



The 2013 Virginia School Safety Audit Survey Results



MARCH 2014



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EXECUTIVE SUMMARY

In 2005, legislation designated the Virginia Center for School Safety (now named the Virginia Center for School and Campus Safety–VCSCS) 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 VCSCS and DCJS Criminal Justice Research Center conduct an annual on-line school safety survey that allows schools and school divisions to meet the *Code of Virginia* mandate to report safety audit data. Annual reports can be found on the DCJS website at www.dcjs.virginia.gov/VCSCS/audit/index.cfm. The survey for the 2012–2013 academic school year was conducted from late July through September 2013 and covered school safety-related topics such as: crisis management plans, use of threat assessments, school climate and safety-related programs, bullying and cyberbullying, and school security practices.

Major Findings from the 2012–2013 School Safety Survey

- The 2012–2013 school safety survey was completed by 100% of the 1,958 Virginia public schools. This total included 1,109 (57%) elementary schools, 339 (17%) middle schools, and 304 (16%) high schools. Also included in the total were 206 (11%) other types of schools, such as alternative, technical/vocational, combined, pre-kindergarten (pre-K), and special education. The majority of schools (74%, 1,446) had between 251 and 1,000 students.
- Just over two-thirds (68%, 1,322) of the schools report that a majority of their students live in areas with low levels of crime, while 16% (306) report moderate and 2% (47) report high levels. There were 283 schools (15%) that reported students from areas with varied levels of crime.
- Schools were asked which types of critical events/emergencies they practiced with students at least annually. The top three were fire (95%, 1,861), natural disasters—including severe weather (80%, 1,561), and presence of unauthorized persons/trespassers (78%, 1,517).
- About one-quarter of schools (26%, 510) activated some portion of their Crisis Management Plan (CMP) or Emergency Management Plan (EMP) during the 2012–2013 school year due to an actual emergency. The most common cause of activation was incidents related to violence or crime, including weapon carrying or use, occurring *off* school property (6%, 116).
- Nearly three-quarters of the schools (72%, 1,404) said they shared their CMP/EMP with local first responders. This rate was higher among middle (79%) and high (84%) schools. Over three-quarters of the schools (79%, 1,549) reported that their CMP/EMP includes a reunification plan.
- Schools were asked if their CMP/EMP included a Family Assistance Center (FAC). One-third of all schools (33%, 651) reported that their CMP/EMP did include a FAC. Just over half of the schools (53%, 1,033) reported that their CMP/EMP did not include a FAC, and 14% of schools (274) reported they did not know if their plan included a FAC.
- A large majority of schools (85%, 1,671) reported using a formal threat assessment process to respond to student threats of violence. Of these schools, 44% (728) reported using the threat assessment guidelines developed by the University of Virginia (UVA) and 44% (728) use a division-created threat assessment model. While 90% (1,506) of the schools report having an established threat assessment team, only three-quarters of schools (76%, 1,269) reported that their staff or team had been formally trained in using their threat assessment model.
- Most schools (96%, 1,879) reported having an automated Electronic Notification System (ENS) to notify parents/guardians when there is an emergency at the school. However, only 20% of these schools (383) actually activated their electronic notification system during the 2012–2013 school year because of an emergency. The most frequent cause of activation was a naturally occurring hazard such as earthquake, tornado or dangerous weather conditions (7%, 133).
- Over half of all schools (57%, 1,114) reported having regular meetings with law enforcement to discuss problems in and around their school. About one-third of schools (32%, 633) reported receiving crime data reports from local

EXECUTIVE SUMMARY

law enforcement regarding crimes occurring near the school and about half of schools (51%, 994) reporting having a process in place through which they received notification from local law enforcement of certain offenses committed by students.

- Half of all schools (50%, 972) reported that they had *no* systematic framework for determining school-based prevention and intervention support needs and services. About one-quarter of schools (26%, 515) reported having Student Assistance Programming (SAP) and another quarter of schools (24%, 471) reported having a systematic framework other than SAP.
- The most commonly reported school safety program being used by the schools was bullying prevention/intervention (79%, 1,539), followed by counseling services for students (76%, 1,493) and individualized behavior plans for disruptive students (73%, 1,436).
- Schools were asked to review a list of factors that might limit their school's effort to reduce or prevent crime. The two selected most often as "limiting in a major way" were inadequate alternative placement/programs for disruptive students (14% of schools) and inadequate funds (13% of schools).
- Positive Behavioral Interventions and Supports (PBIS) and Effective Schoolwide Discipline (now called PBIS) were the most frequently cited programs in place at the surveyed schools (62% combined). Among bullying prevention practices, individual counseling with students identified as *bullying others* was the most common practice in place (84%, 1,639), followed closely by individual counseling with students identified as *victims* of bullying (82%, 1,610).
- Over half of the schools (54%) reported no known incidents of cyberbullying at their school in 2012–2013, while 20% reported 1 or 2 incidents, 19% reported 3–10 incidents, 5% reported 11–20 incidents, and 2% reported 21–50 incidents. There were 6 schools that reported 51–100 incidents and 2 schools reporting over 100 cyberbullying incidents. A large majority of schools (86%) prohibit use of cell phones and text messaging devices during school hours. This percentage is lower among high schools (61%).
- A majority of schools (70%, 1,347) reported that they employed a mental health professional whose primary assignment was to provide counseling services to students during the 2012–2013 school year.
- The most frequently reported security strategies used by schools were: locking all exterior entrances during school hours (78%, 1,524), security cameras to monitor school property (70%, 1,361), and a controlled access system to secure the main entrance during school hours (64%, 1,252).
- Nearly two-thirds (62%, 1,217) of schools reported monitoring their parking lot(s) during school hours. This rate was higher for high schools (89%) and middle schools (71%).
- Over one-third of all schools (36%, 697) reported having some type of full time safety/security personnel during the 2012–2013 school year. The majority of the 697 schools were high schools (89%) and middle schools (75%). Only 8% of the 697 schools with full time security personnel were elementary schools.
- Overall, 567 schools reported employing at least one full time School Resource Officer (SRO) during the 2012–2013 school year. A majority of those schools (82%, 465) reported that their SRO(s) completed the School Resource Officer Basic Training.
- Most schools (97%, 1,890) reported having two-way communication between the school office and other areas of the school, and most of those, (82%, 1,556) said that this covered all areas of school property, both interior and exterior. About half of the schools (52%, 1,020) reported that their administrators could communicate with law enforcement/first responders via radio when they were positioned inside the school building.

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- Nearly all schools (97%, 1,894) practiced lockdown drills at least once during the 2012–2013 school year. More than half (66%, 1,285) reported practicing lockdown drills more than once, while 3% (60) did not practice at all. Almost all schools (94%, 1,843) were aware of the new legislation, effective July 1, 2013, that requires schools to conduct lockdown drills two times per school year.
- Over half of schools (64%, 1,245) reported that first responders (police, fire, EMS) had electronic/internet-based access to their school’s current school floor plans and 68% of all schools (1,327) reported that first responders had access to the school during a lockdown so they do not have to breach doors or windows to gain access.
- Just over half of schools (55%, 1,074) reported that they had conducted a security and vulnerability assessment of their school property using a school inspection checklist during the 2012–2013 school year.
- Bus safety monitoring methods most often used by the schools include: Communication maintained through division’s transportation department (94% of schools), Two-way radio (80%), and Security cameras (59%). GPS tracking was only used by 32% of schools.
- A majority of schools (73%, 1,432) reported that they required parents/guardians to show photo ID. Over half of all schools (66%, 1,288) required visitors meeting with specific individuals or groups to show photo ID. About half of schools (54%, 1,058) require school-related visitors (e.g., substitute teachers, volunteers, school system personnel) to show photo ID. Meanwhile, 280 schools (14%) reported they do not require any school visitors to show photo ID.
- Over three-quarters of the schools (78%, 1,523) reported that they conduct background checks of volunteers who work with students (other than parents/guardians). The rate was higher for high schools (90%) and lowest for elementary schools (72%). Middle schools were 84%.
- Very few schools (5%, 92) reported experiencing gang-related problems or incidents during the 2012–2013 school year. Meanwhile, 15% of the schools reported that the community surrounding their school had gang-related problems or incidents.
- Of the 92 schools that had gang-related problems or incidents, over half reported that the number of incidents had stayed about the same when compared to the previous school year. Only 10 schools reported an increase of gang-related problems compared to the previous year.
- Nearly all schools (95%, 1,862) rated the overall threat of gang activity in their school as either none (72%) or very low (23%).

Major Findings from the 2012–2013 Division Survey

- Over three-quarters of all school divisions (83%, 110) added new or substantially revised safety and/or security-related policies into their division’s policy manual in the 2012–2013 school year, as compared with only 24% in the last division survey in 2009–2010.
- The types of policies most often added or revised were bullying (63%, 84 divisions), cell phone use by students (41%, 54 divisions) and threats (37%, 49 divisions).
- 20 school divisions (15%) reported having a student drug testing policy. Only one school division has adopted a student drug testing policy since the previous division level survey three years ago.

EXECUTIVE SUMMARY

- A majority of school divisions (89%, 118) reported that they had a division-wide threat assessment policy or procedure to respond to student threats of violence. Of those, 85 divisions (75%) reported that their threat assessment included threats made by non-students associated with the schools.
- A majority of school divisions (87%, 115) reported that they used a threat assessment team as part of the threat assessment process.
- Most school divisions (90%, 120) reported that they had a person designated as an Emergency Manager during the 2012–2013 school year.
- The types of safety checks that are most often performed by school bus drivers on their school buses before their morning and afternoon routes are: check passenger area for unauthorized riders (82%, 109), and check undercarriage and passenger area for suspicious objects (73%, 97).
- Nearly three-quarters of all school divisions (74%, 99) reported having a school safety audit survey committee that reviews completed surveys. Of those divisions, almost all reported that the committee suggested plans for safety improvements at schools in their division based on their review.
- Almost all school divisions (99%) were aware of the new legislation requiring schools to conduct lockdown drills twice per school year. Almost all school divisions (97%, 129) reported that they had developed a process for their schools to use to communicate compliance with new lockdown regulations.
- Nearly all school divisions (95%, 126) reported that they regularly provide training for their school bus drivers. Of those, the most frequent types of training were bullying prevention (83%), conflict management (81%), and suspicious activity reporting (SAR) (64%).
- Most school divisions (93%, 123) reported that they developed a written, coordinated, division-wide CMP/EMP. Of those divisions, 89% (119) reported they shared their CMP/EMP with local emergency responders.
- Almost all school divisions (96%, 127) reported that they had a process in place to regularly communicate/meet with local law enforcement. More than half of all divisions (65%, 87) reported that they shared or reviewed their DCV reports with local law enforcement. 68% of all school divisions (91) reported that they regularly received crime data reports from local law enforcement agencies.
- A majority of school divisions (92%, 122) reported the use of SROs in their schools. Of those, every division reported using SROs in high schools, (85%, 104) divisions used SROs in middle schools, and (48%, 59) divisions used SROs in elementary schools.
- Just over one-third of school divisions (38%, 51) reported that they used SSOs to enhance safety and security measures in their division's schools, while five schools reported that they contracted with a private security company. Only one of the divisions using private security uses private security officers that carry a weapon.

Major Findings from the Analysis of 2012–2013 Disciplinary Infractions and Responses

- Middle schools experienced more than twice the average rate of infractions for violence against others—e.g. fights and assaults (73 per thousand students) compared to elementary (18 per thousand) and high schools (39 per thousand). High schools experienced a far higher average rate of ATOD (alcohol, tobacco, or drug use) infractions (18 per thousand students) than middle schools (6 per thousand) or elementary schools (0.4 per thousand). Weapons infractions are rare and were only slightly higher in middle schools (4 per thousand) than in high schools (3 per thousand) and elementary schools (2 per thousand).

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- Short-term suspensions (< 10 days) were far more prevalent in high schools and middle schools (about 100 per thousand students) than in elementary schools (28 per thousand). Long-term suspensions (10+ days) are less common overall, but again more prevalent in high schools and middle schools (about 4 per thousand students) than in elementary schools (0.3 per thousand).
- Examining short-term suspension rates across race/ethnic groups finds Black students were suspended at a higher rate than any other group in elementary school (4 per hundred Black students), middle school (16 per hundred Black students), and high school (15 per hundred Black students). Suspension rates were more similar among the other three racial groups (White; Hispanic/Latino; and Other which included Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and multiracial), ranging from 2–2.5 per hundred students in elementary school, 7.4–8.7 per hundred students in middle school, and 72–8.3 per hundred students in high schools.
- Findings in long-term suspension rates across race/ethnic groups were similar, with Black students suspended at a higher rate than any other group in middle school (6 per thousand Black students compared with 3–4 per thousand in other groups), and high school (8 per thousand Black students as compared with 3–5 per thousand in other groups). Long-term suspension rates were very low in elementary schools and similar across all race/ethnic groups.
- The Virginia Secondary School Climate Survey shows that students consistently reported more teasing and bullying than did teachers. Half of students (53%) and less than half of teachers (45%) agreed that bullying was a problem at their school. A large majority of students (71%) but fewer than half of teachers (45%) agreed that students often got teased about their clothing or physical appearance.
- Schools where students and teachers reported more bullying and teasing had higher rates of aggressive, weapons, and ATOD infractions, and higher rates of short-term and long-term suspensions.
- Schools with high structure (students experience strict, but fair, discipline) and high support (students feel supported and respected by school personnel) also had fewer violent and weapons infractions. Structure and support were not related to ATOD infractions. Schools with high structure and support also had fewer short-term and long-term suspensions.

INTRODUCTION

INTRODUCTION

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

The survey process is updated each year to maintain its effectiveness and relevance. As a result, some topics are identified as requiring further examination each year, while other questions are continued to allow for trend analyses. In 2010, the VCSCS partnered with the 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 *Virginia Code* [§ 22.1-279.3:1](#) and as required by [§ 22.1-279.8 B](#).

SURVEY METHODOLOGY

In July 2013, all Virginia school division superintendents were contacted and directed to the Virginia School 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 VCSCS by the DCJS Criminal Justice Research Center. School principals or their designees completed the web-based school survey and provided information that reflected conditions during the 2012–2013 school year. In addition to the survey completed by school principals, a division-level survey was completed by the division superintendent or his/her designee. The surveys were conducted from August to September of 2013.

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, safety programs and prevention efforts, school security and surveillance, and gangs and gang prevention. Of the 1,958 public schools (as defined by DCJS for purposes of this survey) operating in Virginia in school year 2012–2013, 100% completed the survey by the publication date of this report. The 1,958 responding schools represent all of Virginia's 133 school divisions, as well as Virginia's Academic-Year Governor's Schools, Regional Alternative Education Programs, Regional Career and Technical Programs, Regional Special Education Programs, schools within the Department of Correctional Education and the Virginia School for the Deaf and the Blind.

School survey findings 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. Division survey findings are organized by the following categories: Policy and Programs; Emergency Planning; Collaboration with Emergency Responders; and School Security Personnel. A copy of the survey instrument can be found in Appendix A. Appendix B contains definitions for pertinent terms used in this report.

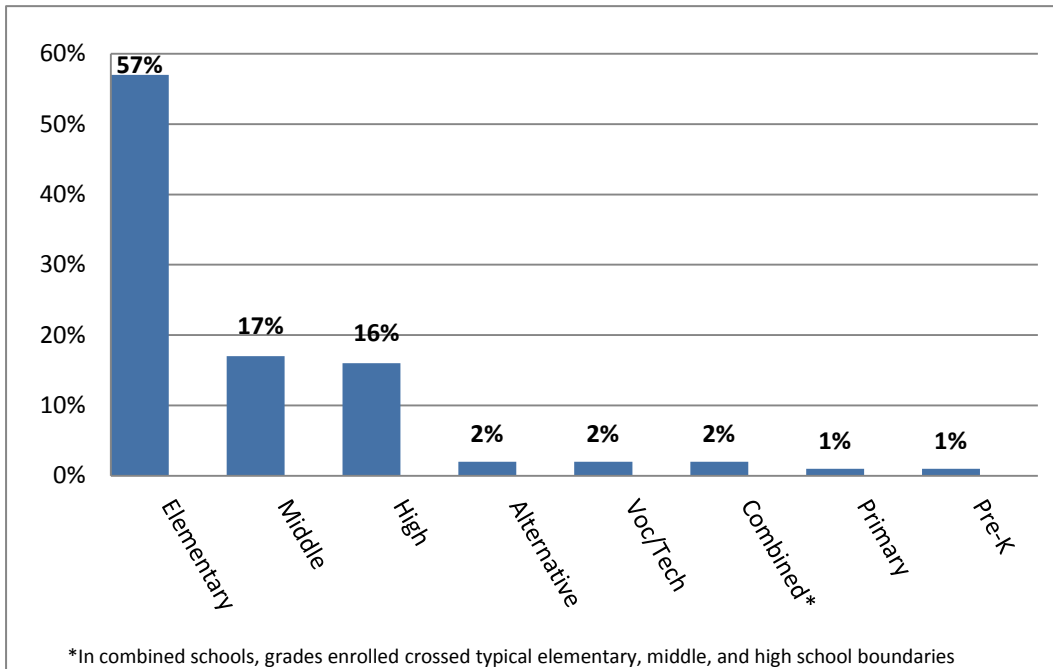
SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

SCHOOL TYPES

Virginia public school survey participants were asked to choose from a list which best describes their school type. As shown in **Figure 1**, elementary schools made up 57% (1,109) of the 1,958 Virginia public schools for the 2012–2013 school year. Middle and high schools made up 17% (339) and 16% (304), respectively.

Other types of Virginia public schools included: alternative (2%, 47), career/technical/vocational (2%, 43), combined (2%, 31), pre-Kindergarten (1%, 25), primary (1%, 23), and special education (1%, 10). Schools identified as charter, magnet, Governor’s, correctional education, adult education, deaf and blind and other made up less than 1% of the 1,958 total schools.

Figure 1: Types of Public Schools in Virginia, 2012–2013 School Year (N=1,958)



For purposes of more detailed analysis throughout this report, schools are coded as elementary, middle, high, or other. This distinction was based on their grade levels and/or purpose, as follows:

- Elementary** typically grades K–5 but may include grade 6. (if school has grades K–7, it was coded as “other”). Elementary also includes intermediate schools which are typically grades 3–5 or grades 4–6, and also includes primary schools which are typically grades K–2
- Middle** typically grades 6–8 but may include grade 9. A few schools have grades 4–7 and a few have only grades 5 and 6, or only grades 8 and 9
- High** typically grades 9–12 but may include grade 8
- Other** this includes all schools that do not fit into the above categories (such as combined schools) and others that have a specific purpose, such as: pre-K, alternative, technical, special education, correctional education, adult education, school for deaf and blind, and other

(*Note: Governor’s schools, magnet schools and charter schools were coded according to their grade level*)

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

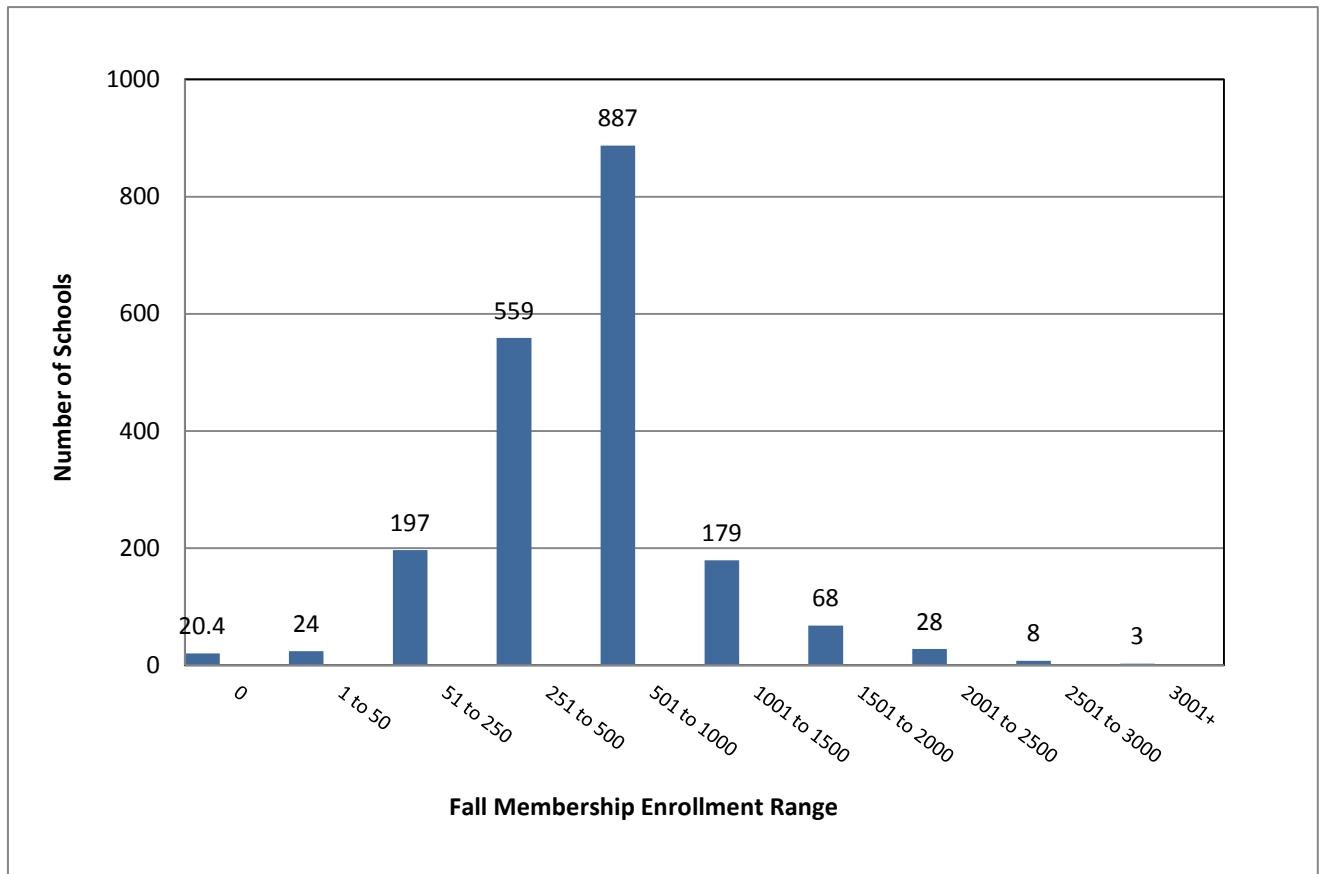
These **revised categories** result in the following distribution among the **1,958** schools:

School Type	Number of Schools	Percent of Schools
Elementary	1,106	56%
Middle	345	18%
High	316	16%
Other	191	10%

SCHOOL ENROLLMENT

A school's "fall membership enrollment" is the number of students that the school has enrolled on September 30 of a given year. **Figure 2** displays the range of fall membership enrollment in Virginia's public schools for the 2012–2013 school year. Most school (74%, 1,446) had a fall membership enrollment between 251 and 1,000 students. School enrollment size varies somewhat by school type.

Figure 2: Virginia Public Schools, Fall Membership Enrollment, 2012-2013 School Year (N=1,958)



SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

Figure 3 shows enrollment data for elementary, middle, high, and other schools. Generally, elementary schools had smaller enrollments, and enrollment size increased as grade levels increased.

Figure 3: School Enrollment by Type of School, 2012-2013 School Year (N=1,958)

Enrollment Range	Percent of Schools by Type			
	Elementary School	Middle School	High School	Other
0	0	0	0	3%
1-50	0	1%	0	12%
51-250	8%	4%	5%	40%
251-500	37%	19%	13%	24%
501-1000	53%	51%	27%	19%
1001-1500	2%	23%	24%	2%
1501-2000	0	1%	20%	0
2001-2500	0	<1%	9%	0
2501-3000	<1%	0	2%	1%
3001 and up	0	0	<1%	1%

SCHOOL REGIONS

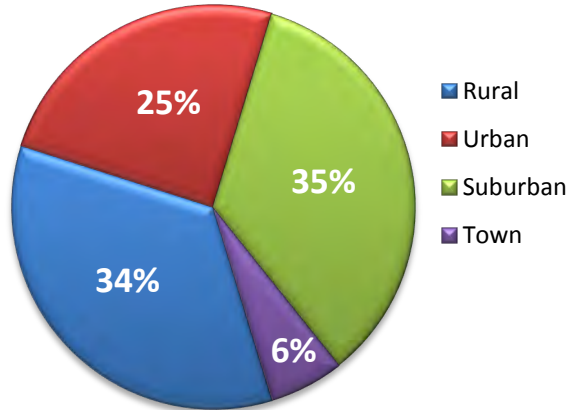
School principals were asked to identify the type of region where most of their students live. The principals were provided with the following definitions based on the Office of Management and Budget's *Standards for Defining Metropolitan and Micropolitan Statistical Areas* (2000):

- Urban** According to Census criteria, urban refers to a principal city in an area. In Virginia this includes: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Hampton, Harrisonburg, Lynchburg, Newport News, Norfolk, Portsmouth, Reston, Richmond, Roanoke, Virginia Beach, Waynesboro, and Winchester
- Suburban** Territory outside a principal city (see list of principal cities above) but inside a settled area that contains at least 50,000 people and has an overall population density of 1,000 people per square mile or higher
- Town** Territory outside a principal city or suburb, but within a settled area containing at least 2,500 people and with an overall population density of 1,000 people per square mile or higher
- Rural** Territory outside of principal cities, suburbs, and towns. Some examples of rural areas in Virginia are Monterey and Middleburg

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

Of the surveyed schools: 35% (678) reported that most of their students lived in suburban areas; 34% (674) reported that most of their students lived in rural areas; and 25% (496) reported that their students lived in urban areas. Only 6% of all schools (110) reported that most of their students lived in towns (**Figure 4**).

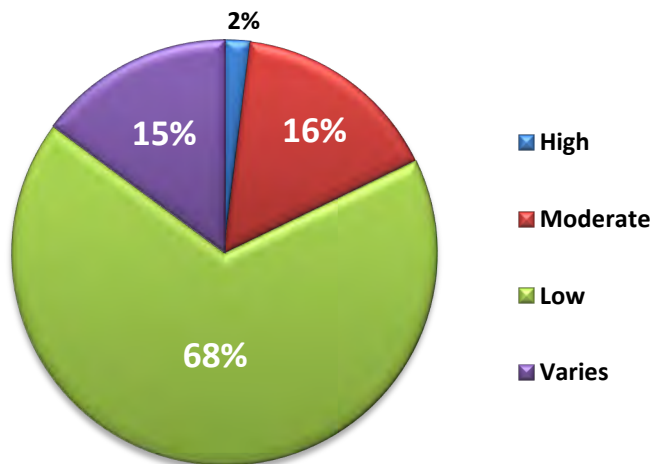
Figure 4: Area Where Most Students Live (N=1,958)



SCHOOL REGIONS AND CRIME LEVEL

School principals were asked to identify the level of crime in the area in which *most* of their students live. A majority of schools (68%, 1,322) reported that most of their students live in an area with low levels of crime. A significantly smaller number of schools (16%, 306) reported that most of their students live in areas with moderate levels of crime, and 15% (283) reported having students that came from areas with varied levels of crime. Only 2% of schools (47) reported that their students came from areas with high level of crime (**Figure 5**).

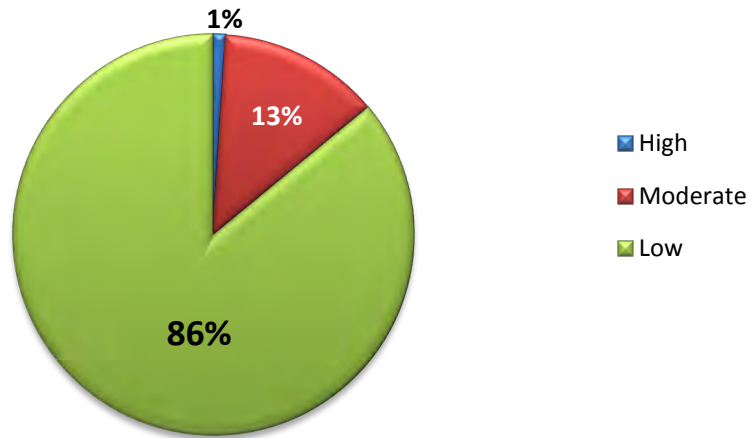
Figure 5: Crime Level Where Most Students Live (N=1,958)



School principals were asked to identify the crime level in the area *where their school is located*. A majority of schools (86%, 1,690) reported that their school was located in an area with a low level of crime. Thirteen percent (246) reported that their school was located in an area with a moderate level of crime. Only 22 schools (1%) reported they were located in an area with a high level of crime (**Figure 6**).

SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

Figure 6: Crime Level Near Location of the School (N=1,958)



ASSESSMENT, PLANNING AND COMMUNICATION

PRACTICING THE CMP/EMP

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..."

Schools were asked if they practiced any portion of their Crisis Management Plan/Emergency Management Plan (CMP/EMP) and, if so, how it was practiced. Schools that answered yes were shown a list of practice methods and were asked to identify which method(s) they used to *practice* their CMP/EMP during the 2012–2013 school year (**Figure 7**).

Nearly all schools (98%, 1,927) reported that they practiced their CMP/EMP in some way during the 2012–2013 school year. Most of those schools (94%, 1,802) practiced their CMP/EMP by training administrators, faculty, and staff. Over three-quarters (79%, 1,514) reported that they conducted student awareness or training sessions. A full-scale drill (with or without crisis team and public safety partners) was reportedly practiced by over half of the schools (55%, 1,051).

Figure 7: CMP/EMP Practice Methods During the 2012–2013 School Year

Methods of Practice	Number of Schools	Percent of Schools that Practiced their CMP/EMP (N=1927)
Administration/faculty/staff training	1802	94%
Student training/awareness sessions	1514	79%
Full scale drill with or without crisis team and public safety partners	1051	55%
First responder coordination (EMS, fire, police, hazmat, etc.)	613	32%
Table top exercises with crisis team members	548	28%
Parent training/awareness sessions	269	14%
Other	34	2%

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

Schools were asked which types of critical events/emergencies they practiced with students at least annually. **Figure 8** shows the results. The most common types of critical events/emergencies practiced by schools with their students were fire (95%, 1,861), followed by natural disasters (80%, 1,561) and presence of unauthorized persons/trespassers (78%, 1,517).

Figure 8: Types of Critical Events/Emergencies Practiced With Students At Least Annually

Critical Event/Emergency	Number of Schools	Percent of All Schools (N=1958)
Fire	1861	95%
Natural disasters (earthquake, flood, tornado, other severe weather)	1561	80%
Presence of unauthorized persons/trespassers	1517	78%
Bus accidents	1276	65%
Violence on School Property/at school activities	546	28%
Gun, knife or other weapons	542	28%
Bomb Threats	423	22%
Loss or disruption of power, water, communications or shelter	237	12%
Hostage situations	210	11%
Incidents involving acts of terrorism	146	8%
Spills/exposure to hazardous substances	142	7%
Explosions	78	4%
None of the above	7	<1%

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

ACTIVATING THE CMP/EMP

Schools were asked whether they had to activate any portion of their school’s CMP/EMP during the 2012–2013 school year due to an *actual* emergency or crisis. They were also asked to identify the cause for the activation (**Figure 9**).

About one-quarter of schools (26%, 510) activated some portion of their CMP/EMP during the school year due to an actual emergency or crisis. Among those schools, the most common cause of activation was incidents related to violence or crime, including weapon carrying or use, occurring *off* school property.

Figure 9: Cause of CMP/EMP Activation During the 2012-2013 School Year Due to Actual Emergency or Crisis

<i>Cause of CMP/EMP Activation</i>	<i>Number of Schools</i>	<i>Percent of Schools that Activated CMP/EMP (N=510)</i>	<i>Percent of All Schools (N=1958)</i>
Incident related to violence/crime, including weapon carrying/use occurring OFF school property	116	23%	6%
Power outage/utility malfunction affecting school property (did not result in smoke, fumes, or fire)	114	22%	6%
Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions	94	18%	5%
Student or staff accident, health-related emergency, or death ON school property	93	18%	5%
Unfounded incident/faulty or false alarm	85	17%	4%
Smoke, fumes, or fire on school property	82	16%	4%
School bus-related incidents	59	12%	3%
Student or staff accident, health-related emergency, or death OFF school property	51	10%	3%
Suspicious person/intruder on school property	44	9%	2%
Bomb threat to school	43	8%	2%
Incident at another school that affected your school	41	8%	2%
Student reported as missing	36	7%	2%
Incident related to violence/crime, including weapon carrying/use occurring ON school property	23	5%	1%
Hazardous chemical incident on school property	6	1%	<1%
Other safety-related incident that affected school and is not listed above	37	7%	2%

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

FIRST RESPONDERS AND THE CMP/EMP

Schools were asked if they shared their CMP/EMP with any local first responders, and, if so, which responders (**Figure 10**). Nearly three-quarters of schools (72%, 1,404) said they shared their CMP/EMP with local first responders. This rate was higher among middle (79%) and high (84%) schools.

Of those, 69% (1,349) reported that they shared their plan with local law enforcement, and 42% (813) shared their CMP/EMP with their local fire department.

Figure 10: Did Your School Share its CMP/EMP with Local First Responders During the 2012–2013 School Year?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	72%	66%	79%	84%	72%
NO	17%	21%	12%	10%	19%
DON'T KNOW	11%	13%	10%	7%	9%

BUSES AND THE CMP/EMP

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/EMP that pertains to them. They were also asked how often their bus drivers received such training.

The majority of surveyed schools (81%, 1,582) reported that their CMP/EMP addressed incidents involving school buses. Of those schools, more than three-quarters (79%, 1,244) reported that they trained drivers on the areas of the CMP/EMP that pertained to school buses drivers. Most schools (80%, 990) reported training their school bus drivers once per year.

REUNIFICATION PLAN

In emergency situations when students and staff have been evacuated to an alternate site, school administrators or the crisis response team would implement the school's reunification plan for releasing students to their parents and guardians.

A strong reunification plan should:

1. Designate reunification sites and outline the procedures for releasing students
2. Maintain updated student emergency information that details students' special needs and any medical or custody issues, and incorporate guidelines for storing the information in a secure location accessible to authorized personnel
3. Outline parental notification methods such as the use of calling trees, local media channels or an electronic notification system

Surveyed schools were asked if their CMP/EMP included a reunification plan. Over three-quarters (79%, 1,549) reported that their CMP/EMP included a reunification plan. Elementary and middle schools reported having a reunification plan in their CMP/EMP at a slightly higher rate (81% and 80%, respectively) than other school types (**Figure 11**).

ASSESSMENT, PLANNING AND COMMUNICATION

Figure 11: Does Your School's CMP/EMP Include a Reunification Plan?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	79%	81%	80%	76%	71%
NO	12%	12%	11%	13%	16%
DON'T KNOW	9%	7%	9%	11%	13%

FAMILY ASSISTANCE CENTER (FAC)

A Family Assistance Center (FAC) is a secure facility established to serve as a centralized location to provide information and assistance about missing, unaccounted for, injured or deceased persons, and supports the reunification of individuals with their loved ones during and in the aftermath of an emergency.

Schools were asked if their CMP/EMP included a FAC and, if so, what subject(s) was addressed. One-third of all schools (33%, 651) reported that their CMP/EMP did include a FAC. Just over half of the schools (53%, 1,033) reported that their CMP/EMP did not include a FAC, and 14% of schools (274) reported they did not know if their plan included a FAC.

Of the 651 schools that reported having a FAC, 629 schools (97%) reported that the FAC section of their CMP/EMP addressed students (uninjured), 578 schools (89%) reported that their FAC section addressed parents. Staff (uninjured) was reportedly addressed in 529 school FAC sections (81%), while victims were addressed in the FAC section of 466 schools (72%)(**Figure 12**).

Figure 12: Subject(s) Addressed in FAC Section of CMP/EMP

Subject	Number of Schools	Percent of Schools with FAC (N=651)	Percent of All Schools (N=1958)
Students (uninjured)	629	97%	32%
Parents	578	89%	30%
Staff (uninjured)	529	81%	27%
Victims	466	72%	24%

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

THREAT ASSESSMENTS

Virginia Code [§ 22.1-79.4](#)

Threat Assessment Teams mandated. As per new code above, effective July 1, 2013, school divisions must designate a threat assessment team for each school in the division.

Schools were asked if they use a formal threat assessment process to respond to student threats of violence against others and/or against themselves. They were next asked whether they had an established threat assessment team, and, if so, did the team serve other schools as well.

- 85% of schools (1,671) responded that they did use a formal threat assessment process
- Of those schools, 90% (1,506) reported having an established threat assessment *team*
- 85% of schools with a threat assessment team (1,277) reported that the team serves their school only
- 4% of schools (57) reported that their threat assessment team served their school plus *one* more, and 11% of schools (172) reported that their team served their school plus *several* more

THREAT ASSESSMENT MODELS

The legislative mandate requiring that a threat assessment team be designated for all public schools did not take effect until July 1, 2013. Prior to that, the formal use of threat assessments by schools was optional, and schools with threat assessment teams followed a variety of models.

Schools that use a formal threat assessment process were asked what kind of formal threat assessment model they used (**Figure 13**). The two most reported threat assessment types were models created by the school division (44%, 728) and UVA’s model (44%, 728). Only 10% (162 schools) reported using a school-created model.

Figure 13: Threat Assessment Model Used

<i>Threat Assessment Model</i>	<i>Number of Schools</i>	<i>Percent of Schools that Used a Formal Threat Assessment Process (N=1671)</i>
Division-created model	728	44%
UVA’s model	728	44%
School-created model	162	10%
Other model based on UVA	33	2%
Division-created model based on UVA	7	<1%
Combination of division and school models	2	<1%
Do not know the kind of model used	3	<1%
Other	8	1%

Those schools were next asked when they began using their threat assessment model and whether their staff/threat assessment team had been formally trained in using their model.

Almost half (49%, 826) reported that they started using the threat assessment model five or more years ago (during or prior to the 2008–2009 school year). Over three-quarters of schools (76%, 1,269) reported that their staff/threat assessment team had been formally trained in using their threat assessment model.

TYPES OF THREATS ASSESSED

Schools were asked to provide the number of threats they assessed and found to be transient (not serious) and the number of threats they assessed and found to be substantive (serious) during the 2012–2013 school year (**Figure 14**).

Figure 14: Number of Threat Assessments by Finding

<i>Number of Threats Assessed and Found to be TRANSIENT</i>	<i>Number of Schools</i>	<i>Percent of Schools that Used a Formal Threat Assessment Process (N=1671)</i>
0	606	36%
1–5	817	49%
6–10	153	9%
11–15	42	3%
16–20	21	1%
21–25	14	1%
26–30	4	<1%
31–50	8	1%
51–70	3	<1%
71+	1	<1%
<i>Number of Threats Assessed and Found to be SUBSTANTIVE</i>	<i>Number of Schools</i>	<i>Percent of Schools that Used a Formal Threat Assessment Process (N=1671)</i>
0	1298	78%
1–2	275	17%
3–4	47	3%
5–6	20	1%
7–8	5	<1%
9–10	4	<1%
11–20	14	1%
21–30	2	<1%
31–40	1	<1%
41+	3	<1%

Of the schools that made assessments and found five or more substantive threats:
Elementary = 1%; Middle = 4%; High = 7%; Other = 4%

MEMORANDUM OF UNDERSTANDING (MOU)

Schools were asked if they had an established relationship or MOU with a local community services board (CSB) or other entity qualified to conduct assessments that assisted them in threat assessments. Over half of the schools (54%, 907) reported having such an established relationship and 766 schools (46%) reported that they did not have such a relationship or MOU during the 2012–2013 school year.

ELECTRONIC NOTIFICATION SYSTEMS (ENS)

Schools often have an automated ENS that notifies parents/guardians of emergencies that affect the school. Schools were asked if they had such a system and, if so, if they had to use it during the school year for an actual emergency. Most of the schools (96%, 1,879) reported having an ENS and 20% of those schools (383) actually activated their ENS because of an emergency during the 2012–2013 school year. Those schools were asked about the circumstances of those emergencies. The results are shown in **Figure 15**.

Figure 15: Cause of ENS Activation

	Number of Schools	Percent of Schools that Activated ENS (N=383)	Percent of All Schools N=1958
Naturally-occurring hazard such as earthquake, tornado, or dangerous weather conditions	133	35%	7%
Incident related to violence/crime, including weapon carrying/use occurring OFF school property	70	18%	4%
Power outage/utility malfunction affecting school property (did not result in smoke, fumes, or fire)	60	16%	3%
School bus-related incidents	54	14%	3%
Smoke, fumes, or fire on school property	43	11%	2%
Bomb threat to school	39	10%	2%
Incident at another school that affected your school	32	8%	2%
Unfounded incident/faulty or false alarm	24	6%	1%
Student or staff accident, health-related emergency, or death OFF school property	22	6%	1%
Suspicious person/intruder on school property	22	6%	1%
Incident related to violence/crime, including weapon carrying/use occurring ON school property	21	6%	1%
Student or staff accident, health-related emergency, or death ON school property	19	5%	1%
Hazardous chemical incident on school property	9	2%	1%
Student reported as missing	3	<1%	<1%
Other safety-related incident that affected school and is not listed above	50	13%	3%

LAW ENFORCEMENT: MEETINGS AND CRIME DATA

REGULAR MEETINGS

Schools were asked whether they had *regular* meetings with local law enforcement to discuss problems in and around their school.

Over half of schools (57%, 1,114) reported having regular meetings with local law enforcement. High and middle schools (82% and 77%, respectively) reported having regular meetings with law enforcement at a much higher rate than elementary schools (43%) (**Figure 16**).

Figure 16: Do Your School Administrators Have Regular Meetings with Law Enforcement to Discuss Problems In and Around the School?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	57%	43%	77%	82%	61%

ASSESSMENT, PLANNING AND COMMUNICATION

Of the schools that reported having regular meetings with law enforcement, 24% (261) reported weekly meetings, 26% (286) reported monthly meetings, and 21% (234) reported quarterly meetings.

CRIME DATA REPORTS

Schools were asked if they received crime data reports from local law enforcement regarding crimes occurring in the area near the school and, if so, how frequently.

- A majority of schools (68%, 1,325) reported they did NOT regularly receive crime data reports from local law enforcement
- 32% of all schools (633) reported that they did receive crime data reports. As a group, high schools regularly received crime data reports at a much higher rate.
 - Elementary = 27%
 - Middle= 37%
 - High= 51%
 - Other= 24%
- Of the 633 schools receiving crime data reports:
 - 32% (202) received them on an “as needed” basis
 - 22% (142) received them on a daily basis.
 - 16% (104) received them on a monthly basis
 - 16% (100) received them on a weekly basis
 - 8% (51) received them on a quarterly basis
 - 5% (34) of the schools responded “other” or “don’t know”

CODE OF VIRGINIA § 22.1-279.3:1 (PARAGRAPH B)

Virginia Code § 22.1-279.3:1 (Paragraph B)

Regardless of where a crime is alleged to have been committed, law enforcement officers are required to notify the superintendent of the juvenile’s school division of any charges filed against the juvenile if such charges would be a felony if committed by an adult, namely those involving firearms, homicide, felonious assault and bodily injury, sexual assault, possession, manufacture, distribution of controlled substances, arson, burglary, robbery, street gang activity and recruitment, or an act of violence by a mob.
 (Before You Plea: Juvenile Collateral in the State of Virginia, American Bar Association, www.beforeyouplea.com/va)

Schools were referred to *Code of Virginia § 22.1-279.3:1* (Paragraph B) and then subsequently asked if there were formal processes or protocols in place through which their school routinely received notification on the referenced offenses from local law enforcement.

About one-half of all schools (51%, 994) reported they did have processes or protocols in place through which they received notification from law enforcement of these offenses on a routine basis. This rate was higher among high (67%) and middle (53%) schools (**Figure 17**).

Figure 17: Are There Formal Processes in Place Through Which Your School Routinely Receives Notification on Offenses from Law Enforcement?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	51%	47%	53%	67%	43%

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

STUDENT ASSISTANCE PROGRAMMING (SAP)

Student Assistance Programming (SAP) offers a systematic and flexible approach for integrating and sustaining evidence-based practices, programs and strategies to enhance a positive school climate and safe school environment. SAP also:

- provides a framework and process for managing the continuum of social, emotional, and mental health supports for all students and intervention for those that need it
- uses a data-driven decision making process conducted by a planning team in each school to assess needs and monitor interventions
- engages students and parents at each level of prevention, intervention and support services
- builds and maintains collaborative partnerships with multiple community stakeholders—e.g., law enforcement agencies, community service boards, other behavioral health service providers, social services, the faith community, youth and family service organizations, prevention councils

Schools were asked whether they had a systematic framework such as SAP for determining school-based prevention and intervention support needs and services that engage parents and collaboration with community entities.

About one-quarter of schools (26%, 515) reported having SAP and another quarter of schools (24%, 471) reported having a systematic framework other than SAP. Fifty percent of schools (972) reported that they had *no* systematic framework for determining school-based prevention and intervention support needs and services.

SCHOOL SAFETY PROGRAMS

Schools were asked to review a list of school safety program categories and identify all of those for which they took intentional and sustained action (i.e., occurred more than once) during the 2012–2013 school year.

Figure 18 shows the results.

Figure 18: School Safety Program Categories for which Intentional and Sustained Action was Taken

<i>School Safety Program Categories</i>	<i>Number of Schools</i>	<i>Percent of All Schools (N=1958)</i>
Bullying prevention/intervention	1539	79%
Counseling services for students	1493	76%
Individualized behavior plans for disruptive students	1436	73%
Character education	1357	69%
Mentoring	1063	54%
Conflict resolution	959	49%
Problem solving or social skills curriculum	965	49%
Classroom management in-service training/workshops for teachers	932	48%
Truancy prevention	874	45%
Anger Management	734	38%
Method to report a safety concern anonymously	734	38%
Substance abuse prevention	639	33%
Peer mediation	549	28%
Violence prevention	332	17%
Community/social integration for students	308	16%
None of the above	106	5%
Other	58	3%

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

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

LIMITATIONS

Schools were asked to review a list of factors that could possibly limit their school’s effort to reduce or prevent crime. They were then asked to provide the extent that each of the factors limited them (**Figure 19**).

Figure 19: Factors that May Limit School’s Effort to Reduce/Prevent Crime (N=1,958)

	Does Not Limit	Limits in Minor Way	Limits in Major Way
Inadequate alternative placement/programs for disruptive students	53%	34%	14%
Inadequate funds	52%	35%	13%
Inadequate parent support for school policies	64%	31%	6%
Likelihood of complaints from parents	77%	21%	3%
Inadequate teacher training in classroom management	78%	20%	2%
Concerns about litigation	79%	19%	2%
Inconsistent application of school policies by faculty or staff	75%	23%	2%
Teacher concerns about student retaliation	89%	10%	1%
Inadequate teacher support for school policies	88%	11%	1%

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

BULLYING

Schools were asked to review a list of anti-bullying/bullying prevention programs and practices and identify those that were in place at their school during the 2012–2013 school year (**Figure 20**).

Positive Behavioral Interventions and Supports (PBIS) and Effective Schoolwide Discipline (now called PBIS) were the most frequently cited programs in place at the surveyed schools (62% combined). Among bullying prevention practices, individual counseling with students identified as *bullying others* was the most common practice in place (84%, 1,639), followed closely by individual counseling with students identified as *victims* of bullying (82%, 1,610).

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

Figure 20: Types of Anti-Bully/Bullying Prevention Programs and Practices (N=1,958)

	Number of Schools	Percent of All Schools
Programs		
Effective School-wide Discipline (now called PBIS)	635	32%
Bullying Prevention within Positive Behavioral Intervention and Supports (PBIS)	590	30%
Olweus Bullying Prevention Program	419	21%
Al's Pals	147	8%
Second Step Curriculum	125	6%
Bullyproofing Your School	95	5%
Community of Caring	56	3%
Steps to Respect	48	3%
Peaceful School Bus	47	2%
None of the above	445	23%
Other	384	20%
Practices		
Individual counseling with students identified as bullying others	1639	84%
Individual counseling with students identified as victims of bullying	1610	82%
Rules or policy on bullying communicated to all students school-wide	1524	78%
Counselor-facilitated program	1417	72%
Classroom meetings about bullying	1334	68%
Specific disciplinary consequences for bullying	1288	66%
Increased supervision in areas where bullying occurs	1228	63%
Teacher/staff training on bullying	1089	56%
Conference or assembly on bullying (school-wide)	1075	55%
Curriculum on bullying taught to all students	825	42%
Hotline/complaint box (anonymous report)	632	32%
Videos for students about bullying	632	32%
Parent education or outreach program regarding bullying	530	27%
Bus driver training on bullying	500	26%
Restorative discipline practices for bullying	498	25%
None of the above	32	2%
Other	36	2%

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

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

CYBERBULLYING

Schools were asked how many incidents of cyberbullying occurred at their school during the 2012–2013 school year. They were to include incidents that were sent or received/viewed on school property or at school-related functions. Also included were incidents where students passed around printouts of online activity such as chats or photos in school.

- More than half of the schools (54%) reported there were no known incidents of cyberbullying at their school
- 20% of schools reported 1 or 2 incidents, and 19% of schools reported between 3 and 10 incidents
- 5% of schools reported between 11 and 20 incidents, and 2% of schools reported between 21 and 50 incidents of cyberbullying at their school
- There were only 6 schools statewide that reported between 51 and 100 incidents, and only 2 schools reported over 100 cyberbullying incidents

CELL PHONES AND SOCIAL NETWORKING

Schools were asked if their school prohibits *use* of cell phones and text messaging devices during school hours.

- 86% of schools reported that they prohibit the use of cell phones and text messaging devices during school hours
- This percentage was significantly lower among high schools as a group (61%)

Schools were also asked if they limit access to social networking websites (e.g., Facebook, Twitter, Instagram, etc.) from school computers.

- 98% of schools reported that they limit access to social networking websites from school computers
- This percentage was consistent across all school types

SCHOOL ENVIRONMENT

A school climate scale was used to collect information related to school safety conditions and policies. A series of statements about various conditions and policies was used to assess the principals' view on the environment in their schools during the 2012–2013 school year.

The questions were divided into three areas of focus: 1) Student Willingness to Seek Help, 2) Disciplinary Policies, and 3) Bullying and Teasing. Schools were asked to review a list of statements pertaining to school climate and then indicate how strongly they agree or disagree with each of the statements (*Figure 21*).

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

Figure 21: School Responses to School Climate Safety Statements (N=1,958)

<i>Statement</i>	<i>Indicate how strongly you agree or disagree with each statement</i>			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<i>Student Willingness to Seek Help</i>				
Students are encouraged to report bullying and aggression.	92%	6%	1%	1%
Students know who to go to for help if they have been treated badly by another student.	86%	13%	<1%	1%
Teachers take action to solve the problem when students report bullying.	73%	25%	1%	<1%
Students feel free to ask for help from teachers if there is a problem with a student.	69%	30%	2%	<1%
Students report it when one student hits another.	59%	35%	5%	1%
Teachers know when students are being picked on or being bullied.	28%	64%	7%	<1%
<i>Disciplinary Policies</i>				
Schools cannot afford to tolerate students who disrupt the learning environment.	57%	32%	8%	3%
Zero tolerance sends a clear message to disruptive students about appropriate behaviors in school.	40%	38%	14%	8%
Zero tolerance makes a significant contribution to maintaining order at this school.	36%	39%	16%	9%
Suspension is a necessary tool for maintaining school order.	26%	44%	21%	9%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	16%	40%	33%	11%
Suspension makes students less likely to misbehave in the future.	7%	41%	35%	17%
<i>Bullying and Teasing</i>				
Bullying is a problem at this school.	1%	26%	37%	36%
Students here often get teased about their clothing or physical appearance.	2%	22%	41%	36%
Students here often get put down because of their race or ethnicity.	2%	8%	35%	55%
There is a lot of teasing about sexual topics at this school.	2%	10%	26%	62%
Students here often get put down because of their perceived sexual orientation.	1%	8%	26%	65%

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

SCHOOL CLIMATE AND SAFETY-RELATED PROGRAMS

MENTAL HEALTH

Schools were asked if they employed a mental health professional (counselor, psychologist, social worker, substance abuse counselor) during the 2012–2013 school year, whose primary assignment was to provide counseling services to students. If they did, they were then asked to indicate how many they employed full-time and how many they employed part-time (see *Figure 22*).

- 70% of schools reported that they employed a mental health professional. This percentage was fairly consistent across school types

Figure 22: Number of Mental Health Professionals Working Full-Time and Part-Time

Number of Counselors/ MH Professionals	FULL-TIME		PART-TIME	
	Number of Schools	Percent of Schools Employing a MH Professional (N=1347)	Number of Schools	Percent of Schools Employing a MH Professional (N=1347)
0	254	19%	479	36%
1	636	47%	403	30%
2	209	16%	320	24%
3	101	8%	121	9%
4	58	4%	18	1%
5	38	3%	3	<1%
6	21	2%	1	<1%
7	7	1%	0	0
8	5	<1%	0	0
9	6	<1%	0	0
10	6	<1%	0	0
13	1	<1%	0	0
14	2	<1%	0	0
15	2	<1%	0	0
Unknown	1	<1%	2	<1%

Schools were also asked if they had mental health professionals from community agencies that provided counseling services in their school to students, and, if so, they were asked to provide the average number of hours per week they spent in the school.

- Half of the schools (50%, 972) reported that mental health professionals from community agencies provided services to students in their school
- This rate was lower among elementary schools (44%) than middle (57%) and high (59%) schools
- 42% of schools with mental health professionals from community agencies reported that the professionals were there between 31 and 40 hours per week, 22% reported that the professionals were there between one and 10 hours per week, and 17% reported that they were there between 21 and 30 hours per week

SCHOOL SECURITY AND SURVEILLANCE

SECURITY STRATEGIES

The questions in this section of the survey asked about security practices at the schools during the 2012–2013 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.

Schools were asked to review a list of security strategies and identify those that were in place in their school during the 2012–2013 school year. **Figure 23** lists nine security strategies used by schools (along with *other* and *none of the above*) and displays the number and percent of schools that reported having each strategy in place.

- The most frequently reported security strategy used by schools (78%, 1,524) was locking all exterior entrances to the building or campus during school hours
- The next two most frequently reported strategies were the use of security cameras to monitor school property and a controlled access system securing the *main entrance* of the school building or campus during school hours (70% and 64%, respectively)
- Slightly over half of schools (53%, 1,032) reported the use of Safety Patrols conducted by teachers and/or staff
- Just below half of schools (46%, 897) reported that someone was stationed at the front entrance of the school at all times during school hours to monitor visitor check-in
 - ❖ Of those 897 schools, 704 (78%) reported that the person that is stationed to monitor the front entrance was administration, faculty or staff
 - ❖ Twenty percent of schools (181) reported that the front entrance monitor was staffed by school security personnel such as a School Resource Officer (SRO), School Security Officer (SSO), or private security
 - ❖ Only 12 schools (1%) reported that person who monitored the front entrance was a volunteer, while only 2 schools reported that the monitor was a student

Figure 23: Security Strategies Used by Schools

<i>Security Strategy</i>	<i>Number of Schools</i>	<i>Percent of Schools All (N=1958)</i>
All exterior entrances to the school building or campus are locked during school hours	1524	78%
Security cameras are used to monitor school property (e.g., parking lots, corridors, playground, entrances)	1361	70%
Main entrance of the school building/campus is secured by a controlled access system during school hours	1252	64%
Safety Patrols are conducted by teachers and/or staff	1032	53%
All classrooms in the school can be locked from both the inside and the outside of the classroom	909	46%
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	897	46%
Safety/security personnel are present at all times during the regular school day	703	36%
School grounds are secured by a controlled access system during school hours	503	26%
Metal detectors are used at the school’s main entrance(s)	48	3%
None of the above	26	1%
Other	72	4%

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

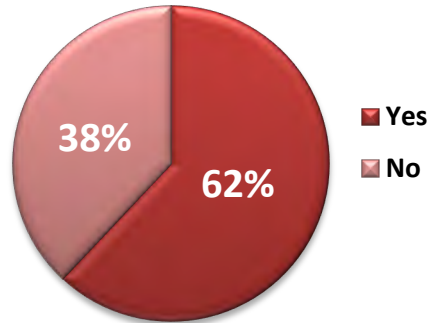
SCHOOL SECURITY AND SURVEILLANCE

SCHOOL PARKING LOTS

Schools were asked specifically if they monitored their parking lot(s) during school hours (see **Figure 24**).

- 62% of schools (1,217) reported that they did monitor their parking lot(s) during school hours
- This rate was significantly higher for high schools (89%) and middle schools (71%)
- The rate for elementary schools was 51%

Figure 24: Do you monitor your school parking lot(s) during school hours?
(N=1,958)



Schools that did monitor their parking lot(s) during school hours were subsequently asked to review a list of monitoring methods and asked to select all methods used at their school. **Figure 25** shows the results.

Figure 25: Methods Used To Monitor School Parking Lot(s)

	Number of Schools	Percent of Schools that Monitor Parking Lot(s) (N=1217)	Percent of All Schools (N=1958)
Randomly patrolled by school security personnel (SRO, SSO, private security)	704	58%	36%
Randomly patrolled by school faculty/staff	687	57%	35%
Security cameras (monitored live in real time)	666	55%	34%
Randomly patrolled by law enforcement	574	47%	29%
Security cameras (taped, not monitored in real time)	438	36%	22%
No formal surveillance, only informal monitoring	113	9%	6%
Other	10	<1%	1%

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

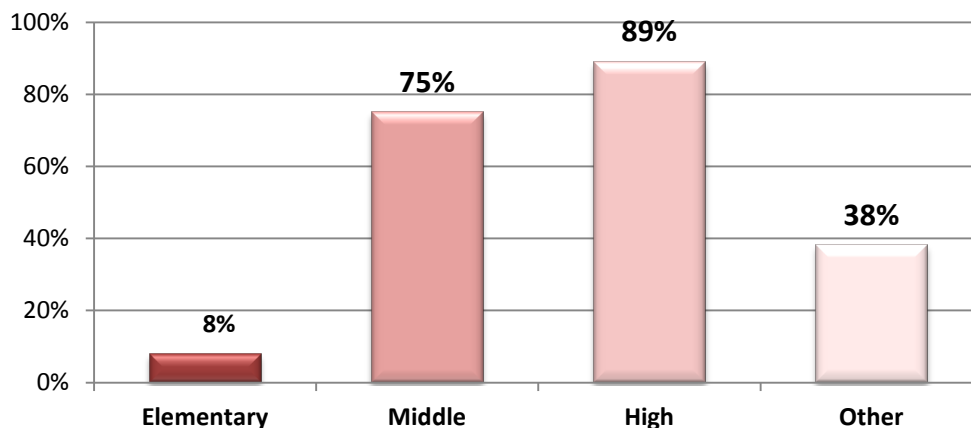
SCHOOL SAFETY/SECURITY PERSONNEL

Schools were asked if they had safety or security personnel such as SROs, SSOs, or other types of security working at their school *full time* during the 2012–2013 school year. A little over one-third of all schools (36%, 697) reported that they had safety/security personnel working for them *full time* during the school year.

There was a noticeable difference, however, among the types of schools that reported having safety/security personnel. **Figure 26** shows these differences.

SCHOOL SECURITY AND SURVEILLANCE

Figure 26: Schools With Full Time Safety/Security Personnel by Type of School (N=1,958)



Of the 697 schools that did have full time safety/security personnel:

- 567 schools reported having full time SROs
- 291 schools reported having full time SSOs
- 44 schools reported having “other” full time safety/security personnel, which included school safety specialist, school safety monitor, school safety assistant, and private security and law enforcement

SCHOOL RESOURCE OFFICERS

Overall, 567 schools reported having at least one SRO employed full time during the 2012–2013 school year. These schools were asked a series of questions with the following results:

- 82% of schools (465) reported that their SRO(s) completed the School Resource Officer Basic Training and, of those schools, 43% (202) reported that their SRO(s) completed Department of Criminal Justice Services sponsored training. Half of the schools reported that their SRO(s) completed training provided by a local law enforcement agency, 19% did not know who provided their SRO(s) with training, while 1% reported that someone other than the DCJS or local law enforcement agency provided the training
- 90% of schools (511) reported that the SRO(s) that worked at their school responded to *other* schools when an incident occurred
- Slightly over half of schools (53%, 302) reported that the SRO(s) who worked in their school visited *other* schools on a regular basis
- 54% of schools (306) reported that there was a substitute SRO that stepped in to work when their regular SRO was absent
- 53% of schools reported that their SRO position(s) was funded by a law enforcement agency and 14% of schools reported their SRO position(s) was funded by the school division. 23% of schools reported a combination of the two
- **Figure 27** displays results on the *average* length of time that an individual SRO was placed in a school and **Figure 28** displays results on the *longest* length of time an individual SRO was placed in a school

SCHOOL SECURITY AND SURVEILLANCE

Figure 27: Average Length of time a SRO has been placed in a school (N=567)

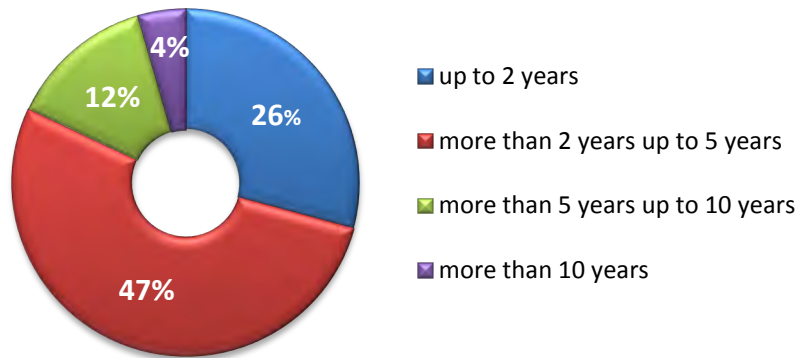


Figure 28: Longest Period of Time a SRO has been Placed in a School

	<i>Number of Schools</i>	<i>Percent of Schools with a SRO (N=567)</i>
up to 2 years	66	12%
more than 2 years up to 5 years	259	46%
more than 5 years up to 10 years	156	28%
more than 10 years	46	8%

PRIVATE SECURITY OFFICERS

Overall, 36 schools (2%) employed private security officers full time during the 2012–2013 school year. These schools were asked to review a list of statements regarding the capacity of private security officers in schools. They were asked to select all statements that applied to private security in their school.

- 64% of schools (23) reported that they employed private security officers in their school to maintain order and safety at special events
- 47% of schools (17) reported that they employed private security to perform duties very similar to those of SSOs during school hours
- 25% of schools (9) reported that they employed private security to provide building security after hours
- 17% reported other capacities including metal detection at entrance to football and basketball games and security at athletic events/school sponsored programs

TWO-WAY COMMUNICATION

Schools were asked if they had two-way communication between the school office and other areas of the school and, if so, if the two-way communication covered *all* areas of their school's property (both interior and exterior).

- Almost all schools (97%, 1,890) reported having two-way communication between the school office and other areas of the school
- Of those schools, 82% (1,556) reported that the two-way communication covered all areas of school property, both interior and exterior

SCHOOL SECURITY AND SURVEILLANCE

Schools were also asked if their school administrators could communicate with law enforcement/first responders via radio when the school administrators were positioned inside the school building.

- About half of all schools (52%, 1,020) reported that their administrators could communicate with law enforcement/first responders via radio when they were positioned inside the school building
- 38% of schools (746) reported that their administrators could not, while 10% (192) of schools reported that they did not know
- **Figure 29** shows the variance in range among types of schools

Figure 29: Can School Administrators Communicate with Law Enforcement/First Responders Via Radio when Positioned Inside the School Building?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	52%	42%	64%	78%	46%
NO	38%	45%	30%	20%	42%
DON'T KNOW	10%	13%	6%	2%	13%

LOCKDOWN

ACCESS TO FLOOR PLANS

Schools were asked if first responders (including police, fire and EMS) had electronic/internet-based access to current floor plans for their school in case a response to a large scale security incident was needed.

- 64% of schools (1,245) reported that first responders had electronic/internet-based access to current floor plans
- 14% (264) reported that first responders did not have electronic/internet-based access to current floor plans, and 23% (449) did not know

ACCESS DURING LOCKDOWN

Schools were asked if first responders have access to their school during lockdown so they do not have to breach doors or windows to gain access.

- 68% of schools (1,327) reported that first responders had access to the school during a lockdown
- 17% (331) reported that first responders did not have access to the school during a lockdown, and 15% (300) did not know

Figure 30 shows the variance in range among types of schools. Take note of the rates of “don’t know” responses.

Figure 30: Do First Responders Have Access to the School During a Lockdown So They Do Not Have to Breach Doors or Windows to Gain Access?

	Percent of All Schools (N=1958)	Percent of Schools by Type			
		Elementary	Middle	High	Other
YES	68%	63%	75%	81%	60%
NO	17%	18%	14%	12%	25%
DON'T KNOW	15%	19%	11%	7%	15%

SCHOOL SECURITY AND SURVEILLANCE

LOCKDOWN PRACTICE

Schools were asked how many times they practiced lockdown drills during the 2012–2013 school year. **Figure 31** shows the results.

Figure 31: Frequency Lockdown Drills Were Practiced

<i>Frequency</i>	<i>Number of Schools</i>	<i>Percent of All Schools (N=1958)</i>
Practiced more than once	1285	66%
Practiced once	609	31%
Was not practiced this year	60	3%
Don't know	2	<1%
Other	2	<1%

LOCKDOWN DRILL–NEW LAW

Schools were asked if they were aware of the new legislation (effective July 1, 2013) that requires schools to conduct lockdown drills two times per school year (specifically once in September and once in January).

- Almost all schools (94%, 1,843) were aware of the new legislation, effective July 1, 2013
- 115 schools (6%) were not

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 were 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 at all (**Figure 32**).

Figure 32: Bus Safety Monitoring Methods (N=1,958)

<i>Methods to Monitor Safety</i>	<i>Not Used</i>	<i>Used on Some Buses</i>	<i>Used on All Buses</i>
Communication maintained through division's transportation department	3%	3%	94%
Two way radio	13%	7%	80%
Security cameras	6%	35%	59%
GPS Tracking System	52%	17%	32%
Cell phone	42%	37%	21%
Randomly patrolled by school faculty/staff	48%	38%	14%
Randomly patrolled by security personnel (including SROs, SSOs, or private security)	76%	18%	7%
Bus aide/monitor	25%	71%	4%

SCHOOL INSPECTION CHECKLIST

As per changes to Safety Audit Legislation, [§ 22.1-279.8](#), effective July 1, 2013, the Virginia Center for School and Campus Safety shall develop a list of items to be reviewed and evaluated in the school safety audits. Such items shall include those incidents reported to school authorities pursuant to [§ 22.1-279.3:1](#) and shall include a school inspection walk-through using a standardized checklist provided by the Virginia Center for School and Campus Safety, which shall incorporate crime prevention through environmental design (CPTED) principles.

Schools were asked if they conducted a security and vulnerability assessment of their school property using a school inspection checklist during the 2012–2013 school year.

SCHOOL SECURITY AND SURVEILLANCE

- Overall, 55% of schools (1,074) reported they had conducted a security and vulnerability assessment of their school property using a school inspection checklist during the school year
- This rate was consistent among all school types

ID BADGES/PHOTO ID/BACKGROUND CHECKS

VISIBLE ID REQUIRED

Schools were given a list to review and then were asked to identify any and all persons on the list that were required to *wear* visible school-issued ID badges or tags while on school property.

- 95% of schools (1,860) reported that visitors (includes parents/guardians/delivery personnel, etc.) were required to wear visible school-issued ID badges
- 93% of schools (1,828) reported that faculty was required to wear visible school-issued ID badges
- Similarly, 93% (1,815) reported that staff was required to wear visible school-issued ID badges
- Only 24 schools (1%) did not require anyone to wear ID badges while on school property

VISITORS AND PHOTO ID REQUIREMENTS

Schools were given a list of types of school visitors to review and then were asked to identify any type that was required to show photo ID at their school.

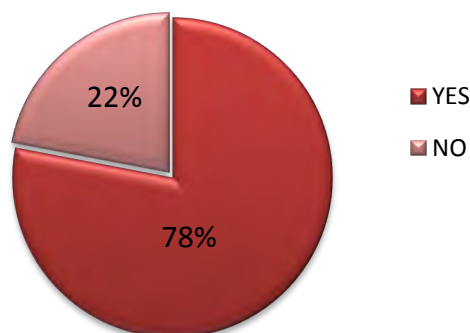
- Nearly three-quarters of schools (73%, 1,432) reported that they required parents or guardians to show photo ID
- 66% of schools (1,288) required visitors meeting with specific individuals or groups (e.g., friends or relatives of students or staff, club speakers, military recruiters, etc.) to show photo ID
- Just above half of schools (54%, 1,058) require school-related visitors (e.g., substitute teachers, volunteers, school system or division personnel) to show photo ID
- 280 schools state-wide (14%) reported they do not require any school visitors to show photo ID

BACKGROUND CHECKS

Schools were asked if they conducted background checks of volunteers who work with their students (NOT including parents/guardians) and, if so, what type/s of background checks did they conduct for the 2012–2013 school year (*Figure 33*).

- Over three-quarters of schools (78%, 1,523) reported that they conducted background checks of volunteers other than parents or guardians who worked with their students
- This rate varied among school types:
 - Elementary=72%
 - Middle=84%
 - High=90%
- Of those schools, 61% (931) reported that they conducted a sex offender registry check and 42% of schools conducted a criminal background check
- Less than one percent (4 schools) reported that they conducted a credit check and 38% of schools (575) did not know if a credit check was done because background checks were conducted by their division office

Figure 33: Do you conduct background checks of volunteers who work with students? (N=1,958)



GANG-RELATED ACTIVITY

Virginia Code [§ 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.”*

Using the definition above, schools were asked whether they had any gang-related problems or incidents during the 2012–2013 school year.

- 95% of all schools (1,866) reported that they did not have any gang-related problems or incidents
- 92 schools (5%) reported having any gang-related problems

Those 92 schools were asked if the number of gang-related problems or incidents (such as graffiti, beat-ins, rival gang fights, etc.) increased, decreased, or stayed about the same when compared with the previous school year.

- 59% of schools (54) reported that the number of incidents stayed about the same
- 30% (28) reported a decrease in the number of gang-related incidents from the year before and 11% (10) reported an increase compared with the previous school year

Schools were asked if the community surrounding them had any gang-related problems or incidents during the 2012–2013 school year.

- 15% of schools all schools (290) reported that the community surrounding their school had gang-related problems or incidents
- 40% of schools (780) reported that the community surrounding their school did not have gang-related problems, and 45% (888) reported that they did not know

Schools were given a list of tasks regarding gang graffiti and its prevention or eradication and asked to indicate which one(s) were part of their school’s routine tasks during the 2012–2013 school year.

- The majority of schools (71%, 1,395) reported having no gang graffiti on their property during the school year
- 39% (769) reported that maintenance and/or janitorial staff routinely looked for gang graffiti in restrooms, locker rooms, on trash cans, etc.

SCHOOL SECURITY AND SURVEILLANCE

- 31% of schools (600) reported that when/if graffiti was found, it was immediately removed
- 27% of schools (535) reported that when/if graffiti was found, photo documentation was made and shared with local law enforcement
- 21% or 411 schools reported that staff were trained to look for/identify gang-related graffiti

Schools were given a list of gang prevention measures and asked which of the measure(s) was in place at their school during the 2012–2013 school year. **Figure 34** shows the results.

Figure 34: Gang Prevention Measures Used

	Number of Schools	Percent of All Schools (N=1958)
Formal student policy regarding gang-related behavior	838	43%
Students advised about restrictions on gang-related behavior	569	29%
Cooperative effort with law enforcement to identify gang-related crime	486	25%
Counseling services provided to discourage gang-related behavior	331	17%
Students suspended from school for gang-related behavior	271	14%
Gang awareness in-service training and workshops for teachers/staff	201	10%
Speaker for students on gangs	119	6%
Speaker for parents on gangs	58	3%
Use of G.R.E.A.T. (Gang Resistance Education and Training) program	47	2%
Use of a program other than G.R.E.A.T. to discourage gang involvement	41	2%
None of the above	805	41%
Other	37	2%

Other gang prevention methods described included: DARE, law enforcement/taskforce initiatives, code of conduct, and gang awareness for school administration/leadership. Survey respondents were asked to check all responses that apply, so totals may exceed 100%

Schools were asked to review a list of gang indicators and asked to identify which of the indicators they observed in their school. **Figure 35** shows the results.

Figure 35: Indicators of Gang Activity Observed (N=1,958)

	No Incidents	1 or 2 Incidents	3 or more Incidents
School staff identified gang-related graffiti on school property	89%	9%	3%
Gang signs/symbols were identified on students' clothing or other belongings	90%	8%	2%
School staff reported observing students using gang-related hand signals	93%	5%	1%
Gang-related fights occurred during school hours on the school campus	98%	1%	1%

Schools were asked to rate the overall threat of gang activity by street gangs in their school. **Figure 36** shows the results.

Figure 36: Overall Threat Level of Gang Activity by Street Gangs in Schools

	Number of Schools	Percent of All Schools (N=1958)
5 (high)	1	<1%
4	8	<1%
3 (medium)	21	1%
2	66	3%
1 (low)	454	23%
None	1408	72%

POLICIES AND PROGRAMS

SURVEY OF VIRGINIA SCHOOL DIVISIONS

The division-level survey was designed to gather information about safety-related policies and practices administered at the division level and that generally apply to all schools within a division. More specifically, the survey questions covered topic areas such as: safety/security policy changes, student disciplinary policies, intervention programs, crisis management plans, collaboration with local emergency personnel and use of security personnel in the schools. All 133 school divisions in Virginia (including the Department of Correctional Education) responded to the division-level survey.

SAFETY/SECURITY-RELATED POLICIES

School divisions were asked if any revised or newly-adopted safety and/or security-related policies were added to their division’s policy manual over the past three school years (during 2010–2011, 2011–2012, or 2012–2013).

- 110 school divisions (83%) added revised or newly-adopted safety and/or security-related policies over the past three school years
- The most frequently added revised or newly-adopted safety and/or security-related policies among the 110 school divisions are shown in **Figure 37**. Survey respondents were asked to check all responses that apply, hence totals exceed 100%

Figure 37: Topics Addressed by New/Revised Safety and/or Security-Related Policies

<i>New/Revised Policy Topics</i>	<i>Number of Divisions</i>	<i>Percent of All Divisions (N=133)</i>
Bullying	84	63%
Cellphone use by students	54	41%
Threats	49	37%
Sexual harassment	47	35%
Technology-related student behavior (sexting, cyberbullying, etc.)	47	35%
Expulsion/suspension	36	27%
Weapons	35	26%
Reporting of criminal offenses	33	25%
Disruptive students	32	24%
Drug use/abuse	32	24%
Gangs	32	24%
Dress code	27	20%
Intervention programs (at-risk referral)	23	17%
Student assistance programming	23	17%
Tobacco	22	17%
Alcohol	21	16%
Hazing	19	14%
Vandalism	16	12%
Trespassing	15	11%
Search and seizure	12	9%
Drug testing	10	8%
Self-defense	6	5%
Homeland security	5	4%
Seized weapon storage	5	4%
Armed security	4	3%
School uniforms	4	3%
Zero tolerance	2	2%
*Other	15	11%

*Other includes: access control systems, crisis management plans, emergency manager, incident command, lock down drills, release of students to someone other than parent/guardian, restraint and seclusion of students, safety drills, sex offenders, SROs, threat assessment process, visitor management, and volunteers

POLICIES AND PROGRAMS

DRUG TESTING POLICY

School divisions were asked if they currently had a student drug testing policy and, if so, what segment(s) of their student population is subject to the drug testing.

- Most school divisions (85%, 113) reported that they do not have a student drug testing policy. The remaining 20 school divisions reported that they do currently have a student drug testing policy
- Of the school divisions with a student drug testing policy, 16 divisions reported that they test student athletes. Of these 16, six school divisions test middle schools students and 10 school divisions test high school students
- Two school divisions test middle school students participating in extra-curricular activities, and two school divisions test high school students who are extra-curricular participants
- Three school divisions test elementary school students with a previous drug or alcohol-related charge, six school divisions test middle school students with a previous drug/alcohol-related charge, and six divisions test high school students with a previous drug or alcohol-related charge

THREAT ASSESSMENT POLICY

School divisions were asked if they had a division-wide threat assessment policy or procedure to respond to student threats of violence (both violence against others and/or against themselves) and, if so, they were asked if their policy/procedure includes assessing threats made by individuals (non-students) associated with the schools (such as staff, faculty, administrators, etc.).

- The majority of school divisions (89%, 118) reported that they had a division-wide threat assessment policy or procedure to respond to student threats of violence
- Of the 118 school divisions that did have a division-wide threat assessment policy/procedure, 85 divisions (75% or 64% of all school divisions) reported that their threat assessment included threats made by non-students associated with the schools

School divisions were asked if they had schools that used a threat assessment team as part of the threat assessment process, and, if so, was there a formal pathway of communication regarding threat assessment outcomes between their division's schools and the division Superintendent or designee.

- The majority of school divisions (87%, 115) reported that they used a threat assessment team as part of the threat assessment process
- Of the 115 school divisions that reported having a threat assessment team, 109 (95%) reported that there was a formal pathway of communication regarding threat assessment outcomes between their schools and the division Superintendent or designee

EMERGENCY PLANNING

EMERGENCY MANAGER

School divisions were asked if they had a person designated as an Emergency Manager during the 2012–2013 school year.

- The majority of school divisions (90%, 120) reported that they have a person designated as an Emergency Manager

SCHOOL SAFETY AUDIT SURVEY COMMITTEE

School divisions were asked if they had a school safety audit survey committee that reviewed completed school safety audit surveys and, if so, whether or not the committee made suggestions for safety improvements at schools in the division based on their review.

- About three-quarters of all school divisions (74%, 99) reported having a school safety audit survey committee that reviews completed surveys
- Of the 99 school divisions that reported having such a committee, 97 school divisions reported that the committee suggested plans for safety improvements at schools in their division based on their review

Designation of Emergency Manager for Schools:

As per changes to Safety Audit Legislation §22.1-279.8, each school division within the Commonwealth shall designate an Emergency Manager who can coordinate school preparedness within the division and also coordinate with the locality in which they reside.

LOCKDOWN DRILLS

School divisions were asked if they were aware of the new legislation, effective July 1, 2013, that required schools to conduct lockdown drills twice each year in September and January and, if so, if they had developed a process that schools will use to communicate compliance with new lockdown regulations to the Superintendent or designee.

- 99% of school divisions (132) were aware of the new legislation requiring schools to conduct lockdown drills twice a school year. Only one school division was unaware. Almost all school divisions (97%, 129) reported that they had developed a process for their schools to use to communicate compliance with new lockdown regulations

CRISIS MANAGEMENT PLANS

School divisions were asked if they had developed a written, coordinated, division-wide Crisis Management Plan/Emergency Management Plan (CMP/EMP) and, if so, if they had shared it with their local emergency responders. Those school divisions were also asked if their CMP/EMP addressed incidents involving school buses.

- Most school divisions (93%, 123) reported that they developed a written, coordinated, division-wide CMP/EMP
- Of those divisions, 89% (119) reported they shared their CMP/EMP with local emergency responders
- 65% of school divisions reported that their CMP/EMP addressed incidents involving school buses

SCHOOL BUS DRIVER TRAINING

School divisions were asked if they regularly provided training for school bus drivers and, if so, what type of training they provided regularly to their division's bus drivers.

- Overall, 95% of all school divisions (126) reported that they regularly provide training for their school bus drivers
- The majority of those school divisions reported that bullying prevention (83%), conflict management (81%), Suspicious Activity Reporting or SAR (64%), and CMP/EMP areas that pertain to them (56%) as the most frequent types of training provided (**Figure 38**)

Figure 38: Type(s) of Training Provided to Division's Bus Drivers

EMERGENCY PLANNING

<i>Type of Training</i>	<i>Number of Divisions</i>	<i>Percent of Divisions that Regularly Train Bus Drivers (N=126)</i>	<i>Percent of All Divisions (N=133)</i>
Bullying prevention	105	83%	79%
Conflict management	102	81%	77%
Suspicious Activity Reporting (SAR)	81	64%	61%
CMP/EMP (areas that pertain to them)	71	56%	53%
Hostage situations	39	31%	29%
Bomb detection/identification	24	19%	18%
Counter-terrorism training	22	18%	17%
Other	25	20%	19%

School divisions were given a list of policies regarding school bus storage and asked to select the one that best described their policy on the storage of school buses during the school year. **Figure 39** shows the results.

Figure 39: Division Policy on Storage of School Buses

<i>Division Policy</i>	<i>Number of Divisions</i>	<i>Percent of All Divisions (N=133)</i>
Drivers may park them at their residence	43	32%
Buses must be parked in a secure parking facility	26	20%
Buses must be parked on school property/division property	27	20%
Our school system has no storage policy for school buses during the school year	19	14%
Drivers may park school buses wherever possible	4	3%
We have no buses	2	2%
Other	12	9%

School divisions were given a list of safety checks and asked to identify all that were performed on their school buses by *drivers* before the drivers begin their morning and afternoon routes.

- The majority of school divisions reported that their bus drivers performed the following safety checks on their school bus before their morning and afternoon routes:
 - Passenger area for unauthorized riders (82%, 109)
 - Undercarriage and passenger area for suspicious objects (73%, 97)
 - Undercarriage for suspicious objects (72%, 96)
 - Certified Drivers License (CDL) check (65%, 87)
 - Engine compartment for suspicious objects (62%, 83)
- Two school divisions (2%) reported none of the above, while three school divisions (2%) reported that they did not know which of the safety checks listed were performed by their bus drivers
- 11 school divisions (8%) answered *other*, which included complete safety (pre-trip) inspection of their bus/ VDOE pre-trip inspection log; drivers check every seat/ensure students are not on board after completion of daily routes; equipment check (lights, brakes, tires, etc.); exterior inspections; general bus inspection on interior and exterior

School divisions were given a list of methods and were asked which methods were used by their central office to monitor safety on school buses and/or maintain communication with school buses when they were in use. For

EMERGENCY PLANNING

each method listed, they were asked to select either not used, used on some buses or used on all buses. **Figure 40** shows the results.

Figure 40: Division-Level Methods to Monitor Safety On /Maintain Communication With School Buses (N=133)

<i>Methods to Monitor Safety On/Maintain Communication with Buses</i>	<i>Percent Used on All Buses</i>	<i>Percent Used on Some Buses</i>	<i>Percent Not Used</i>
Communication maintained through division's transportation department	87%	2%	5%
Two way radio	83%	6%	10%
Security Cameras	62%	29%	5%
Randomly patrolled by school faculty/staff	29%	35%	20%
GPS Tracking System	26%	11%	49%
Cell phone	25%	40%	28%
Randomly patrolled by security personnel (including SROs, SSOs, or private)	14%	28%	81%
Bus aide/monitor	<1%	81%	12%

EXTERIOR ENTRANCE/EXIT IDENTIFICATION

School divisions were asked if they required their schools to label all exterior entrances/exits of their buildings with exterior signs or markings visible from a distance of 200 feet to assist emergency responders.

- Slightly over half of all school divisions (56%, 75) required their schools to label exterior entrances/exits with exterior signs or markings visible from a distance of 200 feet

COLLABORATION WITH EMERGENCY RESPONDERS

LAW ENFORCEMENT

Schools divisions were asked if their administration had a process in place to regularly communicate/meet with local law enforcement to discuss problems in and around the schools.

- Almost all school divisions (96%, 127) reported that they had a process in place to regularly communicate/meet with local law enforcement
- Only six school divisions (5%) said that they did not

SHARING DISCIPLINE, CRIME, AND VIOLENCE (DCV) REPORTS

Virginia Code § 22.1-279.3:1 requires school divisions statewide to submit data to the Virginia Department of Education (VDOE) on incidents of discipline, crime, and violence (DCV). These incidents include those that occur on school property, on a school bus, or at a school-sponsored activity.

School divisions were asked if they share or review the DCV reports from their schools with local law enforcement.

- 65% of all school divisions (87) reported that they share or review their DCV reports with local law enforcement
- 35% of all school divisions (46) reported that they did not

CRIME DATA REPORTS

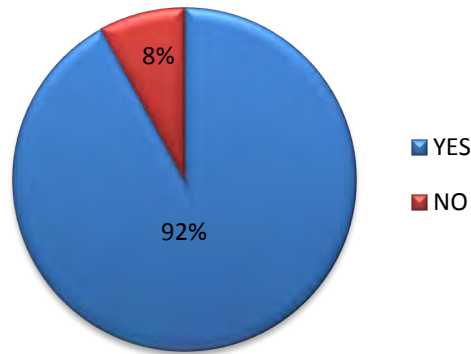
School divisions were asked if their administration regularly received local crime data reports from their local law enforcement agency (in order to be aware of crimes occurring in areas near their schools).

- 68% of all school divisions (91) reported that their administration regularly received local crime data reports from local law enforcement agencies
- 32% of all school divisions (42) school divisions reported that they did not

SCHOOL SECURITY PERSONNEL

School divisions were asked if they use School Resource Officers (SROs) to enhance safety and security measures in any of their schools (**Figure 41**). The majority of school divisions (92%, 122) reported the use of SROs in their schools. Only 11 school divisions did not use SROs in their schools.

Figure 41: Does your division use SROs to enhance safety and security measures in your schools? (N=133)



SCHOOL RESOURCE OFFICERS

The 122 school divisions that reported the use of SROs in their schools were asked in which type of schools their SROs were working (**Figure 42**).

- Of the 122 school divisions using SROs in their schools, every division used SROs in high schools, 104 used SROs in middle schools, 59 used SROs in elementary schools, and 41 used SROs in alternative schools
- Six school divisions reported using SROs in the “other” category. These school types included junior high school, technical center, vocational school, and visits to elementary schools as needed

Figure 42: Types of Schools per Division with SRO(s)

School Type	Number of Divisions	Percent of Divisions with SRO(s) (N=122)	Percent of All Divisions (N=133)
Elementary	59	48%	44%
Middle	104	85%	78%
High	122	100%	92%
Alternative	41	34%	31%
Other	6	5%	5%

School divisions that reported the use of SROs in their schools were asked if they had a Memorandum of Understanding (MOU) with its SRO(s), and, if so, did they regularly update the MOU with their SRO(s), and how often.

- 104 school divisions (85% of divisions that reported the use of SROs; 78% of all school divisions) reported that they had a MOU with their SRO(s)
- 80 of the 104 school divisions reported that they regularly updated the MOU with their SRO(s)

SCHOOL SECURITY PERSONNEL

- 66% of those school divisions (53) reported that the MOU is updated with their SRO(s) annually; 10% (8) reported an update every two years; 6% (5) reported an update every 2–3 years; 9% (7) reported an update every three years; and 4% (3) reported that they updated the MOU with their SRO(s) on an as needed basis

SCHOOL SAFETY OFFICERS

School divisions were asked if they use SSO(s) to enhance safety and security measures in any of their schools and, if so, if they had a policy and procedures manual specifically for SSOs.

- Overall, 38% of school divisions (51) reported that they used SSOs to enhance safety and security measures in their schools, while 62% reported that they did not
- Of the 51 divisions using SSOs, 35% (18) reported having a policy and procedures manual specifically for SSOs

PRIVATE SECURITY

School divisions were asked if they contracted with a licensed private security business to enhance safety and security measures in any of their schools and, if so, did the private security officers that worked in their schools carry a weapon.

- Only 4% of all school divisions (5) reported that they contracted with a private security business, while 96% (128) reported that they did not
- Of those five divisions, four reported that their private security officers did not carry a weapon
- Only one school division reported having contracted private security officers that carry a weapon in their schools

School divisions were asked if they required their schools to provide security on school grounds after regular school hours.

- Over three-quarters (81%, 108) of school divisions reported that they did not require their schools to provide security on school grounds after regular school hours
- Less than one-quarter (19%, 25) of divisions did require it

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.

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).

Figure 43 shows the average rate of unduplicated infractions for elementary, middle, and high schools. Middle schools experienced more than twice the rate of infractions for violence against others (73 per thousand students) compared to elementary (18 per thousand) and high schools (39 per thousand).

As might be expected, high schools experienced a far higher rate of ATOD infractions (18 per thousand students) than middle schools (6 per thousand) or elementary schools (.4 per thousand).

Infractions related to weapons were rare and were only slightly higher in middle schools (4 per thousand) than in high schools (3 per thousand) and elementary schools (2 per thousand).

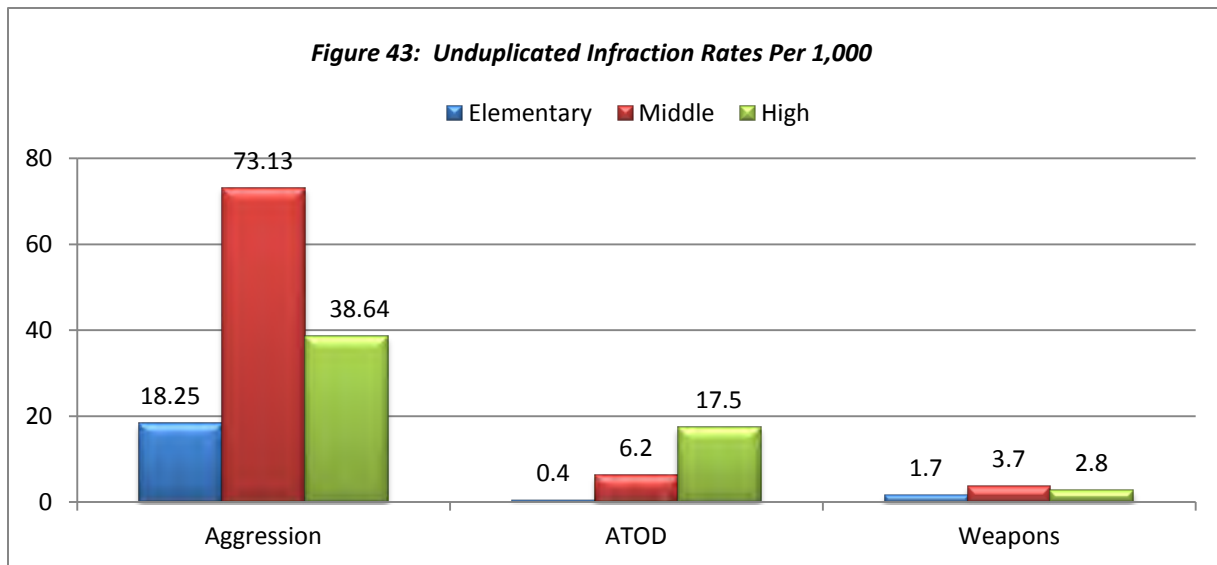
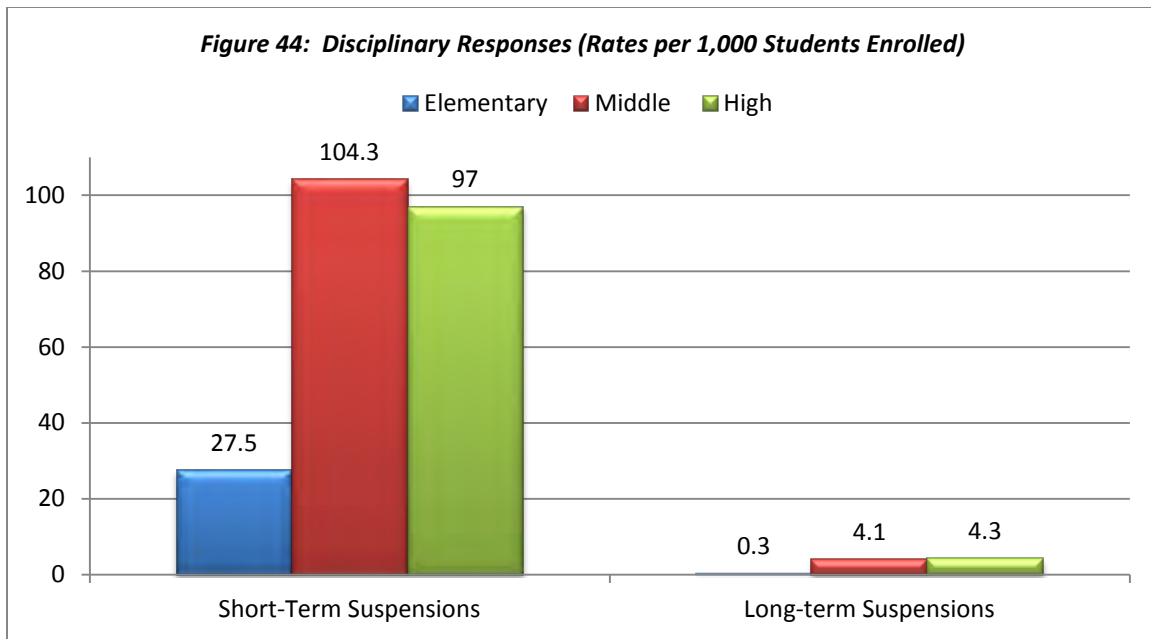


Figure 44 shows unduplicated disciplinary responses in the form of short-term suspensions (<10 days) and long-term suspensions (10+ days). High schools and middle schools had far more short-term suspensions (about 100 per thousand) than elementary schools (28 per thousand). Long-term suspensions are far less common, but again high schools and middle schools had far more long-term suspensions (about 4 per thousand) than elementary schools (.3 per thousand). It should be noted that Figures 43 and 44 present averages across schools, which masks some substantial differences between schools.

DISCIPLINARY INFRACTIONS AND RESPONSES



RACE/ETHNIC DIFFERENCES IN DISCIPLINARY RESPONSES

The Office for Civil Rights of the U.S. Department of Education and Civil Rights Division of the U.S. Department of Justice issued a Dear Colleague letter to all public schools concerning racial disparities in student discipline. (January 8, 2014, www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf). Racial disparities in student discipline are recognized as a nationwide concern, but differences in student discipline may be caused by a range of factors.

This section examines suspension rates across race/ethnic groups. These analyses show that there are consistent racial disparities in school suspension rates, but these disparities require further investigation. It should be noted that these are correlational analyses that do not demonstrate a causal effect. There may be multiple factors that contribute to a correlation between race and suspension rate.

The state population of students consisted of 23% Black students, 53% White students, 12% Hispanic/Latino students, and 11% Other students. The Other category was made up of Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and multiracial students. Suspension rates were calculated as the number of students suspended within a particular race/ethnic group divided by the total enrollment of that race/ethnic group.

Figure 45 shows that Black students were suspended at a higher rate than any other group in elementary school (4 per hundred Black students), middle school (16 per hundred Black students), and high school (15 per hundred Black students). Suspension rates were more similar among the other three racial groups, ranging from 2 to 2.5 per hundred students in elementary schools, 7.4 to 8.7 per hundred students in middle schools, and 7 to 8.3 per hundred students in high schools.

DISCIPLINARY INFRACTIONS AND RESPONSES

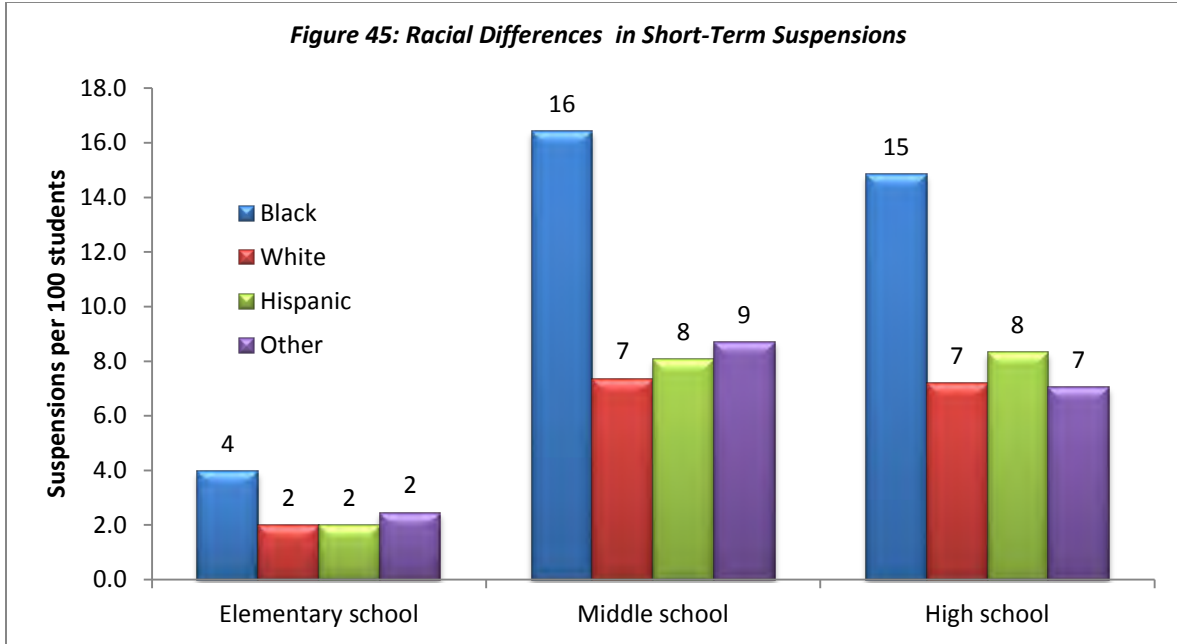
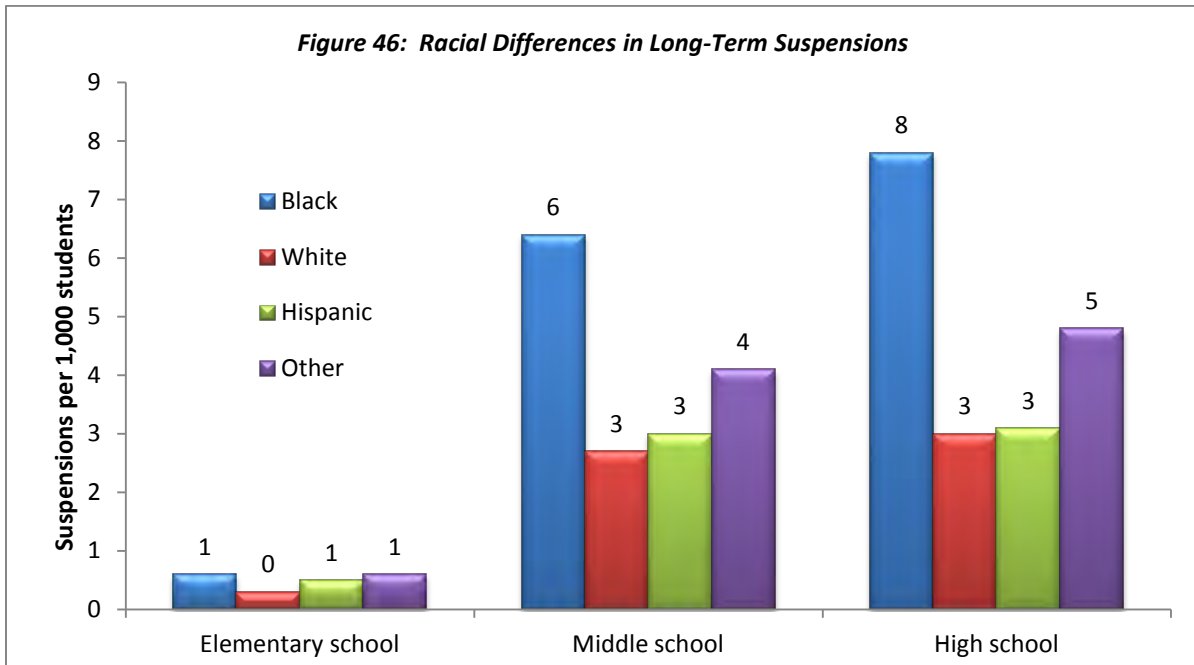


Figure 46 shows the breakdown for long-term suspensions. Consistent with the pattern of short-term suspensions, Black students were suspended at a higher rate than any other group in middle school (6 per thousand compared to 3 to 4 per thousand in the other groups) and high school (8 per thousand compared to 3 to 5 per thousand in the other groups). In elementary schools, long-term suspension rates were very low and similar across race/ethnic groups. It is important to note that many different factors can contribute to disparities in disciplinary responses across racial/ethnic groups.

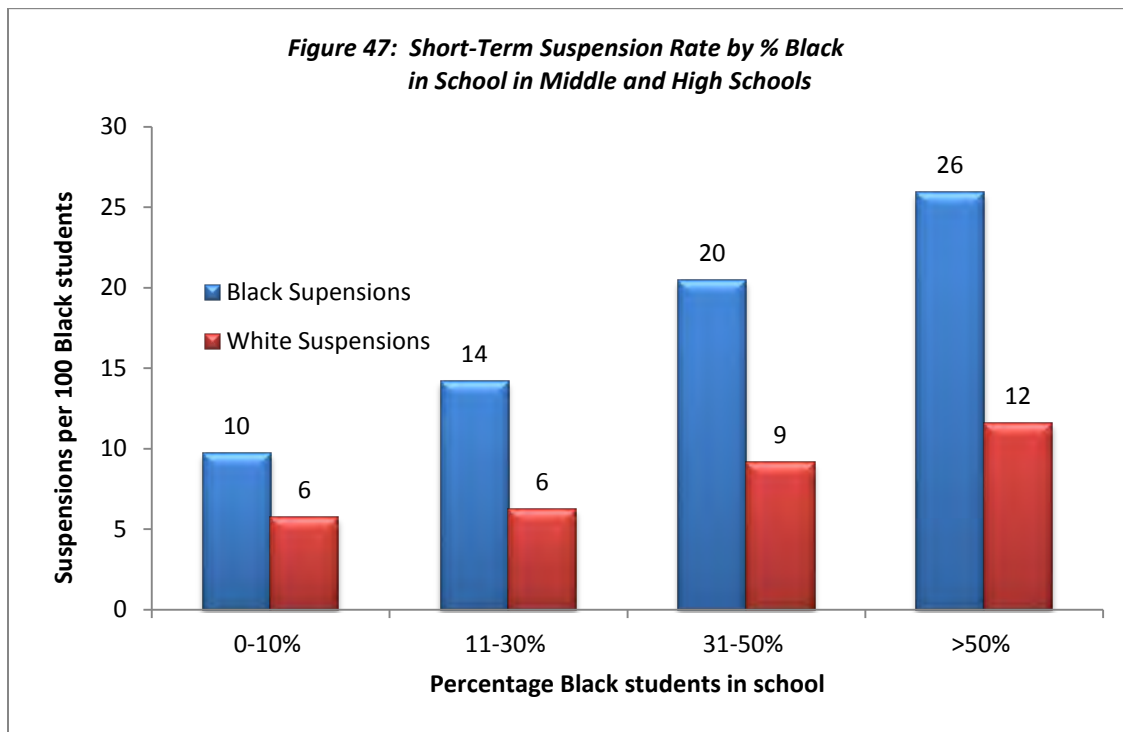


DISCIPLINARY INFRACTIONS AND RESPONSES

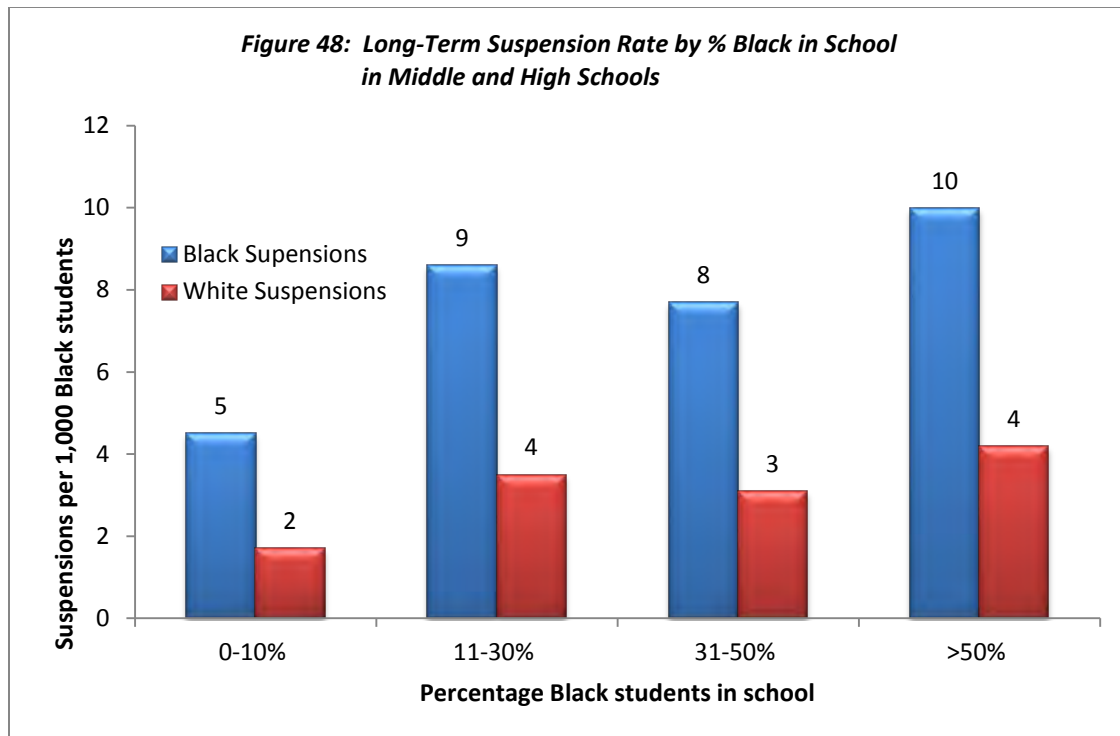
Because of the large disparities between Black and White students, a second set of analyses investigated whether the racial disparity between Black and White students differed as a function of the percentage of Black students in the school. As shown in **Figure 47** and **Figure 48**, both the short-term and long-term suspension rates for both White and Black students increased as the percentage of Black students in a school increased. Moreover, the disparity between White and Black students was larger in schools with larger percentages of Black students.

As shown in **Figure 47**, in schools with a small percentage of Black students (0-10% Black), the rate of White suspensions was 6 per hundred White students and the rate of Black suspensions was 10 per hundred Black students. In schools with a large percentage of Black students (more than 50%), the rate of White suspensions was twice as great (12 per hundred White students), but the rate of Black suspensions was more than 2 and half times greater (26 per hundred Black students).

The same pattern was not found for long-term suspensions. As shown in **Figure 48**, the difference in long-term suspension rates between schools with a small percentage of Black students and schools with a large percentage of Black students was twice as great for both Black students (5 per thousand compared to 10 per thousand Black students) and White students (2 per thousand compared to 4 per thousand White students).



DISCIPLINARY INFRACTIONS AND RESPONSES



These findings bear further study to understand why the suspension rate is consistently higher in schools with higher percentages of Black students.

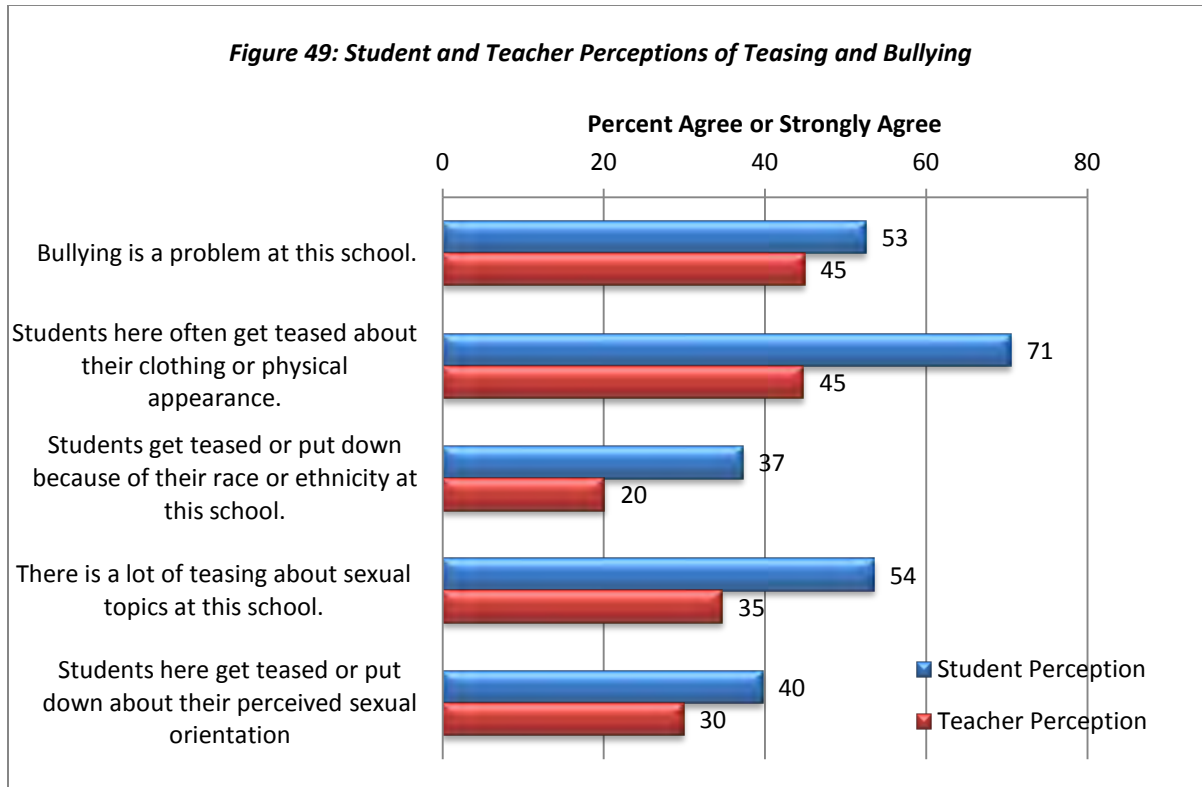
There is unlikely to be a simple explanation for the racial disparities in suspension rates. Black students could be misbehaving at a higher rate than White students in some cases and in other cases Black and White students could be treated differently for similar misbehavior. Both possible explanations require further study to understand and remedy.

RESULTS FROM THE VIRGINIA SECONDARY SCHOOL CLIMATE SURVEY

The Virginia Secondary School Climate Survey (VSSCS) is a survey of students and teachers that is administered as part of the annual School Safety Audit. The survey is designed to give secondary schools important information about the quality of their school climate and safety conditions. The school climate measures included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

Figure 49 shows the percentages of students and teachers who reported each type of teasing and bullying at their school. Students consistently reported more teasing and bullying than teachers. Across all schools, over half of students (53%) and less than half of teachers (45%) agreed that bullying was a problem at their school. A large majority of students (71%), but fewer than half of teachers (45%), agreed that students often got teased about their clothing or physical appearance. Similarly, a majority of students (54%), but a minority of teachers (35%), agreed that there was a lot of teasing about sexual topics at their school. The prevalence of teasing because of race/ethnicity and sexual orientation was lower for both students and teachers, but the pattern was the same: 37% of students and 20% of teachers agreed that students got teased or put down because of their race or ethnicity, and 40% of students compared to 30% of teachers agreed that students got teased or put down about their perceived sexual orientation.

DISCIPLINARY INFRACTIONS AND RESPONSES



As the correlations in **Figure 50** demonstrate, there is only modest agreement between student and teacher reports about the prevalence of teasing and bullying in their school.

Figure 50: Correlations between student and teacher perceptions of bullying and teasing

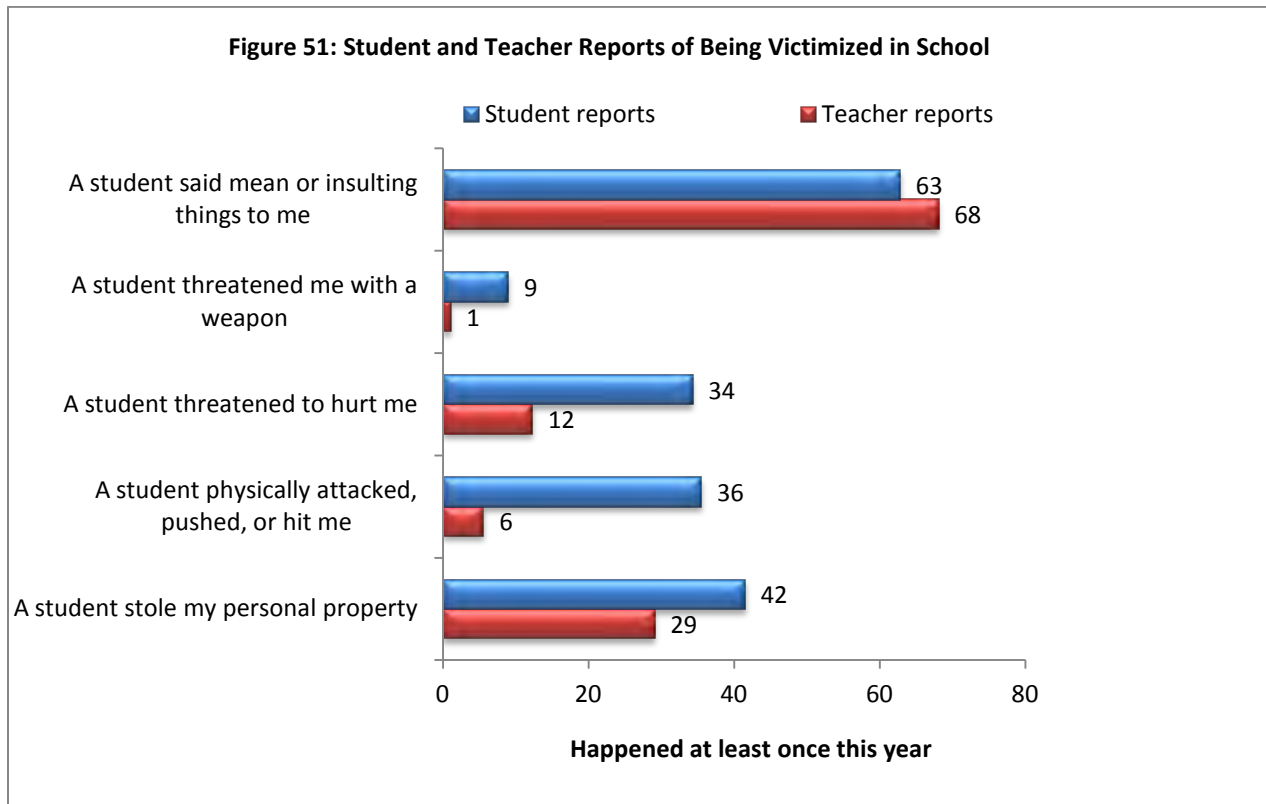
	<i>Correlation</i>
Bullying is a problem at this school.	0.52
Students here often get teased about their clothing or physical appearance.	0.61
Students get teased or put down because of their race or ethnicity at this school.	0.38
There is a lot of teasing about sexual topics at this school.	0.41
Students here get teased or put down about their perceived sexual orientation.	0.46

Students and teachers were also asked about their own experiences as recipients of aggressive behavior from students. **Figure 51** shows the percentages of students and teachers who reported experiencing each form of victimization at least once. A majority of both students (63%) and teachers (68%) reported being the victim of an insult at least one time in the year. Being the victim of theft of personal property was also fairly common among both students (42%) and teachers (29%). In contrast, while over a third of students reported being physically attacked (36%) and being threatened (34%), a much smaller percentage of teachers reported these forms of victimization (6% and 12%, respectively). Finally, 9% of students, and 1% of teachers, reported that a student had threatened them with a weapon.

Schools where students and teachers reported more bullying and teasing had higher rates of aggression, weapons, and ATOD infractions, and higher rates of short-term and long-term suspensions. Similarly, schools in which more

DISCIPLINARY INFRACTIONS AND RESPONSES

students and teachers reported that they had been victimized had higher rates of all three types of infractions as well as more short-term and long-term suspensions.



AUTHORITATIVE SCHOOL CLIMATE

Research in Virginia schools has found that two key domains of school climate are *structure* (students experience strict, but fair, discipline) and *support* (students feel supported and respected by school personnel). According to authoritative school discipline theory developed at the University of Virginia, good schools have high levels of both structure and support, analogous to the model of authoritative parents as both demanding and warm in their relationship with their children. Schools which are high on structure but low on support are described as authoritarian; schools that are low on structure but high on support are described as permissive; and schools low on both structure and support are described as disengaged.

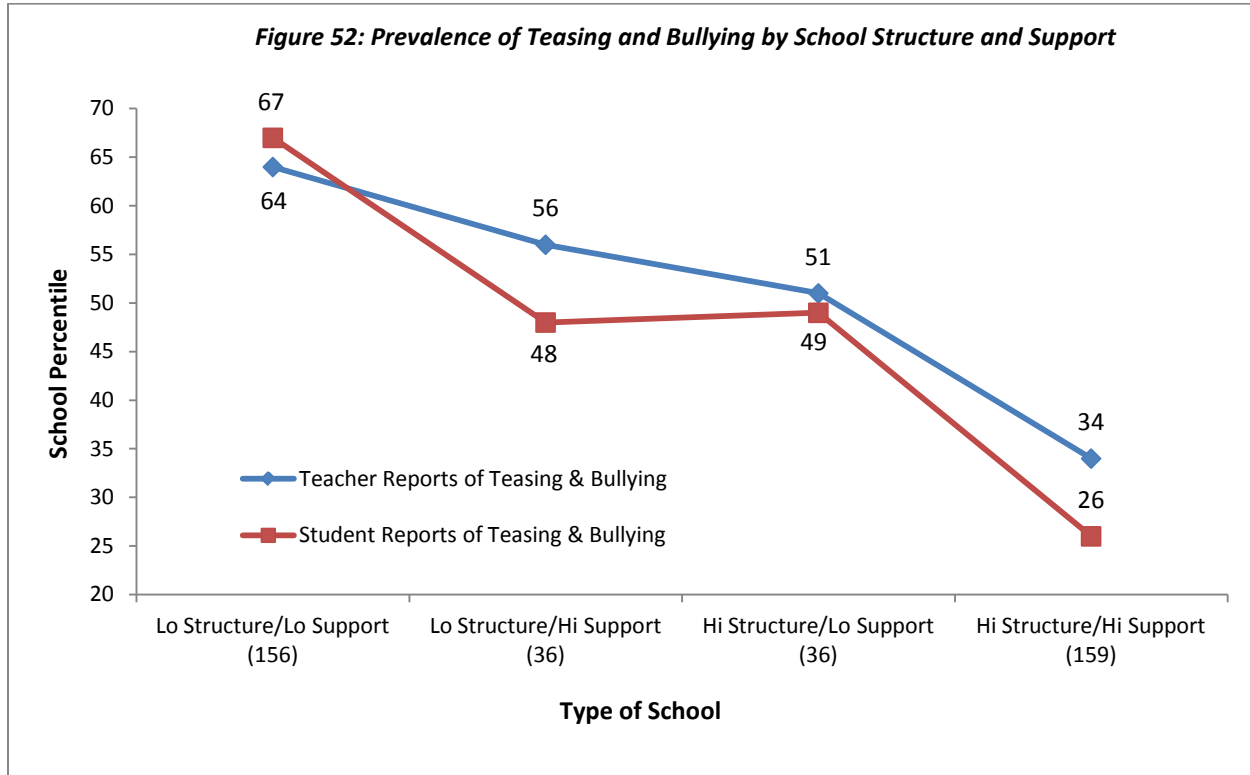
Student perceptions of structure and support in their schools were measured with a series of scales and used to classify schools into four categories: high structure and high support (authoritative), high structure and low support (authoritarian), low structure and high support (permissive), and low structure and low support (disengaged). This is a heuristic classification used to facilitate the display of survey results. In practice, schools fall along a continuum of structure and support.

The four structure and support categories were used to predict the prevalence of teasing and bullying in school and students' and teachers' experiences of victimization. As expected, students and teachers in schools with both high structure and high support reported the lowest prevalence of bullying and victimization, while students and teachers in schools with both low structure and low support reported the highest prevalence of bullying and victimization (**Figure 52**).

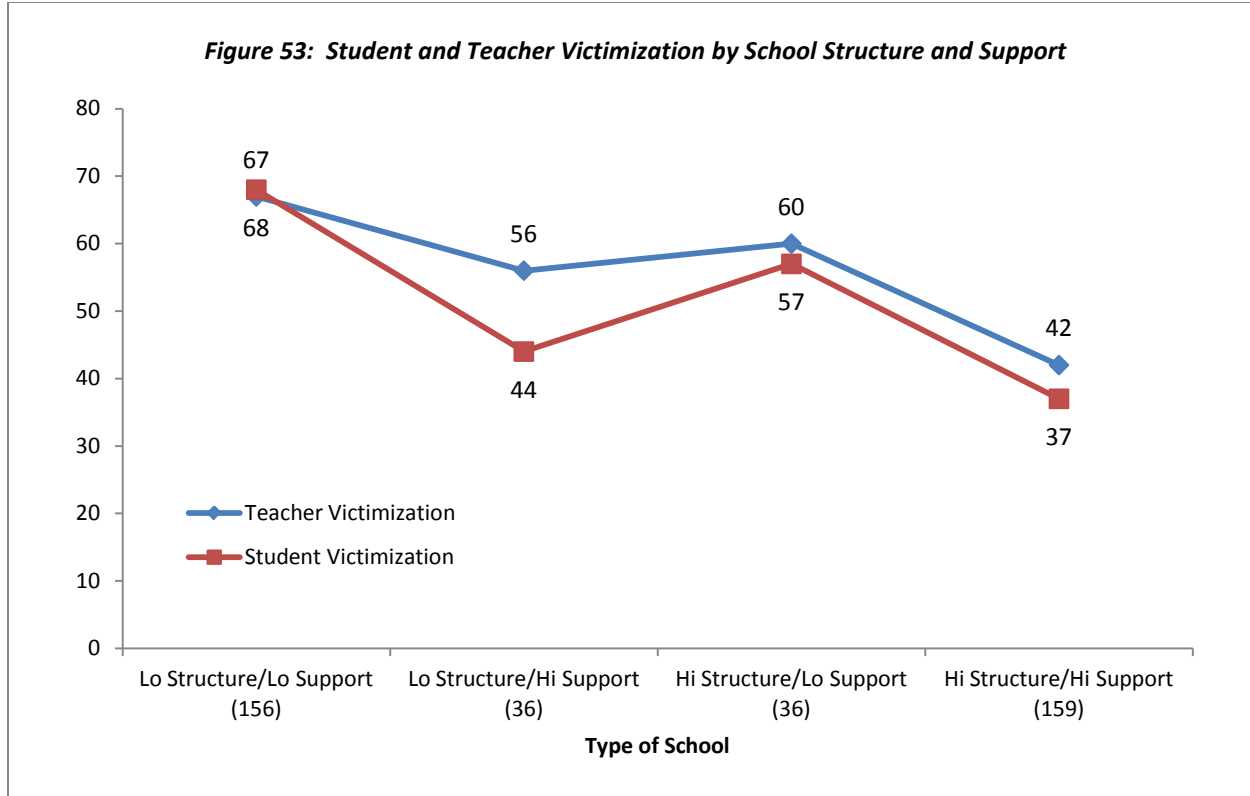
DISCIPLINARY INFRACTIONS AND RESPONSES

Figure 53 shows a similar pattern for teacher and student reports of victimization.

Schools with high structure and support also had fewer violence and weapons infractions. Structure and support were not related to ATOD infractions. Schools with high structure and support also had fewer short-term and long-term suspensions.



DISCIPLINARY INFRACTIONS AND RESPONSES



TECHNICAL NOTES

The VSSCS was developed by researchers in the Virginia Youth Violence Project in the Curry School of Education and the Youth-Nex Center for Effective Youth Development at the University of Virginia. The VSSCS was administered to students and teachers in grades 7 and 8 in 2013 and will be administered again to those grades in 2015. Surveys of students and teachers in grades 9, 10, 11, and 12 are scheduled for 2014 and 2016. In 2013, anonymous online surveys were completed by 43,805 students and 9,134 teachers in grades 7 and 8 from 423 public schools. Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (98%), students (85%), and teachers (79%).

Each school was provided with detailed reports of survey results for students and for teachers. These reports compare student and teacher perceptions of the school with state and regional norms. Reports may be requested by contacting the principal of a participating school.

The measures of structure and support used two student-reported scales containing a total of 15 items. Representative items to measure structure included, “The school rules are fair,” and “The punishment for breaking school rules is the same for all students.” Representative items to measure support included, “Most teachers and other adults at this school care about all students” and “There are adults at this school I could talk with if I had a personal problem.” All items were answered on a four-point Likert scale (strongly disagree, disagree, agree, strongly agree).

Analyses examining Black and White suspension rates as a function of the percentage of Black students in the school (**Figures 47 and 48**) were also conducted controlling for the size of the school enrollment and the percentage of students receiving free or reduced price meals. The patterns of results were the same.

DISCIPLINARY INFRACTIONS AND RESPONSES

The analyses in **Figures 47 and 48** grouped schools into 4 categories based on the percentage of Black students in the school as 0–10, 11–30, 31–50 and > 50. These are arbitrary groupings, so a regression analysis was used to demonstrate that this trend is not the result of choosing these particular categories. There is an overall relationship between suspension rates and the percentage of Black students in a school, even after controlling for school size and the percentage of students receiving free or reduced price meals.

All analyses using structure and support to compare four groups of schools (**Figures 52 and 53**) controlled for the size of the school enrollment, the percentage of students receiving free or reduced price meals, and the percentage of minority students in the school. Students' and teachers' experiences of victimization in **Figure 53** were calculated as sum scores of the five victimization questions shown in **Figure 51**.

APPENDIX A: 2013 VIRGINIA SCHOOL SAFETY SURVEY

Welcome to the 2013 Virginia School Safety Survey

This is a secure, web-based survey conducted by the Virginia Center for School and Campus 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 2012-2013 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 Jessica Smith at the Virginia Center for School and Campus Safety, 804-786-5367 or jessica.smith@dcjs.virginia.gov or Donna Michaelis at 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"/> Charter
<input type="checkbox"/> Middle	<input type="checkbox"/> Magnet
<input type="checkbox"/> High	<input type="checkbox"/> Governor's
<input type="checkbox"/> Combined Grades	<input type="checkbox"/> Special Education
<input type="checkbox"/> Primary	<input type="checkbox"/> Correctional Education
<input type="checkbox"/> Pre-Kindergarten	<input type="checkbox"/> Adult Education
<input type="checkbox"/> Alternative	<input type="checkbox"/> School for the Deaf and Blind
<input type="checkbox"/> Career/Technical/Vocational	<input type="checkbox"/> Other (describe):
9. What grades were taught at your school during 2012-2013? (select all that apply)

<input type="checkbox"/> Pre-Kindergarten	<input type="checkbox"/> 10 th grade
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 11 th grade
<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 12 th grade
<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> Not applicable
<input type="checkbox"/> 3 rd grade	
<input type="checkbox"/> 4 th grade	
<input type="checkbox"/> 5 th grade	
<input type="checkbox"/> 6 th grade	
<input type="checkbox"/> 7 th grade	
<input type="checkbox"/> 8 th grade	
<input type="checkbox"/> 9 th grade	

APPENDIX A: 2013 Virginia School Safety Survey

10. What was your [fall membership enrollment number](#) on September 30, 2012? (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
12. How would you describe the crime level in the area/s in which *most of your students live*? (select one)
- High level of crime
 - Moderate level of crime
 - Low level of crime
 - Students come from areas with very different levels of crime
13. How would you describe the crime level in the area *where your school is located*? (select one)
- High level of crime
 - Moderate level of crime
 - Low level of crime
14. What percentage of your students in 2012-2013 fit the following criteria? (If none, enter 0)
- Eligible for free or reduced-price lunch
 - Limited English Proficient (LEP)
 - Special Education students

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."

15. Did your school *practice* any portion of its Crisis Management Plan/Emergency Management Plan (CMP/EMP) during the 2012-2013 school year? (*Practice* does not include an actual emergency. You will be asked about those events in an upcoming question.)
- Yes No

(If 15 = yes)

15a. How was your school's CMP/EMP *practiced* during the school year? (select all that apply)

- Administration/faculty/staff training
- Student training/awareness sessions
- Parent training/awareness sessions
- First responder coordination (EMS, fire, police, hazmat, etc.)
- Table top exercises with crisis team members
- Full scale drill with or without crisis team and public safety partners
- Other (describe):

APPENDIX A: 2013 Virginia School Safety Survey

16. Which types of critical events/emergencies are practiced with students (at least) annually? *(select all that apply)*
- | | |
|---|--|
| <input type="checkbox"/> bomb threats | <input type="checkbox"/> bus accidents |
| <input type="checkbox"/> explosions | <input type="checkbox"/> fire |
| <input type="checkbox"/> gun, knife or other weapons threats | <input type="checkbox"/> hostage situations |
| <input type="checkbox"/> incidents involving acts of terrorism | <input type="checkbox"/> loss or disruption of power, water, communications or shelter |
| <input type="checkbox"/> natural disasters (earthquake, flood, tornado, other severe weather) | <input type="checkbox"/> presence of unauthorized persons/ trespassers |
| <input type="checkbox"/> spills/ exposures to hazardous substances | <input type="checkbox"/> violence on school property/at school activities |
| | <input type="checkbox"/> none of the above |

17. Did you have to activate any portion of your school's CMP/EMP during the 2012– 2013 school year due to an *actual* critical event or emergency?
- Yes No

(If 17 = yes)

- 17a. Why did you activate your crisis plan? *(choose the category that best fits each incident; select all that apply)*

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

18. Did your school share its CMP/EMP with any local first responders?
- Yes No

(if 18 = yes)

- 18a. With which local first responders did your school share its crisis plan? *(select all that apply)*

- EMS
- Fire
- Law enforcement

The Department of Criminal Justice Services (DCJS), the Department of Education (DOE), and the Virginia Department of Emergency Management (VDEM) are co-sponsoring a 2.5 day course that will provide educational administrators with a foundation for planning and building partnerships with outside agencies such as law enforcement, fire, and emergency management. The course will give attendees the skills to conduct and design a tabletop exercise using Homeland Security Exercise and Evaluation Program (HSEEP) guidelines. Additionally, attendees will learn to:

- Refine or develop a school emergency operations plan (EOP). Throughout the course, the school will review the existing EOP, determine areas for improvement, and make changes/updates to the EOP.*
- Identify how to train and exercise the EOP. The school will describe the benefits of training and exercising the school's EOP, and identify who needs to be involved in training and exercising the EOP.*

You may sign up for updates on the notification of such training at <http://www.dcms.virginia.gov/subscribe/>.

Would your school be interested in participating in this course with your locality's emergency planning staff (law enforcement, fire and emergency management)?

- Yes No Maybe, would depend on cost

19. Does your school's CMP/EMP address incidents involving school buses?
- Yes No

APPENDIX A: 2013 Virginia School Safety Survey

(If 19 = yes)

19a. Have your school bus drivers received training on the specific areas of the CMP/EMP that pertain to them?

- Yes No

(If 19a = yes)

19a-1. How often do bus drivers receive training on the CMP/EMP? (select one)

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

20. Does your school's CMP include a reunification plan?

- Yes No

The Family Assistance Center (FAC) is a facility that is established as the result of a mass casualty/fatality incident, wherein a significant number of victims and/or family members are expected to request information and assistance. A FAC is an organized, calm, professional, and coordinated method of assistance delivery in a safe and secure environment following an incident or accident. A FAC is staffed by trained personnel.

21. Does your school's CMP include a Family Assistance Center (FAC)?

- Yes No

(if 21 = yes)

21a. Which of the following are addressed in the section of the CMP that addresses the Family Assistance Center (FAC)? (select all that apply)

- Students (uninjured) Victims
 Parents Staff (uninjured)

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

- Yes No, we have no formal process

(If 22= yes)

22a. Does your school have an established threat assessment team?

- Yes No

(if 22a = yes)

Threat Assessment Teams: Best Practice—The recommended best practice is for each school to have its own team, because school-based teams have more knowledge of the school, can respond more quickly, and can implement and monitor any interventions more effectively. However, some schools may be using teams that serve more than one school.

22a-1. Which of the following does your threat assessment team serve? (select one)

- Your school only
 Your school plus one more
 Your school plus several others

Threat Assessment Teams mandated. As per new code § 22.1-79.4 effective July 1, 2013, school divisions must designate a threat assessment team for each school in the division.

22b. What kind of formal threat assessment model does your school use? (select one)

- Division-created model
 School-created model
 UVA's model (*Guidelines for Responding to Student Threats of Violence*)
 Other (name and describe)

(If 22b is answered)

22b-1. When did you begin using this threat assessment model? (select one)

- During the past school year (2012-2013 school year)

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

22b-2. Have members of your staff/threat assessment team been formally trained in using this threat assessment model?

- Yes
- No

22c. During the 2012-2013 school year, how many student threats of violence were assessed and found to be not serious (transient threats)?

(provide numerical response)

22d. During the 2012-2013 school year, how many student threats of violence were assessed and found to be serious (substantive threats)?

(provide numerical response)

22e. Does your school have an established relationship or MOU with a local community services board (CSB) or other entity qualified to conduct assessments that assists you in threat assessments?

- Yes
- No

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

- Yes
- No

(If 23 = yes)

23a. Did your school activate its electronic notification system this year for an actual emergency?

- Yes
- No

(If 23a = yes)

23a-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)

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

24. Do your school administrators have *regular* meetings with local law enforcement to discuss problems in and around the school?

- Yes
- No

(if 24 = yes)

24a. How frequently are these meetings with law enforcement held? (select one)

- Weekly
- Monthly
- Quarterly
- Other (describe):

25. Does your school *regularly* receive crime data reports from local law enforcement regarding crimes occurring in the area near the school?

- Yes
- No

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(if 25 = yes)

25a. How frequently do you receive these reports from law enforcement? (select one)

- Daily Weekly
 Monthly Quarterly
 Other (describe):

Question 26 refers to [Code of Virginia § 22.1-279.3:1 \(Paragraph B\)](#) which requires local law enforcement to notify schools of certain offenses committed by students under certain circumstances. Please link to and review the Code section before answering this question.

26. Are there formal processes or protocols in place through which your school routinely receives notification on these offenses from local law enforcement?

- Yes No

III STUDENT SAFETY CONCERNS

27. Does your school have a systematic framework such as Student Assistance Programming for determining school-based prevention and intervention support needs and services that engage parents and collaboration with community entities? (select one)

- Yes, Student Assistance Programming
 Yes, another framework
 No, we do not have a systematic framework

(If 27 = yes, another framework)

27a. Please identify the systematic framework used at your school for determining school-based prevention and intervention support needs and services that engage parents and collaboration with community entities.

(If 27 = yes - either one)

27b. Please identify the community entities that you collaborate with to provide services in your school.

School Safety Programs

28. Review the following list of program categories and select those for which your school took intentional and sustained action (i.e., occurred more than once) during the 2012-2013 school year. (select all that apply)

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

28a. Listed below are the program categories that you selected indicating that your school had a formal program during 2012–2013. For each, please provide the name(s) of the evidence-based curricula and/or programs that fit under that category.

(Only those categories selected in Q28. will appear in Q28a.)

Category	Name of Program(s)
----------	--------------------

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Anger management	
Bullying prevention/intervention	
Character education	
Classroom management in-service training and workshops for teachers	
Community/social integration for students	
Conflict resolution	
Counseling services for students	
Individualized behavior plans for disruptive students	
Mentoring	
Method to report a safety concern anonymously	
Peer mediation	
Problem solving or social skills curriculum	
Substance abuse prevention	
Truancy prevention	
Violence prevention	

29. To what extent do the following factors *limit* your school's efforts to reduce or prevent crime? (select one for each listed factor)

<i>Factors that Limit School's Effort to Reduce/Prevent Crime</i>	<i>Does Not Limit</i>	<i>Limits in Minor Way</i>	<i>Limits in Major Way</i>
Inadequate teacher training in classroom management	○	○	○
Inadequate alternative placement/programs for disruptive students	○	○	○
Teacher concerns about student retaliation	○	○	○
Inadequate teacher support for school policies	○	○	○
Inadequate parent support for school policies	○	○	○
Likelihood of complaints from parents	○	○	○
Concerns about litigation	○	○	○
Inadequate funds	○	○	○
Inconsistent application of school policies by faculty or staff	○	○	○

Bullying

30. Review the following list of anti-bullying/bullying prevention programs and practices and select those that were in place at your school during the 2012-2013 school year. (select all that apply)

Programs

- AI's Pals
- Bullying Prevention within Positive Behavioral Intervention and Supports (PBIS)
- Bullyproofing Your School
- Community of Caring
- Effective School-wide Discipline (now called PBIS)
- Olweus Bullying Prevention Program
- Peaceful School Bus
- Second Step curriculum
- Steps to Respect
- None of the above
- Other

Practices

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- Bus driver training on bullying
- Classroom meetings about bullying
- Conference or assembly on bullying (school-wide)
- Counselor-facilitated program
 - Curriculum on bullying taught to all students
- Hotline/complaint box (anonymous report)
 - Increased supervision in 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 school-wide
- Specific disciplinary consequences for bullying
- Teacher/staff training on bullying
- Videos for students about bullying
- None of the above
- Other

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.

31. How many known incidents of cyberbullying occurred at your school during 2012–2013? 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)
- | | |
|---|---|
| <input type="checkbox"/> No known incidents | <input type="checkbox"/> 1–2 incidents |
| <input type="checkbox"/> 3–10 incidents | <input type="checkbox"/> 11–20 incidents |
| <input type="checkbox"/> 21–50 incidents | <input type="checkbox"/> 51–100 incidents |
| <input type="checkbox"/> Over 100 incidents | |
32. Does your school prohibit *use* of cell phones and text messaging devices during school hours?
- Yes No
33. Does your school limit access to social networking websites (e.g., Facebook, Twitter, Instagram, etc.) from school computers?
- Yes No

School environment

34. 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 2012-2013 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.	○	○	○	○
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.	○	○	○	○

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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.	○	○	○	○
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.	○	○	○	○
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.	○	○	○	○
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	○	○	○	○

(if grades 7 or 8 are checked they will see the next 2 unnumbered questions)

As a school with 7th and/or 8th grade students, you should have participated in the school climate survey of 7th and 8th grade students and teachers that was conducted as part of the School Safety Audit program in spring 2013. Please answer the following questions about how you may have shared the survey results and how you intend to make use of the results.

Please indicate if you've shared or plan to share the results of the climate survey with the following school-related groups.
(select one for each listed group)

Group	Climate Survey Results		
	Have shared with	Plan to share with in next few months	No plans to share with
teachers			
staff			
students			
parents			

In what ways do you intend to make use of your survey results? *(select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Improve safety conditions and climate for students | <input type="checkbox"/> Improve safety conditions and climate for teachers/staff |
| <input type="checkbox"/> Improve our efforts to reduce bullying | <input type="checkbox"/> Improve our student discipline practices |
| <input type="checkbox"/> Improve our student-teacher/staff relationships | <input type="checkbox"/> Improve our communication with parents |
| <input type="checkbox"/> Set goals for our school improvement plan | <input type="checkbox"/> Other (describe): |

35. Does your school employ a mental health professional (counselor, psychologist, social worker, substance abuse counselor) whose primary assignment is to provide counseling services to students?

- Yes No

(If 35= yes)

35a. How many mental health professionals work at your school full-time/part-time?
(enter number of full-time and number of part-time)

Number of full-time	
---------------------	--

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Number of part-time	
---------------------	--

36. Does your school have mental health professionals from community agencies that provide counseling services in your school to your students?

Yes No

(if 36 = yes)

36a. On a weekly basis, what is the average number of hours that a community agency counselor is in your school? (enter numerical response)

IV. SCHOOL SECURITY/SURVEILLANCE

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

Understand that the DCJS Virginia Center for School and Campus 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.

37. Review the following list of security strategies and select those that were in place at your school during the 2012-2013 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
- School grounds are 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

(if 37 = someone is stationed at the front entrance)

37a. Who typically staffs the position of main entrance monitor/greeter? (select one)

- School security personnel (SRO, SSO, private security)
- Administrative staff
- Faculty/staff
- School volunteer
- Student
- Other (describe)

38. Did you have safety/security personnel such as School Resource Officers (SROs), School Security Officers (SSOs), or other types of security personnel working at your school FULL TIME during the 2012-2013 school year?

Yes No

(if 38 = yes)

38a. What type/s of safety/security personnel were working full time at your school? (select all that apply)

- [School Resource Officers \(SROs\)](#)
- [School Security Officers \(SSOs\)](#)
- Other (describe) _____

(if 38a = SSO)

38a-1. Please provide the name and email address for each SSO currently working full time at your school.

(if 38a = SRO)

38a-2. Please provide the name and email address for each SRO currently working full time at your school.

38a-3. Has the SRO/s that works at your school completed the School Resource Officer Basic Training?

Yes No Don't know

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(if 38a-3 = yes)

38a-3.1. Who provided the SRO training that your SRO completed? (select all that apply)

- DCJS-sponsored training Local law enforcement agency
 Don't know Other (describe):

38a-4. Does the SRO/s that works at your school respond to *other* schools when they have an incident?

- Yes No

38a-5. Does the SRO/s that works at your school visit *other* schools on a regular basis?

- Yes No

38a-6. Is there a substitute SRO that steps in to work at your school when your regular SRO is out (e.g., in court, sick day, etc.)?

- Yes No

38a-7. What is the *average length of time* that an individual SRO is placed in your school? (enter number of years and/or fractions of years - e.g., 1.5 years)

38a-8. What is the *longest period of time* that an individual SRO was placed in your school? (enter number of years and/or fractions of year s- e.g., 1.5 years)

38a-9. How is the SRO position/s at your school funded? (select all that apply)

- By the school division By a law enforcement agency
 Combination of the above Don't know
 Other

39. Did you employ private security officers at your school during 2012- 2013?

- Yes No

(if 39 = yes)

39a. 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)

40. Do you have two-way communication between the school office and other areas of the school?

- Yes No

(if 40 = yes)

40a. Does this two-way communication cover all areas of your school's property (both interior and exterior)?

- Yes No

41. Can school administrators communicate with law enforcement/first responders via radio when they are inside the school building?

- Yes No Don't know

42. Do 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

43. Do first responders have access to the school during a lockdown so they do not have to breach doors or windows to gain access?

- Yes No Don't Know

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44. How often were lockdown drills practiced at your school during the 2012-2013 school year? *(select one)*

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

45. Are you aware of § 22.1-137.2, the new legislation, effective July 1, 2013, that requires schools to conduct lockdown drills twice each school year in September and January?

- Yes No

(if 45 = yes)

45a. Has your school developed a process (or has your division informed you of the process) by which your school will report compliance with new lockdown regulations?

- Yes No Don't know

46. 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

47. Which methods were used by your school 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.")

Methods to monitor safety on/maintain communication with buses	Not used	Used on some buses	Used on all buses
Bus aide/monitor			
Cell phone			
Communication maintained through division's transportation department			
GPS Tracking System			
Randomly patrolled by school faculty/staff			
Randomly patrolled by security personnel (including SROs, SSOs, or private security)			
Security cameras			
Two way radio			

48. Is your school parking lot/s monitored during school hours?

- Yes No

(if 48 = yes)

48a. Which of the following monitoring methods are used to monitor your school's parking lot/s during school hours? *(select all that apply)*

- Randomly patrolled by school security personnel (SRO, SSO, private security)
 Randomly patrolled by school faculty/staff
 Randomly patrolled by law enforcement
 Security cameras (monitored live in real time)
 Security cameras (taped, not monitored in real time)
 No formal surveillance, only informal monitoring
 Other (describe):

School Inspection Checklist. *As per changes to Safety Audit Legislation, § 22.1-279.8 effective July 1, 2013, the Virginia Center for School and Campus Safety, shall develop a list of items to be reviewed and evaluated in the school safety audits. Such items shall include those incidents reported to school authorities pursuant to § 22.1-279.3:1 and shall include a school inspection walk-through using a standardized checklist provided by the Virginia Center for School and Campus Safety, which shall incorporate crime prevention through environmental design (CPTED) principles.*

49. Did your school conduct a security and vulnerability assessment of your school property using a school inspection checklist during the 2012-2013 school year?

- Yes No

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50. Which of the following persons are required to *wear* visible school-issued ID badges or tags while on school property? (select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Staff |
| <input type="checkbox"/> Students | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> County/division personnel | <input type="checkbox"/> Substitute teachers |
| <input type="checkbox"/> Vendors | <input type="checkbox"/> Visitors (includes parents/guardians/delivery personnel, etc) |
| <input type="checkbox"/> Volunteers | <input type="checkbox"/> No ID badges or tags are required |
| <input type="checkbox"/> Other (describe): | |

51. Which of the following type(s) of school visitors are required to *show* photo ID? (select all that apply)

- Commercial visitors (e.g., delivery persons, trade workers such as plumbers)
- Parents/guardians
- School-related visitors (e.g., substitute teachers, volunteers, school system or division personnel)
- Visitors meeting with specific individuals/groups (e.g., friends/relatives of students or staff, club speakers, military recruiters, etc.)
- No one is required to show photo ID

52. Does your school conduct background checks on volunteers who work with your students (NOT including parents/guardians)?

- Yes No

(if 52 = yes)

52a. What type/s of background checks are conducted?

- Criminal background check
- Sex offender registry check
- Credit check
- Don't know because all background checks are conducted by the division office
- Other (describe)

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."*

53. Using the definition above, did your school have any gang-related problems or incidents during the 2012-2013 school year?

- Yes No

(if 53 = yes)

53a. Did the number of gang-related problems or incidents (such as graffiti, beat-ins, rival gang fights, etc.) increase, decrease, or stay about the same when compared with the previous school year? (select one)

- Increased Decreased Stayed about the same

(if 53 = no)

53b. You reported that your school did not have any gang-related problems or incidents during the 2012-2013 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 2011–2012 (no gang-related problems or incidents either year)

54. Did the community surrounding your school have any gang-related problems or incidents during the 2012–2013 school year?

- Yes No Don't know

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55. Indicate which of the following were part of your school's routine tasks in regard to gang graffiti and its prevention/eradication in 2012-2013. *(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 2012-2013 school year

56. Which of the following gang prevention measures were in place at your school during the 2012-2013 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 (describe):

(If 56 = other)

56a. Please describe your "other" gang prevention measure/s.

57. Which of the following indicators of gang activity were observed in your school during the 2012-2013 school year? *(For each of the listed indicators, please select either "no incidents, 1 or 2 incidents, or 3 or more incidents")*

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

58. Rate the overall threat of gang activity by street gangs in your school during the 2012-2013 school year. *(select one)*
- 5 (high) 4 3 (medium) 2 1 (low) None

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

Thank you for completing the 2013 Virginia School Safety Survey.

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

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

To make a copy of your survey responses for your records, please click on the "view response" button below. A printable version of your survey responses will appear titled, "Response Details." Print this page using whatever method you typically use to print a webpage, such as: select file/print from your browser tool bar, or right click your mouse, then select "save page as," and after saving the page, print.

If you have other questions about the Virginia School Safety Survey, please contact Jessica Smith at the Virginia Center for School and Campus Safety: 804-786-5367 or jessica.smith@dcjs.virginia.gov or Donna Michaelis at 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 e-mail, cell phone and pager text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, hostile behavior intended to harm others.

Controlled Access System

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

Criminal Street Gang

(*Virginia Code § 18.2-46.1*) 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.

Crisis Management

Crisis Management is that part of a school division’s approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

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. It is typically activated by a telephone call from a designated school employee or by an e-mail sent from a computer using a secure passcode.

Emergency

An emergency is any event or situation that forces school closure or schedule changes, or that directly threatens the safety or wellbeing 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.

APPENDIX B: Definitions

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 www.doe.virginia.gov/VDOE/dbpubs/all_Membership/2008/readme.htm.

Family Assistance Center (FAC)

A Family Assistance Center is a secure facility established to serve as a centralized location to provide information and assistance about missing, unaccounted for, injured or deceased persons, and support the reunification of individuals with their loved ones during and in the aftermath of an emergency.

The Family Assistance Center is a facility that is established as the result of a mass casualty/fatality incident, wherein a significant number of victims and/or family members are expected to request information and assistance. A FAC is an organized, calm, professional, and coordinated method of assistance delivery in a safe and secure environment following an incident or accident. A FAC is staffed by trained personnel.

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](#).

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

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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.

Reunification Plan

When students and staff have been evacuated to an alternate site, school administrators or the crisis response team should implement a school's student-parent reunification plan for releasing students to their parents and guardians. A strong reunification plan will:

- Designate reunification sites and outline the procedures for releasing students
- Maintain updated student emergency information that details students' special needs and any medical or custody issues, and incorporate guidelines for storing the information in a secure location accessible to authorized personnel
- Outline parental notification methods such as the use of calling trees, local media channels or an electronic notification system

School

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

School Resource Officer (SRO)

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

School Security Officer (SSO)

An individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff and visitors in the assigned school.

Student Assistance Programming (SAP)

Broadly stated, Student Assistance Programming goals are to prevent problems through education and address existing problems by directing students to school-based or community services providers as may be appropriate. Furthermore, SAP:

- provides a framework and process for managing the continuum of social, emotional, and mental health supports for all students and intervention for those in need.
- engages students and parents at each level of prevention, intervention and support services.
- offers a systematic and flexible approach for integrating and sustaining evidence-based practices, programs and strategies to enhance a positive school climate and safe school environment.
- builds and maintains collaborative partnerships with multiple community stakeholders—e.g., law enforcement agencies, community service boards, other behavioral health service providers, social services, the faith community, youth and family service organizations, prevention councils.
- uses a data-driven decision making process conducted by a planning team in each school to assess needs and monitor interventions.
- changes priorities as determined by relevant data and review of existing plans, curriculum, practices, programs and strategies.

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Threat Assessment Team

School threat assessment teams shall be headed by the principal or administrative designee and include at least one guidance counselor, a school psychologist and/or school social worker, a law enforcement representative who is typically a school resource officer, and a member with expertise in instruction. Other school staff may serve on the team and/or be consulted during the threat assessment process, as appropriate, or as determined by the principal. [Note: [§ 22.1-79.4.D](#), *Code of Virginia*, requires school threat assessment teams to include persons with expertise in counseling, instruction, school administration, and law enforcement]

In fulfilling statutory responsibilities, school threat assessment teams shall:

- Conduct the assessment of and intervention with students whose behavior may pose a threat to the safety of the school staff or students
- Provide guidance to students, faculty, and staff regarding recognition of threatening behavior that may represent a threat by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from teams
- Clearly identify the person(s) to whom members of the school community are to report threatening behavior
- Implement school board policies in an effective manner for the assessment of and intervention with students whose behavior poses a threat, including, in appropriate cases, referrals to community services boards or health care providers for evaluation or treatment. ([§ 22.1-79.4.C](#), *Code of Virginia*)

Zero Tolerance

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



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