



The 2012 Virginia School Safety Audit Survey Results

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This report was prepared by The Virginia Department of Criminal Justice Services Research Center and Virginia School Safety Center in collaboration with Curry School of Education and Youth-Nex, University of Virginia.

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.dcls.virginia.gov/vcss/audit/index.cfm. The survey for the 2011–2012 academic school year was conducted in from late July through September 2012 and covered school safety-related topics such as: crisis management plans, use of threat assessments, school climate and safety-related programs, bullying and cyberbullying, school security practices, and gangs and gang prevention.

Major Findings from the 2012 School Safety Survey

- The 2011–2012 school safety survey was completed by 100% of the 1,981 Virginia public schools. This total included 1,115 (56%) elementary schools, 333 (17%) middle schools, and 306 (15%) high schools, as well as 227 (11%) other types of schools, such as alternative, technical, combined, and pre-kindergarten (pre-K) schools. Schools ranged in size from 26 schools with fewer than 50 students to 3 schools with 3,000 or more students, although a majority of schools (74%, 1,472) had between 251 and 1,000 students.
- Virginia schools reported that most of their students live in suburban areas (35%, 690 schools), rural areas (33%, 650 schools), urban areas (26%, 516 schools), and towns (6%, 125 schools) areas, using federal designations for Virginia localities.
- More than one-quarter (28%, 548) of schools reported that they activated some portion of their crisis management plan during the 2011–2012 school year due to an actual emergency. The most common cause for activation was due to a naturally occurring hazard such as earthquake, tornado or dangerous weather conditions; the next most common causes were a violent or crime-related incident occurring off school property (18%, 100 schools) and an accident, health-related emergency, or death on school property (17%, 92 schools).
- Most schools (94%, 1,855) reported having an automated electronic notification system (ENS) to notify parents/guardians when there is an emergency at the school. Only 17% of these schools (323) used their electronic notification system during the 2011–2012 school year, and the most frequent cause was due to a naturally occurring hazard such as earthquake, tornado or dangerous weather conditions. The next most common causes were a violent or crime-related incident occurring off school property (15%, 47 schools) and power outage/utility malfunction (13%, 42 schools).
- A large majority of schools (80%, 1,589) reported using a formal threat assessment process to respond to student threats of violence. More than half of all schools (58%, 1,141) reported using the threat assessment guidelines developed by the University of Virginia.
- Of the schools that use a formal threat assessment process, 927 reported assessing and finding 5,237 threats to be transient (not serious), while 292 schools reported assessing and finding 906 threats to be substantive (serious).
- The most commonly reported school safety program being used by the schools was counseling services for students (85%, 1,674) which was also rated as “very effective” by 63% of those schools. This was followed by individualized behavior plans for disruptive students (82%, 1624) and bullying prevention/intervention (75%, 1493).





- Nearly all schools (93%, 1,850) practiced lockdown drills at least once during the 2011–2012 school year. Almost half (47%, 922) reported practicing lockdown drills more than once, while 6% (125) did not practice at all.
- Half of all schools (50%, 984) reported using the bullying prevention component housed within the Positive Behavioral Interventions and Supports (PBIS) program. The next most frequently used anti-bullying programs include: Olweus Bullying Prevention program (17%, 337), Al's Pals (7%, 138), Rachel's Challenge (7%, 131) and Second Step (7%, 128).
- PBIS and Community of Caring were the anti-bullying programs schools most often ranked as very to moderately effective. Second Step and Peaceful School Bus received the least effective rankings.
- Popular practices to combat bullying were individual counseling for students identified as bullying others (81%, 1,606) and individual counseling for students identified as victims of bullying (79%, 1,572).
- Just over half of the schools (55%, 1,092) reported having no known cyberbullying incidents that occurred during the 2011–2012 school year.
- The most frequently cited security strategies used by the schools were: all exterior entrances locked during school hours (73%, 1,447), security cameras used to monitor school property

(68%, 1,348), and the main entrance of the school secured by a controlled access system during school hours (53%, 1,052).

- Ten percent (117) of elementary, 64% (217) of middle, and 77% (286) of high schools reported that security personnel are present at all times during the day. Reporting that security personnel are present at least part-time during the day were 33% (383) of elementary, 91% (307) of middle, and 92% (342) of high schools.
- Twenty-four percent (271) of elementary, 85% (289) of middle, and 87% (323) of high schools reported that School Resource Officers (SROs) are present at least part-time during the school day.
- Just over half of the schools (54%, 1,064) reported that first responders (police, fire, EMS) had electronic/internet-based access to their school's current school floor plans and 77% (1,533) reported their school has defined protocols for immediately reporting suspicious activity commonly associated with terrorism.
- Very few schools (6%, 118) reported experiencing gang-related problems or incidents during the 2011–2012 school year. Of these, most said that the number of incidents either decreased or were about the same as the previous school year.
- Schools that reported use of the threat assessment guidelines developed by the University of Virginia experienced lower rates of violence-related disciplinary infractions and lower rates of short-term suspensions than schools that did not use UVA's guidelines.
- Schools that reported more pervasive bullying and teasing also 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 short-term and long-term suspensions. Schools in which principals favored zero tolerance disciplinary practices had higher levels of violence and weapons infractions and higher rates of short-term 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, identify and evaluate patterns of student safety concerns, and introduce best practices. Responses and solutions based on the audit may 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 Virginia Center for School Safety (VCSS) at the DCJS in 2005. The first online Virginia School Safety Survey was conducted by the VCSS in 2005 and collected data 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 VCSS partnered with University of Virginia's (UVA) Curry School of Education and Youth-Nex, the UVA Center for Positive Youth Development to provide analyses of select Discipline, Crime and Violence (DCV) data referred to in § [22.1–279.3:1](#) and as required by § 22.1–279.8 B. This collaboration continues into its third year.

SURVEY METHODOLOGY

In July 2012, 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 Criminal Justice Research Center. School principals or their designees completed the web-based school survey in August–September of 2012 to provide information that reflected conditions during the 2011–2012 school year.



SURVEY OF VIRGINIA SCHOOLS

The Virginia School Safety Survey asked about safety-related policies and practices in individual schools. The survey included questions concerning crisis management plans, student safety concerns, safety programs and prevention efforts, school security and surveillance, and gangs and gang prevention. Of the 1,981 public schools (as defined by DCJS for purposes of this survey) operating in Virginia in school year 2011–2012, 100% completed the survey. The 1,981 responding schools represent all of Virginia's 132 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 in this report are organized by the following categories: School Identification and Demographic Information; Assessment, Planning and Communication; School Climate and Safety-Related Programs, and School Security and Surveillance. A copy of the survey instrument can be found in Appendix A. Appendix B contains definitions for pertinent terms.

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

SCHOOL TYPES

Schools were asked to identify from a given list that which best describes their school. As shown in Chart 1, elementary schools make up 56% (1,115) of the 1,981 Virginia public schools. Middle and high schools make up 17% (333) and 15% (306), respectively.

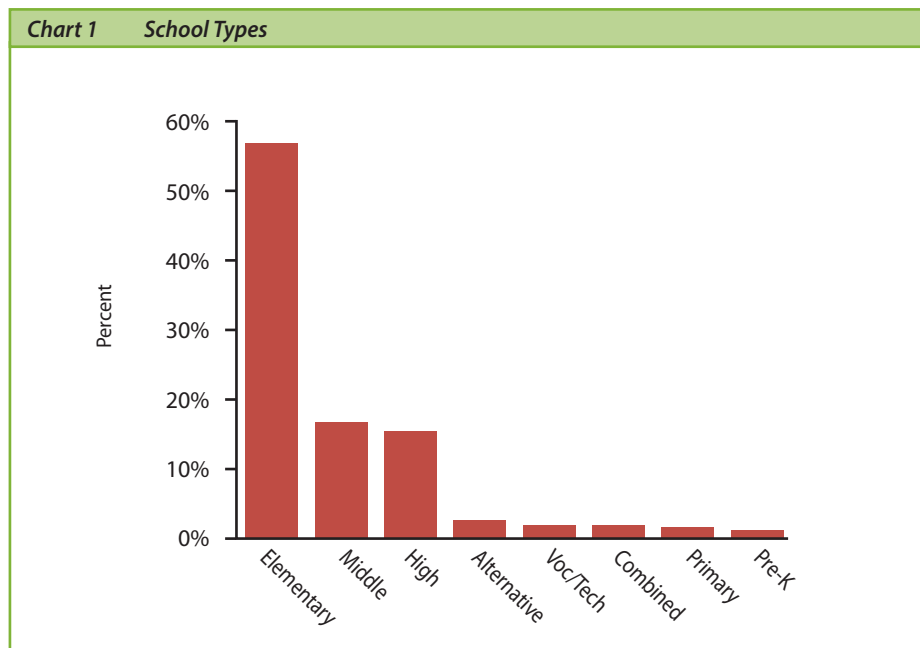
Other types of Virginia public schools included: alternative (2%, 47), vocational/technical (2%, 44), combined (in combined schools grades enrolled crossed typical elementary, middle, and high school boundaries) (2%, 39), primary (2%, 37), and pre-K (1%, 19). Schools identified as adult education, charter, correctional education, deaf and blind, Governor's, magnet, special education and other each made up less than 1% of the schools.

Throughout this report, for purposes of comparative analysis, schools were categorized as either elementary school, middle school, high school or other school based on whether or not certain grades were enrolled at their school. These categories used broader criteria for each type of school than seen in Chart 1. These criteria were:

- Elementary consists of grades pre-K up to and including grade 6 (typically K–5)
Includes schools that self-identified as charter schools, combined schools, elementary, magnet, primary and other.
- Middle consists of grade 5 up to and including grade 8 (typically 6–8)
Includes schools that self-identified as alternative, middle, and other.
- High consists of grade 8 up to and including grade 12 (typically 9–12)
Includes schools that self-identified as alternative, combined, governor's, high, magnet, special education and vocational-technical.
- Other consists of all of the schools that didn't fit into one of the above categories
Includes schools identified as combined schools with a very wide grade range, primary schools that only included pre-K and grade 1, correctional education schools, adult education schools, pre-K programs, and school for the deaf and blind.

These revised categories result in the following distribution among the 1,981 schools:

Elementary schools	58%	(1,152 schools)
Middle schools	17%	(339 schools)
High schools	19%	(373 schools)
Other schools.....	6%	(117 schools)



SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

SCHOOL ENROLLMENT

A school's "fall membership enrollment" is the number of students that the school had enrolled on September 30 of a given year. Chart 2 displays the range of fall membership enrollment in Virginia's public schools for the 2011–2012 school year. Most schools (74%, 1,472) had between 251 and 1,000 students.

School enrollment size varies somewhat by school type. Table 1 presents enrollment data for elementary, middle, high, and other schools. Generally, elementary schools had smaller enrollments, and enrollment size increased as grade levels increased.

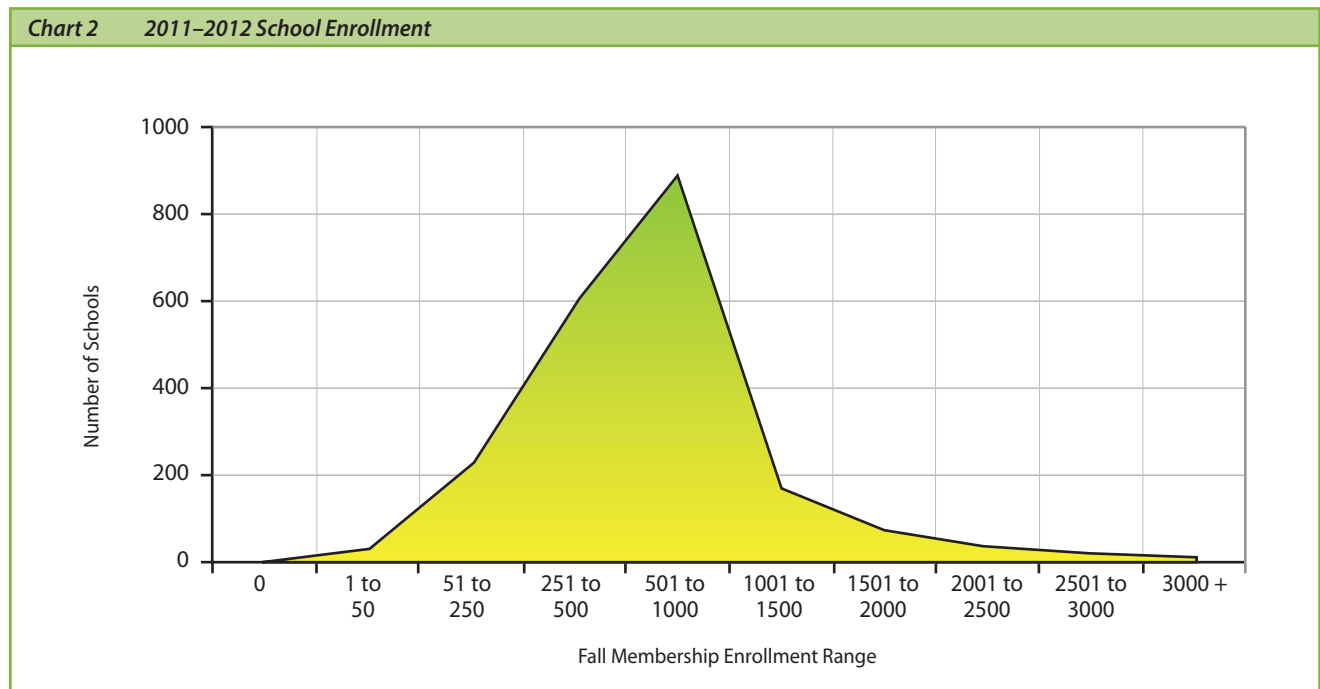


Table 1 School Enrollment by Type of School

Enrollment Range	Percent of Schools by Type			
	Elementary	Middle	High	Other
0	0	0	1%	1%
1–50	<1%	1%	1%	14%
51–250	10%	4%	7%	48%
251–500	38%	19%	19%	14%
501–1000	51%	53%	26%	18%
1001–1500	1%	22%	21%	2%
1501–2000	0	2%	17%	0
2001–2500	0	0	7%	0
2501–3000	0	0	2%	3%
3001 +	0	0	0	2%

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

SCHOOL REGIONS

Principals were asked to identify the type of region where most of their students live. They were provided with the following definitions for urban, suburban, town, or rural regions.

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).

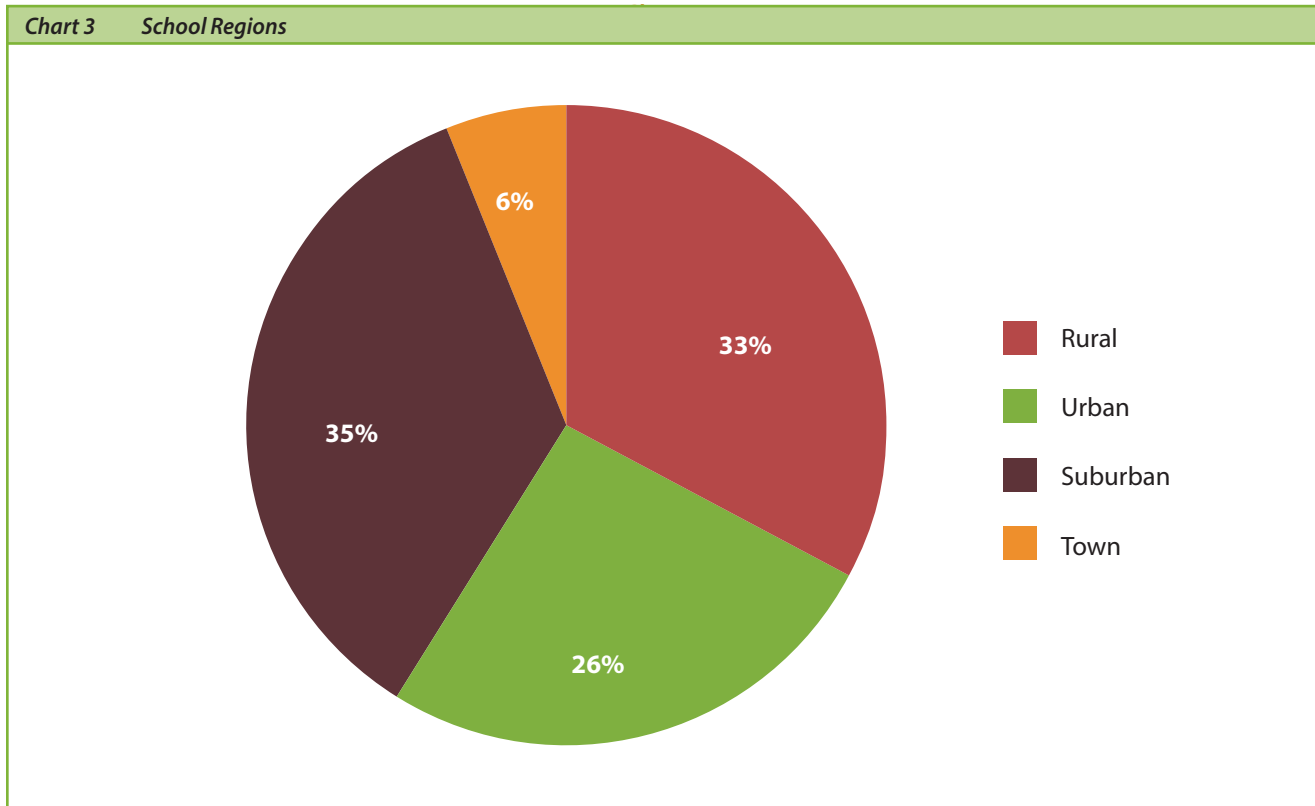
Urban: According to Census criteria, urban refers to a principal city in an area. In Virginia this includes: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Hampton, Harrisonburg, Lynchburg, Newport News, Norfolk, Portsmouth, Reston, Richmond, Roanoke, Virginia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

Just over one-third of schools (35%, 690) reported that most of their students lived in suburban areas and one-third of schools (33%, 650) reported that most of their students lived in rural areas. About one-quarter of schools (26%, 516) reported that their students lived in urban areas. A small percentage of schools (6%, 125) reported that most of their students lived in towns. (See Chart 3.)



ASSESSMENT, PLANNING AND COMMUNICATION

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

Schools were shown a list of methods often used to practice CMPs/EMPs and asked identify which method(s) they used to practice their CMP/EMP during the 2011–2012 school year.

Nearly all schools (97%, 1,911) reported that they practiced their CMP/EMP in some way during the 2011–2012 school year. Of those, nearly all (95%) practiced their CMP/EMP by training administrators, faculty, and staff, while nearly three-quarters (72%) reported that they conducted student training or awareness sessions.

Overall, one-quarter of the schools (25%) coordinated their practices with local first responders. However, this type of practice showed differences among schools types: about one-third of middle and high schools (31% and 35% respectively) coordinated with first responders while one-fifth (20%) of elementary schools did the same. (See Table 2.)

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.”

Table 2 *Methods Used to Practice CMP/EMP by Type of School*

CMP/EMP Practice Method	All Schools (N=1,911)	Percent of Schools by Type			
		Elementary	Middle	High	Other
Administration/faculty/staff training	95%	96%	94%	93%	90%
Student training/awareness sessions	72%	74%	76%	69%	60%
Parent training/awareness sessions	11%	12%	10%	9%	8%
First responder coordination (EMS, fire, police, hazmat, etc.)	25%	20%	31%	35%	21%
Table top exercises with crisis team members	29%	28%	29%	33%	29%
Full scale drill with or without crisis team and public safety partners	20%	18%	23%	27%	15%

ASSESSMENT, PLANNING AND COMMUNICATION

ACTIVATING THE CMP/EMP

Schools were asked whether they had to activate any portion of their school's crisis management plan during the 2011–2012 school year due to an actual emergency or crisis. They were also asked to identify the cause for the activation.

Overall, 28% (548) of the schools activated some portion of their school's crisis management plan during the school year due to an emergency. This rate was slightly higher among middle schools (36%).

Of the 548 schools that activated some portion of their school's crisis management plan during the school year, the most common cause was due to a naturally-occurring hazard or dangerous weather conditions (39%, 211 schools). The next most common causes were because of a violent event or crime that occurred off of school property (18%, 100) and student or staff accident, health-related emergency, or death on school property (17%, 92). (See Table 3 for more details.)

Table 3 Cause for Activation of CMP/EMP by Type of School

Cause for CMP/EMP Activation	All Schools (N=548)	Percent of Schools by Type			
		Elementary	Middle	High	Other
Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions	39%	37%	41%	39%	52%
Incident related to violence/crime, including weapon carrying/ use occurring OFF school property	18%	21%	18%	15%	5%
Student or staff accident, health-related emergency, or death ON school property	17%	22%	9%	10%	29%
Power outage or utility malfunction affecting school property that did not result in smoke, fumes, or fire	11%	11%	12%	13%	5%
Smoke, fumes, or fire on school property	11%	11%	12%	14%	0%
Student or staff accident, health-related emergency, or death OFF school property	9%	7%	8%	18%	5%
Unfounded incident/faulty or false alarm	9%	8%	9%	12%	5%
Suspicious person/intruder on school property	8%	10%	6%	3%	10%
School bus-related incidents	8%	8%	7%	6%	14%
Bomb threat to school	6%	<1%	12%	17%	0%
Incident at another school that affected your school	5%	5%	7%	6%	0%
Student reported as missing	5%	7%	3%	1%	5%
Incident related to violence/crime, including weapon carrying/use, occurring ON school property	3%	2%	3%	3%	5%
Hazardous chemical incident on school property	2%	1%	4%	2%	10%
Other safety-related incident that affected school and is not listed above	13%	17%	6%	11%	19%

ASSESSMENT, PLANNING AND COMMUNICATION

BUSES AND THE CMP

Schools were asked if their CMP/EMP addressed incidents involving school buses and, if so, whether bus drivers received training on the specific areas of the CMP that pertains to them and how often they received such training.

- Three-quarters (75%, 1,482 schools) reported that their CMP addressed incidents involving school buses.
- Of those, most schools (92%, 1,379) trained drivers on the areas of the CMP that pertain to school buses and school bus drivers.
- A majority of the schools (84%, 1,156) reported training their school bus drivers once a year.

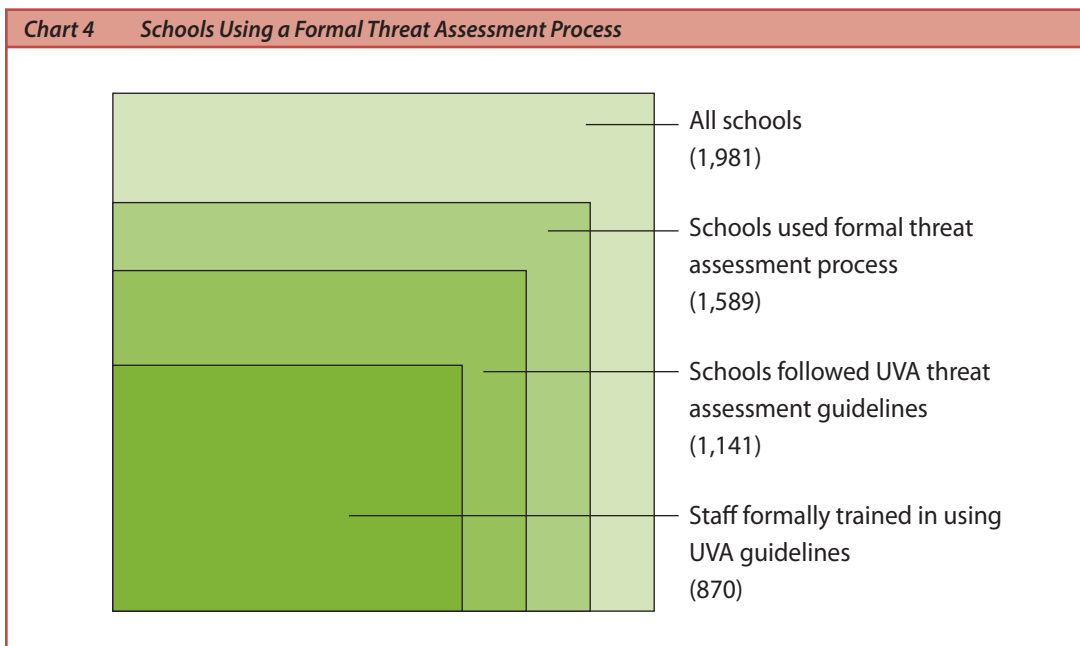
THREAT ASSESSMENTS

A majority of Virginia's public schools use a formal threat assessment process to respond to student threats of violence (both violence against others and/or against oneself). In the 2011–2012 school year, 80% of the schools (1,589) reported having such a process in place. (See Chart 4.)

As a group, middle schools use threat assessments at a slightly higher rate:

- Elementary = 78%
- Middle = 86%
- High = 83%

Threat assessment guidelines developed by UVA (*Guidelines for Responding to Student Threats of Violence*) are followed by the majority of schools using a threat assessment process. Of the 1,589 schools using threat assessments, 72% reported that they follow UVA's guidelines and most of these schools (92%) have been doing so for 2 or more years. Further, three-quarters of the schools using the UVA guidelines have formally trained their staff to use them. (See Chart 4.)



ASSESSMENT, PLANNING AND COMMUNICATION

TYPES OF THREATS ASSESSED

Schools were asked to provide the number of threats that were assessed and found to be transient (not serious) and substantive (serious) during the 2011–2012 school year. A total of 927 schools reported conducting 5,237 threat assessments that were found to be transient, and 292 schools reported conducting 906 threat assessments that were found to be substantive.

Examining the range in the number of threat assessments conducted by the schools, most of the schools (82%) reported that no threats were found substantive, while 17% found between 1 and 5 threats to be substantive. There were only 15 schools statewide that reported more than 10 substantive threats during the school year, ranging from 11–50. (See Table 4.)

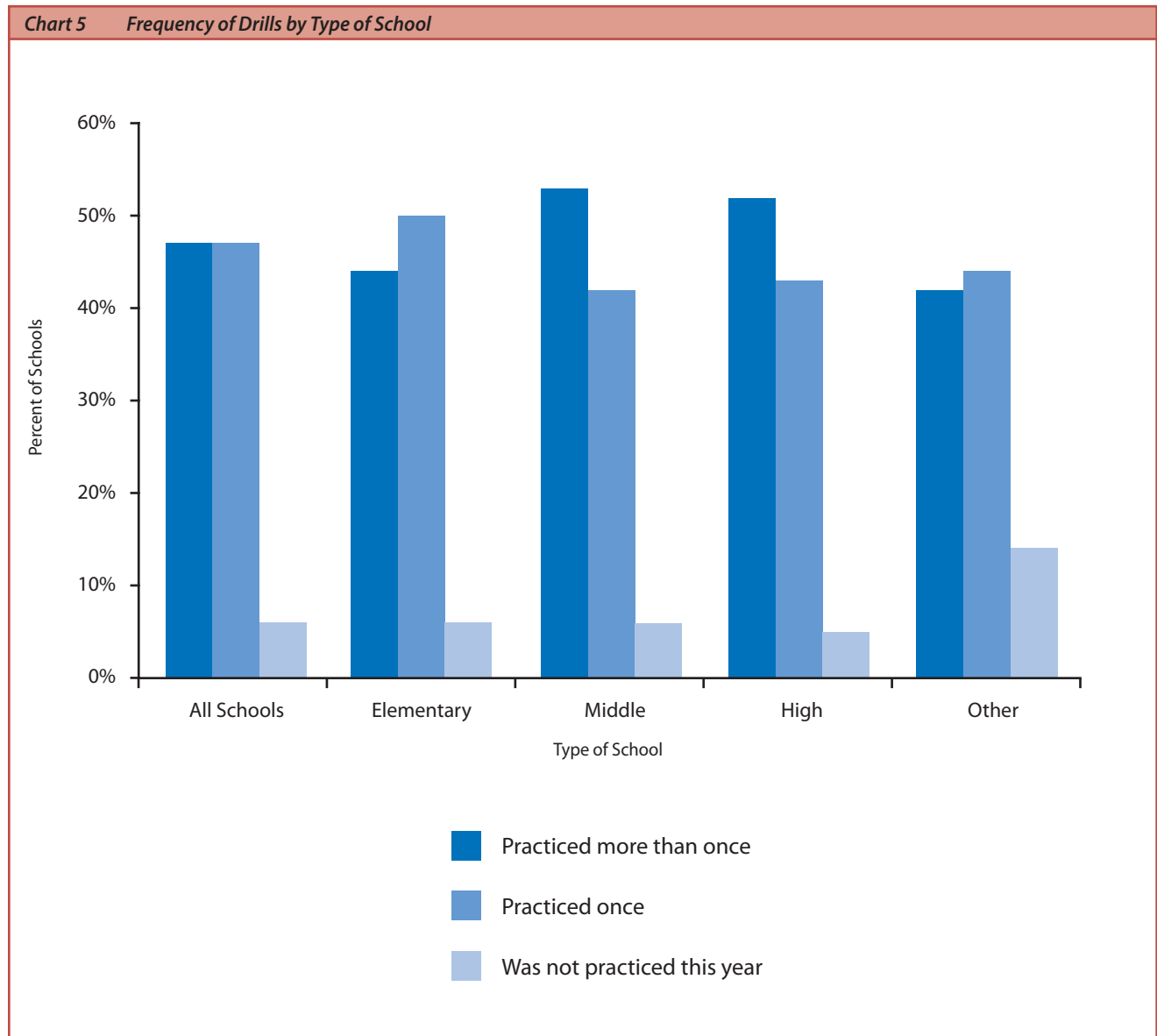
Number of Threats Assessed and Found	All schools (N=1,589)	Percent of Schools by Type			
		Elementary	Middle	High	Other
TRANSIENT					
0	42%	51%	21%	32%	51%
1–2	22%	22%	22%	21%	25%
3–5	22%	18%	32%	29%	7%
6–10	7%	5%	13%	7%	7%
11–20	5%	4%	8%	7%	5%
21–30	1%	<1%	3%	3%	3%
31–50	<1%	0	<1%	1%	0
51+	<1%	<1%	<1%	<1%	2%
SUBSTANTIVE					
0	82%	88%	73%	72%	77%
1–2	13%	10%	18%	19%	13%
3–5	4%	2%	7%	6%	6%
6–10	1%	<1%	1%	1%	0
11–20	1%	<1%	1%	1%	1%
21–30	<1%	0	<1%	<1%	1%
31–50	<1%	0	0	<1%	2%
51+	0	0	0	0	0

ASSESSMENT, PLANNING AND COMMUNICATION

LOCKDOWN DRILLS

Virginia Administrative Code 8VAC20-131-260 requires schools to have... “at least one simulated lock-down and crisis emergency evacuation activity... early in the school year.” However, this activity isn’t necessarily conducted as an actual drill.

We asked schools how often lockdown drills were practiced at their school. Most schools (94%, 1,850) said that they practiced lockdown drills at least once during the 2011–2012 school year, and nearly half of the schools (47%, 922) reported practicing lockdown drills more than once a year. (See Chart 5.)



ASSESSMENT, PLANNING AND COMMUNICATION

ELECTRONIC NOTIFICATION SYSTEMS (ENS)

Schools often use automated electronic notification systems to inform their students' parents and guardians of emergencies that affect the school.

We asked schools whether or not their school has such a system, and, if so, whether they had to use it during the school year for an actual emergency and the circumstances of those emergencies.

Most of the schools (94%, 1,855) reported they had an electronic notification system and 17% of those schools (323) used the system to notify parents/guardians of an emergency. The rate was slightly higher for middle and high schools.

- Elementary = 16%
- Middle = 22%
- High = 20%

We asked the 323 schools that activated their ENS to identify the type(s) of emergency situation(s) that caused them to do so. The types of emergencies for which schools activated their systems are detailed in Table 5. Nearly half of the schools (48%) that activated their ENS did so due to dangerous weather conditions.

Cause for Activation	All Schools (N=323)	Percent of Schools by Type			
		Elementary	Middle	High	Other
Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions	48%	48%	51%	43%	67%
Incident related to violence/crime, including weapon carrying/use occurring OFF school property	15%	15%	13%	18%	0
Power outage or utility malfunction affecting school property that did not result in smoke, fumes, or fire	13%	12%	14%	15%	17%
Smoke, fumes, or fire on school property	11%	12%	6%	13%	33%
School bus-related incidents	9%	9%	11%	7%	17%
Bomb threat to school	8%	2%	13%	21%	17%
Incident at another school that affected your school	6%	7%	3%	4%	17%
Unfounded incident/faulty or false alarm	6%	5%	4%	9%	17%
Student or staff accident, health-related emergency, or death OFF school property	5%	3%	4%	7%	17%
Student or staff accident, health-related emergency, or death ON school property	4%	3%	1%	4%	33%
Suspicious person/intruder on school property	4%	6%	0	3%	17%
Incident related to violence/crime, including weapon carrying/use occurring ON school property	3%	2%	1%	6%	17%
Hazardous chemical incident on school property	3%	2%	6%	2%	17%
Student reported as missing	1%	1%	0	3%	0
Other safety-related incident that affected school and is not listed above	13%	14%	8%	15%	17%

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

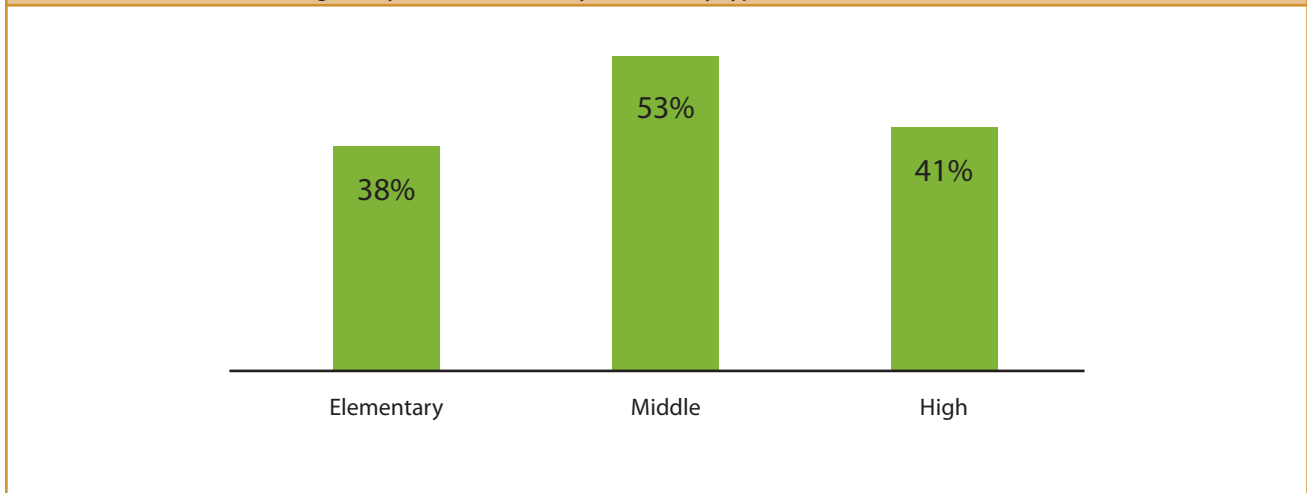
STUDENT SURVEY

Schools were asked whether they distributed a questionnaire to students during the 2011–2012 school year to assess the students' school safety concerns. Overall, 41% (803 schools) reported that they did. This rate was highest among middle schools.

Of the schools that did distribute a student survey, the type most often used was one developed by the division or school.

Survey developed by the school or school division	66%
Olweus Bullying Questionnaire	8%
CDC Youth Risk Behavior (YRB) Survey	4%
Pride Survey	3%
Communities That Care Youth Survey	2%
UVA Bullying/School Climate Survey	2%
VDOE-developed survey	1%
Other	12%

Chart 6 Schools Conducting Survey(s) of Student Safety Concerns, by Type of School



SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

SCHOOL SAFETY PROGRAMS

Schools were asked to review a list of school safety programs and identify the type(s) of programs that were in place in their school during the 2011–2012 school year. For each program selected, they were also asked to indicate how effective the program was in maintaining discipline/promoting safety at their school.

Table 6 lists thirteen school safety programs and displays the number and percent of schools that reported having that program in place. The table also provides the percent of schools that rated the program as either “very effective, moderately effective, slightly effective, or had no effect.”

Counseling services and individualized behavior plans were the most frequently cited programs in place at the schools. Counseling services was also the most frequently rated as “very effective.” While all of the listed programs received relatively good ratings in regard to effectiveness, the three that received the highest effectiveness ratings were counseling services, bullying prevention/intervention, and classroom management training; those receiving the lowest effectiveness ratings were peer mediation, truancy prevention, and anonymous reporting.

Type of School Safety Program	Number of schools	Percent of schools	Program Effectiveness Rating			
			Very effective	Moderately effective	Slightly effective	No effect
Counseling services for students	1674	85%	63%	35%	3%	<1%
Individualized behavior plans for disruptive students	1624	82%	41%	52%	6%	<1%
Bullying prevention/intervention	1493	75%	43%	52%	5%	<1%
Character education	1345	68%	51%	44%	5%	<1%
Mentoring	1212	61%	49%	44%	6%	<1%
Problem solving or social skills curriculum	1003	51%	42%	52%	6%	<1%
Classroom management training and workshops for teachers	963	49%	45%	52%	3%	<1%
Truancy prevention	909	46%	31%	55%	14%	1%
Method to anonymously report a safety concern	874	44%	47%	40%	10%	3%
Conflict resolution	838	42%	41%	54%	4%	<1%
Substance abuse prevention	732	37%	46%	45%	8%	1%
Anger management	633	32%	33%	61%	6%	<1%
Peer mediation	550	28%	39%	49%	11%	1%
None of the above	25	1%				
Other	80	4%				

Other included: Bullying Prevention Pledge (9), Anti-Bullying Poster Contest (8), Positive Behavioral Intervention and Supports (PBIS) (7), Beyond Anger Management (6), Effective School Wide Discipline (5), Responsive Classroom (4), Safety Patrol (4), Baldrige (2), Rachel's Challenge (2), and Other (33). Most of these were not rated; however, PBIS did receive relatively high effectiveness ratings.

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

BULLYING

Schools were asked to review a list of anti-bullying programs and practices and identify those that were in place in their school during the 2011–2012 school year. For each program/practice selected, they were also asked to indicate how effective the program/practice was in preventing bullying at their school.

Table 7 and Table 8 list ten formal anti-bullying programs and fifteen bullying prevention practices, respectively, and display the number and percent of schools that reported having a program/practice in place during the school year. The tables also provide the percent of schools that rated the program/practice as either “very effective, moderately effective, slightly effective, or had no effect” in preventing bullying.

The bullying prevention component within the Positive Behavioral Interventions and Supports (PBIS) program was reported to be in half of the schools. It also rated well in perceived effectiveness. (See Table 7.)

Type of Anti-Bullying Program	Number of schools	Percent of schools	Program Effectiveness Rating			
			Very effective	Moderately effective	Slightly effective	No effect
PBIS* (bullying prevention component within program)	984	50%	51%	45%	4%	<1%
Olweus Bullying Prevention Program	337	17%	41%	50%	9%	1%
Al's Pals	138	7%	42%	45%	13%	0%
Rachel's Challenge	131	7%	30%	57%	11%	2%
Second Step curriculum	128	7%	34%	48%	15%	3%
Bullyproofing Your School	84	4%	37%	57%	6%	0%
Steps to Respect	56	3%	43%	48%	7%	2%
Community of Caring	55	3%	49%	47%	2%	2%
Peaceful School Bus	41	2%	27%	56%	15%	2%
None of the above	490	25%				

**PBIS = Positive Behavioral Interventions and Supports is a Virginia-based program developed by VDOE and Old Dominion University. It was formerly called Effective Schoolwide Discipline (ESD).*

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

Individual counseling with students who are bullying or being bullied is practiced by over three-quarters of Virginia's public schools. Communicating school policies on bullying, counselor-facilitated programs and classroom meetings/discussions about bullying are practiced by two-thirds to nearly three-quarters of schools. (See Table 8.)

Table 8 Type of Anti-Bullying Practices Used by Schools

Type of Anti-Bullying Practice	Number of schools	Percent of schools	Practice Effectiveness Rating			
			Very effective	Moderately effective	Slightly effective	No effect
Individual counseling with students identified as bullying others	1606	81%	50%	46%	4%	<1%
Individual counseling with students identified as victims of bullying	1572	79%	55%	42%	2%	<1%
Rules or policy on bullying communicated to all students school-wide	1413	71%	46%	48%	6%	0
Counselor-facilitated program	1344	68%	50%	47%	3%	<1%
Classroom meetings about bullying	1317	67%	43%	53%	4%	<1%
Specific disciplinary consequences for bullying	1212	61%	50%	45%	5%	<1%
Increased supervision in areas where bullying occurs	1169	59%	62%	37%	1%	0
Conference or assembly on bullying (school-wide)	1009	51%	39%	52%	9%	<1%
Teacher/staff training on bullying	980	50%	46%	51%	3%	<1%
Curriculum on bullying taught to all students	750	38%	46%	49%	6%	0
Videos for students about bullying	606	31%	34%	56%	10%	1%
Hotline/complaint box (anonymous report)	491	25%	31%	45%	20%	4%
Parent education or outreach program regarding bullying	422	21%	27%	57%	15%	1%
Restorative discipline practices for bullying	412	21%	43%	55%	2%	0
Bus driver training on bullying	346	18%	17%	69%	12%	1%
None of the above	36	2%				

In addition to those listed above, schools reported other types of anti-bullying programs and practices. The most frequently reported were: assemblies (21 schools); division-developed programs (18 schools); Responsive Classroom program (18 schools); and school-designed programs (13 schools).

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

CYBERBULLYING

Cyberbullying involves the use of information and communication technologies to deliberately threaten and/or harass someone with the intent of harming and/or embarrassing them. Text or images used in incidents of cyberbullying may be sent or posted using text messaging, email, instant messaging, social websites, blog posts, chat rooms, etc.

Schools were asked how many known incidents of cyberbullying occurred at their school during the 2011–2012 school year. The reported prevalence among elementary schools is relatively low when compared with middle and high school reports.

Although over half of all schools reported no known cyberbullying incidents, most of these were elementary schools. Cyberbullying is more prevalent among middle and high schools with about half reporting between 3–20 known incidents in the 2011–2012 school year. (See Table 9.)

Number of Known Cyberbullying Incidents	All Schools	Percent of Schools by Type			
		Elementary	Middle	High	Other
No known incidents	55%	77%	18%	19%	62%
1–2 incidents	21%	19%	23%	26%	18%
3–10 incidents	18%	4%	44%	40%	16%
11–20 incidents	4%	<1%	12%	11%	3%
21–50 incidents	1%	0	3%	5%	1%
51 + incidents	<1%	0	0	1%	0

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

SCHOOL CLIMATE

A school climate scale was used to collect additional information about school safety conditions and policies. A series of statements about various conditions and policies were used to assess the principals' view on the environment that existed in their schools during the 2011–2012 school year. One set of statements focused on bullying and teasing, one focused on students' willingness to seek help, and one focused on disciplinary policies.

Prevalence of Bullying and Teasing

The responses to the five bullying and teasing statements are detailed in Table 10. One-third of the schools agreed that bullying is a problem; this rate was higher among middle schools with nearly half saying bullying is a problem. Teasing about clothing or physical appearance is more prevalent than teasing about race or sexual orientation.

Table 10 School Responses to Bullying and Teasing Scale Statements by Type of School				
School Type	Bullying and Teasing Scale			
	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>
<i>Bullying is a problem at this school.</i>				
Elementary	1%	26%	39%	34%
Middle	6%	43%	36%	15%
High	2%	35%	42%	27%
Other	4%	33%	27%	37%
Total	2%	31%	38%	28%
<i>Students here often get teased about their clothing or physical appearance.</i>				
Elementary	2%	16%	41%	41%
Middle	3%	32%	45%	19%
High	3%	23%	46%	28%
Other	6%	18%	29%	47%
Total	3%	20%	42%	35%
<i>Students here often get put down because of their race or ethnicity.</i>				
Elementary	1%	6%	30%	63%
Middle	1%	13%	42%	44%
High	2%	9%	37%	52%
Other	2%	9%	28%	62%
Total	1%	8%	33%	58%
<i>Students here often get put down because of their perceived sexual orientation.</i>				
Elementary	0	2%	11%	87%
Middle	1%	16%	37%	46%
High	2%	16%	38%	45%
Other	3%	8%	27%	63%
Total	1%	7%	22%	70%
<i>There is a lot of teasing about sexual topics at this school.</i>				
Elementary	<1%	3%	16%	81%
Middle	2%	19%	42%	37%
High	3%	15%	48%	35%
Other	4%	8%	31%	57%
Total	1%	8%	27%	64%

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

Students' Willingness to Seek Help

The responses to the six students' willingness to seek help statements are detailed in Table 11. Overall, most schools agreed that students are generally willing to seek help when there is a problem. The two areas where there appeared to be slightly less agreement were 1) whether teachers know when students are being picked on or bullied (where there was less agreement among high schools), and 2) whether students report when a student hits another (where, again, there was less agreement among high schools as well as other schools).

Table 11 School Responses to Student Willingness to Seek Help Scale Statements by Type of School				
School Type	Student Willingness to Seek Help Scale			
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
<i>Students feel free to ask for help from teachers if there is a problem with a student.</i>				
Elementary	72%	27%	1%	<1%
Middle	53%	43%	3%	<1%
High	54%	43%	3%	0
Other	65%	32%	3%	1%
Total	65%	33%	2%	<1%
<i>Teachers know when students are being picked on or being bullied.</i>				
Elementary	30%	64%	5%	<1%
Middle	25%	69%	6%	<1%
High	23%	67%	10%	1%
Other	44%	50%	6%	0
Total	29%	65%	6%	<1%
<i>Students are encouraged to report bullying and aggression.</i>				
Elementary	92%	8%	<1%	<1%
Middle	93%	7%	<1%	<1%
High	89%	11%	<1%	0
Other	86%	15%	0	0
Total	91%	9%	<1%	<1%
<i>Students know who to go to for help if they have been treated badly by another student.</i>				
Elementary	87%	12%	<1%	<1%
Middle	82%	17%	1%	<1%
High	80%	20%	0	<1%
Other	86%	14%	0	1%
Total	85%	14%	<1%	<1%
<i>Students report it when one student hits another.</i>				
Elementary	67%	30%	3%	<1%
Middle	44%	48%	7%	1%
High	37%	52%	12%	<1%
Other	54%	34%	12%	0
Total	57%	37%	6%	<1%
<i>Teachers take action to solve the problem when students report bullying.</i>				
Elementary	75%	24%	1%	<1%
Middle	66%	31%	3%	0
High	64%	33%	2%	0
Other	80%	18%	3%	0
Total	72%	26%	2%	<1%

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

Disciplinary Policies

The responses to the six disciplinary policy statements are detailed in Table 12. About three-quarters of the schools agree that zero tolerance contributes to maintaining order at their school and that it sends a clear message to disruptive students about appropriate behaviors in school. This rate was a bit higher for high schools. A majority of schools agree that suspension is necessary for maintaining school order, although this was less agreed on by the elementary and other schools. Most of the schools agree that they cannot afford to tolerate students who disrupt the learning environment.

Overall, schools were evenly split on whether or not suspension makes students less likely to misbehave in the future. Slightly more middle and high schools agreed that it does. Slightly more than half of schools said that out-of-school suspension is unnecessary if the school provides a positive school climate and challenging instruction. High schools were less likely to agree than other types of schools.

Table 12 School Responses to Disciplinary Policy Scale Statements by Type of School				
School Type	Bullying and Teasing Scale			
	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>
<i>Zero tolerance makes a significant contribution to maintaining order at this school.</i>				
Elementary	34%	37%	17%	12%
Middle	35%	40%	18%	7%
High	37%	44%	15%	4%
Other	41%	30%	22%	7%
Total	35%	39%	17%	9%
<i>Zero tolerance sends a clear message to disruptive students about appropriate behaviors in school.</i>				
Elementary	37%	39%	14%	10%
Middle	40%	38%	17%	6%
High	42%	42%	12%	4%
Other	44%	33%	17%	7%
Total	39%	39%	14%	8%
<i>Suspension is a necessary tool for maintaining school order.</i>				
Elementary	16%	46%	27%	11%
Middle	31%	50%	14%	6%
High	42%	43%	11%	4%
Other	27%	40%	18%	15%
Total	24%	46%	21%	9%
<i>Schools cannot afford to tolerate students who disrupt the learning environment.</i>				
Elementary	51%	38%	10%	2%
Middle	59%	34%	4%	3%
High	63%	31%	5%	1%
Other	51%	34%	12%	3%
Total	54%	36%	8%	2%
<i>Suspension makes students less likely to misbehave in the future.</i>				
Elementary	5%	38%	41%	16%
Middle	13%	44%	34%	9%
High	14%	52%	28%	6%
Other	10%	40%	31%	19%
Total	9%	42%	37%	13%
<i>Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.</i>				
Elementary	19%	40%	34%	8%
Middle	17%	36%	34%	14%
High	11%	34%	38%	17%
Other	22%	35%	30%	13%
Total	17%	38%	35%	11%

SCHOOL SECURITY AND SURVEILLANCE

SECURITY STRATEGIES

Schools were asked to review a list of security strategies and identify those that were in place in their school during the 2011–2012 school year. For each strategy selected, they were also asked to indicate how effective it was in providing security to their school.

Table 13 lists eight security strategies used by the schools and displays the number and percent of schools that reported having each strategy in place during the school year. The table also provides the percent of schools that rated the strategy as either “very effective, moderately effective, slightly effective, or had no effect” in maintaining safety and security at their school.

The most frequently used security strategy was keeping entrances to the school building locked. This was reported by nearly three-quarters of the schools. It was also rated as very effective by a majority of those schools. About half of the schools reported using a controlled access system at the main entrance and it was also rated as very effective. One-third of the schools reported having safety/security personnel present at all times during the regular school day and it was rated as very effective by a majority of those schools.

The questions in the school security and surveillance section of the survey asked about security practices at the schools during the 2011–2012 school year. 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 \(FOIA\)](#) for individual schools and divisions.

Table 13 Security Strategies Used by Schools

Security Strategy	Number of schools	Percent of schools	Strategy Effectiveness Rating			
			Very effective	Moderately effective	Slightly effective	No effect
All exterior entrances to the school building or campus are locked during school hours	1447	73%	86%	13%	1%	0%
Security cameras are used to monitor school property (e.g., parking lots, corridors, playground, entrances)	1348	68%	62%	32%	6%	0%
Main entrance of the school building or campus is secured by a controlled access system during school hours	1052	53%	87%	12%	1%	0%
All classrooms in the school can be locked from both the inside and the outside of the classroom	1036	52%	76%	22%	1%	1%
Safety patrols are conducted by teachers and/or staff	997	50%	66%	30%	3%	0%
Someone is stationed at the school’s front entrance during school hours to ensure visitors report to the main office for check-in	918	46%	85%	14%	0%	0%
Safety/security personnel are present at all times during the regular school day	673	34%	86%	13%	1%	0%
Metal detectors are used at the school’s main entrance(s)	51	3%	76%	16%	6%	2%

SCHOOL SECURITY AND SURVEILLANCE

There were some notable differences in the frequency of security strategies used by the various types of schools during the 2011–2012 school year. (See Table 14.)

- The biggest difference was among schools that have safety/security personnel present at all times during the school day: 64% of middle schools and 77% of high schools used this strategy, while only 10% of elementary schools did.
- High schools deviated slightly from some of the trends by more frequently using safety patrols conducted by faculty/staff, and by having someone stationed at the front entrance to direct visitors to check in at the main office. They less frequently kept all exterior entrances to the building/campus locked during school hours and less frequently kept the main entrance secured by a controlled access system.
- Elementary schools less frequently used security cameras to monitor school property than did middle, high, and other types of schools.
- Metal detectors were used at the main entrance of very few schools (3% overall). However, 19% of other schools used this strategy. This may reflect the inclusion of correctional education schools and alternative schools among this group.

Table 14 Security Strategies Used by Schools by Type of School

Security Strategies	All Schools	Percent of Schools by Type			
		Elementary	Middle	High	Other
All exterior entrances to the school building or campus are locked during school hours	73%	78%	74%	61%	65%
Security cameras are used to monitor school property (e.g., parking lots, corridors, playground, entrances)	68%	58%	80%	88%	73%
Main entrance of the school building or campus is secured by a controlled access system during school hours	53%	59%	51%	37%	53%
All classrooms in the school can be locked from both the inside and the outside of the classroom	52%	51%	51%	54%	62%
Safety Patrols are conducted by teachers and/or staff	50%	47%	47%	66%	45%
Someone is stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check-in	46%	43%	46%	56%	47%
Safety/security personnel are present at all times during the regular school day	34%	10%	64%	77%	45%
Metal detectors are used at the school's main entrance(s)	3%	<1%	4%	4%	19%

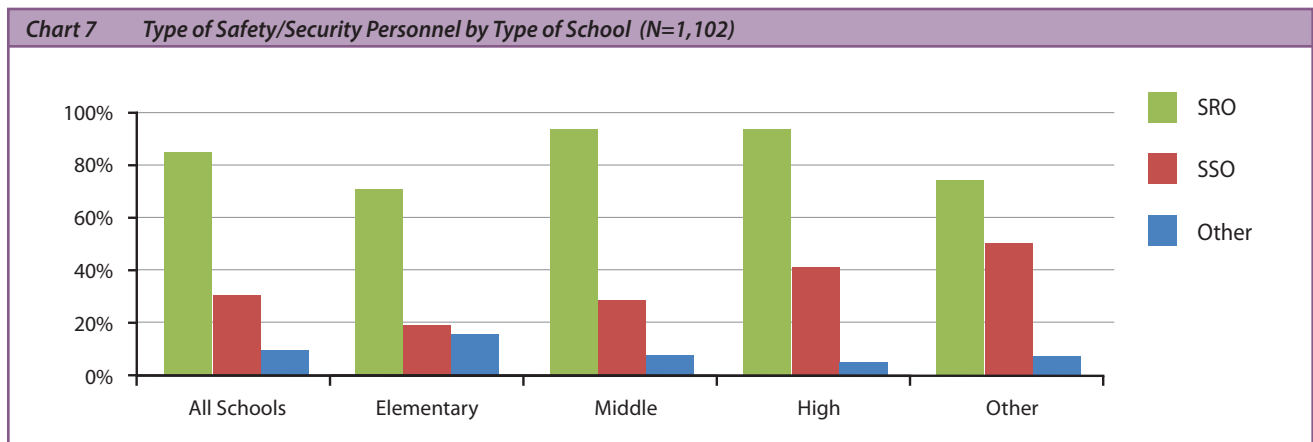
SCHOOL SECURITY AND SURVEILLANCE

SCHOOL SAFETY/SECURITY PERSONNEL

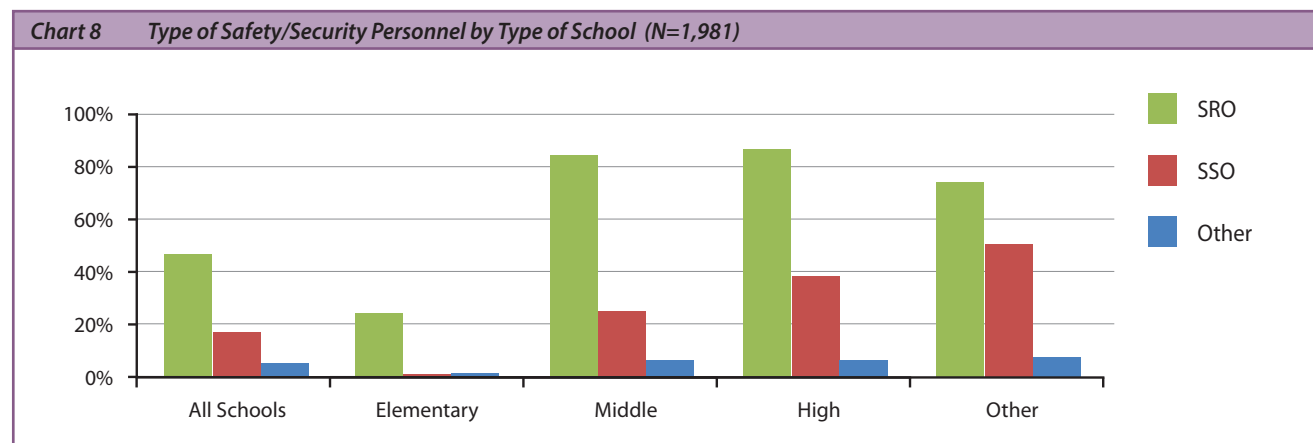
Overall, slightly more than half of the schools (56%, 1,102) reported having safety/security personnel working at their school at least part time during the 2011–2012 school year. There was a significant difference, however, among the types of schools having such personnel. Only about one-third of elementary schools reported using safety security personnel at their school; whereas, more than 90% of middle and high schools reported using these personnel:

Elementary.....	33% (383 schools)
Middle	91% (307 schools)
High.....	92% (342 schools)
Other.....	60% (70 schools)

The 1,102 schools with safety/security personnel working at their school (at least part time) were asked what type(s) of personnel they employed. Their responses are displayed in Chart 7.



When these numbers are examined for all schools (N = 1,981), the distribution shows the actual variation among the types of schools both with and without safety/security personnel. (See Chart 8).



"Other" type of safety/security personnel included: DARE officer (15), security assistant (15), safety/security specialist/assistant (10), child safety officer (4), Success Through Education and Proactive Policing (STEPP) officer (4), security resident (4), and other (51).

SCHOOL SECURITY AND SURVEILLANCE

PRIVATE SECURITY OFFICERS

Schools were asked whether they employed private security officers during the 2011–2012 school year and, if so, in what capacity.

A total of 31 schools (2%) said that they had employed private security officers and a majority of these (22) were high schools.

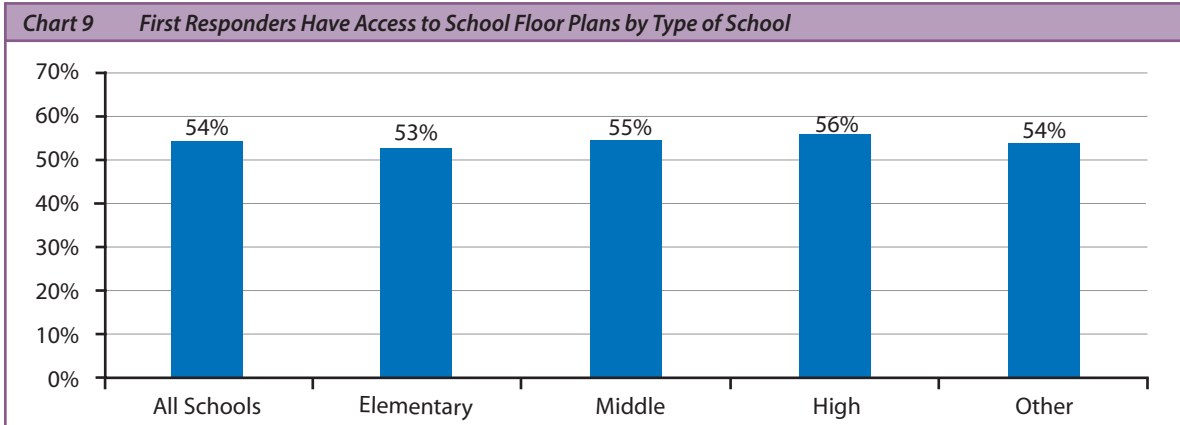
Most often, private security was used to maintain order and safety at special events (72%, 23 schools), although a few schools reported using them for security during school hours (16%, 5 schools) and to provide building security after hours (16%, 5 schools).

COORDINATION WITH FIRST RESPONDERS

Access to Floor Plans

Schools were asked whether first responders (including police, fire and EMS) had electronic/internet-based access to current floor plans for their school in case they needed to respond to a large scale security incident at their facility. Just over half (54%, 1,064) of all schools said that first responders did have this type of access. Variation among the types of schools was very slight. (See Chart 9.)

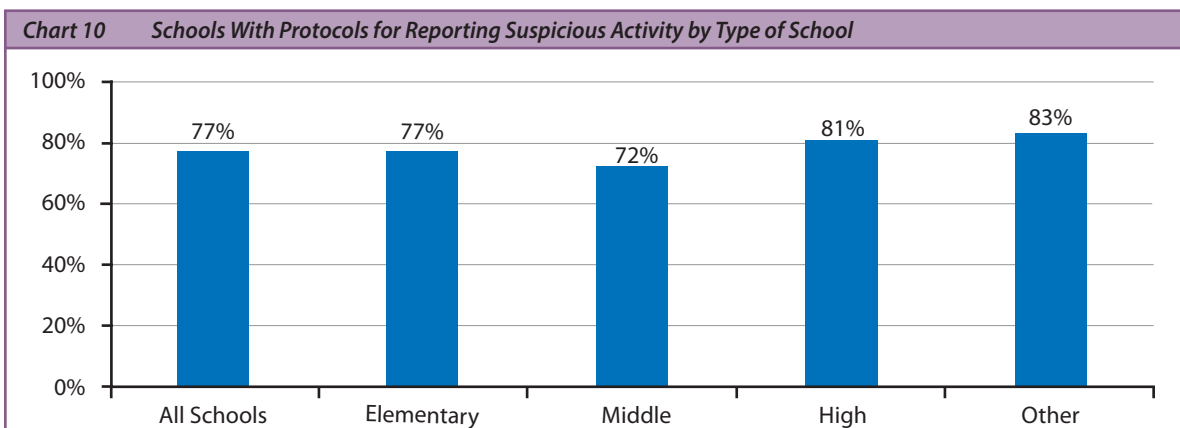
Notably, the actual percentages could be higher because 29% (580) of all schools reported that they did not know whether or not first responders had access to their school's floor plans.



Reporting Suspicious Activity

Schools were also asked if they had defined protocols for immediately reporting suspicious activity commonly associated with terrorism to state or local law enforcement. Over three-quarters (77%, 1,533) of all schools reported that they had these types of protocols. There was a little more variation among the types of schools, with 72% (243) of middle schools and 83% (97) of other schools reporting having these protocols. (See Chart 10.)

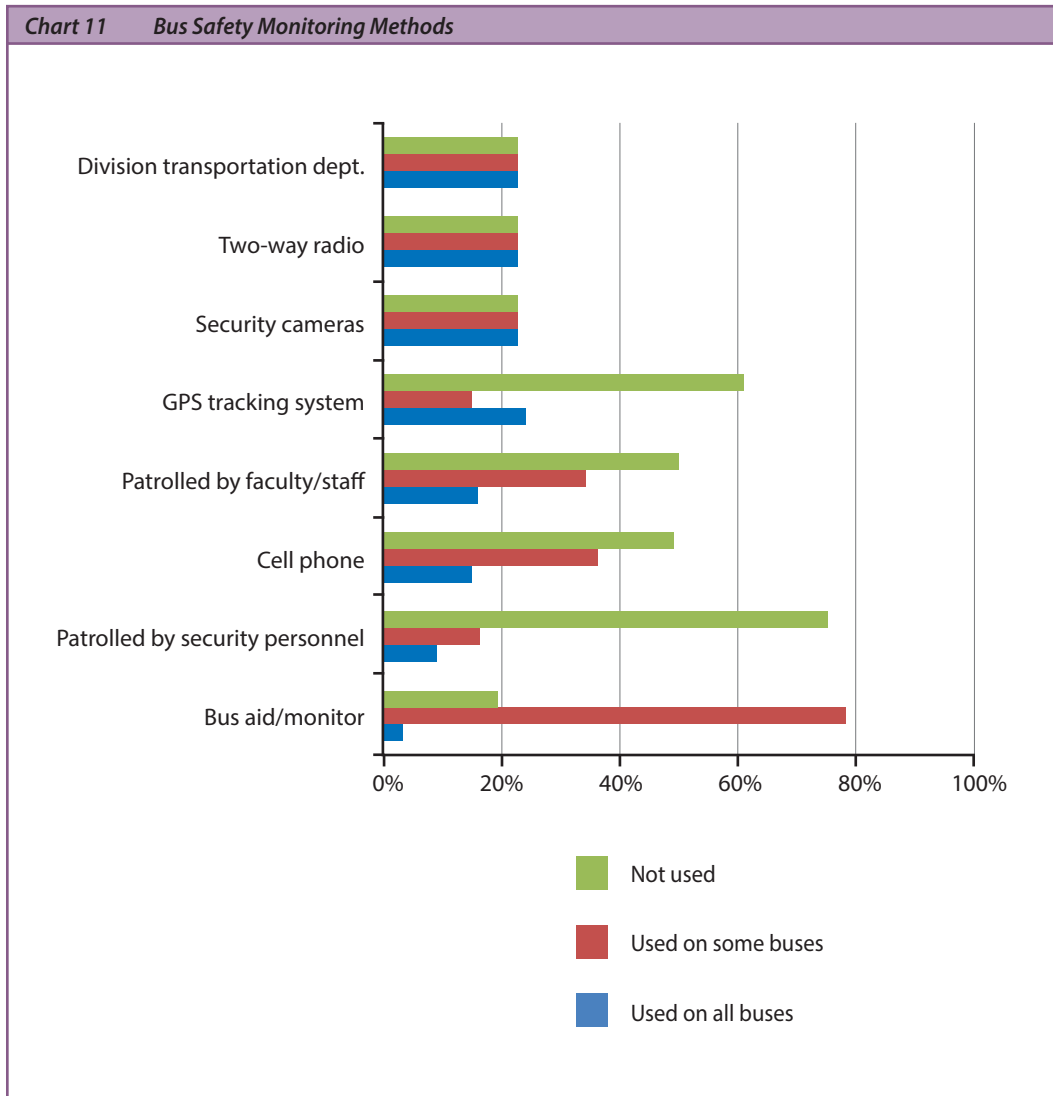
Again, the actual percentages could be higher because 15% (293) of all schools reported that they did not know whether their school had such protocols in place.



SCHOOL SECURITY AND SURVEILLANCE

BUS SAFETY

Schools were asked to review a list of methods used to monitor safety on and/or maintain communication with school buses when they are in use. For each monitoring method listed, they were asked to identify whether it was used on all buses, used on some buses, or not used on any buses. (See Chart 11.)



SCHOOL SECURITY AND SURVEILLANCE

GANG-RELATED ACTIVITY

Gang Problems

Using the definition to the right, schools were asked whether they had any gang-related problems or incidents during the 2011–2012 school year. Those schools that reported such incidents were asked whether the number of gang-related problems or incidents increased, decreased, or stayed about the same when compared with the previous school year.

Table 15 shows the percent and number of schools that reported having gang-related problems and how it compared with the previous school year. Overall, relatively few schools reported problems (6%, 118); middle schools and high schools reported the greatest decreases in gang-related problems among the various school types.

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.”

Table 15 Schools With Gang-Related Problems by Type of School

School Type	Schools with Gang-Related Problems		Compared to Previous School Year		
	Percent of Schools	Number of Schools	Number of Schools		
			Increased	Decreased	Same
All Schools	6%	118	7	50	61
Elementary	1%	13	2	1	10
Middle	8%	26	3	15	8
High	17%	62	0	30	32
Other	15%	17	2	4	11

The schools that reported having **no** gang-related problems or incidents in the 2011–2012 school year were asked whether the absence of such incidents reflected a decrease from the previous school year or if both school years were free of gang-related problems and incidents.

For the 1,863 schools reporting no problems in the 2011–2012 school year, most (94%, 1,747) said they had no gang-related problems and incidents the previous year either. More middle and high schools reported that having no gang-related problems this year reflected a decrease from the previous year (12% and 16% respectively). (See Table 16.)

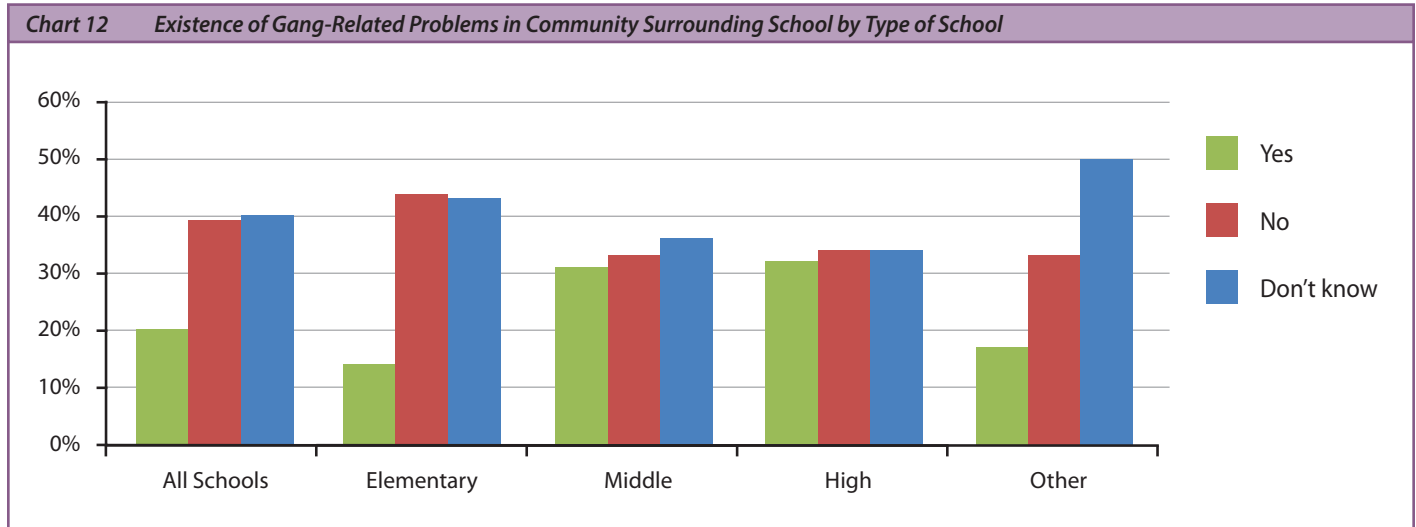
Table 16 Schools With No Gang-Related Problems by Type of School

School Type	Schools with NO Gang-Related Problems		Compared to Previous School Year	
	Percent of Schools	Number of Schools	Number of Schools	
			Decreased	Same
All Schools	94%	1,863	116	1,747
Elementary	99%	1,139	24	1,115
Middle	92%	313	37	276
High	83%	311	49	262
Other	86%	100	6	94

SCHOOL SECURITY AND SURVEILLANCE

Schools were also asked whether the community surrounding their school had any gang-related problems or incidents during the 2011–2012 school year.

Overall, about twice as many schools (39%, 779) said that the community surrounding their school did not have any gang-related problems as schools that did (20%, 402). The actual situation is unknown since 40% (800 schools) reported that they didn't know whether the community surrounding their school had any gang-related problems or incidents during the 2011–2012 school year. (See Chart 12.)



Gang Activity Indicators

Schools were given a list of four possible gang activity indicators (gang-related graffiti, gang symbols, hand signals and fights), asked if any had been observed during the 2011–2012 school year, and, if so, how many incidents there were. Table 17 shows the responses received for each of the indicators. Gang-related graffiti was the most often observed of the four indicators, although only 14% of the schools reported any incidents.

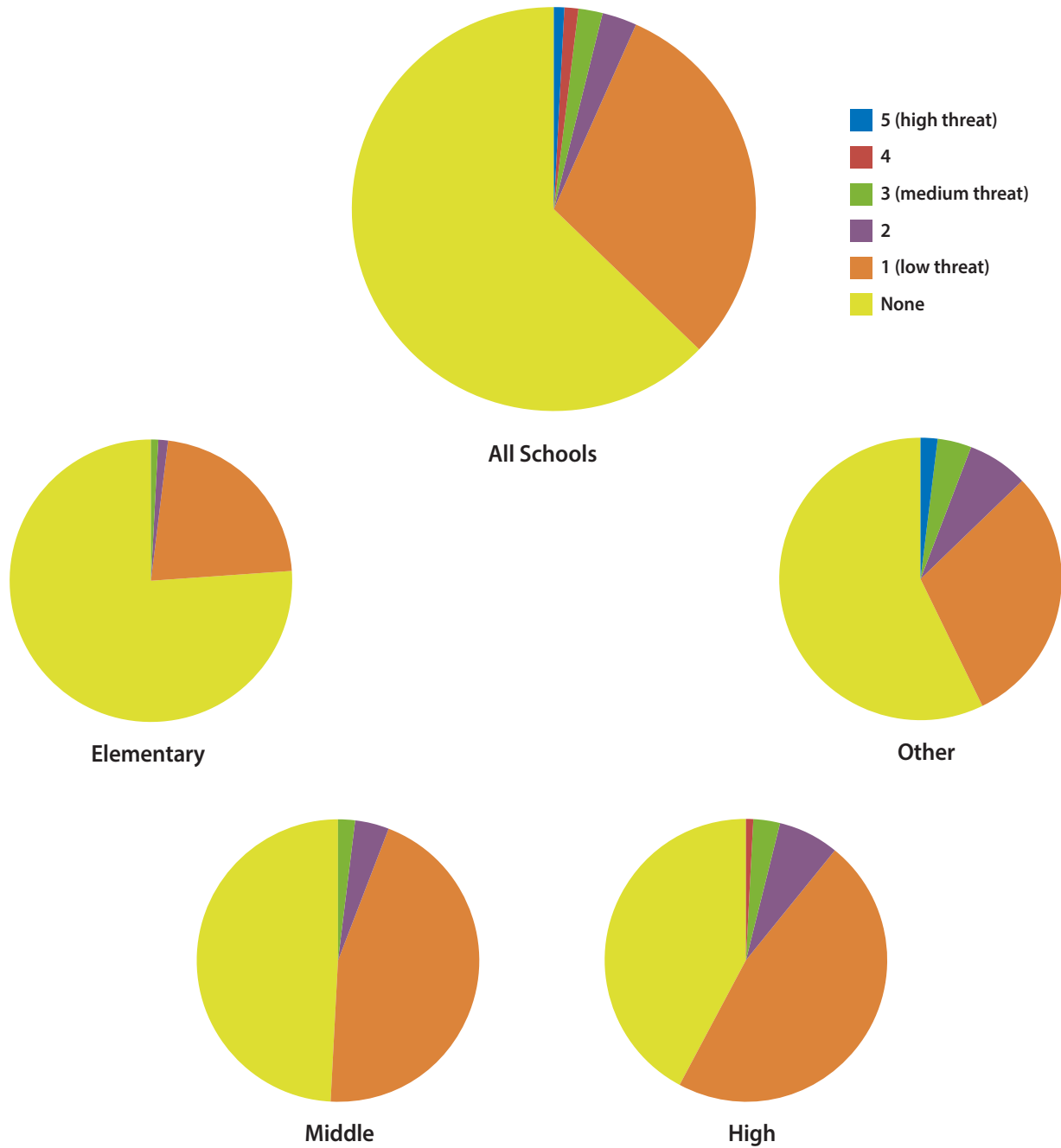
Table 17 Gang Activity Indicators Observed at Schools

Gang Activity Indicators Observed	Percent of Schools		
	No incidents	1 or 2 incidents	3 or more incidents
School staff identified gang-related graffiti on school property	86%	11%	3%
Gang signs or symbols were identified on students' clothing or other belongings	87%	9%	3%
School staff reported observing students using gang-related hand signals	92%	7%	2%
Gang-related fights occurred during school hours on the school campus	98%	2%	<1%

SCHOOL SECURITY AND SURVEILLANCE

Additionally, schools were asked to rate the overall threat of gang activity in their school during the 2011–2012 school year using a scale where 1 indicates a very low threat and 5 indicates a very high threat. Among all 1,981 schools, 64% said there was no threat at all and 31% said the threat was very low.

Chart 13 Overall Threat of Gang Activity at Schools by Type of School



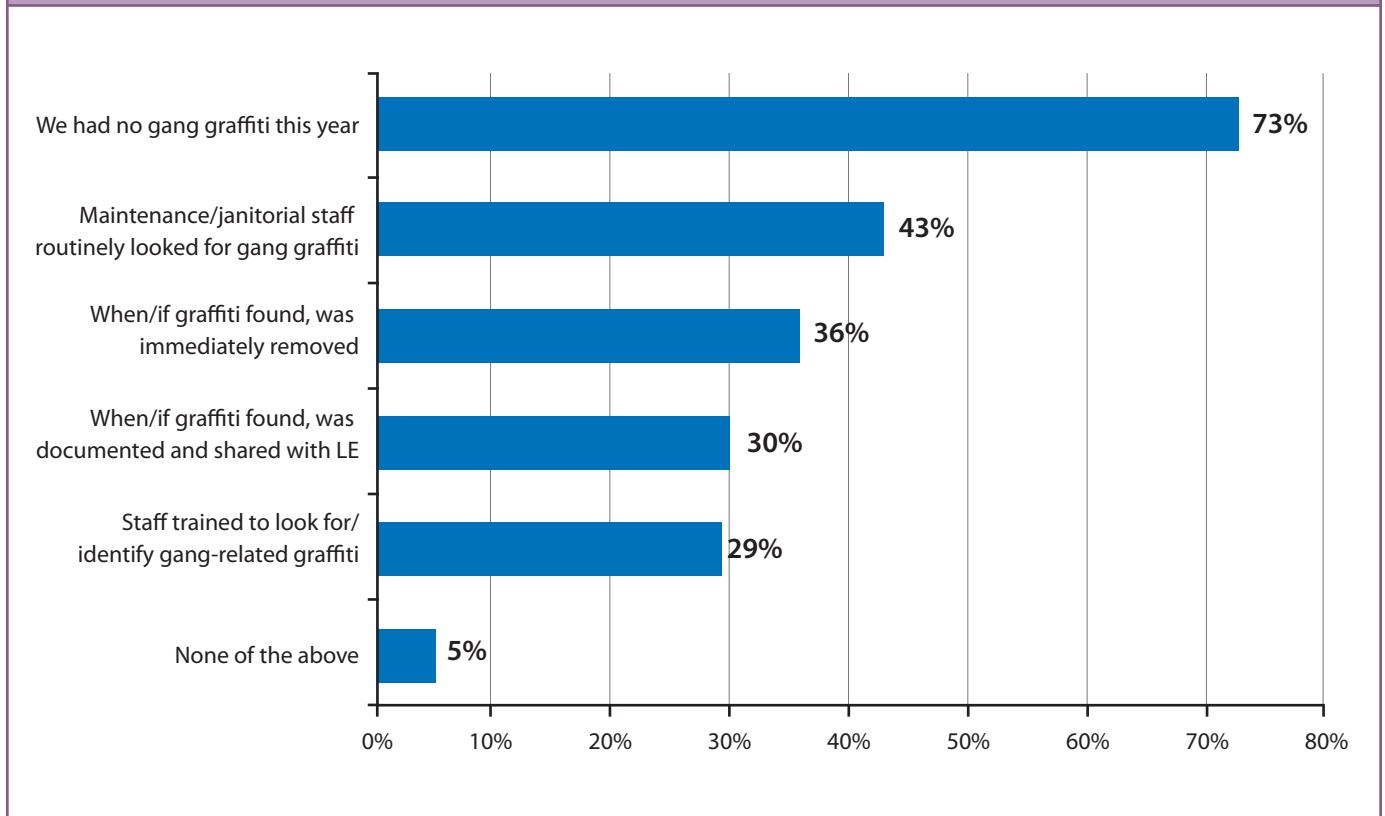
SCHOOL SECURITY AND SURVEILLANCE

Gang Graffiti

Schools were asked about the routine tasks that they used to prevent and/or eradicate gang graffiti at their schools during the 2011–2012 school year. They were given a list of tasks and asked to identify which they used. (See Chart 14.)

Nearly three-quarters of the schools (1,444) said that they had no gang graffiti at their school during the school year. About one-third (36%, 705) of the schools indicated that when graffiti was found, it was immediately removed, and about one-third (30%, 603) said that when graffiti was found, it was photo documented and shared with local law enforcement.

Chart 14 Anti-Graffiti Routine Tasks



SCHOOL SECURITY AND SURVEILLANCE

Gang Prevention

Schools were asked to review a list of gang prevention measures and identify those that were in place in their school during the 2011–2012 school year. For each prevention measure selected, they were also asked to indicate how effective it was in preventing gang activity/gang-related behavior.

Table 18 lists ten prevention measures used by the schools and displays the number and percent of schools that reported having each measure in place during the school year. The table also provides the percent of schools that rated the measure as either “very effective, moderately effective, slightly effective, or had no effect” in preventing gang activity/gang-related behavior at their school.

Gang Prevention Measures At Schools	Number of schools	Percent of schools	Gang Prevention Measure Rating			
			Very effective	Moderately effective	Slightly effective	No effect
Formal student policy regarding gang-related behavior	962	49%	62%	30%	3%	4%
Students advised about restrictions on gang-related behavior	692	35%	62%	32%	3%	2%
Cooperative effort with law enforcement to identify gang-related crime	628	32%	74%	22%	2%	2%
Counseling services provided to discourage gang-related behavior	438	22%	62%	32%	5%	1%
Students suspended from school for gang-related behavior	333	17%	54%	36%	6%	5%
Gang awareness in-service training and workshops for teachers/staff	261	13%	52%	42%	4%	1%
Speaker for students on gangs	146	7%	60%	32%	5%	2%
Speaker for parents on gangs	69	4%	59%	30%	7%	3%
Use of a program other than G.R.E.A.T. to discourage gang involvement	69	4%	38%	54%	6%	3%
Use of G.R.E.A.T. (Gang Resistance Education and Training) program	35	2%	51%	43%	6%	0%
None of the above	698	35%				

In addition to those listed above, schools reported other types of gang prevention measures. The most frequently reported were: training (8 schools); use of D.A.R.E. officers (7 schools); through policy or code of conduct (3 schools); and other prevention-based programs (3 schools).

DISCIPLINARY INFRACTIONS AND RESPONSES

This section examines links between school safety practices and student disciplinary infractions. Safety practices based on the principals' responses to the safety audit survey were obtained from the Virginia Department of Criminal Justice Services and disciplinary data were obtained from the Virginia Department of Education.¹

DISCIPLINARY INFRACTIONS AND RESPONSES

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 weapon possession or use (counted separately from the first category).²

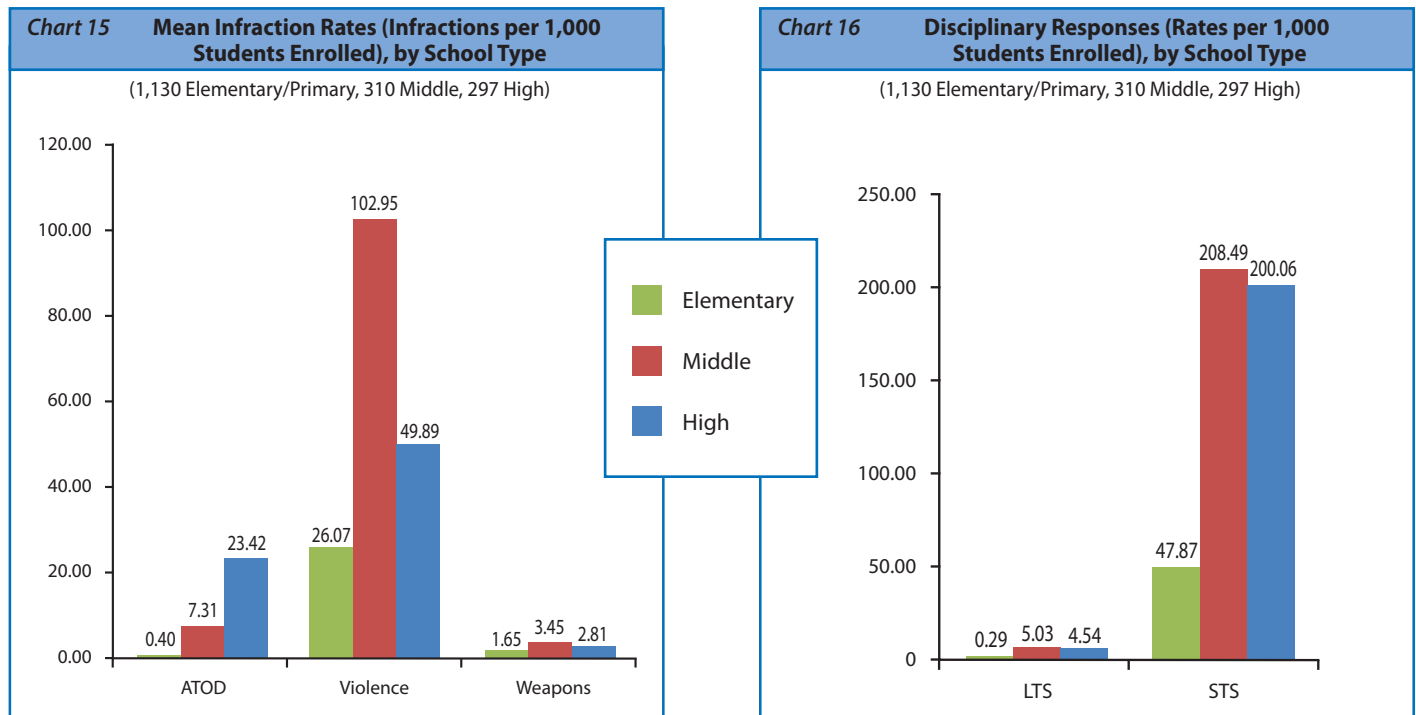
Chart 15 shows the average rate of infractions for elementary, middle, and high schools. Middle schools experienced more than twice the rate of infractions for violence against others (103 per thousand students) compared to elementary (26 per thousand) and high schools (50 per thousand).

As might be expected, high schools experienced a far higher rate of ATOD infractions (23 per thousand students) than middle schools (7 per thousand) or elementary schools (.4 per thousand).

Infractions related to weapons were rare and differed little across high schools (3 per thousand), middle schools (3 per thousand) or elementary schools (2 per thousand).

Chart 16 shows disciplinary responses in the form of short-term suspensions (<10 days) and long-term suspensions (10+ days). High schools and middle schools had far more short-term suspensions (about 200 per thousand) than elementary schools (48 per thousand). Long-term suspensions are far less common, but again high schools and middle schools had far more short-term suspensions (about 5 per thousand) than elementary schools (.3 per thousand).

It should be noted that Charts 15 and 16 present averages across schools, which masks the substantial differences between schools. A primary purpose of the analyses in the next section was to identify school safety factors that distinguished the schools with very few disciplinary problems from those with above-average numbers.



LINKS BETWEEN SAFETY MEASURES AND DISCIPLINARY INFRACTIONS AND RESPONSES

The school safety survey included a series of questions designed to obtain a comprehensive assessment of school safety measures employed in each school. There were three sets of questions concerning: (1) safety measures used to maintain environmental security (8 items); (2) types of prevention programs intended to reduce student aggression, drug use, truancy, and related misbehavior (13 items); and (3) the school's use of bullying prevention programs and whether the program used any of 15 strategies that are commonly used in evidence-based bullying prevention programs. For statistical purposes, the 8 security items were combined into a single environmental security index, the 13 prevention items were combined into a single prevention index, and the 15 bullying program strategies were combined into a single bullying prevention strategies index.³

School principals also reported on three aspects of school climate: (1) how much bullying and teasing they observed among students; (2) their perceptions of student willingness to seek help for bullying and threats of violence; and (3) their preference for zero tolerance disciplinary practices.⁴

These six measures were used to predict the levels of disciplinary infractions and responses in each school. These analyses controlled for the size of the school enrollment, type of school (elementary, middle, or high) and infraction/disciplinary rates for the prior year. Details of these statistical analyses are reported in the technical notes below.⁵ In summary, none of the three safety measures—environmental security, prevention programs, and bullying program strategies were related to disciplinary infractions or responses. In contrast, the three school climate measures were predictive of disciplinary infractions and responses. Schools with higher levels of bullying and teasing had higher disciplinary infractions for violence, ATOD, and weapons, as well as higher levels of short- and long-term suspensions. Schools in which the students were more willing to seek help from school personnel had lower rates of short- and long-term suspensions. Finally, schools in which the principals favored zero tolerance disciplinary practices had higher levels of violence and weapons infractions and higher rates of short-term suspensions.

UVA THREAT ASSESSMENT GUIDELINES

In 2012, the majority of Virginia schools, including 57% of elementary/primary schools, 64% of middle schools, and 57% of high schools reported using the threat assessment guidelines developed by the University of Virginia. Schools using the UVA threat assessment guidelines were compared to schools not using these guidelines. In addition, the length of time the school had used the guidelines and whether the school had formal training in using the guidelines were examined.⁶

Schools that reported use of the UVA guidelines had significant reductions in short-term suspensions and violence-related infractions in comparison to schools that did not use the UVA guidelines. This finding suggests that use of the UVA guidelines had a beneficial effect on school safety resulting in reductions in violence-related misbehavior and less use of school suspension. Although these are correlational findings, they are consistent with previous controlled studies (Cornell, Allen, & Fan, 2012; Cornell, Gregory, & Fan, 2011; Cornell, Sheras, Gregory, & Fan, 2009; <http://youthviolence.edschool.virginia.edu>).

Schools that reported use of a formal threat assessment model (but not the UVA model), had more short-term and long-term suspensions, and more violence-related disciplinary infractions than schools using the UVA model. Further, these schools had more long-term suspensions and violence-related disciplinary infractions than schools that did not use any threat assessment at all.

A second finding was that schools using the UVA guidelines for more years had greater reductions in short-term suspensions and violence-related infractions than schools that had only started to use the UVA guidelines in the past year or two. This finding suggests that there are cumulative improvements in school safety over time as schools continue using the UVA guidelines.

A final analysis examined schools that used the UVA guidelines after receiving formal training and those that implemented the UVA guidelines without training. Schools using the UVA guidelines without formal training saw no significant reductions in disciplinary or infraction measures—in fact, schools with no formal training in the UVA guidelines saw increases in long-term suspensions compared to those schools not using the UVA guidelines. In contrast, schools that reported using the UVA guidelines after receiving formal training had significant reductions in short-term suspensions and violence-related infractions. These findings underscore the importance of formal training in use of the UVA threat assessment guidelines.

TECHNICAL NOTES

- ¹ The disciplinary data obtained from the Department of Education is similar to that downloadable 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 data used for these reports are more complete than the data in the public database because the public data were screened to preserve student confidentiality. The results presented here are based on data from 1,152 elementary (including primary) schools, 333 middle schools, and 306 high schools. The number of schools in each analyses varies because of missing data from some schools. Disciplinary data refer to the total number of infractions and disciplinary responses that occurred in a school during the school year, not 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.
- ² 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: http://www.doe.virginia.gov/statistics_reports/school_climate/index.shtm
- ³ The Environmental Security, Prevention Programs, and Bullying Prevention Strategies items are presented in Table 19. Each group of items is identified as an index rather than scales because the items are grouped conceptually without the expectation that they are correlated with one another. Principals rated each item from 0 to 4:
 - 0 indicated that the school did not employ the strategy
 - 1 indicated that the school employed the strategy, but it had no effect on school safety
 - 2 indicated that the school employed the strategy, and it was slightly effective
 - 3 indicated that the school employed the strategy, and it was moderately effective
 - 4 indicated that the school employed the strategy, and it was very effective

The Environmental Security Index items questions were grouped together because they seemed to reflect the school's attention to maintaining a physically secure environment. The Environmental Security Index score could range from 0 to 32. The score was higher in high schools (17.24) and middle schools (15.69) than in elementary schools (13.01), a difference that was statistically significant ($p < .05$).

The Prevention Programs Index was composed of items that seemed to reflect school-wide efforts to prevent student misconduct (excluding bullying prevention programs, which were measured separately). The mean Prevention Programs Index was similar across school types: the mean scores were 24.05, 24.56, and 23.88 in elementary, middle, and high schools, respectively—the difference between school types was not statistically significant ($p = .68$).

Nearly all schools reported making a special effort to reduce bullying during the 2011–2012 school year, so it was studied in more detail, using twelve strategies identified in previous research as used in successful bullying prevention programs. The mean scores on this bullying prevention index were 25.87, 28.36, and 23.15 in elementary, middle, and high schools, respectively. These means were all significantly different from one another at the .05 level.

Table 19 Environmental Security, Prevention Programs, and Bullying Prevention Strategies

<p style="text-align: center;">Environmental Security Index</p> <p style="text-align: center;">Items scored 0 to 4, from not used to very effective, resulting in a range of 0 to 32</p>
School posted someone at front entrance at all 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 of the school day
Metal detectors at main entrance
Security cameras
Safety patrols by teachers or staff
<p style="text-align: center;">Prevention Programs Index</p> <p style="text-align: center;">Items scored 0 to 4, from not used to very effective, resulting in a range of 0 to 52</p>
Anger management
Bullying prevention/intervention
Character education
Classroom management in-service training/workshops
Conflict resolution program
Counseling for students
Individualized behavior plans for disruptive students
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
<p style="text-align: center;">Bullying Prevention Strategies Index</p> <p style="text-align: center;">Items scored 0 to 4, from not used to very effective, resulting in a range of 0 to 60</p>
Bus driver training on bullying
Classroom meetings about bullying
Conference or assembly on bullying
Counselor-facilitated program
Curriculum on bullying taught to all students
Hotline/complaint box
Increased supervision of areas where bullying occurs
Individual counseling with students identified as bullying others
Individual counseling with students identified as victims of bullying
Parent education or outreach program regarding bullying
Restorative discipline practices for bullying
Rules or policy on bullying communicated to all students schoolwide
Specific disciplinary consequences for bullying
Teacher/staff training on bullying
Videos for students about bullying

LINKS BETWEEN SAFETY MEASURES AND DISCIPLINARY INFRACTIONS AND RESPONSES

⁴ Three scales were derived from previous research on school climate: Principal's Perceptions of Bullying and Teasing, Principal's Perceptions of Students' Willingness to Seek Help, and Principal's Perceptions of Zero Tolerance. All items (see Table 20) were answered on a four-point scale: 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, and 4 = strongly agree.

For the Principal's Perceptions of Bullying and Teasing scale, the five items were strongly related to one another (Cronbach's alpha = 0.81). The mean of this scale (scores could range from 1 to 4) was greater in high schools (1.94) and middle schools (1.98) than in elementary schools (1.51); both differences were statistically significant ($p < .05$).

For the five-item Principal's Perceptions of Students' Willingness to Seek Help Scale, Cronbach's alpha was 0.73. The mean score on the 'Students' Willingness to Seek Help Scale' was lower in high schools (3.51) and middle schools (3.57) than in elementary schools (3.68); both differences were statistically significant ($p < .05$).

For the five-item Principal's Perceptions of Zero Tolerance scale, Cronbach's alpha = 0.74. The mean of this scale (scores could range from 1 to 4) was greater in high schools (3.04) and middle schools (2.97) than in elementary schools (2.83); both differences were statistically significant ($p < .05$).

Table 20 School Climate Scales

Principal's 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 five 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.
Students here often get put down because of their perceived sexual orientation
There is a lot of teasing about sexual topics at this school.
Principal's 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 know who to go to for help if they have been treated badly by another student.
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.
Teachers take action to solve the problem when students report bullying
Students report it when one student hits another.
Students are encouraged to report bullying and aggression.
Principal's Perceptions of Zero Tolerance
Each item was scored 1 to 4, from strongly disagree to strongly agree. The total score was the average across all six items.
Zero tolerance makes a significant contribution to maintaining order at this school.
Zero tolerance sends a clear message to disruptive students about appropriate behaviors in school.
Suspension is a necessary tool for maintaining school order.
Schools cannot afford to tolerate students who disrupt the learning environment.
Suspension makes students less likely to misbehave in the future.

LINKS BETWEEN SAFETY MEASURES AND DISCIPLINARY INFRACTIONS AND RESPONSES

⁵ The measures of safety outcomes (disciplinary infractions and responses) included measures from both 2010–2011 and 2011–2012 in order 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 environmental security measures and/or more prevention programs) should show a decrease in disciplinary infractions from one year to the next. Second, all analyses 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.

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 preferred when the outcome variables are zero-inflated (i.e., a substantial proportion of cases have a value of zero.)

Separate regressions were conducted for each of the predictors (e.g. Environmental Security). Each of the predictors was used to predict each of five outcomes (e.g. Violence Infractions). Each of the analyses controlled for the size of the school enrollment, type of school (elementary, middle, or high) and the infraction/disciplinary measure for the prior year. These control variables were entered together at the first step, followed by the primary predictor variable at the second step. Results are reported in Table 21.

Scale/Index	Infractions			Disciplinary Responses	
	Weapons	ATOD	Violence	LTS	STS
Zero Tolerance Scale	.169*	0.005	.138*	0.128	.270*
Help-Seeking Scale	.151	-.125	-.150	-.329*	-.205*
Bullying and Teasing Scale	.141*	.113*	.161*	.269*	.185*
Prevention Program Index	-.001	0.001	.001	.000	-.001
Security Measures Index	0.008	.000	.007	0.004	0.002
Bullying Prevention Strategies Index	-.003	.001	.001	-.006	-.002

Negative binomial regression coefficients, controlling for school type, school size, and prior year disciplinary measure
** Coefficient was significant at $p < .05$*

Schools where principals endorsed zero tolerance practices had a greater number of weapons- and violence-related infractions, as well as a higher number of short-term suspensions. The willingness to seek help scale was negatively associated with both discipline measures. Schools in which the principal reported that students were willing to seek help from teachers had significantly fewer long-term suspensions and short-term suspensions. Schools in which the principal reported greater prevalence of bullying and teasing had a significantly higher number of violence-, ATOD-, and weapons-related infractions, as well as a higher number of long-term and short-term suspensions. None of the prevention and security strategy indices were significantly associated with infractions and disciplinary outcomes.

⁶ A dichotomous variable was used to identify schools that reported using the UVA guidelines versus those that did not use them. Also, we constructed two additional sets of variables: 1) One variable, ranging from 0 to 3, indicated whether the school did not use the UVA guidelines (scored 0), had used the UVA guidelines for 1 year (scored 1), had used the UVA guidelines for 2 to 4 years (scored 2), and had used the UVA guidelines for 5 or more years (scored 3); and 2) two variables separating schools who did not use the UVA guidelines from those that used the UVA guidelines but had not received formal training and those that used the UVA guidelines and had received formal training.

LINKS BETWEEN SAFETY MEASURES AND DISCIPLINARY INFRACTIONS AND RESPONSES

As shown in Table 22, use of the UVA guidelines was significantly associated with reductions in short-term suspensions and violence-related infractions. As the number of years using the UVA guidelines increased, the number of short-term suspensions and violence-related infractions were reduced. Reductions in disciplinary infractions and responses were limited to those schools who had received formal training in the UVA guidelines. School using the UVA guidelines but had not been formally trained saw no significant reductions in disciplinary or infraction measures—in fact, schools with no formal training in the UVA guidelines saw *increases* in long-term suspensions compared to those schools not using the UVA guidelines.

Association of UVA Threat Assessment Guidelines	Infractions			Disciplinary Responses	
	Weapons	ATOD	Violence	LTS	STS
Years Using UVA Threat Assessment	-.002	0.011	-.062*	-.033	-.115*
UVA Not Used (<i>Reference</i>)					
UVA Threat Assessment Used, formal training	-.033	.098	-.116*	-.115	-.278*
UVA Threat Assessment Used, no formal training	0.023	-.025	-.062	.344*	-.112

Negative binomial regression coefficients, controlling for school type, school size, and prior year disciplinary measure
 *Coefficient was significant at $p < .05$

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APPENDIX A: 2012 School Survey

Welcome to the 2012 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 2011–2012 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? (select from drop-down list)
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? (select one)

<input type="checkbox"/> Elementary	<input type="checkbox"/> Primary	<input type="checkbox"/> Charter	<input type="checkbox"/> Correctional Education
<input type="checkbox"/> Middle	<input type="checkbox"/> Pre-Kindergarten	<input type="checkbox"/> Magnet	<input type="checkbox"/> Adult Education
<input type="checkbox"/> High	<input type="checkbox"/> Alternative	<input type="checkbox"/> Governor's	<input type="checkbox"/> School for the Deaf and Blind
<input type="checkbox"/> Combined Grades	<input type="checkbox"/> Career/Technical/Vocational	<input type="checkbox"/> Special Education	<input type="checkbox"/> Other (describe):
9. What grades were taught at your school during 2011–2012? (select all that apply)

<input type="checkbox"/> Pre-Kindergarten	<input type="checkbox"/> 3rd grade	<input type="checkbox"/> 7th grade	<input type="checkbox"/> 11th grade
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 4th grade	<input type="checkbox"/> 8th grade	<input type="checkbox"/> 12th grade
<input type="checkbox"/> 1st grade	<input type="checkbox"/> 5th grade	<input type="checkbox"/> 9th grade	
<input type="checkbox"/> 2nd grade	<input type="checkbox"/> 6th grade	<input type="checkbox"/> 10th grade	
10. What was your fall membership enrollment number on September 30, 2011? (enter numeric response)

National Center 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. (For more information, please see <http://www.census.gov/population/www/metroareas/lists/2009/List2.txt>)

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.

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

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

Urban Suburban Town Rural

APPENDIX A: 2012 School Survey (Continued)

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 2011–2012 school year? (Practice does not include an actual emergency. You will be asked about those events in an upcoming question.)

Yes No

(If 12 = yes)

- 12a. How was your school's CMP/EMP practiced during the school year? (select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Administration/faculty/staff training | <input type="checkbox"/> Table top exercises with crisis team members |
| <input type="checkbox"/> Student training/awareness sessions | <input type="checkbox"/> Full scale drill with or without crisis team and public safety partners |
| <input type="checkbox"/> Parent training/awareness sessions | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> First responder coordination (EMS, fire, police, hazmat, etc.) | |

13. Did you have to activate any portion of your school's crisis management plan during the 2011–2012 school year due to an actual emergency or crisis?

Yes No

(If 13 = yes)

- 13a. Why did you activate your crisis plan? (choose the category that best fits each incident; select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Incident related to violence/crime, including weapon carrying/use occurring ON school property | <input type="checkbox"/> Power outage or utility malfunction affecting school property that did <u>not</u> result in smoke, fumes, or fire |
| <input type="checkbox"/> Incident related to violence/crime, including weapon carrying/ use occurring OFF school property | <input type="checkbox"/> Smoke, fumes, or fire on school property |
| <input type="checkbox"/> Student or staff accident, health-related emergency, or death ON school property | <input type="checkbox"/> Suspicious person/intruder on school property |
| <input type="checkbox"/> Student or staff accident, health-related emergency, or death OFF school property | <input type="checkbox"/> Student reported as missing |
| <input type="checkbox"/> Incident at another school that affected your school | <input type="checkbox"/> School bus-related incidents |
| <input type="checkbox"/> Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions | <input type="checkbox"/> Unfounded incident/faulty or false alarm |
| <input type="checkbox"/> Hazardous chemical incident on school property | <input type="checkbox"/> Other safety-related incident that affected school and is not listed above |
| <input type="checkbox"/> Bomb threat to school | |

14. Does your school's CMP/EMP address incidents involving school buses?

Yes No

(If 14 = yes)

- 14a. Have your school bus drivers received training on the specific areas of the CMP/EMP that pertain to them?

Yes No

(If 14a = yes)

- 14a - 1. How often do bus drivers receive training on the CMP/EMP?

Once a year Once every two years or more Other (describe):

15. Does your school use a formal threat assessment process to respond to student threats of violence (both violence against others and /or against oneself)?

Yes No, we have no formal process

(If 15 = yes)

- 15a. For your formal threat assessment process, did you follow the [guidelines developed by the University of Virginia \(UVA\)](#), Guidelines for Responding to Student Threats of Violence?

Yes No

(If 15a = yes)

- 15a-1. When did you begin using the University of Virginia guidelines? (check one)

- During the past school year (2011–2012 school year)
 In the last 2–4 years (during 2010–2011, 2009–2010, or 2008–2009 school years)
 5 or more years ago (during or prior to the 2007–2008 school year)

- 15a-2. Have members of your staff been formally trained in using the University of Virginia guidelines?

Yes No

- 15b. During the 2011–2012 school year, approximately how many student threats of violence were assessed and found to be transient (not serious) threats? (provide numerical response)

- 15c. During the 2011–2012 school year, approximately how many student threats of violence were assessed and found to be substantive (serious) threats? (provide numerical response)

APPENDIX A: 2012 School Survey (Continued)

16. Does your school have an electronic notification system for notifying parents/guardians of an emergency at your school?

- Yes No

(If 16 = yes)

16a. Did your school activate its electronic notification system this year for an actual emergency?

- Yes No

(If 16a = yes)

16a-1. Under what emergency circumstances did you activate your school's electronic notification system?

(choose the category that best fits each incident; select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Incident related to violence/crime, including weapon carrying/use occurring ON school property | <input type="checkbox"/> Power outage or utility malfunction affecting school property that did <u>not</u> result in smoke, fumes, fire |
| <input type="checkbox"/> Incident related to violence/crime, including weapon carrying/ use occurring OFF school property | <input type="checkbox"/> Smoke, fumes, or fire on school property |
| <input type="checkbox"/> Student or staff accident, health-related emergency, or death ON school property | <input type="checkbox"/> Suspicious person/intruder on school property |
| <input type="checkbox"/> Student or staff accident, health-related emergency, or death OFF school property | <input type="checkbox"/> Student reported as missing |
| <input type="checkbox"/> Incident at another school that affected your school | <input type="checkbox"/> School bus-related incidents |
| <input type="checkbox"/> Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions | <input type="checkbox"/> Unfounded incident/faulty or false alarm |
| <input type="checkbox"/> Hazardous chemical incident on school property | <input type="checkbox"/> Other safety-related incident that affected school and is not listed above |
| <input type="checkbox"/> Bomb threat to school | |

17. How often were lockdown drills practiced at your school during the 2011–2012 school year? (select one)

- Practiced more than once Practiced once Was not practiced this year Other (describe):

III. SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

18. Did your school distribute a questionnaire to students during the 2011–2012 school year to assess the students' school safety concerns?

- Yes No

(If 18 = yes)

18a. What student survey(s) did your school use? (select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> CDC Youth Risk Behavior Survey | <input type="checkbox"/> Pride Survey |
| <input type="checkbox"/> Communities That Care Youth Survey | <input type="checkbox"/> UVA Bullying School Climate Survey |
| <input type="checkbox"/> Division or school- developed survey | <input type="checkbox"/> Virginia Department of Education (DOE)-developed survey |
| <input type="checkbox"/> Olweus Bullying Questionnaire | <input type="checkbox"/> Other (describe) |

School Safety Programs

19. Review the following list of school safety programs and select those for which there was a formal program in place at your school during the 2011–2012 school year. (select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Anger management | <input type="checkbox"/> Method to report a safety concern anonymously |
| <input type="checkbox"/> Bullying prevention/intervention | <input type="checkbox"/> Peer mediation |
| <input type="checkbox"/> Character education | <input type="checkbox"/> Problem solving or social skills curriculum |
| <input type="checkbox"/> Classroom management in-service training and workshops for teachers | <input type="checkbox"/> Substance abuse prevention |
| <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Truancy prevention |
| <input type="checkbox"/> Counseling services for students | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Individualized behavior plans for disruptive students | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mentoring | |

APPENDIX A: 2012 School Survey *(Continued)*

19a. Listed below are the programs that you selected indicating that your school had a formal program during 2011–2012. For each, please indicate how effective the program was in maintaining discipline and promoting safety at your school. (Only those programs selected in Q19. will appear in Q19a.)

	Very effective	Moderately effective	Slightly effective	No effect
Anger management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying prevention/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management in-service training and workshops for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized behavior plans for disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Method to report a safety concern anonymously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving or social skills curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If 19 = other)

19b. Please briefly describe your “other” formal school safety program(s) and tell us if it/they were very effective, moderately effective, slightly effective or if it had no effect.

Bullying

20. Review the following list of anti-bullying/bullying prevention programs and practices and select those that were in place at your school during the 2011–2012 school year. (select all that apply)

Programs

- | | | |
|---|---|---|
| <input type="checkbox"/> Al’s Pals | <input type="checkbox"/> Effective School-wide Discipline | <input type="checkbox"/> Second Step curriculum |
| <input type="checkbox"/> Bullying Prevention within Positive Behavioral Supports (BP-PBS) | <input type="checkbox"/> Olweus Bullying Prevention Program | <input type="checkbox"/> Steps to Respect |
| <input type="checkbox"/> Bullyproofing Your School | <input type="checkbox"/> Peaceful School Bus | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Community of Caring | <input type="checkbox"/> Rachel’s Challenge | <input type="checkbox"/> Other |

Practices

- | | | |
|---|--|--|
| <input type="checkbox"/> Bus driver training on bullying | <input type="checkbox"/> Increased supervision in areas where bullying occurs | <input type="checkbox"/> Specific disciplinary consequences for bullying |
| <input type="checkbox"/> Classroom meetings about bullying | <input type="checkbox"/> Individual counseling with students identified as bullying others | <input type="checkbox"/> Teacher/staff training on bullying |
| <input type="checkbox"/> Conference or assembly on bullying (school-wide) | <input type="checkbox"/> Individual counseling with students identified as victims of bullying | <input type="checkbox"/> Videos for students about bullying |
| <input type="checkbox"/> Counselor-facilitated program | <input type="checkbox"/> Parent education or outreach program regarding bullying | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Curriculum on bullying taught to all students | <input type="checkbox"/> Restorative discipline practices for bullying | <input type="checkbox"/> Other |
| <input type="checkbox"/> Hotline/complaint box (anonymous report) | <input type="checkbox"/> Rules or policy on bullying communicated to all students school-wide | |

20a. Listed below are the programs and practices that you selected indicating that your school offered these during 2011–2012. For each, please indicate how effective the program and/or practice was in preventing or reducing bullying in your school. (Only those program/practices selected in Q20. will appear in Q20a.)

Program	Very effective	Moderately effective	Slightly effective	No effect
Al’s Pals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying Prevention within Positive Behavioral Supports (BP-PBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullyproofing Your School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community of Caring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective School-wide Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Olweus Bullying Prevention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peaceful School Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rachel’s Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Step curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps to Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A: 2012 School Survey (Continued)

Practice	Very effective	Moderately effective	Slightly effective	No effect
Bus driver training on bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom meetings about bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conference or assembly on bullying (schoolwide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor-facilitated program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum on bullying taught to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotline/complaint box (anonymous report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased supervision in areas where bullying occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling with students identified as bullying others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling with students identified as victims of bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent education or outreach program regarding bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restorative discipline practices for bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules or policy on bullying communicated to all students schoolwide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific disciplinary consequences for bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/staff training on bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos for students about bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If 20 = programs other or practices other)

20b. Please describe your “other” anti-bullying/bullying prevention programs/practices and tell us if it/they were very effective, moderately effective, slightly effective or if it had no effect.

(If 20 = Parent education or outreach program regarding bullying)

20c. You indicated that your school had a formal anti-bullying parent education and outreach program. Please describe the nature and extent of this effort, such as: What were the specific topics covered in the program? What was the time allotted for this program?

(If 20 = Bus driver training on bullying or Teacher/staff training on bullying)

20d. You indicated that your school had a formal anti-bullying training for bus drivers and/or teachers/staff. Please describe the nature and extent of this effort, such as: What were the specific topics covered in the program? What was the time allotted for this program?

Cyberbullying

Cyberbullying involves the use of information and communication technologies to deliberately threaten and/or harass someone with the intent of harming and/or embarrassing them. Text or images used in incidents of cyberbullying may be sent or posted using text messaging, email, instant messaging, social websites, blog posts, chat rooms, etc.

21. How many known incidents of cyberbullying occurred at your school during 2011–2012? *Include incidents that were sent or received/viewed on school property or at school-related functions. Also include incidents where students passed around printouts of online activity such as chats or photos in school. (select one)*

- No known incidents 1–2 incidents 3–10 incidents 11–20 incidents 21–50 incidents 51–100 incidents Over 100 incidents

School climate

22. The following scales are used to measure aspects of school climate that are related to school safety conditions. Please indicate how strongly you agree or disagree with each of the following statements pertaining to the climate at your school during the 2011–2012 school year. (select one for each statement)

Statement	Indicate how strongly you agree or disagree with each statement.			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Bullying is a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know who to go to for help if they have been treated badly by another student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students feel free to ask for help from teachers if there is a problem with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers know when students are being picked on or being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers take action to solve the problem when students report bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students report it when one student hits another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to report bullying and aggression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students here often get teased about their clothing or physical appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students here often get put down because of their race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students here often get put down because of their perceived sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of teasing about sexual topics at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zero tolerance makes a significant contribution to maintaining order at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zero tolerance sends a clear message to disruptive students about appropriate behaviors in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspension is a necessary tool for maintaining school order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools cannot afford to tolerate students who disrupt the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspension makes students less likely to misbehave in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A: 2012 School Survey (Continued)

IV. SCHOOL SECURITY AND 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 the 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.

23. Review the following list of security strategies and select those that were in place at your school during the 2011–2012 school year. (select all that apply)

- Someone is stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check-in
- Main entrance of the school building or campus is secured by a controlled access system during school hours
- All exterior entrances to the school building or campus are locked during school hours
- All classrooms in the school can be locked from both the inside and the outside of the classroom
- Safety/security personnel are present at all times during the regular school day
- Metal detectors are used at the school’s main entrance(s)
- Security cameras are used to monitor school property (e.g., parking lots, corridors, playground, entrances)
- Safety Patrols are conducted by teachers and/or staff
- None of the above
- Other

23a. Listed below are the security strategies that you indicated were in place at your school during 2011–2012. For each, please indicate how effective the strategy was in maintaining safety and security at your school. (Only those programs selected in Q23. will appear in Q23a.)

	Very effective	Moderately effective	Slightly effective	No effect
Someone is stationed at the front entrance of the school at all times during school hours to ensure that visitors report to the main office for visitor check-in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main entrance of the school building or campus is secured by a controlled access system during school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All exterior entrances to the school building or campus are locked during school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All classrooms in the school can be locked from both the inside and the outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety/security personnel are present at all times during the regular school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal detectors are used at the school’s main entrance(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security cameras are used to monitor school property (e.g., parking lots, corridors, playground, entrances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety Patrols are conducted by teachers and/or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If 23 = other)

23b. Please describe your “other” security strategy/strategies and tell us if it/they were very effective, moderately effective, slightly effective or if it had no effect.

24. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of such personnel working at your school at least part time during the 2011–2012 school year?

(If 24 = yes)

24a. What type(s) of safety/security personnel were working at your school? (select all that apply)

- School Resource Officers (SROs)
- School Security Officers (SSOs)
- Other (describe)

(if 24a = SRO)

24a-1. Please provide the name and email address for each SRO currently working at your school.

(if 24a = SSO)

24a-2. Please provide the name and email address for each SSO currently working at your school.

25. Did you employ private security officers at your school during 2011– 2012?

- Yes
- No

(If 25 = yes)

25a. In what capacity were private security officers employed at your school? (select all that apply)

- They perform duties very similar to those of SSOs during school hours (maintain order and discipline among students; prevent crime; ensure safety, security and welfare of all students; investigate violations of school board policies)
- Maintain order and safety at special events
- Provide building security after school hours
- Other (describe)

APPENDIX A: 2012 School Survey (Continued)

26. Did first responders (including police, fire and EMS) have electronic/internet-based access to current floor plans for your school in case they needed to respond to a large scale security incident at your facility?
 Yes No Don't Know

27. 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

28. Which methods were used to monitor safety on and/or maintain communication with school buses when they were in use?
 (For each of the listed methods, please select either "not used, used on some buses, or used on all buses.")

	Not used	Used on some buses	Used on all buses
Cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GPS Tracking System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two way radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication maintained through division's transportation department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randomly patrolled by school faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randomly patrolled by security personnel (including SROs, SSOs, or private security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security cameras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus aide/monitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gang-Related Activity

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."

29. Using the definition above, did your school have any gang-related problems or incidents during the 2011–2012 school year?
 Yes No

(If 29 = yes)

30. Did the number of gang-related problems or incidents increase, decrease, or stay about the same when compared with the previous school year?
 (select one)
 Increased Decreased Stayed about the same

(if 29 = no)

30. You reported that your school did not have any gang-related problems or incidents during the 2011–2012 school year. Does this reflect a decrease in gang-related problems or incidents from the previous school year or were both school years free of gang-related problems and incidents? (select one)
 Reflects a decrease Same as in 2010–2011 (no gang-related problems or incidents either year)

31. Did the community surrounding your school have any gang-related problems or incidents during the 2011–2012 school year?
 Yes No Don't Know

32. Indicate which of the following were part of your school's routine tasks in regard to gang graffiti and its prevention/eradication in 2011–2012.
 (select all that apply)

- Staff were trained to look for/identify gang-related graffiti.
- Maintenance and/or janitorial staff routinely looked for gang graffiti in restrooms, locker rooms, trash cans, etc.
- When/if graffiti was found, photo documentation was made and shared with local law enforcement
- When/if graffiti was found, it was immediately removed
- None of the above
- We had no gang graffiti on school property during the 2011–2012 school year

33. Which of the following gang prevention measures were in place at your school during the 2011–2012 school year? (select all that apply)

- Formal student 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
- Gang awareness in-service training and workshops for teachers/staff
- 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

APPENDIX A: 2012 School Survey *(Continued)*

33a. Listed below are the gang prevention measures that you indicated were in place at your school during 2011–2012. For each, please indicate how effective the measure was in preventing gang activity/gang-related behavior at your school. (Only those gang prevention measures selected in Q33. will appear in Q33a.)

	<i>Very effective</i>	<i>Moderately effective</i>	<i>Slightly effective</i>	<i>No effect</i>
Formal student policy regarding gang-related behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students advised about restrictions on gang-related behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students suspended from school for gang-related behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling services provided to discourage gang-related behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker for students on gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker for parents on gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang awareness in-service training and workshops for teachers/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of G.R.E.A.T. (Gang Resistance Education and Training) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of a program other than G.R.E.A.T. to discourage gang involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative effort with law enforcement to identify gang-related crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If 33 = other)

33b. Please describe your “other” gang prevention measure(s) and tell us if it/they were very effective, moderately effective, slightly effective or if it had no effect.

34. Which of the following indicators of gang activity was observed in your school during the 2011–2012 school year? *(For each of the listed indicators, please select either “none, 1 or 2 incidents, or 3 or more incidents”)*

	No incidents	1 or 2 incidents	3 or more incidents
School staff identified gang-related graffiti on school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang signs or symbols were identified on students’ clothing or other belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff reported observing students using gang-related hand signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang-related fights occurred during school hours on the school campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Rate the overall threat of gang activity by street gangs in your school during the 2011–2012 school year. *(select one)*

- 5 (high) 4 3 (medium) 2 1 (low) None

THANK YOU FOR COMPLETING THE 2012 VIRGINIA SCHOOL SAFETY SURVEY.

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.

APPENDIX B: Definitions

Administration/Faculty/Staff

Some questions on the survey refer to school administration, school faculty and/or school staff. When responding to these questions, respondents were asked to use the following definitions for each group.

Administration: superintendent, principal, assistant principal, office staff/administrative assistant, disciplinary staff

Faculty: teachers, counselor/guidance counselor, substitute teachers, teacher assistants

Staff: bus drivers, food service, janitorial, maintenance, nurse/student health, student activities / athletic, school resource officer (SRO), school security officer (SSO), paid officer from outside private security agency

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 email, 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.

Cyberbullying

Cyberbullying involves the use of information and communication technologies to deliberately threaten and/or harass someone with the intent of harming and/or embarrassing them. Text or images used in incidents of cyberbullying may be sent or posted using text messaging, email, instant messaging, social websites, blog posts, chat rooms, etc.

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 email 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/VDOE/dbpubs/all_Membership/2008/readme.htm.

APPENDIX B: Definitions (Continued)

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/threatassessment/student-threat-assessment.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. *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.

Guidelines for Responding to Student Threats of Violence

A research-based manual that explains how to form a school team to assess and resolve student threats of violence. This manual was developed by the University of Virginia (UVA) shortly after the USDOE and Secret Service produced "The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States." The findings revealed that in most cases, other people knew of the threatened attack before it occurred. The manual developed by UVA provides detailed instruction for school administrators, psychologists, counselors, and law enforcement officers in a seven-step threat assessment and intervention process. This practical approach helps school personnel understand why a student made a threat and how to address the underlying cause of the threat.

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.

APPENDIX B: Definitions *(Continued)*

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.

Zero tolerance

Zero tolerance refers to the practice of automatic expulsion of students for violations of certain school safety rules.



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