1. **BJA STOP School Violence Threat Assessment and Technology Reporting Program Project Number: 2018-YS-BX-0045**

The BJA grant supports one full-time position and one part-time position. It also supports (1) conducting forty-four (44) one-day threat assessment training events for public K-12 schools; (2) developing an advanced threat assessment curriculum and providing twelve (12) two-day training events on the advanced curriculum; (3) consultation for the development of an online threat assessment training module; (4) consultation on the development of an online threat assessment case management tool; and (5) direct consultation by subject matter experts to threat assessment teams based on need, for the Department of Criminal Justice Services, hereafter referred to as DCJS, an agency of the Commonwealth of Virginia.

1. **BACKGROUND**

In 2013, the Virginia General Assembly enacted legislation requiring all public school divisions (comprised of approximately 2,000 individual schools) to establish and operate threat assessment teams (TAT) in support of school safety, becoming the first state in the country to do so. The team’s composition must include subject matter experts in counseling, instruction, school administration, and law enforcement.

Virginia law also requires that each TAT report quantitative data on its activities. The data is collected by the Virginia Center for School and Campus Safety (VCSCS), which has been

conducted annually by the Department of Criminal Justice Services (DCJS) since 2014. The

instrument by which the VCSCS collects the data is the mandated School Safety Audit Program which surveys schools and school divisions annually. The results of these surveys are published in aggregate annually, including case data on TATs.

As part of the same 2013 legislation, the Virginia General Assembly also directed the VCSCS to provide schools with a model policy for the establishment of TATs, including procedures for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students. Virginia’s *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines* were developed in 2014 based on a national literature review on research of threat assessment models. This model is closely aligned with *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, authored by the United States Secret Service and the United States Department of Education.

The most recent data collected can be found here:

2017 School Safety Audit [https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/2017-school-safety-audit-survey-results.pdf)](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/2017-school-safety-audit-survey-results.pdf)k)

2017 Virginia Secondary School Climate Survey (<https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/2017-school-climate-survey-results.pdf>)

Our existing school survey captures information based on the school year, rather than the full calendar year, and the data is compiled and released the following year. For example, data from the 2017 school year is compiled between August 18, 2017 – June 19, 2018. There were 14,000+ threats reported during the 2017-2018 school year.

1. **QUESTIONS RELATED TO THE SEMI-ANNUAL PROGRESS REPORT**

As outlined above, DCJS gathers information from the 2000 schools based on the school year.

Can we submit answers to the following questions based on the school year instead of the six-

month progress report timeline (January – June; July – December)? Also, please provide guidance

on the questions outlined below.

*1. Number of individuals determined by a school counselor as needing an assessment? (e.g., threat assessment)*

Can this be determined by another school official, or ONLY by school counselors? Please define “assessment”. Is this the same as the TA Team assessment?

*2. Of those number, how many received the assessment within 24 hours?*

We do not currently capture the timeframe (over/under 24 hours). This question would need to be added to our school survey tool.

*3. Please name the threat assessment tool used.*

N/A

*4. Number of individuals receiving a clinical assessment (e.g. threat assessment) by licensed professional.*

Please define “clinical” assessment. Please define “licensed professional”.

*5. Of those, number of individuals that are determined as being a threat to themselves or others?*

We currently capture whether the student is “high risk” or “imminent threat”. This question would need to be added to our school survey tool.

*6. Of those, number of individuals that are referred to a program?*

Please define “program”. Currently, we only collect follow up information (such as referrals) on those assessments that were classified at the highest risk level at some point during the threat assessment process. We do not collect it for all threat assessments conducted.

*7. Number of individuals that have received a clinical assessment (e.g. threat assessment) more than once in the last 90 days?*

We do not currently capture this information. This question would need to be added to our school survey tool.

*8. If grantee did not already have an intervention team. Indicate the date the intervention team was established.*

DCJS, a state agency, is the grantee. How should we report on this question? Virginia law requires all public schools to have a threat assessment team.

*9. Please indicate the number of schools with a newly formed intervention team.*

Do we report on the number of schools with NEW teams established during the reporting period; or only those that have attended DCJS trainings or received direct consultations from our subject matter experts? We will not have “new” teams because it is mandated that all schools have a team that serves their schools. We do not ask this question because we do not try and “catch” the schools in non-compliance. There may be newly opened schools or newly developed school division teams; we do not currently capture this information, so we would need to add this question to our school survey tool.

*10. If grantee already had an intervention team. Did the grantee use grant funds to expand or enhance their intervention team (e.g. training, membership, or access to programming)? Provided training to intervention team members.*

Although DCJS does not have a TA team, we conduct trainings and consultations to assist in the establishment of school TA teams. Would reporting the number of participants at trainings and the number of schools represented suffice?

*11. Did the grantee use grant funds to expand or enhance their intervention team? Enhanced intervention team by implementing a new model (e.g. CARE, BIT, etc.)*

Please provide a list of the new models that should be reported. Again, we have mandated TA teams and we are expanding their trainings and resources. The CARE and BIT teams are the same thing as the TAT.

*12. Did the grantee use grant funds to expand or enhance their intervention team? Increased access to student programming.*

What is meant by “increased access to student programming”?

*13. Please indicate the number of schools that enhanced their intervention team.*

Do we report on the number of schools that enhanced their TA teams during the reporting period?

Please define “enhanced”.

*14. Number of issues or crises the intervention team responded to?*

Currently we only collect information on the number of threat assessments. Please define

“issues or crises”.

*15 – 18. Of those, how many issues/crises fell into the following categories: Violence? Threat of*

*Violence? Suicidal threat or attempt? Other?*

We capture information on (1) Threats Against Others, (2) Threats Against Self, (3) Threats

Against Self and Others. This question would need to be added to our school survey tool.

*19. Of those, how many students were directly involved in the issue/crisis?*

We collect data only on threat assessments. We can identify whether it is a current student,

former student or student of another school. Is this question asking how many TOTAL students

were interviewed during the TA, including victim and witnesses?

*20-28. Indicate the positions that are represented on the intervention team: Case Manager;*

*Superintendent/Asst. Superintendent; Guidance Counselor; School Psychologist; School Health*

*Professional; School principal/Asst. Principal; Legal Counsel; Faculty Representative; Public*

*Relations/Media Relations Coordinator*

How should we report information for these questions? We currently collect information about

the number of certain types of team members (Principal, Assistant Principal, School Counselor,

School Psychologist, School Resource Officer, School Security Officer, School Social Worker,

Teacher, Other Law Enforcement Officer, Other Administrator from School/Division, and Other)

and how many of those have had TA training.

1. **OTHER GRANT RELATED QUESTIONS:**

**Online Threat Assessment Case Management Tool**

We have begun the Request for Proposal process to hire a contractor to provide consultation

to DCJS for the development of an online threat assessment case management tool. After speaking

with our partners at the Virginia Department of Education, we have determined that the process to

develop and implement this project may take longer than anticipated. We request to change the

performance measures related to the development of the module from Quarters 3 and 4 of the first

year to Quarters 1 and 2 of the second year.

**Online Training Module for Teachers**

We request to move this project to the second year of the grant. The updated Basic Threat Assessment Curriculum and the new Advanced Threat Assessment curriculum will not be completed during the first year of the grant. In the interim, we are developing a webinar that will be completed in the next few months.

**Training Related Questions**

* 1. Is there a daily maximum rate for consultants to provide 8-hour training events? If yes, are travel costs in addition to the daily maximum rate?
  2. Is there a maximum hourly rate for subject matter experts to provide consultations to schools related to threat assessments?
  3. If we are re-printing existing resource materials (with no updates) to handout during training events, do we need to include the “supported by grant #.....” language?
  4. We have existing training agendas for the Basic Threat Assessment training. Do we need to submit this to you thirty days prior to each training or only provide it once?