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

**Progress Report Period: July 1 to December 31, 2020**

**Questions 1 – 28:**

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| Number of individuals determined by a school counselor as needing an assessment? (e.g., threat assessment) 15,524 |
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| Of those number, how many received the assessment within 24 hours? 15,267 |
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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? 3,823 |
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| Of those, number of individuals that are determined as being a threat to themselves or others? 1,991 |
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| Of those, number of individuals that are referred to a program? 1,991 |
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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? unk |
| [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). 0 |
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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). 0 |
| Number of issues or crises the intervention team responded to? 15,524 |
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| Of those, how many issue/crises fell into the following categories-Violence? 23 |
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| Of those, how many issue/crises fell into the following categories-Threat of violence? 23 |
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| Of those, how many issue/crises fell into the following categories-Suicidal threat or attempt? 44 |
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| Of those, how many issue/crises fell into the following categories-Other? 9 |
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| Of those, how many students were directly involved in the issue/crisis? 67 |
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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: 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 July 1 – December 31, 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.**  **Even during the COVID-19 pandemic, the project coordinator continues to positively impact the project by working to meet the needs of constituents virtually and in-person (when allowable). Additionally, the coordinator assists with other trainings related to school safety and threat assessment, including *The School-Law Enforcement Partnership: Leveraging Positive Partnerships Between SROs and School Administrators, An Overview of Threat Assessment Trainings for SROs,* as well as *An Overview of Behavioral Threat Assessment for Schools and Communities* for Basic Crime Prevention training.**  **The coordinator facilitated three (3) *Threat Assessment Overview for School and Support Staff* virtual training sessions and coordinated four (4) *Considerations for Threat Assessment in the Virtual Setting virtual training sessions*. We also collaborated with national threat consultants to host a 3-part behavioral threat assessment webinar series (with morning and afternoon sessions, totaling 6 separate sessions) titled, *Beyond the Basics: Recognizing and Responding to Aberrant Behavior Online and in the Classroom*. In October, we also hosted an in-person pilot training titled, *Applied Threat Assessment: Special Topics and Workshop*. 1,480 participants (school resource officers, school safety officers, school administrators, teachers, counselors, etc.) attended these training sessions.** |
| What goals were accomplished, as they relate to your grant application? |
| **The project continues to move forward with the final updates to the Basic K-12 Threat Assessment Training scheduled to be piloted in February 2021.**  **The third edition of the *DCJS Model Policies, Procedures, and Guidelines* was updated and released to our constituents in October 2020.**  **We were able to create new threat assessment trainings that were held virtually, that also addressed the challenges threat assessment teams face in the current virtual and/or hybrid learning environments for K-12 public schools (*Considerations for Threat Assessment in the Virtual Setting*).**  **Our** *Information Sharing Guide for K12 Public Schools* was finally approved and released in October 2020. 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. |
| 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 still very limited to scheduling in-person trainings. The agency director has suspended training courses directed to civilians for the next several months due to a Governor’s Executive Order and other considerations for staff and civilian safety related to the pandemic.** |
| Is there any assistance that BJA can provide to address any problems/barriers identified in the question above? (Please answer YES or NO only.) |
| NO |
| 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.) |
| YES |
| What major activities are planned for the next 6 months? |
| 1. **The update of the existing threat assessment training is finalized. We have scheduled our first set of pilot training sessions for February 2021. Once we get through these pilot sessions, we will then adjust the training based on feedback and then finalize our Participant, Instructor, and Train-the-Trainer manuals.** 2. **We are also scheduled to pilot our first full day virtual *Basic K-12 Behavioral Threat Assessment* *Training* virtually in late March. We will begin to offer either virtual or in-person full day threat assessment trainings depending on the need and comfort level of schools and divisions in the current COVID-19 climate.** 3. **We plan to submit a Request for Proposals to solicit vendors in the development of our online threat assessment case management tool and statewide school safety mobile reporting application in April 2021.** 4. DCJS has released the *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. VCSCS staff is currently working with one of our legal consultants to create a virtual training that we will open to our constituents across the commonwealth over multiple sessions, which should be available in February and March 2021. 5. DCJS will also be working with our colleagues on our higher education behavioral threat assessment team to create more joint training opportunities, especially around information sharing among K-12 public schools and institutions of higher education. Currently, the higher education team is working on the finalization of the information sharing guide for institutions of higher education, and staff feels joint trainings on this topic would be highly valuable to bring both levels of education together in the same training. 6. DCJS is continuing to plan for our *2nd National Threat Assessment Conference for Educational Institutions* which is scheduled to be held in October 2021. We are already working to finalize our agenda and a destination host location in Virginia. Staff will finalize the agenda over the next few months and begin to secure nationally recognized speakers in the field of behavioral threat assessment as well as incidents that have shaped the threat landscape. 7. The School Safety Audit Team is currently collecting the 2021 Virginia School Survey of Climate and Working Conditions data and preparing the 2019-2020 Safety Audit Report. |
| 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. |
| Number of schools determined to need a security survey (assessment)? 1,973  **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.**  **The 2020 VIRGINIA SCHOOL AND DIVISION SAFETY RESULTS will be published in early spring 2021, however a preliminary review of the data shows that schools reported a total of 15,524 threat assessments and a total of 22,957 threat assessment team meetings during the 2019-2020 school year.** |
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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)? 1,973  **The School Safety Audit Survey was released to school divisions in August/September 2020. All one-thousand and seventy-three (1,973) 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? 17  **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.**  **On the 2019-2020 School Safety Survey, schools were asked to identify their primary facility safety concerns and primary issues affecting school climate and mental/emotional well-being of students and staff.**  **DCJS will include a question on next year’s survey to collect data on the number of recommendations implemented by the school.**   |  |  |  | | --- | --- | --- | | **Table 16: 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%.)   |  |  |  | | --- | --- | --- | | **Table 17: Primary Issues Affecting School Climate** | | | | **Issue** | **Number of schools** | **Percentage of schools** | | Home life/family issues | 1056 | 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%.) |
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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 |
|  |
| 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 |
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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 |
|  |
| After anonymous reporting solution is completed and available to users, how many website visits/hits were there during the reporting period? 0 |
|  |