

Welcome to the 2012 Virginia School Safety Survey

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

While answering the following survey questions, **please base your responses on the conditions in your school during the 2011-2012 school year** unless otherwise instructed. You are required to provide a response to each survey question in order to complete the survey.

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

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

I. SCHOOL IDENTIFICATION AND DEMOGRAPHIC INFORMATION

1. What is the name of your school division? (select from drop-down list)

2. What is the full name of your school?

IMPORTANT: School name must match our database for you to receive credit for the survey. Please [use this link](#) to find the formal school name, then copy and paste into this box.

3. What is your school's ID number?

IMPORTANT: ID number must match your school name for you to receive credit for the survey. Please [use this link](#) to find the 4-digit ID number, then copy and paste into this box.

If we have any questions about your survey responses, we would like to be able to contact you. Please provide us with your contact information:

4. What is your name?

5. What is your title?

6. What is your phone number?

7. What is your email address?

8. Which of the following best describes your school? (select one)

Elementary
Middle
High
Combined Grades
Primary
Pre-Kindergarten
Alternative
Career/Technical/Vocational

Charter
Magnet
Governor's
Special Education
Correctional Education
Adult Education
School for the Deaf and Blind
Other (describe):

9. What grades were taught at your school during 2011-2012? (select all that apply)

Pre-Kindergarten
Kindergarten
1st grade
2nd grade
3rd grade
4th grade
5th grade

6th grade
7th grade
8th grade
9th grade
10th grade
11th grade
12th grade

10. What was your [fall membership enrollment number](#) on September 30, 2011?

(enter numeric response)

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

Urban: According to Census criteria, urban refers to a principal city in an area. In Virginia this includes: Alexandria, Arlington, Blacksburg, Bristol, Charlottesville, Christiansburg, Danville, Hampton, Harrisonburg, Lynchburg, Newport News, Norfolk, Portsmouth, Reston, Richmond, Roanoke, Virginia Beach, Waynesboro, and Winchester. *(For more information, please see <http://www.census.gov/population/www/metroareas/lists/2009/List2.txt>)*

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

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

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

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

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

- Urban
- Suburban
- Town
- Rural

II. ASSESSMENT, PLANNING, AND COMMUNICATION

[Virginia Code § 22.1-279.8](#) describes school crisis and emergency management plans. It also states that *"each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan."*

12. Did your school practice its Crisis Management Plan/Emergency Management Plan (CMP/EMP) during the 2011 – 2012 school year? *(Practice does not include an actual emergency. You will be asked about those events in an upcoming question.)*

- Yes
- No

(If 12 = yes)

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

- [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
- None of the above

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

- Yes
- No

(If 13 = yes)

13a. Why did you activate your crisis plan?

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

- 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

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

(If 14 = yes)

- 14a. Have your school bus drivers received training on the specific areas of the CMP/EMP that pertain to them?
Yes
No

(If 14a = yes)

- 14a - 1. How often do bus drivers receive training on the CMP/EMP?
Once a year
Once every two years or more
Other (describe):

15. Does your school use a [formal threat assessment](#) process to respond to student threats of violence (both violence against others and /or against oneself)?
Yes
No, we have no *formal* process

(If 15= yes)

- 15a. For your formal threat assessment process, did you follow the [guidelines developed by the University of Virginia \(UVA\)](#), *Guidelines for Responding to Student Threats of Violence*?
Yes
No

(If 15a = yes)

- 15a-1. When did you begin using the University of Virginia guidelines? (*check one*)
During the past school year (2011-2012 school year)
In the last 2-4 years (during 2010-2011, 2009-2010, or 2008-2009 school years)
5 or more years ago (during or prior to the 2007-2008 school year)

- 15a-2. Have members of your staff been formally trained in using the University of Virginia guidelines?
Yes
No

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

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

16. Does your school have an [electronic notification system](#) for notifying parents/guardians of an [emergency](#) at your school?

Yes
No

(If 16= yes)

16a. Did your school activate its [electronic notification system](#) this year for an actual [emergency](#)?

Yes
No

(If 16a = yes)

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

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

- 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

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

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

III Student Safety Concerns

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

Yes
No

(If 18 = yes)

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

- CDC Youth Risk Behavior Survey
- Communities That Care Youth Survey
- Division or school- developed survey
- Olweus Bullying Questionnaire
- Pride Survey
- UVA Bullying School Climate Survey
- Virginia Department of Education (DOE)-developed survey
- Other (describe) _____

School Safety Programs

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

- Anger management
- Bullying prevention/intervention
- Character education
- Classroom management in-service training and workshops for teachers
- 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
- None of the above
- Other

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

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

(If 19 = other)

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

Bullying

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

Programs

- AI's Pals
- Bullying Prevention within Positive Behavioral Supports (BP-PBS)
- Bullyproofing Your School
- Community of Caring
- Effective School-wide Discipline
- Olweus Bullying Prevention Program
- Peaceful School Bus
- Rachel's Challenge
- Second Step curriculum
- Steps to Respect
- None of the above

Other

Practices

- 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

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

Program	<i>Very effective</i>	<i>Moderately effective</i>	<i>Slightly effective</i>	<i>No effect</i>
Al's Pals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying Prevention within Positive Behavioral Supports (BP-PBS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullyproofing Your School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community of Caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective School-wide Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olweus Bullying Prevention Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peaceful School Bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rachel's Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Step curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steps to Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice				
Bus driver training on bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom meetings about bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference or assembly on bullying (schoolwide)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor-facilitated program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum on bullying taught to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hotline/complaint box (anonymous report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased supervision in areas where bullying occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual counseling with students identified as bullying others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual counseling with students identified as victims of bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent education or outreach program regarding bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Restorative discipline practices for bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules or policy on bullying communicated to all students schoolwide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific disciplinary consequences for bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/staff training on bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos for students about bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If 20 = programs other or practices other)

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

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

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

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

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

Cyberbullying

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

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

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

School climate

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

(select one for each statement)

Statement	Indicate how strongly you agree or disagree with each statement.			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Bullying is a problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students know who to go to for help if they have been treated badly by another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel free to ask for help from teachers if there is a problem with a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know when students are being picked on or being bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers take action to solve the problem when students report bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students report it when one student hits another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are encouraged to report bullying and aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here often get teased about their clothing or physical appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here often get put down because of their race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(school climate scales, continued)

The following scales are used to measure aspects of school climate that are related to school safety conditions. Please indicate how strongly you agree or disagree with each of the following statements pertaining to the climate at your school during the 2011-2012 school year.

(select one for each statement)

Statement	Indicate how strongly you agree or disagree with each statement.			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Students here often get put down because of their perceived sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of teasing about sexual topics at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zero tolerance makes a significant contribution to maintaining order at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zero tolerance sends a clear message to disruptive students about appropriate behaviors in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension is a necessary tool for maintaining school order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools cannot afford to tolerate students who disrupt the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension makes students less likely to misbehave in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Safety will report the information in this section in an aggregated format for all schools, but it will not release specific information from identified schools.

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

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

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

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

(If 23 = other)

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

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

(If 24 = yes)

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

[School Resource Officers \(SROs\)](#)

[School Security Officers \(SSOs\)](#)

Other (describe) _____

(if 24a = SRO)

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

(if 24a = SSO)

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

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

Yes

No

(If 25 = yes)

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

They perform duties very similar to those of SSOs during school hours (maintain order and discipline among students, prevent crime, ensure safety, security and welfare of all students, investigate violations of school board policies)

Maintain order and safety at special events

Provide building security after school hours

Other (describe)

26. Did first responders (including police, fire and EMS) have electronic/internet-based access to current floor plans for your school in case they needed to respond to a large scale security incident at your facility?

- Yes
- No
- Don't Know

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

- Yes
- No
- Don't Know

28. Which methods were used to monitor safety on and/or maintain communication with school buses when they were in use?

(For each of the listed methods, please select either "not used, used on some buses, or used on all buses.")

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

Gang-Related Activity

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

29. Using the definition above, did your school have any gang-related problems or incidents during the 2011 – 2012 school year?

- Yes
- No

(If 29 = yes)

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

- Increased
- Decreased
- Stayed about the same

(if 29 = no)

30. You reported that your school did not have any gang-related problems or incidents during the 2011 - 2012 school year. Does this reflect a decrease in gang-related problems or incidents from the previous school year or were both school years free of gang-related problems and incidents? *(select one)*

- Reflects a decrease
- Same as in 2010 - 2011 (no gang-related problems or incidents either year)

31 Did the community surrounding your school have any gang-related problems or incidents during the 2011 – 2012 school year?

- Yes
- No

Don' t know

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

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

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

Formal student policy regarding gang-related behavior
 Students advised about restrictions on gang-related behavior
 Students suspended from school for gang-related behavior
 Counseling services provided to discourage gang-related behavior
 Speaker for students on gangs
 Speaker for parents on gangs
 Gang awareness in-service training and workshops for teachers/staff
 Use of G.R.E.A.T. (Gang Resistance Education and Training) program
 Use of a program other than G.R.E.A.T. to discourage gang involvement
 Cooperative effort with law enforcement to identify gang-related crime
 None of the above
 Other

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

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

(If 33 = other)

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

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

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

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

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

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 2012 Virginia School Safety Survey.

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

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

To make a copy of your survey responses for your records, please click on the "view response" button below. A printable version of your survey responses will appear titled, "Survey Response Details." Just below the title, you will see "Print responses" – click on this, and a "Print" box should come up asking you want printer you want to use, how many copies, etc. Just print as you normally print with this box.

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

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