The 2017 Virginia School Safety Audit Survey Results

DEPARTMENT OF CRIMINAL JUSTICE SERVICES · VIRGINIA ·

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I. EXECUTIVE SUMMARY

Since 1997, state law requires all public schools to conduct school safety audits (§ 22.1-279.8). The purpose is to assess the safety conditions of schools, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Responses and solutions based on the audits include recommendations for structural adjustments, changes in school safety procedures, and revisions to school divisions' student code of conduct. The school and division surveys discussed in this report are one component of the school safety audit program. Throughout this report, findings reflect the 2016–2017 school year and statistics reflect 1,956 schools (N = 1,956) unless otherwise noted.

Findings from the School Safety Survey

- There were 1,956 responses to the 2016–2017 school safety survey. Of these, most were elementary schools (1,104), followed by middle schools (338), high schools (317) and other types of schools (197).

- Schools were asked to review their Discipline, Crime and Violence (DCV) data for the 2016–2017 school year, compare it with the previous year's data, then indicate whether the number of offenses increased, decreased, or stayed the same for nine offense categories. While the majority of schools reported that the number of offenses stayed the same in all categories, the categories with the highest percent of schools reporting increases were disorderly disruptive behavior (26% of schools), offenses against students (19% of schools), and technology offenses (16% of schools). The categories with the highest percent of schools reporting decreases were disorderly disruptive behavior (31% of schools), offenses against students (30% of schools), offenses against staff and offenses against persons (both with 24% of schools).

- Most schools reported having one or more full time (86% of schools) or part time (65% of schools) mental health (MH) professionals/counselors whose primary role was to provide counseling services to students in 2016–2017. The average rate per 1,000 students enrolled was 4.56 full time MH professionals and 3.04 part time MH professionals among all schools. There were 118 schools that reported having no MH professionals.

- Overall, 27% of schools reported that they activated some portion of their school's crisis management plan during the 2016–2017 school year due to an actual critical event or emergency.

- Two-thirds of schools (1,279, 65%) had safety/security personnel working at their school. Of these, 701 schools had full time security personnel, 494 had part time, and 81 had both full and part time.

- Schools were asked whether they offered the D.A.R.E. (Drug Abuse Resistance Education)/keepin' it REAL curriculum to their students and, if so, who taught the curriculum in their school. One-fifth of Virginia schools offered the D.A.R.E./keepin' it REAL curriculum, most of which were elementary schools. Of schools with D.A.R.E., 64% had a D.A.R.E. officer teach the curriculum, 31% had SROs assigned to the school teach the D.A.R.E. curriculum, and in 5% of schools the curriculum was taught by others.

- Nearly two-thirds of schools (65%) reported that first responders have electronic/internet-based access to current floor plans for the school in case they need to respond to a large-scale security incident.

- Schools were asked to review a list of school safety training topics and select the type(s) most needed by their school's administration/faculty/staff. Half of all schools reported that training on recognition of mental health problems is needed and 38% reported de-escalation and mediation training is needed.

- Threat assessment (TA) team membership and training was reported by the schools. Teachers made up the largest number of TA team members statewide (7,439) and had the lowest percentage of members that received TA training in the last three years (36%).

- Schools were asked whether their division had a policy or procedure for the maintenance of threat assessment case records and where those records were stored during 2016–2017. Overall, 85% of schools reported its division does have this policy. Additionally, threat assessment case records were most frequently stored with school counselors (30%) or school administration (45%).

- Schools were asked to identify any anonymous report methods available for use by students, parents, and staff to report threats or concerning behavior. Twenty-six percent of schools reported having a comment box/mailbox/form or note method, 22% reported having a telephone/hotline/text message method, and 22% reported having an email/tip-line method.

- Nearly two-thirds of schools (1,285, 66%) reported conducting one or more threat assessments in 2016–2017. These schools conducted a total of 9,238 threat assessments, most of which involved students currently enrolled at the schools (9,087, 98%).

- The schools that reported threat assessments involving students currently enrolled in their school were asked to identify the type of threat made by the student(s). Half involved threats against self only (suicide, self-harm), 45% involved threats against others only, and 5% involved threats against others and self.

- There were 76 schools that reported conducting threat assessments that involved other persons (those who were not students enrolled at their school in 2016–2017). Of these assessments, most involved threats against others only (82%), 13% involved threats against self only, and 5% involved threats against others and self.

- There were 928 threat assessments that were classified at the highest threat level at some point in the threat assessment process (imminent/high risk, very serious substantive). In most of these (96%) the threat was ultimately averted (the threat did not occur).

- Of the 40 high level threat cases where an event occurred, nearly half (18) involved suicide attempts by students.

Findings from the Division Survey

- There were 132 responses from school superintendents or their designees to the 2016–2017 division survey.

- Statewide, divisions employed 3,833 full time and 281 part time school-based mental health personnel who were hired by the school division to serve specific schools or a combination of schools. Mental health services were also provided by 1,576 full time and 179 part time day treatment program counselors, and by 662 full time and 124 part time counselors that worked in the schools through a memorandum of understanding (MOU) with a community agency.

- Seventy-four school divisions (56%) have a division-wide anonymous report method for students, parents, and/or staff to report threats or concerning behavior. Of these, 30% of divisions use telephone/hotline/text messages and 28% use an email/tip-line.

- Most divisions (124, 94%) report that they have a policy or procedure for the maintenance of threat assessment case records.

- One hundred ten divisions (83%) have a written process/policy for notifying local law enforcement or other institutions when a threat is made by non-students.

- When asked about the types of training or technical assistance that would help improve the division's threat assessment (TA) process, divisions most frequently identified additional/continued/annual training from DCJS and training on specific TA-related topics such as trauma informed care, severe threats, reunification, and resources for families.

- Divisions were asked what the biggest challenges are to setting up teams or conducting threat assessments. Forty-three divisions (33%) said team coordination such as managing team member schedules and members' availability to meet in a timely manner.

- Based on the review of their annual school safety audits completed by the divisions' safety audit committees, 68 divisions (52%) reported that they submitted recommendations for improvements based on physical safety concerns to their school board in 2016–2017. The most frequent recommendations made were: need for cameras/additional cameras/upgrade to cameras to enhance security inside and outside building, on school buses, and at bus stops (43 divisions, 33%); and entry improvements such as making entry to building/certain school areas more secure, controlling visitor access, and adding electronic access to school buildings (34 divisions, 26%).

II. INTRODUCTION

Since 1997, state law has required all public schools to conduct school safety audits (§ 22.1-279.8). The purpose is to assess the safety conditions within a school, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Based on the results of the audit, schools and divisions can develop responses and solutions which may include recommendations for structural adjustments, changes to safety procedures, and/or revisions to the student code of conduct. The school and division surveys discussed in this report are only one component of the school safety audit program.

The Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS), in consultation with the Department of Education, is responsible for developing the list of items to be reviewed and evaluated in the school safety audits required by the *Virginia Code*, as well as a standardized report format for school safety audits, additional reporting criteria, and procedures for report submission. School safety data for the annual school safety audit process has been collected by the VCSCS since 2005.

The survey is updated each year to maintain its relevance. Changes to the school safety survey are made in anticipation of emerging best practices and to gather data to inform policymakers. All data are available to school divisions to inform their practices and guide decision making regarding student and staff safety.

III. SURVEY METHODOLOGY

The Virginia School Safety Survey is conducted annually and collects information about safety-related issues and practices in individual schools. The survey includes questions about the school's crisis management plan, threat assessment practices, security strategies, staffing of mental health professionals, and school security/safety staff.

All of the 1,956 public schools operating[1] in Virginia in the 2016–2017 school year completed the survey. The schools represent all of Virginia's 132 school divisions, as well as Virginia's Academic-Year Governor's Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, and Regional Virginia School for the Deaf and the Blind.

School survey findings are organized by the following categories: Types of Schools; Enrollment; Discipline, Crime and Violence Offenses; Mental Health Professionals; School Crisis/Emergency Management/Medical Response Plan; Safety-Related Personnel; Safety-Related Conditions/Training; and Threat Assessment. Throughout this report, findings reflect the 2016–2017 school year and statistics reflect 1,956 schools unless otherwise noted.

School division survey findings follow and are organized by the following categories: Mental Health; Threat Reporting; Threat Assessment; and Safety Audit Recommendations (N = 132).

Copies of the survey instruments can be found in Appendix A.

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[1] For purposes of this survey, DCJS defined "school" as any separate physical structure that houses and instructs public school students during school hours.

Types of Schools

There were 1,956 responses to the 2016–2017 school safety survey received from Virginia's public schools. Schools self-identified as follows:

| Types of Schools 2016–2017					
School Type	**Number**	**Percent**	**School Type**	**Number**	**Percent**
Elementary	1,062	54%	Special Education	9	1%
Middle	336	17%	Magnet	8	<1%
High	306	16%	Governor's	7	<1%
Combined Grades	62	3%	Other	6	<1%
Alternative	44	2%	Charter	4	<1%
Career/Technical/Vocational	42	2%	Adult Ed	2	<1%
Primary	36	2%	Correctional Education	1	<1%
Pre-Kindergarten	30	2%	School for Deaf and Blind	1	<1%

For purposes of more detailed analyses throughout this report, schools were coded as elementary, middle, high, or other. This distinction was based on their grade levels and/or purpose, as follows:

Elementary   Typically grades K–5 but may include grade 6 (if school has grades K–7, it was coded as "other"). Elementary also includes intermediate schools which are typically grades 3–5 or grades 4–6, and also includes primary schools which are typically grades K–2.

Middle   Typically grades 6–8 but may include grade 9. A few schools have grades 4–7 and a few have only grades 5 and 6, or only grades 8 and 9.

High   Typically grades 9–12 but may include grade 8.

Other   This includes all schools that do not fit into the above categories, such as combined schools, and others that have a specific purpose, such as pre-K, alternative, technical, special education, correctional education, adult education, and school for deaf and blind.

NOTE: Governor's schools, magnet schools, and charter schools were coded according to their grade levels.

Using this coding, the numbers for each of the four types of schools were: Elementary N = 1,104, Middle N = 338, High N = 317, and Other N = 197.

Types of Schools 2016–2017, Coded
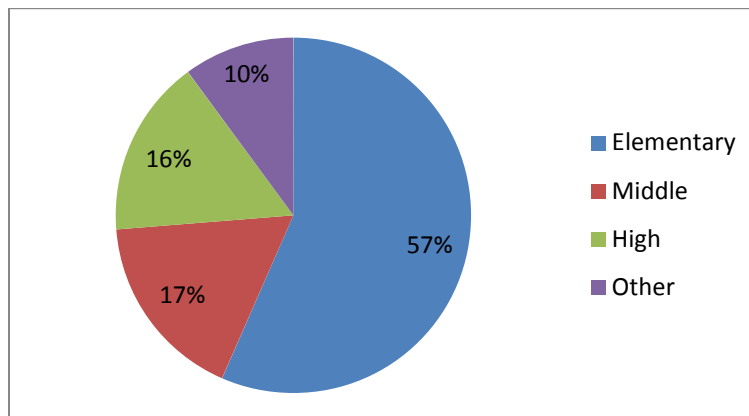
Enrollment

Schools were asked their fall membership enrollment number which is their school's enrollment on September 30, 2016. Generally, schools with the largest enrollments are high schools, while other schools and elementary schools have smaller enrollments. The school with the largest enrollment in 2016–2017 was a combined school of grades 7–12 with an enrollment of 4,227 students.

School Enrollment Range, by Type of School					
Enrollment Range	Elem	Middle	High	Other	Total
0	<1%	0%	0%	<1%	<1%
1 − 150	<1%	<1%	0%	14%	2%
51 − 250	8%	5%	5%	39%	10%
251 − 500	35%	20%	13%	26%	28%
501 − 1000	55%	50%	25%	17%	46%
1001 − 1500	1%	22%	23%	3%	8%
1501 − 2000	<1%	3%	21%	0%	4%
2001 − 2500	0	0%	10%	0%	2%
2501 − 3000	0	0%	3%	<1%	1%
3001+	0	0%	<1%	1%	<1%

Discipline, Crime, and Violence (DCV) Offenses

The *Code of Virginia* (§ 22.1-279.3:1) requires school divisions to submit data to the Virginia Department of Education (VDOE) on incidents of discipline, crime, and violence (DCV). The DCV data reporting process is a self-reporting system; division superintendents are required to verify the accuracy of the data submitted to the VDOE.

For the survey, schools were asked to review their DCV data grouped into nine offense categories[2]. For each listed DCV offense category, schools were asked to indicate whether the number of occurrences at their school increased, decreased, or stayed the same when compared with the 2015–2016 school year.

*Discipline Crime and Violence Offense Changes from 2015–2016 to 2016–2017*

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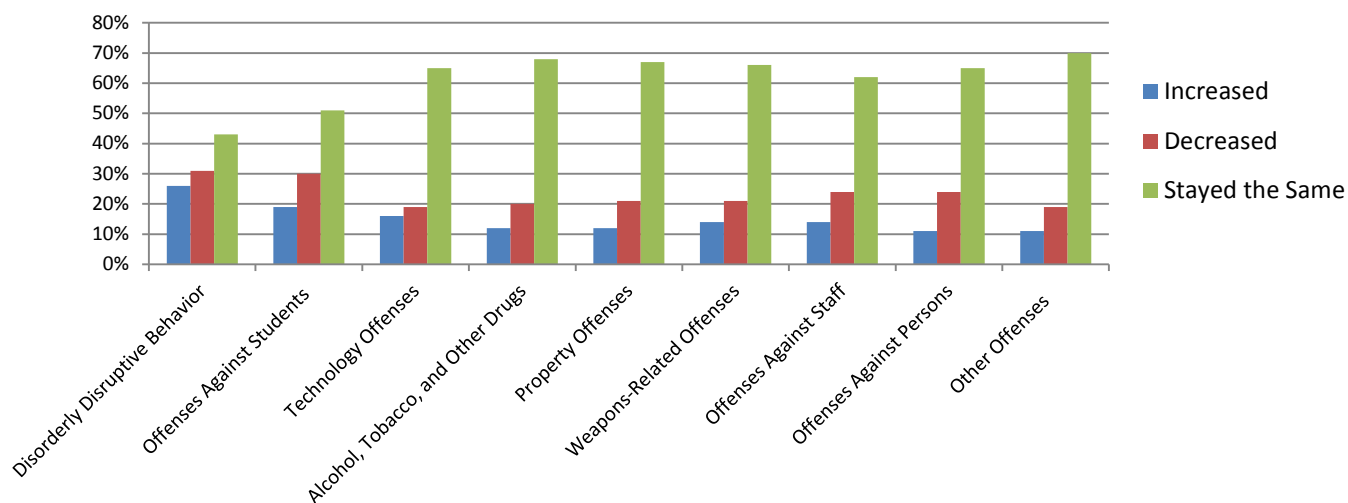
[2] For more information on the offense types included in each category, go to the Safe Schools Information Resource (SSIR) https://p1pe.doe.virginia.gov/pti/. For more information about offense codes, review the Offense Codes Reference Tables in the DCV user guide. http://www.doe.virginia.gov/info_management/data_collection/support/school_safety/discipline_crime_violence/dcv_user_guide.pdf

While the majority of schools reported that the number of offenses stayed the same in all categories, the categories with the highest percent of schools reporting increases was disorderly disruptive behavior (26% of schools), offenses against students (19% of schools), and technology offenses (16% of schools). The categories with the highest percent of schools reporting decreases was disorderly disruptive behavior (31% of schools), offenses against students (30% of schools), offenses against staff and offenses against persons (both with 24% of schools).

Mental Health Professionals

Schools were asked the number of full time and part time school-based mental health (MH) professionals/counselors (psychologists, social workers, substance abuse counselors) whose primary role was to provide counseling services to students in 2016–2017.

Mental Health Professionals at Schools, Full time and Part time
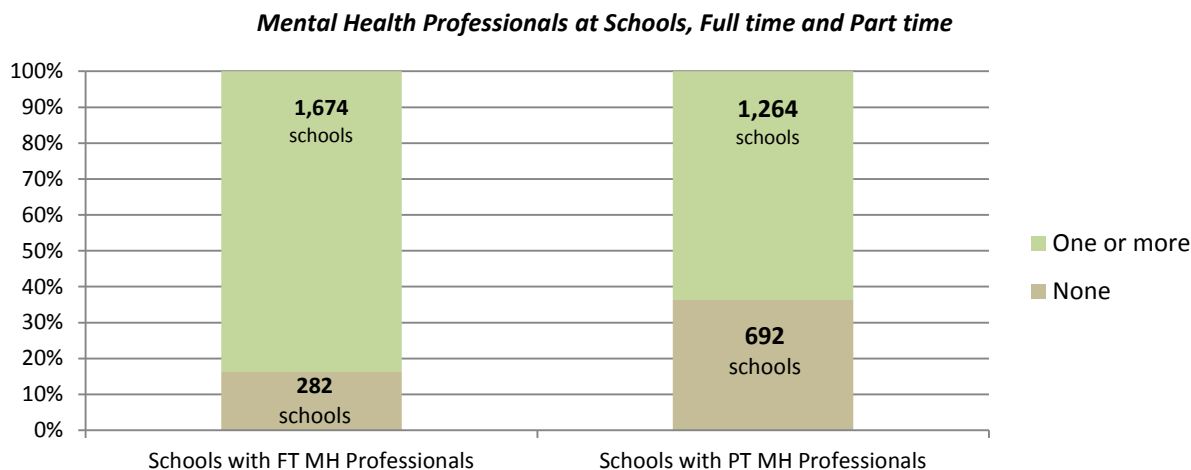
The average rate of MH personnel per 1,000 students was calculated for schools using their reported number of full time or part time MH personnel and each school's fall enrollment number.

Full time mental health personnel	4.56 per 1,000 students enrolled
Part time mental health personnel	3.04 per 1,000 students enrolled

Rate of MH Professionals, by Type of Schools				
	Rate per 1,000 students enrolled			
	Elementary N = 1,103	Middle N = 338	High N = 317	Other N = 194
FT MH personnel	3.12	4.95	4.32	12.60
PT MH personnel	2.89	2.11	1.26	8.46

Data missing from 4 schools

The category "other schools" had a much higher rate of mental health personnel than were found among elementary, middle and high schools. The other category is made up of many different types of schools including alternative, vocational/technical, pre-kindergarten, special education, etc. Of the 25 other schools with the highest rate per 1,000 students for full time mental health personnel, 15 (60%) were alternative schools.

Schools with no mental health professional

There were a few schools that reported having no mental health professionals. The percentage of other schools was the highest; of the 38 other schools that reported having no MH professionals, 10 were Pre-K schools and 18 were career/technical/vocational schools.

Elementary	47 schools (4%)
Middle	13 schools (4%)
High	20 schools (6%)
Other	38 schools (19%)

School Crisis/Emergency Management/Medical Response Plan

Virginia Code § 22.1-279.8 describes school crisis and emergency management plans and 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."*

Schools were asked whether they activated some portion of their school's crisis management plan during the 2016–2017 school year due to an actual critical event or emergency.

Overall, 27% of schools activated some portion of their school's crisis management plan.

Elementary	258 schools (23%)
Middle	104 schools (31%)
High	112 schools (35%)
Other	50 schools (25%)

Compared with last year's survey findings, fewer schools reported activating their school's crisis management plan due to an actual critical event or emergency in 2016–2017 (27%) than did in 2015–2016 (35%).

Safety-Related Personnel
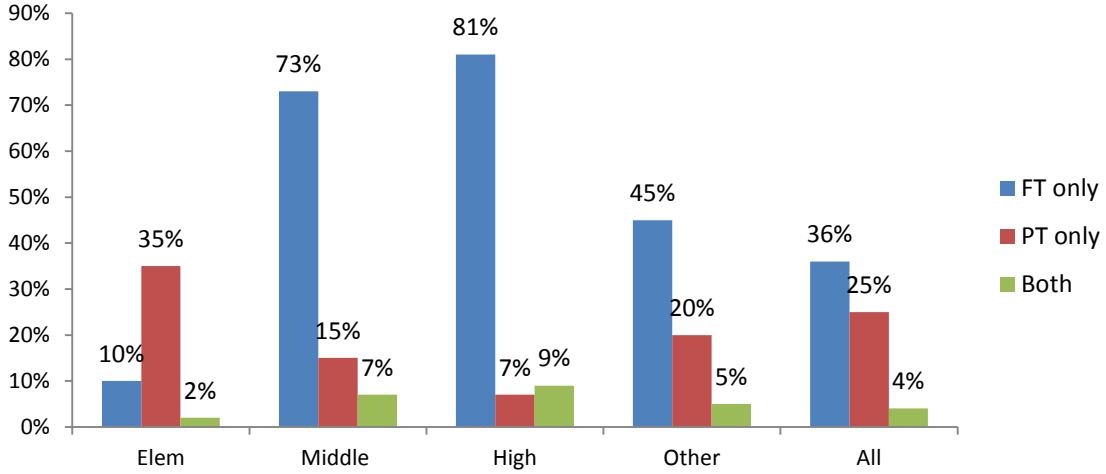
School Safety/Security Personnel

Two-thirds of all Virginia public schools (1,279, 65%) reported having safety/security personnel (such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel) working at their school during the 2016–2017 school year (either full time or part time). This is the same percentage that was reported in 2015–2016.

- 701 schools (36%) had only full time (FT) personnel
- 494 schools (25%) had only part time (PT) personnel
- 81 schools (4%) had both full time and part time personnel
  (data missing from 3 schools)

When the existence of safety/security personnel is examined by school type, it is found that few elementary schools (10%) have full time personnel but more than one-third (35%) have part time. Most middle and high schools have safety/security personnel with the majority working in the school on a full time basis.

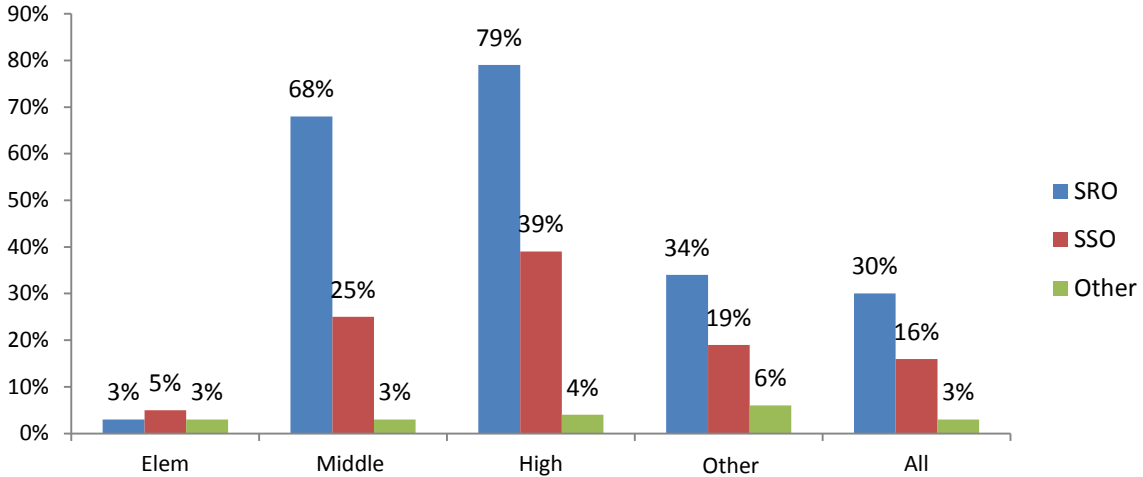***Percent of Schools with Safety/Security Personnel,
by Type of School***

(data missing from 3 schools)

Full time

There were 701 schools with full time safety/security personnel.

- 584 schools (30%) had full time SROs
- 305 schools (16%) had full time SSOs
- 62 schools (3%) had other types of full time personnel[3]

***Percent of Schools with Full Time Safety/Security,
by Type of School***

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[3] Of the schools that reported having full time safety/security personnel that were not SROs or SSOs, most (38) were described as safety and security assistants, 6 as safety and security supervisors, 3 as safety monitors/greeters, and the rest were various types of positions.

Part time

There were 494 schools with part time safety/security personnel.

- 463 schools (24%) had part time SROs
- 65 schools (3%) had part time SSOs
- 30 schools (2%) had other types of part time personnel[4]

Percent of Schools with Part Time Safety/Security, by Type of School
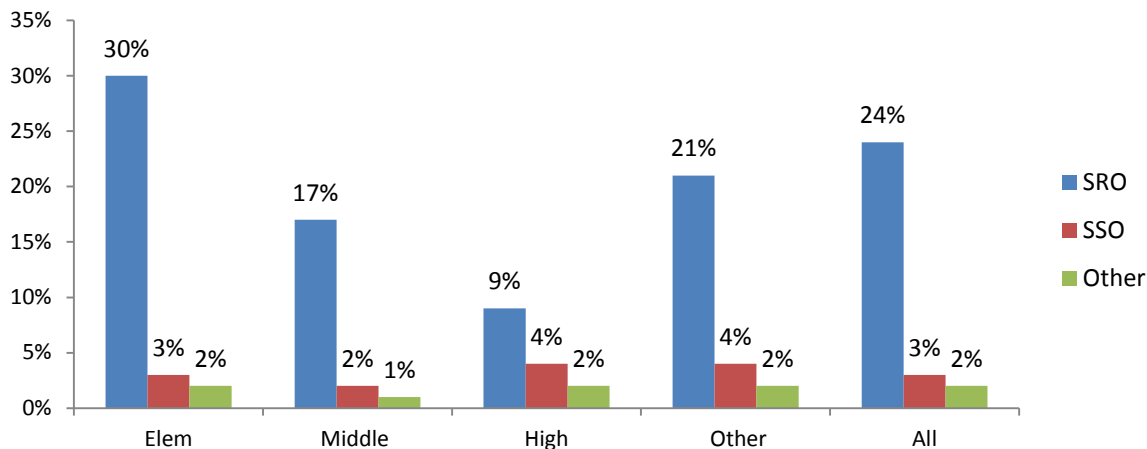
School Security Officers with law enforcement experience

Schools with School Security Officers were asked whether each of the SSOs working in their school were former law enforcement officers. Of 672 SSOs, 150 (22%) were reported to be former law enforcement, while 522 (78%) were not.

Drug Abuse Resistance Education/keepin' it REAL curriculum

Schools were asked whether they offer the D.A.R.E. (Drug Abuse Resistance Education)/keepin' it REAL curriculum to their students and, if so, who taught the curriculum in their school.

School Type	Number and Percent of Schools Offering D.A.R.E., by Type of School				
	NUMBER / PERCENT OF SCHOOLS				
	Number of Schools	Offer D.A.R.E.	Who Taught D.A.R.E. curriculum		
			D.A.R.E. officer (not assigned as SRO)	SRO (assigned to school)	Other
Elementary	1,104	311 (28%)	217	78	16
Middle	338	42 (12%)	19	23	0
High	317	17 (5%)	3	10	4
Other	197	26 (13%)	14	10	1
Total	1,956	396 (20%)	253	121	21

(data missing for 1 school)

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[4] Of the schools that reported having part time safety/security personnel that were not SROs or SSOs, 8 were described as local law enforcement officers, 4 as D.A.R.E. officers, 2 as child safety officers, 2 as security residents, and the rest were various types of positions.

One-fifth of schools (396) offered the D.A.R.E./keepin' it REAL curriculum. Of these, most (79%) were elementary schools.

Of the 396 schools offering the curriculum, nearly two-thirds (64%, 253) had a D.A.R.E. officer teaching it and 31% had SROs assigned to the school teach the D.A.R.E. curriculum. In 5% of schools, the curriculum was taught by others such as school counselors, local law enforcement, and CSB staff.

Safety-Related Conditions/Training

Electronic/internet-based access to current floor plans

Schools were asked if local first responders have electronic/internet-based access to current floor plans for the school in case they need to respond to a large-scale security incident.

- 1,267 schools reported that they do (65%)
- 236 schools reported they do not (12%)
- 452 don't know (23%)

First responder access to floor plans was found to be fairly consistent among school types: Elementary 64%, Middle 66%, High 69%, and Other 60%.

Safety-Related Training

Schools were asked to review a list of school safety training topics and select the type(s) most needed by their school's administration/faculty/staff. Half of all schools reported that training on recognition of mental health problems is needed.

| Training Type	Percent
Mental health problem awareness and recognition	50%
De-escalation and mediation	38%
Alternatives to suspension and expulsion	35%
Positive Behavioral Interventions and Support (PBIS)	35%
Social media (Facebook, Snapchat, Twitter, YouTube, etc.)	35%
Crisis planning, prevention and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards)	24%
Trauma-informed care	23%
Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)	18%
Threat assessment team training	17%
Violence prevention training (including fighting, armed intruder, active shooter, other school violence)	15%
Gang awareness	9%
None of the above	7%
Other	1%

Threat Assessment

Threat Assessment Team Membership

Virginia Code § 22.1-79.4 states that *"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."*

For each listed type of threat assessment team member, schools were asked to provide the number of team members that served on their school's threat assessment team during 2016–2017 and, of those, the number that received threat assessment training in the past three years.

Given the high number of teachers reported as threat assessment team members (7,439), few were trained in threat assessment (36%).

Threat Assessment Team Members Trained and Not Trained
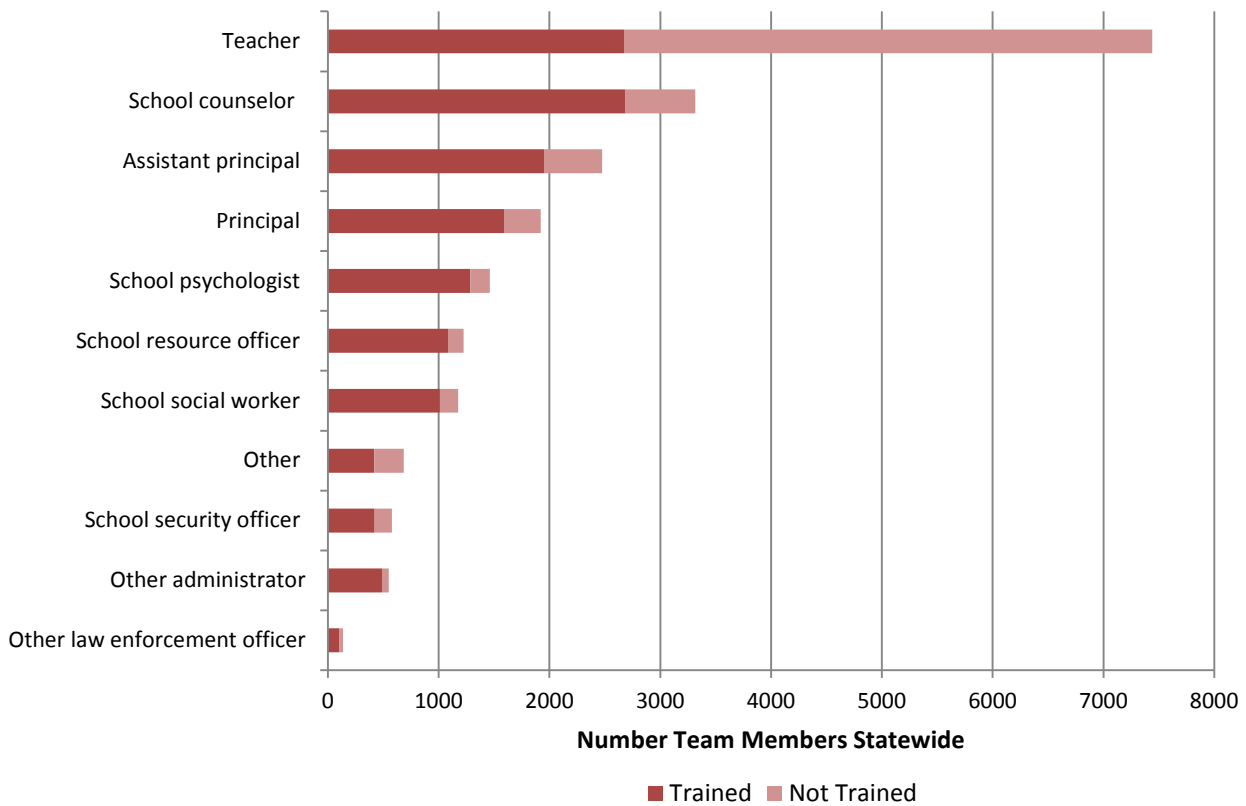
Threat Assessment Record Keeping

Schools were asked whether their division had a policy or procedure for the maintenance of threat assessment case records and where those records were stored during 2016–2017.

- Overall, 85% of schools reported its division has a policy or procedure for the maintenance of threat assessment case records.

Elementary	84%
Middle	87%
High	90%
Other	78%

During 2016–2017, threat assessment (TA) case records were most frequently stored with school counselors or school administration. (Schools were asked to provide information about all locations where threat assessment case records were stored so percentages add up to more than 100%.)

Storage of Threat Assessment Case Records					
Where TA records were stored	All Schools	Elem	Middle	High	Other
With the school administration	45%	43%	51%	54%	34%
With the school counselor	30%	30%	35%	27%	23%
In the student's general education file	22%	21%	27%	26%	16%
In the school division's central office	18%	15%	19%	24%	18%
In the student's discipline file	17%	14%	24%	25%	15%
Not applicable (no cases in 2016–2017)	17%	19%	10%	5%	31%
With the threat assessment team	13%	12%	17%	15%	11%
In the student's special education file	4%	3%	6%	6%	5%
With law enforcement records	3%	1%	4%	5%	5%
In the student's health file	1%	2%	1%	1%	2%
Other[5]	4%	4%	4%	4%	1%

Threat Reporting

Schools were asked to identify any anonymous report methods available for use by students, parents, and staff to report threats or concerning behavior and whether the methods were used division-wide and/or just at their school.

Division-wide	Anonymous Report Methods	At school
42%	Telephone/hotline/text	22%
31%	Email/tip-line	22%
12%	Online application/website	11%
8%	Comment box/mailbox/form/note	26%
1%	Meet/in person (not anonymous but was reported)	2%
1%	Other/unclear	1%
39%	None of these	43%

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[5] Of the 71 schools that responded "other," 28 said that threat assessment records were stored electronically (online database, SMS database, PowerSchool), 8 said they were stored with the school psychologist, 4 in the principal's office, 4 in the social worker's office, and 4 in a sealed envelope in the students' cumulative file. The other responses offered varied among different school/division personnel offices or specific types of files.

Threat Assessments Conducted in 2016–2017

In addition to requiring the establishment of threat assessment teams, *Virginia Code* § 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."*

Schools were asked to provide the number of threat assessment cases conducted at their school in 2016–2017.

1,285 schools (66%) reported conducting one or more threat assessments
for a total of 9,238 threat assessments conducted in 2016–2017.

- Nearly two-thirds of the schools reported conducting one or more threat assessments: 1,285 schools (66%) – up slightly from last year (63%)
- Just over one-third of schools reported that no threat assessments were conducted: 671 schools (34%)
- Schools reporting that no threat assessments were conducted, by school type:

  38% of elementary schools,

  22% of middle schools,

  19% of high schools, and

  58% of other schools.

Schools were also asked to report the number of threat assessments conducted per subject of the assessment(s).

Number of Threat Assessment Cases, by Subject of Assessment	
Subject of Assessment	**Number of TA Cases Conducted**
Student from your school	9,087
Student not from your school	25
Student formerly from your school	24
Faculty/staff currently employed by your school	36
Faculty/staff formerly employed by your school	8
Parent/guardian of a student	50
Someone else[6]	8
Total	9,238

Most of the 9,238 threat assessment cases involved students currently enrolled at the schools (9,087, 98%), while all other subject of assessment categories made up 2% (151) of the threats assessed.

Threats involving current students

The schools that reported threat assessments involving students currently enrolled in their school were asked to identify the type of threat made by the student(s). The 1,161 schools that conducted 8,168 threat assessments[7] involving these students reported the following:

Threatened self only	4,085 cases (50%)
Threatened other(s) only	3,640 cases (45%)
Threatened other(s) and self	443 cases (5%)

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[6] The eight schools that reported a threat assessment conducted on "someone else" were asked to describe the person's relationship to the school. These included: student's brother, staff member's spouse, relationship with a staff member, notification by law enforcement of an issue outside of the school (not directed toward school, employee, or student) in which an assessment was done due to proximity near school, no relationship to the school, boyfriend of student's parent, unknown male, and anonymous phone call.

[7] There were 922 threat assessments cases involving current students (from 108 schools) that were included in the "student from your school" count (by subject of assessment) in Q22 but that are NOT included in the "type of threat made" count in Q23 due to software errors. Also there were 3 threat assessment cases reported in Q23 that were not reported in Q22. See appendix for complete list of questions.

Threats involving others (not current students)

Schools were also asked to identify the type of threat made in cases involving other persons (those who were not students enrolled at their school). The 76 schools that conducted 141 threat assessments[8] involving these persons reported the following:

Threatened other(s) only	116 cases (82%)
Threatened self only	18 cases (13%)
Threatened other(s) and self	7 cases (5%)

High threat level cases

Schools that conducted threat assessments in 2016–2017 were asked how many of the threat assessment cases were classified at the highest threat level (imminent/high risk, very serious substantive) at any point in the threat assessment process, and how many of those cases were ultimately averted (did not occur).

- There were 928 highest level threats (HLTs) assessed among 380 schools statewide. Most of these threats (888, 96%) were ultimately averted (the threat did not occur).

The schools that reported assessing a HLT and the schools that reported that a HLT event occurred were examined and rates were calculated. (The rate = the number reported divided by the number of schools.)

Number of High Level Threats (HLTs) Reported and Occurred						
	HLTs reported			HLTs occurred		
Type of school	Number of schools	Number of HLTs	Rate of HLTs per school	Number of schools	Number of HLTs	Rate of HLTs per school
Elementary	168	298	1.77	11	20	1.82
Middle	90	261	2.90	5	6	1.20
High	105	305	2.90	9	10	1.11
Other	22	64	2.90	2	4	2.00
Total	380	928	2.44	27	40	1.48

Among the highest level threats that were assessed, the rate among elementary schools was lowest (1.77 HLTs assessments per school) and the rates among middle, high and other schools were higher, and were the same among the three types of schools (2.90 per school).

Among the highest level threat cases in which an event occurred, the rates among other and elementary schools were highest (2.00 and 1.82 per school, respectively), while middle and high schools were lower (1.20 and 1.11 per school, respectively).

In summary, of the reported 9,238 threat assessment cases conducted in 2016–2017, 928 (10%) were classified as a highest level threat (HLT) by 380 schools, and among those HLT cases, 40 (<1%) resulted in an act being carried out at 27 schools.

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[8] There were 13 threat assessment cases involving non-students (from 10 schools) that were included in the "not current student" count in Q22 but that are not counted in the "type of threat made" count in Q24 due to software errors. Also there were 3 threat assessment cases reported in Q24 that were not reported in Q22. See appendix for complete list of questions.

Case descriptions of highest level threats that were carried out

The 27 schools that reported HLT events that occurred were asked to describe those events. They were asked to provide the following information:

- The type of act that was threatened
- The actual act that took place
- The steps taken, if any, to try to prevent the act
- Whether a student from their school was the primary initiator of the event, and if so,
  - Whether the student was able to continue attending their school at some time after the event,
  - Whether there was more than one student considered primary in the event
  - After what period of time the student was able to continue attending their school
  - If the student was placed in an alternative school, and if so, for what period of time
- Any other information about the event

The following is a summary of the case information provided by the schools. Of the 40 case descriptions, 50% were provided by elementary schools, 15% by middle schools, 25% by high schools, and 10% by other schools.

Case descriptions

The type of act that was threatened		The actual act that took place	
18	Suicide	17	Suicide attempt/threat
		8	Threat against another person
13	Assault	7	Assault
7	Weapon possession	6	Weapon possession
5	Self harm	4	Self harm
1	Cyber video	1	Cyber video
1	Indecent exposure	1	Indecent exposure
1	Sexual assault	1	Sexual assault
1	Shooting (near school)	1	Shooting (near school)

The steps taken, if any, to try to prevent the act	
14	Counseling/psychological support
13	Parents contacted/parent meeting
9	Law enforcement/SRO notified
6	Classroom guidance
6	Small group instruction
5	Mentorship
4	Safety plan developed
4	Therapeutic day treatment
3	Community Service Board called
3	Disciplinary action/in-school suspension/out of school suspension
3	Kept child calm and safe at school until parent arrived
3	Student hospitalized
3	Threat assessment
2	Knife was taken from the student
2	Mental health services notified and responded
2	Student medically excluded
2	Students removed from situation
1	Attempted to calm parent, but act took place immediately after threat
1	Changed school
1	Couldn't prevent; the act in process when discovered
1	Extracurricular activity
1	Immediate referral to guidance and administration
1	Intervention
1	Medical attention/evaluation
1	Modified schedule
1	Moved to a more restricted environment
1	Outpatient care
1	Parent took student to Mental Health
1	Parent tried to restrain her
1	PBIS
1	RBHA Crisis contacted
1	Redirection
1	School support team called crisis
1	Support and provide services
1	TDT Counselor assigned to student throughout the instructional day
1	Verbal warning

Student from their school was the primary initiator of the event *(data missing from 1 event)*	
35	Yes
4	No

(if a student from their school was the primary initiator of the event) **Student was able to continue attending their school at some time after the event**	
24	Yes
11	No
0	There was more than one student considered primary in the event

(if the student was able to continue attending their school) **After what period of time the student was able to continue attending their school**	
5	10 school days
5	11–45 school days
3	After mental health assessment and intervention
3	After hospitalization (1 after about 26 days, 2 did not return during school year)
3	Immediately/next day
2	5 day suspension
1	After alternative school placement
1	Homebound
1	Went to mental health facility

(if "after alternative school placement" was selected) **Period of time the student was assigned to alternative school placement**	
1	95 days

Virginia's 132 school divisions were surveyed and each school division superintendent was asked to respond to a few school safety-related questions about policies and conditions in their division during the 2016–2017 school year. Responses were received from all 132 divisions.

Mental Health

Divisions were asked to provide the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) in their school division who:

- were hired by the school division to serve specific schools or a combination of schools,
- work in the schools through a day treatment program, and/or
- work in the schools through a memorandum of understanding (MOU) with a community agency.

School-based Mental Health Personnel (N = 132)

	Number hired	Number day treatment program	Number MOU with community agency
Number of MH personnel			
Full time	3,833.2	1,575.94	661.74
Part time	281.7	178.5	124.2
Median number			
Full time	8	4	0
Part time	0	0	0
Average number			
Full time	29.0	11.9	5.0
Part time	2.1	1.4	0.9
Number/percent of divisions that reported having no MH personnel			
Full time	19 (14%)	48 (36%)	73 (55%)
Part time	92 (70%)	119 (90%)	111 (84%)

Threat Reporting

Seventy-four school divisions (56%) have a division-wide anonymous report method for students, parents, and/or staff to report threats or concerning behavior. The anonymous report methods available division-wide were:

Division-wide Anonymous Report Methods		
	Number of Divisions	Percent of Divisions
Telephone/Hotline/Text	40	30%
Email Tip-line/Email	37	28%
Anonymous App/Website	22	17%
Comment Box	18	14%
Other[9]	4	3%

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[9] Other types of anonymous report methods included: forms, BullyBox, contact SBO and report, and send letter.

Threat Assessment

Records

Most divisions (124, 94%) report that they have a policy or procedure for the maintenance of threat assessment case records.

Policy

One hundred ten divisions (83%) have a written process/policy for notifying local law enforcement or other institutions when a threat is made by non-students.

Training

When asked about the types of training or technical assistance that would help improve the division's threat assessment (TA) process, divisions provided the following information:

Number of Divisions	Training to improve division's threat assessment processes
8	Continued/additional/annual training by DCJS
8	Training on specific TA-related topics (Such as: trauma informed care, severe threats, reunification, resources for families, non-weapon related threats, threats made by non-students, de-escalation, mediation, intruders in a large area like cafeteria, auditorium)
6	Training for new staff/admin
6	Refresher training and review
6	Case studies, scenario trainings (social media, harm to self, harm to others)
6	Recognition of threats, threat types, and behavioral red flags
4	Regional training with other divisions (closer to home and to share information)
4	Annual updates and for new staff
3	Suicide prevention, ideation, threat assessment for suicide threat
3	Online training in TA
3	No cost training in TA
3	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)
3	Best practice training with other divisions to share examples
3	Any and all TA training
3	Training on threat assessment offered locally/on-site
2	Team training for all members, skills needed
2	Model policy guidebook training
2	Funds for/access to experts (full time TA trainer for division, licensed psychiatrist to consult with)
2	Continued training related to mental health/MH evaluation
2	Access to training, access to local training
1	More frequent training (2 x yr)
1	More training by law enforcement professionals
1	Continued collaboration between DCJS and UVA
1	Old and new TA form crosswalk
1	Technological updates
1	Notifying law enforcement
1	TA maintenance
1	Use of SROs in TA process
1	Professional development for staff
1	Coordinated training between agencies
1	Train more staff to handle cases
49	None

Challenges

Divisions were asked what the biggest challenges are to setting up teams or conducting threat assessments. The top two (team coordination and time) were also the top two reported by divisions in 2015–2016.

Number of Divisions	Challenges in setting up teams and/or conducting threat assessments
43	Team coordination. Managing team member schedules, availability to meet in timely manner
20	Time. Loss of instruction time, competing priorities, conducting thorough TA/review/debrief in a timely manner
14	Staffing. Limited staff and staff turnover/retention
5	Consistency in division wide practices and TA training
5	Resources
4	Level of threat. When does an act become a threat, how to determine a threat's appropriate level, what constitutes a threat
3	More training. For new staff and to provide team members with some experience
3	Training. Keeping up with changing models, time to train all staff and define their roles
2	Privacy issues. FERPA, outside team members maintaining student confidentiality requirements
1	Conducting reviews and updates
1	Length of the form
1	Understanding the function of threat assessments vs. discipline
41	None

Safety Audit Recommendations

Per *Virginia Code* § 22.1-279.8*., all schools in Virginia are required to complete an annual School Safety Audit and all Superintendents are required to establish a safety audit committee to review the completed safety audits from schools in the division. The Virginia Center for School and Campus Safety requires all Superintendents, or their designee, to certify the completion of several components of the safety audit via the survey manager.*

Based on the review completed by the divisions' safety audit committee, 68 divisions (52%) reported that they submitted recommendations for improvements based on physical safety concerns to their school board in 2016–2017. The top recommendations made were:

Number of Divisions	Recommendations to improve physical safety
43	Cameras. Need for cameras/additional cameras/upgrade to cameras to enhance security inside and outside building; school buses and stops
34	Entry improvements. Make entry to building/certain school areas more secure; control visitor access; add electronic access
17	Fencing. Add/repair fencing/gates to enhance security
15	Lighting. Improve/add exterior and interior lighting; exit signs and emergency lights; parking lot lighting; lock-down alert lighting system
13	Communication. Improvements in communication in school building and with local first responders (emergency notification systems, communication during power outage, with EMS/LE/fire, intercom systems); color coding of hallways with law enforcement
13	Locks. Improve/change/add locks to classroom doors so can lock from inside; replace older locks; keep unoccupied rooms locked when not in use
10	Radio. Additional/updated/digital options to improve communication at school and on buses; improve protocols; connect with local emergency services communications

Number of Divisions	Recommendations to improve physical safety
10	Security staff. Hire additional staff; provide training; expand SRO program
9	CPTED. Use of CPTED (Crime Prevention Through Environmental Design) in landscaping and building design
9	Safety improvements. Supervision of after school activities; large, open group areas like cafeteria and auditorium; firearm safes for SROs; routine safety inspections; posting evacuation maps/emergency plans in visitor areas
7	Facility. General property improvements; construction of covered/enclosed walks, window tinting, safety improvements, playground improvements, audio
6	Threat response. Provide all staff with standard threat responses; review procedures and update using current best practices; intervention; active shooter options for faculty; trauma bags
6	Training. Additional opportunities generally, safe handling/storage of chemicals; professional development; mental health; alternatives to suspension
5	Alarms. Adding or updating alarm systems for break-ins, fire
5	Drills. Improving/increasing lockdown and fire drills; increase coordination with local law enforcement; use of "go carts"
5	Procedures. Developing/reviewing safety related procedures; bomb threat response, monitoring access, lunch schedules; fire doors kept closed
5	Staff. All staff wear ID; maintain mental health counselor position; new positions for alternative education
5	Traffic improvements. Work with local government to increase traffic safety; use of signs, directional arrows and fire lanes; speed humps
4	Curriculum. Character education for students; youth leader opportunities; restorative justice principals; PBIS
4	Exit labels. Add exterior labeling system to all doors/windows of building
4	Repairs. Fix broken equipment/doors/roof/other items
4	Signage. Add video surveillance monitoring sign to exterior; no trespassing sign on property; main office location sign
3	CMP. Revise/update procedures
3	Crosswalks/routes. Develop/improve safe routes to/from school building
3	Safety barriers. For use inside and outside building
3	Visitors. Implement visitor management system

Copies of both the school and division safety surveys are provided in this appendix.

Welcome to the 2017 Virginia School Safety Survey

This is a secure, web-based survey conducted by the Virginia Center for School and Campus Safety (VCSCS). Submission of this survey partially fulfills the Virginia School Safety Audit requirement. (Virginia Code §22.1-279.8) .

While answering the following survey questions, please base your responses on the conditions in your school during the 2016-2017 school year, unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey.

Should you have any questions or experience technical problems with the survey, contact the VCSCS: Jessica Smith at 804-786-5367 or jessica.smith@dcjs.virginia.gov, James Christian at 804-786-4303 or james.christian@dcjs.virginia.gov, or Donna Michaelis at 804-371-6506 or donna.michaelis@dcjs.virginia.gov .

Questions contained in this survey may elicit responses that are exempt from public release pursuant to Virginia Code Sections 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 will not share individual school responses unless otherwise required by state law.

Please answer the following questions about your school as accurately as possible.

I.   SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is the name of your school division? *(select from drop-down list)*

2. What is the *full* name of your school?
    IMPORTANT: School name must match our database for you to receive credit for the survey. Please use this link to find the formal school name, then copy and paste into this box.

3. What is your school's ID number?
    IMPORTANT: ID number must match your school name for you to receive credit for the survey. Please use this link to find the 4-digit ID number, then copy and paste into this box.

If we have any questions about your survey responses, we would like to be able to contact you. Please provide us with your contact information:

4. What is your name?

5. Are you the school's current/acting principal?
       Yes
       No
           (if 5 = no)
           5a. Please provide the name and email address for your current/acting principal.
               Name
               Email

(if 5 = no)
6. What is your title?

7. What is your email address?

8. Which of the following best describes your school? (*select one*)

Elementary	Charter
Middle	Magnet
High	Governor's
Combined Grades	Special Education
Primary	Correctional Education
Pre-Kindergarten	Adult Education
Alternative	School for the Deaf and Blind
Career/Technical/Vocational	Other (describe):

9. What grades were taught at your school during 2016-2017? (*select all that apply*)

Pre-Kindergarten	7th grade
Kindergarten	8th grade
1st grade	9th grade
2nd grade	10th grade
3rd grade	11th grade
4th grade	12th grade
5th grade	Not applicable
6th grade	

10. What was your fall membership enrollment number on September 30, 2016?

   (enter numeric response)

II. STUDENT SAFETY CONCERNS

Discipline, Crime, and Violence data

Discipline, Crime, and Violence (DCV) offense and incident types reported in Safe Schools Information Resource (SSIR) are coded and grouped into nine offense categories that are aligned according to severity of offense.

11. For each Discipline, Crime, and Violence (DCV) offense category listed, indicate whether the number of occurrences at your school increased, decreased, or stayed the same when compared with the previous (2015-2016) school year.

This questions does not measure the number of occurrences, but instead measures whether there was change, and if so, the type of change.

Use the category "stayed the same" when the number of occurrences was the same as the previous year whether that means that there were occurrences or were no occurrences.

DCV Offense Category	Increased	Decreased	Stayed the Same
Weapons-Related Offenses	○	○	○
Offenses Against Students	○	○	○
Offenses Against Staff	○	○	○
Offenses Against Persons	○	○	○
Alcohol, Tobacco, and Other Drugs	○	○	○
Property Offenses	○	○	○
Disorderly Disruptive Behavior	○	○	○
Technology Offenses	○	○	○
Other Offenses	○	○	○

Mental Health

12. What was the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) whose primary role was to provide counseling services to students in your school in 2016-2017?

We are interested in the amount of time that mental health personnel are available to the students in your school.

- *Use full time for those mental health personnel working full time at your school.*
- *Use part time for those mental health personnel working part time at your school, even if they are employed full time by your division or other agency.*

	Number in 2016-2017
Full time	
Part time	

III.   SCHOOL SECURITY/SURVEILLANCE/PLANNING

School Crisis/Emergency Management/Medical Response Plan

Virginia Code § 22.1-279.8 describes school crisis and emergency management plans and 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."*

13.   Did you have to *activate* any portion of your school's crisis management plan during the 2016-2017 school year due to an *actual* critical event or emergency?
Yes
No

Safety-Related Personnel

14. Does your school offer the D.A.R.E. (Drug Abuse Resistance Education)/keepin' it REAL curriculum to students?

        Yes
        No

        (if 14 = yes)
        14a. Who teaches the D.A.R.E.)/keepin' it REAL curriculum in your school? *(select one)*
            SRO assigned to our school
            D.A.R.E. officer not assigned to our school as an SRO
            Other (describe) ___

15. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school during the 2016-2017 school year (include both full time and part time personnel)?

    Yes
    No

        (if 15 = yes)

        15a. Was/were the safety/security personnel working at your school full time, part time, or did your school employ both full-time and part-time? *(Full-time = at your school at all times during each school day; Part-time = at your school only part of the school day or some days)*

            Full time
            Part time
            Used both full time and part time

        (If 15a = FT or both)
        15a-1. What type(s) of safety/security personnel were working full time at your school? *(select all that apply)*

            School Resource Officers (SROs)
            School Security Officers (SSOs)
            Other (describe) _____

        (If 15a = PT or both)
        15a-2. What type(s) of safety/security personnel were working part time at your school?
            (select all that apply)

            School Resource Officers (SROs)
            School Security Officers (SSOs)
            Other (describe) _____

15b. Does your school division have a current memorandum of understanding (MOU) with local law enforcement for the placement of school resource officers (SROs) in your school division?
Yes
No
Don't know

(if 15b = yes)
15b-1. How familiar are you with the roles and expectations set out in the MOU? *(select one)*
Not at all familiar
Slightly familiar
Somewhat familiar
Moderately familiar
Extremely familiar

(if 15a-1 and/or 15a-2= SSO)
15a-3. Please provide the name, email address and law enforcement status for each SSO currently working at your school.

Include both full time and part time, for up to five (5) SSOs.

SSO name	SSO email address	Was this SSO a former law enforcement officer?
		○ Yes ○ No
		○ Yes ○ No
		○ Yes ○ No
		○ Yes ○ No
		○ Yes ○ No

(if 15a-1 and/or 15a-2= SRO)
15a-4. Please provide the name and email address for each SRO currently working at your school.

Include both full time and part time, for up to five (5) SROs.

SRO name	SRO email address

Safety-Related Conditions

16. Do first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they need to respond to a large-scale security incident at your facility?
Yes
No
Don't know

Safety-Related Training

17. What type(s) of school safety training is most needed by your school's administration/faculty/staff?
(select all that apply)

    Alternatives to suspension and expulsion

    Crisis planning, prevention and response (to include school safety drills, bomb threat response, crisis response options, crisis intervention and recovery – all hazards)

    De-escalation and mediation

    Gang awareness

    Mental health problem awareness and recognition

    Positive Behavioral Interventions and Support (PBIS)

    Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)

    Social media (Facebook, Snapchat, Twitter, YouTube, etc.)

    Threat assessment team training

    Trauma-informed care *trauma*

    Violence prevention training (including fighting, armed intruder, active shooter, other school violence)

    Other (describe) _____

    None of the above

IV. THREAT ASSESSMENT

***In addition to requiring the establishment of threat assessment teams, Virginia Code** § 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.

18. For each of the listed "types of team member" categories, provide the number of team members who served on your school's threat assessment team during 2016-2017, and of those, the number that received threat assessment training in the last 3 years.

(There is no requirement that all positions are included on the team. If there are no team members of a specific category, enter 0.)

Types of Team Members	Number of Team Members	Number of Team Members Trained in Threat Assessment
Assistant principal		
Principal		
School counselor		
School psychologist		
School resource officer (SRO)		
School security officer (SSO)		
School social worker		
Teacher		
Other law enforcement officer (not SRO)		
Other administrator from school/division		
Other		

19. Does your school division have a policy or procedure for the maintenance of threat assessment case records?

    Yes
    No
    Don't know

20. Where was the *Student Threat Assessment and Response Reports* (threat assessment records) stored during 2016-2017? *(select all that apply)*

        In the student's general education file
        In the student's discipline file
        In the student's special education file
        In the student's health file
        With the threat assessment team
        With the school administration
        With the school counselor
        With law enforcement records
        In the school division's central office
        Other (describe) _____
        Not applicable (no cases in 2016-2017)

21. Which of the following anonymous report methods are available for students/parents/staff to report threats or concerning behavior? *(For your school and division, indicate which report methods are available for each, or if none are available.)*

	Comment box	Telephone hotline	Anonymous app	Email tip-line	Other	None of these
In our school	□	□	□	□	□	□
Division-wide	□	□	□	□	□	□

(if 21 "other" is checked)

21a. You indicated that your school and/or division uses another type of anonymous report method that wasn't listed. Please describe and note whether it is used at your school and/or if it used division-wide.

Threat Assessments Conducted in 2016-2017

For the next series of questions, we want to know about the threat assessments conducted by your school's threat assessment team. For questions 22 - 24, please report the number of cases regardless of their risk classification.

22. Based on the threat assessment cases conducted at your school in 2016-2017, how many cases involved threats made by persons from each of the following groups?

Enter the number of threat assessment cases that involved persons from each of the listed groups below. If no threat assessment cases involved persons from a listed group, enter 0 for number of cases conducted.

Type of Group	Number of Threat Assessment Cases Conducted
1. Student from your school	
2. Student not from your school	
3. Student formerly from your school	
4. Faculty/staff currently employed by your school	
5. Faculty/staff formerly employed by your school	
6. Parent/guardian of a student	
7. Someone else	
ENTER TOTAL (sum of items 1 – 7)	

(If 22 "someone else" > 0)

22a. You indicated that your school had a threat assessment case(s) that involved "someone else." Please describe this/these person(s)'s relationship(s) to the school. _____

Use the following definitions to answer questions 23 and/or 24:
Threatened others only: *threatened to harm someone other than self BUT DID NOT threaten suicide or self-harm.*
Threatened other(s) and self: *threatened to harm someone other than self AND threatened suicide or self-harm.*
Threatened self only: *threatened to commit suicide or self-harm.*

(if Q22 group 1 "student from your school" > 0)
23. In question 22, you indicated that your school conducted ____ threat assessment cases involving students form your school
For each type of threat listed below, indicate the number of threat assessment cases in which a *student from your school* threatened to act in the manner described.

The sum of the number of cases reported in Q23 should equal your response to group 1 reported in Q22 (the number of threat assessment cases involving "students from your school"). If there were no cases for a given type of threat, enter 0.

Type of threat	Number of cases
Threatened other (s) only	
Threatened other(s) and self	
Threatened self only	

(if sum of groups 2 – 7 in Q22 > 0)

24. In question 22, you indicated that your school conducted ___ threat assessment cases that did not involve students form your school
For each type of threat listed below, indicate the number of threat assessment cases in which a person who was NOT a student enrolled in your school in 2016-2017 threatened to act in the manner described.

*The sum of the number of cases reported in Q24 should equal the sum of groups 2 - 7 reported in Q22 (the sum of the threat assessment cases involving persons who were **not** students from your school). If there were no cases for a given type of threat, enter 0.*

Type of threat	Number of cases
Threatened other (s) only	
Threatened other(s) and self	
Threatened self only	

(if 22 >0)

25. Of the ___ threat assessment cases you reported in question 22, how many were classified at the highest threat level *(imminent/high risk, very serious substantive)* at any point in the threat assessment process? _____ *(if none, enter 0)*

- *The number entered in response to Q25 should not be higher than the total reported in Q22.*

(If 25 = 0, and if your school has no SROs or SSOs, skip to end of survey.
If 25 = 0 and your school does have SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)

(if 25=1)

25a. In the high threat level case you reported in question 25, did the threat ultimately occur (was carried out)?
Yes
No

- *The number entered in response to Q25a should not be higher than the number reported in Q25.*

(if 25a = no, and if your school has no SROs or SSOs, skip to end of survey.
If 25a = no and your school does have SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)

(if 25>1)

25b. Of the ___ cases you reported at the highest threat level in question 25, in how many cases did the threat ultimately occur? _____ *(if none, enter 0)*

- *The number entered in response to Q25a should not be higher than the number reported in Q25.*

(if 25b = 0, and if your school has no SROs or SSOs, skip to end of survey.
If 25b = 1, go to Q25a-1.
If 25b = 0 and your school does have SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)

(if 25a = Y or if 25b = 1)

25a-1. You indicated that in the high threat level case reported in question 25, a serious event ultimately occurred. Please describe:
     The type of act that was threatened: ___

The actual act that took place: ___

The steps taken, if any, to try to prevent the act: ___

Was a student from your school the primary initiator of the event?   Yes/No *(if no, skip to end of survey or to section V: SRO/SSO Questions for DOJ)*

(if 25a-1 item 4 "was a student from your school the primary initiator of the event" = yes)
25a-2. Was this student able to continue attending your school at some time after the event?

Yes

No *(if selected , skip to end of survey or to section V: SRO/SSO Questions for DOJ)*

There was more than one student considered primary in the event. *(if selected, skip to end of survey or to section V: SRO/SSO Questions for DOJ)*

(if 25a-2 = yes)
25a-2.1. After what period of time was the student able to continue attending your school? *(select one)*

10 school days

11-45 school days

More than 45 school days

After alternative school placement *(if selected, skip to end of survey or to section V: SRO/SSO Questions for DOJ)*

Other (describe) ___

(if 25a-.1 item 4 "after alternative school placement" was selected)
25a-2.2. For what period of time was the student assigned to alternative school placement? _____

Any other information about the event that you think would help explain the event to us: _____

(if 25b > 1)

Case 1
25b-1. You indicated that in ___ high threat level cases reported in question 25, a serious event ultimately occurred. You will be asked to briefly describe each of these events, one case a time. (For up to 10 events.)

Please describe the events in Case 1:
- The type of act that was threatened: ___
- The actual act that took place: ___
- The steps taken, if any, to try to prevent the act: ___
- Was a student from your school the primary initiator of the event?   Yes/No *(if no, skip to Case 2)*

(if 25b-1 = student from your school = yes)
25b-2. Was this student able to continue attending your school at some time after the event?

Yes

No *(if selected, skip to Case 2)*

There was more than one student considered primary in Case 1. *(if selected, skip to Case 2)*

(if 25b-2 = yes)
25b-2.1. After what period of time was the student in Case 1 able to continue attending your school?
(select one)

10 school days
11-45 school days
More than 45 school days
After alternative school placement *(if selected, skip to Case 2)*
Other (describe) ___

(if 25b-.1 = after alt)
25a-2.2. For what period of time was the student in Case 1 assigned to alternative school placement? _____

Any other information about the event(s) that you think would help explain the event to us: ___

(if 25b is = or > 2)
Case 2
25b-1. Please describe the events in Case 2:
- The type of act that was threatened: ___
- The actual act that took place: ___
- The steps taken, if any, to try to prevent the act: ___
- Was a student from your school the primary initiator of the event?   Yes/No *(if no, skip to Case 3 if 25b = or > 3; end survey if 25b = 2 and your school had no SROs or SSOs; if 25b = 2 and your school had SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)*

(if 25b-1 = student from your school = yes)
25b-2. Was this student able to continue attending your school at some time after the event?

Yes

No *(if selected, skip to Case 3 if 25b = or > 3; end survey if 25b = 2 and your school had no SROs or SSOs; if 25b = 2 and your school had SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)*

There was more than one student considered primary in Case 2. *(if selected, skip to Case 3 if 25b = or > 3; end survey if 25b = 2 and your school had no SROs or SSOs; if 25b = 2 and your school had SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)*

(if 25b-2 = yes)
25b-2.1. After what period of time was the student in Case 2 able to continue attending your school? *(select one)*

10 school days
11-45 school days
More than 45 school days
After alternative school placement *(if selected, skip to Case 3 if 25b = or > 3; end survey if 25b = 2 and your school had no SROs or SSOs; if 25b = 2 and your school had SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)*
Other (describe) ___

(if 25b-.1 = after alt)
25a-2.2. For what period of time was the student in Case 2 assigned to alternative school placement? ____

Any other information about the event(s) that you think would help explain the event to us: ___

(after completion of Case 2, go to Case 3 if 25b = or > 3; end survey if 25b = 2 and your school had no SROs or SSOs; if 25b = 2 and your school had SROs and/or SSOs, skip to section V: SRO/SSO Questions for DOJ)

(Same set of questions/conditions will be asked if the following criteria are present)

Case 3 *(if 25b = or > 3 cases)*
Case 4 *(if 25b = or > 4 cases)*
Case 5 *(if 25b = or > 5 cases)*
Case 6 *(if 25b = or > 6 cases)*
Case 7 *(if 25b = or > 7 cases)*
Case 8 *(if 25b = or > 8 cases)*
Case 9 *(if 25b = or > 9 cases)*
Case 10 *(if 25b = or > 10 cases)*

(if Q15a-1 or 15a-2 = SRO or SSO)

V. SRO/SSO Questions for Department of Justice (DOJ) funded study:
An Investigation of School Resource and Safety Programs - Policy and Practice in Virginia

*The Virginia Department of Criminal Justice Services is partnering with Virginia Tech on an U. S. Department of Justice grant funded study on **An Investigation of School Resource and Safety Programs Policy and Practice in Virginia** in response to the call for applications for the National Institutes of Justice FY 2016 Comprehensive School Safety Initiative (Award No. 2016-CK-BX-0021).*

The study is investigating school resource and school safety programs, policy, and practice in Virginia and is likely to greatly improve understanding of current practices in Virginia. Please answer the following questions regarding SROs and/or SSOs assigned to your school.

You indicated in an earlier school survey questions that your school had a SRO working at the school during the 2016-2017 school year. Please answer a few questions about the SRO program for the NIJ study underway at Virginia Tech.

(if 15a-1 or 15a-2 = SRO)

SRO1. For the most recently assigned SRO at your school, was the principal or assistant principal a part of the selection process?
    Yes
    No
    Other:_____

SRO2. For the most recently assigned SRO at your school, who determined the duties of the job?
(For each listed person/entity, indicate how much they contributed to determining the SRO's job duties.)

	None 1	2	Some 3	4	All 5
Law enforcement agency	O	O	O	O	O
School division or central office administrator	O	O	O	O	O
Principal or assistant principal at your school	O	O	O	O	O
Someone else	O	O	O	O	O

(if SRO2 someone else ≠ 1)
SRO2a. You indicated that someone else was involved in determining the duties for your school's SRO. Please tell us who they are and include their title and agency. _____

SRO3. Think of the formal trainings or workshops you have personally received about the role and duties of a SRO. Who provided this training?

　　Local law enforcement agency
　　Local school leader
　　I had training but I don't know who provided it
　　I have not had formal training specifically about the role and duties of a SRO.
　　Other: _____

SRO4. How often does the principal or assistant principal typically communicate with the SRO(s) in your school?

Types of meetings/contacts	Frequency of meeting/contact						
	Never	Once a year	Once a month	Once a week	Once a day	Hourly	Don't Know
Individual meetings	○	○	○	○	○	○	○
Staff/group meetings	○	○	○	○	○	○	○
Phone/radio contact	○	○	○	○	○	○	○

SRO5. How often does the local law enforcement agency solicit feedback about the performance of the SROs in your school? *(select one)*
　　Never
　　Once a year
　　Once a month
　　Once a week

Please provide us with your perspective on the following items regarding SRO training:

SRO6. Teachers would benefit from more training about the role of the SROs in our school. *(select one)*
　　Strongly Agree
　　Agree
　　Neutral
　　Disagree
　　Strongly Disagree

SRO7. SROs would benefit from more training on the following topics. *(Select all that apply)*

　　Roles and responsibilities of the SRO job
　　Establishing effective working relationships with parents
　　Teaching children and adolescents
　　Cultural diversity
　　Child or adolescent development
　　Mental health issues in childhood and adolescence
　　Information about drugs, alcohol, and addictions
　　Counseling/helping skills and techniques
　　Bullying

Child abuse and neglect
Crisis and emergency management planning
Dangerous/threatening students
Victims' rights
Youth gangs
Evaluation of the safety/security programs
Working with students with special needs (e.g. developmental delays, autism, previous trauma)
Other: ___
None of the above

You indicated in an earlier school survey questions that your school had a SSO working at the school during the 2016-2017 school year. Please answer a few questions about the SSO program for the NIJ study underway at Virginia Tech.

(if 15a-1 or 15a-2 = SSO)

SSO1. For the most recently assigned SSO at your school, was the principal or assistant principal a part of the selection process?

    Yes
    No
    Other: _____

SSO2. For the most recently assigned SSO at your school, who determined the duties of the job?
(For each listed person/entity, indicate how much they contributed to determining the SSO's job duties.)

	None **1**	**2**	**Some** **3**	**4**	**All** **5**
School division or central office administrator	○	○	○	○	○
Principal or assistant principal at your school	○	○	○	○	○
Someone else	○	○	○	○	○

(if SSO2 someone else ≠ 1)
SSO2a. You indicated that someone else was involved in determining the duties for your school's SSO. Please tell us who they are and include their title and agency. _____

SSO3. Think of the formal trainings or workshops you have personally received about the role and duties of a SSO. Who provided this training?

    Local law enforcement agency
    Local school leader
    I had training but I don't know who provided it.
    I have not had formal training specifically about the role and duties of a SSO.
    Other: _____

SSO4. How often does the principal or assistant principal typically communicate with the SSO(s) in your school?

Types of meetings/contacts	Frequency of meeting/contact						
	Never	**Once a year**	**Once a month**	**Once a week**	**Once a day**	**Hourly**	**Don't Know**
Individual meetings	O	O	O	O	O	O	O
Staff/group meetings	O	O	O	O	O	O	O
Phone/radio contact	O	O	O	O	O	O	O

SSO5. Are the performance evaluations of the SSO(s) in your school done at the school or division level? *(select one)*
　　School level
　　Division level
　　Not applicable
　　Other (describe):

Please provide us with your perspective on the following items regarding SSO training:

SSO6. Teachers would benefit from more training about the role of the SSOs in our school. *(select one)*
　　Strongly Agree
　　Agree
　　Neutral
　　Disagree
　　Strongly Disagree

SSO7. SSOs would benefit from more training on the following topics. *(Select all that apply)*

　　Roles and responsibilities of the SSO job
　　Establishing effective working relationships with parents
　　Teaching children and adolescents
　　Cultural diversity
　　Child or adolescent development
　　Mental health issues in childhood and adolescence
　　Information about drugs, alcohol, and addictions
　　Counseling/helping skills and techniques
　　Bullying
　　Child abuse and neglect
　　Crisis and emergency management planning
　　Dangerous/threatening students
　　Victims' rights
　　Youth gangs
　　Evaluation of the safety/security programs
　　Working with students with special needs (e.g. developmental delays, autism, previous trauma)
　　Other: ___
　　None of the above

Thank you for completing the 2017 Virginia School Safety Survey.
Your survey responses were successfully submitted to the Virginia Center for School and Campus Safety at the Department of Criminal Justice Services.

2017 Division Survey

Questions contained in this survey may elicit responses that are exempt from public release pursuant to Virginia Code Sections 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 Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) will report aggregate survey data for all schools and will not share individual school responses unless otherwise required by state law.

1. What is the name of your school division? (select from drop down list)

The following questions and responses are exempt from disclosure under the Freedom of Information Act pursuant to Virginia Code Sections 2.2-3705.2 and 22.1-279.8. DCJS will not share responses unless otherwise required by law.

MENTAL HEALTH

2. Among all of the schools in your school division during 2016-2017, what was the number of full time and of part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) who
- were hired by the school division to serve specific schools or a combination of schools,
- work in the schools through a day treatment program, and/or
- work in the schools through a memorandum of understanding (MOU) with a community agency?

	Percent hired by division	Percent day treatment program	Percent MOU with community agency
Full time			
Part time			

THREAT REPORTING

3. Does your school division have a division-wide anonymous report method for students/parents/staff to report threats or concerning behavior?

Yes
No

(if 3 = yes)
3a. Please indicate which of the following anonymous report methods are available division-wide (at all of your division's schools). *(select all that apply)*

Comment Box
Telephone Hotline
Anonymous App
Email Tip-line
Other (describe) _____

THREAT ASSESSMENT

4. Does your school division have a policy or procedure for the maintenance of threat assessment case records?
    Yes
    No

5. Does your school division have a written process/policy for notifying local law enforcement or other institutions when a threat is made by non-students at your school?
    Yes
    No

6. What kind of training or technical assistance would help improve your threat assessment process? *(if none, enter "none")*

7. What are the biggest challenges to setting up teams or conducting threat assessments? *(if none, enter "none")*

SAFETY AUDIT RECOMMENDATIONS

Per Virginia Code § 22.1-279.8., all schools in Virginia are required to complete an annual School Safety Audit and all Superintendents are required to establish a safety audit committee to review the completed safety audits from schools in the division. The Virginia Center for School and Campus Safety requires all Superintendents, or their designee, to certify the completion of several components of the safety audit via the survey manager.

8. Based on the review completed by your division's safety audit committee, did your school division submit any recommendations to your local school board for improvement regarding physical safety concerns of division schools in the 2016-2017 school year?
    Yes
    No

> *(if 8 = yes)*
> 8a. Please list the top five recommendations made to the school board by the safety audit committee.

	Briefly describe recommendations
Recommendation 1	
Recommendation 2	
Recommendation 3	
Recommendation 4	
Recommendation 5	

Thank you for completing the 2017 Division Level Survey.

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