



## 2020 Virginia School and Division Safety Survey Results



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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 2019–2020 school year and statistics reflect 1,973 schools (N = 1,973) or 132 school divisions (N = 132) unless otherwise noted.

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## Findings from the School Safety Survey

- There were 1,973 responses to the 2019–2020 school safety survey received from Virginia's public schools. Of these, most were elementary schools (1,103), followed by high schools (377), middle schools (344), and other types of schools (149). All schools (100%) complied with the requirement to complete the survey.
- Most schools (97%) reported having at least one full-time or part-time, school-based mental health professional whose primary role was to provide counseling services to the students in 2019–2020. Fifty-one schools (3%) reported having no mental health professionals.
- A majority of schools (72%) reported they had safety/security personnel working full-time or part-time during the 2019–2020 school year. School resource officers (SROs) worked in 1,253 schools (64%), school security officers (SSOs) worked in 510 schools (26%), and private security personnel worked in 21 schools (1%). Safety/security personnel working full time or part time were reported by 97% of middle schools, 94% of high schools, 74% of other types of schools, and 57% of elementary schools.
- Most schools with SROs (80%) reported that the principal was extremely or moderately familiar with the current memorandum of understanding (MOU) with their local law enforcement agency for the placement of SROs in division schools.
- Twenty-three percent (23%) of schools with SROs reported that the principal or assistant principal was part of the SRO selection process. This percentage is double that from 2018–2019.
- The majority of schools (64%) reported that school personnel were provided training about the roles of SROs in schools.
- Overall, 23% of the schools activated some portion of their school's crisis management plan during the 2019–2020 school year due to an actual critical event or emergency. The rate was highest among middle schools (32%) and lowest among schools identified as "other" (15%).
- Medical emergency on school property was reported as the most common cause for activating the school's crisis management plans (38% of activations), followed by influenza/pandemic (36% of activations).
- The majority of schools (83%) reported that 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.
- Most schools (94%) provided accommodations to students and staff with disabilities during drills.
- Sixty-eight percent (68%) of schools conducted unannounced lockdown drills (meaning no prior notice was given); 78% of those schools identified them as a drill upon initiating them.
- Most schools (84%) reported that first responders have access to the school building during a lockdown so they do not have to breach doors or windows to gain access.
- Seventy-nine percent (79%) of schools reported that school administrators could communicate with law enforcement/first responders via radio when they are inside the school building. This is an increase over last year when it was 75%.
- The 286 schools that reported they could not communicate via radio with first responders cited radio system compatibility as the primary issue (83%).



- Most schools reported having the following security strategies in place: locked exterior entrances (96%), controlled access system at the main entrance (95%), and designated reunification sites (92%).
- The median size of school threat assessment teams was five members.
- Overall, 39% of threat assessment team meetings conducted in 2019–2020 were to triage threats received and consisted of at least two team members.
- Twenty percent (20%) of schools did not provide information regarding threat assessment teams to students. Only 12% did not provide such information to parents/guardians and 2% did not provide it to faculty/staff.
- In 80% of schools, threats of suicide/self-harm were typically reported to the school’s threat assessment team.
- Threat assessment case records were most frequently stored with school administrator’s files (64%) or at the division’s central office (33%).
- Seventy-eight percent (78%) of schools reported conducting one or more threat assessments in 2019–2020.
- In most of the threat assessments conducted, a current student of the school was the subject of the threat assessment (98%).
- Of the 16,106 threat assessments conducted, 56% involved threats to self only (e.g., self-harm, suicide), 36% involved threats to others only, and 8% involved threats to self and others.
- Of the 1,237 threats that were classified at the highest-level (imminent/high risk, very serious substantive) at some point in the threat assessment process, 8% resulted in an act occurring.
- The three types of school safety training reported as most needed by the schools’ administration, faculty, and/or staff were social/emotional interventions and supports for students (65%); mental health problem awareness and recognition (53%); and de-escalation and mediation (51%). These were the same top three as the previous year.
- Few schools (16%) reported having someone at the school level specifically responsible for monitoring social media to detect and mitigate potential threats and other safety issues.
- The three primary facility safety concerns identified by most recent safety inspection checklists were the need for more security cameras (36%); None, N/A, or Unknown (31%); and lack of fencing or other peripheral security (18%).
- The three primary issues affecting the school’s climate and the mental/emotional well-being of students and staff were home life/family issues (54%); stress-related issues (43%); and unmet mental health needs/limited mental health resources (34%).

## Findings from the Division Survey

- There were 132 responses from school superintendents or their designees to the 2019–2020 division survey. All divisions (100%) complied with the requirement to complete the survey.
- Statewide, divisions employed 5,125 full-time and 181.5 part-time, school-based mental health professionals hired by the school divisions to serve specific schools or a combination of schools. Mental health services were also provided by 1,016 full-time and 76 part-time day treatment program counselors and by 402 full-time and 49 part-time counselors that worked in the schools through a memorandum of understanding with a community agency.
- Two divisions reported they had no full-time or part-time mental health professionals.
- In most divisions (83%), the role of Emergency Manager was assumed in addition to someone’s primary position. Few divisions (6%) employ someone for whom Emergency Manager is their primary role.

- Nearly all divisions (96%) had SROs working at some of their division's schools, 34% had SSOs working at some of their division's schools, and one division had private security working at some schools in their division. Four divisions reported having none of these working at their division's schools.
- The majority of divisions (87%) provided information to all of their schools about the MOU with law enforcement.
- Divisions reported that 43% of SROs were funded solely by a local law enforcement agency, 38% were funded through a combination of division and LEA funds, 9% through grant funds, 8% solely by the school division, and 2% were unsure.
- Twenty-seven divisions (21%) reported applying for SRO grant funds last year, 93 divisions (70%) did not, and 12 divisions (9%) did not know.
- The 93 divisions that *did not* apply for SRO funds last year were asked the reason(s) why they did not. Of these, the majority (60%) said that their SROs were not eligible since they were supported with local funding.
- The 43 divisions that reported having SSOs reported their division's current policy on allowing SSOs to be armed: 35 divisions (81%) do not allow SSOs to be armed in schools and are not considering changing this policy in the near future; seven divisions (16%) allow SSOs to be armed; and one division does not currently allow SSOs to be armed but is considering allowing it.
- Most divisions have formal written processes or protocols that direct receiving notification on certain Code-listed offenses from law enforcement (86% of divisions) and for providing notification on the same to law enforcement when committed by students (92% of divisions).
- Seventy-eight divisions (59%) reported conducting additional exercises with law enforcement/first responders. Most were described as active shooter training and scenarios (36%) and fire drills or other weather-related drills (28%).
- Just over half of divisions (76 divisions, 58%) do not have a policy to provide advanced notice of upcoming drills/exercises to students, parents, or faculty/staff. Thirty divisions (23%) have a policy that addresses at least one of these groups, most often faculty/staff and twenty-six divisions (20%) have a policy that addresses providing notification to all three groups.
- The top two recommendations for physical safety improvements submitted to school boards by the divisions were access control systems (68% of divisions) and additional security cameras (66% of divisions).
- Ninety-three divisions (70%) reported having oversight committees for their schools' threat assessment teams. Most of these committees included guidance counselors (48%), superintendent/assistant superintendents (42%), and school health professionals (42%).
- Most divisions (86%) have a written process/policy for notifying local law enforcement or other institutions when students or non-students make a threat. The majority of divisions (78%) said there were no obstacles to this communication and 20% said that concerns about privacy laws were an obstacle.
- Over half of divisions (82 divisions, 62%) reported storing threat assessment records at the division level.
- Information related to aberrant behavior for faculty/staff was provided in the schools' crisis plan in most divisions (84%). Most divisions (79 divisions, 60%) provided this information during staff meetings or professional development.
- The top challenges, reported by divisions, of threat assessment teams or in conducting threat assessments were team coordination/scheduling (40%), determining level of threat (34%), and training for new staff and team members (34%).
- Refresher training and review (58%), online training in threat assessment (53%), training for new staff (52%), and mental health training (51%) were cited most often as the types of training that would help improve divisions' threat assessment processes.

## 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

- Divisions' primary facility safety concerns, identified by the most recent safety inspection checklist, were the need for more cameras (61% of divisions).
- Divisions' primary issue affecting the division's climate and mental/emotional well-being of students and staff was home life/family issues (61% of divisions).
- Almost half of divisions (48%) reported having no specific process for monitoring social media to detect and mitigate potential threats and other safety issues. Thirty-three percent (33%) reported that the local law enforcement agency provides this monitoring, 25% reported schools were responsible, 12% reported someone at the division level is responsible, and 5% have contracted with a cybersecurity company to monitor social media for them.

## 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 individual schools and at the division level, as applicable, identify and develop solutions for physical safety concerns, and identify and evaluate patterns of student safety concerns. Based on the results of the audit, in combination with a review of the other components of the School Safety Audit Program, schools and divisions can develop responses and solutions to identified vulnerabilities, which may include recommendations for structural adjustments, changes to safety procedures, and/or revisions to the student code of conduct.

To date, the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) has developed five components for the School Safety Audit Program:

- Virginia School Safety Survey (annually)
- School Division Level Survey (annually)
- Virginia School Crisis Management Plan Review and Certification (annually)
- Virginia School Survey of Climate and Working Conditions (administered January–March in collaboration with VDOE; for more information, link to [www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey](http://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey), which also has links to the Climate Survey Technical Reports for 2013–2020)
- The School Safety Inspection Checklist for Virginia Public Schools (due in 2023, every three years thereafter)

The DCJS Virginia Center for School and Campus Safety (VCSCS), in consultation with the Virginia Department of Education (VDOE), is responsible for developing the list of items to review and evaluate as part of the school safety audit required by the *Code of Virginia*. Additionally, VCSCS has established a standardized report format for school safety audits, additional reporting criteria, and procedures for report submission. VCSCS has collected school safety data for the annual School Safety Audit Program since 2005.

In order to maintain its relevance, the survey is updated each year. Changes to the school safety survey(s) are made in anticipation of emerging best practices and to gather data to inform policymakers. All data are available to school divisions to assist with informing their practices and guiding decision making for student and staff safety. However, the *Code of Virginia* allows for some of the data to be protected from release to the public for safety and security reasons.



# III. SURVEY METHODOLOGY

The Virginia School Safety Survey is conducted annually and collects information about safety-related issues and practices in individual schools and divisions. The survey includes questions about security and mental health personnel, school crisis planning, best practices and strategies, threat assessment practices, and school climate.

All of the 1,973 public schools operating<sup>1</sup> in Virginia during the 2019–2020 school year completed the survey, providing 100% compliance in the School Safety Audit Program. The schools represent all of Virginia’s 132 school divisions, the Virginia Department of Juvenile Justice Division of Education, as well as Virginia’s Academic-Year Governor’s Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, and the Virginia School for the Deaf and the Blind.

School survey findings are organized by the following categories: School Identification and Demographics; Safety-Related Personnel and Partnerships; Emergency Planning, Drills, and Response; Threat Reporting and Assessments; and Concerns, Training, and Resource Needs. Throughout this report, findings reflect the 2019–2020 school year and statistics reflect 1,973 schools unless otherwise noted.

School division survey findings follow and are organized by the following categories: Safety-Related Personnel and Partnerships; Emergency Planning, Drills, and Response; Threat Reporting and Assessments; and Concerns, Training, and Resource Needs. Findings reflect the 2019–2020 school year and statistics reflect the 132 school divisions unless otherwise noted.

Copies of the survey instruments are located in Appendix A (school) and Appendix B (division).

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<sup>1</sup> For purposes of this survey, DCJS defined “school” as any separate physical structure that houses and instructs public school students during school hours. This is different from the Virginia Department of Education’s (VDOE’s) definition and is why their count of the number of schools is different. VDOE defines a school as “a publicly funded institution where students are enrolled for all or a majority of the instructional day; those students are reported in fall membership at the institution and the institution, at minimum, meets requirements adopted by the Board of Education.”

# IV. FINDINGS FROM THE 2019–2020 VIRGINIA SCHOOL SAFETY SURVEY

## 1. SCHOOL IDENTIFICATION AND DEMOGRAPHICS

### Types of Schools

Schools were asked to describe their school and provide their fall enrollment number for 2019.

#### Q. Which of the following best describes your school?

There were 1,973 responses to the 2019–2020 school safety survey received from Virginia’s public schools. All schools (100%) complied with the requirement to complete the survey. Schools identified themselves as follows:

Table 1: Types of Schools 2019–2020					
School type	Number	Percent	School type	Number	Percent
Elementary	1084	55%	Special Education	13	1%
Middle	334	17%	Other	26	1%
High	309	16%	Governor’s	7	<1%
Alternative	51	3%	Magnet	4	<1%
Career/Technical/Vocational	43	2%	Correctional Education	4	<1%
Primary	36	2%	Charter	2	<1%
Pre-Kindergarten	32	2%	School for Deaf and Blind	1	<1%
Combined Grades	26	1%	Adult Ed	1	<1%

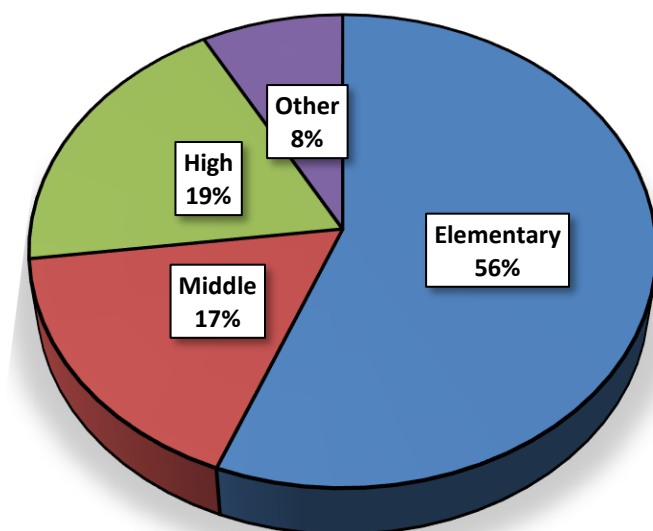
For purposes of more detailed analyses throughout this report, schools were coded as elementary, middle, high, or other. This distinction was based on their grade levels and/or purpose, as follows:

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 scheme, elementary schools (N = 1,103) represented 56% of the schools, high schools (N = 377) represented 19%, middle schools (N = 344) represented 17%, and other schools (N = 149) represented 8% of the schools.

Chart 1: Types of schools 2019–2020 (coded)



## Enrollment

### Q. What was your fall membership enrollment number on September 30, 2019?

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 2019–2020 was a combined school that included grades 7–12 with an enrollment of 4,273 students. Enrollment data was checked against VDOE fall membership data [www.doe.virginia.gov/statistics\\_reports/enrollment/index.shtml](http://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml).

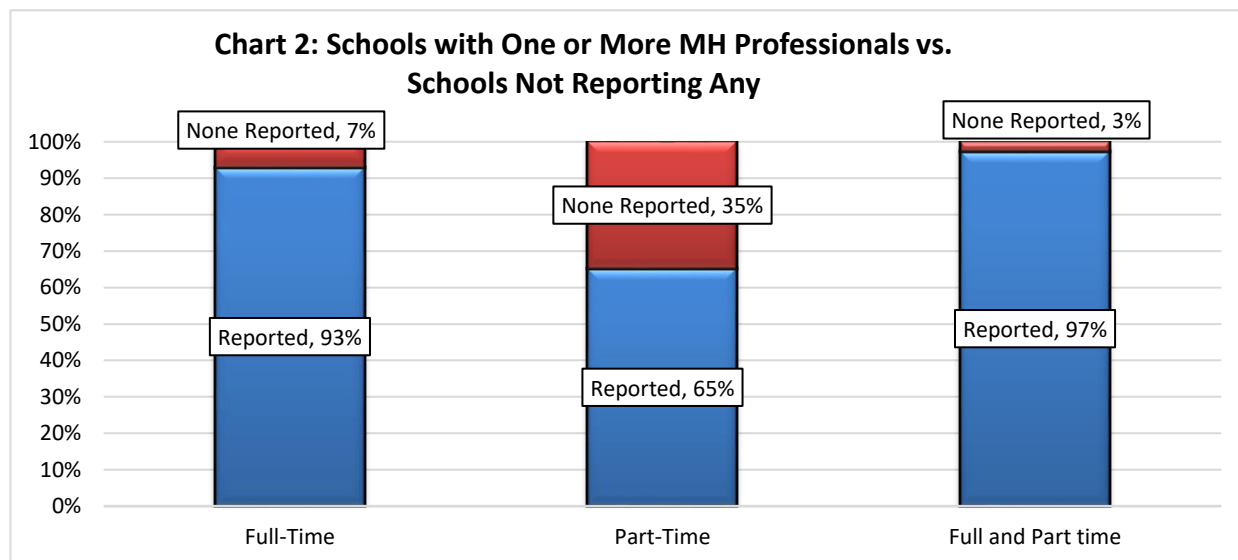
Table 2: School Enrollment, by Type of School					
Enrollment range	Number of schools by type				Total
	Elem	Middle	High	Other	
1–50	<1%	1%	3%	16%	2%
51–250	8%	5%	8%	40%	10%
251–500	36%	18%	18%	25%	29%
501–1000	54%	48%	23%	13%	44%
1001–1500	0%	26%	20%	3%	9%
1501–2000	0%	3%	17%	1%	4%
2001–2500	0%	0%	8%	0%	2%
2501–3000	0%	0%	3%	1%	1%
3001+	0%	0%	<1%	2%	<1%

## 2. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

### Mental Health Professionals

**Q. What was the number of full-time and part-time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) who allocated at least 50% of their employed time providing mental health services to students in your school in 2019–2020?**

Most schools (93%) reported having at least one full-time (FT) and a majority (65%) have at least one part-time (PT) mental health (MH) professional. While most schools (97%) reported having at least one full-time and/or part-time mental health professional, 114 schools (3%) reported having no mental health professionals at all.



The statewide average of mental health professionals per school differed based on full-time or part-time status.

- **FT mental health professional:** 2.73 per school average
- **PT mental health professional:** 1.30 per school average

### Rate of Mental Health Professionals per 1,000 Students

The rate of MH professionals per 1,000 students was calculated for 1,898 schools using their reported number of full-time or part-time MH personnel and each school's fall enrollment number. Schools reporting a fall enrollment of less than 100 were excluded from this analysis due to their relatively low enrollments. The statewide rates were as follows:

- **FT mental health professional:** 2.74 per 1,000 students enrolled
- **PT mental health professional:** 2.53 per 1,000 students enrolled

Reviewing the rates by type of school show elementary schools with the lowest rate for full-time and high schools with the lowest rate for part-time MH professionals.

Table 3: Rate of Mental Health Professionals, by Type of Schools					
	Rate per 1,000 students enrolled				
	Elementary N = 1,099	Middle N = 340	High N = 356	Other N = 103	Total N = 1,898
<b>FT MH professional</b>	1.69	3.72	5.14	2.07	2.74
<b>PT MH professional</b>	2.83	1.71	1.34	2.75	2.53

The number of Mental Health professionals reported to be working in the schools in 2019–2020 totaled 7,949. Sixty-eight percent (5,392) of these MH professionals were reported as full-time and 32% (2,557) were reported part-time. These individuals were broken down into five categories.

Table 4: Categories of Mental Health Professionals Reported						
	School Counselor N = 4,336	School Psychologist N = 1,573	Social Worker N = 1,449	Substance Abuse Counselor N = 136	Student Assistance Counselor N = 136	Total N = 7,949
Full-Time	87%	38%	42%	48%	73%	68%
Part-Time	13%	62%	58%	52%	27%	32%

## Safety-Related Personnel

### Q. Did you have safety/security personnel such as School Resource Officers (SROs), Certified School Security Officers (SSOs), or contracted private security personnel working at your school during the 2019–2020 school year?

Seventy-two percent of schools (1,428) reported having either school resource officers, school security officers, or private security personnel working at their school either full-time or part-time.

#### Private Security Personnel

- Twenty-one schools (1%) reported that private security personnel regularly worked at their school during normal school hours.
- The range in the number of private security personnel working at each of these 21 schools was 1 to 11.

#### School Resource Officers and School Security Officers

Code of Virginia [§ 9.1-101](#) defines school resource officers and school security officers:

*“School resource officer” means 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.*

*“Certified school security officer” means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property 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.*

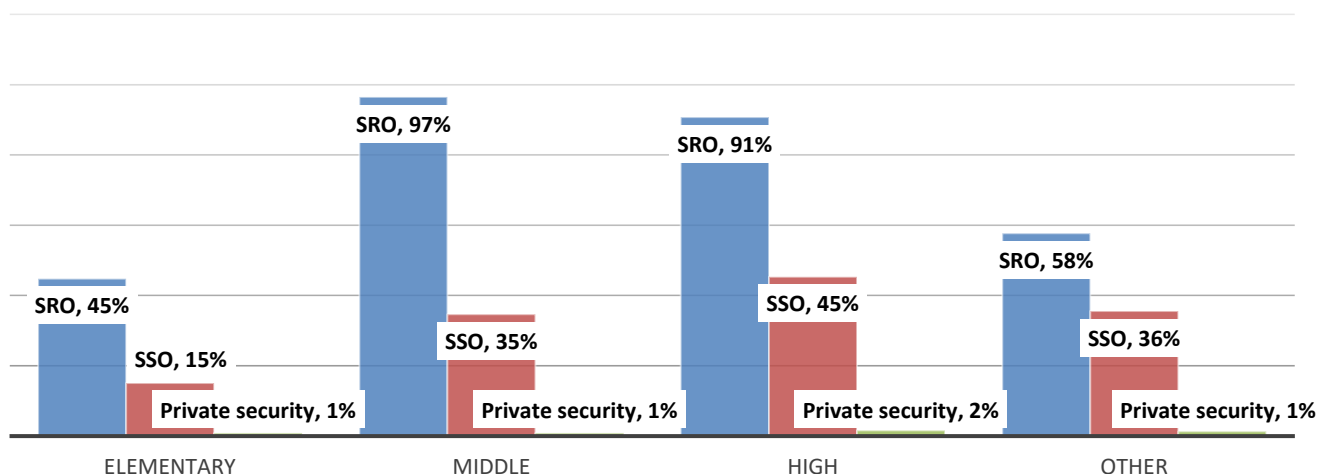
Based on these definitions:

- 1,253 (64%) schools have one or more SROs working at least part-time
- 510 (26%) schools have one or more SSOs working at least part-time

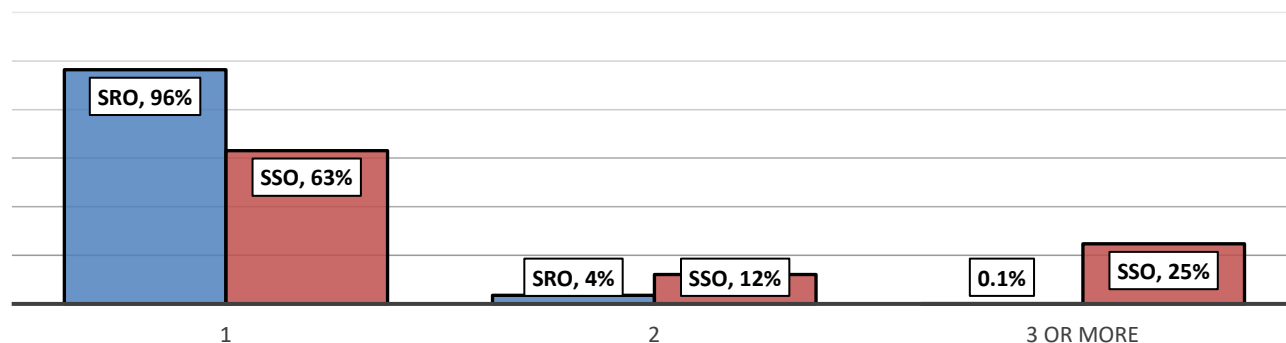
Schools that reported having either SROs or SSOs were asked to provide information about the number of officers, whether officers worked at the school full-time or part-time, and officers’ names and contact information. Among all schools, more schools have SROs than SSOs (SROs worked in 64% of all schools, SSOs worked in 26% of all schools). However, among the individual SROs working in the schools, 73% worked full-time, while 87% of SSOs worked full-time in the schools.

In examining the use of SROs and SSOs by type of school, it was found that most middle (97%) and high (91%) schools have SROs working in the schools, while only 45% of elementary schools have SROs assigned to them. In contrast less than half (45%) of high schools use SSOs and even less middle schools (35%). Over half of other school types (58%) have SROs and 36% have SSOs.



**Chart 3: Use of Security Personnel by Type of School**

Of the 1,253 schools that reported SROs in their buildings, 96% reported having one officer assigned to their school and only 4% reported two SROs. One school reported having four SROs in their building regularly. Of the 510 schools that reported having SSOs, 63% of schools reporting SSOs had one assigned SSO in their building, 12% reported having two SSOs, and 25% reported having three or more SSOs.

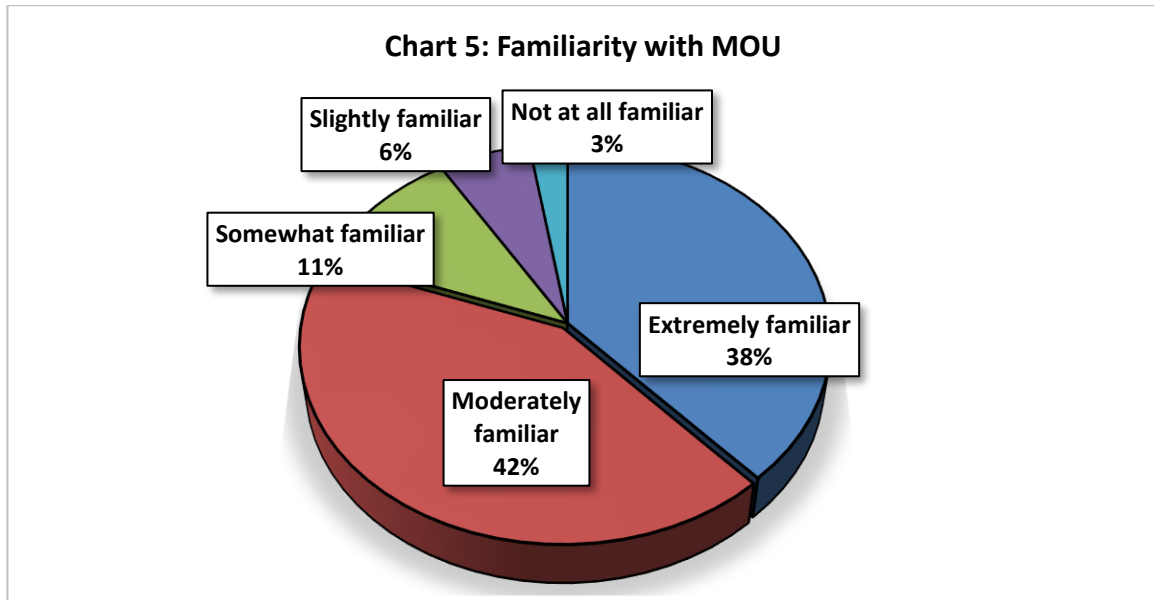
**Chart 4: Percent of Schools Reporting SROs and SSOs by Number Regularly in Building**

#### School Resource Officers – Additional Information

The 1,253 schools that reported having one or more SROs during the 2019–2020 school year were asked additional questions about the partnership between the school and the SROs, as well as staff training on the role(s) of SROs.

**Q. How familiar are you (the principal) with the roles and expectations set out in the MOU between your school division and the local law enforcement agency for the placement of SROs in your school? (N = 1,252)**

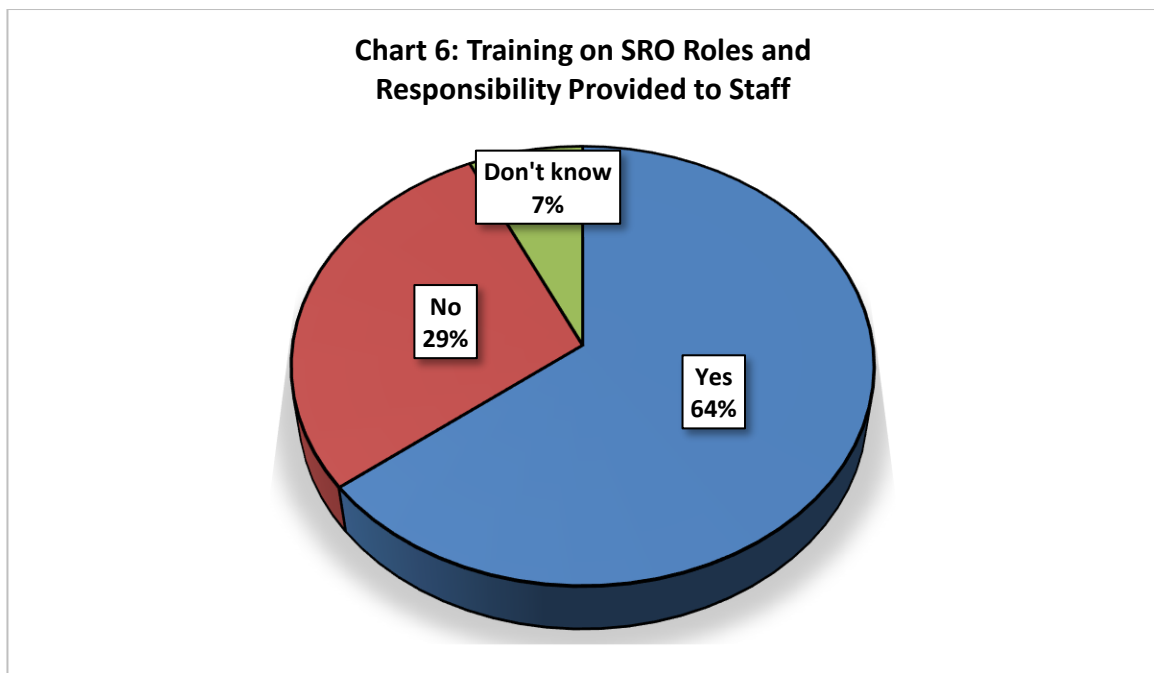
The majority of schools (80%) report being either extremely or moderately familiar with the expectations set out in the MOU. This is up from 74% in 2018–2019.



**Q. For the most recently assigned SRO at your school, was the principal or assistant principal part of the selection process?** (N = 1,253)

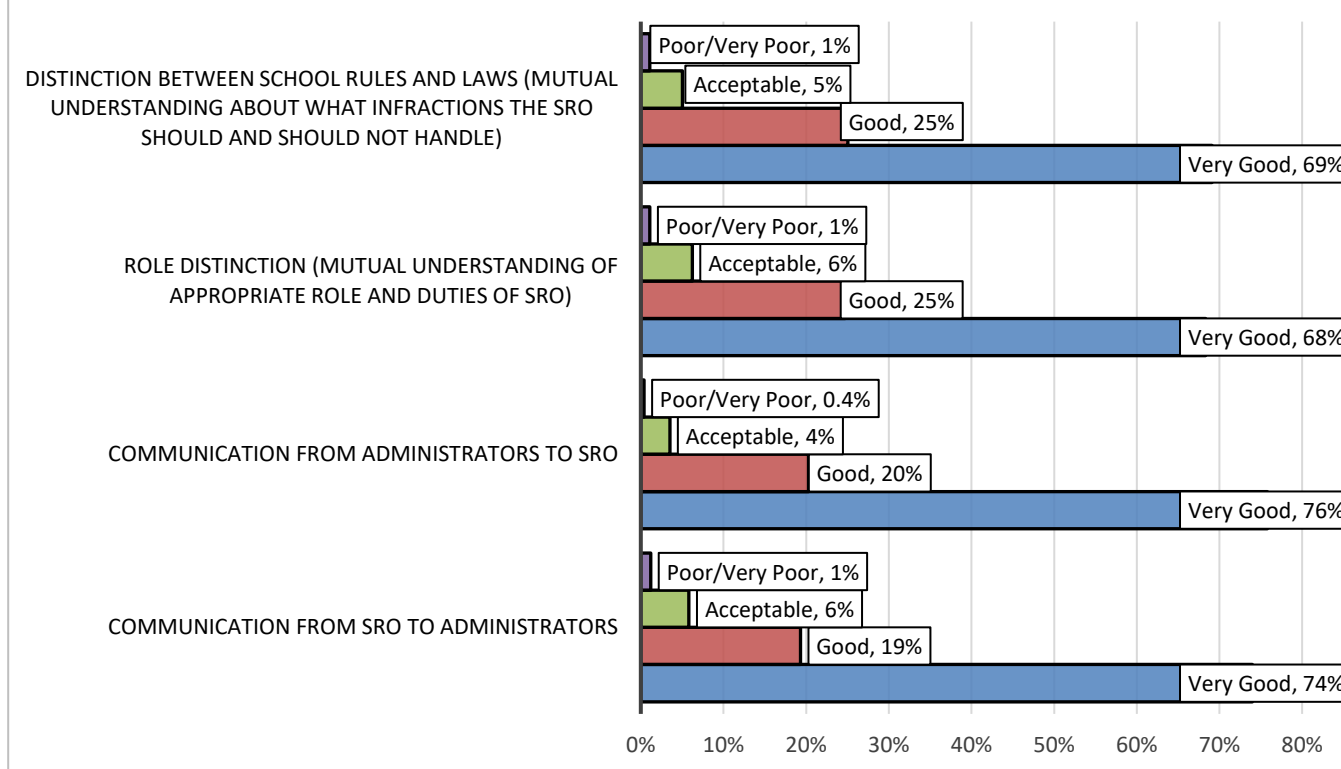
- Most schools (812, 65%) reported that neither the principal nor assistant principal were part of the SRO selection process. Twenty-three percent (294 schools) were part of the selection process, which is an 11% increase from last year. Twelve percent (147) said they did not know, presumably because the SRO was already there when they were assigned to the school.

**Q. Was training provided to your school's personnel on the roles and responsibilities of SROs?** (N = 1,250)



The majority of schools (64%) reported that training on SRO roles and responsibilities was provided to school personnel. Schools reporting SROs were asked to rate four areas related to their school/law enforcement partnership. (N=1,253)

**Chart 7: Principals' Rating of their School-Law Enforcement Partnership**



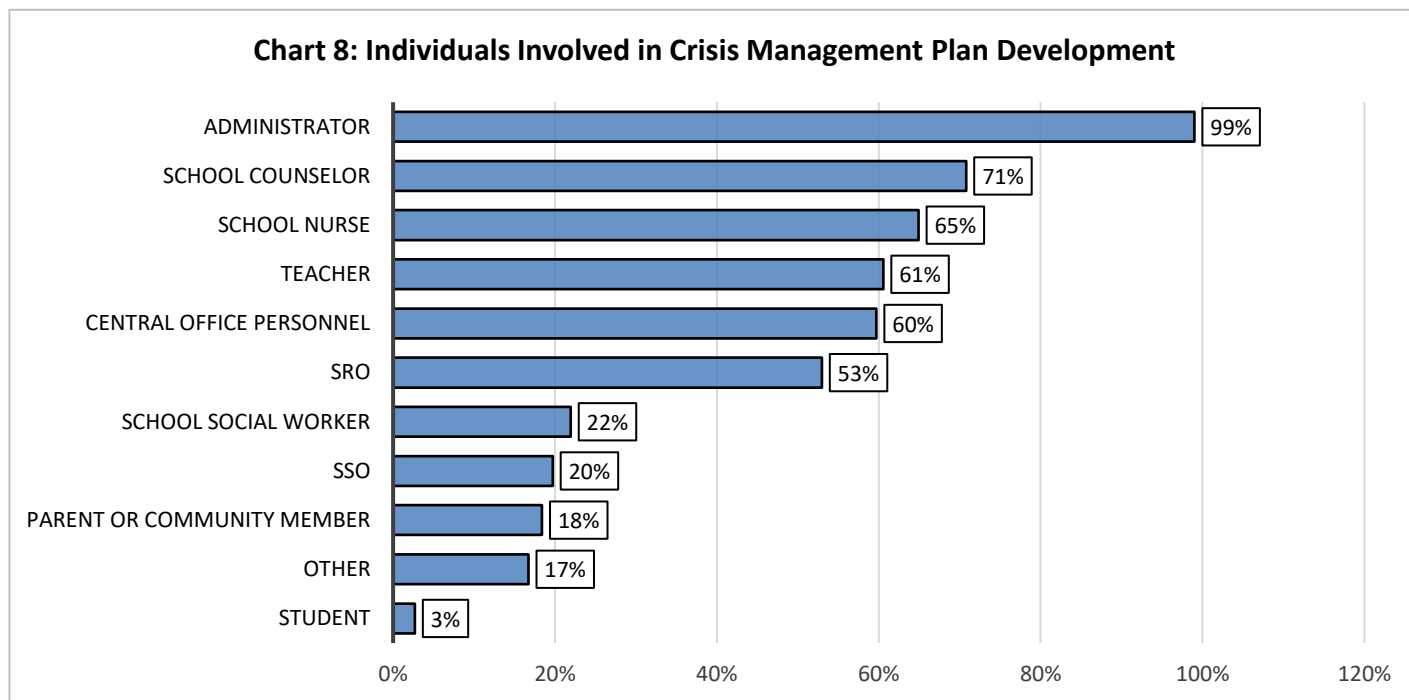
### 3. EMERGENCY PLANNING, DRILLS, AND RESPONSE

#### School Crisis/Emergency Management/Medical Response Plan

Virginia Code [§ 22.1-279.8](#) describes school crisis and emergency management plans and states, “each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan.”

Effective July 2019, [HB1737](#) amended [§ 22.1-279.8 D](#) to include first responders in the development and review of school crisis management plans. “Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, **and shall include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees, in the development of such plans.**”

**Q. In addition to the legislatively mandated personnel listed above, who else was actively involved in the development of your school's crisis management plan?**



#### Activation of Crisis Management Plans

**Q. Did you have to activate any portion of your school's crisis management plan during the 2019–2020 school year due to an actual critical event or emergency?**

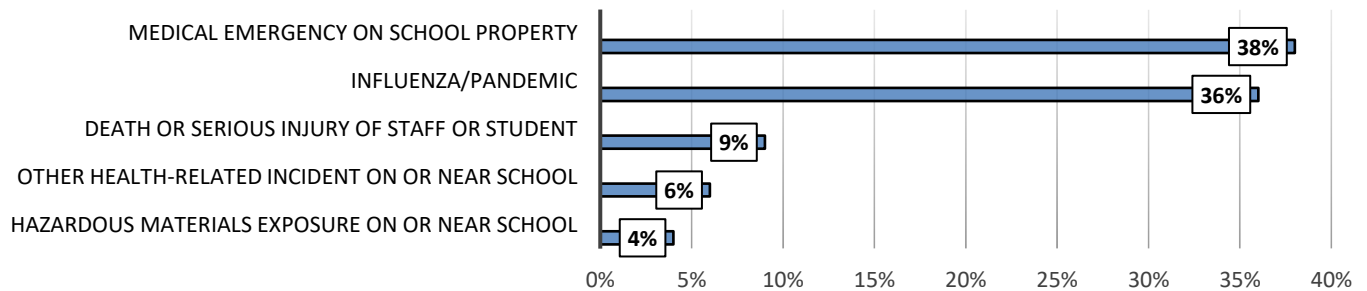
Table 5: Activation of Crisis Management Plan				
	2019–2020	2018–2019	2017–2018	2016–2017
<b>All schools</b>	<b>452 schools (23%)</b>	<b>474 schools (24%)</b>	<b>574 schools (29%)</b>	<b>524 schools (27%)</b>
<b>Elementary</b>	218 schools (20%)	244 schools (22%)	260 schools (24%)	258 schools (23%)
<b>Middle</b>	109 schools (32%)	103 schools (30%)	132 schools (39%)	104 schools (31%)
<b>High</b>	104 schools (28%)	89 schools (28%)	131 schools (42%)	112 schools (35%)
<b>Other</b>	22 schools (15%)	38 schools (21%)	51 schools (26%)	50 schools (25%)

Overall, 23% of schools activated some portion of their school's crisis management plan in 2019–2020. Activations were down from 24% in 2018–2019, 29% in 2017–2018 and 27% in 2016–2017.

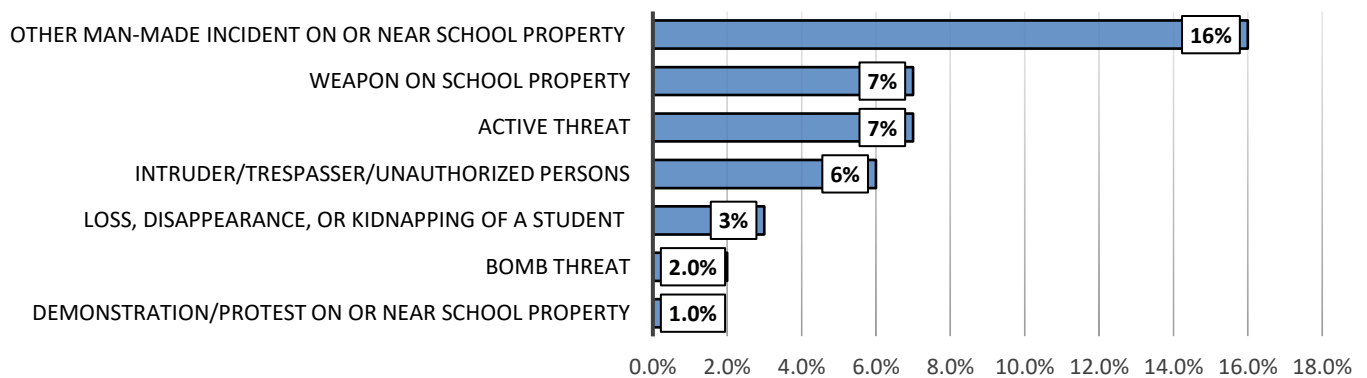
It is important to note that in-person instruction during the 2019–2020 school year ended early due to efforts made to mitigate exposure to the Coronavirus Disease 2019.

Schools were asked to identify the cause of activating their Crisis Management Plans. These responses were broken into four overall categories.

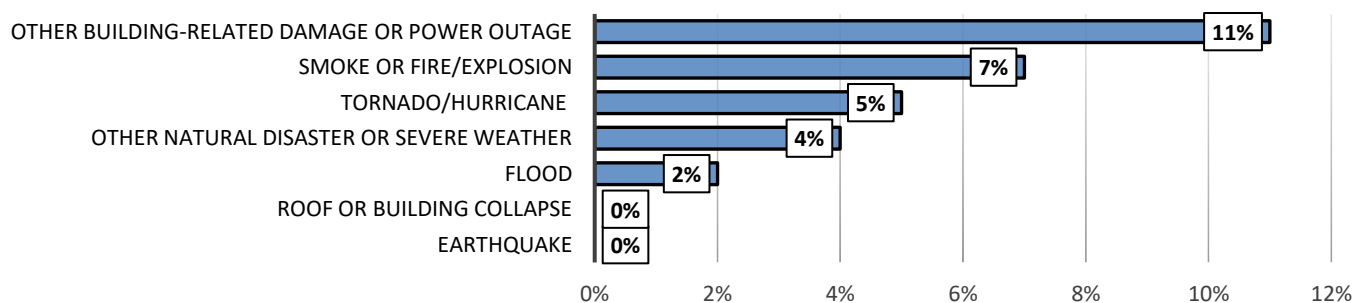
**Chart 9: Percent of Health Related Incidents and Emergency(ies) (N:452)**



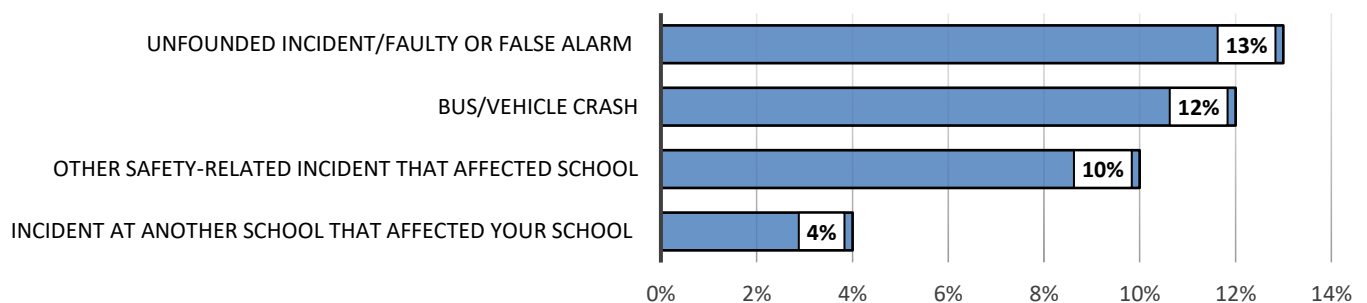
**Chart 10: Percent of Man-Made Incidents and Emergency(ies) (N:452)**



**Chart 11: Percent of Weather or Building/Power Related Incident(s) and Emergency(ies) (N:452)**



**Chart 12: Percent of Other Emergency(ies) (N:452)**





## Safety-Related Conditions

Schools were asked about various safety-related conditions, best practices, and security strategies at their school.

### Electronic/Internet-Based Access to Current Floor Plans

**Q. Did first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they needed to respond to a large-scale security incident at your facility?**

- 1,637 (83%) Yes (up from 66% in 2018–2019)
- 336 (17%) No

First responder access to floor plans was somewhat consistent across most school types and slightly lower at other schools: Elementary 83%, Middle 85%, High 83%, and Other 79%.

### Drills

**Q. Did your school conduct any unannounced lockdown drills?**

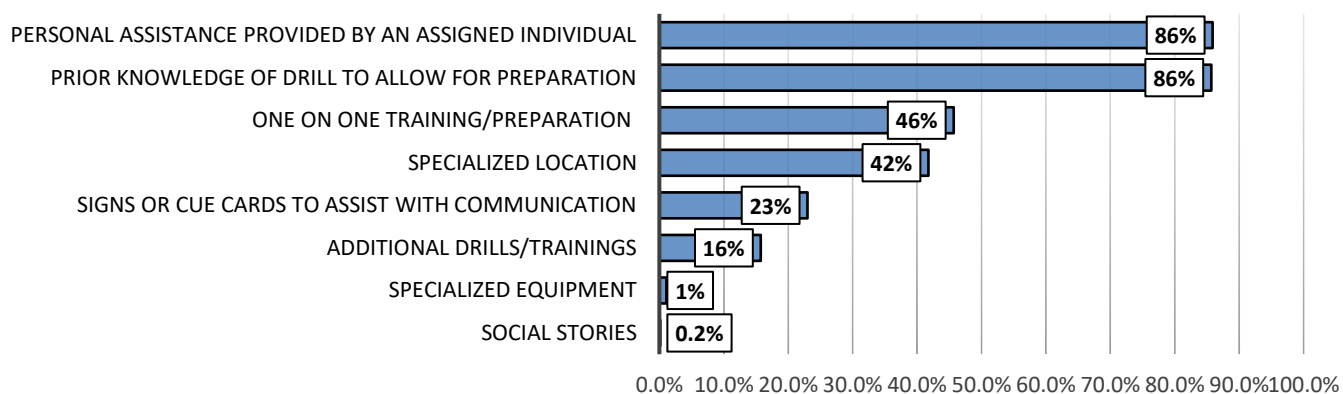
Most schools (68%) conducted unannounced lockdown drills (no prior notice was given) and 78% of those schools (N=1339) identified the lockdown as a drill when initiated (e.g. “This is a drill. We are now conducting a lockdown drill.”).

- Nine percent (9%) of schools reported providing the option for parents to opt their children out of all lockdown drills and 72% of these schools (175) provided alternative training provisions for opted-out children.
- Three percent (3%) of schools reported providing the option for staff to opt out of all lockdown drills and 80% of these schools (56) provided alternative training provisions for opted-out staff.

**Q. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)?**

Most schools (94%, 1,861) schools reported providing accommodations to students and staff with disabilities during drills.

**Chart 13: Accommodations Provided During Drills (N=1,861)**



### First Responder Access

**Q. Did first responders have access to the school during a lockdown so they would not have to breach doors or windows to gain access, if necessary?**

- Yes 1,663 (84%, up from 81% in 2017–2018 and 2018–2019)
- No 119 (6%)
- Don't know 191 (10%)

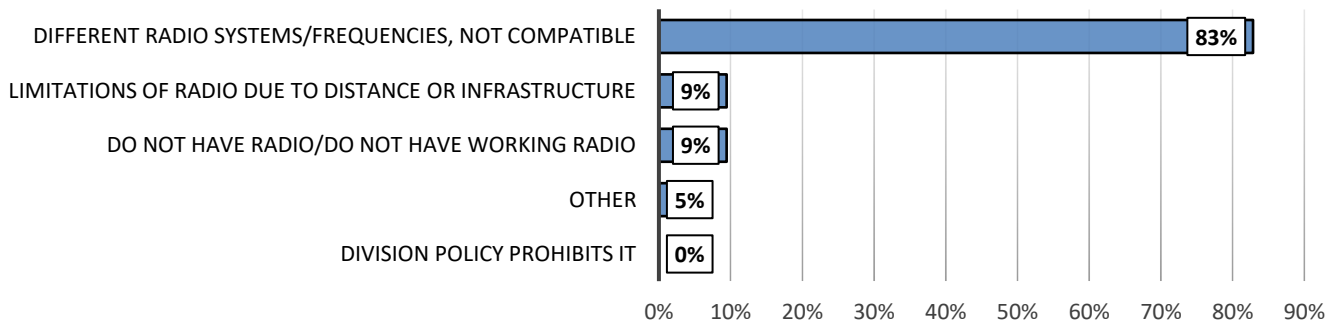
## Radio Communication

**Q. Could school administrators communicate with law enforcement/first responders via radio when they are inside the school building during an emergency or critical incident, if necessary?**

- Yes 1,557 (79%, up from 75% in 2018–2019)
- No 286 (14%)
- Don't know 130 (7%)

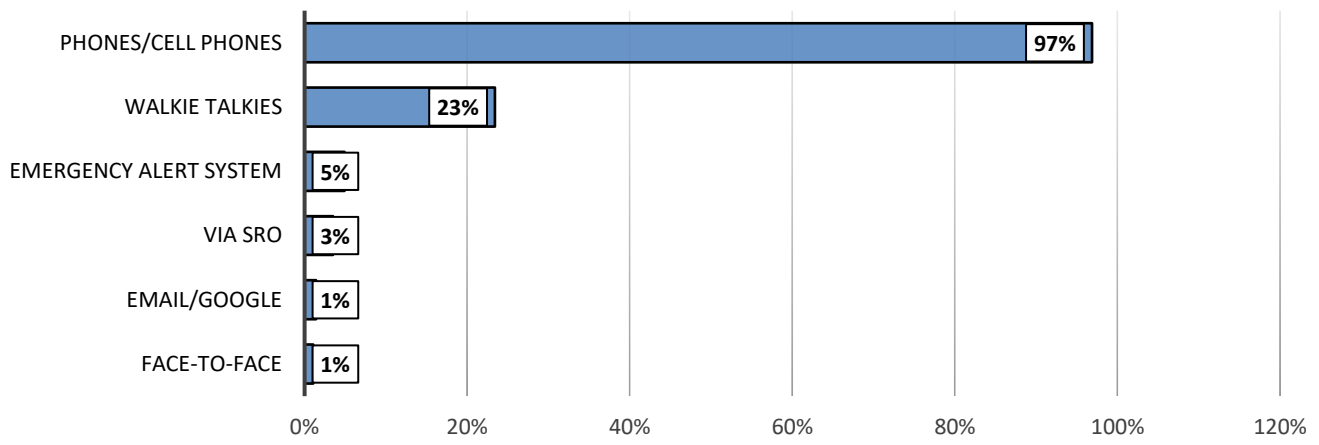
The 286 schools, who reported that there was no radio communication between school administrators and first responders, were asked what prevented it. The primary issue (86%) was that schools and first responders use different types of radio equipment/systems. This was described as compatibility issues or use of different radio signals, frequencies, or systems, suggesting that school radio systems are for use internally to communicate among staff and administration, not with emergency responders.

**Chart 14: Reasons Preventing  
Administrator/First Responder Communication (N=286)**



Additionally, these 286 schools were asked how they overcame these communication barriers with first responders in an emergency.

**Chart 15: Ways Schools Communicate with  
First Responders Without Radio Access**



## Security Strategies

**Q. Review the following list of security strategies and select those that were in place at your school during the 2019–2020 school year.**

Most schools reported having locked exterior entrances (96%), controlled access system at the main entrance (95%), designated reunification sites (92%), and a checklist to use when a threatening communication is received (88%). Less than half of schools reported having classrooms that can lock from both inside and outside (48%) and over half reported having someone stationed at the front entrance of the school (61%, up from 60% in 2018–2019).

**Table 6: Security Strategies in Schools**

	Number of schools	Percentage of schools
All exterior entrances to the school building or campus were locked during school hours.	1,897	96%
Main entrance of the school building or campus was secured by a controlled electronic access system during school hours.	1,870	95%
School had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school.	1,816	92%
School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g. bomb threat).	1,743	88%
All classrooms in the school were able to be locked from outside the classroom.	1,738	88%
School had crisis kits prepared, including medical and emergency plan-specific items.	1,738	88%
Classroom windows, including door windows, can be covered to eliminate visibility into classroom.	1,721	87%
All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used.	1,699	86%
Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in.	1,205	61%
All classrooms in the school were able to be locked from inside the classroom.	1,119	57%
Staff were trained to barricade rooms that cannot be locked from inside.	1,103	56%
Staff and students were trained in “run, hide, fight” or “avoid, deny, defend” or some other recognized response program.	1,102	56%
Other/None of the Above	64	3%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

## 4. THREAT REPORTING AND ASSESSMENTS

### Threat Assessment Team

Since 2013, and in accordance with [§ 22.1-79.4](#), threat assessment teams are legislatively mandated in Virginia for all public schools for grades K–12. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more school as determined by the division superintendent. It is also mandated that each team:

- Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
- Identify members of the school community to whom threatening behavior should be reported; and
- Implement school board policies for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

In addition to requiring the establishment of threat assessment teams, *Code of Virginia § 22.1-79.4* also instructs

*“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.”*

### Team Membership, Meeting Attendance, and Training

Schools reported 12,540 threat assessment team (TAT) members overall.

Table 7: Number of Threat Assessment Team Members			
Number of TAT Members	Number of Schools	Number of TAT Members	Number of Schools
0	22	11	30
1	6	12	52
2	45	13	25
3	197	14	9
4	364	15	16
5	417	16	9
6	288	17	5
7	184	18	2
8	134	19	0
9	57	20	4
10	89	Over 20	17

The 22 schools that reported their school’s threat assessment team had zero members included, by school type: 12 elementary, two middle, two high, and six other schools.

Overall Range in number of threat assessment team members: 0–412 members  
 Median number of threat assessment team members: 5 members  
 Mean (average) number of threat assessment team members: 6.6 members

Additional information was collected regarding the number and types of threat assessment meetings conducted (N=22,957) in 2019–2020 and whom attended those meetings based on the TAT members’ area of expertise.

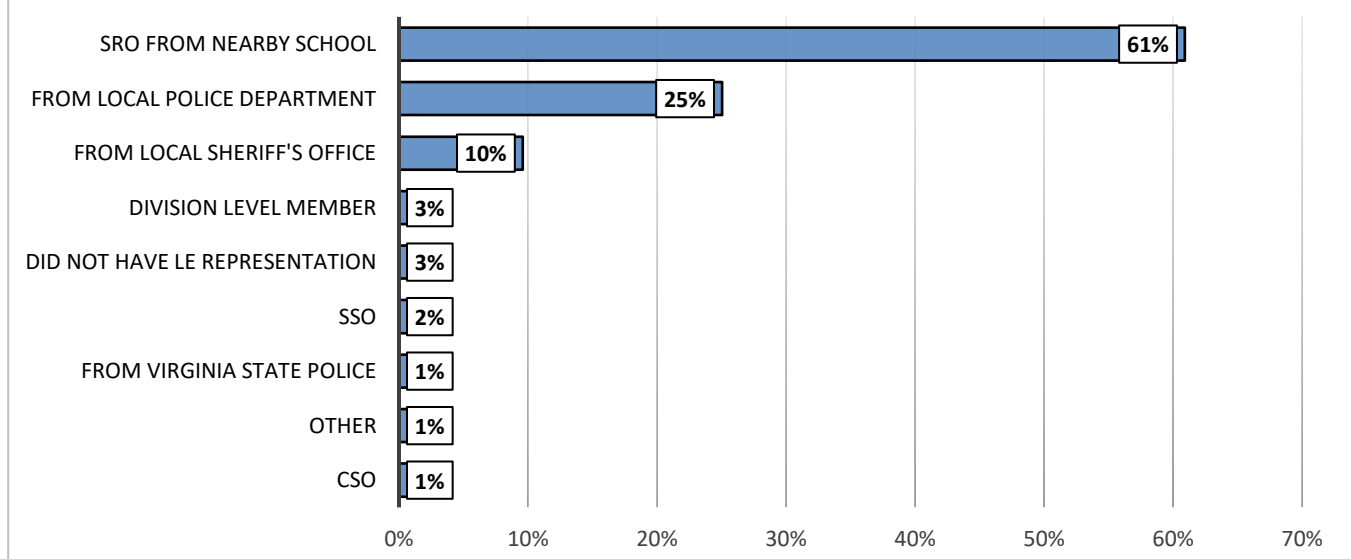
Table 8: Threat Assessment Meetings by School Type (N=22,957)					
	Elementary	Middle	High	Other	TOTAL
To triage threats received (at least 2 members)	3,949 (17%)	2,442 (11%)	2,278 (10%)	342 (1%)	9,011 (39%)
To conduct a full threat assessment based on precipitating information (prior to possible event)	2,775 (12%)	1,793 (8%)	1,892 (8%)	244 (1%)	6,704 (29%)
For debrief when event occurred without precipitating information (no opportunity to conduct TA prior to event)	1576 (7%)	607 (3%)	589 (3%)	121 (1%)	2,893 (13%)
For administrative reasons: organization, process discussion, training, or practice	2,438 (11%)	774 (3%)	886 (4%)	251 (1%)	4,349 (19%)

**Table 9: Threat Assessment Team Members – Meeting attendance and Threat Assessment Training**

	Area of Expertise			
	School Administration	Mental Health Counseling	Instruction	Law Enforcement
<b>Number of meetings attended</b> (N=22957)	9,330 (41%)	9,313 (41%)	3,752 (16%)	3,536 (15%)
<b>Completed training in the past 3 years per school by area of expertise</b>				
<b>Yes</b>	1,714 (87%)	1,402 (71%)	840 (43%)	843 (43%)
<b>No</b>	108 (5%)	108 (5%)	272 (14%)	121 (6%)
<b>Don't know</b>	151 (8%)	463 (23%)	861 (44%)	1,009 (51%)
<b>Type of training received per school by area of expertise</b>				
<b>DCJS training</b>	571 (29%)	307 (16%)	138 (7%)	428 (22%)
<b>Online Training Video</b>	428 (22%)	357 (18%)	249 (13%)	155 (8%)
<b>Trained by division staff</b>	1,408 (71%)	1,180 (60%)	746 (38%)	413 (21%)
<b>Unknown</b>	140 (7%)	500 (25%)	807 (41%)	1,135 (58%)
<b>None, not trained in last 3 years</b>	114 (6%)	108 (5%)	284 (14%)	150 (8%)

Schools reported the majority of administrators (87%) and counselors (71%) as having received training in threat assessment within the last three years, while fewer than half of instructors (43%) and law enforcement (43%) had. The division staff provided the majority (59%) of the training conducted within the last three years, whereas 23% was provided by DCJS and only 19% was provided in an online video format.

The 719 schools that did not report having an SRO working in their building were asked who served as the law enforcement representation during threat assessments. The majority of schools (61%) utilized SROs from a nearby school when conducting threat assessments. The 1% of "Other" responses consisted of criminal justice instructor, fire department staff, parent/staff member husband, retired officer on staff, and security resident.

**Chart 16: Law Enforcement Representation on TAT in Schools Without SROs (N=719)**



## Information about Threat Assessment Teams

**Q. In 2019–2020, how did your school inform students about threat assessment teams and their role in the school?**

**Q. In 2019–2020, how did your school inform faculty and staff about threat assessment teams and their role in the school?**

**Q. In 2019–2020, how did your school inform parents/guardians about threat assessment teams and their role in the school?**

Around half of all schools provided information regarding threat assessment teams to students (49%), faculty/staff (51%) and parents/guardians (54%) via some form of a handbook or Code of Conduct.

Faculty and staff were most frequently provided this information during a faculty meeting (80%). Parents/guardians and students were most frequently informed via a handbook and second most frequently informed individually as needed (students 31%, Parent/guardian 48%).

**Table 10: Methods of Informing Students, Staff, and Parents About Threat Assessment Teams**

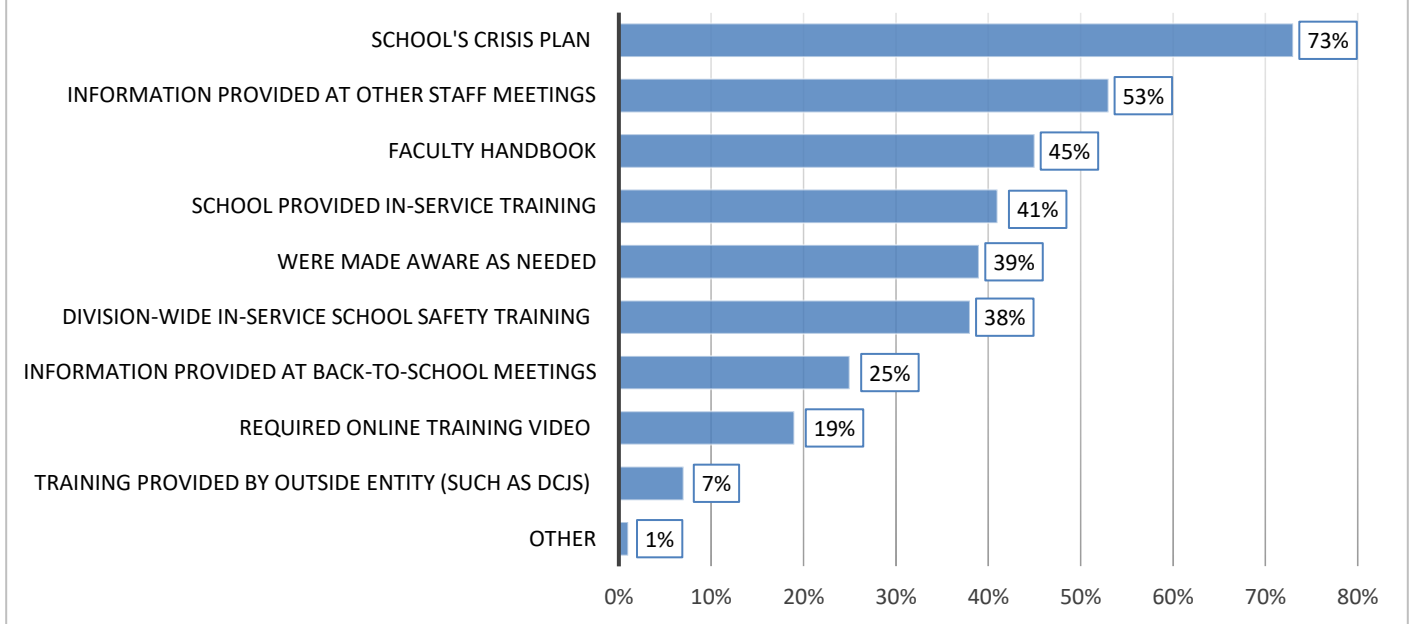
	Student	Faculty	Parent
Assembly/faculty meeting/Back-to-School night	21%	80%	11%
By classroom or small group/professional development	26%	39%	0%
Email/text	2%	16%	5%
Other written format (brochure, letter)	8%	9%	13%
School policy	25%	40%	32%
Student/staff/parent handbook	49%	51%	54%
Via counseling services	25%	0%	17%
Website/social media	7%	5%	10%
With individuals as needed	31%	26%	48%
Did not inform	20%	2%	12%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

Only 20% of schools did not inform students, 12% did not inform parents and 2% did not inform staff. These percentages are down from 2018–2019 when 41% of schools did not inform students and 8% did not inform staff. Methods of informing parents/guardians were not asked about in 2018–2019.

**Q. What mechanisms were in place to make faculty and staff aware of threat assessment protocols and how to recognize threatening or aberrant behavior?**

Over half of schools included threat assessment protocols in their Crisis Management Plans (73%) and informed staff of these protocols during faculty meetings (53%).

**Chart 17: Various Mechanisms to Make Faculty Aware of Threat Assessment Protocols**

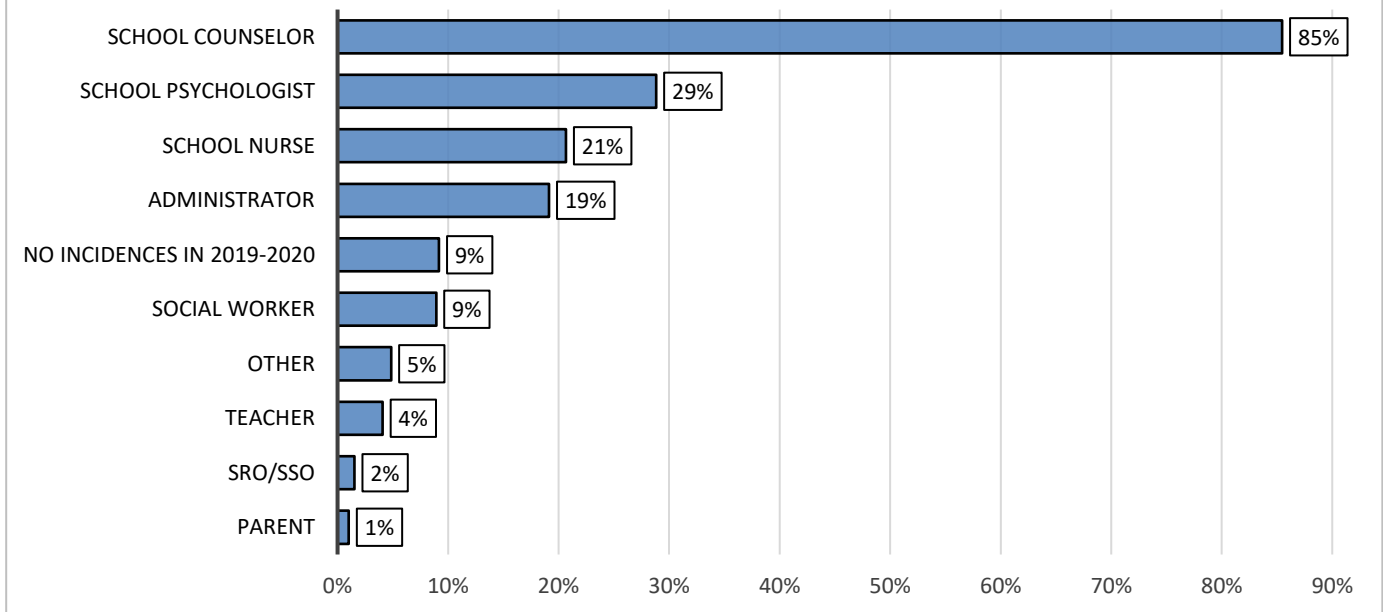
Thirteen schools (1%) reported "Other" mechanisms. These other methods consisted of training programs such as "ALICE," "Safe Schools," and "Mental Health First Aid" as well as the use of reporting apps such as "Safe2Talk" or "Stop It."

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100 %.)

## Threat Reporting

Schools were asked if information provided to students and staff about threatening and aberrant behavior included instructions on reporting threats of self-harm and suicide to the threat assessment team. The majority of schools included instructions for reporting threats of self-harm in information provided to staff (93%) and to students (78%).

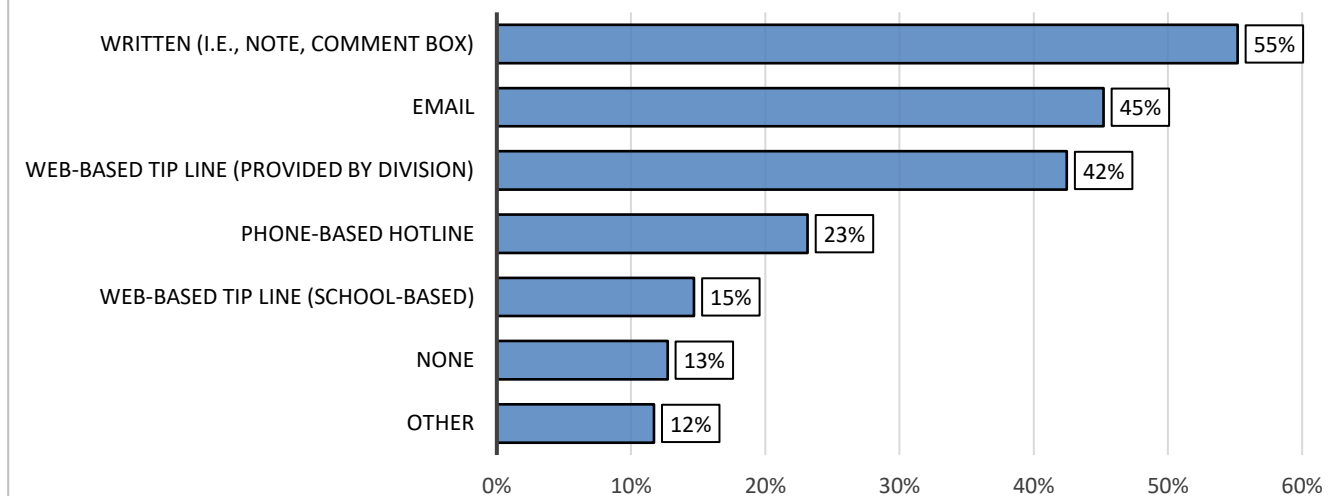
Threats of suicide/self-harm were typically reported to the school's threat assessment team in 80% of schools. The 20% of schools reporting that these incidences were not reported to the threat assessment team were asked who these threats were reported to/handled by. The majority (85%) of these 392 schools reported that the school counselor received and handled threats to self. The 5% of "other" response consisted of outside counselors and specialists, central office personnel, the student's home high school and websites or hotlines.

**Chart 18: To Whom Threats of Self-Harm were Reported (N=392)**

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

**Q. What kind of anonymous report methods were available at your school for reporting threats/aberrant behavior? (Note: in person reporting is not considered anonymous)**

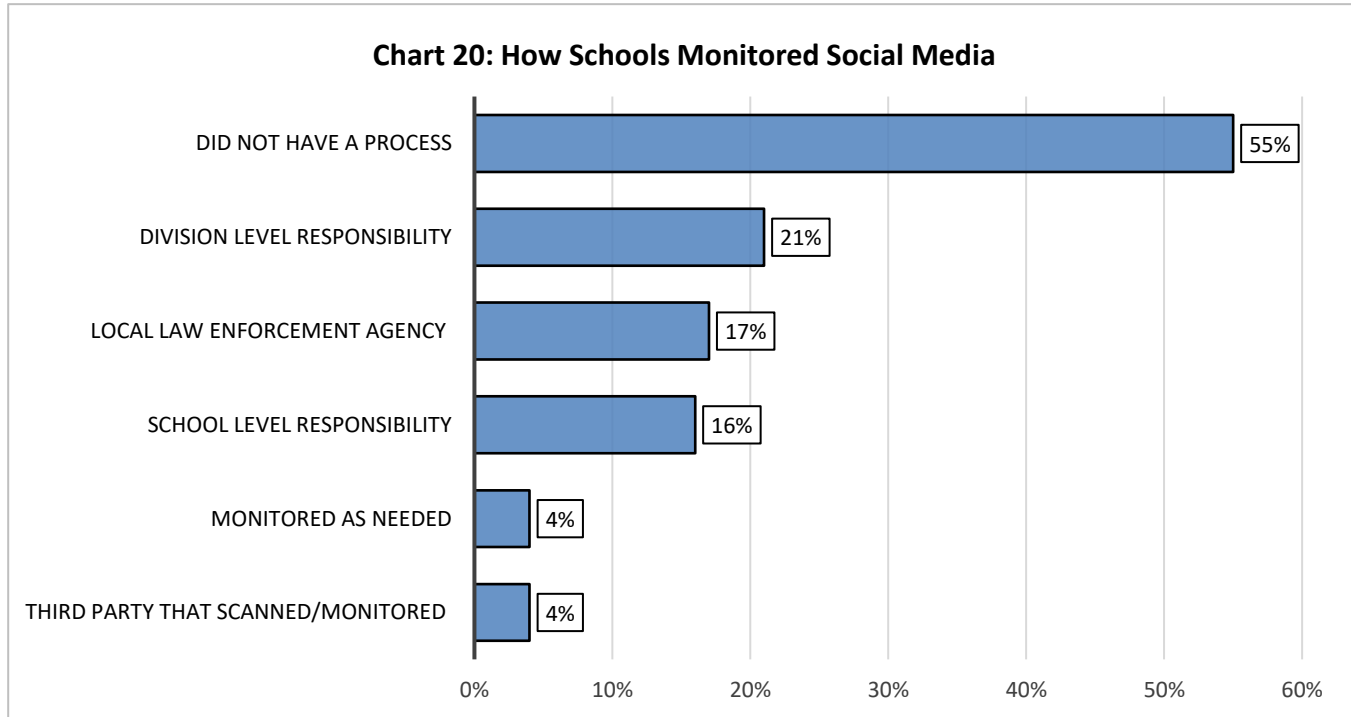
Over half (55%) of schools reported that written methods such as comment boxes were utilized as an anonymous reporting method for threatening or aberrant behavior. Other methods (12%) included the use of a national app, programs that monitor and identify concerning language, and social media. Sixty-two (62) schools reported using face-to-face reporting methods.

**Chart 19: Anonymous Reporting Methods**

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

**Q. How did your school monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues?**

Just over half (55%) of schools reported not having a specific process to monitor social media and 21% reported this to be a division level responsibility.



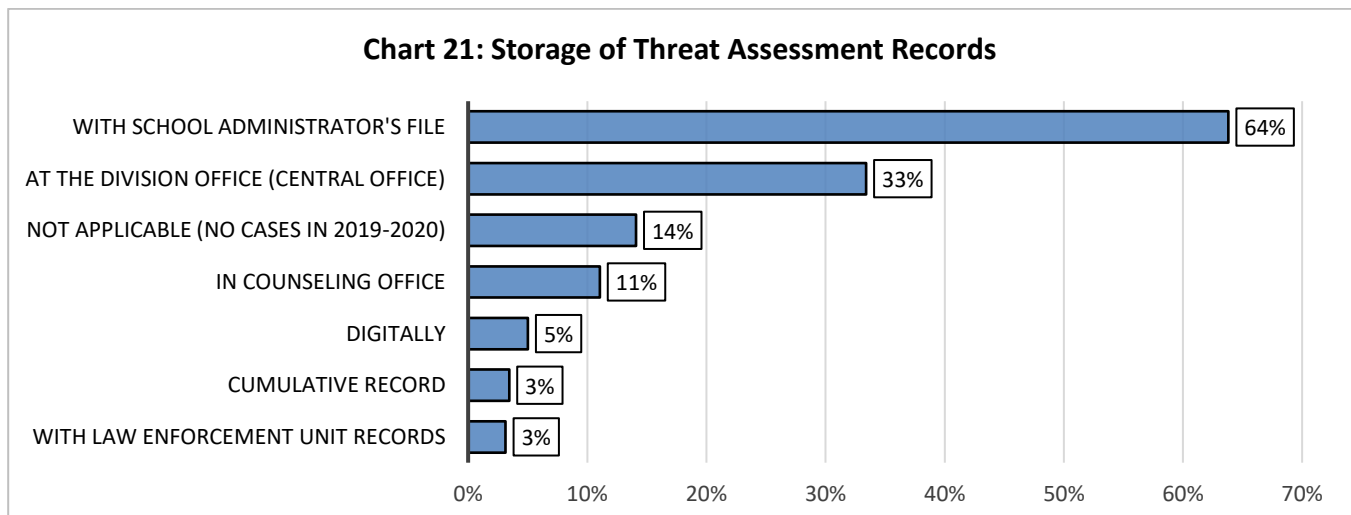
(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

## Record Keeping

### Storage

**Q. Where were threat assessment records (such as Student Threat Assessment and Response Reports) stored during 2019–2020?**

Threat assessment case records were most frequently stored with the school administrators’ files (64%).



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

## Threat Assessments Conducted in 2019–2020

In addition to requiring the establishment of threat assessment teams, *Virginia Code § 22.1-79.4* also instructs “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.”

### Information to provide context to the “numbers of threat assessment” data discussed in this report:

Schools were asked to report the number of threat assessment cases conducted at their school in a given school year. However, it is important to understand that there is great variance among schools as to what constitutes a threat. Schools have a lot of autonomy in deciding when a threat assessment (TA) should be conducted. A school that reports conducting no TAs may just have a higher threshold for conducting one. What one school classifies as “minor” may not rise to that level at another school. Additionally, although the purpose of threat assessment is to assess a threat before an act takes place, it seems some schools conduct threat assessments on acts after they have occurred. While this process is really more of a debrief and a chance to investigate the event to inform the discipline process, it is also an opportunity to be certain the event was a singular act and not part of a larger threat.

Furthermore, the threat assessment process is complex and still relatively new. As such, schools are still learning the process and any increase from year to year should not be seen as a “spike” in threats. An increase may only reflect that the schools are becoming better trained/more efficient with the threat assessment process.

### Number Conducted

Schools were asked to provide information about the number of threat assessment cases conducted at their school.

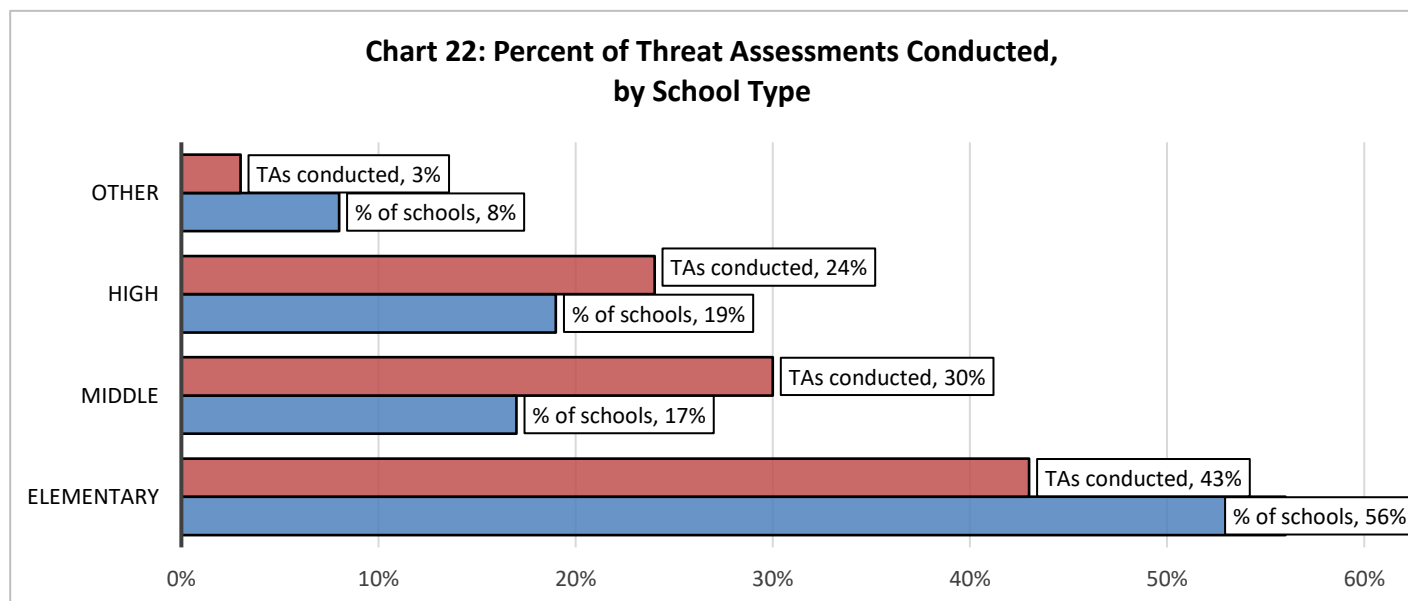
***In 2019–2020, 1,544 schools (78%) reported conducting one or more threat assessments for a total of 15,524 threat assessments conducted.***

This is a 1,049 decrease in the number of threat assessments conducted from 2019–2020.

It is important to note that schools in Virginia were closed mid-March due to the Coronavirus Disease 2019, thus affecting the number of months schools operated with in-person instruction.

### Threat Assessments Conducted, by Type of School

Relative to the percentage of schools in each “school type,” middle and high schools conducted more threat assessments when compared to elementary schools and other types of schools.





- Elementary schools represent 56% of all schools, by type. Of the 1,103 elementary schools, 852 (77%) reported conducting 6,690 TAs. This was 43% of all TAs conducted.
- Middle schools represent 17% of all schools, by type. Of the 344 middle schools, 310 (90%) reported conducting 4,662 TAs. This was 30% of all TAs conducted.
- High schools represent 19% of all schools, by type. Of the 377 high schools, 306 (81%) reported conducting 3,740 TAs. This was 24% of all TAs conducted.
- Other types of schools represent 8% of all schools, by type. Of the 149 other schools, 76 (51%) reported conducting 432 TAs. This was 3% of all TAs conducted.

Examining threat assessment rates “per 1,000 students” (based on schools’ reported fall enrollment) provides another perspective. Middle schools show the highest rate overall of all threats assessed, 17.3 threat assessments per 1,000 students as well as the highest rate of highest-level threats assessed at 1.4 per 1,000 students.

Table 11: Threat Assessment Rates, by School Type		
School type	Threat assessment rate per 1,000 students	
	All threats assessed	Highest-level threats assessed
All schools	11.8	0.9
Elementary	11.4	0.7
Middle	17.3	1.4
High	9.4	1.0
Other	7.6	0.6

#### Schools that conducted no threat assessments

Overall, 426 schools (22% of all schools) reported conducting no threat assessments in 2019–2020. By school type,

- 248 elementary schools (22% of elementary schools)
- 34 middle schools (10% of middle schools)
- 71 high schools (19% of high schools)
- 73 other schools (49% of other schools)

#### Subject of assessment

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

The responses given for these items (16,106), differed from the response given when asked for the total number of threat assessments conducted (15,524). Responses differed for 189 schools with an average difference of 3.08, totaling a difference of 582 threats conducted.

#### ***Q. Of the threat assessment cases conducted at your school in 2019–2020, how many cases involved threats made by persons from each of the following groups?***

“Students from your school” (which represents students enrolled in the school during 2019–2020) were the subjects of 98% of all threat assessments conducted. This percentage is consistent with data from previous years.

Table 12: Number of Threat Assessment Cases, by Subject of Assessment	
Subject of assessment	Number of TAs conducted
Student from your school	15,834
Student not from your school	46
Student formerly from your school	31
Faculty/staff currently employed by your school	109
Faculty/staff formerly employed by your school	9
Parent/guardian of a student	54
Someone else <sup>2</sup>	23
<b>Total</b>	<b>16,106</b>

Table 12 examines the numbers reported for each category of “subject of assessment” in 2019–2020 and the previous school year. For all categories except “students from your school,” the percent change may be somewhat volatile due to the relatively small numbers. The overall change for all categories combined shows a 3% decrease in the number of threat assessments conducted from the 2018–2019 school year to the 2019–2020 school year.

Table 13: Comparing Two Years of Subject of Assessment Categories				
Subject of assessment	Number of TAs conducted		Change from 2018–2019 to 2019–2020	
	2018–2019	2019–2020	Number	Percent
Student from your school	16,243	15,834	-409	-3%
Student not from your school	79	46	-33	-42%
Student formerly from your school	31	31	0	0%
Faculty/staff currently employed by your school	113	109	-4	-4%
Faculty/staff formerly employed by your school	11	9	-2	-18%
Parent/guardian of a student	71	54	-17	-24%
Someone else	25	23	-2	-8%
<b>Total</b>	<b>16,573</b>	<b>16,106</b>	<b>-467</b>	<b>-3%</b>

The decrease in the overall number of threat assessments conducted in the 2019–2020 school year does not necessarily mean that schools are more or less dangerous. This data could reflect the decline in number of in-person school days in 2019–2020 when compared to 2018–2019 due to school closings in March caused by the 2019 Coronavirus pandemic. Therefore, it is possible that the numbers of threat assessments conducted for the 2019–2020 school could have been higher had the school year been completed in-person.

<sup>2</sup> Of the 23 threat assessment cases reported involving “someone else,” 11 were described as follows: (4) community member or friend; (3) not known; (3) police suspect near to the school; (1) county applicant.

### Subject of Assessment and Type of Threat

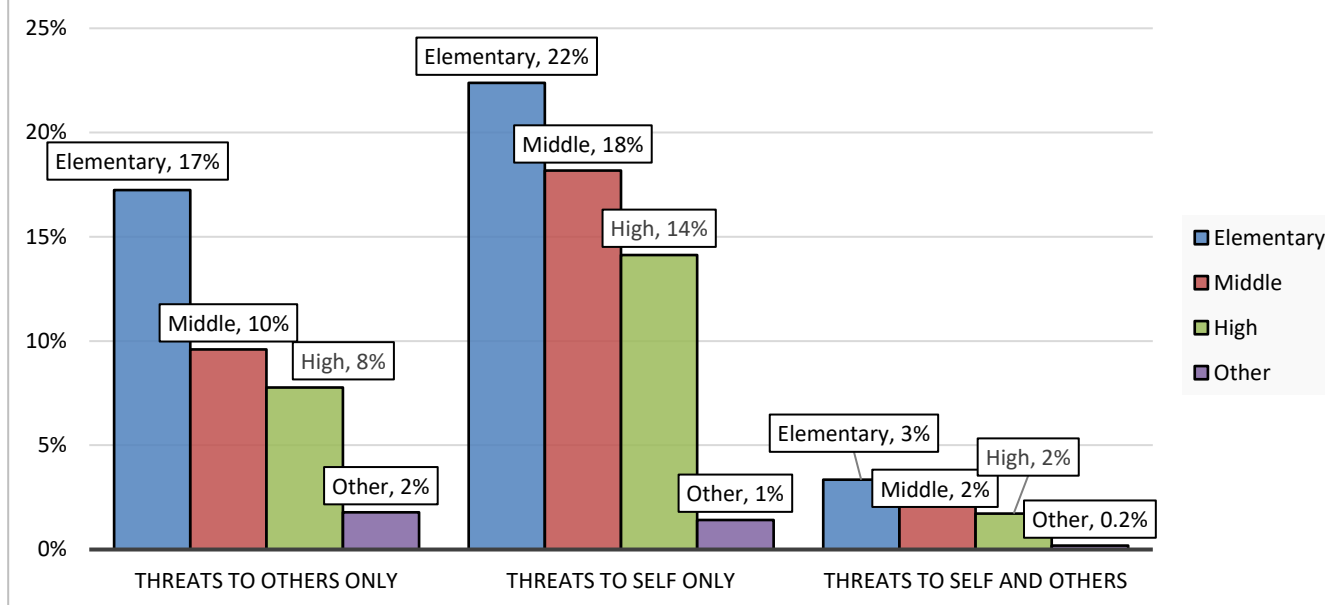
Schools were asked to identify the type(s) of threats made that prompted threat assessments to be conducted and the subject of the assessment.

- There were 1,533 schools that conducted 15,834 threat assessments involving threats made by current students.
- There were 161 schools that conducted 272 threat assessments involving threats made by others (not current students).
- Over half of threats made by current students were against themselves (57%).
- The majority of threats made by others (not current students) were against others (80%).

**Table 14: Subject of Assessment and Type of Threat**

Subject of assessment	Type of threat			Total
	Threatened self only	Threatened other(s) only	Threatened other(s) and self	
Current students	8,998 (57%)	5,643 (36%)	1,193 (8%)	15,834 (100%)
All others (not current students)	39 (14%)	217 (80%)	16 (6%)	272 (100%)
Total	9,037 (56%)	5,860 (36%)	1,209 (8%)	16,106 (100%)

**Chart 23: Type of Threat, by Type of School**



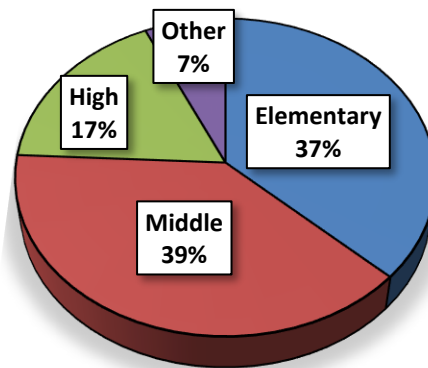
### Threats Made, Not Averted

**Q. Of the threat assessment(s) conducted by your school in 2019–2020, in how many cases did the threat that was made, or a related act, ultimately occur?**

Schools that reported conducting one or more threat assessments in 2019–2020 were asked if any of the threatened acts or a related event actually occurred.

- 1,544 schools reported conducting a total of 15,524 threat assessments.
- Of the 15,524 threat assessments conducted, 586 (4%) resulted in the threatened act, or a related act occurring (the threat was not averted).
- Most threat related acts occurred in middle (39%) and elementary (37%) schools.

**Chart 24: Percent of Threats Ultimately Occurring, by School Type (N=586)**

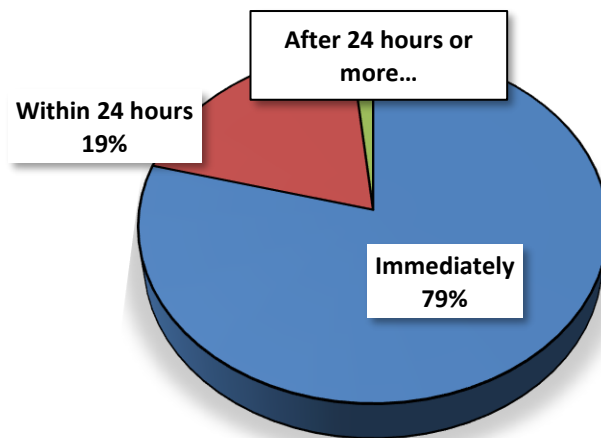


#### Time Interval from Report of Threat to Assessment Conducted

**Q. Of the threat assessment(s) conducted by your school in 2019–2020, how many were conducted within the following time intervals of the threat being received by the threat assessment team (TAT)?**

Most threat assessments (12,288; 79%) were conducted immediately after the school's threat assessment team received report of the threat, 2,979 (19%) within 24 hours, and 257 (2%) after 24 hours or more.

**Chart 25: Time Interval between Threat Received by TAT and Assessment Conducted**



#### Use of Clinical Assessments

##### Clinical Assessment Recommended

**Q. How many of the students that were subjects of reported threat assessment (TA) cases were recommended to have a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.)?**

Almost half (49%) of schools reported having recommended subjects of threat assessment cases for clinical assessment by a community-based or private licensed mental health professional.

Of the 15,524 threat assessments reportedly conducted by schools in the 2019–2020 school year, 25% (3,823) resulted in a recommendation for clinical assessment by a community-based or private licensed mental health professional.

### Clinical Assessment Required

**Q. How many of the students underwent a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.) before being permitted to continue at the school?**

Less than half of schools (649 schools; 33%) required at least one student to undergo clinical assessment before they were permitted to return to school.

Of the 15,524 threat assessments reportedly conducted by schools in the 2019–2020 school year, 13% (1,991) of students underwent a clinical assessment before they were permitted to return to school.

### Highest-Level Threat (HLT) Cases

**Q. How many threat(s) were classified at the highest threat level (imminent/high risk, very serious substantive) at any point in the threat assessment process?**

**Q. Of the cases you reported classified at the highest threat level at some point in the threat assessment process, in how many cases did the threat or some other act of violence ultimately occur?**

Less than a quarter of schools (454 schools; 23%) had one or more threats classified as a HLT at some point in the assessment process.

Of the 15,524 threat assessments reportedly conducted by schools in the 2019–2020 school year, 8% (1,237) were classified at the highest threat level at some point in the threat assessment process.

Of the 1,237 HLT cases, most (1,138, 92%) were ultimately averted (the threat did not occur).

It is important to note that although the purpose of threat assessment is to assess a threat before an act takes place, some schools conduct threat assessments on acts after they have occurred. While this process is really more of a debrief, it is also an opportunity to be certain the event was a singular act and not part of a larger threat.

### Case Descriptions

The 57 schools that reported the 99 HLT events that ultimately occurred were asked to describe those events by providing the following case description information:

- Type of act that was threatened;
- Actual act that took place;
- 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;
  - 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; and
- Any other information about the event.

The following is a summary of the case information provided by the schools. Of the 99 case descriptions, 47% were provided by elementary schools, 21% by middle schools, 16% by high schools, and 15% by other schools.

**Types of threats made and acts they resulted in:**

**44 suicide/self-harm threats resulted in**

- 14 self-harm by cutting
- 11 overdoses
- 5 self-choking
- 4 statement of plan
- 3 suicide attempts
- 2 self-harm
- 2 self-stabbing
- 2 run into street
- 1 delusional episode

**23 assault threats resulted in**

- 9 physical assaults
- 7 intimidations (3 with a weapon)
- 2 self-harm
- 2 attempted stabbings
- 1 strangulation
- 1 biting
- 1 attempted anaphylaxis

**11 threats to self and others resulted in**

- 3 assaults
- 3 throwing of property
- 2 self-harm
- 2 intimidations with weapon
- 1 run and hide

**6 homicide threats resulted in**

- 3 assaults (1 with weapon)
- 1 intimidation online
- 1 thrown furniture
- 1 sexual assault

**6 threats to fight resulted in**

- 3 fights
- 3 withdrawn threats

**3 no prior threat made resulted in**

- 2 physical assaults
- 1 run away

**4 general threat resulted in**

- 2 arsons
- 1 verbal intimidation
- 1 stalking

**2 weapon possessions resulted in**

- 1 list of targets
- 1 verbal threat

**Resulting acts and preventative steps/post-act steps taken:**

**Suicide attempts/threats, self-harm**

Removal of items, safety contract, hospitalization, parent contact, de-escalation, recommendation to CSB and outside services, Narcan injection for overdose, 911 called

**Assaults**

Law enforcement response, removal of items, safety plan, mental health evaluation, home bound instruction, counseling, mediation, crisis team called, parent contact

**Threats to self and others**

Counseling, de-escalation, anger management, referral to CSB, parent contact, Functional Behavior Assessment

**Homicidal threats**

Separation, counseling, administrator and SRO involvement

**Threats to fight**

Separation, parent contact, special education services

**Events with no prior threat made**

Counseling and special education services

**General threats**

Removal from class and support plans

**Weapon possession**

Hospitalization and counseling

**A student was the primary initiator in 91 events**

- Of these 91 students, 64 (71%) were able to continue attending their school at some point after the event; 25 (27%) were not, 2 were unknown.
- Of those that returned to the school, 6 of the 64 students (9%) were able to continue attending school immediately; the other 58 are described in Table 13.

Table 15: Time/Act Before Student Could Return to School (N = 58)	
Student able to continue at their school after	Number of students
1 day	2
2 days	1
3 days	3
5 day suspension	11
10 day suspension	6
11–45 school days	5
More than 45 days	1
Hospitalization	18
Mental health evaluation	5
Assigned to home-based instruction	3
Bus suspension	1
After parent conference	1
After alternative school placement (1 semester)	1

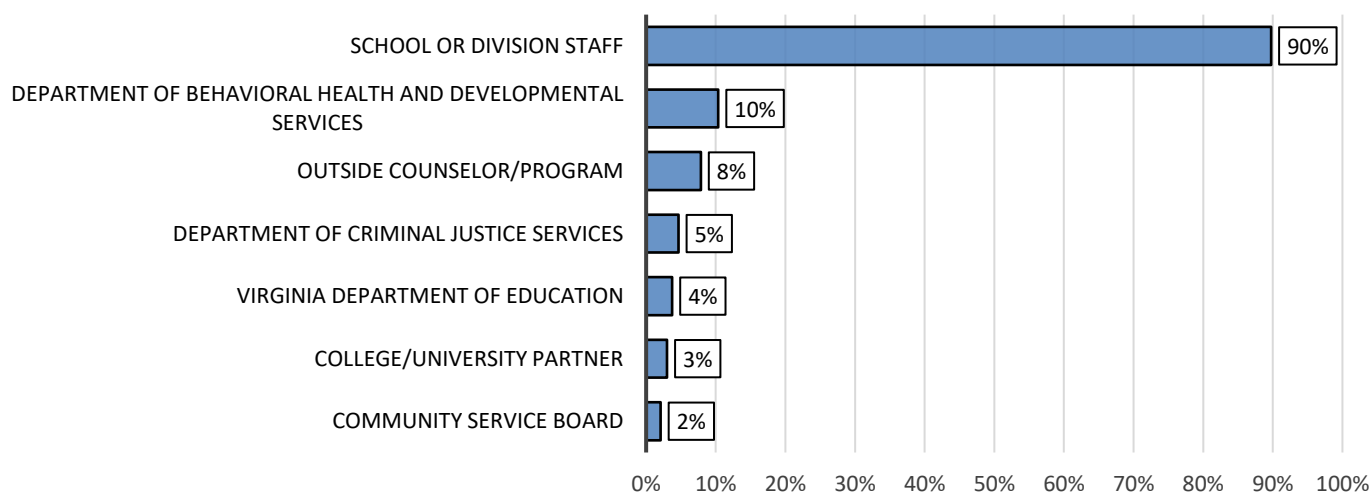
## 5. CONCERNS, TRAINING, AND RESOURCE NEEDS

### Safety-Related Training

**Q. Did your school's staff/faculty receive formal training on student mental health issues (Mental Health First Aid, Trauma-Informed Care/Classrooms, substance abuse, etc.)?**

The majority of schools (83%) reported their faculty/staff had received formal mental health training. These 1,630 schools were then asked who facilitated the training.

**Chart 26: Mental Health Training Facilitators**



(Survey instructed respondent to "select all that apply" so percentage total will not equal 100 %.)

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. Almost two-thirds of all schools (65%) reported that training on social/emotional interventions and supports for students is needed. Just over half reported that mental health problem awareness and recognition training is needed (53%) and (51%) reported de-escalation and mediation training is needed.

**Q. What type(s) of school safety training is most needed by your school's administration/faculty/staff?**

<b>Table 16: Most Needed School Safety Training</b>	
<b>Training type</b>	<b>Percent</b>
Social/emotional interventions and supports for students	65%
Mental health problem awareness and recognition	53%
De-escalation and mediation	51%
Social/emotional interventions and supports for staff	48%
Trauma-informed classrooms	46%
Trauma-informed care	38%
Crisis planning, prevention, mitigation and response (to include school safety drills, bomb threat response, crisis response, crisis intervention and recovery-all hazards)	24%
Social media (Facebook, Snapchat, Twitter, YouTube, etc.)	20%
Peer relations (dating violence, bullying, bystander intervention, conflict mediation, sexual harassment, etc.)	18%
Suicide prevention, intervention and postvention	17%
Threat assessment team training	16%
Substance abuse and vaping	12%
Violence prevention training (including fighting, armed intruder, active shooter, other school violence)	9%
Role of safety and security personnel (SROs and/or SSOs)	7%
None	3%
Other	1%

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100%.)

Specific training described as "other" included: creating behavior plans for students (functional behavioral assessment/behavior intervention plan for special education), culturally responsive Instruction; implicit bias training, gang awareness, immigrant family reunification, restorative justice practices, cyber-bullying, situational awareness and boundaries, support for anxiety and issues related to pandemic.



## Physical Safety

**Q. What were the primary facility safety concerns identified by your school's most recent safety inspection checklist or other school safety audit component?**

Table 17: Primary Facility Safety Concerns		
Issue	Number of schools	Percentage of schools
Need for more security cameras	707	36%
None, N/A, Unknown	613	31%
Lack of fencing or other peripheral security	362	18%
Multiple building/portable classrooms	211	11%
Need for radio communication with first responders	201	10%
Lack of designated security personnel	193	10%
Inability to secure classrooms	144	7%
Need for controlled access system/front entrance security	137	7%
Unsupervised areas during the school day	97	5%
Physical dangers from unfunded repairs	92	5%
Unsupervised areas during after school activities	86	4%
Unlocked exterior doors	67	3%
Policy compliance	34	2%
Inadequate Lighting and/or signage	32	2%
Other	10	1%
Window concerns	13	1%
PA and intercom system	13	1%
Lack of supervision in one or more classrooms	9	0.5%

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100%.)

"Other" responses included unsecured access to grounds and roof (7 schools), parking- or traffic-related concerns (4), overgrown vegetation (3), lack of crisis kits (2), community tensions (1), lack of ADA compliant restrooms (1), lack of confidential storage (1), lack of alarm system on building (1), lack of secure space in gym during lockdowns (1), and violent/aggressive students (1).

## Mental/Emotional Safety and Well-Being

**Q. What were the prime issues affecting your school's climate and the mental/emotional well-being of your students and staff?**

Table 18: Primary Issues Affecting School Climate		
Issue	Number of schools	Percentage of schools
Home life/family issues	1,056	54%
Stress-related issues	855	43%
Unmet mental health needs/limited mental health resources	665	34%
Conflicts arising from social media	642	33%
Lack of available counseling personnel for students	279	14%
Bullying	244	12%
None, N/A, Unknown	209	11%
Counseling personnel tasked with non-mental health-related assignments	153	8%
Retaining qualified teachers	116	6%
Substance abuse	101	5%
Lack of connection with teachers/staff	94	5%
Pandemic related concerns	70	4%
Lack of connection with students	69	3%
Lack of available climate improvement training	33	2%
Other	16	1%

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100%.)

Responses to other included: social emotional learning and trauma response (7 schools), issues stemming from race/culture/poverty (5), disruptive or inappropriate student behavior (2), lack of administrative staff (1), lengthy identification process for special education services (1).

## Coronavirus Disease 2019

***Q. Although Virginia Code does not currently require schools to have specific pandemic plans, were plans in place that assisted your school's COVID-19 mitigation, response and/or recovery?***

Over half (62%) of schools reported having some form of plan in place that assisted with their response to the COVID-19 pandemic. Schools were also asked if pandemic planning or training resources would be valuable to their school, 63% of schools affirmed this need. These 1,242 schools were then asked the open-response question of what types of training resources were needed.

Table 19: Pandemic Planning/Training Resources Needed		
Issue	Number of schools	Percentage of schools
Best practices and resources	204	16%
Mitigation	155	12%
Mental health in a virtual environment	127	10%
Division/school has done well	89	7%
Remote instruction strategies	76	6%
Returning to in-person	57	5%
Response to positive cases/outbreaks	55	4%
Any/All/Unsure	54	4%
Plan development	44	4%
Family/community assistance	35	3%
Communication strategies	30	2%
Virtual student engagement and behavior management	19	2%
Collaboration with and access to division and safety personnel	6	0.5%

Lastly, schools were given the opportunity to provide us with additional comments or concerns they wished to share, 120 schools responded to this open-response question.

Table 20: Additional Comments or Concerns		
Issue	Number of schools	Percentage of schools
COVID-19 related	33	28%
Physical safety related	31	26%
Division doing a good job	22	18%
Climate related	18	15%
Training needed	10	8%
Thank you	4	3%
More funding and resources for schools/communities	2	2%

**Best Practices Summary**

A number of questions previously discussed in this report ask about safety practices that are considered best practice. This table summarizes the schools' responses to these questions, in order from most to least schools reported using the practice.

<b>Table 21: Best Practices Summary – Schools</b>				
<b>Best Practice</b>	<b>Percent of Schools</b>			<b>Details on page</b>
	<b>Yes</b>	<b>No</b>	<b>Don't know</b>	
<b>Inform staff about threat assessment teams and their role</b>	98%	2%	-	21
<b>Exterior entrances locked</b>	96%	4%	-	18
<b>Main entrance secured with controlled access</b>	95%	5%	-	18
<b>Provide accommodations to students/staff with disabilities during drills</b>	94%	6%	-	16
<b>Designated reunification site</b>	92%	8%	-	18
<b>Checklist to assist with threatening communication</b>	88%	12%	-	18
<b>Inform parents about threat assessment teams and their role</b>	88%	12%	-	21
<b>First responders have access during a lockdown</b>	84%	6%	10%	16
<b>Electronic floor plans accessible to first responders</b>	83%	17%	-	16
<b>Inform students about threat assessment teams and their role</b>	80%	20%	-	21
<b>School administrators can communicate with first responders via radio during emergency</b>	79%	14%	7%	17
<b>Identify unannounced lockdown drills as drills</b>	78%	22%	-	16
<b>Provide training to school personnel on the roles and responsibilities of SROs</b>	64%	29%	7%	12
<b>Someone stationed at front entrance</b>	61%	39%	-	18
<b>Include law enforcement in the development of crisis management plans</b>	53%	47%	-	14
<b>Classrooms can be locked from both inside and outside</b>	48%	52%	-	18

# V. FINDINGS FROM THE 2019–2020 VIRGINIA SCHOOL DIVISION SURVEY

Division superintendents or designees from Virginia’s 132 school divisions were asked to respond to school safety-related questions about policies and conditions in their division during the 2019–2020 school year. Responses were received from all divisions resulting in a 100% compliance rate. (N = 132 unless otherwise noted.) Responses were provided by the division’s current/acting superintendent in 23% of the division surveys, other responses were provided by Assistant Superintendents, Director of Administrative Services, Director of Operations, Director of Safety/Security, Director of Student Services, and Emergency Managers, among others.

## Division Enrollment

Division student enrollment was examined and used to describe some of the analyses of the division safety survey data. ([www.doe.virginia.gov/statistics\\_reports/enrollment/index.shtml](http://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml), VDOE Fall Membership Reports)

Table 22: Division Enrollment Range		
Range	Number of divisions	Percent of divisions
1–1,000	13	10%
1,001–2,000	25	19%
2,001–3,000	20	15%
3,001–4,000	11	8%
4,001–5,000	15	11%
5,001–10,000	20	15%
10,001–15,000	12	9%
15,001–30,000	8	6%
30,001–100,000	7	5%
100,000+	1	1%
Total	132	100%

## 1. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

Divisions were asked about a number of various safety-related personnel employed by or working in their division and about the types of agreements and partnerships they have with local entities.

### Mental Health Professionals

**Q. Among the schools in your school division during 2019–2020, what was the number of full-time and of part-time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor, etc.) who allocated at least 50% of their employed time providing mental health services, and**

- **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?**

Divisions reported 6,849.5 school-based mental health professionals (MHP) working full-time and part-time in the schools in 2019–2020, a 3% increase over last year. Of these, the division hired 77%, 16% were from day treatment programs, and 7% were from community agencies with whom the division contracted.

- Total full-time MHPs (all 3 types): 6,543 (96%)
- Total part-time MHPs (all 3 types): 306.5 (4%)

The median number of full-time division hired MH professionals was eight (8). The divisions with the greatest number of full-time division hired MH professionals reported 1,089, 468, 463, 382, and 310.

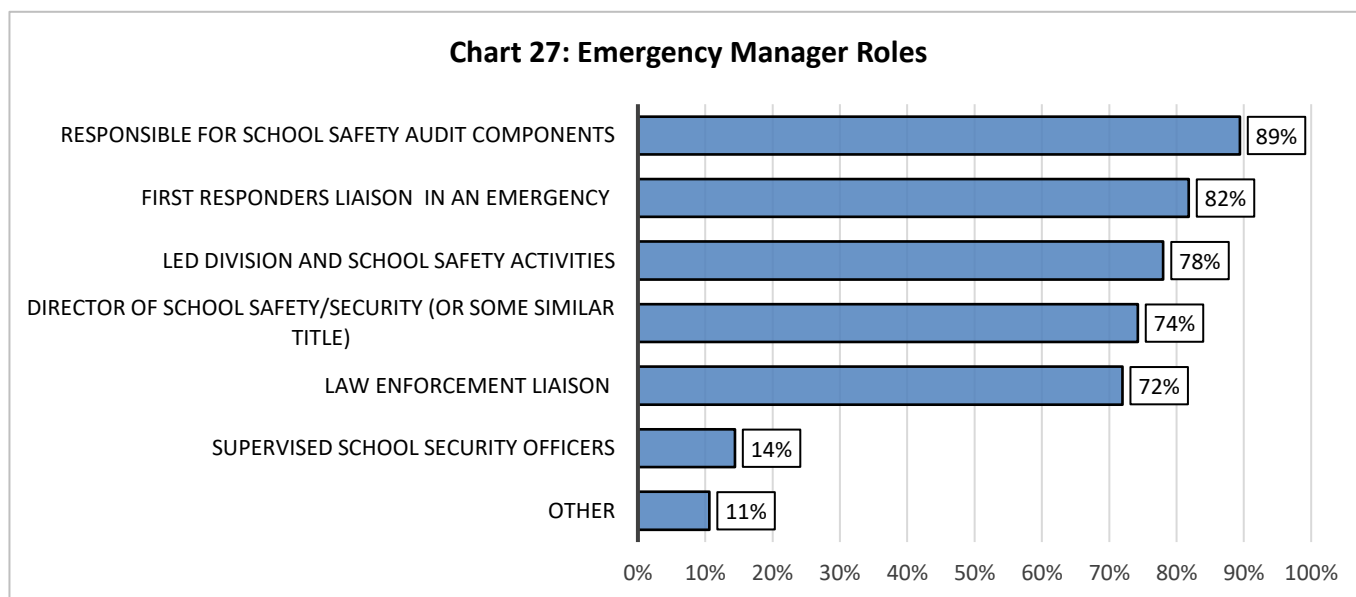
Table 23: School-Based Mental Health Professionals			
	Number hired by divisions	Number day treatment programs	Number MOU with community agencies
<b>Number of MH professionals</b>			
Full-time	5,125	1,016	402
Part-time	181.5	76	49
<b>Median number</b>			
Full-time	9	8	3
Part-time	2	2	1.5
<b>Average number</b>			
Full-time	43.8	13.9	6.7
Part-time	4.8	5.1	1.9
<b>Number of divisions that reported having no MH personnel</b>			
Full-time	15	59	72
Part-time	94	117	106
<b>Range in reported number of MH professionals</b>			
Full-time	0–1,089	0–135	0–60
Part-time	0–49	0–40	0–6

Two divisions reported they had no full-time or part-time mental health professionals.

## Emergency Manager

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

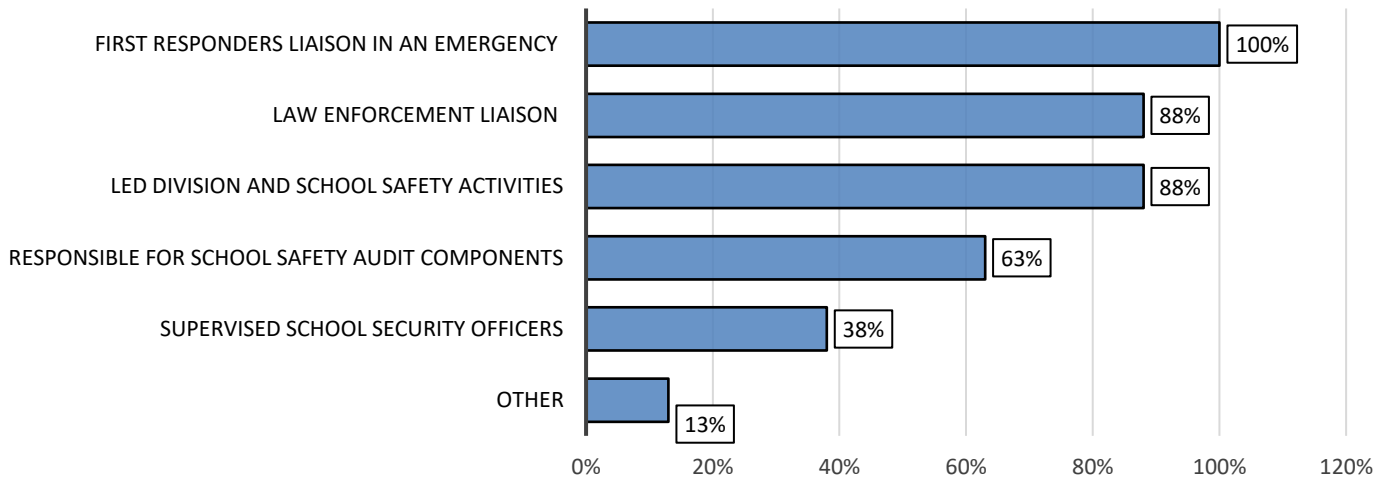
**Q. What role did your Emergency Manager play in the overall safety of the school division?**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

The 34 divisions that did not report the Emergency Manager served as the Director of School Safety/Security were asked if there was a Director of School Safety/Security in the division, eight divisions said “Yes.” These eight divisions were then asked for what functions the Director of School Safety/Security were responsible.

**Chart 28: Functions of Director of Safety/Security (N=8)**

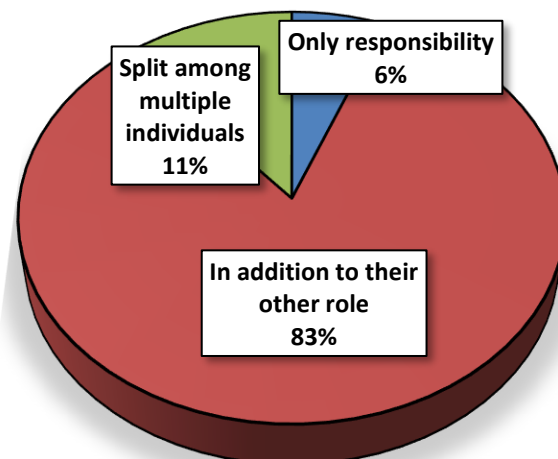


(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

**Q. Was your division’s Emergency Manager hired to serve specifically in this role, or did they assume this responsibility in addition to another role?**

- In most divisions (83%), the role of Emergency Manager was undertaken in addition to someone’s other roles/responsibilities.
- In 11% of divisions, the responsibilities of an Emergency Manager were split among multiple individuals.
- In 6% of divisions, the Emergency Managers were hired to serve this role specifically and the position was their only responsibility. This is up from 5% reported in 2018–2019.
- No divisions with an enrollment of less than 3,000 had an Emergency Manager where the Emergency Manager role was their only responsibility.

**Chart 29: Emergency Manager Hiring Status**



## Security Personnel

Divisions were asked about the types of security personnel working in the division during the 2019–2020 school year: Nearly all divisions (127 divisions, 96%) reported having SROs working at some of their divisions' schools, 45 divisions (34%) reported having SSOs working at some of their schools, 1 division reported having private security officers, and 4 divisions reported having none of these.

Follow up questions were asked of the 127 divisions that reported having SROs.

***Q. Were the administrators/staff of all your division's school provided with information on the MOU with local law enforcement?***

A majority of the divisions (87%) provided information to all their division schools about their MOU between division schools and law enforcement. This is consistent with the schools reporting of 91% of principals being somewhat to extremely familiar with the MOU (see page 11).

Table 24: Schools/Law Enforcement MOU Information Provided to All Division Schools (N = 126)		
	Number of divisions	Percentage of divisions
Yes	110	87%
No	16	13%

***Q. Were school administrators provided with information on the roles and responsibilities of SROs?***

Of the divisions with SROs, 118 divisions (93%) provided training to the school administrators on the roles and responsibilities of SROs in the schools.

This is a 29% increase from the 64% of schools reporting that training was provided to their school's personnel. This difference may be due to the difference in the language used for each question: the divisions were asked about school administrators whereas the schools were asked about school personnel.

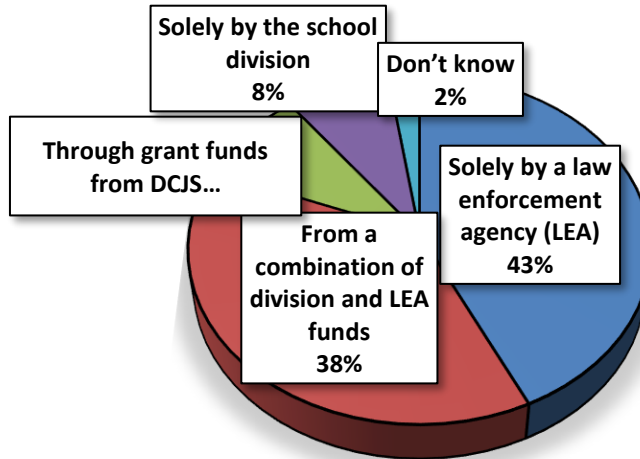


## SRO Grant Funding

### Q. How were school resource officers (SROs) funded in your division?

Divisions with SROs were asked how these positions were funded. Just under half (45%) reported that SROs were funded solely through the local law enforcement agency (LEA). One quarter (25%) were funded by a combination of division and LEA funds.

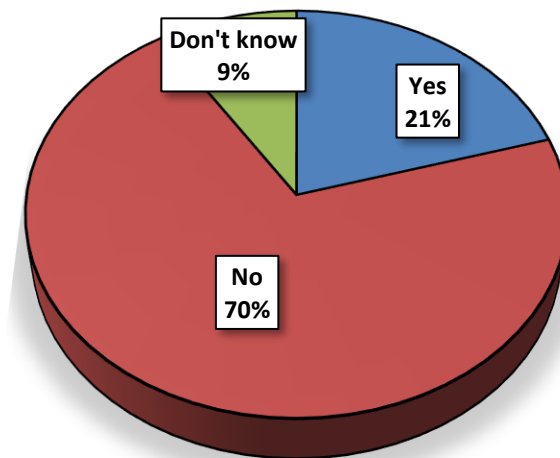
**Chart 31: How School Resource Officers were Funded (N=126)**



### Q. Did your division apply for SRO grant funds last year? (N = 132)

- 27 divisions (21%) reported applying for SRO grant funds last year;
- 93 divisions (70%) did not; and
- 12 divisions (9%) did not know.

**Chart 32: Divisions Applying for SRO Grant Funds**



**Q. Why did your division not apply for SRO funds last year?**

Of the 92 divisions (one did not respond to this question) that *did not* apply for SRO funds last year, the majority (60%) said that their SRO positions were not eligible.

Table 25: Obstacles to Applying for SRO Grant Funds (N = 92)		
	Number of divisions	Percentage of divisions
All SRO positions were supported by local funding and were not eligible	55	60%
Applied for and denied funding	17	18%
Temporary nature of grant funding (cannot sustain when grant ends)	9	10%
Not aware of grant opportunity	3	3%
Not interested in funding SRO positions	2	2%
Other	6	7%

“Other” included timing did not work with budget process/unable to meet deadline (2); match could not be met (2); city applied (1); applied for SSO funds (1).

**School Security Officers (SSOs)**

Follow up questions were asked of the 43 divisions that reported having SSOs. Generally, divisions with larger enrollments are more likely to employ SSOs.

**Armed SSO Policy**

*Code of Virginia § 22.1-280.2:1* describes the purposes for which a local school board may employ a school security officer and the requirements if they are to carry a firearm.

**Q. What is your division's current policy on allowing SSOs to be armed?**

- The majority of divisions (32 divisions, 81%) with SSOs reported that armed SSOs are not permitted and they are not considering changing this policy in the near future. Seven divisions (16%) allowed armed SSOs, which is an increase from the five (13%) in 2018–2019. No divisions with enrollment below 1,000 allowed SSOs to be armed in 2019–2020.

Table 26: Current Division Policy on Allowing SSOs to be Armed (N = 43)		
Policy position	Number of divisions	Percentage of divisions
SSOs were not allowed to be armed in division schools, and we are not considering changing this policy in the near future	32	81%
SSOs allowed to be armed in division schools	7	16%
We didn't allow SSOs to be armed, but are considering allowing it	1	2%

**Notification of certain offenses to and from law enforcement**

*Code of Virginia § 22.1-279.3:1(B)* details the types of offenses that law enforcement are required to report to school/division authorities when committed by students, and *§ 22.1-279.3:1(D)* details the types of offenses that school/division authorities are required to report to law enforcement when committed by students.

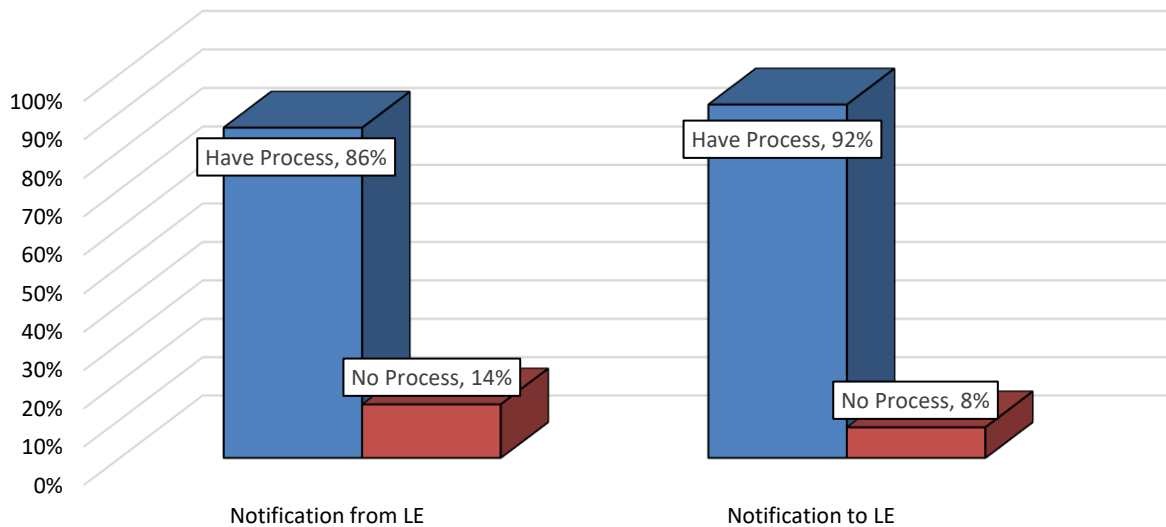
**Q. Were there formal written processes or protocols in place for your school division to receive notification on the Code listed offenses from local law enforcement?**

- A majority of divisions (114, 86%) have formal written processes/protocols to receive notification on listed Code offenses from local law enforcement.

**Q. Were there formal written processes or protocols in place for your division to provide notification to law enforcement on the Code listed offenses when committed by students?**

- Most divisions (121, 92%) have formal written processes/protocols to notify local law enforcement on listed Code offenses committed by students.

**Chart 33: Process for Notification Provided/Received for Certain Code Offenses**



## 2. EMERGENCY PLANNING, DRILLS, AND RESPONSE

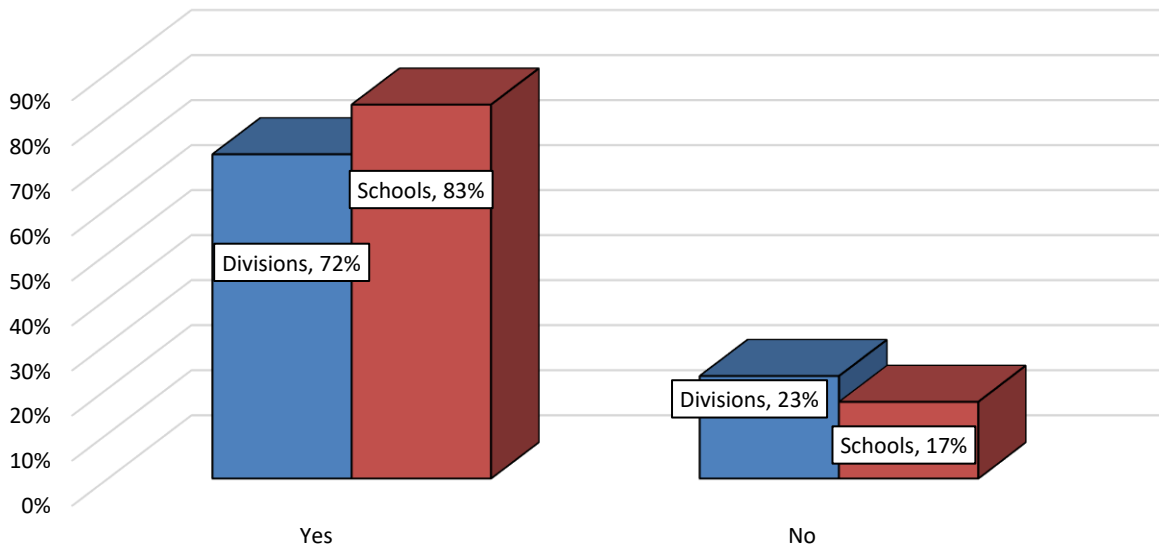
### Electronic/Internet-Based Access to Current Floor Plans

**Q. Did first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for all schools in your division in case they needed to respond to a large-scale security incident at the facility?**

- 1,637 (83%)                      Yes (up from 66% in 2018–2019)
- 336 (17%)                        No

Most (72%, 95) divisions reported that first responders had electronic access to floor plans, 23% (30 divisions) reported they did not and 5% (7 divisions) did not know. This is similar to the schools' reporting.

**Chart 34: First Responder Access to Electronic Floor Plans**



### Lockdown Drills

*Code of Virginia § 22.1-137.2* describes the requirement for conducting lockdown drills:

*In every public school there shall be a lock-down drill at least twice during the first 20 school days of each school session, in order that students may be thoroughly practiced in such drills. Every public school shall hold at least two additional lock-down drills during the remainder of the school session. Lock-down plans and drills shall be in compliance with the Statewide Fire Prevention Code (§ 27-94 et seq.).*

NOTE: As of July 1, 2020 this code now states:

- A. In every public school there shall be a lock-down drill at least twice 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.
- B. Pre-kindergarten and kindergarten students shall be exempt from mandatory participation in lockdown 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 prekindergarten and kindergarten student shall participate in each lock-down drill after the first 60 days of each school session.

**Q. In addition to the four (4) required lockdown drills, did your division conduct any additional exercises with law enforcement or other first responders in the past year?**

- 78 divisions (59%) reported conducting additional exercises with law enforcement or other first responders in the past year. The additional exercises were described as shown below in Table 27.

Table 27: Descriptions of Additional Exercises with First Responders (N = 78)		
Description of additional exercises	Number of divisions	Percentage of divisions
Active shooter/threat training/scenarios	47	36%
Fire drill or weather-related drill	37	28%
Tabletop simulation	33	25%
Additional lockdown drills	28	21%
Intruder drill training	22	17%
Lecture	16	12%
Full-scale drill	15	11%
Other	9	7%

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100%.)

#### Drill Notification

**Q. Did you have a division-wide policy that required schools to inform students, parents, and/or faculty and staff in advance about an upcoming drill or exercise (lockdown, fire, shelter-in-place, etc.)?**

Just over half of the divisions (76, 58%) do not have a policy to provide advance notice to any of the listed groups, while 30 (23%) divisions have a policy that addressed at least one of these groups. There were 26 (20%) divisions that reported having a policy to provide advance notice about drills/exercises to all three listed groups, this is a 14% increase from 2018–2019 (8 divisions, 6%).

Table 28: Had Policy to Inform in Advance		
Group	Number of divisions	Percentage of divisions
Students	33	25%
Parents	43	33%
Faculty/staff	51	39%

(Survey instructed respondent to "select all that apply" so percentage total will not equal 100%.)

Among the 33 divisions with a policy informing students in advance,

- 24 hours or more 22 divisions
- Informed immediately prior to 7 divisions
- Other 4 divisions

Among the 43 divisions with a policy informing parents in advance,

- 24 hours or more 37 divisions
- Informed immediately prior to 3 divisions
- Other 3 divisions

Among the 51 divisions with a policy informing faculty/staff in advance,

- 24 hours or more 35 divisions
- Informed immediately prior to 10 divisions
- Other 6 divisions

### Coronavirus Disease 2019

***Q. Although Virginia Code does not currently require divisions to have specific pandemic plans, were plans in place that assisted your division's COVID-19 mitigation, response and/or recovery?***

Over half of all divisions (61%) reported there were plans in place that assisted in the division's COVID-19 mitigation, response and/or recovery.

Additionally, divisions were asked what lessons were learned and what resources/training would have been beneficial to the division. This was an open-ended response field, therefore the responses were content coded into the following categories.

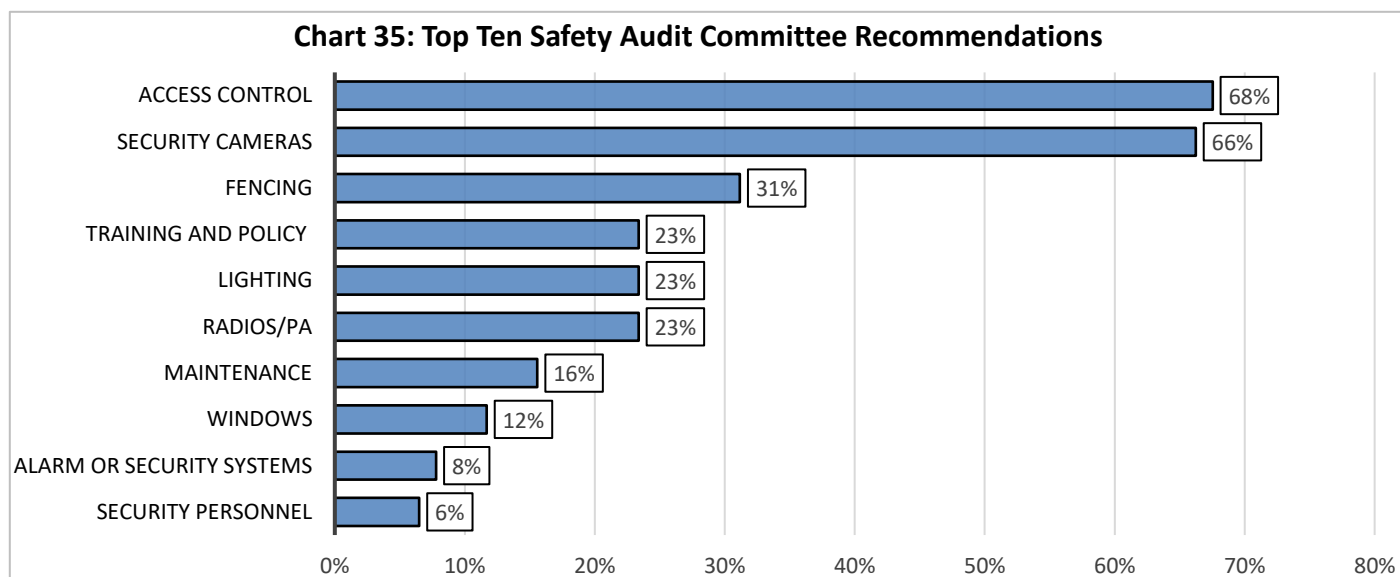
Table 29: COVID-19 Lessons Learned and Resources Needed		
Lessons Learned	Number of divisions	Percentage of divisions
Need for rapid response plans	18	14%
Need for supplies	18	14%
Importance of communication	16	12%
Remote learning related	12	9%
Importance of flexibility	10	8%
Importance of community relationships	9	7%
Other	9	7%
Need for training	7	5%
Need to be prepared	7	5%
Resources/Trainings Needed	Number of divisions	Percentage of divisions
Guidance from officials	25	19%
Funding and PPE	19	14%
COVID related trainings	19	14%
Other	14	11%
Virtual learning platforms and strategies	7	5%
Effective communication	5	4%

### 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.

**Q. 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 2019–2020 school year? If so, please list the top five recommendations made to the school board by the safety audit committee regarding physical safety concerns.**

Seventy-seven divisions (77 divisions, 58%) reported submitting recommendations for physical safety improvements to their school board in 2019–2020. The top ten recommendations are shown in Chart 35.

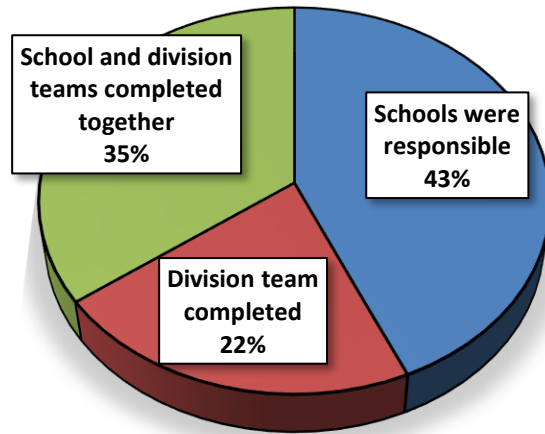


“Other” responses included overall building structure (6%); door numbering (5%); signage (4%); traffic and parking lots (4%); COVID-19 (4%); threat assessments (1%).

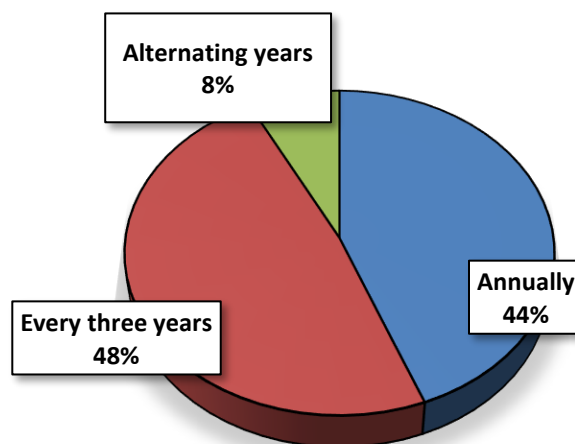
### School Safety Inspection Checklist

*Q. How did your division ensure the School Safety Inspection Checklist (due every 3 years) was completed by each of the division's school?*

**Chart 36: Who was Responsible for Completing the Safety Inspection Checklist**



**Chart 39: How Often are the Safety Inspection Checklists Completed**





### 3. THREAT REPORTING AND ASSESSMENTS

*Code of Virginia § 23.1-805* describes violence prevention committees and threat assessment teams, and requires committees to “provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a physical threat to the community.”

#### Education

**Q. What mechanisms were in place to provide education related to threatening or aberrant behavior for school faculty/staff?**

The majority of divisions (84%) reported that information about threatening/aberrant behavior was provided in the school’s crisis plan, which is generally consistent with the 73% of schools that stated the same (see page 22).

**Table 30: Threatening Behavior Education**

Mechanism	Number of divisions	Percentage of divisions reporting education was provided	Percentage of schools reporting education was provided
School’s crisis plan	111	84%	73%
Information provided at other staff meetings	79	60%	53%
School provided in-service training/professional development	79	60%	41%
Division-wide in-service school safety training	77	58%	38%
Faculty handbook	67	51%	45%
Training provided by outside entity (such as DCJS)	52	39%	7%
Information provided at back-to-school meetings	51	39%	25%
Required online training video	41	31%	19%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

#### Oversight

*Code of Virginia § 22.1-79.4(B)* describes the roles of threat assessment teams and oversight committees in school divisions:

*The superintendent of each school division may establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.*

**Q. Was there a division oversight team for threat assessment? If so, which professionals were represented by the members of your oversight team?**

- Ninety-three divisions (70%) reported having oversight committees for their schools’ threat assessment teams.

**Table 31: Professions Represented on Division Oversight Teams (N = 93)**

Type of Professional	Number of divisions	Percentage of divisions
Guidance counselor	63	48%
Superintendent/assistant superintendent	56	42%
School health professional/school nurse	55	42%
Case manager	34	26%
Legal counsel	12	9%
Public relations/media coordinator	11	8%
None of the above	2	2%

(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

### Threat Assessment Case Records

**Q. Were threat assessment records (such as Threat Assessment and Response Reports) stored at the division level during 2019–2020? If so where were they kept?**

Over half of divisions (82 divisions, 62%) reported that Threat Assessment Records were stored at the division level.

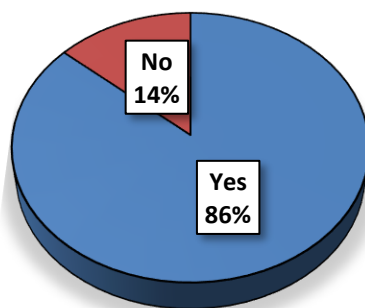
**Table 32: Location of Threat Assessment Records (N=82)**

Location	Number of divisions	Percentage of divisions
Student Services Department	28	34%
Central office or School Board	18	22%
Electronically	14	17%
Superintendent’s Office	10	12%
Safety Office	5	6%
Mental Health Office	4	5%
School Administration Department	2	2%
Threat Assessment Oversight Committee	1	1%

### Law Enforcement Notification of Threats

**Q. Does your division have a written policy or procedure for notifying local law enforcement or other institutions when a threat is made by students or non-students at your school?**

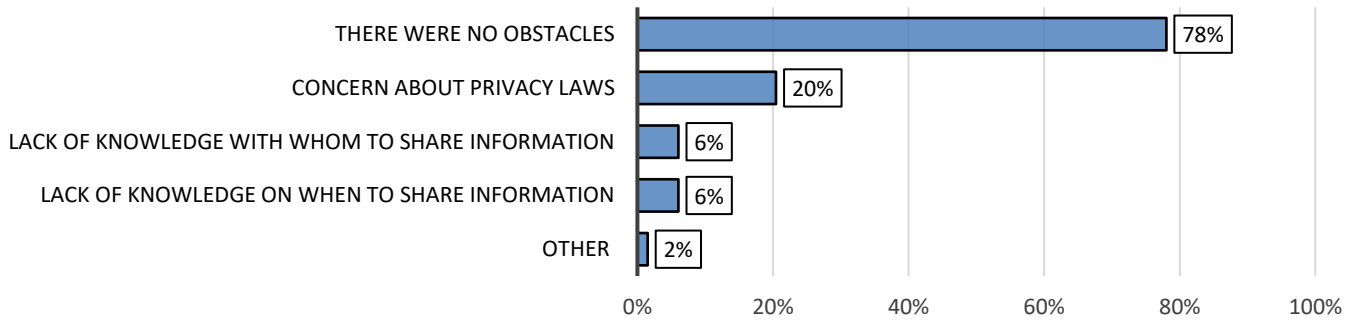
**Chart 38: Written Policy for Notifying Law Enforcement  
When a Threat is Made**



**Q. If there were obstacles to sharing information with law enforcement or other institutions, what were they?**

The majority of divisions (78%) reported there were no obstacles to sharing threat information with law enforcement.

**Chart 39: Obstacles to Sharing Threat Information with Law Enforcement**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

“Other” included availability of law enforcement personnel and communicating with out of state agencies.

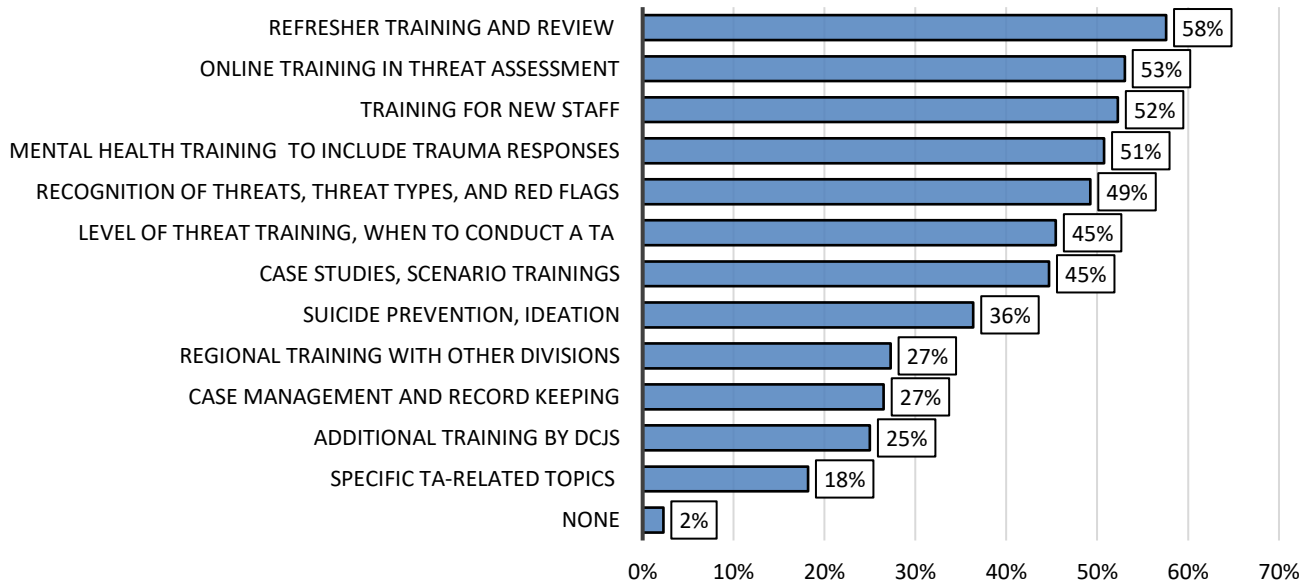
## Training

### Training on Threat Assessment

**Q. What kind of training or technical assistance would help improve your division’s threat assessment (TA) process?**

Slightly over half of divisions (58%) reported that refresher and review trainings would help improve the division’s threat assessment process.

**Chart 40: Training Needed to Improve Threat Assessment Process**



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100%.)

Twenty-five percent of divisions (33) reported that “Additional trainings by DCJS” would help to improve their division’s threat assessment process. These 33 divisions were asked what specific topics they would find most helpful. Fourteen responded with the following: active shooter (2 divisions); any topic/unsure (2), lessons learned/best practices across the state (2); how to conduct a threat assessment (2). The following responses were reported by singular divisions: make it more available in the city; the Richmond two-day conference; identifying threats with remote learning; training for school personnel; violence prevention for students, staff and parents; and training to enhance divisions with models in place already.

### Threat Assessment Challenges

**Q. What were the biggest challenges to threat assessment teams or conducting threat assessments?**

The biggest challenges to threat assessment teams or conducting threat assessments were coordinating schedules (40%), determining the level of threat (34%), and training for new staff/team members (34%).

Table 33: Challenges Threat Assessment Teams and Conducting TAs		
	Number of divisions	Percentage of divisions
Team coordination (managing team member schedules, availability to meet in timely manner)	53	40%
Determining level of threat (when does an act become a threat, how to determine a threat’s appropriate level, what constitutes a threat)	45	34%
Training for new staff and for team members	45	34%
Competing priorities	36	27%
Understanding the function of threat assessments vs. discipline	34	26%
Consistency in division-wide practices	30	23%
Conducting thorough TA/review/debrief in a timely manner	27	20%
Conducting reviews and updates	26	20%
Limited staff and staff turnover/retention	26	20%
Length of the documentation	21	16%
Privacy issues (FERPA, outside team members maintaining student confidentiality requirements)	19	14%
Loss of instruction time	18	14%
None	15	11%
Threat assessment training resources	11	8%
Other	2	2%

“Other” included Accountability for younger age children and COVID closures.

#### 4. CONCERNS, TRAINING, AND RESOURCE NEEDS

**Q. What were the primary facility safety concerns identified by your division's most recent safety inspection checklist or other school safety audit component?**

Divisions most frequently cited the need for more security cameras as the primary issue of facility safety (61%), followed by the need for a controlled front access system (33%), lack of fencing (32%), and insufficient radio communications (31%).

Table 34: Primary Facility Safety Concern		
Issue	Number of divisions	Percentage of divisions
Need for more security cameras	80	61%
Need for controlled access system/front entrance security	43	33%
Lack of fencing or other peripheral security	42	32%
Need for radio communication with first responders	41	31%
Multiple building/portable classrooms	25	19%
Unsupervised areas during after school activities	20	15%
Inability to secure classrooms	19	14%
Lack of designated security personnel	16	12%
Physical dangers from unfunded repairs	14	11%
Unlocked exterior doors	12	9%
None	9	7%
Unsupervised areas during the school day	8	6%
Other	7	5%
Lack of supervision in one or more classrooms	1	1%

"Other" included intercoms (2 divisions); lighting (1); landscape (1); visitor management (1); Lexan window covers (1); and communication with staff during an emergency (1).

**Q. What were the primary issues affecting your division's climate and the mental/emotional well-being of students and staff?**

The two primary issues affecting the division's climate and the mental/emotional well-being of students and staff was home life/family issues (61%) and conflicts arising from social media (61%) followed by unmet mental health needs (52%).

Table 35: Primary Issues Affecting Climate		
Issue	Number of divisions	Percentage of divisions
Home life/family issues	81	61%
Conflicts arising from social media	80	61%
Unmet mental health needs/limited mental health resources	68	52%
Stress-related issues	56	42%
Counseling personnel tasked with non-mental health-related assignments	32	24%
Bullying	31	23%
Lack of available counseling personnel for students	30	23%
Substance abuse	17	13%

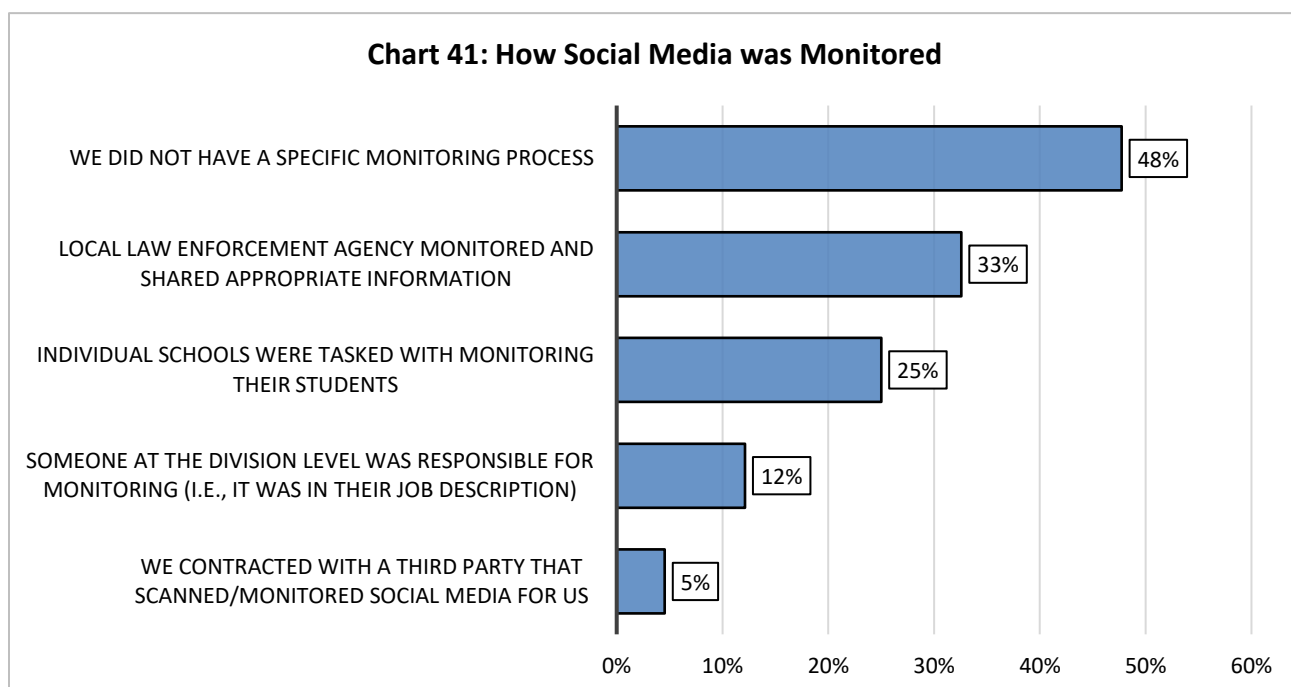
Table 35: Primary Issues Affecting Climate		
Issue	Number of divisions	Percentage of divisions
Retaining qualified teachers	16	12%
Lack of connection with teachers/staff	10	8%
Lack of connection with students	8	6%
Lack of available climate improvement training	6	5%
Other	4	3%
None	2	2%

“Other” included COVID related issues (3 divisions) and community well-being/unrest (1).

## Social Media Monitoring

**Q. How did your division monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues?**

Slightly less than half of divisions (48%) reported that they do not have a specific social media monitoring process and 33% rely on local law enforcement.



(Survey instructed respondent to “select all that apply” so percentage total will not equal 100 %.)

**Best Practices Summary**

A number of questions in the division safety survey asked about safety practices that are considered best practice. This table summarizes the divisions' responses to these questions, in order from most to least divisions reporting using the practice.

<b>Table 33: Best Practices Summary – Divisions</b>			
<b>Best Practice</b>	<b>Percent of Divisions</b>		<b>Details on page</b>
	<b>Yes</b>	<b>No</b>	
<b>Formal procedures to provide notification on Code offenses to LE</b>	92%	8%	43
<b>Administrators informed of MOU between schools and law enforcement</b>	87%	13%	41
<b>Written policy to notify local LE when threat is made</b>	86%	14%	51
<b>Formal procedures to receive notification on Code offenses from LE</b>	86%	14%	43
<b>Division threat assessment oversight team</b>	70%	30%	50
<b>Policy to inform faculty/staff in advance of drills</b>	39%	61%	46
<b>Policy to inform parents in advance of drills</b>	33%	67%	46
<b>Policy to inform students in advance of drills</b>	25%	75%	46
<b>Emergency manager is only responsibility</b>	6%	94%	40

# VI. 2019–2020 DISCIPLINE, CRIME, AND VIOLENCE DATA

In addition to the School Safety Survey report published annually by the Virginia Department of Criminal Justice Services, the *Code of Virginia* (§22.1-279.3:1) requires school divisions statewide to submit data annually to the Virginia Department of Education (VDOE) on incidents of discipline, crime, and violence (DCV). These incidents shall include those that occurred on school property, on a school bus, or at a school-sponsored activity. The DCV reporting process is a self-reporting system therefore, variations in local methods of collecting and managing data may occur.

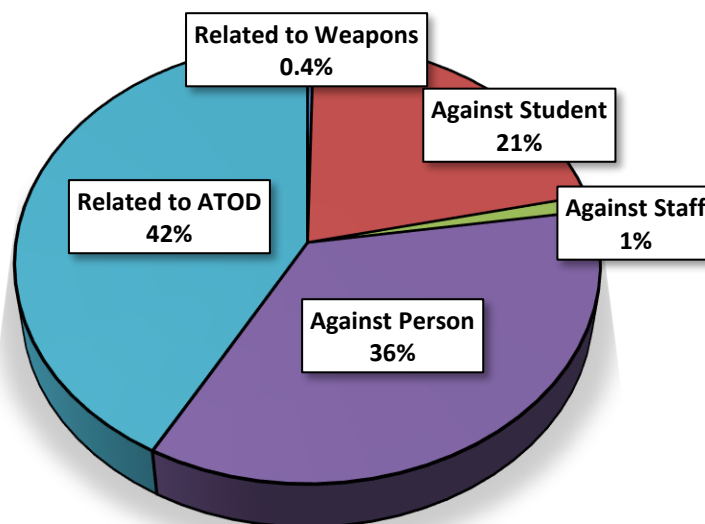
Since 2007, VDOE maintains DCV data through the Safe Schools Information Resource (SSIR), an online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The SSIR is an easy-to-use tool for creating reports and comparing school safety data for schools and divisions. Users can track trends and create charts and are able to “drill” down to view and compare data for schools and divisions on specific offenses and discipline outcomes. Information available through SSIR includes:

- Frequency of reported offenses
- Data on student offenders
- Data on non-student offenders
- Disciplinary outcomes resulting from student offenses

SSIR is available on the VDOE website at <https://p1pe.doe.virginia.gov/pti/>

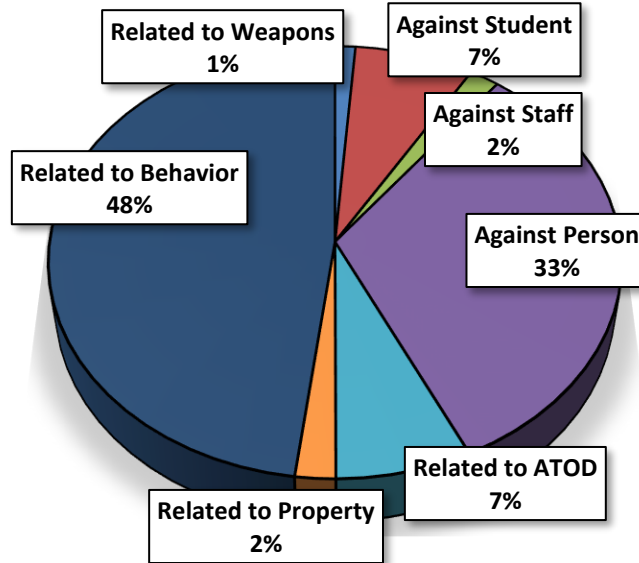
Preliminary analysis of the 2019–2020 DCV shows that 42% of in-school suspensions were the result of Alcohol, Tobacco, Other Drug (ATOD) incidences. Almost half (47%) of short-term out-of-school suspensions were due to incidences related to behavior. Long-term out-of-school suspensions mostly resulted from incidences against students (34%), against person (17%), related to behavior (13%), against staff (12%), and related to ATOD (11%).

**Chart 42: Types of Incidences resulting in In-School Suspension**

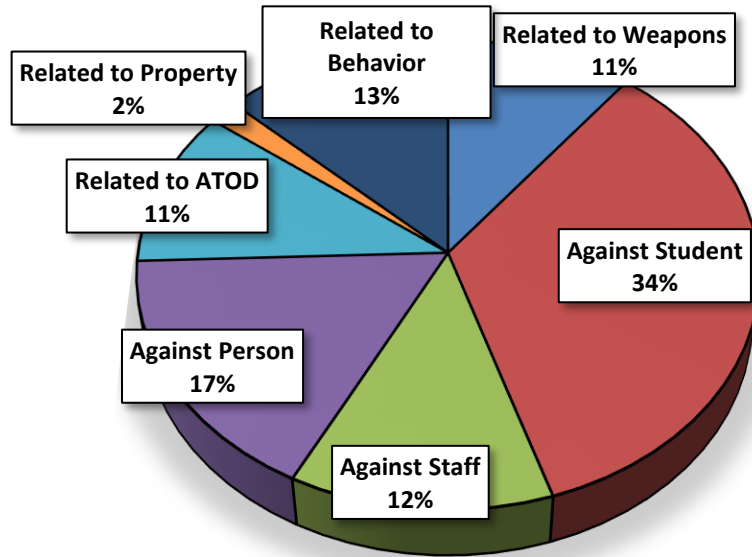




**Chart 43: Type of Incidences Resulting in Short-Term Suspension  
(Out of School)**



**Chart 44: Type of Incidences Resulting in Long-Term Suspension  
(Out of School)**



# VII. APPENDICES

## APPENDIX A

### School safety survey questions (survey conducted online)

#### ***Welcome to the 2020 Virginia School Safety Survey***

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

While answering the following survey questions, please base your responses on the conditions in your school during the 2019–2020 school year, unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey. Throughout the survey, there are questions that reference *Code of Virginia* requirements. Click on the citation to review the *Code* language before responding to the related survey question.

Should you have any questions or experience technical problems with the survey, contact the VCSCS: Nikki Wilcox at 804-786-3923 or [nikki.wilcox@dcjs.virginia.gov](mailto:nikki.wilcox@dcjs.virginia.gov), Shellie Evers at 804-629-7042 or [shellie.evers@dcjs.virginia.gov](mailto:shellie.evers@dcjs.virginia.gov), or James Christian at 804-357-0967 or [james.christian@dcjs.virginia.gov](mailto:james.christian@dcjs.virginia.gov).

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 VCSCS will report aggregate survey data for all schools and divisions 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 your division and school name? (*select from drop-down list*)

*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:*

2. What is your name?

(First name/Last name)

3. Are you the school's current/acting principal?

Yes          No

(if 3 = no)

3a. Please provide the name and email address for your current/acting principal.

(First name/Last name/Email)

(if 3 = no)

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4. What is your title?

5. What is your email address?

6. 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 ( <i>describe</i> ) ____

7. What grades were taught at your school during 2019–2020? (*select all that apply*)

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

8. What was your fall membership enrollment number on September 30, 2019? (*enter numeric response*)

## II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

### *Mental Health Personnel*

9. What was the number of full time and part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor) who allocated at least 50% of their employed time providing mental health services in 2019–2020?

- Use full time for those mental health personnel that worked full time at your school and whose primary role (50% or more of their employed time) was to provide counseling services to students.
- Use part time for those mental health personnel that worked part time at your school and whose primary role (50% or more of their employed time) was to provide counseling services to students, even if they are employed full time by your division or other agency.

If there were none, enter 0.

Role	Number of Full Time	Number of Part Time
School Counselors		
School Psychologists		
Social Workers		
Substance Abuse Counselors		
Student Assistance Counselors		

### *School Resource Officers and Certified School Security Officers*

[§ 9.1-101](#) defines school resource officers and school security officers.

10. Did you have safety/security personnel such as School Resource Officers (SROs), Certified School Security Officers (SSOs), or contracted private security personnel working at your school during the 2019–2020 school year? (include both full time and part time personnel)

Yes No

(if 10 = yes)

10a. What type(s) of safety/security personnel were working in your school during the 2019–2020 school year?

	Have at your school?
School Resource Officers (SROs)	<input type="radio"/> Yes <input type="radio"/> No
Certified School Security Officers (SSOs)	<input type="radio"/> Yes <input type="radio"/> No
Contracted private security personnel (not SSOs)	<input type="radio"/> Yes <input type="radio"/> No

(if 10a SRO = yes)

10a. How many SROs were regularly assigned to and working in your school during normal school hours?  
(numerical response only) \_\_\_\_

## 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

*(if 10a SSO = yes)*

10a. How many SSOs were regularly assigned to and working in your school during normal school hours?

*(numerical response only)* \_\_\_\_

*(if 10a private security personnel = yes)*

10a. How many private security personnel (who are not SSOs) regularly worked at your school during normal school hours? *(numerical response only)* \_\_\_\_

*(if 10a = SRO)*

### School Resource Officer (SRO) questions

10a-1. In a previous question, you indicated that your school had   (#   SRO(s) working in 2019–2020. Please provide the name, FT/PT status, and email address for each (for up to 5 SROs).

*Include both full time and part time SROs. If an SRO that worked at your school in 2019–2020 is no longer there, please note it in the “SRO email” text box.*

*(Based on the number of SROs reported in Q10a, that number of rows will appear in Q10a-1, for up to 5 SROs.)*

SRO name (First name/Last name)	FT/PT status		SRO email
	FT	PT	
	o	o	

10a-2. How familiar are you (the principal) with the roles and expectations set out in the MOU between your school division and the local law enforcement agency for the placement of SROs in your school? *(select one)*

Not at all familiar

Slightly familiar

Somewhat familiar

Moderately familiar

Extremely familiar

10a-3. For the most recently assigned SRO at your school, was the principal or assistant principal consulted in some way as part of the selection process?

Yes      No      Don't know

10a-4. Was training provided to your school's personnel on the roles and responsibilities of SROs?

Yes      No      Don't know

# 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

10a-5. Please rate each of the following areas related to your school/law enforcement partnership:

	Very good	Good	Acceptable	Poor	Very poor
Communication from SRO to Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication from Administrators to SRO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role Distinction (mutual understanding of appropriate role and duties of SRO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distinction between school rules and laws (mutual understanding about what infractions the SRO should and shouldn't handle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If 10a = SSO)

Certified School Security Officer (SSO) questions

10a-6. In a previous question, you indicated that your school had   (#)   SSO(s) working in 2019–2020. Please provide the name, FT/PT status, and email address for each.

*Include both full time and part time SSOs, for up to ten (10) SSOs. If an SSO that worked at your school in 2019–2020 is no longer there, please note it in the “SSO email” text box.*

*(Based on the number of SSOs reported in Q10a, that number of rows will appear in Q10a-6, for up to 10 SSOs.)*

SSO name (First name/Last name)	FT/PT status		SSO email
	FT	PT	
	<input type="radio"/>	<input type="radio"/>	

### III. EMERGENCY PLANNING, DRILLS, AND RESPONSE

#### *School Crisis/Emergency Management/Medical Response Plan*

Virginia Code [§ 20.1-259.8](#) 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.”

Effective July 2019, [HB1536](#) amended [§ 20.1-259.8 D](#) to include first responders in the development and review of school crisis management plans. “Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, **and shall include the chief law-enforcement officer, the fire chief, the chief of the emergency medical services agency, the executive director of the relevant regional emergency medical services council, and the emergency management official of the locality, or their designees**, in the development of such plans.”

11. In addition to the legislatively-mandated personnel listed above, who else was actively involved in the development of your school’s crisis management plan? *(select all that apply)*

Administrator

Central office personnel

Parent or community member

School counselor

School nurse

School social worker

SRO

SSO

Student

Teacher

Other

None of the above

12. Did you have to *activate* any portion of your school’s crisis management plan during the 2019–2020 school year due to an *actual* critical event or emergency?

Yes              No

*(if 12 = yes)*

## 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

12.a Please select all events that occurred causing the activation of your school's crisis management plan during the 2019–2020 school year:

Type of Emergency Circumstance(s)	Activated CMP
Health related incidents and emergency(ies):	
Death or serious injury of staff or student	<input type="radio"/>
Hazardous materials exposure on or near school property	<input type="radio"/>
Influenza/pandemic	<input type="radio"/>
Medical emergency on school property	<input type="radio"/>
Other health-related incident on or near school property	<input type="radio"/>
Man-Made incidents and emergency(ies):	
Active threat	<input type="radio"/>
Bomb threat	<input type="radio"/>
Demonstration/protest on or near school property	<input type="radio"/>
Intruder/trespasser/unauthorized persons on school property	<input type="radio"/>
Loss, disappearance, or kidnapping of a student on school property	<input type="radio"/>
Weapon on school property	<input type="radio"/>
Other man-made incident on or near school property	<input type="radio"/>
Weather or building/power related incident(s) and emergency(ies):	
Earthquake	<input type="radio"/>
Flood	<input type="radio"/>
Roof or building collapse	<input type="radio"/>
Smoke or fire/explosion	<input type="radio"/>
Tornado/hurricane	<input type="radio"/>
Other building-related damage or power outage related emergency(ies)	<input type="radio"/>
Other natural disaster or severe weather	<input type="radio"/>
Other	
Bus/vehicle crash	<input type="radio"/>
Incident at another school that affected your school	<input type="radio"/>
Unfounded incident/faulty or false alarm	<input type="radio"/>
Other safety-related incident that affected school and is not listed above	<input type="radio"/>

### Safety-Related Conditions

13. Did first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for your school in case they needed to respond to a large-scale security incident at your facility?

Yes No

14. Did your school conduct any unannounced lockdown drills?

Yes No

(if 14 = yes)



14a. When unannounced lockdown drills were implemented, were they identified as a drill? (i.e., "This is a drill. We are now conducting a lockdown drill.")

Yes No

15. Did your school provide the option for parents to opt their children out of all lockdown drills?

Yes No

(if 15a = yes)

15a. Were alternative training provisions made for students whose parents opted their child out of lockdown training?

Yes No

16. Did your school provide the option for staff to opt out of all lockdown drills?

Yes No

(if 16 = yes)

16a. Were alternative training provisions made for staff who opted out of lockdown training?

Yes No

17. Did your school provide accommodations for students/staff with disabilities during all drills (lockdown, evacuation, etc.)?

Yes No

(if 17 = yes)

17a. What types of accommodations were made? (select all that apply)

Additional drills/trainings

One on one training/preparation for students with disabilities/504 accommodations

Personal assistance provided by an assigned individual

Prior knowledge of drill to allow for preparation

Signs or cue cards to assist with communication

Specialized location

Other (describe) \_\_\_\_

18. Did first responders (police/fire/EMS) have access to the school during a lockdown so they would not have to breach doors or windows to gain access, if necessary?

Yes No Don't know

19. Could school administrators communicate with law enforcement/first responders via radio when inside the school building during an emergency or critical incident, if necessary?

Yes No Don't know

(if 19 = no)

19a. In question 19, you indicated that school administrators could not communicate with law enforcement/first responders via radio when inside the school building during an emergency or critical incident, if necessary. Why not? What prevents this communication? *(select all that apply)*

Different radio systems/frequencies, not compatible

Division policy prohibits it

Don't have radio/don't have working radio

Limitations of radio due to distance or infrastructure

Other

None of the above

*(if 19 = no)*

19b. Since your school is unable to communicate with law enforcement/first responders via radio, what other methods could be used/were used to communicate in an emergency/critical incident? *(select all that apply)*

Phones/cell phones

Walkie talkies

Other *(describe)* \_\_\_\_\_

20. Review the following list of security strategies and select those that were in place at your school during the 2019–2020 school year. *(select all that apply)*

All classrooms had designated safe spaces/hard corners and students/staff were made aware of how they are to be used

All classrooms in the school were able to be locked from inside the classroom

All classrooms in the school were able to be locked from outside the classroom

All classrooms in the school were able to be locked from both inside and outside the classroom

All exterior entrances to the school building or campus were locked during school hours

Classroom windows, including door windows, can be covered to eliminate visibility into classroom

Main entrance of the school building or campus was secured by a controlled electronic access system during school hours

School had crisis kits prepared, including medical and emergency plan-specific items

School had a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat)

School had a designated reunification site in case of evacuation or other emergency preventing student pick up at the school

Someone was stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check in

Staff and students were trained in "run, hide, fight" or "avoid, deny, defend," or some other recognized response program.

Staff were trained to barricade rooms that cannot be locked from inside

Other

None of the above

#### IV. THREAT REPORTING AND ASSESSMENT

Since 2011, and in accordance with [§ 20.1-79.4](#), threat assessment teams are legislatively-mandated in Virginia for all public schools for grades K–10. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more school as determined by the division superintendent. It is also mandated that each team:

- Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
- Identify members of the school community to whom threatening behavior should be reported; and
- Implement school board policies for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

In addition to requiring the establishment of threat assessment teams, *Code of Virginia § 20.1-79.4* also instructs that

*“Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.”*

**The questions in this section should be answered in consultation with a knowledgeable member of your threat assessment team.**

##### Threat Assessment Administration

##### Threat Assessment Team

*Code of Virginia § 20.1-79.4* section C states, “Each division superintendent shall establish, for each school, a threat assessment team that **shall include persons with expertise in counseling, instruction, school administration, and law enforcement**. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent.”

21. How many primary/core members did your school’s threat assessment (TA) team have in 2019–2020?

(numerical response only) \_\_\_\_\_

22. Approximately, how many threat assessment meetings were held in 2019–2020 for the following tasks? (if you don’t know, enter 999)

Type of meeting	Number of meetings held (numerical data only)
To triage threats received (at least 2 members)	
To conduct a full threat assessment based on precipitating information (prior to possible event)	
For debrief when event occurred without precipitating information (no opportunity to conduct TA prior to event)	
For administrative reasons: organization, process discussion, training, or practice	

2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

23. For each of the following types of TAT members, indicate

- the number of TA meetings attended in 2019–2020,
- whether TA-related training was completed within the last 3 years, and
- the type(s) of training completed.

	Number TA meetings attended	Completed training in last 3 years (select one)	Type of training completed (select all that apply)
School administration		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	<input type="checkbox"/> DCJS training <input type="checkbox"/> Online Training Video <input type="checkbox"/> Trained by division staff <input type="checkbox"/> Unknown <input type="checkbox"/> None, not trained in last 3 years
Mental health counseling		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	<input type="checkbox"/> DCJS training <input type="checkbox"/> Online Training Video <input type="checkbox"/> Trained by division staff <input type="checkbox"/> Unknown <input type="checkbox"/> None, not trained in last 3 years
Instruction		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	<input type="checkbox"/> DCJS training <input type="checkbox"/> Online Training Video <input type="checkbox"/> Trained by division staff <input type="checkbox"/> Unknown <input type="checkbox"/> None, not trained in last 3 years
Law enforcement		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	<input type="checkbox"/> DCJS training <input type="checkbox"/> Online Training Video <input type="checkbox"/> Trained by division staff <input type="checkbox"/> Unknown <input type="checkbox"/> None, not trained in last 3 years

(if 10a ≠ SRO or if 10 = no)

23a. In question 10a, you indicated that your school does not have an SRO. Where was your school's TA team's law enforcement representative from? (select all that apply)

Law enforcement representative from police department

Law enforcement representative from sheriff's office

Law enforcement representative from Virginia State Police

SRO from nearby school

Other (describe) \_\_\_\_

24. In 2019–2020, how did your school inform students about threat assessment teams and their role in the school? (select all that apply)

Assembly/classroom

By classroom or small group

Email/text

Other written format (brochure, letter)

School policy

Student handbook/Code of Conduct

Via counseling services

Website/social media

With individual students and/or families

Other

Did not inform

25. In 2019–2020, how did your school inform faculty and staff about threat assessment teams and their role in the school? *(select all that apply)*

Email/text

Faculty/staff meeting

In-service training/professional development

Other written format (brochure, letter)

School policy/procedures manual

Staff/faculty handbook/Code of Conduct

Via instructional video

Website/social media

With individual staff

Other

Did not inform

26. In 2019–2020, how did your school inform parents/guardians about threat assessment teams and their role in the school? *(select all that apply)*

At back to school night

Email/text

Other written format (brochure, letter)

School policy

Student handbook/Code of Conduct

Via counseling services

Website/social media

When concerns arise involving their child

Other

Did not inform

27. What mechanisms were in place to make faculty and staff aware of threat assessment protocols and how to recognize threatening or aberrant behavior? *(select all that apply)*

Division-wide in-service school safety training

Faculty handbook

Information provided at back-to-school meetings

Information provided at other staff meetings

Required online training video (such as, "K10 Threat Assessment in Virginia Schools")

School's crisis plan

School provided in-service training/professional development

Training provided by outside entity (such as DCJS)

Were made aware as needed

Other *(describe)* \_\_\_\_\_

None

### Threat Reporting

28. Did information your school provided to students and staff about threatening and aberrant behavior include instructions on reporting threats of self-harm and suicide to the threat assessment team?

Yes No

29. Were threats of suicide/self-harm typically reported to your school's threat assessment team?

Yes No

*(if 29 = no)*

- 29a. Since threats of suicide/self-harm were not typically reported to your school's threat assessment team, who were they reported to/handled by? *(select all that apply)*

School counselor

School nurse

School psychologist

Other *(describe)* \_\_\_\_\_

30. What kind of anonymous report methods were available at your school for reporting threats/aberrant behavior? (Note: in person reporting is not considered anonymous) *(select all that apply)*

Web-based tip line (school-based)

Web-based tip line (provided by division)

Phone-based hotline

Email

Written (i.e., note, comment box)

Other *(describe)* \_\_\_\_\_

None

**Threat Assessment Records**

31. Where were the primary threat assessment records (such as *Threat Assessment and Response Reports*) stored during 2019–2020? (select all that apply)

At the division office (central office)

With law enforcement unit records (as allowed by FERPA)

With school administrator's file

Other (describe) \_\_\_\_\_

Not applicable (no cases in 2019–2020)

**Threat Assessments Conducted in 2019–2020**

For the next series of questions, we want to know about the threat assessments conducted by your school's threat assessment team.

For question 33:

- 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 to commit 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.*

32. Enter the number of ALL threat assessments conducted at your school in 2019–2020.

33. Based on the threat assessment cases conducted at your school in 2019–2020, how many cases involved threats made by persons from each of the following groups?

*Enter the number of threat assessments conducted that involved persons from each of the listed groups and the type of threat that was made. If there were none, enter 0.*

- *If no threat assessment cases involved persons from a listed group or threats of a certain type, enter 0 for number of threat assessment cases conducted.*
- *SUM your responses by type of group (add each row's entries and provide sum), and*
- *SUM your responses by type of threat (add each column's entries and provide sum).*

Type of Group	Threatened other(s) only	Threatened self only	Threatened both self & other(s)	SUM
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				
8. ENTER TOTAL (SUM of items 1 – 7)				

## 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

*(if Q33 line 8 TOTAL SUM = 1 or >, AND the response to the question below is yes, go to p26)*

*(if Q33 line 8 TOTAL SUM = 0, AND the response to the question below is yes, go to p44)*

*In the previous question, Q33, you indicated that a total of   #   threat assessments were conducted by your school in 2019–2020. This is the number you entered in Q33, line 8, SUM.*

Is this number correct?

Yes (if yes is selected, will continue with survey)

No (if no is selected, the following message will appear)

*(if the response to the question above is no, show message below instructing respondent to make corrections)*

*You indicated that the number of threat assessments conducted by your school in 2019–2020 noted above is not correct. Please click on the back button below and correct your entries in question 33.*

*(if Q33 line 8 TOTAL SUM = 1 or >, go to Q34; if = 0, go to Q39)*

34. Of the   (#   threat assessment(s) conducted by your school in 2019–2020, in how many cases did the threat that was made, or a related act, ultimately occur? (include all threat levels: low, medium and high threats) *(if none, enter 0)* \_\_\_\_\_

*(if Q33 line 8 TOTAL SUM = 1 or >, go to Q35; if = 0, go to Q39)*

35. Of the   (#   threat assessment(s) conducted by your school in 2019–2020 , how many initial threat assessments were conducted within the following time intervals of the threat being received by the threat assessment team (TAT)? *(if none, enter 0)*

Time interval	Number of threat assessments conducted (numerical data only)
Conducted immediately after received by TAT	
Conducted within 22 hours of receipt by TAT	
Conducted after 22 hours or more of receipt by TAT	

*(The sum of the above responses to each interval should equal the number of all threat assessments conducted.)*

*(if Q33 line 1 SUM = 1, go to Q36; if = 2 or >, go to Q37; if = 0, go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)*

*(if Q33 line 1 SUM = 1) FOR SCHOOLS REPORTING 1 STUDENT CASE, ANY TYPE OF THREAT*

36. In the threat assessment case you reported that involved a student from your school:

Was the student recommended to have a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.)?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
Did the student undergo clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.) <u>before being permitted to continue</u> at the school?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
Was the threat classified at the <i>highest</i> threat level ( <i>imminent/high risk, very serious substantive</i> ) at any point in the threat assessment process?	<input type="radio"/> yes <input type="radio"/> no



## 2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

(if Q29 line 1 SUM = 2 or >) FOR SCHOOLS REPORTING 2 OR MORE STUDENT CASES, ANY TYPE OF THREAT

37. Of the   (#)   threat assessment cases you reported that involved students from your school:

Were any of the students recommended to have a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.)?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
Did any of the students undergo a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.) <u>before being permitted to continue</u> at the school?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
Were any of the threats classified at the <i>highest</i> threat level ( <i>imminent/high risk, very serious substantive</i> ) at any point in the threat assessment process?	<input type="radio"/> yes <input type="radio"/> no

(if 37 item 1 = yes)

37a. How many of the students that were subjects of the   (#)   threat assessment cases you reported that involved students from your school, were recommended to have a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.)? (if none, **enter 0**)       

(if 37 item 2 = yes)

37b. How many of the students that were subjects of the   (#)   threat assessment cases you reported that involved students from your school, underwent a clinical assessment conducted by a community-based or private licensed mental health professional (community services board, private provider, etc.) before being permitted to continue at the school? (if none, **enter 0**)       

(if 37 item 3 = yes)

37c. In how many of the   (#)   threat assessment cases you reported that involved students from your school, were the threats classified at the *highest* threat level (*imminent/high risk, very serious substantive*) at any point in the threat assessment process? (if none, **enter 0**)       

(Number entered in Q37 a, b, or c, should not be greater than the sum of line 1 in Q33.)

If Q36 item 3 = yes, go to Q36a; if = no, go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)

If Q37c = 1, go to Q36a; if = 2 or >, go to Q37d; if = 0, go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)

(if Q36 item 3 = yes, or if Q37c = 1)

36a. In the high threat level case you reported involving a student from your school, did the threat ultimately occur (was carried out or some other act of violence occurred)?

Yes            No

If Q36a = yes, go to C-1 below; If Q36a = no, go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)

NOTE: The number of highest threat cases where an act ultimately occurred reported in the following question (37d), should be equal to or less than the number of student threat assessment cases where the threats were classified at the highest threat level at some point in the threat assessment process (as reported in 37c).

(if Q37c = 2 or >)

37d. Of the   #   cases you reported at the highest threat level involving students from your school in question 37c, in how many cases did the threat or some other act of violence ultimately occur? (if none, enter 0)

Number of cases       

(The number entered in response to Q37d should not be greater than the number reported in Q37c.)

If Q37d if = 1, go to C-1 below; if = 2 or >, go to C-1 on p15; if = 0, go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)

(if Q36a = yes, or if Q37d = 1)

For the case that was carried out, please provide a brief description of what occurred.

C-1. You indicated that in the high threat level case assessed by your school's threat assessment team, 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, go to C-3)

(if C-1 student from your school = yes)

C-2. Was this student able to continue attending your school at some time after the event?

Yes    No (if selected, go to C-3)

There was more than one student considered primary in the event (if selected, go to C-3)

(if C-2 = yes)

C-2.1. After what period of time was the student able to continue attending your school? (select one)

Immediately

5 school days

10 school days

11–44 school days

More than 44 school days

After alternative school placement (if "after alt..." was not selected, go to C-3)

After hospitalization

Other (describe)       

(if C-2.1 "after alternative..." was selected)

C-2.2. For what period of time was the student assigned to alternative school placement?       

C-3. Is there any other information about this event that you think would help explain the event to us?

Yes    No

(if YES was selected in C-3, a dialogue box will appear for the written response, then will be directed to Q38 if SUM of Q33 line 7 = 1 or >, or to Q39 if SUM of Q33 line 7 = 0)

*(if NO was selected in C-3, will be directed to Q38 if SUM of Q33 line 7 = 1 or >, or to Q39 if SUM of Q33 line 7 = 0)*

*(if 37d > 1)*

*In question 37d, you indicated that in \_\_\_#\_\_\_ high threat level cases reported, a serious event ultimately occurred. You will be asked to briefly describe each of the events, one case at a time, for up to 10 cases.*

*If you have more than 10 cases where high level threats were carried out, please describe the 10 most serious cases.*

**Case 1**

C-1. 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, go to C-3)*

*(if C-1 student from your school = yes)*

2C-2. Was this student able to continue attending your school at some time after the event?

Yes

No *(if selected, go to C-3)*

There was more than one student considered primary in Case 1. *(if selected, go to C-3)*

*(if C-2 = yes)*

C-2.1. After what period of time was the student in Case 1 able to continue attending your school?  
*(select one)*

Immediately

5 school days

10 school days

11–44 school days

More than 44 school days

After alternative school placement *(if “after alt...” was not selected, go to C-3)*

After hospitalization

Other *(describe)* \_\_\_\_

*(if C-2.1 = after alt)*

C-2.2. For what period of time was the student in Case 1 assigned to alternative school placement? \_\_\_\_\_

C-3. Is there any other information about this event that you think would help explain the event to us?

Yes *(if selected, a dialogue box will appear for their response, then will be directed to Case 2)*

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

*(if 37d is = or > 2)*

## Case 2

C-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, go to C-3)*

*(if C-1 = student from your school = yes)*

C-2. Was this student able to continue attending your school at some time after the event?

Yes No *(if selected, go to C-3)*

There was more than one student considered primary in Case 2 *(if selected, go to C-3)*

*(if C-2 = yes)*

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

Immediately

5 school days

10 school days

11–44 school days

More than 44 school days

After alternative school placement *(if "after alt..." was not selected, go to C-3)*

After hospitalization

Other *(describe)* \_\_\_\_

*(if C-2.1 = after alt)*

C-2.2. For what period of time was the student in Case 2 assigned to alternative school placement? \_\_\_\_

C-3. Is there any other information about this event that you think would help explain the event to us?

Yes *(if selected, a dialogue box will appear for their response)* No

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*(If No is selected in Case 2 C-3, and if Q37d = 3 or > go to Case 3; if 37d = 2 will go to Q38 if SUM of Q33 line 7 = 1 or >, or go to Q39 if SUM of Q33 line 7 = 0)*

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

Case 3 (if 37d = or > 3 cases)

Case 7 (if 37d = or > 7 cases)

Case 4 (if 37d = or > 4 cases)

Case 8 (if 37d = or > 8 cases)

Case 5 (if 37d = or > 5 cases)

Case 9 (if 37d = or > 9 cases)

Case 6 (if 37d = or > 6 cases)

Case 10 (if 37d = or > 10 cases)

*(if the SUM of Q33 line 7 = 1 or >)*

38. In question 33, where you detailed the types of threats made and by whom, you indicated that your school had a threat assessment case(s) that involved "someone else" (not a student, parent, or faculty). Please describe this/these person's relationship(s) to your school. \_\_\_\_\_

39. How did your school monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues? *(select all that apply)*

Someone at the school level was responsible for monitoring (i.e., it was in their job description)

Someone at the division level was responsible for monitoring (i.e., it was in their job description)

We contracted with a third party that scanned/monitored social media for us

Local law enforcement agency monitored and shared appropriate information

We did not have a specific monitoring process

Other *(describe)* \_\_\_\_\_

## V. CONCERNS, TRAINING, AND RESOURCE NEEDS

### Safety-Related Training

40. Did your school's staff/faculty receive formal training on student mental health issues (Mental Health First Aid, Trauma-Informed Care/Classrooms, substance abuse, etc.)?

Yes No

*(if 40 = yes)*

40a. Who facilitated the training on student mental health issues? *(select all that apply)*

College/university partner

School or division staff

Virginia Department of Behavioral Health and Developmental Services (including local Community Services Board)

Virginia Department of Criminal Justice Services

Virginia Department of Education

Other *(describe)* \_\_\_\_\_

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

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

De-escalation and mediation

Mental health problem awareness and recognition

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

Role of safety and security personnel (SROs and/or SSOs)

Social/emotional interventions and supports for staff

Social/emotional interventions and supports for students

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

Substance abuse and vaping

Suicide prevention, intervention and postvention

Threat assessment team training

Trauma-informed care

Trauma-informed classrooms

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

Other *(describe)* \_\_\_\_\_

None of the above

42. What were the primary facility safety concerns identified by your school's most recent safety inspection checklist or other school safety audit component? *(select all that apply)*

Inability to secure classrooms

Lack of designated security personnel

Lack of fencing or other peripheral security

Lack of supervision in one or more classrooms

Multiple building/portable classrooms

Need for controlled access system/front entrance security

Need for more security cameras

Need for radio communication with first responders

Physical dangers from unfunded repairs

Unlocked exterior doors

Unsupervised areas during the school day

Unsupervised areas during after school activities

Other *(describe)* \_\_\_\_\_

None

43. What were the primary issues affecting your school's climate and the mental/emotional well-being of your students and staff? *(select all that apply)*

Bullying

Conflicts arising from social media

Counseling personnel tasked with non-mental health-related assignments

Home life/family issues

Lack of available climate improvement training

Lack of available counseling personnel for students

Lack of connection with students

Lack of connection with teachers/staff

Retaining qualified teachers

Stress-related issues

Substance abuse

Unmet mental health needs/limited mental health resources

Other *(describe)* \_\_\_\_\_

None

2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

44. Although *Virginia Code* does not currently require schools to have specific pandemic plans, were plans in place that assisted your school's Covid-17 mitigation, response, and/or recovery?

Yes No

45. Would pandemic planning and/or training resources be valuable to your school?

Yes No

(if 45 = yes)

45a. What kind of pandemic planning/training resources, specifically? \_\_\_\_

46. Any additional safety related comments or concerns you would like to share?

**You are about to submit your final responses to the 2019–2020 School Safety Survey.**

If you are not ready to submit your responses, click **"Back"**.

If you are ready to finish and submit your responses to the survey, click **"Next"** at the bottom of this page.  
You will be taken to a Summary of your Responses.

On this page select **"Download PDF"** to save or print this summary.

Be sure to close your browser when done.

If you have other questions about the Virginia School Safety Survey, please contact  
Nikki Wilcox at 804-786-3923 or [nikki.wilcox@dcjs.virginia.gov](mailto:nikki.wilcox@dcjs.virginia.gov), Shellie Evers at 804-629-7042 or  
[shellie.evers@dcjs.virginia.gov](mailto:shellie.evers@dcjs.virginia.gov), or James Christian at 804-357-0967 or [james.christian@dcjs.virginia.gov](mailto:james.christian@dcjs.virginia.gov).

Please be sure to close this browser window when you are finished.



## Resources:

### School Safety Audit Program

- [Virginia School Safety Audit Infographic](#)
  - [School Safety Audit Timeline Checklist](#)
- 

### Crisis and Emergency Planning

- [Critical Incident Response Video](#)
  - [Critical Incident Response for School Faculty and Staff](#)
  - [School Crisis, Emergency Management and Medical Emergency Response Plan](#)
  - [School Crisis, Emergency Management and Medical Emergency Response Plan – Quick Guide](#)
  - [Guidance on Emergency Manager Designee](#)
  - [Guidance for School Systems in the Event Victims Arise from an Emergency 2016](#)
  - [Virginia Educator's Drill Guide](#)
  - [Guidance on Required Evacuation/Fire and Lockdown Drills 2014 \(update pending\)](#)
  - [Virginia Schools Bus Driver and Monitor Safety and Security Manual](#)
  - [Virginia Schools Bus Driver and Monitor Video](#)
  - [Academic Community Exercise Starter Kit](#)
- 

### Threat Assessment

- [Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – pdf](#)
  - [Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – MSWord](#)
  - [K-10 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents, and Community Members](#)
  - [K-10 Threat Assessment Video](#)
  - [K-10 Threat Assessment Form – Fillable pdf](#)
  - [K-10 Threat Assessment Form – Fillable MSWord](#)
  - [Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education](#)
  - [Threat Management Consultant – Request for Services](#)
- 

### Bullying and School Climate

- [School Climate, Student Engagement and Academic Achievement](#)
  - [Preventing Teen Dating Violence: Interactive Guide on Informing Policy](#)
  - [US DOE School Climate and Discipline Packet](#)
  - [Suicide and bullying: Issue brief \(SPRC\)](#)
  - [Bullying: The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](#)
  - [Model Policy to Address Bullying in Virginia Schools \(DOE\)](#)
  - [Preventing Youth Suicide – National Association of School Psychologists](#)
- 

### Additional K-10 Resources

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

## APPENDIX B

### Division safety survey questions *(survey conducted online)*

#### ***Welcome to the 2020 Virginia School Division Survey***

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

While answering the following survey questions, please base your responses on the conditions in your division during the 2019–2020 school year, unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey. Throughout the survey, there are questions that reference *Code of Virginia* requirements. Click on the citation to review the *Code* language before responding to the related survey question.

Should you have any questions or experience technical problems with the survey, contact the VCSCS: Nikki Wilcox at 804-786-3923 or [nikki.wilcox@dcjs.virginia.gov](mailto:nikki.wilcox@dcjs.virginia.gov), Shellie Evers at 804-629-7042 or [shellie.evers@dcjs.virginia.gov](mailto:shellie.evers@dcjs.virginia.gov), James Christian at 804-357-0967 or [james.christian@dcjs.virginia.gov](mailto:james.christian@dcjs.virginia.gov).

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

### **I. DIVISION IDENTIFICATION AND DEMOGRAPHIC INFORMATION**

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

*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:*

2. What is your name? (First Name/Last Name)

3. Are you the division's current/acting superintendent?

Yes

No

*(if 3= no)*

3a. Please provide the name and email address for your current/acting superintendent.

(First Name/Last Name/Email)

3b. What is your title?

4. What is your email address?

## II. SAFETY-RELATED PERSONNEL AND PARTNERSHIPS

5. Among the schools in your school division during 2019–2020, what was the number of full time and of part time school-based mental health personnel (counselor, psychologist, social worker, substance abuse counselor, etc.) who allocated at least 50% of their employed time providing mental health services, and

- 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?

If there were none, *enter 0*

	# hired by division	# day treatment program staff	# MOU with community agency
Full-time			
Part-time			

**§ 22.1-279.8. Paragraph D requires that each school division designate an emergency manager.**

6. Please provide the name and email address for the person designated as the division's Emergency Manager.

(First Name/Last Name/Email)

7. What role did your Emergency Manager play in the overall safety of the school division? *(select all that apply)*

Served as a liaison between the school division and first responders in an emergency

Served as the Director of School Safety/Security (or some similar title)

Led division and school safety activities

Responsible for ensuring completion of school safety audit components

Supervised School Security Officers (SSOs)

Served as a liaison between the school division and the law enforcement agency providing School Resource Officers (SROs)

Other

8. Was your division's Emergency Manager hired to serve specifically in this role, or did they assume this responsibility in addition to another role? *(select one)*

The Emergency Manager position was their only responsibility.

The Emergency Manager responsibilities were in addition to their other role(s) *(not including Director of School Safety/Security)*.

The responsibilities of the Emergency Manager are split among multiple individuals.

*(if 7 ≠ Served as the Director of School Safety)*

7a. Was there a Director of School Safety or Director of School Security (or person of similar title whose responsibility was the oversight of school safety-related activities) employed within the school division?

Yes    No

*(if 7 ≠ Served as the Director of School Safety and 7a = yes)*

7b. Please provide the name and email for the person designated as the school division's Director of School Safety/Security or similar designation.

2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS

(First Name/Last Name/Email)

7c. What functions were the Director of School Safety/Security responsible for? *(select all that apply)*

Served as a liaison between the school division and first responders in an emergency

Led division and school safety activities

Responsible for ensuring completion of School Safety Audit components

Supervised School Security Officers (SSO)

Served as a liaison between the school division and law enforcement providing SROs

Other

9. Which type(s) of security personnel worked in your division during the 2019–2020 school year? *(select all that apply)*

School resource officers (SROs)

Certified school security officers (SSOs)

Contracted private security officers (not SSOs)

None of the above

*(if 9 = SRO)*

9a. In what year was the memorandum of understanding (MOU) between your school division and the local law enforcement agency for the placement of SROs in your division's schools last updated? \_\_\_\_\_

9b. Were the administrators/staff of all your division's schools provided with information on the MOU with local law enforcement?

Yes      No

9c. Were school administrators provided with information on the roles and responsibilities of SROs?

Yes      No      Don't know

9d. How were school resource officers (SROs) funded in your division? *(select one)*

Solely by the school division

Solely by a law enforcement agency (LEA)

Through grant funds from DCJS (SRO Grant Fund and Program)

From a combination of funding sources (school division, LEA funds, and/or DCJS grant funds)

Don't know

Other

*(if 9 = SSO, and if 7 ≠ superv SSO, and if 7c ≠ superv SSO)*

9e. Please provide the name, title, and email address for the person responsible for supervising your division's SSOs.

Name

Title

Email

**§ 22.1-280.2:1 describes the purposes for which a local school board may employ a certified school security officer (SSO) and the requirements if they are to carry a firearm.**

9f. What is your division's current policy on allowing SSOs to be armed? *(select one)*

SSOs are allowed to be armed in division schools

SSOs are not allowed to be armed in division schools, and we are not considering changing this policy in the near future

We do not currently allow SSOs to be armed, but are considering allowing it

10. Did your division apply for SRO grant funds last year?

Yes No Don't know

*(if 10 = no)*

10a. Why did your division not apply for SRO funds last year? *(select one)*

All SRO positions currently funded through local funding (may include local law enforcement agency) and therefore were not eligible

Applied and denied funding

Grant applied for by local law enforcement agency

Not aware of grant opportunity

Not interested in funding SRO positions

Temporary nature of grant funding (cannot sustain when grant ends)

Other *(describe)* \_\_\_\_

**Questions 11 and 12 refer to Code of Virginia § 22.1-279.3:1 paragraphs B and D.**

§ 22.1-279.3:1. Reports of certain acts to school authorities.

11. Were there formal written processes or protocols in place for your school division to *receive notification* on the Code listed offenses from local law enforcement?

Yes No

12. Were there formal written processes or protocols in place for your division to *provide notification* to law enforcement on the Code listed offenses when committed by students?

Yes No

**III. EMERGENCY PLANNING, DRILLS, AND RESPONSE**

13. Did first responders (police/fire/EMS) have electronic/internet-based access to current floor plans for all schools in your division in case they needed to respond to a large-scale security incident at your facility?

Yes    No    Don't know

**§ 22.1-137.2 describes the requirement for conducting lockdown drills.**

14. In addition to the four (4) required lockdown drills, did your division conduct any additional exercises with law enforcement or other first responders in 2019–2020?

Yes    No

*(if 14 = yes)*

- 14a. What types of additional exercises were they? *(select all that apply)*

Active shooter/threat training/scenarios

Additional lockdown drills

Fire drill or weather-related drill

Full-scale drill

Intruder drill training

Lecture

Tabletop simulation

Other

15. Did you have a division-wide policy that required schools to inform students, parents, and/or faculty and staff in advance about an upcoming drill or exercise (lockdown, fire, shelter-in-place, etc.)?

	Policy to inform in advance?
Students	<input type="radio"/> Yes <input type="radio"/> No
Parents	<input type="radio"/> Yes <input type="radio"/> No
Faculty/staff	<input type="radio"/> Yes <input type="radio"/> No

*(if 15 students = yes)*

- 15a. You reported that your division had a policy to inform students in advance about upcoming drills, etc. How much in advance? *(select one)*

24 hours or more

Informed immediately prior to

Other

*(if 15 parents = yes)*

- 15b. You reported that your division had a policy to inform parents in advance about upcoming drills, etc. How much in advance? *(select one)*

24 hours or more

Informed immediately prior to

Other

*(if 15 faculty/staff = yes)*

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15c. You reported that your division had a policy to inform faculty/staff in advance about upcoming drills, etc. How much in advance? *(select one)*

24 hours or more

Informed immediately prior to

Other

16. Although the *Code of Virginia* does not currently require school divisions to have specific pandemic plans, were plans in place that assisted your division's Covid-19 mitigation, response, and/or recovery?

Yes No

17. Given the events of the 2019–2020 school year, particularly COVID-19, what lessons were learned and what resources/training would have been beneficial to your division?

Lessons learned: \_\_\_\_\_

Resources/training that would have been beneficial: \_\_\_\_\_

**§ 22.1-279.8 paragraph C requires that a division's school safety audit committee review the schools' safety audits** and submit any plans for improving school safety to the division superintendent for submission to the local school board.

18. 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 2019–2020 school year?

Yes No

*(if 18 = yes)*

18a. Please list the top five recommendations made to the school board by the safety audit committee regarding physical safety concerns. (Briefly describe recommendations.)

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

19. How did your division ensure the School Safety Inspection Checklist (due every 3 years) was completed by each of the division's schools? *(select all that apply)*

Schools were responsible for the checklist's completion

Division team completed the checklists for each of the schools

School and division teams completed checklist together

Checklist was conducted annually in each school

Checklist was conducted every three years in all schools at the same time

Checklist was conducted in alternate years by the schools (one-third of schools complete the checklist each year)

Other *(describe)* \_\_\_\_\_

#### IV. THREAT REPORTING AND ASSESSMENTS

Since 2013, and in accordance with [§ 9.1-184](#) and [§ 22.1-79.4](#), threat assessment teams are legislatively mandated in Virginia for all public schools grades K–12. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. It is also mandated that each team:

- Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
- Identify members of the school community to whom threatening behavior should be reported; and
- Implement school board policies for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

In addition to requiring the establishment of threat assessment teams, 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.”*

20. What mechanisms were in place to provide education related to threatening or aberrant behavior for school faculty/staff? (select all that apply)

Division-wide in-service school safety training

School provided in-service training/professional development

Training provided by outside entity (such as DCJS)

Information provided at back-to-school meetings

Information provided at other staff meetings

Required online training video (such as, “K12 Threat Assessment in Virginia Schools”)

Faculty handbook

Schools’ crisis plans

Other (describe) \_\_\_\_\_

None

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

21. Did your division have a division oversight committee for threat assessment in 2019–2020?

Yes No

(if 21 = yes)

21a. Which of the following were represented by the members of your oversight committee? (select all that apply)

Case manager

Faculty representative

Guidance counselor

Human resources

Law enforcement (SRO or local/state law enforcement)

Legal counsel

Public relations/media coordinator



- School health professional/school nurse
- School principal/assistant principal
- School psychologist/other clinically licensed professional
- Superintendent/assistant superintendent
- None of the above

(if 21 = no)

21b. Please provide the name and contact information of your division's primary threat assessment coordinator.

F name/I name/email/phone

(if 21 = yes)

21b. Please provide the name and contact information of your division's oversight committee chair.

F name/I name/email/phone

22. Were threat assessment records (such as *Threat Assessment and Response Reports*) stored at the division level during 2019–2020?

Yes No

(if 22 = yes)

22a. Where were threat assessment records kept at the division level stored? \_\_\_\_\_

23. Does your division have a written policy or procedure for notifying local law enforcement or other institutions when a threat is made by students or non-students at your schools?

Yes No

24. If there were obstacles to sharing information with law enforcement or other institutions, what were they? (*select all that apply*)

Concern about privacy laws

Lack of knowledge on when to share information

Lack of knowledge with whom to share information

There were no obstacles

Other (*describe*) \_\_\_\_\_

25. What kind of training or technical assistance would help improve your division's threat assessment (TA) process? (*select all that apply*)

Additional training by DCJS

Case management and record keeping

Case studies, scenario trainings (social media, harm to self, harm to others)

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)

Mental Health training (recognition and understanding) to include trauma responses

Online training in threat assessment

Recognition of threats, threat types, and behavioral red flags

Refresher training and review

Regional training with other divisions

Specific TA-related topics

Suicide prevention, ideation, threat assessment for suicide threat

Training for new staff

Other (*describe*) \_\_\_\_\_

None

(if 25 = *Additional training by DCJS*)

25a. In question 25, you selected “Additional training by DCJS.” What specific threat assessment training topics would be most helpful? \_\_\_\_\_

26. What were the biggest challenges to threat assessment teams or conducting threat assessments? (*select all that apply*)

Competing priorities

Conducting reviews and updates

Conducting thorough TA/review/debrief in a timely manner

Consistency in division-wide practices

Length of the documentation

Determining level of threat (when does an act become a threat, how to determine a threat’s appropriate level, what constitutes a threat)

Limited staff and staff turnover/retention

Loss of instruction time

Privacy issues (FERPA, outside team members maintaining student confidentiality requirements)

Team coordination (managing team member schedules, availability to meet in timely manner)

Threat assessment training resources

Training for new staff and for team members

Understanding the function of threat assessments vs. discipline

Other (*describe*) \_\_\_\_\_

None

## V. CONCERNS, TRAINING, AND RESOURCE NEEDS

27. What were the primary facility safety concerns identified by your division's most recent safety inspection checklist or other school safety audit components? *(select all that apply)*

Inability to secure classrooms

Lack of designated security personnel

Lack of fencing or other peripheral security

Lack of supervision in one or more classrooms

Multiple building/portable classrooms

Need for controlled access system/front entrance security

Need for more security cameras

Need for radio communication with first responders

Physical dangers from unfunded/under-funded repairs

Unlocked exterior doors

Unsupervised areas during the school day

Unsupervised areas during after school activities

Other *(describe)* \_\_\_\_\_

None

28. What were the primary issues affecting your division's climate and the mental/emotional well-being of students and staff? *(select all that apply)*

Bullying

Conflicts arising from social media

Counseling personnel tasked with non-mental health-related assignments

Home life/family issues

Lack of available climate improvement training

Lack of connection with students

Lack of connection with teachers/staff

Lack of available counseling personnel for students

Retaining qualified teachers

Stress-related issues

Substance abuse

Unmet mental health needs/limited mental health resources

Other *(describe)* \_\_\_\_\_

None

29. How did your division monitor social media (i.e. Facebook, Twitter, Snapchat, etc.) to detect and mitigate potential threats and other safety issues? *(select all that apply)*

Individual schools were tasked with monitoring their students

Local law enforcement agency monitored and shared appropriate information

Someone at the division level was responsible for monitoring (i.e., it was in their job description)

We contracted with a third party that scanned/monitored social media for us

Other *(describe)* \_\_\_\_\_

We did not have a specific monitoring process

30. Any additional comments or concerns you would like to share? \_\_\_\_\_

**You are about to submit your final responses to the 2019–2020 division safety survey.**

If you are ready to finish and submit your responses to the survey, click **“Submit Survey”** at the bottom of this page.

If you are not ready to submit your responses, click **“Back”** to page back through the survey, or click **“Save and Exit”** to save your work in the survey until you are ready to finish and submit your responses.

**Thank you for completing the 2020 Division Level Survey.**

Your survey responses were successfully submitted to the Virginia Center for School and Campus Safety (VCSCS) at the Virginia Department of Criminal Justice Services.

If you have questions about this survey, please contact Nikki Wilcox at 804-786-3923 or [nikki.wilcox@dcjs.virginia.gov](mailto:nikki.wilcox@dcjs.virginia.gov), Shellie Evers at 804-629-7042 or [shellie.evers@dcjs.virginia.gov](mailto:shellie.evers@dcjs.virginia.gov), or James Christian at 804-357-0967 or [james.christian@dcjs.virginia.gov](mailto:james.christian@dcjs.virginia.gov).

To make a copy of your survey responses for your records, please click on the “view response” button below. A printable version of your survey responses will appear titled, “Response Details.” Print this page using whatever method you typically use to print a webpage, such as: select file/print from your browser tool bar, or right click your mouse, then select “print” or select “save page as,” and then print after saving the page.

Please be sure to close this browser window when you are finished.

## Resources:

### School Safety Audit Program

- [Virginia School Safety Audit Infographic](#)
  - [School Safety Audit Timeline Checklist](#)
- 

### Crisis and Emergency Planning

- [Critical Incident Response Video](#)
  - [Critical Incident Response for School Faculty and Staff](#)
  - [School Crisis, Emergency Management and Medical Emergency Response Plan](#)
  - [School Crisis, Emergency Management and Medical Emergency Response Plan – Quick Guide](#)
  - [Guidance on Emergency Manager Designee](#)
  - [Guidance for School Systems in the Event Victims Arise from an Emergency 2018](#)
  - [Virginia Educator's Drill Guide](#)
  - [Guidance on Required Evacuation/Fire and Lockdown Drills 2016 \(update pending\)](#)
  - [Virginia Schools Bus Driver and Monitor Safety and Security Manual](#)
  - [Virginia Schools Bus Driver and Monitor Video](#)
  - [Academic Community Exercise Starter Kit](#)
- 

### Threat Assessment

- [Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – pdf](#)
  - [Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – MSWord](#)
  - [K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents, and Community Members](#)
  - [K-12 Threat Assessment Video](#)
  - [K-12 Threat Assessment Form – Fillable pdf](#)
  - [K-12 Threat Assessment Form – Fillable MSWord](#)
  - [Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education](#)
  - [Threat Management Consultant – Request for Services](#)
- 

### Bullying and School Climate

- [School Climate, Student Engagement and Academic Achievement](#)
  - [Preventing Teen Dating Violence: Interactive Guide on Informing Policy](#)
  - [US DOE School Climate and Discipline Packet](#)
  - [Suicide and bullying: Issue brief \(SPRC\)](#)
  - [Bullying: The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](#)
  - [Model Policy to Address Bullying in Virginia Schools \(DOE\)](#)
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- 

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



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