ *More training for SRO's and Administrators on the role of SRO.* ○ *Perhaps conduct a training specific to MOUs between LEA's and local Law Enforcement entities.* ○ *Please provide a list of items that should be found in a typical MOU.* ○ *Provide MOUs from other divisions that have been extremely effective.* ○ *Provide training in updated best practices; publicize changes in the model MOU.* ○ *Regional Safety trainings where school administrators/SROS can attend together.* ○ *Training on investigations that involves multiple agencies (LE, DSS, Schools).* ○ *Update the Model MOU (if not already updated).*
9f. Do school division personnel provide consultation and/or input into SRO assignments to individual schools?	*N=127* ○ *Yes, 89, 70%* ○ *No, 38, 30%*
9g. Were school administrators provided with information on the roles and responsibilities of SROs?	N=127 ○ Yes, 123, 97% ○ No, 4, 3% *If yes, by what method? (select all that apply)* *N=123* ○ *Meeting discussion, 101, 82%* ○ *MOU, 78, 63%* ○ *In-person training, 45, 37%* ○ *Email, 34, 28%* ○ *Handout or policy, 29, 24%* ○ *Other, 2, 2%*
9h. How were school resource officers (SROs) funded in your division?	*select one* *N=127* ○ *Solely by a law enforcement agency budget, 54, 43%* ○ *From a combination of funding sources (school division funds, LEA funds, and/or DCJS grant funds), 48, 38%*

	o *Through grant funds from DCJS (SRO/SSO Incentive Grant Program), 9, 7%*
	o *Solely by the school division budget, 8, 6%*
	o *Solely by the city/county (outside of school division budget), 8, 6%*

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<tr><td colspan="2" align="center">ALL</td></tr>
<tr><td>10. Did your division apply for SRO/SSO grant funds last year?</td><td><i>N=127</i>
o <i>Yes, 40, 31%</i>
o <i>No, 87, 69%</i></td></tr>
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If your division did **NOT** apply for SRO/SSO grant funds	
10a. Why did your division not apply for SRO/SSO funds last year?	*select all that apply* *N=87* o *All positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible, 53, 61%* o *Grant applied for by local law enforcement agency, 27, 31%* o *Not aware of grant opportunity, 5, 6%* o *Temporary nature of grant funding (cannot sustain when grant ends), 5, 6%* o *Applied and denied funding in the past, 2, 2%* o *Timing of application deadline, 2, 2%* o *Could not meet the grant requirements, 1, 1%* o *Local law enforcement agency did not agree to staff an SRO, 1, 1%* o *Not interested in funding SRO positions, 1, 1%*

If you **HAD School Security Officers (SSOs)** in your division	

11. Please provide the name, title, and contact information for the person responsible for supervising your division's SSOs.

Only needed if this person is different from your Emergency Manager or Director of Safety/Security

First Name	----
Last Name	----
Title	----
Email	----
Phone Number	----

§ 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.

"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."

11a. Are the SSOs in your division required to wear a uniform?	*N=54* o *No, 16, 30%* o *Yes, 38, 70%*
11b. What is your division's current policy on allowing SSOs to be armed?	*select one* *N=54* o *SSOs are not allowed to be armed in division schools, and we are not considering changing this policy in the near future, 34, 63%* o *SSOs are allowed to be armed in division schools, 13, 24%* o *We do not currently allow SSOs to be armed, but are considering allowing it, 7, 13%*

III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

DCJS has adopted the Standard Response Protocol and Standard Reunification Method for divisions, schools and partners to utilize free of charge at their discretion.	
12. Does your division utilize the Standard Response Protocol (SRP)?	*N=131* o *Yes, 59, 45%* o *Not at this time, but it is in our future plans, 50, 38%* o *No, I am not aware of these protocols, 17, 13%* o *We are aware of these protocols but have no future plans to implement them, 5, 4%*
If your division **DOES** utilize the Standard Response Protocol (SRP)	
12a. Has your division completed SRP training?	*N=59* o *Yes, through the I Love U Guys foundation, 24, 41%* o *Yes, through DCJS, 21, 36%* o *No, we have not completed training yet, 14, 24%*
If your division **IS NOT AWARE** of the Standard Response Protocol (SRP)	
12b. Would you like a member of the DCJS team to contact you with the information about SRP?	*N=17* o *Yes, 13, 76%* o *No, 4, 24%*
ALL	
13. Does your division utilize the Standard Reunification Method (SRM)?	*N=131* o *Not at this time, but it is in our future plans, 60, 46%* o *Yes, 49, 37%* o *No, I am not aware of these protocols, 18, 14%* o *We are aware of these protocols but have no future plans to implement them, 4, 3%*
If your division **DOES** utilize the Standard Reunification Method (SRM)	

13a. Has your division completed SRM training?	*N=49* o *Yes, 27, 55%* o *No, 22, 45%*
If your division IS NOT AWARE of the Standard Reunification Method (SRM)	
13b. Would you like a member of the DCJS team to contact you with the information about SRM?	*N=18* o *Yes, 14, 78%* o *No, 4, 22%*
ALL	
14. Does your division provide **Crisis Management Plan** templates to all schools in a **LIVE** electronic format (such as Google Docs, OneDrive, etc.)	*N=131* o *Yes, 88, 67%* o *No, 43, 33%*
15. Does your division provide the **Safety Inspection Checklist** to all schools in a **LIVE** electronic format (such as Google Docs, OneDrive, etc.)	*N=131* o *Yes, 68, 52%* o *No. 63, 48%*
16. 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?	*N=1909* o *Number of schools that first responders have electronic floor plans for. 1,660, 87%* o *Number of schools that first responders DO NOT have electronic floor plans for. 249, 13%*
17. Did your division take advantage of the DCJS Digital Mapping program?	*N=131* o *Yes, 115, 88%* o *No, 16, 12%*
If your divisions did NOT take advantage of the digital mapping program	
17a. What stopped you from taking advantage of the DCJS Digital Mapping program?	*Responses included:* o *Will be applying for this grant in the 2023-2024 school year.* o *We utilize the GIS program in our division for this.* o *We opted to go with another system.* o *We had the capability in house.* o *We had our own system.* o *We already had digital PDF floor plans for the schools in our division.* o *Unsure.* o *Unaware of the program.* o *Our schools were digitally mapped by local government.* o *following procurement procedures related to multiple vendor interests.* o *Contracted with private company to create maps/diagrams for the 2023-2024 school year.*
ALL	
18. How did first responders (police/fire/EMS) have access to your schools' buildings during a lockdown so they would not have to breach doors or windows to gain access, if necessary?	*select all that apply* *N=131* o *Master key cards provided to agency, 86, 66%* o *Master key/card in fire department KnoxBox, 83, 63%*

	o *Master keys provided to agency, 60, 46%* o *Master key/card hidden on campus, location known to law enforcement agency, 11, 8%* o *They only have access to some of our buildings, 8, 6%* o *They do not have access to any of our school buildings, 1, 1%*

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 and, in the case of any school in which a school resource officer is employed, at least one such school resource officer. *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 and, in the case of any school in which a school resource officer is employed, at least one such school resource officer. *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."*

19. Did your division have a division oversight committee for threat assessment in 2022–2023?	*N=131* o *Yes, 101, 77%* o *No, 30, 23%*

20. 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	----

21. What threat assessment training, if any, has been provided to **general school personnel** (non-core members of the threat assessment team) by your division?	*select all that apply* *N=131* o *Annual awareness training of a process to assess threats and how to report concerns to the appropriate personnel, 92, 70%* o *General emergency response training, 61, 47%* o *DCJS training and/or materials, 49, 37%* o *School-level threat assessment teams are responsible for training general staff, 46, 35%* o *Online training modules, which includes general training on threat assessment, 16, 12%* o *No current training has been provided to general school personnel at this time, 9, 7%* o *Third-party in-person training, 6, 5%* o *Other, 3, 2%*
22. Tell us about threat assessment teams in your division.	*Select one* *N=131* o *Schools have their own threat assessment teams or collaborative teams among a small number of schools, 128, 98%* o *A division-wide threat assessment team/oversight committee assesses all threats in the division, 3, 2%*

If you have a **DIVISION-WIDE THREAT ASSESSMENT TEAM**   that assesses all threats in the division **AND/OR** you **HAVE** a division oversight committee

22a. How did your division satisfy each of the required areas of expertise on your threat assessment team/oversight committee?	
Counseling expertise:	*N=101* o *School counselor of student being assessed, 70, 69%* o *School Psychologist, 50, 50%* o *Any school counselor available, 42, 42%* o *School Social Worker, 41, 41%* o *Dedicated school counselor (serves on all assessments), 14, 14%* o *Other mental health professional (Life Counselor, Student Support Counselor etc.), 10, 10%* o *School counselor from another school (student's homeschool etc.), 3, 3%* o *Community Service Board member, 3, 3%*
Instructional expertise:	*N=101* o *Teacher of the student being assessed, 67, 66%* o *Administrator that was previously a teacher, 49, 49%* o *Dedicated teacher (serves on all assessments), 17, 17%* o *Any teacher available, 15, 15%* o *Someone else with instructional expertise, 13, 13%*
School administration expertise:	*N=101* o *Principal, 62, 61%* o *Assistant principal of student being assessed, 59, 58%* o *Any administrator available, 40, 40%* o *Dedicated administrator (serves on all assessments), 18, 18%* o *Someone else with administrative experience, 6, 6%*

Law enforcement expertise:	*N=101* o *SRO assigned to your school, 98, 97%* o *SRO from a neighboring school, 28, 28%* o *LE from some other source, 12, 12%*

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.

ALL	
23. How do threat assessment teams in your division identify levels of threat?	*N=131* o *High – Low, 61, 47%* o *Priority 1-5, 33, 25%* o *Substantive - Transient, 31, 24%* o *Other, 6, 5%*
24. 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?	*select all that apply* *N=131* o *We did not have a specific monitoring process, 62, 47%* o *Local law enforcement agency monitored and shared appropriate information as needed, 49, 37%* o *Someone at the division level was responsible for monitoring (i.e., it was assigned as a job-related task), 26, 20%* o *We contracted with a third party that scanned/monitored social media for us, 14, 11%* o *Someone at the school level was responsible for monitoring (i.e., it was assigned as a job-related task), 13, 10%*

If you **CONTRACTED WITH A THIRD PARTY** to monitor student social media usage	
24a. What is the name of the third party you contracted with?	*Response included:*
	Bark, Gaggle, Lightspeed, Media Sonar, FlashPoint, Navigate360, Securely, StopIt

ALL

25. If there were obstacles to sharing threat assessment related information with law enforcement or other institutions, what were they?	*select all that apply* *N=131* *There were no obstacles, 101, 77%* *Concerns about privacy laws, 18, 14%* *Lack of knowledge of when to share information, 15, 11%* *Availability of law enforcement personnel, 9, 7%* *Lack of knowledge of with whom to share information, 9, 7%* *Other (describe): Availability of Mental Health Resources, 1, 1%*

26. Select the top three areas of training or technical assistance that DCJS could provide, to help improve your threat assessment (TA) process?

Participants were instructed to select the top three.
N=131

- *Recognition of threats, threat types, and behavioral red flags, 47, 36%*
- *Level of threat training, when to conduct a TA (how to respond to various threat levels; when a low-level threat requires a TA), 44, 34%*
- *Case studies, scenario training (social media, harm to self, harm to others), 43, 33%*
- *Social media monitoring and intervention, 43, 33%*
- *Training for new staff, 41, 31%*
- *Mental health training (recognition and understanding) to include trauma responses for staff, 31, 24%*
- *Case management and record keeping, 23, 18%*

- *Refresher training and review, 21, 16%*
- *Mental health training for students, 19, 15%*
- *Suicide prevention, ideation, threat assessment for suicide threat, 19, 15%*
- *Use of threat assessment findings, 18, 14%*
- *Online training in threat assessment, 16, 12%*
- *Specific threat assessment-related topics, 12, 9%*
- *Violence prevention/reaction and gang awareness, 10, 8%*
- *Family Educational Rights and Privacy Act (FERPA), 8, 6%*
- *Regional training with other divisions, 7, 5%*
- *Virtual threat assessments, 4, 3%*
- *Other, 1, 1%*
- *None, 2, 2%*

27. What were the three biggest challenges to your threat assessment teams, or in conducting threat assessments?

Participants were instructed to select the top three.
N=131

- *Competing priorities/time, 65, 50%*
- *Team coordination (managing team member schedules, availability to meet in a timely manner), 43, 33%*
- *Managing threat cases over time, 42, 32%*
- *Determining level of threat (when does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat), 34, 26%*
- *Conducting thorough TA/review/debrief in a timely manner, 29, 22%*
- *Understanding the function of threat assessments vs. discipline, 27, 21%*
- *Consistency in division-wide practices, 26, 20%*

- *Training for new staff and for team members, 25, 19%*
- *Limited staff and staff turnover/retention, 24, 18%*
- *Length of documentation, 23, 18%*
- *Conducting reviews and updates, 17, 13%*
- *Threat assessment training resources, 12, 9%*
- *Loss of instructional time, 8, 6%*
- *Privacy issues (FERPA, outside team members maintaining student confidentiality requirements), 4, 3%*
- *Other, 8, 6%*
- *None, 2, 2%*

V. SAFETY AUDIT, TRAINING, AND RESOURCE NEEDS

28. Does your division participate in the "Handle With Care Law Enforcement-School Trauma Informed Communication System"?	*N=131* ○ *Yes, 41, 31%* ○ *Not at this time but it is in our future plans, 37, 28%* ○ *No, I am not aware of this program, 28, 21%* ○ *We are aware but have no plans to participate at this time, 25, 19%*
If YES	
28a. Has your division completed "Handle With Care" training?	*N=41* ○ *Yes, through DCJS, 28, 68%* ○ *No, we have not completed training, 11, 27%* ○ *Yes, through West Virginia Center for Children's Justice, 2, 5%*
If you were NOT AWARE of the Handle with Care program	
28b. 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"?	*N=28* ○ *Yes, 18, 64%* ○ *No, 10, 36%*
ALL	

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."*

29. **The School Safety Audit Program** consists of five key components. These components are:

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)

Date of Review: *131 divisions, 100%*	Signature: *131 divisions, 100%*

2. **Division Safety Survey**
   Completion of this survey will satisfy this requirement. *131 divisions, 100%*

3. **Crisis Management Plan Certification**
   Please certify that all your schools have updated their plans and the division has reviewed them:

Date of Review: *131 divisions, 100%*	Signature: *131 divisions, 100%*

4. **Virginia School Survey of Climate and Working Conditions**
   Completed January–February 2023

5. **School Safety Inspection Checklist**
   Please certify that all your schools have completed the Safety Inspection Checklist at least once between September 2020 – August 2023

Date of completion: *131 divisions, 100%*	Signature: *131 divisions, 100%*

> **§ 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."*

30. **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. N=131

- *Absenteeism/tardiness/skipping, 104, 79%*
- *Mental health for students, 90, 69%*
- *Social-emotional learning, 76, 58%*
- *Need mental health training for staff, 75, 57%*
- *Mental health, 61, 47%*
- *Insufficient camera coverage, 57, 44%*
- *Doors need repair or upgrades, 56, 43%*
- *Social media, 56, 43%*
- *Bullying, 55, 42%*
- *No social media monitoring process, 54, 41%*
- *Mental health for staff, 49, 37%*
- *Disrespectful behavior, 49, 37%*
- *Behavior management/student aggression, 43, 33%*
- *Appropriate social media use, 42, 32%*
- *Insufficient fencing/gates, 42, 32%*
- *Classroom disruptions, 41, 31%*
- *Parent involvement, 38, 29%*
- *Two-way communications, 38, 29%*
- *Cell phones, 36, 27%*
- *Doors are not able to be locked from inside, 32, 24%*
- *Restrooms, 30, 23%*
- *Substance abuse, 28, 21%*
- *No anonymous reporting system in place for threats, 27, 21%*
- *Traffic design, 27, 21%*
- *Training/professional development, 24, 18%*
- *Entrance lobby, 24, 18%*
- *Insufficient signage, 24, 18%*
- *Aggressive behaviors, 23, 18%*
- *Student engagement, 21, 16%*
- *Windows cannot be covered, 20, 15%*
- *Need to improve unannounced lockdown drill implementation, 18, 14%*
- *Students, staff and/or parents are not well informed about the threat assessment process, 18, 14%*
- *Not able to communicate directly with first responders, 17, 13%*
- *Cyberbullying, 17, 13%*

- *Windows need repair or upgrades, 14, 11%*
- *Physical Incidents/fighting, 13, 10%*
- *Crisis plans don't include all potential events, 12, 9%*
- *Student/adult relationships, 12, 9%*
- *Insufficient key/access control, 12, 9%*
- *High-risk area monitoring, 11, 8%*
- *Identification badges, 11, 8%*
- *Incomplete building repairs, 11, 8%*
- *Landscaping hazards, 11, 8%*
- *Need to improve communication between admin and SRO, 10, 8%*
- *Fighting, 10, 8%*
- *Out of school suspensions, 10, 8%*
- *SROs need more training, 9, 7%*
- *Visitor management system not sufficient, 9, 7%*
- *Crisis preparedness, 9, 7%*
- *School connectedness, 9, 7%*
- *Bus loading area, 9, 7%*
- *Destruction of school property, 9, 7%*
- *Supportive/consistent leadership, 8, 6%*
- *Non-compliance, 8, 6%*
- *Professional growth opportunities, 7, 5%*
- *Rigorous instruction, 7, 5%*
- *Insufficient security alarm, 7, 5%*
- *Acceptable use policy (computers/internet), 7, 5%*
- *Work/assignment completion, 7, 5%*
- *Security of records, 6, 5%*
- *In school suspensions, 6, 5%*
- *Physical environment, 5, 4%*
- *Custodial closets and mechanical rooms, 4, 3%*
- *Easy, prohibited roof access, 4, 3%*
- *Hallways/Walkways, 4, 3%*
- *Tolerance, 4, 3%*
- *Threats of self-harm are not handled in a consistent manner, 3, 2%*
- *Staff collegiality, 3, 2%*
- *Uncleanly building, 3, 2%*
- *Doors are not able to be locked from outside, 2, 2%*

o *Staff and/or students are not trained in "Avoid, deny defend" or "run, hide, fight", 16, 12%* o *Staff need more training on role of SRO, 16, 12%* o *Threat assessment training is not up to date, 16, 12%* o *Student/students relationships, 16, 12%* o *Bus referrals, 16, 12%* o *Perceptions of safety, 15, 11%* o *Suicide/self-harm, 15, 11%* o *Poor or broken lighting, 14, 11%*	o *Drill accommodations for staff/students are not sufficient, 2, 2%* o *Exterior entrances are not locked during the day, 2, 2%* o *Main entrance is not controlled by an electronic access system, 2, 2%* o *Academic integrity, 2, 2%* o *Weapons, 2, 2%* o *Cafeteria, 1, 1%*

30a. What resources are needed to resolve the issues identified? N=131

o *Mental health resources, 81, 62%* o *Funding, 67, 51%* o *Cameras/camera system upgrades, 52, 40%* o *Training/Professional development, 46, 35%* o *Additional counseling staff, 45, 34%* o *Replacement locks/door repair, 36, 27%* o *Time, 30, 23%* o *Security system repairs or upgrades, 27, 21%* o *Additional security personnel, 26, 20%* o *Fencing/gates, 25, 19%* o *Alternatives to suspension, 24, 18%* o *Building repairs/upgrades, 23, 18%* o *Construction/renovations, 22, 17%* o *Signage, 22, 17%*	o *Improved communications equipment, 19, 15%* o *Student training, 17, 13%* o *Additional teaching staff, 15, 11%* o *Re-keying of doors, 14, 11%* o *VTSS/PBIS, 14, 11%* o *Window coverings, 14, 11%* o *Community partnerships, 11, 8%* o *Visitor management equipment, 11, 8%* o *Lighting, 10, 8%* o *Review of jobs, workload, and policies, 8, 6%* o *Clear guidance, 7, 5%* o *No resources needed, will handle in-house, 7, 5%* o *Issue resolved, 1, 1%*

31. The following are measures assessed in the Virginia School Survey of Climate and Working Conditions. How beneficial has it been to have data regarding these areas?

N=131	Very useful	Somewhat useful	Not at all useful
Relationships among students	*82, 63%*	*48, 37%*	*1, 1%*
Relationships between students and adults	*88, 67%*	*41, 31%*	*2, 2%*
Student engagement	*88, 67%*	*43, 33%*	*0, 0%*
School connectedness	*77, 59%*	*54, 41%*	*0, 0%*
Rigorous instruction	*65, 50%*	*63, 48%*	*3, 2%*
Social-emotional learning	*82, 63%*	*48, 37%*	*1, 1%*
Managing student behavior	*88, 67%*	*40, 31%*	*3, 2%*
Student aggression	*82, 63%*	*46, 35%*	*3, 2%*
Bullying	*81, 62%*	*49, 37%*	*1, 1%*
Perceptions of safety	*93, 71%*	*36, 27%*	*2, 2%*
School Resource Officer	*88, 67%*	*41, 31%*	*2, 2%*
School Security Officer	*62, 47%*	*32, 24%*	*37, 28%*
Student anxiety	*71, 54%*	*60, 46%*	*0, 0%*
Student depression	*75, 57%*	*56, 43%*	*0, 0%*
Student suicide ideation	*81, 62%*	*49, 37%*	*1, 1%*

Staff collegiality	*67, 51%*	*63, 48%*	*1, 1%*
Parent involvement	*74, 56%*	*55, 42%*	*2, 2%*
Teacher agency	*56, 43%*	*69, 53%*	*6, 5%*
Professional growth opportunities	*77, 59%*	*51, 39%*	*3, 2%*
School leadership	*83, 63%*	*45, 34%*	*3, 2%*
Physical work environment	*79, 60%*	*51, 39%*	*1, 1%*
New teacher supports	*85, 65%*	*44, 34%*	*2, 2%*
Staff burnout	*78, 60%*	*52, 39%*	*1, 1%*
Staff anxiety	*74, 56%*	*57, 44%*	*0, 0%*
Staff depression	*72, 55%*	*59, 45%*	*0, 0%*

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

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

Crisis and Emergency Planning

Academic Community Exercise Starter Kit

Critical Incident Response for School Faculty and Staff

Critical Incident Response Video

Digital Mapping Program for Virginia K-12 Schools

Division Guide for Crisis Management Planning

Guidance for School Systems in the Event Victims Arise from an Emergency 2018

Guidance on Emergency Manager Designee

Guidance on Required Evacuation/Fire and Lockdown Drills 2016 *(update pending)*

School Crisis, Emergency Management and Medical Emergency Response Plan

School Crisis, Emergency Management and Medical Emergency Response Plan – Quick Guide

Standard Response Protocol (Standard Reunification Method) Guide

The Virginia Educator's Guide for Planning and Conducting School Emergency Drills

Virginia Safety Planning Guide for Individuals with Special Needs

Virginia Schools Bus Driver and Monitor Safety and Security Manual

Virginia Schools Bus Driver and Monitor Video

Mental Health and Suicide Prevention

Handle with Care Virginia

Preventing Youth Suicide – National Association of School Psychologists

Suicide Prevention PSA – TV

Suicide Prevention PSA – YouTube

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs (U.S. DOE)

VDOE Suicide Prevention Guidelines

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

Additional K-12 Resources

U.S. Department of Education Acts on School Safety Report Recommendation to Improve Understanding of Student Privacy Law