**Grant #2018-YS-BX-0045**

**Progress Report Period: January 1 – June 30, 2020**

**Questions 1 – 28:**

Top of Form

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| Number of individuals determined by a school counselor as needing an assessment? (e.g., threat assessment) |
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| Of those number, how many received the assessment within 24 hours? |
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| Please name the threat assessment tool used. Schools have the option of developing their own tool or using the Threat Assessment Triage and Assessment Form provided by DCJS. |
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| Number of individuals receiving a clinical assessment (e.g., threat assessment) by licensed professional? |
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| Of those, number of individuals that are determined as being a threat to themselves or others? |
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| Of those, number of individuals that are referred to a program? |
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| Number of individuals that have received a clinical assessment (e.g., threat assessment) more than once in the last 90 days? |
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| [If grantee did not already have an intervention team] Indicate the date the intervention team was established (if multiple intervention teams have been established, report each separately) |
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| Please indicate the number of schools with a newly formed intervention team (report only once). |
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| [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 (Yes/No) |
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| [If grantee already had an intervention team] 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.) (Yes/No) |
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| [If grantee already had an intervention team] Did the grantee use grant funds to expand or enhance their intervention team? Increased access to student programming (Yes/No) |
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| Please indicate the number of schools that enhanced their intervention team (report the only once). |
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| Number of issues or crises the intervention team responded to? |
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| Of those, how many issue/crises fell into the following categories-Violence? |
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| Of those, how many issue/crises fell into the following categories-Threat of violence? |
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| Of those, how many issue/crises fell into the following categories-Suicidal threat or attempt? |
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| Of those, how many issue/crises fell into the following categories-Other? |
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| Of those, how many students were directly involved in the issue/crisis? |
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| Indicate the positions that are represented on the intervention team : Case Manager (Yes/No). |
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| Indicate the positions that are represented on the intervention team : Superintendent/Assistant Superintendent (Yes/No). |
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| Indicate the positions that are represented on the intervention team : Guidance Counselor(s) (Yes/No). |
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| Indicate the positions that are represented on the intervention team : School Psychologist (or other clinically licensed professional) (Yes/No). |
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| Indicate the positions that are represented on the intervention team : School Health Professional (e.g., school nurse) (Yes/No). |
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| Indicate the positions that are represented on the intervention team : School principal/Assistance Principal (Yes/No). |
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| Indicate the positions that are represented on the intervention team : Legal Counsel (Yes/No). |
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| Indicate the positions that are represented on the intervention team : Faculty Representative(s) (Yes/No). |
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| Indicate the positions that are represented on the intervention team : Public Relations/Media Relations Coordinator (Yes/No). |

Bottom of Form

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| What were your accomplishments within this reporting period? |
| **Note: Data for questions 1 – 28 will be provided in the next progress report after processing the data provided in the most recent school survey. Questions 5 & 6: DCJS does not ask about referrals to programs for student deemed to be a threat to self or others; however, schools are asked if the student was required to receive a clinical assessment before returning to school.**  **This report covers the reporting period of January 1 – June 30, 2020 for grant project number 2018-YS-BX-0045. This grant supports two dedicated positions, one full-time project coordinator and one part-time grant support specialist. Additionally, DCJS hired a state funded coordinator who dedicates 75% of their time to meet the in-kind match for the grant.**  **The project coordinator continues to positively impact the project by scheduling and planning threat assessment trainings in multiple regions throughout Virginia. Additionally, the coordinator assisted with other trainings related to school safety and threat assessment, including *Leveraging Positive Partnerships Between SROs and School Administrators: Working Together to Make Our Schools Safer* and *An Overview of Threat Assessment Trainings for SROs.***  **The coordinator continued to reach out to school administrators to determine unmet needs, advertised the trainings and facilitated fourteen (14) *Basic K12 Threat Assessment: One Day Course* training sessions between January 6, 2020 and March 6, 2020. A total of five-hundred and eighty-five (585) participants (school resource officers, school safety officers, school administrators, teachers, counselors, etc.) attended these training sessions and rated the training as 4.61 (very good). Unfortunately, six (6) trainings scheduled between March 18 and June 29 were canceled due to COVID-19.**  DCJS assisted the Virginia Department of Education with planning their “Safe and Supportive Schools Conference” which was scheduled for April 2020. The conference was canceled due to COVID-19. |
| What goals were accomplished, as they relate to your grant application? |
| **The project coordinators reached out to school administrators to determine unmet needs, advertised the trainings, and facilitated fourteen (14) *Basic K12 Threat Assessment: One Day Course* training sessions between January 6 and March 6, 2020. A total of five-hundred and eighty-five (585) participants (school resource officers, school safety officers, school administrators, teachers, counselors, etc.) attended these training sessions and rated the training as 4.61 (very good).**  **The project continues to move forward with the update of the Basic K-12 Threat Assessment Training. It is in the final stages after our Advisory Committee provided their feedback on final edits and additions.**  **The third edition of the *DCJS Model Policies, Procedures, and Guidelines* has been updated and vetted via our curriculum review advisory committee. The publication is undergoing final edits by our Design and Communication Center in preparation for printing and distribution to our constituents.**  **One locality requested consultation with a threat assessment subject matter expert during this reporting period.** |
| What problems/barriers did you encounter, if any, within the reporting period that prevented you from reaching your goals or milestones? |
| **Due to the COVID-19 pandemic, we were unable to complete five (5) Basic K-12 Threat Assessment trainings that were scheduled between March 18 and June 29, 2020. Additionally, we were unable to conduct a pilot of the Applied K-12 Threat Assessment Training that was scheduled for June 30, 2020. We intended to host twenty (20) trainings during this reporting period; however we only completed fourteen (14).** |
| Is there any assistance that BJA can provide to address any problems/barriers identified in the question above? (Please answer YES or NO only.) |
| As requested in the previous report, it would be helpful to attend an onsite training or webinar to better understand the grant reporting procedures and to address programmatic questions. Alternatively, a facilitated meeting with project personnel from other states awarded these grant funds would be helpful. |
| Are you on track to fiscally and programmatically complete your program as outlined in your grant application? (Please answer YES or NO. If no, please explain.) |
| There are no fiscal concerns; however, funds expended to pay for hosting in-person trainings was lower than anticipated due to the impact of COVID-19. As our state begins slowly re-opening, we are working on scheduling in-person trainings. |
| What major activities are planned for the next 6 months? |
| 1. **The update of the existing threat assessment training is entering its final stages. The advisory committee has provided their final feedback on the curriculum. Fourteen (14) threat assessment trainings for K-12 schools were held during this reporting period. The outline and format for the applied threat assessment training has been established. Once the basic curriculum is finalized, the applied training will be developed. We anticipate the applied training will be ready and we plan to hold an applied threat assessment pilot training in the Fall of 2020. DCJS is currently working with a school division to host this applied pilot session.** 2. **An advisory committee comprised of staff from DCJS, the Virginia Department of Education, the Virginia Information and Technology Agency, and subject matter experts was established to provide guidance in developing a Request for Information (RFI) to better inform the RFP process to solicit vendors to (1) provide consultation for the development of online threat assessment training modules and (2) the development of an online threat assessment case management tool. The RFI solicitation was published and the information gathered was compiled and included in a report to the Virginia General Assembly on December 11, 2019. We are awaiting budgeting prioritization to move this project forward and submit a Request for Proposals to solicit vendors.** 3. Our threat assessment consultant has updated the “*Threat Assessments in Virginia Public Schools: Model Policies, Procedures, and Guidelines*” publication. The updates will be included in the updated and applied threat assessment curriculum. The updated publication has been reviewed by the curriculum review advisory committee and has been submitted to the DCJS Design and Communication Center for final proofing and editing. 4. The School Safety Audit Team is preparing to collect School Safety Audit data for the 2019-2020 school year. DCJS is also working with the Virginia Department of Education and the Virginia Department of Health to develop the 2021 Virginia School Survey of Climate and Working Conditions.      1. DCJS has created and is awaiting final approval for an *Information Sharing Guide for K12 Public Schools* to serve as a resource for school and law enforcement personnel to access and share pertinent student information in an effective and timely manner. This guide focuses on the ways in which administrators, teachers, counselors, threat assessment teams, and members of law enforcement can carry out their mission of risk reduction, while respecting the requisite confidentiality of the student. The primary thrust of this guide is geared towards the Family Educational Rights and Privacy Act (FERPA) as FERPA gives schools and divisions flexibility to disclose personally identifiable information (PII), under certain limited circumstances, in order to support student success, health, wellbeing, and safety. The purpose of this guide is to address questions about how FERPA applies to schools’ and divisions’ disclosures of PII from student education records to school officials, school security units, outside law enforcement entities, school resource officers (SROs), and other schools, and otherwise. Upon final approval of the *Information Sharing Guide for K12 Public Schools*, DCJS will schedule regional trainings based on school superintendent regions to share this information with our constituents. Additionally, this information will be added to our Basic Threat Assessment trainings for both K-12 public schools and institutions of higher education. We are also considering conducting trainings in conjunction with K-12 public schools and institutions of higher education so both levels can learn how to best support and assist each other in sharing information among each other. 2. In response to the decline of in-person trainings due to the impact of COVID-19, DCJS is negotiating with our threat assessment consultant to create online webinars for various threat assessment topics. Upon successful negotiation, we will hold these webinars in the Fall of 2020. 3. DCJS is negotiating with trainers to provide a webinar series in October 2020 on recognizing and dealing with digital and online threats. As COVID-19 has changed our students’ learning formats to mostly online and at-home learning, we strive to prepare our K-12 school divisions to understand and meet the online and digital challenges associated with this new learning environment. |
| Based on your knowledge of the criminal justice field, are there any innovative programs/accomplishments that you would like to share with BJA? |
| Not at this time. |

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| Number of schools determined to need a security survey (assessment)? 1,961  **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:**  **2018 School Safety Audit** <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/2018_annualschoolsafetyreport-approved.pdf>  2019 Virginia Secondary School Climate Survey <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/2019-secondary-school-climate-survey-technical-report.pdf>  The *2019 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS* will be published in early summer 2020; however, a preliminary review of the data shows that schools reported a total of 12,812 threat assessment team meetings during the 2018–2019 school year. Schools reported conducting one or more threat assessments for a total of 13,274 threat assessments conducted in 2018–2019. These statistics were reported to BJA in the July 1, 2019 – December 31, 2019 progress report.  Preliminary statistics from the 2019-2020 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS will not be available until October 2020. |
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| Of those, the number of schools that completed a security survey (assessment)? Of those, the number of schools that completed a security survey (assessment)? 1,961  **The School Safety Audit Survey was released to school divisions in August/September 2019. All one-thousand and sixty-one (1,961) schools in Virginia completed the survey. The survey’s primary focus is on threat assessment, to include the makeup of the Threat Assessment Team, their level of training, and the number of threat assessments conducted throughout the school year. Additionally, the survey collects data on the number of mental health professionals and security personnel in the school. The data is finalized and distributed to all schools and division staff.** |
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| Number of recommendations identified during the security survey? 0  **Recommendations on physical safety are collected at the division level, not school level. Divisions are asked to provide the “top five recommendations made to their school board by their division’s safety audit committee regarding physical safety concerns”. This information is collected in an open-text format and coded. An analysis of the coded content will be included in the next progress report.** |
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| Number of recommendations implemented by the school(s)? 0 |
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| Please type which proposed anonymous reporting solution you are implementing: (Smartphone application, anonymous hotline, website, drop box, if other, please explain)  **The Request for Information (RFI) soliciting vendors to provide consultation on the development of an online threat assessment case management tools and online training modules was amended to include information to inform the acquisition of a statewide mobile school safety application and development of an application to allow students and youth in Virginia a platform that can receive threat reports and provide crisis intervention services. The RFI solicitation was published and the information gathered was compiled and included in a report entitled, *Plan for Implementation of a Statewide School Safety Mobile Application*, to the Virginia General Assembly in December 2019.**  **A finding in the report was that none of the school safety reporting systems reviewed had a direct link to a school threat assessment case management system. DCJS is undertaking the implementation task of acquiring an enterprise system capable of achieving both a statewide mobile school safety application with a threat assessment case management tool. The report details that the costs of such a system just for the mobile school safety reporting application would range from $850,000 to $1.2 million. Inclusion of the case management tool could be several million per year.**  **We are awaiting budgeting prioritization to move this project forward and publish a Request for Proposals to solicit vendors.** |
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| Please indicate the date proposed anonymous reporting solution was completed and available to users of smartphone applications (if not applicable please leave blank) 0 |
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| Please indicate the date proposed anonymous reporting solution was completed and available to users of anonymous hotlines (if not applicable please leave blank) 0 |
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| Please indicate the date proposed anonymous reporting solution was completed and available to users of websites (if not applicable please leave blank) 0 |
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| Please indicate the date proposed anonymous reporting solution was completed and available to users of drop boxes (if not applicable please leave blank) 0 |
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| Please indicate the date proposed anonymous reporting solution was completed and available to users for other anonymous reporting solutions (if not applicable please leave blank) 0 |
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| After anonymous reporting solution is completed and available to users, how many anonymous tips were received from smartphone applications? 0 |
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| After anonymous reporting solution is completed and available to users, how many users for the application were there during the reporting period? 0 |
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| After anonymous reporting solution is completed and available to users, how many website visits/hits were there during the reporting period? 0 |
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