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

**Progress Report Period: July 1 – December 31, 2019**

**Questions 1 – 28:**

Top of Form

|  |
| --- |
| Number of individuals determined by a school counselor as needing an assessment? (e.g., threat assessment) 13,274 |
|  |
| Of those number, how many received the assessment within 24 hours? 12,954 |
|  |
| 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. |
|  |
| Number of individuals receiving a clinical assessment (e.g., threat assessment) by licensed professional? 3,383 |
|  |
| Of those, number of individuals that are determined as being a threat to themselves or others? 1,169 |
|  |
| Of those, number of individuals that are referred to a program? 0 |
|  |
| Number of individuals that have received a clinical assessment (e.g., threat assessment) more than once in the last 90 days? 0 |
|  |
| [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) |
|  |
| Please indicate the number of schools with a newly formed intervention team (report only once). 0 |
|  |
| [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)  |
|  |
| [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) |
|  |
| [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) |
|  |
| Please indicate the number of schools that enhanced their intervention team (report the only once). 0 |
|  |
| Number of issues or crises the intervention team responded to? 13,274 |
|  |
| Of those, how many issue/crises fell into the following categories-Violence? 38 |
|  |
| Of those, how many issue/crises fell into the following categories-Threat of violence? 12 |
|  |
| Of those, how many issue/crises fell into the following categories-Suicidal threat or attempt? 23 |
|  |
| Of those, how many issue/crises fell into the following categories-Other? 3 |
|  |
| Of those, how many students were directly involved in the issue/crisis? 38 |
|  |
| Indicate the positions that are represented on the intervention team : Case Manager (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : Superintendent/Assistant Superintendent (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : Guidance Counselor(s) (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : School Psychologist (or other clinically licensed professional) (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : School Health Professional (e.g., school nurse) (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : School principal/Assistance Principal (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : Legal Counsel (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : Faculty Representative(s) (Yes/No). |
|  |
| Indicate the positions that are represented on the intervention team : Public Relations/Media Relations Coordinator (Yes/No). |

Bottom of Form

|  |
| --- |
|  |
| What were your accomplishments within this reporting period? |
| **This report covers the reporting period of July 1, 2019 – December 31, 2019 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. The grant support specialist was hired during the previous reporting period and the grant funded project coordinator was hired with a start date of July 10, 2019. Additionally, DCJS hired a state funded project coordinator with a start date of July 25, 2019 to assist with this project. The state funded position dedicates 75% of their time to meet the in-kind match for the grant.****The newly hired project coordinators had an immediate impact on the project by scheduling and planning threat assessment trainings in multiple regions throughout Virginia. Additionally, the coordinators assisted with other trainings related to school safety and threat assessment, including *Addressing Legal Issues and Concerns in K12 Threat Assessment*, *2019 School Safety Training Forum,* and the *National Threat Assessment Conference for Educational Institutions*.** **The 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 August 7, 2019 and December 10, 2019. A total of seven-hundred and sixty-three (763) participants (school resource officers, school safety officers, school administrators, teachers, counselors, etc.) attended these training sessions and rated the training as 4.43 (very good).** |
| 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 August 7, 2019 and December 10, 2019. A total of seven-hundred and sixty-three (763) participants (school resource officers, school safety officers, school administrators, teachers, counselors, etc.) attended these training sessions and rated the training as 4.43 (very good).****A pre-conference training, *Applied Threat Assessment for K12 Teams and Practitioners*, attended by 114 participants was held during the annual School Safety Training Forum in late-July.** **A one-day training, *Addressing Legal Issues and Concerns in K12 Threat Assessment,* conducted in mid-October was attended by 57 participants*.*****These sixteen (16) trainings focused on threat assessment held between July 2019 and December 2019 are just two less than what was held in the two previous years combined.**  |
| What problems/barriers did you encounter, if any, within the reporting period that prevented you from reaching your goals or milestones? |
| **Based on the adjusted timeline, our goals and milestones are on-track.** |
| 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, due to the seven-month delay in receiving funds we must adapt our project performance measures timeline to reflect this change. |
| What major activities are planned for the next 6 months? |
| 1. **As mentioned in the last report, DCJS issued an invitation for Request for Proposals (RFP) to solicit vendors to establish multiple contracts through competitive negotiations with one or more to (1) update existing curriculum and conduct threat assessment training for public K-12 schools; (2) develop an advanced threat assessment curriculum and provide trainings on the advanced curriculum; and (3) provide direct consultation to threat assessment teams. The contracts have been awarded. The update of the existing threat assessment training is underway, and an advisory committee has been established to review the curriculum. Fourteen threat assessment trainings for K12 schools were held during this reporting period. The applied/advanced curriculum will begin once the existing training has been updated. We anticipate this will be ready for rollout and piloted in a threat assessment training scheduled for late June 2020. One locality requested consultation with a TA subject matter expert during this reporting period.**
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. Once feedback is received from the General Assembly, the Request for Proposal (RFP) process will begin for the tip line and case management tools. DCJS has not yet selected a vendor(s) to develop our online threat assessment training modules.**
3. Our threat assessment consultant is updating 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 will be reviewed by the curriculum review advisory committee.

 1. The School Safety Audit Team is preparing to administer the Secondary School Climate Survey for Spring 2020.
2. DCJS is assisting the Virginia Department of Education with their “Safe and Supportive Schools Conference” scheduled for April 2020.
3. DCJS is creating 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 K12 public schools and institutions of higher education.
 |
| ABased 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. |

|  |
| --- |
| 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. Of those, 12,954 threat assessments were conducted within 24 hours of the TAT receiving notice.Statewide, there were 13,186 threat assessments conducted that involved threats made by current students. Of the reported 13,186 threat assessment cases involving current students conducted in 2018–209, 1,169 (9%) were classified as a highest-level threat (HLT) by 415 schools, and among those, 38 (3%) resulted in an act being carried out at 28 schools.   Overall, 0.3% (less than 1%) of threats made by current students resulted in a highest-level threat being carried out at 1.4% of the schools.Of the 38 HLT that resulted in an act being carried out, 31% were provided by elementary schools, 33% by middle schools, 36% by high schools, and none by other schools. Types of threats made and acts they resulted in:   Twenty-three (23) suicide/self‐harm threats resulted in ten suicide attempts (3 of which were overdoses); Six (6) self‐harm (by cutting); one self‐harm attempt; two self‐choking; one self‐stabbed; and two assaults. Nine (9) assault threats resulted in six assaults; one arson; one attempted stabbing; and one strangulation. Two no prior threat made resulted in one sexual assault and one attempted arson. One weapon possession resulted in one weapon fired. One general threat resulted in one attempt to locate by administrator. One homicide threat resulted in self-choking; and one threat of mayhem resulted in intimidation by verbal assault. Note: The information provided for questions 15 – 19 reflect the data for only the 38 highest-level threats that resulted in an act being carried out. Complete information from the 2019 VIRGINIA SCHOOL AND DIVISION SAFETY SURVEY RESULTS will be reported in the July – December, 2020 progress report to BJA.NOTE: The answers provided for questions 6, 7, 8, 9, and 13 are reported as zero (0) because the data from the most recent safety survey has not yet been compiled. Updated information will be provided in the next progress report. The answers for questions 20 – 28 reflect information provided from 1,961 schools throughout Virginia. Not all schools have all of the positions represented on their Threat Assessment Teams. |
|  |
| 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 in the process of being analyzed, once finalized it will be distributed to all schools and division staff.****Information on the recommendations will be provided in the next progress report.** |
|  |
| Number of recommendations identified during the security survey? 0 |
|  |
| Number of recommendations implemented by the school(s)? 0 |
|  |
| 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 to the Virginia General Assembly on December 11, 2019. Once feedback is received from the General Assembly, the Request for Proposal (RFP) process will begin for the tip line and case management tools.**  |
|  |
| Please indicate the date proposed anonymous reporting solution was completed and available to users of smartphone applications (if not applicable please leave blank) 0 |
|  |
| Please indicate the date proposed anonymous reporting solution was completed and available to users of anonymous hotlines (if not applicable please leave blank) 0 |
|  |
| Please indicate the date proposed anonymous reporting solution was completed and available to users of websites (if not applicable please leave blank) 0 |
|  |
| Please indicate the date proposed anonymous reporting solution was completed and available to users of drop boxes (if not applicable please leave blank) 0 |
|  |
| 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 |
|  |
| After anonymous reporting solution is completed and available to users, how many anonymous tips were received from smartphone applications? 0 |
|  |
| After anonymous reporting solution is completed and available to users, how many users for the application were there during the reporting period? 0 |
|  |
| After anonymous reporting solution is completed and available to users, how many website visits/hits were there during the reporting period? 0 |
|  |