



The 2023 Virginia Non-Traditional School Safety Survey

DATA BY QUESTION

Background

The Virginia Division 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 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 Non-Traditional Safety Survey was developed and administered by the DCJS Virginia Center for School and Campus Safety (VCSCS). In May 2023, all Virginia Non-traditional programs received directions for the 2023 Safety Survey. Submission of the online survey is one component of the Virginia School Safety Audit requirement (*Code of Virginia § 22.1-279.8*). Safety leaders completed the web-based survey during the months of May through August of 2023, providing information that reflected conditions in their programs during the 2022–2023 school year.

All 27 Non-traditional programs in the Commonwealth of Virginia completed the 2023 Non-traditional Safety Survey.

Interpreting the Findings

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

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

Total = Sum of all responses

Schools = Number of schools that reported numbers >1

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

Range = Spread of numbers reported >1

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

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I. IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is your program name?	27 Programs	
2. What school divisions does your program serve?	131 school divisions and the DJJ Division of Education	
3. Which locality is your primary fiscal agent?	18 divisions	
4. 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>	First Name:	----
	Last Name:	----
	Email:	----
	Phone Number:	----
5. What is your role in the program?	N=27	

	<ul style="list-style-type: none"> ○ <i>Principal/Director, 18, 67%</i> ○ <i>Associate/Assistant Principal, 5, 19%</i> ○ <i>Safety Coordinator/Chair/Specialist, 2, 7%</i> ○ <i>Accountability Coordinator, 0, 0%</i> ○ <i>Administrative Intern/Aide, 0, 0%</i> ○ <i>Dean of Students, 0, 0%</i> ○ <i>Site/Program Coordinator, 0, 0%</i> ○ <i>SSO (School Safety Officer), 0, 0%</i> ○ <i>Other, 2, 7%</i> 						
6. Tell us about your program.	<p><i>N=26</i></p> <ul style="list-style-type: none"> ○ <i>This program serves multiple divisions at a separate, program run building(s), 17, 65%</i> ○ <i>This program is in/on the campus of a local college/university, 5, 19%</i> ○ <i>This is a program operating within multiple division buildings, 3, 12%</i> ○ <i>Our program is 100% virtual, 1, 4%</i> 						
If you are NOT the acting principal/director							
5a. Please provide the name and email address for your current/acting principal/director.	<table border="1"> <tr> <td>First Name:</td><td>----</td></tr> <tr> <td>Last Name:</td><td>----</td></tr> <tr> <td>Email:</td><td>----</td></tr> </table>	First Name:	----	Last Name:	----	Email:	----
First Name:	----						
Last Name:	----						
Email:	----						

II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

7. Which law enforcement agency did you collaborate with on your 2023 School Safety Audit?	<i>13 Agencies identified</i>					
<p><i>School Resource Officers and Certified School Security Officers</i></p> <p>School Resource Officer (SRO) is defined in § 9.1-101, Code of Virginia, as “...a certified law enforcement officer hired by the local law enforcement agency to provide law enforcement and security services to Virginia public elementary and secondary schools.”</p> <p>School Security Officer (SSO) is defined in § 9.1-101, Code of Virginia, as “... an individual who is employed by the local school board or a private or religious school for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of the policies of the school board or the private or religious school, and detaining students violating the law or the policies of the school board or the private or religious school on school property, school buses, or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.”</p>						
8. What types of safety/security personnel were serving your program during the 2022–2023 school year?						
	Number dedicated to the school during all school hours	Number present only part of the time students are in the building	Number shared with another school?			
School resource officers (SROs) (employed as a certified law enforcement officer)	<i>Total 5</i> <i>Schools 5</i> <i>Mean 1</i> <i>Range 1</i>	<i>Total 1</i> <i>Schools 1</i> <i>Mean 1</i> <i>Range 1</i>	<i>Total 3</i> <i>Schools 2</i> <i>Mean 1.5</i> <i>Range 1-2</i>			

Certified school security officers (SSOs)	<i>Total 7 Schools 4 Mean 1.75 Range 1-4</i>	<i>Total 9 Schools 2 Mean 4.5 Range 4-5</i>	<i>Total 4 Schools 4 Mean 1 Range 1</i>
Campus Police Officer (CPO) (employed as a certified law enforcement officer)	<i>Total 4 Schools 2 Mean 2 Range 2</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>
Campus Security Officer (CSO)	<i>Total 9 Schools 3 Mean 3 Range 2-5</i>	<i>Total 5 Schools 1 Mean 5 Range 5</i>	<i>Total 8 Schools 2 Mean 4 Range 3-5</i>
Contracted private security personnel (not SSOs or CSOs)	<i>Total 0 Schools 0 Mean 0 Range 0</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>	<i>Total 0 Schools 0 Mean 0 Range 0</i>
<p align="center">If you had School Resource Officers (SROs)</p> <p align="center">School Resource Officer (SRO) is defined in § 9.1-101, Code of Virginia, as “...a certified law enforcement officer hired by the local law enforcement agency to provide law enforcement and security services to Virginia public elementary and secondary schools.”</p>			
8a. Please rate each of the following areas related to your school/law enforcement partnership. N=5			
<ul style="list-style-type: none"> Communication from SRO(s) to administrators 	<ul style="list-style-type: none"> <input type="radio"/> very good, 5, 100% <input type="radio"/> good, 0, 0% <input type="radio"/> acceptable, 0, 0% <input type="radio"/> poor, 0, 0% <input type="radio"/> very poor, 0, 0% 		
<ul style="list-style-type: none"> Communication from administrators to SRO(s) 	<ul style="list-style-type: none"> <input type="radio"/> very good, 5, 100% <input type="radio"/> good, 0, 0% <input type="radio"/> acceptable, 0, 0% <input type="radio"/> poor, 0, 0% <input type="radio"/> very poor, 0, 0% 		
<ul style="list-style-type: none"> Role distinction (mutual understanding of appropriate role and duties of SRO(s)) 	<ul style="list-style-type: none"> <input type="radio"/> very good, 5, 100% <input type="radio"/> good, 0, 0% <input type="radio"/> acceptable, 0, 0% <input type="radio"/> poor, 0, 0% <input type="radio"/> very poor, 0, 0% 		
<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"> <input type="radio"/> very good, 5, 100% <input type="radio"/> good, 0, 0% <input type="radio"/> acceptable, 0, 0% <input type="radio"/> poor, 0, 0% <input type="radio"/> very poor, 0, 0% 		
8b. What training do you feel your SRO(s) would most benefit from?	<p><i>select all that apply</i> N=5</p> <ul style="list-style-type: none"> <input type="radio"/> Cultural diversity and implicit bias, 2, 40% <input type="radio"/> Student behavioral dynamics, 2, 40% <input type="radio"/> Mediation, conflict resolution, and de-escalation, 1, 20% 		

	<ul style="list-style-type: none"> ○ <i>School and personal liability issues, 1, 20%</i> ○ <i>Working with students with disabilities, 1, 20%</i> ○ <i>Working with students' mental health needs, 1, 20%</i> ○ <i>Disaster, crisis, and emergency response, 0, 0%</i> ○ <i>Security awareness in the school environment, 0, 0%</i> ○ <i>State and federal laws, 0, 0%</i> ○ <i>Substance use disorders, 0, 0%</i> ○ <i>Other, 1, 20%</i>
8c. Have you, or another administrator from your building, attended a DCJS SRO and Administrator Basic Course?	<p><i>select all that apply</i></p> <p><i>N=5</i></p> <ul style="list-style-type: none"> ○ <i>Yes, I have attended, 4, 80%</i> ○ <i>Yes, another administrator has attended, 1, 20%</i> ○ <i>Someone from this building has attended a locally sponsored training not conducted by DCJS, 0, 0%</i> ○ <i>No, no one from this building has attended an SRO Basic course of any kind, 0, 0%</i>
8d. Would you like someone from the DCJS team to reach out to you with more information regarding the SRO and Administrator Basic Course?	<p><i>N=1</i></p> <ul style="list-style-type: none"> ○ <i>Yes, 1, 0%</i> ○ <i>No, 0, 0%</i>
8e. What are the benefits to having a school resource officer (SRO) serving your program?	<p><i>Select all that apply</i></p> <p><i>N=5</i></p> <ul style="list-style-type: none"> ○ <i>Added sense of security for staff /students, 5, 100%</i> ○ <i>Added sense of security for parents/community, 4, 80%</i> ○ <i>Building positive relationships with law enforcement officer(s), 4, 80%</i> ○ <i>Dedicated person to understand school-related law(s) and regulations, 4, 80%</i> ○ <i>Improved collaboration with law enforcement, emergency responders, parents, and the community, 4, 80%</i> ○ <i>Positive physical presence of law enforcement, 4, 80%</i> ○ <i>Provide additional layer of school safety and connection with emergency services, 4, 80%</i> ○ <i>Resource for legal knowledge, 4, 80%</i> ○ <i>Trained first responder during a crisis, 4, 80%</i> ○ <i>Access to community information that may impact the school day, 3, 60%</i> ○ <i>Visibility/presence as crime deterrent, 3, 60%</i> ○ <i>Have law enforcement trained to deal with school-aged students, 2, 40%</i> ○ <i>Attendance/truancy issues, 1, 20%</i> ○ <i>Conflict de-escalation and mediation, 1, 20%</i> ○ <i>Education of students, 1, 20%</i> ○ <i>Other, 1, 20%</i>
8f. To your knowledge, how many incidents of criminal activity occurring at your program, or	<p><i>Total 24</i></p> <p><i>Schools 5</i></p>

a program-sponsored event resulted in an arrest of a student?	<i>Mean 4.8</i> <i>Range 0-24</i>
<p>§ 22.1-280.2:3 School boards; local law-enforcement agencies; memorandums of understanding. The school board in each school division in which the local law-enforcement agency employs school resource officers, as defined in § 9.1-101, shall enter into a memorandum of understanding with such local law-enforcement agency that sets forth the powers and duties of such school resource officers. The provisions of such memorandum of understanding shall be based on the model memorandum of understanding developed by the Virginia Center for School and Campus Safety pursuant to subdivision A. 11 of § 9.1-184, which may be modified by the parties in accordance with their particular needs.</p>	
8g. How familiar are you (the principal) with the roles and expectations set out in the Memorandum of Understanding (MOU) between your school division and the local law enforcement agency for the placement of SROs in your school?	<i>N=5</i> <ul style="list-style-type: none"> ○ <i>Not at all familiar, 0, 0%</i> ○ <i>Slightly familiar, 0, 0%</i> ○ <i>Somewhat familiar, 0, 0%</i> ○ <i>Moderately familiar, 4, 80%</i> ○ <i>Extremely familiar, 1, 20%</i>
8h. How useful is the MOU to your daily collaboration with law enforcement?	<i>N=5</i> <ul style="list-style-type: none"> ○ <i>Not at all, 1, 20%</i> ○ <i>Slightly, 0, 0%</i> ○ <i>Somewhat, 0, 0%</i> ○ <i>Moderately, 1, 20%</i> ○ <i>Extremely, 3, 60%</i>
8i. 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?	<i>N/A</i>
8j. Are you involved in maintaining the MOU with the law-enforcement agency?	<i>N=5</i> <ul style="list-style-type: none"> ○ <i>Yes, 2, 40%</i> ○ <i>No, 3, 60%</i>
If you ARE involved in maintaining the MOU	
8k. When updating the MOU with law enforcement, from which entities or resources do you gather input?	<i>select all that apply</i> <i>N=2</i> <ul style="list-style-type: none"> ○ <i>Code of Virginia/DCJS Model MOU, 1, 50%</i> ○ <i>School administration, 1, 50%</i> ○ <i>Other community partners, 0, 0%</i> ○ <i>Other division personnel, 0, 0%</i> ○ <i>Other law enforcement personnel, 0, 0%</i> ○ <i>Parents, 0, 0%</i> ○ <i>School board, 0, 0%</i> ○ <i>School resource officers, 0, 0%</i> ○ <i>Students, 0, 0%</i> ○ <i>Other, 0, 0%</i>
If you have SROs	
8m. Do program personnel provide consultation and/or input into SRO assignments?	<i>N=5</i> <ul style="list-style-type: none"> ○ <i>Yes, 3, 60%</i> ○ <i>No, 2, 40%</i>

8n. How were school resource officers (SROs) funded in your program?	<i>select one</i> N=5 <ul style="list-style-type: none"> <i>Solely by the school division, 2, 40%</i> <i>Solely by a law enforcement agency (LEA), 1, 20%</i> <i>Solely by the locality (county, city, or town), 1, 20%</i> <i>From a combination of funding sources (school division, LEA funds, and/or DCJS grant funds), 1, 20%</i> <i>Through grant funds from DCJS (SRO/SSO Incentive Grant Program), 0, 0%</i> <i>Unknown, 0, 0%</i>
8o. Did your program apply for SRO/SSO grant funds last year?	N=5 <ul style="list-style-type: none"> <i>Yes, 0, 0%</i> <i>No, 5, 100%</i> <i>Unknown, 0, 0%</i>
If your program did NOT apply for SRO/SSO grant funds	
8p. Why did your program not apply for SRO/SSO funds last year?	<i>select all that apply</i> N=5 <ul style="list-style-type: none"> <i>All positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible, 2, 40%</i> <i>Could not meet the grant requirements, 1, 20%</i> <i>Not aware of grant opportunity, 1, 20%</i> <i>Not interested in funding SRO positions, 1, 20%</i> <i>Applied and denied funding in the past, 0, 0%</i> <i>Grant applied for by local law enforcement agency, 0, 0%</i> <i>Local law enforcement agency did not agree to staff an SRO, 0, 0%</i> <i>Temporary nature of grant funding (cannot sustain when grant ends), 0, 0%</i> <i>Timing of application deadline, 0, 0%</i>
If you had SSOs 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.”	
8q. Are the SSOs in your program required to wear a uniform?	N=4 <ul style="list-style-type: none"> <i>Yes, 2, 50%</i> <i>No, 2, 50%</i>
8r. What is your program’s current policy on allowing SSOs to be armed?	<i>select one</i> N=4 <ul style="list-style-type: none"> <i>SSOs are not allowed to be armed, and we are not considering changing this policy in the near future, 2, 50%</i> <i>SSOs are allowed to be armed, 1, 25%</i> <i>We do not currently allow SSOs to be armed, but are considering allowing it, 1, 25%</i>

8s. What are the benefits to having a school security officer in your building?	<p><i>select all that apply</i></p> <p>N=4</p> <ul style="list-style-type: none"> ○ <i>Added sense of security for staff and students, 4, 100%</i> ○ <i>Additional adult for positive relationship building with students/student mentoring, 4, 100%</i> ○ <i>Additional security around the building and grounds, 4, 100%</i> ○ <i>Additional student supervision, 4, 100%</i> ○ <i>Assist with daily routines and procedures, 4, 100%</i> ○ <i>Assist with lunch duty, 4, 100%</i> ○ <i>Bus lane coverage/traffic/parking assistance, 4, 100%</i> ○ <i>Camera system monitoring, 4, 100%</i> ○ <i>Crisis plan management/planning and conducting drills, 4, 100%</i> ○ <i>Visitor monitoring and management, 4, 100%</i> ○ <i>Additional staff support, 2, 50%</i> ○ <i>Conflict de-escalation and conflict resolution, 2, 50%</i> ○ <i>Escort of students for discipline reasons, 2, 50%</i> ○ <i>Student searches, 2, 50%</i> ○ <i>Assist with enforcement of student code of conduct/safety policies, 1, 25%</i> ○ <i>Physical intervention, 1, 25%</i> ○ <i>Positive behavior supports or recognition, 1, 25%</i> ○ <i>Assist with discipline interviews, 0, 0%</i> ○ <i>Assist with enforcement of student code of conduct/safety policies, 0, 0%</i> ○ <i>Other, 0, 0%</i>
If you had contracted private security personnel	
8t. In what capacity are you utilizing private security personnel?	<p><i>Select all that apply</i></p> <p>N=0</p> <ul style="list-style-type: none"> ○ <i>In a School Security Officer capacity, 0, 0%</i> ○ <i>For afterhours security, 0, 0%</i> ○ <i>Other, 0, 0%</i>
8u. Who hires/funds the private security personnel?	<p>N=0</p> <ul style="list-style-type: none"> ○ <i>Program only, 0, 0%</i> ○ <i>Division(s) only, 0, 0%</i> ○ <i>Program and division(s) share responsibility, 0, 0%</i>

III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

If “A program serving multiple divisions at a separate, program run building”	
9. 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 program?	<p>N=17</p> <ul style="list-style-type: none"> ○ <i>Yes, 12, 71%</i> ○ <i>No, 5, 29%</i>
10. 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?	<p><i>select all that apply</i></p> <p>N=17</p> <ul style="list-style-type: none"> ○ <i>Master key/card in fire department KnoxBox, 6, 35%</i> ○ <i>Master keys provided to agency, 6, 35%</i> ○ <i>Master electronic key cards provided to agency, 2, 12%</i>

	<ul style="list-style-type: none"> ○ They do not have access to our building(s), 2, 12% ○ Master key/card hidden on campus, location known to law enforcement agency, 1, 6% ○ They only have access to some of our buildings, 0, 0%
School Crisis/Emergency Management/Medical Response Plan The <i>Code of Virginia</i> § 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.”	
11. Does your program’s crisis management plan (administrative plan) contain written procedures for the following situations?	<i>select all that apply</i> <i>N=17</i> <ul style="list-style-type: none"> ○ Building/facility recovery procedures, 16, 94% ○ Active threat, 12, 71% ○ Bomb threat, 12, 71% ○ Chemical spill/gas leak (hazmat), 12, 71% ○ Death of a student or staff member, 12, 71% ○ Evacuation, 12, 71% ○ Lockdown, 12, 71% ○ Medical emergencies, 12, 71% ○ Off-site reunification, 12, 71% ○ On-site reunification, 12, 71% ○ Shelter-in-place, 12, 71% ○ Weather-related incidents, 12, 71% ○ Individual emergency/safety plans for individuals with disabilities, 11, 65% ○ Pandemic, 11, 65% ○ Loss/kidnapping of a student, 10, 59% ○ Suicide, 10, 59% ○ Drug related overdoses, 9, 53% ○ Mental health recovery procedures, 9, 53% ○ Reverse evacuation, 8, 47% ○ Social media emergency response, 3, 18%
12. Did you have to <i>activate</i> any portion of your program’s crisis management plan during the 2022–2023 school year due to an <i>actual</i> critical event or emergency?	<i>N=17</i> <ul style="list-style-type: none"> ○ Yes, 4, 24% ○ No, 13, 76%
If you DID activate your crisis plan	
12a. Please select all events that occurred causing the activation of your school’s crisis management plan during the 2022–2023 school year: <i>N=4</i>	
Health-related incidents and emergencies: <ul style="list-style-type: none"> ○ Anaphylaxis (severe allergic reaction), 1, 25% ○ Death or serious injury of staff or student, 1, 25% ○ Drug overdose, 1, 25% ○ Exposure to hazardous materials on or near school property, 1, 25% ○ Influenza/pandemic, 0, 0% ○ Medical emergency, 2, 50% ○ Other health-related incident, 0, 0% 	Weather or building/power-related incidents and emergencies: <ul style="list-style-type: none"> ○ Earthquake, 0, 0% ○ Flood, 0, 0% ○ Roof or building collapse, 0, 0% ○ Smoke or fire/explosion, 0, 0% ○ Tornado/hurricane, 1, 25% ○ Other building-related damage or power outage-related emergency/emergencies, 1, 25% ○ Other natural disaster or severe weather, 1, 25%

Man-made incidents and emergencies: <ul style="list-style-type: none"> ○ <i>Active threat, 1, 25%</i> ○ <i>Bomb threat, 0, 0%</i> ○ <i>Demonstration/protest on or near school property, 1, 25%</i> ○ <i>Intruder/trespasser/unauthorized person(s), 2, 50%</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, 0, 0%</i> 	Other <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, 25%</i> ○ <i>Other safety-related incident that affected school and is not listed above, 0, 0%</i>
ALL	
13. What is your primary method of notifying staff and students of a lockdown?	N=17 <ul style="list-style-type: none"> ○ <i>PA System, 10, 59%</i> ○ <i>Walkie-talkie, 0, 0%</i> ○ <i>Electronic alert to cell phones or computers, 2, 12%</i> ○ <i>Other, 5, 29%</i>
13. Did your program conduct any unannounced lockdown drills (no specific date and time of drill announced to the program community)? Lockdown is defined by REMS (Readiness and Emergency Management for Schools) as a course of action to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.	N=17 <ul style="list-style-type: none"> ○ <i>Yes, 7, 41%</i> ○ <i>No, 10, 59%</i>
If you DID conduct unannounced lockdown drills	
13a. 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.")	N=7 <ul style="list-style-type: none"> ○ <i>Yes, 6, 86%</i> ○ <i>No, 1, 14%</i>
ALL	
14. Did your program provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)?	N=17 <ul style="list-style-type: none"> ○ <i>Yes, 11, 65%</i> ○ <i>No, 6, 35%</i>
If you DID provide accommodations during drills	
14a. What types of accommodations were made?	<i>select all that apply</i> N=11 <ul style="list-style-type: none"> ○ <i>Dedicated staff/personal assistance provided by an assigned individual, 8, 73%</i> ○ <i>Prior knowledge of drill to allow for preparation, 8, 73%</i> ○ <i>One-on-one training/preparation for students with disabilities/504 accommodations, 4, 36%</i> ○ <i>Sensory supports (headphones, fidgets, etc.), 2, 18%</i> ○ <i>Specialized location or route, 2, 18%</i> ○ <i>Additional drills/trainings/lessons, 1, 9%</i>

	<ul style="list-style-type: none"> ○ Signs or cue cards to assist with communication, 1, 9% ○ Social stories/social learning tools, 1, 9% ○ Specialized equipment (stair lifts etc.), 1, 9% ○ Other, 0, 0%
ALL	
<p><u>§ 22.1-137.2. Lock-down drills.</u></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>15. In addition to the two (2) required lockdown drills, did your program conduct any additional exercises with law enforcement or other first responders in 2022–2023?</p> <p><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>N=17</p> <ul style="list-style-type: none"> ○ Yes, 4, 24% ○ No, 13, 76%
If you DID conduct additional exercises	
<p>15a. What types of additional exercises were they?</p> <p><i>This question is not asking about actual events that caused you to activate your CMP but exercises you conducted for training purposes.</i></p>	<p><i>select all that apply</i></p> <p>N=4</p> <ul style="list-style-type: none"> ○ Fire drill/evacuation, 3, 75% ○ Tabletop simulation, 3, 75% ○ Weather-related drill (earthquake, tornado, hurricane, etc.), 3, 75% ○ Active shooter/threat training/scenarios, 2, 50% ○ Additional lockdown drills, 2, 50% ○ Bomb threat, 1, 25% ○ Intruder drill training, 1, 25% ○ Lecture, 1, 25% ○ Reverse evacuation, 1, 25% ○ Visitor management training (RAPTOR etc.), 1, 25% ○ Full-scale drill, 0, 0% ○ Medical emergency, 0, 0% ○ Shelter-in-place, 0, 0% ○ Other, 1, 25%
ALL	

<p>16. Could 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><i>N=17</i></p> <ul style="list-style-type: none"> ○ <i>No, we have no way to communicate directly with first responders via radio. 13, 76%</i> ○ <i>Yes, we can directly communicate with outside first responders via radio or an emergency alert system with two-way communication capabilities. 2, 12%</i> ○ <i>Administrators can communicate with the SRO via school radio and the SRO communicates directly with first responders. 2, 12%</i> ○ <i>Administrators can communicate by direct line to Campus Police. 0, 0%</i>
<p>If you were UNABLE to communicate with law enforcement</p>	
<p>16a. What prevents this communication?</p>	<p><i>select all that apply</i></p> <p><i>N=13</i></p> <ul style="list-style-type: none"> ○ <i>Different radio systems/frequencies; not compatible, 6, 46%</i> ○ <i>Do not have radio/do not have working radio, 2, 15%</i> ○ <i>Limitations of radio due to distance or infrastructure, 2, 15%</i> ○ <i>Division policy prohibits it, 0, 0%</i> ○ <i>Unsure, 0, 0%</i> ○ <i>Other, 6, 46%</i>
<p>ALL</p>	
<p>17. Review the following list of security strategies and select those that were in place at your program during the 2022–2023 school year either implemented by you or the school/division your program is in.</p>	<p><i>select all that apply</i></p> <p><i>N=17</i></p> <ul style="list-style-type: none"> ○ <i>All exterior entrances to the school building or campus were locked during school hours., 17, 100%</i> ○ <i>Main entrance of the school building or campus was secured by a controlled electronic access system (buzzer system) during school hours., 17, 100%</i> ○ <i>Visitors were required to sign in., 17, 100%</i> ○ <i>All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used., 15, 88%</i> ○ <i>Classrooms could be locked from outside the classroom., 14, 82%</i> ○ <i>Classroom windows, including door windows, could be covered to eliminate visibility into classroom., 13, 76%</i> ○ <i>School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g. bomb threat)., 13, 76%</i> ○ <i>Staff and students were trained in "run, hide, fight," "avoid, deny, defend," or some other recognized response program., 13, 76%</i> ○ <i>Staff received training on how to initiate a lockdown., 12, 71%</i> ○ <i>Staff were required to wear an ID badge while on school grounds., 12, 71%</i> ○ <i>School had crisis kits prepared, including medical and emergency plan-specific items., 11, 65%</i>

	<ul style="list-style-type: none"> ○ Visitors were required to wear some form of an ID badge while on school grounds., 11, 65% ○ Classroom doors were kept locked throughout the school day., 10, 59% ○ Visitors were required to participate in an electronic ID check, 10, 59% ○ Staff were trained how to barricade rooms that cannot be locked from inside., 9, 53% ○ Classrooms could be locked from inside the classroom., 8, 47% ○ Door lock safety magnets were utilized., 6, 35% ○ Staff were required to take “go kits” with them wherever they took students., 5, 29% ○ Individuals were required to pass through metal detecting equipment upon entry to the building., 2, 12% ○ Panic buttons were present in the main office., 2, 12% ○ There were panic buttons or silent alarms accessible to all staff., 2, 12% ○ Staff had access to an electronic app connecting them to first responders, 1, 6% ○ Students were required to wear an ID badge while on school grounds., 1, 6% ○ Other, 1, 6% ○ None of the above, 0, 0%
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IV. TRAINING AND THREAT ASSESSMENT TEAMS

18. Please select the training, program(s), or curriculum implemented or provided to each group by you or the division your program services, during the 2022-2023 school year.				
	N=27	Staff	Students	Parents
Bullying prevention and intervention	17, 63%	17, 63%	3, 11%	
Classroom management	21, 78%	4, 15%	0, 0%	
Crisis response and mitigation	20, 74%	10, 37%	3, 11%	
DARE	1, 4%	0, 0%	0, 0%	
Discipline (Student Behavior and Administrative Response (SBAR))	17, 63%	18, 67%	4, 15%	
Gang awareness and prevention	5, 19%	3, 11%	1, 4%	
Handle With Care: Law Enforcement–School Trauma Informed Communication System	8, 30%	0, 0%	0, 0%	
Mentoring	16, 59%	10, 37%	3, 11%	
Peer-mediation/conflict resolution	13, 48%	13, 48%	1, 4%	
Positive Behavior Interventions and Supports (PBIS)	10, 37%	9, 33%	2, 7%	
Restorative justice practices	10, 37%	5, 19%	2, 7%	
Responsive Classroom	9, 33%	3, 11%	0, 0%	
Safety Core Restraint Management	2, 7%	0, 0%	0, 0%	
Safety procedures	21, 78%	18, 67%	7, 26%	
Signs of Suicide (SOS)	11, 41%	11, 41%	2, 7%	
Social and emotional learning (SEL)	18, 67%	18, 67%	5, 19%	
Stop the Bleed/Active Attack Training	9, 33%	1, 4%	0, 0%	
Substance abuse	6, 22%	5, 19%	3, 11%	

Trauma-informed care/classroom training	11, 41%	1, 4%	0, 0%
Violence prevention training	8, 30%	0, 0%	0, 0%
Other	2, 7%	0, 0%	0, 0%
19. Does your program participate in the "Handle With Care Law Enforcement-School Trauma Informed Communication System?"	<p>N=27</p> <ul style="list-style-type: none"> Yes, 3, 11% No, I am not aware of this program, 12, 44% No, the divisions we serve do but our program decided not to participate, 1, 4% No, not at this time, 11, 41% 		
If you were NOT AWARE of the Handle with Care program			
19a. 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=12</p> <ul style="list-style-type: none"> Yes, 6, 50% No, 6, 50% 		
ALL			
20. Do you feel your program is able to provide sufficient mental health support for students and staff?	<p>N=27</p> <ul style="list-style-type: none"> Yes, 17, 63% No, 10, 37% 		
If you do NOT feel your program is able to provide sufficient mental health supports			
20a. Please rank the following issues in terms of how they limit your program'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 most frequently selected ranking for each.</p> <ul style="list-style-type: none"> Lack of personnel- ranked 1st by 8 programs Written or unwritten policies- ranked 3rd by 5 programs Lack of accurate knowledge around mental health issues- ranked 4th by 4 programs (44%) Competing priorities- ranked 5th by 4 programs (44%) Lack of community support- ranked 5th by 4 programs (44%) Limited funding- ranked 6th by 6 programs Other- ranked 7th by 9 programs 		
ALL			
21. Please select the 5 most needed types of school safety training by your program's administration/ faculty/staff?	<p>select the 5 most needed</p> <p>N=27</p> <ul style="list-style-type: none"> Mental health problem awareness and recognition, 18, 67% Social/emotional interventions and supports for students, 16, 59% Suicide prevention, intervention and postvention, 15, 56% Social/emotional interventions and supports for staff, 14, 52% Diversity and inclusion, 13, 48% Social media, 9, 33% Substance abuse/misuse and vaping, 8, 30% Threat assessment team training, 8, 30% De-escalation and mediation, 7, 26% Trauma-informed classrooms, 7, 26% 		

	<ul style="list-style-type: none"> ○ Violence prevention training, 7, 26% ○ Crisis planning, 6, 22% ○ Peer relations, 4, 15% ○ Trauma-informed care, 4, 15% ○ Understanding poverty's effect on learning, 4, 15% ○ Role of safety and security personnel (SROs and/or SSOs), 1, 4% ○ Other, 0, 0% ○ None of the above, 0, 0%
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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 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.

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.

ALL	
Threat Assessment Team The <i>Code of Virginia</i> § 22.1-79.4 section C states, “Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement <u>and, in the case of any school in which a school resource officer is employed, at least one such school resource officer</u> . Threat assessment teams may be established to serve one or more schools as determined by the division superintendent.”	
22. Tell us about your threat assessment team.	N=27 <ul style="list-style-type: none"> ○ Our program has its own threat assessment team, 16, 59% ○ Threats go to the student's home/base school team, 10, 37%

	<ul style="list-style-type: none"> ○ Threats go to a collaborative program-level Threat Assessment Team serving multiple programs, 1, 4% ○ All threats go to a division-wide threat assessment team, 0, 0% 			
If you HAVE your own program-based Threat Assessment Team				
22a. How did your program/team satisfy each of the required areas of expertise on your threat assessment team? N=16				
Counseling expertise:	<ul style="list-style-type: none"> ○ Any school counselor available, 10, 63% ○ School Psychologist, 8, 50% ○ School Social Worker, 8, 50% ○ School counselor of student being assessed, 6, 38% ○ Dedicated school counselor (serves on all assessments), 2, 13% ○ Community Service Board member, 1, 6% ○ School counselor from another school (student's homeschool etc.), 0, 0% ○ Other mental health professional, 0, 0% 			
Instructional expertise:	<ul style="list-style-type: none"> ○ Teacher of the student being assessed, 13, 81% ○ Administrator that was previously a teacher, 5, 31% ○ Dedicated teacher (serves on all assessments), 1, 6% ○ Someone else with instructional expertise, 1, 6% ○ Any teacher available, 0, 0% 			
School administration expertise:	<ul style="list-style-type: none"> ○ Principal, 8, 50% ○ Any administrator available, 8, 50% ○ Assistant principal of student being assessed, 7, 44% ○ Dedicated administrator (serves on all assessments), 3, 19% ○ Someone else with administrative experience, 1, 6% 			
Law enforcement expertise:	<ul style="list-style-type: none"> ○ LE from some other source, 8, 50% ○ SRO assigned to your school, 5, 31% ○ SRO from a neighboring school, 3, 19% 			
ALL				
23. In 2022–2023, 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=27	Students	Staff	Parents/Guardians
Back-to-School Night	6, 22%	6, 22%	9, 33%	
By classroom or small group	17, 63%	14, 52%	4, 15%	
Email/text	10, 37%	13, 48%	10, 37%	
Faculty/staff meeting	1, 4%	23, 85%	0, 0%	
Handbook/Code of Conduct	19, 70%	19, 70%	18, 67%	
In-service/professional development	3, 11%	15, 56%	0, 0%	
Instructional video	2, 7%	5, 19%	1, 4%	
Other written format (brochure/letter)	5, 19%	5, 19%	4, 15%	
School assembly	4, 15%	4, 15%	1, 4%	

Via counseling services	12, 44%	7, 26%	5, 19%
Website/social media	9, 33%	8, 30%	7, 26%
With individuals as needed	18, 67%	14, 52%	15, 56%
Other (<i>describe</i>)	0, 0%	0, 0%	0, 0%
Did not inform	1, 4%	0, 0%	1, 4%

Threat Reporting Procedures

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

24. Is your threat assessment team, along with a school counselor or school psychologist as part of the team, involved with the assessment and action plans in threats of suicide/self-harm?	N=16 <input type="radio"/> Yes, 15, 94% <input type="radio"/> No, 1, 6%
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If threats of suicide/self-harm were **NOT reported to the threat assessment team**

24a. Since your threat assessment team is not typically involved with threats of suicide/self-harm, who handles these threats?	<i>select all that apply</i> N=1 <input type="radio"/> Administrators, 1, 100% <input type="radio"/> Division representative (i.e., Students Support Specialist, etc.), 0, 0% <input type="radio"/> Other counseling services (i.e., life counselor, student support counselor, etc.), 0, 0% <input type="radio"/> Outside entity (i.e., community service board, law enforcement, etc.), 0, 0% <input type="radio"/> School counselor, 0, 0% <input type="radio"/> School nurse, 0, 0% <input type="radio"/> School psychologist/social worker, 0, 0% <input type="radio"/> SRO, 0, 0% <input type="radio"/> Other, 0, 0%
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ALL

25. To whom has your program provided suicide awareness training?	<i>Select all that apply</i> N=27 <input type="radio"/> Staff, 15, 56% <input type="radio"/> Students, 11, 41% <input type="radio"/> Parents/guardians, 5, 19% <input type="radio"/> None of the above, 8, 30%
26. Does your program utilize a standard suicide prevention screening tool?	N=27 <input type="radio"/> Yes, 19, 70% <input type="radio"/> No, 8, 30%
27. Are threats of suicide reported to outside health care personnel?	N=27 <input type="radio"/> Yes, 20, 74% <input type="radio"/> No, 7, 26%

28. Does your program have a method for threatening/aberrant behavior to be anonymously reported?	(Note: in-person reporting is not considered anonymous/confidential.) N=27 <ul style="list-style-type: none"> ○ Yes, 11, 41% ○ No, 19, 59%
If you HAVE a method for anonymous reporting	
28a. What kind of anonymous reporting methods were available at your program for reporting threats/aberrant behavior? Note: In-person reporting is not considered anonymous.	<i>select all that apply</i> N=11 <ul style="list-style-type: none"> ○ Web-based tip line or phone app (provided by division), 7, 64% ○ Phone-based hotline, 4, 36% ○ Web-based tip line or phone app (school-based), 4, 36% ○ Written (e.g., note, comment box), 2, 18% ○ None, 0, 0%
ALL	
29. How did your program 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=27 <ul style="list-style-type: none"> ○ Did not have a specific monitoring process; we addressed as needed, 17, 63% ○ Someone at the school level was responsible for monitoring, 7, 26% ○ Local law enforcement agency monitored and shared appropriate information as needed, 2, 7% ○ Someone at the division level was responsible for monitoring, 2, 7% ○ Contracted with a third party that scanned/monitored student social media, 1, 4%
If you CONTRACTED WITH A THIRD PARTY to monitor student social media usage	
29a. What is the name of the third party with whom you contracted?	<i>Media Sonar and Flash Point</i>
29b. Tell us about your experience with this system. (Was it effective and useful? Did the contract yield good information that was helpful in averting violence and other disruptive situations?)	<i>District notifies schools</i>
If you HAVE your own program-based Threat Assessment Team	
30. Where were the primary threat assessment records (such as <i>Threat Assessment and Response Reports</i>) stored during 2022–2023?	<i>select all that apply</i> N=16 <ul style="list-style-type: none"> ○ With program administrator's file/threat assessment team, 9, 56% ○ Secure digital database, 4, 25% ○ At the student's home school, 3, 19% ○ File room/vault separate from student cumulative record, 3, 19% ○ With counseling records, 3, 19% ○ Health or nurse files, 1, 6% ○ With special education case manager, 1, 6% ○ At the division office (central office), 0, 0%

	<ul style="list-style-type: none"> ○ <u>With law enforcement unit records (as allowed by Family Education Rights and Privacy Act)</u>, 0, 0% ○ <i>Other</i>, 0, 0% ○ <i>Not applicable (no cases in 2022–2023)</i>, 0, 0% 		
31. Select the top 3 kinds of training or technical assistance that DCJS could provide to help improve your threat assessment (TA) process?			
<p><i>select the top 3</i> N=16</p> <ul style="list-style-type: none"> ○ <i>Recognition of threats, threat types, and behavioral red flags</i>, 8, 50% ○ <i>Suicide prevention, threat assessment for suicide threat/ideation</i>, 7, 44% ○ <i>Mental health training (recognition and understanding) to include trauma responses for staff</i>, 5, 31% ○ <i>Violence prevention/reaction and gang awareness</i>, 5, 31% ○ <i>Training for new staff</i>, 4, 25% ○ <i>Case studies, scenario training (social media, harm to self, harm to others)</i>, 3, 19% ○ <i>Level of threat training, when to conduct a TA (how to respond to various threat levels; when does a low-level threat require a TA)</i>, 3, 19% 	<ul style="list-style-type: none"> ○ <i>Mental health training for students</i>, 3, 19% ○ <i>Refresher training and review</i>, 3, 19% ○ <i>Social media monitoring and intervention</i>, 2, 13% ○ <i>Family Educational Rights and Privacy Act (FERPA)</i>, 1, 6% ○ <i>Online training in threat assessment</i>, 1, 6% ○ <i>Specific TA-related topics</i>, 1, 6% ○ <i>Use of threat assessment findings</i>, 1, 6% ○ <i>Virtual threat assessments</i>, 1, 6% ○ <i>None/not applicable</i>, 1, 6% ○ <i>Regional training with other divisions</i>, 0, 0% ○ <i>Case management and record keeping</i>, 0, 0% ○ <i>Other</i>, 0, 0% 		
31. What were the three biggest challenges to your threat assessment team or in conducting threat assessments (TA)?			
<p><i>Select the top three</i> N=16</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> ○ <i>Competing priorities/time</i>, 6, 38% ○ <i>Determining level of threat</i>, 3, 19% ○ <i>Limited staff and staff turnover/retention</i>, 3, 19% ○ <i>Managing threat cases over time</i>, 3, 19% ○ <i>Training for new staff and for team members</i>, 3, 19% ○ <i>Team coordination</i>, 2, 13% ○ <i>Conducting reviews and updates</i>, 1, 6% ○ <i>Consistency in division-wide practices</i>, 1, 6% ○ <i>Length of documentation</i>, 1, 6% </td> <td> <ul style="list-style-type: none"> ○ <i>Privacy issues</i>, 1, 6% ○ <i>Threat assessment training resources</i>, 1, 6% ○ <i>Understanding the function of threat assessments vs. discipline</i>, 1, 6% ○ <i>Conducting thorough TA/review/debrief in a timely manner</i>, 0, 0% ○ <i>Loss of instruction time</i>, 0, 0% ○ <i>None/not applicable</i>, 0, 0% ○ <i>Other</i>, 7, 44% </td> </tr> </table>		<ul style="list-style-type: none"> ○ <i>Competing priorities/time</i>, 6, 38% ○ <i>Determining level of threat</i>, 3, 19% ○ <i>Limited staff and staff turnover/retention</i>, 3, 19% ○ <i>Managing threat cases over time</i>, 3, 19% ○ <i>Training for new staff and for team members</i>, 3, 19% ○ <i>Team coordination</i>, 2, 13% ○ <i>Conducting reviews and updates</i>, 1, 6% ○ <i>Consistency in division-wide practices</i>, 1, 6% ○ <i>Length of documentation</i>, 1, 6% 	<ul style="list-style-type: none"> ○ <i>Privacy issues</i>, 1, 6% ○ <i>Threat assessment training resources</i>, 1, 6% ○ <i>Understanding the function of threat assessments vs. discipline</i>, 1, 6% ○ <i>Conducting thorough TA/review/debrief in a timely manner</i>, 0, 0% ○ <i>Loss of instruction time</i>, 0, 0% ○ <i>None/not applicable</i>, 0, 0% ○ <i>Other</i>, 7, 44%
<ul style="list-style-type: none"> ○ <i>Competing priorities/time</i>, 6, 38% ○ <i>Determining level of threat</i>, 3, 19% ○ <i>Limited staff and staff turnover/retention</i>, 3, 19% ○ <i>Managing threat cases over time</i>, 3, 19% ○ <i>Training for new staff and for team members</i>, 3, 19% ○ <i>Team coordination</i>, 2, 13% ○ <i>Conducting reviews and updates</i>, 1, 6% ○ <i>Consistency in division-wide practices</i>, 1, 6% ○ <i>Length of documentation</i>, 1, 6% 	<ul style="list-style-type: none"> ○ <i>Privacy issues</i>, 1, 6% ○ <i>Threat assessment training resources</i>, 1, 6% ○ <i>Understanding the function of threat assessments vs. discipline</i>, 1, 6% ○ <i>Conducting thorough TA/review/debrief in a timely manner</i>, 0, 0% ○ <i>Loss of instruction time</i>, 0, 0% ○ <i>None/not applicable</i>, 0, 0% ○ <i>Other</i>, 7, 44% 		

V. THREAT ASSESSMENT CASE REPORTING

Threat Assessments Conducted in 2022–2023

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

32. Based on the threat assessment cases conducted at your program in 2022–2023, 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).*

33. Approximately how many threat assessment meetings were held in 2022–2023 for the following tasks?
Please answer with a number for each type of meeting listed.

To assess reports of aberrant or concerning behavior (at least 2 members)	Total: 22 Programs: 5 Mean: 4.4 Range: 1-14
To assess reports of actual threats made against self or others (at least 2 members)	Total: 56 Programs: 8 Mean: 7 Range: 1-33
For debrief when event occurred without precipitating information (no opportunity to conduct threat assessment prior to event)	Total: 5 Programs: 3 Mean: 1.67 Range: 1-24
For administrative reasons: organization, process discussion, training, or practice	Total: 10 Programs: 4 Mean: 2.5 Range: 1-5

For the meetings held for reports of **ABERRANT OR CONCERNING BEHAVIOR**

33a. Enter the number of assessments conducted based on the individual that exhibited the aberrant or concerning behavior (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	Exhibited aberrant/conc erning behavior towards others only	Exhibited aberrant/co ncerning behavior towards self only (aka.	Exhibited aberrant/co ncerning behavior towards	SUM
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		known as risk- assessment)	both self and other(s)	
a. Student from your program exhibited the behavior	<i>Total: 3 Programs: 2 Mean: 1.5 Range: 1-2</i>	<i>Total: 6 Programs: 4 Mean: 1.5 Range: 1-3</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 9 Programs: 4 Mean: 2.25 Range: 1-3</i>
b. Student not from your program exhibited the behavior	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 1 Programs: 1 Mean: 1 Range: 1</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 1 Programs: 1 Mean: 1 Range: 1</i>
c. Student formerly from your program exhibited the behavior	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
d. Faculty/staff currently employed by your program exhibited the behavior	<i>Total: 1 Programs: 1 Mean: 1 Range: 1</i>	<i>Total: 1 Programs: 1 Mean: 1 Range: 1</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 2 Programs: 1 Mean: 2 Range: 2</i>
e. Faculty/staff formerly employed by your program exhibited the behavior	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
f. Parent/guardian of a student exhibited the behavior	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
g. Someone else exhibited the behavior (not a student, parent, or faculty)	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
ENTER TOTAL (SUM of items a–g)	<i>Total: 4 Programs: 2 Mean: 2 Range: 1-3</i>	<i>Total: 8 Programs: 4 Mean: 2 Range: 1-4</i>	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>	<i>Total: 12 Programs: 4 Mean: 3 Range: 1-5</i>
For the meetings held for reports of ACTUAL THREATS MADE				
33b. Enter the number of assessments conducted based on the individual that made the threat (if there were none, enter 0). <ul style="list-style-type: none"> <i>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.</i> 				

SUM your responses by type of group (add each row's entries and provide sum) and SUM your responses by type of threat (add each column's entries and provide sum).

Type of Group	Threatened other(s) only	Threatened self only	Threatened both self and other(s)	SUM
a. Student from your school made the threat	Total: 3 Programs: 3 Mean: 1 Range: 1	Total: 17 Programs: 6 Mean: 2.83 Range: 1-8	Total: 1 Programs: 1 Mean: 1 Range: 1	Total: 21 Programs: 6 Mean: 3.5 Range: 1-10
b. Student not from your school made the threat	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 1 Programs: 1 Mean: 1 Range: 1	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 1 Programs: 1 Mean: 1 Range: 1
c. Student formerly from your school made the threat	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0
d. Faculty/staff currently employed by your school made the threat	Total: 1 Programs: 1 Mean: 1 Range: 1	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 1 Programs: 1 Mean: 1 Range: 1
e. Faculty/staff formerly employed by your school made the threat	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0
f. Parent/guardian of a student made the threat	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0
g. Someone else made the threat (<i>not a student, parent, or faculty</i>)	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0	Total: 0 Programs: 0 Mean: 0 Range: 0
ENTER TOTAL (SUM of items a–g)	Total: 4 Programs: 4 Mean: 1 Range: 1	Total: 18 Programs: 6 Mean: 3 Range: 1-8	Total: 1 Programs: 1 Mean: 1 Range: 1	Total: 23 Programs: 6 Mean: 3.83 Range: 1-10
If you had threats made by CURRENT OR FORMER FACULTY				
33c. Please explain the threats made by current or former faculty.			Threat to supervisor	

If you had threats made by PARENTS OR GUARDIANS	
33d. Please explain the threats made by parents or guardians.	N/A
If you had threats made by “someone else”	
33e. Please describe the relationship of this person or these persons, if any, to your school.	N/A
33f. Please explain the threats made by these individuals.	N/A
If you conducted ANY threat assessments this year	
33g. Of the threat assessment(s) conducted by your school in 2022-2023, how many initial threat assessments were conducted within the following time intervals of the threat being received by the threat assessment team (TAT)?	
Conducted within 1 hour of receipt by TAT	Total: 5 Programs: 2 Mean: 2.5 Range: 2-3
Conducted between 1 and 24 hours of receipt by TAT	Total: 67 Programs: 7 Mean: 9.57 Range: 1-47
Conducted 24 hours or more after receipt by TAT	Total: 3 Programs: 1 Mean: 3 Range: 3
Conducted post-incident as there was no prior TAT knowledge of threat	Total: 3 Programs: 2 Mean: 1.5 Range: 1-2
35h. Of the threat assessment(s) conducted by your school in 2022–2023, how were the reports of aberrant behavior or threats made?	
Reported by parent or guardian	Total: 2 Programs: 1 Mean: 2 Range: 2
Reported by staff member	Total: 53 Programs: 7 Mean: 7.57 Range: 1-35
Reported by student	Total: 19 Programs: 5 Mean: 3.8 Range: 1-10
Found through social media monitoring	Total: 0 Programs: 0 Mean: 0 Range: 0

Reported anonymously	<i>Total: 4 Programs: 2 Mean: 2 Range: 2</i>
33i. How many individual students were the subject of threat assessment cases? (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) Numeric responses only. Include all threat levels.	<i>Total: 49 Programs: 10 Mean: 4.9 Range: 1-18</i>
33j. How many of the students that were subjects of threat assessment cases were involved in more than one threat assessment case? Numeric responses only. Include all threat levels.	<i>Total: 2 Programs: 1 Mean: 2 Range: 2</i>

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 a 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.

33k. How many of the threat assessment cases conducted at your program in 2022–2023 were classified at the following levels?		
	Number of assessments conducted PRIOR to any event in order to prevent	Number of assessments conducted AFTER an event as a debrief in order to

	threatened actions/behaviors	prevent threatened actions/behaviors
Priority 1 (Critical/Imminent): Subject posed an imminent threat of serious violence or harm to self or others	<i>Total: 1</i> <i>Programs: 1</i> <i>Mean: 1</i> <i>Range: 1</i>	<i>Total: 2</i> <i>Programs: 2</i> <i>Mean: 1</i> <i>Range: 1</i>
Priority 2 (High): Subject posed, or was rapidly developing capability for, a threat of serious violence or harm to self or others	<i>Total: 3</i> <i>Programs: 2</i> <i>Mean: 1.5</i> <i>Range: 1-2</i>	<i>Total: 2</i> <i>Programs: 2</i> <i>Mean: 1</i> <i>Range: 1</i>
Priority 3 (Moderate): Subject did not pose a threat of serious violence or harm, though risk could not be ruled out	<i>Total: 9</i> <i>Programs: 4</i> <i>Mean: 2.25</i> <i>Range: 1-4</i>	<i>Total: 4</i> <i>Programs: 3</i> <i>Mean: 1.33</i> <i>Range: 1-2</i>
Priority 4 (Low): Subject did not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance	<i>Total: 13</i> <i>Programs: 3</i> <i>Mean: 4.33</i> <i>Range: 2-7</i>	<i>Total: 2</i> <i>Programs: 1</i> <i>Mean: 2</i> <i>Range: 2</i>
Priority 5 (Routine/No Known Concerns): Subject did not indicate a threat of violence or harm to self or others at the time of the assessment	<i>Total: 22</i> <i>Programs: 2</i> <i>Mean: 11</i> <i>Range: 1-21</i>	<i>Total: 1</i> <i>Programs: 1</i> <i>Mean: 1</i> <i>Range: 1</i>
33l. Does your program use a metric to classify threats other than Priority 1–5 above?	<i>N=16</i> <div><div></div> Yes, 2, 13%</div> <div><div></div> No, 14, 87%</div>	
33m. How many of the threat assessment cases conducted PRIOR to any event, resulted in an act of harm to self or others ultimately occurred at each of the following levels?		
		Number occurred
Priority 1 (Critical/Imminent): Subject posed an imminent threat of serious violence or harm to self or others		<i>Total: 0</i> <i>Programs: 0</i> <i>Mean: 0</i> <i>Range: 0</i>
Priority 2 (High): Subject posed, or was rapidly developing capability for, a threat of serious violence or harm to self or others		<i>Total: 0</i> <i>Programs: 0</i> <i>Mean: 0</i> <i>Range: 0</i>
Priority 3 (Moderate): Subject did not pose a threat of serious violence or harm, though risk could not be ruled out		<i>Total: 2</i> <i>Programs: 1</i> <i>Mean: 2</i>

	<i>Range: 2</i>
Priority 4 (Low): Subject did not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
Priority 5 (Routine/No Known Concerns): Subject did not indicate a threat of violence or harm to self or others at the time of the assessment	<i>Total: 0 Programs: 0 Mean: 0 Range: 0</i>
<p>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 and steps were taken to avert the threat.</p> <p>The following questions will be asked for each case reported in question 33l.</p>	
<i>No Priority 1 cases were reported to have resulted in an actual act occurring therefore these questions were not asked.</i>	
<p>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 and steps were taken to avert the threat.</p> <p>The following questions will be asked for each case reported in question 33l.</p>	
<i>No Priority 2 cases were reported to have resulted in an actual act occurring therefore these questions were not asked.</i>	
<p>If you had PRIORITY 3–5 cases reported in question 33l where an act of harm to self or others occurred after a threat assessment was conducted and steps were taken to avert the threat.</p>	
How often were the following consequences/outcomes/interventions utilized to avert Priority 3–5 threats?	
	Number of times (should add up to total priorities 3–5)
Community services board contact	<i>Total: 9 Programs: 8 Mean: 1.13 Range: 1-2</i>
Counseling (by program or outside service)	<i>Total: 13 Programs: 9 Mean: 1.44 Range: 1-3</i>
De-escalation	<i>Total: 12 Programs: 9</i>

	<i>Mean: 1.33</i> <i>Range: 1-3</i>
Discipline consequences given (describe) _____	<i>Total: 9</i> <i>Programs: 8</i> <i>Mean: 1.13</i> <i>Range: 1-2</i>
Hospitalized for assessment	<i>Total: 7</i> <i>Programs: 7</i> <i>Mean: 1</i> <i>Range: 1</i>
Mental health service recommendation	<i>Total: 11</i> <i>Programs: 10</i> <i>Mean: 1.1</i> <i>Range: 1-2</i>
Monitor social media	<i>Total: 9</i> <i>Programs: 8</i> <i>Mean: 1.13</i> <i>Range: 1-2</i>
Nurse consultation	<i>Total: 9</i> <i>Programs: 8</i> <i>Mean: 1.13</i> <i>Range: 1-2</i>
Parent contact	<i>Total: 16</i> <i>Programs: 10</i> <i>Mean: 1.6</i> <i>Range: 1-4</i>
Safety plan	<i>Total: 14</i> <i>Programs: 10</i> <i>Mean: 1.4</i> <i>Range: 1-4</i>
School Resource Officer contact	<i>Total: 13</i> <i>Programs: 9</i> <i>Mean: 1.44</i> <i>Range: 1-4</i>
Sent to a residential treatment facility	<i>Total: 7</i> <i>Programs: 7</i> <i>Mean: 1</i> <i>Range: 1</i>
Transferred to alternative education placement or home-based instruction	<i>Total: 10</i> <i>Programs: 9</i> <i>Mean: 1.11</i> <i>Range: 1-2</i>

Other	<i>Total: 9</i> <i>Programs: 8</i> <i>Mean: 1.13</i> <i>Range: 1-2</i>
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VI. SCHOOL SAFETY AUDIT

<i>School Safety Audit</i>	
<p>The <i>Code of Virginia</i> §22.1-279.8 requires that all schools in Virginia complete an annual safety audit. The audit is a “written assessment of the safety conditions in each public school to (i) identify and if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school sponsored events. Solutions and responses shall include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board’s standards for student conduct.”</p> <p>The School Safety Audit Program consists of five key components. These components are:</p> <ul style="list-style-type: none"> School Safety Survey Division Safety Survey Crisis Management Plan Certification Virginia School Survey of Climate and Working Conditions School Safety Inspection Checklist 	
34. Crisis Management Plan Certification Please certify that all your crisis management plan has been updated in the last 12 months.	
Date of Review: 27 Programs, 100%	Signature: 27 Programs, 100%
Virginia School Survey of Climate and Working Conditions Completed January–February 2023 if applicable	
35. School Safety Inspection Checklist Please certify that your program has completed the Safety Inspection Checklist at least once between September 2020 – August 2023	
Date of Review: 27 Programs, 100%	Signature: 27 Programs, 100%
36. 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.	
<i>Only items selected 2 or more times (7%) are reported below.</i> <i>N=27</i> <ul style="list-style-type: none"> ○ Mental health for staff and/or students, 27, 100% ○ Absenteeism/tardiness/skipping, 8, 30% ○ Doors need repair or upgrades, 7, 26% ○ Insufficient camera coverage, 7, 26% 	<ul style="list-style-type: none"> ○ Insufficient key/access control, 3, 11% ○ No anonymous reporting system in place for threats, 3, 11% ○ Perceptions of safety, 3, 11%

<ul style="list-style-type: none"> ○ <i>Need mental health training for staff, 7, 26%</i> ○ <i>Academic integrity, 6, 22%</i> ○ <i>Doors are not able to be locked from inside, 6, 22%</i> ○ <i>Incomplete building repairs, 6, 22%</i> ○ <i>No social media monitoring process, 6, 22%</i> ○ <i>Not able to communicate directly with first responders, 6, 22%</i> ○ <i>Social-emotional learning, 6, 22%</i> ○ <i>Social media, 5, 19%</i> ○ <i>Cell phones, 4, 15%</i> ○ <i>Identification badges, 4, 15%</i> ○ <i>Insufficient fencing/gates, 4, 15%</i> ○ <i>Physical environment, 4, 15%</i> ○ <i>Traffic design, 4, 15%</i> ○ <i>Training/professional development, 4, 15%</i> ○ <i>Work/assignment completion, 4, 15%</i> ○ <i>Acceptable use policy (computers/internet), 3, 11%</i> ○ <i>Aggressive behaviors, 3, 11%</i> ○ <i>Appropriate social media use, 3, 11%</i> ○ <i>Behavior management/student aggression, 3, 11%</i> ○ <i>Bus loading area, 3, 11%</i> ○ <i>Disrespectful behavior, 3, 11%</i> 	<ul style="list-style-type: none"> ○ <i>Rigorous instruction, 3, 11%</i> ○ <i>Suicide/self-harm, 3, 11%</i> ○ <i>Visitor management system not sufficient, 3, 11%</i> ○ <i>Classroom disruptions, 2, 7%</i> ○ <i>Crisis preparedness, 2, 7%</i> ○ <i>Entrance lobby, 2, 7%</i> ○ <i>Exterior entrances are not locked during the day, 2, 7%</i> ○ <i>High-risk area monitoring, 2, 7%</i> ○ <i>Insufficient signage, 2, 7%</i> ○ <i>Main entrance is not controlled by an electronic access system, 2, 7%</i> ○ <i>Physical incidents/fighting, 2, 7%</i> ○ <i>Staff and/or students are not trained in "Avoid, deny, defend" or "run, hide, fight", 2, 7%</i> ○ <i>Student/students relationships, 2, 7%</i> ○ <i>Students, staff and/or parents are not well informed about the threat assessment process, 2, 7%</i> ○ <i>Uncleanly building, 2, 7%</i>
<p>37. What resources are needed to resolve the issues identified?</p>	<p><i>Select all that apply</i> <i>N=27</i></p> <ul style="list-style-type: none"> ○ <i>Building repairs/upgrades, 8, 30%</i> ○ <i>Mental health resources, 8, 30%</i> ○ <i>Additional security personnel, 7, 26%</i> ○ <i>Cameras/camera system upgrades, 6, 22%</i> ○ <i>Funding, 5, 19%</i> ○ <i>Replacement locks/door repair, 5, 19%</i> ○ <i>Additional counseling staff, 4, 15%</i> ○ <i>No resources needed, will handle in-house, 4, 15%</i> ○ <i>Fencing/gates, 3, 11%</i> ○ <i>Time, 3, 11%</i> ○ <i>Construction/renovations, 2, 7%</i> ○ <i>Issue resolved, 2, 7%</i> ○ <i>Re-keying of doors, 2, 7%</i> ○ <i>Security system repairs or upgrades, 2, 7%</i> ○ <i>Signage, 2, 7%</i> ○ <i>Training/Professional development, 2, 7%</i> ○ <i>Community partnerships, 1, 4%</i> ○ <i>Improved communications equipment, 1, 4%</i> ○ <i>Lighting, 1, 4%</i> ○ <i>Student training, 1, 4%</i> ○ <i>Visitor management equipment, 1, 4%</i> ○ <i>Other, 9, 33%</i>

38. How has data from the 2022 or 2023 Virginia School Survey of Climate and Working Conditions been utilized in your school?	----
39. Have you seen any of the following changes from the 2021–2022 school year to 2022–2023?	<p><i>select all that apply</i> N=27</p> <ul style="list-style-type: none"> ○ Increase in student attendance, 4, 15% ○ Decrease in out-of-school suspensions, 3, 11% ○ Decrease in bullying behavior, 3, 11% ○ Decrease in student attendance, 2, 7% ○ Increase in student reporting of threatening or aberrant behavior, 2, 7% ○ Increase in criminal activity, 1, 4% ○ Decrease in student reporting of threatening or aberrant behavior, 1, 4% ○ Increase in out-of-school suspensions, 0, 0% ○ Decrease in criminal activity, 0, 0% ○ Increase in bullying behavior, 0, 0% ○ Other, 5, 19% ○ None, 12, 44%
If ANY change has been seen	
39a. What do you feel these changes could be attributed to?	<p><i>Select all that apply</i> N=15</p> <ul style="list-style-type: none"> ○ Remote learning/pandemic, 3, 20% ○ New/different policies and procedures, 3, 20% ○ Strong focus on relationships, 2, 13% ○ New administration/staff, 2, 13% ○ Impact of COVID-19 mask mandates, 1, 7% ○ VTSS/PBIS/Restorative Justice, 1, 7% ○ School climate/culture change, 1, 7% ○ Alternative discipline strategies, 1, 7% ○ Small class size, 0, 0% ○ Large class size, 0, 0% ○ School climate/culture change, 0, 0% ○ SSO/SRO implementation, 0, 0% ○ Implementation of new program, 0, 0% ○ Other, 6, 40%
40. Any additional safety-related comments or concerns you would like to share?	----

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](#)

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](#)