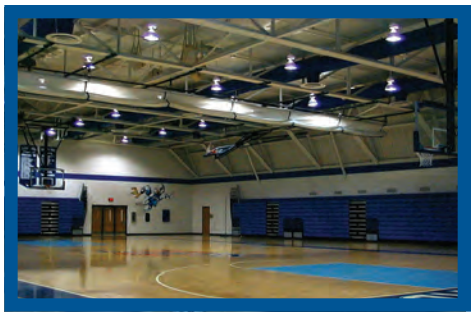
The 2011 Virginia School Safety Audit Survey Results



JUNE 2012

DCJS

www.dcjs.virginia.gov

TABLE OF CONTENTS

Executive Summary 1

Introduction 2

Survey Methodology 2

Survey of Virginia Schools 2

- Introduction 2
- School Identification and Demographic Information 2
- Crisis Management Plan (CMP) / Emergency Management Plan (EMP) 3
- Safety Concerns of Students and Staff 6
- School Security and Surveillance 9
- Gangs 11

Disciplinary Infractions and Responses 13

- Disciplinary Infractions 13
- Disciplinary Responses 14
- Links between Safety Measures and Disciplinary Infractions and Responses 15

Appendix A: 2011 School Survey 19

Appendix B: Definitions 25

This report was prepared by Dewey Cornell, Ph.D. and Peter J. Lovegrove, Ph.D., Curry School of Education and Youth-Nex, University of Virginia, in collaboration with Donna Michaelis and Sherri Johnson of the Virginia Department of Criminal Justice Services.

EXECUTIVE SUMMARY

Legislation enacted in 2005 designated the Virginia Center for School Safety (VCSS) of the Virginia Department of Criminal Justice Services (DCJS) to prescribe the safety audit content and reporting process for the School Safety Audit program. Accordingly, the VCSS and DCJS Research Center conduct an annual on-line school safety survey that allows schools and school divisions to meet the Code of Virginia mandate to report safety audit data. Annual reports can be found on the DCJS website at www.dcjs.virginia.gov/vcss/audit/index.cfm. The survey for the 2010–2011 academic school year was conducted in August through September 2011 and covered school safety-related topics such as: crisis management plans, safety concerns of students and staff, prevention efforts, and school security/surveillance.

Major Findings from the 2010-2011 School Survey

- The 2010-2011 Safety Audit survey was completed by 100% of the 1,980 Virginia public schools. This total included 1,124 (57%) elementary schools, 327 (17%) middle schools, and 311 (16%) high schools, as well as 218 (11%) other types of schools, such as alternative, technical, combined, and pre-kindergarten schools. Schools ranged in size from 29 schools with fewer than 50 students to 3 schools with more than 3,000 students, although most schools (74%, 1,468) had between 251 and 1,000 students.
- Virginia schools are located in suburban (36%), rural (33%), urban (25%), and town (6%) areas, using federal designations for Virginia localities.
- Approximately one-fifth (19%, 366) of schools reported that they activated some portion of their crisis management plan during the 2010-2011 school year due to an actual emergency (not including weather-related activations). The most common reason for activation was an incident occurring off school grounds in the community, such as a crime or accident.
- A large majority of schools 91% (1,798) had an automated Electronic Notification System (ENS) that notifies parents/guardians when there is an emergency at the school. Only 11% of these schools (193) used their electronic notification system during the 2010–2011 school year.
- A large majority of schools 78% (1,552) reported using a formal threat assessment process to respond to student threats of violence. More than half of Virginia schools (54%, 1,068) reported using the threat assessment guidelines developed by the University of Virginia.
- Schools reported an average of 4.6 prevention programs from a list of common types of programs. The most commonly reported prevention effort in all schools was a mentoring program, implemented in 73% (1,443) of schools. The other most commonly reported prevention efforts were anonymous reporting of safety concerns (68%, 1,337), conflict resolution programs (66%, 1,303), and substance abuse prevention programs (66%, 1,298).
- New questions were added this year due to statewide concerns about bullying.
  - Nearly all Virginia schools (98%) reported that they made a special effort to reduce bullying last year.
  - Of the 893 schools that reported using a formal bullying prevention program, the most commonly used bullying prevention programs were the Olweus Bullying Prevention Program (33%, 297) and Second Step (17%, 154). Approximately 24% (210) of schools reported using a locally-developed bullying prevention program.
  - The most common elements of bullying prevention efforts were counseling services, communication of rules against bullying to all students, increased supervision of areas where bullying occurs, class meetings about bullying, and disciplinary consequences for bullying.
  - About half (51%) of the 1,934 schools with bullying prevention efforts attempted to evaluate the effectiveness of their efforts. The most commonly used evaluation methods were feedback from teachers and other staff (39%), informal observations (35%), reviewing school records (34%), and a student survey (24%).
  - Schools reporting more pervasive bullying and teasing had higher rates of disciplinary infractions and school suspensions. In contrast, schools reporting greater student willingness to seek help from teachers for bullying had lower rates of disciplinary infractions and suspensions, as well as fewer expulsions. Finally, schools reporting the use of evidence-based anti-bullying strategies experienced declining rates of disciplinary infractions and suspensions.
  - Schools reporting use of the threat assessment guidelines developed by the University of Virginia experienced lower rates of weapons-related disciplinary infractions and lower rates of school suspensions.

INTRODUCTION

Since 1997, the Virginia General Assembly has required all public schools to conduct school safety audits (§ 22.1-279.8). The purpose of the audit is to assess the safety conditions of schools, identify and develop solutions for physical safety concerns, including building security issues, and identify and evaluate patterns of student safety concerns. Responses and solutions based on the audit include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school division's student code of conduct. Although the Virginia Department of Education developed the original safety audit process, legislation governing the audit was modified and responsibility for the development, standardization, and analysis of the items was transferred to the VCSS at the DCJS in 2005. The first automated Virginia School Safety Survey was conducted by the VCSS in 2005 using data gathered from the 2004–2005 school year.

The survey process is updated each year to maintain its effectiveness and relevance. As a result, some topics are identified as requiring further examination each year, while other questions are continued to allow for trend analyses. In 2010, the University of Virginia's (UVA) Curry School of Education and Youth-Nex, the UVA Center for Positive Youth Development, undertook primary responsibility for authoring this report, and conducted supplemental analyses not included in reports from previous years. This report continues this collaboration into its second year.

SURVEY METHODOLOGY

In August 2011, all Virginia school division superintendents were contacted and directed to the Virginia Safety Survey Website. They were instructed to inform each of their division's school principals about the website and survey requirements. The website provided information about the survey and support for superintendents and principals, including survey instructions, a list of terms and definitions, frequently-asked questions, a preview list of survey questions and a link to the survey. Additionally, superintendents were asked to update their contact information and to review and update a list of their division's schools. Superintendents could also view the completed surveys submitted by their division's schools and make the changes they deemed appropriate. The web-based Virginia School Safety Survey was developed and administered for the VCSS by the DCJS Research Center. School principals or their designees completed the web-based school survey in August-September of 2011 to provide information that reflected conditions during the 2010–2011 school year.

SURVEY OF VIRGINIA SCHOOLS

INTRODUCTION

The Virginia School Safety Survey asked about safety-related policies and practices in individual schools. The survey included crisis management plans, safety concerns of students and staff, prevention efforts, and school security/surveillance. Of the 1,980 public schools (as defined by DCJS for purposes of this survey) operating in Virginia in school year 2010–2011, 100% completed the survey. The 1,980 responding schools represent all of Virginia's 133 school divisions, as well as Virginia's Academic-Year Governor's Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, Regional Special Education Programs, schools within the Department of Correctional Education and the Virginia School for the Deaf and the Blind.

School survey findings are organized by the following categories: school identification and demographic information; crisis management plan (CMP) / emergency management plan (EMP); safety concerns of students and staff, including prevention efforts, school security and surveillance, and gangs. *A copy of the survey instrument can be found in Appendix A. Appendix B contains definitions for pertinent terms.*

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. **Which of the following best describes your school?**

   As shown in Chart 1, elementary schools make up 57% (1,124) of the 1,980 Virginia public schools. Middle and high schools make up 17% (327) and 16% (311), respectively. Other types of Virginia public schools included: Combined (grades enrolled crossed typical Pre-K, elementary, middle, and high school boundaries), Primary (note that the 1,124 elementary schools and 33 primary schools are combined in comparisons of elementary, middle, and high schools later in this report.), Pre-K, Alternative, and Technical. Less than 1% of schools were identified as Governor's, Magnet, Department of Correctional Education, Charter, Adult Education and Deaf and Blind, Correctional Education, Special Education and Other.

2. **What was your fall enrollment number on September 30, 2010?**

   Table 1 displays the range of student enrollment in Virginia's public schools. Most schools (74%, 1,468) had between 251 and 1,000 students.

CHART 1

Types of Public Schools in Virginia (N=1,980 Schools)

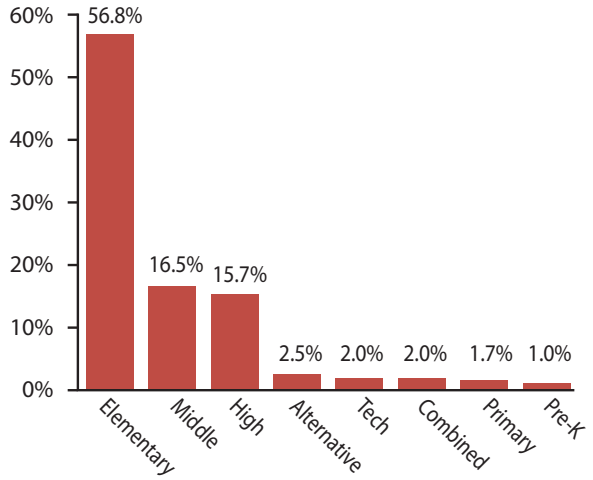


TABLE 1
School Enrollment

Enrollment	Frequency	Percent of Schools N = 1980	Cumulative Percent N = 1980
0-50	29	1.5%	1.5%
51-250	208	10.5%	12.0%
251-500	611	30.9%	42.8%
501-1000	857	43.3%	86.1%
1001-1500	168	8.5%	94.6%
1501-2000	66	3.3%	97.9%
2001-2500	29	1.5%	99.4%
2501-3000	9	0.5%	99.8%
3000+	3	0.2%	100.0%

TABLE 2
Enrollment by School Type

Enrollment	Elementary	Middle	High	Technical	Alternative
0-50	1	2	1	2	20
51-250	119	12	11	4	22
251-500	452	68	42	21	6
501-1000	570	170	84	10	1
1001-1500	14	72	74	3	0
1501-2000	1	3	62	0	0
2001-2500	0	0	29	0	0
2501-3000	0	0	7	0	0
3000+	0	0	1	0	0

School enrollment size also varied by the type of school. Table 2 presents enrollment data for elementary/primary, middle, and high schools. Generally, elementary schools had smaller enrollments, and enrollment size increased with grade levels.

3. Which of the following best describes the region where most of your students live?

Principals were asked whether their students lived in urban, suburban, town, or rural areas, using the definitions listed below. About one third (33%, 648) of schools reported that most of their students lived in rural areas. About one quarter of schools (25%, 501) reported that their students lived in urban areas and one third of schools (36%, 715) reported that most of their students lived in suburban areas. A small percentage of schools (6%, 116) reported that most of their students lived in town areas. See Chart 2.

National Centers for Education Statistics (NCES) defines metropolitan areas using the Office of Management and Budget's 'Standards for Defining Metropolitan and Micropolitan Statistical Areas' (2000).

Urban: According to Census criteria, urban refers to a principal city in an area. In Virginia this includes: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Hampton, Harrisonburg, Lynchburg, Newport News, Norfolk, Portsmouth, Reston, Richmond, Roanoke, Virginia Beach, Waynesboro, and Winchester.

Suburban: Territory outside a principal city (see list of principal cities above) but inside a settled area that contains at least 50,000 people and has an overall population density of 1,000 people per square mile or higher.

Town: Territory outside a principal city or suburb, but within a settled area containing at least 2,500 people and with an overall population density of 1,000 people per square mile or higher.

Rural: Territory outside of principal cities, suburbs, and towns. Some examples of rural areas in Virginia are Monterey and Middleburg.

CRISIS MANAGEMENT PLAN (CMP) / EMERGENCY MANAGEMENT PLAN (EMP)

Code § 22.1-279.8 describes school crisis and emergency management plans and 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."

4. How was your school's CMP/EMP practiced during the 2010–2011 school year?

Nearly all schools (97%, 1,927) practiced their CMP/EMP in some way during the 2010–2011 school year.

As shown in Table 3, almost all schools (94%, 1,857) practiced their CMP/EMP plan with training for administrators, faculty, and staff. Most schools (71%, 1,406) reported that they conducted student training or awareness sessions. About one-fourth (26%, 506) coordinated their practices with local first responders.

5. Did you have to activate any portion of your crisis management plan during the 2010–2011 school year due to an actual emergency or crisis? If so, how many times and why did you activate your plan?

About a fifth (19%, 366) of all schools activated some portion of their school's crisis management plan during the 2010–2011 school year due to an emergency.

Some portion of their crisis management plan was activated in 17% (192) of elementary/primary schools, 21% (68) of middle schools, and 24% (73) of high schools.

Of the 366 schools that activated some portion of their school's crisis management plan during the 2010–2011 school year, the most common reason was a community incident that affected the school (25%, 90). The next most common reasons were a student or staff accident or death on or off campus (19%, 71), and a violent event or crime off school property (16%, 58). See Table 4 for more details.

In Table 4, and in other tables and graphs throughout this report, survey results are reported for all schools, as well as for elementary/primary, middle, and high schools. The number of schools in the elementary, middle, and high school columns do not add up to the total number listed in the 'all schools column', because 'all schools' includes schools listed as something other than elementary/primary, middle, and high. Charter schools, Governor's schools, and intermediate schools, for example, are not included in the breakdowns for elementary, middle and high schools.

6. Does your school have an electronic notification system (ENS) for notifying parents/guardians of an emergency at your school? If so, did your school use its electronic notification system during the 2010–2011 school year?

A large majority of schools (91%, 1,798) have an automated electronic notification system that notifies parents/guardians when there is an emergency at the school. Only 11% of these schools (193) used their electronic notification system during the 2010–2011 school year.

CHART 2
School Regions (N = 1,980)

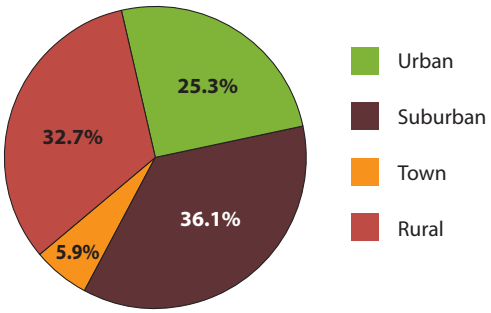


TABLE 3
Crisis Management Plan and Emergency Management Plan

Type of CMP/EMP Practiced	Percent of Schools N = 1980
Administration/faculty/staff training	93.8%
Student training/awareness sessions	71.0%
Table top exercises with crisis team members	26.5%
First responder coordination (EMS, fire, police, hazmat, etc.)	25.6%
Full scale drill with crisis team and public safety partners	16.2%
Parent training/awareness sessions	15.4%
Other	9.3%
None	2.7%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 4
Cause of Crisis Management Plan Activation

Cause of Plan Activation	Schools That Activated CMP/EMP in 2010–2011			
	All Schools N=366	Elementary N= 192	Middle N= 68	High N= 73
Community incident that affected school	24.6%	28.6%	27.9%	15.1%
Other	21.0%	26.6%	19.1%	12.3%
Student or staff accident or death (on/off campus)	19.4%	17.2%	11.8%	27.4%
Incident of violence/crime occurring off school property	15.8%	14.6%	17.6%	17.8%
Power outage or utility malfunction	11.2%	9.9%	16.2%	12.3%
Fire	9.0%	8.3%	8.8%	12.3%
Suspicious person/intruder	9.0%	11.5%	8.8%	2.7%
Bomb threat	7.7%	3.1%	7.4%	17.8%
Incident at another school that affected your school	5.2%	4.2%	5.9%	8.2%
Incident of violence/crime occurring on school property	3.8%	3.1%	2.9%	4.1%
Hazardous chemical incident	1.6%	1.0%	1.5%	4.1%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

CHART 3
Schools with Emergency Notification System: 2004-2005 – 2010-2011

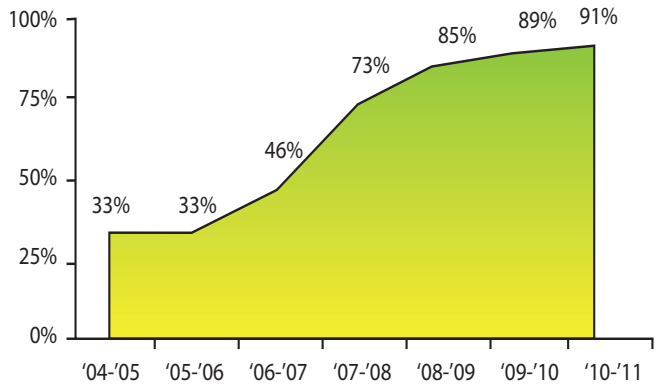


Chart 3 shows how the percentage of schools with an ENS has increased over the years.

The 193 schools that used their ENS also reported what circumstances caused them to activate their school's system. See Table 5.

TABLE 5
Cause of Emergency Notification System Activation

Cause of Emergency Notification System Activation	Percent of Schools N=193
Community incident that affected school	23.8%
Incident of violence/crime occurring off school property	17.6%
Power outage or utility malfunction	16.6%
Student or staff accident or death (on/off campus)	9.3%
Bomb threat	6.2%
Fire	6.2%
Suspicious person/intruder	5.2%
Incident at another school that affected your school	4.7%
Incident of violence/crime occurring on school property	3.1%
Hazardous chemical incident	1.0%
Other	25.9%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 6
Frequency of Lockdown Drills

Frequency of Lockdown Practices	Percent of Schools N = 1980
Once per year	44.8%
Once every six months	17.4%
Once every four months	12.1%
Once every three months	8.4%
Other	8.1%
Once a month	2.8%
Once every two months	2.6%
Never	2.3%
Every two years	1.5%

7. How often are lockdown drills practiced at your school during the school year?

The majority of schools practiced lockdown drills once every four months (12%, 239), once every six months (17%, 345), or annually (45%, 887). See Table 6. Of those schools that responded "other," the most frequent responses were twice per year and once a semester.

8. Does your school use a formal threat assessment process to respond to student threats of violence?

A large majority of schools (78%, 1,552) reported using a formal threat assessment process to respond to student threats of violence. This included 76% (883) of elementary schools, 84% (274) of middle schools, and 83% (257) of high schools.

Of these 1,552 schools, 69% (1,068) reported that they followed the guidelines developed by the University of Virginia (UVA). This included 70% (617) of elementary schools, 65% (177) of middle schools and 69% (177) of high schools.

Of the 1068 schools that reported using the UVA guidelines, almost half (44%, 473) reported that they began using these guidelines 5 or more years ago (2006-2007, or earlier), almost half (46%, 494) began using the guidelines between 2007-08 and 2009-2010, and one-tenth (10%, 101) reported that they had begun doing so in the past year.

Of the schools who reported using the UVA guidelines, 76% (807) said that their staff had received formal training.

Of the 1,552 schools using a formal threat assessment procedure, 59% (913) reported that one or more threats were determined to be transient or not serious. Seventeen percent (282) of schools reported that they identified one or more substantive or serious threats.

See Table 7 for more details.

One-tenth (10%, 91) of elementary schools, about one-third (29%, 79) of middle schools, and just over one-third (34%, 88) of high schools using a formal threat assessment procedure determined one or more student threats to be serious or substantive.

SAFETY CONCERNS OF STUDENTS AND STAFF

9. Did your school distribute a questionnaire to students during the 2010–2011 school year to assess student school safety concerns?

Thirty-eight percent of schools (755) reported that they distributed a questionnaire to students during the 2010–2011 school year to assess student school safety concerns. This included 36% (413) of elementary schools, 51% (166) of middle schools, and 41% (127) of high schools.

As Table 8 shows, just over a quarter of all schools in Virginia used a locally-developed questionnaire (29%, 573). A locally-developed survey was one that was developed by the school itself, or by the school division or board. Less than ten percent of schools used the Olweus Bullying Questionnaire (7%, 136) and just under two percent used the Centers for Disease Control (CDC) Youth Risk Behavior Survey (YRBS; 37). An additional 35 schools (2%) reported using the UVA Bullying School Climate Survey.

Of the 755 schools that surveyed students, nearly all (96%, 724) said that results from the survey were made available to faculty, staff, and/or administration, while almost two-thirds (64%, 480) made results available to parents and students.

10. Please indicate whether a formal (school safety/prevention) program is currently in place at your school and, if so, how long it has been in operation.

Table 9 lists seven categories of prevention efforts listed on the survey. Nearly all schools (97%, 1,913) reported at least one prevention effort, and nearly a quarter of the schools (22%, 438) reported use of all seven types of efforts. The average number of programs across all schools was 4.6. The top part of Table 9 provides the number of schools with prevention programs in place by school type. It shows that anonymous reporting and truancy prevention efforts were used more commonly in high and middle schools compared to elementary schools, and that elementary schools were more likely to report the use of a problem solving or social skills curriculum.

The most commonly reported prevention effort in all schools was mentoring, which were implemented in almost three quarters (73%, 1,443) of schools. The other most commonly reported prevention efforts were anonymous reporting of safety concerns (68%, 1,337), conflict resolution programs (66%, 1,303), and substance abuse prevention programs (66%, 1,298).

TABLE 7
Number of Student Threats, Transient and Substantive

Number of Transient Threats	Schools That Use Formal Threat Assessment			
	All Schools N = 1552	Elementary N = 883	Middle N = 274	High N = 257
0	41.2%	51.3%	23.0%	21.8%
1-2	22.0%	21.7%	20.4%	23.7%
3-5	19.5%	15.9%	26.6%	26.5%
6-10	10.1%	7.2%	18.6%	12.8%
11-20	3.9%	2.6%	5.1%	8.9%
21-30	1.6%	0.6%	3.3%	2.3%
31-50	1.1%	0.5%	1.8%	2.3%
50+	0.6%	0.2%	1.1%	1.6%

Number of Substantive Threats	Schools That Use Formal Threat Assessment			
	All Schools N = 1552	Elementary N = 883	Middle N = 274	High N = 257
0	81.8%	89.7%	71.2%	65.8%
1-2	12.3%	8.4%	17.9%	20.2%
3-5	4.0%	1.7%	7.3%	8.2%
6-10	1.0%	0.2%	1.5%	3.1%
11-20	0.5%	0.0%	1.5%	1.2%
21-30	0.1%	0.0%	0.4%	0.4%
31-50	0.1%	0.0%	0.0%	0.8%
50+	0.1%	0.0%	0.4%	0.4%

TABLE 8
Student Surveys Administered during 2010-2011

Student Survey Administered	Percent of Schools N = 1980
Locally-developed survey	28.9%
Olweus Bullying Questionnaire	6.9%
CDC Youth Risk Behavior Study	1.9%
UVA Bullying School Climate Study	1.8%
Pride Survey	1.4%
Communities that Care Youth Survey	0.3%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 9
School Safety/Prevention Programs in Schools

Program type	All Schools N = 1980	Elementary N = 1157	Middle N = 327	High N = 311
Conflict resolution	65.8%	66.8%	70.6%	65.3%
Mentoring	72.9%	72.4%	75.2%	80.1%
Method to anonymously report a safety concern	67.5%	62.7%	75.8%	77.5%
Peer mediation	47.7%	48.4%	50.5%	50.5%
Problem solving or social skills curriculum	79.6%	85.7%	78.9%	62.1%
Substance abuse prevention	65.6%	63.4%	70.6%	75.6%
Truancy prevention	64.4%	56.6%	74.9%	83.0%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 10
Duration of Safety/Prevention Programs (N = 1,980)

Program type	No Program	Started 2010-2011	Started 2009-2010	Started 2008-2009 or Earlier
Conflict resolution	34.2%	5.2%	4.7%	56.0%
Mentoring	27.1%	9.9%	8.3%	54.6%
Method to anonymously report a safety concern	32.5%	8.5%	4.8%	54.2%
Peer mediation	52.3%	4.3%	3.7%	39.7%
Problem solving or social skills curriculum	20.4%	7.3%	6.2%	66.2%
Substance abuse prevention	34.4%	4.2%	2.7%	58.6%
Truancy prevention	35.6%	5.7%	3.9%	54.8%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 11
Bullying Prevention Effort Components

Bullying Prevention Effort Components	Schools with Bullying Program			
	All Schools N=1934	Elementary N=1143	Middle N=325	High N=304
Individual counseling with students identified as bullying others	92.9%	94.0%	96.9%	87.8%
Individual counseling with students identified as victims of bullying	90.6%	91.1%	96.0%	87.8%
School-wide rules or policy on bullying communicated to all students	86.1%	86.1%	91.1%	86.2%
Specific disciplinary consequences for bullying	69.4%	64.7%	84.0%	74.3%
Increased supervision of areas where bullying occurs	68.5%	63.7%	85.2%	73.0%
Classroom meetings about bullying	68.1%	77.4%	67.7%	41.4%
Teacher training on bullying	50.8%	49.7%	58.2%	46.7%
Curriculum on bullying taught to all students	49.6%	61.5%	47.7%	17.4%
School-wide conference or assembly on bullying	48.4%	47.2%	63.7%	47.0%
Parent education or outreach program regarding bullying	31.8%	34.6%	32.9%	25.0%
Videos for students about bullying	28.3%	28.4%	38.2%	22.0%
Restorative discipline practices for bullying	22.9%	21.0%	30.2%	23.0%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

The survey asked whether each program had been in place one, two, or three or more years. As Table 10 indicates, the programs in most schools had been in place for three or more years. Among the relatively new programs implemented in the past two years, the most common programs were mentoring, peer mediation, and truancy prevention.

11. There has been statewide interest in bullying prevention efforts. Has your school made a special effort this year to reduce bullying at your school? Which of the following formal bullying prevention programs were in place at your school this year? Which of the following were included in your bullying prevention efforts or program this year?

Nearly all schools (98%, 1,934) reported that they made a special effort to reduce bullying last year. Their efforts ranged from a formal bullying prevention program to holding a school assembly. Of the 893 schools that reported using a formal bully prevention program, schools most often used the Olweus Bullying Prevention Program (33%; 297). Other frequently used programs were Second Step (17%, 154 schools), Bullyproofing Your School (10%, 85 schools), and Steps to Respect (7%, 61 schools). Another quarter of schools (24%, 210) reported using a locally-developed prevention program.

Principals were asked to identify the specific components of their bullying prevention programs. As Table 11 shows, of the 1,934 schools reporting a bullying prevention program, nearly all schools reported using individual counseling with bullies (93%, 1,797) and victims (91%, 1,753). Other frequently used efforts were the communication of rules against bullying to all students (86%, 1,666), increased supervision of areas where bullying occurs (69%, 1,324), specific disciplinary consequences for bullying (69%, 1,343), and classroom meetings about bullying (68%, 1,318).

About half (51%, 990) of the 1,934 schools with bullying prevention efforts evaluated their effectiveness in some way. As detailed in Table 12, the most commonly used evaluation methods were feedback from teachers and other staff (39%, 757), informal observations (35%, 684), and reviewing school records (34%, 658). Student self-report surveys were used by relatively few schools (24%, 469), although this is the most widely recommended method in formal bullying prevention programs such as the Olweus Bullying Prevention Program.

12. Cyberbullying and other inappropriate activities involving the Internet and cell phones have been reported in many schools. Have any of the following

types of cyberbullying occurred among your school's students in the past year?

Cyberbullying can be defined as the use of electronic communications media such as the Internet and cell phone messages to carry out bullying. School principals were asked about three types of cyberbullying that occurred in the past year. All instances had to involve information that was sent, viewed, or distributed on school property or at a school-related function.

Almost all high schools (91%, 284) and middle schools (93%, 303) reported at least one incident of cyberbullying, with lower rates among elementary schools (30%, 351). Chart 4 shows the percentage of schools reporting one or more instance of each type of cyberbullying. Bullying through Internet postings were commonly reported in high schools (89%, 277) and middle schools (87%, 284), but less often in elementary schools (21%, 238). Almost as common was cyberbullying through cell phone calls or texting, reported in most high schools (85%, 263) and middle schools (84%, 276), but relatively few elementary schools (17%, 200). Cyberbullying through Internet chat was also common in high schools (63%, 196) and middle schools (64%, 209), but lower in elementary schools (9%, 104). Table 13 provides a breakdown of how many schools reported multiple instances of cyberbullying.

13. Perceptions of School Climate

Two school climate scales were added to the survey this year in order to provide additional information about student safety concerns regarding the problem of bullying. Each scale consisted of six questions designed to be summed into an overall measure of school conditions as perceived by the school principal.

Prevalence of Bullying and Teasing

The responses to six questions about the prevalence of bullying and teasing are detailed in Table 14. Approximately one-quarter (23%, 462) of school principals agreed or strongly agreed that bullying is a problem at their school. The rate was higher in middle schools (43%, 140) than in high schools (29%, 90) or elementary schools (17%, 198). Principals reported that teasing about clothing and appearance was a more pervasive problem than teasing about race/ethnicity or sexual topics.

Student Willingness to Seek Help

Principals were asked six questions to measure student willingness to seek help for bullying and other threats of violence. As noted in Table 15, most principals reported high levels of student willingness to seek help, There was slightly less agreement on whether teachers

TABLE 12
Bullying Prevention Effort Evaluation

Method of Evaluation	Schools with Bullying Program			
	All Schools N = 1934	Elementary N = 1143	Middle N = 325	High N = 304
Feedback from teachers and other school staff	39.1%	39.5%	48.0%	30.6%
Informal observations	35.4%	34.5%	42.8%	31.9%
Review of school records	34.0%	32.5%	46.5%	29.9%
Student self-report survey about bullying	24.3%	25.2%	31.1%	17.8%
Peer nomination survey for students to identify peer victims of bullying	4.8%	4.5%	7.7%	3.9%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

CHART 4
Cyberbullying
(1,980 All Schools, 1157 Elementary, 327 Middle Schools, 311 High Schools)

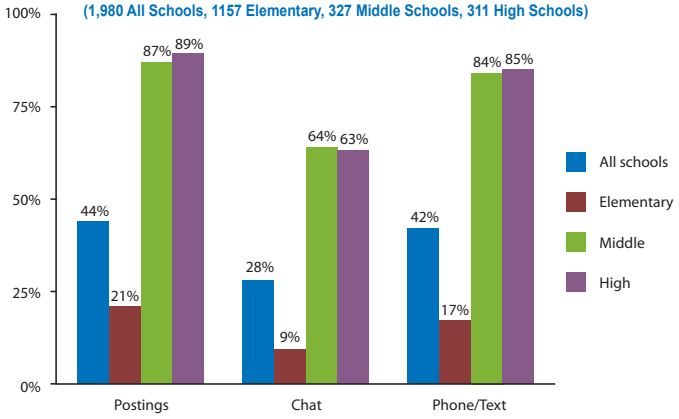


TABLE 13
Instances of Cyberbullying (N = 1,980)

Postings				
	None	1-2 Instances	3-9 Instances	10+ Instances
All Schools	55.6%	19.5%	17.9%	7.0%
Elementary	79.4%	16.2%	4.0%	<1%
Middle	13.1%	26.9%	45.0%	14.7%
High	10.9%	19.9%	44.7%	24.4%

Chat				
	None	1-2 Instances	3-9 Instances	10+ Instances
All Schools	71.9%	13.8%	10.7%	3.6%
Elementary	91.0%	7.3%	1.6%	<1%
Middle	36.1%	26.9%	28.4%	8.6%
High	37.0%	22.2%	28.6%	12.2%

Phone/Text				
	None	1-2 Instances	3-9 Instances	10+ Instances
All Schools	58.5%	19.4%	15.1%	7.0%
Elementary	82.7%	14.9%	2.2%	<1%
Middle	15.6%	30.0%	38.5%	15.9%
High	15.4%	22.5%	37.6%	24.4%

TABLE 14
Perceptions of Bullying and Teasing Scale (N = 1,980)

Bullying is a problem at this school.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	36.1%	40.6%	20.9%	2.4%
Elementary	43.3%	39.6%	15.0%	2.1%
Middle	15.9%	41.3%	38.8%	4.0%
High	22.2%	48.9%	26.4%	2.6%

Students here often get teased about their clothing or physical appearance.				
	Strongly Disagree	Somewhat Disagree	Agree	Strongly Agree
All Schools	40.8%	40.3%	17.4%	1.6%
Elementary	48.5%	37.3%	13.1%	1.2%
Middle	17.1%	47.1%	33.9%	1.8%
High	30.2%	48.9%	18.3%	2.6%

Students here often get put down because of their race or ethnicity.				
	Strongly Disagree	Somewhat Disagree	Agree	Strongly Agree
All Schools	61.1%	31.0%	6.6%	1.4%
Elementary	68.3%	26.3%	4.0%	1.5%
Middle	38.2%	48.0%	13.5%	< 1%
High	51.1%	36.3%	10.6%	1.9%

There is a lot of teasing about sexual topics at this school.				
	Strongly Disagree	Somewhat Disagree	Agree	Strongly Agree
All Schools	61.2%	28.7%	8.7%	1.4%
Elementary	78.0%	18.3%	3.0%	< 1%
Middle	35.5%	42.8%	20.2%	1.5%
High	29.9%	50.8%	15.4%	3.9%

New students are made to feel welcome here by other students.				
	Strongly Disagree	Somewhat Disagree	Agree	Strongly Agree
All Schools	1.1%	2.2%	35.8%	61.0%
Elementary	1.0%	1.3%	27.0%	70.7%
Middle	< 1%	3.1%	49.5%	46.8%
High	< 1%	3.5%	51.1%	45.0%

Students from different neighborhoods get along well together here.				
	Strongly Disagree	Somewhat Disagree	Agree	Strongly Agree
All Schools	1.2%	3.6%	36.9%	58.2%
Elementary	1.0%	3.0%	31.0%	64.9%
Middle	< 1%	4.6%	48.0%	47.1%
High	1.6%	4.8%	47.9%	45.7%

knew when students were being bullied and whether students would report bullying if it were happening. Although these questions generated consistently high rates of agreement among principals, analyses reported later in this report show that differences between schools were meaningfully associated with differences in school disciplinary infractions and suspensions.

SCHOOL SECURITY AND SURVEILLANCE

14. Is someone stationed at the front entrance of your school at all times during school hours to ensure that visitors report to the main office for visitor check-in? Is the main entrance to your school building/campus secured by a controlled access system during school hours? Other than the main entrance, are all exterior entrances to your school building/campus locked during school hours? Can all classrooms in your school be locked from both the inside and the outside of the classroom?

Approximately half of all schools (53%, 1,035) stationed someone at the front entrance at all times during school hours. Similarly, 52% (1,035) of schools reported that the main entrance to the school building was secured by a controlled access system during school hours. Most schools (88%, 1,733) reported that all exterior entrances to the school building were locked during school hours. Half of schools (50%, 996) reported that all classrooms could be locked from both the inside and outside. See Table 16.

15. Does your school have safety/security personnel present at all times during the regular school day?

Approximately one-third of schools (36%, 703) reported that safety or security personnel were present at all times during the regular school day, including 11% (124) of elementary/primary schools, 69% (227) of middle schools, and 87% (265) of high schools.

Of the 703 schools with safety/security personnel present throughout the school day, 73% (513) had a School Resource Officer (SRO), 48% (340) had a School Security Officer (SSO) and 12% (86) had safety personnel of some other type present at all times.

Of the 513 schools that had an SRO present on campus, 28 (5%) had more than one SRO present at all times. Of the 340 of schools that had an SSO present on campus, 164 (48%) had more than one SSO present at all times. Notably, 41 schools (12%) had five or more SSOs on campus.

16. Do first responders (including police, fire and EMS) have electronic/internet-based access to current floor plans for your school should they need to respond to a large scale security incident at your facility?

Over half of all schools (54%, 1076) reported that first responders have electronic/internet-based access to current floor plans for the school. These rates were slightly higher for middle (60%, 197) and high (61%, 189) schools compared to elementary schools (52%, 596). About one-fifth (19%, 368) of schools reported that first responders did not have access, while over one-quarter (27%, 536) reported that they did not know whether first responders had access to floor plans.

17. When was the last time your entire staff (including faculty/administration/facility staff) completed a terrorism awareness course?

Three-quarters (75%, 1,482) of school principals did not know when the last time was that the entire staff completed a terrorism awareness course, and an additional seven percent reported that their staff had never completed a terrorism awareness course. Twenty schools (1%) reported that their full school staff had completed a terrorism awareness course prior to the 2008-2009 school year. Three percent (56) of schools reported that staff had some sort of terrorism training, but that it was not an awareness course attended by all staff (schools reporting that only some of the staff had completed a course in terrorism awareness fell into this category). Fifteen percent of schools (290) reported that their entire staff completed a terrorism awareness class at some point during the past three school years (2008-2009 to 2010-2011). See Table 17.

18. Do you have defined protocols for immediately reporting suspicious activity commonly associated with terrorism to state or local law enforcement?

Over two-thirds of all schools (68%, 1,343) reported that they had defined protocols for immediately reporting suspicious activity commonly associated with terrorism to state or local law enforcement. Sixteen percent (309) of principals reported that they did not know whether their school had defined protocols for reporting activity that might be associated with terrorism, while a similar number (17%, 328) reported that there were no protocols for immediately reporting such activity.

Table 15
Student Willingness to Seek Help
(N = 1,980 All Schools, 1157 Elementary, 327 Middle Schools, 311 High Schools)

Students feel free to ask for help from teachers if there is a problem with a student.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	< 1%	17.8%	81.4%
Elementary	< 1%	< 1%	12.8%	86.7%
Middle	< 1%	< 1%	23.5%	75.8%
High	< 1%	< 1%	29.6%	69.1%

Teachers know when students are being picked on or being bullied.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	3.4%	57.3%	39.0%
Elementary	< 1%	2.6%	54.6%	42.5%
Middle	< 1%	2.8%	65.4%	31.8%
High	< 1%	7.1%	64.3%	28.3%

Students are encouraged to report bullying and aggression.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	< 1%	5.6%	93.6%
Elementary	< 1%	< 1%	4.9%	94.6%
Middle	< 1%	< 1%	4.6%	95.4%
High	1.0%	1.0%	7.7%	90.4%

Students know who to go to for help if they have been treated badly by another student.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	< 1%	10.7%	88.5%
Elementary	< 1%	< 1%	7.9%	91.5%
Middle	< 1%	< 1%	14.1%	85.6%
High	1.0%	< 1%	17.0%	81.7%

Students report it when one student hits another.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	4.3%	39.4%	55.6%
Elementary	< 1%	1.6%	31.2%	66.9%
Middle	< 1%	6.4%	53.5%	40.1%
High	1.3%	11.3%	54.0%	33.4%

Teachers take action to solve the problem when students report bullying.				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
All Schools	< 1%	1.3%	22.9%	75.3%
Elementary	< 1%	1.6%	19.0%	79.6%
Middle	< 1%	2.1%	29.1%	68.8%
High	< 1%	2.6%	31.8%	65.0%

TABLE 16
School Security Measures

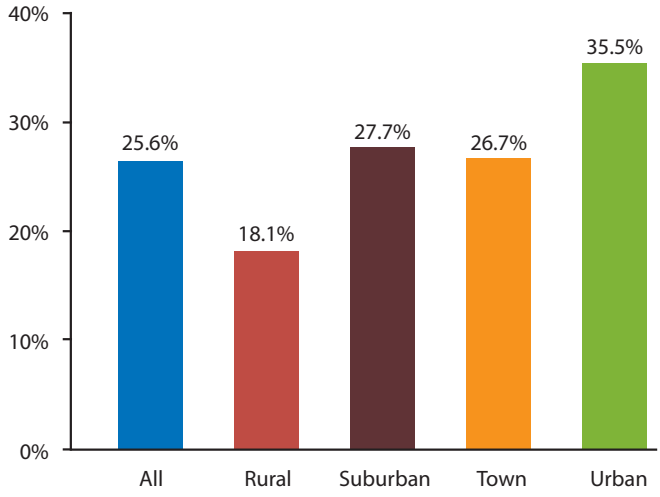
School Security Initiative	All Schools N=1980	Elementary N=1157	Middle N=327	High N=311
All exterior entrances locked during school hours	87.5%	92.7%	86.9%	74.6%
Someone stationed at front door at all times	52.5%	50.0%	53.8%	62.1%
Main entrance secured by a controlled access system	52.3%	56.8%	50.2%	39.5%
All classrooms can be locked from inside and outside	50.3%	49.6%	47.7%	52.7%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 17
Terrorism Awareness Training 2008-2011

Terrorism Awareness Course	All Schools N = 1980
All staff completed a terrorism awareness course 2008-2009 through 2010-2011	14.6%
Staff have never completed a terrorism awareness course	6.7%
Other (e.g. Staff had attended some sort of terrorism course that was not awareness training, or some staff had completed awareness training, but not all)	2.8%
Staff completed a terrorism awareness course prior to 2008-2009	1.0%
Don't know	74.8%

CHART 5
Percent of Schools with Community Gang Problems
(N = 1,980 All Schools, 648 Rural, 715 Suburb, 116 Town, 501 Urban)



GANGS

19. Did your school have any gang-related problems or incidents during the 2010-2011 school year? Did the number of gang-related problems or incidents increase, decrease or stay about the same when compared with the previous school year?

Few schools (8%, 159) reported that they had gang-related problems or incidents during the 2010-2011 school year. Two percent of elementary/primary schools (22), and 12% (38) of middle schools and approximately one-fifth (23%, 70) of high schools reported that they had gang-related problems or incidents.

Of all schools, 13% (253) reported that the number of gang-related problems or incidents decreased from the previous school year, 1% (25) said that gang-related incidents or problems had increased since last year and 86% (1,702) said that gang-related issues had stayed about the same from last year. Focusing on gang problems only in the 311 high schools, 5% of high schools (14) reported that gang problems were increasing, and 29% (90) of high schools reported that gang problems were decreasing.

Of those 159 schools that reported gang-related incidents or problems during the 2010–2011 school year, 39% (62) reported that gang-related incidents and problems were decreasing from last year, 15% (23) reported an increase and 47% (74) said that gang-related problems or incidents stayed about the same compared to last year.

20. Did the community surrounding your school have any gang-related problems or incidents during the 2010–2011 school year?

About one-quarter of all schools (27%, 524) reported that there were gang-related problems in the community. About one-fifth (18%, 117) of schools in rural areas reported that the surrounding areas had gang-related problems, compared to 28% (198) of suburban schools, 27% (31) of schools located in towns, and 36% (178) of urban schools. Eighty-two percent (131) of the 159 school principals who reported a gang problem at school also reported that there were gang-related problems in the community. Eighty-eight percent (22) of the 25 schools where gang problems were increasing reported that the community was experiencing gang-related problems. See Chart 5.

21. During the 2010-2011 school year, approximately how many students in your school would you estimate belonged to gangs? Of the students who are not known gang members, approximately how many engaged in behavior that suggests possible gang involvement?

Almost all schools (93%, 1835) estimated that they had 10 or fewer students who were gang members. Seventy-eight percent of schools (1545) were not aware of any gang members at their school. The same was true for students who engaged in behavior that suggested gang membership. The vast majority of schools (93%, 1848) reported that 10 or fewer students engaged in such behavior, and 75% (1489) of principals were not aware of any students engaging in any behavior of this kind.

22. Which of the following gang prevention measures were in place at your school during the 2010–2011 school year?

As Table 18 shows, few schools are currently using formal gang prevention programs to discourage gang activity. Only 3% (64) of all schools used Gang Resistance Education and Training (G.R.E.A.T.) or another program (5%, 90). High and middle schools reported a greater number of strategies to reduce gang activity. For instance, most high schools (78%, 242) had some sort of formal policy regarding gang behavior, advised students about restrictions concerning gang-related behavior (77%, 239), or engaged in some sort of cooperative gang prevention effort with law enforcement (73%, 228). These efforts were much less common in elementary schools.

23. Which of the following indicators of gang activity have been observed in your school during the 2010-2011 school year?

As Table 19 details, the most commonly appearing indicators of gang involvement in schools were gang symbols on student clothing or belongings (15%, 288) and gang-related graffiti (14%, 270). Indicators of gang activities appeared more frequently in high and middle schools than in elementary schools. However, indicators of gang activity appeared with relative infrequency, especially more serious indicators such as gang fights. Gang-related fights were reported in less than ten percent of high schools (9%, 29).

24. Rate the overall threat of gang activity by street gangs in your school during the 2010–2011 school year.

Nearly all schools (93%, 1851) reported the threat from gang activity to be low or none. This was also true of high schools where only 20 schools reported that the threat was medium or higher. See Table 20.

TABLE 18
Gang Prevention Measures

Gang Prevention Measure	All N = 1980	Elementary N = 1157	Middle N = 327	High N = 311
Formal policy regarding gang-related behavior	52.6%	38.5%	70.6%	77.8%
Students advised about restrictions on gang-related behavior	45.6%	28.0%	68.5%	76.8%
Cooperative effort with law enforcement to identify gang-related crime	38.2%	21.0%	62.1%	73.3%
Counseling services provided to discourage gang-related behavior	32.3%	26.0%	43.1%	40.2%
None of the above	28.3%	40.4%	10.7%	7.7%
Students suspended from school for gang-related behavior	23.2%	10.5%	37.0%	49.2%
Speaker for students on gangs	15.4%	11.5%	20.8%	20.3%
Speaker for parents on gangs	9.8%	8.4%	14.4%	12.9%
Use of a program other than G.R.E.A.T. to discourage gang involvement	4.5%	4.6%	5.8%	3.5%
Use of G.R.E.A.T. (Gang Resistance Education and Training) program	3.2%	1.5%	10.7%	2.6%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 19
Indicators of Gang Activity

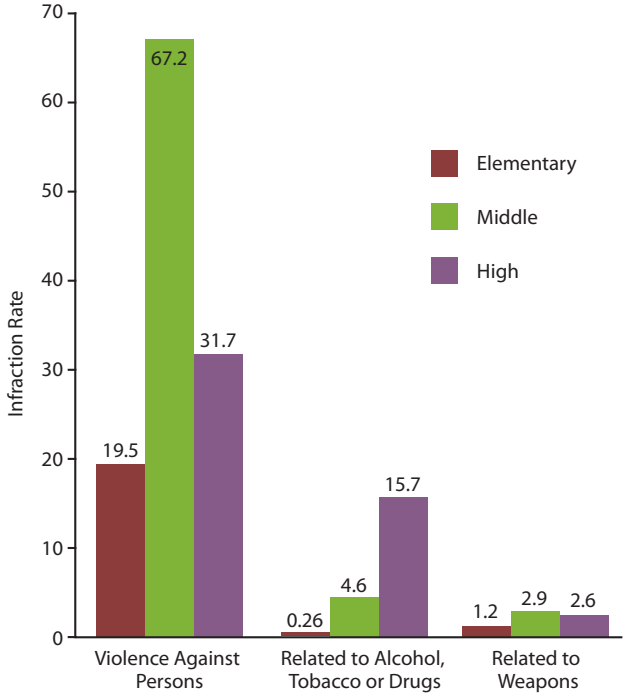
Gang Activity	All N = 1980	Elementary N = 1157	Middle N = 327	High N = 311
Gang signs or symbols were identified on students' clothing or other belongings	14.5%	2.1%	27.5%	37.0%
School staff identified gang-related graffiti on school property	13.6%	4.6%	19.6%	38.3%
School staff reported observing students using gang-related hand signals	9.4%	2.5%	15.9%	23.2%
Gang-related fights occurred during school hours on the school campus	2.0%	< 1%	1.2%	9.3%

Survey respondents were asked to check all responses that apply, so totals may exceed 100%.

TABLE 20
Overall Gang Threat 2010-2011

Gang Threat	All N = 1980	Elementary N = 1157	Middle N = 327	High N = 311
High	< 1%	< 1%	0.0%	0.0%
Medium-High	< 1%	< 1%	0.0%	< 1.0%
Medium	2.1%	< 1%	2.8%	6.1%
Low-Medium	4.0%	< 1%	6.1%	11.9%
Low	24.3%	15.2%	37.6%	42.0%
None	69.1%	83.1%	53.5%	40.2%

CHART 6
Mean Infraction Rates (Infractions per 1,000 Students Enrolled), by School Type
(N = 1,143 Elementary, 310 Middle, 296 High)



DISCIPLINARY INFRACTIONS AND RESPONSES

This section presents trends in student disciplinary infractions and responses for Virginia schools. Disciplinary data were obtained from the Safe Schools Information Resource (SSIR) https://p1pe.doe.virginia.gov/pti/, which is a public database containing student violations of the Codes of Conduct submitted to the Virginia Department of Education by all school divisions. The results presented below are based on 1,143 elementary (including primary) schools, 310 middle schools, and 296 high schools that could be matched with corresponding Safety Audit survey data. Disciplinary data refer to the total number of infractions and disciplinary responses that occurred in a school during the school year, not to the number of students reported for a particular infraction or subject to a particular disciplinary outcome. In other words, if the same student committed multiple infractions at different times, each of those infractions would be included in these counts. This method of counting infractions (or responses) is useful for measuring the total amount of disciplinary violations occurring at a school, but does not indicate the percentage of the student body that engaged in disciplinary violations.

Disciplinary Infractions

For the purposes of this report, student infractions were limited to three main categories: (1) infractions involving violent behavior against others (e.g. fights and assaults); (2) infractions involving alcohol, tobacco, or drug use (ATOD); and (3) infractions involving weapons (counted separately from the first category). The total number of violence-related infractions was calculated by summing the total number of infractions by students against other students, teachers, and staff. These three categories were deemed most important to safety conditions; other infractions involving disruptive behavior, disobedience, property offenses, technology, etc. are not included in this report. More detailed information is available in reports from the Virginia Department of Education: www.doe.virginia.gov/statistics_reports/school_climate/index.shtml

Chart 6 presents the mean infraction rates for the three groups of schools. In high schools, the rate was 32 infractions related to violence against others per 1,000 students, while the infraction rate in middle schools was 67 per 1,000 students. In elementary schools, there was an average of 19.5 infractions related to violence against others per 1,000 students. In other words, middle schools experienced approximately twice the rate of infractions compared to elementary and high schools.

In high schools there was an average of 16 ATOD infractions per 1,000 students and in middle schools, the rate was 5 ATOD infractions per 1,000 students. For elementary schools, ATOD infractions were quite rare with an average of just 0.3 ATOD infractions per 1,000 students. In other words, high schools experienced more than 3 times as many ATOD infractions as middle schools, and approximately 60 times as many infractions as elementary schools.

Infractions related to weapon carrying or use were rare. There was an average of 3, 3, and 1 infractions related to weapons per 1,000 students for high, middle, and elementary schools, respectively.

As Chart 7 shows, many schools had very few violence-, ATOD-, and weapon-related infractions and the distribution of infractions was not a normal distribution with a bell shaped curve. In statistical terminology, the distribution of these three infraction subtypes is described as "zero-inflated" and "positively skewed" due to the large number of schools reporting zero infractions. This kind of skewed and zero-inflated distribution means that statistical analyses designed for normally distributed data may not be optimal, and more specialized statistical analyses are more appropriate, as described below.

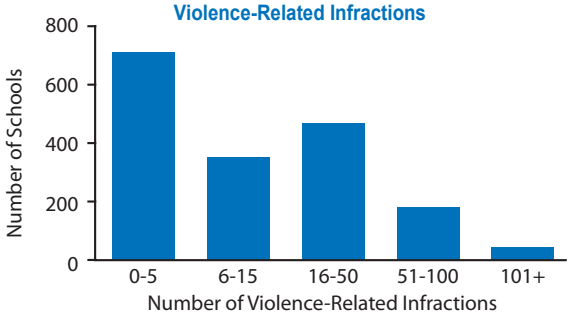
Disciplinary Responses

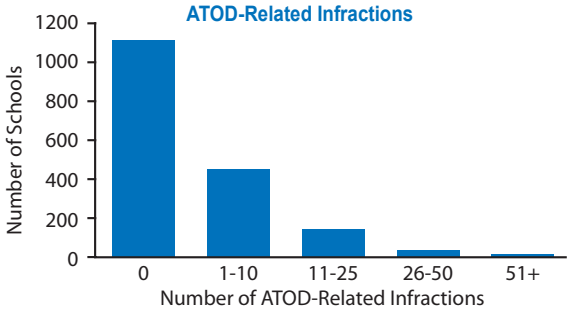
Next, rates of short-term suspensions, long-term suspensions, and expulsion/modified expulsions in Virginia schools during the 2010-2011 school year were examined. Because the number of expulsions and modified expulsions (MES) are so low, they were summed before a rate was calculated. Additional information on disciplinary responses can be found in the SSIR User's Guide: https://p1pe.doe.virginia.gov/pti/view_app_documents.do?resource_id=133.

As Chart 8 shows, long-term suspensions and expulsions were rare. High, middle, and elementary schools had 6, 2, and 0.1 expulsions per 1,000 students enrolled, respectively. High, middle, and elementary, schools had 5, 5, and 0.4 long-term suspensions per 1,000 students enrolled, respectively. Short-term suspensions were far more common. High, middle, and elementary schools had approximately 208, 213, and 47 short-term suspensions per 1,000 students enrolled, respectively.

Similar to the infractions data, the distributions of disciplinary responses were heavily skewed towards zero. See Chart 9.

CHART 7
Number of Infractions – All Schools





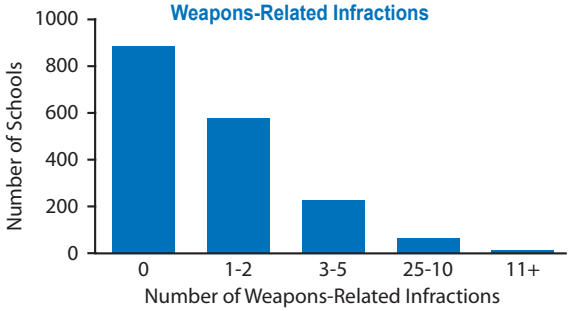


CHART 8
Disciplinary Responses (Rates per 1,000 Students Enrolled), by School Type
(N = 1,143 Elementary, 310 Middle, 296 High

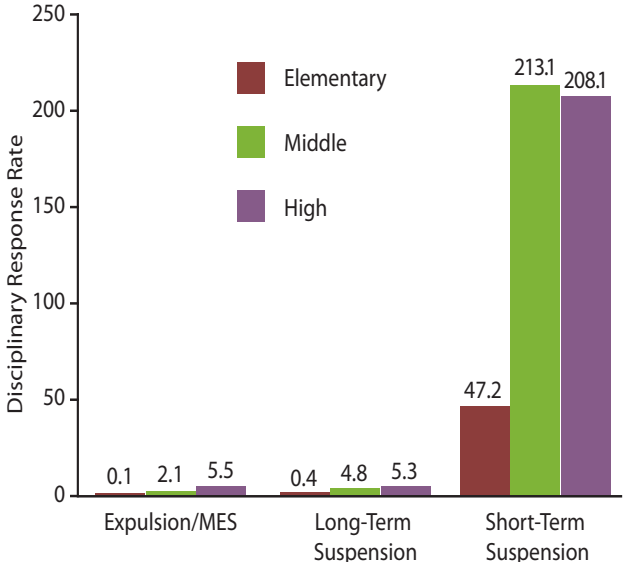


CHART 9

Number of Disciplinary Responses – All Schools

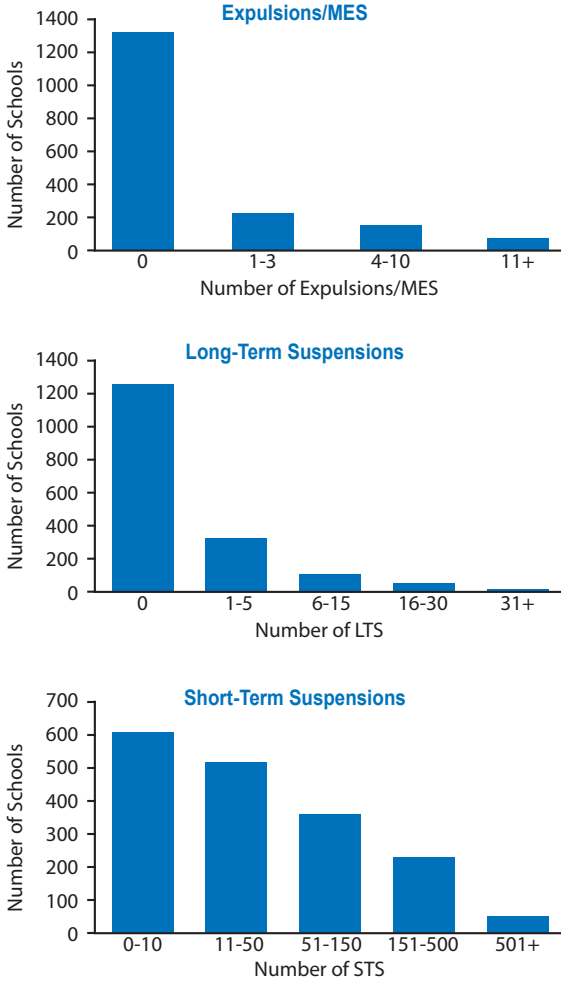


TABLE 21

Environmental Security and Prevention Programs Index Items

Environmental Security Index Scored 1 point for each item, resulting in a range of 0 to 9
School had a Crisis Management Plan/Emergency Management Plan (CMP/EMP)
School had an emergency notification system for notifying parents of an emergency
School practiced lockdown drills more than once a year
School posted someone at front entrance at tall times
School had a controlled access system to secure the main entrance
All exterior entrances were locked during school hours
Classrooms can be locked inside and outside
Security personnel present at all times
School had defined protocols for reporting suspected terrorist activity to law enforcement
Prevention Programs Index Scored 0 for no program, 1 for a program implemented beginning 2010-2011, 2 for a program implemented beginning 2009-2010, and 3 for a program implemented 2008-2009 or earlier, resulting in a range of 0 to 21
Conflict resolution program
Mentoring program
Anonymous method to report a safety concern
Peer mediation program
Problem-solving or social skills training/curriculum
Substance abuse prevention program
Truancy prevention program

Links between Safety Measures and Disciplinary Infractions and Responses

How were the schools' safety measures reported in the DCJS School Safety Audit Survey related to the numbers of disciplinary infractions and responses reported in the DOE Safe Schools Information Resource? To examine this question, a series of school safety measures was developed from the School Safety Audit Survey data. These measures were then used to predict the number of disciplinary infractions and responses.

The school safety measures developed from the safety audit survey data included: 1) an Environmental Security Index; 2) a Prevention Programs Index; 3) a Perceptions of Bullying and Teasing Scale; 4) a Students' Willingness to Seek Help Scale; 5) a Bullying Prevention Strategies Index; and 6) a measure of whether or not the school uses the UVA Threat Assessment Guidelines. These measures are described below.

Environmental Security Index

The Environmental Security Index was based on responses to the factors presented in Table 21. These questions were grouped together because they seemed to reflect the school's attention to maintaining a physically secure environment. This is an index rather than a formal scale because the items are grouped conceptually and without the expectation that they would be correlated with one another. The mean Environmental Security Index score was slightly higher in high schools (6.3) and middle schools (6.2) than in elementary schools (5.7), a difference that was statistically significant ($p < .05$).

Prevention Programs Index

The Prevention Programs Index was calculated using the questions presented in Table 21. The index is composed of items that seemed to reflect school-wide efforts (excluding bullying prevention programs, which were measured separately) to prevent student misconduct. This measure is also an index, because the items are grouped conceptually but without the expectation that they would be correlated with one another. The presence of each prevention program contributed 1 point to the score if it had been in place for one year, 2 points if it had been in place for two years, and three points if it had been in place for three or more years. The maximum possible score was 21. The mean prevention measure score was higher in high schools (13.4) and middle schools (13.6), than in elementary schools (12.6); both differences were statistically significant ($p < .05$).

Perceptions of Bullying and Teasing Scale

The responses to the perception of bullying and teasing items (detailed in Table 22) were given on a four-point scale such that 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree. Two items concerning new students and students from different neighborhoods were reverse-coded so that a higher score on all items in the scale indicated a higher level of bullying and teasing in schools. Then, the average score across all 6 items was calculated as a scale score. These items were strongly related to one another (Cronbach's alpha = 0.79) The mean of this scale (scores could range from 1 to 4) was greater in high schools (1.80) and middle schools (1.88) than in elementary schools (1.47); both differences were statistically significant ($p < .05$).

Students' Willingness to Seek Help Scale

The 'Students' Willingness to Seek Help Scale' was constructed using responses to the items presented in Table 22. A score was assigned to each response, and an average across all the items was calculated (Cronbach's alpha for this scale was 0.75). The mean score on the 'Students' Willingness to Seek Help Scale' was lower in high schools (3.56) and middle schools (3.64) than in elementary schools (3.75); both differences were statistically significant ($p < .05$).

Bullying Prevention Strategies Index

As noted above, nearly all schools reported making a special effort to reduce bullying during the 2010-2011 school year. The survey asked about twelve evidence-based strategies found to be used in successful bullying prevention programs. The full list of items from the survey is presented in Table 23.

Preliminary analyses indicated that some strategies (e.g. individual counseling) were used by almost every school and therefore would not be useful for statistical analyses. In order to identify a smaller list of strategies that were associated with fewer disciplinary infractions and outcomes, the schools were randomly divided into two samples, stratified so that there were equal numbers of elementary, middle, and high schools in each group. In the first sample, disciplinary infractions and responses were significantly correlated with five of the twelve strategies: having a curriculum on bullying taught to students, having classroom meetings, having a parent outreach program, using videos, and using restorative discipline practices. These five items were combined into a Bullying Prevention Strategies Index used in analyses with the second sample. In the second sample, the mean number of bully prevention strategies was 2.20, 2.13, and 1.20 in elementary, middle, and high schools, respectively. These means were significantly different from one another at the .05 level.

TABLE 22

School Climate Scales

Principals' Perceptions of Bullying and Teasing **Each item was scored 1 to 4, from strongly disagree to strongly agree. The total score was the average across all six items**
Bullying is a problem at this school.
Students here often get teased about their clothing or physical appearance.
Students here often get put down because of their race or ethnicity.
New students are made to feel welcome here by other students.*
Students from different neighborhoods get along well together here.*
There is a lot of teasing about sexual topics at this school.
Principals' Perceptions of Students' Willingness to Seek Help **Each item was scored 1 to 4, from strongly disagree to strongly agree. The total score was the average across all six items**
Students feel free to ask for help from teachers if there is a problem with a student.
Teachers know when students are being picked on or being bullied.
Students are encouraged to report bullying and aggression.
Students know who to go to for help if they have been treated badly by another student.
Students report it when one student hits another.
Teachers take action to solve the problem when students report bullying

** Item was reverse coded*

TABLE 23

Bullying Prevention Strategies

Bullying Prevention Strategies Index **Scored 1 point for each item. Items in bold were identified as useful in prediction of disciplinary infractions and responses**
School-wide conference or assembly on bullying
School-wide rules or policy on bullying communicated to all students
Curriculum on bullying taught to all students
Classroom meetings about bullying
Individual counseling with students identified as bullying others
Individual counseling with students identified as victims of bullying
Parent education or outreach program regarding bullying
Teacher training on bullying
Increased supervision of areas where bullying occurs
Specific disciplinary consequences for bullying
Videos for students about bullying
Restorative discipline practices for bullying

TABLE 24

School Climate Characteristics Associated with Disciplinary Infractions and Responses

	Disciplinary Infractions			Disciplinary Responses		
	Violence	ATOD	Weapons	Expulsion/ MES	LTS	STS
Environmental Security	0.00	0.00	0.00	0.01	0.01	0.02
Prevention Programs	0.00	0.00	-0.01	0.00	0.00	0.00
Perceptions of Bullying and Teasing	0.37*	0.05	0.42*	0.10	0.41*	0.43*
Willingness to Seek Help	-0.14	-0.19*	-0.28*	-0.31*	-0.32*	-0.21*
Bullying Prevention Components	-0.05*	-0.08*	Not Available	-0.06	-0.05	-0.07*
University of Virginia Threat Assessment Guidelines	-0.06	-0.02	-0.17*	0.10	-0.23*	-0.14*

Each cell contains a negative binomial regression coefficient, controlling for school type, school size, and prior year disciplinary measure1

** Coefficient was significant at p < .05*

a Weapons-related infractions were too rare to conduct reliable analyses.

UVA Threat Assessment Guidelines

As previously noted, the majority of Virginia schools, including 76% of elementary/primary schools, 84% of middle schools, and 83% of high schools reported using the threat assessment guidelines developed by the University of Virginia. A simple dichotomous variable was used to identify schools that reported using the UVA guidelines versus those that did not use them.

Results

In the 2009-2010 report, correlations were used to examine whether environmental security measures and prevention efforts were related to disciplinary infractions and responses. This year's report re-examines similar questions, but used a more complex analytical approach with some important improvements.1 First, the measures of safety outcomes (disciplinary infractions and responses) included measures from both 2009-10 and 2010-11. This allowed us to identify schools with changes in school safety conditions from the first year to the second year. For example, schools with more effective safety efforts (i.e. more safety measures) should show a decrease in disciplinary infractions from one year to the next. Second, all analyses were controlled for the size of the school enrollment, since larger schools might require greater safety efforts or experience more disciplinary infractions simply because they have more students.

Table 24 shows separate analyses conducted for each of the six safety measures (e.g. Environmental Security). Each of the six safety measures were used to predict each of six safety outcomes (e.g. Violence Infractions) resulting in a total of 6 x 6 = 36 analyses.

Neither the Environmental Security Index nor the Prevention Programs Index scores were related to any of the safety outcomes. There are several possible explanations for these results. Two possible explanations are that these safety efforts have effects that are not measured by rates of infractions and disciplinary responses, or that changes in these rates should be measured over a longer period of years. Another explanation is that these measures do not reflect important differences across schools in the quality of implementation of environmental security and prevention efforts, and so better measures are needed.

The Principals' Perceptions of Bullying and Teasing scale (previously described in Table 22) was positively associated with two of the infractions measures and two of the disciplinary responses. Schools in which the principal reported greater prevalence of bullying and teasing had a significantly higher number of violence- and weapons-related infractions, as well as higher numbers of long-term and short-term suspensions. The Willingness to Seek Help scale was negatively associated with two infractions measures and all three disciplinary responses. Schools in which the principal reported that students were willing to seek help from teachers had significantly fewer ATOD- and weapons-related infractions, as well as fewer expulsions, long-term suspensions, and short-term suspensions.

As expected, schools with a greater number of bullying prevention strategies had fewer short-term suspensions, violence-related infractions, and ATOD-related infractions. Because this analysis was conducted on an exploratory basis, the results should be replicated next year.

Finally, use of the UVA Threat Assessment Guidelines was related to decreases in long-term suspensions, short-term suspensions, and weapons-related infractions.

[1] Regression analyses were conducted using an analysis technique called negative binomial regression, rather than the "ordinary least squares" regression that is most often used in social science research. Negative binomial regression is designed to work well when the outcome variables are zero-inflated. Additional technical information is available upon request.

Conclusions

These results show a notable pattern of relationships between bullying and school safety conditions. Schools in which bullying and teasing were more pervasive had higher rates of disciplinary infractions and school suspensions. In addition, schools in which the students were described as more willing to seek help from teachers for bullying and other forms of aggression also had lower rates of disciplinary infractions and suspensions, as well as fewer expulsions. These school climate findings were based on principals' perceptions, but are not limited to principals. Previous research conducted as part of the Virginia High School Safety Study www.dcjs.virginia.gov/vcss/audit/highschool.cfm found that student and teacher perceptions of these same school climate indicators were associated with safer school conditions (Bandyopadhyay, Cornell, & Konold, 2009; Gregory et al., 2010).

These findings suggest that schools should pay close attention to the level of bullying and teasing at schools. A climate of bullying and teasing may lead to fights, threats, and other forms of aggressive behavior and these behaviors in turn may generate higher rates of school suspensions. Consistent with this interpretation is the finding that schools which used effective bullying prevention strategies (program strategies identified by research as effective) had fewer disciplinary infractions and short-term suspensions.

Finally, it was observed that schools using the UVA Threat Assessment Guidelines experienced lower rates of disciplinary infractions and suspensions. This finding was found across elementary, middle, and high schools and is consistent with several previous studies showing a decline in bullying and reductions in long-term suspensions in high schools using the UVA Guidelines (Cornell, Gregory & Fan, 2011; Cornell, Sheras, Gregory, & Fan, 2009; http://youthviolence.edschool.virginia.edu).

References

Bandyopadhyay, S., Cornell, D., & Konold, T. (2009). Internal and external validity of three school climate scales from the School Climate Bullying Survey. *School Psychology Review,* 38, 338-355.

Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals,* 95, 175-194.

Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly,* 24, 119-129.

Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology,* 102, 483-496.

APPENDIX A:

SURVEY

2011 SCHOOL SURVEY

Welcome to the 2011 Virginia School Safety Survey

This is a secure, web-based survey conducted by the Virginia Center for School Safety. Submission of this survey partially fulfills the Virginia School Safety Audit requirement. (Virginia Code §22.1-279.8).

While answering the following survey questions, please base your responses on the conditions in your school during the 2010–2011 school year unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey.

Should you have any questions or experience technical problems with the survey, contact Donna Michaelis at the Virginia Center for School Safety, 804-371-6506 or donna.michaelis@dcjs.virginia.gov.

Please answer the following questions about your school as accurately as possible.

I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is the name of your school division?
2. What is the *full* name of your school?
   ***IMPORTANT**: School name must match our database for you to receive credit for the survey. Please use this link to find the formal school name, then copy and paste into this box.*
3. What is your school's ID number?
   ***IMPORTANT**: ID number must match your school name for you to receive credit for the survey. Please use this link to find the 4-digit ID number, then copy and paste into this box.*

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:

4. What is your name?
5. What is your title?
6. What is your phone number?
7. What is your email address?
8. Which of the following best describes your school? (check one)

❑ Elementary	❑ Middle	❑ High
❑ Combined Grades	❑ Primary	❑ Pre-Kindergarten
❑ Alternative	❑ Career/Technical/Vocational	❑ Charter
❑ Magnet	❑ Governor's	❑ Special Education
❑ Correctional Education	❑ Adult Education	❑ School for the Deaf and Blind
❑ Other (describe):		

9. What grades are taught at your school? (check all that apply)

❑ Pre-Kindergarten	❑ Kindergarten	❑ 1st grade
❑ 2nd grade	❑ 3rd grade	❑ 4th grade
❑ 5th grade	❑ 6th grade	❑ 7th grade
❑ 8th grade	❑ 9th grade	❑ 10th grade
❑ 11th grade	❑ 12th grade	

10. What was your fall membership enrollment number on September 30, 2010? (enter numeric response) _____

National Centers for Education Statistics (NCES) defines metropolitan areas using the *Office of Management and Budget's 'Standards for Defining Metropolitan and Micropolitan Statistical Areas' (2000).*

Urban: According to Census criteria, urban refers to a principal city in an area. In Virginia this includes: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Hampton, Harrisonburg, Lynchburg, Newport News, Norfolk, Portsmouth, Reston, Richmond, Roanoke, Virginia Beach, Waynesboro, Winchester.

Suburban: Territory outside a principal city (see list of principal cities above) but inside a settled area that contains at least 50,000 people and has an overall population density of 1,000 people per square mile or higher.

Town: Territory outside a principal city or suburb, but within a settled area containing at least 2,500 people and with an overall population density of 1,000 people per square mile or higher.

Rural: Territory outside of principal cities, suburbs, and towns. Some examples of rural areas in Virginia are Monterey and Middleburg.

11. Which of the following best describes the region where **most** of your students live? (check one)

❑ Urban ❑ Suburban ❑ Town ❑ Rural

For more information, see: http://www.census.gov/population/www/metroareas/files/00-32997.pdf

If you would like to check the National Center for Education Statistics classification for your school, visit this website: http://nces.ed.gov/globallocator/

Virginia's principal cities are identified by NCES as: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Fort Eustis, Hampton, Harrisonburg, Herndon, Lynchburg, Newport News, Norfolk, Portsmouth, Pound, Reston, Richmond, Roanoke, Virginia Beach, Winchester. For more information, please see http://www.census.gov/population/www/metroareas/lists/2009/List2.txt

II. ASSESSMENT, PLANNING, AND COMMUNICATION

Virginia Code § 22.1-279.8 describes school crisis and emergency management plans. It also 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."

12. Did your school practice its Crisis Management Plan/Emergency Management Plan (CMP/EMP) during the 2010–2011 school year?
❑ Yes ❑ No

(If 12 = yes)

12a. How was your school's CMP/EMP practiced during the school year? (check all that apply)
- ❑ Administration/faculty/staff training
- ❑ Parent training/awareness sessions
- ❑ Tabletop exercises with crisis team members
- ❑ Other (describe):
- ❑ Student training/awareness sessions
- ❑ First responder coordination (EMS, fire, police, hazmat, etc.)
- ❑ Full scale drill with crisis team and public safety partners

13. Did you have to activate any portion of your school's crisis management plan during the 2010–2011 school year due to an actual emergency or crisis? (Note: Do not include weather-related incidents)
❑ Yes ❑ No

(If 13 = yes)

13a. Why did you activate your crisis plan? (Note: Do not include weather-related incidents) (check all that apply)
- ❑ Incident of violence/crime occurring on school property
- ❑ Student or staff accident or death on or off campus
- ❑ Incident at another school that affected your school
- ❑ Bomb threat
- ❑ Fire
- ❑ Other (describe):
- ❑ Incident of violence/crime occurring off school property
- ❑ Community incident that affected school
- ❑ Hazardous chemical incident
- ❑ Power outage or utility malfunction
- ❑ Suspicious person/intruder

14. Does your school use a formal threat assessment process to respond to student threats of violence?
Yes No, we have no *formal* process

(If 14 = yes)

14a. For your formal threat assessment process, do you follow the guidelines developed by the University of Virginia (UVA)?
❑ Yes ❑ No

(If 14a = yes)

14a-1. When did you begin using the University of Virginia guidelines? (check one)
- ❑ Past year (during 2010-2011)
- ❑ 2 years (during 2009-2010)
- ❑ 3 years (during 2008-2009)
- ❑ 4 years (during 2007-2008)
- ❑ 5 or more (during 2006-2007 or prior)

14a-2. Have members of your staff been formally trained in using the University of Virginia guidelines?
❑ Yes ❑ No

(If 14 = yes)

14b. During the 2010–2011 school year, approximately how many student threats of violence were determined to be transient (not serious) threats?
(numerical response only)

14c. During the 2010–2011 school year, approximately how many student threats of violence were determined to be substantive (serious) threats?

(numerical response only)

15. Does your school have an electronic notification system for notifying parents/guardians of an emergency at your school?
❑ Yes ❑ No

(If 15 = yes)

15a. Did your school activate its electronic notification system this year for an actual emergency?
(Note: Do not include weather or schedule changes)
❑ Yes ❑ No

(If 15a = yes)

15a-1. Under what emergency circumstances did you activate your school's electronic notification system?
(Note: Do not include weather or schedule changes) (check all that apply)
- ❑ Incident of violence / crime occurring on school property
- ❑ Student or staff accident or death on or off campus
- ❑ Incident at another school that affected your school
- ❑ Bomb threat
- ❑ Fire
- ❑ Other (describe):
- ❑ Incident of violence /crime occurring off school property
- ❑ Community incident that affected school
- ❑ Hazardous material incident
- ❑ Power outage or utility malfunction
- ❑ Suspicious person / intruder

16. How often are lockdown drills practiced at your school during the school year? (check one)
- ❑ Once a month
- ❑ Once every two months
- ❑ Once every three months
- ❑ Once every four months
- ❑ Once every six months
- ❑ Once per year
- ❑ Every two years
- ❑ Never
- ❑ Other (describe):

III. STUDENT SAFETY CONCERNS

17. Did your school distribute a questionnaire to students during the 2010–2011 school year to assess student school safety concerns?
❑ Yes ❑ No

(If 17 = yes)

17a. What survey(s) did your school use? (check all that apply)
- ❑ Developed our own survey
- ❑ Communities That Care Youth Survey
- ❑ Pride Survey
- ❑ Other (describe):
- ❑ CDC Youth Risk Behavior Survey
- ❑ Olweus Bullying Questionnaire
- ❑ UVA Bullying School Climate Survey

17b. Were the survey results made available to school faculty/staff/administration?
❑ Yes ❑ No

17c. Were the survey results made available to parents and students?
❑ Yes ❑ No

18. For each of the following school safety programs, indicate whether a formal program is currently in place at your school and, if so, how long it has been in operation. (If you have other school safety programs in place that do not appear on the list, use the text boxes at the bottom of the list to fill in the name of your other initiatives.)
When did the program begin at your school?

Program type	*No program*	*Started 2010-2011*	*Started 2009-2010*	*Started 2008-2009 or earlier*
Conflict resolution	❑	❑	❑	❑
Mentoring	❑	❑	❑	❑
Method to anonymously report a safety concern	❑	❑	❑	❑
Peer mediation	❑	❑	❑	❑
Problem solving or social skills curriculum	❑	❑	❑	❑
Substance abuse prevention	❑	❑	❑	❑
Truancy prevention	❑	❑	❑	❑
Other _____	❑	❑	❑	❑
Other _____	❑	❑	❑	❑
Other _____	❑	❑	❑	❑

19. There has been statewide interest in bullying prevention efforts. Has your school made a special effort this year to reduce bullying at your school?
❑ Yes, we had a formal bullying prevention program ❑ Yes, but no formal program ❑ No, no special efforts

(If 19 = yes, we had a formal bullying prevention program)

19a. Which of the following formal bullying prevention programs were in place at your school this year? *(check all that apply)*
- ❑ Bullyproofing Your School Program
- ❑ Second Step curriculum
- ❑ Other (describe):
- ❑ Olweus Bullying Prevention Program
- ❑ Steps to Respect Bullying Prevention Program

(if 19 = yes, we had a formal bullying prevention program or yes, but no formal program)

19b. Which of the following were included in your bullying prevention efforts or program this year? *(check all that apply)*
- ❑ Schoolwide conference or assembly on bullying
- ❑ Curriculum on bullying taught to all students
- ❑ Individual counseling with students identified as bullying others
- ❑ Parent education or outreach program regarding bullying
- ❑ Increased supervision of areas where bullying occurs
- ❑ Videos for students about bullying
- ❑ Other (describe):
- ❑ Schoolwide rules or policy on bullying communicated to all students
- ❑ Classroom meetings about bullying
- ❑ Individual counseling with students identified as victims of bullying
- ❑ Teacher training on bullying
- ❑ Specific disciplinary consequences for bullying
- ❑ Restorative discipline practices for bullying

19c. In 2010-2011, did you evaluate the effectiveness of your bullying prevention efforts?
❑ Yes ❑ No

(if 19c = yes)

19c-1. What evaluation methods did your school use to assess the effectiveness of its bullying prevention efforts? *(check all that apply)*
- ❑ Student self-report survey about bullying
- ❑ Review of school records
- ❑ Informal observations
- ❑ Peer nomination survey for students to identify peer victims of bullying
- ❑ Feedback from teachers and other school staff
- ❑ Other (describe):

20. Cyberbullying and other inappropriate activities involving the Internet and cell phones have been reported in many schools. Have any of the following types of cyberbullying occurred among your school's students in the past year?
[Include incidents that were either sent or received/viewed on school property or at a school-related function. Instances of harassment may also include times when students are passing around printouts of online activity (chats, or photos) in school.]

Type of Cyberbullying	*Number of cyberbullying type incidents in 2010-2011* None	1-2	3-9	10 or more
Students bullied, threatened, or harassed by website postings (e.g. Facebook, MySpace)	❑	❑	❑	❑
Students bullied, threatened, or harassed by internet chat	❑	❑	❑	❑
Students bullied, threatened, or harassed by cell phone calls or texting (including photos)	❑	❑	❑	❑
Other (describe) _____	❑	❑	❑	❑

21. The following scales have been demonstrated to measure aspects of school climate that are related to school safety conditions in Virginia schools. Please indicate how much and how strongly you agree or disagree with the following statements pertaining to the climate at your school.
Indicate how strongly you agree or disagree with each statement.

Statement	*Strongly Disagree*	*Somewhat Disagree*	*Somewhat Agree*	*Strongly Agree*
Students feel free to ask for help from teachers if there is a problem with a student.	❑	❑	❑	❑
Teachers know when students are being picked on or being bullied.	❑	❑	❑	❑
Students are encouraged to report bullying and aggression.	❑	❑	❑	❑
Students know who to go to for help if they have been treated badly by another student.	❑	❑	❑	❑
Students report it when one student hits another.	❑	❑	❑	❑
Teachers take action to solve the problem when students report bullying.	❑	❑	❑	❑
Bullying is a problem at this school.	❑	❑	❑	❑
Students here often get teased about their clothing or physical appearance.	❑	❑	❑	❑
Students here often get put down because of their race or ethnicity.	❑	❑	❑	❑
New students are made to feel welcome here by other students.	❑	❑	❑	❑
Students from different neighborhoods get along well together here.	❑	❑	❑	❑
There is a lot of teasing about sexual topics at this school.	❑	❑	❑	❑

IV. SCHOOL SECURITY/SURVEILLANCE

The questions in this section of the survey ask about security practices at your school. Because the public release of such information might compromise safety and security plans, Virginia Codes §2.2-3705.2 and §22.1-279.8 allow such information to be protected from release under the Freedom of Information Act (FOIA). This protection will automatically be given for answers to questions in this section.

Understand that DCJS' Virginia Center for School Safety will report the information in this section in an aggregated format for all schools, but it will not release specific information from identified schools.

22. Is someone stationed at the front entrance of your school at all times during school hours to ensure that visitors report to the main office for visitor check-in?
❑ Yes ❑ No

23. Is the main entrance to your school building/campus secured by a controlled access system during school hours?
❑ Yes ❑ No

24. Other than the main entrance, are all exterior entrances to your school building/campus locked during school hours?
❑ Yes ❑ No

25. Can all classrooms in your school be locked from both the inside and the outside of the classroom?
❑ Yes ❑ No

26. Does your school have safety/security personnel present at all times during the regular school day?
❑ Yes ❑ No
(If 26 = yes)
26a. What type(s) of safety/security personnel are present at your school at all times during the regular school day? (check all that apply)
❑ School Resource Officers (SROs) ❑ School Security Officers (SSOs) ❑ Other (describe):
(if 26a = SRO)
26a-1. How many School Resource Officers (SROs) are at your school at all times during the regular school day?
(Enter numeric response)
(if 26a = SSO)
26a-2. How many School Security Officers (SSOs) are at your school at all times during the regular school day? *(Enter numeric response)*

27. Do first responders (including police, fire and EMS) have electronic/internet-based access to current floor plans for your school should they need to respond to a large scale security incident at your facility?
❑ Yes ❑ No ❑ Don't know

28. When was the last time your entire staff (including faculty/administration/facility staff) completed a terrorism awareness course? (check one)
- ❑ During the 2010-2011 school year
- ❑ During the 2009-2010 school year
- ❑ During the 2008-2009 school year
- ❑ Don't know
- ❑ During the 2010-2011 school year
- ❑ During the 2009-2010 school year
- ❑ Other (describe):

29. Do you have defined protocols for immediately reporting suspicious activity commonly associated with terrorism to state or local law enforcement?
- ❑ Yes
- ❑ No
- ❑ Don't know

Virginia Code definition: §18.2-46.1 Criminal street gang means "any ongoing organization, association, or group of three or more persons, whether formal or informal, (i) which has as one of its primary objectives or activities the commission of one or more criminal activities, (ii) which has an identifiable name or identifying sign or symbol, and (iii) whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction."

30. Using the definition above, did your school have any gang-related problems or incidents during the 2010–2011 school year?
- ❑ Yes
- ❑ No

31. Did the number of gang-related problems or incidents increase, decrease, or stay about the same when compared with the previous school year?
- ❑ Increased
- ❑ Decreased
- ❑ Stayed about the same

32. Did the community surrounding your school have any gang-related problems or incidents during the 2010–2011 school year?
- ❑ Yes
- ❑ No

33. During the 2010-2011 school year, approximately how many students in your school would you estimate belonged to gangs? *(provide numeric response)*

34. Of the students who are not known gang members, approximately how many engaged in behavior that *suggests* possible gang involvement? (e.g., clothing, hand signs, association with known gang members, etc.) *(provide numeric response)*

35. Which of the following gang prevention measures were in place at your school during the 2010–2011 school year? *(check all that apply)*
- ❑ Formal policy regarding gang-related behavior
- ❑ Students advised about restrictions on gang-related behavior
- ❑ Students suspended from school for gang-related behavior
- ❑ Counseling services provided to discourage gang-related behavior
- ❑ Speaker for students on gangs
- ❑ Speaker for parents on gangs
- ❑ Use of G.R.E.A.T. (Gang Resistance Education and Training) program
- ❑ Use of a program other than G.R.E.A.T. to discourage gang involvement
- ❑ Cooperative effort with law enforcement to identify gang-related crime
- ❑ None of the above
- ❑ Other (describe):

36. Which of the following indicators of gang activity have been observed in your school during the 2010-2011 school year? *(check all that apply)*
- ❑ School staff identified gang-related graffiti on school property
- ❑ Gang signs or symbols were identified on students' clothing or other belongings
- ❑ School staff reported observing students using gang-related hand signals
- ❑ Gang-related fights occurred during school hours on the school campus
- ❑ None of the above
- ❑ Other (describe):

37. Rate the overall threat of gang activity by street gangs in your school. (check one)
- ❑ 5 High
- ❑ 4
- ❑ 3 Medium
- ❑ 2
- ❑ 1 Low
- ❑ None

34. Briefly describe your school's primary safety-related issue or emerging trend during the 2009-2010 school year.

This concludes the survey questions. You may use the **Back** *button to review and/or change your answers.*
When you are satisfied, please click **Submit Survey**.
(You will have the opportunity to print your answers after you submit the survey.)

Thank you for completing the 2011 Virginia School Safety Survey.

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

A copy of your survey responses will be made available to your division superintendent through our secure website. If you are unable to print a copy of your survey responses using the instructions below, please contact your superintendent to request a copy of your survey results.

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."

If you have other questions about the Virginia School Safety Survey, please contact Donna Michaelis at the Virginia Center for School Safety: (804) 371-6506 or donna.michaelis@dcjs.virginia.gov.

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

APPENDIX B:

DEFINITIONS

Bullying

Repeated negative behaviors intended to frighten or cause harm. This may include, but is not limited to, verbal or written threats or physical harm. Another form is cyber bullying, which is using information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, hostile behavior intended to harm others.

Controlled Access System

Controlled access entry systems provide a barrier between potential visitors and building interiors that must be actively removed by school personnel, such as one that requires a staff member to "buzz" visitors through a locked door.

Electronic Notification System

A telephone notification system that is tied to a school's student database and automatically calls every contact number listed for every student within a specific number of minutes. Is typically activated by a telephone call from a designated school employee or by an e-mail sent from a computer using a secure passcode.

Emergency

An emergency is any event or situation that forces school closure or schedule changes, or that directly threatens the safety or well-being of any students, faculty, staff or members of the community and requires immediate action for resolution. Examples include severe weather, loss of utilities, bomb threats or terrorist acts, violent crime, release of hazardous materials, and others and need not occur on school property.

Fall Enrollment (Fall Membership Enrollment Number)

As defined by the Virginia Department of Education (DOE), this is the number of students enrolled in public school on September 30th of a given year. Each school in Virginia that officially enrolls students (i.e. student records are maintained on a Virginia Teacher's Register or automated system) submits their fall membership enrollment number to DOE on an annual basis. Excluded from the September 30th count are: special education preschool pupils, pupils in hospitals, clinics or detention homes and local programs such as vocational and alternative education centers (i.e., centers or schools which receive, but do not officially enroll students). More information about the fall membership enrollment number is available on the Virginia Department of Education's website at http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml.

Formal Threat Assessment Process

In a school setting, a threat assessment is conducted when a person (or persons) threatens to commit a violent act, or engages in behavior that suggests that they might act violently. This systematic assessment examines the nature of the threat and the circumstances surrounding the threat, in order to evaluate the seriousness of the threat and probability that the threat will be carried out. More information about threat assessments is available from the Virginia Youth Violence Project's website, Curry School of Education, University of Virginia at http://youthviolence.edschool.virginia.edu/threat-assessment/threat-assessment-research.html.

Freedom of Information Act (FOIA)

The Freedom of Information Act (FOIA) is the statute that provides access to government records (or portions thereof) except to the extent that such records are protected from disclosure by any of the exemptions included in the act. Security plans and specific assessment components of school safety audits may be excluded from FOIA as referenced in § 2.2-3705.2 and as provided in § 22.1-279.8.

Virginia Code § 2.2-3700. Short title; policy.

A. *This chapter may be cited as "The Virginia Freedom of Information Act."*

B. By enacting this chapter, the General Assembly ensures the people of the Commonwealth ready access to public records in the custody of a public body or its officers and employees, and free entry to meetings of public bodies wherein the business of the people is being conducted. The affairs of government are not intended to be conducted in an atmosphere of secrecy since at all times the public is to be the beneficiary of any action taken at any level of government. Unless a public body or its officers or employees specifically elect to exercise an exemption provided by this chapter or any other statute, every meeting shall be open to the public and all public records shall be available for inspection and copying upon request. All public records and meetings shall be presumed open, unless an exemption is properly invoked. The provisions of this chapter shall be liberally construed to promote an increased awareness by all persons of governmental activities and afford every opportunity to citizens to witness the operations of government. Any exemption from public access to records or meetings shall be narrowly construed and no record shall be withheld or meeting closed to the public unless specifically made exempt pursuant to this chapter or other specific provision of law. This chapter shall not be construed to discourage

the free discussion by government officials or employees of public matters with the citizens of the Commonwealth. All public bodies and their officers and employees shall make reasonable efforts to reach an agreement with a requester concerning the production of the records requested. Any ordinance adopted by a local governing body that conflicts with the provisions of this chapter shall be void.

School

The Virginia Center for School Safety uses a different definition for a "school" than the Virginia Department of Education due to the nature of the school safety audit requirement. For the purposes of a "school safety audit" the VCSS uses the following definition: "A school is any separate physical structure that houses and instructs public school students on a daily basis." Therefore, regional, alternative, governor's schools, head start, preschool facilities, and others that are not physically part of another public school building, are required to complete a school safety survey, regardless of where the enrollment of its students is housed.

School Resource Officer (SRO)

A certified law-enforcement officer employed by the local law enforcement agency that provides law-enforcement and security services to a Virginia public school.

School Security Officer (SSO)

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.

The 2011 Virginia School Safety Audit Survey Results
may be found on the internet at
www.dcjs.virginia.gov

This page is intentionally blank.

DCJS

www.dcjs.virginia.gov